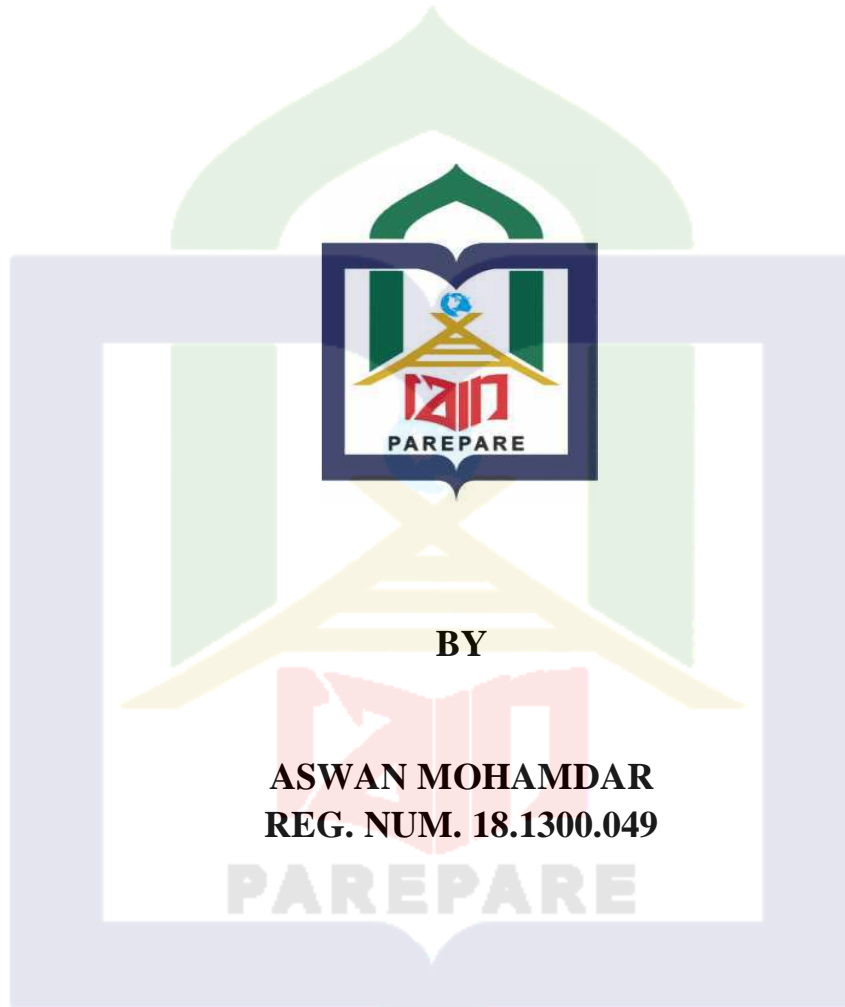


A THESIS
CODE-MIXING ANALYSIS USED BY STUDENTS AT THE
THIRD SEMESTER ENGLISH STUDY PROGRAM
IAIN PAREPARE



BY

ASWAN MOHAMDAR
REG. NUM. 18.1300.049

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

2022

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

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

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Reg Num. 18.1300.049**

To

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PAREPARE**

2022

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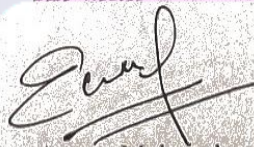
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Parepare, Oktober 2th 2022

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DECLARATION OF THE RESEARCH AUTHENTICITY

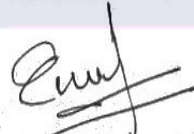
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Stated that himself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Aswan Mohamdar. *Code-Mixing Analysis Used By Students At The Third Semester English Study Program IAIN Parepare.* (Supervised by Hj. Nurhamdah, S.Ag., M.Pd. and Drs. Abd Rauf Ibrahim, M.Si.).

The lack of vocabulary and fluency skills at the third students of English program of IAIN Parepare makes them use code mixing as one of way to communicate through English. This research want to know “what kind of code-mixing that used by students at the third semester English study program of IAIN Parepare ? and what mostly kind of code-mixing is uttered by the students at the third semester English study program of IAIN Parepare ?”.

The research methodology that used in this research is qualitative descriptive. This research instrument used observation in collecting data.

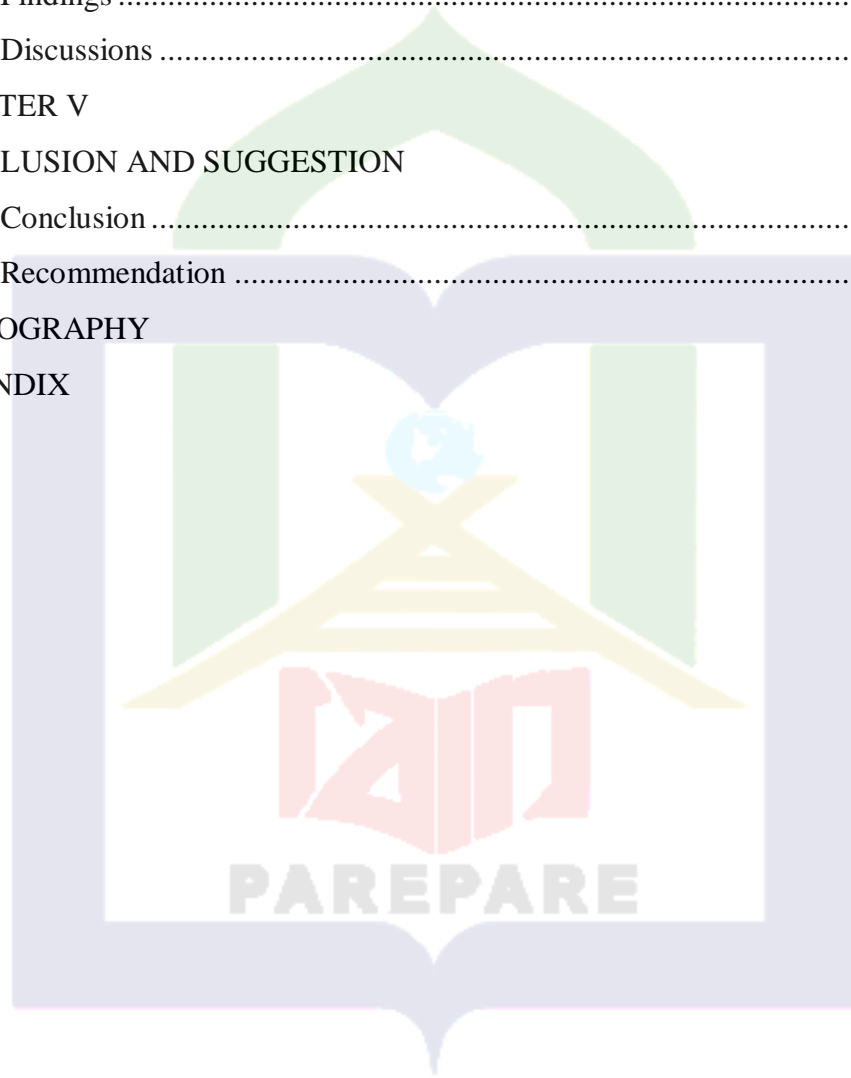
The result show that there are three types of code mixing that used by students of IAIN Parepare in their speaking, such as intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. Intra sentential code mixing is the most used type by students in speaking which is 76 utterances included intra sentential code mixing, 2 utterances intra lexical and 11 utterances included involving change of pronunciation.

Keyword: *code mixing, type of code mixing, students.*

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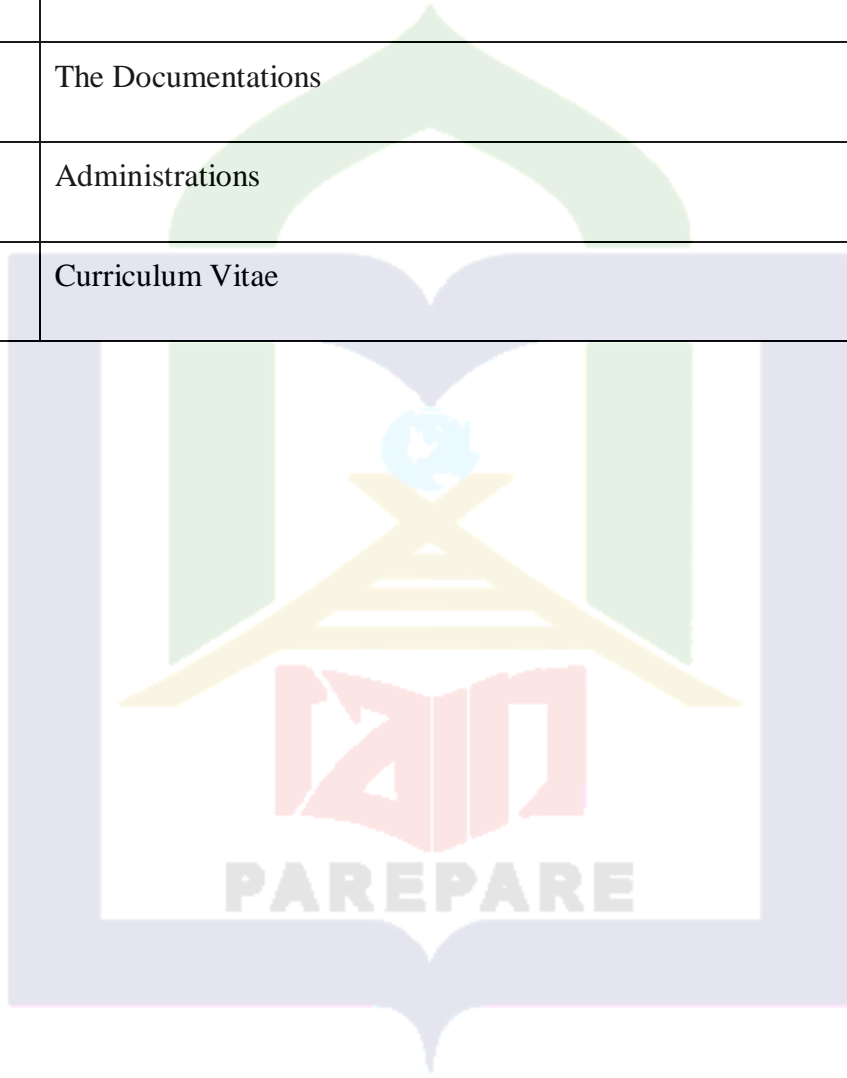
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CHAPTER I

INTRODUCTION

A. Background

Speaking is noted to be the most crucial competency for learning a foreign or second language out of the four core competencies.. Brown and Yuke of Parupalli Srinivis Rao say that Speaking is indeed the skill on which students are most evaluated in actual life.¹ Regardless of its importance, speaking skills training is underrated, and most EFL/ESL teachers stick to their speaking skills training, which is simply memorizing dialogue or repeating it.

Speaking ought to be mastered properly through students, due to the fact speaking is crucial component that affects one's pastime in communication. People don't forget speaking as an vital interest. So that humans commonly say that speaking is a window to the world. So, fostering properly speaking is a main mission of studying English for getting the thoughts which are expressed in speaking.

Indonesia requires students to study English in school because it's an important world language. This is due to the fact that many international institutions use English. The government hopes that its educational programs will help them acquire new science and technology skills. This will make Indonesians skilled and educated enough to support both national and international development.²

Indonesian country folks speak two or more languages without issue. It's common to mix languages and change between them³. English is considered an

¹ Parupalli Srinivas Rao, "*The Importance Of Speaking Skills In English Classrooms*". Alford Council of International English & Literature Journal (ACIELJ), (2019). P 8.

² Ramelan, "*introduction to linguistic analysis*", Semarang: Semarang Press, 1992). P. 2.

³ Roland Wardhaugh, "*An Introduction To Sociolinguistics*", (New York: Basil Blackwell, Inc. 1986), P. 86.

international language; it switches between Indonesian without hesitation or much thought. Additionally, people switch languages without any significant thought.

Indonesia is a multilingual country that includes many languages spoken within its borders⁴. Many residents of the country speak more than one language. Most Indonesians are capable of switching between Indonesian and English; they even frequently switch between different languages.

As previously stated, Indonesians do not find it difficult to break free from this spoken habit. Sure, it actually occurs due to different cultures, and so shifting and blending languages in some circumstances is natural.

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

Code-Mixing is put together of two codes or languages, usually without a change of topic. Code-Mixing often occurs within one sentence, one element is spoken in language A and the rest in language B.

Code-Mixing is put together of two codes or languages, usually with no substitui in topic. Code-Mixing occurs frequently within a single sentence, with one element included within language A and the remaining in language B.

Common bilingual people do not only do Code-mixing, but it is often deliberately applied by skillful people. Therefore, Bokamba says “Code Mixing is predominantly a communicative behavior of educated speakers. It shows that code-mixing has become a common tendency among bilinguals and multilingual”. It’s appropriate with Hudson defines Code-Mixing as a case “where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation”. He also says, “to get the right effect, the speakers balance the two

⁴ P. W. J. Nababan, Proficiency Profiles: A Study In Bilangaulism And Bilinguality In Indonesia; In Bilingual Education, Ed. Limkiat Boey (Singapore University Press For SEAMO Regional Language Center, 1980). P. 209

languages against each other as a kind of linguistic”. Both experts said that code-mixing in the qualified bilingual or multilingual speakers either between fluent multiple languages conversations.⁵

Learners' secondary language (L2) acquisition is aided by code-mixing because they can learn new English words and achieve better their literacy development. Furthermore, they can apply their new vocabulary in English language forms of writing, hearing, talking, and reciting.⁶

Students particularly the third semester English study program IAIN Parepare commonly is like to mix their English into another language. This research is to know why the students of third semester of English education in IAIN Parepare mixing their English at the moment they have chit-chat and kind of code mixing is used the most. The essential this research will make accurate type and what the most use type they like to utter.

Based on explanation above, in this case researcher would analyze Code-Mixing at the third semester PBI IAIN Parepare, particularly to the second year students. In this issue the researcher would propose a title ” Code-Mixing Analysis Used By Students At The Third Semester English Study Program IAIN Parepare”

B. Research of Question

Based on the background of the study above, the researcher formulate research question as follows:

- A. What types of code-mixing that used by students at the third semester English study program IAIN Parepare ?”.
- B. What mostly type of code-mixing is uttered by the students at the third semester English study program IAIN Parepare ?”.

