

**INDONESIAN – ENGLISH CODE MIXING USED BY ENGLISH
TEACHERS IN TEACHING AND LEARNING PROCESS
AT MTsN BATU BARA**

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ABSTRACT

Anjarsari, Dwi. 2161121008. An Analysis of Indonesian – English Code-Mixing Used by English Teachers in Teaching and Learning Process at MTsN Batu Bara. A Thesis: English Educational Program, Universitas Negeri Medan, 2022

This research aimed to investigate the code-mixing used by the English teachers and the reasons for using it in the teaching and learning process at MTsN Batu Bara. This study used the descriptive qualitative method. The data of this research are teachers' utterances and teachers' reasons for using code-mixing. They were taken from the three English teachers at MTsN Batu Bara using observation and interview sheets during the teaching and learning process. The result showed three types of code-mixing used by the English teachers in the teaching and learning process. Those are Intra sentential code-mixing, Intra lexical code-mixing, and Involving change of pronunciation. From the teachers' utterances, Intra sentential code-mixing was dominantly used in the teaching process with an average percentage of 82.5%, which occurs within word boundary. Then Intra lexical code-mixing has 11.6%, and Involving change of pronunciation has 6.4%. After doing the interview, it can be known that the teachers' reasons for code-mixing used in the teaching and learning process are the situation of the students' ability in learning English and bilingualism as a teachers' ability to communicate in two languages.

Keywords: *Code mixing, types of code-mixing, teaching and learning process.*

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LINTRODUCTION

A. The Background of the Study

As social beings, humans need to interact with others. To be able to communicate with other social creatures, they need a tool. The tool means in this situation is the language. In communication, language is the most important thing in humans' social life. By using language, they can express or deliver their feelings, opinion, intention, etc. The study that discussed the use of language in terms of society called sociolinguistic. Holmes (2013, p.1) says that sociolinguistic is the study of the relationship between language and society. This study examining the way people use language in different social contexts and provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language

Sociolinguistics phenomena that occurred in social life communication are bilingual and multilingual. Bilingual can be described as someone or group who master two languages and use these languages in their communication. The first language refers to the mother tongue that depends on the country where they have lived, and the second language refers to other foreign languages. Meanwhile multilingual refers to someone or people who master more than two languages. It can be two, three, or more languages mastered by them. Usually, they can communicate well by using the first language because they use that language in every daily communication.

Since English becomes a language that must be taught at school, it makes all the students need to master English. In order to master English, English should be applied in the teaching and learning process. In the teaching and learning process, English can be used as an intermediate language. Teachers can begin the lesson and also start the interaction with the students by using English. But, it cannot be fully applied during the lesson because English is still a foreign language in Indonesia. English should be mixed with Indonesian in classroom activity.

In school, the interaction between the teacher and students can be seen from teaching and learning process. Especially in English lessons, teachers use both English and Indonesian to communicate and explain the material to the students. One reason is that the teachers realized that not all the students understand the English, it makes the teachers mix the language to make the students understand the

language easier. Based on the preliminary data that have been collected by the researcher, English teachers in MTsN Batu Bara also applied the code-mixing in their teaching and learning process.

The researcher chooses this topic to be researched because not many researchers discussed this code-mixing in their research, especially in the scope of interactions conducted by teachers in the teaching and learning process. The phenomenon of code-mixing in the school environment is also important to be discussed. In addition to enriching information about code-mixing for another researcher, this research can be information for the teachers about the interaction with students by using bilingual code-mixing.

Based on the background above, the researcher will analyze the types and the dominant types of code mixing used by the teachers, also the reason why the teachers use code mixing in their interaction during the teaching process. Related with this topic, the research will be conducted under the title “An Analysis of Indonesian – English Code-Mixing Used by English Teachers in Teaching and Learning Process at MTsN Batu Bara”

II. REVIEW OF LITERATURE

A. Theoretical of Framework

There are several theories related to the topic of the research. These theories consists of the theory of sociolinguistics, bilingualism, code, code-mixing, types of code-mixing, and the theory about the reasons of code-mixing used.

1. Sociolinguistics

Sociolinguistics is a study of language use in society. This study discusses the relation between the uses of language with the human as the social being. In line with Sumarsih (2014), sociolinguistics is the study of the language function in a social context and the development of language in society. Holmes (2013, p. 1), states that Sociolinguists study the relationship between language and society.

