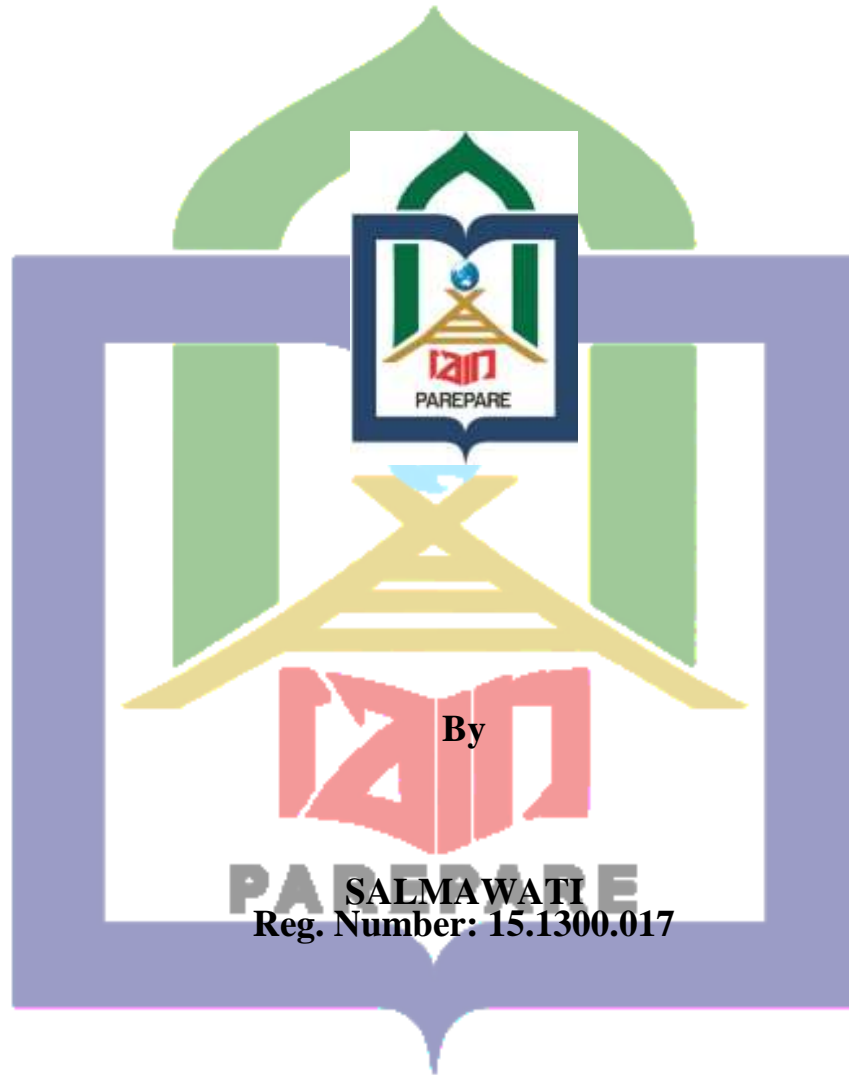


SKRIPSI

**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN
TEACHING ENGLISH PROCESS AT SMAN 5 PINRANG**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI

**AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN
TEACHING ENGLISH PROCESS AT SMAN 5 PINRANG**



By

SALMAWATI
Reg. Number: 15.1300.017

Submitted to the English Program Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

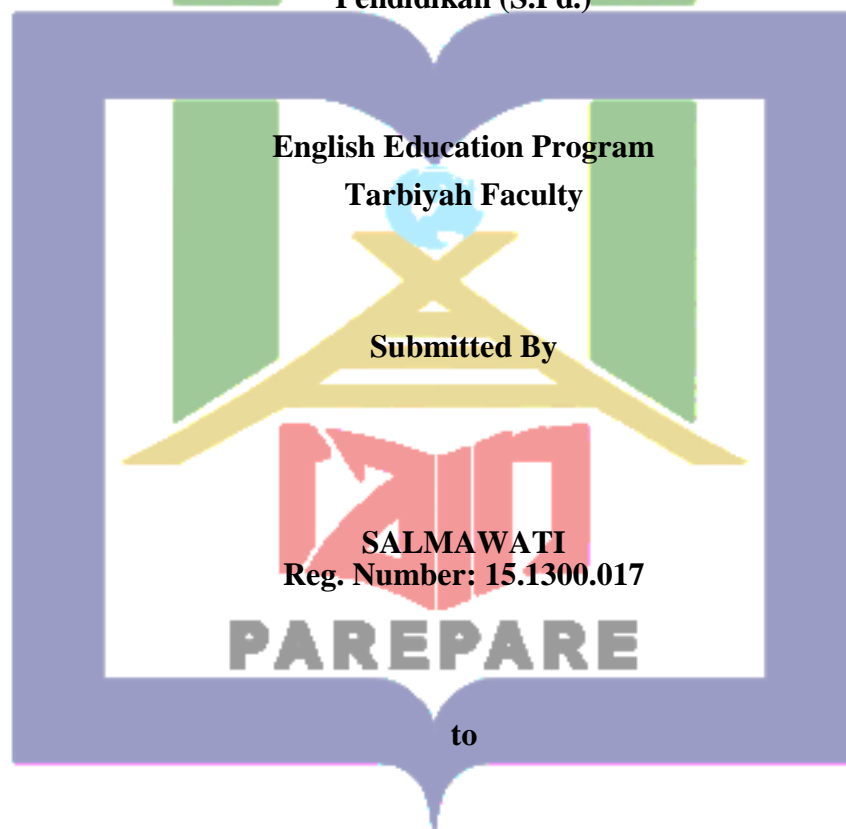
2020

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Skripsi

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Pendidikan (S.Pd.)**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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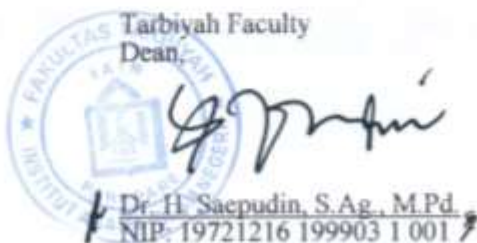
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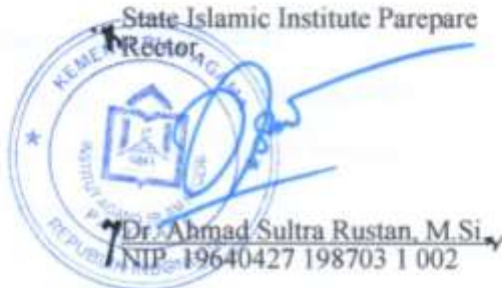
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Parepare, 29th December 2019

The Writer,



SALMAWATI
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ABSTRACT

SALMAWATI. *An Analysis of Code Switching and Code Mixing In Teaching Learning Process At SMA Negeri 5 Pinrang* (Supervised by Abd. Rauf and Amzah)

This research took code switching and code mixing in teaching learning process at SMA Negeri 5 Pinrang especially the teacher. The main point is to know the types of code switching and code mixing that made by the teacher and also the teacher factor to did code switching and code mixing in the class. The aim of this research is to describe the form of code switching and code mixing in English teacher.

This method of the research is used descriptive qualitative method. To collecting the data used observation to found the types and questionnaire to found the factor, technique analysis of data through observation is table analysis, whereas the data obtained from the questionnaire were analyzed according to types of questionnaire that is using the guttman scale, than placed in the place the range of percentages.

From the results of data analysis that has been collected is the form of code switching generated is more dominant than code mix with the type that dominate is tag code switching 76%, with percentage of each types expressed tag code switching 76%, intra sentential code switching is 11%, and inter sentential code switching is 13% while inner code mixing is 23%, outer code mixing is 77% and hybrid code mixing is 0%. Secondly, from the results of data analysis obtained from a questionnaire the factors causing the teacher to do the process of code switching and code mixing because students better understand the explanation from the teacher, students better understand the intentions and request of the teacher. In addition, factor condition also cause the teacher to do the code switching and code mixing in teaching such as there are change the topic in the classroom.

Keyword: *code switching and code mixing in learning process*

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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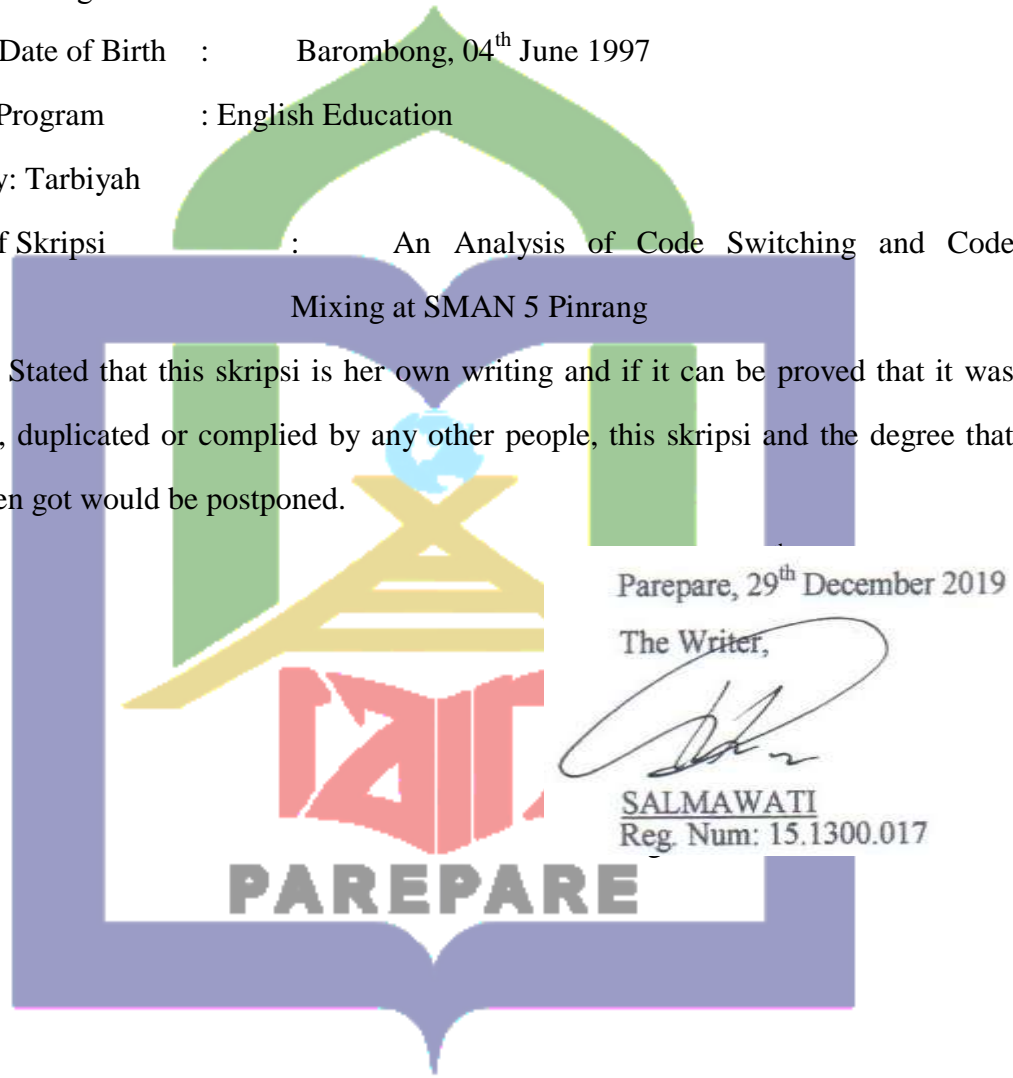
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Title of Skripsi : An Analysis of Code Switching and Code Mixing at SMAN 5 Pinrang

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Parepare, 29th December 2019

The Writer,

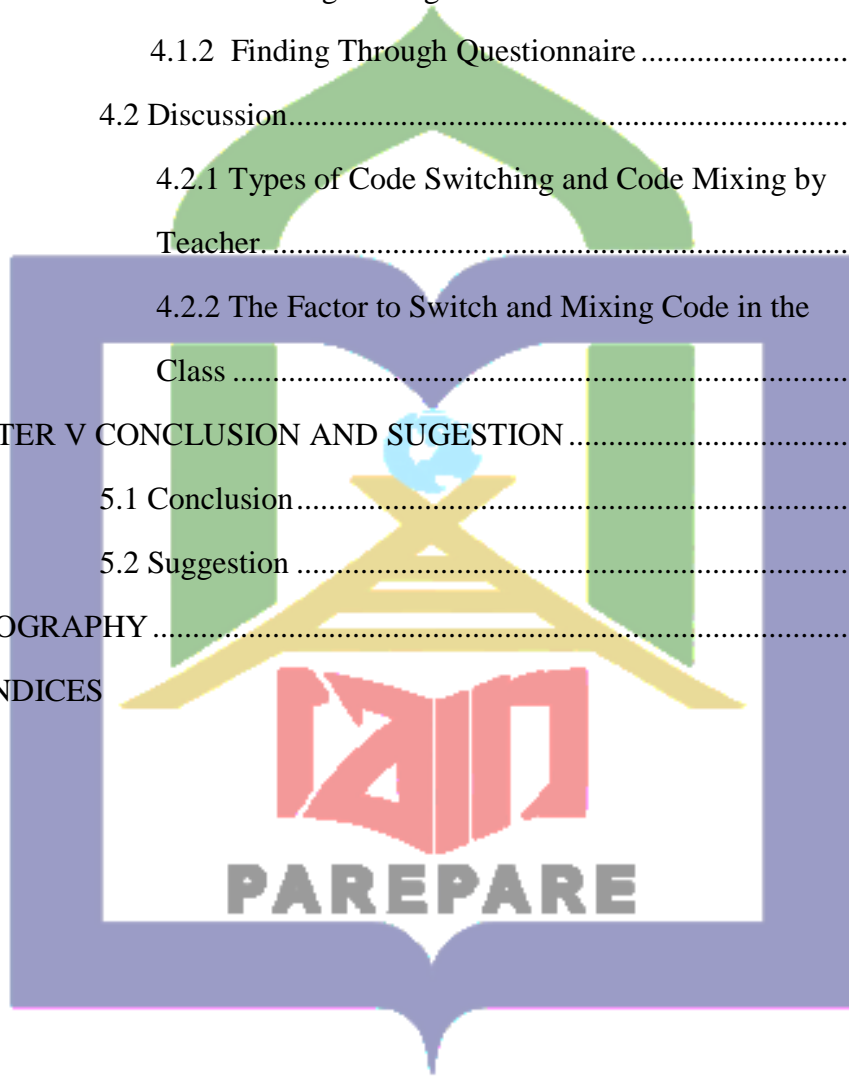
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CHAPTER I INTRODUCTION

1.1 Background

Language is some tool uses someone to communicate with other. Language is some important tool for human to understand and share the statement with other. That true, A language has a symbol, sound, and signs. In addition, the language has also has function as a result for an self-expression. Language becoming a person who could not be separated from human life in any terms, because every human needs language to carrying out statement in his mind.

Language is a system of communication in speech and writing used by people a particular country. The used by humans of a system of sound and word to communicate.¹ English language is international language, as one of the target languages that students in a school have to learn English because English is first foreign languages that teach at school. Language is tool of communication used by the human being community in their interaction. As people know, English is international language. So, to communicate each other in the world people should know English.

In Indonesia, English has been chosen as the first-foreign language in school curriculum. It is because of simple reason the English plays in important role in the international world. Our goverment hope that it can be a mean functions to acquire science and technology. Therefore, Indonesian people will become intellectual and skillful person who are ready to face both national and international development²

¹Victoria Bull, *Oxford Leaner's Poket Dictionary, Fourth Edition* (New York: Oxford University Press, 2008), p. 247.

² Ramelan, *Introduction to Linguistic Analysis*, p. 2.

country like Indonesia, the reality to switch one language and another is accepted as quite normal. Code-switching or code mixing is a common Phenomenoun among bilingual or multilingual society.³ English is an international is usually switched eith Indonesia. People sometimes switch without hesitation, and often without extensive thought.

Indonesia is a multilingual country. Many languages are spoken within the country, and many people in the country use more that one language.⁴ Almost all Indonesian people like switching from Indonesian to English or the contrary from English to Indonesian. Bilingualism and multilingualism are common in Indonesia.

So. As a multilingual society as expressed before above, Indonesians do not find it hard to break free from this spoke habit. That sure, It happens because there are situation that cause because of different cultures and situations so a switch and mix language in some situation is natural.

Sure, this also takes in teaching learning process at school. Primarily some teacher who is the leading culprit in the learning process that does not require alternately replaced language use or there are code-switching and code-mixing in teaching language process.

The switching code is a popular phenomenoun in our life. Many people, especially students, teachers, executives change over words, phrase, clause, or sentences of English and Indonesian in their utterances. Code is a language or variety

³Ronald Wardhaugh, *An Introduction to Sociolinguistics* (New York: Basil Blackwell, inc. 1986), p. 86.

