



An Analysis of Code-Mixing Used by the English Teachers

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ABSTRAK

Tipe campur kode penyisipan merupakan tipe yang paling dominan digunakan siswa dalam berkomunikasi. Penelitian ini bertujuan untuk menganalisis jenis-jenis campur kode dan alasan guru melakukan alih kode yang digunakan oleh guru bahasa Inggris dalam mengajar bahasa Inggris. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah dua orang guru Bahasa Inggris yang mengajar mata pelajaran Bahasa Inggris. Para guru yang mengajar di kelas 10 dan 11 jurusan bahasa. Pengumpulan data dilakukan dengan dua metode yaitu observasi dan wawancara. Instrumen yang digunakan adalah video recorder, tape recorder, lembar observasi, dan pedoman wawancara. Peneliti menganalisis data, data yang dikumpulkan akan ditranskripsikan ke dalam bentuk tertulis untuk memudahkan klasifikasi. Data yang ditranskrip dalam bentuk skrip akan dianalisis menggunakan teori Hoffman. Hasil penelitian menunjukkan bahwa ada tiga jenis campur kode yang digunakan oleh guru bahasa Inggris. Terdapat campur kode intra sentensial (62,1%), campur kode intra leksikal (18,7%), dan melibatkan perubahan pengucapan (19,2%). Selain itu terdapat total 198 ucapan, dimana 49 ucapan digunakan karena kemampuan bahasa Inggris siswa yang rendah, 33 ucapan digunakan untuk mendiagnosis siswa, 29 ucapan digunakan untuk mendekati diri kepada siswa, 16 ucapan digunakan untuk melontarkan lelucon, dan 71 ucapan digunakan karena faktor kebiasaan.

ABSTRACT

The type of insertion code-mixing was the most dominant type used by students in communicating. This study aimed to analysing the types of code-mixing and the teachers' reasons of code-switching used by the English teachers in teaching English. This study is a descriptive qualitative research. The subjects of this study are two English teachers who taught English subject. The teachers who teach in 10th and 11th grades of language major. The data were collected using two methods, such as observation and interview. The instruments used are video recorder, tape recorder, observations sheets, and interview guide. Researcher analyze the data, data collected will be transcribed into written form to facilitate classification. The transcribed data in script form will be analysing using Hoffman's theory. The results showed that there are three types of code-mixing used by the English teachers. There are intra sentential code-mixing (62.1%), intra lexical code-mixing (18.7%), and involving a change in pronunciation (19.2%). Moreover there are total 198 utterances, which is of 49 utterances used because the students' English ability are low, 33 utterances used to diagnosing students, 29 utterances used to get closer to the students, 16 utterances used to making a joke, and 71 utterances used because the habit factor.

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1. INTRODUCTION

Language is a tool to communicate in everyday life. Many people can master more than one language, whether it's their mother tongue, the language of their country, and even the language of another country (Nurhamidah et al., 2018; Rao, 2019). According to previous study language is a means of communication or interaction used between individuals in the form of a symbol in a society (Susanto et al., 2020). Every country has a different language, so that it becomes the identity of the nation in every country in this world. But in the world there is one language that has become an international language or is used as a language that can be used to communicate throughout the world, that is English (Sundari, 2016; Ulivia et al., 2022). Therefore, in every school in the country around the world, there must be English lessons taught to students, one of which is in Indonesia.

According to previous study English language is taught in every school and is used as a foreign language in Indonesia (Izzah & Keeya, 2019; Utami, 2019). Although taught for many years in formal schools, the results that are expected are still not satisfactory. Very few high school graduates are able to communicate well in English, because the competence of this foreign language is generally still low (Al Mamun et al., 2022; Baran-Łuczars, 2019). Only people with middle to upper economic class have easy opportunities to improve their English skills,

such as through private courses, language teaching through technology assistance such as computers or laptops, foreign films, and others.

According to previous study code-mixing is the use of linguistic units from two or more languages within the same situation (Jiang et al., 2014). People can speak more than one language, and who speak two or more languages are usually called bilingual or multilingual. Moreover, when someone communicates or uses more than one language in the same sentence, it is called code-mixing. Code-mixing is an act of language switching from one language to another language used within the same sentence (Siregar & Hariani, 2018; Waris, 2012). In Indonesia, most and even all Indonesian people use at least two languages, there are the mother tongue or local language and also the Indonesian language. The use of local languages and the Indonesian language itself can make it easier for individuals to provide information or communicate between individuals, both with fellow local communities and with people outside their area (Hanafi, 2022; Shilfani et al., 2022; Susanto et al., 2020). Everyone can use more than one language to communicate with others.

