

**LECTURER'S CODE-MIXING AND CODE-SWITCHING AS REFLECTED  
IN "7N RESEARCH ON TRANSLATION" CLASS IN SEVENTH SEMESTER  
OF ENGLISH LANGUAGE EDUCATION AT UIN RADEN MAS SAID  
SURAKARTA IN THE ACADEMIC YEARS OF 2022/2023**

**THESIS**

Submitted as A Partial Requirements  
for the degree of *Sarjana*



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**2023**

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*Assalamualaikum Wr. Wb*

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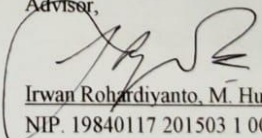
has already fulfilled the requirements to be presented before The Board of Examiner (*Munaqasyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention.

*Wassalamualaikum Wr. Wb*

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## RATIFICATION

### RATIFICATION

This is to certify the Sarjana thesis entitled “Lecturer’s Code-Mixing and Code-Switching as Reflected in “7N Research on Translation” Class in Seventh Semester of English Language Education at UIN Raden Mas Said Surakarta in The Academic Years of 2022/2023” by Nanda Amalia Sholekhah has been approved by the by the Board of Thesis Examiners as the requirement for the degree of Sarjana in UIN Raden Mas Said Surakarta.

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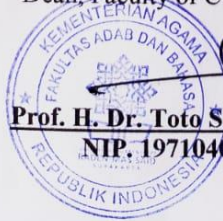
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## **DEDICATION**

This research is dedicated to:

1. My beloved parents
2. My beloved little sister
3. My thesis advisor
4. My beloved friends
5. My Almamater UIN Raden Mas Said Surakarta

## **MOTTO**

*“But they plan and Allah plans. And Allah SWT is the best of planners”*

-Q.S Ali Imran (3:54)-

“Bukan kesulitan yang membuat kita takut, tapi ketakutan yang membuat kita sulit”

-Ali bin Abi Thalib RA-

*“Do the things you want to do. Do the things you thought were right. Do the things  
you like.”*

-Jung Jaehyun NCT-

*“Dream is like running. If there isn't a finish line, it would be meaningless to keep  
running. If you know there's a finish line, you will run towards it and not giving up.”*

-Lucas NCT-

## PRONOUNCEMENT

### PRONOUNCEMENT

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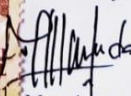
I hereby sincerely state that the theses titled " Lecturer's Code-Mixing and Code-Switching as Reflected in "7N Research on Translation" Class in Seventh Semester of English Language Education at UIN Raden Mas Said Surakarta in The Academic Years of 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, June 7<sup>th</sup> 2023



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Sukoharjo, June 7<sup>th</sup> 2023

The researcher,

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## TABLE OF CONTENTS

TITLE PAGE .....	i
ADVISOR'S SHEET .....	ii
RATIFICATION.....	iii
DEDICATION .....	iv
MOTTO .....	v
PRONOUNCEMENT.....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xii
LIST OF ABBREVIATION.....	xiii
LIST OF APPENDICES .....	xiv
ABSTRACT.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problems.....	4
C. Limitation of the Problems .....	5
D. Formulation of the Problems.....	6

E. Objectives of the Study .....	6
F. Benefits of the Study.....	7
G. Definition of Key Terms .....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
A. Theoretical Review .....	10
1. Sociolinguistics .....	10
2. Bilingualism .....	14
3. Code .....	17
4. Code Mixing .....	18
5. Code Switching .....	26
B. Academic Nuance of 7N “Research on Translation” Class .....	32
C. Previous Related Study .....	32
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>37</b>
A. Research Design.....	37
B. Research Setting.....	37
1. Place of the Research .....	37
2. Time of the Research .....	38
C. Research Subject and Informant .....	39
D. Data and Source of the Data .....	39
E. Techniques of Collecting the Data.....	40
1. Recording and Transcription Technique.....	40
2. Observation .....	41
3. Interview .....	42

F. Research Instrument.....	43
G. Trustworthiness of the Data .....	43
H. Data Coding .....	45
I. Techniques of Analyzing the Data.....	47
1. Data Reduction.....	47
2. Data Display.....	48
3. Conclusion Drawing or Verifications .....	49
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS .....	50
A. Research Findings .....	50
1. Types of Code Mixing That is Found by the Lecturer in 7N Research on Translation Class.....	52
2. Types of Code Switching That is Produced by the Lecturer in 7N Research on Translation Class .....	64
3. Factors of Code Mixing and Factors of Code Switching in 7N Research on Translation Class.....	75
B. Discussion .....	95
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	99
A. Conclusions.....	99
B. Suggestions .....	101
REFERENCES.....	103
APPENDICES	

## **LIST OF TABLES**

Table 2.1 The Similarities and Differences with Two Thesis and One Journal as The Previous Study

Table 3.1 Research Schedule

Table 3.2 The Data Sheet of the Data Findings of the Types and Factors of Code Mixing used by Lecturer

Table 3.3 The Data Sheet of the Data Findings of the Types and Factors of Code Switching used by Lecturer

Table 4.1 Types of Code Mixing in 7N Research on Translation Class by Muysken (2000)

Table 4.2 Types of Code Switching in 7N Research on Translation Class by Poplack (1980)

Table 4.3 Factors of Code Mixing in 7N Research on Translation Class by Bhatia and Ritchie (2004)

Table 4.4 Factors of Code Switching in 7N Research on Translation Class by Hudson (1980)

## **LIST OF ABBREVIATIONS**

1. ICM : Insertion Code Mixing
2. ACM : Alternation Code Mixing
3. CLCM : Congruent Lexicalization Code Mixing
4. TCS : Tag Code Switching
5. INTCS : Inter-sentential Code Switching
6. INTRCS : Intra-sentential Code Switching
7. PRR : Participants Role and Relationship
8. SF : Situational Factors
9. MIF : Message-intrinsic Factors
10. LADS : Language Attitude, Dominance, and Security
11. SCF : Social Factors
12. CF : Cultural Factors
13. IF : Individual Factors

## **LIST OF APPENDICES**

Appendix 1 (Validation Sheet)

Appendix 2 (Transcription of The Data Recordings)

Appendix 3 (Transcript of Interview)

Appendix 4 (Documentation Picture)

Appendix 5 (Result of Data)

## ABSTRACT

Nanda Amalia Sholekhah. 2023. *Lecturer's Code-Mixing and Code-Switching as Reflected in "7N Research on Translation" Class in Seventh Semester of English Language Education at UIN Raden Mas Said Surakarta in The Academic Years of 2022/2023*. Thesis. Surakarta: English Language Education of Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor : Irwan Rohardiyanto, M.Hum.

Key Words : *Code, Code Mixing, Code Switching, Learning Process*

This is research of Lecturer's Code-Mixing and Code-Switching as Reflected in "7N Research on Translation" Class in Seventh Semester of English Language Education at UIN Raden Mas Said Surakarta in The Academic Years of 2022/2023. The objectives of this research are (1) to find out the types of code mixing; (2) to find out the types of code switching; and (3) to find out the factors do the lecturer have to produce code mixing and code switching in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta. The researcher analyze English-Indonesian types and factors of code mixing and code switching.

This research is a descriptive qualitative research. The subject of this research was the lecturer of 7N Research on Translation in seventh semester of English language education at UIN Raden Mas Said Surakarta. The data were collected by observation, recording, and interview. The data which have been collected were analyzed by using the theory of the types of code mixing by Muysken's theory, the types of code switching by Poplack's theory, the factors of using code mixing by Bhatia and Ritchie's theory, and the factors of using code switching by Hudson's theory.

There are 199 data in this research, 147 data of code mixing and 52 data of code switching. The results of the research are (1) the three types of code mixing are insertion (67 utterances), alternation (34 utterances) and congruent lexicalization (46 utterances); (2) the three types of code switching are tag code switching (14 data), inter-sentential (26 utterances), and intra-sentential (12 utterances); (3) the four factors of using code mixing are participant roles and relationship (4 utterances), situational factors (50 utterances), message-intrinsic factors (93 utterances), and language attitude, dominance, and security (no utterance); (4) the three factors of using code switching are social factors (35 utterances), cultural factors (3 utterances), and individual factors (15 utterances).

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Communication is one of important things in people's daily activities and daily life. People need language as a tool of communication to communicate with other people. Communication with others is used to receiving the means and providing information. When communicate with others, people cannot separate the relationship between language and society in communication. The relationship between language and society has the study, this study is called sociolinguistics. Sociolinguistics is the study of language which is focused on the social aspects of language (Budiarsa, 2022).

People speak based on people's first language and second/third language. The first language is usually called by mother language and the second language is foreign language from their environment. People usually use the first language to communicate with family, friends, and people in the environment so people can communicate well when using the first language. Nowadays, many people often using more than one language. The phenomenon when someone can speak up or be able to master more than one language is called bilingualism or multilingualism. Bilingualism is the ability from the speakers when the speakers can use two languages in formal and informal conditions (Santoso & Ginting, 2020). In learning language, bilingual phenomena are often found around us. Bilingualism and



multilingualism are normal in many parts of the world and people in those parts will see other situations as strange and limiting (Wardhaugh, 1987). That phenomenon can be found in the environment such as in campus, school, market, office, and other places.

The reality is English is the international language and English is very useful in job. Nowadays, many people sometime use English to communicate with others. Many people also mix and switch Indonesian and English language for the communication. Based on the situations, there is the one of bilingual phenomena that called the code mixing and code switching. Code mixing is a change from one language to another language in the same speech or sentences. Code mixing is carried out by bilingual speakers and occurs when there is no change in the topic or situation (Gumperz, 1982). In addition, besides code mixing, switching between two languages or language variations in conversation across sentence or phrase is called code switching. According to Hymes (in Fitrah, 2021), general term for the alternative use of two or more languages is code switching. Code mixing and code switching occur in the communication process. In this time, code mixing and code switching easily found in daily communication. People can find code mixing and code switching both in formal situation and in informal situation. In formal situation, code mixing and code switching can be found in teaching learning process at college, school, etc. But in informal situation, people can find code mixing and code switching in communication with friends at home, mall, at street, and etc.

In this research, researcher is interested to analyze the phenomenon of code mixing and code switching in her environment especially in college. For example, the lecturer always using code mixing and code switching during teaching English learning process in the classroom. There are the examples of the use of code mixing and code mixing by the lecturer in “Research on Translation” class:

“*Kalau sudah tidak ada pertanyaan kita move ke halaman selanjutnya.*” The utterance is the example of code mixing (insertion). In this case, the lecturer asks students to open the next page because she was done with the page before. The lecturer mixed the code between English and Indonesian in the sentence.

“So, please don’t be track in the terms. *Jadi, jangan bingung, jangan terjebak.* (inter-sentential code switching)” The utterance is the example of code switching. The lecturer makes sure that students do not be track in a material and do not be confused. The lecturer switches the code from English to provide a warning and switched to Indonesian in order to add more information, so the students have a clear understanding of the warned given.

From this observation in November 3, 2022 the use of bilingualism that is code mixing and code switching is important for students and can help them during learning process. The lecturer often uses code mixing and code switching when the lecturer is conveying the material for students during teaching learning process even in English learning process. In English learning process, the lecturer does not speak English as long as teaching

process. The lecturer teaches English by mixing and switching Indonesian and English language.

In English Education major, English is the most important for students from any sides. English become a scary thing when the students are studying because a lack of understanding in English. One of the classes in English Language Education is Research on Translation class that can find in seventh semester. In this class, the lecturer often uses code mixing and code switching during the classroom because some of the students have difficulty during the lesson because of a lack of understanding in English.

Based on the background above, the researcher interested to carrying out the types of code mixing and code switching and find the factors why lecturer using code mixing and code switching when teaching in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta. So, the research is entitled **“Lecturer’s Code-Mixing and Code-Switching as Reflected In “7N Research On Translation” Class In Seventh Semester Of English Language Education At UIN Raden Mas Said Surakarta In The Academic Years Of 2022/2023”**

## **B. Identification of the Problems**

Based on the background of the study, the researcher identifies some problems as follow:

1. The students are lack on the mastering English as a second language since it is not students' first language, and students are confused if the lecturer speaks in full English.
2. The students have limited vocabularies, it can affect that sometimes students do not understand what the lecturer's instruction or explanation.
3. The lecturer often repeats the explanation or instruction in the class because the students have difficulties when learning English lesson.

### **C. Limitation of the Problems**

Sociolinguistics is the study of the relationship between language and society. The one part of sociolinguistics is a bilingualism or multilingualism. Bilingualism or multilingualism is a situation where people can master and speak two or more languages because of society and environment. Bilingualism or multilingualism can make people mix and switch one language to another language or it is called code mixing and code switching. This research focused on the use code mixing and code switching between English and Indonesian languages in English learning process.

There are many faculties in UIN Raden Mas Said Surakarta, the one of faculties is Faculty of Cultures ang Languages. Faculty of Cultures ang Languages has English Language Education study program where this study program has a class in seventh semester that is called "Research on Translation" class. This research is limited to discuss the types of code mixing and code switching used by lecturer and the factors why the lecturer used code

mixing and code switching in “Research on Translation” class at 7N offline class.

#### **D. Formulation of the Problems**

Based on the consideration, research questions are:

1. What are the types of code mixing that is found by the lecturer in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta?
2. What are the types of code switching that is produced by the lecturer in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta?
3. What are the factors the lecturer have to produce code mixing and code switching in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta?

#### **E. Objectives of The Study**

Based on the problems, there are three objectives of this research as follows:

1. To find out the types of code mixing that is found by the lecturer in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta.

2. To find out the types of code switching that is produced by the lecturer in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta.
3. To find out the factors do the lecturer have to produce code mixing and code switching in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta.

#### **F. Benefits of the Study**

The results of this research are hopefully to give some benefits in teaching learning process in the future both theoretically and practically especially about code mixing and code switching in English learning process.

##### 1. Theoretically Benefit

- a. This research hopefully will give some information to the researchers and the readers. It is expected to give understanding about code mixing and code switching especially code mixing and code switching in English learning process.
- b. The researcher hopes that this study can give benefits in knowledge about the types of code mixing and code switching.

##### 2. Practically Benefit

###### a. For Lecturer

This research useful to give more information about code mixing and code switching and the types of code mixing and code switching that

are used in English learning process at 7N Research on Translation class

b. For University

This research is useful for college to evaluate the lecturer's performance in the class.

c. For Readers

This research is useful to give the general knowledge about code mixing and code switching.

d. For Other Researchers

The result of this research was useful as the reference for other researchers in the future who wants to researching the same study in the different fields.

## **G. Definition of Key Terms**

1. Code: Wardhaugh (1986: 83) states that code is a particular kind of system or language used by two or more people for communication when people communicate with each other, people can call the code system which people used. Marjohan (1988: 48) also supports that code is a term that refers to a variation. Codes can be divided into four such as idiolect, dialect, sociolect, list or language. Code works in monolingual situation; the use of different codes depending on the variability of the language.
2. Code Mixing: Code mixing is the situation when speaker is mixing from one language to another language in the same sentences or in the same

speech. Gumperz (1977: 82) states that code mixing is a part of one language by a speaker while essentially using another language. A language piece refers to a word or phrase in one language that is mixed into another language.

3. Code Switching: Code Switching is the situation when speaker switching between two languages in one conversation across the sentences or clauses. Based on theory of Wardhaugh (2006: 98), code switching occurs in a bilingual society. Code switching also occurs when people use a certain code and suddenly change to another code.
4. Learning process: The learning process is a set of activities that take place in an individual's central nervous system during learning. Learning is abstract because learning is about mental and unobservable. Moreover, learning process can only be observed when an individual's attitude changes. This is different from the previous attitude (Wahyuni, 2010).



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

This chapter discusses some definitions and theories that are related to the points of the study and previous study.

##### **1. Sociolinguistics**

###### **a. Definition of Sociolinguistics**

Language is needed to do communication with others in society. Sociolinguistics is one of study in linguistics that study about language and society. Sociolinguistics is study that learns language in a relationship with society. It means that sociolinguistics is concerned with language that used for communication with others between different social groups of people and different social situations. (Georgeiva, 2014)

Sharon and Caroline according that the socio in “sociolinguistics” shows that people are looking at how language is used in social-context-at that is used when people interacted with others in interpersonal levels and in the larger group, cultural, national, and international levels. Then people start with the recognition that the language that each of us uses can be distinguished in different situations and with different people in sociolinguistics (Decket & Vickers, 2011). The sociolinguistics terms have obtained more

popularity both in the literature and the studies that discussing the subject. Sociolinguistics used as the name of the fields. Sylvia and Edmund in Jendra's book according that sociolinguistics is the study of language that discusses about relation to society and social factors (Jendra, 2012). Janet according that Sociolinguistics is study that learns about relationship between languages and society. Janet explains about why people speak differently in different environment and different social context, Janet also explains about how to identifying the social functions of language and how it used to convey the social meaning (Holmes, 2013).

Based on the explanation above, it can be concluded that the study of sociolinguistics is different with the study of sociology, where the study of sociology is focused on society meanwhile the study of sociolinguistics focused on language and society. Sociolinguistics can be defined as the study that learns in relationship between language and society which is explaining why people use different language in different environment and different social context.

b. The problems of Sociolinguistics

According to Nababan, the problems studied in sociolinguistics are (Masruddin, 2015) :

- i. Sociolinguistics studies about the language in a social context and culture context.

- ii. Sociolinguistics is connecting about linguistics factors, the differences and the characteristics of languages in a situation, social factors and culture.
- iii. Sociolinguistics studies about the social functions and the use of language in society.

Sociolinguistics study matters that related to language, society, and culture and also how the environment can affects on it. Different social and different culture can influence the behavior pattern and the communication in society.

c. The function of Sociolinguistics

People can know about a study and a knowledge about how to use language in daily communication with the certain rules if people learn about sociolinguistics. So, people can use the knowledge about sociolinguistics to communication in society and interaction with others. Sociolinguistics will give us about a guidance to communication with others to show languages, language style or variation of languages that must be used when communication with certain people from different society and culture.

The results of the assessment of sociolinguistics problems have made language lecturers more careful in labeling one from of language as an error, because it is necessary to realize that language is not just

one form (monolithic), but people will find many language variations based on social status, region, job, etc.

Sociolinguistics has relevance in language teaching because (a) language is used in society, (b) language must be taught in a social context or social background, and c) the aims of language teaching are rooted in the needs of community and the use of language in society (Masruddin, Sosiolinguistik, 2015). Sociolinguistics can be used in life aspects variety as a become a benchmark in assessing social phenomena variety that occur in society. How people can deal with every social behavior in every environment.

d. Dell Hymes SPEAKING model

In teaching learning process, there are many kinds of sociolinguistics that used in the class, for examples are code mixing and code switching utterances used by lecturer. This is the example of the use of code mixing in the classroom: “Karena kalau diterjemahkan *full*, jadi nggak pas”. This utterance is spoken by lecturer when the lecturer teaching in front of the classroom at 7N Research on Translation Class. It is spoken by lecturer who need to use code mixing when teaching in the class. This utterance is spoken by lecturer to give information for the students if the document fully translated, it will not make sense. The lecturer said this utterance in a firm tone because the lecturer gives information for students. This utterance is spoken in a formal situation. This utterance is used by lecturer when

the lecturer looks at a document. The lecturer said this utterance because of situational factors where the lecturer can master two languages, it is Indonesian and English in teaching learning process.

## 2. Bilingualism

### a. Definition of Bilingualism

Currently bilingualism has become a phenomenon that occurs in various parts of the world. Many people can speak two or more languages around us. Many people are able to speak the language both in formal and informal situations. This is happened to people who usually move from one place to another place or children where the parents are come from different cultures. Usually, most people as speakers use more than one code and require the selected code each time to speak with others. Bilingualism or multilingualism is the phenomenon where people having more than one code (language) (Wardhaugh, 2006).

The terms of bilingualism and multilingualism will used consecutively in the literature that refer to the use of more than language or the knowledge by an individual or a community. People must accept that multilingualism may be more than an enlarged version of bilingualism (Hornberger, 2009). Multilingualism studies both as a societal and as an individual phenomenon. When multilingualism is viewed as societal phenomenon, it will focused on issues such as the roles and status of the languages in society,

determinants of language choice, attitude toward languages, the practical and symbolic uses of the languages, and the relationship between the use of language and the social factors such as religion, race and ethnicity and also class. When multilingualism is viewed as an individual phenomenon, problems such as how people can get two or more languages, how these languages are implemented in the mind, and how people can speak and write it in daily conversation for understanding the meaning.

Bilingualism is a phenomenon that occurs almost all over the world. Most countries in the world have speakers who speak more than one language. Most of people around the world from various countries often use two or three or even four or more languages in daily interactions. Besides that, most of people also know that monolinguals can pass from one language variation to another people in daily conversations.

#### b. Types of Bilingualism

There are three types of bilingualism that suggested by Weinreich in Cantone (1968). There are the types of bilingualism:

##### 1. Compound Bilingualism

There is no such dividing line in Compound Bilingualism. Individuals studying languages to speak with others in the same context and environment and usually use it together or even use it interchangeably. This phenomenon sometimes known as additive

bilingualism. An example of additive bilingualism is when a child grows with bilingual parents and both language is usually used to speak at home. In the people's mind, languages are not separate and language can be mixed and switched every time, even when one people is speaking with others in daily conversation.

## 2. Coordinate bilingualism

Coordinate bilingualism declares that independence between the two languages. Individuals of bilingualism learn two languages in different context so that each word has specific meaning for each one. For example, a people who speaks one language at home is acquires through his parents and home environment and when he works then he learns second language at office and in environment at office and the language keep separate in mind.

## 3. Sub-Coordinate bilingualism

Sub-Coordinate bilingualism is people who learns a second language and cannot understand the meaning without the help of the people's first language. People usually will translate the second language into the mother tongue from the first. After that the people can say that the concepts in people's mind will stay in one system namely the mother tongue system, but the additional language is attached to the system passed the mother tongue.

From the statement of Weinreich in Cantone, the conclude is there are three types of bilingualism, the three types are:

compound bilingualism, coordinate bilingualism and sub-coordinate bilingualism. Compound bilingualism if a people master two languages because the people learn the two languages in the same context and situation. Coordinate bilingualism if a people learn the two languages in different context and situation. Sub-coordinate if people's one language is stronger than another one.

### 3. Code

People use a language to communicate with other people. It is impossible to life without any communication with other people. The system of communication that people used can call as a code. Code is one of phenomenon that people can find in bilingual or multilingual society. People usually use a different code in people's interaction with others and people may choose a particular code because and a particular code makes people easier to talk about a topic between two or more individual. When two or more people communicate to each other is called a system using a code (Ronald & Fuller, Janet M;, 2015).

According to Wardhaugh (1986: 99), code is the particular dialect or language chooses to use in any occasion, the system used for communication between two people or more participants. A code can be a language, a style or a variety of a language (Ansar, Fithrah Auliya, 2017). Besides that, Wardhaugh states that a code is possible to refer to language or a variety of a language. In another, code represents all variation



characterized in language, namely in terms of mutual intelligibility (Lestari, Puguh Tri, 2012).

When the speakers speak with other people, speakers have to choose a particular code to express the speakers' feeling and idea. Therefore, people could decide mixing or switching on code to another code. Rahardi (2010:17) defines that code is a speech system which its language element applied has characteristics in according to the speaker's relation with addressee and speaker's background in speech relation.

In conclusion, the researcher concludes that code is not only as a language for conversation to others, but also can be a variety of language. A code is a particular language, dialect style, register, or variety used for communication between two or more participants which has characteristics in according to the speaker's relation with addressee and speaker's background in speech relation. When the addressee understands what the speaker's said, the addressee can make a conclusion to use the code to proceed the conversation or communication. For example, a people can speak two codes, Indonesian and English. The terms of code cannot be separated from two phenomenon are called code mixing and code switching. The researcher will discuss about the code mixing and code switching in this case.

#### 4. Code Mixing

Code mixing is one of phenomenon that occurs in Bilingual and Multilingual society especially in daily life because in society, people

usually use so many languages such as Indonesian, English, Javanese, etc. Most of people mix one language with other language by inserting a piece of second language and still influences by first language.

a. The Definition of Code Mixing

According to Wardhaugh in Kun Mustain, code mixing is situation in daily conversations when people used both languages together to the scope that people change from one language to another language in a single utterance (Mustain, 2011). Moreover, Pardede in Pugh's book, states that “the transfer of linguistics elements from one language into another language is code mixing. In other word, code mixing is only partially transferred that those elements mix together for communication purpose.” (Lestari, 2012). The similar definition also said by John in Jendra, “In code mixing, pieces of language are used while a speaker is basically using another language” (Jendra, 2012). In Addition, Myers-Scotton in Lau Su Kia states that Code mixing is the change of one language to another language in the same oral or written text. Code mixing is common phenomenon in the society where two or more languages are used together by people (Lau Su Kia, 2011).

Code mixing is natural in daily communication as there is a natural need or interdependence among bilinguals or multilinguals. Code mixing occurs with need to play a social role in society by

communicators for example use English in code-mixing to show a instruction in learning process, as seen in this following example:

Lecturer: *Kalau sudah tidak ada pertanyaan, kita move ke halaman selanjutnya.*

(If there are no questions, we move to next page)

From the example above, the speaker of this sentence is a lecturer who teaching in the class and ask the students to open the next page. The lecturer inserts a word “move” in English to Indonesian and this situation is showed code mixing in the learning process.

The example shows that code mixing can change code and language, it is important to be aware of factors that can cause code mixing. Santika explains that factors affecting people mix code are: background in education, culture, business, etc. Education is part of the background where people mix code (Wulandari, 2016). In addition, Nababan (1991) is cited by Waode, states that the hallmark of chord mixing is the relaxed or informal situation of the speaker. Code mixing is in its place. Because you are not using a specific language. So, people need words in foreign languages. Some people mix codes to show their knowledge or status (Hamsia, 2015).

