

# CODE MIXING ANALYSIS IN TEACHING LEARNING PROCESS AT THE SEVENTH GRADE OF SMP PERJUANGAN PRAMBON

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## Abstrak

Penelitian ini menyelidiki penggunaan pencampuran kode oleh guru dalam proses belajar mengajar bahasa Inggris di kelas bahasa kelas tujuh SMP Perjuangan Prambon. Penelitian ini bertujuan 1) untuk mendeskripsikan jenis-jenis pencampuran kode yang digunakan oleh guru dalam proses belajar mengajar bahasa Inggris di kelas bahasa kelas tujuh SMP Perjuangan Prambon. 2) untuk menggambarkan persepsi siswa tentang pencampuran kode yang digunakan oleh guru dalam proses belajar mengajar bahasa Inggris di kelas bahasa kelas tujuh SMP Perjuangan Prambon. Penelitian ini menggunakan desain kuantitatif kualitatif. Data diambil dari kelas dengan observasi selama proses pembelajaran dan untuk mendapatkan data tentang persepsi siswa terhadap pencampuran kode yang digunakan guru, peneliti menggunakan kuesioner. Data dianalisis berdasarkan jenis pencampuran kode oleh teori Hoffman dan menggunakan kuesioner yang diadopsi oleh weng dan shi. Hasil penelitian menunjukkan bahwa ada tiga jenis pencampuran kode yang terdiri dari 99 ujaran (data), 77 data pencampuran kode intra sentensial, 12 pencampuran kode intra leksikal dan 10 melibatkan perubahan pengucapan. Untuk persepsi siswa, 87% dari 14 murid tertarik bahwa menggunakan pencampuran kode oleh guru mereka dalam proses belajar mengajar bahasa Inggris diperlukan untuk membantu mereka memahami konten dan proses belajar mengajar dapat berjalan dengan baik.

Kata Kunci: *Mengajar, Bilingualism, Pencampuran Kode*

## Abstract

This research investigated the use of code mixing by the teacher in English teaching learning at the seventh grade of SMP Perjuangan Prambon. The study aimed 1) to describe the types of code mixing used by the teacher in English teaching learning process in language class the seventh grade of SMP Perjuangan Prambon. 2) to describe the students' perception on code mixing used by the teacher in English teaching learning process at language class the seventh grade of SMP Perjuangan Prambon. This research applied descriptive qualitative design. The data was taken from the classroom by observation during learning process and to obtain the data regarding students' perception toward code mixing that the teacher used, the researcher used questionnaire. The data was analyzed based on the types of code mixing by Hoffman's theory. The results showed that there are three types of code mixing consisting of 99 utterance (data), 77 data of intra sentential code mixing, 12 of intra lexical code mixing and 10 of involving a change of pronunciation. For students' perception, 86% students from 14 students are interested in the using code mixing by teacher in English teaching learning process is necessary to help them understand the content and the teaching learning process can run well.

Key words: *Teaching, Bilingualism, Code Mixing*

## Introduction

In our daily life, we often face different who society has the different language, Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. According to (Cakrawati, 2011) the phenomenon of people having more than one code (language) is called bilingualism or multilingualism. Many people in the world usually use two or more languages in their daily life. It makes possible to us facing the problem of communication in different situation. And it also takes effect in the class when we taught foreign language for students. According to Bloomfield, a bilingual should possess native like control of two or more languages. McNamara (1969 cited in Rene Appel and Pieter Muysken, 2006) proposed that somebody should be called bilingual if he has some second language skills in one of the four modalities in addition to his first language skills.

This also happens to Indonesian people who are multilingualism. Indonesian people master at least the Indonesian language that is Bahasa Indonesia and their local language. Bilingual means a person who can use two or more than two languages for communication. (Appel, 1987) have discussed two definitions regarding a bilingual speaker. The fact that English has spread most extensively across global and in Indonesia it has become language as a foreign language which is taught in the formal educational system from primary level to college level. So, that teaching English as one

of the subjects in classroom is founded on the curriculum used. We could not avoid that the first language is a big effect in second language. Interaction and mixing between languages result in various languages. Most of the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language. According to (Abdullah, 2011) the condition where the people use two or more languages in the same sentence or discourse is called code mixing.

