

## **Analysis of Code Mixing Used by English Teacher in Classroom Interaction at Second Grade Students of SMA N 1 Lengayang**

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### ***ABSTRAK***

This study aims to determine the type of code mixing, the type of code mixing used by the teacher, the code mixing function used by the teacher and the reasons for the teacher using code mixing in the teaching and learning process and classroom interaction at SMA N 1 Lengayang. The research methodology used in this study is a qualitative descriptive method by applying a naturalistic design. The subjects of this study were English teachers at SMA N 1 Lengayang. This study uses observation and interviews in collecting data. The results showed that there were three types of code mixing used by English teachers in the teaching and learning process, namely intra sentential code mixing, intra lexical code mixing and involving changes in pronunciation. Intra sentential code mixing is the dominant type used by English teachers in the teaching and learning process, namely 72 utterances including intra sentential code mixing, 12 utterances including intra lexical and 14 utterances including those involving pronunciation changes. And for the function of code mixing, three functions were found, namely topics, switching to affective functions, and linguistic constraints. Meanwhile, the reason teachers use code mixing in the teaching and learning process is to change the topic of discussion, to approach students and improve students' habits in using English.

**Kata kunci:***Code mixing, type of code mixing, function of code mixing, reason*

## **Introduction**

In studying language, the phenomenon of bilingual often encounter around us. Bilingual is a situation where the speaker use or able to master two languages or more. Bilingualism and multilingualism are normal in many parts of the world and that people in those are parts would view any other situation as strange and limiting. The phenomenon found in the environment such as, at the school, campus, market, and the other places.

One of the bilingual phenomena that we often encounter in daily life is code mixing. Code mixing is the situation when the speaker mixes one language to another language in communication. The term of code mixing refer to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. Code mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance.

Nowadays, the use of code mixing is easily found in the oral communication, especially in the daily communication

even in the formal education. However, sometimes code Mixing found in informal situations. This occurs when a speaker using a dominant language that supports a talk by incorporating elements of other languages related to characteristics of the speaker, such as social background and level of education they have. In formal situations for example in the teaching and learning process, the lecturers or the students often use code mixing in conveying the material or when asking a question. They usually mix language in local language or a foreign languages. Vigorous influence of science and technology in education is also another factor contributing to code mixing/code switching behaviour in the classroom.

In the school, it was evident that the teaching and learning process involved a lot of interaction where teachers and students produced a number of words. Especially during English class in teaching learning process, usually teachers mixed some words in Indonesia and English languages to explain the material or even to communicate in the classroom. Sometimes, teachers said “Open your *LKS* book *halaman* thirty two”, “tolong *voicenya* dikecilkan” in the class. Teachers have some reasons why they used it in teaching learning process. One of the reason why

the teachers used it because the teachers realized that all of the students didn't understand about English, so based on that situation teachers mixed the languages to make them more understand about that .

The reason of the teacher choosing code mixing in realizing the communicative goals is to adapt the linguistic reality, the teacher role or the psychological motivation. It might be the best medium for teachers to teach their students with their mother tongue to make an effective communication between the teachers and the students.

## **Method**

This research used descriptive qualitative as a method of the research. According to Bogdan and Taylor in Kaelan book stated that "*Penelitian kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata, catatan-catatan yang berhubungan dengan makna, nilai serta pengertian*" (Qualitative method was a research procedure that the result of descriptive data, the relationship of documentation such as purpose, value, and interpretation) .

In this research, descriptive qualitative method was designed by applying naturalistic design. This method

used in order to discover, identify, analyze, and describe the code mixing in teaching learning process. It was also known as a method to analyze the utterances of the teachers.

## **Result and Discussion**

### **A. Code**

Code is a phenomenon in bilingual or multilingual society. People do conversation actually they send codes to their hearer. Ronald and Janet states that when two or more people communicate with each other, we call the system they use a code (Ronlad and Janet M.Fuller:2005)

#### **a. Definition of Code Mixing**

Wardaugh in Kun Mustain, stated that code mixing occur when conversations used both languages together to the extent that they changed from one language to the other in the course of a single utterance. Furthermore, Pardede in Pugh's book, states "the transfer of linguistics elements from one language into another is code mixing. In other words it is only partially transferred that those elements mix together for communication purpose." The similar definition also said by John in Jendra, "In code mixing, pieces of language are used while a speaker is basically using another language". In Addition, Myers-Scotton in

Lau Su Kia states that Code mixing is the change of one language to another in the same oral or written text. It is common phenomenon in the society where two or more languages are used together.

**b. Function of code mixing**

**1) Topic**

Bilinguals often find it easier to discuss particular topics in one code rather than another. Chinese students from Guangzhou who are flitting together in an English-speaking country tend to use Cantonese with each other, except to discuss their studies when they switch to English. This is partly because they have learned the vocabulary of economics or linguistics or physics in English, so they do not always know the words for ‘capital formation’ or ‘morpheme’ or ‘electron’ in Cantonese.

