

CHAPTER IV

RESEARCH FINDINGS

This chapter presents findings of the data collection. In the finding section, the researcher presents detailed information about the types of code mixing used by the teachers, the reasons why the teachers use code mixing in English teaching learning process and student's perceptions of code mixing use by the teachers in English teaching and learning process.

The data of this study were taken randomly from 20 to the 6 April 2019. The data were taken from class activity. This data are divided into two parts: The transcription of teacher's utterances and the result of interview. The first data are collected from 20 February to the 16 March and taken from class activity, while the second data related to the research question number two (2) and three (3) which discusses about the reason why the teacher use code mixing in English teaching learning process and student's perceptions of code mixing use by the teacher in English teaching learning process. The second data were got by the researcher in the same time.

A. Result of Observation

1. The types of Indonesian – English Code Mixing used by Teachers in English Teaching Learning Process in Second Grade of MTs Darul Hikmah Tawang Sari.

The followings are some forms of English words and phrases used in Indonesian sentence appeared in utterance. These form can be seen in intra – sentential. The English words used in code mixing are influenced by Indonesian grammar as intra-lexical code mixing. When The students say an English word, they modify it into Indonesian phonological structure involving a change of pronunciation part. The following table shows the complete feature of the forms of Indonesian – English code mixing. In this table the researcher get first observation in MTs Darul Hikmah Tawang Sari. Apparently, second grade in MTs Darul Hikmah Tawang Sari have two classes the first is Male Class (8A) and the second is Female Class (8D) and the location from the two classes is different and so far, 8A class in Pondok and 8D class in Rusunawa.

Table 4.1 Types of Code Mixing in 8D class (Female Class) in the first observation

No	Types of Code Mixing	Quantity	Duration
1	Intra Sentential	89	2 x 45 minutes
2	Intra Lexical	12	
3	Involving a change of pronunciation	24	
Total		125	90 minutes

From the table above, it was found that the most commonly occurring items involved in Indonesian-English code mixing produced by the teacher during teaching learning process in second grade of MTs Darul Hikmah Tawang Sari in 8D Class was Intra Sentential Code Mixing, there are (89) utterances of the data that consist of noun, adjective, verb, adverb, preposition and phrase, then followed by Intra – Lexical code mixing, there are (12) utterances that consist of English word with adding prefix –di, and enclitic –nya, and (24) utterances for Involving a Change of Pronunciation.

The types of code mixing that is found in teacher's utterance will be described as follows :

1.1 Intra Sentential Code Mixing

- Kemarin kita sudah belajar tentang *present continuous* (Data number 02)
- Sekarang kita akan belajar tentang *degree* (Data number 03)
- Nah, disini kita belajar misalnya *Audy is beautiful* (Data number 04)
- *There* opini lain? (Data number 15)
- Jangan lupa harus ada *as* sebelum *diligent* (Data number 22)
- Lalu setelah *diligent* juga harus dikasih *as* (Data number 23)
- *Next*, siapa yang bisa? (Data number 28)
- *Short* tadi udah (Data number 29)
- *Tense* yang diatas itu adalah (Data number 31)

From the some findings above, the English words or phrases which are found in Indonesian sentences consist of noun, verb, adjective, adverb, pronoun and phrase. All of the word above can be translated into Indonesian, but the teacher in second grade of MTs Darul Hikmah Tawang Sari Tulungagung used these words into Indonesian sentences although they know that this words have Indonesian translation.

1.2 Intra Lexical Code Mixing

- Audy ini cantik itu *positivenya* (Data number 05)
- So, apanamanya *comparisonnya* jadi untuk *mengcompare* (Data number 06)

- Lalu selanjutnya kita menggunakan *comparissonnya* kita akan membandingkan *Shiva is more beautiful than Audy* (Data number 08)
- *Pronounnya* jadinya *they* seperti itu (Data number 19)
- Jadi *comparativenya* adalah *shorter*, ya pintar (Data number 46)
- Jadi, *dimemorize* ya! (Data number 123)

The teacher sometimes mixed her language by using English words and then combined with Indonesian grammatical forms. For example the data number 5, the word positive is an English word but the teacher add enclitic *nya* after the word. Darwin (2011 : 158) stated that “there are three criteria showing that the form-*nya* is not suffix but enclitics, namely :

- *Nya* can substitute pronoun for the thir person if its function as complement
- *Nya* substitutes pronoun when its function as object
- *Nya* substitutes pronoun when its function as possessive.

