SORTS OF CODE MIXING USED BY ENGLISH TEACHERS IN LEARNING PROCESS

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Abstrak

Tujuan dari penelitian ini untuk mengetahui jenis-jenis campur kode, dan persepsi guru menggunakan campur kode dalam pembelajaran di SMP Kartika XX-2 Makassar. Penelitian ini menggunakan metode penelitian deskriptif kualitatif dengan teknik pengumpulan data observasi dan wawancara. Subjek penelitian ini adalah guru bahasa Inggrisdi SMP Kartika XX-2 Makassar. Berdasarkan pengamatan, bahwa ada tiga macam campur kode yang digunakan oleh guru bahasa Inggris dalam pembelajaran, yaitu campur kode intra-sentential, campur kode intra-leksikal dan termasuk perubahan artikulasi, di SMP Kartika XX-2 Makassar kedua guru menggunakan campur kode jenis pertama, yaitu campur kode intra-sentential di kelas. Sedangkan persepsi guru yang menggunakan campur kode dalampembelajaran adalah situasi dan kurangnya kosa kata.

Kata Kunci: *Jenis-jenis campur kode, persepsi guru tentang campur kode dalam pembelajaran*

Abstract

The purpose of this study was to determine the types of code-mixing, and teachers' perception using code-mixing in the learning at SMP Kartika XX-2 Makassar. This study used descriptive qualitative research methods and data collection techniqueswere observation and interviews. The subject of this research was an English teachers at SMP Kartika XX-2Makassar. Based on the observation, that there were three kinds of code-blending involved by English teachers in learning, in particular intra-sentential code-blending, intra-lexical code-blending and including changes in articulation, at SMP Kartika XX-2Makassar both of teachers used the first type of code-mixing, namely intra-sentential code-mixing in class. While the perception of teachers using code-mixing in learning is situation and lack of vocabulary.

Keywords: *Sorts of Code-Mixing, Teachers' Perception, Code-Mixing in Learning*

INTRODUCTION

Languages are divided into three categories: first language, second language, and foreign language. In Indonesia, English is one of the compulsory subjects taught to students as a foreign language.

Teaching English to students starting with a non-English dialect is referred to as teaching English as a foreign language. From elementary school to college, English as a foreign language. Code-switching and Code-mixing are two sociolinguistic problems that arise as a result of multilingualism. Code-mixing and code-switching have long been seen as behaviors governed by rules and communication techniques. Code-mixing refers to the transition from one language to another in the same spoken/written speech or text. This is a common occurrence in civilizations where two or more languages are spoken.

In short, code-mixing is the process of switching from one language to another within the same sentence without affecting the meaning of the sentence. When words, affixes, phrases, and clauses are used in the same sentence simultaneously in more than one language, code mixing occurs. Code-mixing is not a new method of communication. This is an approach often used by foreign language learners to engage in speaking in their mother tongue. For the most part, code-mixing encourages students to verbally talk about their thoughts, comments, or replies to a topic. Wardhaugh (1986) states that code is a certain kind of framework or language used by at least two individuals for correspondence when individuals talk to each other, we can call the framework they use code. Wardhaugh points out that code checks move between different variants. Exchanging code can be from the most formal to the most casual. The distinct peculiarity associated with bilingualism and multilingualism is called code mixing. Concurring to Cohen *et. al.* (2005), code-mixing is the distinction between one dialect and another within the same expression or in similar spoken/written writings. This is often a commonplace peculiarity in social settings where at slightest two lingos are talked. This infers that code-mixing is changing one dialect to another in one sentence. At the school "SMP Kartika XX-2 Makassar" it is clear that the education and learning process involves a myriad of connections where educators and students convey various words. Especially when the English class shows the learning process, usually the teacher combines a few words in Indonesian and English to understand the material or even to convey it in the study room. Sometimes, educators say "Open your worksheet to page 32", "mute down" in class. Instructors have several reasons why they are involved in demonstrating the learning process. One of the reasons why the structure uses this is because the teacher understands that every student is clueless about English, so in that situation the instructor combines the dialects to make them understand it better.

Based on the background, the researcher is curious to analyze the code-mixing phenomenon in schools, especially in teaching and learning. The researcher will analyze what types apply and what are the reasons for instructors using code mixing in teaching and learning. Holmes (2013) states that sociolinguistics studies the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and in identifying the means by which we convey the social function and meaning of language. From this we can conclude that sociological unlike sociological language, focuses on language and sociological focuses on language in the public sphere. Sociolinguistics can be characterized as the think about of the relationship between dialect and individuals and is curious about clarifying why individuals utilize diverse dialects in diverse social contexts.

