

**ANALYSIS OF CODE-MIXING AND CODE-SWITCHING USED BY
LECTURERS IN DIGITAL LEARNING**

THESIS



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
June, 2022**

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*Submitted to the Faculty of Education and Teacher Training in Partial
Fulfillment of the Requirement for the Degree of English Language
Teaching (S.Pd.) in the English Education Department*



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June, 2022**

APPROVAL

This is to certify that the thesis of Annisa Jihan Salsabil has been approved by the advisor for further approval by the board of examiners.

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LEGITIMATION SHEET
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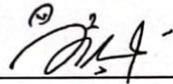
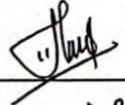
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Assalamu'alaikum Wr. Wb

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DEDICATION

First of all, I dedicate this thesis to my parents, namely **Andriani** and **Karji**, who have supported me in every step I took. Second, I dedicate this thesis to my extended family, namely my grandmother, grandfather, aunt, uncle, and cousin. Third, I would like to thank the lecturers of English education, especially mam Mala who has guided me from the beginning to the end of this thesis. Finally, I would like to thank my friends Deni, Farda, Intan, Wan, and all my friends for their support. Hopefully, this early stage can lead to my success in the future.

MOTTO

“Tomorrow must be better than yesterday.”

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In the name of Allah, the most beneficent, the most merciful.

In the name of Allah the almighty who is the Most Gracious and Merciful, the Lord of universe and space. Thanks to Allah for giving the author's study the knowledge, chance, and willingness to accomplish this final thesis to meet the bachelor's degree requirement. Shalawat and Salam are upon our Prophet Muhammad SAW, who has guided us into from the darkness to the brightness era and better humankind. In addition, may Allah bless her family, companions, and adherents.

This qualitative current study as one of the requirements for S1 degree in English Education Department, Faculty of Education and Teacher Training, the State Islamic University of Maulana Malik Ibrahim Malang entitled "Analysis of Code-Mixing and Code-Switching Used by Lecturers in Digital Learning". The writer realize that will not be successful to accomplish this thesis without any help, support, pray, and guidance from many people. Especially to Wahyu Indah Mala Rohmana, M.Pd for her advice, suggestion, motivation, and time until the writer finished and complete this thesis.

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7. All writer friends in English Education Department 2018, especially M. Deni Irkhamil Maulana, Farda Muslimah, Nur Intan Lukmawardani, and Wan Aini Nur Aidi Datin.

Malang, June 10th, 2022



Annisa Jihan Salsabil
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TRANSLITERATION GUIDELINES

The following Arabic-Latin transliteration is guided by the Decrees of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543 b/u/1987 as follows:

Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

LIST OF ABBREVIATIONS

CALL	: Computer-Assisted Language Learning
ELT	: English Language Teaching
Covid-19	: Corona Virus 19
IT	: Information and Technology
WWW	: Word Wide Web
CD-ROM	: Compact Disc Read-Only Memory
PDF	: Portable Document Format
PPT	: PowerPoint Presentation
Eng	: English
Ind	: Indonesia

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ABSTRAK

Salsabil, Annisa Jihan (2022) Analisis Campur kode dan Alih kode yang Digunakan Dosen dalam Pembelajaran Digital. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Wahyu Indah Mala Rohmana, M. Pd.

Kata kunci: Code-mixing, Code-switching, Digital Learning.

Tujuan dari penelitian ini adalah menganalisis bentuk campur kode dan alih kode dosen Bahasa Inggris dalam pembelajaran digital sekaligus memberikan gambaran mengenai penerapannya. Penelitian ini menggunakan penelitian kualitatif. Subjek penelitian ini adalah dosen-dosen yang mengajar mata kuliah CALL dan Media In ELT. Teknik yang digunakan untuk pengumpulan data adalah dokumentasi dan wawancara. Hasil Penelitian ini menunjukkan; bahwa (1) Peneliti menemukan bentuk campur kode berupa kata yang disisipkan pada bahasa lain (Inggris) ke dalam bahasa dasar (Bahasa Indonesia) dan frasa yang disisipkan pada bahasa lain (Inggris) yang berbeda dengan bahasa dasar (Bahasa Indonesia). Selain itu peneliti menemukan bentuk campur kode ke dalam, campur kode ke luar, dan campur kode hibrid. (2) Peneliti menemukan bentuk alih kode pada proses belajar mengajar yaitu antar bahasa (Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris) dan dari segi bentuk bahasa yang digunakan (bahasa formal dan informal). Selain itu peneliti menemukan alih kode intra-sentential, inter-sentential dan extra-sentential. (3) Penerapan campur alih kode dan campur kode dilakukan secara sengaja oleh dosen agar memberikan pemahaman yang mendalam pada materi pembelajaran. Ada dua faktor yang mempengaruhi campur kode dan alih kode dalam pembelajaran. Faktor tersebut adalah faktor bilingual dan situasi. Dalam proses belajar mengajar, kedua faktor di atas menentukan pilihan bahasa yang dilakukan oleh dosen.

ABSTRACT

Salsabil, Annisa Jihan (2022) Analysis of Code-mixing and Code-switching Used by Lecturers in Digital Learning. Thesis of English Education Department at Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Wahyu Indah Mala Rohmana, M. Pd.

Keywords: Code-mixing, Code-switching, Digital Learning.

The purpose of this study is to analyze the form of code-mixing and code-switching of English lecturers in digital learning and to provide an overview of its application. This research uses qualitative research. The subjects of this research are lecturers who teach CALL and Media In ELT courses. The technique used for data collection is documentation and interviews. The results of this study show that (1) The researcher found code-mixing in the form of word which inserts another language (English) into the base language (Indonesian), and the actual phrase inserts another phrase from another language (English) which is different from the base language (Indonesian). In addition, code-mixing, inner code-mixing, and hybrid code-mixing are also found in code-mixing. (2) The researcher found the form of code-switching the term inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language). In addition, intra-sentential, inter-sentential, and extra-sentential were also found in the type of code-switching. (3) The lecturers intentionally implement code-switching and code-mixing to provide an in-depth understanding of the learning material. There are two factors that influence code-mixing and code-switching in learning. These factors are bilingual and situational. In the teaching and learning process, the two factors above determine the choice of language made by the lecturer.

سلسبيل، أنيسة جيهان. 2022. تحليل رمز المزج ورمز التبديل المستخدم محاضر في التعلم الرقمي. البحث الجامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج .

المشرفة: وحيو اندح مالا الرحماني الماجستير.

الكلمات المفتاحية: رمز المزج، رمز التبديل، التعلم الرقمي.

الأهداف من هذا البحث الجامعي هو تحليل شكل رمز المزج ورمز التبديل المحاضرين اللغة الإنجليزية في التعلم الرقمي بالإضافة إلى تقديم نظرة عامة على تنفيذ. استخدمت الباحثة المنهج النوعي و موضوعات لهذا البحث يعني من المحاضرين التي تعلم المادة التعلم اللغة بمساعدة الكمبيوتر ووسيلة في تدريس اللغة الإنجليزية. وأسلوب جمع البيانات المستخدم في هذا البحث يعني التوثيق والملاحظة والمقابلة.

تظهر نتائج هذا البحث الجامعي ما يلي: أن (1) وجدت الباحثة شكلا مختلطا من رمز المزج في شكل كلمة مدرجة في اللغة الأخرى (الإنجليزية) في اللغة الأساسية (اللغة الإندونيسية) والعبارات المدرجة بلغات أخرى (الإنجليزية) التي تختلف عن اللغة الأساسية (الإندونيسية). (2) وجدت الباحثة شكلا من أشكال رمز التبديل في عملية التعليم والتعلم، أي بين اللغات (اللغة الإنجليزية إلى اللغة الإندونيسية واللغة الإندونيسية إلى اللغة الإنجليزية) ومن حيث شكل اللغة المستخدمة (اللغات الرسمية وغير الرسمية). (3) هناك ثلاثة عوامل تؤثر على رمز المزج ورمز التبديل في التعلم. هذه العوامل هي العوامل الفردية والعوامل الثقافية والعوامل الاجتماعية. في عملية التعليم والتعلم، تحدد العوامل الثلاثة المذكورة أعلاه اختيار اللغة التي يقوم بها المحاضر.

CHAPTER 1

INTRODUCTION

The first chapter consists of some necessary points dealing with the research study. It presents the background of the study, research question, objective of the study, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of Study

Communication is something essential in life. Language is used as a means of communication between individuals with one another. Communication is used as a means of receiving and providing information. Each individual uses the first language derived from the mother tongue. Besides, the second language used is the language received from adaptation to the individual's environment. English is an international language used as an essential means of communication. English is one of the subjects studied by students at school. Teaching English can be a problem for students who use English as a foreign language. The difficulty faced by English learners is that they do not use it in their daily life. The problems faced by students learning other languages that are not their mother tongue can be overcome by using a learning strategy.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا فَيَرْفَعِ اللَّهُ
الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ - ١١

"You who believe! When it is said to you, "Give space in the assemblies, then make room for it, surely Allah will provide spaciousness for you. And when it is said, "Stand

up," then stand up, Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. And Allah is All-Aware of what you do." (QS. Al-Mujadilah [58]: 11).

We can take the meaning that Allah will elevate the degree of people who have knowledge. People who are knowledgeable in their lives have degrees of glory. Glory before Allah means having knowledge that can be adequately possessed. In Islam, seeking knowledge has an essential role because a Muslim can know various kinds of knowledge so that a Muslim gains knowledge to strengthen his relationship with God. A real example of seeking knowledge is the phenomenon of teachers teaching students.

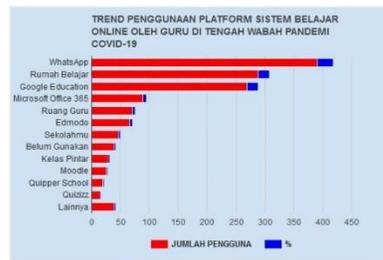
From the statement above, the teacher can apply strategies that can facilitate students' learning of English. A teacher can mix more than one language to understand the learning material. According to Stockwell (2002), code-mixing and code-switching are included in a code type. Code mixing can occur if two languages are English and mother tongue. For example, a teacher can switch from one language to another in teaching in the classroom.

Meanwhile, code-mixing changes from one language to another in the same speech. Code mixing is done by bilingual speakers and occurs when there is no change in topic or situation (Gumperz, 1982). In addition to code-mixing, switching between two languages or language variations in a conversation across sentence boundaries is called code-switching. The general term for alternative uses of two or more languages is code-switching, according to Hymes (in Fitrah 2017). Code mixing and code-switching occur in-process communication. Code mixing and code-switching are also

commonly used by teachers in learning English. Some students will better understand if the teacher mixes English with Indonesian, a code-mixing and code-switching phenomenon.

The phenomenon of language mixing in the teaching and learning process can be seen in how the teacher explains learning in the classroom. This happens when there is a mixing of languages in the change of speaking situations in language use, called code-mixing. For example, the teacher explains the material to students using English and then mixes it with Indonesian. Next is code-switching in English language learning. There is a transition of communication from English to Indonesian and Indonesian to English. An example is if a teacher starts teaching in English but continues by advising Indonesian.

On the other hand, mixing between the two languages is increasingly familiar with the development of the era in the 4.0 era, making digital media more advanced. Every individual can communicate using various digital media. Communication can be done using different kinds of social media. Initially, communication could only be done face-to-face and in person, but now it can be done remotely through social media. This makes digital-based communication more familiar to the public. Currently, WhatsApp is one of the social media widely used by the public. In addition, Whatsapp is also quite normal to be used as a social media in the teaching and learning process. The above is supported by data from the Ministry of Education and Culture (2020), where WhatsApp is the most widely used platform for online learning.



Source by <https://lmpjatim.kemdikbud.go.id/site/detailpost/whatsapp-paling-diminati-untuk-pembelajaran-online>

Figure 1. Trends in the use of online learning system platforms by teachers during the COVID-19 pandemic

Whatsapp has a feature to communicate with many people by forming a WhatsApp group. Moreover, WhatsApp is increasingly being used with the Covid-19 outbreak spreading in Indonesia. The COVID-19 pandemic has also changed the learning system in Indonesia into digital-based learning. With the development of the times, knowledge can be done online or remotely. According to Holzberger (2013), digital learning is delivered using digital media in text or images that can be carried out via the internet, accompanied by learning methods and learning content helpful in learning a particular skill or knowledge. Teaching and learning activities also apply computer and network technology media in synchronous and asynchronous learning to achieve goals in the material being studied (Kaklamou, 2012).

Besides WhatsApp, another platform is also used in the online class teaching and learning process, namely Google Meet. Google meet has a feature with video teleconference media. In one class, all students can receive the teacher's explanation synchronously. The platforms that are widely used as survey results from the latest research reports are the Zoom application (57.2 percent), followed by Google Meet

(18.5 percent), Cisco Webex (8.3 percent), U Meet Me (5.0 percent), Microsoft Teams (2.0 percent), other data (2.2 percent). And 6.9 percent said they did not know or did not answer according to the Indonesian Survey Flow (in Nalurita 2021).

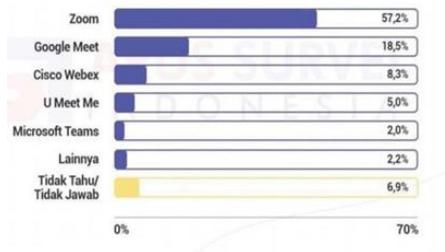


Figure 2. List of the most popular distance learning platforms in Indonesia

Based on figure 2. Google Meet is the second most popular platform used in online learning. This platform also operates a free system of use and is not limited by time. The settings for accessing this platform are relatively easy and uncomplicated. In conducting face-to-face meetings, this platform maintains privacy protection. Google meet allows users to meet face-to-face quickly and easily online (Singh & Soumya, 2020). Google meet can also be accessed without downloading the application by joining via the link provided. Therefore, Google Meet is suitable for digital learning in distance learning efficiently.

With the above phenomenon, digital-based learning makes communication the main thing to understand the material students. The English teacher tries to understand the material to students by mixing two different languages, and there is a phenomenon of code-mixing and code-switching. Mixing two languages makes it easier for teachers to deliver material and avoid misunderstandings in understanding the language. In

addition, code-mixing and code-switching can occur intentionally or unintentionally. Therefore, the researcher is interested in studying "Analysis of Code-Mixing and Code-Switching in Digital Learning." This research contributes to providing an overview of code-mixing and code-switching to assist in delivering material using English to maximize digital learning goals.

1.2. Research Question

The researcher focuses on highlighting the research question based on the background above.

1. What are the forms of code-mixing of English lecturers in digital learning?
2. What are the forms of code-switching of English lecturers in digital learning?
3. What are the factors of code-mixing and code-switching of English lecturers in digital learning?

1.3 The Objective of the Study

In concordance with the research questions above, the aims of this study are:

1. To analyze the forms of code-mixing of English lecturers in digital learning
2. To analyze the forms of code-switching of English lecturers in digital learning
3. To find the factors of code-mixing and code-switching of English lecturers in digital learning

1.4. The Significance of the Study

This study is proposed to provide benefits in two areas:

1. Theoretical Significance

Theoretically, this research contributes to providing an overview of code-mixing and code-switching to assist the process of delivering material using English to maximize digital learning goals.

2. Practical Significance

- a. For practical users, especially for lecturers. This study provides code-mixing and code-switching in digital learning to evaluate language learning using digital learning regarding the use of code-mixing and code-switching to avoid misunderstandings in the understanding language in learning materials.
- b. For the next researcher, the results of this study can be used as a reference to carry out further analysis regarding code-mixing and code-switching in digital learning.

1.5. Scope and Limitation

This research aims to analyze code-mixing and code-switching in digital learning, primarily through WhatsApp and Google Meet, regarding speech and mixing between English, Indonesian, and Javanese carried out by lecturers. In this study, researchers examined two lecturers. The subject is a lecturer who teaches Computer-Assisted and Media in ELT Language Learning Class in the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. The researcher examined the CALL and Media in ELT

courses because these courses were competitive using learning through WhatsApp and Google Meet. Research conducted in 2022. This research scope are code-mixing in the form of word and phrase, code-mixing in the form of inner code-mixing, outer code-mixing, and hybrid code-mixing, the form of inter-language and the language use of code-switching, code-switching in the form of inter-sentential, intra-sentential, and extra-sentential. This study uses Indonesia as a first language and English as a foreign language.