This study indicates that sociolinguistics look at how the language used by humans in social-context and what makes it use different in different or certain situations. The way humans interact with others will be different depending on the culture, group, and the level of humans in their society. Holmes (2013, p.1), states that the way people talk is influenced by the social context in which they are talking. It matters who can hear us and where we are talking, as well as how we are feeling. The same message may be expressed very differently to different people. So, the

human will use different styles in different social contexts. It can be concluded that sociolinguistics is the study of language in society. The use of language in society will be different depending on the situations where the language used.

2. Bilingualism

Sociolinguistics will be related to bilingualism and multilingualism. Nowadays, people in almost every country are popular with bilingualism. Many people applying bilingualism in their communication and interaction. Bilingualism means the ability to use two languages in interaction with each other.

According to Fishman (1965) in Cantone (2007, p.2), bilingualism is an individual's ability to use more than one language. People who have the ability to use more than one language will have language choice. Language choice means that bilinguals can choose which language they want to speak. Of course, this choice is normally restricted to the hearer's language competence: If the hearer is monolingual, the bilingual must use the shared language. If the hearer is bilingual, both speakers can freely switch between the two languages.

3. Code

Code is a variety of language style. In bilingual and multilingual society, code is like a phenomenon that does by the people. Wardhaugh and Fuller (2015, p.3) state, when two or more people communicate with each other, we can call the system they use code. Rahardi cited in Sukrisna (2019) says that Code is a speech system in which elements of language are applied that have different characteristics in which these characteristics are following the background, speaker, and relationship in communicating between the speaker and listener.

4. Code Mixing

In Indonesia, the phenomenon of code-mixing often occurred in daily communication. The people usually insert foreign language like English into their conversation. For Indonesia people, mixing two languages between Indonesia and English has become a trend. It happened since the globalization era and the technological advances occurred. They will communicate by using the first language and sometimes mixed it with the foreign language.

Many experts argued the definitions of code-mixing. In relation to code-mixing, Hudson in Ahmad Fanani (2018, p.69) propose that code-mixing refers to the mixture between two different codes in a sentence that symbolizes the

uncertainty upon which code that should be used at best. To attain the best communication effect, the speaker thus will mix the codes. Furthermore, Kachru in Fitrah (2017, p.35) defines code-mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

Gumperz (1977, p.82) also states that code-mixing is the piece of one language by a speaker while it is using another language. A piece of language refers to a word or phrase in one language that is mixed to another language.

In Indonesia, code-mixing becomes a trend in people's speaking style recently. They usually mix the first language with a foreign language. The most dominant users of code-mixing in Indonesia is the youth. The frequency of social media used by the youth may be influenced to speak with code-mixing language style. Besides that, the educational background also makes them accustomed to mixing the Indonesian language with English.

5. Types of Code-mixing

According to Hoffman (1991) in Samsi, he clarified that there are three types of code-mixing. Those are intra sentential code-mixing, intra lexical code-mixing, and involving a change of pronunciation.

a. Intra Sentential Code Mixing

This kind of code-mixing occurs within a word, a phrase, a clause or a sentence boundary in a conversation both oral and written.

b. Intra Lexical Code Mixing

Intra lexical code-mixing occurs within a word boundary. Indonesian people usually use and mix an English word by adding the suffix or prefix.

c. Involving a Change of Pronunciation

According to Hoffman quoted by Sukrisna (2019), this type of code-mixing occurs at the phonological level. It means, when Indonesian people speak in English, the word that they say is modified to the Indonesian phonological structure. For example, the word "Hi" is said "Hai" by Indonesian people, the word "cable" is said "kabel", and then the word "strawberry" is said "stroberi". This phenomenon occurs because the Indonesian language has a bit similarity with English pronunciation.

6. Reasons for Using Code Mixing

According to Nababan (1994) cited in Ivana (2018), the reasons for people to use code-mixing are:

a. Bilingualism

It means that in a bilingual society, many people will do code-mixing in their communication. For teachers, using code mixing in every daily conversation can be categorized as bilingualism. Because, it shows that the teachers has the ability in applying two languages.

b. Situation

In a relaxing situation or a normal situation, code-mixing occurs. It's the reason why the speaker just does their habit only. In case of teaching and learning process, situation related to the students response during learning process. The teachers usually use code mixing to help the students in understanding the material better.

c. Prestige

The speaker wants to show their proficiency in using many languages and they do code-mixing as a prestige language. This also can be a reason for teachers using code mixing in their conversation. By using code mixing, it will shows that the teachers has a good proficiency in English.

d. Vocabulary

There is no appropriate word or when there is a lack of vocabulary in one language. That is why sometimes people change the word in one language into the word in another language. When the teachers confused in choosing the word that appropriate with the context of their material, the teachers usually mixed their languages. It happens because of lack vocabulary.

