CODE MIXING AND CODE SWITCHING USED BY ENGLISH LECTURERS AT JAMBI UNIVERSITY

A Thesis Proposal

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DECLARATION OF ORIGINALITY

Desy R Sihite, A1B211061, clarifies this thesis is in my own work and has not been submitted in any form for another degree or diploma at my university or other institute or tertiary education. Information derived from published and unpublished work of others has been acknowledgement in the next and the list of references in the bibliography.

Jambi. 11th March 2016

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ABSTRACT


Key words: code mixing and code switching

Many Indonesian people use code mixing and code switching in daily conversations. In line with that, the writer thinks that it is very interesting to analyze the code switching and code mixing used by English Lecturers at Jambi University. Hence, in this study the writer tries to find out (1) the types of code switching and code mixing used by English Lecturers at Jambi University, (2) the influencing factors of using code switching and code mixing.

This study is a descriptive qualitative study. The writer observed and collected the data by joining the class where the lecturers were teaching. The writer recorded the conversation from the beginning until the end of the class. After getting the data, the writer transcribed the data into written data. Then, the writer classified data based on the types of code switching and code mixing and analyzed the reasons why the code switching and code mixing were used.

The findings of the analysis are as follows; first, from six types of code mixing based on Suwito’s theory, there are only 4 types code mixing used by the lecturers, they are the insertion of word (29), the insertion of phrase (47) and the insertion of hybrid (16), and the insertion of idiom (3). Meanwhile there are two types of code switching; they are metaphorical code switching (6) and conversational code switching (112). Second, there are ten influencing factors used in analyzing why the lecturers switched and mixed their language but only eight reasons were found in this study. Those were clarifying the speech content for interlocutor (94), using real lexical need (81), using repetition for clarification (17), softening or strengthening request or command (8), talking about particular topic (7), quoting somebody else (4) being emphatic about something (2) and expressing of group identity (1).
MOTTO

Something would never be finished if you don’t want to start to do it
-Muk Kuang-

“Hold your head high, stick your chest out. You can make it. It gets dark sometimes but morning comes... keep hope alive”
-Jesse Jackson-

Whatever things you ask when you pray, believe that you receive them and you will have them
(Mark 11:24)

Never stop believing in hope because miracles happen every day.
(Anonyms)

Do your best, pray and God will do the rest.
(Anonyms)
DEDICATION

Thanks Jesus Christ, My God and My King
My superheroes Father and Mother
Thanks a lot for all you give everything to me because of your love and pray.
Sometimes I do things that are definitely out from your will, I've also said many things that might have hurt you a lot.
Mom and Dad, you are definitely the best that I ever have
Jesus confers thousands of pleasant
My beautiful best sisters and my handsome brothers,
Thanks very much for your kindness to me
My greatest lecturers, I love you so much
All my dearest friends who always support me in happiness and sorrow
Thanks, there is no word but pray
God multiply rewards for all your kindness
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Praise to Jesus Christ, The Almighty God for the blessing, kindness, and inspiration in lending the writer to accomplish the final project. Without His blessings, the writer couldn’t accomplish this thesis “Code Mixing and Code Switching Used by English Lecturers at Jambi University” from the first page to the last page.

The writer realizes that there are many people who already helped her during the writing of this final project and it would be impossible to mention all of them. The writer wishes, however, to give her sincerest gratitude and appreciation to:

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15. All the people who have helped the writer during the process of conducting this research whose names are not mentioned here.

The writer realizes that this thesis still has many weaknesses and it is far from being perfect. Hence, criticisms, and suggestions would be appreciated in the purpose to make it better. Finally, the writer expects that this thesis can give advantages to all the readers.

Jambi, 11 March 2016
The writer,

Desy R Sihite
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CHAPTER I

1.1 Background of The Study

Language and human being are two things that cannot be separated. Language cannot exist if there are no people who use it to interact or communicate because according to Siahaan (2008:1) language is a unique of human inheritance that plays the very important role in human’s life, such as in thinking, communicating ideas, and negotiating with the others. In line with Siahaan, Chaer states that language is a system of sound that used by society to work together, to communicate, and to identify themselves (Chaer 1994:1).

Many varieties of language are used by various nations and ethnics in this world. For example, Indonesia has hundreds of different languages. It is because each tribe like Javanese, Sundanese, Betawinese, Batakinese, Jambinese, etc has its own language. It means that it is possible to Indonesian people to be able speak more than one languages.

In this modern area, the phenomenon of using more than one language is a common thing that is found in a community. It is because there are some foreign languages which are learned, used, and spoken by some people especially English language. It can be seen that from social media (facebook, twitter, Instagram) and television program (reality shows, news, entertainment) often use English. It can also found in song’s lyrics and even in daily conversations, Indonesian people use English Language.
For example:

a) Tina : Lin, boleh pinjam laptopmu gak, mau ngerjain tugas dari Pak Arif
dikejar **deadline**, nih!

Lina : Ambil aja di ransel Tin!

Tina : Ok, **password**-nya apa Lin?

b) **Don’t cry, don’be shy**

Kamu cantik apa adanya.

Sadari, syukuri dirimu sempurna.

From the examples above, the underline words contain English word. Point
(a) is one of daily conversation between Tina and Lina. The speaker uses “deadline”
and “password” in those utterances. Meanwhile (b) is one of the example song’s
lyrics by Cherrybelle with the title is beautiful. The song’s lyric contains English and
Indonesia language.

In addition, based on the writer’s experience, she found out that her lecturers
employed bilingualism in classroom while giving lectures. They mixed their national
language which was Indonesia with English.

Hence, based on those reasons, the writer took this topic to be investigated. If
the previous research focused on some literature things such as “Marmut Merah
La Vie Novel” by Siskawati (2012), Reality shows such as “Indonesian Idol singing
Mata Talk Show” by Veni (2008), and in movie is done by Adlish (2011) “Cuti-cuti
cinta”, this present research focuses on the real situation. The writer wants to investigate how actually code mixing and code switching happened towards the lecturers as the participant while giving lecturers in this study.

1.2 Limitation of The Study

In this research the writer focuses on describing English-Indonesian and Indonesian-English code mixing and code switching used by English lecturers at Jambi University and focuses on the utterances which spoken by lecturers when teaching in classroom.

1.3 The Problems of The Study

Based on research background, the writer proposes some problems as follows:

1. What are the kinds of code mixing and code switching used by English Lecturers at Jambi University?

2. What are the influencing factors of English Lecturers at Jambi University to use code mixing and code switching?

1.4 The Purpose of The Study

Based on the statement of the problems are mentioned above, the writer has the purposes of the study as follows:

1. To find out the kinds of code mixing and code switching that are used by English Lecturers at Jambi University

2. To find out the influencing factors why English Lecturers at Jambi University use code mixing and code switching.
1.5 Significance of The Study

The writer hopes that the result of this research gives some benefits for the readers. Firstly, this study is expected to give information to the readers about the types of code switching and code mixing for speaking or writing comprehension or for other fields of study. Second, this study is expected to give information to the readers about the differences between code mixing and code switching. Furthermore, the writer also hopes this research can be used as a reference for other writers for students who are interested in sociolinguistics especially in code mixing and code switching study.
CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses some theories that are related to this study. The theories here will be used as basic to solve the problems in this research.

2.1 Bilingualism or Multilingualism

The phenomenon of people having more than one code (language) is called bilingualism or multilingualism (Wardaugh, 2006: 101). Prefix “bi-“ means “two”, meanwhile “lingual” means “language” so bilingual is two languages. So bilingualism can be defined as the ability of speakers to speak or to communicate in two different languages. According to Haugen (as cited in Brezjanovic 2011:7), bilingualism is at the point where the speaker of one language can produce complete, meaningful utterances in the other languages. Chin & Wigglesworth define bilingualism as the use of two languages or the native-like control of two languages (2007:2).

Multilingualism is the ability of speakers to speak or to communicate more than two languages. According to Jendra (as cited in Khasanah 2014: 8) the term multilingual is also sometimes used to refer to the people who can use more than two languages. When people can master two languages in interacting to others, they become bilingualism.
Bilingual or multilingual speakers often mix or switch their language from one language to another especially when the speakers know both of languages well for example, they can mix their local language with national language or national language with English language. They tend to change their language as long as the conversation.

This phenomenon actually happens not only in informal situation but also in formal situation. The real example is when a lecturer teaching in class; sometimes the lecturer mixed his/her language from English into Indonesian vice versa. Based on the writer’s experience, the writer found that her lecturers often mix or switch Indonesia language into local language during the class.

2.2 Code

People use a language as a code to communicate to others. The term ‘code’ is useful for speakers to get better understand with others. When speakers speak, they have to choose a particular code to express their idea or feeling. In this case, code is a particular language, dialect, style, register, or variety (Saragih, 1997:9).

Code is a system communication that used in more than one language. Oladosu (2011:17) defines code as “a class specific language variation, especially for the different strategies of verbal planning.” In communications, a code is a rule for converting a piece of information (for example letter, word, or phrase) into another form or representation, not necessarily of the same sort.
Meanwhile according to Liu (2006:3) code will be taking as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language. When two or more people communicate to others, the system of communication that they employ can call as a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code.

From those definitions of code that are given by linguists, it can be concluded that a code is a system that is used in communication. Code is a particular language, style, dialect, register, variety or accent in using language when communicate with other people.

2.2.1 Defining Code Mixing (CM)

CM is the use of element of language such as words, phrases, into another language without changing the topic. CM happens in a single sentence or utterance without breaking the grammatical rules of the first language. Mabule (2015:349) and Bokamba (as cited in Walwadkal 2011:45) have the same opinion in defining CM. CM is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand.”
In addition Mazraani (2013:8) defines CM as the mixing of different varieties within a single utterance or even within a single word. It doesn’t have to affect all linguistics levels. Yee (2007:1) also states that CM is the change of one language to another within the same utterance or in the same oral/ written text.

From the definitions above, it can be conclude that CM refers to adding or mixing some parts of other language such as words or phrases into one language in a certain topic without break the grammatical rules of the language.

For example:

A : kapan jadinya pergi ke Medan? (When will you go to Medan?)
B : besok (tomorrow)
A : jam berapa perginya? (What time do you go?)
B : jam 10 pagi. (10.00 a.m)
A : sudah packing? Bareng siapa perginya? (Have you packed?)
B : sudah fix semua kok. Aku akan berangkat bareng Irma, besok antar aku ke stasiun ya, please! (All the things are fixed. I will go with Irma, can you take me to the bus station, please?)

The example above is a conversation between speaker A and speaker B. They used Indonesian language but they mixed English language into Indonesian language. It can be seen from the conversation that the bold words are English words (packing, fix, and please)
2.2.2 Defining Code Switching (CS)

Code switching (CS) is a communication that uses more than one language in conversation. Likhitphongsathorn and Sappapan (2013:495) define CS as a means of communication involving a speaker alternating between one language and another at the level of sentence. It is to move from one code (language, dialect, or style) to another during speech for a number of reasons such, to signal solidarity, to reflect one’s ethnic identity, to show off, to hide some information from a third party, to achieve better explanation of a certain concept, to converge or reduce social distance with the hearer, to diverge or increase social distance or to impress and persuade the audience (Holmes, 2008).

Meanwhile Gal (as cited in Wardaugh 2006:101) points out that CS is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their right and obligation. From definition above it can be concluded that CS is a communicative strategy that is used in bilingual or multilingual communities by using more than one language in conversation.

According to Alcnauerova˚ (2013:6), CS is a communicative strategy widespread in bilingual communities where the people are able to speak two languages comparably well, and, thus they choose a code to transmits their intentions in the best way. Chaer states that code switching is used by speakers due to certain reasons and it is done consciously (1995:158).
From those definitions above it can be concluded that CS means that a system of communication in bilingual or multilingual communities where the speakers use more than one language in their conversations. CS can be used for self-expressions and is a way of modifying language for the sake of personal intentions and may be used in order to build intimate interpersonal relationship among members of a bilingual community.

In bilingual or multilingual community, anyone who can speak more than one language will choose the language based on the situations/conditions. There will be a reason why a speaker changes the language to another language when speaking to a hearer. For example when there are two Indonesian people (Made and Ibnu) talking about their problem in doing their homework, and then they switch the language from Indonesian to English because of the presence of an English native speaker friend (Mattew).

Here is the situation:

**Topic**: Mathematic homework

**Speakers**: Made (Balinese), Ibnu (Javanese), Mattew (American)

Made : Pembagian minus Sembilan dengan tiga, bukan?

Ibnu : Benar, tapi 15 ini dari mana?

Made : Oiya, ya. Aku bingung. Atau kita menggunakan rumus yang salah?

Mattew : Hi, Made…!
Made: *Eh, how are you Mat? You look more handsome, Man. Hei Mat, this is my friend, Ibnu, he is my classmate. Ibnu, this is Matthew, my cousin from America.*

Ibnu: *Hi Matthew, nice to meet you.*

Matthew: *Nice to meet you too Ibnu. Anyway, what are you talking about?*

Made: *Nah, kita bisa tanya Matthew. Hm… *Mat, can you help us?*

From the example above, there are three speakers. They are Made, Ibnu and Matthew. Ibnu and Made are Indonesian, meanwhile Matthew is an American. In the beginning of the conversation, both Made and Ibnu speak in their first language namely Indonesian, but when Matthew comes, they switch their Indonesian language with English language so that Matthew can understand their conversation.

### 2.3 The Differences between CS and CM

CS is different from CM. CM is only focused on the using of only the element of language itself such as word, idiom etc. Meanwhile CS is the using of language or its variety. In CM, there is no situation that pushes a person to mix the code. Walwadkal (2011:43) states that “In CM, a fluent bilingual changes the language by using words from other language without any change at all in situation… whereas CS does not occur accidentally”. The purpose of using CM is to get the right effect of communication.

In a study about CS, Tatsioka (2010:131) says that CS happens because the changing of situation that affects on the using of language or its variety. Bokamba (as
cited in Chin & Wigglesworth (2007:11) also gives opinion about the difference between CM and CS. He states that CM and CS are two different concepts, the former occurring at the intra-sentential level and the latter at the inter-sentential position.

Fasold (as stated in Mulyani 2011) states that the criterion that can distinguish CM between CS is the grammar.

“One criterion that is sometimes offered to distinguish switching from mixing is that the grammar of the clause determined the language. By the criterion, if a person uses a word or a phrase from another language, he has mixed, not switched. But if one clause has the grammatical structure of one language and in the next is constructed of one language and the text is constructed according to the grammar of another, a switch has occurred.”

