

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussions. In the findings the researcher presented all the data that have been found in the English teacher's class of MTs DDI Palirang, the classes were divided into two, Teacher 1 class and Teacher 2 class.

4.1 Findings

In this chapter, the researcher presented findings to answer the research questions about three types of code mixing by Hoffman's theory such as intra-lexical code mixing, intra-sentential code mixing and involving a change of pronunciation were used by English teachers of MTs DDI Palirang in the class. The researcher gave D code to data.

4.1.1 Type of codemixing

a. Teacher 1: 1/12/2019

ISM : Intra Sentential Code Mixing

ILM : Intra Lexical Code Mixing

ICP : Involving Change of Pronunciation

Tabel 4.1

No	Findings	Types of Code Mixing		
		ISM	ILM	ICP
1	Ok, before we start let's pray a moment berdo'a . (D1)	√		
2	Your memorizing kemarin . (D2)	√		
3	Sudah? Nah now you translate into Indonesia (D3)	√		

4	Mengerti ji kah? Understand? (D4)	√		
5	Saya tidak mau dengar reason -mu (D5)	√		
6	Nah this one has mempunyai kalo she, he, it (D6)	√		
	have mempunyai for we, you, they (D7)	√		
7	had mempunyai for all of subject tapi untuk kemarin (D8)	√		
8	Has mempunyai for subject she, he, it, atau Rina, Uni (D9)	√		
	and Fatur have itu mempunyai for I, you, we, they (D10)	√		
9	This one I, we, you, they untuk have (D11)	√		
10	Tujuh? It's too much (D12)	√		
11	No? belum? I give you five minutes (D13)	√		
12	Nah ini have to give s (D14)	√		
13	Ini pen -nya lebih dari satu atau tidak? (D15)	√		
14	Nah terus what's your problem here? (D16)	√		
15	Trus ngga ada had disitu (D17)	√		
16	Kak Ayu atau sister Ayu (D18)	√		
17	Kenapa has meet can, who teach you (D19)	√		
18	Ruler itu penggaris, kalo penghapus? (D20)	√		
19	No! yang ku Tanya tadi (D21)	√		
20	This one apa artinya? (D22)	√		

21	Karena bendanya more than one bendanya lebih dari satu kan? (D23)	√		
22	Siapa yang ajar tulisannya five begini? (D24)	√		
23	Three itu pohon (D25)	√		
24	Go on, penghapus (D26)	√		
	how to say penghapus ? (D27)	√		
25	Buka lagi catatanmu yang can (D28)	√		
	can yang diajar miss Irma kan(D29)	√		
26	Ok go on eraser selesaikan dulu eraser (D30)	√		
27	Do untuk subject apa? (D31)	√		
	Does untuk subject apa? (D32)	√		
28	Kalo subject-nya she, he, it, you put has (D33)	√		
29	Kalo subject -nya I, we, you, they , dia pake have (D34)	√		
30	Makanya jangan dibelakangi whiteboard (D35)	√		
31	Polpen ? No I don't have (D36)	√		
32	How do you spell penggaris ? (D37)	√		
33	How to say in English spidol (D38)	√		
34	Ok kalo begitu mention twenty five this one dua puluh lima (D39)	√		
35	Ok, how to say in English bibir ayu? (D40)	√		

36	how to say in English bibir (D41)	√		
37	Ini tidak ada have -nya (D42)	√		
38	I mean mempunyai (D43)	√		
39	No belum (D44)	√		

b. Teacher 2 : 5/12/2019

ISM : Intra Sentential Code Mixing

ILM : Intra Lexical Code Mixing

ICP : Involving Change of Pronunciation

No	Findings	Types of Code Mixing		
		ISM	ISL	ICP
1	You and you sama dua orang (D1)	√		
	move ki di sebelah (D2)	√		
2	No! karena ngga ada ji na ajar (D3)	√		
	miss Ica (D4)	√		
3	Okay (oke) (D5)			√
	saya absent dulu nah one by one (D6)	√		
4	Hello (halo) , listen to me (D7)			√
5	Siapa yang mau memorize dulu pertama (D8)	√		
6	Yes apalagi next (D9)	√		
7	Hanya empat? Five! (D10)	√		