III. RESEARCH METHODOLOGY

This research used descriptive qualitative as its method of research. According to Bogdan and Taylor in Moleong (2007, p.3), the qualitative method is the research procedure that produces descriptive data in the form of words from the people who are observed. This method was used to discover, identify, analyze, and describe the types and dominant code-mixing used by the teachers in the teaching and learning process at MTsN Batu Bara.

The data of this research are the teachers' utterances were taken from the teaching process and the interview session of three English teachers at MTsN Batu

Bara. During the teaching and learning process, the teachers speak many utterances and the researcher record the teachers' voices using voice recording.

In analyzing code-mixing types, the researcher used Hoffman's theory; intra-lexical code-mixing, intra-sentential code-mixing, and involving a change of pronunciation. The researcher counted the number of each type of code-mixing and converted it to percentage form by using the formula from Walizer (1990). After getting the number of each type of code-mixing, the researcher concluded which the dominant type of code-mixing used by the teacher from the highest percentage type of code-mixing occurred. To know the teacher's reasons for using code-mixing, the researcher collects the data through interview with the three English teachers in MTsN Batu Bara.

IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data analyzed by the researcher revealed that three types of code-mixing were used by the three English teachers in the teaching and learning process. There are two reasons for code-mixing used, those are bilingualism and situation. Those research findings are presented in the explanation below:

1. The Types of Code Mixing Used by the Teacher in TLP

The data showed that the three English teachers who have been observed by the researcher used those three types of code-mixing. The code-mixing types used by the teachers were also presented in percentage form. The Teacher 1 Intra sentential code-mixing is used 80.9% with the distribution of each subtype: word 36%, phrase 34.8%, clause 7.9%, and sentence 2.2%. Then, it followed Intra lexical code-mixing with 9% and Involving change of pronunciation has 10.4%.

Then, in the Teacher 2 Intra sentential, code-mixing occurred 81.8% with the distribution of each subtype: word 46.6%, phrase 22.7%, clause 11.4%, and sentence 1.1%. Intra lexical code-mixing has 11.4% and Involving change of pronunciation has 6.8%. The last is Teacher 3, Intra sentential code-mixing is used 84.9% with the distribution of each subtype: word 32.2%, phrase 35.5%, clause 15%, and sentence 2.2%. Intra lexical code-mixing has 12.9% and Involving change of pronunciation has 2.1%. The researcher found that the teachers' most dominant type of code-mixing was Intra sentential code-mixing from the three English teachers. Then, from Teacher 1 and Teacher 2 the Intra sentential code-mixing has dominantly occurred in

the word boundary. Meanwhile, In the Teacher 3 utterances more occurred in phrase boundary.

2. The Reasons for Using Code Mixing in TLP

According to Nababan's (1994) theory, the reasons for code-mixing are bilingualism, situation, prestige, and vocabulary. Based on the interview session with the teachers, the researcher found and investigated that the reason for using code mixing was situation.

For the situation reason, all teachers who were interviewed by the researcher said that the situation of students in learning English was affected them to apply code-mixing.

B. Discussion

In this research, there were three English teachers taken by the researcher. The total data collected for this study is 251 teachers' utterances. The data used in this study is much more than the data used in previous relevant studies because the researcher wanted to investigate the phenomenon of code-mixing in the teaching and learning process.

The researcher found that the three English teachers used code mixing during the teaching and learning process from the data analysis. The data collected from Teacher 1, Teacher 2, and Teacher 3 revealed that the type of code-mixing that the teachers most dominantly used was Intra sentential code-mixing. The percentage of Intra sentential code-mixing in those teachers' utterances is always higher than the other types. It has 80.9% in Teacher 1, 81.8% in Teacher 2, and 85% in Teacher 3. It can be seen obviously that Intra sentential code-mixing was often used by the teachers in the teaching and learning process. And then, this type of code-mixing also occurred within word, phrase, clause, and sentence. For Teacher 1 and Teacher 2 the dominantly occurred in word boundary, and within phrase boundary for Teacher 3. It was also related to the previous research conducted by Sukrisna (2019) that the teacher's most common type of code-mixing is Intra sentential code-mixing. However, in the previous research, the researchers did not classify in detail the Intra sentential code-mixing into each sub type of it. So, this research tried to present a different way of analyzing the data.

The teachers' next type of code-mixing was Intra lexical code-mixing. This type of code-mixing has different frequencies in every teacher's utterances. In the teaching process, Teacher 3 used Intra lexical code-mixing more than two other

teachers with a percentage of 12.9%, followed by Teacher 2 with 11.4%. Teacher 1 has the lowest frequency of Intra lexical code mixing used with 9.37%.