⁴P. W. J. Nababan, *Proficiency Profiles: A Study in Bilingualism and Bilinguality in Indonesia; In Bilingual Education, ed. Limkiat Boey* (Singapore University Press For SEAMO Regional Language Center, 1980), p. 209.

of a language.⁵ It can be said that people use language as code to explain their ideas in order to be more understandable.

Code switching is different from code mixing. It refers to the use of two languages in the same sentences or discourse. It means that the substitution of words, phrase, or sentences in a single speech even. For example, a person who said, “I want to eat” and “*saya ingin makan*” in a single utterance. Speakers of more than one language are known from their ability to code switch their languages during communication. This occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language.⁶

In classroom learning activities, one thing that can drive teachers wild is when their students are apparently unwilling to use English in the classroom, especially during communicative activities. This is often seen as an example of student/teacher failure. After all, if the students are not using English everyone is wasting time. However, there are many understandable reason why students revert to their own language in certain activities.⁷

1.2 Problem Statement

In relation with the background above, the problem of the research can be state as follow:

1.2.1 What types of code-switching and code-mixing that used by teacher in the classroom at SMA Negeri 5 Pinrang?

⁵Roland Wardhaugh, *An Introduction to Sociolinguistics*, p. 86-87.

⁶Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies* (Singapore: Singapore University for SEAMO Regional Language Center, 1983), p.7.

⁷Jeremy Harmer, *The Practice of Language Teaching* (Edinburg Gate Longman, 2001), p. 131.

1.2.2 What factors do cause the use of code-switching and code-mixing in English learning process at SMA Negeri 5 Pinrang?

1.3 Objective of the Research

1.3.1 To explain the types of code code-switching and code-mixing that made by teacher in the classroom.

1.3.2 To explain the factors are causing the process of code-switching and code-mixing in English learning process at SMA Negeri 5 Pinrang.

1.4 Significance of the Research

By doing this research, the research analyzes the fact of teacher's code switching and mixing in the classroom.it expected that:

1.4.1 The result of this research hopefully would be valuable and use full for the researcher herself and another researcher in the next study especially for study of sociolinguistic.

1.4.2 The study will give descriptions of teacher's code-switching and code-mixing in the classroom and the possible reasons.

1.4.3 Though this research, the research is supposed to be useful as a reference in teaching English.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are using in this research in other to have an understanding of certain concepts. There were many relate theories as the basis of the research.

2.1 Previous Research Findings

In making this skripsi, the researcher is considering some previous to support the researcher's skripsi, They are:

Muhammad Asror stated that the highest number of utterances of code-switching and code mixing is in the form of sentences. Total number of utterances are 148 utterances. The utterances are classified into two classifications. The first is are 105 or 70.95% utterances of code-switching and 43 or 29.05% utterances of code-mixing. There are 37 utterances or 25% which functions to ease communication, 34 utterances or 22.97% to get attention, 27 utterances or 18.24% to appeal to the illiterate, 27 utterances or 18.24% to reiterate the point and 23 utterances or 15.54% to convey more exact meaning and 18 utterances or 12.16% is lack of one word in either language from the total utterances made by teacher.¹

Agung Wicaksono stated in this research that there are 74 utterances or 44.58% contain code-switching from 166 utterances realized by the teacher. There are 5 functions to be analyzed. Affective function appeared 10 times (13.51%),

¹Asror Muhammad, 2201404651, Language and Art Faculty, Teachers' Esplaning technique: Code-Switching and Code-Mixing in the Classroom (The Case of Teachers of International Standard School of SMP N 2 Semarang in the Academic Year of 2008-2009), (Unpublish Thesis Semarang: State University of Semarang, 2009).

elaboration appeared 14 times (18.92%), emphasis appeared 19 times (25.51%), addressee appeared 17 times (22.97%) and clarification appeared 14 times (18.92%).²

From the three previous research positions, the first one explains the teachers technique in the code-switching and code-mixing, The second is code as solution to the classroom conflict, the third is description of code-switching that performed by the students and the last is also concentrated in students' code-switching in conversation. Whereas this research is focused on the teacher's code-switching by mixing in the language between Indonesian and English language during teaching or explaining the English subject. The researcher basically wants to find the frequency and types of teacher's code-switching and mixing by English teacher English at SMAN 5 Pinrang.

2.2 Some pertinent Ideas

2.2.1 Definition of Linguistics

Linguistics or language studies is the disciplines that studying language and public languages. It is widely means to have seen all aspects of the language and language components. In general mean, it is not limited to one of the languages only for (for example of the English language), but all of the language is in the world.³

The main goal of linguistics, like all other intellectual disciplines, is to increase our knowledge and understanding of the word. Since language is universal and fundamental to all human interactions, the knowledge attained in linguistics has many practical applications. Linguists, with some training in

²Agung Wicaksono Dwi Nugroho, Code-Switching as a Solution to the Classroom Conflict Which is a Case of The First Year Teacher in SMAN 3 Semarang in the Academic Year 2009/2010 (Unpublished Thesis Semarang: State University of Semarang, 2010), p. 28.

³Soeparjo, *Dasar-Dasar Linguistik Umum* (Yogyakarta: PT. Tiara Wacana Yogya, 2002), p. 21.

other appropriate disciplines, are thus prepared to seek answers to questions such as: ...How can a previously unstudied language be analyzed and written? ...How can foreign languages best be taught and learned? ...How can speech be synthesized on a computer be programmed to understand human speech? ...How can the language problems of people with speech abnormalities be analyzed and rectified? ...How are linguistic issues in legal matters to be handled? ...etc.⁴

2.2.2 Definition of Sociolinguistics

Sociolinguistics is concerned with the diversity of language as it relates to various sociological factors. Some of the earliest attempts to deal, with linguistic were the linguistics atlases, which indicated the location and frequency of particular pronouciationions and lexical items within a geographical area. By drawing isoglosses that are later correlated with geographical, political, and cultural boundaries, linguistic geographers provide a sketchy, first apporroximation to a sociolinguistic description. Linguists have also tried to capture the diversity of language by analyzing dialects. Although the concept dialect is somewhat questionable, it is frequently used to discuss the speech of individuals who share many linguistic characteristics at a particular time, such as American black and the lower middleclass residents of Brooklyn. Linguistics diversity is increased by the existence of lingua francas, which sometime take the form of pidgin languages. A pidgin may develop into a creole language. A more complete approach to sociolinguistic correlates linguistic variable with sociological factors s socioeconomic class, age, sex, ethnic group, and orientation toward the community.

The relationship between language and society, or of the various sunctions of language in society, should begin with some attempt to define each of these terms. Let us say that a society is any group of people who are drawn together for a certain

⁴Abdul Haris Sunubi, *Introduction to Linguistics* (Parepare: Dirah, 2016), p. 5.

purpose or purposes. By such a definition ‘society’ becomes a very comprehensive concept, but we will soon see how useful such a comprehensive view is because of the very different kinds of societies we must consider in the course of the discussion that follow. We may attempt an equally comprehensive definition of language: a language is what the members of particular society speak. However, as we will see, speech in almost any society can take many very different forms, and just hat forms we should choose to discuss when we attempt to describe the language of a society may prove to be a contentious matter. Sometimes too a society may be plurilingual; that is, many speakers may use more than one language, however we define language. We should also note that our definition of language and society are not independent: the definition of language includes in it a reference to society.⁵

2.3. The Concept of Code-switching and Code-Mixing

2.3.1 Definition of Code

People use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. Code is a language or variety of a language. The term of code refers to each kind of system used to communicate by two or more speakers. Therefore, code as a neutral term used to indicate or refer to the language or system. The term of code refers to each kind of system used to communicate by two or more speakers. Therefore, code as a neutral term used to indicate or refer to the language or style us used by the speaker.⁶

⁵Ronald, Wardhaugh , *An Introduction to Sociolinguistics: Second Edition (British Library Cataloguing in Publication Data 1992)*, p. 1.

⁶Made Iwan Idrawan, *Sociolinguistics: The Study of Society’s languages* (Yogyakarta: Graha Ilmu, 2010), p. 75.

Kridalaksana said that “code” is.

1. A symbol as a system expression that is used to describe a certain meaning humans being’s language is a kind of code.
2. Language system in a community.
3. A certain variation in a language.

In communications, a code is a rule for converting a piece of information (for example, a letter, word, phrase, or gesture) into another form, object, action, or representation (one sign into another sign), not necessarily of the same type or sort. Codes operate at the level of meaning; that is, word or phrases are converted into something else.

Based on the definitions above, code is a symbol as a system of expression used to communicate by two or more speakers. Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicate with other language users. Listeners use their own codes to make sense of communicative contributions of those they interact with. Listeners may need to shift their expectations to come to a useful understanding of speakers’ intentions. Similarly, speakers may switch the form of their contributions in order to signal a change in situation, shifting relevance of social roles, or alternate ways of understanding a conversational contribution.⁷

2.3.2 Definition of Code-Switching

Code-switching involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. In the case of

⁷H. Kridalaksana, *Kamus Linguistik, edisi III* (Jakarta: Gramedia Pustaka Utama, 1993), p. 52.

bilinguals speaking to each other, switching can consist of changing language: in that of monolinguals or shift of style.⁸

Based in the Adi Nugroho in his research that Apple states in code is not a diverse or style that is within a language. the next Hymes said in Adi Nugroho of his research that code switching has come a common term for alternate use of two or more Language, varieties of language, or even speech style.

If we run for the cause of the code, then it should be hard to the subject of sociolinguistics issues. Who is speak, with the language, to whom, preferred, and with the purpose of what'. Linguistic rathic cause such things common cause that the code is(1) speakers or speakers, (2) listener or argument, (3) changing situations by his given nature's third person, (4) changes from formal to informal, (5) changing the topic talks.⁹

2.3.3 Definition of code-mixing

A single that axis between code and interference is a language in a single community. Various opinions on their second side. However, it is clear, in code switching every language of any language or variety of languages that use it still a regular function of each, being done by conscious, and to be with certain example such as being spoken over. But, in the code-mixing there was a key code or a base code used and had functions and competence. Whereas, another code's that is involved in the speech even is just fragments, without function or the competence as

⁸C. Hoffman, *An Introduction to Bilingualism* (UK: Longman Group UK Limited, 1991), p. 110.

⁹Adi Nugroho, Language and Art Faculty, Alih Kode dan Campur Kode Pada Komunikasi Guru-Siswa Di SMA Negeri 1 Wonosari Klaten, (Unpublished Skripsi Yogyakarta: State University of Yogyakarta, 2011).

a code. But in a case of speech, both clauses and phrases are made up of clause and mixed phrase and each clause or phrase no longer supports its own function, no these events are due to a mixing code.¹⁰

2.3.4 Types of Code-Switching

Code switching can be classified in accordance with two different classification named here grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

The grammatical classification results in three types of code-switching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code-switching.¹¹

1. Tag code switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances. Here is example: An Indonesian bilingual switches from English to Indonesian.

e.g. it's okay, no problem, *yah kan?*

2. Inter-sentential code-switching

An inter-sentential code-switching happens when there is a complete sentence on a foreign language uttered between two sentences in a base language. Here is the example.

An Indonesian bilingual switches from Indonesian to English.

¹⁰Chair Abdul, Agustina Leonie. *Sosiolinguistik; Pengenalan Awal*, (Jakarta, Rineka Cipta,1995), p. 142-143.

¹¹Made Iwan Indrawan, *Sociolinguistics: The Study of Society's Languages* (Yogyakarta; Graha Ilmu, 2010) p. 75-78.

e.g. *Ini lagu lama, tahun 60an*, it's oldies but goodies, they say. *tapi, masih enak kok di dengar*.

3. Intra-sentential code-switching

An intra-sentential code-switching is found when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language. Here is the example.

An English bilingual switches from English to Indonesian.

e.g. The hotel, *yang megah itu*, is really huge and unbelievably majestic.

2.3.5 Types of Code-Mixing

There are three types of intervening as advances by Jendra in Adi Nugroho state in his research. The third of these were interred in the track between others as follows:

1. Inner code-Mixing

The interferences is referred to as an intrusion elements of the original language or origin in the events of intertidal is who is still linked to the language word. For example, some the match element is related in the Malay code, as Javanese, Sunda, Bali. and so on.

2. Outer code-mixing

The types of this code is an interdependent by using elements of foreign language in events of codes. For example, Indonesian speakers in communications insert elements from the French, English, dutch, and other so. Then, the speakers have performed the outside code mixing.

3. Hybrid code-mixing

The separate types of interference can receive any element in the events of interferences, both an element of a first element is foreign language in the sentence or clauses.

In a sentence, Must be of elements (constituency) these sentences, elements is either word, phrases, or clause. Each element can be implemented it is based on category, function, or her role in the phrase. Some kind of category can be element in a sentence is nomina (noun), pronominal (noun), verba (verb), adjective , numeral, adverbial (word description), and the task word such as preposition (front word), conjunction, and particle.¹²

Brice and Absalom in code mixing in young bilingual child through the observation within a article “the code mixing in a young bilingual” who discussed on the intrusion of which he will have lived by children, grouped such interference which can be concret based on syntax elements or element of a sentence. The style of interferences are distinguished by the categories of includes: nomina are subject to objects, verba, phrase of verba, phrase preposition. Articles and Properties. Whereas example of code.¹³

2.3.6 Reason for code-Switching and code-Mixing

2.3.6.1 Code-Switching

There were a number of possible reason why to do code-Switching from one language to other. Many books generally state that:

¹²Adi Nugroho, Language and Art Faculty, Alih Kode dan Campur Kode Pada Komunikasi Guru-Siswa Di SMA Negeri 1 Wonosari Klaten (Unpublished Skripsi Yogyakarta: State University of Yogyakarta, 2011).

¹³Anderson Raquel and Alejandro Brice, Code Mixing In Young Bilingual Child: *Communication Disorders Quarterly* 21.1 (1999): 17. *Gale Education, Region and Humanities Lite Package*. (Web. 8 August 2019).

1. Speakers

A speakers often do code-switching to get advantages from what he or she code-switched. Some speakers code-switching because their habit.

2. Partners

Partners can cause to do code-switching, for example, a speakers want to balance the partner's language skill. Partners can be an individual or a group.

3. Present of three person

Present of three person which comes different background from the speaker can cause to code-switch because the three person status also determine which language that shall be used.

4. Changing from formal to informal situation or informal to formal situation.

The formal situation to informal situation happen in the class and out the class, in the office and out the office, etc. which depends on the language background of the speakers and partners.

5. Changing of topic Discussing from one topic to other topic can cause to do code-switch in communication.¹⁴

A factor of a relationship between speakers with his counterpart could determine the code is over. When the speakers speech is set to the some language with speakers, this cause occurs just as transcripts of variants (either region or social), variety, style, or register. Whereas when a set of speakers is not the same as a speakers. So the transcripts the code switching that happened is the transcript of language. In communication of learning process in the class, is correlate teacher

¹⁴Abdul Chair and Leonie Agustina, *Sosiolinguistik* (Cet, II; Jakarta: PT Rineka Cipta, 2004), p. 108.

between her student had not the same language, and the event of code switching that happened is the transcript of language.

Nababan claims that the study of the use the language is referred to with 'language ethnography'. Element in the language and how it relates to the different forms and selections of languages are as follow:

1. Who is talking to who
2. About what
3. In a situation
4. To what
5. With the line (writing, body, telegram ,and other so on)¹⁵
6. Variety of language

In other parts, Nababan stated that a language attitude was also it has played strong in the language switching (language shift). Further, Nababan state that the language situation can be affecting events over code are consisting of factors who defining the language of instruction, such as cast as well as, location, the line, purpose and other.¹⁶

In addition to the situations changes, it may also be used more, due to factors that are able to it acquired the cause of code was Indonesian factors following (Aslinda and Intercessions):

1. Who spoke
2. By language
3. To who speak
4. When speak

¹⁵Nababan, P.W.J, *Sosiolinguistik: Suatu Pengantar* (Cet. II; Jakarta: PT. Gramedia, 1984), p. 69.

¹⁶Nababan, P.W.J, *Sosiolinguistik: Suatu Pengantar*, p. 69.

5. To what.¹⁷

Aslinda and Syafyahya mentions that in any library of linguistic, there are the cause of the code-switching happen is as follow:

1. Speakers
2. Listener
3. A situation change by his three person
4. Changes from formal to informal or vice versa.
5. Changes from talk.¹⁸

2.3.6.2 Code-Mixing

After discuss about some cause factors to include code-switching above, however, the factors of mixing code is same with the factors of causes code-switching be happen. In the code-mixing, there is some basic code be used and had a function. While the other code's involved in the same time, they are used to be the shrapnel shell (pieces) alone, without a function as a code.