Based on the discussion, the researcher can conclude that code mixing changes one language in a sentence to another language without changing the meaning of the sentence. In this case, the speaker inserted part of the second language into the first in one of speaker’s

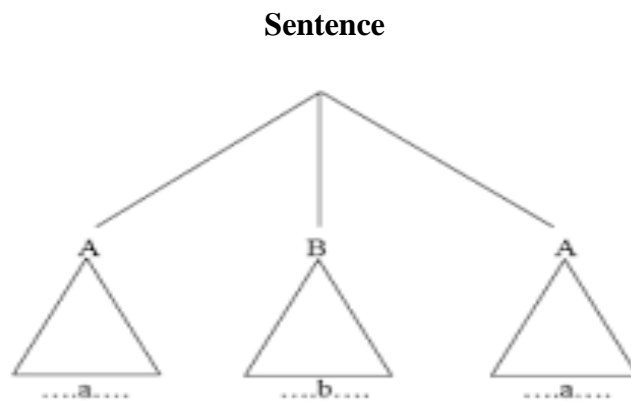
utterances. For example, English is inserted when speaker speak Indonesian. These "pieces" in other languages are often words, but can also be sentences or larger units. Code mixing is used not only in direct speech and spoken language, but also in written language such as social media, book, magazine, etc.

b. Types of Code Mixing

Muysken (2000: 3) states that the types of code mixing are divided into three main types defined by different structural requirements. The three types are: insertion (word), alternation (clause), and congruent lexicalization (dialect).

a. Insertion

Insertion is the situation where inserting a part of language into the structure of another language, in the form of lexical entries or whole parts of one language. The patterns of insertion can be showed on the Diagram 1.

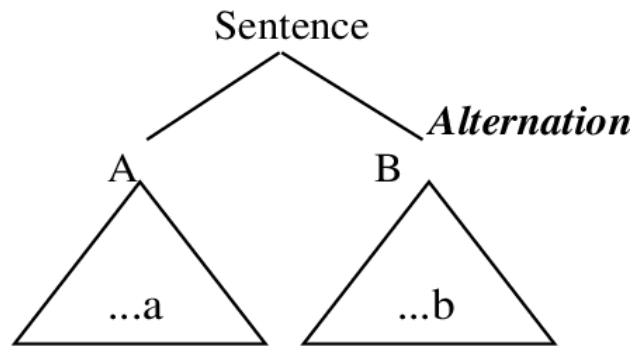


**Diagram 1. The tree Diagram of Insertion**

Diagram 1 explains about the situation is showed that A and B are different languages. A language shows as the dominant language that forms the sentence and B language shows as the fragments that will be inserted into dominant language (A language). For example: “*Nggak usah next aja!*” (note that next is the English word which inserted in the Indonesian utterance)

b. Alternation

Alternation is the situation when two languages have a real switch from one language to the other language, the two languages involve grammar and lexicon. Each of the form may be filled with the elements of both languages. Different with insertion, alternation involves the longer switch, more complex sentence typically multiword constituents in a non-nested sequence (LA ... LB) ( (Poplack & Walker, 2003). The mixing constraints in term of compatibility or equivalence of the language. The two different language structures are mixed into a sentence. Alternation's patterns can be showed on the Diagram 2.

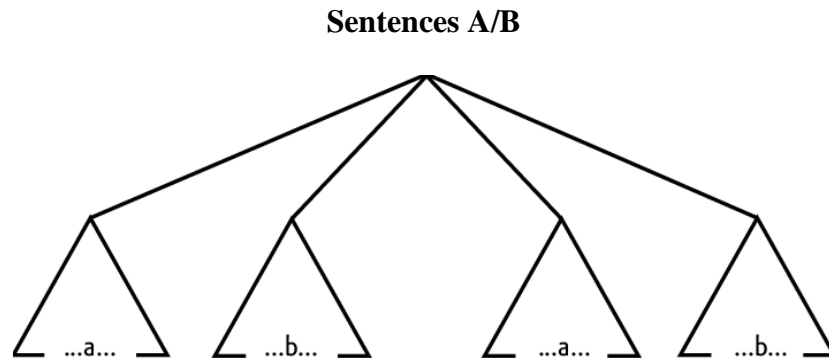


**Diagram 2. The Tree Diagram of Alternation**

Diagram 2 explains about a constituent from A language is followed by a constituent from B language. The language of the constituent dominating A language and B language is unspecified. This situation is apparent that the sentence of alternation is divided into two different language structures. This situation seems that in the middle of the sentence, one language is replaced by other language. For example: “*Karena ini masih latihan, that’s okay!*”

c. Congruent Lexicalization

Congruent lexicalization is a situation where two languages share a structure of grammatical which can be filled lexically with elements from both languages. Congruent lexicalization’s patterns can be showed on the Diagram 3.



**Diagram 3. The Tree Diagram of Congruent Lexicalization**

Diagram 3 explains about the structures of grammatical are shared by A language and B language. Words from A language and B language are inserted more or less randomly. For example: “*Ada pernah belajar subtitling juga kan kalian? Interpreting atau dubbing?”*”

c. Factors of Code Mixing

According to Bathia and Ritchie, there are some factors and motivation why people using code mixing (Kim, 2017):

1. Participants roles and relationship

Participant roles and relationship play a very important role in subconsciously approving or rejecting language choices among bilinguals. In other words, whether people have mixed bilingual code depends on who people are talking to. For example: “It means that the data, *datamu* are not every single sentence on the text, but only the cultural terms.” The sentence show that the

lecturer is talking to the students so the lecturer uses word “*datamu*” because the relationship between the lecturer and the students.

## 2. Situational Factors

Some languages are considered more suitable for certain participants/societies other groups, settings, or themes. Some language also hypothesizing that social variables such as religion, class, age, and gender can influence patterns of language mixing qualitatively and quantitatively. For example: “*Heh kok bunyi terus gimana ini, sudah tak silent loh.*”. The sentence show that a situation in the classroom and the lecturer said that utterance because of the ability of the lecturer, she does not have message of this utterance.

## 3. Message-intrinsic factors

There are several factors that caused to code mixing, there are: questions, repetitions, topic comments/relative clauses, hedging, interjections and idioms, and ingrained cultural wisdom. For example: “*Acceptability itu pokoknya terjemahannya luwes, gak kaku.*”. The sentence show that there is an intrinsic message in the utterance by the lecturer.

## 4. Language attitude, dominance, and security

Language attitude, dominance, and security decide the qualitative and quantitative characteristics of the mixing of



language. Regarding attitudes, the frequency of code mixing by bilinguals depends on whether society perceives code mixing positively or negatively.

## 5. Code Switching

### a. Definition of Code Switching

People usually choose a specific code in speaking, and people can also switch from one code to another code. In addition, people can also mix code and usually create new code that called code-switching. So, that code can appear between sentences (inter-sentential) or in one sentence (intra-sentential). Code switching can occur because of the individual or as an identify marker for the speaker if individuals are dealing with more than one language from their background.

Aslinda & Syafyahya (2007) define code switching as a change in language usage due to a change in context. There are two types of code switching: internal code switching and external code switching. Internal code switching is an internal code switch between the languages themselves. For example, the Java language switches to Indonesian. And external code switching occurs between the language itself and the foreign language. For example, Java language is changed to English and Indonesian language is changed to English.

Jendra (Nurliana, 2017: 43) states that case code switching can be classified in accordance with two different classification i.e. Grammatical and contextual classification. Holmes states that the

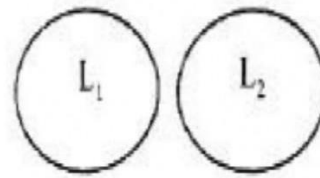
switches are often very short and they are made primarily for the social factors-to signal the speaker's ethnic identity and solidarity with the address (Maghfiroh, 2018).

b. Types of Code Switching.

According to Poplack (in Setyani, 2017: 30) there are three types of code switching: inter-sentential switching, tag switching, and intra-sentential switching. Poplack (Nurhayati, 2017: 01) states that typological framework to the phenomenon of code-switching covers inter-sentential switching, tag switching, and intra-sentential switching.

1. Inter sentential code-switching

According to Scotton, Inter-sentential switching “involves switches from one language to other language between sentence; a whole sentence or more than one sentence is produced entirely in one language before there is a switch to other language (Shogren, 2002: 23). Inter-sentential switching according to Romain (1995: 123) requires speaker to have greater fluency in both language than say merely to have an ability to tag-switching, because the major portion of utterance has to conform to the rule of both languages.



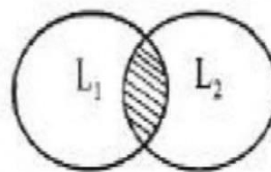
a. Inter-sentential switching

Example:

“If you are late for coming the class, *tidak masalah kok.*”

## 2. Tag switching

Tag-switching involves the insertion of a tag in one language into an utterance that is basically spoken in other language. Tags are subject to minimal syntactic restrictions. Therefore, the insertion into a monolingual utterance does not syntactic rules (Romain: 1995). Holmes (Maghfiroh, 2018: 39) states that Tag switching occurs when bilingual puts short expression (tag) at the end of utterance in a different language. According to Poplack exclamation or text which is serving as an emblem of bilingual character (Rahmaniah, 2016: 12).



b. 'tag'-switching

Example:

“*Kita kemarin kan sudah belajar ini kan, ya?*”

### 3. Intra-sentential code switching

Intra-sentential code switching is most frequently kind of code switching that found in bilingual conversation. Intra-sentential switching occurs within the same sentence or sentence fragment (Scotton in Shogren, 2002: 23). This type includes switch whole sentence or more than one sentence produced in one language into other language in the conversation. Hoffman (Hidayati, 2019: 31) that is the switch that occurs within a sentence.



c. Intra-sentential switching

Example:

“Look for translation strategies of the text, *cukup dicari pada bagian tertentu saja yaitu* for cultural terms in the text.”

### c. Factors of Code Switching

Hudson (1980) states there are three major factors why people using code switching.

#### 1. Social factors

According to Obiter, there are five aspects in social factors: participant, topic of conversation, situation, domain, and setting of

conversation. Djiwandono (Setyono, 2014: 01) states that the current sociolinguistics situation in Indonesia implies that Indonesian is facing a threat from English language in its status as a symbol of national pride, particularly among the young generations. Holmes (Hutauruk, 2016: 03) explains that there are four social factors which influence one's language choice such as: participants, setting or social context of the interaction, topic of the discussion, and function (why people are speaking). Romaine (Eunhee, 2006: 10) states that a social situation is a very important factor to explain the factors and motivations for code-switching and code-mixing. Milroy and Wei (Bili, 2017: 05) point out that social network can create the patterns of code switching and language choice. Social factors influence pattern of code switching and language choice.

Social factors by Holmes (Inuwa, 2014: 2) *The participants*: are the speakers or language users, who involve in particular interactions or conversation which consist who is/are speaking, and who are people speaking to? Therefore, choice of a particular code rather than another is determine by the participants involve in the course of a particular interaction. *Social context*: Social context is another determinant factor in language choice (Wardhaugh, 2011). The context here refers to any social setting or background where the interaction is taking place between the participants. This

covers where participants are speaking at the moment of the conversation, which can be in or outside a classroom, office or official meeting, or at home. *The Topic*: The topic refers to the subject matter that is being spoken about or discussed in the very moment of the conversation between the participants. A topic may be a religious sermon, formal speech, news casting, or exchange of pleasantries between peers. Thus, selection of a code is mostly determined by the topic of discussion. *The purpose*: The purpose denotes interactive goals that the individual participants aim at achieving during or after the conversation. The purpose of any communicating exchange between speakers is the expression of oneself socially.

## 2. Cultural Factors

Saville-troike (in Setyaningsih, 2006: 21) states that the code switching from Javanese into Indonesian by certain people in the speech community viewed from cultural side is considered valuable as it seems like a sign of genius.

## 3. Individual Factors

According to Saville-troike in Setyaningsih individual factors is related to individual preference and skill. In other hand, Setyaningsih (2006: 21) in reality, individuals are different one and other. Milroy and Gordon (Bili, 2017: 05) state that these factors are speaker's competence in each variety, speaker's social network

and relationship, attitudes, and ideologies. Duran (Bili, 2017: 05) explains that speaker's competence alludes to the degree of language competence in two languages. So, individual factors focused on language speaker's competence or ability.

## **B. Academic Nuance of 7N “Research on Translation” Class**

The subject of this research is the lecturer of 7N “Research on Translation” class of English Education at UIN Raden Mas Said Surakarta. There are 29 students in the class. The background of the lecturer is often mixing and switching between two languages to make a clear understanding about the materials to students in the classroom. Students more understand about the material that explained by the lecturer because the lecturer uses two languages (Indonesian and English).

## **C. Previous Related Studies**

The researcher conducted this research based on the previous study from two thesis and one journal. The first thesis entitled “*An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang*” by Salmawati. Tarbiyah Faculty, English Education Program, State Islamic Institute Pare Pare, 2020. The aims of her research are to find out the types of code switching and code mixing used by the teacher and the factors that causing the teacher to did code switching and code mixing. The research design in her research used descriptive qualitative method. For collecting the data, she used observation and questionnaire. The result of her research showed that the dominant code used by the teacher is code switching with

percentage 76% tag code switching, 11% intra-sentential code switching, and 13% inter-sentential code switching. While for code mixing type is 23% inner code mixing, 77% code mixing, and 0% hybrid code mixing. The second result from questionnaire to analyze about the factor causing the teacher to do process of code switching and code mixing because students better understand the explanation from the teacher, students better understand the intention and the request of the teacher. In addition, factor condition also causes the teacher to used code switching and code mixing during teaching.

The second thesis entitled “*Code Switching and Code Mixing in Conversation Program at Al-Mawaddah Islamic Boarding House Ponorogo*” composed by Devi Ayu Damayanti, Tarbiyah and Teacher Training Islamic Faculty, English Language Education, State Islamic University of Ponorogo, 2020. In her study, she analyzed about the types of code switching and code mixing used by students in English conversation program at Al-Mawaddah Islamic Boarding School and to find out the dominant type of code switching and code mixing used. In her research, she applied qualitative research design and used the descriptive research design. Observation and documentation are the method to collected the data. In her research, for code switching she used Poplack’s theory and Hoffman’s theory about the form of code mixing. The result of her research showed that the types of code switching were tag code switching with 6 utterances, inter-sentential code switching and intra sentential was nothing. Meanwhile, for code mixing were intra-sentential code mixing 31 utterances, intra-lexical code mixing 18 utterances, and involving



change a pronunciation 5 utterances. Tag code switching is the dominant type of code switching used by students and the most dominant type of code mixing was the intra-sentential code mixing.

The third of the Journal Language Education and Educational Technology Vol 4 No 1 2019 composed by Arlan Zaili Sailan entitled “*Code-Switching and Code-Mixing in English Language Teaching and Learning at SMA Negeri 2 Kendari*”. The aims of this research are to describe the types of code switching and code mixing, why do teachers mix code and switch code, factors and impact on students of code switching and code mixing by teachers and students in the English as second language (ESL) at SMA Negeri 2 Kendari. He used qualitative and quantitative research design to analyze the type of code switching and code mixing used by the teacher. The result of his research showed the dominantly type used by teachers were intra-sentential switching and allowed inter sentential switching, for code mixing teachers used more dominant of intra sentential mixing types. The factors why teachers switching and mixing implementation were directing or conveying some explanations effectively, it is used cause forget some terms so as achieving a good learning process, to explain or give an understanding to students if students feel have not understood the lessons given so switching to Indonesian is an important communication strategy, more effective and expected to get a better relationship between teacher and students. The results of reason and impact on students by descriptive questionnaire analysis showed that the students that lack ability in the target language, it is difficult to get the

equivalent of the words on target language or find new words or terms in the context, and they did it unconsciously from English utterance to Indonesian and make students more understand when doing of switch code and mix code in English learning process.

To know the similarities and differences with two thesis and one journal as the previous study showed in the table 2.1

**Table 2.1 The Similarities and Differences with Two Thesis and One Journal as The Previous Study**

No	Title	Similarities	The Differences
1.	<i>An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang</i>	The aims of the research are to find out the types of code switching and code mixing and the factors that causing to did code switching and code mixing.	For collecting the data, this study uses observation and questionnaire. Whereas, my research uses observation, documentation and interview.
2.	<i>Code Switching and Code Mixing in Conversation Program at Al-Mawaddah</i>	The research design that used is descriptive qualitative	For types of code mixing, this study uses Hoffman's theory. Whereas, my research

	<i>Islamic Boarding House Ponorogo</i>	method.	uses Muysken's theory.
3.	<i>Code-Switching and Code-Mixing in English Language Teaching and Learning at SMA Negeri 2 Kendari</i>	Analyzing about code mixing and code switching in educational scope.	For research design, in this study uses qualitative and quantitative. Whereas, my research uses descriptive qualitative research design

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The important thing of research methodology is research design. Research design is used to devote all of the opinion of the researcher. In this research, the researcher applied descriptive qualitative method. Qualitative study defines as a process by inquiry to understanding a social problem based on building a formed, complex and holistic picture with the words, conducted data in natural setting and reporting detailed views of some informants (Creswell, 1994).

The researcher uses this qualitative method to find out the types of code mixing and code switching and the factors of using code mixing and code switching used by the lecturer of 7N Research on Translation class. The researcher describes the types of code mixing and code switching used by lecturer based on the theory from Muysken (2000) and the theory from Poplack (1980). The factors why the lecturer produced code mixing and code switching based on Bhatia and Ritchie's theory (2004) and Hudson's theory (1980).

#### **B. Research Setting**

##### **1. Place of the Research**

The research was conducted at UIN Raden Mas Said Surakarta. This university is located in Pandawa street, Pucangan, Kartasura, Sukoharjo.

UIN Raden Mas Said Surakarta has five faculty, there are: Faculty of Ushuluddin and Da'wah, Faculty of Islamic Economics and Business, Faculty of Syari'ah, Faculty of Tarbiyah and Teacher Training, and Faculty of Cultures and Languages. One of major in Faculty of Cultures and Languages is English Language Education. This research was conducted in classroom of Research on Translation for the students in seventh semester of English Language Education major.

## 2. Time of the Research

The researcher conducts the study from September 2022 until May 2023. The subject of this research was the lecturer in Research on Translation class, she was Mrs. A. The detailed schedule of the research can be shown in the following table:

**Table 3.1 Research Schedule**

No	Activity	Month								
		Sept 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
1.	Pre-research									
2.	Consulting thesis proposal									
3.	Seminar Proposal									
4.	Observation									

5.	Collecting the Data								
6.	Analyzing the Data								
7.	Writing Thesis								
8.	Munaqosyah								

### C. Research Subject and Informant

The subject of this research was the lecturer of 7N Research on Translation Class in seventh semester of English Education at UIN Raden Mas Said Surakarta. The factors why the researcher chose the lecturer as the subject of the research because the researcher found that the lecturer used code mixing and code switching between English and Indonesian or Indonesian and English languages in teaching learning process in the classroom.

### D. Data and Source of the Data

#### 1. Data

Data are the unit of information that is recorded, measurable, and relevant to a specific problem. Data, on the other hand, should be related to theory and science (Tanzeh, 2011). “The term “data” refers to the rough materials researchers collect from the world researchers are studying; researchers are the particulars that from the basic of analysis” (Bogdan, 1998). Data in this research are a qualitative data in the form of word. In

this study, the researcher got the data from observation, recording, and interview. These data are the important aspect in conducting the qualitative research.

## 2. Source of the Data

Arikunto states that the source of data is the subjects who give the information or data or where the data are gotten from (2006: 129). Source of the data in this research is the utterances of the lecturer of 7N Research on Translation Class which contained code mixing and code switching. The data collected from October until November, 2022. The researcher got more information from these data sources to collect the data needed.

## **E. Techniques of Collecting the Data**

### 1. Recording and Transcription Technique

Creswell said documentation is a valuable source of information in qualitative research. They can be public or private records about the site or participants of the study (Creswell J. W., 2015). In this study, the researcher collected recordings from recorded videos, images, field notes, and interview lists. The researcher used video recorder to record what lecturer said during teaching learning in the classroom to obtain accurate data. Additionally, once the recordings were completed, the researcher created transcripts of the lecturer's utterances and interview from the video recording. The researcher transcribed the lecturer's utterances in the form

of word document and encoded it into a data representation. Research areas are also documented.

## 2. Observation

According to Hancock and Elizabeth (2009), observation is the technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. Observation is the way to get information about the problem in setting directly. Arikunto states that observation is an effort of doing research in order to gain the information to another people in order to get the people are able to give the information.

In this research, open observation is chosen by the researcher with permission. The researcher observed passively without doing any involvement during teaching learning process in the classroom. The researcher observes the lecturer's utterances when lecturer explaining the lesson, focus on the language that the lecturer uses and how the lecturer mixing and switching the language to make the students clearly understand. The researcher does the observation four time (November 3,2022; November 4,2022; November 17, 2022; November 25,2022). To get the data of this research, the researcher uses both recording and note taking. The recording was recorded by using recorder equipment that is phone camera. The note was taking by researcher during the observation in the classroom. The researcher noted every code mixing and code



switching utterances that used by lecturer in the classroom. Finally, the researcher compared both the note and recording to obtain the data.

### 3. Interview

Interview is method to get the data from another individual by question designed to obtain answer relevant to a research problem. According to Burns (1999: 17), interview and discussion are face to face personal interactions, which generate data about the research issue and allow specific to discuss from other people perspective. Moeloeng (2005: 186) states that method of interview is a dialogue or personal relation between data collector with the source data. Interview used to know about something in depth information from respondent, for getting information that cannot be obtained from the other method. In this research, the researcher interviewed to the lecturer. the researcher used interview to get the data in the form of conversation which is done by the researcher and lecturer of 7N Research on Translation class.

One of the supported instruments of collecting the data is interview. In this research, the researcher when interview the lecturer chose semi-structured interview which allowed the researcher to add more questions, because the researcher asks some structured questions first and one by one is asked again to get more explanation. The researcher conducted data by face to face interview with seven questions.

## **F. Research Instrument**

In this research, the instrument of the research is researcher herself as a key instrument. The researcher as the full observer and data collector. (Creswell, 2003) arguing that researchers are the primary data collection tool in qualitative research. Furthermore, (Creswell & Poth, 2018) states that qualitative researchers collect data themselves by examining observation, interviewing participants, and examining documents. Therefore, in this study, the researcher is the primary tools for collecting data by making observations, recording and transcribing data, and interview. Those, data can be obtained by using video recorder, camera, paper, question list.

## **G. Trustworthiness of the Data**

(Connelly, 2016) in surveys (Pilot Beck, 2014) states that trustworthiness is the method used to ensure the quality of citations. Research data were collected, recorded and grouped into research activities. To obtain data validity and quality in this study, the researcher used triangulation. Triangulation means looking at a research topic from two perspectives or points of view. Patton (1999), cited in (Noble & Heale, 2019), states that triangulation is a method used to increase the reliability and validity of research results. As quoted in (Denzin & Lincoln, 2018), Mathison (1998) argues that researchers need to triangulate good research practices to improve the validity of research results. Norman K. Denzin identifies four types of

triangulations: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

#### 1. Data triangulation

The application of different data sources, such as time, place, and people, in research. Data triangulation is the process by which researchers review and compare information from many sources. For example, we compared observational data with the results of her interview data, compared what informants said, and compared different people's states and perspectives on the same event.

#### 2. Investigator triangulation

Being able to confirm findings without prior discussion or coordination between researchers greatly increases the confidence in the findings. Investigator triangulation is particularly important to reduce bias in data collection, reporting, and analysis.

#### 3. Theory triangulation

Theoretical triangulation is the use of numerous theories in studying a subject or phenomenon. The aim is to examine a situation/phenomenon from different perspectives, through different lenses, and with different questions. Many theories do not have to be identical or compatible. The more different they are, the more likely they are to perceive different problems in triangulation

#### 4. Methodological triangulation

Using various methods to study a situation or phenomenon is called methodological triangulation. The goal is to reduce the weaknesses and prejudices inherent in any single method. This form of triangulation is related to the mixed methods approach used in social science research, where the results of one method are applied to enrich, extend, and clarify the conclusions of another method.

The researcher applied the Investigator triangulation. The researcher gets the validation of the data by compare the data which were obtained to the data of observation, recording and interview. The researcher had done the observation in the offline teaching learning process at 7N Research on Translation class. After observing in the classroom, the researcher interviews the lecturer and then crosschecking the data by comparing the data of the observation and interview to the data of documentation from audio-recorded taken by the researcher during the teaching learning process in the classroom.

## **H. Data Coding**

The researcher makes classification of data analysis by provided the code for each data, as follows:

1. The use of Arabic number to number data.  
01 means that the datum is number 01
2. The use of abbreviation with Romans word in capital characters to show the first, second, third, and fourth meeting.
  - a. M-1 means the first meeting

- b. M-2 means the second meeting
  - c. M-3 means the third meeting
  - d. M-4 means the fourth meeting
3. The use of abbreviation with Roman word in capital characters to show the types of code mixing.
    1. ICM means Insertion Code Mixing
    2. ACM means Alternation Code Mixing
    3. CLCM means Congruent Lexicalization Code Mixing
  4. The use of abbreviation with Roman word in capital characters to show the types of code switching.
    - a. TCS: Tag Code Switching
    - b. INTCS: Inter-sentential Code Switching
    - c. INTRCS: Intra-sentential Code Switching
  5. The use of abbreviation with Roman word in capital characters to show the factors of use code mixing.
    - a. PRR means Participants Role and Relationship
    - b. SF means Situational Factors
    - c. MIF means Message-intrinsic Factors
    - d. LADS means Language Attitude, Dominance, and Security
  6. The use of abbreviation with Roman word in capital characters to show the factors of use code switching.
    - a. SCF means Social Factors
    - b. CF means Cultural Factors

c. IF means Individual Factors

Here is the example to read the coding data:

**01/M-1/ACM/MIF** means that the data is the datum number 01 in the first meeting. The lecturer uses Alternation Code Mixing which caused by Message-intrinsic Factors.