The function of enclitic *nya* in the sentence obtained in Indonesian English code mixing is possessive. The word memorize in data number 125 consist of free and bound morphemes in Indonesian language, where prefix “di” is a bound morpheme and the verb is a free morpheme, di-memorize = they can be translated in Indonesian “dihafal” where English verb is treated as Indonesian verb with prefix –di means passive voice. So the using enclitic *nya* and prefix *di* is habitual which done by the teacher in her utterance influenced by Indonesian grammatical.

1.3 Involving a Change of Pronunciation

- Jadi kalau dia yang *positive* dia sama – sama pintarnya sama – sama pandainya (Data number 11)
- *Okay* lalu misalnya (Data number 34)
- *So*, lagi ada yang mau kasih contoh? (Data number 61)
- Kalau pakai *positive* gak papa (Data number 71)
- *Relax* dong kalian (Data number 125)

This kind of code mixing occurred at the phonological level, when the teacher said the words at the sentences above in English word in English teaching learning process, she modified it into Indonesian phonological structure, for instance : the word *positive*, *okay*, *so*, and *relax* were said to be *positif*, *oke*, *jadi*, *rileks* or can be said *santai* in Indonesia.

Table 4.2 Types of Code Mixing in 8A class (Male Class) in the first observation

No	Types of Code Mixing	Quantity	Duration
1	Intra Sentential	43	2 x 45 minutes
2	Intra Lexical	3	
3	Involving a change of pronunciation	12	
Total		58	90 minutes

From the table above, it was found that the most commonly occurring items involved in Indonesian – English code mixing produced by the teacher during teaching learning process at language class in the second grade of MTs Darul Hikmah Tawang Sari Tulungagung was Intra Sentential Code Mixing, there are 43 utterances of the data that consist of noun, adjective, verb, adverb, preposition and phrase, then followed by Intra – Lexical code mixing, there are 3 utterances that consist of English word with adding enclitic *nya* and 12 utterances for involving a change pronunciation. The types of code mixing that is found in teacher's utterance will be described as follows:

1.1 Intra Sentential Code Mixing

- *Bigger* itu artinya apa? (Data number 01)
- *Stronger* siapa menurut kamu lebih kuat? (Data number 04)
- *Adjective* artinya apa? Kata sifat (Data number 19)
- Sekarang kita lanjutkan ke yang *comparative degree* (Data number 28)

- Misalnya lebih tinggi, jadinya *taller* (Data number 31)
- Kalau *smaller* itu lebih kecil (Data number 43)
- *Big* jadinya lebih besar gimana? *Bigger okay* (Data number 32)

From the examples above, the English words or phrase which are found in Indonesian sentences consist of noun, verb, adjective, adverb, pronoun and phrase. All of the example above were used to complete her sentences. Actually all of the words above can be translated into Indonesian, but the teacher in second grade of MTs Darul Hikmah Tawang Sari Tulungagung used these words into Indonesian sentences although they know that these words have Indonesian translation.

1.2 Intra Lexical Code Mixing

- Misalnya *for examplanya* (Data number 16)
- Kalau dia terdiri dari ½ suku kata, *syllablenya* itu artinya suku kata berarti kita tinggal menambahkan *es* (Data number 30)
- Samsul *is loh asnya* gak ada (Data number 42)

The teacher sometimes mixed her language by using English words and then combined with Indonesian grammatical forms. For example the data number 17, the word example is an English word but the teacher add enclitic *nya* after the word. Darwin (2011 : 158) stated that “there are three criteria showing that the form-*nya* is not suffix but enclitics, namely : (1) *nya* can substitute pronoun for the third person if its function as complement, (2) *nya* substitutes pronoun when its function as object, (3)

nya substitutes pronoun when its function as possessive. The function of enclitic *nya* in the sentence obtained in Indonesian English code mixing is possessive. Then the data number 32, the word syllable is an English words but the teacher add enclitic *nya* after the word, and the function of enclitic *nya* in the sentence is obtained in Indonesian English code mixing is possessive. The last from the data number 44, the word as is an English words but the teacher add enclitic *nya* after the word, and the function of enclitic *nya* in the sentence is obtained in Indonesian English code mixing is possessive. So from this, is a habitual which is done by the teacher in her utterance influenced by Indonesian grammatical.