According to Wardhaugh (2010), code mixing occurs when you decide to write new code by moving from one code to another, or combining code in very short utterances. According to Alabi (2007:441), mixing chords is often an unintentional intra-verbal act in spontaneous language. If two languages or elements of culture cannot be adequately separated from one language element,

code mixing occurs and there is often overlap between the two systems. Ajibola (2011) mentions three aspects of the code-mixing function; (a) to show that you are part of the same group and ethnicity, (b) expressing reactions to what was said, (c) minorities use their mother tongue (code for "we") to express themselves in groups. There are three sorts of code-mixing based on the syntactic design, agreeing to Hoffman (1991). Illustrations of intra-sentence code-mixing, intra-lexical code-mixing, and elocution changes:

a. Intra-Sentential Code-Mixing, this type of code-mixing occurs at the end of phrases, clauses, or sentences, as in English-Indonesian.
b. Intra Lexical Code- Mixing, this kind of code-mixing occurs within the word limit. For example English-Indonesian.
c. Involving a Change of Pronunciation, this kind of code-mixing occurs at the phonological level, such as when Indonesian pronounce an English word, but modify it into an Indonesian phonological structure. For example, the word "transportation" is said to be "transportasi" or the word "television" in Indonesian is called "televisi". The word 'strawberry' is said to be'stroberi'.

METHOD

The research approach used in this research is descriptive qualitative. "Qualitative research is a study process that produces descriptive data in the form of words, notes that are associated with meaning, value, and definition," according to Bogdam and Taylor (1975) in the book Kaelan (2012). (A qualitative approach is a research procedure in which descriptive data is used to determine the relationship between documents such as objectives, grades, and interpretations.) The researcher conducted classroom observations and interviews with teachers at SMP Kartika XX-2 Makassar for this study. Class observation aims to analyze the sort of code blending utilized by English instructors as what is connected amid the educating and learning prepare. After collecting observational information, the analyst conducted interviews with the instructor to discover out why he utilized code mixing.

FINDINGS

This section is a description of the results of a research study on the types used by teachers in the teaching and learning process and the reasons for teachers to mix code in the classroom. In this chapter, the researcher tries to present what the researcher gets from the field.

a. Types of Code-Mixing Used by English Teachers in the Learning Process

In this case, the researcher analyzed the types of code-mixing used by English teachers. The speech was obtained after observations were made from January 11 to January 18:

1) Teacher 1 in grade 7: January 11, 2022, at 08.00-09 WIB
    ISCM: Intra-Sentential Code-Mixing
    ILCM: Intra-Lexical Code-Mixing
    ICP: Involving A Change Of Pronunciation

Based on the emergence of perceptions in educator 1 in grade 7 on January 11, 2022, the researcher found that some of the teacher's words included code mixing. In this case, the researcher analyzes code mixing to find out the type of code mixing used by English teachers in grade 7 in tabular form to clarify, as below:

Table 1. Sorts of code-mixing used by ernglish educator 1 in class 7

No.	Teachers Utterances	Sorts of Code-Mixing		
		ISCM	ILCM	ICP
1	Ayo apa arti **language**	√		
2	Oke. **Well**, siapa lagi?	√		
3	Berarti ini **main idea-nya** apa ya?		√	
4	Yang sudah selesai **collect**	√		
5	Nomor **four** itu ada **she**	√		
6	Silahkan kalian **cek (check)** sendiri		√	
7	Sekarang lihat halaman **twenty eight**.	√		
8	**Voice-nya** di besarkan tina		√	
9	Jika ingin **answer-nya** di garis bawahin tidak masalah		√	
10	Ya jawaban yg betul **is** B	√		
11	**Opini** yg bagaimana			√
12	Please open your book **exercise-nya.**			√
13	Finish? Kita cek (check) next week ya.			√

2)   Teacher 2 in grade 8: January 11, 2022 at 9.20-11.00 WIB

ISCM : Intra- Sentential Code-Mixing
ILCM : Intra-Lexical Code- Mixing
ICP   : Involving a Change of Pronounciation

Table 2. Sorts of code-mixing used by english educator 1 in class 7

No	Teachers Utterances	Sorts of Code-Mixing		
		ISCM	ILCM	ICP
1	Dalam teks **si-writer** ngapain?		√	
2	Oke. Kita lihat **the second paragraph**	√		
3	Tell about apa **paragraph** pertama ini?	√		
4	**Next** dari samping kanan yang baca	√		
5	Please open your book Halaman **thirteen**	√		
6	**So suitable-nya** yang mana yang cocok		√	
7	**Next comperance** sudah?	√		
8	**Kamu** complete the paragraph	√		
9	Cari kata yang cocok tentang teks **about** maling-Kundang	√		
10	You much **tau artinya?**	√		
11	Answer **yang cocok adalah** C. to be	√		
12	Ya jawabannya **is D.**	√		
13	Why **jawabannya** are?	√		
14	**Singkatan dari** you are **adalah** you're	√		
15	Your itu menyatakan **possessive**	√		
16	Silahkan, kamu **translate**.	√		
17	Berisi dengan **argument**	√		

18	**Topic** yang akan diceritakan	√		
19	Berisi **conclusion**	√		
20	Kita lihat **teks** seminggu yang lalu	√		
21	Opini yang bagaimana	√		

b. What Teachers Perception About Code-Mixing Used When Teaching

Based on the results of past interviews, the researchers analyzed the reasons why teachers use code mixing when teaching:

1) Teachers (1), Based on the meeting session with educator 1, actually teacher 1 did not realize that he used code mixing in learning but when the researcher made a perception, the researcher found that he had used code mixing. After the researcher clarified the code mixing that he used in learning, he said that he used it to shape students' understanding of the material.