## **I. Techniques of Analyzing the Data**

To analyze the data, the researcher used:

### **1. Data Reduction**

The first type of data analysis was data reduction. Data reduction is the process of selecting, focusing, simplifying, and abstracting the data. In this research, the researcher tried to arrange the data, put them into categories and classified the data into several categories related to the research focus. From this process, the researcher makes sure that the data is appropriate or not. The appropriate data systematically arranged and the inappropriate data will be separated. This proses aimed to ascertain, there was no inappropriate data or not relevant data. For example:

Lecturer: “Bingungnya berarti disini ya, mbak Rosi? Kalau perhitungannya sudah paham?”

This example showed an inappropriate of the lecturer’s utterance during teaching learning process. The sentence refers to the situation when the lecturer makes sure that the student can understand the material or not.

## 2. Data Display

The second type of data analysis after data reduction was data display. The researcher identified the lecturer's utterances as the data. In this type, the researcher put them into appropriate categories and displayed the data in form of tables. Miles and Huberman (1992) said that the most frequent from display the data for qualitative research in the past has been narrative text. The narrative form was explained the results of recording and transcription, observation, and interview was explained in the form of text.

**Table 3.2 The Data Sheet of the Data Findings of the Types and Factors of Code Mixing used by Lecturer**

No.	Utterances	Types of Code Mixing			Factors of Code Mixing			
		ICM	ACM	CLCM	PRR	SF	MIF	LA DS

**Table 3.3 The Data Sheet of the Data Findings of the Types and Factors of Code Switching used by Lecturer**

No.	Utterances	Types of Code Switching			Factors of Code Switching		
		TCS	INTCS	INTRCS	SCF	CF	IF

Note:

ICM: Insertion Code Mixing

ACM: Alternation Code Mixing

CLCM: Congruent Lexicalization Code Mixing

TCS: Tag Code Switching

INTCS: Inter-sentential Code Switching

INTRCS: Intra-sentential Code Switching

### 3. Conclusion Drawing or Verifications

The last type of data analysis was conclusion drawing or verifications. After the data displayed in form of table, the researcher would be able to make conclusion or verifications according to the focus of the research, then researcher would able to interpret it and reached the conclusions. Sutopo (2002) states that the researcher writes not only what has the researcher seen each day during observation, but also her interpretation of the researcher's observation. Derived from the data display in the tables, the next step conducted by the researcher is described and interpreted the data so that the conclusion of code mixing and code switching found in the classroom by the lecturer can be drawn.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

In this chapter is divided into two parts, findings and discussion. The findings part presents the results of the data analysis of the types of code mixing and code switching used by lecturer of the seventh semester in 7N Research on Translation Class based on Muysken (2000) and the theory from Poplack (1980). The findings also present about the factors why the lecturer produced code mixing and code switching based on Bhatia and Ritchie's theory (2004) and Hudson's theory (1980). The discussion section provides the deep and detailed description of the data findings.

#### **A. Research Findings**

This part explained the findings with code mixing and code switching in the teaching learning process in the classroom. In explaining the findings, the researcher did some steps. Firstly, she presents about the types of code mixing and code switching that lecturer used. Based on Muysken (2000) there are three types of code mixing, they are insertion, alternation, and lexical lexicalization. Based on Poplack (1980) there are three types of code switching, there are Tag Switching, Inter-sentential Switching and Intra-sentential Switching. Secondly, she presents about the factors of code mixing and code switching used in the teaching learning process by the lecturer. In the factors of code mixing that lecturer used, the researcher used the theory

from Bhatia and Ritchie (2004). In the factors of code switching that lecturer used, the researcher used the theory based on Hudson (1980). Based on theory of Bhatia and Ritchie (2004), there are four factors of code mixing, there are Participants roles and relationship, Situational Factors, Message-intrinsic factors and Language attitude, dominance, and security. Based on Hudson's theory (1980) there are four factors of code switching, there are Social Factors, Cultural Factors and Individual Factors.

The data analyzed based on the classification related to the types of code mixing and code switching and the factors of code mixing and code switching used in the teaching learning process by the lecturer found in the observation. The researcher observed in 7N Research on Translation class. The observation conducted four times in seventh semester of 7N Research on Translation class. The class was controlled by one lecturer. The researcher recorded when the teaching learning process in the classroom. The recordings are saved as videos to make easier to analyzed the data. From the recorder which has been transcribed by the researcher, there are 199 data on lecturer's utterance. The details of those utterances which contained of code mixing and code switching can be seen in the table. The following explanations are some analysis made by researcher related to the types of code mixing and code switching and the factors of code mixing and code switching used by the lecturer in the teaching learning process.

The researcher found 199 data from four meeting in 7N Research on Translation class based on lecturer's utterance. Based on the theory that

researcher used, in one utterance can found more than one types and factors of code mixing and code switching, because the utterance by the lecturer so long when the lecturer explained about the materials to the students. In one utterance of the lecturer said, it can be some clauses or sentences. So, the data can be developed into a lot of the types and factors of code mixing and code switching and can be more than 199 data.

### **1. Types of Code Mixing That is Found by the Lecturer in 7N Research on Translation Class**

The researcher analyzed the types of code mixing found in the lecturer's utterances in teaching learning process. The researcher conducted the observation in a class that is 7N Research on Translation class. Previously, in chapter II there was a discussion about the types of code mixing based on Muysken's theory (2000), they are insertion, alternation, and congruent lexicalization. The researcher was transcript the data from the video recorder to get the real data to make ease to analysis.

**Table 4.1 Types of Code Mixing in 7N Research on Translation Class by Muysken (2000)**

No.	Types of Code Mixing	Data
1.	Insertion	67
2.	Alternation	34
3.	Congruent Lexicalization	46
TOTAL		147

The table 4.1 showed the classifications of the type of code mixing used by lecturer in 7N Research on Translation class. The classifications type of code mixing, those are: insertion were 67 data, alternation were 34 data and congruent lexicalization were 46 data. Total data type of code switching in 7N Research on Translation class were found from observation on 3<sup>rd</sup> – 25<sup>th</sup> November 2022 are 147 data. From the observation the researcher got four videos from Research on Translation class of seventh semester.

The following data are some examples of analysis on the types of code mixing.

a. Insertion

The following are some examples of insertion:

1) Datum 020/M-1/ICM

“Ini harusnya di bagian **conclusion** dijelaskan ini.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about General Translation Quality Assessment. The situation in the class, the lecturer gave the explanation about the point in General TQA. Based on the sentence, the lecturer said in the Indonesian language and then inserted an English word “conclusion” in the middle of Indonesian utterance. The utterance

classified in Insertion because there was inserting another language in the middle of a sentence.

2) Datum 069/M-2/ICM

“There are two kinds of equivalence error **yaitu** semantic and stylistic.”

The datum was taking on 4<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about The FAR Model. The situation in the class, the lecturer gave the explanation about areas in The FAR Model that are functional equivalence. Based on the sentence, the lecturer said in English language and then inserted an Indonesian word “yaitu” in the middle of English utterance. The utterance classified in Insertion because there was inserting another language in the middle of a sentence.

3) Datum 126/M-4/ICM

“Kalau **meaning** nggak penting nanti lagunya jadi lagu yang berbeda.”

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Song Translation. The situation in the class, the lecturer gave the explanation about meaning in song translation. Based on the sentence, the lecturer said in the Indonesian language and then inserted an English word “meaning” in the middle of

Indonesian utterance. The utterance classified in Insertion because there was inserting another language in the middle of a sentence.

- 4) Datum 001/M-1/ICM
- 5) Datum 002/M-1/ICM
- 6) Datum 003/M-1/ICM
- 7) Datum 005/M-1/ICM
- 8) Datum 006/M-1/ICM
- 9) Datum 007/M-1/ICM
- 10) Datum 013/M-1/ICM
- 11) Datum 014/M-1/ICM
- 12) Datum 019/M-1/ICM
- 13) Datum 021/M-1/ICM
- 14) Datum 031/M-1/ICM
- 15) Datum 032/M-1/ICM
- 16) Datum 033/M-1/ICM
- 17) Datum 034/M-1/ICM
- 18) Datum 035/M-1/ICM
- 19) Datum 036/M-1/ICM
- 20) Datum 039/M-1/ICM
- 21) Datum 042/M-1/ICM
- 22) Datum 052/M-2/ICM
- 23) Datum 053/M-2/ICM
- 24) Datum 055/M-2/ICM

- 25) Datum 068/M-2/ICM
- 26) Datum 071/M-2/ICM
- 27) Datum 072/M-2/ICM
- 28) Datum 074/M-2/ICM
- 29) Datum 075/M-2/ICM
- 30) Datum 077/M-2/ICM
- 31) Datum 078/M-3/ICM
- 32) Datum 080/M-3/ICM
- 33) Datum 084/M-3/ICM
- 34) Datum 085/M-3/ICM
- 35) Datum 086/M-3/ICM
- 36) Datum 088/M-3/ICM
- 37) Datum 090/M-3/ICM
- 38) Datum 091/M-3/ICM
- 39) Datum 093/M-3/ICM
- 40) Datum 094/M-3/ICM
- 41) Datum 097/M-3/ICM
- 42) Datum 098/M-3/ICM
- 43) Datum 099/M-3/ICM
- 44) Datum 102/M-3/ICM
- 45) Datum 103/M-3/ICM
- 46) Datum 105/M-3/ICM
- 47) Datum 106/M-3/ICM

- 48) Datum 108/M-3/ICM
- 49) Datum 111/M-4/ICM
- 50) Datum 114/M-4/ICM
- 51) Datum 115/M-4/ICM
- 52) Datum 117/M-4/ICM
- 53) Datum 120/M-4/ICM
- 54) Datum 121/M-4/ICM
- 55) Datum 123/M-4/ICM
- 56) Datum 124/M-4/ICM
- 57) Datum 127/M-4/ICM
- 58) Datum 128/M-4/ICM
- 59) Datum 132/M-4/ICM
- 60) Datum 133/M-4/ICM
- 61) Datum 136/M-4/ICM
- 62) Datum 139/M-4/ICM
- 63) Datum 141/M-4/ICM
- 64) Datum 142/M-4/ICM
- 65) Datum 145/M-4/ICM
- 66) Datum 146/M-4/ICM
- 67) Datum 147/M-4/ICM



b. Alternation

The following are some examples of alternation:

1) Datum 100/M-3/ACM

“Kalian tahu **speech act**?”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. The situation in the class, the lecturer gave the explanation about the example of research in translation. Based on the sentence, the lecturer said in the Indonesian language and then continued with an English language “speech act”. The utterance classified in Alternation because there was a word in one language and then continued with another language in a sentence.

2) Datum 135/M-4/ACM

“The syllables **harus pas**.”

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Song Translation. The situation in the class, the lecturer gave the explanation about events in song translation. Based on the sentence, the lecturer said in the English language and then continued with an Indonesian language “harus pas”. The

utterance classified in Alternation because there was a word in one language and then continued with another language in a sentence.

3) Datum 140/M-4/ACM

“Kemudian **naturalness.**”

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Song Translation. The situation in the class, the lecturer gave the explanation about events in song translation. Based on the sentence, the lecturer said in the Indonesian language and then continued with an English language “naturalness”. The utterance classified in Alternation because there was a word in one language and then continued with another language in a sentence.

4) Datum 008/M-1/ACM

5) Datum 009/M-1/ACM

6) Datum 011/M-1/ACM

7) Datum 017/M-1/ACM

8) Datum 024/M-1/ACM

9) Datum 025/M-1/ACM

10) Datum 026/M-1/ACM

11) Datum 028/M-1/ACM

12) Datum 029/M-1/ACM

13) Datum 044/M-1/ACM

14) Datum 046/M-2/ACM

- 15) Datum 047/M-2/ACM
- 16) Datum 049/M-2/ACM
- 17) Datum 051/M-2/ACM
- 18) Datum 058/M-2/ACM
- 19) Datum 059/M-2/ACM
- 20) Datum 063/M-2/ACM
- 21) Datum 065/M-2/ACM
- 22) Datum 067/M-2/ACM
- 23) Datum 073/M-2/ACM
- 24) Datum 079/M-3/ACM
- 25) Datum 082/M-3/ACM
- 26) Datum 095/M-3/ACM
- 27) Datum 107/M-3/ACM
- 28) Datum 113/M-4/ACM
- 29) Datum 118/M-4/ACM
- 30) Datum 119/M-4/ACM
- 31) Datum 129/M-4/ACM
- 32) Datum 130/M-4/ACM
- 33) Datum 131/M-4/ACM
- 34) Datum 143/M-4/ACM

c. Congruent Lexicalization

The following are some examples of congruent lexicalization:

1) Datum 015/M-1/CLCM

“Di **source text** dengan **target text** itu sama persis.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about General Translation Quality Assessment. Based on the sentence, the lecturer said in the Indonesian language, then mixed with a word in English language and continued with Indonesian language again in the end of a sentence. The utterance classified in Congruent Lexicalization because there was a word in one language, then mixed with another language and continued with one language in the end of a sentence.

2) Datum 043/M-1/CLCM

“Kamu harus **pause**, **play** lagi **pause** lagi **play** lagi itu capek.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about General Translation Quality Assessment. Based on the sentence, the lecturer said in the Indonesian language, then mixed with a word in English language and continued with Indonesian language again in the end of a sentence. The utterance classified in Congruent Lexicalization because there was a word in

one language, then mixed with another language and continued with one language in the end of a sentence.

3) Datum 125/M-4/CLCM

“Mulai dari **translation**, ada pernah belajar **subtitling** juga kan kalian, ada **interpreting**, **dubbing** sedikit juga pernah disinggung.”

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Song Translation. Based on the sentence, the lecturer said in the Indonesian language, then mixed with a word in English language and continued with Indonesian language again in the end of a sentence. The utterance classified in Congruent Lexicalization because there was a word in one language, then mixed with another language and continued with one language in the end of a sentence.

4) Datum 004/M-1/CLCM

5) Datum 010/M-1/CLCM

6) Datum 012/M-1/CLCM

7) Datum 016/M-1/CLCM

8) Datum 018/M-1/CLCM

9) Datum 022/M-1/CLCM

10) Datum 023/M-1/CLCM

11) Datum 027/M-1/CLCM

- 12) Datum 030/M-1/CLCM
- 13) Datum 037/M-1/CLCM
- 14) Datum 038/M-1/CLCM
- 15) Datum 040/M-1/CLCM
- 16) Datum 041/M-1/CLCM
- 17) Datum 045/M-1/CLCM
- 18) Datum 048/M-2/CLCM
- 19) Datum 050/M-2/CLCM
- 20) Datum 054/M-2/CLCM
- 21) Datum 056/M-2/CLCM
- 22) Datum 057/M-2/CLCM
- 23) Datum 060/M-2/CLCM
- 24) Datum 061/M-2/CLCM
- 25) Datum 062/M-2/CLCM
- 26) Datum 064/M-2/CLCM
- 27) Datum 066/M-2/CLCM
- 28) Datum 070/M-2/CLCM
- 29) Datum 076/M-2/CLCM
- 30) Datum 081/M-3/CLCM
- 31) Datum 083/M-3/CLCM
- 32) Datum 087/M-3/CLCM
- 33) Datum 089/M-3/CLCM
- 34) Datum 092/M-3/CLCM

- 35) Datum 096/M-3/CLCM
- 36) Datum 101/M-3/CLCM
- 37) Datum 104/M-3/CLCM
- 38) Datum 109/M-3/CLCM
- 39) Datum 110/M-4/CLCM
- 40) Datum 112/M-4/CLCM
- 41) Datum 116/M-4/CLCM
- 42) Datum 122/M-4/CLCM
- 43) Datum 134/M-4/CLCM
- 44) Datum 137/M-4/CLCM
- 45) Datum 138/M-4/CLCM
- 46) Datum 144/M-4/CLCM

## **2. Types of Code Switching That is Produced by the Lecturer in 7N Research on Translation Class**

The researcher analyzed the types of code switching found in the lecturer's utterances in teaching learning process. She conducted the observation in a class that is 7N Research on Translation class. Previously, in chapter II there was a discussion about the types of code switching based on Poplack theory (1980), they are tag switching, inter-sentential switching, and intra-sentential switching. The researcher was transcript the data from the video recorder to get the real data to make ease to analysis.

**Table 4.2 Types of Code Switching in 7N Research on Translation  
Class by Poplack (1980)**

No.	Types of Code Switching	Data
1.	Tag Switching	14
2.	Inter-sentential Switching	26
3.	Intra-sentential Switching	12
TOTAL		52

The table 4.2 showed the classifications of the type of code switching used by lecturer in 7N Research on Translation class. The classifications type of code switching, those are: tag switching were 14 data, inter-sentential switching were 26 data and intra-sentential switching were 12 data. Total data type of code switching in 7N Research on Translation class were found from observation on 3<sup>rd</sup> – 25<sup>th</sup> November 2022 are 52 data. From the observation the researcher got four videos from Research on Translation class of seventh semester.

The following data are some examples of analysis on the types of code switching.

a. Tag Switching

Tag switching involved the insertion of a tag in one language into an utterance which is otherwise entirely in the other language. Tag code switching, happens when a bilingual insert short expression (tag)



from different language at the end of the utterances. Tag switching can be an exclamation, a tag or a parenthetical in another language than the rest of the sentence. The findings showed that the data of tag switching was the least common type of code switching with 14 data. The following are some examples of tag switching:

1) Datum 011/M-2/TCS

“**O**key, there are minor, standard and serious.”

The datum was taking on 4<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the FAR Model. The lecturer gave the explanation about penalty point in the FAR model, there are minor, standard, and serious. Based on the sentence at the first the lecturer used tag “okey” then the lecturer added the sentence of English utterance and makes it classified into Tag Switching. In addition the data showed that the lecturer used code switching to open the sentences to gave the explanation.

2) Datum 025/M-3/TCS

“So this is imitation, **kan**?”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies.

The situation in the class, the lecturer gave the explanation about subtitling strategies and one of them are imitation. Based on the sentence at the first the lecturer used English then the lecturer added the sentence with tag of Indonesian language “kan” and makes it classified into Tag Switching. In addition the data showed that the lecturer used code switching to gave strengthen for the explanation. The lecturer used Tag insertion “kan” with stress on it to make the students got point of explanation.

3) Datum 028/M-3/TCS

“Itu kan disebutnya teknik terjemahan, **ya**.”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. The situation in the class, the lecturer gave the explanation about translation techniques to the students. Based on the sentence at the first the lecturer used Indonesian language then the lecturer added the sentence with “ya” and makes it classified into Tag Switching. In addition the data showed that the lecturer used code switching to gave strengthen for the explanation. The lecturer used Tag insertion “ya” with stress on it to make the students got point of explanation.

4) Datum 016/M-2/TCS

- 5) Datum 020/M-2/TCS
- 6) Datum 023/M-3/TCS
- 7) Datum 027/M-3/TCS
- 8) Datum 033/M-3/TCS
- 9) Datum 037/M-3/TCS
- 10) Datum 040/M-3/TCS
- 11) Datum 042/M-3/TCS
- 12) Datum 048/M-4/TCS
- 13) Datum 049/M-4/TCS
- 14) Datum 052/M-4/TCS

b. Inter-sentential Switching

Inter-sentential switching is used between sentences and occurs at sentence boundaries when each either in one language or the other. Inter-sentential Switching is the switch involving movement from one language to other language between sentences. Inter-sentential code switching happens when there is complete sentence in a foreign language uttered between two sentences in a base language (Romaine, 1995). Inter-sentential switching happened to clarifying about the explanation before and the lecturer used to ease communication to the students what the explanations to make ease to understanding. The findings showed that the data of inter-sentential switching was most

common types of code switching with 26 data. The following are some examples of inter-sentential switching:

1) Datum 026/M-3/INTCS

“I want you not to be track in some terms ya. **Jangan terjebak ke banyak istilah.**”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. The lecturer gave the explanation about the terms in teaching like method, approach, strategy, modul etc. The lecturer asks the students to understand what is the meaning of each term and do not be track in the terms. Based on the sentence at the first lecturer using English after that she adding Indonesian language in the last of the sentence “jangan terjebak ke banyak istilah”. In this case, the use of Indonesian language at the last of utterance made it classified into Inter-sentential Switching because it covers a switch at a clause or sentence boundary.

2) Datum 029/M-3/INTCS

“It is the why the subtitler composed translation in the form of a subtitle. **Ini adalah bagaimana seorang subtitler tu membuat sebuah terjemahan dalam bentuk subtitle.**”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. The lecturer told about the differences between strategies in subtitling and techniques in translation. Then the lecturer gave the explanation about why the subtitler using strategies when composed translation in the form of subtitle. Based on the sentence at the first lecturer using English after that she adding Indonesian language in the last of the sentence “ini adalah bagaimana seorang subtitler tu membuat sebuah terjemahan dalam bentuk subtitle”. In this case, the use of Indonesian language at the last of utterance made it classified into Inter-sentential Switching because it covers a switch at a clause or sentence boundary.

3) Datum 038/M-3/INTCS

“Do you think that expansion is often use in subtitling?  
**Apakah menurut kalian ini banyak dipakai dalam pembuatan subtitle?”**

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. The lecturer gave the explanation about the types of subtitling strategies and one of them was expansion. The lecturer asks the

students were the expansion often use in subtitling. Based on the sentence at the first lecturer using English after that she adding Indonesian language in the last of the sentence “Apakah menurut kalian expansion ini banyak dipakai dalam pembuatan subtitle?”. In this case, the use of Indonesian language at the last of utterance made it classified into Inter-sentential Switching because it covers a switch at a clause or sentence boundary.

- 4) Datum 001/M-1/INTCS
- 5) Datum 002/M-1/INTCS
- 6) Datum 003/M-1/INTCS
- 7) Datum 004/M-1/INTCS
- 8) Datum 006/M-1/INTCS
- 9) Datum 009/M-1/INTCS
- 10) Datum 010/M-1/INTCS
- 11) Datum 012/M-2/INTCS
- 12) Datum 013/M-2/INTCS
- 13) Datum 015/M-2/INTCS
- 14) Datum 017/M-2/INTCS
- 15) Datum 018/M-2/INTCS
- 16) Datum 021/M-3/INTCS
- 17) Datum 022/M-3/INTCS
- 18) Datum 024/M-3/INTCS

19) Datum 030/M-3/INTCS

20) Datum 035/M-3/INTCS

21) Datum 036/M-3/INTCS

22) Datum 039/M-3/INTCS

23) Datum 041/M-3/INTCS

24) Datum 045/M-4/INTCS

25) Datum 046/M-4/INTCS

26) Datum 051/M-4/INTCS

c. Intra-sentential Switching

Intra-sentential switching concerns language alteration that occurs within a sentence or a clause boundary. Sometimes it included switch within word boundaries. Intra-sentential switching is the most complex type of code switching because the speaker has to control two linguistic systems simultaneously, and also intra-sentential switching practiced by the most balanced bilinguals only. Intra-sentential code switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language. The findings showed that the data of Intra-sentential Switching is 12 data. The following data are some examples of intra-sentential switching:

1) Datum 014/M-2/INTRCS

**Jadi salahnya itu disadari, jadi kita harus oh salah nih,** although we don't know the source language, **padahal kita nggak tahu bahasa aslinya tapi viewersnya itu sadar kalau salah.**

The datum was taking on 4<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the FAR model. The lecturer used Indonesian language in the beginning of the utterance and in the middle of the utterance the lecturer switched English language and in the end of the utterance, the lecturer continued Indonesian language. The utterance classified in Intra-sentential Switching because there was another language in the middle of a sentence.

2) Datum 031/M-3/INTRCS

**Coba expansion itu dari kata expand,** so it means that the translation will be shorter or longer? **Lebih panjang apa lebih pendek?**

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. The lecturer used Indonesian language in the beginning of the utterance and in the middle of the utterance the lecturer switched English language and in the end of the utterance, the lecturer continued Indonesian language. The utterance classified in Intra-sentential Switching because there was another language in the middle of a sentence.



3) Datum 044/M-4/INTRCS

**We will talk about songs translation and my question is,** kamu sudah pada PLP kan? **Have you ever thought the students about English using song?** Pernah nggak ngajarin student itu pakai lagu?

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Song Translation. The lecturer used English language in the beginning of the utterance and in the middle of the utterance the lecturer switched Indonesian language, and then switched again into English language and in the end of the utterance, the lecturer continued Indonesian language. The utterance classified in Intra-sentential Switching because there was another language in the middle of a sentence.

4) Datum 005/M-1/INTRCS

5) Datum 007/M-1/INTRCS

6) Datum 008/M-1/INTRCS

7) Datum 019/M-2/INTRCS

8) Datum 032/M-3/INTRCS

9) Datum 034/M-3/INTRCS

10) Datum 043/M-3/INTRCS

11) Datum 047/M-4/INTRCS

12) Datum 050/M-4/INTRCS

### 3. Factors of Code Mixing and Factors of Code Switching in 7N Research on Translation Class

#### a. Factors of Code Mixing in 7N Research on Translation Class

The researcher analyzed the factors of the code mixing found from the lecturer's utterance in the teaching learning process in the 7N Research on Translation class. In factors of the code mixing, the lecturer used a theory from Bhatia and Ritchie (2004). Based on theory of Bhatia and Ritchie (2004) there are four factors of code mixing, there are Participants roles and relationship, Situational Factors, Message-intrinsic factors and Language attitude, dominance, and security.