1.3 Involving a Change of Pronunciation

- *Okay*, tolong dengarkan baik-baik (Data number 12)
- Yang pertama adalah *positive* dan *comparative* (Data number 14)
- *Positive degree* itu artinya? (Data number 15)
- Sudah, *do you understand?* (Data number 25)
- *Okay* kita lanjutkan ke halaman selanjutnya (Data number 45)

The kind of code mixing occurred at the phonological level, when the teacher said the words at the sentences above in English word in English teaching learning process, she modified it to Indonesian phonological structure, for instance : the word okay, positive and comparative, positive degree, and do you understand were said to be oke, positif dan perbandingan, kata sifat bentuk sederhana, apakah kamu sudah paham? That said by the teacher.

Table 4.3 Types of Code Mixing in 8D Class (Female Class) in the second observation

No	Types of Code Mixing	Quantity	Duration
1	Intra Sentential	3	2 x 45 minutes
2	Intra Lexical	2	
3	Involving a change of pronunciation	2	
Total		7	90 minutes

From the table above, it was found that the most commonly occurring items involved in Indonesian – English code mixing produced by the teacher during teaching learning process in the second grade of MTs Darul Hikmah Tawang Sari Tulungagung was Intra Sentential Code Mixing, there are 3 utterances of the data that consist of adjective, then followed by Intra – Sentential Code Mixing, there are 2 utterances that consist of English word with adding prefix –meng and enclitic –nya and 2 utterances for Involving a Change of Pronunciation. The types of code mixing that is found in teacher's utterance will be described as follows:

1.1 Intra Sentential Code Mixing

- Kalau tengah, *middle* gitu ya (Data number 03)
- *Pronunciation*, jadi saya pengen tau *pronunciation* kalian (Data number 05)

- Kalau *white* itu putih, *whitening* itu mencerahkan (Data number 07)

From the data above, the English words or phrase which are found in Indonesia sentences consist of adjective, and phrase. All of the data that conducted in 8 D class were used to complete her sentences. Actually all of the words above can be translated into Indonesian, but the teacher at English teaching learning process in second grade of MTs Darul Hikmah Tawang Sari Tulungagung used these words into Indonesian sentences although they know that these words have Indonesian translation.

1.2 Intra Lexical Code Mixing

- Lalu *part –partnya* nyanyinya terserah kalian (Data number 04)
- *Setting up*, mengset ulang (Data number 06)

The teacher sometimes mixed her language by using English words and then combined with Indonesian grammatical forms. For example the data number 4, the word *part* is an English word but the teacher add enclitic *nya* after the word. Darwin (2011 : 158) stated that “there are three criteria showing that the form – *nya* is not suffix but enclitics, namely :

- (1) *Nya* can substitute pronoun for the third person if its function as complement,
- (2) *Nya* substitutes pronoun when its function as object,
- (3) *Nya* substitutes pronoun when its function as possessive.

The function of enclitic *nya* in the sentence obtained in Indonesian English code mixing is possessive. Then, the word “mengset” on data number 6 is the form of code mixing which is formed by combining Indonesian prefix *meng-* with English word “*set*”. Actually, the word “mengset” at this sentence “setting up mengset ulang” although without Indonesian prefix *meng* in the word “set” it is still a verb. So the using prefix *meng-* is a habitual which done by the teacher in her utterance influenced by Indonesian grammatical.

1.3 Involving a Change of Pronunciation

- *Page thirty* halaman 30 *and at page fourthly seven* (Data number 01)
- *Okay*, silahkan kerjakan halaman 30 sama 47 (Data number 02)

This kind of code mixing occurred at the phonological level, when the teacher said the words at the sentences above in English word in English teaching learning process, she modified it to Indonesian phonological structure, for instance : the word okay and page thirty and at page fourthly seven were said to be oke and halaman 30 dan halaman 47 in Indonesia meaning, that conducted by the teacher in the class.