2.3.7 Functions of code-Switching

Code-switch passages are clearly identifiable either as direct or reported speech. It also serves to direct message to one of the several possible addresses (addressee specification). Code-switching serves to mark an interjection; to repeat an message either in literal or modified form; quality construction as sentences and verb complements or a predicate following copula message qualification. Another category serves to relate such things as the distinction between the talk about action and talk as an action; the degree of speaker involvement in, or distance form, a message; whether the statements reflected to a personal opinion or knowledge, or reference to a specific instanced, or whether it has the authority of a general known

¹⁷Aslinda and Leni Syahfahya, *Pengantar Sociolinguistik* (Bandung: PT. Refika Aditama, 2007), p. 69–70.

¹⁸Aslinda and Leni Syahfahya, *Pengantar Sociolinguistik*, p. 69–70.

fact (personalization or objectification). Meanwhile, the last category is intended to facilitate the speaker when he faces difficulty in finding the right word at the time of speaking.¹⁹

Thus, the function of code-switching are:

2.3.7.1 Quotation

In many instances, the subject code switched to quote themselves and others directly or simply to state a slogan of a mix. Subject quoted themselves or others directly or indirectly to sound more credible to the addressees. Seemingly, a quotation as a proof that what they are saying were fact and that the addressees had to believe them. This is exemplified in example below:

The speaker wanted to prove to the addressees that they turned up on their appointment date.

Aku kan sudah bilang ke kamu yeni “yen, you tell silvi that if she brings the letter to the house, I’ll play her there”.

The speaker was commenting on the inconsistency of the school policy regarding promotions.

Mereka akan memberitahumu, “you are promoted...however...may:

From the example given, it can be deduced that the subject switched the codes to preserve the originality of the message. They could have restricted the quotation in Indonesian but they did not. Perhaps they felt that the message, which was originally said in English, would not have the same impact in the addressees if they have been translated into Indonesian.

¹⁹Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies* (Singapore: Singapore University For SEAMO Regional Language Center, 1983), p. 39.

2.3.7.2 Addresses specification

In the second set of examples the switch serves to direct the message to a specific person. This types of code switching recognizes not only the interacting members of the speech events but it also recognizes that their language behavior may be more than merely a matter of individual preference or facility. But also a matter of role relation.²⁰

A teacher heard that one of her pupils was asking permission from one of her co-teachers to leave the room to be able to practice for becoming intramual.

Teacher : *tak ka nada yang bisa membuatku untuk mengizinkan dia untuk pergi, dia tidak mempelajari materinya.* No! I am not allowing you go out! *Jika kamu meminta bantuan orang lain disekolah.*

The speaker responded to his teacher that two of his classmates were quarrelling.

Mark : Miss, o, fighting again the two.

Teacher : *Siapa yang bertengkar?*

Andy : The two, miss.

Teddy : *Selalu saja bertengkar.*

Mark : *Ya, kalian kan juga sebangku*

In example 3, the speaker used Indonesian when she told her co-teacher that she would not let her pupil leave the classroom during the teaching period. She switched to English when she actually told the boy that he could not go.

²⁰Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies*, p.73.

The boy in example 4, Andy used English, he reported to his teacher that two of his classmates were quarrelling. He switched to mix-mix (an Indonesian based sentence only one English word substitution) when he talked to his classmate, mark.

2.3.7.3 Repetition

Sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize the message, or mark a joke.²¹

Maria felt uncomfortable in the car because of the position of the Indones's legs.

Maria : Mbak Kristin, you stretch your legs.

Kristin : I said "you stretch your legs"

Tom : Darling, *pakai bahasa Indonesia*. Mbak Kristin does not understand English,

Maria : Ah! Mbak Kristin, *rentangkan kakimu*.

Tom : *Aku kan sudah bilang "you speak in Indonesian" pakai bahasa Indonesia*

Maria : *ya, ku suka memintanya merentangkan kakinya.*

The example above was considered as a form of repetition rather quotation although Maria and tom practically quoted themselves. This was because the span of time between the original and the repeated were contained in the text. This is not the case in quotations. The original message has been uttered by the speaker along time ago and they are recalling them aloud.

²¹Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies*, p.79.

2.3.7.4 Interjection

Other cases of code switching are also marked by an interjection or sentence filter. Normally the subject uses Indonesian when they uttered interjections. This can be ascribed to the fact interjection express strong feeling of emotions.

While having lunch together, Reva noticed that Tina was about to eat her banana (Reva's banana) for desert.

Reva : Very bad! *Itu punyaku.*

Tina : He? *Ini milik kita*

Reva : *Hei! Bel bunyi, kelas selanjutnya mau mulai*

In example above, the choice of English interjection was influenced by the setting. "Very Good" and "Very Bad" are among the first and the most common interjections learned by the students in school since they are used by the teachers to assess their performances of behaviour.

2.3.7.5 Message Qualification

Another large group of switches consists of qualifying constructions such as clauses, sentences and phrase (verb and noun complement). A considerable amount of switching under this category is meant to express the time concept. The subject generally switched from Indonesian to English whenever they specified the time. Below example is only among the many switches that can be found in the whole corpus.²²

There English teachers were supposed to meet one day in school. Two of them claimed that they come, but for some reason they did not meet each other.

Ali : *Saya kemarin disini.*

²²Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies*, p. 81.

Ismail : *Tapi, Anda kok tidak ada?*

Ali : *Saya kemarin di sini. Friday? Saya di sini.*

Lukman : *Not this Friday. Before this Friday. Itu hari janji kita.*

2.3.7.6 Personalization objectification

In very large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such things as: the degree of speaker involvement in, or distance from, a message or an addressee; whether a statement reflects a personal opinion, feeling or knowledge; whether it refers to specific instances, or whether it has status as a generally known fact.²³

The composition is about the coming of a basketball game between two of the country's most popular basketball teams, Aspac Texmaco and Satria Muda. "It's Aspac Texmaco-Satria Muda. I'm one of the Aspac die-hard fans. *Saya berharap mereka memenangkan pertandingan ini*".

The subject in this example used English to express what to him was an objective fact. He switched to Indonesian to express personal wish. Here the subject not only states the message. He is expressing his involvement in it. He would not only watch the game for fun. He would want his favourite team to win and certainly be disappointed if it did not.

²³Elizabeth Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies*, p. 85.

2.3.7.7 Facility of Expression

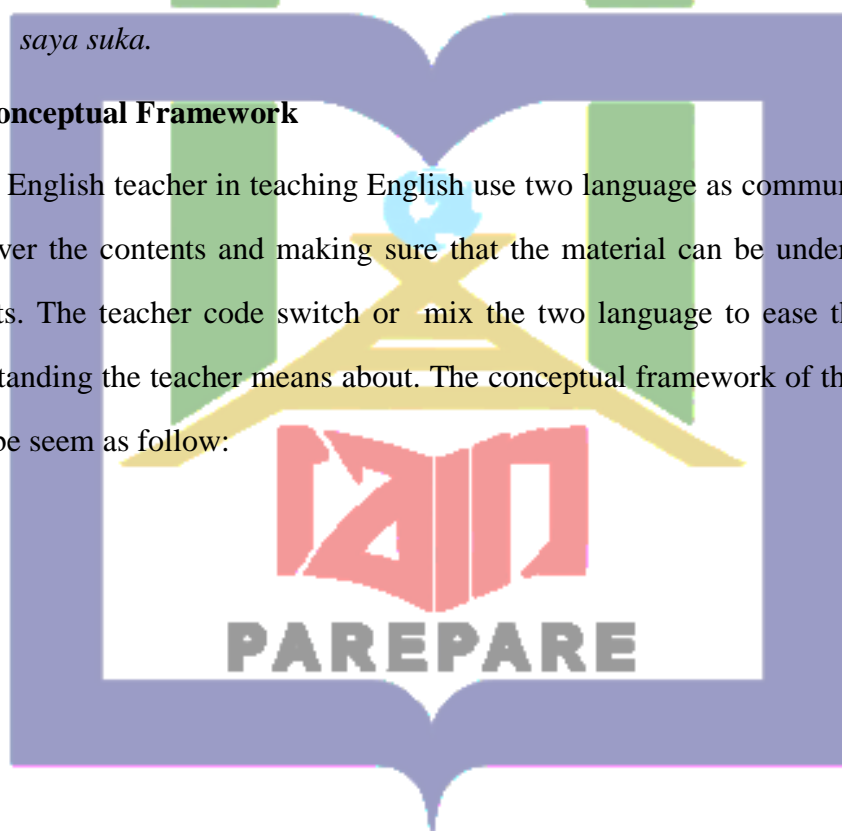
The subject switches the code whenever there are difficulties in finding the new words in the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style he is using.²⁴

In this article a movie star confessed her admiration for another movie star.

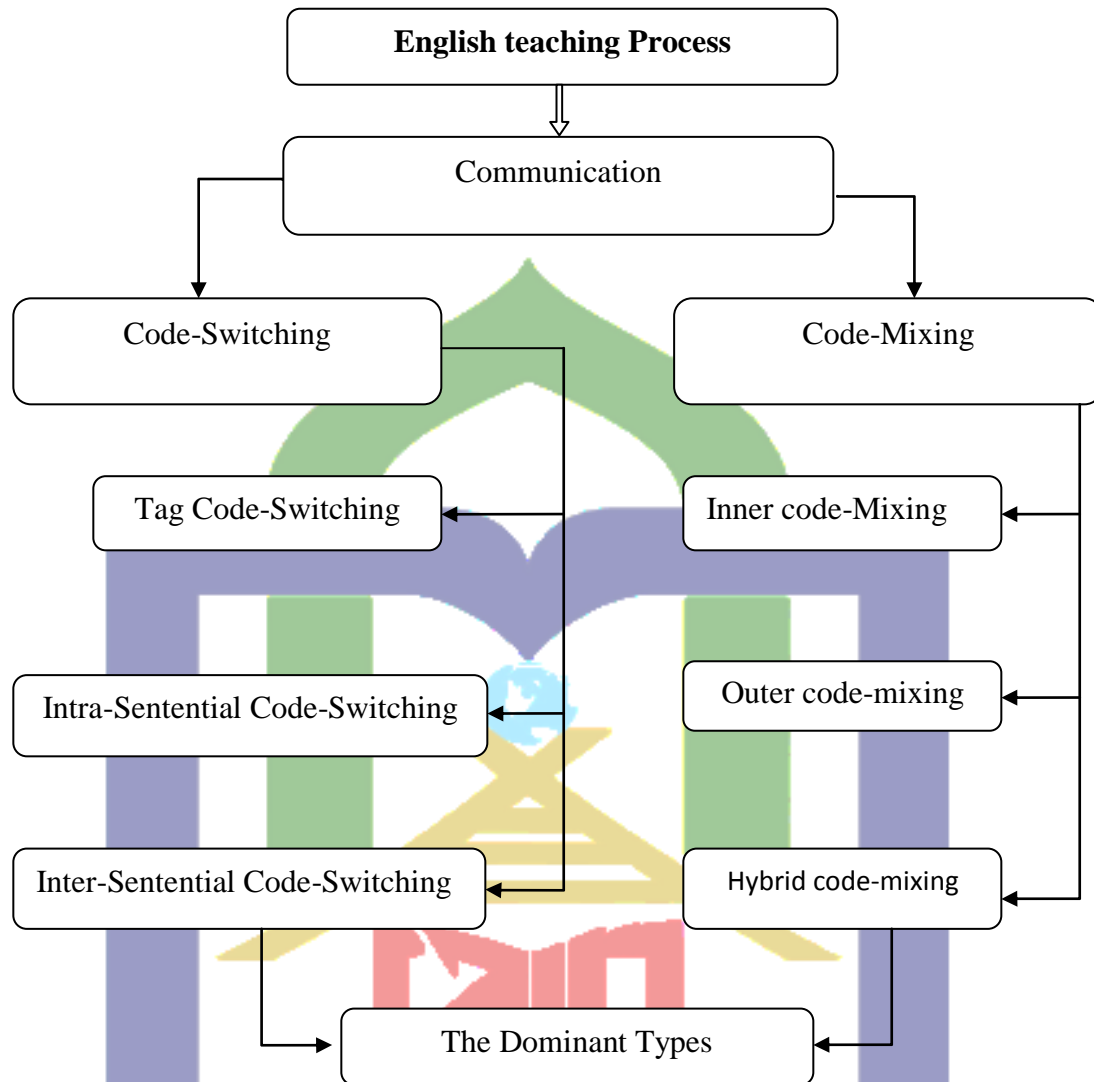
Saya banyak belajar dari dia. Dia berperan mirip dengan Revalina S. Temat dan Dian Sastrowardoyo. Dia pandai berbahasa menggunakan tubuhnya. Namun, pembawaannya yang kuat saat characterizing wajahnya yang paling saya suka.

2.4 Conceptual Framework

English teacher in teaching English use two language as communication tools to deliver the contents and making sure that the material can be understood by the students. The teacher code switch or mix the two language to ease the student in understanding the teacher means about. The conceptual framework of this research is could be seem as follow:



²⁴ Elizabeth marasigan, *Code-Switching and Code-Mixing in Multilingual Societies* (Singapore: Singapore University Fro SEAMO Regional Language Centere, 1983), p. 90.



In teaching learning process there are some communication between students and the teacher and this part the researcher analyze the code switching and the code mixing of the teacher and classified each types from the code switching and code mixing that made by teacher there are code switching (tag code switching, intra sentential code switching, inter sentential code switching) and also code mixing (inner code mixing, outer code mixing, and Hybrid code mixing). After the researcher

find and classified the each types from the all utterance of the teacher the researcher also count the percentage of the code and the all types based on the phenomenoun.



CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Method

Considering data and the aims of researcher used qualitative and descriptive types research to conduct this study, the data was considered as qualitative because they were the form of written and spoken (words) rather than numbers. Qualitative research was a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.

The design of this research was field research. Field research was use to get primary data from participants directly. The researcher used qualitative and descriptive method to conduct this study. Therefore, researcher visited to do classroom observation and questionnaire toward and the students of the eleven grade of SMAN 5 Pinrang. The data through classroom observation and questionnaire was analyzed qualitatively and the researcher tried to describe on the analysis which found in this research.

3.2 Variable and Operational definition of Variable

3.2.1 Variable of the Research

There is one variable in this research which dependent variable. The dependent variable was analyzing of code-Switching and code-Mixing in SMA Negeri 5 Pinrang.

3.2.2 Operational Definition of Variable

Analysis Code switching and code mixing in this research is an analysis the types of code switching and code mixing that made by the teacher in teaching learning process, there are three types of code switching and code mixing namely, tag

code switching, inter-sentential code switching, intra-sentential code switching and code mixing is inner code mixing, outer code mixing and hybrid code mixing. This research aims to know what types that made by the teacher and the teacher factor do.

3.3 Subject of the Research

This research focuses only on English teacher at SMAN 5 Pinrang, based on the research title of this research is analysis of code switching and code mixing more precisely on teaching English process in the class. So that researcher taken the English teacher as a subject of this research. However, some students also inquired about the teacher factor do the code switching and the code mixing when she teach the English subject in the class as a supporting data from the research results.

3.4 Location and Duration of the Research

The location of this research was SMA Negeri 5 Pinrang which in sipatuo village, Patampanua subdistrict of Pinrang regency. The researcher selects SMA Negeri 5 Pinrang because there teacher as the English teacher often use two languages in teaching learning process, it's suitable with the focus in this research. In contrast, this study took place in a class of english learning in SMA Negeri 5 Pinrang. The research will be held in one month, by collecting the data of observation and give the questionnaire of students SMA Negeri 5 Pinrang.

3.5 Research Focus

The focus of this research was code-Switching and code-Mixing that used by the English teacher of SMA Negeri 5 Pinrang in teaching English process. The researcher observes the types of code-switching and the reason in producing them by asking with questionnaire to the English teacher and the students. Then the researcher wanted analyze the function of the code-switching and code Mixing utterance made

by teacher in the classroom. The utterances that produced by the teacher will be recorded when they are teaching in the classroom.

3.6 Instrument of the Research

In collecting the data, the researcher used three kinds of instrument, namely Classroom observation, Interview and questionnaire as instrument of the research.

3.6.1 Classroom Observation

In other to obtain the data, the researcher uses observation by recording in this research. Observation was necessary done in every qualitative approach.

The researcher use non participant observation, where the monitor, attending. Monitoring, listening carefully to all activities and take a conclusion from the observation result.¹ Data taken from observations are analyzed in order to answer the problem statement of types of code switching and code mixing that used by teacher in the classroom.

This technique used to observe the use of language in a real condition. Since the object of the study was the teachers' explanation, recording was the first step in collecting data, the researcher records the teachers explanation that the researcher wants to investigate. Then, the researcher transcribes the recording of the utterances to convert the data from spoken into written form. The next step was analyzing. The researcher begins analyzing which utterances were code-switching or code mixing and its functions.