If a sentence consists of two clauses but both of them in different language, the first clause uses English language next clause uses Indonesian language. If the first clause has grammatical structure, so it is CS. To make it clear, here the example:

“It was not the best performance, tapi saya cukup suka sama cara kamu berimprovisasi” (Code Switching)

“Saya actually agak-agak bingung mau komentar nya gimana, ya klo buat saya bagus tapi ga bagus banget” (Code Mixing)

Mulyani (2011)
In Chaer (1995) Fasold states that the criteria to distinguish CM and CS. In Chaer, Fasold’s theory as follows:

“Kalau seseorang menggunakan satu kata atau frase dari satu bahasa, dia telah menggunakan campur kode. Tetapi apabila satu klausa jelas-jelas memiliki struktur grammatika suatu bahasa, dan klausa berikutnya disusun menurut struktur grammatika bahasa lain, maka peristiwa yang terjadi adalah alih kode.”

("If someone uses a word or phrase from one language, she/he has been using code-mixing. But if the clause clearly has grammatical structure of a language, and the next clause drawn up according to the structure grammatical another language, then the event is happening is code switching.")

The writer, Pahruli (2010) in his thesis in The Types and “The Factors Influencing The CS and The CM Used By VJ of MTV Ampuh” he found that there are eighteen cases of CM and CS in the conversation. The VJ tends to use CM than CS because the VJ always plays the role as a presenter who is expected to give directions or instructions to the guest and the audiences with their enjoyable style and informal conversation in order to make the listeners feel comfortable, easy, and delightful. He also found that the most frequent factors of using CS are solidarity because the VJ used a lot of their emotion and expresses their feeling, such as amazement, surprise, curiosity, and greeting expression that happened in the beginning of the show, after the commercial break, and the end of the show.

Brezjanovic (2011) in her Thesis “Analysis of CM and CS among bilingual children: two cases studies of Serbian-English language interaction” also found that the girls tend to use CM than CS. It is caused that the child is lacking of vocabulary.
2.4 Types of CM

Suwito (as cited in Siskawati 2012:13) states that there are 6 kinds of CM according to the linguistics elements. The first is the insertion of word, second is the insertion of phrases, the third is the insertion of hybrid, the forth is the insertion of word reduplication, next the insertion of idiom and the last is the insertion of clause.

2.4.1 The insertion of words (IW)

McCarthy (2002:146) defines word as fundamental unit out of which phrases and sentences are composed. According to Kridalaksana (1993:98), word is a morpheme or the combination of morpheme which has the smallest unit of sound.

Morpheme is not merely the smallest units of grammatical structure but also the smallest meaningful unit (McCarthy, 2002:17). There are two kinds of morphemes. The first one is free morpheme and other is bound morpheme. Free morpheme is morpheme that can stand alone as a single word. They are basic noun, adjective, verb, etc. For example: boy, girl, good and so on. The second is bound morpheme. This morpheme is cannot stand alone as independent word. It must be joined to other free morphemes. It can be as prefix and suffix. In prefix, it occurs before other morphemes. For example: dis-like, un-happy, re-read, bi-lingual. In suffix, it follows other morphemes. For example: sleep-ing, walk-ed, walk-s, slow-ly, teach-er etc.
Here the example that is taken from the daily conversations:

a. Kemarin aku chatting dengan ketua osis.

b. Dia cukup handsome kok menurut aku.

2.4.2 The insertion of phrases (IP)

Phrase insertion is kind of CM that happens when a phrase is inserted in a speech act. Phrase is a group of two or more words that contain without subject and predicate. It functions as a part of sentence. In Oxford dictionary, phrase is a group of words which have particular meaning when used together (2008:329).

For example:

a. Dia bekerja sebagai Event Organizer. “Event organizer” contains two words and there is no subject and predicate. It functions as a noun.

b. Mel, mini dress yang kamu pesan kemaren pas gak? Kalo kekecilan, masih bisa di tukar kok. “Mini dress” contains two words and there is no subject and predicate. It functions as a noun.

2.4.3 The insertion of Hybrid (IH)

Hybrid means that the combination pieces of word pieces. It is a result of combining of two elements from different languages and it creates one meaning. According to Hornby (as cited in Saputro 2013:22) hybrid is the composed part of words. The hybrid used here is combination between Indonesian word and English word.
For example:

a. Buruan kerjakan laporannya, **deadline-nya** 2 jam lagi. *(Deadline-nya construct from two different languages. Deadline is English word meanwhile –nya is suffix in Indonesian language. So, deadline-nya belongs to hybrid because it comes from the combination between English and Indonesian language.)*

b. Kamu gak boleh sembarangan men-**judge** gitu, dosa tau! *(men-judge also belongs to hybrid. “–men” is prefix in Indonesian language. So, men-judge belongs to hybrid because it comes from the combination between English and Indonesian language.)*

### 2.4.4 The insertion of word reduplication (IR)

Reduplication means that repetition. Word reduplication is the repetition of one word becomes two words in one sentence or utterance. Actually the sense of reduplication is coming from the concept of Indonesian language.

For example:

a. Kabar aku **fine-fine** aja kok. In this utterance, “fine-fine” belongs to word reduplication because it is written or spoken twice.

b. Hey, kamu kok **smile-smile** gitu? Lagi kasmaran ya? In this utterance, “smile-smile” belongs to word reduplication because it is written or spoken twice.
2.4.5 The insertion of Idiom (II)

Idiom is multi word items whose meaning is not fully predictable from their component. McCarthy (2002:143) defines an idiom as expression whose meaning is not predictable on the basis of the meanings of its component. An idiom can be definite as a group of words strung together to assume a specific meaning different from the meaning of each individual word. It means that the meaning of the idiom will be different from the component of the words. Idiom creates a different meaning from real meaning if the words are translated word by word.

For example:

a. **By the way** makasih banyak ya, udah bantuin aku ngerjain PR. “By the way” belongs to idiom because the meaning is not predictable from each words that construct it

b. **Good luck** ya buat ujiannya. “Good luck” belongs to idiom because “good luck” has different meaning if the words are translated word by word.

2.4.6 The insertion of clause (IC)

Clause is a group of related words that contains a subject and a predicate. Kridalaksana (2001:110) defines clause as “A group of words that has grammatical form which consists of at least a subject and a predicate and has the potential to be a sentence.”
There are two kinds of clauses. The first is independent clause and the second is dependent clause. Independent clause is main clause that can stand alone. Meanwhile dependent clause (subordinate) cannot stand alone. Dependent clause needs other clause to make the meaning of the sentence is clear.

For example:

a. **Because she is older than me**, maka nanya aku panggil dia kakak.

   For the insertion of clause, the writer has different opinion with Suwito. The writer says that the insertion of clause belongs to CS. As Fasold’s theory (as cited in Chaer 1995: 152) that had written in pages 12 and 13 states that “If the clause clearly has grammatical structure of a language, and the next clause drawn up according to the structure grammatical another language, then the event is happening is code switching.” So, the insertion of a clause here is not a kind of CM, it is considered as CS.

   As stated the types of CM above, based on the previous study that is done by Saputro (2013), he found in Marmut Merah Jambu novel, there are six forms of CM. They are the insertion of words, phrases, idioms, clauses, repetition of words, and hybrid. He also found that the purposes of Indonesian-English CM are need feeling motive, prestige, filling motive, and to make the novel more interesting understandable.
Other writer that is done by Sutrismi (2014) in her research about CM that is found in social media facebook, she found that the most types of CM that is used by Indonesian Youngsters is the insertion of word.

2.5 Types of CS

According to Jendra, cases of CS can be classified in accordance with two different classifications. The first is based on grammatical classification and the second is based on contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches (2010:75).

2.5.1 Contextual Classification

Based on contextual classification, Blom and Gumperz (as stated in Callahan 2004:17) divide CS into 3 categories. The first is situational code switching, the second is metaphorical code switching and the last is conversational code switching.

2.5.1.1 Situational code switching

Situational code switching or transactional code switching occurs when the language that is used change according to the situation. Tatsioka (2010:132) defines situational or transactional switching as affected by the social situation and the participants of the interaction. The speakers speak one language in one situation and another situation will use in different language too. Situational code switching is related to the factors of code switching. They are participant, status,
and solidarity. Jendras states that situational code switching appears when there is a change in the situation that causes the bilingual switches from one code to the other (2010:76). In situational code switching, the topic of the conversation is not change.

For example:

A father scolded his son because of his son fight with his friend. He is using language that can understand of his son, and then his neighbor come and asked what happened. The father explained why he berated his son but did not change the subject, he only a change intonation and tone of voice were initially angry and resentful became calm and began to explain why he berated his son.

2.5.1.2 Metaphorical code switching

According to Jendra, metaphorical code switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. (2010:77) meanwhile Saville-Troike (1986:62) states metaphorical code switching occurs within a single situation but adds some meaning to such components as the role-relationships which are being expressed. Brezjanovic (2011:23) also defines that metaphorical code switching is the topic is the driving factor in determination of which language will be used. It means that there some topics may be discussed in different language. Bilinguals that code-switch metaphorically perhaps try to change the participant’s feeling towards the situation.
Example: Indonesian students try to make a joke by switching from English to Indonesian language to affect a serious dialog to be humorous.

Made: we want to take it, to where…ya, itu tempat kita biasa mancing, and we are drinking, singing, having fun, ok!

Ali: and, there we are surfing, swimming…terus, kita jadi pusing-pusing dah, ha…ha…ha..

(Jendra, 2010)

2.5.1.3 Conversational code switching

According to Callahan, conversational code switching refers to the use of two languages by the same speaker within the same speech even (2004:5). Conversational code switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Gumperz states that conversational code switching is the juxtaposition within the same speech exchange of passages of speech belonging two different grammatical system or subsystems (2009:59). Conversational code switching occurs when the speakers use two languages in their utterances without changing the topic and the situation of the conversation. The speaker changes the language because the speaker want to reiterate the speaker’s message or to replay someone statement.
2.5.2 Grammatical Classification

Unlike the contextual classification, which is based on the reasons why people switch, the grammatical classification is based on the position of CS. Based on the grammatical classification, Hoffman (in Norlaili 2013:9) shows many types of CS based on the juncture or the scope of switching where language takes place, Intra-sentential switching, inter-sentential switching, emblematic switching or tag switching.

2.5.2.1 A tag code-switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of speaker’s utterances. Alcnauerova` defines tags as “Isolated words or phrases which are not related syntactically to the rest of utterances” (2013:9). Tag switching includes interjections, fillers, tags and idiomatic expressions. The occurrence of the tag does not break any grammatical rule either. Brezjanovic states that “The insertion into monolingual utterance does not violate syntactic rules” (2002:22).

Example: It’s okay, no problem, ya nggak?

2.5.2.2 Inter-sentential-switching

Inter-sentential switching is described as the switch between sentence boundaries, where one sentence is in one language and other in another(Tatsioka, 2010:130). Rukh et al (2012:1111) states that inter-sentential code-switching is the most complex from others types of code switching. It takes place within single
In inter-sentential code-switching, syntactic risks are much greater as compared to rest of the two other types of code switching. The switch of the language from one language to another occurs at a different sentence. Inter-sentential switching often used by the speaker who fluent in bilingual. It happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. Inter-sentential-switching occurs outside the sentence or the clause level. It is sometimes called “extra-sentential switches”.

For example:

Ini lagu lama, tahun 60-an. It’s oldies but goodies, they say. Tapi masih enak kok di dengerin.

### 2.5.2.3 Intra-sentential-switching

Intra-sentential code switching also known as CM is the shift words or phrases other language in one sentence. It often happens within one word or even a one phrase. Kebeya (2013:229) states that intra-sentential switching refers to the switching that occurs inside the same clause or sentence which then contain elements of both languages. The word class that usually comes in intra-sentential code switching is verb, adjective, and adverb.
For example:

1. *My problem* is **dine- remove** aku dari facebook.
2. Rumahnya itu **not too big, but clean** kok, udaranya juga lumayan **fresh**

soalnya banyak pohonnya.

### 2.6 Influencing Factors of using CS and CM

There will be a reason why a speaker mixing or switching his or her language from one language to another. As present by Hoffman (as cited in Sinulingga 2009:29), there are several reasons why the speakers use CM and CS in their utterances. The seven reasons as follows:

#### 2.6.1 Talking about a particular topic

Sometimes a speaker feels more comfortable to talk about particular topic in another language. A speaker feels free to express his or her emotional feeling in other language or a language that is not his/her everyday language. For example the speaker tend to use other language when talk about personal problem, family, marriage, and business. Talking about a particular topic also used by the speaker when there is another topic discussed in one situation. The case can be found in Jambi especially Chinese. They tend to speak in Mandarin when they discuss trade or a business matter.
2.6.2 Quoting somebody else

Nowadays, English is more prestige than local language especially in media social era. So many people tend to make their opinion in English language. The speaker mixes and switches code to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. In Indonesian, those well-known figures are mostly from some English-speaking countries.

Example: Ayo kerja, *time is money*.

2.6.3 Being Emphatic about Something (Express Solidarity)

Sometimes, a speaker is more convenient to be emphatic to use second language rather than her/his first language. The speaker switches from the second language to the first language because the speaker feels more convenient to be emphatic in second language rather that first language.

Example: “*Get well soon, Din.Aku gak tau kamu sakit separah ini.*”

2.6.4 Interjection (inserting sentence fillers or sentence connectors)

Interjections are words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention (Norlaili, 2012:9). The interjection is a part of speech which is more commonly used in informal language than in formal writing or speech.
Basically, the function of interjections is to express emotions or sudden bursts of feelings. The speaker can express a wide variety of emotions such as: excitement, joy, surprise, or disgust. Interjections have no grammatical value, but speaker usually uses more in speaking than in writing.

The interjection that usually used are: Look!, Well!, Hey!, Yummy!, Shit!, etc.

For example:

Shitt!!, flash disk-ku ketinggalan di rumah Doni

(My flash disk was left in Doni`s home)

2.6.5 Repetition used for clarification

In repetition, a message in one code is repeated in the other code literally. When the speaker repeat or clarify the words that the speaker said, it will make the listener more understand the intent of what the speaker said. This repetition is used not only to clarify what is said, but also to amplify or emphasize a message.

For example:

Keep spirit, tetap semangat! Jangan patah semangat gitu dong, masih ada kesempatan, yang penting udah mencoba.
2.6.6 Intention of clarifying the speech content for the interlocutor

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of CS and CM occurs. It means to make the content of his/her speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

2.6.7 Expressing group identity.

CS and CM can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from the people who are out of the community (Bennett, as cited in Pardede & Kisno 2012:133).

Saville-Troike (as cited in Norlaili 2012:11) also gives some additional reasons for bilingual and multilingual person to switch or mix their languages, these are:

2.6.8 To soften or strengthen request or command

For Indonesian people, the using of CM and CS English into Indonesian language in their utterance can use to soften a request or command because English is not their native language. Besides that, CM and CS can
also used to strengthen a command since the speaker can feel more powerful than the listener because she/he can use a language that everybody cannot.

**2.6.9 Because of real lexical need**

The most common reason for bilingual/multilingual person to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English-Indonesian bilingual has a word that is lacking in English, the speaker will find it easier to say it in Indonesian. And vice versa, when the speaker has a word that is lacking in Indonesian, the speaker will use the English term. If it put into Indonesian, the meaning will be hazy/vague, and sometime it would not be used. For example, in Indonesia, the technical topics are firmly associated with English and the topic itself can trigger a switch or mix to/with English.