8	Nita cepat memorize (D11)	√		
9	Ini kalo problem itu masalah (D12)	√		
10	English book saja, catatannya (D13)	√		
11	Memohon itu please (D14)	√		
12	Sstt hello (halo) (D15)			√
13	apa tempat favorite-nya (D16)	√		
14	Cepat e hurry up! (D17)	√		
15	Spell-nya sebentar oral-ki (D18)	√		
16	Finish-mi to? (D19)	√		
17	Coba I want to see (D20)	√		
18	Sesuai di buku ta tadi and then (D21)	√		
19	Tulis juga mining-nya di bawah (D22)	√		
20	Tomorrow itu besok (D23)	√		
21	Siapa punya ini whose paper is this? (D24)	√		
22	Next week-yah paper-ta (D25)	√		
23	Harus dua paper-nya (D26)	√		
24	Ih dimana box-nya di? (D27)	√		
25	Mana paper-nya tadi? (D28)	√		
26	Oh ini, I got it (D29)	√		
27	We! Don't be noisy! (D30)	√		
28	Finish-mi putri? (D31)	√		

29	Repeat again ulang (D32)	√		
30	Nah sekarang kita main games (D33)	√		
31	Kita main touch nah (D34)	√		
32	No color, semua yang ada (D35)	√		
33	Kalo saya bilang touch veil (D36)	√		
34	Punishment-nya apa? (D37)	√		
35	Big besar (D38)	√		
	mall kecil (D39)	√		
36	Ok hurry up satu dua (D40)	√		
37	Jadi floor itu adalah lantai (D41)	√		
38	Head itu kepala (D42)	√		

4.1.2 The most dominant types of cod-mixing used in classroom

a. Teacher1

Table 4.3

No	Types of code mixing	Frequency	Percentages
1	Intra sentential code mixing	44	100%
2	Intra lexical code mixing	0	0%
3	Involving change of pronunciation	0	0%
	Total	44	100%

a. Teacher2

Table 4.4

No	Types of code mixing	Frequency	Percentages
1	Intra sentential code mixing	43	94.34%
2	Intra lexical code mixing	0	0%
3	Involving change of pronunciation	3	5,66%
	Total	46	100%

a. The dominant type of code mixing used by the teachers in the Teaching Learning process.

Table 4.5

No	Types of Code-Mixing	Frequency	Percentages
1	Intra Sentential code Mixing	87	96.66%
2	Intra Lexical Code Mixing	0	0%
3	Involving Change of Pronunciation	3	3.33%
	Total	90	100%

4.1.3 Interview of reasons of using code mixing in the teaching process

a. Teacher1

Based on the interview with the teacher 1 about the reasons of using code mixing, the researcher got some reasons why the teacher uses code mixing in her teaching class such as; the teacher always uses code mixing because she always uses someone quotation in English to build student's motivation in learning English, and then she also uses code mixing in the teaching process because she wants to make her utteran

cemore clearer when giving explanation so the students could understand faster, and then she also uses code mixing in the class in order to expressing her emotion or feeling to the students and the last reasons is because sometimes she finds the word that has not representation in another language.

b. Teacher2

Based on interviewing with the teacher 2, the researcher got three reasons why the teacher uses code mixing in her teaching process, such as the teachers wants to make the students more understand about the lesson in this case English lesson so she mixes between English and Indonesian in her teaching process, and then the teacher also uses code mixing because she wants to get student's attention and the last is when the teacher wants to express her emotion or feeling she sometimes uses English word.

