



Code-Mixing and Code-Switching in Online Teaching

Natan Barus^{1*}, Rahmadsyah Rangkuti², Umar Mono³ 

^{1,2,3} Universitas Sumatera Utara, Sumatera Utara, Indonesia

*Corresponding author: barusnatan7@gmail.com

Abstrak

Permasalahan yang sering terjadi dalam pembelajaran yaitu kesalahpahaman saat berkomunikasi. Hal tersebut berkaitan dengan penggunaan campur kode dan alih kone dalam pembelajaran. Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis alih kode dan campur kode dalam pengajaran online, menganalisis cara guru bahasa Inggris menggunakan alih kode dan campur kode, serta menganalisis alasan para guru mengganti dan mencampurkan ucapan. Penelitian ini dilakukan dengan menggunakan desain deskriptif kualitatif. Objek penelitian ini adalah tiga orang guru bahasa Inggris. Pengumpulan data dilakukan melalui rekaman video Zoom atas ucapan guru. Data dianalisis dengan menggunakan model interaktif Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa jenis alih kode yang paling sering dilakukan guru adalah alih kode inter sentensial. Jumlahnya 51 jenis dengan persentase 50,49%. Jenis campur kode yang paling sering dilakukan guru adalah penyisipan (kata). Jumlahnya 71 jenis dengan persentase 70,29%. Terakhir, alasan paling umum mengapa guru mengganti dan mencampurkan kode dalam ujaran adalah Klarifikasi isi ujaran jumlahnya 8 dengan persentase 29,62%.

Kata Kunci: Campur Kode, Alih Kode, Kelas Online

Abstract

Problems that often occur in learning need to be clarified when communicating. This is related to the use of code-mixing and connection switching in learning. This research aims to analyze the types of code-switching and code-mixing in online teaching, how English teachers use code-switching and code-mixing, and why teachers switch and mix speech. This research was conducted using a qualitative descriptive design. The objects of this research were three English teachers. Data was collected via Zoom video recording of the teacher's speech. Data were analyzed using the Miles, Huberman, and Saldana interactive model. The research results show that the type of code-switching teachers do most often is inter-sentential code-switching. There are 51 types, with a percentage of 50.49%. The code-mixing that teachers most often do is inserting (words). The total is 71 types, with a percentage of 70.29%. Finally, the most common reason teachers change and mix codes in speech is clarification of the content of speech, and the number is 8 with a percentage of 29.62%.

Keywords: Code Mixing, Code-Switching, Online Class

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1. INTRODUCTION

In 2019, the world was shocked by the spread of a dangerous virus, the coronavirus or COVID-19. This virus caused panic worldwide and stopped many activities, including education (Ensri Anjayani et al., 2022; Ninsi & Rahim, 2020). The coronavirus impacts the education sector, so the government must temporarily close schools, universities, and all public places to avoid COVID-19. All schools worldwide have announced the hope of teachers. Schools must close their doors. So, with the closure and cessation of face-to-face activities in schools, it is hoped that it can stop the spread of the coronavirus. However, closing schools does not mean that the teaching and learning process must also stop. Teachers and all educators must change their teaching methods in schools (Latifah, 2021; Siwi & Rosalina, 2022). Online learning is a very supportive medium in conquering the problems of the world of education during the COVID-19 pandemic. Changes in the learning system force schools to implement a distance education system or online learning. So, it can be concluded that online learning during a pandemic is very important. Technology has developed and offers many tools to help teachers teach in online classes. Information and communication

technology in learning can help teachers communicate and deliver material to students (Hartono, 2012; Wardaugh, 2006).

As the main supporting tool in the learning process, language plays a central role because language is one of the tools of interaction in learning activities, which will be very useful if we are aware of the patterns of language use in learning interactions (Estetis, 2021; Najib et al., 2023). Using good language patterns can increase efficiency and effectiveness in learning activities. The teaching and learning process in schools aims to transfer knowledge to students. In this case, teachers control the collection of knowledge and skills needed to transfer knowledge to students. In most foreign languages, the teacher must know the language better than the students because they need to communicate with students using the language (Hoffman, 1991; Irfansyah, 2022).

Based on the facts in the field, SMA Sultan Iskandar Muda still uses a different language when learning. The low proficiency in English requires teachers to provide additional explanations in learning. The goal is to help explain the material to students to make it easier to understand. In learning a foreign language, students must understand language theory and be fluent in using the language. However, this is not realized in reality. Students still need help communicating and understanding lessons several times. This habit causes students to learn Indonesian to communicate, including when learning a foreign language (Azis & Rahmawati, 2021; Neulip, 2009).