¹Restu Kartiko Widi, *Asas Metodologi Penelitian* (Yogyakarta: Graha Ilmu, 2010), p. 236-237.

2.6.2 Interview

The second was interview. Interview was procedure used for gathering oral data in particular categories (if the interview was well planned and structured in advance), but also for gathering data that was not participated at the outset, interviews can be inducted with individuals, in groups, or by telephone.² The researcher takes an interview in order to elicit information about the reason toward code-switching and code-mixing to get the details information of the English teacher in teaching English.

3.6.3 Questionnaire

Questionnaire is some list that contains a series of questions about a particular subject or area. The question is intended as a list of questions to obtain the data in the form of answers from the respondents.³

The Researcher took Questionnaire in order to elicit information about the reason toward code-switching and code-Mixing to get the details information of the English teacher in teaching English. And technique to analyze used guttman scale. The questionnaire was given to students to gather answer about their ability to catch the teaching by using code switching and code Mixing and the reason to use code switching and code Mixing.

3.7 Procedure of Collecting Data

To collecting the data, the researcher used observation by recording in this research. Observation was necessary done in every qualitative approach.

²James Dean Brown, *Using Surveys in Language Programs*, (New York: Cambridge University Press, 2001), p. 5.

³Koentjaraningrat, *The Methods of Public Research: Third Edition* (Jakarta: Gramedia Pustaka Utama, 1987), p.173.

Observation was one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher use non participant observation, where the monitor, attending. Monitoring, listening carefully to all activities and take a conclusion from the observation result.⁴ the researcher recorded the sample. The records are useful for the researcher to identify the reason the teacher using code switching and code mixing in the class and also identify the effect of using the code switching and code mixing in teach by answer the Questionnaire from students.

The procedure of collecting data is chronological performed as follows:

- 3.7.1 Firstly the researcher recorded the words of the teacher utterance during teaching, then after the data were collected, the researcher classified the code switching and code mixing based on each type.
- 3.7.2 secondly, than the researcher interview the lecture to take the information about reason make the code switching and code mixing in the classroom.
- 3.7.3 The respondents answer the questionnaires from researcher, the researcher gave some questions to the students to also get the information about the factors of code switching and code mixing ,
- 3.7.3 Then the researcher analyzed the answers from teacher interview and the respondents questionnaire about the factors that make teacher to do code Switching and code Mixing in the Class.

3.8 Technique of Data Analysis

The researcher did some steps of analyzing the data. First, the researcher transcribes the utterances of code-switching and code-mixing of the teacher. It

⁴Restu Kartiko Widi, *Asas Metodologi Penelitian*, p. 236-237.

helped to classify the form of code-switching or code-Mixing and its types. After the data were collected, they put down in the written form through three steps as follow:

1. The researcher listened carefully to the natural teaching-learning process in the recorded data.
2. The researcher transcribes the recorded data as accurate as possible and arranges them as series of teaching-learning process.

The utterance that made by teacher in teaching learning process.

No	Teacher's utterances
1	
2	
3	
....	

3. The researcher classifies the data which contained code-switching or code-mixing and each types. The data which contained code-switching or code-mixing as data of investigation. The code-switching or code-mixing utterance and its types that made by teacher in teaching learning process.

No	Category Code switching/mixing	Expressions	Types
1			
2			
3			
....			

4. Then the researcher classified the similar types based on types in order to make more simple. The code-switching or code-mixing utterance based on its types that made by teacher teaching learning process.

No	Types of code-switching	Frequency
1	Tag code switching	
2	Intra sentential code-switching	
3	Inter sentential code-switching	

No	Types of code-mixing	frequency
1	Inner code-mixing	
2	Outer code-mixing	
3	Hybrid code-mixing	

5. Then the researcher accounts the amount of code-switching types used during the teaching English as a foreign language in the classroom.

First, she calculates the code-switching and code-mixing found in teaching English in the classroom using formula as follows:

$$\% \text{ of CS} = \frac{\text{Frequency of CS Utterance} \times 100\%}{\text{All utterances in the classroom}}$$

Secondly, she calculates the percentage of each code-switching and code-mixing types using formula as follow:

$$\% \text{ of each types} = \frac{\text{Frequency of each types of CS} \times 100\%}{\text{All CS in the classroom}}$$

6. The data collected through the questionnaire calculate using the guttman scale traditional, assessment of answer in positive ones in the score of 1 and negative

answer were given a score 0 and convert it as a percentage and describe it for the agreed answer score $1 = 1 \times 100\% = 100\%$ and don't agree to be given a score $0 = 0 \times 0\% = 0\%$.

The answer "Yes" : 1

The answer "No" : 0

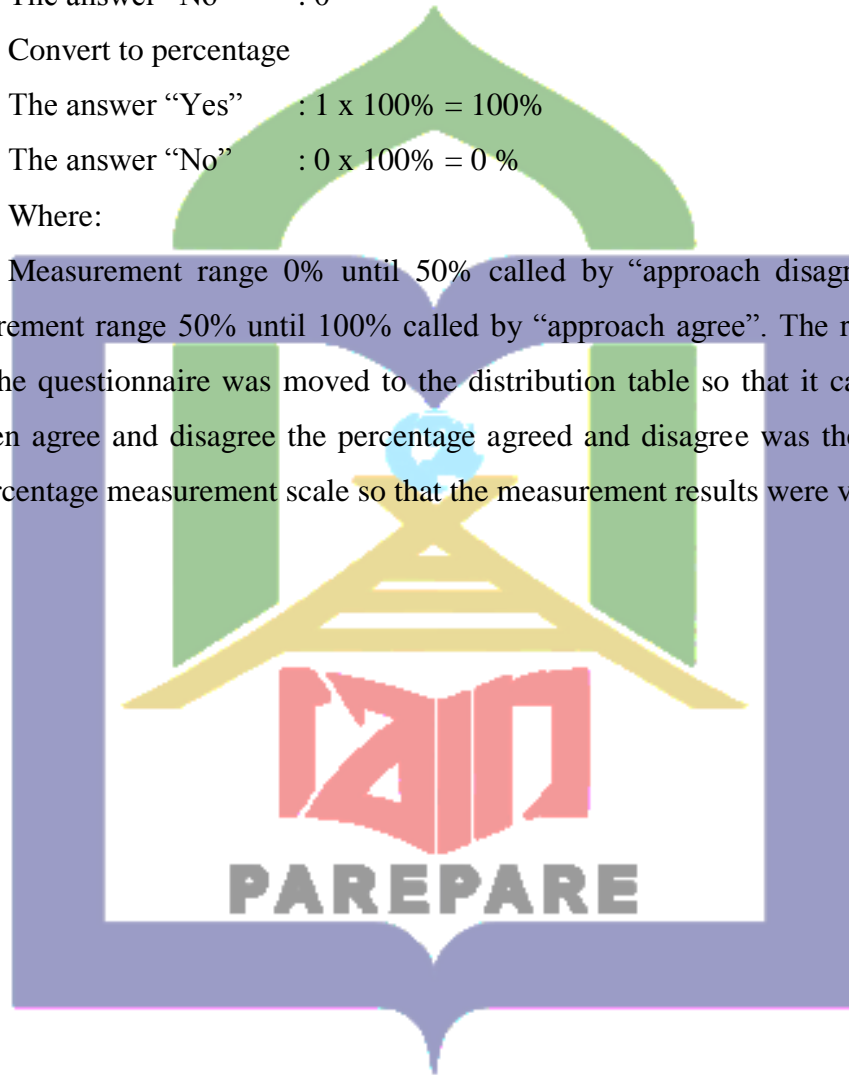
Convert to percentage

The answer "Yes" : $1 \times 100\% = 100\%$

The answer "No" : $0 \times 100\% = 0\%$

Where:

Measurement range 0% until 50% called by "approach disagree" whereas measurement range 50% until 100% called by "approach agree". The results obtain from the questionnaire was moved to the distribution table so that it can be known between agree and disagree the percentage agreed and disagree was then placed on the percentage measurement scale so that the measurement results were visible.⁵



⁵Iskani, *Pengukuran Kkala Guttman Secara Tradisional*, Cross Sectional: A Journal Politeknik, Tegal. <http://ejournal.poltektegal.ac.id/index.php/informatika/articledownloadsuppFile/832/345>, (27 June 2014).

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with findings and discussions. The result of data analysis is presented in the findings part and further explanation is presented in the discussion part.

4.1 Finding

In this chapter, the researcher would like to present the description of data obtained. The description of the data will be presented based on the instrument that the researcher involved in the research, they are a follow:

4.1.1 Finding Through Observation

Based on the observation that the researcher find out in research. previous, the school hands over to researcher the class X MIPA 4 taught by miss. Nasmawati, S. Hum as English teacher especially on class X. the researcher found some information about English teachers' code switching and code mixing in the learning process according to object of the observation, they are as follow:

1) Teaching Material

Teaching material has selected and organized by the teacher in the textbook according to syllabus by central government. The material is more interesting and teacher easy to explain that material in front of the class. The teacher explained the material by mixing English and Indonesian language and sometimes it mixes into regional language. Emphasizing of the book are students sometimes able to understand the meaning of the book and take a role in leaning process and in daily live. Each topic focused on your skills, they are listening, speaking, reading, and writing.

2) Code Switching and code Mixing was made by teacher

In explain the material the teacher used English language at the time. The teacher combines the language to make students easy to understand the meaning of the subject. During the process, the teacher made code switching and code mixing in the class. However, in this case the code switching is more dominant that has made by teacher in the classroom.

3) The teacher's way to give code switching and mixing

The teacher always have a way in gave code switching for the student. The teacher made code switching every meeting in the class when transfer the material and when the students ask some questions about the material which is not understand by them. The teacher made code switching because the teacher knows that the capability of the students in use English every low. And the teacher made code mixing to clarify the meaning words spoken by the teacher. The fact shows that students easy to understand when the teacher used code switching in explain the material.

4) The students' response after giving code switching or code mixing by the teacher

In every meeting, there were good responses from the students about the material that had explained by teacher in made code switching. The teacher guided made students easy to understand what the teacher says so it can be seen that students interest to learn in the class by the teacher ways cause always that a positive responds from the students in the class.

From the result of observation, the student were easy to understand the teacher used code switching or code mixing than the teacher used English full in teaching English subject. When the teacher asked the student to do the task, the students direct to do without giving a question and they enjoying because the teacher

had explained the materials by using code switching. By looking the students' enthusiastic in learning English subject by using code switching and code mixing, it means that by using code switching or code mixing the students was interesting and they could improve their English and could help in learning process.

Table 4.1 The Utterance that Made by Teacher in Teaching English Process

1	Good afternoon!
2	How are you?
3	Am fine to. Ok, <i>sampai di mana</i> our class meeting. Dialog?
4	Descriptif tex. <i>Sudah?</i>
5	Ok, <i>untuk speaking-nya besok saja menghadap yah.</i>
6	Tomorrow, <i>silahkan yang mau menghadap speaking datang ke saya.</i>
7	And <i>yang tidak menghadap tidak ada nilainya.</i>
8	Ok, <i>kita masuk ke materi announcement!</i>
9	Page forty nine. <i>Empat puluh Sembilan.</i>
10	Have you heard <i>tentang</i> announcement? What is that?
11	Hah! Why announcement <i>berbahaya?</i>
12	<i>Saya tidak Tanya alasan,</i> I ask you what is that. <i>Apa itu?</i>
13	<i>Jadi</i> announcement is... <i>apa?</i>
14	So, <i>dalam bahasa Indonesia</i> announcement <i>adalah</i> pengumuman.
15	<i>Dan kalau</i> announcement <i>ada lisan dan tulisan</i>
16	<i>Kalau dalam bahasa inggrisnya ada</i> speaking announcement and text announcement.
17	Official breakest of piala dunia. <i>Apa itu?</i>
18	Official <i>itu maksudnya resmi.</i>

19	An official notification about something. <i>Jadi pemberitahuan?</i> About?
20	<i>Jadi yang di maksud dengan announcement is pemberitahuan secara resmi tentang sesuatu.</i>
21	<i>Yang namanya sesuatu, something yah apa-apa saja.</i>
22	See... so, publicly people know what, when, and where is about. <i>Jadi ingat announcement itu di tujukan untuk banyak orang.</i>
23	<i>Yang namanya announcement bukan announcement kalau hanya di tujukan untuk satu orang.</i>
24	<i>Nah kalau begitu Mengapa announcement tidak hanya di tujukan untuk satu orang?</i>
25	<i>Yah... jadi meskipun announcement untuk satu orang tapi di tujukan untuk semua orang.</i>
26	For example, <i>kalau temannya nanti di panggil tapi tidak dengar, ada temannya yang dengarkan say, Nasrul... di panggil tadi.</i>
27	<i>Naik mi lagi arisan mu Nasrul.</i>
28	<i>Sampai di sini ada yang mau di tanyakan, any questions?</i>
29	Ok, <i>kita lihat lagi,</i> The purpose, function, and goal of announcement is giving certain people some information of what has happened or what will happen. <i>Apa artinya itu?</i>
30	<i>Tujuan, tujuan dari announcement itu apa?</i>
31	<i>Untuk memberitahukan sesuatu, apa lagi?</i>
32	<i>Menyampaikan hal-hal yang penting? Any more....</i>
33	<i>Jadi tujuannya adalah untuk memeberikan informasi, giving information</i>
34	<i>Jadi ingat yah... untuk memberikan sesuatu kepada orang-orang mengenai</i>

	<i>sesuatu yang terjadi atau sesuatu yang akan terjadi.</i>
35	For example, <i>SMA 5 mau mengadakan acara maulid, yang di umumkan secara lisan di sampaikan oleh ketua kelas kemudian ke seluruh siswa.</i>
36	Ok, kita lihat <i>bagian-bagian dari announcement</i>
37	<i>Yah generic structure of announcement. Apa itu generic structure?</i>
38	<i>Iya. Bagian-bagian dari announcement.</i>
39	<i>Apa? Setting purpose.</i>
40	Then, <i>ada stating day, date and time.</i>
41	<i>Coba, purpose apa artinya itu purpose?</i>
42	<i>Ada lagi yang tidak bawa kamus?</i>
43	<i>Tidak ada yang bawa kamus?</i>
44	<i>Logikanya kan begini, kalian tidak bawa kamus jadi jago semuami toh. Nah sekarang saya Tanya apa artinya itu purpose?</i>
45	<i>Apa. Tujuan, Mr.Google kau Tanya? Ok, good.</i>
46	<i>Stating purpose dari katanya saja tujuan.</i>
47	<i>Nah yang di maksud stating purpose di sini di buat untuk apa. For what?</i>
48	For example <i>tujuannya untuk menyampaikan sebuah upacara.</i>
49	Attention, stating purpose <i>maksudnya announcement itu di buat untuk apa?</i>
50	<i>Atau acara apa yang mau kita adakan.</i>
51	Then, stating day, date and time. <i>Jadi dalam pembuatan announcement harus ada tanggal, hari dan waktu.</i>
52	Stating place, <i>harus ada tempat.</i>
53	<i>Kemudian, informing stander maksudnya announcement akan pengumuman ini di buat oleh siapa.</i>

54	<i>Atau orang yang bisa kita hubungi or CV (contact person). Mengenai kegiatan itu.</i>
55	<i>Jadi ingat yang namanya announcement kalau berkaitan dengan sebuah acara harus jelas waktu kapan, harinya kapan, tanggal nya jelas.</i>
56	<i>Bayangkan kalau tidak ada jamnya, orang bingung datang jam berapa.</i>
57	<i>Ok, now untuk contoh yang lebih jelas nya silahkan lihat contoh yang ada di bawahnya.</i>
58	<i>Announcement di bawahnya ada commite, what is that.?</i>
59	<i>Apa jago semuami, tidak ada yang bawa kamus. Pas di tanya hmm.. tidak ada na tau.</i>
60	<i>Jadi committee itu artinya panitia?</i>
61	<i>Lihat lagi, announcement! Commite...</i>
62	<i>School trip to kuta beach, ah. Kuta beach itu di mana?</i>
63	<i>Jadi isi pengumumannya tentang perjalanan yang akan di lakukan di kuta beach bali.</i>
64	<i>On 27 of November, the second will hold a school trip to kuta beach.</i>
65	<i>Jadi pada tanggal 27 november, the school hold a school trip to kuta beach.</i>
66	<i>Departure time, apa itu?</i>
67	<i>Yah... waktu keterangan jam 08: 00 pm.</i>
68	<i>PM ini siang atau malam?</i>
69	<i>Pm itu, mulai jam 12 tengah malam sampai dengan jam 12 siang.</i>
70	<i>Am itu, mulai jam 12 siang sampai dengan jam 12 tengah malam.</i>
71	<i>Kemudian programs, kegiatan atau acara walk along the beach to the lagoon, watching the beach festival and many more.</i>

72	Fee? Yah... pembiayaan.
73	Berapa pembiayaannya? Bagaimana bacanya?
74	Jadi yang paling tepat adalah seven hundred fifty, bukan fivety yah tapi fifty.
75	Kalau angka satuan di baca five, kalau belasan atau puluhan maka five berubah menjadi fif...
76	Fifty thousand rupiah, kalau dollars, dollars.
77	Contact version, orang-orang yang bisa di hubungi, berkaitan dengan pengumuman ini. Hubungi Firman, Ryan, Susan.
78	Kemudian di bawahnya ada yang di keluarkan pengumuman, siapa itu?
79	Bayu Pradana chaer version, ketua panitia.
80	Sampai di sini ada yang ingin di tanyakan?
81	Ok, I think enough, thank you for nice attention. Assalamu'alaikum, warahmatullahi, wabarakatuh.

