

**AN ANALYSIS OF CODE MIXING USED BY NATIVE
SPEAKER IN TEACHING EFL STUDENTS THROUGH
GURUKU MR.D YOUTUBE CHANNEL**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd) of
English Education Study Program Tarbiyah and Tadris Faculty in UIN Fatmawati
Sukarno Bengkulu



By:

REZA JUANDA

NIM. 1611230105

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
UIN FATMAWATI SUKARNO BENGKULU
2022**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI
SUKARNO (UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736)
51171-51172
Website: www.iainbengkulu.ac.id

ADVISORS SHEET

Subject : Thesis of Reza Juanda
SRN : 1611230105
To : The Dean of Tarbiyah and Tadris Faculty UINFAS Bengkulu

Asslamu 'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Reza Juanda
Nim : 1611230105
Title : "An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku Mr.D Youtube Channel"

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degreein English Education. Thank you for the attention.

Wassalamu 'alaikum Wr. Wb

First Advisor

Riswanto, Ph.D
NIP. 197204101999031004

Bengkulu 2022
Second Advisor

Endang Haryanto, M.Pd
NIDN. 2004058601



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI
SUKARNO BENGKULU
FAKULTAS TARBİYAH DAN TADRIS**

*Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171 Fax
(0736) 51171 Bengkulu*

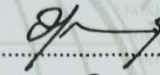
RATIFICATION

This is to certify the thesis entitled : **“An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku Mr.D Youtube Channel”** by **Reza Juanda (1611230105)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman

Dra. Khermarinah, M.Pd.I

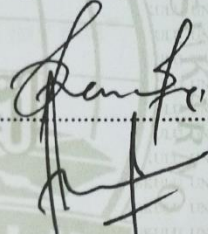
NIP. 196312231993032002


.....

Secretary

Heny Friantary, M.Pd

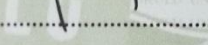
NIP. 198508022015032002


.....

Examiner I

Feny Martina, M.Pd

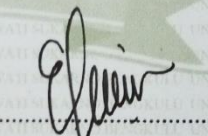
NIP. 198703242015032002


.....

Examiner II

Ixsir Eliva, M. Pd

NIP. 199103292018012002


.....

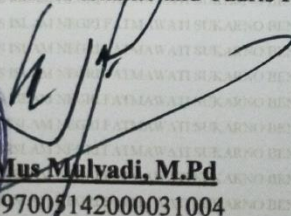
Bengkulu, August 2022

Approved by the Dean of Islamic and Tadrīs Faculty



Dr. Mus Mulvadi, M.Pd

NIP. 197005142000031004



MOTTOS

العمل و القول قبل العلم

"Berilmulah sebelum kamu berbicara, beramal, atau beraktivitas."

(HR Bukhari)

"I am the master of my sea"

(Imagine Dragon)

DEDICATIONS

This thesis dedicated to :

- ❖ For Allah SWT, thank you for giving me strength in doing this thesis and giving me the ease of thinking.
- ❖ For myself, thanks myself for being patient, for fighting bad moods, and for working hard on this thesis.
- ❖ For my parents, thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
- ❖ For Riswanto, Ph.D, as supervisor I and Endang Haryanto, M.Pd, as supervisor II, thank you to my two supervisors who have provided advice during the guidance of these few months and provided very constructive motivation during the preparation of this thesis so that I was able to complete it well because of you.
- ❖ My sisters (Ega Setiawati, Riska Agustin, and Widia Fitri) thanks for the prays and support.
- ❖ My friends (Ikbal, Medi, Angga, Daus, Jhon, Citra, and Vidia) and member of English 2016 that I can't say one by one, thank you so much for everything that you gave.
- ❖ My lecturers (UIN Fatmawati Sukarno Bengkulu) thank you for the knowledge you have taught.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

PRONOUNCEMENT

Name : Reza Juanda
Place and Date of Birth : Manna, 01 January 1998
SRN/NIM : 1611230105
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby state that the thesis entitled "An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku Mr.D Youtube Channel" is my true work. Items outside of my work in this thesis are signed with citations and referenced in the bibliography. If it is later proven that my thesis has a discrepancy, I am willing to take the academic part in the form of revocation of my thesis and academic degree.

Bengkulu, July 2022

State by,



Reza Juanda

SRN. 1611230105

ACKNOWLEDGMENTS

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in leading me to accomplish this thesis entitled “An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku MR.D Youtube Channel”. The prayer and salaam are always offered to the prophet Muhammad who bring us from the darkness to the brightness. I realize that I cannot complete this final project without assistance from others. Many people helped, supported, and suggested me writing this thesis and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

1. Prof. Dr. H. Zulkarnain Dali, M.Pd, Rector of UIN Fatmawati Sukarno Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Risnawati, M.Pd, the head of Tadris Department.
4. Feny Martina, M.Pd, as Chief of English Education Study Program of UIN Fatmawati Sukarno Bengkulu.
5. Supervisor I, Riswanto, Ph.D, and Supervisor II, Endang Haryanto, M.Pd
6. All English lecturers and administration staffs of UIN Fatmawati Sukarno Bengkulu.
7. All of my best friends, especially in English Program of UIN Fatmawati Sukarno Bengkulu 2016.
8. Last but not least, I want to thank me. I want to thank to me for believing in me. I want to thank me for doing all this hard work. I want to thank me for having no days off.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

The Reseacher

Reza Juanda

SRN. 1611230105

ABSTRACT

Juanda, Reza. 2022. *“An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku MR.D Youtube Channel”*. A Graduating Paper. English Education Department. Tarbiyah and Tadris Faculty. UIN Fatmawati Sukarno Bengkulu.

Supervisor : 1. Riswanto, Ph.D, 2. Endang Haryanto, M.Pd

This research aims to find out kinds of code-mixing used by Mr.D Youtube Channel. The objective of this research was to identify the forms of code mixing which appears in the video of Mr.D YouTube channel according to Suwito's theory and to describe the reasons of the code mixing appears in video Mr.D YouTube channel according to Hoffman's theory. This research was descriptive qualitative method and the human research is the main instrument of this research. The primary source of the data in this study taken from the video in Guruku Mr.D YouTube channel entitled *“Rahasia Untuk Lancar Bahasa Inggris”*. The result based on Suwito's theory, in forms of code mixing on the video, there are 44 data which had been found by the researcher. The data showed that word insertion of code mixing is the most dominant types of code mixing in the video, and it is about 47,7%. In the second place is clause insertion of code mixing is about 34,1%. The third place is phrase insertion of code mixing is about 15,9% and the lowest percentage is repetition insertion of code mixing is 2,3%. the result in the reasons of code mixing in the video, there are 44 data. Then, the researcher found 5 data of the reasons of code mixing based on Hoffman's theory.

Keywords: Code mixing, teaching EFL, Mr.D Youtube Channel

ABSTRAK

Juanda, Reza. 2022. “An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku MR.D Youtube Channel”. A Graduating Paper. English Education Department. Tarbiyah and Tadris Faculty. UIN Fatmawati Sukarno Bengkulu.

Pembimbing : 1. Riswanto, Ph.D, 2. Endang Haryanto, M.Pd

Penelitian ini bertujuan untuk mengetahui macam-macam *code mixing* yang digunakan oleh Channel Youtube Mr.D. Tujuan dari penelitian ini adalah untuk mengidentifikasi bentuk-bentuk *code mixing* yang muncul dalam video channel YouTube Mr.D menurut teori Suwito dan untuk mendeskripsikan alasan terjadinya *code mixing* dalam video channel YouTube Mr.D menurut teori Hoffman. Penelitian ini merupakan penelitian kualitatif deskriptif dan subjek merupakan instrumen utama penelitian ini. Sumber utama data dalam penelitian ini diambil dari video di channel YouTube Guruku Mr.D yang berjudul “Rahasia Untuk Lancar Bahasa Inggris”. Hasil penelitian berdasarkan teori Suwito, dalam bentuk *code mixing* pada video tersebut, peneliti menemukan 44 data. Data menunjukkan bahwa *word insertion code mixing* merupakan jenis *code mixing* yang paling dominan dalam video, yaitu sekitar 47,7%. Di urutan kedua adalah *clause insertion code mixing* sekitar 34,1%. Urutan ketiga adalah *phrase insertion code mixing* sebesar 15,9% dan persentase terendah adalah *repetition insertion code mixing* sebesar 2,3%. Hasil penyebab *code mixing* dalam video tersebut terdapat 44 data. Kemudian peneliti menemukan 5 data penyebab *code mixing* berdasarkan teori Hoffman.

Kata kunci : Code mixing, teaching EFL, Mr.D Youtube Channel

TABLE OF CONTENTS

| | |
|---|------------|
| MOTTOS | i |
| DEDICATIONS | ii |
| ACKNOWLEDGMENTS | iii |
| ABSTRACT | v |
| ABSTRAK | vi |
| TABLE OF CONTENTS | vii |
| LIST OF TABLES | ix |
| LIST OF APPENDIX | x |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of The Research..... | 1 |
| B. Identification of The Problems | 6 |
| C. Research Questions | 7 |
| D. Objective of The Research..... | 7 |
| E. Significance of The Study..... | 7 |
| F. Limitation of The Research | 8 |
| G. Definition of Key Terms | 9 |
| 1. Code Mixing..... | 9 |
| 2. Guruku Mr.D..... | 9 |
| CHAPTER II LITERATURE REVIEW | 10 |
| A. Sociolinguistics | 10 |
| B. Bilingualism..... | 11 |
| 1. Definition of Bilingualism | 11 |
| 2. Types of Bilingualism | 13 |
| C. Code Mixing | 14 |
| 1. Definition of Code Mixing..... | 14 |
| 2. Types of Code Mixing..... | 17 |
| 3. Forms of Code Mixing | 19 |
| 4. Reasons of Code Mixing | 21 |
| D. YouTube | 24 |
| E. Guru Mr.D..... | 25 |
| F. Related Previous Studies..... | 26 |
| CHAPTER III RESEARCH METHOD | 29 |
| A. Research Design..... | 29 |
| B. Data and Data Source..... | 30 |

| | |
|--|-----------|
| C. Research Instrument..... | 31 |
| D. Technique of Data Collection | 32 |
| E. Data Analysis | 32 |
| F. Data Verification..... | 35 |
| CHAPTER IV DATA PRESENTATION AND DISCUSSION | 36 |
| A. Data Presentation | 36 |
| B. Discussion..... | 51 |
| CHAPTER V CONCLUSION AND SUGGESSTION..... | 60 |
| A. Conclusion | 60 |
| B. Suggestion..... | 61 |
| REFERENCES..... | 63 |
| APPENDICES | 66 |

LIST OF TABLES

| | |
|----------------|----|
| Table 4.1..... | 38 |
| Table 4.2..... | 50 |
| Table 4.3..... | 51 |

LIST OF APPENDICES

| | |
|--|----|
| Appendix 1: The Data Findings in the Forms of Code Mixing..... | 68 |
| Appendix 2: Transcript of the Video..... | 76 |
| Appendix 3: Profile Mr.D Youtube Channel..... | 81 |
| Appendix 4: Screenshoots of the Video..... | 82 |
| Appendix 5: Counting the Result..... | 83 |
| Appendix 6: Screenshoots of the chats with Mr.D..... | 84 |

CHAPTER I

INTRODUCTION

In this chapter presents the background of the research, identification of the problems, research questions, objectives of the research, significance of the research, limitation of the research, and definition of key terms.

A. Background of The Research

As a foreign language, English is one of the compulsory subjects taught to students in Indonesia. Teaching English as a second language entails instructing students whose primary language is not English. From elementary school to college, students who wish to teach English as a foreign language are taught. Since English is an international language, the goals of teaching EFL in Indonesia are to improve students' knowledge of foreign languages, to encourage them to use English in society, and to allow them to use English as a skill when applying for jobs. Others believe that having students to communicate in English is beneficial.

Teaching EFL is not easy for the teacher because the teacher can found problem in teaching EFL. Teaching EFL is an interaction in the classroom and study that occurred in sociolinguistic. There are two sociolinguistic problems that found in multilingualism, such as code mixing and code switching. According to Martiana cited by (Astuti & Nurhayati, 2018) in her thesis, people who use bilingualism or multilingualism were able to mixing and switching codes as a result of the cross language of Eros culture. Mixing and switching codes has been regarded as both a rule-governed action and a communication technique.

In a multilingual country like Indonesia, mixing or switching from one language to another is normal. (Wardhaugh, 2010) states, code mixing or code switching is a normal event among bilingual or multilingual society. English is sometimes switched or mixed with Indonesian as a foreign language. People sometimes switch or mix things up without thinking about it, without hesitation, and without giving it much thought. According to (Nababan, 2015), Indonesia is a multilingual country. Within the world, several languages are spoken, and many people speak more than one language. That also occurs in Indonesia, where many Indonesians enjoy mixing or switching languages from Indonesian to English or conversely. In Indonesia, bilingualism and multilingualism are normal thing.

The mixing or switching language is a common activity in our life. Numerous individuals, especially understudies, instructors, or chiefs change their words, expressions, statements, or sentences of Bahasa and English in their expressions. (Wardhaugh, 2010) expressed, a language or assortment of a language is as a code. People could be said using language as a code to decipher their thoughts and make them more easy to understand.

Code switching is not same with code mixing. According to (Marasigan, 1983), code switching means the mutual use of two languages in a sentence or discourse. In a single speech event, it is the substitution of sentences, phrases, or words from one language with another language.

For reference, someone who said "I have to go." and "Saya harus pergi." in the same sentence. Code-mixing, according to (Bills & Gumperz, 1984), is the intentional mixing of two languages without a subject change. In a language scheme, this refers to the combining of two distinct languages. For example, someone who said, "Kita akan mem-practice all together.". Speakers of several languages are noted for their ability to mix or switch languages' codes when communicating. This happens when a bilingual substitutes words or phrases from one language in his or her utterances with a words or phrases from another language. In social media, code mixing is common. The growing popularity of social media has increased the amount of code mixing.

The majority of people nowadays using social media to obtain information, entertainment, and to communicate through their smartphone. Instagram, Twitter, Facebook, and YouTube are examples of social media that people can use. They can express themselves and exchange information by using social media. YouTube is a social media platform for sharing information and entertainment in the form of audio-visual content. They have the option of uploading the video to their YouTube channel. It features a wide range of topics, including horror, travel, music, film, humor, everyday life, and education, such as English learning. As a result, people are more interested in watching YouTube videos.