Table 4.4 Types of Code Mixing in 8A Class (Male Class) in the second observation

No	Types of Code Mixing	Quantity	Duration
1	Intra Sentential	25	2 x 45 minutes
2	Intra Lexical	3	
3	Involving a change of pronunciation	2	
Total		30	90 minutes

From the table above, it was found that the most commonly occurring items involved in Indonesian – English code mixing produced by the teacher during teaching learning process in the second grade of MTs Darul Hikmah Tawang Sari Tulungagung was Intra Sentential Code Mixing, there are 20 utterances of the data that consist of noun, verb, adjective and phrase, then followed by Intra Lexical Code Mixing, there are 3 utterances that consist of English word with adding enclitic –nya and 1 utterance for Involving a Change Pronunciation. The types of code mixing that is found in teacher's utterance will be described as follows:

1.1 Intra Sentential Code Mixing

- Kalian itu punya masalah *classic* (Data number 03)
- Tapi bahasa inggrisnya mudah *traffic cone* (Data number 05)
- Ada lagi *tracking* (Data number 07)
- Pasti nyebutnya *gamer* (Data number 08)
- Pemain bola *football playing* juga sudah paham (Data number 09)

- *Download* mengunduh (Data number 11)
- Ada yang menyebut *hacker* sebagai peretas? (Data number 13)
- Kalian pasti lebih *familiar* dengan *hacker* dari pada peretas. (Data number 14)
- Lebih *familiar* dengan *upload* dari pada unggah (Data number 15)
- Lebih *familiar* dengan *download* dari pada mengunduh (Data number 16)

From the examples above, the English words or phrase which are found in Indonesian sentences consist of noun, verb, and phrase. All of the examples above were used to complete her sentences. Actually all of the words above can be translated into Indonesian, but the teacher in second grade of MTs Darul Hikmah Tawangsari Tulungagung used these words into Indonesian sentences although they know that these words have Indonesian translation.

1.2 Intra Lexical Code Mixing

- *Markernya* selalu cari – carian (Data number 02)
- Ada yang tau meng*hack* atau *hacking* membajak yang sebenarnya adalah meretas (Data number 12)
- Karena apa *basicnya* pintar (Data number 23)

The teacher sometimes mixed her language by using English words and then combined with Indonesian grammatical forms. For example the data number 2, the word marker is an English word but the teacher add enclitic *nya* after the word, then from the data number 23, the word basic is an English word but the teacher add enclitic *nya* after the word. Darwin (

2011 : 158) stated that “there are three criteria showing that the form-*nya* is not suffix but enclitics, namely :

- *Nya* can substitute pronoun for the third person if its function as complement,
- *Nya* substitutes pronoun when its function as object,
- *Nya* substitutes pronoun when its function as possessive.

The function of enclitic *nya* in the sentence obtained in Indonesian English code mixing is possessive. Then the word “menghack” on the data number 12 is the form of code mixing which is formed by combining Indonesian prefix *meng-* with English word “*hack*”. Actually, the word “menghack” at this sentence “ ada yang tau menghack atau hacking membajk yang sebenarnya adalah meretas” although without Indonesian prefix *meng* in the word “hack” it is still a verb. So the using prefix *meng-* is a habitual which is done by the teacher in her utterance influenced by Indonesian grammatical.

1.2 Involving a Change of Pronunciation

- Padahal *the fist class* kelas satu semuanya (Data number 17)
- Coba *any question?* (Data number 30)

This kind of code mixing occurred at the phonological level, when the teacher said the words at the sentences above in English word in English teaching learning process, she modified it to Indonesian phonological

structure, for instance: the word any question? Were said to be ada pertanyaan? By the teacher.