1.6 Definition of Key Terms

In this subchapter, the researcher identifies some critical terms of the study to avoid misunderstanding. The researcher provided the following key terms.

1. Code-Mixing : Changes from one language to another in the same speech or in the same spoken or written text, which lecturers carry out in the digital learning process through WhatsApp groups.
2. Code-Switching : Switching between two languages or language variations in one conversation across sentence or clause boundaries, which lecturers do through WhatsApp groups in the digital learning process.
3. Digital Learning : A digital learning resource includes many elements to help teachers and students apply learning styles in the digital era, where learning uses WhatsApp groups and Google Meet explained directly by the lecturer.

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter concerns some theories that will strengthen the study. It consists of several main variables. They are Sociolinguistics and Sociology of Language, Bilingualism and Multilingualism, Code Mixing and Code Switching, The similarities and differences between code-mixing and code-switching, The Factors Influencing Code Mixing and Code Switching, Digital Learning, Conceptual Framework, and Previous Study.

2.1 Sociolinguistics and Sociology of Language

Sociolinguistics deals with the relationship between language and society, which aims to understand the structure and function of language and communication. On the other hand, the sociology of language seeks to know that social systems can be understood through language studies. For example, linguistic features characterize social structures. Sociolinguistics is the study of language about society. On the other hand, the sociology of speech means the science of culture about language (Budiarsa, 2015)

The sociology of language deals with large-scale social factors and their mutual interactions between language and dialect. Many questions and problems related to the assimilation of minority languages, the development of bilingualism, language standardization and planning of language development in emerging countries. The linguistic input for such studies is mainly that certain people or groups use X in a social

context. This type of language study is almost entirely sociological in its aims and seems beyond even the sociology of language. The category includes the methodological studies and works with the likes of Bernstein (Wardhaugh, 2010).

Following the above statement, it can be concluded that sociolinguistics is a linguistic, scientific study of the use of language and society. Another term from sociolinguistics is the association's sociology of speech or language. This is because the sociology of language can study the use of language in society and social behaviour.

2.2 Bilingualism and Multilingualism

Monolingualism is a condition where a person can only use one language. Such a situation is considered common and widely accepted in the western world, so it is often considered a worldwide phenomenon, and being bilingual and multilingual seems unusual. On the other hand, if one individual meets another eloquent person in several languages, a feeling of admiration will arise. These people are usually found with family backgrounds who have mixed marriage conditions, so feelings of respect are marked in a certain way, and this sign is not always considered good (Wardhaugh, 2010).

People who are bilingual or multilingual do not always have the same ability in language acquisition. A multilingual person usually has various levels of mastery of different repertoire languages. Differences in incompetence in multiple languages may revolve around the command of a few lexical items, formulaic expressions such as greetings, and imperfect conversational skills, such as grammar and style.

Multilingualism develops competence in each code as far as they need it and in the context of each language used (Marlina, 2017).

Bilingualism has the meaning of the ability of an individual to master two languages in terms of communication. According to the KBBI (2007), bilingualism is the mastery and use of two languages, regional and national languages. So, it can be summarized that bilingualism is the ability of individuals or communities to understand and master two languages by using them for communication in daily life. On the other hand, bilingualism is a communication practice that uses two languages interchangeably.

2.3 Code Mixing and Code Switching

2.3.1 Code Mixing

Every individual certainly has an essential ability to communicate, called communicative competence. The reference for communicative competence is where the individual knows when to speak, when not to say, with whom to speak, where they speak, and how they speak. Communicative competence is related to the language they use. As suggested by language linguistics, everyone has a general capacity to learn any language. In addition, humans use language to be used as a guide to reality. Thus, people's view of the world depends on the particular language they have learned. Humans as speaking creatures have built word for word and live in the world with other objects and people. Humans use words to control attitudes and behaviour for themselves and others.

In a bilingual community, it is common to encounter people who change their language, which mixes one or more languages in communication without anyone being forced to mix languages. Someone who uses code-mixing is usually followed by code-switching, where code-mixing and code-switching in bilingual combines two or more languages in the communication process. As well as in code-switching, each language variety still has its autonomous function and does not function as a code Aslinda & Syafyahya (2007). So, code-mixing is the mixing of language usage caused by changes in speaking situations. According to Kidaklaksana & Harimurti (1982), code-mixing is:

- a. The use of language units from one language to another that is used to expand language style or a variety of speech, the use of a word, greeting, idiom, and clause
- b. Interference: Characteristics that often apply to code-mixing events are informal or relaxed Aslinda & Syafyahya (2007). Rarely code-mixing is found in formal languages. If there is code-mixing in a standard language, there is no appropriate phrase or word to replace it in that language. Thus, terms or comments can be used from local or foreign languages (Nababan, 1984).

According to Suwito (1996) Differentiates the kind of code mixing in the form of words and phrase. There are:

- a. Code mixing in the form of the word

Word is a single distinct meaningful element of speech and writing used with other to formed and typically shown with a space on either side when written or printed. In

the words, a word is a collection of letter that form a particular meaning. Word can be differentiated in to several kinds 12 such as noun, verb, adjective, adverb, pronoun, preposition, and conjunction.

b. Code mixing in the form of phrase

Phrase is a small group of words standing together as a conceptual unit typically forming a component of a clause. In other words, phrase is a group of words that make up meaning but it is not subject or verb. It is also made up of verb phrase, noun phrase, adjective phrase and adverb phrase.

When bilinguals speak Indonesian with many foreign language inserts, it is called a code-mixed bilingual. The above phenomenon causes many Indonesians to have westernized variations. Code mixing occurs through mixing the first and second languages, for example, Indonesian mixed with English, German, or Arabic. The speaker and the interlocutor use code-mixing in code-mixing consciously and in a particular place. According to Suandi, code-mixing has several types (in Salsabila, Siregar, I., & Soisrohadi, S., 2021), including:

a. Inner Code Mixing

The phenomenon where code-mixing absorbs elements of the original language that are still related. In Inner code-mixing, language mixing occurs with the language itself. The majority occurs in Indonesian, and this is because many regional languages occur in code-mixing. For example:

- Saya ingin tumbas roti (inner code-mixing)
- Saya ingin beli roti (Indonesia)

- I want to buy bread (English)

b. Outer Code Mixing

It occurs when code-mixing absorbs elements of the original language. Mixing languages involving foreign languages. Speakers convey the native language of their country combined with foreign languages. Speakers use Indonesian by adding foreign languages, such as English, Chinese, Korean, or others. For example:

- Hati-hati ya, see you later (outer code-mixing)
- Hati-hati ya, sampai ketemu lagi (Indonesia)
- Take care, see you later (English)

c. Hybrid Code Mixing

The mixed type of code in question can accept any element in the event mixed with the code, either the element of the language of origin or the element of the foreign language in the sentence or clause.

Thus, the researcher concludes that code-mixing is an event of mixing more than one language in communication. Most code-mixing is a close situation. The phenomenon of code-mixing rarely occurs in everyday cases. Related to code-switching. On the other hand, code-mixing appears in informal.

2.3.2 Code-Switching

Someone usually chooses a specific code in speaking, and they can also switch from one code to another. In addition, they can also mix code and usually create new

code called code-switching. Code-switching also occurs in speakers' conversations during one discussion or changing. So that it can appear between sentences (intersentential) or in one sentence (intra-sentential), Code-switching can occur because of the individual or as an identity marker for the speaker if they are dealing with more than one language from their background Kamariah & Ambalegin (2019).

Aslinda & syafyahya (2007) defined code switching as a shift of language use because of a change of situation. There are two types of code switching, they are internal code-switching and external code switching. Internal code switching is occurs between the language itself. For example the Java language switch into the Indonesian language. And external code switching is occurs between the language itself and the foreign language. For example, the Java language switch into English and the Indonesian language switch into English.

The following is an example of code-switching in communication using English and Indonesian, namely:

-Lecturer: *“Pada pertemuan sebelumnya sudah ada beberapa mahasiswa yang menyampaikan pendapatnya, untuk yang belum mengutarakan pendapatnya siapa saja ya? **raise your hand, please!**”*

According to Gunawan (2014), there are two kinds of code-switching when viewed from the form of the language, namely:

-Formal Language:

*Dimohon untuk rekan-rekan dapat mengikuti rapat dengan kondusif, **thank you.***

-Informal Language:

Dody: *"Jam segini ke rumah pak RT nggak sopan juga ya kalau dipiki-pikir"*

Faisal: *"Yah, kita pakai cara gentleman dong, dod"*

Dody: *"Maksudnya cara **gentleman**? Aku nggak faham, sal"*

Faisal: *"Yaelah, ngetuk pintu dulu dong"*

Based on the example in the first sentence spoken by the lecturer is included in code-switching because there is a transition from Indonesian, followed by English "raise your hand, please!" Furthermore, there are two types of code-switching: formal and informal. It can be seen that code-switching in a formal language is a transition from one language to another in a formal situation or conversation. Meanwhile, code-switching in informal language is the transition from one language to another in an informal case or conversation.

According to Crystal (1987), the factors that influence the transition from one language to another, namely the first, result from someone's thinking that cannot express themselves. There is a transition from one language to another. This type of code-switching occurs in communication when the speaker feels annoyed or uncomfortable in a situation. The second factor is the occurrence of code-switching caused by a person's willingness to show solidarity with a particular social group. The speaker establishes the relationship with the listener when responding with the same

transition. This type of code-switching is intended so that no one else feels excluded because they do not understand the second language.

According to Wardhaugh (in Rasyidah, 2021), code-switching has several varieties, namely:

a. Intersentential

Translation will occur at the sentence boundary in the first type, intersentential code-switching. Intersentential code-switching is often used by bilingual speakers who are already fluent. This type occurs when one sentence is spoken using a language, and the whole sentence is spoken using an alternative language. Intersentential language switching from language to sentences, phrases, or discourse boundaries.

b. Intrasentential

In the second type, intrasentential code-switching, the sounding occurs in the middle of a sentence without interruptions or pauses indicating a shift. In communication activities, speakers are not aware of a change. This type of switching occurs at the clause level, including the word level. In this type, the speaker changes sentences and switches back and forth in one sentence. Some researchers call it also code-mixing.

c. Extra-sentential

In extrasentential code-switching, communication shows the insertion of one language into another in an utterance. For example, Turkish students use boundary words like *ama* (but) or *yani* (I mean) while speaking English.

In teaching and learning activities, code-switching can also be referred to as interference. In students' view, code-switching is considered acceptable in society as a standard form of communication. However, this will be detrimental to not bilingual people because they cannot communicate effectively. So, code-switching can be a language disorder or a benefit in certain situations and contexts, depending on the condition. Code-switching occurs when speakers can switch from one language to another and exchange from one language to another.

2.4 The similarity and the differences between code-mixing and code-switching

In communication, code-mixing and code-switching are common in multilingual or those who use more than one language. However, there are significant differences between code-mixing and code-switching. Code changes occur in every language in a speech, which still has its autonomy and is done for a specific conscious reason. On the other hand, the phenomenon of code-mixing, namely between the basic code and the main code used, has autonomy and function. Code other involved in the use of the language is only fragmented, but there is no autonomy and role as code. Other language elements are only inserted in the base code or main code. For example, communication by speakers includes elements of a foreign language such as Korean or English.

The similarity between code-mixing and code-switching is a phenomenon in communication that uses two or more languages. The occurrence of events carried out by speakers in mixing languages or changing communication codes. On the other hand,

the difference between code-mixing and code-switching is in the switching event of one clause. However, if the transfer code event is an event where one language is entered into another language clause. If there is a clause in a situation and the phrase used consists of mixed phrases (hybrid phrases, hybrid clauses), then the code-mixing event occurs (Chaer & Agustina, 2004).

If there is a phenomenon of someone using a word or a phrase from a particular language, code-mixing has occurred. On the other hand, if there is one clause with the grammatical structure of one language, the following clause is arranged according to the grammatical structure of another language. The phenomenon is a change in the code of events. Thus, code-mixing occurs when someone uses a word or phrase from one language (Chaer and Agustina, 2004).

2.5 The Factors of Implementation Code-Mixing and Code-Switching

In addition to knowing the definition, kinds, and reasons for using code-switching, several factors must be known behind the reasons people use code-switching. According to Husdon (in Samsi, 2016), there are three factors, namely:

a. Bilingualism

It talks about the ability of someone to use two languages well. In a bilingual society, many people will do code-mixing in their communication.

b. Situation

In a relaxed situation or a normal situation, code-mixing occurs. It's the reason why the speaker just makes their habit only. Or in the situation of students whose language level is low, it can be the reason the teacher does code-mixing.

2.6 Digital Learning

According to Yoon (in Lin, MH, & Chen, 2017), digital learning was first expressed by Jay Cross in 1999. With technological advances, developments and changes have occurred, such as learning that can be done online at a distance, web-based training, and network-based training. Education is carried out digitally with learning methods and content held to make learning more effective to increase students' knowledge. According to Kaklamou (2012), computers and network technology are applied in the learning process of synchronous and asynchronous networks to break through the limitations of place, time, schedule, and location to achieve learning goals for students. According to Keane (2020), Digital learning is divided into four, namely:

- a. Digital teaching material: Students can get digital teaching material for learning, such as digital data, YouTube content, and e-books.
- b. Digital tools: Students can use and utilize digital devices for learning, such as smartphones, notebooks, and tablet computers.
- c. Digital delivery: Focusing on students who can receive learning via the internet and can be done remotely.

d. Autonomous learning: Emphasizes students engaging in online or offline learning. Where students are more emphasized on digital learning independently to precede learning activities.

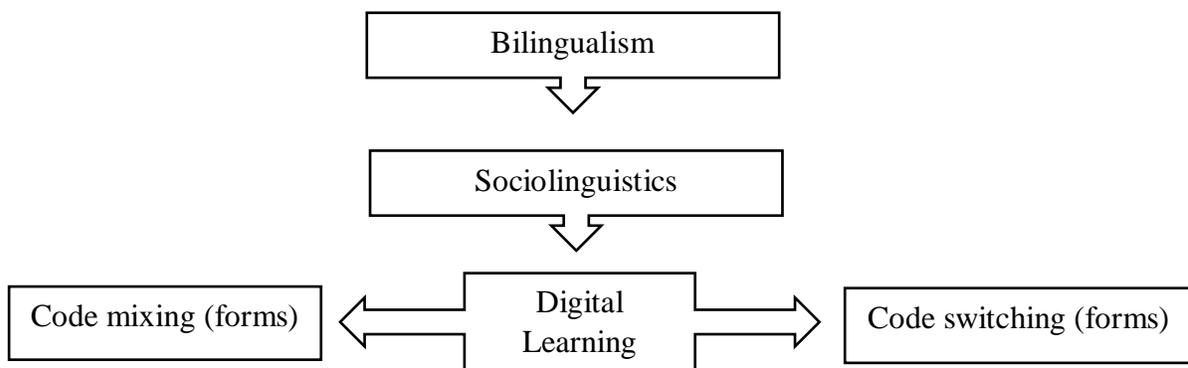
Talking about digital learning, much digital learning can be used for distance learning. WhatsApp is one of the social media widely used in the current era. WhatsApp is also widely used as digital learning during the covid-19 pandemic. According to the Ministry of Education and Culture (2020), WhatsApp is the most commonly used platform for online learning. On the other hand, WhatsApp also has a group feature that allows it to be used for learning that involves many people (Dhahir, 2020). In addition, the facilities owned can send messages, files, photos, send voice messages, and videos. Students and teachers will be facilitated in WhatsApp's features' teaching and learning process. In addition, if students lose focus during learning, they can look back on education because it can be opened and read. This is what causes Whatsapp to be widely used because WhatsApp is also a cheap and efficient learning platform in addition to having many features.

Besides WhatsApp, Google Meet is a platform for communicating remotely using video teleconference (Nalurita, 2021). The use of google meet is free of charge or free. Users only need to have an internet connection. This platform also does not have a time limit in a meeting or meeting. Of the several advantages that Google Meet has, this platform is suitable for online meetings at work and ideal for digital learning. In Google Meet, some facilities allow sharing screens that can share learning materials

in power points and videos. So that online learning can be more varied and can increase student motivation (Putra, 2021).