In the other hand, YouTube also could be used as a learning media especially in learning English. Living in this computerized period, English

as a worldwide language has a fundamental job taking all things together parts of life. The learners can learn English through some YouTube channels. It makes the learners enjoy in learning English. According to (Astuti & Nurhayati, 2018) Indonesian society have faced the new paradigm era, that is to learn could be conducted not only effectively but also enjoyable. There are many content creators who share the video use more than one language. The researcher found the YouTube channel that using two languages (Indonesian - English) in presenting their videos. There are Deddy Corbuzier, Atta Halilintar, Agung Hapsah, Fatia Izzati, Nessie Judge, Guruku Mr.D, etc.

One of YouTube channel that used two languages in delivering videos is Guruku Mr.D. This channel has videos which contains of how to learn English rather than others. Mr.D mixed or switched Indonesian – English on his utterance in each video. People use language based on the role of the language when communicating or delivering information. When speaking with different people, speakers can use a different language because his/her speech style varies depending on the situation. Context is used to aid in the comprehension of a word's, phrase's, or other expression's specific sense. A wider social environment in which a linguistic object is used is often included in the context. When Mr. D makes an utterance, the meaning plays an important role in how he expresses himself. Mr.D must understand the circumstance, the audience, the place, and the existing societal norms when speaking. On the other

hand, code mixing used by Mr.D made the learners understand what the Mr.D's said. It also supported the English learners in understanding word or phrase.

In this study, the researcher choose Guruku Mr.D YouTube channel as the subject. This channel has over than five hundred twenty five thousand subscribers and increas everyday. The researcher has watched his videos in many times. He always mixed or switched his language in delivering all of his videos. It is because Indonesian - English has become his daily language. This channel contains about education, how to learn English. By watching Mr.D's videos, the learners got much interest to learn English.

The researcher choose this channel as the subject of the study. The researcher choose one video on his channel as the object of this research. The video is "*Rahasia Untuk Lancar Bahasa Inggris*" published on 17 May 2020. In this video he explained about the secrets of how to learn English quickly. This video also different from other videos because only in this video Mr.D discusses why Indonesian have difficulty speaking English, he also gives advice and motivation to solve that problem while the other videos are talking about common mistakes, miss pronounce, and vocabullary. He also gave some suggestions to the viewer how to learn English easily and quickly with some tricks. In the videos, he explained by using two languages (Indonesian- English) continuously. The viewers are helped in learning English by watching the videos. They also understand

what the Mr.D's said by using Indonesian-English. They are more interested and motivated in learning English. It is proven from their comment in below of the videos.

So, the researcher is interested in conducting research on this subject because the researcher is curious why Mr.D uses code mixing in his videos and what the form of code mixing used in the video. This is an important subject to research since code-mixing is a problem that occurs in societies with many different languages. People who can communicate with more than one language, also known as bilinguals or multilinguals, are more likely to experience this phenomenon. By doing this, it will gain a better understanding of code-mixing and will be able to determine why it happens. From the explanation presented above, the researcher is interested in conducting a research entitled “ **An Analysis of Code-Mixing Used By Native Speaker in Teaching EFL Students Through Guruku Mr.D YouTube Channel**”.

B. Identification of The Problems

From the context described previously, the problems of this analysis are as follows:

1. In delivering video, the speaker involved bilingual language,
2. In delivering video, the speaker use code mixing to communicate with the viewers.

C. Research Questions

Based on the background of the study above, the problems of the study are as follows :

1. What are the forms of code mixing which appears in the video of Mr. D YouTube channel?
2. What are the reasons of usage the code mixing in the video of Mr.D YouTube channel?

D. Objective of The Research

From the research questions above the researcher provides to purpose the objective of study will formulate as follow:

1. To identify the forms of code mixing which appears in the video of Mr.D YouTube channel according to Suwito's theory.
2. To describe the reasons of the code mixing appears in video Mr.D YouTube channel according to Hoffman's theory.

E. Significance of The Study

There are two kinds of the important things on this research they are, theoretical and practical. The expectation advantages of the study both theoretical and practical are:

1. Theoretically, the result of this research is expected to give advantage in developing the study of theory about bilingual or sociolinguistic, especially the theory of Code Mixing that happens in social media such as YouTube. It is likewise expected to be a reference for the following researcher.

2. Practically, the result of this research is expected to be useful for the students of English Department at UIN Fatmawati Sukarno Bengkulu in understanding the variation usage of code-mixing. So, the researcher hopes this research can make them realize that code-mixing is not only happens in conversation face to face or in classroom activity while learning English, but also can happens in other way such as YouTube. The researcher also hopes this research give benefits to his institution, English Department of UIN Fatmawati Sukarno Bengkulu and to his fellow students of English Department and to himself. This research, aside from its main significances, also intended to give the readers and the researcher himself knowledge to apply the usage of code-mixing in the daily communication in speech communities.

F. Limitation of The Research

This study is included in sociolinguistics, focusing on code mixing. In this study, the researcher focus to analyze the forms and the reasons of code mixing on Mr.D's videos YouTube channel. The researcher take one video under title "*Rahasia Untuk Lancar Bahasa Inggris*". In observing the video, the researcher look for the code mixing from Indonesia to English or English to Indonesia. The data will be collected only from Mr.D's videos YouTube channel.

G. Definition of Key Terms

1. Code Mixing

According to (Wardhaugh, 2010), when a speaker using two languages simultaneously to the point that they move from one language to the other language within a single utterance, this is known as code-mixing. According to (Chaer & Agustina, 1995), code mixing is the use of two or more languages, or two versions of a language, in a speech culture. In this analysis, code mixing was used by a YouTube content developer, Guruku Mr.D, to create content in two languages: English and Indonesia.

2. Guruku Mr.D

Guruku Mr.D is one of youtube channel which contains of Mr.D's videos. It was made by Dennis Perez (Mr.D) at 21st October 2016. This channel contains about education of English. He always switches or mixes Indonesian - English in his utterances. This channel is used for studying English. This channel has videos which contain of education. By using this channel, the learners can get motivation in learning English and they get new word or phrase to improve their English.

CHAPTER II

LITERATURE REVIEW

This chapter discuss several topics related to research. Among them are sociolinguistics, bilingualism, code mixing, types of code mixing, and reasons for mixing codes, YouTube, Guru Mr.D's Youtube Channel, and related previous study.

A. Sociolinguistics

The examination about connection among language and culture is known as sociolinguistics. It is gotten from the words "social" and "linguist," which signify "society" and "language," individually. As indicated by (Wardhaugh, 2010), sociolinguistics is keen on contemplating the connection among language and culture to acquire a more profound comprehension of the construction of language and how it functions in correspondence. It means that language and culture are inextricably related. According to (Yule, 1985), the term is utilized to portray the investigation of the connection among language and culture. Sociolinguistics is a part of linguistics which concentrates all parts of the connection among language and society.

The researcher can infer that sociolinguistics is a part of linguistics that reviews language wonders that happen in public activity dependent on the idea given previously. Its aim is to comprehend the structure of language as well as its roles in communication.

B. Bilingualism

1. Definition of Bilingualism

In today's world, bilingualism has become a phenomenon that has spread across the globe. Many people, as can be seen, speak more than one language. They must be able to communicate using the language in both formal and informal situations. This is most common among people who relocate, visitors, and children whose parents are come from different countries. When people want to communicate with other people, they usually use more than one code and require a specific code. (Wardhaugh, 2010) said that the miracle of individuals who have more than one code (language) is called bilingualism or multilingualism.

The words bilingualism and multilingualism have been carried out in a rolling manner in the literature which refers to the understanding of individuals, communities or the use of more than one language. As stated by (Hornberger & McKay, 2010), the training will be proceeded here, yet we should take into consideration the likelihood that multilingualism might be something beyond an amplified variant of bilingualism. Multilingualism can be studied as an entity as well as a social phenomenon, and it has been done. When viewed from a variety of individual phenomena, questions such as how a person learns two or more languages as a child or at a later date, how these languages are

interpreted in the mind, and how they are tested for speaking, writing, and understanding become centralized.

When viewed as a social phenomenon, it is concerned with cultural aspects, such as the status and functions of languages in a given culture, attitudes toward languages, determinants of language choice, symbolic and functional uses of languages, and the relationships between language use and social factors such as ethnicity, religion, and class.

Bilingualism is a phenomenon that occurs in its entirety. Some countries have speakers who speak more than one language. A huge number of millions of individuals the world over regularly utilize a few or four dialects in their day by day discussions. In addition, socialized monolingual people also regularly change from one variation of the language to the provincial language, standard language, certain special lists, formal or casual style, to another during the mixing of their daily lives.

A multilingual's office in moving starting with one language then on to the next as the possibility requests is nevertheless an expansion of the monolingual ability to move registers and styles. The investigation of multilingualism, in this manner, isn't just spotlights on quite possibly the main kinds of language use yet in addition can possibly clarify on language conduct as a rule.

2. Types of Bilingualism

According to (Paradis, 1978), there are three types of bilingualism in her extensive review of the bilingual literature, namely: compound, coordinates and sub.

a. Compound Bilingualism

There is no such dividing line in compound bilingualism; individuals learn languages in the same environment and interests, and they are often used at the same time or in other places. At the point when a kid is raised by bilingual guardians and the two dialects are spoken in the family, this is alluded to as added substance bilingualism. The dialects are not unmistakable in the psyche of the individual and can be exchanged between voluntarily, in any event, when talking. (As somebody who realizes such an individual will affirm, that is something that ought to be composed routinely while talking).

b. Coordinate Bilingualism

It expresses the two languages' independence. Individuals learn languages in various contexts, resulting in each word having its own distinct meaning. For instance, an understudy who learns a second language at school in the wake of learning one at home because of their folks and the home climate. He/she just communicates in the second language in a study hall setting at school, and the two dialects are kept separate in his psyche.

c. Sub- Coordinate Bilingualism

Bilingual sub-coordinates are people who have learned a second language but cannot understand it without the help of their first language. Such people will translate words from the second language into their first language and they can understand it. That means it can be said that the concepts that come to mind will remain in one system of the mother tongue system, but that additional languages will also be attached to that system through the mother tongue.

Based on the explanation above, the researcher could pointed three points. First, when a person masters two languages as a result of learning them in the same context and situation, this is known as compound bilingualism. Second, Individuals who learn the two languages in various ways, such as speaking Bahasa Indonesia at home and studying English at school, are said to have organized bilingualism. Last, there's subordinate bilingualism, which is when one language is stronger and quicker than the other.

C. Code Mixing

1. Definition of Code Mixing

Code mixing is mixing or mixing one language in another by speakers in correspondence. Meanwhile, linguistics formed in construction or code-mixing work may have little interest in isolating

code mixing from code switching. For these analysts, code switching is identified with solid practical results, talk highlights, or gathering character affiliations. Code mixing or language shift are words utilized in this custom to describe more steady conditions in which a few dialects are utilized without such practical outcomes. While Bokamba characterizes code mixing is the installing of different phonetics units, for example, fastens (bound morphemes), words (unbound morphemes), expressions and conditions from a co-employable movement where the hear with what they comprehend.

Code mixing is a developmental stage in bilingual language acquisition during which children combine elements from different languages. Almost every bilingual child experiences a phase where they move from one language to another without clear discrimination. This differs from code switching, which is defined as the use of variations in a socially and grammatically acceptable way.

The code doesn't have programmed capacity of a language. Code blending is a piece of code exchanging which can be remembered for the sort of code exchanging: Involving a word inside a sentence on the grounds. According (Wardhaugh, 2010) code mixing happens when an acquainted uses the two dialects together to the degree that they change from one language to the next in the course of single expression.

Although several linguists view code-mixing in a foreign language as blending with the base language, (Gumperz, 1983) has taken a

broader approach. He defined code switching as the alternative use of two or more languages, language variants, or even speech styles. Shifts in form, register, and speech, whether in spoken or written language, may therefore be included in a broad description of code-mixing, even though people use what is known as a single language. Since "bilingualism and bialelectalism are essential, and because such work must inevitably break from an idea of language and speech culture as equivalent," the study of code-mixing is important."

Code-mixing is one of the main forms of language choice that is subtler than code switching. In code-mixed sentences, parts of one language are used when the speaker is essentially speaking in another. According to Hammers and Blanc (Hoffmann, 2014), code mixing is a strategy of communication used by speakers of a language who transfer elements or rules from other language to their own language. Function word, article, preposition, conjunction, and adverb are the most common transferred components. As indicated by (Hoffmann, 2014), McLaughlin recognizes code exchanging and code blending by expressing that code mixing happens inside sentences and ordinarily incorporates a solitary lexical article, while code exchanging happens through expression or sentence limits.

From the above, the researcher highlights two key points: conversant of single utterances and the use of language fragments, but

he inserts a word or phrase from another language into his sentence or utterance.

2. Types of Code Mixing

(Hoffmann, 2017) states that there are three kinds of code mixing depending on the grammar pattern. They are intra-sentential code mixing, intra-lexical code mixing, and lastly involving pronunciation changes.

a. Intra-Sentential Code Mixing

Mixing code like this can occur in the form of phrases, clauses, or sentence boundaries, for example mixing English and Indonesian. As for examples as follows :

A : *No problem*, aku ngerti kok (No problem, I understand).

B : Kita harus bisa menjadi *team work* yang baik (We must be able to be a good team work)

Based on the example above, speakers A and B mix Indonesian and English in their pronunciation. This is known as Intra-Sentential code mixing because speakers mix languages within sentence boundaries, where speaker A says "no problem" and speaker B says "teamwork".

b. Intra-Lexical Code Mixing

Within a word boundary, this type of code mixing occurs. For instance, in English-Indonesia:

“Ketentuan pertama untuk ikut lomba adalah wajib mem-**follow** instagramnya dulu. (the main necessity to join the opposition is to follow the instagram first)”.

The speaker in this example combines the languages of English and Bahasa at the word level, that is known as intra-lexical code mixing. Within a word boundary, this type of code mixing occurs. For instance, in English-Indonesia:

“Ketentuan pertama untuk ikut lomba adalah wajib mem-**follow** instagramnya dulu. (the main necessity to join the opposition is to follow the instagram first)”.

The speaker in this example combines the languages of English and Bahasa at the word level, that is known as intra-lexical code mixing.

c. Involving a Change of Pronunciation

When Indonesians pronounce English words but convert them into Indonesian phonological structures, this type of coding can occur at the phonological level. In Indonesian, for example, the word "pencil" is pronounced "pensil", and the word "book" is pronounced "buk".

