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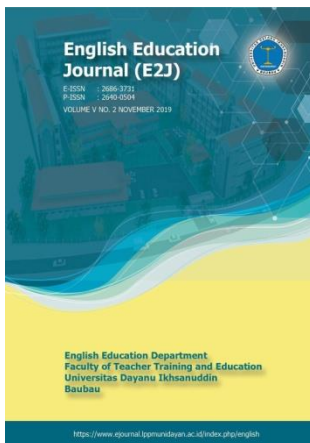
CODE MIXING USED BY ENGLISH TEACHER IN ENGLISH CLASS AT SMP NEGERI 2 TOMIA

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Abstract
The problem statement of this research were: 1) What types of code mixing is most used by English teacher in English Class SMP Negeri 2 Tomia; 2) What factors are likely cause to the use of code mixing by English teacher in English class at SMP Negeri 2 Tomia. The objectives of this research to find out; 1) The types of code mixing most used by English teacher in English Class SMP Negeri 2 Tomia; 2) The factors are likely cause to the use of code mixing by English teacher in English class at SMP Negeri 2 Tomia. This research using a sociolinguistic approach with applied descriptive qualitative method. The subject of this research was English teacher at Smp Negeri 2 Tomia. The object of this research is Code Mixing used by English teacher in grade 8A. The instruments used in this research were observation and interview. Based on the finding, the researcher concluded that there were three types of code mixing that used by English teacher, there were Insertions, Alternative and Congruent Lexicalixation. The researcher found the most use type that used by English teacher was Insertion. The results of interview session showed the reason why the teacher used code mixing in English class, first because the teacher was bilingual, this is also due to students' vocabulary skills that are still lacking, and situation because students just get basic English when in junior high school. The students didn't understand what the teacher's says when explained the material so the teacher used code mixing and the students could understand and receive it.

Keywords*: sociolinguistics, code mixing.*

Abstrak
Rumusan masalah dalam penelitian ini adalah: 1) Jenis campur kode apa yang paling banyak digunakan oleh guru bahasa Inggris di Kelas Bahasa

Inggris di SMP Negeri 2 Tomia; 2) Faktor apa saja yang menyebabkan penggunaan campur kode oleh guru bahasa Inggris di kelas bahasa Inggris di SMP Negeri 2 Tomia. Tujuan penelitian ini untuk mengetahui; 1) Campur kode yang paling sering digunakan oleh guru bahasa Inggris di Kelas Bahasa Inggris di SMP Negeri 2 Tomia; 2) Untuk mengetahui faktor-faktor apa saja yang menyebabkan penggunaan campur kode oleh guru bahasa Inggris di kelas bahasa Inggris di SMP Negeri 2 Tomia. Penelitian ini menggunakan pendekatan sosiolinguistik dengan metode kualitatif deskriptif terapan. Subjek penelitian ini adalah salah seorang guru bahasa Inggris di SMP Negeri 2 Tomia. Objek penelitian ini yaitu campur kode yang digunakan oleh guru bahasa Inggris di kelas 8A. Instrumen yang digunakan dalam penelitian ini yaitu observasi dan wawancara.

Berdasarkan hasil temuan, peneliti menyimpulkan bahwa ada tiga jenis pencampuran kode yang digunakan oleh guru bahasa Inggris yaitu Insertions, Alternative dan Congruent Lexicalixation. Peneliti menemukan jenis campur kode yang paling banyak digunakan oleh guru bahasa Inggris dalam proses belajar mengajar yaitu Insertion. Dari hasil wawancara menunjukkan alasan mengapa guru menggunakan code mixing di kelas bahasa Inggris, pertama gurunya bilingual, hal ini juga disebabkan oleh kemampuan kosakata siswa yang masih kurang, dan situasi; dimana siswa baru mendapatkan dasar bahasa Inggris pertama kali ketika berada di bangku sekolah menengah pertama. Para siswa tidak paham akan materi yang disampaikan oleh guru sehingga guru menggunakan campur kode agar siswa dapat menerima dan mengerti tentang materi yang disampaikan oleh guru.

Kata kunci: sosiolinguistik, campur kode.