2.7 Conceptual Framework

The following is the conceptual framework for this research, as follows:



The researcher examines bilingualism from the conceptual framework above, namely code-mixing and code-switching where bilingualism is classified from the study of sociolinguistics. So that the researcher aims to research to find out the forms of code-mixing and code-switching in digital learning, especially on WhatsApp. In the state of code-mixing, it consists of phrases and words, while code-switching takes the form of a transition between English to Indonesian and Indonesian to English. Furthermore, code-switching focuses on formal and informal languages, where the researcher analyzes the data using descriptive qualitative methods.

2.8 Previous Study

First, according to research by Dwi (2021) entitled Code-Switching and Code-Mixing used by English Teachers at Homy School Parangka Raya. The aim of the study namely to identify the types of code-switching and code-mixing used by the teachers of English at Homy School Palangka Raya in English class that influences students' understanding of the lessons. Using qualitative methods, the research observed and collected the data by joining the class where the teachers were teaching. With the study results, namely from the interview with the teachers, the researcher found four reasons they used code-mixing in the English teaching-learning process: students have a low level of English, making joking more relaxed, and a habit.

Second, according to research by Novianti & Said (2021) with the title The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process, the study aims to find out the types of code-switching and code-mixing, the functions of code-switching and code-mixing in the English teaching-learning process. They use qualitative methods by researching English teachers' utterances in teaching English as a foreign language, the teacher's language of instructions. The research results are that the students and teachers used code-switching and code-mixing in communication in the classroom. They used inter- sentential, intra- sentential, and tag switching in code-switching. The function of code-mixing is to draw students' attention to learning. The findings imply that code-switching and code-mixing are necessary to facilitate learning.

Third, according to Melysa & Pasaribu (2021) research with the title *Mixing and Switching the Codes in Kindergarten Teachers-Students Interaction: A Case Study at Northern Green School*, the research objective is to analyze the types of codes and the factors that caused the occurrence of code-mixing and code-switching. Using qualitative methods with case studies. The results of their research are the phenomenon of code-mixing and code-switching commonly happens in multilingual society in the use of more than one language, especially in the school that uses the English language, which might not be students/teachers' first language. The most dominant type of code-mixing occurs in the kindergarten learning process in insertion with 3 cases, followed by alternation and congruent lexicalization in one point each.

Fourth, according to Ani, Setiawati, & Farahsani (2021) research with the title *Code-Switching and Code-Mixing in WhatsApp Group Chats by FEB UMY Lecturers*, the research objective is to analyze the types of the codes and the factors that caused the occurrence of code-mixing and code-switching. Using qualitative methods with documentation methods. Their research shows that the code-mixing was caused by a limitation in the use of the code, the use of more popular terms, speech partners, and topics to evoke a sense of humor, and the last was to be prestigious simply. Code-mixing and code-switching had the function of asserting power, declare solidarity, and conveying the affective meaning of information.

The novelty of this research is examining code-mixing and code-switching on two instructional media at once, namely in the CALL class using WhatsApp and the Media

in ELT class using Google Meet. Researcher have a research gap, namely the forms of code-mixing and code-switching contained in the speeches of lecturers. In previous studies, the majority only examined one instructional media. However, the researcher examined two aspects in this study, namely learning through WhatsApp and learning through Google Meet, while the researcher will analyze two instructional media. Based on the research findings above, the researcher concludes that code-mixing and code-switching can be found in everyday life and interactions in the classroom. So, in this study, the researcher will describe the forms of code-mixing and code-switching used by lecturers in online learning through WhatsApp groups.

CHAPTER III

RESEARCH METHOD

The chapter concerns obtaining, gathering, and arranging the data. Some methods conducted by the researcher systematically consisted of the subject of the research, research approach, location, method design, proper instruments, data collection, data analysis, and data validity. In this study, the participant were a lecturer of Computer-Assisted Language Learning (CALL) and a lecturer of Media in ELT at State Islamic University Maulana Malik Ibrahim Malang.

3.1 Research Design

This research uses a qualitative method. Qualitative research seeks to understand an interpretation in a particular context and focal point. There are several characteristics of qualitative research, namely inductive analysis. The purpose of the inductive analysis is researcher conduct research by collecting data to build concepts. A qualitative researcher seeks to understand a phenomenon from the participants' perspective. The hallmark of qualitative research is that researcher seek understanding or meaning, and researcher are the main instrument in analyzing and collecting data (Merriam, 2002). Qualitative research is the researcher as the main instrument, so in this study the researcher analyzes the lecturer's speech and is classified in the form of code-mixing and code-switching in digital learning.

The researcher designed this research with qualitative descriptive using the purposive sampling technique. The purposive sampling technique is a researcher who relies on her judgment when selecting population members to participate in the study (Rai & Thapa, 2015). In the purposive sampling technique, the elements selected are based on the researcher's assessment to get a representative sample using a suitable assessment. The researcher explains code-mixing and code-switching in digital learning, which was carried out by a lecturer of the Computer-Assisted Language Learning (CALL) and a lecturer Media in ELT course who teach students majoring in English Education at the State Islamic University of Maulana Malik Ibrahim Malang (UIN Malang). Collecting data using WhatsApp and Google Meet containing learning explanations from lecturers.

3.2 Data Source

This research was conducted on the WhatsApp group for the Computer-Assisted Language Learning (CALL) course and on Google Meet for the Media in ELT course. This study focused on WhatsApp voice notes and explanations from Google Meet sent by lecturers about learning. Sources of data were obtained from the speech of the lecturer during the teaching and learning process.

The researcher explained that code-mixing and code-switching in digital learning were carried out by lecturers of the Computer-Assisted Language Learning (CALL) course who taught students majoring in English Education at the State Islamic University of Maulana Malik Ibrahim Malang (UIN Malang). The lecturer is Mr. N.

This course's teaching, and learning process has been carried out in the odd semester of the 2020/2021 academic year for students majoring in English Education. Not all students get the Computer-Assisted Language Learning (CALL) course, but this course is an elective course. As for the Media in ELT course, the lecturer is Mr. B. The learning process is carried out in the even semester of the 2021/2022 academic year for students majoring in English Education. This course is a compulsory subject that students majoring in English education eagerly take.

3.3 Research Instrument

In this study, the researcher used the instruments of documentation, observation, and interviews. Documentation was carried out to find out the lecturer's voice data on the CALL course, and the data was obtained from the WhatsApp group, which contained the lecturer's voice notes at the time of learning. Furthermore, documentation is carried out to get data for media courses at ELT by participating in google meet at every meeting so that lecturers can record lectures in online classes. Next, observation was carried out to obtain data on media courses in ELT by joining google meet at every meeting so that they could record the lectures of lecturers in online classes. In the last stage, interviews were conducted so that the researcher can find out the implementation of lecturers in applying code-mixing and code-switching in online learning.

3.4 Data Collection

To collect data, the researcher used:

- a. Documentation in the CALL class, the researcher analyzed the lecturer's voice notes, including code-mixing and code-switching. The researcher listened to the recorded voice notes in the WhatsApp group, then recorded them and analyzed the contents of the voice notes, which contained code-mixing and code-switching. Documentation was also carried out on the media in the ELT class, where this study analyzed the lecturer's words through the google meet recording. First, the researcher was observed by attending every meeting in learning through Google Meet. Second, the study recorded learning and then recorded the lecturer's words to be analyzed regarding code-mixing and code-switching.
- b. Observations in the Media in ELT class, where the researcher analyzed the lecturer's words through the google meet recording. First, researcher observed by joining every meeting in learning through Google Meet. Second, the researcher recorded the learning and then recorded the lecturer's words to be analyzed regarding code-mixing and code-switching.
- c. Interview was conducted with two lecturers, namely Mr. N and Mr. B, who teaches CALL and Media in ELT courses. In the first stage of the interview, researcher prepares questions and the researcher created a google meet link used to conduct interviews with the informants. The second is that the resource persons join

through the google meet link that the research has shared, and the interview process is carried out.

3.5 Data Analysis

The data analysis technique in this study is the first, namely collecting the lecturer's voice, which explains during learning and contains code-mixing and code-switching. The next step is to group the data according to the type of research, namely code-mixing and code-switching. Because this study uses descriptive qualitative methods, several measures can be taken to analyze the data (Flick, 2013):

a. Transcription data

In the transcription of data, the researcher did a transcription of the results of the data recording. In this case, the data is organized to be relevant for each focus on the research problem, called data reduction.

b. Classifying and Organizing Data

At this point, the researcher groups and classifies the utterances adjusted to the topic and then organize the data to be analyzed.

c. Grouping Data

If the required data has been collected, the researcher can group them based on their form, namely code-mixing and code-switching.

3.6 Data Validity

The research employs a triangulation model in the validity stage, which means attempting to test data validity by considering things that back other information as a frame of checking and comparisons between one informant and another informant. The validity triangulation information demonstrated can be carried out based on information sources, information collection techniques or methods, time, and theory. In this manner, the triangulation process aims to test data credibility by checking the information gotten from a few sources. The step taken for data triangulation is by reviewing data from one source of informants with other informants, which aims to test the validity of the data so that consistent data can be obtained. In searching for sources of informants, an interview with the lecturer was carried out to find out the factors causing code-mixing and code-switching to occur in the classroom. In addition, the validation phase of interview questions is also carried out on lecturer who are competent in their fields.

3.7 Schedule of Research

The following is the research schedule used for reference time in this research.

No	Description	February				March				April				May			
		Week															
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Research Proposal	■	■	■	■												
2.	Documentation					■	■	■	■								
3.	Data Analyze									■	■	■	■				
4.	Report Writing													■	■	■	■

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the research presents research findings and discussion. The first problem is the form of code-mixing, the second problem is the form of code-switching, and the third is the implementation of code-mixing and code-switching.

In this chapter, the research also presents data obtained from English lecturers about code-mixing and code-switching. In the discussion, the research shows the data obtained from the speech of the English lecturer using the theory in the previous chapter.

4.1 Findings

The research found that English lecturers used code-mixing and code-switching in class during teaching and learning activities. They are code-mixing in the form of words and code-mixing in the form of phrase. In addition, there are forms of inner code-mixing, outer code-mixing, and hybrid code-mixing. While code-switching in the form of terms of interlanguage (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language). In addition, there are forms of inter-sentential, intra-sentential, and extra-sentential. Then, the researcher discusses the factors of code-mixing and code-switching used by lecturers in digital learning. The following is a table of code-mixing and code-switching forms:

4.1.1 The Form of Code-Mixing

The researcher found code-mixing in digital learning after documenting English lecturers in teaching and learning activities. English lecturers used code-mixing in the learning process to communicate with students. The following are various forms of code-mixing:

4.1.1.1 Code-Mixing in the Form of Word and Phrase

In the previous chapter, which the researcher discussed in Suwito (1996), the form of code mixing is based on sentence-forming elements, namely word and phrase. After documenting English lecturers in teaching and learning activities, the research observed that English lecturers often mixed languages from Indonesian to English and English to Indonesian. English lecturers use code-mixing and code-switching in the learning process to communicate with students. This research was conducted on the CALL and Media in ELT courses.

Table 4.1.1.1 Code-Mixing in the Form of Word and Phrase

No	Lecturer Utterances	Type of Code-Mixing	
		Form of word	Form of phrase
1.	<i>Jadi kalau misalkan saya, saya seperti merekam semacam ini, terus kemudian mengirimkannya ke teman-teman, kadang-kadang load-nya agak lama</i>	✓	

2.	<i>If I can conclude basically your answers jawaban teman-teman itu rata-rata refer to bahwasanya purpose dari listening activity itu untuk membantu student improve comprehension mereka terhadap yang dipelajari topik atau materi yang dipelajari pada pada kelas tersebut.</i>	✓	
3.	<i>I agree with that one ini juga membantu untuk improve proses mendengar, belajar, proses listening</i>	✓	
4.	<i>Terus kemudian early komputer tahun 1980-an mulai digunakan.</i>	✓	
5.	<i>Jadi, kalau di awal-awal seperti itu kan kadang-kadang kalau misalkan kita mau mindah ke menit tertentu kita harus mengubah rewind ataupun dipercepat secara manual, kaset juga semacam itu.</i>	✓	
6.	<i>Alasannya computer medited learning itu bisa mempengaruhi bagaimana humans berinteraksi satu sama lain yang dulu agak kesulitan kalau misalkan kita ingin bertemu langsung.</i>	✓	
7.	<i>Tapi dengan adanya computer mediated learning semacam ini kita bisa menciptakan encounters tanpa harus bertemu secara langsung.</i>	✓	
8.	<i>Mungkin ada yang sudah me-mention tadi</i>	✓	
9.	<i>Sementara itu, penelitian ketiga Vandergrift itu menggunakan researchnya Leavel tentang comprehension tahun 2006.</i>	✓	
10.	<i>Tetapi pease of flow research berarti itu sangat cepat, ada banyak update yang baru.</i>	✓	

11.	<i>Ada penelitiannya Winke, Gass, and Sydorenko saya enggak tahu gimana spelling-nya ini.</i>	✓	
12.	<i>Kalau anda pakai yang extension-nya misalkan di Google Chrome.</i>	✓	
13.	<i>Nah, teknologi yang baru adalah kita bisa mengurangi ataupun menambah speed berdasarkan keinginan kita tetapi pitchnya masih tetap.</i>	✓	
14.	<i>Faktor keberhasilan pendidikan itu salah satunya adalah guru sebagai ujung tombaknya, karna sampean yang akan mentranslate apa yang dimau pemerintah dan apa yang kira-kira nanti setelah siswa tersebut lulus</i>	✓	
15.	<i>Itu dipakai sebagai basis untuk men-develop media sekarang di semester ini setelah mid-test and the rest of the semester.</i>	✓	
16.	<i>Yes, mas Huzaini.</i>	✓	
17.	<i>Ini adalah bagian dari saya memberikan feedback, karena tidak bisa satu persatu.</i>	✓	
18.	<i>Ini mungkin di bold instruksinya, tadi di atas bagus.</i>	✓	
19.	<i>Kita juga belajar bentuk-bentuk language form disitu.</i>		✓
20.	<i>Terus kemudian itu yang muncul seperti radio itu mulai digunakan dalam listening for education itu sekitar tahun 1970-an kemudian menyusul TV tahun segitu juga.</i>		✓
21.	<i>terkait digital device apa yang digunakan saat ini adalah dua tadi yaitu yang pertama internet</i>		✓

	<i>dan yang kedua adalah mobile device semacam smartphone ataupun tablet</i>		
22.	<i>Yang kedua adalah konten jadi ini adalah audio ataupun video berdasarkan spoken language teks sudah banyak misalkan video bercakapan</i>		✓
23.	<i>Saran saya adalah menelitian harusnya berdasarkan tidak hanya pada development technology dan empiris</i>		✓
24.	<i>Kalau anda ambil riset terkait bidang-bidang ini, empat hal ini artinya anda punya lebih banyak peluang mendapatkan yang terbaru state of the art yang terbaru, karena trennya arahnya kesana</i>		✓

(1) **Lecturer:** *Jadi kalau misalkan saya, saya seperti merekam semacam ini, terus kemudian mengirimkannya ke teman-teman, kadang-kadang **load**-nya agak lama*

(2) **Lecturer:** *If I can conclude basically your answers jawaban teman-teman itu rata-rata **refer** to bahwasanya **purpose** dari listening activity itu untuk membantu student improve comprehension mereka terhadap yang dipelajari topik atau materi yang dipelajari pada kelas tersebut.*

Example number (1) The word **load** is included in code-mixing in the form of word. It happened when the lecturer explained that the internet took a long time to load when sending the voice note. The word **flow** is included in code-mixing in the form of word, it happened when the lecturer hoped that the internet connection would not interfere with the course of teaching and learning activities. Number (2) The word **refer** is included in code-mixing in the form of word. It happens when the lecturer explains that the student's answer leads to a particular thing. The word **purpose** is included in

code-mixing in the form of word. It happened when the lecturer explained that the students' answers were aimed at helping students improve their comprehension.