3. Forms of Code Mixing

According to Suwito cited by (Agung, 2017), code mixing is divided into six forms based on its structure. There are word, phrase, baster, repetition, idiom or expression and clause insertion.

a. Word Insertion

(Carstairs-McCarthy, 2018) states that , “Word as fundamental unit out of which phrases and sentences are composed”. When a speaker incorporates a word feature from a local dialect or foreign language into his pronunciation, this is often referred to as a word insertion term. Look at the conversation below:

“Di team A, si Dio jadi *playmaker*, hebat yah”

(In team A, Dio became a playmaker, that is great wow)

b. Phrase Insertion

According to (Bull, 2008) in the Oxford Learner Pocket Dictionary that "a group of words without a limited verb, especially those that make up sentence art". When a speaker incorporates a foreign language into his speech, this is known as phrase insertion. As an example :

"Kata-kata yang bagus, *quite beautiful* untuk didengarkan"

(Beautiful words, quite beautiful to heard that)

c. Hybrid Insertion

(Hornby, 2020) stated, hybrids are structured parts of words. When a speaker inserts a language feature from two different languages into his speech, this is known as hybrid insertion. As an example:

“Kemarin Justin Bieber nge-*follow* Instagramku. ” (Yesterday Justin Bieber followed my Instagram)

d. Repetition Insertion

(Keller, 2020) stated that the word reduplication is the repetition of one word becomes two words in one sentence or utterance. Repetition is essential. When a speaker incorporates another language into his or her utterance in a repetition form, this is known as repetition insertion. As an example:

“Syukurlah hasilnya *fifty-fifty*”

(Thankfully, the results are balanced)

e. Idiom Insertion

(Carstairs-McCarthy, 2018) defines idioms as expressions or expressions whose meaning is unexpected based on the meaning of its components. When a speaker inserts his or her native language into an idiom type of another language, this is known as idiom insertion. For example:

Good luck buat ujian munaqosahnya, semoga berhasil dan lancar.
(Since the context of each word is unpredictable, **good luck** belongs to idiom).

f. Clause Insertion

According to Betty (Azar & Hagen, 2017), a clause is a group of words consisting of a subject and a verb. When a speaker incorporates a clause from a foreign language feature into his or her native language, this is known as clause insertion. A clause must have a subject and a verb. For example:

“Citra itu orang yang setia dan **she is so beautiful**. Selama mengenalnya, banyak banget yang suka sama dia.” (Citra is a loyal person and she is so beautiful, as long as I know her, many mans likes her).

4. Reasons of Code Mixing

The speaker's motivation or motive is a critical consideration in the code switching or code mixing process. According to (Hoffmann, 2014) There are a variety of reasons why someone uses bilingual or multilingualism to switch or combine their languages. Namely : talking by discussing a certain topic, quoting other people, having empathy about something (This refers to expressing solidarity) exclamation points, repetition of words used for clarification or reaffirmation, intention to explain the content of the speech of the interlocutor, and expressing group identity.

a. Talking About A Particular Topic

Individuals ordinarily really like to discuss a specific theme in one language instead of in another. Sometimes, the speaker feels free and agreeable in communicating his/her idea and passionate circumstance by utilizing a language which isn't their regular language.

b. Quoting Somebody Else

Code Mixing can occur when a speaker changes code to quote famous articulations, sayings, or sayings of some famous character. The switch only enters the words the speaker says from what someone is saying.

c. Being Emphatic About Something (Express Solidarity)

By and large, when somebody who is talking utilizing a language and unexpectedly needs to be earnest about something, he either deliberately or accidentally, will change one language to another dialect. Then again, he change from his second language to his first language since he feels more comfortable to be earnest in his second language as opposed to in his first language.

d. Interjection (Inserting Sentence Fillers or Sentence Connectors)

Code mixing and code switching between bilingual or multilingual individuals can sometimes be separated by contribution or sentence connectors. Interpositions are words or articulations, which are put into sentences to indicate surprise,

feeling, or consideration. Addition is a short articulation such as: Oh !, Hey !, Duh! Shit !, and so on. Additions have no grammar.

e. Repetition Used For Clarification

When speakers explain their discourse so that it can be seen better by listeners, one can sometimes make use of the two dialects (codes) spoken by individual experts with a matching message. At the point when a bilingual need to explain his/her discourse so it will be seen more by the audience, the individual in question can here and there utilize both of the dialects that the person dominated by saying a similar expression (the expression is said more than once). The reiteration isn't just to explain the discourse yet in addition to underscore the back rub.

f. Intention of Clarifying the Speech Content for Interlocutor

When a bilingual individual speaks to another bilingual, there will be a lot of code mixing and code exchange taking place. Among these the speaker will repeat the message in one language to another to give a discourse easily or explain a plan to create a discussion that makes more sense.

g. Expressing Group Identity

Code switching and code mixing are also used to communicate a set of characters. The manner of correspondence of

scholastic individuals in their disciplinary grouping is, of course, not the same as non-local individuals.

D. YouTube

In this time, internet has huge part in human existence. Individuals can get to numerous applications and visit the sites through web program. One of the destinations that can be utilized by individuals in now days is YouTube site. According to (Alhamami, 2019), YouTube is a site for uploading, viewing and sharing short videos. This website is becoming more and more popular and so many people have signed up for accounts to be logged into the site. The success of this website has certainly caught the attention of Google executives. They realize how important YouTube is in people's lives, especially in the world of education, health, politics and economics.

YouTube is a social media that is very interesting and has a contribution to global education. It also offers fast and fun access to videos and instruction based on languages and cultures from all corners of the world. Apart from that, YouTube has also made new demands on learning that have transformed the learning ecology. According to (Kabilan, 2020), YouTube is a video sharing site where users can upload and share videos with other people. Founded in February 2005 and launched live in November 2005. YouTube can also be used as a learning medium. (Agung, 2017) explained that there are many videos on YouTube that are

useful for viewers, including in the education sector. The learners can access YouTube through their mobile phone or the computer. They get inspiration in learning language by watching videos on YouTube.

Based on the explanation above, it can be summed up that YouTube is one of website to upload or share many videos. Videos on YouTube can be a learning medium. People can view videos on YouTube through their smart phones. This makes students more interested in learning languages, especially English.

E. Guru Mr.D

Guruku Mr.D is one of YouTube channel which contains of Mr.D's video. It was made by Dennis Perez or usually called as Mr.D. He was originally from Los Angeles, United States and came to Indonesia in 2013 ago. He is a content creator in YouTube and social media influencer. Mr.D always mixed his language Indonesia-English in his daily life and also in delivering his videos. It caused because he was a foreigner that came from United States to Indonesia and stay in Indonesia for more than eight years.

Guruku Mr.D Channel was made at 21October 2016. This channel has more than five hundred thousand subscribers. This channel contains of education content. The content of this channel was start from about tutorial of using to be in questioning. In this video, Mr.d showed the tutorial of using to be for questioning in the right way. On the other hand, Mr.D also

discuss about the interesting topic is like general mistakes that Indonesian made while speaking English.

Mr.D mixed two languages that are Indonesian-English in delivering his videos. So, it could influence the viewers in learning English. On the other hand, the viewers got the entertainment and information through the other videos that is podcast and also his vlog of his activity.

F. Related Previous Studies

In this section, researchers will present the results of several studies as well as look for similarities and different studies. These following studies offer discussion related to the topic discussed in this thesis. The first research was conducted by Rianda entitled "Code Mixing Used by Venus Radio FM Makassar Broadcasters" (Rianda, 2017). In her study, her found that the type of code-mixing that Venus Radio FM Makassar broadcaster used when introducing the program was a mixture of sentential and lexical codes. In explaining the use of this type of code-mixing discusses certain themes, quotes others and is sharp and also uses recognizable words. The code mixing capacity they generally use is the subject and mentality for code mixing.

Furthermore, the second study was conducted by (Fajrini, 2017) who is a student of the English Department of Andalas University, Padang. He analyzed the code mix in what the "I look" host said on Net TV. "I look" is a television program that discusses fashion. The purpose of

the study was to determine the type of code mixing in the speech of the presenter. In this case, he uses the theory from (Muysken, 2000) about the type of code mixing and the ethnographic context of communication (SPEAKING) proposed by (Hymes, 1972). The results of his research were three types of code mixing, namely code mixing insertion, alternation, and congruent lexicalization. This study also found that the dominant type of code mixing used by the presenters when the television program was taking place was insertion.

The latest research taken by researchers as a consideration for a related research proposal is a study conducted by (Saldy, 2017), a student of the Department of English and Letters, Faculty of Adab and Humanities, Alauddin State Islamic University in Makassar in 2017 with the title "Analysis of Mixing Codes Used by Teachers at the Zarindah Learning Center. Teaching and learning process ". He analyzed that the common type used in encouraging learning was intra-sentential code mixing and the explanation was adding, repetition and citing several other things.

Based on the explanation above, the three previous studies discussed the same topic, namely about code switching and code mixing. This study also analyzes the causes of code switching and code mixing. However, there are differences between this study and previous studies. The research design in this study is a descriptive qualitative research design. Likewise, the objects in this study is different from previous

studies. Researchers will use Mr.D as the object of research, which means a foreigner who able to speak Bahasa Indonesia and mixed it with English. This research has never been done before. The researcher also looking for forms of code mixing. Therefore, the researcher wanted to analyze this research with the title “Analysis of Code-Mixing Used by Native Speakers in Teaching EFL Students through the YouTube Channel of Guru Mr.D”.

CHAPTER III

RESEARCH METHOD

In this chapter presents the research method. It consists of research design, data and data source, research instrumen, technique of data collection, data analysis, and data verification.

A. Research Design

The research design is the most important aspect of a study when it comes to conducting it. This study's research design is a qualitative research. Qualitative research, according to (Creswell & Creswell, 2018), is descriptive in that the researcher is interested in investigating the mechanism, context, and understanding obtained through words or pictures. According to (Mills & Airasian, 2012), qualitative research involves gathering and analyzing non-numerical data such as observations, interviews, and other sources of knowledge. The outcomes of qualitative research are not calculated; instead, they are defined.

This study used this method because it attempts to describe the language phenomena found in the YouTube channel. The researcher gathers the data which consist of words form. So, the research designed of this study belongs to qualitative approach. This study focused on the utterances of code mixing used by Mr.D as a speaker in Guruku Mr.D YouTube channel. Based on the description above, the descriptive qualitative design used in this study because the researcher want to explain and describe the phenomena based on code mixing theory.

This study is also belong to library research. Library research is the research which materials are like novels, newspaper, textbooks, songs, magazines, movies, papers, and article. The object of this study was the video in Guruku Mr.D YouTube channel. On the other hand, library research is a research which uses library sources to collect and analyze the data. The researcher used some books and sources related with this study as reference. This study was belongs to library research because the data in this study taken from the transcription of Mr.D's utterances in his videos.

B. Data and Data Source

The data are very important in leading an examination. Data is any information that could be taken by the researcher to answer the research problem. In this study, the data taken from Mr.D's utterance in Guruku Mr.D YouTube channel. The utterances that contains code mixing are data of the study.

The researcher used the source of data to support the research, because the data source is the key that used to explore more about research. The primary source of the data in this study was Mr.D's utterances that contains code mixing taken from the video in Guruku Mr.D YouTube channel entitled "*Rahasia Untuk Lancar Bahasa Inggris*". The researcher downloaded the videos from YouTube. The researcher watched and typed the transcript of Mr.D's utterances from the selected video. The video had contained of code mixing. The secondary sources of the data

taken from the books, journals, and some previous studies related with this study.

C. Research Instrument

Human research is used in qualitative research, according to (Rustanto, 2015). It means that the researchers themselves are the research instrument. As a result, the researchers' capacity to conduct inquisition should be confirmed by themselves. So, the researcher is the primary instrument in this study. The observation checklist and documentation are the second instrument.

1. Observation Checklist

According to (Arikunto, 2011) observation checklist is a process or way of analyzing and keeping a systematic record of behavior by actually witnessing or observing individuals or groups.

In this reasearch, the researcher made a table of the data in the different forms of code mixing and the reasons for it. The researcher created a table. This need to learn and categorize the data is simple to comprehend.

2. Documentation

Documentation is an apparatus utilized in logical examination to gather information using a proof rundown archive. The researcher will use documentation method of collecting data and take some steps. They are download the selection videos from Guruku Mr.D Youtube channel entitled "*Rahasia Untuk Lancar Bahasa Inggris*", writing

transcript of the utterance of the video, selecting words or sentences containing of and code mixing, and analyzing data.

D. Technique of Data Collection

In conducting this research, the researcher used documentation and observation methods to collect the data. In gathering the data, there are a few stages that finished by reseacher, as follow:

1. First, downloaded the videos from YouTube.
2. Second, the researcher watched the video in many times.
3. Then, the researcher typed the transcript of the utterance on the video.
4. Next, the researcher identified the code mixing by reading the transcript.
5. The researcher made a group of the data that been identified
6. Last, the researcher made classify the data, the form of code mixing and the reason of code mixing.

E. Data Analysis

Data analysis is a method in which a researcher searches and organizes data in order to improve their interpretation of the data and present what they've learned to others. The aim of data analysis is to summarize and simplify the data so that it can be interpreted and a conclusion can be drawn.

After the data is collected, the data analyzed in a way that permits the researcher to answer the research question. The data analysis in this research involved the following steps:

1. Watched the Mr.D's videos of the source of data in several times and typed the transcription of Mr.D's utterances.
2. Read the transcript of Mr.D's utterances to find some code mixing.
3. Classifying data into the forms of code mixing. Then, classifying the reason of code mixing.
4. After classifying the data, the researcher begun to analyze each data based on theory of code mixing.
5. Then, after the researcher analyzed the form and reason of code mixing that appear on the videos, the researcher used Sudijono's formula to count the number of forms and reasons of code mixing;

$$P = \frac{F}{N} \times 100\%$$

(Sudijono,2006)

Note :

P : Percentage

F : Frequency

N : Number of case

6. The next, the researcher concluded the highest forms and reasons of code mixing on the video; and,
7. The last step is drawing the conclusion based on the analyzed data. After the researcher found the answer from the research problem, then the researcher made the conclusion from the analyzing data.

To make the classification of data analysis, the researcher developed a coding system to each datum. The aim of coding is to reduce

data to symbols that reflect it. According to (Rustanto, 2015), code is a word or phrase that is used to define and outline a researcher's sentence, paragraph, or text block. The researcher made a code for forms and reasons of code mixing. The following is the data coding:

1. Forms of Code Mixing

The alphabetic capital letters used to classify the forms of code mixing according to Suwito's theory. It is presented as follows:

WICM : Word Insertion Code Mixing

PICM : Phrase Insertion Code Mixing

HICM : Hybrid Insertion Code Mixing

RICM : Repetition Insertion Code Mixing

IICM : Idiom Insertion Code Mixing

CICM : Clause Insertion Code Mixing

2. Reasons of Code Mixing

The alphabetic capital letters will be employed to classify the reasons of code mixing according to Hoffman's theory. It is presented as follows:

R1 : Talking about Particular Topic

R2 : Quoting Somebody Else

R3 : Being Emphatic

R4 : Interjection

R5 : Repetition used for Claryfication

R6 : Intention of Clarifying

R7 : Expressing Group Identity

F. Data Verification

Data verification is needed in a study. It strengthened the data's validity and supported the researcher in double-checking the data analysis to reduce researcher biases and prejudices. According to (Ho et al., 2007) there are four distinct styles of triangulation techniques. Data triangulation, investigator triangulation, theory triangulation, and methodological triangulation are the four forms of triangulation.