B. Result of Interview with the Teachers

1. The Teacher's Reasons

1.1 From Mrs. Laily as a teacher in 8D (female class) the reason of used code mixing in English teaching learning process

In this part will show the result of English teacher's interview in MTs Darul Hikmah Tawang Sari Tulungagung. The reasons will discuss below:

The researcher asked to the English teacher about the goal of using code mixing in English teaching learning process. Then she answered “*Tujuannya yaitu agar anak – anak mudah mengerti dan mudah memahami. Sehingga anak-anak jadi lebih mudah mencapai kompetensi siswa*”. The teacher's goal in using code mixing is to make the students more understand about what the teacher's say in the classroom. So, the students can reach the competence.

The second question is what the advantages of using code mixing by the teacher in English teaching learning process. Then she answered “*Alasannya ya karena untuk mempermudah anak – anak dalam memahami penjelasan yang diberikan selama jam pelajaran berlangsung dan agar anak- anak tidak merasa jenuh dalam belajar bahasa inggris yang memang bukan bahasa ibu. Dan saya selalu membiasakan berbahasa inggris ketika mereka ingin melakukan sesuatu yang sering mereka lakukan misalkan saja dalam greeting, menyuruh untuk berdo'a, mengetahui pemahaman siswa*

dan juga untuk ijin ke kamar mandi ketika pelajaran berlangsung ”. The teacher said that the advantages of using code mixing is to make the students more understand about the material when the teacher’s explain in teaching learning process and so that students do not feel bored in English teaching learning process which is indeed not mother tongue. She always makes the students using English in greeting, praying, checking understanding and, asking permission.

The third questions is what the reason of the teacher in use code mixing in teaching and learning process. Than she answered *“Alasannya menggunakan code mixing karena agar anak- anak mudah mengerti dan memahami dalam materi yang diajarkan. Ketika saya hanya memakai bahasa inggris saja itu tidak mungkin, karena membuat sebagian siswa bingung dan kesulitan untuk memahami dan mereka pada bilang “kita itu gak paham lo ustadzah tadi ngomong apa” gitu. Sehingga siswa menjadi kesulitan dan bingung dalam memahaminya, karena kosa kata yang mereka miliki juga belum begitu banyak. Dan kalau saya hanya pakai bahasa Indonesia itu malah nantinya siswa tidak terlatih dalam hal speaking dan listeningnya. Dan supaya siswa juga merasa relax dan tidak menegangkan ketika pembelajaran berlangsung”* Jadi saya bisa meminimalisir sendiri begitu. She answered that is to help the student’s to know and to understand about the materials. It is imposible when the teacher explains by using English in a whole of lesson, and the students say that they do not understand when the teacher / ustadzah explain the materials with full

English, because the students' haven't enough vocabulary. So, they will difficult to understand the lesson. It is also imposible when the teacher uses Indonesian in their English class. They will not know and learn English in real for example speaking and listening. And so that the students can feel relax and did not strain in the learning process. So from this she can minimalize the used of code mixing in English teaching learning process.

The last question was about the suggestion for the teacher then she answered, "*Menurut saya sebaiknya guru perlu menggunakan code mixing dalam proses pembelajaran mereka. Karena dengan begitu para siswa itu lebih bisa memahami dan tahu apa yang disampaikan materi maupun interaksi di dalam kelas*". A good teacher should use code mixing in their teaching class. Because, by using code mixing the students more understand and know the teacher's explaining and can interaction well in the classroom. In other side they make their students understand the lesson by mixing from English and Indonesian.

1.2 From Mrs. Diah as a teacher in 8A (Male Class) the reason of using code mixing in english teaching learning process

The researcher asked to the English teacher about the goal of using code mixing in English teaching learning process. Then she answered "*Tujuannya yaitu untuk lebih memahami siswa sehingga siswa lebih mudah dalam mencapai keberhasilan suatu pembelajaran*". The teacher's goal in using code mixing is to make the students more understand about

the teacher's say. So, the students can easy to reach the success in the learning process.