(3) **Lecturer:** *I agree with that one ini juga membantu untuk **improve** proses mendengar, belajar, proses **listening***

Example number (3) The words **improve** and **listening** are included in code-mixing in the form of word. It happened when the lecturer explained things that could improve the listening learning process.

(4) **Lecturer:** *Terus kemudian **early** komputer tahun 1980-an mulai digunakan.*

The words **early** are included in code-mixing in the form of word, it happens when the lecturer explains the history of technology.

(5) **Lecturer:** *Jadi, kalau di awal-awal seperti itu kan kadang-kadang kalau misalkan kita mau mindah ke menit tertentu kita harus mengubah **rewind** ataupun dipercepat secara manual, kaset juga semacam itu.*

(6) **Lecturer:** *Alasannya computer mediated learning itu bisa mempengaruhi bagaimana **humans** berinteraksi satu sama lain yang dulu agak kesulitan kalau misalkan kita ingin bertemu langsung.*

Example number (5) The word **rewind** is included in code-mixing in the form of word. It happened when the lecturer explained a technology's work that can be rewinded or accelerated. Number (6) The word **human** is included in code-mixing in

the form of word, it happened when the lecturer explains the work of a technology that can affect human activities.

(7) **Lecturer:** *Tapi dengan adanya computer mediated learning semacam ini kita bisa menciptakan **encounters** tanpa harus bertemu secara langsung.*

Example number (7) The word **encounters** are included in code-mixing in the form of word, it happens when the lecturer explains the work of technology and the goals of the technology.

(8) **Lecturer:** *Mungkin ada yang sudah me-**mention** tadi.*

(9) **Lecturer:** *Sementara itu, penelitian ketiga Vandergrift itu menggunakan **research**nya Leavel tentang comprehension tahun 2006.*

Example number (8) The word **mention** is included in code-mixing in the form of word, it happens when the lecturer responds to students' answers and adds explanations about technology. Number (9) The word **research** is included in code-mixing in the form of word, it happened when the lecturer explained SLE theory and a comprehension theory.

(10) **Lecturer:** *Tetapi pease of flow research berarti itu sangat cepat, ada banyak **update** yang baru.*

(11) **Lecturer:** *Ada penelitiannya Winke, Gass, and Sydorenko saya enggak tahu gimana **spelling**-nya ini.*

Example number (10) The word **update** is included in code-mixing in the form of word, it happens when the lecturer explains the latest development and update of research. Number (11) The word **spelling** is included in code-mixing in the form of word, it happens when the lecturer says the research but has difficulty in mentioning the name of the author and discussing the contents of the research.

(12) **Lecturer:** *Kalau anda pakai yang **extension**-nya misalkan di Google Chrome.*

(13) **Lecturer:** *Nah, teknologi yang baru adalah kita bisa mengurangi ataupun menambah **speed** berdasarkan keinginan kita tetapi **pitchnya** masih tetap.*

Example number (12) The word **extension** is included in code-mixing in the form of word, it happened when the lecturer discussed the work of a listening comprehension trend technology. Number (13) The word **speed** is included in code-mixing in the form of word, it happened when the lecturer discussed the advantages and how technology works.

(14) **Lecturer:** *Faktor keberhasilan pendidikan itu salah satunya adalah guru sebagai ujung tombaknya, karna sampean yang akan **mentranslate** apa yang dimau pemerintah dan apa yang kira-kira nanti setelah siswa tersebut lulus, bukan kepala sekolah.*

(15) **Lecturer:** *Itu dipakai sebagai basis untuk **men-develop** media sekarang di semester ini setelah mid-test and the rest of the semester.*

Example number (14) The word **translate** is included in code-mixing in the form of word, it happened when the lecturer explained that the teacher was a distributor of education directed by the government. Number (15) The word **develop** is included in code-mixing in the form of word, it happened when the lecturer explained that students would develop media using tools after the mid-test.

(16) **Lecturer:** *Yes, mas Huzaini.*

(17) **Lecturer:** *Sekarang kita akan melihat project sampean ini adalah tentang UKBM ya. Ini adalah bagian dari saya memberikan **feedback**, karena tidak bisa satu persatu.*

(18) **Lecturer:** *Ketika itu diulang, berarti itu penting. Ini mungkin di **bold** instruksinya, tadi di atas bagus.*

Example number (16) The word **yes** is included in code-mixing in the form of word, it happens when the lecturer gives examples of suitable media for assignments. Number (17) The word **feedback** is included in code-mixing in the form of word, it happens when the lecturer explains the feedback on the tasks and competencies being taught. Number (18) The word **bold** is included in code-mixing in the form of word, it happens when the lecturer explains feedback on assignments and provides input on the results of tasks.

(19) **Lecturer:** *Kita juga belajar bentuk-bentuk **language form** disitu.*

(20) **Lecturer:** *Terus kemudian itu yang muncul seperti radio itu mulai digunakan dalam **listening for education** itu sekitar tahun 1970-an kemudian menyusul TV tahun segitu juga.*

(21) **Lecturer:** *terkait digital device apa yang digunakan saat ini adalah dua tadi yaitu yang pertama internet dan yang kedua adalah **mobile device** semacam smartphone ataupun tablet.*

Number (19) it happens code-mixing form of phrase by the lecturer when the lecturer discusses the purpose of listening activities to help students develop their comprehension. Number (20) it happens code-mixing form of phrase by the lecturer when the lecturer discusses the development of media in listening for education ranging from radio to digital versions. Number (21) it happens code-mixing form of phrase by the lecturer when the lecturer discusses the role of digital devices that are increasingly popular, such as the use of the internet to mobile devices.

(22) **Lecturer:** *Yang kedua adalah konten jadi ini adalah audio ataupun video berdasarkan **spoken language teks** sudah banyak misalkan video bercakapan,*

(23) **Lecturer:** *Saran saya adalah penelitian harusnya berdasarkan tidak hanya pada **development technology** dan empiris, tetapi juga harus teoritis didukung dengan teori-teori **second language acquisition**, karena ini yang membedakan CALL penelitian serupa dengan penelitian di bidang IT.*

(24) **Lecturer:** *Kalau anda ambil riset terkait bidang-bidang ini, empat hal ini artinya anda punya lebih banyak peluang mendapatkan yang terbaru **state of the art** yang terbaru, karena trennya arahnya ke sana.*

Number (22) it happens code-mixing **form of phrase** by the lecturer when the lecturer discusses the purpose of listening activities to help students develop their comprehension. Number (23) it happens code-mixing **form of phrase** by the lecturer when the lecturer discusses the development of media in listening for education ranging from radio to digital versions. Number (24) it happens code-mixing **form of phrase** by the lecturer when the lecturer discusses the role of digital devices that are increasingly popular, such as the use of the internet on mobile devices.

4.1.1.2 Code-Mixing in the Form of Inner Code-Mixing, Outer Code-Mixing, and Hybrid Code-Mixing

According to Suandi (in Salsabila, Siregar, I., & Soisrohadi, S., 2021), code-switching has several varieties: Inner Code-Mixing, Outer Code-Mixing, and Hybrid Code-Mixing. The following is a form of code-mixing in digital learning, namely on CALL and Media in ELT courses.

Table 4.1.1.2 Code-Mixing in the Form of Inner Code-Mixing, Outer Code-Mixing, and Hybrid Code-Mixing

No	Lecturer Utterances	Type of Code-Mixing		
		Inner Code Mixing	Outer Code Mixing	Hybrid Code Mixing
1.	<i>Kita juga belajar bentuk-bentuk language form disitu.</i>		✓	
2.	<i>Terus kemudian itu yang muncul seperti radio itu mulai digunakan dalam listening for education itu sekitar tahun 1970-an kemudian menyusul TV tahun segitu juga.</i>		✓	
3.	<i>terkait digital device apa yang digunakan saat ini adalah dua tadi yaitu yang pertama internet dan yang kedua adalah mobile device semacam smartphone ataupun tablet</i>		✓	
4.	<i>Pengetahuannya mulai dari teknologi itu “Aduh sir saya gaptek gaiso, mau nadak mau yowes emploken” harus menguasai yang namanya teknologi</i>	✓		
5.	<i>Say no if you don't have any, say yes if you have question, ndak ada?</i>			✓

(1) **Lecturer:** *Kita juga belajar bentuk-bentuk **language form** disitu.*

(2) **Lecturer:** *Terus kemudian itu yang muncul seperti radio itu mulai digunakan dalam **listening for education** itu sekitar tahun 1970-an kemudian menyusul TV tahun segitu juga.*

(3) **Lecturer:** *terkait digital device apa yang digunakan saat ini adalah dua tadi yaitu yang pertama internet dan yang kedua adalah **mobile device** semacam smartphone ataupun tablet*

Example numbers (1, 2, and 3) are the form of **Outer Code-Mixing** because it occurs when code-mixing absorbs elements of the original language. Mixing languages involving foreign languages.

(4) **Lecturer:** *Pengetahuannya mulai dari teknologi itu “**Aduh sir saya gaptek gaiso, mau nadak mau yowes emploken**” harus menguasai yang namanya teknologi*

Example number (4) is a form of **Inner code-mixing**. Language mixing occurs with the language itself. The majority occurs in Indonesian, and this is because many regional languages occur in code-mixing.

(5) **Lecturer:** Say no if you don't have any, say yes if you have question, **ndak ada?**

Example number (5) is a form of **Hybrid Code-Mixing** because regional language elements are absorbed with foreign languages, namely Javanese and English.

4.1.2 The Form of Code-Switching

Code-switching is used as a strategy in communication to eliminate group boundaries. Besides that, it is used to build interpersonal relationships with relationships and obligations. Code-switching is a change in language use caused by changes in conditions and situations.

4.1.2.1 The Form of Inter Language and The Language use of Code-Switching

The researcher has discussed several forms of code-switching that occur in bilingual classes in the previous chapter. They are code-switching in terms of inter-language (English to Indonesian and Indonesian to English). The supporting theory is (Aslinda & Syafyahya, 2007). The theory Gunawan (2014) suggests the terms of the form of the language used (formal and informal language).

Table 4.1.2.1 The Form of Inter Language and The Language use of Code-Switching

No	Lecturer Utterances	Type of Code-Switching			
		Eng to Ind	Ind to Eng	Formal	Informal
1.	Asalamualaikum warahmatullahi wabarakatuh <i>apa kabar semuanya?</i> I hope everyone is fine and well. Let's open the class today by praying together.		✓	✓	
2.	May Allah always bless us with health with love with more blessing day by days, <i>semoga Allah keinginan kita, harapan kita, cita-cita kita, semoga Allah semoga Allah limpahi tambahan keselamatan, kesehatan,</i>	✓		✓	

	<i>kebahagiaan dan kebaikan untuk semuanya yang kita sayangi.</i>				
3.	<i>Semoga kita diberi kelancaran dalam mencari ilmu ini diberi ilmu yang manfaat dan berkah al-Fatihah. Alright thank you, my internet connection is a poor performly poor today from morning to this afternoon so it maybe a bit slow in our discussiom I hope you don't mind.</i>		✓	✓	
4.	<i>Jadi kalau misalkan saya, saya seperti merekam semacam ini, terus kemudian mengirimkannya ke teman-teman, kadang-kadang load-nya agak lama, sehingga karena itu kadang saya merekam sendiri di luar terus saya masukkan sini untuk langsung apa ya antri tapi semoga tidak begitu mengganggu flow belajar kita. Alright so how are today everyone?</i>		✓		✓
5.	<i>So, the homework is basically for the researcher in this area is that how we can transform those facilities like those website and so on, so it can be access with many devices especially with may mobile devices. Kedepannya kalau arahnyakan riset-sriset ataupun perkembangan teknologi itu kearah perangkat seluler, jadi bagaimana handphone kita itu bisa menggantikan atau membantu meringankan beban kita seolah-olah itu bisa berperan sebagaimana komputer.</i>	✓		✓	
6.	<i>Nah, esllap.com ini mungkin masih belum bisa saat ini untuk beberapa akses handphone. There is a big possibility that development is on that way, the trajectory of research even is also into the mobile device.</i>		✓	✓	

(1) **Lecturer:** *Asalamualaikum warahmatullahi wabarakatuh apa kabar semuanya? I*

hope everyone is fine and well. Let's open the class today by praying together.

(2) **Lecturer:** May Allah always bless us with health with love with more blessing day by days, *semoga keinginan kita, harapan kita, cita-cita kita, semoga Allah semoga Allah limpahi tambahan keselamatan, kesehatan, kebahagiaan dan kebaikan untuk semuanya yang kita sayangi.*

(3) **Lecturer:** *Semoga kita diberi kelancaran dalam mencari ilmu ini diberi ilmu yang manfaat dan berkah al-Fatihah.* Alright thank you, my internet connection is a poor performly poor today from morning to this afternoon so it maybe a bit slow in our discussion I hope you don't mind.

Number (1) a form of code switching in Indonesia switch to English language and form of formal code-switching when the lecturer opens the lesson. Number (2) it happens as a form of code-switching in English switch to Indonesia language and formal code-mixing when the lecturer gives good wishes to God after opening the lesson. Number (3) it happens a form of code-switching in Indonesia switch to English language when the lecturer instructs students to pray and apologize for the slight difficulty of the internet connection. In addition, there is a form of formal code-switching.

(4) **Lecturer:** *Jadi kalau misalkan saya, saya seperti merekam semacam ini, terus kemudian mengirimkannya ke teman-teman, kadang-kadang load-nya agak lama, sehingga karena itu kadang saya merekam sendiri di luar terus saya masukkan sini untuk langsung apa ya antri tapi semoga tidak begitu mengganggu flow belajar kita.* Alright so how are today everyone?

(5) **Lecturer:** So, the homework is basically for the research in this area is that how we can transform those facilities like those website and so on, so it can be access with many devices especially with may mobile devices. *Kedepannya kalau arahnyakan riset-riset ataupun perkembangan teknologi itu kearah perangkat seluler, jadi bagaimana handphone kita itu bisa menggantikan atau membantu meringankan beban kita seolah-olah itu bisa berperan sebagaimana komputer.*

(6) **Lecturer:** *Nah, esllap.com ini mungkin masih belum bisa saat ini untuk beberapa akses handphone.* There is a big possibility that development is on that way, the trajectory of research even is also into the mobile device.

Number (4) it happens as a form of code switching in Indonesia to the English language when the lecturer opens the lesson by asking about the student's condition. In addition, there is a form of informal code-switching. Number (5) it happens as a form of code-switching in English switch to Indonesia language when the lecturer discusses the research that will develop in the future. In addition, there is a form of formal code-switching. Number (6) it happens as a form of code-switching in Indonesia switch to English language when the lecturer discusses the availability of accessing the website via handphone. In addition, there is a form of formal code-switching.

4.1.2.2 Code-Switching in the Form of Inter-sentential, Intra-sentential, and Extra-sentential

According to Wardhaugh (in Rasyidah, 2021), code-switching has several varieties: Inter-sentential, Intra-sentential, and Extra-sentential. In the first type,

namely inter-sentential code-switching, translation will occur at the sentence boundary. In the second type, intra-sentential code-switching, the sounding occurs in the middle of a sentence without interruptions or pauses indicating a shift.

Table 4.1.2.2 Code-Switching in the Form of Inter-sentential, Intra-sentential, and Extra-sentential

No	Lecturer Utterances	Type of Code-Switching		
		Inter-sentential	Intra-sentential	Extra-sentential
1.	<i>Thank you, I will continue the explanation.</i>			✓
2.	<i>May Allah always bless us with health with love with more blessing day by days, semoga Allah keinginan kita, harapan kita, cita-cita kita, semoga Allah semoga Allah limpahi tambahan keselamatan, kesehatan, kebahagiaan dan kebaikan untuk semuanya yang kita sayangi.</i>	✓		
3.	<i>Nah, teknologi yang baru adalah kita bisa mengurangi ataupun menambah speed berdasarkan keinginan kita tetapi pitchnya masih tetap.</i>		✓	

(1) **Lecturer:** *Thank you, I will continue the explanation.*

(2) **Lecturer:** May Allah always bless us with health with love with more blessing day by days, *semoga keinginan kita, harapan kita, cita-cita kita, semoga Allah semoga Allah limpahi tambahan keselamatan, kesehatan, kebahagiaan dan kebaikan untuk semuanya yang kita sayangi.*

(3) **Lecturer:** *Nah, teknologi yang baru adalah kita bisa mengurangi ataupun menambah **speed** berdasarkan keinginan kita tetapi pitchnya masih tetap.*

Number (1) There is an **extra-sentential** form of code-switching because a switch where the speaker inserts a tag from one language into an utterance, which is entirely in another language. Number (2) There is a form of **inter-sentential** code-switching because the language switch is done at sentence boundaries. Number (3) There is a form of **intra-sentential** code-switching because the shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses indicating a shift.