**2.6.10 To exclude other people when a comment is intended for only a limited audience**

Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that no everybody knows.
CHAPTER III

RESEARCH METHOD

In this chapter, the writer would like to explain the method of this research. It consists of research design, source of the data, procedure data collection, and technique of data analysis.

3.1 Type of Research

In this study, the writer used qualitative method because she focused on language phenomenon. According to Cresswel, qualitative is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (2009:4).

3.2 Source Of Data

There are two categories of data source they are primary data and secondary data (Hikmat, 2014:71). Primary data is the data gained directly from the source meanwhile secondary data is the data gained indirectly from object of research. In this thesis, the writer used primary data where the data were directly taken from the utterances that produced by English lecturers while giving lectures at Jambi University. Here, the writer used pseudonym to respect the participants’ privacy. There were three English lecturers as the writer’s participants.
3.3 Research Population and Sampling procedures

According to Herdiansyah (2010:103), population is the whole of object, or element that will be examined. In this research, the population of this research is all English lecturers at Jambi University there were 47 English lecturers.

After having population, the writer took the sample. According to MacDonal and Headlam (2009:12) sample is the section of the wider population that will be engaged in the survey. In conducting the research, the writer used purposive sampling technique. Purposive sampling technique or subjective sampling is a type of non-probability sampling. In qualitative research, the sampling that often used is purposive sampling (Punch, 2000:193). This technique relies on the judgment of the writer to select the participants that want to be studied. For the criteria, the first the lecturers must be teaching at Jambi University. The second, the participants have ever taught the writer, so at least the writer have known and recognize the way of the lecturer’s speaking, the participants were selected using CS and CM when the lecturer is teaching in classroom. The last, the writer also chose the lecturers who were not teaching skills subjects such as listening, speaking, writing and reading because it will be difficult to take the data. Besides that, the writer would not take the data if in the class there was presentation.

3.4 Technique of Data Collection

There are many ways to collect the data in qualitative research, such as: document, observation, and participant observation (Punch, 2010:174). Meanwhile
according to Mahsun there are at least three methods that used in sociolinguistics research. They are observation, survey and interview method. In this case the writer uses observation method or *metode simak bebas libat cakap* in doing her research.

Mahsun defines observation (tehnik simak bebas libat cakap) method as:

“Metode simak dengan tehnik bebas libat cakap dimaksudkan si peneliti menyadap perilaku berbahasa di dalam suatu peristiwa tutur dengan tanpa keterlibatannya dalam peristiwa tutur tersebut. Jadi, si peneliti hanya pengamat. Tehnik ini digunakan atas dasar pemikiran bahwa perilaku berbahasa hanya dapat benar-benar dipahami jika peristiwa berbahasa itu berlangsung dalam situasi yang sebenarnya yang berada dalam konteks yang lengkap. Peneliti tidak hanya sekedar menyadap dan menyaksikan, ia juga harus mencatat hal-hal yang relevan dalam peristiwa tutur”.

Observation or “metode simak bebas libat cakap” is a method that is used by the writer which record utterances that are produced by the speaker without involvement intheconversation. So, the writers only act as observers. This technique is used on the premise that conversations can only really be understood when the speaker are in the real situation. The writer does not just tap and watch, she/he must also record things that are relevant to the event of speech”.

Mahsun (2014)

In collecting the data, the writer joined the class where the lecturers were teaching and the writer recorded the data and took notes started from the beginning until the end of the class. Then, after the writer transcribed the data, the writer analyzed the utterances to know the factors that influence the lecturers use CM and CS in their utterances.
3.5 Technique of Data Analysis

After gaining and collecting the data, the writer took the next step that was analyzing the data. In analyzing the data, the writer used some procedures as follows:

1. Transcribing the data.

After recording the data, the writer transcribed it into written data.

2. Identifying the data

In this step, the writer selected and arranged the utterances including the expressions to the transcript paper. The paper consisted of numbers, utterances, and CS and CM.

3. Classifying

Classification is the process of classifying all sufficient data based on a category. After identifying all the data, the writer started to make a classification based on the types of CS and CM. The writer classified CM based on: the insertion of word, the insertion of phrase, the insertion of hybrids, the insertion of word reduplication, and the insertion of idiom. Meanwhile for CS, the writer classified the data based on situational code switching, conversational code switching, and metaphorical code switching. In order to answer the research questions, the writer also determined the factors that influenced CS and CM based on the related theories. In
determining the factors, the writer paid attention to the context involving Lecturers’ utterances.

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterances</th>
<th>CM</th>
<th>CS</th>
<th>Factor Influencing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Next step, the writer described the types and the reasons of code mixing and code switching that are found in utterances by using some extracts.

5. Drawing conclusion.

3.6 Trustworthiness

According to Johnson & Christensen (as cited in Wulandari 2014:21), trustworthiness in a qualitative design means that the research is plausible, credible, trustworthy, and defensible. The writer had completed the following procedures in order to establish the trustworthiness of her study or to verify the accuracy of the data, findings, and conclusions. The writer had followed some procedures by Gibbs (as cited in Creswel 2009:190) to make the data trustworthy and accurate. First, the writer had checked transcripts to make sure that they do not contain obvious mistakes made during transcription. Second, the transcription had cross-checked by the writer’s friends who student English Study Program Faculty of Teacher Training and Education Jambi University, the last, the writer had coordinated the result of the transcription with her participants in order to ensure that the data are valid and true based on the participants’ utterance. Besides that, these data also had been checked by her supervisors.
CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter presents the result of the analysis of the types of CM and CS used by English lecturers and the influencing factor English Lecturers at Jambi University use CM and CS.

4.1 Findings

As what has been mentioned in chapter two, the types of CS are basically divided into three types: situational code switching, metaphorical code switching, and conversational code switching. The writer found only two types of CS used by lecturers in the data, while types of CM are divided into six types, the first one is the insertion of word (IW), second is the insertion of hybrid (IH), the third the insertion of phrase (IP), next the insertion of word reduplication (IR) and the last is the insertion of idiom (II).

In this study, the writer found out there were only two types of CS used by the lecturers during the data collection and the data analysis. There were metaphorical code switching and conversational code switching. Meanwhile for CM, the writer found out the lecturers used 4 types of CM. There were the insertion of word (IW), the insertion of hybrid (IH), the insertion of phrase (IP), and the insertion of idiom (II).
Table 1. The frequencies of code mixing and code switching used by English lecturers.

<table>
<thead>
<tr>
<th>Types</th>
<th>1(^{st}) Participant</th>
<th>2(^{nd}) Participant</th>
<th>3(^{rd}) Participant</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM The insertion of word</td>
<td>7</td>
<td>6</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>CM The insertion of phrase</td>
<td>8</td>
<td>23</td>
<td>16</td>
<td>47</td>
</tr>
<tr>
<td>CM The insertion of hybrid</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>CM The insertion of idiom</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CM The insertion of word reduplication</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CS Situational</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CS Metaphorical</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>CS Conversational</td>
<td>33</td>
<td>31</td>
<td>48</td>
<td>112</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there were 29 occurrences of CM for the type IW (1\(^{st}\) participant =7, 2\(^{nd}\) participant = 6 and 3\(^{rd}\) participant =16). Meanwhile for IP, there were 47 occurrences happened (1\(^{st}\) participant =8, 2\(^{nd}\) participant =23 and 3\(^{rd}\) participant =16), then there were 15 occurrences happened for IH (1\(^{st}\) participant =4, 2\(^{nd}\) participant =8 and 3\(^{rd}\) participant =3), and the last, there are only 3 idioms found by the writer. All of the idioms produced by the third participant. The writer found there is no one of data from the first and the second participant. From CS, the writer found there were two types of CS; there were 6 metaphorical code switching, all of them produced by the first participant and there were 112 occurrences (1\(^{st}\) participant =33, 2\(^{nd}\) participant =31 and 3\(^{rd}\) participant =48) happened for conversational code switching.
To sum up, the type of CM which was frequently used by the lecturers was the insertion of word, there were 47 occurrences while for CS was conversational code switching, there were 112 occurrences.

Table 2. The frequencies influencing factors of using code mixing and code switching by English lecturers.

<table>
<thead>
<tr>
<th>No</th>
<th>Factors</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Talking about particular topic.</td>
<td>6</td>
<td>-</td>
<td>1</td>
<td>7</td>
<td>3.30%</td>
</tr>
<tr>
<td>2.</td>
<td>Quoting somebody else</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>1.88%</td>
</tr>
<tr>
<td>3.</td>
<td>Being emphatic about something</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>0.94%</td>
</tr>
<tr>
<td>4.</td>
<td>Repetition used for clarification</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td>8.01%</td>
</tr>
<tr>
<td>5.</td>
<td>Intention of clarifying the speech content for interlocutors</td>
<td>24</td>
<td>26</td>
<td>44</td>
<td>94</td>
<td>44.33%</td>
</tr>
<tr>
<td>6.</td>
<td>Because of real lexical need</td>
<td>17</td>
<td>35</td>
<td>28</td>
<td>80</td>
<td>37.73%</td>
</tr>
<tr>
<td>7.</td>
<td>To soften or strengthen request or command.</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>3.77%</td>
</tr>
<tr>
<td>8.</td>
<td>Expressing of group identity</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>0.47%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>58</td>
<td>68</td>
<td>86</td>
<td>212</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table it can be seen that the “Intention of clarifying the speech content for interlocutors” has the biggest portion for factor influence of CM and CS used by English lecturers. The total was 94 (44.33%) utterances. The first participant produced 24 utterances, the second produced 26 utterances, and the third participant produced 44 utterances.
The second factor influencing is “Because of real lexical need”. The total for this factor was 80 (37.73 %) utterances. The first participant produced 17 utterances, the second produced 35 utterances, and the third participant produced 29 utterances. The third reason is “Repetition used for clarification”. There were 17 (8.01%) utterances. The first participant produced 9 utterances, the second produced 2 utterances, and the third participant produced 6 utterances. Next, there is “To soften or strengthen request or command.” There were only 8 (3.77%) utterances for this factor. The first participant produced 2 utterances, the second produced 5 utterances, and the third participant produced there is only 1 utterance. Then there is “Talking about particular topic” there were only 7 (3.30%) utterances. The first participant produced 6 utterances; the third participant produced there was only 1 utterance, and none from the second participant. Next, there is “Quoting somebody else”. There only 4 (1.88%) utterances for this factor. All of them were produced by the third participant. Then there is “Being emphatic about something”. It were only 2 (0.94%) utterances for this factor. All of them also produced by the third participant. The last is “Expressing of group identity”. There was only one (0.47%) utterance for this factor. This data also produced by the third participant.
4.1.1 Code Mixing

From six kinds of CM, there were only 4 kinds of CM which were found from the all the participants. They were IW, IH, IP, and II. There was only one participant used CM for the type of II. It is quite different from the previous researches; Sutrismi (2014) who found that there were six kinds of CM that she found from social media facebook, there were IW, IP, IH, IR, II, and IC. Siskawati (2012) also found that there were six forms of CM found in the novel C’est La Vie found that there were IW, IP, IH, IR, II, and IC. Meanwhile in this research, the writer only found 4 kinds of CM. The writer assumed that the findings are different with the previous researches because IC belongs to CS. Besides that, the writer also thinks there was no datum for CM the insertion of word reduplication because reduplication is a concept from Indonesian language so it will not produce by the speaker who has high proficiency in English.

4.1.1.1 The Insertion of Word (IW)

In this research, the writer found there were several words that were inserted in utterances, the word classes were adjective, noun, and verb but most of them were noun. The following shows several examples of the IW from English lecturers’ utterances.

Extract 1.

“Nanti kalo saya tidak ada di jambi, artinya saya berangkat. Dan saya ngasi tugasnya online.”
In extract 1, there were two languages used by the lecturer when she was giving an instruction to students. They were Indonesian and English language. This utterance belongs to code mixing the insertion of word (IW) because of the lecturer inserted another word that is “online” in her utterance. “Online” is a word that comes from English language. The writer assumed that the lecturer said “online” in English because it is easier to pronounce in English than Indonesian. The meaning also become hazy or vague if “online” translated into Indonesian become “daring or dalam jaringan”

Extract 2.

“…..ada pula yang perception, PTK tidak mengenal persepsi. PTK itu membicarakan masalah dan tindakan yang kita rencanakan untuk memecahkan masalah. Jadi tidak ada persepsi disana.”

In extract 2, it was Classroom Action Research (CAR) subject at that time. The lecturer was explaining about CAR. In Indonesian, CAR known as “PTK”. She tried to make a clear concept of CAR because many students still got confused about what CAR is.

From the utterance above, it can be seen that there were more than one language used by the lecturer but the dominant language used was Indonesian language. The lecture mixed an English word to her utterance which was “perception.” This data belongs to IW because there was only one word mixed in this utterance.
Extract 3.

“.......cara berkomunikasi itu juga bagian dari culture.”

“Culture” was an English word that mixed in this utterance. At that time, the lecturer was giving a lecture Cross Cultural Understanding (CCU). He said that the way of communication is a part of culture. He explained the topic by using Indonesian but when talked about “culture”, the lecturer mixed his language into English. It is clear that this extract belongs to IW because the lecturer inserted a word “culture” in his utterance.

4.1.1.2 Code Mixing the Insertion of Phrase (IP)

Based on the data that the writer got from the all participants, IP had the biggest portion used by the English lecturers, especially the second participant (49 phrases were inserted). The phrases found in the data mostly came from English language because they were common terms which were usually used when study English in English department. The following example is IP used by English lecturers.

Extract 4.

“....Nanti kamu analogikan konteksnya dengan yang di Indonesia, jadi kesesuaian isi buku itu dengan kubudayaan dan perilaku sikap, attitudes and values”.

“Attitudes and values” were the sub topics that discussed in the class. When the lecturer was giving an instruction how to do their homework/project she used Indonesian but when lecturer emphasized the sub topic, she used Indonesian (perilaku sikap) and English language
(attitudes and values). The writer assumed that “attitudes and values” belongs to IP because “attitudes and values” is noun phrase. Besides that, there is no subject and there is no predicate that construct that words.

Extract 5.

“…PTK, dari awal saya sudah katakan dia mencari solusi atas sebuah masalah. Dan masalahnya kita sudah memfokuskan pada language skill, ya kan?

The situation of class in this extract is same with the situation in extract 2. The lecturer was teaching Classroom Action Research (CAR) lecture. She was giving explanation to the students about CAR but the students still did not understand about CAR. She used Indonesian language but then mixed English phrase namely “language skill” into her utterance.

This datum belongs to CM because “language skill” doesn’t break the grammatical structure of the first language. This extract belongs to IP because “language skill” is a noun phrase.

Extract 6.