1. INTRODUCTION

In this modern era, mastery of foreign languages is something that must be owened by everyone. Not only in a bilingual society, but the direction of language mastery development has been towards multilingual. This makes foreign languages taught at this time with the hope that students can master at least three languages including regional languages, Indonesian, English or other foreign languages. This is in line with what was stated by Chaer (2010) explains that Indonesia generally uses three types of languages with three target domains namely Indonesian language, regional languages, and foreign languages. The science that studies language is called Linguistics.

Sociolinguistic is the study of language related to the condition of society. According to Sumarsono (2013) Sociolinguistics examines the overall problems relate to the social organization of language behavior, not only including the use of language, but also language attitudes, behavior towards language alone and the use of language. In sociolinguistics, there are many objects that can be studied more deeply, such as "code switching" and "code mixing". Aurima & Widyanti, (2018) states that code switching is the event of code transition from a code to another code. In this research, researcher will discuss "The use of code mixing by English teachers in 8th grade at SMP Negeri 2 Tomia".

The use of language in teaching and learning interactions, basically must use language that is clear and can be understood by students. Teachers must be able to provide information in accordance with patterns and rules of language use that are able to provide information in accordance with patterns and rules of language use that can be captured and understood by educators and students. One strategy so that students can capture information, teachers use more than one language in learning interactions. This is supported by Nababan's opinion (in Aslinda, 2010: 87) which states that if there is code mixing in formal situations it is because there are no appropriate words or expressions to replace the language being used, so it is necessary to use words or expressions from regional language or Indonesian.

Code Mixing is the use of language by inserting or combining one language into another which aims to expand the style of language or variety. That means code mixing is the use of two or more languages in a conversation. In this research used Muysken's (2000) theory, he divided code mixing into 3 parts : Insertion, Alternative and Congruent Lexicalization.

SMP Negeri 2 Tomia is a school located in Onemay Village, Tomia Sub-district, Wakatobi Regency. Based on observation in the 8th grade at SMP Negeri 2 Tomia, in the learning process the teacher experiences difficulties when teaching English, such as how to explain the material or describe letters using English. Because students only learn or get basic English when they are in junior high school. So, students' vocabulary skills are still very lacking. Therefore, in explaining the material the teacher must use code mixing so that

students are able to understand the material that taught by teacher, so that learning objectives can be achieved.

Based on the problems above, therefore the researcher interested in conducting research with the title "Code Mixing used by English Teacher in English Class at SMP Negeri 2 Tomia"

1.1 Sociolinguistic

Sociolinguistics consists of two words, namely sociology and linguistics. Sociology is an objective and scientific study of human beings in society, of institutions and social processes that exist in society. Sociology tries to find out how society came about, took place and persisted. Meanwhile, linguistics is a field of science that studies language, or a field of science that takes language as its object of study.

According to Wijana (2021), sociolinguistics is a branch of language science that studies the relationship between language and various factors in society. These societal factors include things that are outside the language (external factors). Sociolinguistics has more to do with details of the actual use of language, such as descriptions of patterns of use of certain languages or dialects, use of certain languages or dialects by speakers, topics and settings of conversation.

1.2 Bilingualism

Bilingualism or in Indonesian terms referred to as bilingualism, is a phenomenon of using two languages or language codes. In sociolinguistics, bilingualism is known as the use of two languages by a speaker in association with others alternately (Chaer, 2010). Warsiman (2014:85) mentions that bilingualism is used for related but different conceptions, namely the ability to use two languages and the habit of using two languages in daily life.

To be able to use two languages, of course a person must master both languages, the first is his/her own mother tongue (abbreviated as B1) and the second is another language which is his second language (abbreviated as B2). People who can use both languages are called bilinguals.

Children who have bilingual abilities understand foreign languages as well as children's understanding of their mother tongue. Children are able to speak, read and write in two languages with the same ability. The implementation of bilingual learning makes children able to have an understanding of verbal communication and be able to speak in two languages. In the principle of bilingual teaching where the use of bilinguals can develop communication skills so that they can communicate using the two languages studied or the language commonly used by people in their environment. Bilingualism is a linguistic condition that arises as a result of language contact in the communication process. Language contact that occurs in a bilingual society allows a person to do code switching or code mixing in the communication process.

1.3 Code Switching

In many countries, both in Indonesia and abroad, there are speakers who communicate in different languages, so we can conclude that there is more than one language used to communicate in society. In this situation of bilingualism, we will often find people who change language depending on the circumstances or needs of the communication, this is called code switching.