4.1.3 The Implementation of Code-Mixing and Code-Switching

Based on the result of the interview session, the researcher analyzed the implementation of both the lectures in using code-mixing and code-switching in the teaching-learning process. According to Husdon (in Samsi, 2016), there are two factors, bilingualism and the situation that causes the implementation of code-mixing and code-switching in digital learning. The following are the results of the interview:

a. Lecturer 1

No.	List of Questions	Answer from Mr. N
1.	Do you know about code-mixing and code-switching?	Yes, I know
2.	Do you realize that you always mix and switch your languages between English and Indonesian languages during the teaching-learning process?	I realize that there is code-mixing and code-switching in the classroom in the learning process.
3.	If you realize it, could you give me some examples of it!	<i>Alright so how are today everyone?</i> Apakah baik-baik saja kabarnya.
4.	What is your perspective on using code-mixing and code-switching in the teaching and learning process?	CALL learning focuses on content. Therefore, the lecturer prioritizes students' understanding of the material. Therefore, code-mixing and code-switching occur in the teaching and learning process.
5.	Why do you have to use code-mixing and code-switching in the teaching-learning process? Please give the reason. It's because of bilingual or situation?	Because of the bilingual class, it is tough to explain in full English because it will be difficult for students to understand if it is full English.
6.	Which one do the students more understand about the material by using code-mixing and code-switching or full English? Give the reason.	Using code-mixing and code-switching because this lesson learns about content, so students will better understand using code-mixing and code-switching.
7.	Is it effective to use code-mixing and code-switching in the teaching-learning process?	Code-mixing and code-switching are effectively carried out in the CALL class. This is because the material explained is more focused on content because it is related to technology.
8.	What are the perceived benefits and drawbacks of using code-mixing and code-switching in the teaching-learning process?	The advantage of using code-mixing and code-switching in the CALL class is that it can help students understand more about content-focused CALL learning. However, the shortcomings have not been found. If the material focuses on content, student understanding is more important, so it

		is okay to use code-mixing and code-switching in learning.
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Based on the interview, the lecturer used code-mixing and code-switching during teaching and learning activities. The lecturer realize that there is code-mixing and code-switching in the learning process in the classroom. Code-mixing and code-switching were carried out when the lecturer explains a material. If it was difficult to understand in English, then used Indonesian and code-mixing and code-switching in the learning process. The lecturer's perspective is that CALL learning focuses on content. Therefore, the lecturers prioritized students' understanding of the material. Therefore, code-mixing and code-switching occured in the teaching and learning process. When explaining in full English, it was tough to get a complete understanding of the material from students. Therefore, students understood better if the lecturer used code-mixing and code-switching in the teaching and learning process. Code-mixing and code-switching ware effectively carried out in the CALL class. It because the material explained more focused on content because it was related to technology. The advantage of using code-mixing and code-switching in the CALL class could help students understand more about content-focused CALL learning. The shortcomings have not been found. If the material focuses on content, student understanding is more critical, so it is okay to use code-mixing and code-switching in learning.

b. Lecturer 2

No.	List of Questions	Answer from Mr. B
1.	Do you know about code-mixing and code-switching?	Yes
2.	Do you realize that you always mix and switch your languages between English and Indonesian languages during the teaching-learning process?	Yes, Media in ELT course using code-mixing and code-switching
3.	If you realize it, could you give me some examples of it!	<i>Say yes if you have question. Tidak ada?</i>
4.	What is your perspective on using code-mixing and code-switching in the teaching and learning process?	Every lecturer can do that, and there is no problem doing code-mixing and code-switching.
5.	Why do you have to use code-mixing and code-switching in the teaching-learning process? Please give the reason. It's because of bilingual or situation?	Because of the situation, If I use teaching with a good level of student English, I will use full English. However, in the media class in ELT, I use code-mixing and code-switching because of the level of the students.
6.	Which one do the students more understand about the material by using code-mixing and code-switching or full English? Give the reason.	For Media in ELT course, students have more understanding of using Code-Mixing and Code-Switching
7.	Is it effective to use code-mixing and code-switching in the teaching-learning process?	Yes, it is effective because students will better understand the material
8.	What are the perceived benefits and drawbacks of using code-mixing and code-switching in the teaching-learning process?	The advantage of using code-mixing and code-switching is that students understand the learning material better. In contrast, the lack of code-mixing and code-switching is not good because this is an English class.

Based on the interview, the lecturer knows about code-mixing and code-switching. The lecturer was consciously on using code-mixing and code-switching in teaching-learning processes. In the Media in ELT class, the lecturer used code-mixing and code-switching. According to him, the perspective regarding code-mixing and code-switching is that every lecturer can do that, and there is no problem doing code-mixing and code-switching. Code-mixing and code-switching were carried out in the classroom for the teaching and learning process situation. “If I use teaching with a good level of student English, I will use full English”. However, in the media class in ELT, I use code-mixing and code-switching because of the students' language levels. The effective Media in ELT class uses code-mixing and code-switching, especially in students' understanding of learning material. The advantage of using code-mixing and code-switching is that students understand the learning material better. In contrast, the lack of code-mixing and code-switching is not good because this is an English class.

4.2 Discussion

In this section, the research describes the findings and their relationship to the theories in the previous chapter. This discussion is about code-mixing and code-switching used by the lecturers in the teaching and learning process. Code-mixing and code-switching is a process of language transfer from one language to another. In the formulation of the problem, three questions must be answered. The questions are about the forms of code-mixing of English lecturers in digital learning, the forms of code-

switching of English lecturers in digital learning, and factors code-mixing and code-switching of English lecturers in digital learning.

The question asks about the forms of code-mixing of English lecturers in digital learning. The question follows Aslinda and Syafyahya (2007) theory in the previous chapter, where research must understand code-mixing and code-switching in teaching and learning activities. The thing that distinguishes this research from previous research is that two lecturers are the source of the object of research, so that in analyzing the data, it will be more accessible research.

The implementation of code-mixing and code-switching in digital learning also makes it easier for the lecturers to deliver material related to the results of interviews with lecturers. Submission of material is adjusted to the student's English language level of knowledge. So, the lecturers used code-mixing and code-switching in the teaching and learning process so that learning objectives can be conveyed and the students could understand the material well.

In addition, the use of code-mixing and code-switching is also related to digital learning, namely facilitating communication between the students and the lecturers so that even though learning is online or distanced, the material can be appropriately conveyed. The application of code-mixing and code-switching in digital learning is also widely used by the lecturers who teach foreign languages, one of which is English. The digital learning conditions in the use of code-mixing and code-switching become more helpful, where the lecturers can more easily provide an understanding of the

material to students. Thus, the use of code-mixing and code-switching helps lecturers as a learning strategy in bilingual classes in digital learning.

4.2.1 The Form of Code Mixing

After the researcher found code-mixing in digital learning, she went through the stage of documenting the speech of English lecturers in digital teaching and learning activities. English lecturers used code-mixing in the learning process to communicate with the students. The following are various forms of code-mixing in digital learning:

4.2.1.1 Code-Mixing in the Form of Word and Phrase

Arifin & Junaiyah (2008) discussed the forms of code-mixing based on sentence-forming elements, namely word and phrase. Similar to what was found by research in the teaching and learning process in CALL and Media in ELT classes, the study found two types of code-mixing used by lecturers in learning. They are code-mixing in the form of word and code-mixing in the form of phrase.

So, in online-based digital learning, there are much code-mixing in the form of word in the CALL study via WhatsApp and media in ELT through Google meet. This is applied so that the delivery of material can be well received by the students, whereas English learning which includes bilingual classes taught by the lecturers, who follow the level of English of the students so that the phenomenon of code-mixing and code-switching occurs to achieve learning goals.

Code-mixing in the form of word that has been mixed by English lecturers in teaching and learning activities is mixing different languages. For example, English is the basis of Indonesian. However, the basic language used by English lecturers for learning is Indonesian. This is done to provide more precise information and facilitate communication between the students and the lecturers.

In addition, the other form of code-mixing in the form of phrase. This form includes other phrases from other languages that are different from the base language. For example, the basic language that occurs during teaching and learning activities carried out by the lecturers. At the time of learning, the researcher found that the lecturer mixed English phrases into Indonesian as basic ingredients in explaining the information that was difficult to find in the basic language to indicate social background and educational status. The lecturers also mixed English phrases into Indonesian for students' basic materials with the aim that students are accustomed to using English in the English department during teaching and learning activities.

4.2.1.2 Code-Mixing in the Form of Inner Code-Mixing, Outer Code-Mixing, and Hybrid Code-Mixing

According to Suandi, code-mixing has several types (in Salsabila, Siregar, I., & Soisrohadi, S., 2021), the phenomena of inner code-mixing, outer code-mixing, and hybrid code-mixing can be found. The phenomenon of outer code mixing was carried out by the lecturers who did code-mixing absorbing the original language. Language mixing involves foreign languages, where native speakers mix foreign languages with

foreign languages. For example, when the lecturer used Indonesian mixed with English. Outer code-mixing was also carried out by the lecturers who teach CALL and Media in ELT courses, where lecturers did code-mixing by absorbing the original language. Indonesian as the native language and English as a foreign language. This is done in digital learning so that students could understand difficult vocabulary in English through the lecturer doing outer code-mixing between Indonesian and English. So that even though digital or online learning is carried out remotely, students still understood the material presented by the lecturer.

Meanwhile, hybrid code-mixing also occurs in digital learning conducted by lecturers who teach CALL and Media in ELT courses. For example, some sentences or clauses absorb foreign languages or the original language. The lecturers did this to clarify sentences or clauses that, when spoken in a foreign language, could hinder the students' understanding of the material presented by the lecturer in digital learning.

4.2.2 The Form of Code-Switching

After researching digital learning on the CALL and Media in ELT course, the researcher found that code-switching was used as a strategy in communication to eliminate group boundaries. In addition, it is used to build interpersonal relationships with relationships and obligations. Code-switching is a change in language use caused by changing conditions and situations. The following are types of code-switching:

4.2.2.1 The Form of Inter Language and The Language use of Code-Switching

In the previous chapter, the research has discussed several forms of code-switching that occur in bilingual classes. They are code-switching in terms of inter-language (English to Indone) suggests the terms of the form of the language used (formal and informal language). In online learning, the use of code-switching in formal language occurs when the lecturer makes a language switch when explaining the material. At the same time, informal language occurs when the lecturer makes a language switch to create an atmosphere in the middle of learning.

According to the above statement, code-switching can be found in languages and sentences. For example, English lecturers use code-switching in teaching and learning activities so that students better understand the explanatory material and avoid miscommunication between the two. Code-switching also makes it easier for lecturers and students to interact during learning so that the information conveyed becomes more precise and more focused. So, in bilingual classes, it is common for code-switching to be carried out by lecturers so that the material from learning is conveyed correctly.

According to the Ministry of Education and Culture (2020), WhatsApp is the most commonly used platform for online learning. Similarly, the CALL course also uses WhatsApp for the teaching and learning stage in online learning. On the other hand, according to the Indonesian Survey Flow (in Nalurita 2021), Google Meet is the second most popular platform used in online learning and learning Media in ELT using Google meet in the learning and teaching process.

4.2.2.2 Code-Switching in the Form of Inter-sentential, Intra-sentential, and Extra-sentential

According to Wardhaugh (in Rasyidah, 2021), code-switching has several varieties: inter-sentential, intra-sentential, and extra-sentential. The Inter-sentential form occurs more often because the lecturer uses a lot of language switching done at the beginning or end of the sentence. Intrasentential code-switching, the sounding occurs in the middle of a sentence without interruptions or pauses indicating a shift. Lecturers also carry out extra-sentential code-switching, where communication shows the insertion of one language into another in an utterance.

4.2.3 The Factors of Code-Mixing and Code-Switching

The lecturers carried out the phenomenon of code-mixing and code-switching in online-based digital learning through WhatsApp and Google Meet. The lecturers used a lot of code-mixing and code-switching in learning. This is because the lecturer adjusts the students' English skills so that the delivery of the material could be well received. In contrast to what students do, students also use code-mixing and code-switching when the lecturer asks about learning. So, it is undeniable that code-mixing and code-switching have occurred in online-based digital learning conducted by lecturers and students.

In addition, the application of code-mixing and code-switching can make it easier for lecturers to convey vocabulary that is foreign to students. The impact is that there is no misunderstanding between the lecturer's words and the information received

by students. During teaching and learning activities, code-mixing and code-switching are usually done from English to Indonesian and vice versa. Lecturers also use Indonesian mixing in the middle of the conversation using English.

Then, the implementation of code-mixing and code-switching can make it easier for lecturers to convey vocabulary that is foreign to students. The impact is that there is no misunderstanding between the lecturer's words and the information received by students. During teaching and learning activities, code-mixing and code-switching are usually done from English to Indonesian and vice versa. Lecturers also use Indonesian mixing in the middle of the conversation using English.

The use of code-mixing and code-switching has implications for online learning, where online learning is distance learning that requires the role of the lecturer so that students can understand the lecturer's words through digital online. Therefore, the application of code-mixing and code-switching can be used as a strategy in online learning so that communication between students and lecturers can be well established.

The implementation of code-mixing and code-switching in online learning significantly impacts the students. Although learning cannot be conducted face-to-face, through online-based digital learning, students can understand learning, and lecturers can explain language learning using code-mixing and code-switching according to students' language skills. Therefore, lecturers used code-mixing and code-switching to optimally receive the material by students. In addition, lecturers also implement it in online learning to meet the situation so that students continue to enjoy participating in the teaching and learning process. So, the implementation carried out by English

lecturers in online learning using code-mixing and code-switching is done intentionally by switching language while explaining the material to achieve learning objectives.

On the other hand, the implementation of code-mixing and code-switching is very functional, and there is a level of understanding of the material in students. The results of interviews with lecturers prove that solid code-mixing and code-switching are used for bilingual learning, which is adjusted to students' level of language mastery. In addition, the material factor presented is also one of the reasons why code-mixing and code-switching are applied in online learning.

Based on the reasons the two previous lecturers implemented code-mixing and code-switching, this study will conclude and compare the results with Husdon's theory (in Samsi, 2016).

1. The bilingual factor causes the use of code-mixing and code-switching by lecturers according to Husdon's theory, where English is a foreign language for students. Therefore, lecturers prioritize students' understanding of the material; so that code-mixing and code-switching occur in the learning process. Furthermore, the lecturer also adjusts the level of English mastery that students have. So, code-mixing and code-switching are used so that the process of delivering learning material goes well. In addition, using code-mixing and code-switching in digital learning also maximizes student understanding. Although learning does not occur face-to-face directly, bilingual classes can still run using code-mixing and code-switching.

2. Lecturers do code-mixing and code-switching due to situational factors according to Husdon's theory. In teaching, the lecturer pays attention to the situation in the teaching and learning process to achieve learning objectives. Learning situations are focused on content because they learn about technology, so lecturers prioritize students' understanding of learning materials. Therefore, code-mixing and code-switching are usually carried out to achieve learning objectives. In addition, it is also essential to apply code-mixing and code-switching in digital learning because it adapts to learning materials. If the learning material is based on content, the lecturer will focus on student understanding so that the phenomenon of code-mixing and code-switching in digital learning occurs.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This researcher aims to find out the code-mixing and code-switching used by lecturers in digital learning. The following are the conclusions obtained by research after conducting research, namely as follows;

The research found the form of code-mixing and code-switching in this study. The lecturers use several forms of code-mixing and code-switching, including as in the learning process, there are forms of code-mixing that the English teacher uses in the teaching and learning process, The first is code-mixing in the form of word which inserts another language (English) into the base language (Indonesian), and the actual phrase inserts another phrase from another language (English) which is different from the base language (Indonesian). In addition, inner code-mixing, outer code-mixing, and hybrid code-mixing are also found in code-mixing. On the other hand, code-switching is also often used by lecturers in learning activities, namely the term inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language). In addition, intra-sentential, inter-sentential and extra-sentential were also found in the type of code-switching.