“…Ingat, mereka tidak belajar Cross Cultural Understanding seperti kita. Karena memang kita lah yang harus belajar..”

“Cross Cultural Understanding” are the English words that mixed in this utterance. At that time, the lecturer was explaining about the difference between culture in Indonesian and in Australian. He used Indonesian when explained the material but the lecturer mixed “Cross
Cultural Understanding” in his utterance because it was one of subject in English department. This extract belongs to IP because “Cross Cultural Understanding” is a noun phrase.

4.1.1.3 Code Mixing the Insertion of Hybrid (IH)

The occurrences of IH had fewer portions than code mixing the insertion of word (IW) and hybrid (IH). There were only 14 of hybrids used by English lecturers. All of hybrids contained with suffix “–nya”. From all the participants, the second participant used code hybrid as the most, there were six hybrids while there were 3 hybrids used by the first and the third participant.

Extract 7.

“….kadang-kadang kata-kata yang ada di email-nya itu salah, akibatnya gak terkirim.

The lecturer asked her students’ email address to send the final project. She was telling the students that the name of email should not be difficult to write because sometimes the message could not be delivered. She used Indonesian but mixed email in her utterance.

This utterance belongs to IH because “email-nya” comes from the combination of English and Indonesian language. Email comes from English while suffix “–nya” is the concept of Indonesian language. The writer thought that the lecturer used “email” because Indonesian people have been familiar with email than “surel or surat elektronik”
Extract 8.

“....Jadi oleh karena itu, yang kamu defenisikan yaitu apa itu language skill-nya, kemudian apa itu strateginya sebagai solusinya. Apa perlu saya mendefinisikan anak kelas 8, misalnya. Gak perlu, yang di defenisikan itu hanya variabelnya saja.”

From the extract above, it can be seen the dominant language used by the lecturer was Indonesian language. The lecturer mixed “language skill-nya” in her utterance. Same with extract 7, “language skill-nya” belongs to hybrid because there was Indonesian suffix “nya.

Extract 9.

“.....Jadi mereka merasa space-nya merasa lebih banyak. “

The lecturer was giving conclusion to the students about “space”. He used Indonesian language when explaining the material to the students. He mixed English word that was “space” into his utterance because “space” isa sub topic that was studied at that time.

“Space-nya” belongs to hybrid because the word comes from the combination of two different languages; Indonesian and English language but the dominant language in this utterance is Indonesian, so this data belongs to IH.
4.1.1.4 Code Mixing The Insertion of Idioms (II)

The type II had the least portion than others that used by lecturers. Based on the data gathered, only the third participant used idioms in his utterances. There were only three idioms that the writer got from the result of the transcription.

**Extract 10.**

“......Kalau di Indonesia di istilahkan dengan black campaign.”

“Black campaign” is an idiom that comes from English words which was inserted in this utterance. “Black campaign” belongs to idiom because it has different meaning from the component of the words. The meaning can be bad campaign or negative campaign in election which attacks the target of candidate to the public by spreading the rumors about personality, past history even family in order to make an understanding to public that the candidate is not good enough. So, this utterance belongs to code mixing the insertion of idiom.

That was all the classification types of CM uttered by English Lecturers at Jambi University. The types of CM which have been found were IW, IP, IH, and II. From all code mixing produced by the lecturers, IP was the highest occurrence, while the II was the lowest occurrence.

The writer perceives that, the participants used code mixing because sometimes there was no equivalent word to replace it in Indonesian language such as online, email, mini research, skill, language skill, and many more. Besides that, the
meaning become hazy or vague if all those code mixing translated into Indonesian language. They also might use English because almost all the phrases used by participants are the common terms used in English class. So the sounds will be strange if the terms used in Indonesia language. In addition, the writer thinks that sometimes, it is easier for the participants to used English words than Indonesian language.

4.1.2 Code Switching (CS)

In this research, the writer analyzed the data based on Fasold’s theory. The writer classified code switching based on situational code switching and metaphorical code switching. From all the utterances that the writer had gotten, all the lecturers tend to use code switching than code mixing. It is different from the previous research by Pahruli (2010) in his thesis in The Types and “The Factors Influencing The Code Switching and The Code Mixing Used By VJ of MTV Ampuh” he found the VJ tends to use CM than CS.

4.1.2.1 Conversational code switching

Conversational code switching occurs when the speakers use two languages in their utterances without changing the topic and the situation(Callahan, 2004:14). The writer found that the portion of conversational code switching was bigger than the other types of code switching namely situational and conversational code switching. In this data the writer provides some examples of conversational code switching.
Extract 11.

“Mungkin saya gak disini lagi, saya gak di Jambi, tapi kamu tetap, you have to submit online via email your project. But you need to mention your name in your email. Because we have so many students, I will get confused if you don’t mention your name in your email or in your project. Ini tugas siapa nanti miss yang bingung, namanya siapa ini tugas siapa..”

The lecturer told to the students to submit their project or assignment via email. This extract belongs to conversational code switching because both English and Indonesia used have complete grammatical structures. Additionally, there was only one topic that talked at that time. Besides that, the situation also did not change. It still talked about final project that should be submitted via email.

Extract 12.

“….You can cite it from the experts, or you can sum up from some experts opinion. Kalo terjadi konsep yang sebenar-benarnya Itu benar-benar susah. Karena kan bisa saja ahli 1, ahli 2, ahli 3 punya sedikit opini yang berbeda. Nah, kalo kamu punya beberapa opini, kamu bisa merangkumnya. Jadi menurut kamu konsep yang dimaksudkan si A adalah ini, kamu bisa merangkumnya.”

The lecturer was explaining about how to cite opinion from some experts. Firstly, the lecturer used English but then she switched her language into Indonesian so that the intention of the lecturer was easier to understand by the students.
This extract belongs to conversational code switching because the topic and the situation did not change at that time. It still talked about how to cite some opinions from experts.

Extract 13.

“...I give you one of example if you are in train, and next to you there is empty sheet. And sometimes, an Australian doesn’t want to sit next to you because the seat is too narrow, misalnya kursinya terlalu sempit, dia gak mau berdesak-desakan, dia mau berdiri misalnya. You must understand and jangan tersinggung. Kok gak mau dia duduk disini, kan bangkunya kosong. Apa saya bau, apa saya orang asia, sometime happens, kalo misalnya naik bus, kenapa dia gak mau duduk disebelah saya, kenapa dia cari bangku yang lain. Kan kadang-kadang kita kan semuanya terlalu dipikirin. Apakah saya orang asia misalnya.”

In this extract, the lecturer was giving an example about self and space between Asian and Australian people. The lecturerswitched his speech contentfrom Englishinto Indonesian language. It can be seen from the statement “sometimes, an Australian doesn’t want to sit next to you because the seat is too narrow” the speaker clarified his speech content in Indonesia as “misalnya kursinya terlalu sempit, dia gak mau berdesak-desakan, dia mau berdiri misalnya” to make the students understand about definition of culture. He also used English language again then he switched into Indonesian language.
This data belong to conversational code switching because it was happened in same speech event, there was no changing situation. The topic of the utterance also did not change when the speaker explained the topic.

4.1.2.2 Metaphorical Code Switching

Metaphorical code switching occurs when there is a change in the perception, or the purpose, or the topic of the conversation. It is the changing of what the speaker talking about. It means that there are more than one topic discussed at the same time. Bilinguals that code-switch metaphorically perhaps try to change the participant’s feeling towards the situation. The topic changes depend on the perception’s change; formal to informal, official to personal, serious to humorous, and politeness to solidarity.

In metaphorical code switching, the writer only found 6 codes from all the lecturers.

Extract 14.

“If I have joint to the train, means that on 23 eh, ini kok gak bisa ya, tapi masih baru kok [board marker], I will not be in Jambi.”

The lecturer told the students that the lecturer wanted to join a train on 23 of January at Yogyakarta. She used English language at that time. After that, she took board marker to write down her schedule on the white board but the board marker did not work, so the lecturer changed her language from English into Indonesian. The writer thinks that it happened because the lecturer changed her utterance based on from formal to
informal. So this data belongs to metaphorical code switching because there were two topics discussed at the same time namely about board marker and join the train.

**Extract 15.**

“You are an English teacher, and then you want to teach your student, so how will you teach English? Kok panas ya [open the door]”

There were two topics discussed at that time. The first, it was about the materials of the study and the second was about the condition of the classroom. Same with extract 14, this extract belongs to metaphorical code switching because the topic was changed because the lecturer spoke from formal into informal situation.

In conclusion, there were only two types of code switching used by the lecturer. The first was conversational code switching and the second was metaphorical switching. From all code switching produced by the lecturers, conversational code switching has the bigger portion than metaphorical code switching. It is because the speaker reiterated their speech content to the student so the student can understand about the lecturer’s speech content.
4.1.3 Factor Influencing English Lecturers at Jambi University Use CM and CS

After analyzing and classifying the types of CS and CM, the writer identified the following reasons why the English lecturers used these CS and CM in their utterances. As what have been discussed earlier in chapter two, there are ten factors influencing why the speaker mixed or switched their utterances into English language with Indonesian language and vice versa.

In this study the writer found there were only seven reasons why the English lecturers switched or mixed their utterances. Those are intention of clarifying the speech content for interlocutor, because of real lexical need, repetition used for clarification, to soften or strengthen request or command, talking about particular topic, quoting somebody else and being emphatic.

4.1.3.1 Talking about particular topic.

There were only seven data found from all the utterances. There were six utterances used by the first participant in talking about particular topic, while no data that the writer found from the second participant about talking particular topic and only one data found from the third participant.

Extract 16.

“I need to involve my culture, understand the culture. Kamu belajar, kan sama buk melati ya? CCU? This is very important.”
The lecturer was talking about culture and she remembered about one of subjects in English class that was Cross Cultural Understanding (CCU). So she asked to the students’ whether they studied about CCU with one of the lecturer who teaches CCU.

This extract belongs to talking about particular topic because the writer thinks that the lecturer was more comfortable to speak in Indonesian to ask this question to the students.

Extract 17.


From extract number 17, the lecturer was telling one of his experiences about traffic lamp in Jambi. The lecturer switched his language when he was telling about his personal feeling. So the writer assumes that the lecturer switched his language “And it’s not my mistake, it’s not my fault” because he was talking about his personal expression or personal feeling about culture in Indonesia, so based on theory it belongs to talking about particular topic.
4.1.3.2 Quoting Somebody Else.

In the previous chapter the writer stated people sometimes quote famous expressions, proverbs, or well known figures, but none of these utterances in this study loaded famous expressions. All these quoting come just because the lecturers were giving examples related to the topic that was being discussed at that time.

In this factor, there was only one participant quoting utterance from another person. So, the writer only provided one example here.

**Extract 18**

“Waktu itu ada pemilu di Australia, jadi antara Tonny Abbout and Kevin Trunk waktu itu. Pemilihan perdana menteri mereka, Jadi salah satu, one of advertisement of TV. Jadi partai lawannya bikin judul seperti ini “he wins you lose” jadi maksudnya kalau Tonny Abbout itu menang, maka Australia akan kalah.”

Inextract number 18, the lecturer was giving the students an example about black campaign that commonly happens in Australia. The lecturer gave an example about the prime minister election. He switched his language from Indonesian to English by saying “He wins you lose”. It is Tonny About’s jargon. The writer thinks that the lecturer switched his utterance because of copying or quoting one of candidates’ jargon when the election of prime minister in Australia. So, the reason why the lecturer switched his language is because of the lecturer was quoting somebody else.
4.1.3.3 Being Emphatic about Something (Expressing Solidarity)

Sometimes the speakers who are fluent in English feel more power if they express their emphatic in English language rather than in Indonesian language. In this data, the writer only found 2 utterances for this factor. These utterances were only produced by the third participant.

Extract 19.


In extract 19, the speaker switched his utterance into Indonesian language because he actually wanted to express his emphatic feeling and his solidarity toward what Indonesian people felt about Malaysian who claimed Rendang is theirs. The lecturer felt emphatic because he is Indonesian people who felt upset about Malaysia’s statement.

4.1.3.4 Repetition used for clarification

In this forth factor, the writer used italic and bold sentences. The underlined words are repeated in other language by using bold words.

Extract 20.

“Have you ever heard about that? Multicultural education? Pernah dengar gak?”
The factor reason why the lecturer switched her language is because of repetition used for clarification. It can be seen that “Have you ever heard about that?” is repeated into Indonesian language become “Pernah dengar gak?”. The lecturer used English words then repeated her question by using another language. The writer thinks that the lecturer repeated her question because she wanted to clarify her question to the students.

Extract 21.

“From where you get it? Dari mana dapatnya?

From the extract above it can be seen that “from where you get it?” is repeated in Indonesian language become “Dari mana dapatnya?”. The lecturer used English words but then she clarified her question by using Indonesian language. Besides that, the writer thinks that this repetition was used not only to clarify what had been said, but also to amplify or emphasize a message. So the factor influencing why the lecturer switched her language was because of repetition used for clarification.

Extract 22.

“…culture is a continue process, proses yang terus-menerus. It also culture is not something that can be share. It is impossible to one of culture of one individual; the main problem is who can determine that belongs to certain community. Siapa yang bisa mengklaim bahwa culture itu adalah milik sebuah komunitas.”
The lecturer was explaining to the students about culture. The lecturer was using English utterance at that time but he repeated his speech content into Indonesia. It can be seen from the underline words “continue process” repeated into bahasa become “proses yang terus-menerus” then “who can determine that belongs to certain community” also repeated into Bahasa “Siapa yang bisa mengklaim bahwa culture itu adalah milik sebuah komunitas”. So, the factor influencing the lecturer used code mixing is repetition used for clarification.

4.1.3.5 Intention of clarifying the speech content for interlocutor

This factor was the most used by English lecturers. It was because the participants are lecturers. They clarified their speech contents or the materials by using Indonesian language to make the students understood well about their speech contents.

Extract 23.

“So we talk about materials and culture, you are English teacher, and how you teach your students? Coba, miss mau mendengar pendapatnya, bayangkan kamu seorang guru bahasa inggris, mengajar bahasa inggris, bagaimana nanti kamu mengajar bahasa inggrisnya?”

The lecturer was giving an explanation about how English teacher taught the students. At first, she used English but she switched her speech content into Indonesian language so that the students could understand what the lecturer said. There was “you are English teacher and how you teach your students?” which was then clarified into Indonesian language
become “bayangkan kamu seorang guru bahasa Inggris, mengajar bahasa inggris, bagaimana nanti kamu mengajar bahasa inggrisnya?”. So the factor influencing in this extract belongs to the Intention of clarifying the speech content for interlocutor.

**Extract 24.**

“*In action research, the variable must be observable in quantitative. Karena kita tau PTK itu terbagi atas dua, qualitatif dan quantitatif, maka kalo variabelnya itu benar-benar quantitatif, berarti itu benar-benar bisa dinilai.*”

In this utterance, the lecturer told to student the variable in action research must be observable. It is so clear this factor belongs to Intention of clarifying the speech content for interlocutor because the lecturer re-explained her first statement into Indonesian so that the students could understand her intention.