In this research, the researcher used methodological triangulation to check the validation of the data. The researcher used documentation and observation method in this research because the researcher used observing the Indonesian-English code mixing which appears on Guruku Mr.D's videos to understand the forms and the reasons of code mixing. Then, the researcher made documentation such as transcript of the video, screenshot of the utterances by Mr.D that has code mixing and etc. This triangulation finished by analyze all of the data that have been collected.

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter focus on forms of code mixing in the videos are produced by Mr. D in delivering his videos and the reasons why he produced code mixing in his videos.

A. Data Presentation

In this chapter, the researcher classified the data based on the forms and reasons of code mixing. The data were gotten from one video on Mr.D's video YouTube channel. The researcher found code mixings in its various forms and reasons. For the forms of code mixing that found in the video, the researcher analyzed by using Suwito's theory such as Word Insertion Code Mixing, Phrase Insertion Code Mixing, Hybrid Insertion Code Mixing, Repetition Insertion Code Mixing, Idiom Insertion Code Mixing, and Clause Insertion Code Mixing. Meanwhile, for the reasons of code mixing the researcher used Hoffman's theory such as Talking about Particular Topic, Quoting Somebody Else, Being Emphatic, Interjection, Repetition used for Claryfication, Intention of Clarifying, and Expressing Group Identity.

After the process of data reduction, the whole data of English-Indonesia code mixings that are found by the researcher in the video of Mr.D's video YouTube channel are 44 data for the forms of code mixing and 44 data also in the reasons of code mixing. In the forms of code mixing in the video are classified into Word Insertion Code Mixing is 21

data, Phrase Insertion Code Mixing is 7 data, Hybrid Insertion Code Mixing has no data, Repetition Insertion Code Mixing is 1 data, Idiom Insertion Code Mixing is 0 data, and Clause Insertion Code Mixing is 15 data. While, in the reasons of code mixing in the video, the researcher found 5 data in the video which are talking about a particular topic, being emphatic, interjection, repetition, and intention of clarifying.

1. The Forms and Reasons of Code Mixing

The researcher classified the data about the forms and reasons of code mixing. In the forms of code mixing, the researcher used Suwito's theory which are divided into Word Insertion Code Mixing, Phrase Insertion Code Mixing, Hybrid Insertion Code Mixing, Repetition Insertion Code Mixing, Idiom Insertion Code Mixing, and Clause Insertion Code Mixing.

Meanwhile, to classify the data in the reasons of code mixing, the researcher employed Hoffman's theory which is divided into Talking about Particular Topic, Quoting Somebody Else, Being Emphatic, Interjection, Repetition used for Claryfication, Intention of Clarifying, and Expressing Group Identity.

a. Form of code mixing

The researcher found that Mr.D used code mixing in his video. The following are the results of observations that have been observed by researcher:

1) Data Summary

Table 4.1

Forms of code mixing

| No | Forms of Code Mixing | Number of Data |
|----|----------------------------------|----------------|
| 1 | Word Insertion Code Mixing | 21 |
| 2 | Phrase Insertion Code Mixing | 7 |
| 3 | Hybrid Insertion Code Mixing | 0 |
| 4 | Repetition Insertion Code Mixing | 1 |
| 5 | Idiom Insertion Code Mixing | 0 |
| 6 | Clause Insertion Code Mixing | 15 |

2) Data Interpretation

a) Word Insertion Code Mixing

When communicating with the audiences, Mr.D dominantly uses code mixing in the form of word insertion code mixing. Here are some forms of word insertion code mixing that Mr.D has done in the video.

Context : Mr.D is giving advice to his audiences in the video.

Data 1 : *“Kalau kamu belum berusaha, berarti kamu gak pengen atau keinginannya gak cukup besar okay”*

(If you have not tried, then you don't want to or the desire is not big enough okay)

The data above was taken from the video at 00.10. The data above was spoken by Mr.D. Mr.D is telling the audience about their insufficient effort or their desire to speak English fluently. In doing so, Mr.D mixed the word “**okay**” in the end of the utterance without changing the topic of the speaking. This code mixing defined into word insertion code mixing according to Suwito’s theory because the English vocabulary inserts in the end of the sentence, and it is in a form of word.

Context : Mr.D is giving advice to his audiences in the video.

Data 2 : “*kamu harus mengusahakan itu kalau gak ada **effort** berarti kamu gak pengen*”

(you have to work on that if you don't have any effort means you don't want to)

The sentence above was taken from the video at 00.13. Mr.D inserted an English word in his dominant language which is Indonesian language. He said **effort** in

the middle on his utterance. *“effort”* in Indonesian language means *“usaha”*. Based on the mixing that done by Mr.D in his utterance, it can be said the word that Mr.D inserted in his utterance includes in the word insertion code mixing according to Suwito’s theory.

Context : Mr.D is reprimanding his audiences for lying to themselves.

Data 3 : *“Jadi jangan bohong sama aku, jangan bohong sama diri sendiri. Emang, yes, itu bohong okay.”*

(So don't lie to me, don't lie to yourself. Yes, yes, that's a lie okay.)

Based on the datum above, it can be seen there are two words which are identified as the forms of code mixing such as *yes* and *okay*. Those words appears on Mr.D’s utterance at 00.29 – 00.31. For the word of *yes*, actually Mr.D said in two times. He said *“yes”* because he wanted to confirmed to the audiences that they are lying to themselves. Mr.D ended his sentence by saying the word *“okay”*. Based on explanation before and according to Suwito’s theory, the words *“yes”* and *“okay”* can be included into word insertion code mixing.

Context : Mr.D is telling the audiences to trying to immersing the language in their life.

Data 4 : *“Well, nggak gampang melakukan. Tapi maksudnya kalau udah bisa melakukan itu, itu cara yang paling gampang untuk menjadi lancar karena ada dimana-mana harus pakai **right**”*

(Well, it's not easy to do. But the point is that if you can do that, it's the easiest way to be smooth because everywhere has to use the right.)

The sentence above turned up in Mr.D’s utterance at 01.50 – 02.02 minutes. Mr.D mixed two English words, they are *“well”* and *“right”* with Indonesian sentence in his utterance. In this utterance Mr.D telling the audience that is not easy to do the immersion. Based on Suwito’s theory, it can be concluded into word insertion code mixing.

Context : Mr.D suggested the audiences to not immersing a language with the same Indonesian.

Data 5 : *“Ada banyak orang-orang yang pergi ke negara yang pakai bahasa Inggris tapi **immers** dengan*

teman-teman yang Indonesian aja. Kalau itu bukan immersion yang aku bahasa ya.”

(There are many people who go to countries that use English but immerse themselves with friends who are Indonesian. If it wasn't the immersion I was discussing.)

The sentence above turned up in Mr.D's utterance at 02.27 – 02.12 minutes. Mr.D mixed English words “*immers*”, “*Indonesian*”, and “*immersion*” with Indonesian sentence in his utterance. In this utterance Mr.D talking to the audience to not immersing a language with the same Indonesian. Based on explanation above and according to Suwito's theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D suggested the audiences to move to Bali if they want to improve their English.

Data 6 : “*Hey kamu pindah ke Bali kalau mau bisa*”

("Hey you move to Bali if you want to be able to")

This datum came from Mr.D utterance at 02.27 in the video. Mr.D mixed English word “**hey**” with Indonesian sentence in the beginning of his utterance. In this utterance, Mr.D suggested the audience to move to Bali if they want to improve their English because many foreigners in there. According to Suwito’s theory, it can be concluded into word insertion code mixing.

Context : Mr.D talking about his fitness instructor that confident using English.

Data 7 : “*ada kesalahan iya ada tapi dia confident*”

(there was a mistake, yes there was, but he was confident)

The sentence above was taken from the video at 03.05. Mr.D inserted an English word in his dominant language which is Indonesian language. Mr.D mixed English word “**confident**” with Indonesian sentence in the last of his utterance. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D is talking about his fitness instructor

Data 8 : *“Ada kesalahan **yeah** ada kesalahan tapi mereka ga peduli”*

(There are mistakes yes there are mistakes but they don't care)

The sentence above was taken from the video at 03.07 in the video. Mr.D inserted an English word in his dominant language which is Indonesian language. Mr.D mixed English word “**yeah**” with Indonesian sentence in the middle of his utterance. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D talking about some places that have foreigners.

Data 9 : *“**So**, ada itu tapi selain itu jogja-jakarta sudah ada mungkin Jakarta yang paling banyak bule tapi gak ada dimana-mana”*

(So, there is that but besides that, jogja-jakarta already exists maybe Jakarta which is the most caucasian but there is nowhere)

Mr.D mixed English word “So” with Indonesian sentence in the beginning of his utterance. The sentence above was taken from the video at 03.15. Mr.D inserted an English word in his dominant language which is Indonesian language. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D is talking about foreigners.

Data 10 : *“susah nemu bule apalagi dia jalan pulang ke rumah, dia didepan **apartement** dia mau pulang dia capek”*

(it's hard to find a foreigner, especially since he's walking home, he's in front of the apartment he wants to go home he's tired)

The sentence above was taken from the video at 03.28. Mr.D inserted an English word in his dominant language which is Indonesian language. Mr.D mixed English word “**apartement**” with Indonesian sentence in the middle of his utterance. According to Suwito’s theory,

it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D talking about immersion to the audience.

Data 11 : “*Di Indonesia memang susah cari immersion di Malaysia mungkin lebih gampang*”

(In Indonesia, it is difficult to find immersion, in Malaysia it may be easier)

The sentence above was taken from the video at 03.39 in the video. Mr.D inserted an English word in his dominant language which is Indonesian language. Mr.D mixed English word “*immersion*” with Indonesian sentence in the middle of his utterance. The word *immersion* came seven times in the video. Mr.D mixed it among Indonesian language that dominant in the sentence. “*Immersion*” in Bahasa means “*mendalami*”. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D talking about that English is a novelty in Indonesia.

Data 12 : *“apalagi karena jarang inggris disini, dipakai kayak novelty”*

(especially since it's rarely English here, it's used like a novelty)

The sentence above was taken from the video at 04.05. Mr.D inserted an English word in his dominant language which is Indonesian language. Mr.D mixed English word “**novelty**” with Indonesian sentence in the end of his utterance. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D suggested to the audience to using English subtitles and listen to something in.

Data 13 : *“Subtitles pakai bahasa inggris, dengar pakai bahasa inggris”*

(Subtitles use English, listen in English)

Mr.D inserted English word “**subtitles**” with Indonesian sentence in the beginning of his utterance. The sentence above was taken from the video at 04.42. Mr.D inserted an English word in his dominant language which is Indonesian language. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D suggested to the audiences to listen podcast and listen to audiobooks in English to learn about English.

Data 14 : “*dengar **podcast**, dengar **audiobook***”

(listen to podcasts, listen to audiobooks)

Mr.D mixed English words “**podcast**” and “**audiobook**” with Indonesian word in his utterance. The sentence above was taken from the video at 04.45 - 4.47. Mr.D inserted an English word in his dominant language which is Indonesian language. Based on explanation above and according to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D is suggested the audience to read article about their likes.

Data 15 : *“kamu penggemar Kardashian kamu cari **article** tentang mereka, tentang dia, tentang hal itu **right**”*

(you're a Kardashian fan you're looking for articles about them, about her, about it right)

The sentence above was taken from the video at 05.15. Mr.D inserted an English word in his dominant language which is Indonesian language. Mr.D mixed English words “**article**” and “**right**” with Indonesian sentence in his utterance. According to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : Mr.D is suggested to the audience to speak more English in the beginning.

Data 16 : *“Diawal banyak bahasa inggris, **slowly**”*

(At the beginning a lot of English, slowly)

The sentence above was taken from the video at 06.15 in the video. Mr.D inserted an English word in his

dominant language which is Indonesian language. Mr.D mixed English word “**slowly**” with Indonesian sentence in the end of his utterance. According to Suwito’s theory, it can be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

Context : This utterance is the closing of Mr.D’s video

Data 17 : *“Okay semoga video ini bermanfaat, kalau ada pertanyaan lagi tentang materi yang ada dalam video ini atau materi lain, silahkan tanya di **comments** jangan lupa **subscribe** jangan lupa **share**”*

(Okay, I hope this video is useful, if you have any more questions about the material in this video or other materials, please ask in the comments, don't forget to subscribe, don't forget to share)

The sentence above was taken from the video at 06.56 in the video. Mr.D inserted an English words in his dominant language which is Indonesian language. Mr.D mixed four English word “**okay**”, “**comments**”, “**subscribe**”, and “**share**” with Indonesian language while he closing the video. According to Suwito’s theory, it can

be concluded into word insertion code mixing because Mr.D inserted code mixing in the form of word.

b) **Phrase Insertion Code Mixing**

Context : Mr.D is telling the audiences the most effective ways to learn any language.

Data 1 : “Cara paling efektif untuk belajar bahasa apapun adalah **immersion okay**”

“Immersion okay” is the English words which turned up on Mr.D’s utterance at 01.37 minutes in his video. Mr.D mixed his language into a phrase form in his dominant language which is Indonesian language. Because the datum above shows that the mixing that is done by Mr.D in the form of phrase, it can be interference that in the forms of code mixing, Mr.D did mixing in the phrase insertion code mixing based on Suwito’s theory.

Context : Mr.D is talking about people who go to English-speaking country.

Data 2 : “ada banyak orang yang pergi ke Negara yang pakai bahasa inggris tapi **immers themselves**”

The mixing from the datum above came out in Mr.D's utterance at 02.07 minutes. It can be seen that Mr.D inserted English words that became phrase in his utterance. The mixing language is "**immers themselves**". Based on the theory about the form of code mixing by Suwito, the mixing words that appeared in Mr.D's utterance are included in the phrase insertion code mixing.

Context : Mr.D is talking about his fitness instructor to the audiences.

Data 3 : "Aku ada teman yang **fitness instructor**, kita tiap pergi ke Bali pertama kali aku ketemu dia di Bali bahasa inggris dia agak susah gitu"

The sentence above was taken from the video at 02.32 in the video. Mr.D inserted English words in his dominant language which is Indonesian language. Mr.D inserted phrase "**fitness instructor**" with Indonesian sentence in the middle of his utterance. In this utterance Mr.D talking about his fitness instructor that has difficulty to speak English. Based on the theory about the form of code mixing by Suwito, the mixing words that appeared in

Mr.D's utterance are included in the phrase insertion code mixing.