Kachru in Nusjam (2004) 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. Related to Kachru definitive above, we can see the reality in the class, when students says something in English, they mix some language in the sentence that they don't know how to say in English it means combine the language between Indonesia and English.

According to (Spolsky, 1998) people often develop code mixing when they learn a new language. When they speak, they often use many words from their new language in their old language because they speak to know both languages, the case above is same as the students' and the teachers' classes. They often mix their code in their utterance in teaching and learning process and use many words from their new language in their previous language.



In the other hand, there is another phenomenon about the changing one language to another language called code switching. The distinction between code switching and code mixing is one of the most puzzling debates in the stud of code alternation (Claros & Isharyanti, 2009:68). Code mixing can be seen in spoken and written language. Code mixing in written language can be found in newspaper, magazine, novel, etc. The code mixing can also found in spoken language such as radio program, Television program, teaching and learning process. Students and the teachers often use code mixing in teaching and learning process. It is something natural when it happens in teaching and learning process, because the teachers and the students are Indonesian people while English is a new or foreign language for them.

Nowadays, the use of code mixing is easily found in the oral communication, especially in the daily communication even in the formal education. In education, based on preliminary by interviewing the English teacher of SMP PERJUANGAN PRAMBON. The researcher found that the English teacher is use code mixing between Indonesia and English when teaching English subject. In this research, the researcher is interested in doing research about code mixing. The researcher chooses the teacher of SMP PERJUANGAN PRAMBON of Learning as the Subject of this research.

## **Reseach Method**

In our daily life, we often face different who society has the different language, Most

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languages result in various languages. Most of the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language. According to (Abdullah, 2011) the condition where the people use two or more languages in the same sentence or discourse is called code mixing.

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the stud of code alternation (Claros & Isharyanti, 2009:68). To know the difference between code switching and code mixing the researcher takes definition from (Claros, M, S, C, & Isharyanti, N. , 2009) he states that "if code alternation occurs at or above clause level, it is considered code switching, but if it occurs below clause level then it is considered code mixing". Code mixing can be seen in spoken and written language. Code mixing in written language can be found in newspaper, magazine, novel, etc. The code mixing can also found in spoken language such as radio program, Television program, teaching and learning process. Students and the teachers often use code mixing in teaching and learning process. It is something natural when it happens in teaching and learning process, because the teachers and the students are Indonesian people while English is a new or foreign language for them.

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From the problem and some theories above, the researcher wants to know more



about code mixing in the teaching and learning process. So in this study entitled “Code Mixing Analysis in the Teaching Learning Process Speaking for seventh grade at Junior High School of Smp Perjuangan Prambon” the researcher wants to analyze the type of code mixing that will be used by the teacher in English teaching and learning process at language class in the seventh grade of SMP PERJUANGAN PRAMBON. The researcher is interested in knowing what types and what are the students perceptions about this learning process.

### Findings And Discussion

The data that collected from observation are selected and transformed become written up field note. The observation was started on 25 feb - 9 march 2019. the data from observation taking by video recorder then transcript into written field. Then the transcript was selected the utterances which were not contained code mixing. The data which were not contained were omitted, so that the utterances only contined code mixing. The data which had been reduced and described was classified into specific group based on the reseach focus. The researcher using a video record in order to find out the types of code mixing

The resercher take the data in two meeting Based on the observation, the researcher found that there was a total of code mixing indonesia and English in the data set: 77 intra-sentential code mixing, 12 intra-lexical code mixing and 10 involving a change pronunciation.

### Intra Sentential Code Mixing

Intra sentential code mixing is a change of language occurs or appears within a clause, phrase or sentence boundary. The types of code mixing that is found in teacher’s utterance will be described as follows:

“So, hari ini.siapa saja yang tidak masuk?”  
(D1)

“we akan belajar tentang simple present tense  
“ (D4)

“The animal suara-suara hewan” (D9)

“Today kita akan belajar tentang nominal  
“(D79)

“Before mr jelaskan, ada yg tau apa itu nominal?”(D80)

“You paham?” (D98)

From the examples above, the English words or phrases which are found in Indonesian sentences consist of noun, verb, adjective, adverb, pronoun and phrase. All of the examples above were used to complete his sentences. the teacher use the peace of English word to explain the material, it because to make the students understand. But grammatically the sentence of teacher is also suitable for grammar in English.