Based on these problems, teachers need strategies to explain learning materials well, and students can still understand what the teacher conveys. When teachers teach foreign languages, code-switching and code-mixing can be a solution as a learning strategy that can develop students' skills in English (Hamers et al., 1989; Irfansyah, 2022). Code-switching can be defined as "a general term for the alternative use of two or more languages, varieties of a language, or even styles of speech." At the same time, code-mixing is a term used in bilingualism. Code-mixing refers to "the linguistic behavior of a bilingual speaker importing words or phrases from one of his or her languages into the other." (Auer, 2002)(Mega Rindiani, Missriani, 2022). From this point of view, code-mixing is not very different from code-switching. It speaks of bilingualism in the language.

At the beginning of the meeting, the teacher uses the target language when explaining the material, and then they switch back to Indonesian to ensure students' understanding. Students use the target language as much as possible but revert to their mother tongue for any speech elements they cannot produce in the target language (Meylinasari & Rusminto, 2016; Yuniati, 2018). In Indonesia, in cities and districts, some people use more than one language in their daily lives, ranging from regional to local languages, Indonesian, and even foreign languages (Amaliani et al., 2020; Juariah et al., 2020). Using more than one language usually occurs when learning a foreign language, especially English. For example, learning English at Sultan Iskandar Muda School Medan uses several codes.

Mixing the same code with code-switching is also an unavoidable result that can occur in the communication process, especially in bilingual or multilingual languages. The existence of codes in society is very important, and it needs to be mixed (Saraswati et al., 2022; Wiranto, 2022). Code mixing occurs when the interlocutor/speaker uses both languages together to the point that they change from one language to another during one utterance. It is the same as why code-switching can occur in the teaching and learning process. The learning process will only run well if students understand what the teacher says in English. Then, code-mixing appears in the conversation so that the conversation runs well (Amaliani et al., 2020; Neulip, 2009).

This research is supported by previous relevant research on using code-switching and code-mixing in learning. The research states that using code-switching and code-mixing is important to note in educational activities, especially during learning interactions.

Appropriately paying attention to language use, teaching, and learning results can run effectively and efficiently (Ensri Anjayani et al., 2022; Simatupang et al., 2018). In addition, it is also supported by research on the application of code-switching and code-mixing in language learning, which states that code-switching and code-mixing help teachers in delivering learning materials in terms of connecting conversations according to the material, emphasizing the function of conversation messages, and conveying important things related to the material (Estetis, 2021; Najib et al., 2023). The novelty of this study is that it will examine the application of code-switching and code-mixing in English language learning more deeply.

This study was conducted at Sultan Iskandar Sekolah Muda Medan, a multicultural high school for students who implement an online learning system. Based on the background above, this study aims to analyze the types of code-switching and code-mixing in online teaching, how English teachers use code-switching and code-mixing, and why teachers change and mix speech in English language learning.

2. METHODS

This research was conducted at SMA Sultan Iskandar Muda, located in Jl. Sunggal gg. Bakul, Jalan Tengku Amir Hamzah Pekan I, Sunggal, Medan City as the research location. This research is a qualitative descriptive design research (L, 2018; Miles et al., 2014). In this study, three English teachers at SMA Sultan Iskandar Muda were in different classes as the objects of the study. The data collection method used observation, interview, and documentation techniques through recording. The first data was in the form of words, phrases, clauses, and sentences taken from the transcription of the teacher's verbal speech recordings during the teaching process. The second data of this study was the transcription of interview recordings with the teachers. Several questions were asked of the teachers after the observations were conducted. The data source in this study was the transcription of the teacher's verbal speech recordings during the teacher's teaching process. Data analysis was then used in the Miles, Huberman, and Saldana approach.

3. RESULTS AND DISCUSSION

Result

The data is presented as findings to answer the research questions about three types of code mixing according to Hoffman's theory: intra-lexical code-mixing, intra-sentence code-mixing, and involving pronunciation changes. The three code-switching are Inter sentential Switching, Inter sentential Switching, and Tag Switching, used by English teachers of Sultan Iskandar Sekolah Muda and how the teachers of Sultan Iskandar Sekolah Muda Medan do code switching and code mixing in the teaching and learning process, and the reasons are teachers of Sultan Iskandar Sekolah Muda Medan need to use code-switching and code-mixing in the teaching and learning process. The findings of code-mixing and code-switching in the teaching and learning process are presented in Table 1.