The following of utterance by English teacher based on types of code switching and code mixing.

Table 4.2 Category of Code Switching and Code Mixing

No	Category code	Expression	Types
1	Code Switching	Am fine to. Ok, <i>sampai di mana</i> our clas meeting. Dialog?	Inter
2	Code Switching	Descriptif tex. <i>Sudah?</i>	Tag

Continue From the Table 4.2

No	Category Code	Expression	Types
3	Code Mixing	Ok, <i>untuk speaking-nya besok saja menghadap yah.</i>	Outer
4	Code Mixing	Tomorrow, <i>silahkan yang mau menghadap speaking datang ke saya.</i>	Outer
5	Code Switching	<i>And yang tidak menghadap tidak ada nilainya.</i>	Tag
6	Code Switching	Ok, <i>kita masuk ke materi announcement!</i>	Tag
7	Code Switching	Page forty nine. <i>Empat puluh Sembilan.</i>	Tag
8	Code Mixing	Have you heard <i>tentang</i> announcement? What is that?	Inner
9	Code Switching	Hah! Why announcement <i>berbahaya?</i>	Tag
10	Code Switching	<i>Saya tidak Tanya alasan,</i> I ask you what is that, <i>Apa itu?</i>	Inter
11	Code Mixing	<i>Jadi</i> announcement is... <i>apa?</i>	Outer
12	Code Mixing	So, <i>dalam bahasa Indonesia</i> announcement <i>adalah pengumuman</i>	Outer
13	Code Mixing	Dan kalau announcement <i>ada lisan dan tulisan</i>	Outer
14	Code Mixing	<i>Kalau dalam bahasa inggrisnya ada speaking announcement dan text announcement.</i>	Outer
15	Code Switching	Official breakest of piala dunia. <i>Apa itu?</i>	Tag
16	Code Switching	Official <i>itu maksudnya resmi.</i>	Tag

Continue From the Table 4.2

No	Category Code	Expression	Types
17	Code Switching	An official notification about something. <i>Jadi pemberitahuan? About?</i>	Intra
18	Code Switching	<i>Jadi yang di maksud dengan announcement is pemberitahuan secara resmi tentang sesuatu.</i>	Inter
19	Code Mixing	<i>Yang namanya sesuatu, something yah apa-apa saja.</i>	Outer
20	Code Switching	See... so, publicly people know what, when, and where is about. <i>Jadi ingat announcement itu di tujukan untuk banyak orang.</i>	Tag
21	Code Mixing	Yang namanya announcement <i>bukan announcement kalau hanya di tujukan untuk satu orang.</i>	Outer
22	Code Mixing	<i>Nah kalau begitu Mengapa announcement tidak hanya di tujukan untuk satu orang?</i>	Outer
23	Code Mixing	<i>Yah... jadi meskipun announcement untuk satu orang tapi di tujukan untuk semua orang.</i>	Outer
24	Code Switching	For example, <i>kalau temnnya nanti di panggil tapi tidak dengar, ada temannya yang dengarkan, nasrul... di panggil tadi.</i>	Tag
25	Code Mixing	<i>Naik mi lagi arisan mu Nasrul.</i>	Inner
26	Code Switching	<i>Sampai di sini ada yang mau di tanyakan, any questions?</i>	Tag

Continue From the Table 4.2

No	Category Code	Expression	Types
27	Code Switching	Ok, <i>kita lihat lagi</i> , The purpose, function, and goal of announcement is giving certain people some information of what has happened or what will happen. <i>Apa artinya itu?</i>	Inter
28	Code Mixing	<i>Tujuan, tujuan dari announcement itu apa?</i>	Outer
29	Code Switching	<i>Menyampaikan hal-hal yang penting?</i> Any more....	Tag
30	Code Switching	<i>Jadi tujuannya adalah untuk memeberikan informasi, giving information</i>	Tag
31	Code Mixing	For example, SMA 5 <i>mau mengadakan acara maulid, yang di umumkan secara lisan di sampaikan oleh ketua kelas kemudian ke seluruh siswa.</i>	Outer
32	Code Switching	Ok, <i>kita lihat bagian-bagian dari announcement</i>	Tag
33	Code Switching	Yah generic structure of announcement. <i>Apa itu generic structure?</i>	Intra
34	Code Switching	<i>Iya. Bagian-bagian dari announcement.</i>	Tag
35	Code Switch	<i>Apa? Setting purpose.</i>	Tag
36	Code Mixing	Then, <i>ada stating day, date and time.</i>	Inner
37	Code Mixing	<i>Coba, purpose apa artinya itu purpose?</i>	Inner

Continue From the Table 4.2

No	Category Code	Expression	Types
38	Code Switching	<i>Logikanya kan begini, kalian tidak bawa kamus jadi jago semuami toh. Nah sekarang saya Tanya apa artinya itu purpose?</i>	Tag
39	Code Switching	<i>Apa. Tujuan, Mr.Google kau Tanya? Ok, good.</i>	Tag
40	Code Switching	<i>Stating purpose dari katanya saja tujuan.</i>	Tag
41	Code Switching	<i>Nah yang di maksud stating purpose di sini di buat untuk apa. For what?</i>	Tag
42	Code Switching	<i>For example tujuannya untuk menyampaikan sebuah upacara.</i>	Tag
43	Code Mixing	<i>Attention! Stating purpose maksudnya announcement itu di buat untuk apa?</i>	Outer
44	Code Switching	<i>Then, stating day, date and time. Jadi dalam pembuatan announcement harus ada tanggal, hari dan waktu.</i>	Tag
45	Code Switch	<i>Stating place, harus ada tempat.</i>	Tag
46	Code Switching	<i>Kemudian, informing standar maksudnya informasi akan pengumuman ini di buat oleh siapa.</i>	Inter
47	Code Switching	<i>Atau orang yang bisa kita hubungi or CV (contact person). Mengenai kegiatan itu.</i>	Intra

Continue From the Table 4.2

No	Category Code	Expression	Types
48	Code Mixing	Jadi ingat yang namanya announcement <i>kalau berkaitan dengan sebuah acara harus jelas waktu kapan, harinya kapan, tanggal nya jelas.</i>	Outer
49	Code Switching	Announcement <i>di bawahnya ada commite, what is that?</i>	Intra
50	Code Mixing	<i>Apana jago semuami, tidak ada yang bawa kamus. Pas di tanya hmm.. tidak ada na tau.</i>	Inner
51	Code Mixing	<i>Jadi committee itu artinya panitia?</i>	Outer
52	Code Switching	<i>Lihat lagi, announcement! Commite...</i>	Tag
53	Code Switching	School trip to kuta beach, ah. Kuta beach <i>itu di mana?</i>	Tag
54	Code Switching	<i>Jadi isi pengumumannya tentang perjalanan yang akan di lakukan di kuta beach bali.</i>	Tag
55	Code Switching	<i>Jadi pada tanggal 27 november, the school hold a school trip to kuta beach.</i>	Tag
56	Code Switching	Departure time, <i>apa itu?</i>	Tag
57	Code Switching	<i>Yah... waktu keterangan jam 08: 00 pm.</i>	Tag
58	Code Switching	<i>PM ini siang atau malam?</i>	Tag
59	Code Switching	PM <i>itu, mulai jam 12 tengah malam sampai dengan jam 12 siang.</i>	Tag
60	Code Switching	AM <i>itu mulai jam 12 siang sampai dengan jam 12 tengah malam.</i>	Tag

Continue From the Table 4.2

No	Category Code	Expression	Types
61	Code Switching	<i>Kemudian programs, kegiatan atau acara walk along the beach to the lagoon, watching the beach festival and many more.</i>	Intra
62	Code Switching	<i>Fee? Yah... Pembiayaan.</i>	Tag
63	Code Mixing	<i>Jadi yang paling tepat adalah seven hundred fifty, bukan fivety yah tapi fifty.</i>	Outer
64	Code Mixing	<i>Kalau angka satuan di baca five, kalau belasan atau puluhan maka five berubah menjadi fif...</i>	Outer
65	Code Switch	<i>Fifty thousand rupiah, kalau dollars, dollars.</i>	Intra
66	Code Switching	<i>Contact person, orang-orang yang bisa di hubungi, berkaitan dengan pengumuman ini. Hubungi Firman, Ryan, Susan.</i>	Tag
67	Code Switching	<i>Bayu Pradana chaer person, ketua panitia.</i>	Tag

From the table 4.2, it also can be taken the percentage of the code switching and code mixing was made by the teacher in teaching learning process. Here is the table percentage of code switching and code mixing found in teaching English in the classroom.

Table 4.3 The Percentage of Code Switching and Code Mixing in the Classroom

Category	Frequency
Code switching	67%

Continue from the table 4.3

Category	Frequency
Code mixing	33%
Total	100%

The table shows the percentage of code switching and code mixing was made by the teacher in the classroom. The table shows that the code switching is dominated with 67% than the code mixing just 33% that happen in the classroom. However, each category is classified based on its types. The following table types of code switching and code mixing was made the teacher in the classroom.

Table 4.4 Tag Code Switching

1	Descriptif text. <i>Sudah?</i>
2	And <i>yang tidak menghadap tidak ada nilainya.</i>
3	Ok, <i>kita masuk ke materi announcement!</i>
4	Page forty nine. <i>Empat puluh Sembilan.</i>
5	Hah! Why announcement <i>berbahaya?</i>
6	Official breakest of <i>piala dunia. Apa itu?</i>
7	Official <i>itu maksudnya resmi.</i>
8	See... so, ublicly people know what, when, and where is about. <i>Jadi ingat announcement itu di tujukan untuk banyak orang.</i>
9	For example, <i>kalau temnnya nanti di panggil tapi tidak dengar, ada temannya yang dengarkan, Nasrul... di panggil tadi.</i>
10	<i>Sampai di sini ada yang mau di tanyakan, any questions?</i>
11	<i>Menyampaikan hal-hal yang penting? Any more....</i>

12	<i>Jadi tujuannya adalah untuk memeberikan informasi, giving information</i>
13	<i>Ok, kita lihat bagian-bagian dari announcement.</i>
14	<i>Iya. Bagian-bagian dari announcement.</i>
15	<i>Apa? Setting purpose.</i>
16	<i>Logikanya kan begini, kalian tidak bawa kamus jadi jago semuami toh. Nah sekarang saya Tanya apa itu purpose.</i>
17	<i>Apa. Tujuan, Mr.Google kau Tanya? Ok, good.</i>
18	<i>Stating purpose dari katanya saja tujuan.</i>
19	<i>Nah yang di maksud stating purpose di sini di buat untuk apa. For what?</i>
20	<i>For example tujuannya untuk menyampaikan sebuah upacara.</i>
21	<i>Then, stating day, date and time. Jadi dalam pembuatan announcement harus ada tanggal, hari dan waktu.</i>
22	<i>Stating place, harus ada tempat.</i>
23	<i>Lihat lagi, announcement! Commite...</i>
24	<i>School trip to kuta beach, ah. Kuta beach itu di mana?</i>
25	<i>Jadi isi pengumumannya tentang perjalanan yang akan di lakukan di kuta beach bali.</i>
26	<i>Jadi pada tanggal 27 november, the school hold a school trip to kuta beach.</i>
27	<i>Departure time, apa itu?</i>
28	<i>Yah... waktu keterangan jam 08: 00 pm.</i>
29	<i>PM ini siang atau malam?</i>
30	<i>Pm itu, mulai jam 12 tengah malam sampai dengan jam 12 siang.</i>
31	<i>Am itu mulai jam 12 siang sampai dengan jam 12 tengah malam.</i>
32	<i>Fee? Yah... pembiayaan.</i>

33	Contact Person, <i>orang-orang yang bisa di hubungi, berkaitan dengan pengumuman ini. Hubungi Firman, Ryan, Susan.</i>
34	<i>Bayu Pradana</i> chaer person, <i>ketua panitia.</i>

Table 4.5 Inter Sentential Code Switching

1	Am fine to. Ok, <i>sampai di mana</i> our class meeting. Dialog?
2	<i>Saya tidak Tanya alasan,</i> I ask you what is that. <i>Apa itu?</i>
3	<i>Jadi yang di maksud dengan announcement is pemberitahuan secara resmi tentang sesuatu.</i>
4	Ok, <i>kita lihat lagi,</i> The purpose, function, and goal of nouncement is giving certain people some information of what has happened or what will happen. <i>Apa artinya itu?</i>
5	Kemudian, informing stander <i>maksudnya informasi akan pengumuman ini di buat oleh siapa.</i>

Table 4.6 Intra Sentential Code Switching

1	An official notification about something. <i>Jadi pemberitahuan?</i> About?
2	Yah generic structure of announcement. <i>Apa itu generic structure?</i>
3	<i>Atau orang yang bisa kita hubungi</i> or CV (contact person). <i>Mengenai kegiatan itu.</i>
4	Announcement <i>di bawahnya ada commite,</i> what is that.?
5	Kemudian programs, <i>kegiatan atau acara</i> walk along the beach to the lagoon, watching the beach festival and many more.
6	Fifty thousand rupiah, <i>kalau dollars,</i> dollars.

Table 4.7 Inner Code Mixing

1	Have you heard <i>tentang</i> announcement? What is that?
2	<i>Naik mi lagi arisan mu nasrul.</i>
3	Then, <i>ada</i> stating day, date and time.
4	<i>Coba</i> , purpose <i>apa artinya itu</i> purpose?
5	<i>Apana jago semuami, tidak ada yang bawa kamus. Pas di tanya hmm.. tidak ada na tau.</i>

Table 4.8 Outer Code Mixing

1	Ok, <i>untuk speaking-nya besok saja menghadap</i> yah.
2	Tomorrow, <i>silahkan yang mau menghadap speaking datang ke saya.</i>
3	<i>Jadi announcement is... apa?</i>
4	So, <i>dalam bahasa Indonesia announcement adalah pengumuman.</i>
5	<i>Dan kalau announcement ada lisan dan tulisan.</i>
6	<i>Kalau dalam bahasa inggrisnya ada speaking announcement dan text announcement.</i>
7	<i>Yang namanya sesuatu, something yah apa-apa saja.</i>
8	<i>Yang namanya announcement bukan announcement kalau hanya di tujukan untuk satu orang.</i>
9	<i>Nah kalau begitu Mengapa announcement tidak hanya di tujukan untuk satu orang?</i>
10	<i>Yah... jadi meskipun announcement untuk satu orang tapi di tujukan untuk semua orang.</i>
11	<i>Tujuan, tujuan dari announcement itu apa?</i>
12	For example, SMA 5 mau mengadakan acara maulid, yang di umumkan

	<i>secara lisan di sampaikan oleh ketua kelas kemudian ke seluruh siswa.</i>
13	Attention! Stating purpose <i>maksudnya</i> announcement <i>itu di buat untuk apa?</i>
14	Jadi ingat yang namanya announcement <i>kalau berkaitan dengan sebuah acara harus jelas waktu kapan, harinya kapan, tanggal nya jelas.</i>
15	Jadi committee <i>itu artinya panitia?</i>
16	Jadi yang paling tepat adalah seven hundred fifty, bukan fivety yah tapi fifty.
17	Kalau angka satuan di baca five, kalau belasan atau puluhan maka five berubah menjadi fif...

The following the percentage of the code switching and code mixing.

Table 4.9 Percentage of Code Switching

No	Types of Code Switching	Frequency
1	Tag code switching	76%
2	Intra sentential code switching	11%
3	Inter sentential code switching	13%
Total		100%

Table 4.10 Percentage of Code Mixing

No	Types of code mixing	Frequency
1	Inner code mixing	23%
2	Outer code mixing	77%
3	Hybrid code mixing	0%
Total		100%

The table shows the percentage of each type of code switching and code mixing in the class. Like the previous exposure that the code switching were dominated with 67% and the types dominated by 76% tag code switching, inter sentential code switching 13%, and intra sentential code switching 13%. Then the code mixing were dominated outer code mixing 77% and the inner code mixing 23%.

5) The teacher's way to give code switching and code mixing

The teacher always have a way in gave code switching for the students. The researcher made code switching every meeting in the class when transfer the material and when the students ask some questions about the material which is not understand by them and the teacher used code mixing to test the students ability in terms of vocabulary.