⁵ Agus Rahmat, “Code Mixing In EFL Classroom: Views From English Teachers Side”, Al-Lisan: Jurnal Bahasa (E-Journal), (2020). P. 130

⁶ Tri jampi setiyorini, septiana wahyu satyaningrum, “Code-Mixing In English Learning of SD Teladan Yogyakarta”, didaktis: jurnal pendidikan dan ilmu pengetahuan, vol.21 no.1 (2021). P 24

C. Objective of The Research

Considering of the research question above, the writer formulates the objective of the research as follows, to find out what kind of Code-Mixing Speaking Used By The Third Students Of English Education Program IAIN Parepare and to look for what kind of code-mixing used the most.

D. Significance of The Result

By conducting this research. The study investigates the utilization of code-mixing by students. It was anticipated that:

1. For students.

The research is important to students due to code mixing use nearly every time while they speak english. The existance of this research is hoped, The students realize code mixing essential to improve the vocabuary they have.

2. For lecturer

The research is significant to lecturer due to code mixing use nearly every time while student speak english. With this research the lecturer is able to know why their students used code mixing, what type of code mixing students applying so the lecturer open their eyes to apply code mixing in their speaking learning.

3. Upcoming researcher

The research hopes next researcher will conduct a research to find out why students mix english into their local language and why do students do code mixing in three language for instance English, Indonesia and Local Language.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer would discuss about some previous research findings and some pertinent ideas.

A. Previous Research Finding

Many writers have point out to expose the identification of the student attitudes and interest in learning English to make teaching and learning process more effectively, especially in the kitchen of speaking. Several of the writer findings are cited concisely below.

1. The research has done by Uswatun Hasanah in 2019 in her research “Improving The Students’ Speaking Skill Through Code-Mixing (English-Indonesian) At The Eighth Graders Of SMP Tarbiyatul Mu’allimien Al-Islamiyah (Tmi) Roudlatul Qur’an Metro” conclude that the use of Code-Mixing in teaching speaking is effective to improve students speaking ability to The Eighth Graders at SMP TMI ROUDLATUL Qur’an Metro. There was a progress average score and total of the students who passed the minimum score from pre-test: 63,5, post-test it was 67,6 and become 71,11 in post-test in cycle 2.⁷
2. The research has done by Devi Ayu Damayanti in 2021 in his research “Code Switching And Code-Mixing In Conversation Program At Al-Mawaddah Islamic Boarding House Ponorogo” reported that the use Code-Mixing and code switching strategy in teaching speaking to improve the students’ ability in speaking English is influence because this method can improve the students’ speaking English better than the use conventional way. It can be proved that the type of code switching found by research was tag code switching with 6

⁷ Uswutun Hasanah, “*Improving The Students’ Speaking Skill Through Code Mixing (English-Indonesia) At The Eight Graders Of Smp Tarbiyatul Mu;Allimien Al-Islamiyah (Tmi) Roudlatul Qur’an Metro*”, Skripsi Sarjana; Jurusan Tarbiyah And Teacher Training Faculty : Metro 2019). P. 83

utterances (100%). Meanwhile the types of Code-Mixing that used by students were 32 utterances of intra sentential Code-Mixing (32.72%), and 5 utterances of involving a change of pronunciation (9.09%).⁸

Looking at the finding of some writers above, the writer can concludes that speaking skill can be achieved with using code-mixing, so the writer has an interesting to conduct a research on code-mixing analysis used by the students in speaking at the third semester PBI IAIN Parepare.

B. Some Pertinent Ideas

A. The Concept Of Speaking

a. Definition Of Speaking

In terms of usage, speaking is exchange of information in which people share their thoughts to their conversation partners. It means that the speaker can demonstrate himself or herself using language.

In Technium Social Sciences Journal by Tahani R. K. Bsharat, Mosaddaq Y.B arahmeh state that "speaking is the most populat and important of making people communicate."⁹ Speaking is one language skill that requires interaction with other people.¹⁰

Speaking is a useful skill. Listening and speaking are inextricably linked. We establish positive content when we speak. We can find speakers, listeners, messages, and feedback in communication. Furthermore, speaking and pronunciation are

⁸ Devi Ayu Damayanti, "Code Switching And Code Mixing In Conversation Program At Al-Mawaddah Islamic Boarding House Ponorogo" (Thesis Sarjana; Faculty Tarbiyah And Teacher Training : Ponorogo 2021). P. 57

⁹ Tahani R. K. Bsharat, And Mosaddaq Y. Barahmeh, "*The Influence Of Applying Educational Active Drama In Enhancing Speaking Skills In Teaching- Learning English Language: A Theoretical Perspective*", Technium Social Sciences Journal, (2020). P. 18

¹⁰ Kevin Peterson, *The Self-Study Guide To Improve Your English Speaking Skills*, (The United States Of America : Publishdrive, 2018). P. 1

inextricably linked.¹¹ An individual can learn and practice English grammar, writing, and listening without help from other people, however speaking is more difficult as a self-study lesson and practice required.¹²

Listening can significantly improve speaking ability when learning English. Despite being the first skill, it is neither the simplest nor the least important. If we intend to speak correctly, meaningfully, and naturally, we must hear varied types of English continually and continuously.

Meanwhile According to Thornbury that “speaking is one of the important components of the English learning curriculum because it will be the basis for the growth of other oral skills and has a close relationship with listening skills”. Therefore, speaking skills allow learners to make connections between what they know and what they are learning, while listening will later help students gain knowledge and explore new ideas.¹³

Consider how many different conversations you have to do in one day and compare that to how many written conversations you have now in one day. Most of us try to chit-chat more than we write in our daily lives, but many English teachers still devote the majority of class time to reading and writing practice, almost totally ignoring speaking and listening abilities. If your language's goal is for your students to be able to communicate in English, finally speaking skills should be taught and developed in the teaching process.

¹¹ Atik Rokhayani And Agung Dwi Nur Chayono, ”Peningkatan Keterampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate”, (2015).

¹² Kevin Peterson, *The Self-Study Guide To Improve Your English Speaking Skills*, (The United States Of America : Publishdrive, 2018). P . 1-2

¹³ M. Arif Rahman Hakim, “Strategi Pengajaran Speaking Bagi Para Pembelajar Bahasa Inggris Berkarakteristik Introvert”, *Jurnal Pendidikan* (2019). P. 50.

Based on the quotation above, The researcher defines speaking as a verbal way of communication that transmits information. Communication consists of two components: a speaker and the listener. Communicating will not be running well without speaking and pronunciation.

b. Components of speaking

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1) Comprehension

It's really unquestionably necessary for a subject to answer back, to speak, and to initiate oral communication.

2) Grammar

Students must be able to arrange a correct sentence in conversation. According to Heaton's explanation "students' ability to manipulate structure and distinguish appropriate grammatical form in appropriateness. Grammar also useful in learning the proper way to gain proficiency in a language in both oral and addition written.

3) Vocabulary

Vocabulary means the appropriate diction which used to have communication without having a sufficient vocabulary. Someone is unable to effectively communicate or express their ideas in both written and oral form.

A lack of vocabulary is another barrier that prevents learners from learning a language. Only a few messages can be conveyed without the use of syntax.

So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

4) Pronunciation

Pronunciation is the process by which students produce clearer language as they speak. It is concerned with the phonological process, which is a component of grammar composed of the ideas that establish how voices change and characteristic in a language. Pronunciation has two components: phonemes and suprasegmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5) Fluency

The ability to read, speak, or write easily, smoothly, and expressively is referred to as fluency.

In other words, the speaker can read, understand, and respond clearly and concisely in a language while relating meaning and context. Fluency is defined as the ability to speak clearly and fluently. Many language learners strive for speaking fluency. Fluency is characterized by a fast rate of speech and a low number of stops and starts and "ums" or "ers." These indicators indicate that speaker did not spend a significant amount of time continuing to search for the language items required to express the message. The study concludes that fluency is an important component based on the ideas presented above.

Fluency refers to a person's ability to speak fluently and accurately.. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.¹⁴

c. Characteristics of speaking

Students are having some difficulties speaking. According to brown, there are some characteristic of speaking which are explained below.¹⁵

1) Clustering

Fluent speaking is phrasal rather than word for word. Through such clustering, learners can start organizing their outcome both cognitively and physically (through breath groups).

2) Redundancy

The person speaking has the opportunity to clarify meaning through language redundancy. Learners can benefit from this aspect of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, and so on all pose unique challenges when teaching spoken English. Students who fail to learn colloquial contractions may develop a quite bookish quality of speech, which stigmatizes them.

4) Performance variable

One advantage of spoken language is that the process of thinking while speaking allows for a particular amount of hesitations, pauses, backtracking, and corrections. It is possible to teach students how to postpone and hesitate. In English,

¹⁴ Azlina Kurniati, Eliwarti, Novitri. "A Study On The Speaking Ability Of The Second Year Students Tf SMK Telkom Pekanbaru", (Riau :Riau University, 2015). P. 5-6
<https://Media.Neliti.Com/Media/Publications/206186-None.Pdf> (Accessed on 15 February 2022).

¹⁵ Brown, H Douglas, "Teaching By Principles: An Interactive Approach To Language Pedagogy", (San Fransisco: Longman, 2000), P. 270-271

for example, our "thinking time" is not silent; we use "fillers" such as uh, um, well, you know, I mean, like, and so on. One of the most noticeable differences among native and nonnative language speakers is the phenomenon of hesitation.

5) Colloquial language

Make sure that pupils are reasonably familiar with colloquial language words, idioms, and phrases, and also that they exercise producing these forms.

6) Rate of Delivery

Another salient of characteristic of fluently is rate of delivery. One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluently.

7) Stress, Rhythm, and Intonation

This has been the most attractive element. The stress-timed rhythm of spoken English, as well as its intonation pattern, convey vital information.

8) Interaction

Having to learn to produce sound wave of language in a vacuum without interlocutors might deprive speaking skill of its rich component, conversational negotiation creativity. Interaction plays a vital role in spoken language. Negotiation, clarification, and signaled attendance are all components of interaction. It means that in interaction, you should learn to respond to the conversation.

Penny Ur stated that learners confront four significant problems when trying to speak.¹⁶ These problems as follow:

1) Inhibition

¹⁶ Penny Ur, "A Course In Language Teaching: Practice And Theory", (United Kingdom: Cambridge University Press, 1996). P 121

Speaking, unlike reading, writing, and listening, requires some real-time exposure to an audience. When students attempt to express something in a foreign language in class, they are frequently inhibited. Such as being concerned about making a mistake, fearful of criticism, or simply a lack of attracting attention.

2) Nothing to say

The students have no idea what to say. Some students struggle to think of anything to say, and they lack motivation to assert themselves further than the desire to speak.

3) Un-even to participant.

Only one participant can speak at a time whether he or she is to be heard, which means that in a large group, each participant will have very little talking time. This issue is exacerbated by the tendency of some students to control, while others speak almost nothing

4) Mother tongue used

In a number of classes, students speak in their native language. They might use it because it's simpler. Speaking in a foreign language feels unnatural to them. It can be difficult to motivate people to continue speaking inside the target language when they are in a small group.

Based on the characteristics of speaking above the writer assumed that speaking has some characteristics those have to be concerned. If all of characteristics above are fulfilled, it will produce a good speaking. Meanwhile Penny Ur in Herni Tika there are four difficulties in English face by students, such as : inhabitation, nothing to say, low participant, use of mother tongue.

d. Function of speaking

The mastery of speaking skill in English is a priority for many second and foreign language learners. Several experts have attempted to categorize the function of speaking. Brown and Yule divided that “three parts version function of speaking: talks as interaction: talk as transaction: talk as performance”. Each one of these speech activities is distinct in terms of form and function, necessitating different teaching perspectives.¹⁷

1) Talk as interaction

Talk as interaction refers to what we intend by conversation and describe interactional that serve primarily social function. When the people meet, they do greeting, engage in small talk, recount recent experiences and other that make them comfortable when interaction with other. It focuses on the speaker and how present themselves to each other.

Example of these kinds of talk is: Chatting with a nearby passenger on a plane ride is an example of this type of conversation (polite conversation that does not seek to develop the basis for future social contact). While waiting for it in an elevator, a student converses with his or her professor (polite conversational that reflects unequal power between the two participants). Telling a friend about a fun time experience and hearing her or his reaction

Some of the skills involved in using talk as interaction involve knowing how to do the following things:

- a) Opening and closing conversation
- b) Choosing topics
- c) Do a little talk

¹⁷ Jack C. Richards, “*Teaching Listening And Speaking From Theory To Practice*”, (New York: Cambridge University Press, 2008). P. 21-27

- d) Conduct Joking
 - e) Recounting personal incidents and experience
 - f) Looking an accurate style of speaking
- 2) Talk as transaction

Talk as interaction show situation where the focuses on what is said or done. Talk as transaction focus on the information of message. The message and making oneself understood clearly and accurately is the central focus, rather than the participant.

Example of these kinds of talk are: buying something in a shop, ordering food from a menu in a restaurant, making a telephone call to obtain flight information.

Some of the skills involve in using talk for transactions are:

- a) Clarifying understanding
- b) Agreeing and disagreeing
- c) Asking questioning
- d) Making suggestions
- e) Making comparisons

3) Talk as performance

This refers to public talk. Here, the speaker transfers the information to the audience, such as classroom presentation, public announcements, and speeches. It tends to be in the form of monolog rather than dialog.

Example of talk as performance are: Giving a class report about a school trip, giving a lecture, giving speech of welcome.

Some of the skills involve in using talk for transactions are:

- a) Using an appropriate format

- b) Presenting information in an appropriate sequence
 - c) Using appropriate vocabulary
 - d) Using appropriate opening and closing
 - e) Using an appropriate format
 - f) Using correct pronunciation and grammar
- e. Element of speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking:¹⁸

1) Language Feature

Among the elements necessary for spoken production, are follow:

a) Connected speech

Effective English speakers must be able to produce not only individual phonemes of English but also use fluent connected speech. The connected speech can be excluded and added here. The use of expressive words improves the ability to convey meaning. They employ additional expressions of emotion and intensity.

b) Expressive devices

Effective English speakers must be able to produce not only individual phonemes of English but also use fluent connected speech. The connected speech can be excluded and added here. The use of expressive words improves the ability to convey meaning. They employ additional expressions of emotion and intensity. Lexis and grammar.

c) Lexis and grammar

¹⁸ Jeremy Harmer, *“The Practice of English Language Teaching Third Edition”*, (Cambridge: Longman, 2003). P. 269-271

The use of lexical phrases distinguishes speech, particularly in the results from certain language functions. Here, the teacher give some phrases for different function such as expressing surprise, agree, disagree, etc.

d) Negotiation language

Negotiation language, which we use to consult and illustrate the structure of what it is we are saying, will benefit effective speaking.