In general, code switching is known as language switching by a speaker from one language to another. According to (Holmes, 2013:35) people sometimes switch code switching domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to use the switch. Examples of code switching events can also occur when an Indonesian goes to America, while in America he uses English, but when he meets an Indonesian, he will switch to using Indonesian to communicate with that person.

Poedjosoedarmo in Kunjana Rahardi (2001:21) divides code switching into two types, namely:
1. Permanent Code Switching
   In this code switching, the speaker constantly changes the speech code to his interlocutor (speech partner).

   For example: When Person A (Wakatobi, language) meets his friend B (Javanese) on campus and Person A wants to say "hello" to them, then A will do Permanent Code Switching using Indonesian when speaking with B so

that communication between the two of them runs smoothly.

2. Temporary Code Switching

The transition to this type of code lasts for a while or only temporarily because the speaker returns to using the speech code as before.

An example of a situation using this code: When Person A (Wakaobi language) and Person B (Wakatobi language) are talking on campus then their classmate passes by Person C (Ambonese) stopped and wanted to greet the two of them suddenly Person A and Person B did a temporary code switch using Indonesian with Person C, then returned to using the wakaobi language when Person C left.

According to Chaer and Agustina (2004:108) there are 5 factors that cause code switching to occur as follows:

1. Speaker or Speaker

A speaker or speakers often code-switch their speech partners to gain or benefit from their actions. For example, to benefit from a sense of similarity in one speech community, this is usually done by speakers who in that speech event expect help from their interlocutors.

2. Conversation or Interlocutor

This code switching occurs because speakers want to balance the language skills of their interlocutors. In this case, the ability of the other person's language is usually somewhat lacking because it is probably not his first language. If the background of the interlocutor is with the speaker, then the code switching that occurs is only a variant switching. However, if the interlocutor has a background that is not the same as the speaker, then what happens is a language switch.

3. The Presence of a Third Person

The presence of a third person or other people who do not have the same language background as the language being used by speakers and interlocutors can cause code switching to occur. The status of the third person in code switching also determines which language or variant should be used.

4. Change of Situation from Formal to Informal

For example, when the speaker and the speech partner are in a situation where they are discussing work, the atmosphere becomes formal, so both of them use standard language, but when they are no longer talking about work, the atmosphere changes to become informal, so they switch to using non-standard language varieties.

5. Change of Conversation Topic

Formal topics of conversation are usually expressed in a standard variety in a neutral and serious style, while informal topics are conveyed in non-standard language and a slightly emotional style.

From the explanation above, we can conclude that the cause of code switching is because it has been planned beforehand, for solidarity, the need for listeners, and the choice of topic.

1.4 Code Mixing

Code mixing is an event that often occurs in bilingual or multilingual communities. Code mixing is usually used in society, especially in our daily lives, this is because there are so many languages that can be used in society such as; Balinese, Javanese, Balinese, Wakatobi, Indonesian, English and so on. Some people will mix languages by incorporating bits and pieces of their second language sometimes even still being influenced by their first language.

1.4.1 Definition of Code Mixing

Code mixing is often found in communication events in multilingual communities. The symptom of doing code-mixing on daily communication is something common in society, especially in Indonesia. It becomes a normal communication by mixing language varieties while conducting communication by mixing language varieties while conducting communication. It is caused by some of the people in Indonesia who categorize as bilingualism or multilingualism. Saputro in Wulandari (2016) states that code-mixing is an ability to apply more than a

language in which the interlocutors or the writers mix two and more codes in a language discourse.

Between code mixing and code switching there are differences, among others, the function and dependence of each speaker. The intended role in this context is who uses the language, while the linguistic function means what the speaker wants to achieve with his speech. If there is code mixing in someone's speech, then it must be questioned first who the intended speaker is. In this case the special characteristics of the speaker such as social background, level of education, sense of religion and so on are very important. Another feature of the phenomenon of code mixing is that language elements or its variations inserted in other languages no longer have their own function. These elements have merged with the language they insert and as a whole only support one function.

Nababan and Yuliana (2015) argue that code mixing is an ability to change a language from one language to another in the same speech during conversation or in similarly arranged texts or orally. This is in line with Jendra and Sumarsih (2014) who claim that code mixing is a language phenomenon where different languages are mixed in the same clauses.