**Table 4.3 Factors of Code Mixing in 7N Research on Translation Class by Bhatia and Ritchie (2004)**

No.	Factors of Code Mixing	Data
1.	Participants role and relationship	4
2.	Situational Factors	50
3.	Message-intrinsic Factors	93
4.	Language attitude, dominance, and security	-
TOTAL		147

The table 4.3 showed the factor of code mixing used by lecturer in 7N Research on Translation class in English Language Education at UIN Raden

Mas Said Surakarta. The researcher did the observation in seventh semester. The classifications of factor of code switching in Research on Translation class by Hudson (1980) there are; participants roles and relationship 4 data, situational factors 50 data, message-intrinsic factors 93 data, and no data in language attitude, dominance, and security. It can be seen that the most common factor of code mixing which has been found in lecturer's utterances during learning process was message-intrinsic factors. There were no language attitude, dominance, and security data in 7N Research on Translation. It means that the lecturer often emphasized meaning about what have been said to make the students get the main point of what the lecturer tried to convey and make it easy to understand. The lecturer often used code mixing to make easy to understand about what have been said to make the students get the main point of what the lecturer tried to convey.

The following data are some examples of analysis on the factors of code switching by Bhatia and Ritchie (2004):

a. Participants roles and relationship

1) Datum 007/M-1/PRR

“It means that the data, **datamu** are not every single sentence on the text, but only the cultural terms.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the General Translation Quality Assessment. The lecturer gave the explanation about the review of the task from the

students. Based on the sentence, the lecturer used “datamu” in the sentence and makes it classified into Participants roles and relationship because the use of word “datamu” means that the addressee of the lecturer’s utterance addressed to the students.

2) Datum 018/M-1/PRR

“Saya juga sering jadi **rater**, dan **I feel same thing** gitu ya **when students ask me to be a rater** saya juga sering dilema di menilai.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the General Translation Quality Assessment. The lecturer gave the explanation about when the lecturer been a rater and how she felt. Based on the sentence, the lecturer used “I” in the sentence and makes it classified into Participants roles and relationship because the use of word “I” means that the students said to the students and position herself.

3) Datum 044/M-1/PRR

“It is contract of illusion **temen-temen.**”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the General Translation Quality Assessment. The lecturer gave the explanation about contract of illusion. Based on the sentence, the lecturer used “temen-temen” in the sentence and makes it classified into Participants roles and relationship because the use of

word “temen-temen” means that the addressee of the lecturer’s utterance addressed to the students.

4) Datum 046/M-2/PRR

b. Situational Factors

1) Datum 014/M-1/SF

“Heh kok bunyi terus gimana ini, sudah tak **silent** loh.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the General Translation Quality Assessment. The lecturer’s handphone is still ringing whereas she used silent mode and not discuss about lesson. Based on the sentence, the lecturer only said it at the situation and makes it classified into Situational Factors because the lecturer said this utterance only at that situation.

2) Datum 104/M-3/SF

“Saya **upload** di google classroom aja nanti.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the Subtitling Strategies. The lecturer gave the explanation about the task to the student. Based on the sentence, the lecturer only said it at the situation when will uploaded the task in the google classroom and makes it classified into Situational Factors because the lecturer said this utterance only at that situation.

3) Datum 127/M-4/SF

“Loh kok baterainya **low**, kemarin cas-an saya hilang, hari Jum'at dan saya baru sadar hari Senin.”

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the Song Translation. The lecturer said that she lost her charger and not discuss about lesson. Based on the sentence, the lecturer only said it at the situation when she lost her charger and makes it classified into Situational Factors because the lecturer said this utterance only at that situation.

- 4) Datum 001/M-1/SF
- 5) Datum 003/M-1/SF
- 6) Datum 008/M-1/SF
- 7) Datum 011/M-1/SF
- 8) Datum 013/M-1/SF
- 9) Datum 015/M-1/SF
- 10) Datum 020/M-1/SF
- 11) Datum 021/M-1/SF
- 12) Datum 023/M-1/SF
- 13) Datum 024/M-1/SF
- 14) Datum 025/M-1/SF
- 15) Datum 028/M-1/SF
- 16) Datum 032/M-1/SF
- 17) Datum 034/M-1/SF

- 18) Datum 039/M-1/SF
- 19) Datum 040/M-1/SF
- 20) Datum 041/M-1/SF
- 21) Datum 042/M-1/SF
- 22) Datum 052/M-2/SF
- 23) Datum 059/M-2/SF
- 24) Datum 063/M-2/SF
- 25) Datum 070/M-2/SF
- 26) Datum 074/M-2/SF
- 27) Datum 077/M-2/SF
- 28) Datum 080/M-3/SF
- 29) Datum 084/M-3/SF
- 30) Datum 088/M-3/SF
- 31) Datum 100/M-3/SF
- 32) Datum 106/M-3/SF
- 33) Datum 107/M-3/SF
- 34) Datum 108/M-3/SF
- 35) Datum 109/M-3/SF
- 36) Datum 113/M-4/SF
- 37) Datum 114/M-4/SF
- 38) Datum 115/M-4/SF
- 39) Datum 117/M-4/SF
- 40) Datum 121/M-4/SF

- 41) Datum 123/M-4/SF
- 42) Datum 124/M-4/SF
- 43) Datum 126/M-4/SF
- 44) Datum 131/M-4/SF
- 45) Datum 132/M-4/SF
- 46) Datum 136/M-4/SF
- 47) Datum 140/M-4/SF
- 48) Datum 143/M-4/SF
- 49) Datum 146/M-4/SF
- 50) Datum 147/M-4/SF

c. Message-intrinsic factors

- 1) Datum 017/M-1/MIF

“**Acceptability** itu pokoknya terjemahannya luwes, gak kaku.”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about General Translation Quality Assessment. The lecturer gave the explanation about acceptability in General TQA. Based on the sentence, the lecturer gave an explanation and a message about the acceptability and makes it classified into Message-intrinsic factors because the utterance has a message from the lecturer to the students.

- 2) Datum 057/M-2/MIF

“Then penalty score **ada** minor **ada** standard **ada** serious.”



The datum was taking on 4<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the FAR Model. The lecturer gave the explanation about penalty score in FAR Model. Based on the sentence, the lecturer gave an explanation and a message about the penalty score and makes it classified into Message-intrinsic factors because the utterance has a message from the lecturer to the students.

3) Datum 093/M-4/MIF

“Dislocation is adopted when the original employs some sort of special effect, **misalnya** a silly song in a cartoon film where the translation of the effect is more important than the content.”

The datum was taking on 25<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Song Translation. The lecturer gave the explanation about dislocation in song translation. Based on the sentence, the lecturer gave an explanation and a message about the dislocation and makes it classified into Message-intrinsic factors because the utterance has a message from the lecturer to the students.

4) Datum 002/M-1/MIF

5) Datum 004/M-1/MIF

6) Datum 005/M-1/MIF

7) Datum 006/M-1/MIF

8) Datum 009/M-1/MIF

- 9) Datum 010/M-1/MIF
- 10) Datum 012/M-1/MIF
- 11) Datum 016/M-1/MIF
- 12) Datum 019/M-1/MIF
- 13) Datum 122/M-1/MIF
- 14) Datum 026/M-1/MIF
- 15) Datum 027/M-1/MIF
- 16) Datum 029/M-1/MIF
- 17) Datum 030/M-1/MIF
- 18) Datum 031/M-1/MIF
- 19) Datum 033/M-1/MIF
- 20) Datum 035/M-1/MIF
- 21) Datum 036/M-1/MIF
- 22) Datum 037/M-1/MIF
- 23) Datum 038/M-1/MIF
- 24) Datum 043/M-1/MIF
- 25) Datum 045/M-1/MIF
- 26) Datum 047/M-2/MIF
- 27) Datum 048/M-2/MIF
- 28) Datum 049/M-2/MIF
- 29) Datum 050/M-2/MIF
- 30) Datum 051/M-2/MIF
- 31) Datum 053/M-2/MIF

- 32) Datum 054/M-2/MIF
- 33) Datum 055/M-2/MIF
- 34) Datum 056/M-2/MIF
- 35) Datum 058/M-2/MIF
- 36) Datum 060/M-2/MIF
- 37) Datum 061/M-2/MIF
- 38) Datum 062/M-2/MIF
- 39) Datum 064/M-2/MIF
- 40) Datum 065/M-2/MIF
- 41) Datum 066/M-2/MIF
- 42) Datum 067/M-2/MIF
- 43) Datum 068/M-2/MIF
- 44) Datum 069/M-2/MIF
- 45) Datum 071/M-2/MIF
- 46) Datum 072/M-2/MIF
- 47) Datum 073/M-2/MIF
- 48) Datum 075/M-2/MIF
- 49) Datum 076/M-2/MIF
- 50) Datum 078/M-3/MIF
- 51) Datum 079/M-3/MIF
- 52) Datum 081/M-3/MIF
- 53) Datum 082/M-3/MIF
- 54) Datum 083/M-3/MIF

- 55) Datum 085/M-3/MIF
- 56) Datum 086/M-3/MIF
- 57) Datum 087/M-3/MIF
- 58) Datum 089/M-3/MIF
- 59) Datum 090/M-3/MIF
- 60) Datum 091/M-3/MIF
- 61) Datum 092/M-3/MIF
- 62) Datum 094/M-3/MIF
- 63) Datum 095/M-3/MIF
- 64) Datum 096/M-3/MIF
- 65) Datum 097/M-3/MIF
- 66) Datum 098/M-3/MIF
- 67) Datum 099/M-3/MIF
- 68) Datum 101/M-3/MIF
- 69) Datum 102/M-3/MIF
- 70) Datum 103/M-3/MIF
- 71) Datum 105/M-3/MIF
- 72) Datum 110/M-4/MIF
- 73) Datum 111/M-4/MIF
- 74) Datum 112/M-4/MIF
- 75) Datum 116/M-4/MIF
- 76) Datum 118/M-4/MIF
- 77) Datum 119/M-4/MIF

78) Datum 120/M-4/MIF

79) Datum 122/M-4/MIF

80) Datum 125/M-4/MIF

81) Datum 128/M-4/MIF

82) Datum 129/M-4/MIF

83) Datum 130/M-4/MIF

84) Datum 133/M-4/MIF

85) Datum 134/M-4/MIF

86) Datum 135/M-4/MIF

87) Datum 137/M-4/MIF

88) Datum 138/M-4/MIF

89) Datum 139/M-4/MIF

90) Datum 141/M-4/MIF

91) Datum 142/M-4/MIF

92) Datum 144/M-4/MIF

93) Datum 145/M-4/MIF

d. Language attitude, dominance, and security

There was no datum in language attitude, dominance, and security.

**b. Factors of Code Switching in 7N Research on Translation Class**

The researcher analyzed the factors of the code switching found from the lecturer's utterance in the teaching learning process in the 7N Research on Translation class. In factors of the code switching, the lecturer used a theory

from Hudson (1980). Based on Hudson's theory (1980) there are four factors of code switching, there are Social Factors, Cultural Factors and Individual Factors.

**Table 4.4 Factors of Code Switching in 7N Research on Translation Class by Hudson (1980)**

No.	Factors of Code Switching	Data
1.	Social Factors	34
2.	Cultural Factors	3
3.	Individual Factors	15
TOTAL		52

The table 4.4 showed the factor of code switching used by lecturer in 7N Research on Translation class in English Language Education at UIN Raden Mas Said Surakarta. The researcher did the observation in seventh semester. The classifications of factor of code switching in Research on Translation class by Hudson (1980) there are; social factors 34 data, cultural factors 3 data, individual factors 15 data. It can be seen that the most common factor of code switching which has been found in lecturer's utterances during learning process was social factors. The lecturer often used code switching to make easy to understand about what have been said to make the students get the main point of what the lecturer tried to convey.

The following data are some examples of analysis on the factors of code switching by Hudson (1980):

a. Social Factors

1) Datum 005/M-1/SCF

**“Saya jelaskan dulu** about what it this. In today discussion, we are talking about FAR, FAR here it means **singkatan ya temen-temen, bukan jauh ya.”**

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the FAR Model. Based on the sentence, the lecturer explained about the general about FAR Model and makes it classified into social factors because the lecturer said an utterance with a topic to the students and the utterance has a goal for the lesson.

2) Datum 026/M-3/SCF

**“I want you not to be track in some terms ya. Jangan terjebak ke banyak istilah.”**

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. Based on the sentence, the lecturer asks the students to do not be track in some terms in subtitling strategies and makes it classified into social factors because the lecturer said an utterance with a topic to the students and the utterance has a goal for the lesson.

3) Datum 035/M-3/SCF

“I'll tell you the task first ya, **nanti kalian tugasnya adalah menganalisis subtitle dari sebuah film**”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. Based on the sentence, the lecturer told the students about the task and makes it classified into social factors because the lecturer said an utterance with a topic to the students and the utterance has a goal for the lesson

4) Datum 001/M-1/SCF

5) Datum 002/M-1/SCF

6) Datum 003/M-1/SCF

7) Datum 004/M-1/SCF

8) Datum 007/M-1/SCF

9) Datum 009/M-1/SCF

10) Datum 010/M-1/SCF

11) Datum 012/M-2/SCF

12) Datum 013/M-2/SCF

13) Datum 014/M-2/SCF

14) Datum 015/M-2/SCF

15) Datum 017/M-2/SCF

16) Datum 018/M-2/SCF

17) Datum 019/M-2/SCF



- 18) Datum 021/M-3/SCF
- 19) Datum 022/M-3/SCF
- 20) Datum 024/M-3/SCF
- 21) Datum 029/M-3/SCF
- 22) Datum 030/M-3/SCF
- 23) Datum 031/M-3/SCF
- 24) Datum 032/M-3/SCF
- 25) Datum 034/M-3/SCF
- 26) Datum 038/M-3/SCF
- 27) Datum 039/M-3/SCF
- 28) Datum 041/M-3/SCF
- 29) Datum 044/M-4/SCF
- 30) Datum 045/M-4/SCF
- 31) Datum 046/M-4/SCF
- 32) Datum 047/M-4/SCF
- 33) Datum 050/M-4/SCF
- 34) Datum 051/M-4/SCF

b. Cultural Factors

- 1) Datum 006/M-1/CF

“Di luar negeri itu banyak tayangan yang sudah, tayangan apapun itu dibawahnya sudah ada **subtitle for the deaf and hard of hearing.**”

The datum was taking on 3<sup>rd</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about General Translation Quality Assessment. Based on the sentence, the lecturer said an utterance about culture from foreign country and makes it classified into Cultural factors because the lecturer said about culture from foreign country.

2) Datum 036/M-3/CF

“Enggak kan karena kita tidak tahu CPA penyakit apa, **so the subtitler probably think that he needs to add the explanation.**”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. Based on the sentence, the lecturer said an utterance with word “Tokyo Tower” and that is a cultural term from one country and makes it classified into Cultural factors because the lecturer said a cultural term in her utterance.

3) Datum 043/M-3/CF

“**Imitation maintains the same forms**, mempertahankan bentuk yang sama, biasanya berkaitan dengan nama orang dan tempat. **For example, name of people and places ya, we have Tokyo Tower.**”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. Based on the sentence, the lecturer said an utterance with word “CPA” and that is a certain term

in health field and makes it classified into Cultural factors because the lecturer said a certain term in her utterance.

c. Individual Factors

1) Datum 011/M-2/IF

“**Okey**, there are minor, standard and serious.”

The datum was taking on 4<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the FAR Model. Based on the sentence, the lecturer said an utterance with word “okey” and that is only individual things from the lecturer where she only wants to said “okey” and makes it classified into Individual factors because the lecturer only said what her wants and that is individual things.

2) Datum 020/M-2/IF

“Then penalty score minor, standard, serious, **ya.**”

The datum was taking on 4<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about the FAR Model. Based on the sentence, the lecturer said an utterance with word “ya” and that is only individual things from the lecturer where she only wants to said “ya” and makes it classified into Individual factors because the lecturer only said what her wants and that is individual things.

3) Datum 048/M-3/IF

**“Okey**, so if we analyze the subtitle, what's topic?”

The datum was taking on 17<sup>th</sup> November 2022 in 7N Research on Translation Class. The setting was in the classroom and they are discussing about Subtitling Strategies. Based on the sentence, the lecturer said an utterance with word “okey” and that is only individual things from the lecturer where she only wants to said “okey” and makes it classified into Individual factors because the lecturer only said what her wants and that is individual things.

- 4) Datum 008/M-1/IF
- 5) Datum 016/M-2/IF
- 6) Datum 023/M-3/IF
- 7) Datum 025/M-3/IF
- 8) Datum 027/M-3/IF
- 9) Datum 028/M-3/IF
- 10) Datum 033/M-3/IF
- 11) Datum 037/M-3/IF
- 12) Datum 040/M-3/IF
- 13) Datum 042/M-3/IF
- 14) Datum 049/M-4/IF
- 15) Datum 052/M-4/I

From interview with the lecturer, she said *“Kadang-kadang spontan, kadang-kadang sengaja. Kalau spontan kan karena kebiasaan ya, kalau disengajanya itu kadang saya menjelaskan materi menggunakan Bahasa Inggris, tapi terus kadang kan materinya kan berat ya, akhirnya saya harus me-switch dengan Bahasa Indonesia supaya yang saya sampaikan itu menjadi lebih jelas dan bisa dipahami oleh mahasiswa”*. From the utterance, the lecturer said sometimes using two languages intentionally and unintentionally. Intentionally for code switching and unintentionally for code mixing, it can explain the differences between code mixing and code switching in general.

*“Ya alasannya untuk membantu mahasiswa saat memahami materi tadi, soalnya kan kalau saya menjelaskan materi full Bahasa Inggris kan mahasiswa kadang nggak mudeng, jadi terkadang saya harus mengulangi dengan menggunakan Bahasa Indonesia. Tapi kalau untuk nge-mix bahasa tadi emang nggak ada tujuan sih, soalnya kan ya karena kebiasaan tadi seperti yang sudah saya jelaskan di awal tadi”*. From the utterance, the lecturer has a reason and factor in general why she using code mixing and code switching when teaching in the classroom, there is to make the students understand what the lecturer’s said.

*“Ya cuma biar lebih jelas aja. Sama membiasakan mahasiswa untuk mendengarkan penjelasan dosen dengan menggunakan Bahasa Inggris karena kan kuliahnya di jurusan Pendidikan Bahasa Inggris.”* From the

utterance, the lecturer also has a reason and factor why she using code mixing and code switching when teaching in the classroom, there is to make a habit for the students because the student's major is English Language Education. It means that lecturer used code switching is to make strengthen, to avoid misunderstanding and make sure student understand with her explanation. If the lecturer used two languages it can help the students to understand the lecturer's said, if the lecturer used full English the students will be confused because English was not their first language, so using code mixing and code switching can helped them.

## **B. Discussion**

In this section, the researcher describes the findings and their relationship to the theories in the previous chapter. The discussion is about code mixing and code switching used by the lecturer in the teaching 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 types of code mixing, the types of code switching, and the factors of using code mixing and code switching. When applying the types and factors of code mixing and code switching at the seventh semester of 7N Research on Translation class at UIN Raden Mas Said Surakarta, the findings showed the teaching learning process was done in the classroom, the lecturer as a bilingual speaker used two different languages during explain the material.

The researcher explained all the data that have been found in teaching learning process in the classroom by using Musyken's theory about three types of code mixing. From the data table 4.1 there were 147 utterances, 67 utterances included in insertion code mixing, 34 utterances included in alternation code mixing, and 46 utterances included in congruent lexicalization code mixing. Insertion is the dominant type of code mixing found by lecturer during teaching learning process in the classroom at the seventh semester of 7N Research on Translation class because the ability of the lecturer can use two languages (English-Indonesian) and the habit of the lecturer when teaching because she is the lecturer of English Language Education study program.

The researcher explained all the data that have been found in teaching learning process in the classroom by using Poplack's theory about three types of code switching. From table 4.2 there were the total of lecturer's utterances are 52 utterances including to the types of code switching, 14 utterances included tag code switching, 26 utterances included in intra-sentential code switching, 12 utterances included in intra-sentential code switching. For code switching the dominant type found by the lecturer is inter-sentential code switching because the lecturer needs to repeat the explanation to the students because the students do not understand if the lecturer speaks full English when give the material during the teaching learning process.

The researcher also explained the factors of the lecturer mix and switch the languages during teaching learning process in the classroom. The

researcher would analyze all of the data interview with Bhatia and Ritchie's theory and Hudson's theory. For code mixing, the factors were talking about participant roles and relationship, situational factors, message-intrinsic factors, and language attitude, dominance, and security. Whereas for code switching, the factors were talking about social factors, cultural factors and individual factors. Based on the factor by the lecturer above, then the researcher would combine and conclude the results by Bhatia and Ritchie's theory and Hudson's theory. The first factor why the lecturer mixed and switched the language is help the students in understanding the English material. The use of two languages is also very influential on students' interest in learning English. Especially when the lecturer explains the material about subtitling in many films and movies. Many examples of material are taken from the habits or culture of another countries, so most of students get difficulties to understand especially with foreign English vocabulary. Besides, by the use of two different languages, Indonesian and English the lecturer hopes that students can easily understand the material explained and also when giving assignments, the instructions must be clear because not all students can understand what the lecturer's mean.

Using mother language in teaching learning process helped the students and the lecturer. It helped the students to understand what lecturer said and it helped the lecturer to deliver the material. The lecturer can mix and switch the language into students' mother language. The students are easy to understand if the lecturer used two languages in teaching learning process. In



this research, the lecturer mixed and switched language from English into Indonesian language. The lecturer used code mixing and code switching to avoid misunderstanding and make sure the students understand what her said. The lecturer also acknowledged that it is easier to transfer materials by switching the languages. For the students, it helped them to understand what the lecturer's said. It means that use of code mixing and code switching in 7N Research on Translation class could help the lecturer and students to produce more speech and conversation in teaching learning process.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter dealing with the conclusion to answer the problem statement formulated in Chapter I and the suggestion related to the implementation and findings of the research. The conclusion summarizes and answers the formulation of the problems while the suggestion proposes the further research that may be carried out for the practical and any purposes.

#### **A. Conclusions**

Based on the findings and discussion in the previous chapter, the researcher concluded the result based on the researcher questions, as follows: The types of code mixing that is found by the lecturer in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta. The result of this study showed that there were three types of code mixing that is found by lecturer during teaching learning process in the classroom, there were insertion, alternation and congruent lexicalization. Insertion code mixing was the dominant type of code mixing, there were 67 utterances. Meanwhile for the alternation code mixing there were 34 utterances and 46 utterances included congruent lexicalization code mixing.

The types of code switching that is produced by the lecturer in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta. The result of this study showed that there were three types of code switching that is produced by lecturer during teaching learning process, there

were tag code switching, inter-sentential, and intra-sentential. Inter-sentential code switching was the dominant type of code switching, there were 26 utterances. Meanwhile for tag code switching there were 14 utterances and 12 utterances included intra-sentential code switching.

The factors do the lecturer have to produce code mixing and code switching in 7N Research on Translation class of English Education at UIN Raden Mas Said Surakarta. The result of this study showed that there were four factors of using code mixing and three factors of using code switching that is produced by lecturer during teaching learning process, there were participant roles and relationship, situational factors, message-intrinsic factors, and language attitude, dominance, and security. Message-intrinsic factors was the dominant factor of code mixing, there were 93 utterances. Meanwhile for participant roles and relationship there were 4 utterances, for situational factors there were 50 utterances and no factor included language attitude, dominance, and security. Besides, the three factors of using code switching there were social factors, cultural factors, and individual factors. Social factors were the dominant factor of code switching, there were 34 utterances. Meanwhile for cultural factors there were 3 utterances, and 14 utterances included individual factors.

Based on the result of interviewing, the researcher was found the lecturer's factors to mix and switch her language based on Bhatia and Ritchie's theory and Hudson's theory are the intention of message-intrinsic and social factors. The used of two different languages it can help the students to understand the material and the instruction during learning process and minimalize the misunderstanding

of the lecturer's mean and is the students understand the material then they will ask to the lecturer which they do not understand.

## **B. Suggestions**

Based on the conclusions and the implications, some suggestions were proposed to somebody as follows:

### 1. Students

The results of this research gave the student knowledge about theory and types of code mixing and code switching that is produced by lecturer. By understanding the theory and types of code mixing and code switching, the students can avoid the misunderstanding in interpreting what the lecturer means and also can help the students on speaking practice by using code mixing and code switching when students try to speak English fluently. Therefore, the researcher hopes the students open their mind about how important to study about linguistic especially in code mixing and code switching, to help them on mastering many skills in learning English.

### 2. English lecturers

This research is expected to give English lecturers an insight about types of code mixing and code switching. It makes the English lecturer optimally and more aware in choosing the strategy when using code mixing and code switching to get the students understanding during the teaching learning process in the classroom. Therefore, the

teaching learning process would be fun for the lecturer and students because in this situation students often feel bored.

### 3. Other researchers

To the next researchers who wanted to conduct the research about code mixing and code switching, using a different method and theory of analysis to get more accurate findings. It could add more reference to make this study better and perfect. Besides, the researcher hoped that other researcher is interested in analyzing linguistic in other classification.

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## APPENDIX 1 (VALIDATION SHEET)

### VALIDATION SHEET

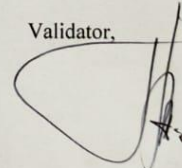
This thesis data entitled "Lecturer's Code-Mixing and Code-Switching as Reflected in "7N Research on Translation" Class in Seventh Semester of English Language Education at UIN Raden Mas Said Surakarta in The Academic Years of 2022/2023", has been checked and validated by Dwi Cahyono, M. Pd in:

Day : Wednesday

Date : June 7<sup>th</sup> 2023

Sukoharjo, June 7<sup>th</sup> 2023

Validator,

A handwritten signature in black ink, appearing to be 'Dwi Cahyono', written over a horizontal line.

Dwi Cahyono, M. Pd

## **APPENDIX 2 (Transcription of The Data Recordings)**

### **MEETING 1**

Day/Date : Thursday/3<sup>rd</sup> November 2022

Time/Place : 13.00-14.40/UIN Raden Mas Said Surakarta

Class : 7N Research on Translation

Lecturer : Ikke Dewi Pratama, SS., M.Hum.

Lecturer: The materials about translation. Before that, I want to review the assignment on Mid Semester test you have submitted, ya? Is there any problem while finishing this task? Ada masalah nggak?