2) Mental/Social Processing

The success of speaker depends on the processing skill like:

a) Language processing

A good speaker is a speaker who able to process the language in their own head and can conveys the meaning of language.

b) Interacting with other

Most of speaking involved interaction with one or more participant. This means that effective speaking involves a good deal of listening and knowledge.

c) (On-the-Spot) Information processing.

We are able to process the information about things here, that they tell us at the moment, we get it. The longer it takes, the less we are as instant communicators.

f. Types of Speaking

There are five types of speaking based on Brown in Bunga Nuur Priyama Utami;

a) Imitative

At the imitative stage, it is possible that the students' intentions are already clear. The students is trying to repeat what was said to them in a way that is

understandable and with some adherence to pronounce as said by the teacher. It's not a big deal if the students doesn't comprehend the things they are talking or how they are having conversations The only goal is to repeat what is being said to them. A "repeat after me" experience inside this classroom is a common example of this..

Imitative speaking is the ability to simulate (parrot back) a word, phrase, or probably a sentence.

b) Intensive

Intensive speaking entails producing a limited amount of language in a tightly controlled environment. A simple example would be reading aloud a passage or responding directly to a simple question.

This stage, competence is demonstrated by demonstrating grammatical or lexical mastery who point out teacher expectation.

c) Responsive

Responsive is slightly more complex than interactive, but the distinction is, to say the least, hazy. At this level, the dialogue includes a simple question including one or two follow-up questions. Conversations take place at this point, but they are brief.

Responsive speaking is contact at the somewhat minimal level of a brief conversation, a standard way to greet and small talk, a simple comment or request, and the like.

For instance

A : how are you ?

F : pretty good, thanks, and you ?.

d) Interactive

The unique of interactive speaking it is commonly more interpersonal than transactional. Speaking for the purpose of maintaining relationships is referred to as interpersonal communication.

Transactional speaking is applied to share information at the responsive level. To attempting for communicate, the speaker must consider the context or pragmatics of the situation, such as slang, humor, ellipsis, and so on. This is far more comprehensive than simply saying yes or no or directing someone to the restroom in a foreign language.

e) Extensive

Extensive speaking is oral production mostly monolog, these monologues can be planned or impromptu. Example include speech, story-telling, summaries, and etc. This involves much preparation.¹⁹

From the explanation above the researcher would apply responsive type of speaking in this research at the third semester PBI IAIN Parepare.

B. Concept of Code-Mixing

a. The definition of code mixing

Judy Woon Yee Ho state code-mixing is the change of one language to another within the same utterance or in the same oral/ written text.²⁰ When speakers are using more than one language in the same social situation, this is known as code-mixing. It is also known as intra-sentential code switching or intra-sentential code-

¹⁹Brown, H Douglas, “*Teaching By Principles: An Interactive Approach To Language Pedagogy*”, (San Fransisco: Longman, 2000), P. 271-274

²⁰ Judy Woon Yee Ho, “*Code-Mixing: Linguistic Form And Socio-Cultural Meaning*”, The International Journal Of Language Society And Culture, (2007). P. 1

alternation.²¹ Code-Mixing as “the process whereby speakers indulge in Code-Mixing switching between language of such rapidity and density, even within sentence and phrases that are not possibly to say at any given time which language they are speaking”.²²

In addition, Myers-Scotton in Lui Su Kia state “that code-mixing is the change of one language to another in the same oral or written text. It is a common phenomenon in the society where two or more languages are used together”.²³

Based on definitions above, it can be concluded that Code-Mixing refers to adding or mixing some parts of other languages such as words or phrases into one language in a certain topic without break the grammatical rules of the language.

b. Types of Code-Mixing

Muysken classifies code-mixing into three types: insertion (word or phrase), alternation (clause), and congruent lexicalization (dialect).²⁴

1) Insertion

Insertion is a type of code-mixing in which the speaker inserts a word from one language into another during oral and written communication. Many people use Insertion because they do not understand the meaning of the word in their native language, so they continue their conversation by mixing it with another language. "Tolong jangan bully saya," for example.

²¹ Monica Stella Cardenas-Claros, Neny Isharyanti, “Code Switching And Code Mixing In Internet Chatting: Between ‘Yes’, ‘Ya’, And ‘Si’ A Case Study”, *Jaltcalljournal*, Vol. 5, No. 3 (2009). P. 69

²² Eda Ustunel, “*EFL Classroom Code-Switching*”, Turkey: Palgrave Macmillan (Mugla Sitki Kocman University, 2016)

²³ Lau Su Kia, et al, “Code-Mixing of English in the Entertainment News of Chinese Newspapers in Malaysia”, *International Journal of English Linguistics*. Vol. 1, No. 1 (2011). P. 4

²⁴ Peter Muysken, “*Bilingual Speech A Typology Of Code Mixing*”, (UK: Cambridge University Press, 2000). P. 3

2) Alternation

Alternation means the alternation between structures from languages. The appearance alternation between a clauses. Meaning that “Alternation is used when a speaker mixes his or her language with a phrase”. The speaker in this case combines there own native language with a foreign language. They insert the phrase of foreign language in their native language. For example: “Saya tidak bisa bantu karena masih a little bit busy”.

3) Congruent lexicalization

Congruent lexicalization is the incorporation of material from multiple lexical inventories into a single grammatical structure. It is the impact of dialect on language use.

It means that when the speaker communicates in Indonesian, the words that come out of his or her mouth are similar to those of a foreign language. For example “kenapa kamu lama sekali mengangkat telephone saya”.

There are three types of code-mixing who state by Jandra in Adi Nugroho research. The third of code-mixing are as follows:

1) Inner code-mixing

Code-Mixing in question is code-mixing that uses elements from the original language in the event that the code-mixing still has a relationship with the mixed language. For example, some elements are still related to Indonesian code-mixing, such as Javanese, sundanese, baliness, buginess and so on.

2) Outer code mixing

The type of code-mixing in question is code-mixing that uses elements from foreign languages in its code-mixing events. For example, an Indonesian speaker who

in his communication inserts elements from French, Dutch, and so on. So the speaker has done outer code-mixing

3) Hybrid code-mixing

The type of code-mixing in question can accept any elements in the code-mixing event, either the original language element or the foreign language element in the sentence or clause.

In a sentence, there must be elements that make up the sentence. The sentence-forming elements in question can be in the form of words, phrase, or clauses. Each of these elements can be distinguished based on the category, function, or role in the sentence. Several types of categories that can be elements in a sentence are nouns, pronouns, verb, adjective, numeral, adverb and task word such as preposition, and conjunction.²⁵

Meanwhile Hoffman in Yogi Setia Samsi clarified that Types of Code-Mixing are:²⁶

1) Intra-sentential code mixing.

This characteristic of code mixing takes place within a word, phrase, clause, or sentence barrier in someone's utterance. As when a Sundanese-English bilingual said: *Hayu Dinner* (Let's go Dinner). This sentence said by Sundanese mix with English, *Tita borrow pulpen merah* (Tita borrow red pen) It is called intra-sentential code-mixing because the speaker mix "borrow" in his/her utterance.

²⁵ Adi Nugroho, "*Alih Kode Dan Campur Kode Pada Komunikasi Guru-Siswa Di Sma Negeri 1 Wanosari Klaten*", (Unpublished Skripsi Yogyakarta: State University Of Yagyakarta, 2011). P. 53-54

²⁶ Yogi Setia Samsi, "*Code Switching And Code Mixing In Tourism Industry Toward Multilingual*", Script Journal, Volume 1, Issue 2, October 2016 (2016). P. 145

The example below will show code-mixing occurs in a word, a phrase, a clause and a sentence.

a) Word

- “*Heee finally*, gua yah kalau misalnya ngomongin soal pemilu nih”.

The utterance above mix indonesia to English where “finally” in indonesia means “akhirnya”. Code mixing above is intra-sentential since mix language in a word boundary.

b) Phrase

- “Nah, jika urusan *hate speech* atau ungkapan kebencian nih sebenarnya agak ribet sih kalau pendapat gua”

The utterance above is classified into a phrase form. Therefore, the types of code-mixing in the sentence indicate code mixing intra-sentential and indicated in phrasal form.

c) Sentence

- “Last but not least, I wanna thank google indonesia and also bawwaslu for making this video possible dan saya ingin mengajak teman-teman semua yang menonton video saya untuk menyukseskan pemilu 2019”.

In this utterance, two language happen from English to indonesia language. Classified as a by intra-sentential pf code-mixing in sentence form.

2) Intra-lexical code mixing

This kind of Code-Mixing which occurs within a word boundary. It could be a prefix or suffix. Such as in *shoppã* (English shop with the Punjabi plural ending) or *kuenjoy* (English enjoy with the Swahili prefix *ku* meaning to).

a) Prefix

- Kita mau langsung buru-buru aja *nge-share* di sosial media kita.

The utterance above show indonesian affixation “*nge*” before the word “share”. “*nge*” as prefix and “share” as the original word, it become intra lexical of “*nge-share*”. In the indonesian language, the word, “*nge-share*” means “*ngebagiin*”.

b) Suffix

- Kalau misalnya kita kihat berita jangan Cuma ngeliat *headline-nya* doang.

The sentence above indicate that there ia a suffix “*nya*” at the end of the word “*headline*”. The word “*headline*” as a word and “*nya*” as a suffix. It includes intra-lexical code-mixing.

Other example, such as “*copy-kan* untuk saya”. It is called intra lexical code mixing because the speaker mix the language between English and Indonesia at the level of word such as “*copy-kan*”.

3) Involving a change of pronunciation.

This kind of Code Mixing occurs at the phonological level, as when Indonesia n people tell an English word, but modify it to Indonesian phonological structure. Fo r instance, the word “strawberry” is said ”stroberi” by Indonesian people, the “telepho ne” is said “telepon”. This phenomenon occurs in Indonesia because many people in Indonesia often use those words in daily life interaction.

From some explanation Types of Code-Mixing above. The researcher would take Hoffman’s code-mixing type.

c. The form of code mixing

The form of Code-Mixing could be word, phrase, and sentence. Fasold states that “Code-Mixing occurs when pieces of one language are used while a speaker is

basically using another language. The pieces taken from another language are often words but they can also be phrases or sentence”.²⁷

Yessy Marzona found “the form of word based on the word classes such as verb, noun, adjective, conjunction, interjection and interjection”.²⁸

1) Word

Richard defines that “word is the smallest of the linguistic units that occur on its own in speech or writing. Word can be noun, verb, adjective, adverb, conjunction, and interjection”.

a) Noun.

Richard defines that “noun is a word, which (a) can occur as the subject of a verb or the object (complement) of preposition (b) can be modified by an adjective and (c) can be used with determiners. Noun typically refers to people, animals’ places, things or abstractions”.

b) Verb.

The verb is, without a doubt, the most important part of the sentence. A verb or compound verb expresses actions, events, or states of being about the subject of the sentence. The verb or compound verb is the most important component of a sentence's predicate.

c) Adjective.

Richard states that “an adjective is a word that describes the thing quality, stating or acting which a noun refers to. For example “black in a black hat” is an adjective”.

²⁷ Yessy Marzona, “*The Use Of Code Mixing Between Indonesian And English In Indonesian Advertisement Of Gadis*”, ‘Jurnal Ilmiah Languge And Parole, Volume 1 issue 1 (2009). P. 242.

²⁸ Yessy Marzona, “*The Use Of Code Mixing Between Indonesian And English In Indonesian Advertisement Of Gadis*”, ‘Jurnal Ilmiah Languge And Parole, Volume 1 issue 1 (2009). P. 242.

d) Adverb.

Richard states that “a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence and which answer such as question as how?, where?, or when?”. Many adverbs in English begin with ly Adverbs of manner, for example, are carefully, slowly, and adverbs of place are here, there, and locally. And the adverbs now, hourly, and yesterday.

e) Conjunction.

Richard states that “a word, which join words, phrase, or classes together, such as but, and, so, when. Units larger than single word which function as conjunction and sometime known as conjunctive, for example so that, as long as, as if”.

f) Interjection

Interjection is used to know a question that is asked in Indonesia. But interjection is rarely used in advertisement. For example “kulit kering ? good bye dech!”.

2) Phrase

Richard, states that “a phrase is a group of word, which form a grammatical unit, a phrase does not contain an affirmative verb and does not a subject predicate structure. Phrase is a group of words functioning as a single unit in the syntax of a sentence. For example, the house at the end of the street is a phrase”. It acts like a noun. It can be separated within shorter phrases function as adjectives : at the end of street, a shorter prepositional phrase within the longer prepositional phrase. At the end of the street could be replaced by an adjective such as nearby: the nearby by

house or even the house nearby. The end of the street could also be replaced by another noun, such as the crossroads to produce the house at the crossroads.

3) Sentence

Richard, says that “a letter or sound, or group of letter or sound, which is added to a word, and which changes the meaning of function of the word. Affixes are bound form that can be added (a) to the beginning of word (= a prefix), in English un- which usually changes the meaning of a word to its opposite: kind-unkind. (b) to the end of word (= a suffix), in English- ness which usually changes an adjective into a noun: kind- kindness. (c) within a word (= an infix)”.

d. The function of code mixing

Appel and Muysken cited by Uswatun Hasanah distinguish the following functions of code-switching (code-mixing):²⁹

1) Referential

Speakers mix the languages due to “lack of one language or facility in that language on a certain subject”. The example of this function is when someone talks to other people and lack of knowledge of one language.

- aku nge-*fan* sama Justin Bieber. (I am fan of Justin Bieber)

The word of “fan” is not Indonesian language. Based Oxford dictionary, the word of “fan” has two meaning. The first is object for making a current of air, to cool a room. The second is a person who has a strong interest in or admiration for a particular person or thing. Regarding explanation above, that is suitable with the “fan” the speaker means.