Three factors affect code-mixing and code-switching in learning. These factors are bilingual and situational. In the teaching and learning process, the three factors above determine the choice of language made by the lecturer. Code-mixing and code-switching have something in common: they are widely used for people who use more than one language or are bilingual. On the other hand, there is a difference between code-mixing and code-switching in that code changing occurs with each language having its autonomy when using it, also for some reason, and done consciously.

So, the results of this research are expected to be solidly used as a research reference by people interested in the study of language. For lecturers, the contribution that can be made from this research is to improve the quality of delivering material in the learning process. On the other hand, for students, it is hoped that this research can be used as a reference in conducting research and providing information about the function of language in communication.

5.2 Suggestion

1. In the distribution of the material in learning, the lecturer is who conveys the material to students. That way, lecturers are expected to use language that is easy to understand and communicative in the teaching and learning process so that students can realize learning well. In a class that uses a foreign language, it is possible to mix more than one language, such as the phenomenon of code-mixing and code-switching. This research suggests for lecturers to contribute ideas in the delivery of

learning materials so that the quality can improve, especially for foreign language classes, especially English.

2. The suggestion for this research is that it can be used to illustrate the language used in the learning process. Other research related to code-mixing and code-switching in the future will be helpful, especially in dealing with the process of learning English.

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APPENDICES

APPENDICES

Appendix 1 (Transcription of recording result)

COLLECTING DATA		
	TECHNIQUES	MEDIA
Lecturer's Name	Documentation	Voice notes by WhatsApp in CALL course
Mr. N	<p>Describes of the results;</p> <p>Lecturer: <i>Asalamualaikum warahmatullahi wabarakatuh apa kabar semuanya? I hope everyone is fine and well. Let's open the class today by praying together. May Allah always bless us with health with love with more blessing day by days, semoga Allah keinginan kita, harapan kita, cita-cita kita, semoga Allah semoga Allah limpahi tambahan keselamatan, kesehatan, kebahagiaan dan kebaikan untuk semuanya yang kita sayangi. Semoga kita diberi kelancaran dalam mencari ilmu ini diberi ilmu yang manfaat dan berkah al-Fatihah. Alright thank you, my internet connection is a poor performly poor today from morning to this afternoon so it maybe a bit slow in our discussiom I hope you don't mind. Jadi kalau misalkan saya, saya seperti merekam semacam ini, terus kemudian mengirimkannya ke teman-teman, kadang-kadang</i></p>	

load-nya agak lama, sehingga karena itu kadang saya merekam sendiri di luar terus saya masukkan sini untuk langsung apa ya antri tapi semoga tidak begitu mengganggu **flow** belajar kita. *Alright so how are today everyone?* Apakah baik-baik saja kabarnya. Apakah ada yang spesial yang ingin Anda ceritakan ke kelas ini?

Lecturer: Jika saya dapat simpulkan pada dasarnya jawaban teman-teman itu rata-rata **refer to** bahwasanya **purpose** dari **listening activity** itu untuk membantu siswa **improve comprehension** mereka terhadap yang dipelajari topik atau materi yang dipelajari pada pada kelas tersebut.

Lecturer: Jika saya dapat simpulkan pada dasarnya ini juga membantu untuk **improve** proses mendengar, belajar, proses **listening, our processing** terus kemudian di selain itu yang lebih gentle lagi itu adalah perolehan bentuk bahasa baru karena kita misalnya belajar dalam **pronunciation or vocabulary** ataupun yang temen-temen sampaikan tadi. Kita juga belajar bentuk-bentuk **language form** disitu. Bentuk-bentuk bahasa baru yang kita pelajari, jadi ini untuk **support** hal itu, dan kemudian dalam aktivitas mendengarkan tingkat yang lebih dalam ini juga dimaksudkan untuk membantu siswa untuk meningkatkan pemahaman pragmatics dan sociocultural mereka terhadap **form** yang digunakan itu. Jadi, tidak hanya belajar tentang

form-nya tapi bagaimana **form**-nya itu digunakan, bagaimana **form**-nya itu berfungsi kayak gitu.

Lecturer: So basically yang teman-teman sebutkan tadi itu merupakan teknologi yang mulai muncul dari mungkin di sini yang seperti radio tahun 1980-an ataupun 1970-an mungkin radio atau tv, terus kemudian juga komputer yang merupakan tren sejak tahun sembilan belas sembilan puluhan dan dua ribuan terus vinyl records mungkin tidak ada yang menyebutkan tapi bawahnya ada yang menyebutkan tentang tape terus mp3 player itu semacam variasi dari tape sama DVD tapi mungkin lebih baru kalau DVD sama mp3 players, basically it correctly mention those things. Tapi, secara **history** yang terawal itu mulai muncul sejak eranya vinyl, adanya vinyl record terus kemudian audio records yang bentuk tape, radio, terus kemudian itu yang muncul seperti radio itu mulai digunakan dalam **listening for education** itu sekitar tahun 1970-an kemudian menyusul TV tahun segitu juga. Kemudian, pada tahun 1980-an mulai muncul **digitize version of video disk kemudian** menjadi VCD, DVD, terus kemudian **early** komputer tahun 1980-an mulai digunakan. Sebagaimana kita ingat yang sebelumnya ada project play, itu merupakan yang terawal 1970-1980an. Terus kemudian komputer-komputer awal semacam PC terus

kemudian disusul tahun 1990-an CD-ROM, akhir 1990-an disusul web atau internet. Tadi, belum banyak yang menyebutkan tentang internet.

Lecturer: Jadi, trennya itu adalah semakin ke sini itu kalau untuk di listening pada parakteknya itu kita mencari akses teknologi dengan operasi yang lebih kompleks tetapi caranya lebih mudah, lebih akurat, dan lebih cepat. Jadi kalau di awal-awal seperti itu kan kadang-kadang kalau misalkan kita mau mindah ke menit tertentu kita harus mengubah **rewind** ataupun dipercepat secara manual, kaset juga semacam itu. But then getting here there is greater autonomy, for example with the existence of a CD-ROM, whether to use a remote control or even the World Wide Web (WWW), the internet, which then we can access and control ourselves, the more freedom we can continue to search for or other forms of learning. it can be more accurate as needed and access can be fast, that's kind of the trend in that direction. *Jadi, ke depan teknologi pun yang akan info banyak di bidang listening tentu adalah teknologi yang semacam ini atau memiliki tren semacam ini.*

Lecturer: Kalau kawan-kawan membaca tulisannya Chappelle and Sauro tersebut maksudnya tulisannya di dalam bukunya Chappelle and Sauro. Disitu dia menuliskan bahwasanya **digital device** ini alat-alat teknologi ini perannya semakin kuat terutama dalam pembelajaran listening apalagi di era computer mediated learning ini, alasannya

computer mediated learning itu bisa mempengaruhi bagaimana **humans** berinteraksi satu sama lain yang dulu agak kesulitan kalau misalkan kita ingin **face to face** kalau tidak bertemu langsung tapi dengan adanya computer mediated learning semacam ini kita bisa menciptakan **encounters** tanpa harus bertemu secara langsung. Lalu kemudian perubahan semacam ini juga mempengaruhi penggunaan bahasa kedua, terus proses bahasa kedua, sehingga nanti kemudian **goal**-nya bukan lagi untuk mencari teknologi apa yang bisa digunakan tetapi bagaimana kita bisa belajar memahami kira-kira **nature**nya ini apakah baik, terus berarti sesuatu itu lebih efektif atau tidak, lebih bagus atau tidak penggunaan sesuatu. Arahnya ke sana. Nanti kita akan membahas lebih lanjut tentang **research** ini. Tren-tren ini di bagian akhir nanti.

Lecturer: Tadi yang belum banyak disinggung oleh kita dalam diskusi awal tadi, terkait **digital device** apa yang digunakan saat ini adalah dua tadi yaitu yang pertama internet dan yang kedua adalah **mobile device** semacam smartphome ataupun tablet. kita masih fokus tadi membicarakan tentang computer, terus kemudian kaset, terus kemudian laptop, dan macam-macam. Mungkin ada yang sudah **mention** tadi, tapi mungkin saya terlewat, tapi trennya ke depan, ini juga **mobile device**, di mana kita bisa mengakses ataupun mengakses digital device yang bisa dibawa ke mana-mana semacam handphone

ataupun tablet. Jadi, teknologi itu ada banyak, cuma pada prakteknya pembelajaran listening bisa di-**support** oleh tiga hal yang utama. Yang pertama, adalah yang fisik semacam yang disebutkan teman-teman tadi, computer, laptop, tablet, sound, dan handphone. Yang kedua adalah konten jadi ini adalah audio ataupun video berdasarkan **spoken language teks** sudah banyak misalkan video bercakapan, audio percakapan dan banyak macam-macamnya yang bisa kita gunakan dalam pembelajaran listening. Dan yang ketiga, berkaitan dengan aspek **beyond two things** yang kaitannya dengan cara mengontrol terus kemudian bagaimana membantu itu. Dia menyebutkan tentang CoDe yaitu Conceptualizing and Designing Help Options.

Lecturer: While you check the website Randall's ESL Cyber Listening Lab, you will see that the website offers some activities related to the listening activities so for example the first listening activity in easy category which is titled a day at school, you will see the pre-listening exercises. It has also description on the level topic speakers, length, idioms used, also the exercise itself. There are some exercises multiple-choice and exercise hear. The website has the feature to self-correct the answers. It also gives you explanation if for example question is incorrectly answered, so the first one listen exercise "How does Joshua go to school in Japan" there are three options if you click wrong

answer, it will show you why this incorrect, if after you finish those five questions and you can try it again even there is another activity like get fill exercise and post-listening exercise. After this, you can also do like project-based, like online investigation on the school system in another country and so on. So, this is a typical of content design for and dedicated to enhance student or learner listening skills and this is available online. Particularly this is for english language learners but this means that such feature available in internet.

Lecturer: I see that one of you try to access this website using an handphone and it seem like he or she have a problem because the listening audio cannot be played and he or she cannot hear anything from the audio. So, the homework is basically for the research in this area is that how we can transform those facilities like those website and so on, so it can be access with many devices especially with may mobile devices. *Kedepannya kalau arahnyakan riset-sriset ataupun perkembangan teknologi itu kearah perangkat seluler, jadi bagaimana handphone kita itu bisa menggantikan atau membantu meringankan beban kita seolah-olah itu bisa berperan sebagaimana komputer. Nah, esllap.com ini mungkin masih belum bisa saat ini untuk beberapa akses handphone. There is a big possibility that development is on that way, the trajectory of research even is also into the mobile device.*

Lecturer: Banyak CALL study yang bersandarkan pada teori-teori SLE untuk mendukung **framing** dan analisis mereka sehingga tidak hanya bersandar pada teori-teori SLE untuk sekedar agar kelihatan bahwasanya ini **learning studies**. SLE teori juga digunakan untuk membantu menginterpretasi data yang mereka analisis. Sementara itu, penelitian ketiga Vandergrift itu menggunakan **researchnya** Leavel tentang comprehension tahun 2006. Tapi ini menunjukkan bahwasanya SLE sebagian dipakai oleh beberapa peneliti CALL di bidang listening, walaupun tidak sebanyak peneliti CALL di bidang speaking atau writing tapi masih ada Sebagian yang menggunakan. Saran saya adalah menelitian harusnya berdasarkan tidak hanya pada **development technology** dan empiris, tetapi juga harus teoritis didukung dengan teori-teori second language acquisition, karena ini yang membedakan CALL penelitian serupa dengan penelitian di bidang IT.

Lecturer: Selanjutnya kaitannya dengan technology mediated listening yaitu bahwasanya Cardenas-Claros's & Gruba itu tahun 2013 bikin typology of help options sebagaimana di atas tadi. Jadi mereka mengidentifikasi bahwasanya riset-riset di CALL itu secara umum bisa dibagi menjadi empat kategori besar. Nah di empat kategori besar ini berarti ada dua pemaknaan yang satu ada banyak riset yang dilakukan di empat ini, yang kedua bisa jadi bahwasanya karena banyak riset di

sini maka **development**-nya yang paling besar di sini. Jadi di sini mempunyai sedikit tantangan sekaligus kesempatan buat anda. Kalau anda ambil riset terkait bidang-bidang ini, empat hal ini artinya anda punya lebih banyak peluang mendapatkan yang terbaru **state of the art** yang terbaru, karena trennya arahnya ke sana. Tetapi **pease of flow research** berarti itu sangat cepat, ada banyak **update** yang baru. Jadi bisa jadi kita kesulitan mencari gaps untuk diteliti lagi. Ada penelitiannya Winke, Gass, and Sydorenko saya enggak tahu gimana **spelling**-nya ini. Terus yang kedua tentang multimedia bagaimana teks ini berubah menjadi model multimedia dan hypermedia. Jadi bagaimana teks-teks yang untuk listening itu kemudian berubah bentuk menjadi misalkan tutorial video atau tutorial audio bagaimana mengkombinasikannya, bagaimana mengontrol hasilnya, dan media apa yang cocok untuk dikombinasikan misalnya seperti itu. Terus bagaimana misalkan audio dibandingkan dengan video, bagaimana pengaruh **captions** itu kemudian terhadap video maupun audio terus penelitian yang kategori ketiga electronic glaseries and kamus ini. Ada banyak jenis kamus yang kita bisa lihat bahwasanya ada sebagian kamus yang mereka memunculkan frase-frase, ada yang makna plus contoh, ada yang ada konteks penjelasan konteks maknanya, ada yang kemudian terhubung dengan link website, ada yang terhubung dengan

wikipedia, ada yang diklik kemudian muncul maknanya semacam kalau misalkan ada install Grammarly. Itu nanti ada muncul, jadi anggap saja grammarly ini juga bagian dari kamus online juga. Nah, ini terutama yang diweb, grammarly yang untuk web. Kalau anda pakai yang **extension**-nya misalkan di Google Chrome. Terus kemudian ada yang terhubung dengan Wikipedia entry misalkan semacam word web info itu, itu terhubung dengan Wikipedia dan macam-macamnya. Riset-risetnya membandingkan bagaimana yang mana yang lebih efektif. Lalu terus kemudian yang keempat, tren yang keempat adalah terkait dengan putar kontrol kecepatan untuk memperlambat kecepatan bicara, ada teknologi terkait bahwasanya bagaimana kalau misalkan **speech street** itu di-**speed up or slow down**, apakah ini juga mempengaruhi pencapaian terhadap listening. Terus kemudian sebagian fitur memiliki itu kalau yang kita lihat di runtutan tadi sepertinya tidak ada fitur untuk **speed up or slow down** proses listening, sehingga untuk **processing time** kita, waktu untuk memahami listening ini benar-benar bergantung dengan kecepatan audio yang ada di situ. Nah, kalau misalkan penelitian yang terbaru mungkin teknologi ada yang gimana kita bisa **slow down** audio atau file video tapi tanpa mengurangi **pitch**-nya sehingga suaranya masih terdengar natural. Analisis ke arah sana itu banyak sekali yang

dilaksanakan. Terus kemudian apakah kemudian kalau misalkan **speed**-nya lebih cepat atau lebih lambat akan mempengaruhi **comprehention** listening-nya ada tren yang ke arah sana juga.

Lecturer: Iya yang dimaksud dengan **play speed control** ini adalah kemampuan untuk mengontrol kecepatan listening, **audio recording** tersebut tanpa mengurangi pitchnya. Jadi, kalau biasanya kalau kita misalkan mengurangi **speed** itu kalau teknologi yang sebelumnya itu adalah misalnya kita mengurangi **speed**, maka pitchnya akan turun juga. Jadi suaranya terlihat berbeda lebih apa ya, suaranya berubah. Nadanya jadi lebih kelihatan aneh kayak gitu kan. Kalau misalkan kita mengurangi. Nah, teknologi yang baru adalah kita bisa mengurangi ataupun menambah **speed** berdasarkan keinginan kita tetapi pitchnya masih tetap. Jadi ketika suara itu diperlambat, dia kualitas suaranya masih tetap sama, tetap tinggi, tetap **clear**, tetap jelas, tidak berubah. Nah, teknologi yang baru arahnya ke sana.