Students: Bingung

Lecturer: Bingung, ya? Kalau bingung silahkan ditanyakan. Bingungnya dimana mbak Rosi? Rosi ya?

Rosi: Bingung pada menilai

Lecturer: Menilainya. Ini memang subjektif ya temen-temen ya. Makanya kan sebenarnya dalam menilai kualitas terjemahan itu rater-nya ada berapa harusnya?

Students: tiga

Lecturer: Nah tiga. Jadi itu memang harusnya tiga. Jadi untuk mengurangi subjektivitas. Karena when we have to assess the translation quality, there would be subjectivity among the raters. That's why we need more than one rater, but because this is only a practice for you, karena ini cuma latihan makanya oke lah yang menilai satu orang aja. Bingungnya berarti disini ya mbak Rosi? Kalau perhitungannya sudah paham? Yang lain ada yang bingung lagi nggak selain mbak Rosi?

Habib: nomernya tu, jumlahnya tu, yang kita nilai accuracy-nya tu ditentukan nggak sih Miss?

Lecturer: Maksudnya?

Habib: misalnya satu sampai berapa gitu?

Lecturer: Oh nggak dong. Kan kemarin kalian mengambil sendiri-sendiri datanya to kayaknya?

Students: iya. Kalau kayak gitu ada standarnya nggak Miss? Jumlahnya?

Lecturer: Jumlah terms-nya to yang dinilai to?

Students: iya.

Lecturer: Kemarin itu kan, ini kan nyambung ke tugas yang sebelumnya ya. Tugasnya kan menganalisis subtitling, eh kok subtitling, translation strategies-nya, cultural terms-nya ya? Nah ini harusnya fokusnya ke cultural terms-nya ya? Atau semua? Ada yang miss kah? Coba sek kemarin pertanyaanku piye?

Students: cultural terms Miss.

Lecturer: Nah berarti yang diambil cultural terms-nya tok. It means that the data, datamu are not every single sentences on the text, but only the cultural terms.

Students: Iya paham

Lecturer: Lakukan penelitian pada istilah-istilah budaya. Nah istilah-istilah budaya berarti datanya adalah istilah-istilah budaya. Nah mengenai jumlahnya, misalnya mas Habib nemunya sepuluh, tapi ternyata mas Ilham nemunya lima belas. Nah itu berarti caramu mengambil data, ya ada beberapa istilah yang menurut mas Ilham tu cultural terms tapi menurut mas Habib bukan, paham ya? Nah itu berarti harusnya, harusnya dibenarkan dulu dong, ya nggak? Tapi karena ini latihan nggak papa. Maksudnya only just one practice for you, it's okay.

Pernah dengar data validation? Data yang kalian peroleh itu harusnya divalidasi temen-temen. Ini untuk segala jenis penelitian. Nggak cuma penelitian terjemahan tok. Itu yang harusnya nanti kalau bener-bener melakukan penelitian, penelitian

apapun itu, datamu itu sebaiknya divalidasi untuk memastikan benar po ra to iki datane.

Kalau di kuantitatif reliable, kalau kualitatif trustworthed misalnya. Apa sudah terpercaya, sudah valid, bisa dilanjutkan ke tahap berikutnya yaitu analisis kualitatif. Tapi karena ini masih latihan, that's okay. Kalau penelitian-penelitian lain gimana? Yo podo wae asline, sama. Di dalam penelitian apa, penelitian teaching misalnya, you probably you analyze about teacher's strategy in teaching speaking. Kamu udah nemu nih, ini dataku. Datanya adalah berarti kan aktivitas pembelajaran di kelas to, yang dilakukan gurunya di kelas, nah itu kamu list, terus kamu klasifikasikan kalau ini termasuk apa game misalnya, kalau ini strategy nya termasuk opo jenenge role play misalnya dan segala macam, sudah dapet. Itu divalidasi dulu sama validator tadi, mana yang kamu masukkan. You do not need to worry about, kok jumlahku kok beda ya sama temanku, misalnya. Karena memang tidak ada tahap validasi disini.

Kayaknya kita sudah bahas ini deh waktu membahas tentang product oriented sebelum PLP 3. Heh kok bunyi terus gimana ini, Sudah tak silent loh. Ini nih, kemarin kan pakai ini to nilainya? Nah Jadi nilai 3 2 1 ini kan hanya mewakili ya. Mewakili akurat, kurang akurat, tidak akurat. Akurat itu yang bagaimana? Nah kalau kamu bingung ya rujuklah pada parameter yang ada disini. Baca parameternya. Kalau misalnya kita merujuk accuracy nih. Nilainya berapa ya, 3 2 atau 1? Kalau 3 kan mesti ono bedane to. Kalau 3 itu pokoake akurat, benar maknanya, di source text dengan target text itu sama persis, plek, tidak ada distorsi makna. Distorsi itu apa?

Students: perubahan

Lecturer: Perubahan atau penghilangan makna, tidak ada sama sekali. But when we talk about less accurat, most, most of the word, most of phrase or the sentences probably, are translated accurately. Sebagian besar itu diterjemahkan akurat tapi masih ada makna yang hilang, makna yang menyimpang. Nah kalau tidak akurat itu bener-bener makna di source text sama target text, apa? kalau tidak akurat?

Students: Beda

Lecturer: Beda. Seratus persen berbeda itu dikasih nilai 1. Makanya kalau kasih nilai itu hati-hati ya temen-temen ya. Jangan-jangan maknanya cuma ada 1 kata yang hilang misalnya, terus kamu artikan nilainya 1, itu jangan. And then we talk about acceptability, and as actually the same. ya. Acceptability itu pokoknya terjemahannya luwes, gak kaku. Kalau baca terjemahan itu kaku, kerasa banget itu terjemahan. Nah kalau alamiah berarti nilainya 3, sesuai dengan EYD, EYD-nya sama, maksudnya sesuai. Kalau nulis di- ditambah tempat itu misalnya, kamu digabung apa dipisah?

Students: Dipisah

Lecturer: Harusnya dipisah. Contoh ya, di- terus nama tempat kok disambung, nah itu kan berarti salah. Nah itu kurang berterima, paham ya? Atau nama orang pakaiannya huruf kecil, nah itu salah juga to? Harusnya nama orang besar. Nama kota kok huruf kecil, nah salah lagi.

Nah kata seperti itu kan remeh tapi penting banget. Titik koma. kakak kelasmu kemarin nyusun skripsi bahasa inggrisnya tuh bagus tapi titik komanya nggak karuan. Kalimat panjang, satu paragraf itu udah nggak sadar titik nya itu nggak pas, koma nya juga nggak pas. Nah itu kan sepele tapi bisa mempengaruhi. Nah ini kalau keberterimaan. Kalau keterbacaan, terbaca itu bukan sekedar kamu bisa baca ya. Tapi paham atau enggak, kalau sekali baca paham berarti nilainya 3. Kalau baca harus lebih dari sekali baru paham, nilainya 2. Kalau mbok baca berkali-kali tetep nggak paham berarti nilainya 1. Itu, jadi kembali ke parameter tadi.

Nah, terus mbak Rosi ada pertanyaan? Saya juga sering jadi rater, dan I feel same thing gitu ya when students ask me to be a rater saya juga sering dilemma di menilai. Kadang saya harus buka kamus, kalau nonton film ya film e tak tonton, kayak gitu. Jadi memang susah, nggak sekedar ngasih 3 2 1. Then, yang perlu saya garis bawah ini, kalau kalian kan sudah bisa ngitung mean score ya? misalnya 2,7 ini apa yang kalian dapatkan disini nilai 2,7? Maksud saya 2,7 ini artinya apa?

Students: Bagus

Lecturer: Mosok bagus. Kan kalau kualitatif itu nggak boleh bilang bagus. Bagus itu apanya yang bagus kalau cukup apanya yang cukup. Nah menunjukkan 2,7 it means that the translation about cultural terms in this text belongs to accurate translation. 2,7 itu akurat ya, kan lebih dekat dengan 3 to, jadi 2,7 itu akurat. Ini harusnya di bagian conclusion dijelaskan ini. Nah jadi nggak sekedar seperti ini, sama ya. kan wis mbok itung rerata nya, ketemu 3,1. Misalnya sudah dihitung terus ada skor rerata itu harus diinterpretasikan, that is qualitative. Kualitatif itu kalau pakai angka, kalian kan dulu selalu berkata bahwa kalau kuantitatif itu pakai angka kalau kualitatif nggak pakai angka to. Tapi sebenarnya kualitatif itu bisa menggunakan angka, cuman kita harus bisa menginterpretasikan angka itu berarti apa. Saya baru buka beberapa saja, kalau sudah tidak ada pertanyaan, kita bisa move ke yang berikutnya. Any question?

Students: Not yet

Lecturer: Nah sekarang kita mau beralih ke penilaian kualitas terjemahan tapi untuk subtitle. The FAR model for assessing the quality of interlingual subtitling. Nah sebelum kemana-mana, saya jelaskan dulu about what it this. In today discussion, we are talking about FAR, FAR here it means singkatan ya temen-temen, bukan jauh ya. Ini nama teori, nama teorinya FAR. FAR nanti ada singkatannya. Nah FAR model itu apa? FAR model ini adalah sebuah model penilaian kualitas subtitle interlingual. You know what interlingual subtitle is? Kalau interlingual berarti how many languages? Two ya, it means for two different languages. Memangnya ada penerjemahan yang hanya melibatkan satu bahasa. Ada nggak?

Students: Ada. Buat orang bisu

Lecturer: Iya, buat tunarungu ya. Kok bisu. Buat tunarungu tu intralingual subtitle. Pernah dengar nggak namanya apa buat tunarungu? Subtitle for the deaf and hard of hearing. Biasanya dia intralingual, kalau diluar negeri ya, jadi ini konteksnya yang nulis kan si Jan Pedersen ini kan orang luar ya bukan orang Indonesia. Di luar negeri itu banyak tayangan yang sudah, tayangan apapun itu dibawahnya sudah ada subtitle untuk the deaf and hard of hearing. Nggak kayak di Indonesia kan belum ramah ya

sepertinya untuk kaum tunarungu. Misalnya saja berita, siaran berita di UK biasanya. Siaran beritanya live saat itu juga, langsung dimunculkan subtitlenya untuk tunarungu, paham ya? When we talk about quality translation temen-temen, sebenarnya fokus kita itu in the process or in the product?

Students: Product

Lecturer: In the product ya, but actually in business world, some practice, beberapa praktisi itu mengatakan bahwa the process of translation itu mempengaruhi bagaimana kualitas sebuah terjemahan. Jadi kalau proses itu baik, pasti produknya akan baik. Tapi beberapa yang lain itu yakin bahwa sebenarnya yang terakhir dilihat atau dinikmati sama pengguna terjemahan itu kan yo produknya to. So we don't care about the process, ya nggak? Kalau kamu nonton film itu apa peduli amat gitu yang nerjemahin harus si ini gitu, enggak? Padahal kita aja nggak kenal ya. Penerjemah itu kan tidak terkenal seperti penulis aslinya to?

Students: Enggak.

Lecturer: Ya makanya we don't care about the process. Sama dengan subtitle. Kalau kita nonton subtitle film bajakan itu. Bahkan kita ngambil subtitle bajakan wis pokok e bintang e apik kita download, ya kan? kita nikmati terjemahannya. Nah so we don't care about the process. Jadi it is actually about the product. Nah when we talk about translation quality assessment, translation quality assessment atau TQA itu penilaian kualitas terjemahan. Itu ada yang sudah kita pelajari, ada general TQA yang tadi yang 3 2 1 yang accuracy acceptability dan readability, nah itu general TQA, nah itu buat apa temen-temen? Untuk menilai terjemahan yang bentuknya seperti apa?

Students: tulis

Lecturer: Terjemahan tulis, written text, Nababan itu mengatakan bahasanya harus dan Inggris ke Indonesia. Nah itu general TQA. Sementara kalau subtitle kita nggak bisa pakai yang tadi. Alesannya kenapa? karena ada banyak ketentuan teknis dalam subtitle. Sedangkan di model tadi, yang 3 2 1 tadi apa mengatur ketentuan-ketentuan teknis itu?

Students: Enggak

Lecturer: Enggak kan. Nah makanya kita nggak bisa pakai yang general. Jadi alasan yang lebih lengkapnya why not using the general TGA: general translation quality assessment models when applied to subtitling itu difficult to adapt to the special conditions of the medium. Maksudnya banyak keterbatasan teknis yang tidak ada di TQA general tadi. Sementara subtitle itu involves the use of polysemiotic features, kebutuhan dialognya, disitu ada moving pictures, ada gesture, ada tone dan intonations dan sebagainya. Ada aturannya to? Kalau misalnya orangnya lagi marah terus ngomongnya diucapkan berkali-kali misalnya “go go go go” ya nggak perlu terjemahannya “pergi pergi pergi pergi” enggak kan? Karena sekali aja misalnya pergi dikasih tanda seru, kita sudah tahu oh orangnya lagi marah karena ada?

Students: Tanda seru

Lecturer: Tanda seru dan ada gambar e, visual e ya. So that is subtitle. General translation quality assessment models often see omissions and paraphrase as errors, sementara condensations is mostly used in subtitle.

Gini, kalau di dalam penilaian kualitas terjemahan yang general tadi kalian masih ingat ada distorsi makna? Penghilangan itu sering disebut kesalahan, mengurangi nilai keakuratan, ya kan? Kalau ada distorsi makna nilainya 2 to tadi? Kalau maknanya tidak akurat sama sekali nilainya 1. Jadi penghilangan itu sering dianggap sebagai eror kalau di terjemahan tulis. Sementara di subtitle, banyak yang dihilangkan nggak?

Students: Iya banyak

Lecturer: Condensation namanya strateginya kalau di dalam subtitle, namanya condensation kenapa kok banyak yang dihilangkan?

Student: Biar pas sama anu

Lecturer: Biar pas, biar nggak kepanjangan. Subtitle itu akurat banget saking akurat e sak layar kebak subtitle mu. Bisa dibaca nggak?



Students: Enggak

Lecturer: Enggak kebaca say. Nah karena ada batasannya, batasan-batasan itu kan dibuat udah pakai penelitian. Satu detik oh bisa kebaca berapa karakter sih, itu sudah ada itungannya to? Tinggal kamu mau pakai standar apa. Jadi itu. Malah justru kalau di subtitle itu banyak yang dihilangkan. Nah ada juga model penilaian kualitas subtitle, ya. Ada the NER model dan ada the FAR model. The NER model itu yang intralingual subtitle. Kalau intralingual berarti tadi buat apa?

Student: Buat orang yang tunarungu

Lecturer: Buat orang yang tunarungu atau disebut dengan? Namanya SDH temen-temen, Subtitle for the Deaf and Hard of Hearing. Nah kalau kita mau menilai kualitas terjemahan SDH yang melibatkan satu bahasa saja, kita pakai the NER model. Ini kita tidak pelajari ya di kelas ini karena kita kan menerjemahkan dua bahasa yang berbeda. Kalau melibatkan dua bahasa yang berbeda, bukan SDH, kita pakainya the FAR model. Nah ini sebenarnya si Pedersen yang bikin model itu dia menamai nya FAR ini kebalikannya NER, near, artinya apa?

Students: Dekat

Lecturer: Dekat karena melibatkan hanya satu Bahasa. Sementara FAR itu ada singkatannya tapi secara filosofi itu FAR melibatkan dua bahasa yang berbeda to, berarti kan jauh, paham ya? Nah in the NER model ini. What is the NER model? It is a model of subtitling quality assessment used to assess the quality of intralingual SDH. Can we use the NER model to assess standard subtitling? Nggak bisa ya, kita pakai the NER model buat menilai kualitas terjemahan untuk orang yang tidak tunarungu? tidak bisa, kenapa? Ya bentuk subtitle e aja wis beda. SDH ada dalam kurungnya ini biasanya ya.

Sekarang kan banyak tayangan di Instagram yang ada subtitlenya. Misalnya punya nya Najwa Shihab itu, Narasi Room, akunnya Najwa Shihab yang Narasi Room. Dia itu sering upload berita di *Instagram* ya. Ada audionya, ada naratornya, tapi postingannya ada subtitlenya juga. Jadi intralingual dan juga SDH. Nah jadi yang

dikatakan narator itu tertulis. Itu membantu ketika kita pengen scroll tapi nggak pakai suara, paham nggak? Misalnya saya lagi nidurin anak saya sambil main hp, hpnya tak silent, tapi saya masih bisa mengikuti beritanya. Jadi kayak saya merasakan jadi orang tunarungu.

Orang tunarungu kalau nonton film atau nonton acara, mesti apapun itu, audiovisual apapun kan hanya bisa melihat, tidak bisa mendengar. Bisa dibayangkan ya kalau tidak ada SDH ini. Misalnya ini ada lagu "(SINGING) Lay me down by the old oak tree" ini lagu, coba kalau nggak ada tulisan singing ini, si tunarungu nya nggak terbayang kan kalau lagi nyanyi?

Students: Iya

Lecturer: Atau Ini "(Female narator)" berarti yang berkata adalah seorang narator perempuan ya. Kalau nggak ada female narator disini, tunarungu nggak akan tahu. Ada suara telpon misalnya ning nggon film kae sering ada suara telpon. kalau nggak ada font ringing di subtitlenya tunarungu tidak akan mengerti kalau ada suara telfon. Jadi bayangkan, SDH itu sebenarnya penting tapi di bioskop kan nggak SDH to. Saya sudah tiga tahun tidak ke bioskop. Tapi sampai sekarang belum SDH ya?

Student: kayaknya belum miss

Lecturer: Nah baru kalau kita mau menilai kualitas terjemahan yang interlingual subtitle, standard subtitle, kite pakai yang the FAR model. FAR model ini assess subtitle quality in three areas. Menilai kualitas terjemahan film subtitle itu dalam tiga area. Saya tadi bilang F A dan R.

F nya adalah Functional equivalence. What is mean by Functional equivalence? Intinya Functional equivalence itu adalah do the subtitles convey speaker meaning? Kemudian ada Acceptability, do the subtitles sound correct and natural in the target language? and Readability, can the subtitles be read in a fluent and nonintrusive way? Misalkan subtitle itu dibaca dengan lancar tanpa adanya gangguan. Mirip ya sama accuracy, acceptability, readability. Accuracy kan sebenarnya sama dengan functional equivalence. Tapi di subtitle nanti lebih rinci. Nah kalian tugasnya habis ini

membaca. Kemudian acceptability mirip dengan acceptability yang tadi, sementara kalau readability disini lebih kompleks. Kalau readability teks tertulis itu tinggal membacanya paham apa enggak. Tapi kalau readability disini itu ada gangguan nggak ketika membaca. Misalnya kalau kamu download subtitle bajakan, nah sudah jalan subtitlenya terus kalian pause karena belum kebaca sudah ilang, berarti kan itu readability nya rendah ya, ya nggak? Walaupun terjemahannya itu bagus tapi kalau kalian harus mengulang lagi itu kan berarti readability nya rendah.

Kalian udah download aplikasi *prime video* belum? Di *prime video* itu subtitlenya gangguan. Subtitle nya tu gedhi-gedhi temen-temen, kayaknya dia belum belajar subtitle. Jadi subtitle nya itu besar-besar, nggak nyaman kalau dibaca.

Ini nggak usah next aja.

Contract of Illusion in Subtitle. Coba kalau kamu nonton film yang ada interlingual subtitle nya itu capek nggak? temen-temen kalau nonton film atau tayangan apapun yang ada subtitle nya itu capek nggak?

Students: Capek

Lecturer: Capek? Pernahkah kamu berpikir bahwa capek banget ya aku nonton film yang ada subtitle nya, pernah?

Students: Enggak

Lecturer: Keluar dari bioskop tu lelah, capek banget, pernah kayak gitu?

Students: Tidak

Lecturer: Enggak kan. Kecuali kalau subtitlenya readabilitynya rendah, itu subtitle nggak resmi, kamu harus pause play lagi pause lagi play lagi itu capek. Itu capek mergo terjemahane elek. Maksud saya kalau nonton di tv terus ada subtitle emang kita capek ya, enggak kan ya. Karena apa? It is contract of illusion temen-temen, otomatis kalau ada subtitle itu dibaca sesuatu yang otomatis dan tidak akan membuat

kita lelah. Nah contract of illusion di dalam subtitle itu juga berarti bahwa viewers itu berpendapat bahwa the subtitles are the actual dialogue, which in fact they are not.

## **MEETING 2**

Day/Date : Friday/4<sup>th</sup> November 2022

Time/Place : 10.20-12.00/UIN Raden Mas Said Surakarta

Class : 7N Research on Translation

Lecturer : Ikke Dewi Pratama, SS., M.Hum.

Lecturer: Nanti kita tanya satu-satu, kan tidak serumit model TQA yang kemarin sebenarnya, cuman artikelnnya bahasa Inggris gitu ya. Jadi dia bikin susah. Kita lanjutin ya jadi kemarin we have learn about the FAR model. Do you still remember the FAR model buat apa?

Students: Buat Subtitle

Lecturer: Iya buat subtitle tu buat apa? buat menilai kualitas interlingual subtitle. Interlingual ya, interlingual subtitle itu yang apa?

Students: melibatkan dua bahasa

Lecturer: Ayo hpnya dimasukin tas dulu. Melibatkan dua bahasa, kalau kemarin ada subtitle yang melibatkan cuma satu bahasa, namanya apa?

Students: SDH

Lecturer: SDH atau?

Students: Intralingual

Lecturer: Intralingual subtitle, itu untuk kaum?

Students: the deaf

Lecturer: The deaf and hard of hearing. Kalau subtitle SDH bisa nggak dinilai dengan the FAR model?

Students: Tidak, pakai NER

Lecturer: Tidak bisa, pakainya the NER model. Kita tidak belajar the NER model, di kelas ini belajarnya yang the FAR model. Kemarin sudah sampai nah sini ya. The FAR model contains three aspects, yang pertama adalah functional equivalence. functional equivalence dibagi lagi nggak?

Students: Iya

Lecturer: Iya. Jadi berapa?

Students: Dua

Lecturer: Dua. apa dan apa?

Students: Semantic dan stylistic

Lecturer: Kemudian A nya adalah?

Students: Acceptability

Lecturer: Acceptability dibagi berapa?

Students: Tiga

Lecturer: Tiga, apa saja?

Students: Grammar, spelling dan idiomaticity.

Lecturer: Yang terakhir adalah?

Students: Readability

Lecturer: Dibagi berapa?

Students: Tiga

Lecturer: Tiga, apa saja?

Students: segmentation and spotting, punctuation and graphic, reading speed and line length.

Lecturer: Ini ya pembagiannya. Dia lebih rinci daripada general translation quality assessment. Karena memang kalau subtitle itu kan melibatkan faktor teknis. Jadi memang pembagiannya lebih banyak. Kalau kemarin kan accuracy yaudah accuracy aja, iya kan? Acceptability yo wes acceptability tok, readability yo readability tok. Kalau the FAR model subtitle nggak bisa, readability misalnya. Readability nya kan tergantung sama segmentation. Segmentation itu misalnya dua baris itu mbagi dua nya kan harus pas ya misalnya "aku akan menghancurkan kota ini", "aku akan menghancurkan kota", terus baris dua nya "ini" itu bener apa salah? Salah. Harusnya ya aku akan menghancurkan, kalau mau dijadikan dua ya "kota ini" nya di bawah. Nggak boleh sembarangan to misahnya atau motongnya jadi dua baris itu. That is segmentation and spotting. Reading speed and line length. Reading speed itu kecepatan membacanya, dia munculnya pas nggak, sesuai aturan nggak, atau terlalu lama terlalu cepet munculnya ya tidak akan bisa dibaca oleh penonton. Line length, kepanjangan nggak. Apa ya panjang selayar, itu dilihat aga udah nggak enak kan, apalagi kita mau membaca. So that's why dia pembagiannya lebih banyak.

Yang sudah kalian baca, bagaimana cara menilai dengan the FAR model ini, coba saya mau tanya sama mbak Meylan, cara nilainya gimana? pakai apa? dari hasilmu membaca?

Student: kemarin baru membaca pembagiannya aja Miss.

Lecturer: Oh baru pembagian e tok, ada yang sudah baca cara menilainya pakainya apa? Ini yang terjadi ketika kalian itu menulis skripsi ya. Disuruh mbaca kui jan ora gelem mahasiswa moco, padahal ketika kalian tidak baca tu kalian nggak paham. Teorinya apa mbak, teorinya pakai Richard Miss. Wis diwoco Richard e? Belum saya bacanya di skripsinya orang. La skripsi nya orang itu interpretasi dari berapa orang, jadi wis nggak asli. Padahal barange sing kudu diwoco kui ada di depan mata dan

kamu kan bisa baca Inggris, kenapa tidak mencoba paling ora mau di google translate gitu to. Jadi kalian tu bisa belajar membaca.

Kayak gini ni nggak cuma the problems of aku males kuliah, sesuk yo dijelaske meneh, bukan gitu, biasakan membaca. Yakinlah kalau kita nulis skripsi, otakmu tuh kosong, nggak ada bahan apapun yang harus kamu tulis, kamu nggak pernah mbaca, yo rak ono sing mbok ketik. Yakin, koe arep nulis opo? wong koe biasane nulise story ning WA. tidak butuh bacaan, story di WA kan ora mboseni. Apa yang kamu tulis di skripsi? Saya tidak bisa mengatakan apapun karena saya bingung harus bercerita apa, ngono ning skripsi? Nggak bisa, Baca! Membaca! Nah kalo nggak baca nggak dapet temen-temen. Wong hasil akhirnya itu kamu harus bikin skripsi kok.

Skripsi itu kumpulan dari pendapat berbagai beberapa ahli, puluhan, puluhan berarti moco bukune wis puluhan. Kalau dikasih jurnal itu orasah diwoco kabeh, baca yang penting penting aja, nggak usah semua. Ayok siapa yang tahu cara menilainya? pakai apa?

Student: Penalty point Miss.