²⁹ Uswatun Hasanah, “*Improving The Students’ Speaking Skill Through Code Mixing (English-Indonesia) At The Eight Graders Of Smp Tarbiyatul Mu;Allimien Al-Islamiyah (Tmi) Roudlatul Qur’an Metro*”, Skripsi Sarjana; Jurusan Tarbiyah And Teacher Training Faculty : Metro 2019). P. 23-26

2) Directive

When speakers switch to a different language to exclude someone from the conversation. This mixing function frequently involves both the speaker and the listener directly. When someone is directly repeatedly tried to do something, this is an example of a directive function.

- setelah ini kita *continue* ke soal yang kedua.

The word of “continue” indicates the hearer to do the next plan. The speaker switches/mixes to English with the intention to give an order to the hearer, and also involves the hearer directly.

3) Expressive

When someone wants to emphasize a mixed identity by applying two language. The speaker usually conduct this function to express their emotional feeling, anger, excitedne, dissappointed or other feelings.

The example is when someone gets a beautiful gift from her/his lover.

- “*oh My God! Cantik banget, aku suka sekali kado ini*” (Oh My God! It’s so beautiful, I love this gift so much) words of “Oh my god” shows his/her happiness.

4) Phatic

When the speaker want to indicate a change in tone of the conversation. It is used to keep the conversation by creating a line to maintain the conversation. The speakers use standardized openings, closings, and ways to signal turn taking, as well as language forms that identify the in-group within which interaction is going to take place. The function is also referred to as metaphorical switching.

- Speaker A : Gaun ini bagus yah, what do you think? (This dress is beautiful, what do you think ?
- Speaker B : setuju! (agree)

The example above, the speaker A switches from Indonesian to English in “What do you think?”. The purpose of the switching is to maintain the conversation. The speaker wants the interlocutor to comment or replies her.

5) Metalinguistic

When speakers really would like to impress other interlocutors with their linguistic abilities. Many good example of this function are available in the public domain, including presenters, circus directors, market salespeople, and so on. The example below by student that does presentation in front of the class.

- Student: Jadi metode ini di kombinasikan dengan metode sebelumnya. Hasil nya bias dilihat di kolom di bawah ini.
- (So this method is combined with the previous method. The result can be seen in the box below).
- Lecturer: *Perfect!*

The explanation of the student is spoken in Indonesian while the lecturer replies in English. In this case, the lecturer wants to show his/her linguistic skills. It can also be used to impress the hearer.

6) Poetic

To create fun, jokes, etc. Some people frequently code switch in order to share jokes or stories. Furthermore, when the origin of the humor or stories is in another language. When jokes or stories are not delivered in their original context, it

creates a different atmosphere; occasionally it even creates a different meaning and does not deliver the fun things properly.

Based on the functions above, code mixing can be used in all situation in society.

e. The Reason of Making Code Mixing

Code mixing can happen with some reasons. Those are expressed by Hoffman in N. K. A. Sudianti. They are talking about particular topic, quoting statement, as a solidarity, repetition to clarify, showing group identity, interjection and intention of clarify the speech content for interlocuter.

1) Talking about particular topic.

People quite often prefer to have a conversation topic in one language rather than another because a speaker feels more free and comfortable expressing their emotional feelings in one language rather than another.

2) Quoting statement someone else.

Individuals sometimes like to cite a well-known figure's famous expression or saying. Those well-known figures in Indonesia are mostly from English-speaking nations. Then, because many of the Indonesian people nowadays are good at English, those famous expression or sayings can be quoted in fact in their original language.

3) Express solidarity.

When someone speaking in a language that is not his native tongue becomes emphatic about something, he or she will either intentionally or unintentionally switch from his second language to his first language. On the other hand, in some cases, people find it more convenient to be emphatic in their second language rather than their first.

4) Repetition to clarify

If a person who speaks two languages wants to clarify his/her speech so that the listener can understand it better, he/she can sometimes use both languages to say the same utterance (the utterance is said repeatedly). The message can be said to contain a repetition of the same meaning but in a different language. Aside from clarifying or emphasizing, repetition is sometimes used to prevent the listener from mishearing.

5) Showing group identity

Group identity can also be expressed through code switching and code mixing. Previously stated “academic people's communication styles in their disciplinary groups are obviously distinct from those of other groups; in other words, the communication styles of one community differ from those of other communities”.

6) Interjection (inserting sentence fillers or sentence connectors).

Switching and mixing among bilingual or multilingual people can occasionally indicate an interjection or sentence connector. It could happen unintentionally or on purpose. An interjection is a short exclamation such as: Darn!, Hey!, Well!, Look!, Wow!, and so on. They have no grammatical value, however they are frequently used by speakers, most often more in speaking than in writing.

7) Intention of Clarify the Speech Content for Interlocutor

The speaker's intention to clarify the speech content indicates that she wishes to clarify or explain the meaning of her utterance. The goal is to make the content flow smoothly and easily understood by the reader, while avoiding any other interpretations of the assertion. This reason is frequently used in spoken language,

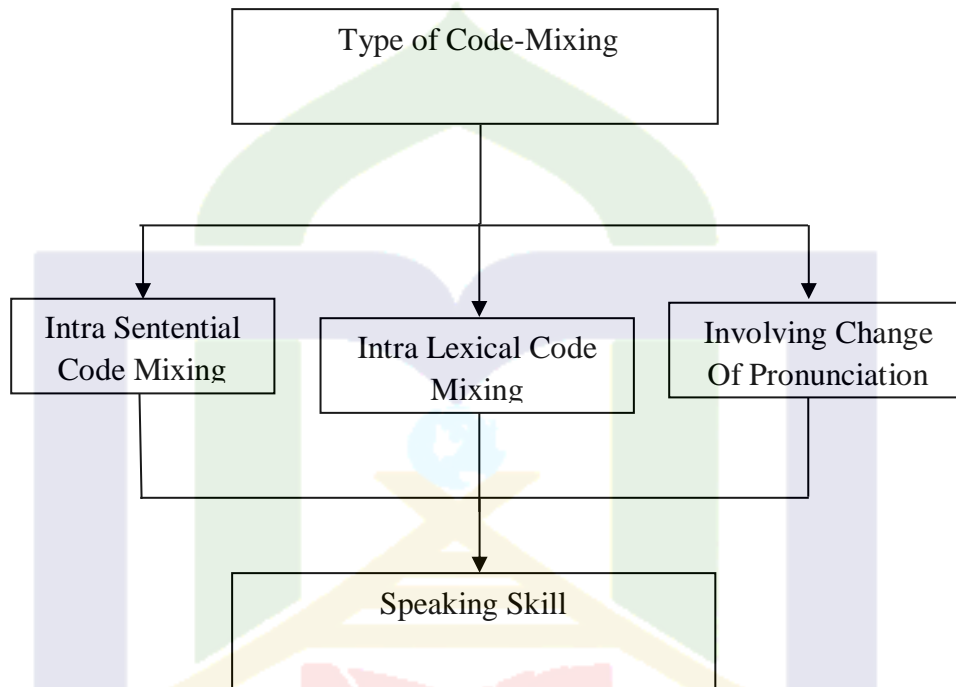
such as when giving a speech, on a talk show, or in a discussion, to help the listeners understand and agree with the speaker's perception.³⁰



³⁰ N. K. A. Sudianthi, "Talk Show Analysis Of Code Mixing And Code Switching", *Lingua Scientia*, Volume 27, Issue 2, Desember 2022. P 123-126

C. Conceptual Framework

The conceptual framework of this research is presented the following diagram:



In speaking process there are communication between students and this part the researcher analyze the code-mixing of the students and classify each type code mixing that made by students. Namely, Intra Sentential Code Mixing, Intra Lexical Code Mixing, Involving Change of Pronunciation.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter deals with the research design and variables, duration and location, research focus, instrument of the research, procedure of collecting data, technique of data analysis.

A. The Research Design

Considering the data and the goals of the researcher, this study was conducted using a qualitative type of descriptive research. The data is considered qualitative because it comes in the form of written and spoken words rather than numbers. Qualitative research is an independent field of study.

The design of this research is field research, field research is use to get primary data from participants directly. The researcher use qualitative and descriptive method to conduct this study. Therefore, researcher visit to do observation toward The Third Students Of English Education Program IAIN Parepare. The data through classroom observation is analyze qualitatively and the research tried to describe on analysis which find in this research.

B. Location and Duration of The Research

The location of this research at The Third Students Of English Education Program IAIN Parepare which at Soreang reGENCY in the City of Parepare. The researcher selects The Third Students Of English Education Program IAIN Parepare because there students like to mix their language. The researcher would be hold in one month, by collecting data of observation of The Third Students Of English Education Program IAIN Parepare.

C. Subject of Research

This research conducts IAIN parepare at the third semester of english education. The total of the third semester is 52, the researcher just do researching in one class with the number of students is 17.

D. Research Focus

The focus of this research is analysis Speking Code-Mixing Used By The Third Students Of English Education Program IAIN Parepare.

The researcher would use Hoffman's type code-mixing to observe the different types of code-mixing in speaking. When the students are speaking, their statements would be recorded.

the researcher would apply responsive type of speaking in this research at the third semester PBI IAIN Parepare.

E. Kinds and Source of Data

Based on the source, research data can be grouped into two types of data, namely primary and secondary data.

1. Primary data

Primary data is data that is disseminated directly from the data by researchers. Frimary data, also known as original information or the most recently launched data, is collected directly. The primary data for this study would be gathered from participants through observation.

2. Secondary data

Secondary data is information that is derived directly from existing data and has a connection with the information to be studied. Secondary data can be obtained

from a variety of sources, including books, newspapers, documents, the internet, journal articles, as well as other data that may be used as supplements data.³¹

F. Instrument of The Research

In collecting data, the researcher use classroom observation as instrument of the research.

1. Observation.

In order to obtain the data, the researcher uses observation by recording in this research. Observation is necessary do in every qualitative approach.

The researcher employs non-participant observation, which includes monitoring and attendance. Pay close attention to every activities and draw conclusions based on the findings.³² Data taken from observation are analyzed in order to answer the problem statement of types of code-mixing that use by students in speaking.

This technique use to observe the use of language in real condition. Since the object of the study are students' speaking. Recording is the first step in collecting data, the researcher records the students' speaking that the researcher wants to investigate. The researcher transcribes the recording of the utterances to change the information from spoken into written form. The next step analyzing. The researcher begins by examining which utterances were code-mixing and what kind of they served.

³¹ Muhammad Kama Zubair, *et al., eds.*, “*Pedoman Penulisan Karya Ilmiah IAIN Parepare Tahun 2020*”, (Parepare: IAIN Parepare Nusantara Press, 2020), P. 22-23.

³² Restu Kartiko Widi, “*Asas Metodologi Penelitian*”, (Yogyakarta: Graha Ilmu, 2010), P. 236-237

OBSERVATION SHEET

Table 3.1 Observation Sheet

Theme Observation : Type Code-Mixing Who Apply By Students In Speaking At The Thied Semester IAIN Parepare	
Topic :	
Observer : Aswan Mohamdar	
Place : At The Third Semester PBI In IAIN Parepare	
Day/date :	
No	Students Utterances
1	
2	
4	
....	

G. Procedure of Collecting Data

To put together the data, the researcher use observation by recording in this research. Observation is necessary done in every qualitative approach.

Observation is a basic data collection technique. It is a very valuable, systematic, and selective method of monitoring and listening to an interaction or a phenomenon that occurred. Monitoring, carefully listening to all activities, and drawing conclusions based on the observation result.³³ The researcher record the

³³ Restu Kartiko Widi, “*Asas Metodologi Penelitian*”, (Yogyakarta: Graha Ilmu, 2010), P. 236-237

students. The records are useful for the researcher to identify kind of code-mixing students use in speaking.

The procedure of collecting data is chronologically performed as follow:

1. At the beginning the researcher would record the words of the student utterance during in speaking.
2. Then the researcher classified the code- mixing based on each type.

H. Techniques of Data Analysis

Qualitative research in many data analysis using analytical model referred to as interactive data analysis method. It reveal that the activities are carried out in the analysis of qualitative data in an interactive and takes place continually until complete, so the data is already saturated.

Miles and Hubberman quoted by Ibrahim, state that “there are three types of data analysis”.³⁴ Three types of data analysis can be explained as follows:

A. Data collection

Data reduction is the first type of data analysis. In this case, the researcher attempts to organize the data by categorizing and categorizing it according to the attention aspect. The researcher can determine which data are suitable or not based on this process.