Lecturer: So, in my review I think work web itu yang offline. *Ada beberapa kelebihan misalkan dia bisa terhubung dengan kalau anda klik nanti terhubung dengan online-nya dengan Wikipedia ataupun lainnya apa aplikasi di internet lainnya.* Terus kemudian bisa menebak kata setelahnya kayak gitu, kemampuan semacam itu tetapi yang online juga ada kelebihan lainnya. Keduanya yang saya pilih di

situ, macmillan dan collin ini merupakan british **dictionary** artinya mereka ini dibikin orang-orang Inggris tapi untuk pemakaian untuk umum. Fiturnya sebenarnya pada dasarnya hampir sama satu sama lain, cuman untuk collin ini kelebihanannya adalah dia memiliki beberapa contoh, dimana contohnya itu dalam kalimat yang komplit ataupun frase yang panjang. Sementara kalau misalkan punya macmillan sebenarnya ada banyak kamus yang buatan orang Inggris semacam Oxford **Dictionary** terus kemudian ini Cambridge **Dictionary**. Ini juga sama seperti longman, tapi longman juga cenderung Inggris cenderung American jadi tapi yang dua tadi jadi Cambridge Oxford ditambah yang dua yang saya sebutkan lebih awal macmillan sama collin ini cenderung British walaupun mereka juga menyediakan opsi untuk action US tapi seperti itu untuk collin kelebihanannya dia ada contoh panjangnya yang bagus untuk listening. Jadi misalnya ada beberapa kalimat atau klausa atau frase yang dia bacakan jadi kita tahu bagaimana **pronunciation** dari bagian yang tersebut. Itu ada penandanya. Sementara yang 3 yang lainnya itu hanya kata-kata yang sedang didefinisikan saja yang bisa di, diapa ya? Diklik bronization-nya. Tapi **overall** pada prinsipnya hampir sama, biasanya untuk yang sudah online ini mereka tidak merujuk ke website lain. Kecuali website itu satu afiliasi dengan mereka. Tapi untuk word web karena dia offline

maka yang dia menawarkan fasilitas lain di antaranya adalah kemampuan untuk misalkan **searching online** hanya dari klik yang ada di web refetensi yang ada di situ misalkan yang dia perkenalkan di website itu terhubung ke Wikipedia.

Alright, thank you so much for your discussion. I think we run out of the time I'm sorry.

Lecturer: Untuk yang terakhir nanti pertanyaan ini silakan digunakan untuk **independence study**. I want to hear the opinion and then this is as approve of participations for this meeting in to your addition participations in the class today. I would like to simplified, what do you think are the future trens? *Menurut temen-temen kira-kira di bidang listening ini arahnya bagaimana? Can you give little bit description or illustration?*

Lecturer: Tipsnya adalah buka google scholar terus kemudian cari **future trens** di CALL atau misalkan **recent trens** in CALL. **Limited research** kalian pencariannya di lima tahun atau dua tahun atau tiga tahun terakhir dari situ kita bisa melihat mungkin kira-kira trennya yang saat ini atau yang ke depan seperti apa. *It doesn't students take to long to doing this.* Hopefully you can do it in less than half an hour for doing searching di Google. *Kemudian menulis jawabannya.*

	<p>Lecturer: I will prepare Google Form for this activity and that's all. Thank you so much I'm sorry for all the mistakes and my pore internet connection. <i>Sampai jumpa minggu depan.</i> Assalamualaikum warahmatullahi wabarakatuh.</p>
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COLLECTING DATA		
	TECHNIQUES	MEDIA
Lecturer's Name	Documentation	Recording by Google Meet in Media in ELT course
Mr. N	<p>Describes of the results;</p> <p>Lecturer: Assalamu'alaikum wr wb. Happy fasting to all of you who practice fasting. I hope your fasting bring happiness. Hopefully you will be successful until the end of this month the fasting Ramadhan. How are you everyone?</p> <p>Lecturer: Thank you so much for asking. Ok, we got two Husein. Ahmad huseini and Husein Ar-Rasyid, twins. <i>Seharusnya mas Husain ada disitu juga.</i> Mas Husain hadir gak? Gak ada ya?</p> <p>Lecturer: What is the special moment? Oh, you got the person who do the patrol? <i>Ada yang patrol malem-malem gitu?</i> Why so blad? Where</p>	

are you add? I see, but is not of because the room? **Lecturer:** Ini ikan sama dengan mbak Sofia Kamal juga dari Bali? *So, you also have the same experience?* Okay, so we have 28 students. That's okay if only few come this class, but I'm glad that you can make it and thank you so much for attend in this class. Before we proceed, do you guys any question?

Lecturer: I will use Indonesian. *Kurikulum yang dulu sebelum kurikulum merdeka belajar, karena kan nama kurikulumnya kurikulum merdeka belajar itu adalah kurikulum K-13, K-13 itupun dibagi K-13 versi lama dan K-13 versi terbaru.* Pada kurikulum K-13 itu guru masih membuat contoh yang paling sederhana adalah RPP versi lama. Nah pada saat itu guru masing membuat RPP yang sangat detail, setelah Pak Nadiem Makarim itu menjabat, akhirnya keluarlah RPP itu hanya satu lembar. Paham ya?

Lecturer: Contohnya yang lain apa? Dulu kurikulum itu masih centralize, istilahnya rambu-rambunya secara keseluruhan dari pemerintah, kalau sekarang tidak. Sekolah diberikan kebebasan untuk salah satunya membuat KBM itu tadi disesuaikan dengan kondisi sekolah. Kondisi sekolah itu kan stakeholder-nya banyak. Mulai dari budaya, fasilitas, kemampuan guru, kemampuan siswa. Semua itu mempengaruhi need analysis sebelum akhirnya kurikulum itu dibuka.

Paham atau tidak? Bahkan sekarang guru itu tidak perlu membuat RPP dari awal, ada forum yang dipakai untuk membagikan *lesson plan*. Jadi, kesimpulannya apakah itu berubah? Mungkin berubah tetapi ada segi administratif. Tidak semudah itu ferguso merubah kurikulum.

Lecturer: Itu juga bergantung dari gurunya sendiri sih, kemampuan. Makanya mas dan mbak mulai dari Mas Salim sampai Mbak Sofia Kamal itu harus mumpuni menjadi guru. Pengetahuannya mulai dari teknologi itu “Aduh sir saya gaptek gaiso, mau nadak mau yowes emploken” harus menguasai yang namanya teknologi. Kenapa seperti itu? Standart yang diberikan oleh pemerintah BSNP (Badan Nasional Standart Pendidikan) itu mulai dari hal yang paling kecil sampai hal yang paling gede. Mulai dari siswa sampai bangunan sekolah, sampai pengawas guru itu ada standarnya. You have to be a teacher who has standards. *Makanya sekarang utu ada pendidikan profesi guru, supaya mereka menjadi pendidik yang professional.* Kalau kalian tidak memenuhi stanfdart tersebut efeknya di apa? Siswanya tidak juga bisa memenuhi standart. Gitu ya mas, panjang ya. Tetapi apakah mungkin untuk berubah? Sangat mungkin.

Lecturer: Dulu disaya, di SD itu masih sistem catur wulan. Saman mengerti atau endak? Catur wulan 1, 2, dan 3. Jadi, satu tahun itu terbagi menjadi 3, banyak sekali tesnya, tes catur wulan 1, belum

ulangan harian, tes catur wulan 2, tes catur wulan 3, kenaikan kelas. Kalau sekarang seperti semester, dulu semester itu cuma berlaku di tingkat **higher education** institusi. Kalau **lower than that** itu masih catur wulan. Dulu periode pendidikan itu dimulai bukan dimulai pada bulan juni juli tapi januari, jadi dipotong di tengah berubah lagi dan sebagainya. Nanati kalau sampean menjadi menteri itu pasti punya gebrakan, setidaknya menggebrak meja lah ya.

Lecturer: Baik seperti itu ya mas, ada kemungkinan berubah itu ada. Ada pertanyaan lagi? *I hope answer your question.* Ada pertanyaan lagi apa tidak? Tidak ada? Faktor keberhasilan pendidikan itu salah satunya adalah guru sebagai ujung tombaknya, karna sampean yang akan **mentranslate** apa yang dimau pemerintah dan apa yang kira-kira nanti setelah siswa tersebut lulus, bukan kepala sekolah. Urutannya ya, pemerintah kepada menteri, kemudian nanti kepada Dinas Pendidikan, kepada kepala sekolah, dan sebagainya. End poinnya siapa? Guru. Saman harus bisa mentranslate itu semuanya. Berat, itulah karena pekerjaan ibu bapak guru. Sampean tidak akan di kuliah atau saya tidak akan bisa disini kalau bukan karena bapak ibu guru.

Lecturer: Tapi gimana sir kalau misalnya siswanya itu ndak mau diubah? Setidaknya kita punya niat untuk mengubah. Ada pertanyaan lagi? *So, I am going to share with you what's the elearning.* Our agenda

today, firsts we are going to produce the content of the elearning what's going on in this week and after that I am going to discuss the project 1, are you actually in line or not. So, allow me to choose one of project result there on this do not get offended, for example if you get any feedback on the project, right? If you for example do not want me to choose your project as the example for the discussion, let me know. I will choose another sample project, because I don't want to hurt you. What does it mean by ELT? English Language Teaching.

Lecturer: Thank you, *I will continue the explanation.* Elearning, see the meeting 9. Can you see my screen? Can I ask mbak Dewi Riska to read the information there. Are you okay mbak Dewi Rizka? Thank you so much.

Lecturers: Explain each component of the assure model instructional design. I am going to pick only one which is the assure model. Assure model kemudian bloom taksonomi itu adalah beberapa, banyak sekali ya teorinya, ada ADDAI. Pengetahuan tentang teori ini dulu juga sudah saya jelaskan. Waktu itu ada quiz tentang Assure kan? Itu dipakai sebagai basis untuk men-**develop** media sekarang di semester ini setelah UTS. Mas dan mbak akan **develop computer-based technology** dengan menggunakan **tools** yang ada. Teori yang dipakai kalau kemaren itu adalah teori pembuatan buku istilahnya cetak,

sekarang adalah teori pembuatan media berbasis teknologi. Nah, teoriya adalah the assure itu.

Lecturer: Nah, dari PPT itu nanti kita akan bergerak sampai PPT itu bisa jalan sendiri. Maksudnya jalan sendiri apa? Jadi nanti misalnya Mbak Sovia Kamal memberikan PPT, PPT-nya itu interaktif. Jadi UKBM yang saman buat itukan versinya cetak 1,2,3,4,5 halaman seterusnya kan? Nanti kita buat PPT-nya dengan model yang ada hyper link. Jadi setelah buka halaman 1 bisa clong ke evaluasi, bar evaluasi kembali ke halaman pertama dan sebagainya dan disisipi video dan audio. Apply the principle of visual literacy. *Sebelum itu harus paham dulu tentang visual literacy.*

Lecturer: Congratulation of passing half of the semester and welcome to meeting 9. In this week will cover 3 sub topics and there are first the assure model, visual principle, and need analysis for media. Those three some topic become your knowledge foundation for the rest of the semester and media development. The sub topic and attend the learning outcome in approve to read book 1 chapter 3 and 10. *Ini bukunya Smaldino, buku yang kedua.*

Lecturer: Chapter 3 about integrating technology and media into interaction or the assure model. What is the assure model and why

teacher should use it. *Saman nanti ketika membaca chapter 3 harus bisa menjawab pertanyaan tersebut.*

Lecturer: How many step in assure model, what does it work stand for, I have explain that, and the last one please explain its step in assure model. Ada yang masih ingat jawabannya? Kenapa **teacher** perlu menggunakan assure model?

Assure itu namanya **instructional design**. Nah, cara memberikan instruksi itu apa? Kenapa guru harus punya itu? Apakah hanya untuk mengembangkan materi saja? Supaya tau latar belakang siswa? Salah satunya? Betul mas Adam Husain. Apalagi? Kalau **cooking design** bahasa indonesianya apa? Tutorial memasak, itu prinsip atau cara yang dipakai untuk memasak. Kalau kita tidak memakai prinsip tersebut apa yang terjadi? Sama halnya dengan **instructional design**, desain instruksi bagaimana mendesain sebuah instruksi supaya dia tidak gagal, simpelnya seperti itu.

Lecturer: Kalau **chef** tidak punya teknik untuk memasak, tidak mungkin dia memasak ikan buntal, kalau dia tidak punya teknik itu pasti dia akan keracunan memakan ikan butal. Sama halnya dengan sampean mas dan mbak kalau tidak punya resep yang khusus keracunan nanti siswamu di kelasmu, akibat dari keracunan apa? Tidak suka bahasa inggris, motivasinya kurang, dia tidak masuk sekolah, dan

sebagainya. Pahamya, jadi seperti itu. Assurenya yaitu tadi A, double S, U, R, E. Jadi ada 6, itu tahapan yang harus diikuti. Kalau tahapan 1 belum selesai atau tahapannya itu gagal dia harus kembali. Contoh ya, assurenya sudah sampai **evaluation**, ternyata setelah **evaluation** itu produkmu gagal, ternyata pengajarannya bahasa inggrisnya si siswa tidak meningkat harus kembali kepada need analysis lagi. Nanti silahkan membaca.

Lecturer: Saya menyediakan link satu, dua, tiga, empat ya. Disitu hanya berbeda tipe of media, disitu ada PDF, ada PPT dengan suara. Silahkan memilih salah satu yang cocok dengan **your own device**. Tidak ada alasan “Pak saya ndak punya program untuk PDF” kan ada PPT. “Pak PPT saya tidak bisa” ada itu yang versi lainnya. “Pak PPTnya saya tidak bisa mengunduh suara” silahkan unduh yang PDF. Tidak ada alasan bagimu, hahaha.

Lecturer: Oke right, now we come to quiz. *Di minggu ini mas dan mbak akan mengerjakan kuis di hari jum'at pukul 8-9. You will be tested for quiz, please read carefully the information bellow.* Please, follow the link to complete the quiz. Nanti akan led you to the other website, the visual principle. The total number of the question is fifteen. And the last one, become to the meeting 9 need analysis modeling would to behavior.

Lecturer: Mas dan mbak akan melakukan yang namanya need analysis. The result of the task use for the rest of the semester to develop materials and also media for learning English. *Disini saya menyediakan dua buah video karena kalau dulu mas dan mbak saya minta mahasiswanya untuk pergi ke sekolah dan melakukan real need analysis.* Sekarang tidak bisa kondisi covid-19 pandemi jadi diganti dengan video, pura-puranya 2 video tersebut akan dijadikan sebagai basis pada need analysis kalian. Tahap pertama pada **instructional design** yaitu the assure model. Setelah itu, nanti hasilnya akan dipakai untuk membuat media.

Lecturer: Nah, disini juga berhubungan dengan KD sampean yang ada. KD yang saman kerjakan untuk UKBM itu akan dipakai disini juga, nanti silahkan disitu saya berikan contoh kemudian ada template, kemudian ada posternya. Sir, apakah nanti itu dikumpulkan? Tidak akan dikumpulkan, saya ajari kalian untuk melakuakn need analysis, paham ya dari sini? **Yes**, mas Huzaini. Yang dianalisis kebutuhan mereka terhadap media. Jadi, gambarannya seperti ini mas, mas Huzaini misalnya pergi ke sekolah A, mas Huzaini akan melakukan analisa di situ kalau misalnya diberikan PPT bisa atau tidak. Misalnya, apakah bahasa inggris mereka itu bagus? Oh, ternyata bahasa inggris mereka itu biasa saja, berarti kata yang saya pakai nanti di PPT itu

harus sederhana itu satu, kemudian yang kedua si sekolahnya itu misalnya tidak ada LCD, oh PPTnys mau dibuat sedemikian rupa itu tidak cocok. Walaupun nanti kita akan menangkapnya itu adalah PPTnya.