Lecturer: Iya, seharusnya penalty point, good. Penalty point nya seperti apa mbak Bulan?

Student: Minor, standard, serious

Lecturer: Okey, there are minor, standard and serious. Ini apa sih yang minor standard sama serious tuh apanya? Yang dikasih penalty tuh kalau apa?

Student: kalau salah.

Lecturer: Nah kalau salah, good. The FAR model itu an error analysis. Berarti dinilai kalau ada yang salah. Kalau udah bener dikasih nilai apa enggak?

Students: Enggak.

Lecturer: Enggak, karena dia error analysis, menganalisis kesalahan. Nek ono sing salah lagi di keki biji, nek bener biarkan itu sudah bener. La terus buat apa miss?

Sehingga si Pedersen ini bikin ini tuh maksudnya adalah kalau menilai kualitas terjemahan yang salah-salah itu bisa menjadi rujukan buat para pembuat subtitle untuk merevisi subtitle nya. Oh sing salah bagian iki, yo dibenerkan. Yang udah bener jangan di otak atik lagi. Paham maksud saya?

Kalau yang TQA yang Nababan itu sudah bener aja kan ada nilainya, ya to? Akurat itu tiga, acceptable tiga, readable tiga, ya kan? karena dia bukan error analysis, ya. Tapi kalau FAR model itu berdasarkan error analysis.

Then penalty score ada minor ada standard ada serious, ya. Eh kuwalik ya sepertinya teman-teman. Ada penalty score, penalty score nya minor, minor itu berarti yang salahnya?

Student: Kecil

Lecturer: Sedikit kalau standard ya lebih diatasnya, kalau serious tuh berarti salah banget ya. Nah nilainya tidak 3 2 1 tapi dia bikinnya 0,25 0,5 sama 1. Secara umum ini ya, tapi nanti ada perbedaan sedikit ketika di semantic. Nah tadi saya bilang parameter kualitatif nya dia lebih mudah ya karena cuma satu sebenarnya parameter kualitatifnya, kalau TQA yang general yang kemarin itu tiga kalo accurate ada parameternya sendiri, tiga kalau acceptable ada parameternya sendiri, iya kan?

Students: Iya.

Lecturer: Nah kalau ini itu jadi satu minor, standard, serious. 0,25, minor error itu yang seperti apa? the subtitle might go unnoticed, jadi salahnya itu nggak disadari, kecuali kamu bener-bener memperhatikan. Jadi ada salahnya tapi nggak disadari, unnoticed. And only break the illusion if the viewers are attentive, kecuali kalau prnonton itu bener-bener memperhatikan. Karena subtitle itu sepiro to muncule opo sak jam, enggak to, sekian detik kan. Jadi ada yang salah tapi that's okay. Kemudian salah tapi masih okey lah nggak papa nggak sadar

Kalau standard nilainya 0,5, those that are likely to break the content and ruin the subtitle for most viewers. Jadi salahnya itu disadari, jadi kita harus oh salah nih



although we don't know the source language, padahal kita nggak tahu bahasa aslinya tapi viewersnya itu sadar kalau salah.

Nah kalau serious nilainya 1 itu yang seperti apa? affect the viewers comprehension not only for that subtitle, but also either because of misinformation, or by being so blatant that it takes a while for the user to let go of it and resume automated reading of subtitles. Ini tuh bener-bener mempengaruhi pemahaman kita terhadap film tersebut atau tayangan tersebut. Jadi salahnya itu sampai mempengaruhi pemahaman kita terhadap filmnya, terhadap karakter yang ada disitu, itu berpengaruh, paham? Contohnya dulu saya pernah nonton Spiderman sing home coming ya. Tapi pas masih awal-awal gitu, jadi pas masih yang rame-rame itu. Spidermen yang home coming bukan ya? yang dia pindah-pindah ke negara-negara di Eropa itu loh.

Student: Far from home.

Lecturer: Hoo Far from home. Jadi dia ke Inggris tiba-tiba sampai Jerman. La pas dia ke Inggris, itu kan Great Britain itu terjemahane opo?

Student: Britannia raya

Lecturer: Britannia raya ya harusnya terjemahannya ya. Kok termahannya britania hebat. Itu di bioskop lo Jadi kayak, kok aneh gitu lo. Nah itu menurut kalian minor, standard apa serious?

Students: Serious.

Lecturer: Serious, Karna nama tempat sampai salah jadi harusnya britania raya oh di Eropa nih mainnya, piknik ke Eropa nih kok jadi britania hebat, piknik kemana sih sebenarnya gitu. Pemahamannya jadi berubah, itu serious. Dan kalau kita ada waktu untuk pause, kita pause, go back menit sebelumnya. La tapi kalau di bioskop nggak bisa. Oh ada yang seperti itu ya namanya human errors ternyata masih ada. Bedanya paham? Ini juga subjektif ya tiap orang merasakan hal yang berbeda ya. Tapi kalau yang serious kayak tadi ya saya rasa kerasa banget bedanya. Jadi nilainya 0,25,0,5, Sama 1. Sampai sini bisa dipahami?

Students: Bisa

Lecturer: Jadi temen-temen nanti menilainya functional equivalence, acceptability, readability dan semua aspek dibawahnya itu pakai penalty score ini. Kecuali ketika nanti kita berbicara tentang semantic, kalau semantic agak berbeda sedikit nanti kita jelaskan di belakang. Lanjut ya kita bahas satu-satu dulu tentang yang F = Functional equivalence. Kalau kalian menerjemahkan subtitle itu yang kamu tuliskan what is said atau what is meant?

Student: Apa yang dimaksud.

Lecturer: Kalau Mbak Nisa apa yang dimaksud, kenapa?

Student: karena biar paham miss

Lecturer: What about the accuracy kalau gitu? yang lain gimana, kalau mas Ilham apa?

Student: kalau saya lebih be what is said.

Lecturer: kenapa?

Student: karena lebih enak.

Lecturer: Tapi apa nggak kepanjangan?

Student: Enggak, sama aja.

Lecturer: Sama aja? tenane? what is said ya. Kalau mas Habib?

Student: What is said.

Lecturer: What is said juga, kepangangen nggak? Kalau kamu what is said terus disingkat kan akhirnya jadi what is meant, iya nggak?

Student: Iya.

Lecturer: Jadi idealnya a subtitle would convey both what is said and what is meant. If neither what is said nor what is meant is rendered, the result would be an obvious

error. Kalau nggak ada dua-duanya berarti subtitlenya jelas salah. If only what is meant is conveyed, this is not an error, kalau yang dituliskan adalah what is meant saja itu bukan error. Karena penerjemahan itu opo bentuk e kudu podo to, bentuk lo ya, yang harus sama itu bentuknya apa maknanya?

Students: Maknanya

Lecturer: Berarti sebenarnya what is meant, kalau bisa dua-duanya itu bagus, tapi kalau harus ada yang dikorbankan maka korbankanlah what is said. It is just standard subtitling practice, ini subtitling practice yang standar justru seperti itu. Tuliskan yang dimaksud, bukan yang dikatakan. And could be preferred to verbatim renderings ya. Dibandingkan dengan menerjemahkan secara literal.

Nah kalau yang dikatakan mas Ilham tadi what is said itu ditakutkan too long ya, that would be counted as an error too, malah justru dianggap error, because that would be misleading. Kadang-kadang kita mengatakan sesuatu itu apa yang kita maksudkan itu tidak sama dengan apa yang kita katakan ya nggak?

Student: Iya.

Lecturer: Contohnya apa? Ini pragmatic. Tetangamu lewat terus kamu tanya ten pundi buk? do you really want to know where is she going?

Students: Enggak.

Lecturer: Enggak kan. Tetangga saya itu kalau lewat di jam-jam jemput anak, saya juga "eh mbak metuk?" dia jawab hoooh. Padahal barkui dia nggak metuk anake, jadi yang diterjemahkan itu ya what is meant. Coba yang paling gampang adalah ketika ada idiom. Saya pernah menjelaskan ya how to translate idiom? Idiom itu kalau di translate, kita bisa sama-sama pakai idiom, bisa juga dihapus, bisa juga parafrase. Contohnya "it is raining cat and dog". Diterjemahkan what is said coba, Apakah kalian akan menerjemahkan hujan anjing dan kucing, enggak kan? pasti what is meant. Hujannya deres banget ya, atau hujannya deras sekali, gitu ya. So what is

meant is more important. Kalau yang dituliskan what is meant itu bukan error tapi kalau yang dituliskan hanya what is said justru itu bisa jadi error.

There are two kinds of equivalence error yaitu semantic and stylistic. Semantic error itu apa? Beda ya penalty pointnya. Kalau tadi berapa?

Students: 0,25 0,5 dan 1

Lecturer: Nah kalau ini 0,5 1 sama 2. Mengapa lebih banyak?

Student: Fatal Miss.

Lecturer: Fatalnya dimana? because this is semantic error. Masih ingat to semantic itu kan makna to, Nah makna di penerjemahan bentuk apapun, meaning itu nomor satu. Kecuali kalau bentuk adaptasi lo ya. Okey semantic errornya minor :0,5, standard: 1, serious: 2. Minor di semantic error itu yang seperti apa? Lexical error, ya kesalahan-kesalahan kata aja. Including terminology errors which do not affect the plot of the film, yang nggak ngaruh ke plot filmnya. Kesalahan kecil-kecil misalnya "aku sangat sedih" jadi "aku sedih". Sometimes it's okay kalau di subtitle, we are talking about subtitle. Tapi kalau written text harus ditulis aku sangat sedih, kalau di subtitle bisa diperpendek kan wis ono gambare wonge lagi sedih to. Kalau standard, a subtitle that contains errors, but still has bearing on the actual meaning and does not seriously hamper the viewers' progress beyond that single subtitle. Jadi ada errornya sih, keliatan, tapi nggak berpengaruh sama pemahaman kita terhadap plot film tersebut, jadi masih dimaafkan. Standard semantic errors would also be cases where utterances that are important to the plot are left unsubtitled, juga termasuk karena ada ucapan-ucapan yang penting tapi nggak diterjemahkan.

Kalau serious, a subtitle that is so erroneous that it makes the viewers' understanding of the subtitle nil and would hamper the viewers' progress beyond that subtitle. Jadi membuat pemahaman kita terhadap subtitle itu bener-bener rusak. Saya kasih contoh ya ini ada penerjemahan subtitle yang dibuat kakak kelasmu dulu. Coba kulan kasih skor "Welcome to farm animals", Farm animals itu judul videonya menurut saya, terjemahannya "selamat datang di peternakan hewan." salah apa benar?

Students: salah

Lecturer: Minor, standard atau serious?

Students: Standard/Serious

Lecturer: Serious dimana, hayo hati-hati kalau serious itu mempengaruhi belakangnya. Ini kan baru di awal ini.

Students: Standard

Lecturer: Kalau standard itu salah sih tapi that's okay. Kalau minor itu nggak ketok salah, salah sih tapi bisa dilupakan. Coba salahnya dimana?

Students: Farm animals.

Lecturer: Iya farm animals kok peternakan kewan harusnya apa?

Students: Tetap

Lecturer: Tetap, atau kalau mau diterjemahkan boleh dong kan itu judul video, kalau diterjemahkan apa?

Student: Hewan ternak.

Lecturer: Nah hewan ternak, kan dari belakang nerjemahinnya. Jadi ini tuh ngomongin hewan ternak videonya. Nak jadi ini salah, salahnya fatal nggak?

Student: Iya.

Lecturer: Peternakan hewan sama hewan ternak, fatal ini. Ini berapa ini skornya?

Students: Dua.

Lecturer: Iya dua, karena ke belakang yang nonton pasti bingung, loh peternakan hewan kok nyebutke jenis-jenis hewan tok gitu kan. Sampai disini semantic error paham?

Students: Paham

Lecturer: Sekarang stylistic, kalau stylistic error tuh apa to? bedanya sama semantic apa?

Student: Nggak sefatal semantic miss.

Lecturer: Yang kayak gimana stylistic? Style atau gaya bahasa. Coba bayangin terjemahan film kolosal yang kerajaan-kerajaan gitu sama film yang enggak kolosal, itu diksinya pasti berbeda misalnya "Your majesty, please forgive me" itu terjemahannya "yang mulia maafkan hamba" itu stylistic, ya. Jadi stylistic itu susah tidak semua film ada. Stylistic errors are not as serious as semantic errors, nggak separah semantic error, as they cause nuisance, rather than misunderstandings, lebih ke nuisance nya sih, rasa, nuansa dari film tersebut. Example: erroneous terms of address, using the wrong register (too high or too low), salah pakai register atau menyebut orang, terlalu tinggi atau terlalu rendah itu kayak bahasa Korea, Indonesia (Jawa) pak, buk, dek kayak gitu kan registernya untuk menandakan oh this one is older or younger, gitu kan. Nah kalau Film luar itu manggil bapak tiri atau ibu tirinya itu bisa pakai nama tok lo, dan itu buat kalian sebagai penonton mengernyitkan dahi tidak?

Students: Iya

Lecturer: Aneh to? Ya kalau aneh berarti itu error, karena harusnya disesuaikan. Stylistic error or any other use of language that is out of tune with the style of the original misalnya using modern language in historic film. Film-film history tapi terjemahannya pakai bahasa modern, nah itu ya salah juga. Kalau stylistic penilaiannya pakai ini. Ada pertanyaan? Any question? No?

Sekarang ke acceptability, nah acceptability nilainya tadi yang awal ya, 0.25 0.5 Sama 1. Acceptability is how well the target text conforms to target language norms. The errors in this area are those that make the subtitles sound foreign at otherwise unnatural, Ada tiga: grammar errors, spelling error sama errors of idiomaticity. Next yang terakhir, gampang ini ya. Pokoknya ini ya berkaitan dengan keterbacaan, seberapa paham penonton itu memahami subtitle, there are segmentation and

spotting, punctuation and graphics, reading speed and line length. Ini prosedurnya nanti yang agak susah. Jadi kalau mau meneliti menggunakan FAR itu nggak harus F A dan R nya semua, kan banyak to aspeknya jadi nggak harus semua, salah satu aja nggak papa. Okey, any question?

Students: No.

### **MEETING 3**

Day/Date : Thursday/17<sup>th</sup> November 2022

Time/Place : 08.40-10.20/UIN Raden Mas Said Surakarta

Class : 7N Research on Translation

Lecturer : Ikke Dewi Pratama, SS., M.Hum.

Lecturer: any class tomorrow but you have to complete the task in a week, besok nggak ada kelas tapi tugasnya harus selesai satu minggu, ya. Nah, we will discuss about subtitling strategies. This is the topic that we have discuss in google classroom. So do you know what subtitling strategies is? Subtitling strategies itu apa? Have you got this material in subtitling class in last semester? Udah dapet materi ini kan di semester lalu sama dosennya subtitling? Subtitling strategies itu apa? Cara-cara yang digunakan untuk menerjemahkan subtitle, ya. Kenapa disebutnya subtitling strategies? bukan subtitling techniques? why not method? Why not procedures? why strategies? Do you still remember a translation techniques? Ada yang masih ingat translation techniques nggak? Mosok nggak inget to la koe i inget e opo? Yang sudah kita bahas di semester dulu awal-awal, ada borrowing, ada addition, reduction itu loh. Masih inget to?

Students : Iya.

Lecturer: Itu kan disebutnya translation techniques, ya. Kenapa pas subtitling kok subtitling strategies? Do you know what the reason is? Alasannya apa? I want you not

to be track in some terms ya, jangan terjebak ke banyak istilah. Kan ada yang namanya teknik, ada prosedur, ada metode, ada strategi, jangan terjebak dengan istilah-istilah tersebut. Kalau di translation, dalam bentuk tulis namanya translation techniques. Tapi kalau di dalam subtitling namanya subtitling strategies parena si Gottlieb ini, Gottlieb itu nama orang ya, si Gottlieb itu dia di dalam artikel bukunya, dia menyebutnya strategies, dia tidak menyebut sebagai techniques. Dan ketika kita cari referensi- referensi yang membicarakan tentang subtitling itu tidak ada yang menyebut subtitling techniques. So please don't be confused about it. The most important thing is that you understand what is mean by subtitling strategies. It is the why the subtitler composed translation in the form of a subtitle, ini adalah bagaimana seorang subtitler tu membuat sebuah terjemahan dalam bentuk subtitle. Dalam pembelajaran itu kan ada teknik, ada metode, approach, dan itu istilahnya merujuk pada hal yang berbeda. Saya nggak paham bedanya apa kalian lebih paham tentang itu pastinya. Tapi kalau saya pernah ikut pelatihan itu mereka bahkan menyebutnya model malahan, so please don't be track in the terms, jangan bingung, jangan terjebak dengan istilah-istilah tersebut.

Kalau teaching model itu kayak PBL (Project Based Learning), terus Discovery Learning nah itu model. Tapi ada yang menyebut itu method, bingung ya, tapi kalian jangan terjebak dengan istilah yang penting tahu apa maksudnya saja. Kita kembali ke subtitling strategies, nah si Gottlieb ini merumuskan setidaknya there are ten subtitling strategies. Ada expansion, we have paraphrase, we have transfer, imitation transcription, dislocation, condensation, decimation, deletion and resignation. Sebenarnya kita melihat dari nama-namanya itu sudah bisa membayangkan ini terjemahane diapakan. Coba expansion itu dari kata expand, so it means that the translation will be shorter or longer? Lebih panjang apa lebih pendek?

Students: Longer

Lecturer: Nah longer because we expand ya, we conduct an expansion, we add an explanation, istilahnya seperti itu ya. Kita menambahkan penjelasan, that is



expansion. Nanti kita bahas contohnya one by one tapi ini garis besarnya dulu. Then we also have paraphrase, kalau paraphrase itu tau kan kalian, apa paraphrase?

Students: Memparafrase

Lecturer: Mengutarakan sesuatu dengan maknanya gitu ya, jadi terjemahannya literal apa nggak nanti? will the translation be literal?

Students: No.

Lecturer: Enggak to? Tidak akan harafiah kan ya terjemahannya. Terjemahan itu di paraphrase jadi bentuknya berbeda tapi maknanya akan tetap sama, that is paraphrase. Bahasa Indonesianya paraphrase tu apa? ya parafrase, mosok nggak tahu. Kemudian we have transfer, kalau transfer itu what is said dengan what is being translated sama apa enggak?

Students: Sama

Lecturer: Sama, bentuke podò. Just like literal translation. Emang bisa kita menerjemahkan secara harfiah? Bisa, dalam beberapa kasus kita bisa melakukan itu. Then we also have imitation, kalo imitation dari kata?

Students: Imitate

Lecturer: Kalau imitate tu berarti ditiru, ya. Ditiru gimana miss, nanti kita lihat contohnya, kalian pasti juga, kemarin udah jawab di kolom komentar harusnya udah ada bayangan. Kalau kalian saya suruh jawab di google classroom itu sebenarnya jangan copas punya temennya ya, tapi kalian juga baca referensi. Next we also have transcription, transcription dari kata?

Students: Transcript

Lecturer: Transkrip berarti sama juga ya, mentranskripsikan apa yang ada source text itu ditulis lagi kedalam target text. Bedanya apa dengan sebelumnya? nanti kita lihat contohnya, kita save dulu nanti contohnya di belakang. We also have dislocation,

dislocation itu dari kata? Locate plus dis plus ion, nah gimana tuh dislocation. Nanti kita lihat contohnya, dislocation agak susah ini.

Terus empat terakhir ini agak mirip temen-temen. We have condensation, decimation, deletion and resignation. Kemarin kan pertanyaan yang kedua itu membedakan empat ini ya? Nah karena mereka itu emang mirip. Miripnya dimana? There is shortening atau there are shorten words, ada kata-kata yang dipendekin atau malah dihilangkan, or probably omitted. Then, makanya the last four subtitling strategies are quiet similar. Nanti kita lihat bedanya dimana.

Okey, kita bahas dulu satu-satu. Let see from expansion. I'll tell you the task first ya, nanti kalian tu tugasnya adalah menganalisis subtitle dari sebuah film, film pendek sepuluh menit sampai limabelas menit. Subtitle nya udah ada, filmnya udah ada, yang dianalisis bebas kalian mau nganalisis apa. Kemarin sudah bahas FAR kan, jadi boleh nganalisis kualitasnya boleh, subtitling strategies nya juga boleh. Tapi sumber datanya adalah film dari saya. paham ya? So pay attention on my explanation, got it?

Students: Yes.

Lecturer: Kita mulai dari yang pertama expansion. Mbak Farisa tolong dibaca mbak expansion.

Student: Expansion is used when the original text requires an explanation because of some cultural nuance not retrievable in the target language.

Lecturer: Expansion itu dipakai ketika bahasa sumbernya itu membutuhkan penjelasan karena ada beberapa alasan budaya yang tidak ada di bahasa sasaran. Lalu for example misalnya "he has CPA disease" kalau kita terjemahkan dia penderita CPA aja, apakah penontonnya akan paham?

Students: Tidak.

Lecturer: Enggak kan karena kita tidak tahu CPA penyakit apa, so the subtitler probably think that he needs to add the explanation. Then he will conduct expansion strategie. Jadi ditambahi belakangnya "dia penderita CPA (penyakit mati rasa)".

Kalau di dalam translation technique ini namanya teknik addition itu loh, cuma beda nama aja. Do you think that expansion is often use in subtitling? Apakah menurut kalian expansion ini banyak dipakai dalam pembuatan subtitle?

Students: Enggak.

Lecturer: No, the answer is no because too long, kan subtitling harus ada batasnya itu. Kita move ke selanjutnya. Coba mas Ilham Nugroho dibaca

Student: Paraphrase is resorted to in cases where the phraseology of the original cannot be reconstructed in the same syntactic way in the target language.

Lecturer: Paraphrase ketika frasa-frasa di source text tidak bisa ditampilkan dengan konstruksi syntax yang persis in the target language. Kita lihat contohnya yang dicetak tebal. "She's black-hearted person". Coba kamu terjemahkan dengan sintaksis yang sama. Orang berhati hitam, enggak ada kan di bahasa Indonesia. So it means that we have to convey the meaning of black-hearted person, dia orang yang berhati jahat. Nah ini terlalu panjang ya terjemahannya, ya nggak? Ya, memang paraphrase itu dampaknya membuat terjemahannya menjadi panjang, maka dari itu harus dipertimbangkan. Sebenarnya dia orang yang berhati jahat itu dipendekkan menjadi dia jahat aja kan kita sudah paham ya, sudah cukup. "And I'm done with her", "aku selesai dengannya" kan dak enak dibaca, maknanya juga aneh maka di paraphrase "aku sudah tak mau berurusan dengannya". And again, dampaknya is the subtitle will be too long. Okey, paraphrase any question?

Students: Not yet.

Lecturer: Next, sekarang adalah transfer. Transfer tadi apa temen-temen? Diterjemahkan dengan cara yang sama dan biasanya itu akurat, biasanya terjemahannya benar. Jadi kadang-kadang ya kita menerapkan strategi tapi ada dampaknya terjemahannya Jadi salah itu bisa ya tergantung kompetensi dari subtitle nya itu sendiri, tapi kalau transfer itu biasanya akan berujung pada hasil yang bagus, akurat. Contohnya "I need a drink" jadi "aku butuh minuman". Ini kebetulan source text nya kan pendek ya dan bisa diterjemahkan secara literal, kita bisa pakai transfer

karena kebetulan struktur kalimatnya sama. Lalu "she is a smart beautiful woman" bisa "dia adalah wanita yang cantik dan pintar". Transfer itu apakah digunakan di semua kalimat?

Students: Tidak

Lecturer: No because mostly the structures of the source text and target text is different, seringkali struktur kalimat bahasa sumber dan bahasa sasaran berbeda. Kalau struktur kalimat nya sama terus ya ngapain kita jadi mahasiswa bahasa Inggris. Next imitation. Coba dibaca mbak Nanda.

Student: Imitation maintains the same forms, typically with names of people and places

Lecturer: Imitation maintains the same forms, mempertahankan bentuk yang sama, biasanya berkaitan dengan nama orang dan tempat. For example, name of people and places ya, we have Tokyo Tower. Actually we can translate Tokyo Tower in to?

Students: Menara Tokyo.

Lecturer: Menara Tokyo, but the subtitler uses the same terms. Nah dia tetap memunculkan Tokyo Tower. Instead of you say menara. So this is imitation, right? Then we have transcription. Coba dibaca Devi, kelihatan nggak Dev?

Student: kelihatan Miss, Transcription is used in those cases where a term is unusual even in the source text, for example the use of a third language or nonsense language.

Lecturer: This is the keyword the use of third language or nonsense language, penggunaan bahasa ketiga atau bahasa-bahasa yang tidak masuk akal. Kalau penerjemahan kan melibatkan dua bahasa ya, bahasa sumber dan bahasa sasaran. Nah dalam case penggunaan transcription itu ada bahasa yang ketiga. For example "I love you, amor" amor ini bahasa Spanyol ya, jadi bahasa ketiganya tetep, tidak diterjemahkan. Misalnya itu yang lain ya nama-nama panggilan itu loh. Next we got dislocation, nah ini tadi yang agak susah kalau kita pahami. Dislocation is adopted when the original employs some sort of special effect, misalnya a silly song in a

cartoon film where the translation of the effect is more important than the content. Lagu-lagu lucu di film kartun itu lucunya lebih penting dibandingkan dengan maknanya, paham? karena kalau lucunya tidak tersampaikan maka filmnya nggak lucu lagi. Paham?

Students; Iya.

Lecturer: Contohnya "Spider-pig spider pig, can he swing from a web? No, he can't he's a pig" terjemahannya jadi "Babi laba-laba, babi laba-laba, dapatkah dia berayun dari jaringnya? Tidak bisa, dia seekor babi" kalau kita menerjemahkan mementingkan maknanya "hey babi hey babi" la laba-labane kok ra diterjemahkan.paham nggak maksud saya? karena special effectnya itu yang mau ditonjolkan. Padahal ya humor itu kan subjektif, apa yang lucu buat seseorang belum tentu lucu buat orang lain, makanya menerjemahkan guyon itu susah apalagi di dalam film. Kita masuk ke empat strategi terakhir yang rada rada mirip. Condensation would seem to be the typical strategy used, that is, the shortening of the text in the least obtrusive way possible. Dipendekin se pendek-pendeknya, that's condensation. Jadi paling banyak dipakai sama subtitler "I'm not talking to him. There's no way", "Aku tidak mungkin bicara padanya", dua kalimat dijadiin satu maknanya sama.

