Code Mixing used by Teachers in Classroom Interaction with the Eighth Grade Students of SMP N 1 Karangawen

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Abstract

The purpose of this study was to learn about the types of code mixing, the dominant type of code mixing, and teacher's reasons used code mixing in classroom interaction at SMP N 1 Karangawen. The authors utilized a descriptive qualitative method to analyze code mixing in this study. The eighth grade English teachers at SMP N 1 Karangawen was the subject of this investigation. The data for this study was gathered through interviews and observation. The findings revealed that English teachers employed three types of code mixing in classroom interactions: intra sentential code mixing, intra lexical code mixing, and invoving change of pronunciation. The dominant type of code mixing utilized by teachers in classroom interaction was intra sentential code mixing, there were 138 expressions that included intra sentential code mixing (83.6%), 23 expressions that involved intra lexical (14%) and 4 expressions that involved change of pronunciation (2.4%). While teachers employed code mixing in classroom interaction for talking about a particular topic, interjection, and repetition were used for clarification.

Keywords: code mixing, type of code mixing, classroom interaction

Introduction

Because English is a foreign language in Indonesia, it is difficult to teach. Teaching English as a foreign language refers to the process of teaching English to students whose first language is not English. From elementary school to college, English is taught as a foreign language. Because English is an international language, the aims of teaching English as a foreign language in Indonesia are to increase students' knowledge of other languages, motivate them to use English in society, and enable them to use English as a skill while looking for job. Other EFL teachers recognize the need of encouraging students to interact in English. Teaching EFL is challenging for a teacher. Teachers may encounter difficulties while teaching EFL (Dianty & Heriansyah, 2021).

According to Songbatumis, the challenge teachers experienced when teaching English in the classroom was their students lack of vocabulary competence (Songbatumis, 2017). As a

result, teaching English cannot be isolated from the usage of Indonesian. Teachers in English classroom at junior high school sometimes mixing from Indonesia to English or vice versa. Code mixing is the practice of combining different languages in the form of language fragments with respect to expressions or phrases, such as from English to Indonesian and vice versa.

The phrase "Code mixing" refers to the employment of one or more languages to reliably transfer linguistic units from one language to another, resulting in the establishment of a new restricted or non-restricted code of linguistic interaction (Ansar, 2017). Code mixing occurs when a speaker employs more than one language to convey linguistic units to another language. Code mixing occurs in an English classroom when the teacher is using one or more languages when teaching English to impact information and knowledge.

Based on the interview with teacher in SMP N 1 Karangawen, it was found that the teacher used code mixing but more often use Indonesian in classroom interaction. The importance of involving language in the use of code mixing in junior high schools is to explore the extent to which students' understanding of the subject matter in classroom interaction with the use of code mixing is explored.

In addition, in terms of code mixing, there are still many teachers who still use Indonesian in the classroom interaction. Among them, teachers rarely use multilingual language to teach in class. Therefore, students are still confused about translating sentences or to speak in multilingual language. Thus, they need attention to practice using code mixing in the classroom.

The issue statements for this study are what sorts of code mixing are used by teachers in classroom contact, what is the main type of code mixing used by teachers in classroom interaction, and why do teachers utilize code mixing in classroom interaction. The goals of this study are to determine the forms of code mixing used by teachers in classroom contact, the dominant type of code mixing used by teachers in classroom interaction, and the reasons why teachers utilize code mixing in classroom interaction.

Literature Review

Previous Studies

There are the related studies conducted by the previous writer that relevance with the writers' study. First, Risna found that there are three forms of code mixing: 135 data utterances, 107 intra-sentential code mixing, 11 intra-lexical code mixing, and 17 involving pronunciation changes. Teachers employ code mixing for five reasons: students understand the assignment, they like it more, they come from diverse backgrounds, and students understand it better (Risna, 2021).

Ivana found that there are three types of code mixing in teaching English consisting of 196 utterances, 170 intra-sentential code mixing, 12 intra-lexical code mixing, and 14 involved pronunciation changes. Teachers employed code mixing in the classroom learning process due to the environment and a lack of vocabulary (Ivana, 2018).

Rahmat showed that code mixing is classified into three types: insertion, alternation, and congruent lexicalization. The English teacher at SMK Negeri 1 Makassar used insertion as the most common method of code mixing in the EFL classroom. There were seventeen insertion examples, two alternation examples, and two consistent lexicalization instances. As

a result, English teachers may find it beneficial to increase their English vocabulary in order to minimize code mixing in the EFL classroom (Rahmat, 2020).