Context : Mr.D is story telling the audiences about his fitness instructor.

Data 4 : “dia jawab pakai baha inggris **you see**”

The mixing from the datum above came out in Mr.D's utterance at 02.56 minutes. Mr.D inserted phrase “**you see**” with Indonesian sentence in the end of his utterance. In this utterance Mr.D talking about his fitness instructor that answering him using English. Based on the theory about the form of code mixing by Suwito, the mixing words that appeared in Mr.D's utterance are included in the phrase insertion code mixing.

c) **Repetition Insertion Code Mixing**

Context : Mr.D is telling a story about his fitness instructor.

Data 1 : “**smooth smooth smooth** sampai kadang-kadang aku pakai bahasa Indonesia”

The sentence above turned up in Mr.D's utterance at 02.53 minutes. Mr.D did repetition word "**smooth smooth smooth**" in his utterance while he talking to the audience. In this utterance Mr.D talking about his fitness instructor that speaking English so good in their second meeting. Based on Suwito's theory, it can be concluded into repetition insertion code mixing.

d) Clause Insertion Code Mixing

Context : Mr.D telling the audience that is not easy to do the immersion.

Data 1 : "Karena kamu harus **do something put some effort**"

The sentence above was taken from the video at 00.13. Mr.D mixed English clause "**do something put some effort**" with Indonesian language in his utterance. Based on Suwito's theory, it can be concluded into clause insertion code mixing.

Context : Mr.D telling the audience that is not easy to do the immersion.

Data 2 : “Aku gak mau olahraga untuk dapat badan yang aku pengen punya, kalau bisa **I take a pil** mengobat. Kalau bisa **that’s all I want**”

The sentence above was taken from the video at 01.00 – 01.06 minutes. Mr.D inserted English words in his dominant language which is Indonesian language. Mr.D mixed English clause “**I take a pil**” with Indonesian sentence in the end of his utterance. Based on Suwito’s theory, it can be concluded into clause insertion code mixing.

Context : Mr.D talking about the audience should change their habit if they want to better in English

Data 3 : “**Change your habit** baru bukan bohong”

The sentence above was taken from the video at 01.23 minutes. Mr.D inserted English words in his language. Mr.D mixed English clause “**change your habit**” with Indonesian words in the beginning of his utterance. Based on Suwito’s theory, it can be concluded into clause insertion code mixing.

Context : Mr.D talking about immersion to the audience.

Data 4 : “itu berarti **you are immers in the language**, itu berarti kamu dikelilingi bahasa itu”

The sentence above was taken from the video at 01.41 minutes. Mr.D inserted English words in his language. Mr.D mixed English clause “**you are immers in the language**” with Indonesian sentence in the middle of his utterance. Based on Suwito’s theory, it can be concluded into clause insertion code mixing.

Context : Mr.D talking about his fitness instructor.

Data 5 : “Setelah satu tahun aku balik aku ketemu dia lagi bahasa inggris dia **flowing flowing like crazy**”

The sentence above was taken from the video at 02.47 minutes. Mr.D inserted English words in his language. Mr.D mixed English clause “**flowing flowing like crazy**” with Indonesian sentence in his utterance. Based on Suwito’s theory, it can be concluded into clause insertion code mixing.

3) Most dominant forms of code mixing used by Mr.D

The researcher counted the data and got the percentage of the data by using Sudijono's formula. The percentage of the data based on the forms of code mixing.

Table 4.2

The Percentage of The Forms of Code Mixing in the Video

| No | Forms of Code Mixing | Frequency | Percentage |
|--------------|----------------------------------|------------------|-------------------|
| 1 | Word Insertion Code Mixing | 30 | 47,7% |
| 2 | Phrase Insertion Code Mixing | 8 | 15,9% |
| 3 | Hybrid Insertion Code Mixing | 0 | 0% |
| 4 | Repetition Insertion Code Mixing | 1 | 2,3% |
| 5 | Idiom Insertion Code Mixing | 0 | 0% |
| 6 | Clause Insertion Code Mixing | 15 | 34,1% |
| Total | | | 100% |

From the result of the analyzing by using Suwito's theory in classifying the forms of code mixing and after counting the percentage by using formula that proposed by Sudijono, the researcher concludes that the most forms of code

mixing happens in the video is word insertion code mixing, the second forms is clause insertion code mixing, the third form is phrase insertion code mixing and the last percentage is repetition insertion code mixing.

b. Reason of Code Mixing

From the data that were gathered then analyze and classified by the researcher found that there are 57 data in total. From the 57 data, the researcher found 5 reason why Mr.D used Code mixing from Hoffman's theory, he devide 7 reason of code mixing. The result showed below:

Table 4.3

The Reasons of Code Mixing in the Video

| No. | Reasons of Code Mixing | Code Mixing |
|------------|-----------------------------------|--------------------|
| 1 | Talking about Particular Topic | √ |
| 2 | Quoting Somebody Else | - |
| 3 | Being Emphatic | √ |
| 4 | Interjection | √ |
| 5 | Repetition used for Claryfication | √ |
| 6 | Intention of Clarifying | √ |
| 7 | Expressing Group Identity | - |

From the result of the table above, it can be concluded that there are five reasons why Mr.D produced code mixing based on Hoffman's theory. They are Talking about Particular Topic, Being Emphatic, Interjection, Repetition used for Claryfication, and Intention of Clarifying.

B. Discussion

1. Forms of Code Mixing

Based on the data classification in the types of code mixing in the table 4.2, it can be discussed:

a. Word Insertion Code Mixing

- 1) Kalau kamu belum berusaha, berarti kamu nggak pengen atau keinginannya gak cukup besar *okay*.

“If you have not tried, it means you won't or your desire is not enough okay”

The utterance above came from in Mr.D's video at 00.10 minutes. The language he used dominant with Indonesia language and Mr.D inserted word “*okay*” in his utterance. Based on the theory about word insertion code mixing by Suwito, Mr.D did code mixing in word insertion code mixing in his utterance. The word “okay” appears

- 2) Kamu harus mengusahakan itu kalau gak ada *effort*

“you have to work on it, if you don't have any effort”

In the video, the sentence above appeared in Mr.D's utterance at 00.17 seconds. Mr.D was mixing his language between Indonesian language and English. He inserted word "effort" in his utterance. Based on theory of Suwito, the mixing that Mr.D made is included to word insertion code mixing.

- 3) Jadi jangan bohong sama aku, jangan bohong sama diri. Apakah itu bohong? Emang, *yes*, itu bohong. *Oke*
 "So don't lie to me don't lie to yourself. Is it a lie? True, yes, it is a lie. Oke."

In the video, the sentence above appeared in Mr.D's utterance at 00.29 seconds. Mr.D was mixing his language between Indonesian language and English. He inserted two words are "yes" and "oke" in his utterance. Based on theory of Suwito, the mixing that Mr.D made is included to word insertion code mixing.

b. Phrase Insertion Code Mixing

A phrase is a set of words that are meaningful and up patterned. In finding the data in the video, the Researcher found 7 data which are indicated as phrase. Here, the Researcher took some samples that are discussed:

1) Cara yang paling efektif untuk belajar bahasa apapun adalah

immersion oke

“The most effective way to learn any language is immersion oke”

The utterance above appeared at 01.37 minutes. Mr.D inserted English while he speaking in Indonesian language in the video. Mr.D said “*Immersion oke*” in his utterance. Based on theory of Suwito’s theory, the mixing above is included to phrase insertion code mixing.

2) Ada banyak orang yang pergi ke negara yang pakai bahasa

Inggris tapi *immers themselves*

“There are many people who go to countries that speak English but immers themselves”

The mixing which done by Mr.D in his utterance is in the form of phrase. He said “*immers themselves*” at 02.07 minutes. Mr.D inserted English in his utterance. From the mixing above, it can be classified as phrase insertion code mixing based on the theory.

3) Aku ada teman yang *fitness instructor* ya kita tiap pindah

ke Bali pertama kali aku ketemu dia di Bali bahasa ini Inggris dia agak susah gitu

“I have a friend who is a fitness instructor, yes when I moved to Bali the first time I met him in Bali this language English he was a bit difficult so”

Mr.D said “*fitness instructor*” at 02.32 minutes. The mixing which done by Mr.D in the video is in the form of phrase. Based on the theory of Suwito, it can be concluded as phrase insertion code mixing.

4) dia jawab pakai bahasa Inggris, *You see*.

“he answered using English. You see,”

“*You see*” is the English words which turned up on Mr.D’s utterance at 02.56 minutes in his video. Mr.D mixed his language into a phrase form in his speech. Because the datum above shows that the mixing that is done by Mr.D in the form of phrase, it can be interference that in the phrase insertion of code mixing, Mr.D did mixing in the phrase insertion code mixing.

c. Repetition Insertion Code Mixing

1) *Smooth smooth smooth* sampai kadang-kadang aku pakai bahasa Indonesia

“Smooth smooth smooth until sometimes I use Indonesia language”

The datum came out in Mr.D's utterance in his video at 02.53 minutes. He inserted "smooth smooth smooth" in his utterance. Based on the form of code mixing by Suwito, Mr.D did repetition insertion code mixing.

d. Clause Insertion Code Mixing

Clause is a group of word that has subjects and verb but smaller than sentences. Clause is divided into two, independent clause and dependent clause. In clause level, the Researcher found 16 data, but here the Researcher is discussed five data as the representative from 16 data.

1) Karena kamu harus *do something put some effort*

"Because you have to do something put some effort"

The sentence above came from Mr.D's utterance in his video at 00.13 seconds. The code mixing clause insertion that done by Mr.D is "*do something put some effort*". It concluded to clause insertion because it is dependent clause that cannot stand alone and needs another clause to make it to be perfect.

2) Aku gak mau olahraga untuk dapat badan yang aku pengen punya, aku kalau bisa *I take a pil* mengobati

"I don't want work out to get the body I want to have, if I can I take a pill to make it"

The mixing from the datum above came out from Mr.D's utterance in his video at 01.00 minutes. It can be seen that Mr.D inserted English words that became clause in his utterance. The mixing is "*I take a pill*". Based on the theory about form of code mixing by Suwito, it is included as the clause insertion code mixing.

3) Kalau bisa *That's All I Want*

"If possible that's all I want"

The datum above turned up on Mr.D's utterance at 01.06 minutes. Mr.D inserted words "*That's all I want*" in his utterance. Because the datum above shows that mixing by Mr.D in the form of clause insertion, it can be interference that in the form of clause insertion code mixing, Mr.D did clause insertion.

2. Reasons of Code Mixing

Based on the classification of the data in the table 4.3 about the reasons of code mixing, it can be discussed :

a. Talking about particular topic

When bilingual often find it easier to switch from one code into another code. People usually like to use one language to discuss certain kind of topic. For example "Aku ada teman yang

fitness instructor ya, kita tiap pindah ke Bali pertama kali aku ketemu dia di Bali bahasa ini Inggris dia agak susah gitu”. In this utterance we can see that Mr.D mixed his language between Indonesia language and English. Because in this topic Mr.D talk about his fitness instructor friend from Bali that cannot speak English when they met for the first time in Bali.

b. Being Emphatic

The speaker switch from his second language to his first language because feels more convenient to be emphatic in his second language rather than in his first language. For example “Di Indonesia memang susah cari *immersion*. Di Malaysia mungkin lebih gampang di Singapore pasti lebih gampang, siapa tahu, *I don't know Im not Sure, but* aku tinggal di Indonesia aku bisa bilang emang *Immersion* susah. In this sentence Mr.D mixed his language into English because English is his first language it can see that he is came from America so he more convenient to talk emotional things in English.

c. Interjection

Interjection is inserting sentence fillers or sentence connector. Interjection is word or expression, which are insert into sentence to convey surprise, strong emotion, or to gain attention.

Interjection is a short exclamation like: Darn!, hey!, Well!, Look!, etc. They have no grammatical value, but speaker use them quite often, usually use more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can something mark an interjection. The following are example of the usage of interjection is sentence: Emang aku kenal banyak, nih ini bukan promosiin. *Hei* kamu pindah ke Bali tapi kalau mau bisa.

d. Repetition used for Claryfication

We often do repetition. It means that we try to repeat a sentence, which already said in one language. On the other hand, repetition serves to repeat a message from one code to another code literally or in somewhat modified form. It does not mean that we make comprehension better. It is used to emphasis and style of our language we used. Example : Karena kamu harus *do something put some effort*, kamu harus mengusahakan itu.

e. Intention of Clarifying

When a bilingual or multilingual persons talk to another bilingual/multilingual. There will be lots of code switching and code mixing occurs. It means that to make the content of his speech run smoothly and understood by the listener. A message in

one code is repeated in the other code in somewhat modified them.

Example : itu berarti *you are immers in the language* itu berarti

kamu dikelilingi dimana-mana ada bahasa itu.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

After analyzing and getting the result, the researcher found several codes mixing Mr.D's video YouTube channel. The data were classified into forms and reasons of code mixing, based on the theory of Hoffman and Suwito. In the forms of code mixing, the researcher analyzed a video of Mr.D's YouTube channel by using Suwito's theory, and the forms of code mixing are categorized into Word Insertion Code Mixing, Phrase Insertion Code Mixing, Hybrid Insertion Code Mixing, Repetition Insertion Code Mixing, Idiom Insertion Code Mixing, and Clause Insertion Code Mixing. While, for the reasons of code mixing the researcher used Hoffman's theory in analyzing a video of Mr.D's YouTube channel. The reason of code mixing divides into Talking about Particular Topic, Quoting Somebody Else, Being Emphatic, Interjection, Repetition used for Claryfication, Intention of Clarifying, and Expressing Group Identity.

As the result, in forms of code mixing on the video, there are 44 data which had been found by the researcher. The data showed that word insertion of code mixing is the most dominant types of code mixing in the video, and it is about 47,7%. In the second place is clause insertion of code mixing is about 34,1%. The third place is phrase insertion of code mixing is about 15,9% and the lowest percentage is repetition insertion of code

mixing is 2,3%. For the hybrid insertion and idiom insertion of code mixing the researcher has not found data of them. Then, the result in the reasons of code mixing in the video, there are 44 data. Then, the researcher found 5 data of the reasons of code mixing based on Hoffman's theory. They are Talking about Particular Topic, Being Emphatic, Interjection, Repetition used for Claryfication, and Intention of Clarifying.

B. Suggestion

Based on the result of the research and considering the previous conclusion, the researcher would like to provide some of suggestions. Some suggestions are pointed to:

1. Reader

For the readers who want to get little bit knowledge about code mixing in someone's utterance especially in the types and reasons of code mixing, the researcher does hope that this research can help the readers in answering the questions which come to their mind. The researcher thinks that learning new language is essential to face the modern era. There is a lot of thing that we can use in improving our ability in new language one of them is social media exactly on YouTube. Many YouTubers who share video in their channel that serve the content about English and other languages and perhaps the readers want to look for YouTubers who are really often mixing their language in their video, so it can be easier for the readers get the point of their utterance.