B. Data display

Data display is the next type of data analysis after data reduction. In this step, the researcher gathers data from student utterances, organizes it into appropriate categories, and displays it in the form of tables like the one below:

Type of Code-Mixing

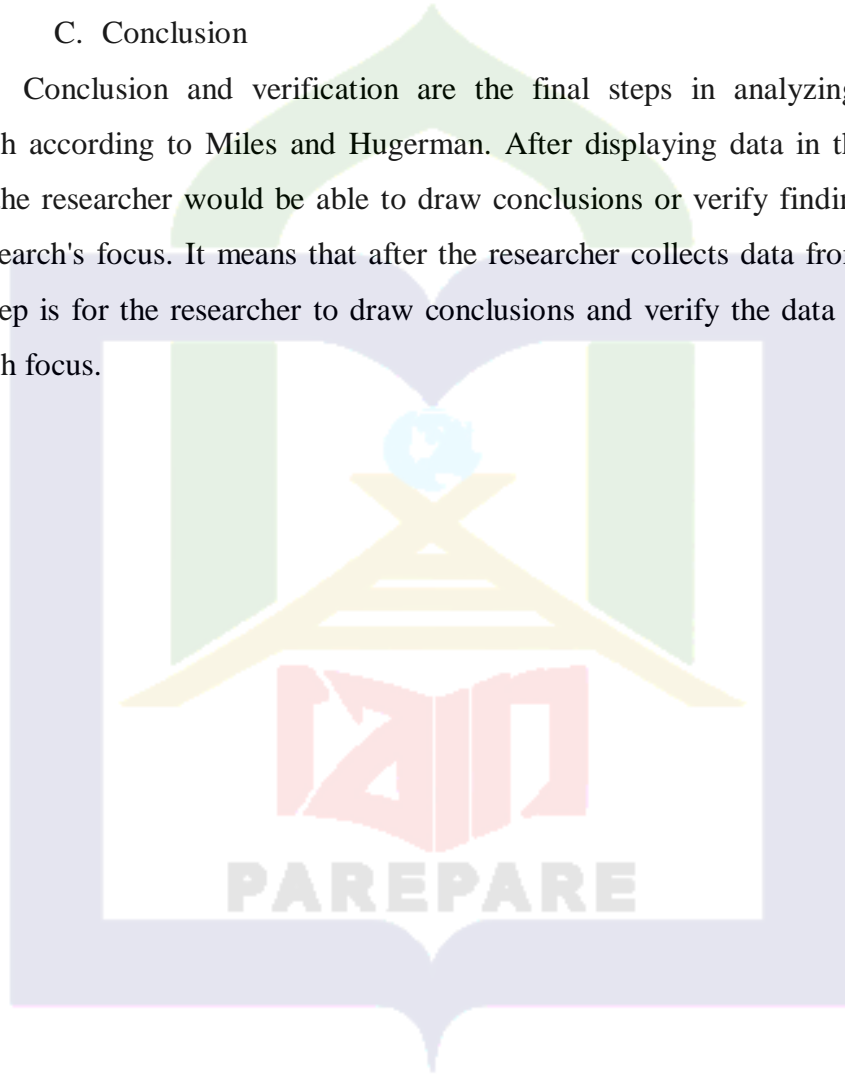
Table 3.2 Type of Code Mixing

³⁴ Ibrahim, “*Metodologi Penelitian Kualitatif*”. (Bandung: ALVABETA, 2015), P. 88

No	Utterances	Type of Code Mixing
1		
2		

C. Conclusion

Conclusion and verification are the final steps in analyzing qualitative research according to Miles and Hugeran. After displaying data in the form of a table, the researcher would be able to draw conclusions or verify findings based on the research's focus. It means that after the researcher collects data from tables, the next step is for the researcher to draw conclusions and verify the data based on the research focus.



BAB IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the Researcher present all the data that have been found from the third students English department IAIN parepare in speaking. The researcher do the research in the class of tarbiyah faculty and in the mosque of Alwasilah.

In findings, the researcher present the data to answer the research question about types, and the most used type of code mixing that used by the third semesters students PBI in IAIN parepare. This research used Hoffman's theory about three types of code mixing, there is intra-sentential code mixing, Intra Lexical Code Mixing and Involving Change of Pronunciation.

In getting the data, the researcher used observation. The observation session were conduct from 5 Oktober to 2 November Within six times meeting. In the observation, the researcher used voice recorder to record the utterance of English in students speaking. The result of observation, it was to find out the code mixing, type of code mixing and the most used type of code mixing that used students.

In analyzing of code mixing, the researcher used table to know the types and the most used type of code mixing that used by the third students of English education program IAIN Parepare

1. Intra sentential code mixing

Here are all of code mixing type of intra sentential code mixing that said by the third students of English education program IAIN Parepare:

Table 4.1 Intra Sentential Code Mixing Utterances

1. Intra Sentential Code Mixing

No	Utterance	ISCD
1.	I was dimarahi by my parent,.	√
2.	It's kayak tidak terlalu active,.	√
3.	This animals live among masyarakat,,.	√
4.	They think this comodo dragon is jelmaan dari leluhur-leluhur mereka yang udah meninggal	√
5.	It does not membuat mereka tidak berbahaya	√
6.	One tetes dari air liur mereka can make you die	√
7.	This animal salah satu daya tarik orang-orang dari mancanegara	
8.	This animal hampir punah.	√
9.	This animal is dilindungi	
10.	Komodo almost punah, so it is dilestarikan.	√
11.	Komodo is hewan yang hampir punah and harus dilestarikan.	√
12.	Komodo including rare animal species dia membaca sesuai katanya because the population almost langka.	√
13.	Komodo dijaga dan di lestarikan in one of island in indonesia	√
14.	In comodo island dijadikan object wisata by local and resident	√
15.	These animals have bentuk yang besar, dan memiliki bisa yang mematikan.	√
16.	Komodo dikenal dengan larger shave and very dangrous	√
17.	It cannot didekati for common people.	√
18.	It can menarik turis.	√
19.	My hobby is nonton anime,,.	√
20.	Naruto is lucu-lucu	√
21.	Naruto is panjang sekali episode-nya	√

22.	My hobby is reading book not semua buku but like read novel (novel)	√
23.	You ketinggalan berita	√
24.	I think itu very very (pery) membosankan.	√
25.	You belum lihat semuanya.	√
26.	I think om-om di sana very-very handsome	√
27.	So membosanan your hobby.	√
28.	You tidak akan bosan	√
29.	I like but nda mau peliharai,,,,,	√
30.	Why not pig because pig haram buat islam	√
31.	Hewan apa yang menurut you danger	√
32.	I don't like tokke	√
33.	tokke is very big	√
34.	Tokke itu bisa di jual, it.s very expesive	√
35.	I have one tokke in di kamar	√
36.	I think tokke is belang-belang	√
37.	You look cantik today,,,,,	√
38.	Acho is laki-laki	√
39.	My kuliah for this week very busy, sibuk banget.	√
40.	If you bertanya tentang my kuliah, jujur-ly itu sangat susah.	√
41.	I am so setuju with you.	√
42.	I have five persentasi, and it's really sibuk banget.	√
43.	This semester is so bikin stressful	√
44.	It's different dengan semester-semester awal-lah	√
45.	In this semester seperti dituntut sekali untuk bisa bahasa inggris	√
46.	Semester ini we must one hundred percent inggris without eh eh eh.	√
47.	What's your tugas pekan depan	√
48.	There is two task yang di-random, saya harus mempersiapkan-nya	√

	walaupun tidak tau apakah ditunjuk.	
49.	I wish bukan saya yang ditunjuk minggu depan.	√
50.	Are you ready untuk itu ?	√
51.	my ppt belum ready.	√
52.	Tugas apa that you have this week ?.	√
53.	Saya punya presentasi random two next week,	√
54.	Saya punya tugas just one	√
55.	Will you can give sedikit tips about how you manage your time.	√
56.	If you ask me how I mengatur my time to do my homework.	√
57.	Saya mengurutkan darimana terdahulu dikerjakan sesuai hari yang di tentukan for example, matkul ini yang saya harus presentasikan.	√
58.	Ohh it's different dengan saya.	√
59.	There is so many subject like psychologistic, etika propesi guru.	√
60.	We have to explain it selama ten minute minimal.	√
61.	We have to explain it selama ten minute minimal.	√
62.	Which lecturer do you like the most when they memberikan kamu tugas.	√
63.	They always give us motivasi.	√
64.	Ketika dia memberikan tugas, it's for our how we can improve our English especially speaking	√
65.	We must to go to lapangan langsung.	√
66.	Tugas apa yang buat ki panic, hectic-lah gitu ?.	√
67.	I don't know count. I meant, aku tidak terlalu tau matematika.	√
68.	Our reason we choose English because we hate matematika.	√
69.	Something I have penyesalan.	√
70.	My English tidak bagus	√
71.	We are gabut in the class,,,,,,.	√

72.	I have bermain dengan aplikasi itu.	√
73.	We can do it sedikit-sedikit	√
74.	I think no because I belum bisa untuk bawa motor	√
75.	Just watching movie and nongki in caffee	√
76.	Sometimes you can ajak kita jalan-jalan	√

2. Intra lexical code mixing

Here are all of code mixing type of Intra Lexical Code Mixing that said by the third students of English education program IAIN Parepare:

Table 4.2 Intra Lexical Utterance

No	Utterance	ILCD
1.	If you bertanya tentang my kuliah, jujur-ly itu sangat susah.	√
2.	Tugas apa yang buat ki panic, hectic-lah gitu ?.	√

3. Involve Change Of Pronunciation Code Mixing

Here are all of code mixing type of Involve Change of Pronunciation that said by the third students of English education program IAIN Parepare:

Table 4.3 Involve Change Of Pronunciation Utterances

No	Utterances	ICP
1.	I have <i>community</i> (komuniti)	√
2.	When I am memaksakan diri sendiri, it is not good for my <i>mental</i> (mental)	√
3.	Komodo including rare animal <i>species</i> (spesies) dia membaca sesuai katanya because the population almost langka.	√
4.	My hobby is reading book not semua buku but like read <i>novel</i> (novel)	√

5.	I think itu <i>very very</i> (pery) membosankan.	√
6.	Today I have a question for you <i>all</i> (all)	√
7.	In this <i>semester</i> (semester) seperti dituntut sekali untuk bisa bahasa inggris	√
8.	I like her <i>method</i> (method)	√
9.	I would like to go to <i>canteen</i> (kantin)	√
10.	I would read some <i>novel</i> (novel)	√
11.	What is <i>genre</i> (genre)	√

4. The Most Used Of Code-Mixing By The Third Semester English Study Program.

Based on the results have found beforehand, the researcher concluded that Intra Sentential Code Mixing is the most used type by The Third Semester Students English Study Program. The researcher conducted six meeting to do observation. The First meeting with topic wild animal the researcher have founded 17 intra sentential code mixing, 0 intra lexical code mixing and 1 involving change of pronunciation. The Second meeting with topic organisation the researcher have founded 3 intra sentential code mixing, 0 intra lexical code mixing, 2 involving change of pronunciation code mixing. The Third meeting with topic hobby the researcher have founded 10 intra sentential code mixing, 0 intra lexical code mixing, and 2 involving change of pronunciation code mixing. The Fourth meeting with topic weekend the researcher have founded 6 intra sentential code mixing, 0 intra lexical code mixing, and 3 involving change of pronunciation code mixing. The Fifth meeting with topic collage the researcher have founded 33 intra sentential code mixing, 2 intra lexical code mixing, and 2 involving change of pronunciation code mixing. The Sixth meeting with topic pet the researcher have founded 8 intra sentential code mixing, 0 intra lexical code mixing, and 1 involving change of pronunciation code mixing.

The First meeting total of utterances are 18, The Second total of utterances are 5, The Third total of utterances are 12 , The Fourth total of utterances are 9, The Fifth total of utterances are 37, The Sixth total of utterances are 9. The sum of all six meetings are 89.

It could be seen based on the frequency that often occurred. To make it effortless, and clear the researcher used table to know the result, as below:

Table 4.4 The Most Used of Code-Mixing

No	Types of Code Mixing	Frequency
1	Intra-Sentential Code Mixing	76
2	Intra Lexical Code Mixing	2
3	Involving Change of Pronunciation.	11
	Total	89

The researcher concludes based on the findings above that Intra Sentential Code Mixing is the most used utterances by students with the number 76 total, followed by involving change of pronunciation with 11 utterances, Intra Lexical Code Mixing as lowest total with 2 utterances. The overall total intra sentential, intra lexical and involving change of pronunciation are 89 utterances.

B. Discussions

The research discussion is the answering of the problems statement in the first chapter. This part is also explained all the data that have been found in the speaking at the third semester study English program by using Hoffman's theory about the three types of code-mixing. The three code-mixing are Intra Sentential Code Mixing, Intra lexical code mixing, and the last Involving Change of Pronunciation.

1. Types of code mixing

a. Intra Sentential Code Mixing

Here some data explanation of utterance why it said as intra sentential code mixing.

For example in data no 2 when the student said "I was dimarahi by my parent" this utterance is in English and then the student mixed Indonesia "dimarahi" in the of utterance. Because the word that student mixed an Indonesia word "dimarahi" so it can said It is Intra Sentential Code Mixing because the mixing happen in word.

In no 67 when student said "I don't know count. I meant, aku tidak terlalu tau matematika" this utterance is in English and then the student mixed Indonesia "aku tidak terlalu tau matematika" in the of utterance. Because the sentence that student mixed an Indonesia word "aku tidak terlalu tau matematika" so it can said It is Intra Sentential Code Mixing because the mixing happen in sentence.

"Will you can give sedikit tips about how you manage your time" when student said "Will you can give sedikit tips about how you manage your time" this utterance is in English and then the student mixed Indonesia "sedikit" in the of utterance. Because the sentence that student mixed an Indonesia word "sedikit" so it can said It is Intra Sentential Code Mixing because the mixing happen in word.

Another example in no 71 when student said "We are gabut in the class" this utterance is in English and then the student mixed Indonesia "gabut" in the of

utterance. Because the sentence that student mixed an Indonesia word “gabut” so it can said It is Intra Sentential Code Mixing because the mixing happen in word.

b. Intra Lexical Code Mixing

Here some data explanation of utterance why it said as intra sentential code mixing. The example below is called Intra Lexical Code Mixing because the mixing occurs within word boundary, we can say the mixing occurs at prefix or suffix of a word.

For example in data number 2 when student said “Tugas apa yang buat ki panic, hectic-lah gitu ?.” it could be said as an Intra Lexical Code Mixing because the student add indonesian suffix (-lah) after English word (hectic).

Addition for example in data number 2 when student said If you bertanya tentang my kuliah, jujur-ly itu sangat susah. it could be said as an Intra Lexical Code Mixing because the student add english suffix (-ly) after English word (jujur).

c. Involving Change of Pronunciation Code Mixing

Here are some data explanation of utterance why it said as involving change of proninciation code mixing because the mixing occurs at the phonological level. It means the students said an English word but modified to Indonesia phonological structure. For example in data number 3 when the student said in English word “species” that should be said /'spiʃiz/ but student said “spesies”.

Another example when the student said in english word “mental” that should be uttered /'mɛn.təl/ in english however student said “mental” in indonesian phonological. Such us in english word “method” that should be uttered /mɛθəd/ in english but student said “method” in indonesian phonological way.

Based on the theory has been used, namely code mixing based on Hoffman types. The utterances types of code mixing used by students above are appropriate what hoffman said in yogi setia sumsi. Intra sentential code mixing occurs within in a word, a phrase, a clause or a sentence boundary in someone’s utterance, Intra

Sentential Code-Mixing which occurs within a word boundary. It could be a prefix or suffix, addition Involving Change of Pronunciation code mixing occurs at the phonological structure.³⁵ This theory is appropriate to the result of research that has been conducted by researcher.

2. The Reason of Making Code Mixing

Code mixing can happen with some reasons. Those are expressed by Hoffman in N. K. A. Sudianti. They are talking about particular topic, quoting statement, as a solidarity, repetition to clarify, showing group identity, interjection and intention of clarify the speech content for interlocuter.