4.2 Discussion

In this part, the researcher explained all the data that have been found in the classroom by using Hoffman's theory about the three types of code mixing. The three types of code mixing were Intra Sentential Code Mixing means code mixing occurs within a phrase, a clause or a sentence boundary, Intra Lexical Code Mixing means code mixing occurs within a word boundary and Involving a Change of Pronunciation means occurs at the level of phonological.

4.2.1 Types of code mixing

a. Teacher1

1) Intra Sentential Code-Mixing

Data 1-3, 7, 9, 11-14, 16, 19, 26, 27, 33, 36, 37, 38, 40, 41, and 43 are the mixing of Indonesian word in English utterance it means that the teacher used English in her utterance and then she put or mixed an Indonesian word in her

utterance, for example in **data 1** when the teacher said “ok, before we start, let’s pray a moment **berdo’a**” this utterance is in English and then the teacher put the Indonesian word “**berdo’a**” in the end of her utterance, so it could be said intra sentential code mixing because the mixing happened in a sentence boundary, and the word that she mixed is an Indonesian word “**berdo’a**” so it also could be said the mixing is Indonesian word in English utterance.

Another example is **data 19** when the teacher said or mixed Indonesian word “**kenapa**” in the beginning of her English utterance “**kenapa** has meet can, who teach you?” the teacher mixed Indonesian word in English utterance or sentence so it is said Intra sentential code-mixing and the word that she mixed is Indonesian word so it is said the mixing is Indonesian in English.

Another example is **data 11**, the data showed one type of code-mixing that is Intra sentential code-mixing because the teacher mixed the Indonesian word “**untuk**” in the middle of her English utterance “This one I, we, you, they **untuk** have”, the code mixing happened in sentence boundary.

Data 4-6, 8, 10, 15, 17, 18, 20-25, 28-32, 34, 35, 39, and 42 are the mixing of English word in Indonesian utterance it’s mean that when the teacher spoke in Indonesian then she putted or mixed an English word in her speaking or utterance, for example in **data 20**, the teacher mixed and English word “**Ruler**” in the beginning of her Indonesian utterance “**Ruler** itu penggaris, kalo penghapus?” this type of code- mixing is Intra sentential code mixing because the mixing happened in a sentence boundary and the word that she mixed is English word so it is said that the mixing is English word in Indonesian utterance.

Another example is **data 24**, the data showed one type of code mixing that is Intra sentential code mixing when the teacher mixed an English word “**five**” in her

Indonesian utterance “siapa yang ajar tulisannya **five** begini?”.

Data 35 is intra sentential code mixing when the teacher mixed an English word “**whiteboard**” in the end of her Indonesian utterance “makanya jangan dibelakangi **whiteboard**”.

2) Intra Lexical Code-Mixing

The researcher did not find the data of Intra Lexical Code-Mixing

3) Involving Change of Pronunciation

The researcher did not find the data of Involving change of pronunciation

Based on the findings, data that have been gathered from teacher 1 showed that from 44 data of code mixing, the type of code-mixing that she used only Intra Sentential Code-Mixing and she never used Intra Lexical Code-Mixing and Involving Change of Pronunciation.

Teacher2

1) Intra Sentential Code-Mixing

Data 1-4, 6, 8-14, 16-46 are the type of code mixing Intra Lexical Code Mixing because the mixing happened in the sentence boundary for example **data 22** showed the mixing of English word “**mining**” in Indonesian utterance or sentence “tuliskan juga **mining**-nya dibawah”

Data 9, 20, 25, 29, 30 and 32 are the mixing of Indonesian word in English utterance, for example in **data 20**, the teacher mixed an Indonesian word “**coba**” in the beginning of English utterance “**coba** I want to see”, the word that she mixed is an Indonesian word.

Another example is **data 32** when the teacher put an Indonesian word “**ulang**” in her English utterance “repeat again **ulang**”.