In the utterance, the Intra lexical code-mixing is usually applied by adding suffix, prefix, or enclitic in the part of the English word. The example of words in Intra lexical code mixing used by the teacher was “*title-nya*”, “*se-detail*”, “*identification-nya*”, “*shape-nya*”, etc. Some studies have mistaken in understanding the word in Intra lexical code-mixing. Most of them classified –nya as a prefix. Word –nya is not part of prefix or affix, but enclitic. Enclitic was different with prefix and affix. Clitics can be attached to verbs, nouns, and adjectives, while affixes are only limited to nouns and verbs.

Then, the last code-mixing type used by the teachers was Involving change of pronunciation. This type of code-mixing has related to the phonological of a word. In Indonesia, some words have similar pronunciations to the English language. For example is “*Hello*”, in Indonesia the people pronounced it as “*Halo*”. In classrooms were observed by the researcher, the word was indicated as Involving change of pronunciation was only “*Oke*” or “*Okay or OK*” in English. Compared with other teachers, Teacher 1 has the highest percentage with 10.1%, followed by Teacher 2 with 6.8%, and the last is Teacher 3 with 2.2%. The result of this research has a bit different from the previous research.

The research conducted by Saleh (2017) revealed that in his research, the researcher did not found Involving change of pronunciation in the teachers’ utterances. Meanwhile, in this research, the researcher found Involving change of pronunciation used by the teachers. Even though it is lower than the other types of code-mixing, in the observation, the teachers often repeated the word “*Oke*” without any specific meaning and were not included in one utterance. So, the researcher decided to not put it in the Involving change of pronunciation data.

There are some reasons for using code-mixing. From the interview session results, the researcher has classified the teachers’ reasons according to the theory of code-mixing used by Nababan (1994). It showed that the teachers’ reason applied code-mixing was situation. Most students at the junior high school level have a common understanding in understanding English. On the other hand, the students’ daily language was Indonesia, and it is also made the teachers integrate their teaching way. If they applied full English in the teaching and learning process, the

teachers said it would be hard to understand the material. So, teachers mixed their language in teaching and learning English because of the situation.

Merrit et al. (1992), found that code mixing between English and mother tongue occurred when the teachers wanted to reformulate information, bring new content information, attract student's attention, and substitute words. It means that the teachers want to make the students pay attention to the material by using code mixing, because not all students will understand if the teachers only used English in classroom. This finding related to the phenomena of code mixing that occurred in teaching and learning process at MtsN Batu Bara. The reason of code mixing used by the teachers in classroom was to make the students paid the attention to the teachers, and as the result the students would be able to understand the material and also give their response to the teachers during the TLP.

In the teaching and learning process at school, the phenomenon of code-mixing was also given the contribution. The Code mixing which was applied in the classroom is also helpful for the students in learning and understanding the material. Code mixing can't be wholly separated from the English teaching and learning process because it is helpful for the students and make them more active in giving response during the learning process.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Code mixing types used by the teachers in the teaching and learning process were three types; Intra sentential code-mixing, Intra lexical code-mixing, and the Involving change of pronunciation. The type that was dominantly used by the teachers in the teaching and learning process was Intra sentential code-mixing. For Teacher 1 and Teacher 2, the most common Intra sentential code-mixing occurred within word boundary. Meanwhile, in Teacher 3 most common Intra sentential code-mixing occurred within phrase boundary.

The interview result showed that the teachers applied code-mixing in the teaching and learning process for two reasons: bilingualism and situation. The teachers decided to use the code-mixing related to the student's ability to understand English. The teachers mixed the language to make the students understand what the teachers said and understand the lesson better.

B. Suggestions

Related to the research result and the conclusion above, the researcher would like to give some suggestions:

1. For English Teachers

Code-mixing in the teaching and learning process is helpful for the students. However, the teachers used Indonesian more often than code-mixing during the observation. Therefore, the researcher suggests that the teachers use code-mixing more often than Indonesian only. If the students are familiar with the use of Indonesian in English lessons, it will make them unable to improve their English ability.

2. For Future Researchers

For the other researchers interested in code-mixing, the researcher hopes that this research can be a helpful reference in the future. This research was presented in a different way than previous research. Hopefully, the other researchers will conduct the research differently as new references for the readers.

3. For Students

Code mixing might still be a foreign thing for the students. However, with this research the researcher hopes that students will be more active in giving the response to the study of English lesson in classroom. By code mixing that has applied by the teachers in teaching and learning process, the students are expected to be motivated to learn new English vocabularies that can improve their ability.

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