1) Talking about particular topic.

People quite often prefer to have a conversation topic in one language rather than another because a speaker feels more free and comfortable expressing their emotional feelings in one language rather than another.

2) Quoting statement someone else.

Individuals sometimes like to cite a well-known figure's famous expression or saying. Those well-known figures in Indonesia are mostly from English-speaking nations. Then, because many of the Indonesian people nowadays are good at English, those famous expression or sayings can be quoted in fact in their original language.

3) Express solidarity.

When someone speaking in a language that is not his native tongue becomes emphatic about something, he or she will either intentionally or unintentionally switch

³⁵ Yogi Setia Samsi, "Code Switching And Code Mixing In Tourism Industry Toward Multilingual", Script Journal, Volume 1, Issue 2, October 2016 (2016). P. 145

from his second language to his first language. On the other hand, in some cases, people find it more convenient to be emphatic in their second language rather than their first.

4) Repetition to clarify

If a person who speaks two languages wants to clarify his/her speech so that the listener can understand it better, he/she can sometimes use both languages to say the same utterance (the utterance is said repeatedly). The message can be said to contain a repetition of the same meaning but in a different language. Aside from clarifying or emphasizing, repetition is sometimes used to prevent the listener from mishearing.

5) Showing group identity

Group identity can also be expressed through code switching and code mixing. Previously stated “academic people's communication styles in their disciplinary groups are obviously distinct from those of other groups; in other words, the communication styles of one community differ from those of other communities”.

6) Interjection (inserting sentence fillers or sentence connectors).

Switching and mixing among bilingual or multilingual people can occasionally indicate an interjection or sentence connector. It could happen unintentionally or on purpose. An interjection is a short exclamation such as: Darn!, Hey!, Well!, Look!, Wow!, and so on. They have no grammatical value, however they are frequently used by speakers, most often more in speaking than in writing.

7) Intention of Clarify the Speech Content for Interlocutor

The speaker's intention to clarify the speech content indicates that she wishes to clarify or explain the meaning of her utterance. The goal is to make the content flow smoothly and easily understood by the reader, while avoiding any other interpretations of the assertion. This reason is frequently used in spoken language,

such as when giving a speech, on a talk show, or in a discussion, to help the listeners understand and agree with the speaker's perception.³⁶

Hudson in Yogi Setia Sumsi people use code mixing and code switching in their utterances because they have some reasons. There are many factors motivated people use code mixing and code switching in their communication with other. One of the reason is most of people especially teenagers master two or more language nowadays. This phenomena is called by bilingualism. people seldom use one language in their daily conversation, people mix and switch their language because of some factors. Such as they communicate with other people who come from different background, culture and language. Therefore, when people master more than one language they have a tendency to mix and switch their language as communication tools. Here, the writer classified the factors or reasons that motivated people used code mixing and code switching in their utterances. There are three factors that influence someone uses code mixing and code switching. The three factors used by the writer in this study. They are social factor, cultural factor and individual factor.³⁷

1) Social Factor

In the social factor, there are five aspect which influence someone mix and switch their language, they are: participants, topic, situation, place, and the last is setting.

The example is “Teman teman By the way, are you free this week end we need hangout” (Friend, by the way, you free this week we need go to some where). From the example above, the writer knew that the L1 is Indonesia language as the basic language that used by the source and English as (L2). The participant of conversation occurs between source and her friend in a canteen. It means that this conversation happens out the class because both of them in informal situation.

2) Cultural Factor

³⁶ N. K. A. Sudianthi, “*Talk Show Analysis Of Code Mixing And Code Switching*”, *Lingua Scientia*, Volume 27, Issue 2, Desember 2022. P 123-126

³⁷ Yogi Setia Samsi, “*Code Switching And Code Mixing In Tourism Industry Toward Multilingual*”, *Script Journal*, Volume 1, Issue 2, October 2016 (2016). P. 149-150

Sometimes, the factor is also happened when people use code mixing or code switching to the addressee who is not the same region and language. It happens because of showing the speaker's background and ethnic identity. In the data, the writer found the examples of code switching and code mixing related to cultural factor. One of the examples is when Japanese people with sundanese people speak: "Selamat pagi, apa kabar hari ini? today we have meeting on 3 pm". Here is the analysis that she changed the code from Indonesia language as the first language (L1) to English language as the second language (L2) as the switching sentence. English will not be a strange language anymore for her, so that is why she always switches and mixes her utterances when she speaks to the other people. Besides, her education also influences her to use code switching and code mixing in her daily conversation.

3) Individual factor

Individual factor is influenced by two aspects; they are lack or limited vocabulary, and showing up the skill or knowledge. Sometimes, people change the code in their utterance because they do not find the appropriate word to convey or they want to be judged by people automatically as educated people. Moreover, English language is very popular nowadays. So, it is not strange anymore when teenagers nowadays use foreign language in their communication. In this data, the writer found example such as word „happy ending“. Happy ending means akhir yang baik or something which ends happily. The word „happy ending“ sound is better to be heard than the word akhir yang baik, because „happy ending“ is a familiar enough in our ear. Everybody will understand this meaning, especially for those who are still teenagers. When people used this word in the utterance, it means that she/he would like to show up her ability and skill in mastering many languages.

3. The most used type of code mixing

The research has been found the result based on the data beforehand. The result showed that intra sentential code mixing is the most used type that used by English students. There are 76 utterances intra sentential code mixing, 2 utterances included intra lexical and 11 utterances included involving change of pronunciation.

So, it can be concluded that the students frequency used intra sentencial code mixing in speaking process.

Based on the most kind of code mixing used above the researche conclude, students are to like uttering Intra Sentencial Code Mixing a lot within 76 utterances, 2 Intra Lexical Code Mixing and 11 Involving Change of Pronunciation.

The research aligns with the previous study by Nur Fitmala Sari found that “Intra Sentencial Code Mixing was commonly used by Indonesian EFL Students In Classroom Presentation with total 53 data from 5 students in 3 meetings”.³⁸ Ismarini Hutabarat and Lia Khalisa also found that “in thir research entitle “Code Mixing Used By Teenageers In Facebook” Intra Sentencial Code Mixing is the most used by teenagers with the total 31 Code Mixing, namely: 20 intra sentencial code mixing, 4 intra sentencial code mixing and 7 involve change of code mixing”.³⁹ Livia Hilda, Dewa Puturendra, Gede Mahendrayana in their research discovered that “ in their resarch entitle the use of code mixing on intagram the students of English language education demonstrated based on conclution and suggestion there are 191 utterances of code mixng written by the fourth semester students of English language education department on thie instagram account. From 191 total of occurances, the most used type of code mixing was intra sentencial code mixing which occurred 107 times. The second type of code mixing that was intra lexical code mixing occurred 17 times, and a cngae of pronunciation which only occurred 5 times”.⁴⁰

Based on the most kind of code mixing used above the researcher conclude, students are to like uttering Intra Sentencial Code Mixing a lot within 76 utterances, 2 Intra Lexical Code Mixing and 11 Involving Change of Pronunciation.

³⁸ Nur Fitamala Sari. “Code Switching And Code Mixing In Classroom Presentation of Indonesia EFL Students”, *Educasia*, Volume 7, Issue 2, 2022. P 114

³⁹ Ismarini Hutabarat, Lia Khalisa. “Code Mixing Used By Teenagers In Facebook”, *Jurnal Littera*, Volume 1, Issue 1, April 2020. P 13-18

⁴⁰ Livia Hilda, Dewa Puturendra, Gede Mahendrayana. “The Use of Code Mixing On Intagram The Students Of English Language Education”, *International Journal Language And Literature*, Volume 4, Issue 4 November 2020. P 181

The results have pointed type of code mixing and the most used by students at the third semester English study program IAIN Parepare. The students are apparently the most intrested in Intra Sentential code mixing, than Intra Lexical code mixing and Involving Change of Pronunciation code mixing.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded the result on the researcher concluded the result based on the researcher question, as follow:

1. The result of this study showed that there were three types of code mixing that used by English students in their speaking process . there are Intra Sentential Code Mixing, intra lexical code mixing and invilving change of pronunciation.
2. The researcher found the most used type code mixing is intara exical code mixing. There are 76 utterances involved intra sentential sentential code mixing, meanwhile for Intra Lexical Code Mixing there are 2 utterances and 11 utterances included invilving engeahe of pronunciation.

B. Recommendation

In this researcher, the researcher gave same suggestion, as follows:

1. For students

Learned about code mixing thoroughly to understand how it is used, so you can speak with confidence even if you mix your language.

2. For other researcher

The research hopes next researcher will conduct a research to find out why students mix english into their local language or why do students do code mixing in three language such as english, indonesia and local language..

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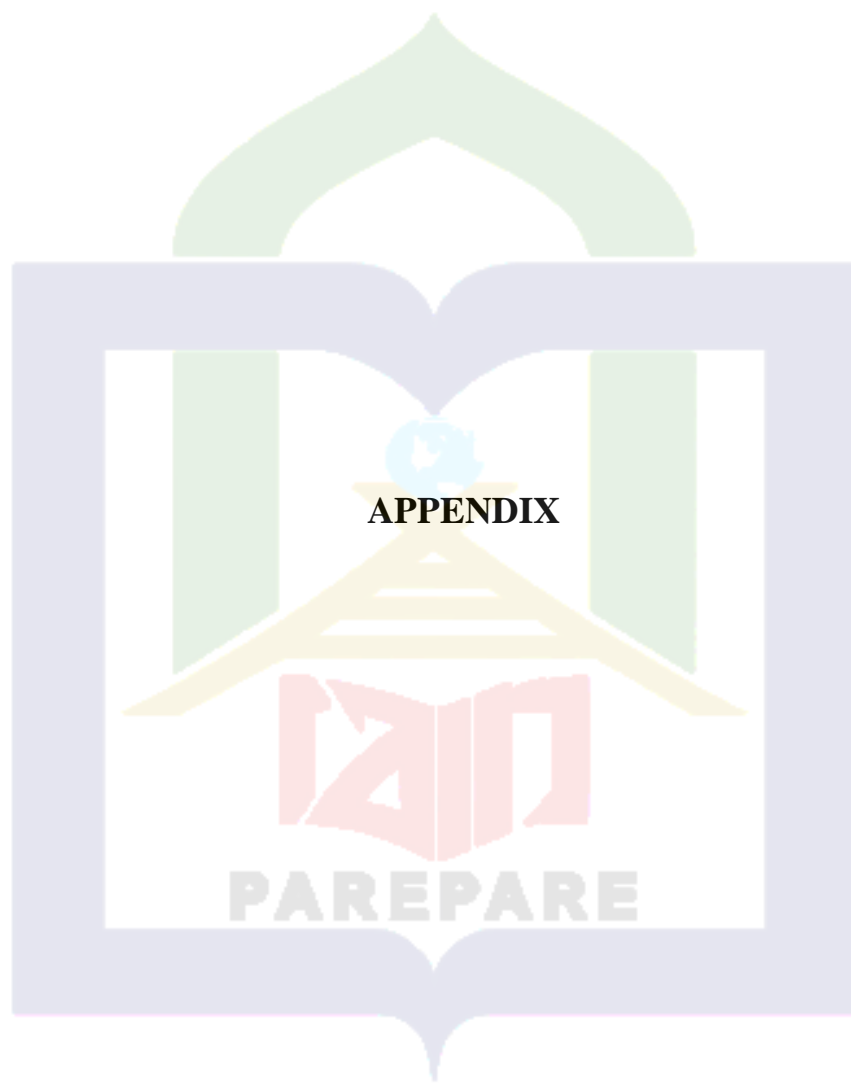
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APPENDIX

PAREPARE

Appendix 01 : Instrument

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.IAINpare.ac.id, email: mail@IAINpare.ac.id</p>
<p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>	

NAMA MAHASISWA : ASWAN MOHAMDAR
 NIM : 18.1300.49
 FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
 JUDUL : CODE-MIXING ANALYSIS USED BY STUDENTS
 AT THE THIRD SEMESTER ENGLISH STUDY
 PROGRAM IAIN PAREPARE

OBSERVATION SHEET

Theme Observation : Type Code-Mixing Who Apply By Students In Speaking At The Thied Semester IAIN Parepare	
Topic	: PAREPARE
Observer	: Aswan Mohamdar
Place	: At The Third Semester PBI In IAIN Parepare
Day/date	:
No	Students Utterances

Appendix 02 : Type of Code Mixing That Useb By The Third Students PBI In IAIN Parepare.

1.

Theme Observation : Type Code-Mixing Who Apply By Students In speaking	
Topic	: Wild Animal
Observer	: Aswan Mohamdar
Place	: AT IAIN PAREPARE
Day/date	: Friday, 14, oktober 2020
Time	: 2.00
No	Students Utterance
1.	This animals live among masyarakat.
2.	They think this comodo dragon is jelmaan dari leluhur-leluhur mereka yang udah meninggal
3.	It does not membuat mereka tidak berbahaya
4.	This animal is very dangerous, especially air liur mereka.
5.	One tetes dari air liur mereka can make you die
6.	This animal salah satu daya tarik orang-orang dari mancanegara
7.	This animal hampir punah.
8.	This animal is dilindungi
9.	Komodo almost punah, so it is dilestarikan.
10.	Komodo is hewan yang hampir punah and harus dilestarikan.
11.	Komodo including rare animal species (spesies) because the population almost langka.
12.	Komodo dijaga dan di lestarian in one of island in indonesia
13.	In comodo island dijadikan object wisata by local and resident
14.	These animals have bentuk yang besar, dan memiliki bisa yang mematikan.
15.	Komodo dikenal dengan larger shave and very dangrous
16.	It cannot didekati for common people.

17.	It can menarik turis
-----	----------------------

2.

Theme Observation : Type Code-Mixing Who Apply By Students In speaking	
Topic	: Organisation
Observer	: Aswan Mohamdar
Place	: AT IAIN PAREPARE
Day/date	: Monday, 17, Oktober, 2022
Time	: 15.00
N0	Students uttreance
1.	I have community (komuniti)
2.	I was dimarahi by my parent
3.	When I am memaksakan diri sendiri, it is not good for my mental (mental)
4.	It's kayak tidak terlalu active

3.