2. The Next Researcher

For the next researchers, the researcher does hope that this research can be useful as the reference if the next researchers want to conduct the research about code mixing which is happened on someone's utterance especially on YouTube. It is much better, if the next researchers look for the appearance of code mixing in other media or the next researcher can look for the phenomena of code mixing in the education field, in order there is the distinction between this research and the next research.

REFERENCES

- Agung, S. (2017). *An Analisis of Using Code Mixing on Atta Halilintar's Youtube Channel*. <http://repository.radenintan.ac.id/6999/1/skripsiagungskrisna.pdf>
- Alhamami, M. (2019). Observation of Youtube Language Learning Videos (Youtubellvs). *Teaching English with Technology*, 13(3), 3–17. <http://www.tewtjournal.org>
- Arikunto, S. (2011). *Prosedur penelitian : suatu pendekatan praktik* (Ed. Rev. V). Jakarta: Rineka Cipta.
- Astuti, D., & Nurhayati, W. (2018). Investigating Self Professional Development in Teaching English. *The Case of English College Teachers' Role as Models*, 18(1). <https://doi.org/10.21093/di.v18i1.1034>
- Azar, B. S., & Hagen, S. A. (2017). *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
- Bills, G. D., & Gumperz, J. J. (1984). Language and Social Identity. *The Modern Language Journal*, 68(1), 86. <https://doi.org/10.2307/327729>
- Bull, V. (2008). *Oxford Learner's Pocket Dictionary: A pocket-sized reference to English vocabulary*. New York: Oxford University Press.
- Carstairs-McCarthy, A. (2018). *An Introduction to English Morphology : words and their structure* (2nd ed.). Edinburgh: Edinburgh University Press.
- Chaer, A., & Agustina, L. (1995). *Sosiolinguistik : Suatu Pengantar*. Jakarta: Rineka Cipta.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Defign: Qualitative,*

Quantitative, and Mixed Methods Approaches. California: SAGE Publications.

Gumperz, J. J. (1983). *Language and Social Identity*. Cambridge: Cambridge University Press.

https://www.goodreads.com/book/show/1650811.Language_and_Social_Identity

Ho, R. T. H., Ng, S. M., & Ho, D. Y. F. (2007). The Sage Handbook of Qualitative Research. *Asian Journal Of Social Psychology*, 10(4), 277–279.

<https://doi.org/10.1111/j.1467-839x.2007.00237.x>

Hoffmann, C. (2014). *An Introduction to Bilingualism*. Taylor and Francis.

<https://doi.org/10.4324/9781315842035>

Hoffmann, C. (2017). *An Introduction to Bilingualism* (R.H. Robins & D. Denison (eds.); 4th ed.). London: Routledge.

Hornberger, N. H., & McKay, S. L. (2010). *Sociolinguistics and Language Education*. Cambridge: Cambridge University Press.

Hornby, A. . (2020). *Oxford Advanced Learners Dictionary*. New York: Oxford University press.

Kabilan, M. K. (2020). International Journal of Linguistics. *The Use of YouTube in Teaching English Literature The Case of Al-Majma'ah Community College, Al-Majma'ah University (Case Study)*.

<https://macrothink.org/journal/index.php/ijl/article/view/2930/2472>

Keller, M. (Linguist). (2020). *Code-switching: Unifying Contemporary and Historical Perspectives* (1st ed.). Palgrave Pivot Cham.

<https://doi.org/https://doi.org/10.1007/978-3-030-34667-6>

Marasigan, E. (1983). *Code-Switching and Code-Mixing in Multilingual Societies*.

Singapore University Press.

<http://kin.perpusnas.go.id/DisplayData.aspx?pId=68750&pRegionCode=UNES&pClientId=634>

Mills, G. E., & Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Applications Plus MyEducationLab with Pearson eText -- Access Card Package* (10 edition). New York : Pearson.

http://www.amazon.com/gp/product/0133018016/ref=oh_aui_detailpage_o02_s00?ie=UTF8&psc=1

Nababan, P. W. . (2015). *Bilingualism in Indonesia: Ethnic Language Maintenance and the Spread of the National Language on JSTOR*.

<https://www.jstor.org/stable/24490892>

Paradis, M. (1978). *Aspects of Bilingualism*. Africa: Hornbeam Press.

Rianda, D. (2017). *Code Switching and Code Mixing Used by Boy William in Breakout Music Program at NET TV*. [http://digilib.iain](http://digilib.iainpalangkaraya.ac.id/id/eprint/1098)

[palangkaraya.ac.id/id/eprint/1098](http://digilib.iainpalangkaraya.ac.id/id/eprint/1098)

Rustanto, B. (2015). *Penelitian Kualitatif Pekerjaan Sosial* (1st ed.). Remaja Rosdakarya.

Saldy, S. A. (2017). *An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process*.

Wardhaugh, R. (2010). *An introduction to Sociolinguistics* (6th ed.). Wiley-Australia: Blackwell.

Yule, G. (1985). *The Study of Language: An Introduction to Pragmatics* (2nd ed.).

Cambridge: Cambridge University Press.

**A
P
P
E
N
D
I
C
E
S**

| NO | FINDING | TIME | Forms of Code Mixing According by Suwito's Theory | | | | | | |
|----|---|-------|---|------|------|------|-----|------|---|
| | | | WICM | PICM | HICM | RICM | HCM | CICM | |
| 1 | Kalau kamu belum berusaha, berarti kamu nggak pengen atau keinginannya nggak cukup besar <i>okay</i> . | 0.10 | √ | | | | | | |
| 2 | Karena kamu harus <i>do something put some effort</i> | 0.13 | | | | | | | √ |
| 3 | kamu harus mengusahakan itu kalau gak ada <i>effort</i> | 0.17 | √ | | | | | | |
| 4 | itu berarti kamu emang gak pengen <i>okay</i> . | 0.22 | √ | | | | | | |
| 5 | Jadi jangan bohong sama aku, jangan bohong sama diri. Apakah itu bohong? Emang, <i>yes</i> , itu bohong. <i>Oke</i> | 0.29 | √ | | | | | | |
| 6 | Aku gak mau olahraga untuk dapat badan yang aku pengen punya, aku kalau bisa <i>I take a pil</i> mengobat | 01.00 | | | | | | | √ |
| 7 | Kalau bisa <i>That's All I Want</i> . | 01.06 | | | | | | | √ |

| | | | | | | | | |
|----|---|-------|---|---|--|--|--|---|
| 8 | Nggak papa kalau aku bilang sama kamu sekarang kamu bohong kalau bilang <i>Oke</i> ya udah gak papa | 01.20 | √ | | | | | |
| 9 | <i>Change Your Habbit</i> baru bukan bohong. | 01.23 | | | | | | √ |
| 10 | Cara yang paling efektif untuk belajar bahasa apapun adalah <i>immersion oke</i> | 01.37 | | √ | | | | |
| 11 | itu berarti <i>you are immers in the language</i> itu berarti kamu dikelilingi dimana-mana ada bahasa itu. | 01.41 | | | | | | √ |
| 12 | <i>Well</i> nggak gampang melakukan. | 01.50 | √ | | | | | |
| 13 | Tapi maksudnya kalau udah bisa melakukan itu, itu cara yang paling gampang untuk menjadi lancar karena ada dimana-mana harus pakai <i>Right</i> . | 02.02 | √ | | | | | |
| 14 | Ada banyak orang yang pergi ke negara yang pakai bahasa Inggris tapi <i>immers themself</i> | 02.07 | | √ | | | | |
| 15 | dengan teman-teman | 02.10 | √ | | | | | |

| | | | | | | | | |
|----|--|-------|---|---|--|--|--|---|
| | yang <i>Indonesian</i> aja. | | | | | | | |
| 16 | Kalau itu bukan <i>Immersion</i> yang yang aku bahas | 02.12 | √ | | | | | |
| 17 | ya <i>don't hide yourself from it.</i> | 02.15 | | | | | | √ |
| 18 | di Indonesia gimana bisa <i>immersion</i> susah-susah banget yang paling gampang menurut aku Bali pergi ke Bali. | 02.18 | √ | | | | | |
| 19 | <i>Hei</i> kamu pindah ke Bali tapi kalau mau bisa. | 02.27 | √ | | | | | |
| 20 | Aku ada teman yang <i>fitness instructor</i> ya kita tiap pindah ke Bali pertama kali aku ketemu dia di balai bahasa ini Inggris dia agak susah gitu | 02.32 | | √ | | | | |
| 21 | Eggak gak <i>flowing free flowing</i> gitu. | 02.43 | | | | | | √ |
| 22 | Setelah satu tahun aku balik aku ketemu dia lagi bahasa Inggris dia <i>flowing flowing like crazy</i> | 02.47 | | | | | | √ |
| 23 | ada kesalahan ya ada | 02.52 | √ | | | | | |

| | | | | | | | | |
|----|--|-------|---|---|--|---|--|--|
| | tapi dia <i>confident</i> . | | | | | | | |
| 24 | <i>Smooth smooth</i> sampai kadang-kadang aku pakai bahasa Indonesia | 02.53 | | | | √ | | |
| 25 | dia jawab pakai bahasa Inggris, <i>You see</i> . | 02.56 | | √ | | | | |
| 26 | Ada banyak di Bali kayak gitu <i>Rigth</i> . | 03.00 | √ | | | | | |
| 27 | Banyak orang Indonesia yang bisa bahasa Inggris yang <i>confident</i> pakai bahasa Inggris | 03.05 | √ | | | | | |
| 28 | ada kesalahan <i>yeah</i> ada kesalahan, mereka ga peduli | 03.07 | √ | | | | | |
| 29 | <i>at least</i> mereka ngerti dan mereka bisa dan mereka di ngerti dipaham pakai. | 03.10 | | √ | | | | |
| 30 | <i>So</i> , ada itu tapi selain itu jogja-jakarta sudah payah mungkin Jakarta yang paling banyak bule tapi gak ada dimana-mana, | 03.15 | √ | | | | | |
| 31 | susah nemu bule | 03.28 | √ | | | | | |

| | | | | | | | | |
|----|---|-------|---|--|--|--|--|---|
| | apalagi dia lagi jalan pulang ke rumah dia di depan <i>Apartement</i> dia mau pulang dia capek | | | | | | | |
| 32 | Kamu nggak bisa <i>hey hey talk to me, you know</i> agak susah | 03.31 | | | | | | √ |
| 33 | Di Indonesia memang susah cari <i>immersion</i> di Malaysia mungkin lebih gampang | 03.38 | √ | | | | | |
| 34 | Siapa tahu, <i>I don't know Im not Sure, but</i> aku tinggal di Indonesia | 03.44 | | | | | | √ |
| 35 | Indonesia aku bisa bilang emang <i>Immersion</i> susah. | 03.49 | √ | | | | | |
| 36 | Kenapa? mungkin mereka minder <i>I don't know</i> aku udah bahas itu dalam video lain kamu nonton | 04.00 | | | | | | √ |
| 37 | Apalagi karena jarang Inggris di sini dipakai kayak <i>novelty</i> | 04.05 | √ | | | | | |
| 38 | hal yang <i>new and cool that's it that's it.</i> | 04.07 | | | | | | √ |

| | | | | | | | | |
|----|--|-------|---|---|--|--|--|---|
| 39 | Jadi, orang suka tulisan <i>advertisement</i> pakai bahasa Inggris | 04.13 | √ | | | | | |
| 40 | <i>and then</i> kamu ngomong yang orangnya tulis itu dia nggak ngomong pakai bahasa Inggris langsung jadi kenapa gak pakai bahasa Inggris. | 04.15 | | √ | | | | |
| 41 | Aku sering lihat banyak <i>advertisement</i> pakai bahasa Inggris | 04.21 | √ | | | | | |
| 42 | kenapa <i>whats the point?. It's a novelty</i> | 04.25 | | | | | | √ |
| 43 | jadi Emang susah cari <i>immersion,</i> | 04.28 | √ | | | | | |
| 44 | <i>immersion experience you have to create it for yourself right?</i> itu gimana, nonton pakai bahasa Inggris | 04.31 | | | | | | √ |
| 45 | <i>Subtitles</i> pakai bahasa Inggris, dengar pakai bahasa Inggris | 04.42 | √ | | | | | |
| 46 | dengar <i>podcast</i> | 04.45 | √ | | | | | |
| 47 | dengar <i>audiobook</i> | 04.47 | √ | | | | | |

| | | | | | | | | |
|----|--|-------|---|---|--|--|--|---|
| 48 | <i>Music is oke</i> , jangan hanya | 04.48 | | | | | | √ |
| 49 | <i>music is what I mean</i> , <i>music is okay</i> tapi jangan cuma itu, | 04.51 | | | | | | √ |
| 50 | kamu penggemar Kardashian kamu cari artikel tentang mereka, tentang dia, tentang itu tentang hal itu <i>right</i> . | 05.11 | √ | | | | | |
| 51 | lebih sering dengar, lebih sering ngomong, lebih sering di depan kaca ngomong lebih sering itu sendiri ya mikir pakai bahasa Inggris cari teman cuma butuh satu teman <i>Oke</i> | 05.37 | √ | | | | | |
| 52 | Ini kedengaran beratnya <i>you know</i> ada banyak yang harus dilakukan | 05.50 | | √ | | | | |
| 53 | Kenapa? karena di Indonesia ga ada <i>immersion</i> gak bisa makanya harus berat, berat dulu diawal aja terus nanti bisa di | 05.55 | √ | | | | | |

| | | | | | | | | |
|----|--|-------|---|---|--|--|--|---|
| | kurangin dikit gak pernah bisa dikurangin sama sekali tapi | | | | | | | |
| 54 | diawal BANYAAKK Bahasa Inggris <i>slowly</i> | 06.15 | √ | | | | | |
| 55 | bisa dikurangin sampai <i>at least</i> ada setiap minggu dikit | 06.17 | | √ | | | | |
| 56 | <i>music is what I mean, music is okay</i> tapi jangan cuma itu, | 06.21 | | | | | | √ |
| 57 | emang <i>forever cuz you don't want forget.</i> | 06.24 | | | | | | √ |

Appendix I: The Data Findings in the Forms of Code Mixing

Appendix II : Transcript of the video Mr.D “Rahasia Untuk Lancar Bahasa Inggris”

Udah ga usah bilang sama aku lagi kalau kamu pengen jadi lancar bahasa Inggris.
Kalau kamu belum berusaha,
berarti kamu nggak pengen atau keinginannya gak cukup besar *okay*.
Karena kamu harus *do something put some effort* kamu harus mengusahakan itu
kalau gak ada *effort* itu berarti kamu emang gak pengen *okay*.
Jadi jangan bohong sama aku, jangan bohong sama diri,
Apakah itu bohong? Emang, *yes*, itu bohong. *Oke*,
Kalau kamu setiap hari bilang aku mau aku mau aku mau tapi gak ada berusaha,
berarti enggak mau.
Alasannya aku bilang itu bohong itu kamu nggak mau karena yang kamu mau
bukan menjadi lancar bahasa Inggris
Yang kamu mau adalah ada pil hum, baru lancar bahasa Inggris, itu yang kamu
mau.
Kamu nggak mau berusaha,
Enggak papa akui aja, aku sama
Aku gak mau olahraga untuk dapat badan yang aku pengen punya,
aku kalau bisa *I take a pil* mengobat *boom* udah badan kayak Captain America.
Kalau bisa *That's All I Want*.
Aku gak mau olahraga tapi sekarang aku lagi olahraga sering 6 kali seminggu
karena aku mau badan itu, kemauan kamu keinginan kamu bisa berubah,
Nggak papa kalau aku bilang sama kamu sekarang kamu bohong kalau bilang
Oke ya udah gak papa
Change Your Habbit baru bukan bohong.
Jujur sama diri sendiri seberapa kamu pengen belajar seberapa seberapa kamu
pengen menjadi lancar pakai bahasa Inggris,
Cara yang paling efektif untuk belajar bahasa apapun adalah *immersion oke*
Immersion itu berarti *you are immers in the language* itu berarti kamu dikelilingi
dimana-mana ada bahasa itu.
Kita bisa bilang pergi ke negara yang pakai bahasa itu itu yang paling gampang

Well nggak gampang melakukan.

