**CODE SWITCHING AND CODE MIXING BY ENGLISH TEACHERS AND THEIR STUDENTS OF EIGHTH GRADE OF SMP N 18 PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

This research is aimed, (1) to describe what kinds code switching and code mixing in the process of English language teaching at SMP N 18 Purworejo, (2) to describe the reason of the teacher code switching and code mixing in English classroom of eighth grade in SMP N 18 of Purworejo. this research is a a descriptive qualitative, the aims to describe the occurrencee of code switching and code mixing including the kind and reason that cause such events occur. The data were in the forms of utterances that consist of Code switching and code mixing from English to Indonesian or Indonesian to English in classroom communications. There are two kinds of code switching was found in English class of SMP N 18 of Purworejo. They are situational code switching and metaphorical code switching. And there are three kinds of code mixing. They are insertion code switching, alternation, congruent lexicalization. The teacher code switch and code mix their languages because the students can’t completely understand the teacher explanation. And the result of the research, the researcher suggested to the teacher that code switching and code mixing were needed in the English teaching learning process. Hopefully, the students would accept the material easily.

**Keyword: *code switching, code mixing, bilingual, English classroom***

1. **Introduction**

Code switching and code mixing are widespread phenomena in bilingual communities where speakers use their native tongue and their second language in different domains. Code switching is changing languages between sentences, Code switching represents one of the usage language forms of a bilingual that is usage more than one language by a bilingual which say by choose one of the language code adapted with situation (Hudson, 1996: 51-53). According to Wardhaugh, there are two kinds of code switching, those are situational code switching and metaphorical code switching (Wardhaugh,1998:103). Situational code switching occurs when the languages used change according to the situations in which the conversant finds themselves: they speak one language in one situation and another in a different one. No topic change is involved. When a change of topic requires a change in the language used, it is called metaphorical code switching.

Wardaugh (1990:103) says, Code Mixing occurs when conversation use both languages together to the extent that they change from one language to the other in the course of single utterance. Muysen (2004), the yare three kinds of code mixing such as insertion, alternation, congruent lexicalization. In the insertion , one language determiners the overall structure into which constituents from the other language were inserted. In alternation pattern, both language occur alternate, each with their own structure. Alternation is a just special case of code mixing; it seems that halfway through the sentence, one language is replaced by the other language. The notion of congruent lexicalization underlines the study of style shifting and dialect variation. And there are at least three factors for code switching and code mixing, they are (1) langauge input, (2)language development and (3)the general cognitive development

**B. Research Methodology**

This research is qualitative research that employs descriptive method. Qualitative research is a research that its data are collected in the form of words, sentences, or pictures that have more meaning than number or quantity (Sutopo, 2002:35). The research was done in Junior High School 18 of Purworejo. The research has taken 13 and 14 April 2013.

The source of the data in this study was the conversation conducted by the teacher and students, data were utterances and non-verbal action which are relevant to their communication process. In collecting the data, the researcher was supported by tape recorder, cassettes and notebooks. Because the data are in spoken form, which consist of words, phrases, clauses and sentences, they are necessarily transferred to written data (orthography) that was done by transcribing process to make the analysis easier.

**C. Finding and Discussion**

There were 30 utterances for code mixing or it was 59 % from the total number of code mixing. But, in code mixing in English class, there were 21 utterances or it was 41 % of the total number of code switching. So, it can be concluded that both lecturer and students use the code switching more often than code mixing. On the other word, the situation in the class expected to deliver those two languages in the similar proportion.

There are two kinds of code switching was found in English class of SMP N 18 of Purworejo. There are situational code switching and metaphorical code switching. The teacher code switch and code mix their languages because students still have low ability and the students can’t completely understand the teacher explanation

From the description of some reasons for code switching and code mixing, English teacher of language classes of junior high school code switch and code mix because of language input, linguistic development or general cognitive development.

**D. Conclusion and suggestion**

Based on the finding in chapter IV, there were 43 utterances of code switching or it was 59 % and code mixing 30 utterances or it was 41 % of code switching. Those happen in classroom communication analysis. Code switching and code mixing of the students and teacher in English class of SMP N 18 of Purworejo contain two kinds of code switching, There are: Situational code switching and Metaphorical code switching. And there were three kinds of code mixing, namely: Insertion, alternation, and congruent lexicalization. With respect to all points mentioned above, it may be suggested, for the teacher Code switching and code mixing is needed in the English teaching learning process. Hopefully, the students would accept the material easily and for students Code switching and code mixing can be used when the students don’t know word they will say. Code switching and code mixing will help the students in speaking a language especially English to avoid misunderstanding.

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