### Datum 1

TEACHER : “so, hari ini ada yang absen?”

TEACHER : “who is absent today?”

The English teacher insert word “so” he could have just say “jadi” instead of change

it in English. but he use “so” to connect the sentences to convey with the students. this utterance is in Indonesia but before that he put English word “so” in the first of his utterance, so it could be said intra sentential code mixing because the mixing happened in a sentence boundary, and the word that he mixed is an English word “so”, it also could be said the mixing is English word in Indonesia utterance.

Based on the data above , it is the utterance of code mixing was spoken by the teacher. He chooses “**table**” and “**give example**” which is commonly spoken.it is considered as intra sentential code mixing since the teacher inserted English word in Indonesia Utterance.

### **Intra Lexical Code Mixing**

Intra Lexical Code Mixing is the types of code mixing occurs within a word boundary.

“Apalagi *examplanya* anak-anak?” (D21)

### **Datum 6**

TEACHER : “simple present digunakan untuk **mengexplain** dialy activity”

TEACHER : “simple present are use to explain the dialy activity”

The teacher sometimes mixed his language by using English words and then combined with Indonesian grammatical forms. “mengexplain” the word explain is an English word but the teacher add “meng” enclitic before the word. the word “mengexplain ” on data no.6 is the form of code mixing which is formed by combining Indonesian prefix meng

with English word “ explain” . Actually, the word “**mengexplain**” at this sentence “apalagi examplanya anak-anak?” although without Indonesian prefix( –meng) in the word “explain” it is still a verb. So the using prefix (-meng) is a habitual which is done by the teacher in her utterance influenced by Indonesian grammatical.

### **Datum 97**

TEACHER : “materi hari ini **dimemorize** ya!”

TEACHER : “Please, **memorize** today’s material!

The word memorize on D97 “materi hari ini **dimemorize** ya!” consists of free and bound morphemes in Indonesian language, where prefix “**di**” is a bound morpheme and the verb is a free morpheme, “di-memorize” it also they can be translated in Indonesian “dihafal” where English verb is treated as Indonesian verb with prefix -di means passive voice.

### **Involving a Change of Pronunciation**

Involving a Change of Pronunciation is the type of code mixing occurs in the phonological level as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

“Bermain **handphone** (D22)”

“**focus** verbal first (D32)”

“Kalau **negative** kembali ke verb 1” (D52)

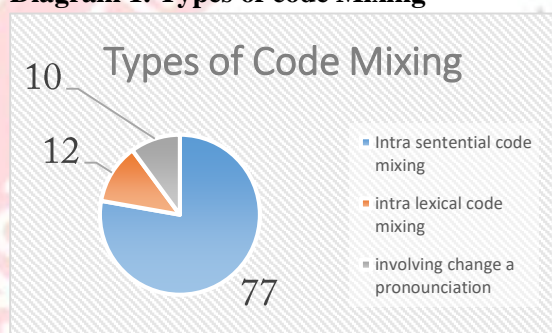
“**Introgative** adalah kalimat tanya yang ada tanda tanyanya (D57)”



“Karena first adalah **positive**” (D59)

This kind of code mixing occurred at the phonological level when the teacher said the words at the sentences above in English word in English teaching learning process, he modified it to Indonesian phonological structure, for instance: the word handphone, negative, positive, interrogative were said to be hanfone, negatif positif interogatif by the teacher.