Tapi maksudnya kalau udah bisa melakukan itu, itu cara yang paling gampang untuk menjadi lancar karena ada dimana-mana harus pakai **Right**.

Ada banyak orang yang pergi ke negara yang pakai bahasa Inggris tapi *immers themselves* dengan teman-teman yang **Indonesian** aja.

Kalau itu bukan **Immersion** yang yang aku bahas ya *don't hide yourself from it*.

So, di Indonesia gimana bisa **immersion** susah- susah banget yang paling gampang menurut aku Bali pergi ke Bali.

Emang aku kenal banyak, nih ini bukan promosiin

Hei kamu pindah ke Bali tapi kalau mau bisa.

Aku gak ada teman yang **fitness instructor** ya kita tiap pindah ke Bali pertama kali aku ketemu dia di balai bahasa ini Inggris dia agak susah gitu

Enggak gak *flowing free flowing* gitu.

Setelah satu tahun aku balik aku ketemu dia lagi bahasa Inggris dia *flowing flowing like crazy*

ada kesalahan ya ada tapi dia **confident**.

Smosh Smosh Smosh sampai kadang-kadang aku pakai bahasa Indonesia dia jawab pakai bahasa Inggris, **You see**.

Ada banyak di Bali kayak gitu **Rigth**.

Banyak orang Indonesia yang bisa bahasa Inggris yang **confident** pakai bahasa Inggris ada kesalahan **yeah** ada kesalahan, mereka ga peduli

mereka lanjutin, **at least** mereka ngerti dan mereka bisa dan mereka di ngerti dipaham pakai.

So, ada itu tapi selain itu jogja-jakarta sudah payah mungkin Jakarta yang paling banyak bule tapi gak ada dimana-mana, susah nemu bule apalagi dia lagi jalan pulang ke rumah dia di depan **Apartement** dia mau pulang dia capek Kamu nggak bisa *hey hey talk to me, you know* agak susah **right**.

Di Indonesia memang susah cari **immersion**

Di Malaysia mungkin lebih gampang di Singapore pasti lebih gampang,

Siapa tahu, **I don't know Im not Sure, but** aku tinggal di Indonesia aku bisa bilang emang **Immersion** susah.

Ada banyak kendala, ada orang yang gak pengen denger kamu pakai bahasa Inggris, gak pengen lihat kamu berkembang,

Kenapa? mungkin mereka minder *I don't know* aku udah bahas itu dalam video lain kamu nonton

Apalagi karena jarang Inggris di sini dipakai kayak *novelty* hal yang *new and cool that's it that's it*.

Jadi, orang suka tulisan *advertisement* pakai bahasa Inggris *and then* kamu ngomong yang orangnya tulis itu dia nggak ngomong pakai bahasa Inggris langsung jadi kenapa gak pakai bahasa Inggris.

Aku sering lihat banyak *advertisement* pakai bahasa Inggris kenapa *whats the point?. It's a novelty*

jadi Emang susah cari *immersion*,

So, kamu harus bikin situasi itu kayak *immersion* sendiri *okey*,

immersion experience you have to create it for yourself right? itu gimana, nonton pakai bahasa Inggris, *Subtitles* pakai bahasa Inggris, dengar pakai bahasa Inggris, dengar *podcast*, dengar *audio book*, *okay?. Music is oke*, jangan hanya *music is what I mean, music is okay* tapi jangan cuma itu,

Baca buku, baca artikel baca, cari sesuatu yang kamu suka kamu penggemar tentang *you know basket ball NBA, MotoGP, whatever* kamu penggemar Kardashian kamu cari artikel tentang mereka, tentang dia, tentang itu tentang hal itu *right*.

Jangan hanya baca artikel tentang hal yang bosan, ya pasti kamu gak bisa belajar kalau gitu,

aku nggak mau baca artikel yang tentang hal yang bosan yang enggak Menarik buat aku,

aku nggak mau jadi kamu jangan juga baca, lebih sering dengar, lebih sering ngomong, lebih sering di depan kaca ngomong lebih sering itu sendiri ya mikir pakai bahasa Inggris cari teman cuma butuh satu teman *Oke* jangan bilang gak ada bule dekat kamu nggak usah boleh Indonesia aja orang yang pengen belajar juga kalian pakai bahasa Inggris setiap hari percakapan

Ini kedengaran beratnya *you know* ada banyak yang harus dilakukan

Kenapa? karena di Indonesia ga ada *immersion* gak bisa makanya harus berat, berat dulu diawal aja terus nanti bisa di kurangin dikit gak pernah bisa dikurangin sama sekali tapi *Oke*

Karena bahasa itu hal yang gampang dilupain juga oke

So, diawal BANYAAKK Bahasa Inggris *slowly* bisa dikurangin sampai *at least* ada setiap minggu dikit *And then you keep that forever, forever* emang *forever cuz you don't want forget.*

Oke semoga video ini bermanfaat, kalau ada pertanyaan lagi tentang materi yang ada dalam video ini atau materi lain, silahkan tanya di *comments* jangan lupa *subscribe* jangan lupa *share video* ini sama teman-teman kamu dan jangan lupa *like and turn on push notification* biar selalu tahu kalau ada video baru dari aku.
See you next time.

Appendix III : Profile Mr.D's Youtube Channel



Appendix V : Counting the result

PAPERLINE

0 8 7 1
 0 2 7 8

 28.62
 29.82

 85.45
 1.1

 86.55

5
 5 7 8 9

 5 1 7 1
 1 1

 5 2 1 5

100
 60

 166.67

WICM = $\frac{30}{60} \times 100\% = 50\%$
 PICM = $\frac{8}{60} \times 100\% = 13,33\%$
 HICM = $\frac{0}{60} \times 100\% = 0\%$
 FICM = $\frac{1}{60} \times 100\% = 1,67\%$
 IICM = $\frac{0}{60} \times 100\% = 0\%$
 CICM = $\frac{17}{60} \times 100\% = 28,33\%$

WICM = $\frac{30}{57} \times 100\%$
 PICM = $\frac{8}{57} \times 100\%$
 HICM = $\frac{0}{57} \times 100\%$
 FICM = $\frac{1}{57} \times 100\%$
 IICM = $\frac{0}{57} \times 100\%$
 CICM = $\frac{17}{57} \times 100\%$

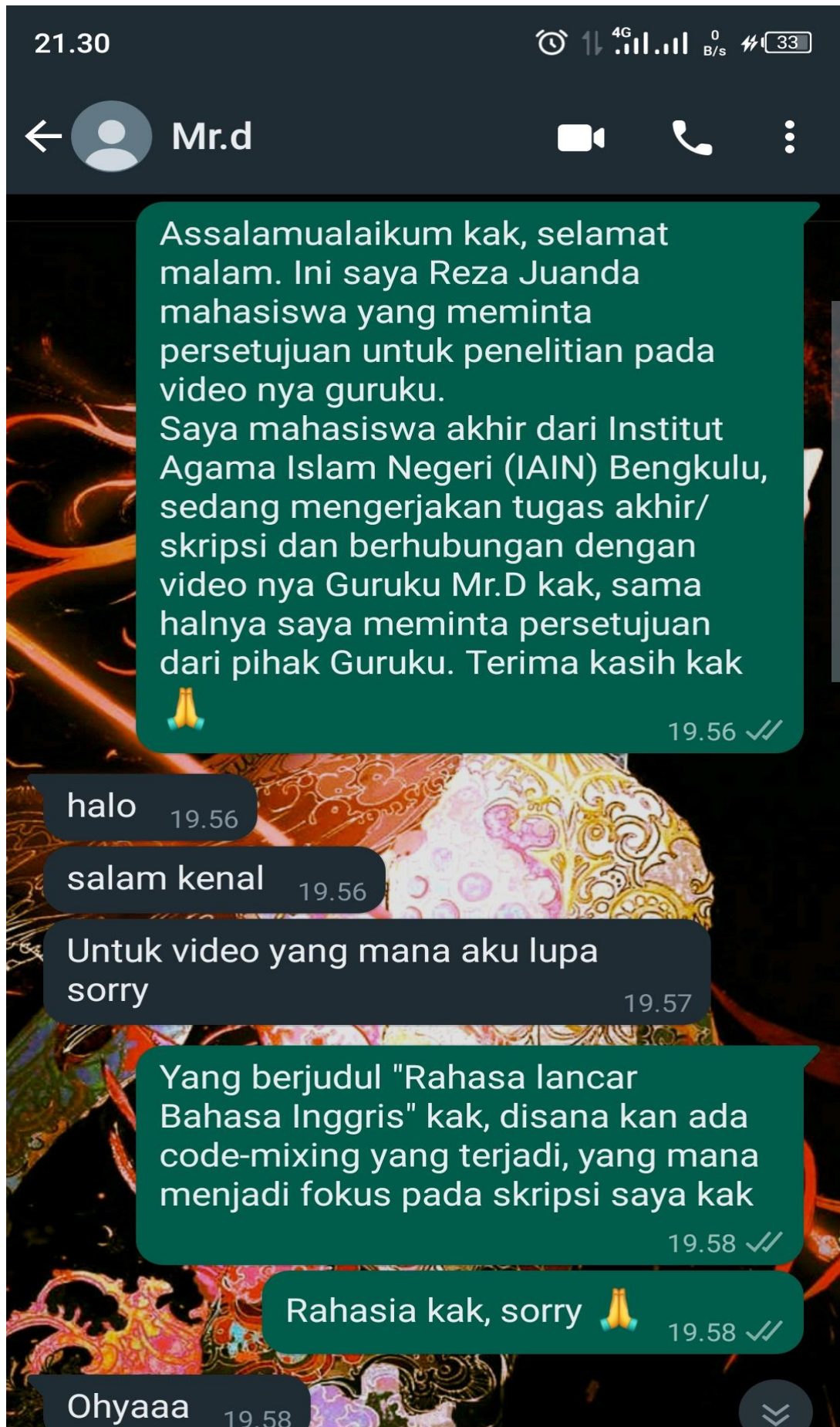
5
 15
 1

 29,82

Appendix IV : Screenshots of the video



Appendix VI : Screenshoots of the chats with Mr.D



21.30

4G B/s 33

← Mr.d



19.58 ✓✓

Ohyaaa 19.58

Aku sebagai Creative & Content Manager dari gurukuMrD, mewakili gurukuMrD mengizinkan Reza Juanda untuk menggunakan video yang disebut diatas untuk digunakan dalam skripsi kamu

19.59

Namun mohon maaf sebelumnya kalau untuk interview dengan Mr D gak bisa 🙏

20.01

Mohon maaf ya 20.01

Alhamdulillah terima kasih yang sebesar-besarnya kak atas izinnya



20.02 ✓✓

Dan sebenarnya untuk interviewnya kak kemarin sudah konsultasi sama dosen pembimbing, kan ini masih dalam pengelolaan data, jadi interviewnya dilakukan setelah fix selesai skripsinya, untuk pengesahan data/bukti bahwa saya benar-benar melakukan penelitian

20.05 ✓✓

Oh tidak apa-apa kak, sebagai mana yang saya sampaikan interviewnya hanya untuk pengesahan, sekiranya



Ketik pesan



21.30

🕒 4G 📶 2,9 K/s 🔋 34

←  Mr.d



sama-sama, dari aku mewakili gurukuMrD cukup untuk izin kok

20.09

Sukses ya skripsinya 20.09

Terima kasih kak, alhamdulillah 🙏
Untuk questionnaire nya kak, sekiranya Guruku bisa untuk meluangkan waktunya sebentar, setidaknya saya nanti akan menyiapkan 5 pertanyaan seputar alasan Mr.D melakukan code-mixing kak

20.14 ✓✓

Maaf kalo itu juga gak bisa 🙏

20.24

Baiklah kak, sekali lagi terima kasih yang sebesar-besarnya atas izinnya. Mungkin kedepannya jika saya ada keperluan lain tentang topik ini, bisa saya menghubungi kontak ini?

20.31 ✓✓

Anda

Baiklah kak, sekali lagi terima kasih yang sebesar-besarnya atas izinnya. Mungkin kedepannya jika saya ada keperluan lain...

boleh, aku seneng kalo bisa bantu

20.49



Ketik pesan





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0073 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

| No | Nama-NIP | Jabatan | Mahasiwa/NIM | Prodi | Judul |
|----|--------------------------------------|---------|---------------------------|-------|---|
| 1 | Riswanto, Ph.D 197204101999031004 | PI | Reza Juanda 1611230105 | TBI | An Analysis of Code Mixing Used by English Teachers in Online Learning Class of SMPN 02 Bengkulu Selatan |
| 2 | Endang Haryanto, M.Pd | PII | | | |

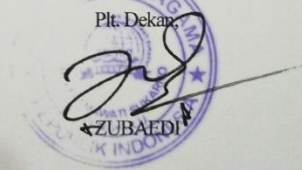
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022

Plt. Dekan



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Reza Juanda
NIM : 1611230105
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

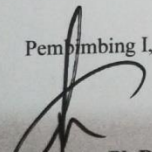
Adapun judul saya sebelumnya adalah: **An Analysis of Code Mixing Used by English Teacher in Online Learning Class of SMPN 01 Bengkulu Selatan** Menjadi: **An Analysis of Code Mixing Used by Native Speaker In Teaching EFL Students Through Guruku MR.D Youtube Channel**. Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

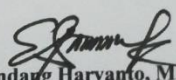
Bengkulu, Juni 2022

Pembimbing I,

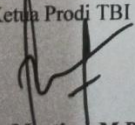
Disetujui oleh,

Pembimbing II,


Riwanto, Ph.D
NIP. 197204101999031004


Endang Haryanto, M.Pd
NIDN. 2004058601

Diketahui oleh,
Ketua Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Bengkulu, 8 Juni 2021

Nomor: 4525 /In.11/F.II/PP.009/ 06/2021

Lamp. :-

Perihal: Penyeminaran Proposal Skripsi

Kepada Yth.