Nah terus apa bedanya sama decimation. Decimation tu juga part of condensation sebenarnya. Decimation itu juga condensation, tapi decimation itu disini ada kata ekstrim, berarti ekstrim itu memendekkannya banget banget. Lebih pendek daripada condensation. Decimation is an extreme form of condensation where perhaps for reasons of discourse speed, even potentially important elements are omitted. Alasannya karena apa? Discourse speed itu apa? Kecepatan karakter nya di film itu diperhitungkan. Sekali lagi ini movie, kalau kalian menerjemahkan tulis itu tidak ada kecepatannya. Ya nggak selalu movie, bisa film, variety show, talk show, pokoknya apapun yang audiovisual product. Kalau dia ngomongnya cepet, kita pakainya decimation. Bahkan kadang bagian-bagian yang penting itu dihapus, kenapa? Ya karena nggak cukup, selak ganti. Nah berarti decimation itu temponya diucapkan

lebih cepat daripada condensation, nah bahkan bagian-bagian yang penting itu harus dihapuskan.

Nah berikutnya ada deletion. Kalau condensation sama decimation itu kan masih ada terjemahane to tapi dipendekin, tapi kalau deletion itu bener-bener total elimination, jadi bagian itu tidak diterjemahkan. Misalnya ada orang yang bersumpah serapah itu dihapus, nah itu deletion, sumpah serapahnya enggak diterjemahkan sama sekali. Bahkan kalau film di tv itu dihilangkan suaranya ya, gerakan mulutnya masih tapi suaranya hilang. Karena di tv yang ngakses lebih banyak jadi dampaknya ditakutkan jadi lebih besar. Nah terus resignation, kalau resignation ini diterjemahkan tapi terjemahannya itu maknanya berbeda, maknanya salah, kalau kita kembalikan ke teori FAR yang kemarin, ada semantic error to?

Students: Iya

Lecturer: Nah itu errornya kalau nggak standar ya serius, karena dia nerjemahinnya salah. Kenapa kok diterjemahkan dengan salah? Karena memang source textnya tidak ada padanannya dalam bahasa target. For example "He runs like a bat out of hell" jadi subtitlernya bingung diterjemahke opo ya, dia nerjemahinnya "bagai kelelawar yang keluar dari neraka" ini kan salah terjemahannya ya, salah nggak?

Students: Salah

Lecturer: Harusnya apa? Harusnya kan bisa diterjemahkan "dia berlari cepat" atau "dia berlari secepat kilat", tapi ketika dia memilih menerjemahkan seperti ini, hasilnya jadi salah, dia error, keluar konteksnya.

Nah kalau kita buat tabel seperti ini ya. Nah Sekarang kalian saya putarkan film, terus kalian bayangkan kira-kira yang kalian mau teliti itu apa. Jadi nanti kalian bebas memilih (the lecturer plays the video)

Okey, so if we analyze the subtitle, what's topic? kan kita nggak mungkin menganalisis semua ya. Kalau kalian masih ingat, ketika kita belajar tentang product oriented research masih ingat? Kalau kita mau menganalisis terjemahan itu jangan

diambil semua. Karena apa? ya karena akan terlalu banyak. Jadi film ini sama terjemahannya tadi adalah sumber datamu, dari situ apa yang menarik menurut kalian yang akan kalian teliti. Jadi nanti mahasiswa satu dengan mahasiswa lain akan berbeda. Nah jangan semua kalimat di film ini dan menit pertama sampai terakhir kamu analisis. Kalian fokus aja ke bagian-bagian yang kecil, misalnya, kalian dapat pragmatic kan?

Students: Iya.

Lecturer: Kalian tahu speech act?

Students: Iya

Lecturer: Speech act kan macem-macem, ada directive speech act, directive speech act itu apa?

Students: Tindak tutur directive

Lecturer: Kalau directive itu memerintah, meminta orang lain melakukan sesuatu. Misalnya kalimat perintah, ya itu aja yang diamati. Jadi datanya berarti semua tindak tutur dari filmnya, paham? Habis itu tulis terjemahannya apa sesuai subtitlenya tadi. Terus dianalisa subtitling strategienya. Misalnya yang lain ada tindak tutur ekspresif, kayak marah, kecewa, itu kan ekspresif, yang menunjukkan ekspresi seseorang. Kalau nggak subtitling strategies, kamu boleh kan kemarin kita bahas FAR to, ojo FAR kabeh nanti terlalu banyak, nanti kamu fokusnya ke semantic errorsnya aja, boleh. Nanti filmnya ada dua pilihan, nanti kalian nonton sendiri ya. Saya upload di google classroom aja nanti. Nanti kalian sesuaikan tapi templatnya seperti ini. Paham nggak maksud saya?

Students: Paham

Lecturer: Then misalnya subtitling strategies on the directive speech act translation. Tulis disini, di kolom ini. Ada pertanyaan? Kalau ngerjain kayak gini itu butuh waktu berapa lama? Halah kalian ki mahasiswa jaman now dikasih waktu seminggu

ngerjainnya H-1, saya tahu. Tapi yaudah karena saya ngasih waktunya sampai the end of the day. Jadi seminggu? Seminggu ya?

Students: Iya

Lecturer: Sampai minggu depan ya, tapi hasilnya kudu baik loh.

Students: Insyaallah

Lecturer: Saya kasih link filmnya ya nanti di youtube. Di download dulu terus tinggal dipasangin subtitlenya. Ada pertanyaan?

Student: Miss, boleh minta PPT nya miss?

Lecturer: Oh boleh

#### **MEETING 4**

Day/Date : Friday/25<sup>th</sup> November 2022

Time/Place : 10.20-12.00/UIN Raden Mas Said Surakarta

Class : 7N Research on Translation

Lecturer : Ikke Dewi Pratama, SS., M.Hum.

Lecturer: We will talk about songs translation and my question is, kamu sudah pada PLP kan? Have you ever thought the students about English using song? Pernah nggak ngajarin student itu pakai lagu?

Student: Pas micro teaching miss

Lecturer: Pas micro teaching, pas PLP ada? pas ngajar keras?

Students: Ada, pernah

Lecturer: Because it is clearly ya maybe teach student especially for the beginner, ya, when we teach the beginner using song it is probably quiet effective for the students,



for example probably when we teach about "The wheels on the bus go round and round" Itu kan gampang dipahami kan lagunya apalagi kalau ada gambarnya. The students or probably kids ya biasanya. Kids itu ngelihat gambar then there is apa, visualization, oh mereka akan tahu oh itu bis. Atau ketika lagunya diterjemahkan, Sudah pernah sering ngelihat kan, di youtube lagu-lagu yang diterjemahkan, atau mungkin nggak di youtube deh, kalian kalau di kelas gitu biasanya pada nyanyinya pakai ini ya "ayah father, mama mother "gitu pasti. Nah it is a little bit things about using song. Nah kemarin di PLP yang di sekolahnya mbak Prames itu pakal lagu tapi ngajarnya kelas sembilan. Jadi yang diajar pada nggak mau nyanyi, karena udah gede disuruh nyanyi males. Harusnya untuk anak-anak kecil yang beginners di SD atau Tk gitu.

Nah coba kita mau lihat apa saja yang menarik di terjemahan lagu. Ini saya ngasih contohnya lagu anak, mana ya? oh ini. Tahu lagunya "Mary had a little lamb"? Saya karena anaknya sudah dua jadi saya hafal lagu-lagu. Judul aslinya adalah "mary had a little lamb" what is the translation?

Students: Mary punya domba kecil

Lecturer: Jadi intinya we can translate it domba atau kambing, but because this is audiovisual product, harusnya we refer to the picture. Refer to the visualization. Kita lihat gambare domba apa kambing. Domba dan kambing are two different animals?

Students: Iya Miss

Lecturer: Ini lagunya aslinya bahasa Inggris, tapi diterjemahkan ke bahasa Indonesia. (the lecturer plays the video) Apa, denger nggak? lambnya jadi apa tadi?

Students: Kambing.

Lecturer: Terus yang kedua?

Students: Biri-biri

Lecturer: Jadi biri-biri, biri-biri itu apa?

Students: Domba

Lecturer: Bisa domba bisa kambing, saya gara-gara lagu ini jadi searching artinya biri-biri. But there is a chance from kambing in to biri-biri. Target audiencenya kan kids ya? Jadi ketika ada perubahan simple, tapi perubahan ini menurut anak-anak cukup mencuri perhatian mereka loh ya, kenapa ada kambing di depan kemudian kambingnya hilang di belakang, nah ya kan. Diawal kan sudah kambing kok ditengah jadi biri-biri. Do you think that biri-biri is popular?

Students: Not. Domba.

Lecturer: Sementara gambarnya bukan kambing, gambarnya adalah domba. Shaun the sheep itu kan domba, bukan kambing ya. Sate kambing sama sate domba aja harganya beda kok, karena mereka different. Nah ini terjemahan satu, terus ada juga lagu "twinkle-twinkle little star" kalau diterjemahin jadi apa?

Students: Bintang-bintang kecil

Lecturer: Twinkle twinkle itu apa?

Students: kelap-kelip

Lecturer: Jadi kelap-kelip bintang kecil harusnya ya, coba kalau dinyanyiin kelap-kelip bintang kecil, enak nggak?

Students: Enggak

Lecturer: Twinkle twinkle little star, how I wonder that you are, itu ada rima nya kan. a-a-b-b berarti rimanya, paham nggak maksud saya?

Students: Iya

Lecturer: Ada rimanya, biasanya dia punya rima biar lebih mudah dihafalkan anak-anak, kalau diterjemahkan kita lihat hasilnya seperti apa (the lecturer plays the video).

What do you think about the translation? Maknanya sama nggak?

Students: Enggak

Lecturer: Secara garis besar is still talks about little stars. Bintang mungil, bintangnya mungil nggak kecil, karena little itu boleh diartikan mungil kan. Tapi twinkle-twinkle nya hilang nggak?

Students: Hilang

Lecturer: Hilang ya. Ada lagu yang terjemahan yang lain yang jadi kelap-kelip bintang di langit ada, tapi yang ini beda, tapi intinya sama, masih berbicara tentang bintang kecil di langit. Rimanya masih ada nggak?

Students: Enggak

Lecturer: Rimanya hancur berantakan ya. Maksudnya masih tapi rimanya berantakan. Berbeda dengan melodinya, kalau rima itu rhyme, kalau melody itu rhythm. Rhythmnya masih sama?

Students: Iya

Lecturer: Nggak ada perubahan di musiknya ini lho, nggak jadi musik jazz atau musik rock kan? Sama. Coba lagi kalau ini ada lagu bahasa Inggris (the lecturer plays the video). Bahasa Inggris ya, sekarang kita lihat bahasa Indonesianya (the lecturer plays the video)

Sama musiknya ya, tidak ada yang berubah. What is the different? The singer, he is different, ya. Kalau tadi kan kayak still children ya suaranya. Sekarang liriknya coba. "Please don't go, please don't go" tadi kan gitu ya ini jadi satu kali "kumohon, jangan pergi" karena kalau diterjemahkan full tolong jangan pergi enggak pas ya. Dan ini juga ada makna yang dihilangkan. Dari contoh-contoh yang sudah kita lihat, apa yang bisa kalian simpulkan dari song translation?

Student: Mending tidak diterjemahkan Miss hehe

Lecturer: What you have learned before, you know a lot of types of translation. Mulai dari translation, ada pernah belajar subtitling juga kan kalian, ada interpreting,

dubbing sedikit juga pernah disinggung. Nah semua jenis penerjemahan itu mengedepankan makna ya kan?

Students: Iya

Lecturer: What about song translation that we have learned?

Students: Melody.

Lecturer: Probably the most important is melody, ada yang bilang rhymes, ada lagi yang lain? what about the meaning? Do you think that the meaning is important in song translator?

Students: Yes/No.

Lecturer: If you said that the meaning is not important, the result would be different song. Kalau meaning nggak penting nanti lagunya jadi lagu yang berbeda. Nah itu bukan lagi penerjemahan, karena liriknya sudah sangat berbeda. That's why that is not a product of translation, we call it as a product of localization. Sementara kalau lagu anak yang saya putarkan tadi itu maknanya mungkin kalau kita analisis per baris itu. Loh kok baterainya low, kemarin cas-an saya hilang, hari Jum'at dan saya baru sadar hari Senin. Nah kalau lagu anak yang kita putar tadi itu maknanya secara utuh itu masih sama, kalau kita analisis per baris maknanya ada yang hilang, ada yang ditambah-tambah mungkin, tapi secara garis besar masih sama. Nah karena itu didalam song translation kalau kita analisis ada tiga aspek, musiknya, liriknya dan gambarnya. Tiga elemen yang dipertimbangkan dalam song translation ini sebenarnya tergantung mau buat apa terjemahannya. Kalau lagu anak-anak tadi, itu visualnya diubah nggak?

Students: Enggak.

Lecturer: Tidak to. Musik videonya tidak diubah menjadi musik video yang baru kan. Nah nanti akan ada perubahan-perubahan di dalamnya, perubahannya apa? Ada empat perubahan atau yang biasa disebut dengan elements of equivalence di dalam song translation. Perubahan yang pertama ada changes in the vocal presentation, the

changes to the vocal presentation consists of the voice, the accent, and style of the singer when sung the song in original version is different from the local version. Dari lagu-lagu yang diputar tadi ada nggak yang masuk ke yang pertama ini?

Students: Ada Miss

Lecturer: Nah ada yang balonku tadi ya. Itu salah satu contoh changes in the vocal presentation. Jadi lagu aslinya dinyanyikan oleh anak- anak, lagu yang diterjemahkan dinyanyikan oleh bapak-bapak. Kemudian perubahan yang lain apa? Changes in the verbal text. Verbal text itu apa? kalau you baca ada kata-kata verbal itu berarti berkaitan dengan the teks sumber, ya. Changes in the verbal text means that when the meaning of the lyric in target language is different from the original version. Berubah nggak liriknya dari the original version?

Students: Berubah

Lecturer: Iya berubah tapi kalau dilihat secara keseluruhan itu intinya, naratifnya, ceritanya itu tetap sama. Ada apa lagi? Changes in the instrument. It is occurred when there is a different instrument used to sing the song. Like the difference of using musical instruments in both versions. An example for this change is in the English version used piano while in Indonesian used a guitar as the instrument of music. Next kemudian changes in the musical structure. Lagu itu kan punya struktur, ada reff, intro, bridge. kita yang nggak ngerti ngerti banget tapi kan bisa browsing kan. You know reff? Kalian tahu kan reff? Bagian inti dan sebuah lagu yang mungkin diulang-ulang. Nah itu kan strukturnya udah ada di lagu. Nah ketika musical structure ini diubah di dalam terjemahannya maka yang terjadi adalah changes in the musical structure. Nah apakah perubahan-perubahan seperti ini diperbolehkan? Tentu saja, kenapa? karena di dalam terjemahan lagu itu berbeda dengan terjemahan pada umumnya. Terjemahan pada umumnya itu maknanya nomor satu, kalau di dalam song translation yang nomor satu apa?

Students: Musik

Lecturer: Musiknya, oke. Yang penting apa? Bisa dinyanyikan! Kalau bentuknya atau tujuannya, ada yang namanya teori Skopos temen-temen, diingat-ingat ya. Teori Skopos itu apa? Teori penerjemahan yang mengedepankan tujuan dari terjemahan itu. Terjemahanmu mau buat apa, oh saya menerjemahkan lagu untuk dinyanyikan kembali, berarti hasil terjemahan saya liriknya harus bisa dinyanyikan. The syllables harus pas. Kalau kita menerjemahkan lagu tidak untuk dinyanyikan kembali ono ora to?

Students: Enggak

Lecturer: Mosok. Kalau di youtube itu ada beberapa orang yang bikin video lagunya, terus dibawahnya ada subtitle nya, itu kan bukan untuk dinyanyikan kembali. Itu kan membantu kita untuk memahami makna lagunya. Kalau sekarang tinggal searching di google ada semua. Ada yang ketiga adalah tujuannya kalau kita menerjemahkan lagu di dalam film, kalau di dalam film itu boleh nggak mengubah liriknya?

Students: Berubah

Lecturer: Tetap berubah even though bentuknya adalah subtitle. Jadi harus tetap sama maknanya. Nah ada yang namanya the Pentathlon principle. The pentathlon is a practical skoposbased approach to the devising of singable translations. The translator of a song has five "events", penerjemah lagu itu punya lima hal untuk dipertimbangkan, lima kriteria untuk bisa membuat lagu yang baik, yaitu singability, sense, naturalness, rhythm dan rhyme. Singability, in the theory of Peter Low, considers singability to be the most important of the aforementioned aspects. Singability is a pragmatic form that refers to the "performability", bagaimana lagu itu bisa dipertunjukkan. Kita bayangin aja nerjemahin lagu yang temponya normal sama lagu rap dan kamu nyanyiin. Lalu sense, sense tadi apa?

Students: Meaning

Lecturer: Pokoknya kalau ketemu semantic content, semantic itu berkaitan dengan makna ya. Semantic accuracy, which stands for the meaning of the lyrics, often has less importance, jadi dia less importance malahan di song translation. Nevertheless

the sense of a song is still regarded with great importance most of the time and the value placed on this sense depends on its standing in the source text. Walaupun dia masih importance tapi masih dipandang sesuatu yang paling penting di dalam menerjemahkan lagu.

Kemudian naturalness. In the context of translation, naturalness is used to refer to the natural flow and structure of a text's lexical items misalnya register or word-order. The naturalness of a text has great influence on the understandability of the text. Jadi bagaimana lagu itu punya flow, ceritanya itu bisa mengalir dan mudah dipahami. Lalu berikutnya we got rhythm,

It refers to the syllable-count. The most common tool to manipulate or abide by a song's rhythm is the syllable-count. However, tapi, the pentathlon principle invites flexibility, itu memang kuncinya fleksibel ya. Nah ini yang terakhir baru adalah rhyme. The high priority given to rhyme is considered to lead to excessive padding, kalau kita terlalu fokus pada rhyme takutnya justru akan excessive padding, jadi hasilnya malah kemana-mana, tidak fokus. Intinya itu, jadi kesimpulannya lima apa?

Students: Prinsip, syarat.

Lecturer: It can be said as the syarat or elements of quality. We have the pentathlon principle for song translation. Tapi perlu digaris bawahi kalau song translation yang pakai the pentathlon principle ini fokusnya buat dinyanyikan kembali ya. Any question?

Students: No

Lecturer: Nah ini nanti tugas selanjutnya menganalisis lagu.

Students: Ya Allah

Lecturer: Ini tinggal berapa meeting sih? Ini bebas mau menganalisis lagu apa. Nanti saya share di grup.

### **APPENDIX 3 (TRANSCRIPT OF INTERVIEW)**

Time and Date : Wednesday, 31<sup>st</sup> May 2023 at 10.00 a.m

Interviewee : Ikke Dewi Pratama, SS., M.Hum.

Interviewer : Nanda Amalia Sholekhah

Nanda : “Assalamualaikum wr wb. Sebelumnya perkenalkan Miss saya Nanda Amalia Sholekhah NIM 196121058. Sebelumnya saya sudah melakukan observasi di semester 7 kemarin di kelas 7N Research on Translation. Nah kali ini saya akan sedikit menginterview Miss Ikke terkait dengan topik yang saya bahas pada penelitian saya. Topik penelitian saya yaitu analisis penggunaan alih kode dan campur kode atau dalam bahasa Inggris dikenal dengan code switching dan code mixing. Interview ini sendiri bertujuan untuk mengetahui alasan penggunaan 2 bahasa yang berbeda selama pembelajaran di kelas berlangsung. Baik langsung saja kita mulai dengan pertanyaan yang pertama yaitu menurut Miss Ikke sendiri arti code mixing dan code switching sendiri secara umum itu apa Miss?”

Miss. Ikke : “Dilihat dari kata mix and switch pasti itu campuran dan mengganti dua bahasa yang berbeda.”

Nanda : “Selama pembelajaran di kelas, apakah Miss Ikke merasa sering mencampur dan mengganti dua bahasa yang berbeda?”

Miss Ikke : “Hem, iya.”

Nanda : “Berarti selama Miss Ikke mencampur & mengganti 2 bahasa itu apakah dilakukan secara spontan atau terencana Miss?”

Miss Ikke : “Kadang-kadang spontan, kadang-kadang sengaja. Kalau spontan kan karena kebiasaan ya, kalau disengajanya itu kadang saya menjelaskan materi menggunakan Bahasa Inggris, tapi terus kadang kan materinya kan berat ya, akhirnya saya harus me-switch dengan Bahasa Indonesia supaya yang saya sampaikan itu menjadi lebih jelas dan bisa dipahami oleh mahasiswa.”



Nanda : “Berarti jelas yang menjadi target utama dalam pencampuran & pergantian 2 bahasa mahasiswa ya Miss?”

Miss Ikke : “Iya kan saya ngomongnya sama mahasiswa, berarti kan untuk mahasiswa.”

Nanda : “Ketika Miss Ikke mencampur dan mengganti dua bahasa adakah alasan tertentu Miss?”

Miss Ikke : “Ya alasannya untuk membantu mahasiswa saat memahami materi tadi, soalnya kan kalau saya menjelaskan materi full Bahasa Inggris kan mahasiswa kadang nggak mudeng, jadi terkadang saya harus mengulangi dengan menggunakan Bahasa Indonesia. Tapi kalau untuk nge-mix bahasa tadi emang nggak ada tujuan sih, soalnya kan ya karena kebiasaan tadi seperti yang sudah saya jelaskan di awal tadi.”

Nanda : “Adakah alasan lain Miss?”

Miss Ikke : “Ya cuma biar lebih jelas aja. Sama membiasakan mahasiswa untuk mendengarkan penjelasan dosen dengan menggunakan Bahasa Inggris karena kan kuliahnya di jurusan Pendidikan Bahasa Inggris.”

Nanda : “Apakah pemahaman siswa menjadi lebih baik jika menggunakan code mixing dan code switching Miss?”

Miss Ikke : “Iya. Karena biasanya itu bisa membuat mahasiswa menjadi lebih banyak bertanya sama kan mereka menjadi lebih paham terus akhirnya mereka menjadi lebih banyak bertanya, menanyakan apa yang kurang jelas, kayak gitu.”

Nanda : “Alhamdulillah Miss saya kira cukup sekian pertanyaan dari saya, terimakasih banyak nggih Miss sudah berkenan meluangkan waktu. Wassalamualaikum wr wb.”

Miss Ikke : “Okey, Waalaikumsalam.”

#### APPENDIX 4 (DOCUMENTATION PICTURE)



Picture 1. The lecturer explained to the students about General Translation Quality Assessment.



Pictuure 2. The lecturer explained to the students about the FAR Model.



Picture 3. The lecturer explained to the students about Subtitling Strategies.