**Diagram 1. Types of code Mixing**

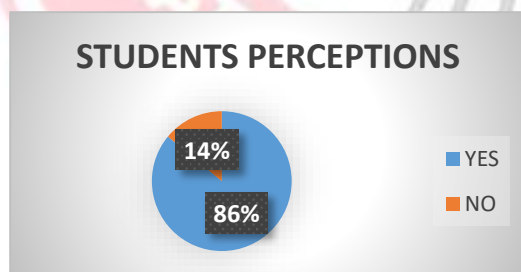


**The Students Perceptions on Code Mixing Used by the Teacher**

the data was calculated with the following formula by (Arikunto, 2013)

$$\frac{\text{The sum of the student's perc} \times 100\%}{\text{The Number of the student}}$$

**Diagram 2. The Percentege of Perceptions on Code Mixing**



Based on the table and chart above the researcher describe in below:

In the first question was about the used code mixing by the teacher during learning process, All of the students gave yes answer. there were 14 (100%) students confirmed that the teacher always used code mixing between Indonesia and English during teaching English learning process. The second question all of the students gave No answer (100%) students were not agree if the teacher only used English language when teaching English major.

The third question confirmed there were 5(36%) students agree if the teacher used indonesia language only while teaching, and there were 9(64%) were not agree. In the fourth question overall students agree if the teacher used code mixing Indonesia and English language in the classroom, the data confirmed that 13 (93%) student gave yes answer and 1(7%) student gave no answer.

The fifth question was about how to communicated with the teacher, there were 11(79% ) students gave yes answer, it confirmed that they usually interact with the teacher used code mixing and 3(21 %) students gave no answer. In the sixth question was about the used code mixing it can give motivate to the students to learn English more, there were 13 students (93%) that the used of code mixing can motivate them in English subject and 1(7%) students were not,

The seventh question, from 14 students (100%) confirmed that they more understand and more easy to catch the material when their teacher taught by used code mixing when the teacher explained the mateial. but In their opinion the use of code mixing not really give effect to help the students confident. there were

5 students (36%) confirmed that the used of code mixing can improve their speaking English. and there were 9 students (64%) confirmed that they still not confident for speaking English.

### **Discussion & Conclusion**

In discussion section, the elaboration of the entire analysis that has been conducted is explained to present the final result. The discussion consist of the type of code mixing and the perceptions students towards code mixing by the teacher. the researcher would like to discussed the research finding from observation and questionare. The researcher discussed the finding provided to the research questions.

The finding showed that in English teaching learning process, the teacher at language class in the seventh grade of Smp Perjuangan Prambon used code mixing. All the types of code mixing proposed by Hoffman in Abdullah (2011) accured in the class. therefore, the types of code mixing was intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation. it can be conclud tha the teacher used code mixing in his utterance. All the data are appropriate with the theory that has been explained in chapter 2. In this case the teacher mix his language with Indonesia and English. From the utterances that have been analysed, it can be parted accoding to the linguistic unit (Ritchie, 2006) such as word, sentences, phrase and clause.

The researcher found the numbers of utterance that contain code mixing are 99 utterances and the most frequent of the types of

code mixing used by the teacher in English teaching learning process was intra sentential code mixing (77). Based on the data the researcher found (12) intra lexical code mixing and (10) involving change of pronunciation.

According to (Weng & Shi), using English only in classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input. From the finding regarding students' perception on code mixing used by the teacher in English teaching learning process at seventh grade of Smp Perjuangan Prambon, it showed that most of student agreed when the teacher used code mixing in English teaching learning process, they think that if the teacher mixed his language Indonesia and English to explain the the materi, is make they more understand about the learn content they will learn easily and can help to communicate with the teacher. Although all of the students agreed that the teacher should use code mixing but 64% still said was not confident to speak English.

the reseacher describes that there are three types of code mixing found in teacher's utterance by practice in the teaching learning English process, which the types of code-mixing proposed by Hoffman. These types were: Intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation. The researcher found 99 code mixing, there were 77 intra sentencial code mixing, 12 intra lexical code mixing and 10 involving code mixing and that the most frequent is intra sentential code mixing

Regarding to the student's perceptions on code mixing by the teacher, the researcher



claimed that most of the students agree with the using of code mixing during English teaching learning process at language class in the seventh grade of smp perjuangan Prambon. The percentage is 86% of students give positive perception on code mixing used by the teacher in teaching English. the used of code mixing can make them more understand about the material, they easily catch lesson better than use English language only and help communication with the teacher. For biggest effect the use of code mixing will give motivation to study English.

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