**Extract 25.**

“...And then space, space means privacy. They need privacy then us. *Orang Australia lebih, mereka tidak suka di ungkit tentang agama misalnya, tentang salary or having kids or no, terlalu banyak. Semetara kita no problem, when first time we met stranger, if no problem to talk about job for example, of marital status for example, do you married, do you have children. Pertama kali kita ketemu orang asing pas mau pulang kampung misalnya, biasa aja nanya tinggal di mana dek, bapak sudah punya anak atau belum, sekolah dimana, kuliah dimana, it is not acceptable if you ask about that kind of question in Australia.*”
In this utterance, the lecturer spoke in English language. He switched his utterance with Indonesian when the lecturer wanted to make the students understood about his speech content. By using the Indonesian languages, the lecturers hoped the students would instantly understand about their speech contents.

4.1.3.6 Because of Real Lexical Need.

The lecturers used the terms in English languages because the meaning become hazy or vague if all those code mixing translated into Indonesian language. Besides that, almost all the phrases used by participants are the common terms used in English class. The sound and the meaning will be strange if the terms used in Indonesia language.

Extract 26.

“Jadi sangat dibutuhkan sekali yang namanya **multicultural education** pemahaman budaya, yang bermacam-macam.”

“Multicultural education” is the sub topic that talked in this class at that time. The writer mixed her utterance from Indonesian language into English language so that the students still caught or still stayed to the point of the material that were talked. But the lecturer still repeated the meaning of multicultural education in Indonesian language became “pemahaman budaya” so that the students know what multicultural education is.
Extract 27.

“Penekanannya hanya pada research questions, research objective, significance, limitation, and key terms. Padahal, bagaimana bisa kamu membuat sebuah penelitian kalo gak ada latar belakang yang sesuai.”

All the bold words come from English words. In this utterance, the teacher was explaining how to design thesis proposal. She explained what is need in chapter one for making thesis for class action research. The writer thinks the lecturer used English words because of real lexical need. The class is English department so there is no need to use Indonesian language. Besides that the meaning will be hazy if all the words are pronounces in Indonesian.

Extract 28.

“Itu dia space, kalo self tadi berarti individual lebih tinggi. Sama tetangga aja tidak kenal.”

“Space and self” were the sub topics that talked in class at that time. The writer thinks that the lecturer still used English concept because the sound and the meaning will be strange if the terms used in Indonesia language.
4.1.3.7 To soften or to strengthen request or command.

Extract 29

“Jadi, your proposal should not more than fifteen words. Lima belas kata sudah sangat panjang”

She was giving the student the final project that would be submitted at the end of their class. She was giving command or instruction to the student about the final project should not more than fifteen words. Even in this utterance there is a repetition but the writer thinks that it belongs to “to soften or to strengthen request or command” because the lecturer wanted to strengthen her request that the proposal should not more than fifteen words.

Extract 30

“Siapapun yang datang kepegadaian itu karena punya masalah. Begitu juga dengan penelitian, kalian harus menemukan masalah dan masalah itu sesuai dengan apa yang kalian teliti. Jadi, that’s why you need to specify your problems in your target school.”

“That’s why you need to specify your problems in your target school” was another language switched by the lecturer in her utterance. The writer thinks that the bold sentence belongs to command. The lecturer switched her language because she wanted to strengthen her command so the students would pay attention more to the English utterance.
Extract 31

“Another thing about culture, silahkan di baca dulu. Kalau yang lain masih tentang culture. Try to understand.”

The lecturer used two languages in this utterance. He gave the instruction by using Indonesian language. The writer thinks that it belong to “to soften or to strengthen request or command” because “silahkan di baca dulu.” Belongs to request but in this utterance, the lecturer was soften her request.

4.1.3.8 Expressing of Group Identity

The writer found out that there was only one datum in factor expressing of group identity. There was only one the participant used factor expressing of group identity in his utterance.

Extract 32.

“Cara belajar disana juga beda siswanya disana lebih kritis misalnya, mungkin karena diajarkan waktu prime school-nya.”

The writer thinks that “prime school” belongs to group identity because term of prime school comes from Australia and United Kingdom. In Indonesia it is called as Sekolah Dasar (SD) while others familiar with elementary school. Besides that, there is statement “siswanya disana” – nya refers to the students in Australia.
4.2 Discussions

4.2.1 Code mixing

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<td>Native (20)</td>
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<td>Project (6)</td>
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<td>Adapt (43)</td>
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Total: 29 occurrences

In learning activities, there were two languages used by lecturers, they are Indonesian language and English language. As long as the lecturers giving explanation, sometimes they mixed their language from Indonesian with English and vice versa. Based on the data above, all the words that inserted are English language. Most of data for the insertion of words used by the lecturers are the topics that discussed during the learning activities, such as: smocking, culture, attitude background. The number in bracket means the data can find in table of appendices.
### The insertion of phrase

<table>
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<tr>
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<td>Attitudes and values (36)</td>
<td>Content area (41)</td>
<td>Mini research (35)</td>
</tr>
<tr>
<td>Smoking and drinking (15)</td>
<td>Summary writing (42)</td>
<td>Working with children (36)</td>
</tr>
<tr>
<td>Learning language and learning culture (33)</td>
<td>The effect of (43)</td>
<td>Nilai-nilai dan norma-norma (44)</td>
</tr>
<tr>
<td>Multicultural education (50)</td>
<td>The correlation between (44)</td>
<td>How to react in something (46)</td>
</tr>
<tr>
<td>Potential class action research(2)</td>
<td>Number one in the world (58)</td>
<td></td>
</tr>
<tr>
<td>Chapter one(8)</td>
<td>Six hours (59)</td>
<td></td>
</tr>
<tr>
<td>Research variable(13)</td>
<td>Expresses culture reality(61)</td>
<td></td>
</tr>
<tr>
<td>Ya, research variable, kalo kamu tau research variable, the key terms-nya di cek dari research variable (14)</td>
<td>One of advertisement of TV(65)</td>
<td></td>
</tr>
<tr>
<td>Language skill (28)</td>
<td>Cross cultural understanding (86)</td>
<td></td>
</tr>
<tr>
<td>Action research (16)</td>
<td>Save to talk about. 13()</td>
<td></td>
</tr>
<tr>
<td>Thesis proposal (53)</td>
<td>Keeps eye contact (15)</td>
<td></td>
</tr>
<tr>
<td>Talk about English construction (17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving your teaching practice, improving educational practices(18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English construction,(19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A students ability, (27)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research question (24)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step question(48)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research questions, research objective, and key terms. (54)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitable technique, ada listening material, lalu ada listening ability(37)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total: 47 occurrences**
As table shows, the frequency of data for code mixing the insertion of phrase is bigger than others. There are 47 phrases used by the lecturers most of them are the English common key terms which usually used in English class. From the table above also shows that English language more dominate than Indonesian language. Both lecturers and students are more familiar with English terms than Indonesian when saying such as: Action research, Cross Cultural Understanding, Research questions, research objective, mini research and many more. Besides that, most of the key terms will become hazy or vague if the key terms are translated into Indonesian language. For example: Research questions become “pertanyaan penelitian”, language skill “keahlian bahasa” and etc.

<table>
<thead>
<tr>
<th>1st participant</th>
<th>2nd participant</th>
<th>3rd participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Email-nya (8)</td>
<td>Background-nya(51)</td>
<td>Space-nya (8)</td>
</tr>
<tr>
<td>2. Project-nya(38)</td>
<td>Specify-kan (21)</td>
<td>Prime school-nya (47)</td>
</tr>
<tr>
<td>3. Cover-nya (40)</td>
<td>Draft-nya (29)</td>
<td>Culture-nya (48)</td>
</tr>
<tr>
<td>4. Content-nya (48)</td>
<td>Language skill-nya(23)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary-nya(25)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skill-nya(33)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scope-nya(32)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The key terms-nya(15)</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 15 occurrences**

As what has mentioned in chapter two, hybrid means that a combination of two elements of different languages crates a single meaning. Form table above, it can be seen that all code mixing the insertion of hybrid comes from English language combines with suffixes of Indonesian language. All the data are adding with –nya, but only one datum is adding with –kan. The English words which are combined with –nya are nouns.
The insertion of idiom

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; participant</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; participant</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; participant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Keeping cross my finger (73)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Good luck (74)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Black campaign (70)</em></td>
<td></td>
</tr>
</tbody>
</table>

*Total: 3 occurrences*

Based on the data gathered, the insertion of idiom has lowest portion than others. There only 3 occurrences for code mixing the insertion of idiom. It was caused the third participant had a topic about idiom in different country.

4.2.2 Code Switching

As shown in appendices, the total numbers of code switching is much more than code mixing. There are 112 occurrences for code switching and there only 94 occurrences for code mixing. It indicates all the participants have been fluent in English because as Alcnauerova states that people who do code switching are people who speak languages comparably well.

For the types of code switching, conversational code switching more dominant than others because as long as learning activities, the situation and the topic of the conversation did not change because the lecturers switched their language in order to reiterate their speech content or their intention to the students so that the student understand well what the lecturers mean.
4.2.3 Influencing Factors Using Code Mixing And Code Switching

There are so many factors why speaker does code mixing and code switching when talk to interlocutors. In this study, the lecturers generally use code switching in order to clarify their speech content or their intention. It can be seen from that data which gather by the writer, she found the influencing factors the lecturers use code mixing and code switching is because of intention of clarifying the speech content for interlocutors. This factor reaches up to 44.33 %. Mostly, the lecturers used English language first then explained again in different ways by using Indonesian language so that the students understand the lecturers’ intentions.
CHAPTER V

5.1 Conclusion

In this chapter, the writer would like to draw some conclusion of what have been written in the previous chapter. From the result of the analysis of the code mixing and code switching used by English Lecturers at Jambi University, several types of code switching and code mixing and the factors influence of using code mixing and code switching were found.

The writer relies on Fasold’s theory in analyzing the data. The writer used Suwito’s theory in classifying the types of code mixing and then the writer analyzed the factors influence of using code mixing and code switching by using Hofman’s and Saville-Troike’s theory. After analyzing the types and the following reasons, the writer can take some conclusions as in the following:

1. The writer found there were 4 types of code mixing used by the English lecturers. There were the insertion of word (29), the insertion of phrase (47), the insertion of hybrid (15), and the insertion of idiom (3). There were 2 types of code switching; metaphorical (6) and conversational code switching (112). The insertion of phrase has the biggest portion because there are so many English common terms which usually used when study English in English department. Besides that, if the terms translated into Indonesian, the meaning become hazy or vague.

2. The total number of code mixing was 94 occurrences, meanwhile the total number of code switching overall 118 occurrences. It can be concluded the
lecturers tend to do code switching than code mixing because the lecturers have high proficiencies in English.

3. From the influencing factors which are used to analyze why the lecturers switched and mixed their language, intention of clarifying the speech content for interlocutor was the biggest portion used by lecturers. It caused they are as English lecturers want to reiterate their speech content to the students so the student can understand the lecturers’ intention.

5.2 Suggestion

After drawing conclusion, the researcher recognizes that this research is still many weaknesses. Since this study does not involve all aspects of CM and CS, it is suggested for future researchers to analyze CS and CM in other point of view. Moreover, the writer hopes also that people who are interested in sociolinguistics field are challenged to continue this research and write a better research.

The writer suggests to the next researchers conduct similar thing of this study with more complete data and discussion. It expects that the result of this study is going to lead the next writer who conducts the same topic of research as the reference or comparison that might be relevant to their researchers. Finally, the writer hopes this research can give a beneficial contribution to people and reader especially to the researcher who will conduct a research with this research.
REFERENCES


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APPENDIX 1

INFORMED CONSENT FORM FOR LECTURERS

Dear the honorable English department lecturer:

The researcher invites you to participate in a qualitative research project, conducted by Desy RSihite as a candidate bachelor degree of English study program at Jambi university, Indonesia. The project is entitled: Code Mixing and Code Switching Used by English Lecturers at Jambi University. This is a thesis research project to fulfill the requirement of my bachelor degree.

In this study, researcher needs your help as the participant to provide the main source data by letting the researcher records your utterances while teaching in classroom. All data will be kept confidential and your identity will be saved and notified. Your informed consent form will be destroyed upon the completion of the research.

Your decision to take part in this study is entirely voluntary. You may decline to give the data. To the best of my knowledge, there are no costs and risk that could result from this study. Strict safeguards will be followed to ensure full confidentially is maintained. You may withdraw as a respondent from this study at anytime. The data will be used for research purposes only. At the end of the study, those data will be destroyed.

Please keep a copy of this informed consent form for your records. Should you have any questions at any time about the nature of this study and the use of your responses, please contact Desy R Sihite.

Consent Statement:

I have read informed consent form of this research. I will be willing to help the researcher in providing the data on the research entitled, “Code Mixing and Code Switching Used by English Lecturers at Jambi University. I will be ready to give the data needed for this study. I believe this data will be saved by the researcher.