Picture 4. The lecturer explained to the students about Song Translation



Picture 5. The researcher interviewed the lecturer of 7N Research on Translation



Picture 5. The researcher interviewed the lecturer of 7N Research on Translation

## APPENDIX 5 (RESULT OF DATA)

### The Data Sheet of the Data Findings of the Types and Factors of Code Mixing used by Lecturer

No.	Utterances	Types of Code Mixing			Factors of Code Mixing				Explanation	Validation	
		ICM	ACM	CLCM	PRR	SF	MIF	LADS		T	F
1.	Makanya kan sebenarnya dalam menilai kualitas terjemahan itu <b>rater</b> -nya ada berapa harusnya?	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
2.	Then <b>karena</b> when we have to assess the translation quality, there would be subjectivity among the raters.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
3.	Jumlah <b>terms</b> -nya yang dinilai?	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	

4.	Tugasnya kan menganalisis <b>subtitling</b> , eh kok <b>subtitling</b> , <b>translation strategies</b> -nya, <b>cultural terms</b> -nya?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
5.	Nah ini harusnya fokusnya ke <b>cultural terms</b> -nya?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
6.	Ada yang <b>miss</b> kah?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
7.	It means that the data, <b>datamu</b> are not every single sentence on the text, but only the cultural terms.	V			V				It is insertion code mixing because the pattern is A-B-A. The factor is about participants role and relationship.	V	

8.	<b>Maksudnya</b> only just one practice for you it is okay.		V			V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
9.	<b>Pernah dengar</b> data validation?		V			V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
10.	Kalau di kuantitatif <b>reliable</b> , kalau kualitatif <b>trustworthed</b> misalnya			V		V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
11.	Tapi karena ini masih latihan <b>that's okay</b> .		V			V		It is alternation code mixing because the pattern is A-B. The factor	V	

									is about situational factors		
12.	Itu kamu <b>list</b> , terus kamu klasifikasikan kalau ini termasuk apa <b>game</b> misalnya, kalau ini <b>strategy</b> nya termasuk opo jenenge <b>role play</b> misalnya dan segala macam,			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
13.	Kayaknya kita sudah bahas ini deh waktu membahas tentang <b>product oriented</b> sebelum PLP 3.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
14.	Heh kok bunyi terus gimana ini, Sudah tak <b>silent</b> loh.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
15.	Di <b>source text</b> dengan <b>target text</b> itu sama persis.			V			V		It is congruent lexicalization code	V	



									mixing because the pattern is A-B-A-B. The factor is about situational factors.		
16.	Nah kalau tidak akurat itu benar-bener makna di <b>source text</b> sama <b>target text</b> , apa?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
17.	<b>Acceptability</b> itu pokoknya terjemahannya luwes, gak kaku.		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
18.	Saya juga sering jadi <b>rater</b> , dan <b>I feel same thing</b> gitu ya <b>when students ask me to be a rater</b> saya juga			V	V				It is congruent lexicalization code mixing because the pattern is A-B-A-B. The	V	

	sering dilema di menilai.								factor is about participants role and relationship.		
19.	Nah <b>menunjukkan</b> 2.7 it means that the translation about cultural terms in this text belongs to accurate translation.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
20.	Ini harusnya di bagian <b>conclusion</b> dijelaskan ini.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
21.	Kalau sudah tidak ada pertanyaan, kita bisa <b>move</b> ke yang berikutnya.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
22.	Kalau <b>interlingual</b> berarti <b>how many languages?</b>			V			V		It is congruent lexicalization code mixing because the	V	

									pattern is A-B-A-B. The factor is about message-intrinsic factors.		
23.	Siaran beritanya <b>live</b> saat itu juga, langsung dimunculkan <b>subtitlenya</b> untuk tunarungu.			V		V			It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about situational factors.	V	
24.	We don't care about the process <b>iya nggak?</b>		V			V			It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
25.	<b>Iya makanya</b> we don't care about the process.		V			V			It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	

26.	<b>Jadi</b> it is actually about the product.		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
27.	Ada <b>general TQA</b> yang tadi yang 3 2 1 yang <b>accuracy acceptability</b> dan <b>readability</b> , nah itu <b>general TQA</b> , nah itu buat apa temen-temen?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
28.	<b>Terjemahan tulis</b> , written text.		V				V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
29.	Nah makanya kita nggak bisa pakai yang <b>general</b> .		V				V		It is alternation code mixing because the pattern is A-B. The factor	V	

									is about message-intrinsic factors.		
30.	<b>Sementara</b> subtitle <b>itu</b> involves the use of polysemiotic features, <b>kebutuhan dialognya, disitu ada</b> moving pictures, <b>ada</b> gesture, <b>ada</b> tone <b>dan</b> intonations <b>dan sebagainya.</b>			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
31.	Nah ini sebenarnya si Pedersen yang bikin model itu dia menamai nya FAR ini kebalikannya NER, <b>near</b> , artinya apa?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
32.	Dia itu sering <b>upload</b> berita di <i>Instagram</i> .	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	

33.	Itu membantu ketika kita pengen <b>scroll</b> tapi nggak pakai suara, paham nggak?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
34.	Misalnya saya lagi nidurin anak saya sambil main hp, hpnya tak <b>silent</b> , tapi saya masih bisa mengikuti beritanya.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
35.	Coba kalau nggak ada tulisan <b>singing</b> ini, si tunarungunya nggak terbayangkan kalau lagi nyanyi?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
36.	Kalau nggak ada <b>female narrator</b> disini, tunarungunya nggak akan tahu	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
37.	Kalau nggak ada <b>font</b>			V			V		It is congruent	V	

	<b>ringing</b> di <b>subtitlenya</b> tunarungu tidak akan mengerti kalau ada suara telfon.								lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.		
38.	<b>Intinya</b> Functional equivalence <b>itu adalah</b> do the subtitles convey speaker meaning.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
39.	Misalnya kalau kamu <b>download subtitle</b> bajakan itu,	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
40.	Nah sudah jalan <b>subtitlenya</b> terus kalian <b>pause</b> karena belum kebaca sudah ilang,			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The	V	

									factor is about situational factors.		
41.	Kalian udah <b>download</b> aplikasi <i>Prime Video</i> belum?			V		V			It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about situational factors.	V	
42.	Ini nggak usah <b>next</b> aja.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
43.	Kamu harus <b>pause, play</b> lagi <b>pause</b> lagi <b>play</b> lagi itu capek.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
44.	It is contract of illusion		V		V				It is alternation code	V	



	<b>temen-temen.</b>								mixing because the pattern is A-B. The factor is about participants role and relationship.		
45.	Nah contract of illusion <b>di dalam</b> subtitle <b>itu juga berarti bahwa</b> viewers <b>itu berpendapat bahwa</b> the subtitles are the actual dialogue, which in fact they are not.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
46.	<b>Kita lanjutin ya jadi kemarin</b> we have learned about the FAR model.		V		V				It is alternation code mixing because the pattern is A-B. The factor is about participants role and relationship.	V	
47.	Do you still remember the FAR model <b>buat apa?</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor	V	

									is about message-intrinsic factors.		
48.	The FAR model contains three aspects, <b>yang pertama adalah</b> functional equivalence. functional equivalence <b>dibagi lagi nggak?</b>			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
49.	<b>Dia lebih rinci daripada</b> general translation quality assessment		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
50.	<b>Readability</b> nya kan tergantung sama <b>segmentation.</b>			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	

51.	So that's why <b>dia</b> <b>pembagiannya</b> <b>lebih</b> <b>banyak.</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
52.	Kayak gini ni nggak cuma <b>the problems of</b> aku males kuliah.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
53.	Iya, seharusnya <b>penalty</b> <b>pointnya</b> seperti apa mbak Bulan?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
54.	Nah kalau salah, <b>good.</b> The FAR model itu <b>an error</b> <b>analysis.</b>			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	

55.	Enggak, karena dia <b>error analysis</b> , menganalisis kesalahan.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
56.	Akurat itu tiga, <b>acceptable</b> tiga, <b>readable</b> tiga, ya kan? karena dia bukan <b>error analysis</b> . Tapi kalau FAR model itu berdasarkan <b>error analysis</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
57.	Then penalty score <b>ada</b> minor <b>ada</b> standard <b>ada</b> serious.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
58.	Jadi ada salahnya tapi nggak disadari, <b>unnoticed</b> .		V				V		It is alternation code mixing because the pattern is A-B. The factor	V	

									is about message-intrinsic factors.		
59.	Jadi ada yang salah tapi <b>that's okay.</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
60.	Dan kalau kita ada waktu untuk <b>pause</b> , kita <b>pause</b> , <b>go back</b> menit sebelumnya.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
61.	Jadi nanti menilainya <b>functional equivalence</b> , <b>acceptability</b> , <b>readability</b> dan semua aspek dibawahnya itu pakai <b>penalty score</b> ini.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	

62.	Kalau kalian menerjemahkan <b>subtitle</b> itu yang kamu tuliskan <b>what is said</b> atau <b>what is meant</b> ?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
63.	Okey, what about the accuracy <b>kalau gitu</b> ?		V				V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
64.	<b>What is said</b> juga, kepanjangan nggak? Kalau kamu <b>what is said</b> terus disingkat kan akhirnya jadi <b>what is meant</b> , iya nggak?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
65.	<b>Jadi idealnya</b> a subtitle would convey both what is		V				V		It is alternation code mixing because the	V	

	said and what is meant.								pattern is A-B. The factor is about message-intrinsic factors.		
66.	Nah kalau yang dikatakan mas Ilham tadi <b>what is said</b> itu ditakutkan <b>too long</b> ya, <b>that would be counted as an error too</b> , malah justru dianggap error, <b>because that would be misleading</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
67.	Saya pernah menjelaskan ya <b>how to translate idiom?</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
68.	Idiom itu kalau di <b>translate</b> , kita bisa pakai idiom, bisa juga dihapus, bisa juga parafrase.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	

69.	There are two kinds of equivalence error <b>yaitu</b> semantic and stylistic.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
70.	Kenapa disebutnya <b>subtitling strategies?</b> bukan <b>subtitling techniques?</b>			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about situational factors.	V	
71.	Nah makna di penerjemahan bentuk apapun, <b>meaning</b> itu nomor satu.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
72.	Sometimes it's okay <b>kalau di</b> subtitle, we are talking about subtitle.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
73.	Kalau standar itu salah sih		V				V		It is alternation code	V	



	tapi <b>that's okay.</b>								mixing because the pattern is A-B. The factor is about message-intrinsic factors.		
74.	Iya <b>farm animals</b> kok peternakan hewan harusnya apa?	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
75.	Stylistic error or any other use of language that is out of tune with the style of the original <b>misalnya</b> using modern language in historic film.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
76.	Ada tiga: <b>grammar errors, spelling error</b> sama <b>errors of idiomaticity.</b>			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-	V	

									intrinsic factors.		
77.	Lalu <b>next</b> yang terakhir gampang ini.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
78.	Dalam pembelajaran itu kan ada teknik, ada metode, <b>approach</b> , dan itu istilahnya merujuk pada hal yang berbeda.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
79.	Kita menambahkan penjelasan, <b>that is expansion</b> .		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
80.	Nanti kita bahas contohnya <b>one by one</b> tapi ini garis besarnya dulu.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	

81.	Kemudian <b>we have transfer</b> , kalau <b>transfer</b> itu <b>what is said</b> dengan <b>what is being translated</b> sama apa enggak?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
82.	We also have transcription, transcription <b>dari kata</b> ?		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
83.	Mentranskripsikan apa yang ada <b>source text</b> itu ditulis lagi kedalam <b>target text</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
84.	Bedanya apa dengan sebelumnya? nanti kita lihat	V					V		It is insertion code mixing because the pattern is A-	V	

	contohnya, kita <b>save</b> dulu nanti contohnya di belakang.								B-A. The factor is about situational factors.		
85.	Then, <b>makanya</b> the last four subtitling strategies are quiet similar.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
86.	Kemarin sudah bahas FAR kan, jadi boleh nganalisis kualitasnya boleh, <b>subtitling strategies</b> nya juga boleh.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
87.	Lalu <b>for example</b> misalnya "he has CPA disease" kalau kita terjemahkan dia penderita CPA aja, apakah penontonnya akan paham?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
88.	Kita <b>move</b> ke selanjutnya.	V					V		It is insertion code mixing	V	

									because the pattern is A-B-A. The factor is about situational factors.		
89.	<b>Paraphrase</b> ketika frasa-frasa di <b>source text</b> tidak bisa ditampilkan dengan konstruksi <b>syntax</b> yang persis in the <b>target language</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
90.	And again, <b>dampaknya</b> is the subtitle will be too long.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
91.	Ini kebetulan <b>source text</b> nya kan pendek ya dan bisa diterjemahkan secara literal.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
92.	Nah dalam <b>case</b> penggunaan <b>transcription</b>			V			V		It is congruent lexicalization code	V	

	itu ada bahasa yang ketiga.								mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.		
93.	Dislocation is adopted when the original employs some sort of special effect, <b>misalnya</b> a silly song in a cartoon film where the translation of the effect is more important than the content.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
94.	Karena <b>special effectnya</b> itu yang mau ditonjolkan.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
95.	Dipendekin se pendek-pendeknya, <b>that's condensation.</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor	V	

									is about message-intrinsic factors.		
96.	Decimation <b>itu juga</b> part of condensation <b>sebenarnya</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
97.	Sekali lagi ini <b>movie</b> , kalau kalian menerjemahkan tulis itu tidak ada kecepatannya.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
98.	Karena memang <b>source textnya</b> tidak ada padanannya dalam bahasa target.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
99.	ketika kita belajar tentang <b>product oriented research</b> masih ingat?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about	V	

									message-intrinsic factors.		
100.	Kalian tahu <b>speech act</b> ?		V				V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
101.	<b>Speech act</b> kan macem-macem, ada <b>directive speech act</b> , <b>directive speech act</b> itu apa?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
102.	Kalau <b>directive</b> itu memerintah, meminta orang lain melakukan sesuatu.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
103.	Terus dianalisa <b>subtitling strategie</b> nya.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about	V	



									message-intrinsic factors.		
104.	Saya <b>upload</b> di <b>google classroom</b> aja nanti.			V		V			It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about situational factors.	V	
105.	Then <b>misalnya</b> subtitling strategies on the directive speech act translation.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
106.	Halah kalian mahasiswa jaman <b>now</b> dikasih waktu seminggu ngerjainnya H-1	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
107.	Tapi yaudah karena saya ngasih waktunya sampai <b>the end of the day.</b>		V			V			It is alternation code mixing because the pattern is A-B. The factor is about situational	V	

									factors.		
108.	Saya kasih <b>link</b> filmnya ya, nanti di youtube.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
109.	Di <b>download</b> dulu terus tinggal dipasangin <b>subtitlenya</b> .			V		V			It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about situational factors.	V	
110.	<b>The students or probably kids</b> ya biasanya. <b>Kids</b> itu ngelihat gambar <b>then there is</b> apa, <b>visualization</b> , oh mereka akan tahu oh itu bis.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
111.	Harusnya untuk anak-anak kecil yang <b>beginners</b> di SD	V					V		It is insertion code mixing because the pattern is A-	V	

	atau Tk gitu.								B-A. The factor is about message-intrinsic factors.		
112.	<b>Jadi intinya</b> we can translate it <b>domba atau kambing</b> , but because this is audiovisual product, <b>harusnya</b> we refer to the picture.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
113.	Domba dan kambing <b>are two different animals?</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
114.	Apa, denger nggak? <b>lambnya</b> jadi apa tadi?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
115.	Bisa domba bisa kambing, saya gara-gara lagu ini jadi	V					V		It is insertion code mixing because the pattern is A-	V	

	<b>searching</b> artinya biri-biri.								B-A. The factor is about situational factors.		
116.	But there is a chance from <b>kambing</b> in to <b>biri-biri</b> . Target audiencenya <b>kan</b> kids?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
117.	Do you think that <b>biri-biri</b> is popular?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
118.	Sate kambing sama sate domba aja harganya beda kok, karena mereka <b>different</b> .		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
119.	<b>Secara garis besar</b> is still talks about little stars.		V				V		It is alternation code mixing because the	V	

									pattern is A-B. The factor is about message-intrinsic factors.		
120.	Karena <b>little</b> itu boleh diartikan mungil.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
121.	Tapi <b>twinkle-twinkle</b> nya hilang nggak?	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
122.	Berbeda dengan melodinya, kalau rima itu <b>rhyme</b> , kalau melodi itu <b>rhythm</b> . <b>Rhythm</b> nya masih sama?			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
123.	Kalau tadi kan kayak <b>still children</b> ya suaranya.	V					V		It is insertion code mixing because the pattern is A-	V	

									B-A. The factor is about situational factors.		
124.	Karena kalau diterjemahkan <b>full</b> tolong jangan pergi enggak pas.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
125.	Mulai dari <b>translation</b> , ada pernah belajar <b>subtitling</b> juga kan kalian, ada <b>interpreting</b> , <b>dubbing</b> sedikit juga pernah disinggung.			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
126.	Kalau <b>meaning</b> nggak penting nanti lagunya jadi lagu yang berbeda.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
127.	Loh kok baterainya <b>low</b> , kemarin cas-an saya hilang, hari Jum'at dan saya baru	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about	V	

	sadar hari Senin.								situational factors.		
128.	Nah karena itu didalam <b>song translation</b> kalau kita analisis ada tiga aspek, musiknya, liriknya dan gambarnya.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
129.	Perubahan yang pertama ada <b>changes in the vocal presentation.</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
130.	Itu salah satu contoh <b>changes in the vocal presentation.</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor is about message-intrinsic factors.	V	
131.	Berubah nggak liriknya dari <b>the original version?</b>		V				V		It is alternation code mixing because the pattern is A-B. The factor	V	

									is about situational factors.		
132.	Next <b>kemudian</b> changes in the musical structure.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
133.	Kita yang nggak ngerti ngerti banget tapi kan bisa <b>browsing</b> sendiri.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
134.	Nah ketika <b>musical structure</b> ini diubah di dalam terjemahannya maka yang terjadi adalah <b>changes in the musical structure</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
135.	The syllables <b>harus pas</b> .		V				V		It is alternation code mixing because the pattern is A-B. The factor	V	



									is about message-intrinsic factors.		
136.	Kalau sekarang tinggal <b>searching</b> di google ada semua.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	
137.	Tetap berubah <b>even though</b> bentuknya adalah <b>subtitle</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
138.	Jadi dia <b>less importance</b> malahan di <b>song translation</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
139.	Walapun dia masih	V					V		It is insertion code mixing	V	

	<b>importance</b> tapi masih dipandang sesuatu yang paling penting di dalam menerjemahkan lagu.								because the pattern is A-B-A. The factor is about message-intrinsic factors.		
140.	Kemudian <b>naturalness</b> .		V				V		It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
141.	In the context of translation, naturalness is used to refer to the natural flow and structure of a text's lexical items <b>misalnya</b> register or word-order.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
142.	Jadi bagaimana lagu itu punya <b>flow</b> , ceritanya itu bisa mengalir dan mudah	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about	V	

	dipahami.								message-intrinsic factors.		
143.	Lalu berikutnya <b>we got rhythm</b>		V			V			It is alternation code mixing because the pattern is A-B. The factor is about situational factors.	V	
144.	Kalau kita terlalu fokus pada <b>rhyme</b> takutnya justru akan <b>cessive padding</b> .			V			V		It is congruent lexicalization code mixing because the pattern is A-B-A-B. The factor is about message-intrinsic factors.	V	
145.	It can be said as the <b>syarat</b> or elements of quality.	V					V		It is insertion code mixing because the pattern is A-B-A. The factor is about message-intrinsic factors.	V	
146.	Ini tinggal berapa <b>meeting</b> sih?	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about	V	

									situational factors.		
147.	Nanti saya <b>share</b> di grup.	V				V			It is insertion code mixing because the pattern is A-B-A. The factor is about situational factors.	V	

**The Data Sheet of the Data Findings of the Types and Factors of Code Switching used by Lecturer**

No.	Utterances	Types of Code Switching			Factors of Code Switching			Explanation	Validation	
		TCS	INTCS	INTRCS	SCF	CF	IF		T	F
1.	Is there any problem while finishing this task? <b>Ada masalah nggak?</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
2.	But because this is only a practice for you. <b>Karena ini cuma latihan makanya oke lah yang menilai satu orang aja.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
3.	Di dalam penelitian apa, penelitian teaching misalnya. <b>You probably you analyze about teacher's strategy in teaching speaking.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
4.	You do not need to worry		V		V			It is inter-sentential code	V	

	about. <b>Kok jumlahku kok beda ya sama temanku, misalnya.</b>							switching because there are two sentences which present two different languages. The factor is about social factors.		
5.	<b>Saya jelaskan dulu</b> about what it this. In today discussion, we are talking about FAR, FAR here it means <b>singkatan ya temen-temen, bukan jauh ya.</b>			V	V			It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V	
6.	Di luar negeri itu banyak tayangan yang sudah, tayangan apapun itu dibawahnya sudah ada <b>subtitle for the deaf and hard of hearing.</b>		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about cultural factors.	V	
7.	When we talk about quality translation <b>temen-temen, sebenarnya fokus kita itu</b> in			V	V			It is intra-sentential code switching because there are two languages within a	V	

	the process or in the product?							sentence. The factor is about social factors.		
8.	But actually in business world, some practice, <b>beberapa praktisi itu mengatakan bahwa</b> the process of translation <b>itu mempengaruhi bagaimana kualitas sebuah terjemahan.</b>			V			V	It is intra-sentential code switching because there are two languages within a sentence. The factor is about individual factors.	V	
9.	<b>Jadi alasan yang lebih lengkapnya.</b> Why not using the general TGA.		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
10.	FAR model ini assess subtitle quality in three areas. <b>Menilai kualitas terjemahan film subtitle itu dalam tiga area.</b>		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	

11.	Okey, there are minor, standard and serious.	V				V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
12.	The subtitle might go unnoticed. <b>Jadi salahnya itu nggak disadari</b>		V		V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
13.	And only break the illusion if the viewers are attentive. <b>Kecuali kalau penonton itu benar-bener memperhatikan.</b>		V		V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
14.	<b>Jadi salahnya itu disadari, jadi kita harus oh salah nih,</b> although we don't know the source language, <b>padahal kita nggak tahu bahasa aslinya</b>			V	V		It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V	



	<b>tapi viewersnya itu sadar kalau salah.</b>								
15.	If neither what is said nor what is meant is rendered, the result would be an obvious error. <b>Kalau nggak ada dua-duanya berarti subtitlenya jelas salah.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V
16.	<b>Okey</b> , what about the accuracy?	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V
17.	If only what is meant is conveyed, this is not an error. <b>Kalau yang dituliskan adalah maknanya saja itu bukan kesalahan.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V
18.	Standard semantic errors would also be cases where utterances		V		V			It is inter-sentential code switching because there are	V

	that are important to the plot are left subtitled, <b>juga termasuk karena ada ucapan-ucapan yang penting tapi nggak diterjemahkan.</b>							two sentences which present two different languages. The factor is about social factors.		
19.	Stylistic errors are not as serious as semantic errors, <b>nggak separah semantic error</b> , as they cause nuisance, rather than misunderstandings, <b>lebih ke nuisance nya sih, rasa, nuansa dari film tersebut.</b>			V	V			It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V	
20.	Then penalty score, minor, standard and serious, <b>ya.</b>	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
21.	You will not have any class tomorrow but you have to		V		V			It is inter-sentential code switching because there are	V	

	complete the task in a week. <b>Besok nggak ada kelas tapi tugasnya harus selesai satu minggu.</b>							two sentences which present two different languages. The factor is about social factors.		
22.	Have you got this material in subtitling class in last semester? <b>Udah dapet materi ini kan di semester lalu sama dosennya subtitling ya?</b>		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
23.	And could be preferred to verbatim renderings, <b>ya.</b>	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
24.	Do you still remember a translation techniques? <b>Ada yang masih ingat teknik terjemahan nggak?</b>		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
25.	So this is imitation, <b>kan?</b>	V					V	It is tag code switching	V	

								because there is a tag sentence marker. The factor is about individual factors.		
26.	I want you not to be track in some terms ya. <b>Jangan terjebak ke banyak istilah.</b>		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
27.	<b>Okey</b> , next we got rhythm	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
28.	Itu kan disebutnya Teknik terjemahan, <b>ya</b> .	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
29.	It is the why the subtitler composed translation in the form of a subtitle. <b>Ini adalah</b>		V			V		It is inter-sentential code switching because there are two sentences which present	V	

	<b>bagaimana seorang subtitler tu membuat sebuah terjemahan dalam bentuk subtitle.</b>							two different languages. The factor is about social factors.		
30.	So please don't be track in the terms. <b>Jangan bingung, jangan terjebak dengan istilah-istilah tersebut.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
31.	<b>Coba expansion itu dari kata expand</b> , so it means that the translation will be shorter or longer? <b>Lebih panjang apa lebih pendek?</b>			V	V			It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V	
32.	<b>We also have dislocation</b> , dislocation itu dari kata? <b>Locate plus dis plus ion</b> , nah gimana tuh <b>dislocation</b> . Nanti kita lihat contohnya,			V	V			It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V	

	<b>dislocation</b> agak susah ini.								
33.	<b>Okey</b> , any question?	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V
34.	There is shortering atau there are shorten words, <b>ada kata-kata yang dipendekin atau malah dihilangkan</b> , or probably omitted.			V	V			It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V
35.	I'll tell you the task first ya. <b>Nanti kalian tugasnya adalah menganalisis subtitle dari sebuah film</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V
36.	Enggak kan karena kita tidak tahu CPA penyakit apa. <b>So the subtitler probably think that he needs to add the</b>		V			V		It is inter-sentential code switching because there are two sentences which present two different languages. The	V

	<b>explanation.</b>							factor is about cultural factors.		
37.	<b>Okey</b> , lalu yang terakhir, gampang ini ya.	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
38.	Do you think that expansion is often use in subtitling? <b>Apakah menurut kalian ini banyak dipakai dalam pembuatan subtitle?</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
39.	No, the answer is no because too long. <b>Karena kan harus ada batasnya itu ya.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors	V	
40.	<b>Okey</b> , paraphrase any question?	V					V	It is tag code switching because there is a tag sentence marker. The factor	V	

								is about individual factors.		
41.	No because mostly the structures of the source text and target text is different. <b>Seringnya struktur kalimat bahasa sumber dan bahasa sasaran berbeda.</b>		V		V			It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
42.	<b>Okey</b> , semantic error minor :0,5, standard: 1, serious: 2.	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
43.	<b>Imitation maintains the same forms.</b> Mempertahankan bentuk yang sama, biasanya berkaitan dengan nama orang dan tempat. <b>For example, name of people and places ya, we have Tokyo Tower.</b>			V		V		It is intra-sentential code switching because there are two languages within a sentence. The factor is about cultural factors.	V	
44.	<b>We will talk about songs</b>			V	V			It is intra-sentential code	V	



	<p><b>translation and my question is, kamu sudah pada PLP kan? Have you ever thought the students about English using song? Pernah nggak ngajarin student itu pakai lagu?</b></p>						switching because there are two languages within a sentence. The factor is about social factors.		
45.	<p>This is the keyword the use of third language or nonsense language. <b>Penggunaan bahasa ketiga atau bahasa-bahasa yang tidak masuk akal.</b></p>		V		V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
46.	<p>Singability is a pragmatic form that refers to the "performability". <b>Bagaimana lagu itu bisa dipertunjukkan.</b></p>		V		V		It is inter-sentential code switching because there are two sentences which present two different languages. The factor is about social factors.	V	
47.	<p>However, <b>tapi</b>, the pentathlon principle invites flexibility, <b>itu memang kuncinya fleksibel</b></p>			V	V		It is intra-sentential code switching because there are two languages within a	V	

	ya.							sentence. The factor is about social factors.		
48.	Okey, so if we analyze the subtitle, what's topic?	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
49.	Strategi itu apa? Cara-cara yang digunakan untuk menerjemahkan, ya.	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	
50.	We have the pentathlon principle for song translation. Tapi perlu digaris bawah kalau song translation yang pakai the pentathlon principle ini fokusnya buat dinyanyikan kembali ya. Any question?			V	V			It is intra-sentential code switching because there are two languages within a sentence. The factor is about social factors.	V	
51.	You know reff? Kalian tahu		V		V			It is inter-sentential code	V	

	<b>kan reff?</b>							switching because there are two sentences which present two different languages. The factor is about social factors.		
52.	<b>Okey</b> , kita bahas dulu satu-satu.	V					V	It is tag code switching because there is a tag sentence marker. The factor is about individual factors.	V	