Sociolinguistics

Language and society have an inseparable relationship in communication. Sociolinguistics is the investigation of the association among language and society. Wardhaugh characterizes sociolinguistics as the investigation of the association among language and society with the objective of better comprehension the language structure and the job of language for correspondence (Wardhaugh, 2006: 13). This connects with the objective of understanding social designs through language studies. Sociolinguistics is the investigation of society and language, and looks to find how language is utilized in the public arena in light of its social job.

Sociolinguistics is the study of how we communicate and how it reveals components of our social identities to others about who we are, where we come from, and maybe what sort of social experiences we have (Holmes & Wilson, 2017: 2). Sociolinguistics is very much used as a tool for real life and human language communication. Georgieva stated that the study of language in connection to society is known as sociolinguistics. This implies that it is concerned with the use of language for communication among various social groupings of individuals in various social settings (Georgieva, 2014: 4)

Language in society is diverse, and its usage is dependent depending on the user Language is used to communicate and to deliver information and opinions, and to communicate how the speaker feels.

Based on the definition above, the writers said that sociolinguistics is a discipline of linguistic education that focuses on the language's connection to society, as well as its diversity, functionality, and users.

Bilingualism and Multilingualism

Bilingualism is the capacity of individuals to utilize two dialects while addressing one another. According to Edwards, bilingualism and multilingualism exist by and assume fundamental parts mental, radical, and community struggles that structure community and cultural groupings, networks, and districts (Edwards, 2013). According to Sridhar, the words "bilingualism" and "multilingualism" have been utilized reciprocally in the writing to allude to the information or use of a few dialects of different language through a man or lady or a local area. He additionally adds that multilingualism should consider the likelihood that it is something other than an extended or expanded rendition of bilingualism (Sridhar, 2002).

Based on the experts' explanations above, the writers conclude that bilingualism is the capacity to use two codes or languages while interacting with another person. The majority of Indonesians are bilingual because they are fluent in both the national language, Bahasa Indonesia, and the traditional language.

Sridhar noted that multilingualism may be researched as an individual phenomenon, questions such as how one learns two or more languages as a youngster or how these languages are encoded in the mind and how they are accessible for speaking, writing, and understanding become important. When presented as a social and personal phenomenon, one is affected by its educational dimensions, which include topics such as language status and roles in society, attitudes toward languages, language choice factors, symbolic and practical

applications of languages, and the relationships between language usage and social influences such as race, religion, and class (Sridhar, 2002).

Code Mixing

Code mixing is the phenomenon usually discovered in everyday lifestyles. Code mixing manner the mixing of codes or two languages without converting the context. Code mixing commonly takes place in a sentence. There are some expert opinions on code mixing. Code mixing refers to the combination of elements from languages in a single utterance (Hoffmann, 1991: 105). Code mixing take place within sentence and usually involved single lexical items (Hoffmann, 1991: 10). Wardhaugh stated that code mixing happens when they determine to change code to every other, or mix codes inside every now and then very quick words and therefore make a new code in a method (Wardhaugh, 2006: 101)

According to Georgiva code mixing is the study of the use of two or more languages in conversation, which has two branches: structural and sociolinguistics. The structural approach focuses on the grammatical aspects of the language (Georgieva, 2014). Another definition provided by Ho, he stated that the transition from one language to another inside the equal speech or oral/written text is known as code mixing. It is a regular occurrence in communities that speak two or more languages (Ho, 2007).

It can be seen from the definitions above that almost all of them have same idea of code mixing, which is that it employs two or more languages or mixes from one code to the other, sometimes in very brief words with no modification. The use of code mixing is determined by the speaker's native language and the speaker's intended goal. It could happen if the speaker is unable to find appropriate terms to use.

Types of Code Mixing

Hoffmann defined 3 types of code mixing. These are intrasentential code mixing, intra lexical code mixing, and involving a change of pronunciation (Hoffmann, 1991: 112).

1. Intra Sentential Code Mixing

   Intra sentential in code mixing is a linguistic shift which happens at the phrase or grammatical structure. This form of code mixing happens in a phrase, clause, or sentence border. For instance, English to Indonesian:

   "I think all of students pernah holiday (I think all of students ever holiday)."

2. Intra Lexical Code Mixing

   Intralexical codemixing is a linguistic variation that occurs in a phrase. Within a word border, this form of code mixing occurs. For example, English-Indonesian:

   "Holiday-nya itu besok pagi. (The holiday is tomorrow morning)."