Table 1. Findings of Types of Code-Mixing and Code-Switching in the Teaching and Learning Process

Temuan Jenis-Jenis Campur Kode dan Alih Kode dalam Proses Belajar Mengajar	
Intra Sentential Code Mixing	
SAYA	<ol style="list-style-type: none"> 1. kita telah membahas <u>topik</u> yang sama 2. hanya saja minggu lalu melalui <u>modul</u> , Kanan

Temuan Jenis-Jenis Campur Kode dan Alih Kode dalam Proses Belajar Mengajar

3. Seperti biasanya hari ini tidak alias nada ppt cantik
 4. hari ini yang dibagikan adalah ppt ke 3
 5. bisa dilihat layar ini
 6. Selamat itu artinya
 7. kita Menyerahkan selamat atas prestasi yang mereka dapat
 8. Nah kemarin kita baru belajar ada namanya fitur bahasa
 9. Sebelum mem berbagi layar,
 10. Ada kiri kiri ada benar, ke kanan masih ingat, apakah anda masih ingat tentang style yang belum dibaca / belum Baca
 11. blok kedua, yang kedua
 12. bisakah kamu mendengarkan dengan baik
 13. coba dari tata letak
 14. jadi yang paling atas namanya alamat pengiriman.
 15. tanggal, tanggal.
 16. dibawahnya salam, salam pembuka
 17. alamat perusahaan, alamat perusahaan
 18. Lalu, apa lagi
 19. penutup dan tanda tangan yang bloknnya di sebelah kanan ya
 20. kita berhenti layar dulu
- Intra Lexical Code Mixing
1. bisa dilihat layarnya
 2. tolong bantu aku ya
 3. Pemecah kebekuannya begini
- II
4. Bersiaplah ya
 5. oke dibuka dula kameranya
 6. kok satu . satu lah, satu Jibril
 7. tadi elemennya sudah berurut mem jelaskan
 8. alamat pengirim tanggalnya di sebelah kanan
 9. alamat pengirim fullblock, tanggal sama alamatnya di sebelah kiri
- Involving Pronunciation Changes
- AKU
1. oke, ini beberapa ekspresi
- AKU
2. Oke sebentar telanjang
- AKU
3. sebentar kita tunggu teman ya, oke
 4. ini kan saya memeriksa
- Intra sentential transition
1. ketika mereka lulus dari universitas tertentu, ketika mereka lulus dari universitas tertentu
 2. bisakah kamu melihat layarku sekarang, bisa dilihat layarnya
 3. Selamat atas promosi Anda, Selamat atas kenaikan jabatanmu
 4. selamat atas kelulusanmu, selamat atas mahasiswanya
- IV
5. rambutmu terlihat bagus, rambutmu terlihat keren
 6. Aku suka sup sayuran ini, aku sangat suka sup sayur ini
 7. Saya sangat suka Kentucky Fried Chicken, saya benar benar suka ayam goreng kentaki
 8. ini lukisan yang sangat bagus, ini adalah lukisan yang sangat bagus
 9. ini syal yang indah, itu adalah selendang yang cantik
 10. sungguh apartemen yang indah apartemen yang indah
- V
- Transition between sentences

Temuan Jenis-Jenis Campur Kode dan Alih Kode dalam Proses Belajar Mengajar

	1. bisakah kamu melihat layarku sekarang, <u>apakah juga kecil</u>
	2. kita Menyerahkan selamat atas prestasi yang mereka dapat , <u>mereka mungkin mendapatkannya</u>
	3. <u>Selama ekspresi yang kita gunakan itu ada</u> , tidak yakin pengucapan selamat terhada pencapain seseorang
	4. kalian semua berjumlah 30 <u>orang yang bergabung tapi dipanggggil tidak dengar</u>
	5. kata itu stiker , Exo satu , dua , tiga <u>cepat , cepat Yang dimulai dari R</u>
	6. <u>menghitung fikri</u> , Jibril dimana kamu?
	7. nanti saat kita penjelasan kamu bias <u>tutup kameramu</u>
	Tag Transition
	1 <u>Baiklah</u> , kami tunggu teman-temanmu ya
VI	1. <u>jadi</u> pasti ada satu kata dalam bahasa inggris yang dimulai dengan huruf N
	2. Hari ini kita belajar tentang Ilmu ketiga <u>ya</u>
	3. paragrafnya beda <u>ya</u>

In addition to code-switching and code-mixing, they help teachers explain the material and improve student understanding. Table 2 presents the reasons for code-mixing and code-switching.