Theme Observation : Type Code-Mixing Who Apply By Students In speaking	
Topic	: Hobby
Observer	: Aswan Mohamdar
Place	: AT IAIN PAREPARE
Day/date	: Thursday, 20, Oktober 2022
Time	: 10.00
No	Students Utterance
1.	My hobby is nonton anime
2.	Naruto is lucu-lucu

3.	Naruto is panjang sekali episode-nya
4.	My hobby is reading book not semua buku but like read novel (novel)
5.	You ketinggalan berita
6.	I think itu very very (very very) membosankan.
7.	You belum lihat semuanya.
8.	I think om-om di sana very-very handsome
9.	So membosanan your hobby.
10.	You tidak akan bosan

4.

Theme Observation : Type Code-Mixing Who Apply By Students In speaking	
Topic : Planning At Weekend	
Observer : Aswan Mohamdar	
Place : AT IAIN PAREPARE	
Day/date : Sunday, 23, Oktober, 2022	
Time : 8.00	
No	Utterance
1.	We are gabut in the class.
2.	I would like to go to canteen (kantin)
3.	I would read some novel (novel)
4.	What is genre (genre) ?
5.	I have bermain dengan aplikasi itu.
6.	We can do it sedikit-sedikit
7.	I think no because I belum bisa untuk bawa motor
8.	Just watching movie and nongki in caffee

9.	Sometimes you can ajak kita jalan-jalan
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5.

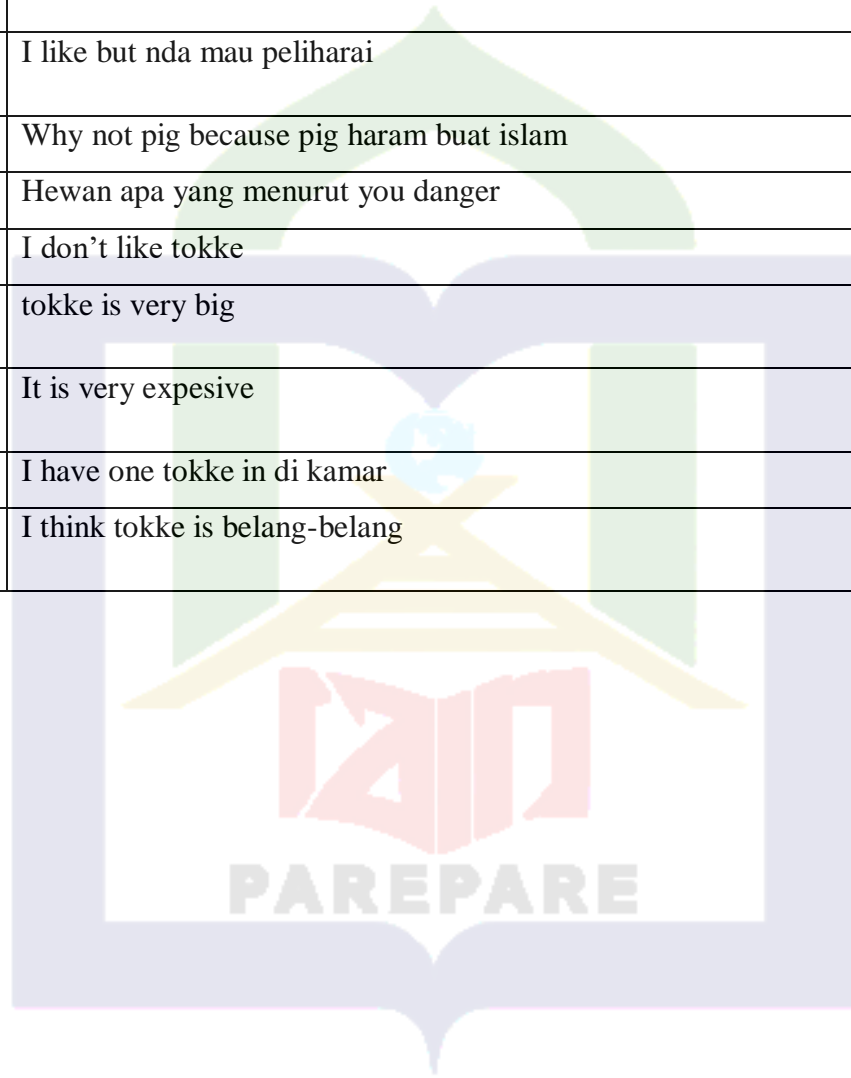
Theme Observation : Type Code-Mixing Who Apply By Students In speaking	
Topic	: College
Observer	: Aswan Mohamdar
Place	: AT IAIN PAREPARE
Day/date	: Friday, 26, Oktober 2022
Time	: 13.00
N0	Students uttreance
1.	You look cantik today
2.	Acho is laki-laki
3.	My kuliah for this week very busy, sibuk banget.
4.	If you bertanya tentang my kuliah, jujur-ly itu sangat susah.
5.	I am so setuju with you.
6.	I have five persentasi, and it's really sibuk banget ya allah.
7.	This semester is so bikin stressful
8.	It's different dengan semester-semester awal-lah
9.	In this semester (semester) seperti dituntut sekali untuk bisa bahasa inggris
10.	Semester ini we must one hundred percent inggris without eh eh eh.
11.	What's your tugas pekan depan
12.	There is two task yang di-random, saya harus mempersiapkan-nya walaupun tidak tau apakah ditunjuk.
13.	I wish bukan saya yang ditunjuk minggu depan.
14.	Are you ready untuk itu ?
15.	my ppt belum ready.

16.	Tugas apa that you have this week ?.
17.	Saya punya presentasi random two next week,
18.	Saya punya tugas just one
19.	Will you can give sedikit tips about how you manage your time.
20.	If you ask me how I mengatur my time to do my homework.
21.	Saya mengurutkan darimana terdahulu dikerjakan sesuai hari yang di tentukan foe example, matkul ini yang saya harus presentasikan.
22.	it's different dengan saya.
23.	There is so many subject like psychologistic, etika propesi guru.
24.	We have to explain it selama ten minute minimal.
25.	Which lecturer do you like the most when they memberikan kamu tugas.
26.	They always give us motivasi.
27.	Ketika dia memberikan tugas, it's for our how we can improve our English especially speaking
28.	I like her method (method)
29.	We must to go to lapangan langsung.
30.	Tugas apa yang buat ki panic, hectic-lah gitu ?.
31.	I don't know count I meant, aku tidak terlalu tau matematika.
32.	Our reason we choose English because we hate matematika.
33.	Something I have penyesalan.
34.	My English tidak bagus

6.

Theme Observation	: Type Code-Mixing Who Apply By Students In speaking
Topic	: Pet
Observer	: Aswan Mohamdar
Place	: AT IAIN PAREPARE

Day/date	: Friday, 28, Oktober 2022
Time	: 13.00
No	Students Utterance
1.	Today I have a question for you all (all)
2.	I like but nda mau peliharai
3.	Why not pig because pig haram buat islam
4.	Hewan apa yang menurut you danger
5.	I don't like tokke
6.	tokke is very big
7.	It is very expesive
8.	I have one tokke in di kamar
9.	I think tokke is belang-belang



Appendix 03 : Transcript Conversation

1. Collage.

Karmila : Hello guys, you lokk cantik today

Isra : Aww thank you how about acho ?. Acho is laki-laki ?.

Karmila : Acho looks handsome

Acho : Really ?. But thank you

Isra : But I am lying

Karmila : How's your collage so far ?.

Acho : My kuliah for this week very busy, sibuk banget. How about you ?

Hajia : It's fine. How about you ?

Isra : If you bertanya tentang my kuliah, jujur-ly itu sangat susah.

Acho : Of course. I am so setuju with you Because di pekan selanjutnya. I have five present : asi and it's really sibuk banget.

Karmila : Kuliah for me is stressful

Isra Especially for this semester

Karmila This semester is so bikin stressful

Isra : No bad word

Isra : It's different dengan semester-semester awal-lah. In this semester seperti dituntut sekali untuk bisa bahasa inggris.

Acho : In the first semester we can combine indonesia and english. Semester ini we must one hundred percent inggris without eh eh eh. What's your tugas pekan depan ?

Isra : There is two task yang di-random, saya harus mempersiapkan-nya walaupun tidak tau apakah ditunjuk. I wish bukan saya yang ditunjuk minggu depan.

Karmila : Are you ready untuk itu ?

Isra : Jujur-ly tidak because my ppt belum ready

Karmila : What about you . Tugas apa that you have this week ?.

Nisa : So many but Saya punya presentasi random two next week

Isra : What about you ?

Hajia : Hmm about for me. Saya punya tugas just one

Nisa : You must enjoy our meeting right

Hajia : Yess

Karmila : Will you can give sedikit tips about how you manage your time ?

Hajiah : Oww ok ok. For me ehh, ehh. I don't know

Isra : If you ask me how I mengatur my time to do my homework. Saya mengurutkan darimana terdahulu dikerjakan sesuai hari yang di tentukan for example, matkul ini yang saya harus presentasikan.

Acho : Ohh it's different dengan saya. If I want to work my assigment it's depend on my mood walaupun tugasnya itumendekat tapi kalo belum pa mood ka untuk kerjai assigmnet. I don't want. It's depend on my mood.

Acho : How about you ?

Karmila : We are in the same boat

Acho : Can you mention your tugas ?

Nisa : There is so many subject like psychologistic, etika propesi guru. In psycholinguistic we have to do presentation our material full english. Then we have to explain it selama ten minute minimal

Resa : Which lecturer do you like the most when they memberikan kamu tugas ?

Karmila : For me mister Yusuf, I like him so much. They always give us motivasi

Isra : What about you ?

Acho : According to me Mam Mamda. Ketika dia memberikan tugas, it's for our how we can improve our english especially speaking. I like her method. Assigmen that make me panic next week is community depelovement. We must to go to lapangan langsung. You, Tugas apa yang buat ki panic, hectic-lah gitu ?

Nisa : Sociolongiustik because we have to do presentation full english.

Hajiah : Isra How about you ?

Hajiah : For me english for business cause I don't know count. I meant, aku tidak terlalu tau matematika.

Acho : If you english department we don't like mathematics.

Isra : Our reason we choose english because we hate matematika.

Acho : Have you enjoy your callege so far ?

Hajiah : Something I have penyesalan because My english tidak bagus. I like and I always happy, like that.

The most common reason why students use code mixing in collage topic is talking about particular topic. It coulbe showed by some utterance of students namely : Saya punya presentasi random two next week, Our reason we choose english because we hate matematika. Those shows that the students conducting code mixing with the reason talking about particular topic. The other reason from individual factor because of lack or limitid vocabulary.

2. Wild animal

2.1, Wild Animals

May you describe animal wild from your country ?.

I wild describe comodo comodo is the one animals that live in indonesia, especially the most found in east nusa tenggara and preciously in comodo island. This

animals live among with the masyarakat because they think this comodo dragon is jelmaan dari leluhu-leluhur mereka yang sudah meninggal. Even though they are live among the masyarakat, it doesn't membuat mereka tidak berbahaya. This animal is very dangerous specially air liur mereka. One tetes dari air liur mereka can make you die. Because it's very dangerous and very posionous. Even though this animal is very dangerous this animals is very iconic. This very iconic in indonesia . This animal salah satu daya tarik orang-orang dari mancanegara they come in indonesia especially gone to komodo island. This animal hampir punah. Because of the hunter and the exploitation of their habitat so this animal is dilindungi.

2.2, Good morning

Morning

Whats your name ?.

My name is gefira

Gefira could you explain wild animal from your country

Okay. It is comodo. Comodo lives in indonesia in nusa tenggara specially in comodo island. People feel that comodo is famous and iconic . because it is only in indonesia and thwn people feel that comodo is dangerous because of it's zise comodo is a tipe of giant reptile abd then also comodo shalipa is dangerous. There was a research showed that comodo shalipa is dangerous, comodo produce toxic of tons and then comodo almost punah so it's dilestarikan. Okay I think that's all.

2.3, Good morning

Morning

Could you describe a wild animal from your contry ?.

It's comodo. Comodo is animal of in indonesian. It's habitat in nusa tenggara timur specially is comodo island. Comodo is dengerous animal. Comodo is iconic animals and famous because it is tourist place. Komodo is hewan yang hampir punah and harus dilestarikan.

2.4, Nisa, can you explain a wild animal from your country

Okay ! of course I think that is comodo because comodo is one of that animal characteristic in indonesia and comodo including rare animal species because the population almost langka. Komodo dijaga dan di lestarikan. in one of island in indonesia. In nusa tenggara timur have a small island namely comodo island. In comodo island dijadikan object wisata by local and resident. Comodo is a reptile, giant reptile and it has fast road.

What an excellent descrining. Thank you for your time.

2.5, Can you describing one of the animal from your country

Comodo, These animals have bentuk yang besar, dan memiliki bisa yang mematikan. Komodo dragon are found in indonesia in nusa tenggara. Some people feel that comodo dragon is dangerous because bentuknya yang besar.

2.6, Can you explain one of animals from your contry indonesia.

Okay. Comodos dragon are animal from indonesia,precisely from nusa tenggara. Komodo dikenal dengan larger shave and very dangrous. According to some people comodo like dinasourus.

2.7, Can you explain or describing one of animals from your contry indonesia.

So the animals are commodo dragon. Personally on comodo island that located in nusa tenggra timur. Comodo is a kind of gian reptile animals. It also dangerous. It cannot didekati for common people. It's also iconic and famous in that ways. It can menarik turis.

The common reason why students use code mixing in wild animal topic is talking about particular topic. It coulbe showed by some utterance of students namely : Komodo dijaga dan di lestarikan in one of island in indonesia, Komodo dikenal dengan larger shave and very dangrous. Those shows that the students doing code mixing with the reason talking about particular topic. Some students also put

code mixing in their utterance due to do not know the meaning of word in english. The other reason from individual factor because of lack or lower vocabulary.

3. Organisation

Anita : Hy guys, what are you doing here ?

All participants : Hy

Anita : What are you doing here ?

Aisya : I am just seeing and hear you guys, so sister nabila arsayad what are you doing here ?.

Anita : I am going to discussion about organisation with you

Aisya : Ohh you want to know

Anita : Do you have .

Aisya : What i am organisation ?

Anita : Yess

Aisya So maybe you know my organisation is. I have, i have two organisation

Anita : Ohhh !

Aisya : The first is yeah my favorite organisation

Someparticipants : What is that ?.