Lecturer: Sebenarnya ya mas dan mbak, sampean itu seharusnya dibebani setelah dari need analysis itu membuat media berdasarkan hasil dari need analysis. Mediana itu terserah sampean. Paham atau tidak? Mas Najib mungkin bisa membuat media tradisional, mbak Clarissa bisa membuat PPT, mas Abad bisa mungkin membuat **game**, mbak Sofia bisa membuat itu apalagi jenis media. Tetapi itu terlalu sulit, loh kenapa mr kok terlalu sulit bukannya nanti kami akan berkreasi? UKBM ae kondisinya seperti itu, apalagi diberikan tugas yang seperti itu, mledos nanti sampean. Saya mau, tapi kembali lagi saya tidak mau istilahnya membebani. Jadi, fungsinya mas Huzaini menonton video itu sebenarnya adalah menganalisa kebutuhan, kebutuhan akan media pembelajaran yang seperti apa dan mengaplikasikan teori need analysis itu tadi. Oh, oke dengan need analysis yang saya akan membuat PPT, yang seharusnya kan tidak seperti itu, ternyata dari hasil need analysis mereka tidak punya LCD atau laptop, tidak mungkin membuat PPT, gitu ya mas Huzaini. *Any other question? Say no if you don't have any, say yes if you have*

question. Ndak ada? Ini semuanya ada di malang ya kebanyakan? Nanti biasanya anak kuliah itu bukber-bukberan gitu ya. Tapi alhamdulillah buat si pemilik warung.

Lecturer: Sekarang kita akan melihat project sampean ini adalah tentang UKBM ya. Ini adalah bagian dari saya memberikan **feedback**, karena tidak bisa satu persatu. *So, please kindly consider that it apply to everybody.* Saya meminjam punya Mas Najib. *Can I, mas?* Ok, thank you so much. Mas Najib masih ingat KDnya tentang apa? Probolinggo mana mas? Saya minggu kemaren barusan dari Kraksaan. Nanti, kita akan memberikan komentar bersama-sama punya Mas Najib. Identitas mata pelajaran bahasa inggris kelas 9 semester genap. KDnya adalah menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP MTS menangkap makna secara tekstual dan fungsi sosial unsur kebahasaan lirik lagu terkait kehidupan remaja. Dari sini, apa yang sampean ekspektasikan diberikan oleh pak guru Najib di UKBM. Didalamnya UKBM itu ada apa? Ayo rek selak maghrib. Akan ada lagi ya pastinya, terus ada apa lagi tadi mas? Oke menganalisa kosa kata dan juga maknanya.

Lecturer: Berarti sampean akan mengajarkan bagaimana tehnik untuk menafsirkan lagu, bukan menafsirkan mimpi lo ya, hahaha dukun lak an sampean. Gitu ya, otomatis akan diberikan contoh menafsirkan lagu.

Kemudian menangkap makna secara konseptual terkait fungsi sosial dan unsur kebahasaan. Seperti yang mas Salim tadi katakan, jadi harus tau fungsi sosialnya apa. Lagu itu kan berbeda-beda kan fungsi sosialnya, ada yang untuk merayu, ada yang untuk menyindir, gitu banyak sekali, ada yang banyak pesan moralnya, yang marah-marah, yang jatuh cinta, patah hati. Nah, kalo lagunya K-pop ndak ngerti saya tujuane apa hahaha. Oke paham ya mas dan mbak jadi harus diajarin itu.

Lecturer: Ok, sekarang kita lanjut. Apakah itu aka nada UKBM yang dibuat mas Najib. Kalau tidak ada berarti nanti nilainya kurang. Mas dan mbak lirik lagu terkait kehidupan remaja. Alokasi waktunya 6x45 menit. Terlalu banyak 6x45 menit panggah kon nanyi ae, batal nanti puasanya. Biasanya mas dan mbak, lagu itu bagian dari short functional text. Saya ulangi lagi, kompetensi yang diajarkan 4 **skill** itu dirupakan dalam 4 pengajaran. Pengajaran yang pertama adalah monolog, naratif, deskriptif dan sebagainya. Yang kedua adalah short functional text, notification, announcement, dan sebagainya. Yang ketiga transactional. Yang keempat adalah interpersonal text.

Lecturer: Peserta didik dapat menerapkan fungsi social struktur teks dan unsur kebahasaan beberapa teks exposisi analitis lisan dan tulis. Berarti ini tujuan pembelajarannya tidak nyambung, karena KDnya lirik lagu dan ini teks eksposisi. Saya tinggalkan tidak bahas lebih

lanjut saja karena sepertinya mas Najib lupa menggantinya ini ya mas. Ya memang tempatnya salah dan lupa. Buku teks pembelajaran bahasa inggris SMA kelas 9. Nama bukunya apa mas? Oh, panduannya kalau buku beda kelas ya tidak bisa, kenapa? Karena kalau beda kelas otomatis kelasnya berbeda. Inikan anak SMA kelas 9 ya. Kita anggap mereka intermediate low, misalnya ya profisiensinya, kalau materi yang diambil untuk anak SMA yang lebih tinggi, profisiensinya pasti juga akan beba, tetapi kalau itu yang diambil misalnya materi autentik tidak masalah.

Lecturer: Sebelum belajar pada materi ini, silahkan anda pahami lirik lagi di bawah ini. Nah kegiatan pembelajarannya, instruksi boleh memakai bahasa inggris akan lebih bagus. Tetapi kalau mengambil gambar itu harus ada sumbernya dari mana, kenapa? Supaya tidak dikategorikan sebagai plagiat. Nah, Mas Najib fungsinya memberikan lagu ini apa mas? Pendahuluan atau warming up.

Lecturer: Kita lanjutkan ya, diatas tadi mas Najib ngomong mungkin yang dimaksud adalah materi inti ya mas. Pertanyaannya apakah mas najib memberikan materi tambahan? Contoh ya, materi present tense itu mau diberikan untuk SMP SMA sebenarnya kan sama tetapi yang membuat berbeda adalah tingkat soal yang diberikan, ya atau tidak? Jadi misalkan disini ada lagu kemudian **social function**. Disini itu saya

berharapnya mas Najib dan teman-teman itu ada penjelasan tentang apa arti dari **social function**? What is the example the social function? *Jadi, pada lagu yang pertama itu nanti mungkin mas Najib bisa memberikan contoh dari social functionnya.* Setelah itu dibedah **generic structure**nya apa? Kemudian **language future**nya apa? Apakah yang dimaksud dengan generic structure? Lagu itu kan ada intronya. Yang terakhir adalah **language future**.

Lecturer: Baik, kita akan melihat apakah itu ada di materinya. Sepertinya ini belum ada, jadi nanti ditambahkan. Baca dan pahami materi pada bahasa Inggris kelas 9 setelah memahami isi materi dalam bacaan. Oke ini boleh mas, mungkin mas Najib bisa bilang bahwa oh **sir** materi saya tulis, tapi saya meminta mereka akan memberikan instruksi untuk membaca, tidak apa-apa. Pahami maksud saya? Ingat ya ini UKBM (Unit Kegiatan Belajar Mandiri) bukan di kelas. Misalnya disini bisa diberikan kegiatan belajar 1, silahkan membaca instruksi dibawah ini. Pertama, silahkan mengikuti tautan dibawah ini dan mendengarkan lagu yang ada. Kedua, silahkan membaca **missing lyric** dibawah ini. Ketiga, silahkan melengkapi **missing lyric** dibawah ini. Keempat, silahkan mencocokkan dengan kunci jawaban yang ada. Jelas apa tidak? Belajar mandiri itu harus dari **clear instruction**.

Bayangkan sampean disuruh mengerjakan tetapi instruksinya tidak jelas.

Lecturer: Makanya kemarin sebelum mengumpulkan tugas, kan itu saya kasih instruksi dikerjakan secara berkelompok boleh untuk memberikan masukan, ya atau tidak? Pasti cuma segelintir orang yang melaksanakan itu atau bahkan tidak ada. Tujuannya apa? Seperti ini, bisa jadi kalau misalnya contoh, mas najib ngomong sama mas salim. Mas salimnya ngomong gini, ini yang dimaksud **take a look** apa cuma dilihat doang? Gitukan akhirnya direvisi. Lanjut ya, siswa termasuk sampeankan kritis-kritis ya. Seperti ibu-ibu yang belanja ke pasar di enyang sampek harga titik penghabisan. Tangga nada ini menutupi tulisan, itu tidak bagus. Kita tidak perlu tangga nada itu, kita perlu liriknya. Tangga nada itu hanya pemanis, orang tetep bisa minum teh walau tanpa gula. Bayangkan liriknya ini adalah tehnya, kan tidak ada orang minum gula. *Very simple mistake.*

Lecturer: Perhatikan rek, calon bapak ibu guru. Disini ada komentar anda mas dan mbak, bagaimana? Apakah itu bagian dari lirik? Soalnya fontnya sama. Apakah itu instruksi? Kok instruksi tidak beda ya? Jadi harus ada pembeda. Ibaratnya kalau sampean ngomong atau sampean ngomong, Ketika itu diulang, berarti itu penting. Ini mungkin di **bold** instruksinya, tadi di atas bagus. Itu ada kegiatan belajar 2, itu bagus ada

pembedanya, dibawah ini juga harus ada seperti itu. Mas Najib sudah mengajarkan stanza atau dibuku ada informasi tentang stanza, kalau tidak ada berarti harus diajarkan dulu. Bagus ini, karena sampeankan mengajari **generic structure** sesuai. Kalau nanti tidak ada harus diajarkan dulu. Ingat, pemodelan itu penting, diajari yang pertama itu penting. Saya akan berhenti **share screen** untuk mengundang mas dan mbak memberikan komentar tentang UKBMnya Mas Najib, silahkan ada tanggapan?

Lecturer: Apakah tadi sudah janji-janjinya mas Najib di pembelajaran itu ada semua? Banyak sekali paparan dengan memberikan banyak lagu, disitu dimulai dari generic structure, kemudian **missing lyric** untuk kosa kata, bertanya tentang isi lagu yang itu juga sesuai dengan KDnya. Harus ada percontohan atau memberikan contoh. Jadi, masih kurang juga lagunya itu di dapat dari mana terus diberikan contoh, kemudian kalau misalnya memang di buku itu tidak diberikan materi tambahan harus ada maateri tambahan sehingga term atau stanza itu nanti akan tau, faham ya? *Any question?* Tidak ada? Maksudnya mandiri itu tidak ada guru, UKBM itu biasanya dipakai untuk PR baik untuk diselesaikan untuk secara individu maupun kelompok tetap boleh. Dari sinikan tau bagaimana membuat UKBM. Loh berarti yang dikumpulkan salah? Salah ndak papa itu bagian dari proses, gitu ya ada

	lagi yang ditanyakan? Tidak ada? <i>Thank you so much.</i> Semoga puasanya lancar dan dimudahkan segala urusannya. Let me know kalau misalnya next week pengen pertemuan tatap muka, kalau tidak ndak papa. Assalamualaikum warahmatullahi wabarakatuh.
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Notes;

Code-mixing : **Bold**

Code-switching : *Italic*

Appendix 2 (Instrument of Interview)

No.	List of Questions	Answer from Mr. N	Answer from Mr. B
1.	Do you know about code-mixing and code-switching?	Yes, I know	Yes
2.	Do you realize that you always mix and switch your languages between English and Indonesian languages during the teaching-learning process?	I realize that there is code-mixing and code-switching in the classroom in the learning process.	Yes, Media in ELT course using code-mixing and code-switching
3.	If you realize it, could you give me some examples of it!	<i>Alright so how are today everyone?</i> Apakah baik-baik saja kabarnya.	<i>Say yes if you have question. Tidak ada?</i>
4.	What is your perspective on using code-mixing and code-switching in the teaching and learning process?	CALL learning focuses on content. Therefore, the lecturer prioritizes students' understanding of the material. Therefore, code-mixing and code-switching occur in the teaching and learning process.	Every lecturer can do that, and there is no problem doing code-mixing and code-switching.
5.	Why do you have to use code-mixing and code-switching in the teaching-learning process? Please	Because of the bilingual class, it is tough to explain in full English because it will be	Because of the situation, If I use teaching with a good level of student English,

	give the reason. It's because of bilingual or situation?	difficult for students to understand if it is full English.	I will use full English. However, in the media class in ELT, I use code-mixing and code-switching because of the level of the students.
6.	Which one do the students more understand about the material by using code-mixing and code-switching or full English? Give the reason.	Using code-mixing and code-switching because this lesson learns about content, so students will better understand using code-mixing and code-switching.	For Media in ELT course, students have more understanding of using Code-Mixing and Code-Switching
7.	Is it effective to use code-mixing and code-switching in the teaching-learning process?	Code-mixing and code-switching are effectively carried out in the CALL class. This is because the material explained is more focused on content because it is related to technology.	Yes, it is effective because students will better understand the material
8.	What are the perceived benefits and drawbacks of using code-mixing and code-switching in the teaching-learning process?	The advantage of using code-mixing and code-switching in the CALL class is that it can help students understand	The advantage of using code-mixing and code-switching is that students understand the

		<p>more about content-focused CALL learning. However, the shortcomings have not been found. If the material focuses on content, student understanding is more important, so it is okay to use code-mixing and code-switching in learning.</p>	<p>learning material better. In contrast, the lack of code-mixing and code-switching is not good because this is an English class.</p>
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Appendix 3 (Instrument Validation Letter)


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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 http://fik.uin-malang.ac.id. email : fik@uin_malang.ac.id

Nomor : B-629/Un 03/FITK/PP.00.9/03/2022 31 Maret 2022
 Lampiran : -
 Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
 Harir Mubarak, M.Pd
 di -
 Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Annisa Jihan Salsabil
 NIM : 18180017
 Program Studi : Tadris Bahasa Inggris (TBI)
 Judul Skripsi : Analysis of Code-Mixing and Code-Switching Used by
 Lecturers in Digital Learning
 Dosen Pembimbing : Wahyu Indah Mala, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

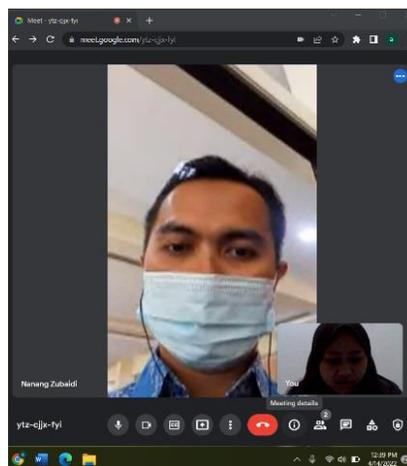
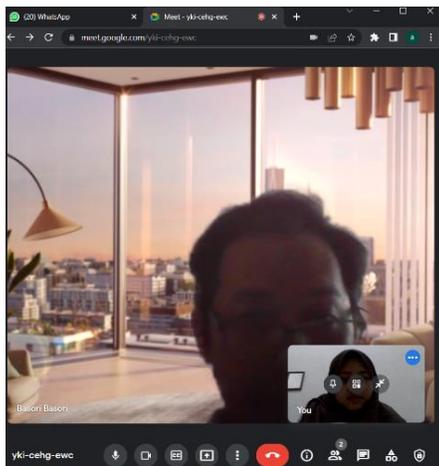
Wassalamu'alaikum Wr. Wb.

a n Dekan
 Dekan Bid. Akademik

 Mohammad Walid, M.A
 NIP. 197308232000031002



Appendix 4 (Documentation)



*Appendix 5 (students' personal identity)***CURRICULUM VITAE**

Name	:	Annisa Jihan Salsabil
Students' ID Number	:	18180017
Place and date of birth	:	Tulungagung, 12 Januari 2000
Faculty/ Department	:	Faculty of Education and Teacher Training/English Education
Year of Entry	:	2018
Adress	:	Jl. DR Wahidin SH Gang Masjid Ali Nomor 1 RT 05 RW 01 Kedungwaru Tulungagung
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Educational Background

- | | |
|--------------------|----------------------------------|
| 1. 2005 – 2006 | TK Islam Al Azhaar |
| 2. 2006 – 2012 | SDI Al Azhaar |
| 3. 2012 – 2015 | MTsN 1 Tulungagung |
| 4. 2015 – 2018 | MAN 2 Tulungagung |
| 5. 2018 – Sekarang | UIN Maulana Malik Ibrahim Malang |

Malang, June 10th, 2022

Mahasiswa,

Annisa Jihan Salsabil

NIM. 18180017