The second questions is what the advantages of using code mixing used by the English teacher in teaching and learning process. Then the teacher answered "*Manfaatnya yaitu agar siswa itu terbiasa menggunakan bahasa inggris, meskipun hanya dalam konteks kecil. Dan juga dengan penggunaan code mixing itu yang paling sesuai untuk anak – anak di kelas. Saya juga selalu membiasakan anak – anak berbahasa inggris ketika mereka ingin melakukan sesuatu misalnya dalm greeting, menyuruh untuk berdo'a, mengecek absen dan juga untuk ijin ke kamar mandi ketika pelajaran berlangsung, itu dapat melatih siswa secara tidak sadar mereka akan terbiasa*". The teacher said that the advantages of using code mixing are to make the students can speak English meanwhile in little context. And the used of code mixing is the most appropriate by the teacher to the students in the classroom. She always makes the students using English in greeting, praying, checking absent, checking understanding and, ask permission for example, the teacher asks the students to pray, greeting, when they want to ask go to the bathroom, and for the teacher in checking the students understand. It also has advantages for the students in speaking and listening skills.

The third question is what the reason of the teacher in use code mixing in teaching and learning process. Then she answered "*Karena kalau misalnya kita menggunakan code mixing itu, itu kayaknya yang paling*

sesuai gitu untuk anak – anak. Dan kita juga mudah untuk mengaplikasikannya supaya anak – anak itu juga mudah paham dengan materi yang sedang di ajarkan. Dan juga penggunaan code mixing akan membuat siswa merasa rileks ketika pembelajaran berlangsung. She answered, because the used of code mixing is the best way in English teaching and learning process, it is appropriate for the students in the classroom. And also the teacher easier to applied so that the students also understand with the material in teaching process. And the used of code mixing in the class will be make the students relax when teaching learning process.

The last question was about the suggestion for the teacher then she answered, *“Menurut saya sebaiknya dalam pembelajaran bahasa inggris guru perlu menerapkan penggunaan code mixing ya. Karena selain dapat menambah vocabulary mereka juga akan memnbuat mereka terbiasa untuk speaking dan listeningnya”*. A good teacher should use code mixing in their class. Beside increase their vocabulary, they can also habit in speaking and listening. In other side they make their students understand the lesson by mixing English and Indonesia.

C. Result of interview with students

Interview with female students about students' perception of the used code mixing by the teacher in English teaching and learning process

In this part will show the result of students' perception interview in MTs Darul Hikmah Tawang Sari Tulungagung. The answered will be discusses bellow:

1.1 First with Aldana, is a student in 8 D class (female class).

The researcher asked to the student about their opinion about the necessary of the teacher used code mixing in english teaching learning process. Then she answered "*Menurut saya penggunaan code mixing itu sangat di butuhkan ketika pelajaran bahasa inggris berlangsung, terkadang kita, saya sendiri itu tidak paham jika ustadzah ketika mengajar itu menggunakan bahasa inggris semua, jadi ustadzah di kelas sering menggunakan code mixing ketika menerangkan*". The students' opinion about the necessary of code mixing used by the teacher is in her opinion the used of code mixing is needed in English teaching learning process, sometime when the teacher used full English in the class we will confused in the classroom and didn't understand what the teacher say, so the teacher always used code mixing when she was explaining the material.

The second questions, is it helpful to use Indonesian in English learning class by the teacher? Then she answered "*Iya sangat membantu, supaya paham dengan materi dan maksud dari guru ketika pelajaran*".

berlangsung”. The student say that the used of code mixing in teaching learning process is very helpful to make they understand what the teacher say and teacher’s purpose. The last question is what is the major reason about the use of code mixing by the teacher? Then she answered “*Soalnya saya sendiri juga belum menguasai bahasa inggris, jadi menurut saya, saya butuh bahasa Indonesia juga ketika pelajaran bahasa inggris sedang berlangsung dari pada saya tidak paham dan tidak mengerti pada saat pelajaran berlangsung. Tapi ustadzah Laily selalu memakai campur bahasa di kelas menggunakan bahasa Indonesia dan bahasa inggris*”. The student say because she also doesn’t master in English, so I think I need Indonesia when English teaching learning process, than I didn’t understand didn’t know about the material and teacher purpose? But ustadzah Laily always used code mixing when she explaining in English teaching learning process.