6) The students response after giving code switching or code mixing

From the result observation, the students were to understanding when the teacher used code switching and code mixing than the researcher used English full in teaching English subject. When the teacher explain the material the student can understand well without ask to re explain in Indonesian language because the teacher explain the material used code switching or used code mixing. It means that by using code switching or using code mixing the students were easy to understand the lesson.

This following of the result of observation conducted by researcher on 22th November 2019, this is conversation between the teacher and students in the class while the teacher teach or explain her material.

Teacher : *Nah kalau Official? Official?*

Student : *Apa itu bu?*

Student : *Subreker*

Teacher : *Subreker? Apa itu subreker?*

Teacher : *Ok, dengar! Official breakest of piala dunia, apa itu?*

Student : *Apa itu? Piala?*

Teacher : *Official breakest itu artinya resmi!*

Students : *Oooo....(simultaneously)*

The conversation above shows that the teacher must explain or reiterate from English to Indonesia language because the students do not respond to the teacher's words when using English. Conversely, students immediately respond to understand when the teacher switching the language.

Teacher : *Ok, see again! The purpose function and goal of announcement is giving certain people some information of what has happened or what will happened. Apa artinya itu?*

Students : *.....*

Teacher : *Tujuan, tujuan dari announcement itu apa?*

Students : *Untuk memeberi tahukan sesuatu*

Teacher : *Untuk memberitahukan seuatu, apa lagi?*

Same as before, when the English teacher explain the material using English language students don't seem to understand at all. So the teacher must ask by giving a code using another language about the explanation that has been given previously.

4.1.2 Finding Through Interview

Interview conducted to teacher in principle explore data about factors teachers do code switching process which cover, how to learn used code switching and code mixing, what the reason, how is students understanding, can develop students ability, what is important to do, and what he thinks. This interview was agreed to answer the

problem statement before is what factors do cause the used of code switching and code mixing in teaching learning process at SMA Negeri 5 Pinrang? And the following result of the interview which has been done, (interview with English teacher miss. Nasmawati. S. Hum, January 20 at 11.19 AM).

According to the English teacher “Yes, “I often do the code switching process because of factors in the students themselves”¹. An explanation of an English teacher who claims that yes indeed often does the code switching and code mixing in the class.

So I always use mixed language when teaching in class, because indeed students prefer it and they are more enthusiastic in learning, so it's not just Indonesian language to English, even I often insert regional language in it and I don't think that's problem.²

Here the teacher explain in the classroom she doesn't just switch Indonesian language into English or the opposite but she often slipping elements of regional language.

Yah so the reason is that children's understanding of English is still very lacking so inevitably we have to mixed of English language with Indonesian language even mixed into their local language they still like.³

Based on the explanation of the teacher in here that the main reason the teacher does the process code switching and code mixing, she feel that students at school still lack understanding in English and make it unavoidably have to use code switching.

Understanding students well understand more to understand the material conveyed because they immediately the material respond without having to busy looking for the true meaning if their teacher used full English.

¹Nasmawati, The English Teacher of Class X, *Interview*, Pinrang, 20 January 2020.

²Nasmawati, Pinrang, 20 January 2020.

³Nasmawati, Pinrang, 20 January 2020.

And in my opinion this develops student ability to speak English because they get immediate feedback and they don't feel bored and burdened in the class.⁴

The teacher explanation in this section has been answer the two questionnaire, which she said that way can improve the ability to learn English because they better understand what is explained without any pressure in the classroom.

In my opinion is important. especially in here, because seeing from the situation of the students whose understanding I still minimal in English. This is the due to different levels of understanding, there are some who s, but most of them really can't good if they want to know but if not?. We also can't force them because of students interest in learning on different subject.⁵

The level of English proficiency students at SMA Negeri 5 Pinrang still said weak so still need to do the process of code switching and code mixing when teaching, and it seems that students interest in English is less likely so the teacher cannot charge students to have to used full English in the classroom.

I prefer to use code mixing because I think it makes him understanding the material is important, compared to using full English in the class but at the end the students cannot get the material as well so for what?⁶

In this explanation the teacher stressed that she was more reluctant to do code switching or code mixing because she saw the condition of the students.

In an interview with an English teacher it was mention that teacher do it often code switching or code mixing because the conditions exist in students the intended condition is student understanding in English is still lacking, the new problem will occur if she use full English in the class. They might be slow to understand the

⁴Nasmawati, Pinrang, 20 January 2020.

⁵Nasmawati, Pinrang, 20 Januari 2020.

⁶Nasmawati, Pinrang, 20 Januari 2020.

material conveyed. The teacher assumes that with the condition of the students like that make teacher forced to do.

In addition, the teacher also stated that not only Indonesian was inserted in the class but sometimes the teacher also slipped the local language when explaining the material and even it made students more enthusiastic and better understood the material. So the conclusion that the teacher gives in this case is that by teaching like that, it can develop of student knowledge in English language because they are more comfortable understanding the teachers explanation without the pressure they feel.

4.1.3 Finding Through Questionnaire

This research used the second technique to collecting the data is questionnaire the number of respondents is 31 people with engraver instruments using the guttman scale method, the respondents is given ten questions and answer them by checking the answer column, selected respondent come from class X. MIPA.4.

From the instrument of collecting the data using a questionnaire in the result processor as follow:

Table 4.11 Percentage of the Factor the Teacher Used Code Switching and Code Mixing.

No	Item Statements	(%) Answer	(%) Answer
		Yes	No
1	<i>Siswa merasa kesulitan dalam menerima materi dari guru bahasa inggris.</i>	5	26
2	<i>Guru bahasa inggris anda sering melakukan alih dan campur bahasa dalam mengajar.</i>	30	1

Continue From the Table 4.11

3	<i>Siswa merasa nyaman belajar di kelas ketika guru bahasa inggris melakukan alih dan campur bahasa di dalam mengajar.</i>	28	3
4	<i>Siswa menyukai apabila guru bahasa inggris melakukan proses alih dan campur bahasa di dalam kelas.</i>	28	3
5	<i>Selama guru bahasa inggris melakukan proses alih dan campur bahasa membuat siswa lebih mengerti dalam memahami materi.</i>	31	0
6	<i>Guru bahasa inggris melakukan alih bahasa apabila adanya perubahan topic pembicaraan.</i>	23	8
7	<i>Guru bahasa inggris membiarkan muridnya melakukan campur bahasa di dalam kelas selama mengajar.</i>	24	7
8	<i>Melakukan proses alih dan campur bahasa membuat siswa lebih meningkatkan bahasa inggris siswa.</i>	26	5
9	<i>Ketika belajar bahasa inggris, melakukan alih dan campur bahasa di dalam kelas penting untuk di lakukan.</i>	26	5
10	<i>Siswa lebih menyukai apabila guru bahasa inggris melakukan campur bahasa dari pada memakai bahasa inggris penuh di dalam kelas</i>	29	2

Continue From the Table 4.11

Total	251	60
Average	25	6

The answer “Yes” : $1 \times 100\% = 100\%$

The answer “No” : $0 \times 100\% = 0\%$

% Yes = $25/31 \times 100\% = 80,64\%$

From the results of the guttman scale analyze. Conforming point above 50% that is 80,64% , So it can be said that the teacher’s factors do the process of switch and mixing codes because of the situation that exists in the students based on students answer to the questionnaire items student more understand, more easier and more comfortable in receiving material from the teacher. In addition, questionnaire item number six mention that most students answer that the teacher does code switching and code mixing if there a change of topic (Condition Factor).

4.2 Discussion

4.2.1 Types of Code Switching and Code Mixing that Made by Teacher

In this part, the researcher would like to explain the discussion of finding result from the description above code switching and code mixing in teaching learning process at SMA Negeri 5 Pinrang.

Before the researcher explain the result of the research then first researcher describe the code switching and code mixing in teacher is use of two or more languages simultaneously at one time. This occurs in multilingual communities that are forced to do because there are limits on the ability of the interlocutors as well as on the speakers themselves.

Based on the analysis done the researcher, the researcher concludes the result of the research in this chapter. In this study the subjects of the study is the English

teacher who is doing the code switching or code mixing when teaching English subject in the classroom.

This research shows that the English teacher of SMA Negeri 5 Pinrang used three types of code switching and two types of code mixing they are tag code switching, intra code switching, inter code switching also inner code mixing and outer code mixing. The teacher switched and mixed from English to Indonesian, Indonesian to English even one time the teacher inserted elements of regional languages.

In the first stage, to collecting the data the researcher makes observations made in the English learning class, this aims to obtain data and notes when teacher teaching in the main class about the existence and how the process of switch and mixed code that the teacher does when teaching, The researcher use non participant observation, where the monitor, attending. Monitoring, listening carefully to all activities and take a conclusion from the observation result

To analyze the data observation the researcher used table analysis to classify the each types code switching and code mixing was made by the teacher This technique used to observe the use of language in a real condition. Since the object of the study was the teachers' explanation, recording was the first step in collecting data, the researcher records the teachers explanation that the researcher wants to investigate. Then, the researcher transcribes the recording of the utterances to convert the data from spoken into written form. The researcher begins analyzing which utterances were code-switching or code mixing and its functions

The researcher did some steps of analyzing the data. First, the researcher transcribes the utterances of code-switching and code-mixing of the teacher. It helped to classify the form of code-switching or code-Mixing and its types

Based on the observations made that the English teacher did the process code switching and code mixing. the code switching were dominated with 67% than the code mixing just 33% that happen in the classroom. With each types tag code switching 76%, intra sentential code switching 11%, and inter sentential code switching just 13% whereas in the types of code mixing inner code mixing 23%, and outer code mixing 77%.

After analysis the data and classifying on the type of the code switching and code mixing the researcher intended to discuss the findings that have been investigated in this section to answer the research questions. Based on the research finding, it is clear the English teacher utterances shows types of code switching and code mixing. The researcher found thirty four times of tag code switching which occurs in English teacher in the classroom while five times of inter code switching are found by the researcher which is produced by English teacher and the researcher found six times intra code switching while the code mixing the researcher found five times of inner code mixing and the mostly seventeen times of outer code switching using by English teacher in the classroom SMA Negeri 5 Pinrang.

This shows that tag code switching is more dominant than other types in other word is types tag code switching is more used the teacher in the class. Than second is outer code mixing 77% that used the teacher at SMA Negeri 5 Pinrang.

4.2.2 The Teacher Factor to Switch and Mixing Code in the Class.

The results of the analysis that were posted on the observation that the teacher made a transfer language when he wanted to change the English translation into Indonesian from the textbook. This mean students are not able to catch the discussion if the teacher does not re-explain the meaning that is in their English translation books.

Based on the questionnaire result that the factor teacher using the code switching and code mixing are condition and situation of the student with explanation in the questionnaire 26 from 31 students don't feel difficulties if receive lesson from her teacher in the class, 28 from 31 student's feel comfortable and liked if her teacher did code switching and code mixing in the class, all student says that they more understand the material if her teacher explain the material with switch and mixing the language, 23 from 31 students says that her teacher switch and mix code if there is a change in topic in the class.

So it can be said that the students respond to the teacher in teaching when the teacher uses code switching or code mixing in the class and students will not understand if the teacher using English full in the class.

This research took Questionnaire in other to elicit information about the reason toward code-switching and code-Mixing to get the details information of the English teacher in teaching English from the students. And technique to analyze used guttman scale

In addition, based on the interview with the teacher directly, the teacher assume that she always used the code switching and code mixing in the class because the students are easy to understand what the teacher explains the materials when used

code switching than used English full in giving explanation about materials of English subject.

According to the English teacher, the use of code switching in teaching English subject in the classroom is very important for her because she know the students' of SMA Negeri 5 Pinrang in learning English subject still limited. When the teacher used full English in the class she is worried if what the teacher describe is not understood by his students. The researcher takes an interview in other to elicit information about the reason toward code-switching and code-mixing to get the details information from the English teacher in teaching English.

In another case, the reason for code switching and code mixing based on Abdul Chaer and Leonie Agustina in her book *Sosiolinguistik* that the possible reason to do the code switching and code mixing from one language to other are from the speaker because their habit, partners the speaker want to balance the partners language skill, present to three person which comes different backgrounds, changing to topic discussion and changing to formal to informal or informal to formal situation. This was also explain by Aslinda and Syafyahya in his book *Pengantar Linguistik* that there are the cause of the code switching happen because who spoke, By language, to who speak, when speak and to what.

When connected with the results of previous researchers is who spoke, Based on the result research who the teacher in the class do the code switch because the teacher is a multilingual in social speak so she can switch the language to other language because that. By Language, in this section the teacher used two or more language because there are first language that utterance of the teacher. In situation and to who speak, The teacher should use the code switching because listeners is the

students didn't understand of the meaning if teacher use English full in the class. When speak and to what, The teacher should do the code switching or the code mixing when she teach the material in the class, this is to make the students more understood the material. Changing from topic discussion to also influence the teacher to do the code switching and code mixing in the class.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter present of two parts namely conclusion and suggestion. The conclusion was based on the research finding and discussion, whereas the suggestion based on the conclusion.

5.1 Conclusion

Based on the finding of the research, the researcher concludes the result of the research is:

1. Research shows that the English teacher at SMA Negeri 5 Pinrang use three types of code switching and two types of code mixing, There are the types of code switching was made by teacher in the classroom are tag code switching 76%, intra code switching 11% and inter code switching 13% than the code mixing are inner code switching 23% and outer code mixing is 77%.
2. The factor of teacher to do the code switching and code mixing in the class because the student is more understand the material if their teacher explain with switch and mix her language. Besides that the factor situation like limited vocabulary and topic changes sometimes make teacher forced to switch over and mix language.

5.2 Suggestion

According to the conclusion above. Code switching and code mixing was made by the teacher at SMA Negeri 5 Pinrang it's good to do to consider the situation and condition that axis but doing this during monotony can also inhibit the development of steel in the primary learner of vocabulary. This is because students are reluctant to memorize vocabulary and do not feel challenged in learning.

Students who are not accustomed to listening let alone use a foreign language learned will never achieve what is targeted. And the students should try to find answers or try to understanding the explanation by learning as much as possible



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INSTRUMEN PENELITIAN

Questionnaire Untuk Siswa

"AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH PROCESS AT SMA NEGERI 5 PINRANG"

Dalam penelitian ini, bertujuan untuk mengumpulkan data tentang proses terjadinya alih dan campur bahasa selama mengajar yang di lakukan oleh guru bahasa inggris di dalam kelas. Hasil dari Questionnaire ini akan di analisa lebih lanjut oleh peneliti untuk pengambilan kesimpulan.

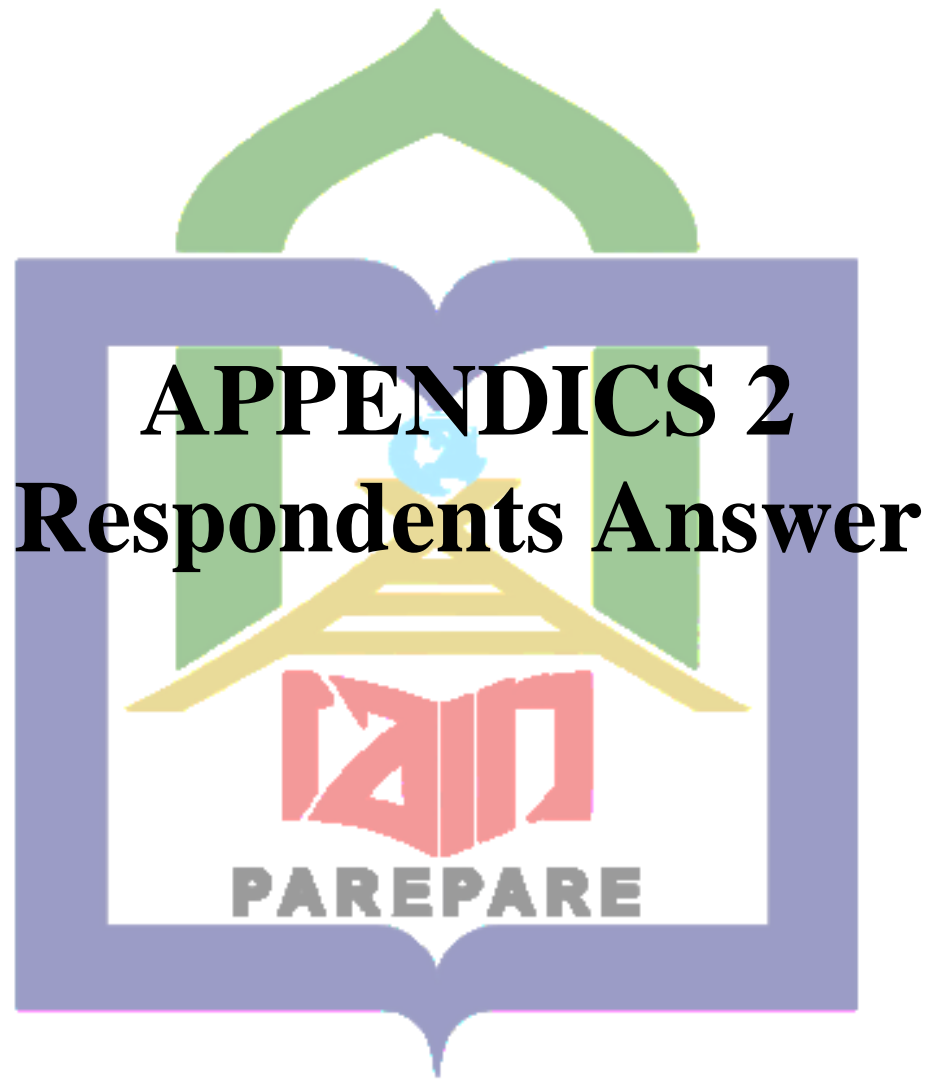
Instruksi:

- I. Identitas responden
 - Nama :
 - Profesi :
 - Hari/taggal pengisian :
- II. Pilih salah satu jawaban yang di anggap paling benar dengan memberi tanda (√) pada kolom jawaban.
- III. Jawaban pernyataan
 - Y = Ya
 - T = Tidak
- IV. Pernyataan.