Signature,

______________________________  ________________________
Name : Date :

Adapted from “From East to West : A Phenomenological Study of Indonesian Graduate Students’ Experiences on the Acculturative Process at an American Public University” by Amirul Mukminin, PhD
# APPENDIX 2

## FIRST PARTICIPANT

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterances</th>
<th>Code Mixing</th>
<th>Code Switching</th>
<th>Factors Influencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How many groups will present today. <em>Ac-nya gak nyala ya?</em></td>
<td>✓</td>
<td>✓</td>
<td>Talking about particular topic</td>
</tr>
<tr>
<td>2.</td>
<td>I don’t know, how many meetings do we have until today? How many meetings? <em>Sembilan sama yang hari ini?</em></td>
<td>✓</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>3.</td>
<td>If I have joint to the train, means that on 23 (eh, ini kok gak bisa ya, tapi masih baru kok [boardmarker]), I will not be in Jambi.</td>
<td>✓</td>
<td></td>
<td>Talking about particular topic</td>
</tr>
<tr>
<td>4.</td>
<td>It is possible that I will not in Jambi. So that’s why we have the eleventh meeting, sama yang kemaren ya, and then you will have two kinds of types project, you will do it at home individually. And I will give you time to finish your work. So means that we have 13 meetings.</td>
<td>✓</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>5.</td>
<td>Jadi miss kasih, I give you about 2 weeks, <em>jadi kurang lebih 2 minggu untuk mengerjakan project itu.</em></td>
<td>✓</td>
<td></td>
<td>Repetition used for clarification.</td>
</tr>
<tr>
<td>6.</td>
<td>Jadi kurang lebih 2 minggu untuk mengerjakan <em>project itu.</em></td>
<td>✓</td>
<td></td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>7.</td>
<td>Mungkin saya minta email ya, <em>I need to have your email</em> satu atau 2 orang saja nanti di forward ke yang lain, khawatir nanti kalau saya masukin semua, kadang-kadang kata-kata yang di emailnya itu salah akibatnya gak terkirim. Kadang dia huruf besar, huruf kecil, terbalik-balik itu gak terkirim. So, that’s why satu atau dua orang saja</td>
<td>✓</td>
<td></td>
<td>Repetition used for clarification.</td>
</tr>
<tr>
<td>8.</td>
<td>kadang-kadang kata-kata yang di <em>email-nya itu</em> salah akibatnya gak terkirim.</td>
<td>✓</td>
<td></td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>9.</td>
<td>Nanti di <em>forward</em> ke yang lain</td>
<td>✓</td>
<td></td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>10.</td>
<td>Nanti kalo saya tidak ada di jambi, artinya saya berangkat. Dan saya ngasi tugasksnya <em>online.</em></td>
<td>✓</td>
<td></td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>11.</td>
<td>How you will do your projects. <em>Jadi projectnya individu nanti.</em></td>
<td>✓</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>12.</td>
<td>Mungkin saya gak disini lagi, saya gak di Jambi, tapi kamu tetap, <em>you have to submit online via email your project. But you need to mention your name in your email. Because we have so many students, I will get confused if you don’t mention your name in your email or in your project.</em> Ini tugas siapa nanti miss yang</td>
<td>✓</td>
<td></td>
<td>To soften or strengthen request or command.</td>
</tr>
<tr>
<td>No.</td>
<td>Sentence</td>
<td>Intention</td>
<td>Reason</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Who ever heard about from the news or TV about some pornography? Di buku, dibuku anak-anak SD ada tentang, misalnya dia mengajarkan pacaran dan sebagainya, kalau disini, you may see, this is about racist, black people, and also about smoking and drinking.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Kalau disana kan dia, umur 17 tahun baru bisa membeli ataupun menggunakan itu, smoking and drinking itu tadi. So it’s about values.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Kalau disana kan dia, umur 17 tahun baru bisa membeli ataupun menggunakan itu, smoking and drinking itu tadi. You are an English teacher, and then you want to teach your student, so how will you teach English? Koko panas ya [open the door]</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>So we talk about materials and culture, you are English teacher and how you teach your students? Coba, miss mau mendengar pendapatnya, bayangkan kamu seorang guru bahasa inggris, mengajar bahasa inggris, bagaimana nanti kamu mengajar bahasa inggrisnya?</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Coba, miss mau mendengar pendapatnya</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Gak bisa dipisahkan, makanya misalnya when you are teaching speaking for your students. Budaya kita, misalnya menyapa, how we great all the people. Kalo disana when you have been familiar or so close with the speaker, kadang-kadang dia bisa panggil dengan nama saja. This is a kind of culture. Bahkan misalnya nama orang yang lebih tua ya, we can use only last name.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>When you are teaching to your student, you must explain about this because in other culture we cannot find this. Karena kan beda sekali dengan budaya kita.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>We know, have you ever heard about the terms “kearifan budaya local”</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>So teacher should teach with kearifan budaya lokal, local wisdom. People said that as local wisdom. This is about value, you have to pronounce value.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Ada temannya yang manggil itu ya, kembali, you have to think about that.</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>So that’s why when we talk about learning</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>And then learning culture, means learning language. So, what is the role of the teacher? <strong>Apasih peran guru disini</strong> as English teacher?</td>
<td>√</td>
<td>Repetition used for clarification.</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td><strong>Apasih peran guru disini</strong> as English teacher?</td>
<td>√</td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>In one side, for example the teacher is from Indonesia, Indonesia teacher, and then the students from Indonesia. Actually what should the teacher do with the students? <strong>Dia menangajarkan budaya lain pada siswanya. Mengajarkan bahasa inggris, apa yang harus dilakukan oleh guru nya?</strong></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Tujuannya apa kalo misalnya, <strong>so you have to find the differences</strong>, and then <strong>what will you do?</strong> Kalau sudah ketemu perbedaannya, and then <strong>you just said as a teacher</strong> “memang sih budaya seperti itu gak bagus baget, jelek banget, will you say like this?**</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>So this is your role actually, you have to think next time, I am English teacher, I must teach my students. I need to involve my culture, understand the culture. <strong>Kamu belajar, kan sama buk melati ya?</strong> CCU? Cross cultural understanding. This is very important</td>
<td>√</td>
<td>Talking about particular topic.</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>So you need to understand the other culture. You have to respect the other culture. <strong>Itu fungsi dari guru bahasa bukan sekedar mengajar bahasa.</strong></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Kelihatan kan disini <strong>learning language and learning culture</strong></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Termasuk dalam memilih materi, <strong>including how you choose materials.</strong></td>
<td>√</td>
<td>Repetition used for clarification.</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>This is my question for you. Have you ever found out the books from our publisher <strong>buku-buku bahasa inggris yang terbitan kita misalnya erlangga, yudistira?</strong> What do you think about this book related to the culture. Misalnya kamu lihat bacaannya, teksnya. For example I see about timun mas, loro jonggrang. Nah, so this is my question, so we teach the language or teach the culture?</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Nanti kamu analogikan konteksnya dengan yang di Indonesia, jadi kesesuaian isi buku itu dengan kubudayaan dan perilaku sikap, <strong>attitudes and values.</strong></td>
<td>√</td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>I’d like you in final project to make a kind of analysis from the books publish book, nanti</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
</tbody>
</table>
kamu bisa milih SMP atau SMA. Jadi you have make to analysis this book. This is a kind of evaluation. Kamu yang harus mengamati. Nanti miss kasih tau rambu-rambunya apa. And then you give opinion of this book berdasarkan teori-teori yang ada. So, you try to observe, you try to evaluate materials from the book. Jadi, dari buku itu termasuk dari semua sisi.

38. **Project-nya salah satunya ini**

Because of real lexical need.

39. This is not only about first glance. You know first glance evaluation? But this is in depth evaluation. *Jadi bukan cuman bagus ya cover-nya bagus ya, gambarnya lucu.* No. I like you to do this in depth evaluation. Related to the content.

40. Jadi bukan cuman bagus ya **cover-nya** bagus ya, gambarnya lucu.

Because of real lexical need.

41. Project-nya salah satunya ini. Kita menganalisa melihat buku and then the other project, you will try to create or to develop or maybe adapt, not adopt ya. Kalo adopt berarti kamu tidak mengerjakan apa-apa.

42. Kalo **adopt** berarti kamu tidak mengerjakan apa-apa.

Because of real lexical need.

43. Jadi, maksud saya, dia bahkan teksnya juga sudah di adapt, jadi ceritanya juga kayak maling kundang kemudian yang kemarin miss ketemu itu timun mas tapi sudah di bahasa inggriskan

Because of real lexical need.

44. So you may adapt or create, or develop materials for teaching English. *Kamu buat sendiri nanti, menyiapkan materi yang bisa kamu gunakan untuk mengajar. Itu salah satu tugasmnya.*

Intention of clarifying the speech content for interlocutor.

45. Kembali kesini, what does it mean?

Intention of clarifying the speech content for interlocutor.

46. We can say that this is depth analysis. We try to look at from culture, perfective culture research, maksudnya materi itu sudah dilakukan penelitian atau sudah di teliti belum, sudah di amati. Maksudnya materi itu sudah dilakukan uji coba, kemudian dilihat bagaimana metode, ideology. Ideology ini apa?

Intention of clarifying the speech content for interlocutor.

47. Ideology itu adalah kepentingan. Kepentingannya kemana. Itu dia ideology, misalnya dia lebih *when we are talking about for example* erlangga. Erlangga kan lebih ke daerah jawa isi content-nya erlangga. *So you have to consider about this.*

Intention of clarifying the speech content for interlocutor.

48. Erlangga kan lebih ke daerah jawa isi **content-nya** erlangga.

Repetition used for clarification.

49. You are not native English teacher, when you

Intention of clarifying the speech content for interlocutor.
<table>
<thead>
<tr>
<th></th>
<th>Teach your student with different what is it, characters, different countries, not different but origin. Macam-macam dari daerah kamu harus siap dengan suasana yang seperti ini. Jadi sangat dibutuhkan sekali yang namanya multicultural education pemahaman budaya, yang bermacam-macam.</th>
<th>Content for interlocutor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.</td>
<td>Jadi sangat dibutuhkan sekali yang namanya <strong>Multicultural Education</strong> pemahaman budaya, yang bermacam-macam.</td>
<td>√ Because of real lexical need.</td>
</tr>
<tr>
<td>51.</td>
<td>If you face your students later with different culture, so you can, you know how to face the students, how you handle your students. <strong>Jadi itu maksudnya.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>52.</td>
<td>Apalagi kalo lagi diluar kan, itu lebih terasa ada yang namanya perbedaan ras itu sudah menjadi hal yang, disini rasist itu masih kuat. Kalo kita kan disini kesejajangannya antara desa dan kota kalo budaya mungkin hampir sama kita. <strong>So, multicultural education is very essential. Very important to know, to understand,</strong> sebagai guru bahasa inggris, you need to know about this. Bagaimana mendidik anak dengan berbagai karakter, bermacam budaya.</td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>53.</td>
<td>Ya itulah budaya kita. Kalau disini justru yang menerima telpon yang harus ngomong duluan. Jadi beda, <strong>different culture</strong></td>
<td>√ Repetition used for clarification.</td>
</tr>
<tr>
<td>54.</td>
<td>Have you ever heard about that? Multicultural education? <strong>Pernah dengan gak?</strong></td>
<td>√ Repetition used for clarification.</td>
</tr>
<tr>
<td>55.</td>
<td>Ok, so far any comment? <strong>Mati lampu ya?</strong></td>
<td>√ Talking about particular topic</td>
</tr>
<tr>
<td>56.</td>
<td>Any question so far? <strong>Adakah yang mau ditanyakan gak?</strong></td>
<td>√ Repetition used for clarification.</td>
</tr>
<tr>
<td>57.</td>
<td>So far any question? <strong>Adakah yang mau ditanyakan gak?</strong></td>
<td>√ Repetition used for clarification.</td>
</tr>
<tr>
<td>58.</td>
<td>That’s all for today, <strong>nanti tugasnya saya kasih tau.</strong></td>
<td>√ Talking about particular topic</td>
</tr>
</tbody>
</table>
## SECOND PARTICIPANT

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterances</th>
<th>Code Mixing</th>
<th>Code Switching</th>
<th>Influencing Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.</td>
<td>Have you submitted your title proposal about your assignment? <strong>Sudah dimasukin ga</strong> ketua kelasnya, ini daftar judul potential class action research? Have I told you last week?</td>
<td></td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>60.</td>
<td><strong>Sudah dimasukin gak</strong> ketua kelasnya, ini daftar judul potential class action research?</td>
<td></td>
<td>✓</td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>61.</td>
<td>I want you to make it very seriously, your proposal seriously because if you make it as soon as possible without making the content academically, I am not sure you past this course. <strong>Ya, kalau kerjaannya main-main, nilainya juga main-main.</strong></td>
<td></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>62.</td>
<td>And significant of the research, even it is action research, it must have refer from someone else, not only you. It is not general stable; you have to make sure that they know. <strong>Ya, walaupun ini PTK, tidak bisa di generalisasikan tapi tetap saja PTK ini ada manfaatnya gak, bukan hanya untuk kamu seorang.</strong> Who will take the benefit of your research?</td>
<td></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>63.</td>
<td>Because you are going to solve the problem. The scope when will do with your research. <strong>Tentu saja ada manfaatnya pasti.</strong> Impossible this is for yourself.</td>
<td></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>64.</td>
<td>And then after the significant you have to consider your terms to use in your proposal Is under stable variable and there is no misleading perception. <strong>Jadi di bab satu harus ada namanya mendefinisikan.</strong></td>
<td></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>65.</td>
<td>Even you talk about general comprehension, or reading ability, or whatever, you have to define that. <strong>Karena bisa jadi apa yang ada di kepala si A dengan apa yang ada di kepala si B itu berbeda.</strong> So you have to define memang di chapter one sudah dimasukkan istilah yang kamu maksudkan itu adalah apa.</td>
<td></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>66.</td>
<td>memang di <strong>chapter one</strong> sudah dimasukkan istilah yang kamu maksudkan itu adalah apa.</td>
<td></td>
<td></td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>67.</td>
<td>From where you get it? <strong>Dari mana dapatnya</strong></td>
<td></td>
<td>✓</td>
<td>Repetition used for clarification.</td>
</tr>
<tr>
<td>68.</td>
<td>You can cite it from the experts, or you can sum up from some experts opinion. <strong>Kalo terjadi konsep yang sebenar-benarnya Itu benar-benar susah. Karena kan bisa saja ahli 1, ahli 2, ahli 3 punya sedikit opini yang berbeda. Nah, kalo kamu punya beberapa opini, kamu bisa merangkumnya. Jadi menurut kamu konsep yang dimaksudkan si A adalah ini, kamu bisa merangkumnya.</strong></td>
<td></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<tr>
<td>No.</td>
<td>Text</td>
<td>Valid?</td>
<td>Commentary</td>
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<td>69</td>
<td>What is key term? The key term is the main point of the title. Jadi dari judulnya nanti akan dipilih beberapa kata yang memang merupakan variabel.</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Do you know variable? Research variable you know that? Sudah belajar kan research variable? Kalo belum belajar juga, gak jadi di jelaskan. Kita pulang saja.</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Sudah belajar kan research variable?</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Ya, research variable, kalo kamu tau research variable, the key terms-nya di cek dari research variable.</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Ya, research variable, kalo kamu tau research variable, the key terms-nya di cek dari research variable.</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Variabelnya dua, berarti dua yang kamu defenisikan. Paling yang kamu tambah itu apa itu action research. Paling itu yang kamu tambahkan.</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Kemudian, kalo yang namanya action research tentu dia talk about English construction.</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Karena dia kan cenderung improving your teaching practice, improving educational practices.</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Karena itu, yang namanya dia PTK perlu itu English construction. Bagaimana pengajaran bahasa inggris disekolah.</td>
<td></td>
<td>Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Kalau variabel yang ketiga, tentu itu yang kamu defenisikan. Karena itu yang akan di jelaskan di penelitian kamu. This is the content of your background, eh your introduction.</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>setelah kenal dengan sekolah yang ini, di specify-kan lagi.</td>
<td></td>
<td>To soften or strengthen request or command</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>So, by reading your research question, by reading your title, you did not understand about action research. Dari judul, dari pertanyaan itu sudah jelas bahwa ini action research.</td>
<td></td>
<td>Intention of clarifying the speech content for interlocutor.</td>
<td></td>
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<tr>
<td>82</td>
<td>Yang jelas research question itu harus menganjung</td>
<td></td>
<td>Because of real lexical need.</td>
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<td>83.</td>
<td>Itu bagaimana kalian membuat <strong>summary-nya.</strong></td>
<td>Because of real lexical need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84.</td>
<td>Dari judul, dari pertanyaan itu sudah jelas bahwa ini <strong>action research.</strong></td>
<td>√ Because of real lexical need.</td>
<td></td>
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</tr>
<tr>
<td>85.</td>
<td>Misalnya <strong>students ability</strong>, kalo dikatakan students ability, itu penilainnya memang bisa dilakukan, jangan sesuatu yang tidak bisa dilakukan</td>
<td>√ Because of real lexical need.</td>
<td></td>
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<tr>
<td>86.</td>
<td>PTK, dari awal saya sudah katakan dia mencari solusi atas sebuah masalah. Dan masalahnya kita sudah memfokuskan pada <strong>language skill</strong>, ya kan?</td>
<td>√ Because of real lexical need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87.</td>
<td>Ini loh yang akan saya jadikan bab dua. Ini loh <strong>draft-nya</strong> lalu saya pake bab dua itu ya gak apa-apa.</td>
<td>√ Because of real lexical need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88.</td>
<td>So in chapter one you should state your research hypothesis. <strong>jadi di bab satunya ada hipotesa kamu.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89.</td>
<td>What else, the research problem indicates the area of the school of the research. <strong>Areanya apa. Misalnya areanya mengarah kepada skill-nya apa. Kemudian scopenya apa, kepada siapa, kelas berapa yang menjadi target kemudian strategi apa yang akan dipake, itu scope nya.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
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<tr>
<td>90.</td>
<td>Kemudian scopenya apa, kepada siapa, kelas berapa yang menjadi target kemudian strategi apa yang akan dipake, itu <strong>scope-nya</strong></td>
<td>√ Because of real lexical need.</td>
<td></td>
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</tr>
<tr>
<td>91.</td>
<td>Misalnya areanya mengarah kepada <strong>skill-nya</strong> apa.</td>
<td>√ Because of real lexical need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92.</td>
<td>In action research, the variable must be observable in quantititative. <strong>Karena kita tau PTK itu terbagi atas dua, qualitatif dan quantitatif, maka kalo variabelnya itu benar-benar quantitatif, berarti itu benar-benar bisa dinilai.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93.</td>
<td>Maka ada yang namanya tes. Kalo yang namanya ability, itu diberikan tes untuk membuat dia bisa dihitung dengan statistic. <strong>That’s the criteria of a good research problem.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94.</td>
<td>Look at the example, the first research question is too long. <strong>Walaupun dia jelas ya, ada suitable technique, ada listening material, lalu ada listening ability. Ini dia dilakukan, setelah penelitian pengembangan, yang satu materi yang sudah di bentuk oleh Kashani disini, Kasinani dan kawan-kawan.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95.</td>
<td>Walaupun dia jelas ya, ada <strong>suitable technique</strong>, ada <strong>listening material</strong>, lalu ada <strong>listening ability.</strong></td>
<td>√ Because of real lexical need.</td>
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</tr>
</tbody>
</table>
96. Dia membuat suatu produk pengajaran dan produk ini dipakai disaat seperti ini. Tapi sayangnya dia terlalu panjang. Dan kalau kita tidak hati-hati, **the most suitable technique** ini nanti larinya ke eksperimen. √ Because of real lexical need.