The phenomenon of code-mixing is usually encountered when communication between two people who are bilinguals or multilinguals, where they can mix their language depending on the situation they are in communication (Haris, 2017; Sinaga & Hutahaean, 2020). The phenomenon of code-mixing can occur automatically and unconsciously used when communicate. This phenomenon can not only occur in informal situations, but can also occur in formal situations. Code-mixing can be used and found in spoken and written language (Mustikawati, 2016; Wirhayati & Safitry, 2020).

Related to previous research on the code-mixing phenomenon, there are several researchers who have conducted this research before. First, there is a researcher conducted on the use of code mixing (Waris, 2012). From the results of his research, it was found that the type of insertion code-mixing was the most dominant type used by students in communicating. The second is research found similarities with researchers who use Hoffman's theory in their research. From the results of his research, the researcher found that the type of intra-lexical code-mixing did not exist in his research (Gosselin & Sabourin, 2021). According to previous study in general, foreign language competence among high school and college graduates is still low (Cahyono & Rahayu, 2020). He also added that only students from the upper middle socioeconomic class have the opportunity to improve their English language skills, whether it's by taking private courses, technology-assisted language teaching, through films in foreign languages.

Based on the problems and explanations above, the researcher interested and wants to know more clearly about the use code-mixing by the teachers in a teaching and learning process. This study aimed to analysing the types of code-mixing and the teachers' reasons of code-switching used by the English teachers in teaching English. The novelty of this research is in the research setting, which is this research, will be conducted at one of the schools in Karangasem Regency that is SMAN 1 Kubu. Therefore, the frequency of English subjects that students have to take every week is relatively high at SMAN 1 Kubu. In addition, the phenomenon of code-mixing is still often used by teachers in delivers material in the process of teaching English in the class at SMAN 1 Kubu.

2. METHOD

This research used a descriptive qualitative method. Qualitative research is a research process in which researchers investigate to understand complex and holistic human behavior from cultural and social, and cultural backgrounds (Nurhamidah et al., 2018; Seixas et al., 2018). Qualitative research is research that produces descriptive data in the form of a collection of several words or sentences based on the point of view of the observed person. In this study, the descriptive qualitative method was used to analyze the observed data, namely about the use of code-mixing by the teacher, and to describe it clearly, completely, in detail, and easily understood without using numbers or statistics. In this study, researchers explain the use of code-mixing by English teachers, types of code-mixing, and the reasons for using code-mixing in the learning process by teachers.

To obtain data, researchers conducted classroom observations and interviews with two English teachers. The data obtained from observations and interviews in the form of utterances and voice recordings are explained in the form of sentences. To get accurate data in conducting research, the researcher used two methods to collect the data, there are observation and interview. Observations were carried out to answer questions from research question number one, namely about the type of use of code mixing by teachers in class. Observation is done by recording the speech of the teacher when teaching in class using a video recorder. Meanwhile, the interview was conducted to answer research question number two, namely the reason why teachers use code mixing in the learning process. Researchers conducted interviews based on the interview guide that had been made previously. Then, the researcher recorded the answers from the teacher in answering the questions given by the researcher using a tape recorder. The researcher did this with the aim of getting additional information from previous observations.

The researche collected the data related to the use of code-mixing by two English teachers at SMAN 1 Kubu through observation and interview. There are several steps of data collection: The first is the researcher

prepare the instruments. Researcher prepare research instruments that will be used in collecting data such as video recorders, table classifications, interview guide, etc. The second, researcher prepare the procedure for doing the observation. The third, researcher analyzed the data, data collected will be transcribed into written form to facilitate classification. The fourth, procedure to analyze the data. The transcribed data in script form will be analyzed using Hoffman's theory (Suardhana, 2022). Hoffman's theory will be used to analyze the types of code-mixing used by the teachers, and using Hoffman and Eunhee's theory to analyze the teachers' reasons for using code-mixing.

3. RESULT AND DISCUSSION

Result

Based on the observations, the two English teachers produced three types of code-mixing, they are intra sentential, intra lexical, and involving a change in pronunciation. More detail of types of code-mixing used by the teachers is show in Table 1.

Table 1. Types of Code-Mixing used by The Teachers

No.	Types of Code-Mixing	Occurrence	
		Number of Utterance	In Percentage (%)
1	Intra Sentential	123	62.1%
2	Intra Lexical	37	18.7%
3	Involving a Change in Pronunciation	38	19.2%
Total		198	100%

Based on Table 1, the researcher found that the teachers produced code-mixing with a total of 198 utterances, which consists of 37 intra lexical code-mixing, 38 involving a change in pronunciation, and 123 intra sentential code-mixing. The teachers's reason for using code-mixing is show in Table 2.