Aisya : Libam.

Anita : In libam you learning about what ?.

Aisya : Language, languages same with the name libam, lintasan imagenasi bahasa mahasiswa, you must learn about languages but in libam we learn language only two languages the first is arabic and the second is english

Dela : Ohh, so guys i wanna ask you, ohmm, how to improve your english, for ehh my friends

Aisya : Yeah maybe you can learn, yeah i think you can learn about your speaking.
You can read or listening or write about english

Dela : Ohh you like reading

Aisya : I like reading book

Sandra : What is book ?.

Aisya : Manga

Dela : Ohh mangatoon

Aisya : Haha like that, like that

Sandra : So you learn about japanese language ?.

Aisya : Japanese “watashiwa anata wamo”

Sandra : Hajime maste

Aisya : Arigato

Dela : So i know speak javanese because i like anime

Anita Whooo. Are you wibu ?.

Aisya I just like watching anime, but i not, not fanatic about japan

All participants Ohh i see

Sandra How can you improve your pronunciation very nice ?. Like, i like your pronunciation. Why your pronunciation very nice I am speechless with you ?

Wina Very nice

Dela So in my opinion, i improve my pronunciation from watching movie like moanna,

All participants : Ooo cartoon !

Aisya : I like cartoon

Dela : And i always listen, listening about english music

All participants : Ooww !

Dela : Tayler swith, bruno mars, etcetera

Anita : What about you sister ?. Do you have organisation ?

Wina : No, but i have komunity

Aisya : What is your community ?.

Wina : My community is odoj

Anita : Ohh what is ?

Wina : Odoj is one day one juz

All participants : Ohwww masyaallah

Aisya: Islamic community

Anita : So you always read qur'an in your community ?.

Wina : Yess

Anita : What are you doing in odoj ?

Wina : I learn more about the qur'an, about nasyib, tajwid, and public speaking

Anita : Oww. Nice, nice, nice

Aisya : But you new in the public speaking

Anita : Ohh sister, do you have organisation

Sandra : Yess i have

Anita : What is

Sandra : My organisation is animasi

Aisya : Why you not join libam

Wina : So sad

Sandra : I have a reason for that, but i can,t tell to you all

Anita : Yess okay

Aisya : Raise your voice please

Sadra : Do you have organisation

Nabila : I am not

Sandra : You don't have ?

Nabila : Yess

Sandra : Why ?.

Nabila : Because i was dimarahi by parents

All participants : Ohhh !

Sandra : And you ?

Aisya : Do you have organisation

Fitriani : Not couse, i am not interest with organisation

Anita : Why

Fitriani When i am memaksakan diri sendiri, it is not good for my mental

All participants : Ohh !

Aisya : Maybe in high school you join osis ?.

Fitriani : Yess, but it's kayak tidak terlalu active

Aisya : So maybe my friends, you can try to join organisation because organisation can give you some knowledge. Yeahh. Your future. I think that's all for discussion today

Anita : Okay, i will to go home guyss.

Aisya : See you guys

Aisya : See you and take care, assalamualaikum warahmatullahi wabarakatu.

The common reason why students use code mixing in organisation topic is talking about particular topic. It could be showed by some utterance of students namely : I was dimarahi by my parent. Limited vocabulary also affected students to do code mixing. Individual problem also make the students do code mixing. The other reason from individual factor because of lack or limited vocabulary.

4. Hobby

Darna Hy : guys !

All participants : Hy !

Lena : I am fine

Syarifh : I am great

Juli : I am good

Wana : I am fine too

Angel : How about you ?

Desi : I am fine

Darna : What's your hobby guys ?

Lena : My hobby is reading book

Syarifah : My hobby is aaa nonton anime

Wana : I am same with you. I like watch anime

Angel : What the tittle anime you watching ?

Wana : I like naruto

Angel : Why you like naruto ?

Wana : Because naruto is lucu-lucu

Syarifah : Honestly I don't like naruto because naruto is panjang sekali episode-nya. Berputar-putar kiji tanya I soal I don't like anime.

Darna : So whats your hobby ?

Angel : My hobby is reading book not semua buku but I like read novel

Lena : Yesterday you say your hobby is eating

Syarifah : Eating bukanlah hobby bro. Eating adalah kebutuhan

Darna : How about you ?

Desi : My hobby is travelling. Travelling is good because I can see many view in the nature

Darna : Where you go ?

Desi : I go to ehh, usually I go to beach because love to see sunset.

Syarifah : I like sunset but I really want to lihat sunrise tapi tidak pernah kudapat

Lena : Same like me because aku suka selalu terlambat bangun.

Angel : Guyys you don't like watching k-drama.

Lena : I like k-drama

Wana : Nohh

Why : you don't like ?

Wana : Because I don't know

Syarifah : You ketinggalan berita

Wana : Because I think itu very-very membosankan

Darna : Omg !

Lena : No no you crazy

Syarifah : You belum lihat semuanya

Wana : About jalan ceritanya so I don't like watching k-drama

Angel : But sometimes kita melihat pemerannya bukan ceritanya

Syarifah : In korean my favorite actor is leming ho, sijungkim. I think om-om di sana very-very handsome

Darna : You must try watch k-drama

Syarifah : I recommended for you is the hears

Wana: Okok I can try it

Darna : Movie is good, how about you ?. Do you like watch k-drama ?

Juli : Yes I like I very very like

Darna : What the most title k-drama you like ?

Juli : The king

Darna : Siapa pemerannya di sana ?

Juli : Le ming ho, and I don't know namanya itu yang satu e

Lena : Bagaimana alur ceritanya ?.

Juli : Aaahh ! The alur-nya tuh is fantasi. Ehh gitu

Angel : How about you ? . What you like ? . I mean your hobby what you like ?.

Tika : My hobby is reading book

Angel : So membosankan your hobby.

Tika : Ehh nohh !

Syarifah : If you dalami itu baca novel, you tidak akan bosan

Lena : I don't think so

Tika : Ada pesan moral-nya bisa di dapat

Syarifah : Same like k-drama, ada pesan moral yang kau harus kau dapatkan.

Tika : What about anime ? . Adaga pesan moral-nya ?.

Syarifah : Ada. Lo ngak diajak

Darna : Sekian dari kami. Assalamualaikum warahmatullahi wabarakatuh.

The common reason why students use code mixing in hobby topic is talking about particular topic. It is demonstrated by some utterance of students namely : My hobby is reading book not semua buku but i like read novel, So membosanan your hobby. The other problem is from individual factor because of lack or limitid vocabulary. Some students also put code mixing in their utterance because do not know the meaning of word in english.

5. Pet

Salina : Hy guys !

All participants : Hello guys !

Salina : How are you ?

Era : I am very good !

Hikmah : Good !

Salina : So today I hava a question for you all

Hikmah : What what !

Salina : So the first question is do you have a pet ?

Hikmah : I don't have because

Salina : Why, why don't you have a pet ?

Hikmah : I don't like because I am

Era : Afraid

Hikmah : Yes, I am afraid, I nda bisaka urus i

Nurul : I don't have a pet because aku tidak suka mengotori rumah ku.

Tita : Yeah, Agree-agree with you. I agree with you

Era : I like but nda mau ka peliharai.

Hikmah : So what type of animals do you think make the best pet ?

Era : Maybe a cat, dog

Tita : Yeah cat

Era : Why why must dog ?

Nurul : Why not pig because pig haram buat islam

Tita : Dog is also haram but is also haram but in general, because most of indonesian are muslim. So like that

Salina : So specially I like cat bcause cat is very funny and then

Nurul : Me too funny

Era : Omg !

Nurul : Hewan apa yang menurut you danger ?

Hikmah : Anjing

Era : Crocodile

Hikmah : Tokke

Tati : Yeah tokke also

Nurul : I don't know dimana ada tokke dirumah ku but I have tokke

Era : Tokke itu sebuah cicak, but tokke is very big

Hikmah : Tokke it bisa dijual, It's very expensive

Tita : If you have tokke call me call me

Nurul : I have three at my house

Salina : How much will you buy it

Tita : I have it is vey big

Nurul : Really !, I have one tokke in dikamar

Era : Omg it's very noise

Tita : I think tokke is belang-belanga

Salina : Thank you guys.

The common reason why students use code mixing in pet topic is talking about particular topic. It is demonstrated by some utterance of students namely : Tokke itu bisa di jual, Hewan apa yang menurut you danger. The other reason is from individual factor because of lack or limitid vocabulary. Some students also put code mixing in their utterance because do not know the meaning of word in english.

6. Plan on wekkend

Sara : Hy guys

Alvian : Hy

Nabila : How are you ?

Yunita : Ahh today I will, just so so

Sara : I am pretty well

Nabila : How about you

Alvian : I am fine thank you

Nabila : I am good too

Putri : Fine

Nabila : Where have you been guys . Where have you been ?

Alvian : I am from campus

Nabila : What about you ?

Salsa : I am from canteen

Upot : What are you doing ?

Salsa : I buy snack and water

Nabila : Why you didn't call me to go to canteen ?

Salsa : I don't see you in the place

Nabila : Ohh, because we are in the class. So we are gabut in the class, why don't you call us ?

Nabila : And you where have you been ?

Yunita : Actually first I would like to go to canteen but in tengah jalan I am berubah haluan.

Nabila : You changed your mind

Yunita : Yeah I changed my mind to go to library

Putri : What are you doing there ?.

Yunita : I read some novel.

Alvian : What the title of your novel you read ?

Yunita : I read the rabbit of the stonger. Maybe you ever hear that novel.

Salsa : What ?

Novita : The rabbit of the stranger

Erna : Noo never heard about that

Novita : I guess you all must read the novel because it is so so interesting.

Erna : What's genre ?

Alvian : Can you tell us about that novel ?.

Nabila : But that's not about our topic

Yunita : All right

Nabila : So guys today is Friday so tomorrow is our weekend so what sometimes you do from your weekend. You like reading a novel so u always read the novel in the weekend, right ?

Yunita : Yess I usually spend my time to read the novel when I bored to read novel, I play online game and lay in my bed

Erna : What do you play

Yunita : I play game mobile legend

Putri : Do you play pubg

Alvian : I used to play, my phone support it.

Nabila : Actually I play it but tre is not my partner to play pubg But I don't know play mobile legend.

Salsa : Me too, I have bermain dengan aplikasi itu.

Nabila : So what will you do in your weekend ?

Salsa : Maybe I watch my clothes and I finish my task

Erna : What task ?

Salsa ; Psycholinguistics. It's okay, we can do it sedikit-sedikit

Nabila : Will you back to your village

Salsa : I think no because i belumpa bisa untuk bawa motor

Erna : Have you watch happiness ? Hapiness like zombie-zombie.

Putri : Yes and a lot us are dead

Nabila : What will you do again in your weekend ?

Putri : Just watch movie and nongki in caffee and then clean house and help my mother.

Erna : You are diligent

Salsa : What about you ?

Alvian : I am going to spend my wekeend

Erna : Where ?

Alvian : The first is like hiking

Putri : In a mountain ?

Alvian : Yes

Nabila : Where again?

Alvian : Is there someone hiking in the ocean ? And go to the beach and maybe just it

Novita : Ohh you like travelling

Novita : Sometimes you can ajak kita jalan-jalan if you want.

Salsa : What about you ?

Icha : If me just like alvian I sometimes spend my weekend with travelling but nowadays there is no my friends call me to travelling so I just in home but I will watching korean drama, gather with my family in coffee. Just like that weekend. Just in my house.

Nabila : Okay. I think we'll like to go home because I want to finish my task. Okay see you, bye-bye.


All participants : Bye.

The common reason why students use code mixing in planning weekend topic is talking about particular topic. It is displayed by some utterance of students namely : What is genre, We are gabut in the class. Some students also put code mixing in their utterance because do not know the meaning of word in english. From the transcript above. The other reason obstacles is from individual factor because of lack or limited vocabulary.

Appendix 04 : Documentations



Appendix 04 : Administration



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Hakiki No. 08 Soreang Parepare 91132 Telp (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B. 3899/In.39.5.1/PP.00.9/09/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare


Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Aswan Mohamdar
Tempat/Tgl. Lahir : Malaysia, 28 Januari 2000
NIM : 18.1300.049
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Bottae, Desa Makkawaru, Kec. Mattiro Bulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "**Code-Mixing Analysis Used By The Students In Speaking At The Third Semester PBI In IAIN Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2022.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 26 September 2022
Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



SRN IP0000736

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 736/IP/DPM-PTSP/10/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA

: **ASWAN MOHAMDAR**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **PENDIDIKN BAHASA INGGRIS**

ALAMAT

: **BOTTAE, KEC. MATTIROBULU, KABUPATEN PINRANG**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **CODE-MIXING ANALYSIS BY THE STUDENTS IN SPEAKING AT THE THIRD SEMESTER PBI IN IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **05 Oktober 2022 s.d 02 November 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **06 Oktober 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina (IV/a)**
NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



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

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN TELAH MENELITI
NOMOR : B.4898/In.39/FTAR.01/PP.00.9/12/2022**

Yang bertanda tangan di bawah ini,

Nama : Bahtiar, M.A
NIP : 19720505 199803 1 004
Pangkat/Golongan : Pembina / IV a
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan,
Kelembagaan dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Aswan Mohamdar
NIM : 18.1300.049
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Bottae, Kec. Mattirobulu, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Oktober 2022 sampai dengan bulan November 2022, dengan judul penelitian "Code-Mixing Analysis By The Students In Speaking At The Third Semester PBI In IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 12 Desember 2022

Wakil Dekan I,



Bahtiar

CURRICULUM VITAE



Aswan Mohamdar, the writer was born in Tawau, 28 January 2000 in Malaysia. He is The Third Child from four children in his family, his father's name is Muhammad Amir and his mother's name is Darna. He is a student of English Education Program at Tarbiyah Faculty in State Islamic Institute (IAIN) Parepare. His education background, he began his study in 2006-2007 at TK Al-IRSYAD BOTTAE, and graduated in 2007, while at the same year she study in SDN 77 Botta'e 2007-2012 and then continued his study in SMPN 1 Mattiro Bulu 2012-2015 and SMAN 7 Pinrang graduated on 2018. Then continued his study at Tarbiyah Faculty of IAIN Parepare and completed his study with the title "Code-Mixing Analysis Used By Students At The Third Semester English Study Program IAIN Parepare".