From the explanation above, it can be concluded that code mixing is an event of changing one language into another without changing the meaning of the sentence. In other words, the speaker only inserts snippets of the second language into the first language. For example, inserting English snippets into Indonesian. Like in the sentence "Nggak ada Homework hari ini, kan?" (There's no homework for today,right?)

1.4.2 Types of Code Mixing

Types of processes of code-mixing can be categorized into insertion, alternation, and congruent lexicalization (Muysken, 2000). Here is the explanation of each process of code-mixing.

a) Insertions

This code mixing process incorporates elements from a constituent. These constituents are syntactic units, which can take the form of lexical elements, for example inserted; verb, adjective, noun, and others. An insert that includes a single element is called a single constituent. In this case, there is a language of insertion or word borrowing in the dominant language.

E.g. : Insertion (Indonesia/English)
Saya merasa beautiful setiap hari. (I feel beautiful everyday)

b) Alternatives

In this process the two languages are displayed in one clause but remain relatively separate. This code-mixing process often occurs in stable bilingual communities with a tradition of language separation, but it also occurs in other communities. In alternation, several constituents shift in one utterance, because speakers mix language and variety together. Alternation occurs between the changed structures of the two languages. This substitution occurs at the grammatical and lexical level. In this case, an alternation occurs between the structures of the two languages. This structure is almost similar to the insertion process. However, if the sequence being transferred is preceded and followed by elements of another language, and these elements are not structurally related, then this can be called an alternation process.

E.g. : Alternative (English/Indonesia)
Today I'm so sleepy karena saya bergadang semalaman. (Today I'm so sleepy because I stayed up all night)

C) Congruent Lexicalization

Based on Muyskeen (2000:6), it refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language. The forms of code mixing can be words or phrases whose meanings are generally known by people in its first language. In this case, congruent lexicalization also can be influenced by the language dialect.

Example: Congruent Lexicalization (Indonesia/English)
Besok praktek TIK jadi jangan lupa dibawa laptop atau

computer-nya. (Tomorrow is ICT practice, so don't forget to bring your laptop or your computer)

1.4.3 Factors causing the use of code mixing

According to Beardsmore (1982:38) "Bilingualism: Basic Principles" Breadsmore raises the factors that cause someone to use code mixing, namely:

a) Bilingualism

It is inevitable that everyone can speak at least 2 languages. The ability to use or speak more than one language is the most basic factor why someone uses code mixing. Where most of the world's population is a bilingual or multilingual society.

b) Speaker and Partner Speaking (Showing Solidarity)

Communication is a tool for sending messages and ideas between two or more people. This means that in communication there must be an interlocutor to communicate so that code mixing can occur if both use and understand it well.

c) Social community

An individual who lives and works well in a community will use two languages in his interactions. In that case, a person will be influenced by the social community directly.

d) Situation (Showing Pride)

Code mixing usually occurs in both formal and informal situations. This situation is more like everyday conversation and the researchers also describe it as their habit of communication. For example, at home, researchers will mix code between Wakatobi and Indonesian, while on campus, especially for English study program students, they will mix code between Indonesian and English.

e) Vocabulary (Showing no exact words)

There is no right word or when there is lack of vocabulary in one language word. Our inability to determine or find the right words or expressions in one language makes us change words or phrases from one language to another and they can be combined together.

f) Prestige

We live in the era of globalization (modern) which causes humans to be able to speak more than one language, especially English. For most young people, code mixing is a style of its own that is expected to be modern and educative. Most young people mix languages out of prestige or to make them look like educated people.

In addition, there are several absorption words which mean words borrowed from the transfer language and entered into the recipient's language directly without translation. It can be distinguished from calque (layer) or borrowed translation, where meanings or idioms from another language are translated into words or roots from the host language.

1.4.4 The difference between Code Switching and Code Mixing

From the explanation above, we can know the difference between code switching and code mixing. First, in the event of code mixing bilingual speakers seem to use some foreign words or phrases (one language pieces that are smaller than clauses) while the other language (code) only functions as a basis. Second, bilingual people are said to mix code (but not switch from one language to another) when neither the topic changes nor the situation. One criterion for distinguishing code-switching and code-mixing. One criterion that is sometimes offered to distinguish diversion from admixture is that clause grammar determines language. With these criteria, if someone uses a word or phrase from another language, he has varied but not code-switched.