Table 2. The Teachers's Reasons For Using Code-Mixing

No.	Teacher's Reason For Using Code-Mixing	Occurrence	
		Number of Utterance	In Percentage (%)
1	The students' English ability are low	49	24.7%
2	Diagnosing students.	33	16.7%
3	To get closer to students	29	14.6%
4	Making a joke	16	8.1%
5	The habit factor	71	35.9%
Total		198	100%

Base on Table 2 from a total 198 utterances, the researcher found that a number of the teachers reasons for using code-mixing, which is of 49 utterances used because the students' English ability are low, 33 utterances used to diagnosing students, 29 utterances used to get closer to the students, 16 utterances used to making a joke, and 71 utterances used because the habit factor.

Discussion

Teacher did code-mixing to make the student easier to understand, because many students in the class have low ability in English skill. So the teacher mixed their language in deliver the material with the aim that students can understand the meaning of the context sentence (Mustikawati, 2016; Wirhayati & Safitry, 2020). This research reflects teachers' efforts to overcome challenges in teaching, especially related to the low English proficiency of most students in the class. In an effort to facilitate student understanding, teachers use language mixing strategies or what is known as code-mixing. Code-mixing is applied as a method to embrace linguistic diversity in the classroom, where teachers wisely combine students' mother tongue with English in the delivery of learning material (Kustati, 2014; Mustikawati, 2016; Rahmat, 2020). The main goal is to ensure that students can understand the meaning of context sentences, while making it easier for them to understand the material being taught.

Teachers' use of code-mixing is not just a practical decision, but also reflects a deep understanding of students' needs and ability levels. Teachers understand that to achieve effective understanding, there needs to be a strong communication bridge between teachers and students, especially when students face obstacles in mastering English (Fanani & Ma'u, 2018; Mabule, 2015; Moetia, 2018). By embracing and respecting students' native languages, teachers create an inclusive and supportive learning environment. This research provides insight into

teaching practices that are responsive to students' linguistic needs, which in turn can improve educational effectiveness in linguistically heterogeneous classrooms.

Moreover teacher did code-mixing to know to about the readiness of students to take part in learning and receive material that will be given by the teacher, because each student has different characters and abilities. The utilization of code-mixing by teachers in assessing students' readiness for learning and their ability to comprehend instructional materials reflects a nuanced understanding of the diverse characters and capabilities present within the student body (Harya, 2018; Siddiq et al., 2020; Yuliana et al., 2015). Code-mixing, in this context, serves as a valuable pedagogical tool that goes beyond mere language integration. It becomes a strategic means for educators to gauge the receptivity of students to the upcoming learning experiences and the delivery of academic content. By adapting their communication to incorporate various linguistic elements, teachers can effectively tailor their approach to cater to the individual needs and learning styles of each student. This practice not only fosters a more inclusive learning environment but also acknowledges the inherent variability in students' cognitive processes and linguistic competencies (Jiang et al., 2014; Novedo & Linuwih, 2018). Furthermore, the intentional use of code-mixing underscores the teacher's commitment to optimizing the learning experience, ensuring that every student, regardless of their linguistic background or cognitive abilities, is adequately prepared to engage with and assimilate the educational material presented to them.

Code-mixing also use to get closer to students, with the aim that students feel closer to the teacher and do not feel awkward, so students dare to say what they are thinking, a sign of fear and there is a gap between the teacher and students (Siregar & Hariani, 2018; Waris, 2012). This research reveals that the use of code-mixing in an educational context is not only a form of multilingual communication but also a strategy employed to foster closeness between teachers and students. The findings indicate that the primary goal of utilizing code-mixing is to make students feel closer to their teachers, eliminating any sense of awkwardness and encouraging them to freely express their thoughts without fear. This is seen as an indication of the existing fear and gap between teachers and students. By employing code-mixing, teachers can create a more relaxed and friendly environment in the classroom, enabling students to feel more comfortable actively participating in the learning process. This research highlights the significance of psychological and social aspects in teaching approaches, emphasizing that successful communication in an educational context is not solely based on understanding the subject matter but also on establishing a positive relationship between teachers and students.

Based on the discussion described previously, the researcher suggests that can for English teachers, especially teachers who teach English at SMAN 1 Kubu, the researcher suggests that when teaching english in the class to use code-mixing, because using code-mixing can help students understand more easily and be able to help the students to increase their vocabulary in a language. For other researcher, especially for students of the Department of English Language Education at Ganesha University of Education who will basically become English teachers in the future are expected to explore more deeply related to code-mixing to enrich and update related research. Then, the author hopes that this thesis can be a motivation and improve the skills of teachers and prospective teachers in teaching English.

4. CONCLUSION

This research explained that there were three types of code mixing used by two English teachers in the teaching and learning process in the classroom. The researcher found that the type of speech that was mostly used by the teachers was intra sentential code-mixing, that is code-mixing that occurred within the boundaries of phrases, sentences, or clauses. Then proceed with then involving a change in pronunciation, namely code-mixing that occurs in a phonological order, for example, words in English whose pronunciation is modified in the Indonesian phonological structure, and then intra-lexical code-mixing that occurs within word boundaries.

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