97. Jadi, your proposal should not more than fifteen words, **lima belas kata sudah sangat panjang**. √ Repetition used for clarification

98. Disini ada tiga ya **benefit structure in summary writing**. Jadi solusinya adalah benefit structure in summary writing. √ Because of real lexical need.


100. Jadi masalahnya adalah pada content area terutama pada **summary writing**. √ Because of real lexical need.

101. Saya sudah minta anak mandiri untuk mengajukan kepada saya judulnya. Dan dari judulnya, saya bisa langsung nebak mereka gak negri itu apa PTK mayoritas mereka itu menggunakan **the effect of**, dan kamu tau apa itu the effect of? √ Because of real lexical need.

102. Ada pula yang mengatakan **the correlation between**, itu kan sudah korelasi namanya. √ Because of real lexical need.

103. Kemudian yang ketiga, so **used this strategy to solve the problem in reading comprehension**. √ To soften or strengthen request or command

104. Next, the example of research. The number of research problem in your research, **berapa sih pertanyaan yang harus ada, cukupkah satu, atau dua, tiga atau sepuluh?** √ Intention of clarifying the speech content for interlocutor.

105. Mau kamu buat satu research question or more than one research questions, up to you. But remember the more questions you make, the more answer you need. √ Intention of clarifying the speech content for interlocutor.


108. But remember the more questions you make, the more answer you need. **Itu aja yang paling penting.** √ Intention of clarifying the speech content for interlocutor.

109. Jadi, minggu ini saya hanya menjelaskan **chapter one, why I only talk about chapter one, because karena disini yang paling sering ditemukan masalah thesis proposal itu di background-nya.** √ Intention of clarifying the speech content for interlocutor.

110. karena disini yang paling sering ditemukan masalah thesis proposal itu di **background-nya.** √ Because of real lexical need.

112. Penekanannya hanya pada research questions, research objective, significance, limitation, and key terms. Padahal, bagaimana bisa kamu membuat sebuah penelitian kalo gak ada latar belakang yang sesuai.  √  Because of real lexical need.

113. Penekanannya hanya pada research questions, research objective, significance, limitation and key terms. Padahal, bagaimana bisa kamu membuat sebuah penelitian kalo gak ada latar belakang yang sesuai.  √  Because of real lexical need.

114. Siapapun yang datang ke pegadaian itu karena punya masalah. Begitu juga dengan penelitian, kalian harus menemukan masalah dan masalah itu sesuai dengan apa yang kalian teliti. Jadi, that's why you need to specify your problems in your target school.  √  Intention of clarifying the speech content for interlocutor.

115. Latar belakangnya bagaimana, ya harus selectif makanya susunannya harus seperti ini. Jadi sebuah masalah kita tidak akan tau apa yang istimewa dari topik kalian itu. Kemudian baru kita cerita, bahwa masalahnya secara umum adalah ini. Dikutip dari siapa, seharusnya seperti ini. Dan seperti yang sudah kamu lakukan disekolah misalnya, my teaching English practice in school misalnya, I find that blablabla. Itu masalah dari sekolah target mu. Why you need to explain that because you cannot come to one condition without reason.  √  Intention of clarifying the speech content for interlocutor.


117. Terutama untuk anak kelas delapan, and it is reading, dari tujuh kelas yang ada, ditemukan satu kelas yang darurat gawat. Nah harus dijelaskan lagi akan lebih bagus jika masalah di kelas itu dijelaskan di bab satu.  √  Because of real lexical need.

118. Yang dimaksudkan kenapa harus bab dua dulu karena you need to have clear concepts of your strategy, of your solution karena solusinya itu harus benar-benar kamu pahami.  √  Intention of clarifying the speech content for interlocutor.

119. Maka ada yang namanya tes. kalo yang namanya ability, itu diberikan tes untuk membuat dia bisa dihitung dengan statistik.  √  Because of real lexical need.

120. Next week I will talk about your title, so before next week, sent to my email your research topic or  √  Intention of clarifying the speech content for interlocutor.

| 121. | Next week I am going to talk about chapter two and chapter three. *jadi kamu kerjakan dulu bab satu also and after that we have no classes. Nanti saya jelaskan lalu kita tidak masuk kelas lagi.* | √ | To soften or to strengthen request or command |
| 122. | Do it in your home. *Ngerjain proposal, ngapain saya onggok seperti ini nungguin kamu, manis bingits saya nungguin kamu seperti ini. Iya kalo kamu bikinnya siang, kalo bikinnya pas malam, saya datangin kamu satu-satu?* | √ | Intention of clarifying the speech content for interlocutor. |
| 124. | Ada pula yang *perception*, PTK tidak mengenal persepsi. PTK itu membicarakan masalah dan tindakan yang kita rencanakan untuk memcahkan masalah. Jadi tidak ada persepsi disana. | √ | Because of real lexical need |
| 125. | *At least* punya pengalaman satu tahun lah, kalo da baru ngajar kan, dia belum tau masalah. | √ | To soften or to strengthen request or command |
| 126. | *Jadi ya, minggu depan saya jelasin dulu apa itu bab dua dan bab tiganya. Kemudian setelah itu saya lepaskan kita sepakati dulu tanggal berapa kita submitted proposalnya? Minggu depan kita putuskan.* | √ | To soften or to strengthen request or command |
THIRD PARTICIPANT

<table>
<thead>
<tr>
<th>No.</th>
<th>Utterances</th>
<th>Code Mixing</th>
<th>Code Switching</th>
<th>Factors Influencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>127.</td>
<td>So self and space, we are trying to compare between Indonesia and Australia. In Australia they more individually than Indonesia there are no social relationship among them. Mereka tidak punya RT misalnya, sama tetangga itu cuek misalnya.</td>
<td></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>128.</td>
<td>Jadi yang pertama, pemahaman tentang culture itu adalah sense of self and space</td>
<td>√</td>
<td></td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>129.</td>
<td>Kalo wedding party, only a few people coming to the party paling hanya puluhan misalnya compare to Indonesia, we can see that underestimate thousands of people coming to the party. That it shows, we are social, we have some social than individual people</td>
<td></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>130.</td>
<td>And then space, space means privacy. They need privacy then us. Orang Australia lebih, mereka tidak suka di ungkit tentang agama misalnya, tentang salary or having kids or no, terlalu banyak. Semetara kita no problem, when first time we met stranger, if no problem to talk about job for example, of marital status for example, do you married, do you have children.</td>
<td></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<tr>
<td>131.</td>
<td>Pertama kali kita ketemu orang asing pas mau pulang kampung misalnya, biasa aja nanya tinggal di mana dek, bapak sudah punya anak atau belum, sekolah dimana, kuliah dimana, but it is not acceptable if you ask about that kind of question in Australia.</td>
<td></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>132.</td>
<td>I give you one of example if you are in train, and next to you there is empty sheet. And sometime, an Australian doesn’t want to sit next to you because the seat is too narrow, misalnya kursinya terlalu sempit, dia gag mau berdesakan, dia mau berdiri misalnya. You must understand and jangan tersinggung. Kok gag mau dia duduk disini, kan bangkunya kosong. Apa saya bau, apa saya orang asia, sometimes happens, kalo misalnya naik bus, kenapa dia gag mau duduk disebelah saya, kenapa dia cari bangku yang lain. Kan kadang-kadang kita kan semuanya terlalu dipikirin. Apakah saya orang asia misalnya.</td>
<td></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>133.</td>
<td>We still feel that we are introvert. Kan kita kan negara yang tanda kutip merasa terlalu rendah diri terhadap dirinya sendiri, merasa negara yang tidak patut dihargai dan sebagainya.</td>
<td></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>134.</td>
<td>We have understood that it something that relate to space.</td>
<td></td>
<td>√</td>
<td>Intention of clarifying</td>
</tr>
</tbody>
</table>
Jadi mereka merasa space-nya merasa lebih banyak.

135. Jadi mereka merasa space-nya merasa lebih banyak. ✓

136. Saya sudah dua tahun tinggal di Perth saya sama sekali tidak kenal dengan tetangga saya. Cuman dua atau tiga kali ngomong, itupun sama tetangga yang aboringin. Itupun karena dia bermasalah. Dia pernah mabuk, anaknya pernah mengamuk, lalu dia datang pinjam telepon saya. Kapan saja bisa datang. But in Australia, we have to make an appointment, to call unless it is emergency, k turnaround.

137. Cara berkomunikasi itu juga bagian dari culture ✓

138. When you talk to Australian misalnya, western people, it is very important to make eye contact. As many as you can, no matter it is a few for example. Misalnya ketemu dengan orang Australia, dia lebih tua dari kamu, ya gak masalah. Jangan membuang muka melihat ke arah lain. That show you are not respect to that person.

139. Ingat, mereka tidak belajar cross cultural understanding seperti kita. Karena memang kitalah yang harus belajar. ✓

140. Sebaliknya di Australia keep eye contact dengan dia. Kalo kita seperti ini menunjukkan kita tidak respect. Tidak masalah dia lebih tua dari kita, we have to eye contact. That’s the different. ✓

141. Sebaliknya, di Australia keep eye contact dengan dia. Kalo kita seperti ini menunjukkan kita tidak respect. ✓

142. Sebaliknya, di Australia keep eye contact dengan dia. Kalo kita seperti ini menunjukkan kita tidak respect. ✓

143. Why? Because we are studying their language. But if they came to Indonesia, they have to duty to learn Indonesian culture. That’s why if there shows or information from internet from example. When someone going to Indonesia, they have some information about Indonesia. So they do not found any culture shock. Kalo orang Indonesia kalo janjian selalu terlambat. Kenapa pakainannya seperti itu misalnya. ✓

144. Ternyata, language itu merupakan bagian dari culture juga, bahasa adalah bagian dari culture. ✓

145. Kalau kita kan, sama aja tulisan Korea, Cina atau Jepang, karena kita belum kenal ya sama aja tulisannya kan. Padahalkan three or five languages are totally different. Kita aja yang kelihatan tulisannya kotak, atau sama aja mirip ✓
semua kan gitu. Ternyata mereka lima atau empat bahasa yang sangat berbeda sekali.