Code-switching and code-mixing exist in both bilingual and multilingual societies and force people to speak at least two different languages. So the most basic difference between code switching and code mixing is that code mixing occurs when the speaker mixes or estimates foreign words (another code) in the dominant language he uses. Whereas code switching occurs when a speaker changes the language he uses to code another (including diversity). Things to consider in code-switching and code-mixing are (1) other people, (2) the speakers

themselves, (3) the presence of three speakers, (4) creating a sense of humor, and (5) increasing authority. The similarities between the use of code-switching and code-mixing are common in multilingual societies where two or more languages are used. The difference is that code switching occurs between languages used by autonomous (independent) individuals, done consciously and intentionally. Whereas code mixing occurs in the primary code or the basic code used which has function and autonomy, while others involved in the use of the language are contained in several parts, without function and autonomy as a code.

2. METHOD OF THE RESEARCH

2.1 Design of the Research

This research using a sociolinguistic approach, this research applied descriptive qualitative method. Djajasudarma (2006:11) states, "Qualitative research methods are research that is intended to explain and describe data in a systematic, clear, factual, and accurate manner regarding data and the properties and phenomena of relation of the phenomena studied". Qualitative research aims to gain a general understanding of social reality from the perspective of the teachers.

The subject of this research was English teacher who used code mixing at 8th grade at SMP Negeri 2 Tomia, this research was carried out in the even semester in the 2023 school year.

This research uses observation and interview methods in collecting the required data. Obsevation is a technique for collecting qualitative data by making direct observations in the field or research environment. The types of observations that use in this research are : a. Non-participant Observation, means the researcher collect data by observing behavior without actively interacting with the participants, and b. Structured observation, means in making observations the researcher refers to the guidelines that have been prepared in advance by the researcher. To avoid data loss, researchers use Audio Recoreder (handphone) to collect data from the teacher, when the teacher teaches using mixed codes and captures activities in the classroom. Interviews are a method of collecting data with one-sided debriefing which is carried out systematically and is based on research objectives (Lerbin, 1992 in

Hadi, 2007). 'One-sided' debriefing means that the data collector actively asks questions, while the party being asked actively provides answers or responses. In this research documentation is only as a formality or evidence that the research actually conducted. Therefore, to identify the research the researcher needs supporting instruments such as voice recorder (Handphone), list of questions, pen, and notebook to collect the data.

2.2 Technique of Data Collection

This research was carried out at SMP Negeri 2 Tomia. The researcher gets the data through observations and interviews conducted. In collecting the data, the researcher observed the teachers by recording the teaching learning process and applied simple interviews with the teacher.

2.3 Technique of Data Analysis

The researcher conducting data analysis to identify data obtained from observations, interviews, and recording. To analyze the data, the researcher did some procedures adopted from Nasution (2003, p. 126-130) which state there are four techniques use to analyze the data as follows:

1. Data Collections

The researcher collected data from collecting data collected from observations (checklists), documentation and interviews in eight grades. Data collection consists of observations to schools and classes during lessons in progress; create a check mark in the checklists list table that can provide information about the appearance or behavior observed by giving a tick ($\checkmark$) if the observed behavior appears. Interview teachers regarding their responses or comments on the used of code-mixing; at the interview session the researcher also recorded this activity so as not to lose the desired data. Data from the first observations and interviews also recorded was transcribed into written transcripts. Then, the transcripts were identified as code-mixing utterances.

2. Data Reduction

This was intended as a selected process. Researchers only select the primary data, focus on important data and reduce unnecessary data because the required data should be based on research objectives. First, on data

reduction, words that were not used code-mixing were removed. The researcher identifies and selects the data, ie speech that was considered to be used for code-mixing and was also relevant to the research topic. So, the analysis only focuses on the data in accordance with the research questions that have been formulated. After the above steps, the researcher conducted an interview method to get the information.

3. Data Display

The data will be analyzed to determine the type and reasons of code-mixing that may appear and be used in the learning process in the classroom. Data was identified and separated into specific groups based on the research focus. The focus of this research is the types and reasons of code-mixing. The result of the data reduction was made systematically in a simple draft.

4. Verification

Conclusions verified by looking back at data reduction whether before, during or after data collection. Verification, researchers have summarized the results of the study based on the problem and research objectives. In qualitative research, there are general techniques that are commonly used in terms of checking the validity of the data. In connection with this research, the use of data trust needs to be examined to reduce researchers' opinions, prejudices, and data habits.