No	PERNYATAAN	JAWABAN	
		Ya	Tidak
1	Siswa merasa kesulitan dalam menerima materi dari guru bahasa inggris.		
2	Guru bahasa inggris anda sering melakukan alih dan campur bahasa dalam mengajar.		
3	Siswa merasa nyaman belajar di kelas ketika guru		

	bahasa inggris melakukan alih dan campur bahasa di dalam mengajar.		
4	Siswa menyukai apabila guru bahasa inggris melakukan proses alih dan campur bahasa di dalam kelas.		
5	Selama guru bahasa inggris melakukan proses alih dan campur bahasa membuat siswa lebih mengerti dalam memahami materi.		
6	Guru bahasa inggris melakukan alih bahasa apabila adanya perubahan topic pembicaraan.		
7	Guru bahasa inggris membiarkan muridnya melakukan campur bahasa di dalam kelas selama mengajar.		
8	Melakukan proses alih dan campur bahasa membuat siswa lebih meningkatkan bahasa inggris siswa.		
9	Ketika belajar bahasa inggris, melakukan alih dan campur bahasa di dalam kelas penting untuk di lakukan.		
10	Siswa lebih menyukai apabila guru bahasa inggris melakukan campur bahasa dari pada memakai bahasa inggris penuh di dalam kelas		





APPENDICS 2
Respondents Answer

This following is the result of the questionnaire from the 31 respondents in the class X.MIPA.4.

No.	S.1	S.2	S.3	S.4	S.5	S.6	S.7	S.8	S.9	S.10
1	0	1	0	1	1	1	1	1	1	1
2	0	1	0	1	1	1	1	1	1	1
3	0	1	1	1	1	1	1	1	1	1
4	0	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1
8	0	1	1	1	1	1	1	1	1	1
9	0	1	1	1	1	1	1	1	1	1
10	0	1	1	1	1	1	1	1	1	1
11	1	0	1	0	1	1	1	0	1	1
12	0	1	1	1	1	1	0	1	0	1
13	0	1	1	1	1	1	1	1	0	1
14	0	1	1	1	1	0	1	1	1	1

15	0	1	1	1	1	1	1	1	0	1
16	0	1	1	1	1	1	1	1	0	1
17	0	1	1	1	1	1	0	1	1	0
18	0	1	1	1	1	1	1	0	1	1
19	1	1	1	1	1	0	1	1	1	1
20	0	1	1	1	1	1	0	1	0	1
21	0	1	1	1	1	0	1	1	1	1
22	0	1	1	1	1	0	1	1	1	1
23	0	1	1	1	1	0	1	1	1	1
24	0	1	1	1	1	1	0	1	1	1
25	0	1	1	0	1	1	1	0	1	1
26	0	1	1	0	1	1	1	0	1	1
27	0	1	1	1	1	0	1	1	1	1
28	0	1	1	1	1	0	0	0	1	1
29	0	1	1	1	1	1	0	1	1	1
30	0	1	0	1	1	1	0	1	1	1
31	0	1	1	1	1	0	1	1	1	1

Total	5	30	28	28	31	23	24	26	26	30
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Where,

- S : Item Statement
- 1 : Respondent Answer "Yes"
- 0 : Respondent Answer "No"



SURAT KETERANGAN WAWANCARA

Yang bertanda tangan di bawah ini

Nama : Nasmawati, S. Hum

Pekerjaan : Guru

Alamat : Teppo

Menerangkan bahwa

Nama : Salmawati

Nim : 15.1300.017

Jurusan : Tarbiyah

Program : Pendidikan Bahasa Inggris

Bahwa telah mengadakan wawancara untuk memperoleh data dalam rangka penelitian skripsi "An Analysis of Code Switching and Code Mixing in Teaching Learning Process at SMA Negeri 5 Pinrang".

Demikian surat keterangan ini kami buat untuk di gunakan seperlunya.

Urung, 20/10/2020


Nasmawati, S. Hum



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

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PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B. 2019 /In.39.5.1/PP.00.9/11/2019
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan
C.q. Kepala UPT Dinas Pendidikan Wilayah X
Di,-
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Salmawati
Tempat/Tgl. Lahir : Barombong, 04 Juni 1997
NIM : 15.1300.017
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Urung, Desa Sipatuo Kec. Patampanua Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah KABUPATEN PINRANG dalam rangka penyusunan skripsi yang berjudul :

"An Analysis Of Code Switching And Code Mixing In Teaching English Process At SMAN 5 Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan November sampai selesai.

Demikian permohonan ini disampaikan atas perkenan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 13 November 2019



Tembusan :

1. Rektor IAIN Parepare



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH X
(Kab. Pinrang, Enrekang, Tana Toraja)

Jl. Basuki Rahmat No.32, Watang Sawitto, Pinrang, Kode Pos 91213

SURAT IZIN PENELITIAN

Nomor : 867/1.263-CD.WIL.X/DISDIK

Tanggal : 15 November 2019

Berdasarkan Surat Institut Agama Islam Negeri Parepare Fakultas Tarbiyah Nomor : B.2010/In.39.5.1/PP.00.9/11/2019 tanggal 13 November 2019 perihal Permohonan Rekomendasi Izin Penelitian, maka Kepala Cabang Dinas Pendidikan Wilayah X memberikan izin penelitian kepada :

Nama : SALMAWATI
Nomor Induk Mahasiswa : 15.1300.017
Jurusan : Tarbiyah
Jenjang/Program Studi : S.1 / Pendidikan Bahasa Inggris
Lokasi Penelitian : UPT SMAN 5 Pinrang
Judul :

*"An Analysis Of Code Switching And Code Mxing In Teaching English Process
At SMAN 5 Pinrang"*

Dengan Ketentuan :

1. Mendapat Persetujuan Kepala Sekolah;
2. Tidak mengganggu proses belajar mengajar;
3. Pengambilan data penelitian berlaku maksimal 3 bulan sejak tanggal surat ini diterbitkan.

Demikian surat rekomendasi ini diberikan, untuk dipergunakan sebagaimana mestinya.



Kepala Cabang Dinas Pendidikan Wilayah X,

BAHARUDDIN ISKANDAR, S.Pd, M.Pd

19750601200502 1 004

Tembusan:

1. Kepala Dinas Pendidikan Prov.SulSel (sebagai Laporan)
2. Pertiinggal



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 5 PINRANG

Alamat : Jalan Malimpung Urung Kec. Patampunan Kab. Pinrang 91252.
NSS. 301191405005 NPSN. 40305078



SURAT KETERANGAN PENELITIAN
Nomor : 410.5 /207- SMA.05 /PRG/2018

Yang bertanda tangan dibawah ini Kepala SMA Negeri 5 Pinrang Kabupaten Pinrang menerangkan bahwa :

N a m a : S A L M A W A T I
Nomor Induk Mahasiswi : 15.1300.017
Jenis Kelamin : Perempuan
Fakultas / Program Studi : Tarbiah / Pendidikan Bahasa Inggris (IAIN Pare-Pare)
Tempat Penelitian : UPT SMAN 5 Pinrang

Telah melaksanakan Penelitian yang berjudul "*AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN TEACHING ENGLISH PROCESS AT SMAN 5 PINRANG*" yang dilaksanakan pada tanggal 15 November s/d 13 Desember 2019

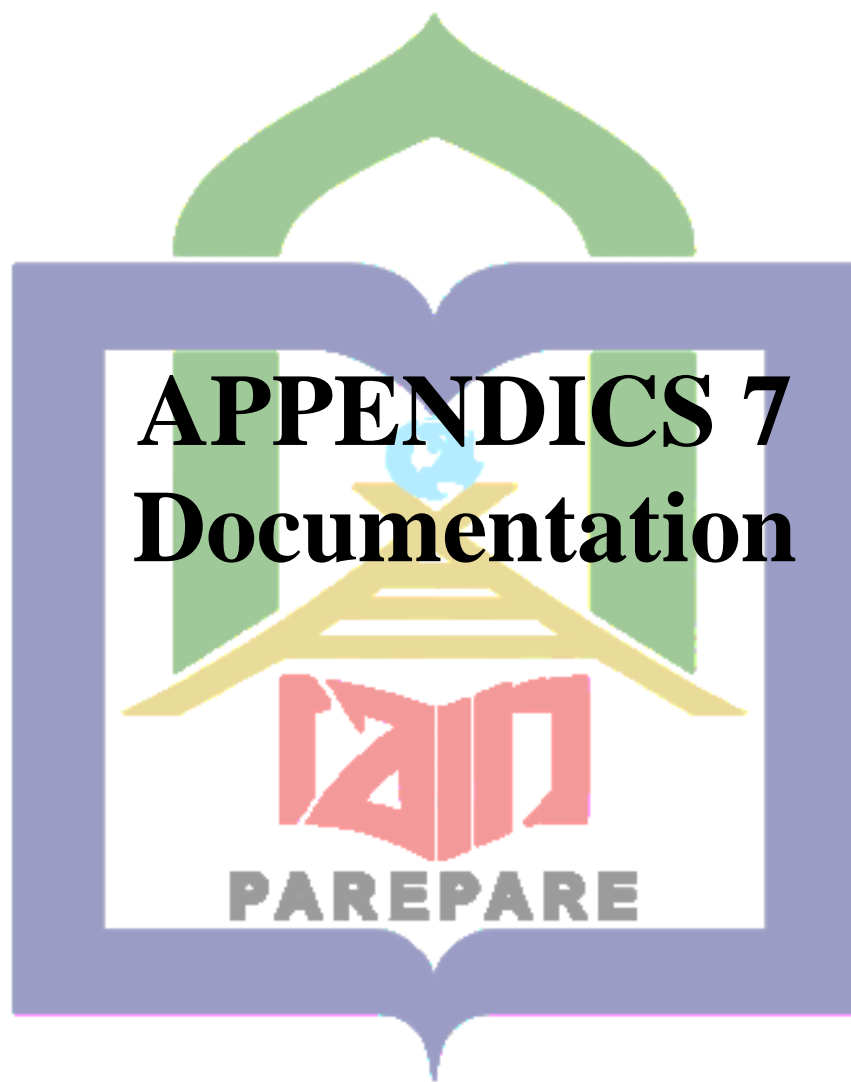
Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Urung, 13 Desember 2019

Kepala UPT SMAN 5 Pinrang



MUHAMMAD DAHLAN, S.Pd, M.Pd.
NIP. 19710801 199802 1 003



ANALISIS DAN PROFIL SEKOLAH

Nama Sekolah (Lama) :	SMA Negeri 1 Patampanua Kabupaten Pinrang Status NEGERI
Nama Sekolah (Baru) :	SMAN 5 Pinrang Status NEGERI (Sesuai SK Perubahan Nomenklatur SMA se-Kab. Pinrang No. 417/71/2014 Tgl 10 Januari 2014)
Provinsi :	Sulawesi Selatan
Kabupaten /Kota :	PINRANG

Visi dan Misi Sekolah

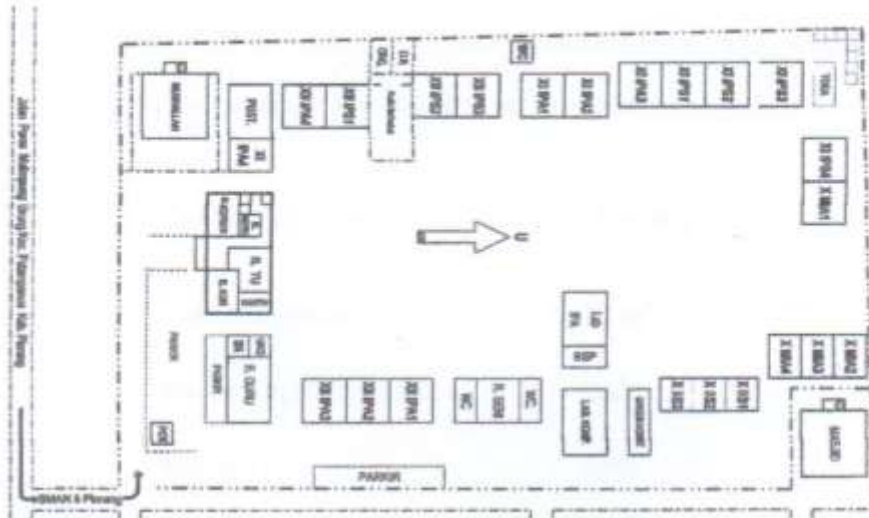
- | | |
|----------------|--|
| Visi Sekolah : | Unggul Dalam Prestasi, Cerdas, Berkompeten, Disiplin, Berkarakter, Berwawasan Lingkungan dan Berpijak Pada Iman |
| Misi Sekolah : | <ol style="list-style-type: none"> 1. Membentuk peserta didik yang unggul dalam prestasi akademik dan non akademik. 2. Mengoptimalkan kecerdasan intelektual, emosional, spiritual dan sosial Peserta Didik. 3. Mempersiapkan peserta didik untuk berkompetisi sesuai dengan kemampuannya. 4. Membentuk peserta didik berperilaku disiplin dan santun 5. Mendorong warga sekolah untuk berperan aktif dalam upaya pelestarian, perlindungan, pencegahan pencemaran dan kerusakan lingkungan. 6. Mengaktualisasikan ajaran agama dan toleransi antar umat beragama. |

A. Lingkungan Sekolah

SMAN 5 Pinrang terletak di Wilayah Kecamatan Patampanua Kabupaten Pinrang, tepatnya di Jalan Poros Malimpung Urung Desa Sipatuo dengan jarak ± 15 km dari kota Pinrang.

Peserta didik yang ada merupakan alumni dari SMP dan MTs yang umumnya berada di Kecamatan Patampanua dan Kecamatan Batulappa. Mutu Pendidikan

pada umumnya masih rendah. Rendahnya pendidikan ini berkaitan erat dengan kondisi wilayah dimana Wilayah Kecamatan Patampanua dikenal dengan Areal Persawahan dan Perkebunannya yang secara otomatis penduduknya sebagian besar bermata pencaharian sebagai petani (kebun dan sawah). Kesadaran orang tua terhadap pendidikan masih rendah, utamanya dalam memenuhi kebutuhan anaknya dalam proses belajar.



Desain Sekolah SMPN 5 Parepare
TR. 1718

B. Keadaan Sekolah

1. Sarana dan Prasarana.

a. Tanah dan Halaman

Tanah sekolah sepenuhnya milik sekolah (swadaya masyarakat), luas areal seluruhnya 19.752 m². Sekitar sekolah dikelilingi oleh pagar sepanjang 552 m.

Keadaan Tanah Sekolah SMAN 5 Pinrang

Status	: Milik Sekolah (Swadaya Masyarakat)
Luas Tanah	: 19.752 m ²
Luas Bangunan	: 2.882 m ²
Pagar	: 552 m

b. Gedung Sekolah.

Bangunan sekolah pada umumnya dalam kondisi baik. Jumlah ruang kelas untuk menunjang kegiatan belajar memadai.

Keadaan Gedung Sekolah SMAN 5 Pinrang

Luas Bangunan	: 2.882 m ²
Ruang Kepala Sekolah	: 1 Baik
Ruang TU	: 1 Baik
Ruang Guru	: 1 Baik
Ruang Kelas	: 22 Baik

Ruang Lab. IPA	: 1 Baik
Ruang Lab. Komp.	: 1 Baik
Ruang Perpustakaan	: 1 Baik
Ruang Seni	: 1 Baik
Ruang Organisasi siswa	: 1 Baik
Ruang Kerja Wakasek	: 1 Baik
Ruang Kantin Sekolah	: 1 Baik

c. Anggaran Sekolah.