Data 1-4, 6, 8, 10-14, 16-19, 21-24, 26-28, 31, and 33-46 are the mixing of

English word in Indonesian utterance, for example in **data 2** when the teacher mixed and English word “**move**” in Indonesian utterance “**move** ki di sebelah”.

Another example is **data 28**, the teacher mixed an English word “paper” in Indonesian utterance “mana **paper**-nya tadi?”.

2) Intra Lexical Code-Mixing

The researcher did not find the data of Intra Lexical Code-Mixing.

3) Intra Sentential Code-Mixing

Data 5, 7, 15 are the type of code mixing Involving change of pronunciation, this type of code mixing means that the mixing that happened at the phonological level, when the teacher said an English word but modified to Indonesian phonological structure, for example in **data 7**, when the teacher said an English word “**Hello**” that should be said /hə'ləʊ/ but she said/halo/.

Based on the data from teacher 2, it showed 46 data of code mixing, the type of code mixing that she used were intra sentential code mixing and involving change of pronunciation, and she never used intra lexical code mixing.

4.2.2 The most dominant types of code mixing

Based on the data that has been found by the researcher, the result showed that intra sentential code mixing was the most dominant type that the teachers used in the teaching process. Based on all the data from Teacher 1 (44 data), she never used intra-lexical and involving change of pronunciation in her teaching process in the class so it was 0%, and all of her code mixing was intra sentential code mixing (100%). Based on all the data from Teacher 2 (46), the researcher found 43 intra sentential code mixing (94.34%), 0 intra lexical code mixing (0%) and 3 involving change of pronunciation (5.66%).

4.2.3 Reasons of using codemixing

There were several reasons why both of the teachers used code mixing in the teaching process. Based on the result of interviewing the researcher connected all of the answers with the Hoffman's theory about the reason of using code mixing.

1. One of the reasons why the teacher 1 uses code mixing in the class is to use someone quotation in English. Sometimes she wants to give some motivation to the students, so she uses some motivation's quotes from a famous one. Based on the result above the researcher connect it with Hofmann's theory, one of Hofmann's theory about the reasons of using code mixing is Quoting Somebody Else, it means that when a speaker switches or mixes codes to quote a famous expression, proverb, or saying of some well-known figures. The switch just involves just the word that the speaker is claiming the quote person said. Based on the explanation of the theory and the result of interviewing the researcher conclude that there are similarity between the Hoffman's Theory with the teacher's reason, so the researcher conclude that one of the reasons of the teacher to use code mixing is Quoting Somebody Else.
2. Second is teachers 1 and 2 use code mixing in order to expressing her emotion or feeling to the students by using English expressions. Sometimes when the teachers are in the teaching process and they want to express their emotion to get the student's attention they always use some interjection in English, this reason is same with the Hoffman's theory about the reasons of code mixing called Interjection. Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation and has no grammatical value, but the speaker uses it in the conversation. So the researcher concludes that one of the teacher's reasons to use code mixing is interjection.

3. The third reason of the teachers to use code mixing is to make the utterance clearer, sometimes when their students misunderstand or do not understand what they say, they always do repetition to make the students more understand, this reason is same with Hoffman's theory called repetition use for clarification, it means that when a speaker wants to clarify his/her speech so that it will be understood better by the listener, she or he can sometimes use both of the languages (code) that she/he masters to say the same message. Based on explanation above the researcher concludes that one of the teacher's reasons to use code mixing is Repetition Used for Clarification.
4. The last reason is because the teacher sometimes does not find a word that has no representation in another language except from the language itself, it is the same with Hoffman's theory called Because of Real Lexical Need, it is due to the lack of equivalent lexicon in the language. When an English-Indonesian bilingual has a word that is lacking in English, he will find it easier to say it in Indonesian. When he has a word that is lacking in Indonesian, she/he will use the English term. Based on explanation above the researcher concludes that one of the teacher's reasons to use code mixing is Because of Real Lexical Need.