**2) Switching for affective functions**

In a Chinese immigrant family in the north-east of England, Chinese is the usual language of the home. When a mother switched to English to ask her son why he had not fi-

nished his homework, he recognized he was being indirectly told that he had better finish his homework before starting to play on the computer. Its purpose is reprimand a child and the switch involves a move from an intimate and friendly style to a formal style which distances the speaker from the addressee.

**3) Metaphorical switching**

This type of switching or mixing has sometimes been called *metaphorical switching*. Each of the codes represents or symbolises a set of social meanings, and the speaker draws on the associations of each, just as people use metaphors to represent complex meanings. The term also reflects the fact that this kind of switching involves rhetorical skill. Skilful code-switching/mixing operates like metaphor to enrich the communication.

**4) Lexical borrowing**

It is obviously important to distinguish this

kind of switching from switches which can be accounted for by lack of vocabulary in a language. When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of vocabulary. People may also borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using. Borrowing of this kind generally involves single words mainly nouns and it is motivated by lexical need.

### **5) Linguistic constraints**

Sociolinguists who study the kind of rapid code-switching described in the previous section have been interested in identifying not only the functions or meaning of switches, and the stylistic motivations for switches, but also the points at which switches occur in utterances. Some believe there

are very general rules for switching which apply to all switching behavior regardless of the codes or varieties involved. They are searching for universal linguistic constraints on switching. It has been suggested for example that switches only occur within sentences ( *intra-sentential switching* ) at points where the grammars of both languages match each other.

### **c. Reason of Using Code Mixing**

Reasons/Factor of Using Code-mixing When bilinguals mix two languages, there might be motivation and reasons for code-mixing. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Furthermore, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. On the basis of a number of reasons such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs,

bilinguals make their language choice (Bhatia & Ritchie, 2004)

**d. Type of code mixing**

a. Intra sentential code mixing is code mixing in which switches occur between a clause or sentence boundary (Hoffman, 1991)

At the first meeting, the teacher started teaching by grouping students into five groups to facilitate understanding of the material to students.

(1) T: *hari ini saya akan membagi kelas* into four group, A,B,C,D and *ya , buku nya silahkan disimpan dulu*

S: iya pak

The teacher mixed English with Indonesian. Teacher started by using Indonesian ‘*hari ini saya akan membagi kelas*’ (today, I will divide the class) and by the end of the utterance, the teacher continued with English ‘*into four groups*’. On the second utterance, he used Indonesian again ‘*ya buku silahkan disimpan dulu.*’ (yes, please save the book please ) The students gave response in Indonesian. This is an example of Intra Sentential Code mixing because the mixing happened in a sentence boundary.

And the second meeting before the teacher started to give the lesson materials, the teacher wanted to remind students about last week’s lesson;.

(2) T: Before we discuss about our new lesson , I want to ask you *materi kita minggu lalu*. (our material last week )

S: Present continuous tense *pak(sir)*

The teacher mixed English with Indonesian. Teacher started by using English “*Before we discuss about our new lesson, I want to ask you*” and by the end of the utterance the teacher continued with Indonesian ”*materi kita minggu lalu* “(our material last week ), The students gave response in English “ present continuous tense “ and the end of students utterance using Indonesian “pak “(sir) . This is an example of Intra Sentential Code mixing because the mixing happened in a sentence boundary. And the third meeting , when giving learning materials . the teacher also gives some orders or directions to the students .

(3) T: **kerjakan latihan nya**(do the exercise) on your practice book ya .

S: baik pak (alright sir )

The teacher mixed English with Indonesian. Teacher started by using Indonesian “*kerjakan latihannya* ,” (do the exercise) and by the end of the utterance, the teacher continued with English “on your practice book ”, The students gave response in Indonesian “*baik pak*“(alright sir) . This is an example of Intra Sentential Code mixing because the mixing happened in a sentence boundary

b. Intra lexical code mixing is This kind of code mixing which occurs within a word boundary, such as in *shoppã* (English *shop* with the Punjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning „to“).(hoffman, 1991).

At the first meeting the teacher tried to ask the student when doing the task given by the teacher during the delivery of the learning material whether the students have difficulty doing it and the teacher used code mixing in it

(4) T: **ya , sekarang apa ada**(yes, now what is it ) trouble **saat mengerjakannya diluar tadi**(while doing it) ?

S: No , sir

The teacher mixed English with Indonesian. Teacher started by using Indonesian ‘: *ya , sekarang apa ada*’ (yes, now what is it ) and in the middle of the utterance, the teacher continued with English ‘trouble’. On the end of the utterance, he used Indonesian again ‘*saat mengerjakannya diluar tadi.*’ (while doing it ) The students gave response in English ‘no,sir’. This is an example of intra lexical code mixing because intra-lexical takes place within a word boundary. It occurs due to the insertion of affixes of one language in a word of other’s language .