Table 2. Reasons for Code-Mixing and Code-Switching

No.	Reasons for Code Mixing and Code Switching	Frequency	Percentage
1	Repetition is used for clarification	3	11,11%
2	Quoting others	4	14,81%
3	Being assertive about something	3	11,11%
4	Interjections	5	18,51%
5	Talking about a particular topic	4	14,81%
6	Clarifying the content of a speech	8	29,62%
7	Expressing group identity	-	-

The data above shows that clarifying the content of the speech is the dominant reason English teachers use it in the teaching and learning process. In this case, interviews with English teachers are a way to prove these dominant reasons.

Discussions

This research study is about code-mixing and code-switching used by English teachers in the teaching and learning process. On the other hand, code-mixing and code-switching from one language to another are called code-mixing and code-switching. Based on Hoffman's Theory. There are three types of code-mixing and code-switching used by English teachers in the teaching and learning process: 50.49% intra-sentential code-mixing, 11.88% intra-lexical code-mixing, 3.96% involving pronunciation changes, 21.78% Intra-sentential Switching, 6.93% Inter-sentential Switching, and 4.95% Tag Switching. Based on observations and interviews with Sultan Iskandar Sekolah Muda Medan teachers who do code-switching and mixing in the teaching and learning process. Code mixing and code-switching are words, phrases, clauses, and sentences at the teacher's speech's beginning, middle, and end. Code mixing in the form of words mixed by English teachers in the teaching and learning process in the classroom is an act of inserting another language, such as English,

into the basic language of Indonesian. English teachers also use Indonesian affixes in front of words in teaching English to attract students' attention (Rahayu & N., 2020; Susilo, 2016). This happens because it can clarify the message or facilitate communication between teachers and students. Another form of code-mixing is the phrase form. In this form, another phrase from another language different from the basic language is inserted.

Basic language is used between teachers and students in the teaching and learning process (Lestari & Rosalina, 2022). Based on data analysis and interview sessions, there are several reasons why English teachers use more than one language in the teaching and learning process. English teachers repeat things that are used for clarification to ensure that all students understand the lesson in the teaching and learning process, interjections used by teachers to express their emotions to attract students' attention, and last, quoting others that teachers use to provide some motivation and support to students in learning English. The forms of code-switching mentioned above can occur between sentences or languages. English teachers use code-switching in teaching and learning to get students' attention and ensure what they are talking about. In addition, it can make the message clearer or facilitate communication between teachers and students (Melly Yanti, Syahriandi Syahriandi, 2023; Yusnan et al., 2020).

They teach English using more than one language. The most common type of code-mixing that teachers do is Intra Sentential Code Mixing, while the most common type of code-switching that teachers do is Intra sentential Switching; there are several ways teachers do code switching and code mixing in the teaching and learning process (Nurlianiati, 2019; Simatupang et al., 2018). There is a morphological process and changes in word position in speech. The reasons underlying teachers' code switching and code mixing were found by conducting interviews and transcriptions of teacher speech. These reasons include clarifying the content of the conversation, using repetition for clarification, quoting others, being firm about something, and exclamations.

The results of this study are supported by previous relevant research related to the use of code-switching and code-mixing in learning. The study stated that using code-switching and code-mixing is important to note in educational activities, especially during learning interactions. Appropriately paying attention to language use, teaching, and learning outcomes can run effectively and efficiently (Ensri Anjayani et al., 2022; Simatupang et al., 2018). In addition, this research is also in line with research on the application of code-switching and code-mixing in language learning, which states that code-switching and code-mixing help teachers in delivering learning materials in terms of connecting conversations according to the material, emphasizing the function of conversation messages, and conveying important things related to the material (Estetis, 2021; Najib et al., 2023).

The novelty of this study is to examine more deeply the application of code-switching and code-mixing in English learning; previous studies only used two English teachers as objects, but this study used three English teachers. The teachers teach in grades ten, eleven, and twelve. Research on code-switching and code-mixing in English learning has significant implications for multilingual education. The study results indicate that allowing and facilitating code-switching and code-mixing can improve students' understanding and language skills in real communication situations. In addition, this study also highlights the importance of an inclusive and supportive approach for students with diverse language backgrounds, which can increase their motivation and participation in English learning. However, this study certainly still needs to improve because the scope of the study is limited, so in the future, this study should be used as a reference by researchers to conduct similar research with a wider scope.

4. CONCLUSION

This study's results indicate three types of code-mixing and code-switching used by English teachers in the teaching and learning process. The type of code-switching most often used by teachers is intersentential code-switching. The code-mixing most often used by teachers is an insertion (words). The factors causing code switching and code mixing are reasons to clarify the content of the conversation, using repetition for clarification, quoting others, being assertive about something, and exclamations.

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