1. Risnawati, M.Pd. (Penyeminaran I)
 2. Pebri Prandika Putra, M.Hum. (Penyeminaran II)
- di -
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminaran Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Rabu, 09 Juni 2021
Waktu : 08.00 sampai selesai
Tempat : Gedung C4.1 (Ruang Munaqosah)

| NO. | NAMA/NIM | JUDUL |
|-----|------------------------------------|--|
| 1. | Veza Liana Herlensi 1711230114 | An Analysis of Translanguaging as a Pedagogical Strategy Used by the English Teacher in EFL Classroom Setting (A Qualitative Research Towards the English Teacher at SMAN 3 Bengkulu Selatan) |
| 2. | Vidia Aini Rahmatika 1711230119 | An Analysis of Students' Need in Learning English Online during Covid-19 Pandemic |
| 3. | Anisa Imelda 1711230003 | The Effectiveness of Youtube Videos from the Shaw English Online Channel to Improve Students' Speaking Skills |
| 4. | Reza Juanda 1611230105 | An Analysis of Code Mixing Used by Native Speaker in Teaching EFL Students Through Guruku Mr.D Youtube Channel |
| 5. | Lufi 1711230093 | The Effect of Blended Learning Method in Improving Students Reading Skill by Using Paired Reading Strategy (A Quasi-experimental Study at the Eleventh Grade of MAN 02 Bengkulu City in Academic Year 2020/2021) |
| 6. | Latifaul Jannah 1711230051 | The Effect of the Flipped Classroom Strategy on Improving Students' Self-Regulation Learning (An Experimental Study in SMAN 06 Kota Bengkulu) |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,





**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jl. Raden Fatah Pagar Dewa Telp. (0736)15276, 51171 Fax (0736)51171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Reza Juanda, NIM : 1611230105 yang berjudul **"AN ANALYSIS OF CODE MIXING USED BY NATIVE SPEAKER IN TEACHING EFL STUDENTS THROUGH GURUKU Mr. D YOUTUBE CHANNEL"** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Rabu, 9 Juni 2021

Waktu : 08.00 s/d selesai

Tempat : Gedung C4.1 (Ruang Munaqosah)

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 15 Juni 2021

Penyeminar I

Penyeminar II

Risnawati, M.Pd
NIP. 197405231999032002

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT KETERANGAN PENELITIAN

Hal : Keterangan Penelitian
Lamp : -

Dengan hormat,

Yang bertanda tangan di bawah ini :

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Jabatan : Ketua Prodi Bahasa Inggris

Dengan ini menyatakan bahwa :

Nama : Reza Juanda
NIM : 1611230105
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Telah melakukan penelitian skripsi di YouTube dalam rangka penulisan skripsi yang berjudul "*An Analysis of Code Switching and Code Mixing Used By Native Speaker In Teaching EFL Students Through Guruku Mr.D Youtube Channel*", kegiatan tersebut dilaksanakan mulai tanggal 20 Januari 2022 sampai 05 Februari 2022.

Demikianlah surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Bengkulu, Juli 2022

Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor : 2286 /In. 11/F.II/PP.009/06/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Reza Juanda
NIM : 1611230105
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

| NO | PENGUJI | ASPEK | INDIKATOR |
|----|--------------------------|--------------------------|--|
| 1 | Hengky Satrisno, M.Pd.I. | Kompetensi IAIN | 1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas) |
| 2 | Feny Martina, M.Pd. | Kompetensi Jurusan/Prodi | 1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL < LTR, ESP, CMD |
| 3 | Heny Friantari, M.Pd. | Kompetensi Keguruan | 1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran. |

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.



Bengkulu, 3 Juni 2021

Dekan,

ZUBAEDI

Cek turnitin Reza_Prodi TBI

20/07/2022
ffanura fabriani

ORIGINALITY REPORT

25%
SIMILARITY INDEX

24%
INTERNET SOURCES

8%
PUBLICATIONS

10%
STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|--|----|
| 1 | repository.radenintan.ac.id Internet Source | 8% |
| 2 | Submitted to Universitas Warmadewa Student Paper | 2% |
| 3 | digilib.iain-palangkaraya.ac.id Internet Source | 2% |
| 4 | eprints.iain-surakarta.ac.id Internet Source | 1% |
| 5 | etheses.iainponorogo.ac.id Internet Source | 1% |
| 6 | repositori.uin-alauddin.ac.id Internet Source | 1% |
| 7 | Submitted to Universitas Diponegoro Student Paper | 1% |
| 8 | jurnal.unissula.ac.id Internet Source | 1% |
| 9 | eprints.walisongo.ac.id Internet Source | 1% |



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

Bengkulu, 29 Juli 2022

Nomor : 1259 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dra.Khermarinah, M.Pd.I (Ketua)
2. Heny Friantary, M.Pd (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Ixsir Eliya, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

| No | Nama/Nim | WAKTU (WIB) | Judul |
|----|--------------------------------|-----------------|--|
| 1 | Reza Juanda 1611230105 | 08.00-09.00 WIB | An Analysis of Code Mixing Used By Native Speaker In Teaching EFL Students Through Guruku Mr. D Youtube Channel |
| 2 | Vesi putri adini 1811230041 | 09.00-10.00 WIB | The Effect of Auditory, Intellectually, and Repetition (AIR) Model on Students' Reading Comprehension at Eleventh Grade of SMAN 8 South Bengkulu |
| 3 | Silvia Lusianti 1811230013 | 10.00-11.00 WIB | The Effectiveness of Online Media In Improving Students' English Pronunciation Skills |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SOEKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51276-51171-51172

Nama Mahasiswa : Reza Juanda Pembimbing I : Riswanto, Ph.D.
NIM : 1611230105 Judul Skripsi : An Analysis of Code
Jurusan : Bahasa Inggris Mixing Used by Native Speaker in Teaching
Program Studi : Tarbiyah dan Tadris EFL Students Through Guruku Mr.D Youtube
Channel

| NO | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing | Paraf |
|----|--------------|---|------------------|-------|
| 1 | 12/9/2022 | Can transition + tabel teritubn kel | Reza | h |
| 2 | 20/7/22 | Revisi as required | Reza | h |
| 3 | 22/7/22 | Best Article Can improve your lesson. | Reza | h |
| 4 | 23/7/2022 | Can ppt | Reza | h |
| 5 | 25/7/2022 | Ace Ujian Skripsi | | h |

Mengetahui,
Dekan

Dr. Mus Muwadi, M.Pd.
NIP. 197005142000031004

Bengkulu, 25 Juli 2022
Pembimbing I

Riswanto, Ph.D.
NIP. 197204101999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Reza Juanda
Pembimbing I/II : Detti Lismananti, M. Hum
NIM : 1611230105
Judul Skripsi : Analisis of Code Mixing
Jurusan : Tarbiyah dan Tadris
Used By Native Speaker in Teaching EFL
Program Studi : Tadris Bahasa Inggris
Students Through Guruku Mr.D Youtube
Channel

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II | Paraf Pembimbing |
|----|---------------|--|---|------------------|
| 1. | 19 Feb 2021 | - Menyerahkan SK bimbingan dan bimbingan Pertama | | |
| 2. | 26 Feb 2021 | - Revisi: Background of the Study - Format Pengetikan - Bab III : <ul style="list-style-type: none">Data and Data SourceResearch InstrumentData Verification | - Tambahkan penggunaan bahasa di kehidupan sehari-hari - Jarak bab, Jarak antar Paragraf dan penulisan halaman - Cara mendapatkan Video - Jelaskan : 1. observasi 2. dokumentasi - Data verifikasi harus terhubung dengan penelitian | |
| 3. | 11 Maret 2021 | - Revisi: Background - Format Pengetikan - Format tabel instrument - Bab III : Dokumentasi | - Paragraf 1 dan 2 tidak masuk dimasukkan - Spasi 1,5 - Tabel dibuat menjadi 2 tabel - Video dan transkrip diperjelas | |
| 4. | 18 Maret 2021 | - Format Judul - tabel instrument | - Kapital dan 1 spasi - tabel dibalik | |

Mengetahui,
Dekan

Dr. Zubaedi, M. Ag, M. Pd
NIP. 1969 03 08 1936 03 1005

Bengkulu,

Pembimbing I/II

Detti Lismananti, M. Hum
NIP. 197712222009012006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Pembimbing I/II :
NIM : Judul Skripsi :
Jurusan :
Program Studi :

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II | Paraf Pembimbing |
|----|---------------|------------------|-----------------------|------------------|
| 5. | 18 Maret 2021 | - Proposal | Acc | |

Mengetahui,
Dekan

.....
NIP.

Bengkulu,
Pembimbing I/II

.....
NIP.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SOEKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51276-51171-51172

Nama Mahasiswa : Reza Juanda Pembimbing II : Endang Haryanto, M.pd.
NIM : 1611230105 Judul Skripsi : An Analysis of Code
Jurusan : Bahasa Inggris Mixing Used by Native Speaker in
Program Studi : Tarbiyah dan Tadris Teaching EFL Students Through GuruK MRD
Youtube Channel

| NO | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing | Paraf |
|----|-------------------------------------|------------------|---|-------|
| 1 | 16 Kamis 16 Juni 2022 | Chapter 4-5 | - Findings - Data Interpretasi - Data Summary | |
| 2 | 24 Juni 2022 | Chapter 4-5 | Acc to SUPERVISOR I | |

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd.
NIP. 197005142000031004

Bengkulu, 6 Juli 2022
Pembimbing II

Endang Haryanto, M.Pd.
NIDN. 2004058601



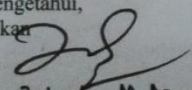
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Reza Juanda
Pembimbing I/II : Endang Haryanto, M.Pd
NIM : 1611230105
Judul Skripsi : Analysis of Code Mixing
Jurusan : Tadris Bahasa Inggris
Used By Native Speaker In Teaching EFL
Program Studi : Tadris Bahasa Inggris
Students Through Guru Mr.D YouTube
Channel

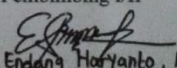
| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II | Paraf Pembimbing |
|----|--------------|---|---|------------------|
| 1. | 13 Nov 2020 | - Menyerahkan SK bimbingan dan bimbingan Pertama - Fix Judul | - Ganti Judul dari An Analysis of code Mixing Used By English Teacher In online Learning class of SMP Negeri 02 Bengkulu Selatan (Terlalu Umum, Cari yang lebih menarik) | |
| 2. | 18 Nov 2020 | - Fix Judul | - Ganti Judul dari An Analysis of Using Code Mixing In "Close the Door" Podcast on Dedy Corbuzier's YouTube Channel - Cari Subjeknya yang native speaker karena yang sebelumnya tidak berhubungan dengan Pendidikan Bahasa Inggris | |
| 3. | 02 Des 2020 | - Background of Study - Format Pengetikan | - Format background : 1. Introduction 2. Theory 3. Issue 4. conclusion - Spasi dan Paragraf = 2 | |

Mengetahui,
Dekan


Dr. Zubaidi, M. Ag, M. Pd
NIP. 196903081996031005

Bengkulu,

Pembimbing I/II


Endang Haryanto, M. Pd
NIP. 196903081996031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Pembimbing I/II :

NIM : Judul Skripsi :

Jurusan :
Program Studi :

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II | Paraf Pembimbing |
|----|--------------|------------------|--|------------------|
| 4 | 11 Jan 2021 | - Bab 1 | <ul style="list-style-type: none">- Perjelas kesimpulan background- Problem statement gunakan why dan how- Significance of the Study ; apa keuntungan dari research ini di-tambahkan- Definition of Key Terms diganti menjadi Definition of concept yang menjelaskan Color Mixing dari Mr.D Youtube Channel | |
| 5 | 19 Jan 2021 | - Bab 1 | <ul style="list-style-type: none">- Format Spasi = 2- Perjelas background tentang apa kelebihan video yang dipilih dari video yang lain- Lanjut Bab 11 | |
| 6 | 29 Jan 2021 | - Bab 11 | <ul style="list-style-type: none">- Penulisan footnote- Referensi- Previous Study | |
| 7 | 11 Feb 2021 | - Bab 111 | <ul style="list-style-type: none">- Acc | |

Mengetahui,
Dekan

.....
NIP.

Bengkulu,

Pembimbing I/II

.....
NIP.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : REZA JUANGA
NOMOR INDUK MAHASISWA : 1811230105
PRODI : TADRIS BAHASA INGGRIS

| NO | Hari / Tanggal | Jam | Nama Mahasiswa Seminar | NIM | Judul Proposal | TTD Dosen Penguji |
|----|--------------------|-------|------------------------|------------|---|-------------------|
| 1 | Selasa, 09-01-2021 | 08:00 | Yola Fitri Arinata | 1611230073 | The used of Guided Questions Method to improve students writing skills of Descriptive Text at MTS Marsalhasan Bengkulu in the Academic Year 2020/2021 | |
| 2 | Selasa, 09-02-2021 | 08:00 | Tri Ningsi Ruspta Sari | 1711230059 | An Analysis of English students Motivation in speaking class During New Normal Era (A Descriptive Quantitative study at the third Semester of English Department of IAIN) | |
| 3 | Selasa, 09-01-2021 | 08:00 | Tatang Kusuma | 1711230036 | The Effect of Compare-Diagnose-Operate (CDO) strategy to students writing ability in Descriptive Text (A study at the class grade of SMAN 5 Bengkulu Tengah) | |
| 4 | Selasa, 09-01-2021 | 08:00 | Syahrir Farhi | 1711230060 | The English Teachers Problems in Designing Lesson plan at Islamic boarding school of Al-Gurton Marsalhasan Bengkulu | |
| 5 | Selasa, 09-01-2021 | 08:00 | Wedo Nofian Futa | 1711230037 | The Influence of Speed Reading Techniques on Reading skill at the SMK N's Seluma | |
| 6 | | | | | | |