1.2 Second interview with Devi Nur as the student in 8D class (female class)

The researcher asked to the student about their opinion the necessary of the teacher used code mixing in English teaching learning process. Then she answered “*Menurut saya itu wajar, supaya bisa paham dan mengerti, dan disini itu menggunakan 2 bahasa yaitu inggris dan arab namun yang ditekankan itu yang bahasa arab*”.the students’ opinion is reasonable in English teaching and learning process, and in dormitory area and school area used two languages that is English and Arabic, but emphasized in Arabic language.

The second question, is it helpful to use Indonesia in English learning class by the teacher? Then she answered *“Iya membantu banget. Dalam hal vocab-vocabnya itu belum terlalu menyerap banget jadi dengan adanya percampuran bahasa oleh ustadzah itu sangat membantu kami dalam memahami materi yang sedang diterangkan serta untuk berkomunikasi”*. The student answered that the used of code mixing in english teaching and learning process is very helpful, in terms of vocab, vocabularies it hasn't really absorbed so much so the used of code mixing from the ustadzah is very helpful for me in understanding the material being explained and for communicating. Then the last question, what is the major reason about the use of code mixing by the teacher? Then the student answered *“Untuk memudahkan memahami pelajaran, semakin rileks dalam pembelajaran agar tidak tegang karena kalau kita tegang materi yang diajarkan tidak bisa diserap karena kalau tegang rasanya hanya takut dan khawatir. Dan kami senang kalau ustadzah itu mencampur bahasa ketika pelajaran bahasa inggris sedang berlangsung*. The student say that the major reason of the used code mixing by the teacher is to make easy to understand the material, and make relax in learning process, so as not to get tense, because if we are tense, the material being taught cannot be absorbed and if tense it feels just afraid an worried. So we are happy when ustadzah used code mixing in English teaching and learning process.

Interview with male students' about students' perception of the used code mixing by the teacher in English teaching and learning process.

In this part will show the result of students' perception interview in MTs Darul Hikmah Tawang Sari Tulungagung. The answered will be discusses below:

1.3 First with Sibli as a student in 8A (male) class.

The researcher asked to the student about their opinion about the necessary of the teacher used code mixing in English teaching and learning process. Then the student answered "*Menurut saya sangat dibutuhkan untuk memahami murid yang ada di kelas, karena murid itu tidak sepenuhnya tahu bahasa inggris tetapi dia perlu bahasa Indonesia juga*". He say that the used of code mixing in english teaching and learning process is very needed to make understand the students in the class. Because the students don't fully know English, but they need Indonesian too. Then the second questions, is it helpful to use Indonesia in English learning class by the teacher? He answered "*Iya sangat membantu dalam hal ketika pemahaman materi, karena materi yang belum tahu atau materi di bab baru itu lebih enak dijelaskan menggunakan bahasa Indonesia supaya lebih paham*". He say that when in english teaching learning process the used of code mixing is very helpful in terms of understanding the material, because the material that does not yet know or the material in the new chapter is better explained using Indonesian so that it is better understood. Then the last questions, what

is the major reason about the use of code mixing by the teacher? Then he answered “*Sangat membantu untuk memahami ketika pembelajaran sedang berlangsung*”. He say that the used of code mixing is very helpful when teaching learning process.

1.4 Second with Azka as a student in 8A (male) class.

The researcher asked to the student about their opinion about the necessary of the teacher used code mixing in English teaching and learning process. Then he answered “*Iya percampuran bahasa sangat di butuhkan dalam pelajaran bahasa inggris untuk pemahaman, dan untuk pemahaman ulang sama untuk menambah materi dan vocabulary*”. He say that the used of code mixing is very needed in English teaching learning process to make understand, and to re-understanding and to add material and vocabulary. Then the second questions, is it helpful to use Indonesia in English learning class by the teacher? Then he answered “*kalau membantu nya itu membantu, jadi setelah menggunakan bahasa inggris itu menggunakan bahasa Indonesia jadi tidak semua menggunakan bahasa Indonesia*”. He answered that the used of code mixing is helpful, so after using English directly use Indonesia. Then the last questions is, what is the major reason about the use of code mixing by the teacher? He answered “*Untuk membantu, dan memahami materi yang sedang dijelaskan, mengingatkan vocab yang lupa, dan menambah materi dan pengetahuan*”. He say that to help and understand the material being explained, remind vocabulary that forget and add material and knowledge.