3. FINDING AND DISCUSSION

3.1 Findings

Based on the result of observation on teacher at claas A on May 16th 2023, the researcher found that there were 51 utterances of teacher that included code mixing.

No	Types of Code Mixing	Frequency
1.	Insertions	**43**
2.	Alternatives	**1**
3.	Congruent Lexicalization	**7**
	Total	**51**

Based on the result above, the researcher concluded that insertions was the most type that used by English teacher. It could be seen above based on the frequency that often occured by the teacher. At class A, the

Alternative code mixing is very rarely used.

From the data, it was found that there are three reasons why grade 8 A teachers use code mixing, including bilingual, situation, and lack of vocabulary skills of students. The results of this study also show that the use of code mixing is very important to be applied in the learning process, especially in English language learning, where students can easily understand the material provided by the teacher. This is also confirmed by the statement of Gayatri, Sudiana, and Indriani (2016: 9) through their research which explains that the use of two or more languages in the classroom can help students understand the teaching material delivered by the teacher.

3.2 DISCUSSION

In this part, the researcher explained all the data that have been found in the teaching learning process by using Muyskeen's theory about the three types of code mixing. The three types of code mixing were **Insertions**; these constituents are syntactic units, which can take the form of lexical elements, for example inserted; verb, adjective, noun, and others. The second is **Alternative**; This code-mixing process often occurs in stable bilingual communities with a tradition of language separation, but it also occurs in other communities. In alternation, several constituents shift in one utterance, because speakers mix language and variety together. Alternation occurs between the changed structures of the two languages. The last was **Congruent Lexicalization**; The situation where two languages share grammatical structures which can be filled lexically with elements from either language. The forms of code mixing can be words or phrases whose meanings are generally known by people in its first language. In this case, congruent lexicalization also can be influenced by the language dialect.

Types of code mixing
1. Insertions

Data number 1, 2, 3, 4, 6, 7, 9, 10, 13, 15, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 42, 43, 45, 46, 47, 48, 49, 50 and 51 were the mixing in English and Indonesian utterances. It means that the teacher used English in her utterances and then she mixed

Indonesian word in her utterances and vice versa. For example in data number 10 "*Oke, saya baca ya nanti sebentar giliran kalian **read** setelah saya*" , it can be seen in the sentence that the teacher inserted Engish word '**read**' into Indonesian utterance. And in the data number 26 "*Who's again? Don't be shy, **Siapa lagi**?* In this senctence indonesian word used in English utterance.

2. Alternatives

The researcher just found one alternative sentence, it was in data number 41 "*Kemudian, **so she walked home**, jadi saya artikan secara umum saja secara keseluruhan*". So in the data number 41 has an English clause mixed with indonesian sentence.

3. Congruent Lexicalization

Data number 5, 8, 11, 12, 14, 18 and 44 were Congruent lexicalization. Congruent lexicalization code mixing can be forms of words or phrases whose meanings are generally known by people in its first language. For example in data number 5 "***Open** halaman 187 dibuku paketnya*" and in the data number 11 "*Jadi, **text** ini menceritakan tentang kakaknya Siti*". The **text** (tekst) and text in English and Indonesian the pronunciation and meaning of the word are the same, so when the teacher used code mixing using the students were familiar with that word. And for the another example in the data number 18 "*Kita **start** dengan membaca ya!*", which in this sentence insert or borrow an English word (**start**) into Indonesian utterance.

Then the researcher found that the reason why teachers used code mixing during the teaching and learning process were bilingualism, situation and vocabulary.

4. CONCLUSION

Based on the findings and discussions above the researcher concluded the result based on the research questions, as follows:

1. The result of this research showed that there were three types of code mixing that used by English teachers in teaching learning process. There were Insertions, Alternative and Congruent Lexicalixation.

2. The researcher found the most use type that used by English teachers in teaching learning process was Insertions code mixing. There were 43 utterances involved insertion code mixing, meanwhile for the alternative code mixing there was 1 utterance and 7 utterances included involving congruent lexicalization.

3. Based on the interview session with the teacher about the reason of using code mixing, the researcher got the reason why the teacher used code mixing in teaching learning process. The reason was the students didn't understand what the teacher's says when explained the material so the teacher used code mixing and the students could receive it. The teacher also said that she used it because she was bilingual. This is also due to students' vocabulary skills that are still lacking, and situation because students just get basic English when in junior high school.

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