<table>
<thead>
<tr>
<th>No.</th>
<th>Sentence</th>
<th>Annotation</th>
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</thead>
<tbody>
<tr>
<td>146.</td>
<td>Have you ever notice how Madura people speak? <em>Pake tak ye misalnya, ada kata yang diulang. Di ulang bagian kata tertentunya.</em></td>
<td>✓</td>
</tr>
<tr>
<td>148.</td>
<td>Kan kalo pengacara, lawyer kebanyakan yang sukses itu orang Batak. Karena hakim pada takut semua berarti, karena ngomongnya lambat.</td>
<td>✓</td>
</tr>
<tr>
<td>150.</td>
<td>Saya pernah belanja di <em>mini-market</em> sini, kita antrian ada lima, ada tiga, enak aja bapak-bapak itu mengambil minuman satu, langsung aja kedepan, maaf ya, enak aja dia bilang maaf.</td>
<td>✓</td>
</tr>
<tr>
<td>151.</td>
<td>There is one of my friends talk to her son’s teacher. <em>Jadi ada teman saya yang ngomong ke guru anaknya disekolah kenapa your math for example materinya lebih mudah dari pada dibandingkan yang Indonesia.</em></td>
<td>✓</td>
</tr>
<tr>
<td>152.</td>
<td>Dalam antrian ada juga <em>respect</em>, menghargai orang lain.</td>
<td>✓</td>
</tr>
<tr>
<td>155.</td>
<td>Terimakasih, say hello juga, lagi di dalam bis nyapa sesorang dan sebagainya. <em>This part of the culture.</em></td>
<td>✓</td>
</tr>
<tr>
<td>156.</td>
<td><em>Smocking,</em> mereka juga menghargai orang yang merokok tetapi lebih menghargai orang yang tidak merokok.</td>
<td>✓</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>No.</th>
<th>Text</th>
<th>Action</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>157</td>
<td>Kemudian <strong>Time consciousness</strong>, kesadaran akan pentingnya waktu.</td>
<td>✓</td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>158</td>
<td>Kemaren saya baca artikel kalo di Inggris, mereka biasa terlambat 15 menit, di Amerika biasanya lebih awal lima belas menit, orang Italia suka ngaret dan itu parah karena terlambatnya bisa sampe sejam-dua jam. Dan parahnya mereka gak pernah minta maaf. Aapakah itu budaya? Itu hanya sebagian orang Italia saja karena Italia walaupun dia digolongkan kedalam Eropa. <strong>They have different culture.</strong> Tapi mungkin sosialnya lebih tinggi.</td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>159</td>
<td>If you are a teacher, of if you want to work with children, you have to children card, <em>apa namanya ya, saya lupa. Jadi kalo kita bekerja yang berkaita dengan anak-anak, kita harus kartu. Kalo di Indonesia ada yang namanya yang dari Polisi kartu berkelakuan baik, kalau dengan anak-anak, sama. Ada yang namanya kartu, karena beda dengan Indonesia jadi agak sulit menemukan persamaannya.</em></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>160</td>
<td>Teman saya juga yang bekerja sebagai <em>cleaning</em> disana juga punya kartu itu. Bahwa dia gak punya penyakit fedofilia itu. Jadi mereka berhubungan dengan anak-anak karena mereka ingin memproteksi anak-anak mereka.</td>
<td>✓</td>
<td>Being emphatic about something (expressing solidarity)</td>
</tr>
<tr>
<td>161</td>
<td>Saya pernah mengadakan mini research disana. saya pernah mewawancarai anak kecil anak itu usianya Sembilan tahun. anak itu sebenarnya anak teman saya, sudah dapat ijin. Tapi karena saya mengadakan <strong>mini research</strong>, saya harus mengurus kartu yang menyatakan bahwa saya tidak punya masalah dengan anak-anak. Kalo instilahnya apa?</td>
<td>✓</td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>162</td>
<td>Guru juga sama, kita pratek PPL disana juga harus mengurus kartu itu <em>working with children</em> namanya.</td>
<td>✓</td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>163</td>
<td>Ini saya bilang kemaren, sangat tabuh yang namanya mambicarakan <em>marital status, salary and religion when you met that someone for the first time. Or you are not familiar with the stranger, don’t ask that things.</em></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>164</td>
<td>jangan pernah menanyakan kepada seseorang tentang agamanya. Kamu ke gereja gak, itu sesuatu hal yang tidak boleh kamu tanyakan, anakmu berapa orang <strong>unless you are familiar with the person.</strong></td>
<td>✓</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
</tr>
<tr>
<td>165</td>
<td>Kalo cuaca yang ekstrim adalah topic yang aman, <strong>save to talk about</strong></td>
<td>✓</td>
<td>Repetition used for clarification.</td>
</tr>
<tr>
<td>166</td>
<td>Tanyalah topik yang aman kayak cuaca, <strong>weather</strong></td>
<td>✓</td>
<td>Repetition used for clarification.</td>
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<tr>
<td>No.</td>
<td>Text</td>
<td>Correct?</td>
<td>Reason</td>
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<td>167</td>
<td>Atau <strong>sport</strong> juga topik yang aman, politik juga dianggap aman.</td>
<td>√</td>
<td>Because of real lexical need.</td>
</tr>
<tr>
<td>168</td>
<td><strong>Belief</strong> dengan <strong>attitude</strong>. Sama dengan yang tadi, belief itu</td>
<td>√</td>
<td>Because of real lexical need.</td>
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<td></td>
<td>keyakinan,</td>
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<tr>
<td>169</td>
<td>Itu dia <strong>space</strong>, kalo <strong>self</strong> tadi berarti <strong>individual</strong> lebih</td>
<td>√</td>
<td>Because of real lexical need.</td>
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<td></td>
<td>tinggi. Sama tetangga aja tidak kenal.</td>
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<td>170</td>
<td>Then, value and norms, <strong>nilai-nilai dan norma-norma.</strong></td>
<td>√</td>
<td>Repetition used for clarification.</td>
</tr>
<tr>
<td>171</td>
<td>Ya mungkin karena dia lumayan dekat dengan Muslim, “<strong>I am</strong></td>
<td>√</td>
<td>Quoting somebody else.</td>
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<td></td>
<td><strong>muslim friends quiet close</strong>”, lumayan dekat. Jadi saya juga</td>
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<td></td>
<td>ngerti sedikit tentang Islam katanya.</td>
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<td>172</td>
<td>Mental proses ini, <strong>how to react in something</strong> misalnya, kemudian</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<td>in learning.</td>
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<td>173</td>
<td>Cara belajar disana juga beda siswanya disana lebih kritis</td>
<td>√</td>
<td>Expressing of group identity.</td>
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<td>misalnya, mungkin karena diajarkan waktu <strong>prime school-nya</strong></td>
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<td>174</td>
<td>Kenapa orang Makassar itu ngomongnya berirama, apa lagi orang</td>
<td>√</td>
<td>Because of real lexical need.</td>
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<td></td>
<td>Madura, mungkin <strong>culture</strong></td>
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<td>175</td>
<td>I still remember one of my kids went to the school, and he has</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<td>an opportunity to tell the story every week. My son got Friday,</td>
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<td><strong>jadi anak saya itu</strong> Setiap Friday anak saya itu dapat jadwal,</td>
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<td>setiap hari jumat jam 8 girilan dia yang bercerita tentang apa</td>
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<td>yang terjadi selama seminggu ini. Jadi senin sampai jumat itu,</td>
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<td>mereka Cuma lima hari sekolah dalam seminggu. Saatu minggu itu</td>
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<td>libur, tiap hari anak itu di beri giliran untuk menceritakan apa</td>
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<td></td>
<td>yang terjadi selama seminggu. Mereka bisa bawa maina, misalnya **</td>
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<td>iron man, misalnya I got this from my father, he gave to me on my</td>
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<td></td>
<td>birthday. Ya, cerita serita seperti itu.</td>
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<td>176</td>
<td>So from the beginning, the students try to speak up, say</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<td>something and there is nothing wrong to say every one, <strong>tidak</strong></td>
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<td></td>
<td>ada yang keliru tentang apapun yang kamu omongkan, misalnya seperti</td>
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<td></td>
<td>itu.</td>
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<td>177</td>
<td>It is quite different from our culture, kalo kita kan <strong>disuru</strong></td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<td>Duduk, diam bengong kan diruruh gini, lipat tangan, kayak mana</td>
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<td>lipat tangan kalo gini aja langsung, hey ngobrolaja.</td>
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<td>178</td>
<td>So it’s okay you have diferent opinion with you friend from</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<td>example even with your teacher. <strong>Sesuatu yang agak, kita</strong></td>
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<td></td>
<td>kan kalo berdebat dengan guru itu kan agak sungkan, dianggap</td>
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<td>tidak sopan tidak menghormati, begitu juga dengan orang tua. **</td>
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<td></td>
<td>Tapi mereka it’s okay.</td>
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<tr>
<td>179</td>
<td>Kalo bagi mereka, culture kita itu otoritas namanya, otoriter.</td>
<td>√</td>
<td>Quoting somebody else</td>
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<td></td>
<td>kalo disana kita bisa melawan karena kita di ajarkan <strong>you</strong></td>
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<td><strong>must to stay on the right side no matter what.</strong></td>
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<td>180</td>
<td>It is not because they are not respectful to the person he just</td>
<td>√</td>
<td>Intention of clarifying the speech content for interlocutor.</td>
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<tr>
<td>Page</td>
<td>Text</td>
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<td>89</td>
<td>tries to stand on the right side. <strong>Dia merasa benar dan dia harus mempertahankan kebenaran itu.</strong></td>
<td>the speech content for interlocutor.</td>
<td></td>
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<tr>
<td>181</td>
<td>Ada yang mempertahankan dari negeri asalnya, for example some immigrants from Iraq misalnya dari Lebanon misalnya karena negaranya tidak aman, mereka tinggal disana <strong>some of them try to stick on their own culture and some try to free from the culture.</strong> Jadi kamu akan bisa dapati orang arab yang berpakaian seksi, ada juga yang menutupi jubah karena masih mempertahankan budaya itu tadi. Jadi culture itu bisa dipelajari, bisa dipengaruhi. Mau dipertahankan ya silahkan kalau enggak juga silahkan.</td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>182</td>
<td>And then work, habits and practices. <strong>Kalo kerja, jadi kebiasaan, biasanya tergantung ya start from eight starts from nine, until four and Saturday Saturday they are having holiday misalnya. Pegawai negeri dan pekerja swasta juga tutup tapi sabtu minggu seperti mall dan rumah sakit masih buka untuk emergency.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
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<tr>
<td>183</td>
<td>Pegawai negeri dan pekerja swasta juga tutup tapi sabtu minggu seperti mall dan rumah sakit masih buka untuk emergency.</td>
<td>√ Because of real lexical need.</td>
<td></td>
</tr>
<tr>
<td>184</td>
<td>Firlandia, itu cuman lima jam sehari sekolahnya, tapi pendidikannya sangat bagus, <strong>number one in the world.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>185</td>
<td>Australia juga sama, masuk jam sembilan pulang jam tiga. <strong>Six hours.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>186</td>
<td>Six hours consist of four or five break, <strong>jadi mereka ada empat kali dalam sehari itu istrahat.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>188</td>
<td>Saturday and Sunday we have holiday. <strong>Setiap dua bulan, mereka libur seminggu anak sekolahnya. Lalu masuk lagi, libur seminggu.</strong></td>
<td>√ Intention of clarifying the speech content for interlocutor.</td>
<td></td>
</tr>
<tr>
<td>189</td>
<td>In the middle of December until in the beginning of February, mereka punya caturwulan, tapi setiap caturwulan itu mereka libur. <strong>Setiap dua bulan itu libur satu minggu,</strong> that’s their habits. That’s the component of the language for their habits.</td>
<td>√ √ Intention of clarifying the speech content for interlocutor.</td>
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</tr>
<tr>
<td>190</td>
<td>Another thing about culture, <strong>silahkan di baca dulu. Kalau yang lain masih tentang culture. Try to understand.</strong></td>
<td>√ To soften or strengthen request or command</td>
<td></td>
</tr>
<tr>
<td>191</td>
<td>Waktu itu ada pemilu di Australia, jadi antara Tonny Abbout and Kevin Trunk waktu itu. Pemilihan perdana menteri mereka, Jadi salah satu iklan, <strong>one of advertisement of TV.</strong> Jadi partai lawannya bikin judul seperti ini</td>
<td>√ Repetition used for clarification.</td>
<td></td>
</tr>
<tr>
<td>192</td>
<td>Tapi kalau di luar negeri itu wajar. <strong>Waktu heboh kasus Bali</strong></td>
<td>√ Because of real lexical need.</td>
<td></td>
</tr>
</tbody>
</table>
nine itu, siapa namanya itu, Sukamaran dan Andrew chan. Ada yang membela keduanya namun ada juga yang menjelek-jelekkan perdananya menteri mereka sendiri.

| 194. | Menjelek-jelekkan lawan politik. Walaupun itu terjadi di anggap tidak lazim. It’s not good. It’s not nice. But in Australia, it’s very common. | √ | Intention of clarifying the speech content for interlocutor. |
| 197. | Kemudian yang ke dua, ada juga bahasa anak muda disana karena sms jadi supaya singkat dan sebagainya. Ini budaya dari anak muda kalau lagi sms. Itu makna yang pertama, disingkat. But it is acceptable if you sent to your friends. Not allow to your teacher for example, karena selain gak sopan teacher juga gak ngerti dengan kata-kata seperti itu. Itu bahasa Gaul itu ya. | √ | Intention of clarifying the speech content for interlocutor. |
| 198. | This kind of the language is not used by academician. Jadi dosen, mahasiswa tidak lazim menggunakan bahasa itu. | √ | Intention of clarifying the speech content for interlocutor. |
| 199. | Contoh yang lain itu idiom, keeping cross my finger itu maknanya good luck. | √ | Because of real lexical need. |
| 200. | Good luck aja ya, itu maknanya gak tau kok bisa good luck | √ | Because of real lexical need. |
| 201. | Culture itu tidak bisa punya sendiri, it must be in a community, a group of people. It is a product of a certain society. Jadi itu masyarakat tertentu. Budaya jawa misalnya, budaya jambi. | √ | Intention of clarifying the speech content for interlocutor. |
| 202. | Culture is a continue process, proses yang terus-menersus. It also culture is not something that can be share. It is impossible to one of culture of one individual; the main problem is who can determine that belongs to certain community. Siapa yang bisa mengklaim bahwa culture itu adalah milik sebuah komunitas. | √ | Repetition used for clarification. |
| 203. | Ini terjadi beberapa tahun yang lalu. Dalam sebuah iklan pariwisata di Malaysia. Malaysia shown some, the claim that they belongs to their culture, ada reog ponorogo waktu itu, ada lagu rasa sayange waktu itu di klaim. Termasuk rendang di dalamnya. | √ | Intention of clarifying the speech content for interlocutor. |
populer waktu itu. Begitu ada yang klaim, kita langsung marah-marah.

205. Nah, di CNN kemaren di katakan bahwa rendang is the most delicious in the world. Jadi kalo kita ketik di google the most delicious food in the world maka jawabannya adalah rendang. √ Quoting somebody else

206. There is a war in social media waktu itu. Kalau kamu baca di media, mereka saling memaki-maki antara orang Indonesia dan orang Malaysia. √ Intention of clarifying the speech content for interlocutor.

207. Setiap tahunnya ada puluhan bahasa di Indonesia yang hilang begitu saja dan sudah tidak di pakai lagi. That’s one reason why in local, dalam muatan lokal, kan pernah diajarkan muatan lokal salah satunya seperti yang dipelajari adalah bahasa daerah, jadi tidak khawatir jika suatu saat bahasa daerah jambi ini hilang. √ Intention of clarifying the speech content for interlocutor.

208. Kemudian disini, Agama bukan budaya, agama, kalau keyakinan kita kan pada Tuhan. It is really different from belief. Tidak sama dengan keyakinan atau kepercayaan, ada adat jawa namanya kejawen. √ Intention of clarifying the speech content for interlocutor.


210. Kalo orang bule itu kan menganggap kita ya sama saja. Sama saja ketika kita melihat orang bule itu. Sering kali the first time you met uh western and then you speak English directly. It’s not a good idea. Make sure that the stranger uh can speak English. “Do you speak English?” Jangan mengasumsikan bahwa semua bule itu bisa Bahasa Inggris. Banyak yang belepotan atau tidak bisa sama sekali. √ Intention of clarifying the speech content for interlocutor.


212. Itulah kesimpulan cross-culture understanding. Cross-culture understanding berarti ada 2 culture yang berbeda saling memahami. Kita belajar antara Indonesia dan English speaking country. √ Because of real lexical need.