At the second meeting And the next meeting the teacher used code mixing to condition the class , so that learning conditions remain comfortable and learning can be conducive

(5) T: **Jan ado yang ribuk juo**

*lai* (don't make a fuss)  
pleaseee , *duduak yang*  
*rapi* (have a nice seat ),

S: Iya pak . (yes sir )

T : Listen to the next material

The teacher mixed English with local language . Teacher started by using Indonesian 'jan ado yang ribuiik juo' (don't make a fuss) and in the middle of the utterance, the teacher continued with English 'pleaseee'. On the end of the utterance, he used Indonesian again 'duduak yang rapi.' (have a nice seat ) The students gave response inenglish 'no,sir'. This is an example of intra lexical code mixing because intra-lexical takes place within a word boundary. It occurs due to the insertion of affixes of one language in a word of other's language .

At the third meeting the teacher presented a lesson about grammar. He opened the lesson by saying greeting in Arabic. He said.

(6) T: **Okay.** Assalamualaikum warohmatullahi wabarokatuh.

S: S: Waalaikumussalam warohmatullahi wabarokatuh

The teacher mixed English with Indonesian. Teacher started by using English 'okay ' and in the middle of the utterance, the teacher continued with Arabic 'Assalamualaikum warohmatullahi wabarokatuh'. The students gave response in Arabic 'Waalaikumussalam warohmatullahi wabarokatuh'. This is an example of intra lexical code mixing because intra-lexical takes place within a word boundary. It occurs due to the insertion of affixes of one language in a word of other's language .

c. Involving change of pronunciation This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.(Hoffman,1991)

At the first meeting, it was found the teacher give directions or orders or notifications of something , in his expression the teacher was found that the teacher eas found used code mixing in his uttarence is included in the involving change of pronountation .



(7) T: Okay , ada di(it's in the )  
*paragraph* pertama(first)  
line two

S: white and black sir ?

T: Yes

The teacher mixed English with Indonesian. Teacher started by using English 'okay ' and in the middle of the utterance, the teacher continued with English 'paragraph'.The students gave response in English 'white and black' . This is an example of Involving change of pronunciation because teacher say an English word, but modify it to Indonesian phonological structure. The italicized word above is code mixing which involving which involving change of pronounatation because the mixing occurs at the phonological level. It means the teacher said an English word but modified to Indonesian phonological structure. when the teacher said an English word "pargraph" that should be said / perə,graf/ but she said "paragraph" In order to make foreign language learners learn target language better, they must create communication both with their teacher her and students in the classroom. Based on Chaves, 1986 classroom was considered as the most important place foreign language learners to apply and

practice the target language. That for foreign language learners, classroom is the primary forum for them to use and experience the target language. Because the teacher teaches in bilingual society then the code mixing was found in the leraning process and carried out by the teacher . code mixing occurred in the mother tongue, English , ang regional language in teaching and classroom interaction .

During the observation and interview with teacher with the teacher, the researcher found that the teacher had mixed the code mixed during the teaching process and classroom interactions , as we can see in the data number five above, when the teacher was angry , he changed the language into a regional language so rhat the studentbetter understand , especially with the emphasis spoken by the teacher, but when it when feels like the students have obeyed trhe teachers orders or instructions, the teacher returns to changing the language used to became formal language by mixed Indonesian and English to signal students to return and focus on the learning procees ,

Based on interview conducted with researcher with teacher , researcher found that in various type of intra lexical teacher used it to give examples to students to use

English if they really know the vocabulary, as in the example of the data number four the teacher mixed Indonesian with the word English because it is an English, because the teacher knows that if he says the word in English, his students still understand the meaning of teacher utterances or meaning of the word because its an English word that they already know or are used to, so students can do the same thing to get them used to it. Use English in interacting, and in the intra sentencial type the teacher mixed the language in this type because when the delivered learning materials the teacher is more likely to used Indonesian so that when speaking , it is like using the teacher method where the teacher is presenting the material, then it will feel more effective if you used Indonesiann but to improve their English skills the teacher mixed sentences used Indonesian and English, and for the involving of change pronountation type the teacher tend to used it because its only changes the pronountation , students would still understand what the meaning of the words is teacher because it's the same language , its just that the pronouncation is different as in the data number seventh .

## **Conclusion**

This research aims at answering two problems: types and functions of code mixing use at SMA N 1 Lengayang. The researcher finds that that there were three types of code mixing that used by English teachers in teaching learning process. There were Intra sentencial code mixing, intra lexical code mixing and involving change of pronunciation. The researcher found type that used by English teachers in teaching learning process was Intra sentencial code mixing. There were 72 utterances involved intra sentencial code mixing, meanwhile for the intra lexical code mixing there were 25 utterances and 3 utterances included involving change of pronunciation. The researcher found there are two function used by English teacher in teaching English based on Holmes's theory, switching for affective function and linguistic constrain . Based on the result of interviewing, the researcher has found the teachers' reason of using code mixing. The reasons of the teachers used code mixing in teaching learning process were to build solidarity and intimate relations with the students .to chne the topic when the situation changes and linguistic constraints.

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