Anggaran sekolah berasal dari dana pemerintah berupa Dana Bantuan Operasional Sekolah (BOS)

Alokasi dana terutama diperuntukkan untuk menunjang kegiatan-kegiatan Intrakurikuler dan ekstrakurikuler, dan juga untuk memenuhi kelengkapan sarana belajar peserta didik.

C. Personil Sekolah

SMAN 5 Pinrang didirikan pada tahun 1995 yang merupakan Unit Sekolah Baru. Pimpinan sekolah yang pernah bertugas pada SMAN 5 Pinrang sejak awal berdirinya (1985) adalah:

NAMA	PERIODE TUGAS
1. Drs. Baharuddin Beddu	Tahun 1995 s/d 1996 (PjS)
2. Drs. Ridwan Ali	Tahun 1996 s/d 2005

3. Drs. Namiruddin, M.Si	Maret 2005 s/d Juli 2012
4. Muhammad Aris, S.Pd, M.Pd	Juli 2012 s/d Mei 2014
5. Drs. H.M. Arsyad Jafar, M.Pd	Mei 2014 s/d Desember 2016
6. Muhammad Jafar, S.Pd	Desember 2016 - Desember 2017 (PLT)
7. Muhammad Dahlan, S.Pd, M.Pd.	Desember 2017 - Sekarang

Dokumen Tata Usaha SMA Negeri 5 Pinrang

Jumlah seluruh personil sekolah ada sebanyak 59 orang, terdiri atas Guru Tetap 30 orang, Guru Tidak Tetap 17 orang, karyawan tata usaha Pegawai Tetap 3 orang, Pegawai Tidak Tetap 6 orang, Satpam 1 orang, dan Penjaga Sekolah/Pesuruh 2 orang.

Keadaan Personil Sekolah

NO.	NAMA	JABATAN / TUGAS	STAT US
1	Muhammad Dahlan, S.Pd, M.Pd.	Kepala Sekolah / Geografi	PNS
2	Drs. Saliymuddin	Wakasek Sarana / Kimia	PNS
3	Zainuddin, S.Pd, MPd	Wakasek Kurikulum / Geografi	PNS
4	Drs. Masry	Wakasek Humas / BP/BK	PNS
5	Drs. H. Muhammad Anas	Wakasek Kesiswaan /Penjaskes	PNS
6	Ilyas, SPd.	Kewarganegaraan	PNS
7	Drs. H. Abdul Rahman	Kepala Perpust./Sejarah	PNS

NO.	NAMA	JABATAN / TUGAS	STATUS
8	Drs. Syamsuh Ali	Pemb. OSIS/Matematika	PNS
9	Drs. Nasri	Pemb OR Prestasi/Penjaskes	PNS
10	Hj. Suriati, S.Pd, M.M	Pemb. Seni Prestasi/Pend. Seni	PNS
11	Hanisah Senreng, S.PdI	Pemb. Tuntas BTQ/Pendais	PNS
12	Aisyah, S.Pd	Kimia	PNS
13	Rahmah, SS	Bahasa Indonesia	PNS
14	Mursalim Alias, S.Pd	Bahasa Inggris	PNS
15	Hj. Hasnah B, SS	Bahasa Inggris	PNS
16	Muh. Akhzan Waris, S.Pd	Matematika	PNS
17	Rahmawati Said, S.Si	Fisika	PNS
18	St. Rohani, S.Pd	Bahasa Indonesia	PNS
19	Dahliah Saidi Jaya, S.Ag	Bahasa Arab	PNS
20	Darna, S.PdI	Pendais	PNS
21	Rahmalia, SS	Sejarah	PNS
22	St. Nursani Mansyur, S.Kom	T I K	PNS
23	Suhartini, S.Pd	PKN	PNS
24	Anwar, S.Pd	Fisika	PNS
25	Mariana, S.Pd	Biologi	PNS
26	Hamsinar, S.Pd	Matematika	PNS
27	Wahida, S.Pd.	Ekonomi/Akuntansi	PNS

NO.	NAMA	JABATAN / TUGAS	STATUS
28	Hatifa NB, S.Pd	Sejarah	PNS
29	Abdul Rahim, S.Pd	Geografi	PNS
30	Jufri, S.Pd	Matematika / TIK	PNS
31	Abdul Muis, S.PdI, M.Ag	Mulok / Imtaq	Honor r
32	Jamaluddin, S.Sos	Sosiologi	Honor r
33	Hasniati, SPd	Biologi	Honor r
34	Syamsinar, S.HI, S.PdI, M.Ag	Mulok / Imtaq	Honor r
35	Nasmawati, S.Hum	Bahasa Inggris	Honor r
36	Arma, S.Sos	Sosiologi	Honor r
37	Hamnan, S.Pd	Seni Seni Budaya	Honor r
38	Suriani, S.PdI	Bahasa Arab	Honor r
39	Nurafni Fadilla, S.Pd	BP/BK	Honor r
40	Al Farida, S.Pd	Matematika	Honor r
41	Hastuti Patandean, S.Pd	Bahasa Indonesia	Honor r

NO.	NAMA	JABATAN / TUGAS	STAT US
42	Muhammad Isa, S.Pd	Ekonomi/Akuntansi	Honore r
43	Jayadi, S.Pd	Kimia	Honore r
44	Nurhalimah, S.Pd.	Bahasa Indonesia	Honore r
45	Indahwaty, S.Pd.M.Pd.	Bahasa Daerah	Honore r
46	Abd. Karim Musdaud, S.Pd.	BP/BK	Honore r
47	Nurul Halimah R.P. Sanjata, S.Pd.	Seni Budaya	Honore r
48	Sudirman M	Ka. TU / Bendahara	PNS
49	Dra. Hj. Rosmaini	Staf TU / Peng. Administrasi	PNS
50	Hj. St. Aminah, BSc	Staf TU / Peng. Administrasi	PNS
51	Netti Abbas, A.Md	Staf TU / Peng. Administrasi	Honore r
52	Muliadi, S.Kom	Staf TU / Peng. Komputer (Operator)	Honore r
53	Zulkifli	Staf TU / Peng. Perpustakaan	Honore r
54	Evi Satriani	Staf TU / Peng. Lab. IPA	Honore r
55	Sri Rahayu	Staf TU / Peng. Inventarisasi	Honore r

NO.	NAMA	JABATAN / TUGAS	STATUS
56	Harmiati	Staf TU / Peng. Perpustakaan	Honor er
57	Tamrin P	Satpam / Caraka	Honor er
58	Surudi	Penjaga malam	Honor er
59	Hamzah	Kebersihan Halaman	Honor er

Dokumen Tata Usaha SMA Negeri 5 Pinrang

Dari sejumlah Personil, terdiri dari 51% yang berstatus guru PNS, 29% guru Honorer, 5% Pegawai PNS dan 15% Pegawai Honorer.

A. Keadaan Peserta Didik

1. Jumlah peserta didik

Jumlah peserta didik pada tahun pelajaran 2018/2019 seluruhnya berjumlah 752 orang. Persebaran jumlah peserta didik antar kelas merata. Peserta didik di kelas X ada sebanyak 4 (empat) rombongan belajar program MIPA dan 3 (tiga) rombongan belajar program IPS. Peserta didik di kelas XI ada sebanyak 4 (empat) rombongan belajar program MIPA dan 3 (tiga) rombongan belajar program IPS. Peserta didik pada program IPA; di kelas XII ada 4 (empat) rombongan belajar. dan pada program IPS di Kelas XII ada 4 (empat) rombongan belajar.

Transportasi peserta didik ke sekolah, Sekitar 5% menggunakan kendaraan umum, 85% menggunakan kendaraan pribadi, dan 10% peserta didik yang berada disekitar sekolah berjalan kaki.

Jumlah Peserta Didik Tahun 2018/2019

Kelas	Jumlah		Jumlah
	Laki-laki	Wanita	
X MIPA	43	97	140
X IPS	57	48	105
XI MIPA	47	93	140
XI IPS	58	49	107
XII-IPA	57	82	139
XII-IPS	53	68	121
JUMLAH	315	437	752

Dokumen Tata Usaha SMA Negeri 5 Pinrang

2. Keadaan Tidak Naik Kelas dan Putus Sekolah /Droup Out

Peserta didik yang tidak naik kelas dan angka putus sekolah (*Droup-Out*) peserta didik ternyata cukup tinggi setiap tahunnya.

Tidak Naik Kelas dan Putus Sekolah

Tahun Pelajaran	Kelas	Jumlah	Tidak Naik	Putus Sekolah/DO
2015/2016	X	265	9	13
	XI	235	5	9
	XII	176	-	-
2016/2017	X	294	12	9
	XI	264	4	10

	XII	227	-	2
2017/2018	X	252	-	5
	XI	260	-	1
	XII	253	-	1

Dokumen Tata Usaha SMA Negeri 5 Pinrang

Tingginya keadaan putus sekolah dan tidak naik kelas peserta didik terutama disebabkan karena masih kurangnya kesadaran orang tua dan peserta didik tentang arti pentingnya pendidikan, selain juga karena faktor kesulitan ekonomi.

Untuk mengatasi kendala ekonomi, pada tahun pelajaran 2017/2018 peserta didik yang kurang mampu, sebagian telah mendapatkan bantuan biaya yang berupa beasiswa.

3. Input dan Output NEM

Pencapaian nilai rata-rata NEM peserta dari tahun ke tahun cenderung mengalami kenaikan. Namun demikian, peserta didik yang melanjutkan ke jenjang pendidikan yang lebih tinggi, khususnya SNMPTN atau SBMPTN ternyata belum memuaskan.

Faktor ekonomi keluarga dan kurangnya kesadaran terhadap pendidikan diduga menjadi penghambat dalam kemajuan pendidikan di sekolah.

B. Orang Tua Peserta Didik

Wilayah Kecamatan Patampanua dimana SMAN 5 Pinrang berada, dikenal dengan Areal Persawahan dan Perkebunannya yang secara otomatis penduduknya sebagian besar bermata pencaharian sebagai petani (sawah dan kebun), semuanya itu sudah barang tentu sangat mempengaruhi pola kehidupan masyarakat sekitar pada umumnya.

Keadaan orang tua peserta didik sebagian besar (80%) memiliki mata pencaharian sebagai Petani. Sebagian kecil orang tua peserta didik (6%) sebagai pegawai negeri, (3%) sebagai TNI/Polri, (6%) sebagai Wiraswasta dan beberapa orang tua peserta didik (5%) sebagai buruh.

F. Kerja Sama Sekolah

1. Kerja sama dengan Orang Tua

Kerja sama dengan orang tua peserta didik dilaksanakan melalui Komite Sekolah. Ada lima peran orang tua dalam pengembangan sekolah, yaitu sebagai:

- a. Donatur dalam menunjang kegiatan dan sarana sekolah, namun pada tahun terakhir ini kurang berjalan karena Pemerintah telah berjanji untuk membebaskan orang tua peserta didik dari biaya Pendidikan (Pendidikan Gratis);
- b. Mitra sekolah dalam pembinaan pendidikan;
- c. Mitra dalam membimbing kegiatan peserta didik;
- d. Mitra dialog dalam peningkatan kualitas pendidikan; dan
- e. Sumber belajar.

2. Kerja sama dengan Alumni.

Kerja sama antara sekolah dengan alumni belum dapat digali secara maksimal mengingat keberadaan alumni yang tidak berada di daerah lokasi sekolah, serta jumlah alumni yang sukses belum begitu banyak (Alumni pertama tahun 1998).

3. Prestasi yang pernah diraih/dicapai.

1) Bidang Akademis :

- Juara bidang studi di tingkat kabupaten dan provinsi

2) Bidang Non akademis :

- Juara pada kegiatan Olahraga dan Kesenian pada tingkat Kabupaten dan Provinsi

G. Sasaran Program

Kepala Sekolah dan Para Guru serta dengan persetujuan Komite Sekolah menetapkan sasaran program, baik untuk jangka pendek, jangka menengah, dan jangka panjang. Sasaran program dimaksud untuk mewujudkan visi dan misi sekolah.

Sasaran Program Sekolah

SASARAN PROGRAM 1 TAHUN (2009-2010) (Program Jangka Pendek)	SASARAN PROGRAM 4 TAHUN (2009-2013) (Program Jangka Menengah)	SASARAN PROGRAM 8 TAHUN (2009-2017) (Program Jangka Panjang)
1. Kehadiran Peserta didik, Guru dan Karyawan lebih dari 95%	1. Kehadiran Peserta didik, Guru dan Karyawan lebih dari 97%	1. Kehadiran Peserta didik, Guru dan Karyawan lebih dari 95%
2. Target pencapaian rata-rata NUAN lulusan 7,0	2. Target pencapaian rata-rata NUAN lulusan 7,5	2. Target pencapaian rata-rata NUAN lulusan 7,7
3. 10% lulusan dapat diterima di PTN, baik melalui jalur SPMJK	3. 17% lulusan dapat diterima di PTN, baik melalui jalur SPMJK	3. 35% lulusan dapat diterima di PTN, baik melalui jalur SPMJK

maupun SMPTN	maupun SMPTN	maupun SMPTN
4. 90% Peserta didik yang beragama Islam dapat membaca Al-Quran dengan baik dan benar	4. 95% Peserta didik yang beragama Islam dapat membaca Al-Quran dengan baik dan benar	4. 98% Peserta didik yang beragama Islam dapat membaca Al-Quran dengan baik dan benar
5. Memiliki Ekstra kurikuler unggulan (OR, Seni dan KIR)	5. Ekstra kurikuler unggulan dapat menjuarai tingkat Provinsi	5. Ekstra kurikuler unggulan dapat menjuarai tingkat Nasional
6. 20% peserta didik dapat aktif berbahasa Inggris	6. 30% peserta didik dapat aktif berbahasa Inggris	6. 50% peserta didik dapat aktif berbahasa Inggris
7. 70% peserta didik dapat mengoperasikan program Ms Word dan Ms Excel	7. 75% peserta didik dapat mengoperasikan 2 program Komputer (Ms Word, Ms Excel Power point dan Internet).	7. 95% peserta didik dapat mengoperasikan 2 program Komputer (Ms Word, Ms Excel Power point dan Internet).

Dokumen Tata Usaha SMA Negeri 5 Pinrang

Sasaran program tersebut selanjutnya ditindak lanjuti dengan strategi pelaksanaan yang wajib dilaksanakan oleh seluruh warga sekolah sebagai berikut:

1. Mengadakan pembinaan terhadap peserta didik, guru dan karyawan secara berkelanjutan.
1. Mengadakan jam tambahan (Les Sore) pada pelajaran tertentu.
2. Kerjasama dengan Lembaga Pendidikan Nonformal (Bimbingan Khusus yang ada kaitannya dengan peningkatan mutu pelajaran)
3. Melakukan kerjasama dengan pihak terkait untuk membantu pembiayaan bagi peserta didik yang mempunyai semangat dan motivasi yang tinggi untuk melanjutkan ke perguruan tinggi.

4. Menambah pelajaran khusus (Mulok) yang menitik beratkan pada membaca Al-Quran dengan baik dan benar serta kegiatan pembinaan mental kerohanian.
5. Menjalin komunikasi yang baik dengan BAPOPSI dan mengadakan pembinaan prestasi beberapa cabang olah raga pada sore hari.
6. Melaksanakan latihan secara rutin pada bidang KIR dan Seni dan mengikutkan peserta didik pada setiap perlombaan.
7. Pengadaan Lab.IPA, Lab. Multimedia dan Lab. Komputer
8. Perbaikan Laboratorium (IPA dan Komputer).
9. Pengadaan Komputer
10. Membentuk Kelompok gemar Bahasa Inggris.
11. Membentuk Kelompok Belajar (MIPA Club)
12. Pengadaan Buku Penunjang.
13. Mendorong warga sekolah untuk berperan aktif dalam upaya pelestarian, perlindungan dan pencegahan pencemaran dan kerusakan lingkungan baik di lingkungan rumah, sekolah dan masyarakat, serta mewujudkan peserta didik menjadi pelopor atau pioneer terhadap kelestarian lingkungan agar memiliki kepedulian terhadap upaya pelestarian, perlindungan dan pencegahan akibat pencemaran lingkungan.
14. Mengintensifkan komunikasi dan kerjasama dengan orang tua

PAREPARE



Curriculum Vitae



the researcher Salmawati was born in pinrang especially in Urung, May 04th 1997. She is the first child in her family, she has two brother and three sister from the couple. Muh. Sain and Farida. Her education background, she began her study at SDN 117 Pinrang and graduate in 2009 in the some year, she registered of junior high school at SMPN 2 Patampanua Pinrang and graduate in 2012. In the some year she continue her study at senior high school 5 Pinrang and graduate in 2015. Then she registered at State Islamic Institute of Parapare(IAIN) choose strata satu. Undergraduate program in English program of Tarbiyah Faculty.

IAIN
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