2) Teachers (2), Based on the interview session with the educator, the reason was that the students did not understand what the teacher said when clarifying the words so that the teacher used code mixing and the students acknowledged it. Many students have low English skills. If the teacher teaches them full English, they will not understand all the words of the teacher.

DISCUSSION

In this segment, the researcher describes all the research results found in the classroom using Hoffman's hypothesis about three types of code mix. The third type of code-mixing is Intra-Sentential Code-mixing, which is a combination of special codes that occur in a clause or sentence boundary, Intra-Lexical Code-mixing, which is a combination of codes that occur within word boundaries and includes articulations that change in phonological level. The researcher also clarified the teacher's perception/reason for using mixed code in learning. The researcher will relate all the results of data interviews with Nababan's theory about the reasons for using code mixing. The reason is bilingualism, situation, proficiency and vocabulary.

a. Sorts of Code-Mixing

    1) Intra- Sentential Code Mixing

        Ayo apa arti **language**
        Oke. **Well**, siapa lagi?
        Yang sudah selesai **collect**
        Nomor **four** itu ada **she**
        Sekarang lihat halaman **twenty eight**.
        Ya jawabannya **is B**
        Oke. Kita lihat **the second paragraph**
        Next dari samping kanan yang baca
        Please open your book halaman **thirteen**
        Next comperance sudah?
        You much **tau artinya?**
        You're **ini singkatan dari** you are
        Ya jawabannya **is D**
        Why **jawabannya** are?
        Your itu menyatakan **possessive**
        Silahkan, kamu t**ranslat**e.

Answer **yang cocok adalah** C. to be
Berisi dengan **argument**
Topic yang akan diceritakan
Kita lihat **teks** seminggu yang lalu
Opini yang bagaimana

On pages 31 to 32 there is a mix of English and Indonesian articulations. This implies that educators use Indonesian in their speech and then combine English words. For an example in data number 7 "Now see page **twenty-eight**" This speech is Indonesian and then the teacher mixes the English words "**twenty eight**" at the end of the speech. Since the word he blended was an English words "**twenty-eight**" so that it can be a blended word of English in Indonesian discourse. And typically Intra Sentential Code-Mixing since the blending happens inside sentence boundaries.

2) Intra-Lexical Code Mixing

Berarti ini **main idea-nya** apa ya?**Voice-nya** di besarkan tina
Jika ingin answer-nya di garis bawahin tidak masalah
Dalam teks **si-writer** ngapain?
So suitable-nya yang mana yang

It is called intra-lexical code blending becausethe blending happens inside word boundaries. This implies that the instructor blends up the dialect by utilizing English words and after that combines them with Indonesian grammatical shapes. For case, within the information "Implies, what is the most thought?". This articulation is classified as intra-lexical code-mixing since the educator includes Indonesian enclitics (his) to English words (letters). So code-mixing happens inside word limits

3) Involving a Change of Pronounciation

Silahkan kalian **cek (check)** sendiri **Opini** yg bagaimana
Please open your book **exercise-nya.**
Finish? **Kita cek (check)** next week

Involves Pronunciation Changes because Mixing usually occurs at a phonological level. the teacher pronounces English words but converts them into Indonesian phonological structures. For example in the data when the teacher said the English word "check" which should have been pronounced /tjek/ but he said "check". Another example is when the teacher says the English word /"okay"/ which should be /au'kei/ but he says "okay

b. What Teachers Perception About Code-Mixing Used When Teaching

Based on the perceptions of the two previous teachers, the researchers combined and concluded the results. The first reason why teachers use code mixing is that students do not understand when the teacher uses full English when explaining the material and more than 50% of students are less able to speak English. Based on the reasons above, it can be interpreted that the reason teachers use code mixing is because of the situation. The last reason why teachers use code mixing is because the teacher finds some words that do not represent other languages. That is, the teachers use code mixing because they lack vocabulary when speaking in English".

CONCLUSIONS

Based on the results of research and discussion in the previous chapter, the researcher concludes the results of the study based on the following questions:

a. The results showed that there were three types of code mixing used by English language instructors in the learning process. Namel intra sentential code mixing, intra-lexical code mixing and including pronunciation changes. The researcher also found that the type of code mixing that was widely used by educators in learning was intra-sentential code mixing, rarely used intra-lexical code-mixing and also rarely used which involved changes in pronunciation.

b. Based on the results of the interviews, the researchers found the teacher's perception of the use of code-mixing. The teacher's perception of the use of code-mixing in learning is the situation and lack of vocabulary.

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