3. Involving A Change of Pronunciation

   An alteration in pronunciation happens at the phonologic level, just like when an Indonesian speaks an English term but changes it to match Indonesian phonology structure. For instance:

   "The word "okay" is said "oke" or the word "check" is said "cek" in Indonesia."

Reason of Using Code Mixing

Hoffmann in Dianty there are several aspects that reason people do code mixing (Dianty & Heriansyah, 2021; Hoffmann, 1991). Some of them are as follows:

1. Talking About a Particular Topic
   Some person chooses to discuss a certain issue in one language to another. Occasionally a speaker feels better at ease expressing themselves in a language which is not their first language.

2. Quoting Somebody Else
   When a speaker changes codes to cite a well-known statement, maxim, or motto, this is known as code mixing. Only the speaker's declarations of what the cited individual stated are included in the mix.

3. Being emphatic about something (express solidarity)
   When somebody is speaking in a language and quickly wishes to emphasize something, he will transition from one language to another, either purposefully or inadvertently. Or, he found it more suitable to be sympathetic in a second language than in a first language, so he switched from a second language to a first language.

4. Interjection (inserting sentence fillers or sentence connectors)
   In the case of bilingual or multilingual people, an interjection or sentence connecter may be used to express language switching or language mixing. Interjections are words or phrases added to a sentence to show surprise, strong emotions, or to draw attention. The interjection is a brief exclamation mark, as shown below: Duh!, Hey!, Oh!, Shit!, and so on. Although interjections have no grammatical meaning, they are commonly used in speech.

5. Repetition used for clarification
   When a bilingual wishes to explain his/her speech so that the audience understands it better, he/she might occasionally express the same statement in both languages (the utterance is repeated).

6. Intention of clarifying the speech content for interlocutor
   There will be a lot of code mixing when one bilingual speaks with another bilingual. It implies that he or she should ensure that the content of his or her speech is clear and understandable to the listener.

7. Expressing grouping identity
   Code mixing can also be usage to express group identity. Academics' communication methods in their various discipline groups, as previously indicated, are obviously distinct from those of other groups. In other words, the communication style of one community contrasts from that of persons who do not live in the community.

Method

This study used a descriptive qualitative method to investigate the use of code mixing in the classroom interaction in eighth grade class of SMP N 1 Karangawen. This strategy utilized to find, recognize, investigate, and portray code mixing. Therefore, data was collected from many sources by recording the activity in classroom using a video recorder

device. The writers also conducted interviews to find out why teachers used code mixing in the classroom.

The subject of this study was the eighth grade English teacher of SMP N 1 Karangawen. Meanwhile, the object of this study was code mixing used by teachers in classroom interaction.

The writers used interview and observation as the instruments to collecting the data. Interview were used to find out the reasons why teachers used code mixing in classroom interaction. Interviews allow the writers to get more of the data needed. Through observation, it was intended to determine the form of code mixing that occurs in classroom interaction. To avoid the loss of necessary data, the writers conducted observation using a video recorder to obtain data on teacher activities in the classroom containing code mixing.

The data in this study was examined using the following steps such as observing, interviewing, video recording, transcribing, finding and classifying, the last was drawing conclusion.

Finding and Discussion

In findings, the writers offered data to solve the study's problems covers the many sorts of code mixing used by teachers in classroom engagement, as well as the motivations for employing it This study tested Hoffman's concept of three forms of code mixing: intra-sentential code mixing, intra-lexical code mixing, and pronunciation change.

1. Types of Code Mixing Used by Teachers in Classroom Interaction

The writers found 165 code-mixing idioms based on observations of teachers. In this case, the writers evaluate the code mixing to determine the various types of code mixing used by teachers and provide this information in the form of a table to explain it, as seen below:

Table 1. Types of Code Mixing Used by Teachers

No	Types of Code Mixing	Frequency	Percentages
1.	Intra Sentential Code Mixing	138	83.6%
2.	Intra Lexical Code Mixing	23	14%
3.	Involving Change of Pronunciation	4	2.4%
	Total	165	100%

2. The Dominant Type of Code Mixing Used by Teachers in Classroom Interaction

Based on the previous results, the writers concluded that the dominant type that used by teachers was Intra Sentential Code Mixing. It could be seen from the frequency that occurs frequently in both teachers. The table below illustrated this:

Table 2. The Dominant Type of Code Mixing

No	Types of Code Mixing	Frequency	Percentages

1.	Intra Sentential Code Mixing	138	83.6%
2.	Intra Lexical Code Mixing	23	14%
3.	Involving Change of Pronunciation	4	2.4%
	Total	165	100%

3. The Reasons of Teachers used Code Mixing in Classroom Interaction

The writers analyze why both teachers employed code mixing in classroom interaction based on the results of the interview.

a. Teacher 1

The writers obtained some reasons for using code mixing in her teaching from a conversation with teacher 1, she used code mixing such as; the teacher used code mixing to discuss about some topic, she also employed code mixing in classroom to describe her emotions or feelings to the students. the last she wants the students more understand about the material.

b. Teacher 2

Based on an interview with Teacher 2, the writers discovered various reasons why she employed code mixing in her teaching, to discuss about some topic, She even used code mixing in class to describe her emotions or feelings to the students, and finally, the teacher wanted the students to understand the subject, which was an English lesson in this case, so she mixed English and Indonesian into her teaching, and finally, the teacher used code mixing to get the students' focus., she then tried to make her explanations clear so that the students may grasp them faster.

Discussions

The writers utilized Hoffman's theory to characterize all of the facts discovered during the classroom interaction concerning the three types of code mixing, which were as follows: When code mixing occurs within a phrase, clause, or sentence boundary, it is referred to as intra sentential code mixing; when code mixing occurs within a word boundary, it is referred to as intra lexical code mixing; and when code mixing occurs at the phonological level, it is referred to as intra lexical code mixing.

1. Types of Code Mixing

 a. Intra Sentential Code Mixing

Data number 2, 4, 6, 18, 33, 39, 41, 47, 48, 49, and 50 combined Indonesian and English expressions. It signifies that the teacher used English and then combined in some Indonesian language. For example, in data 2, the teacher replied, "*Okay, she's sick, and then Sindi?" "kenapa sindi absen?*" This statement was in English until she appended the Indonesian word "kenapa" in the midst of it. Because the term she mixed was an Indonesian word called "*kenapa*," it might be stated that she mingled Indonesian and English expressions. Intra Sentential Code mixing occurred because the mixing occurred within a sentence boundary.

Next, data number 6 when teachers said "*I think all of students pernah holiday*". In this situation, the teacher combined Indonesian word "*pernah*" in English expression. She inserted an Indonesian word in the middle of English expression. Because the mixing occured on a sentence border, there was Intra Sentential Code mixing.

Another sample in data number 48 when the teachers said "*Pertama-tama we went to the beach*". In this situation, the teacher combined Indonesian word "*pertama-tama*" in English expression. She added the Indonesian word in the begin of English expression. Because the mixing occured on a sentence border, there was Intra Sentential Code mixing.

Data 7-17, 19-38, 40-49, and 51-65 were a blend of English and Indonesian expression. The teacher used Indonesian in her expression and then combined in some English terms. For example, in data 7, the teacher said, "*Ini yang saya tekan kan last night*," in Indonesian, and then added the English phrase "last night" at the end of the sentence. Because the term she mixed was an English word "last night," the blending of English and Indonesian expression may be mentioned. There was Intra Sentential Code mixing because the mixing happened at a sentence boundary.

Next, data number 28 when teachers said "*Oke apa saja yang ada di orientation*". In this situation, the teacher combined English word "orientation" in Indonesian expression. She inserted the English word in the end of Indonesian expression. Because the mixing occurred at a sentence border, there was Intra Sentential Code mixing.

Another sample data number 56 when teachers said "*Kalau no berarti kamu udah* bisa *membuatnya?*". In this situation, the teacher combined English word "no" in Indonesian expression. She inserted the English word in the middle of Indonesian expression. Because the mixing occurred at a sentence border, there was Intra Sentential Code mixing.

b. Intra Lexical Code Mixing

Data number 3, 17, 26, 29, 30, 32, 37, 42, 43, 58 and 63were stated Intra Lexical Code mixing since the mixing happensina word border. It indicates the teacher merged English words with Indonesian structural forms. For instance, in data number 3, teacher said "*Holiday-nya itu besok pagi*". So, the English term contained the Indonesian enclitic (-nya) used by the teacher(*holiday*), this expression was characterized as intra lexical code mixing. As a result, code mixing happens inside a word border.

c. Involving Change of Pronunciation

Because mixing occurs at the phonologic level, data numbers 2, 17, 33, and 63 were Involving Change of Pronunciation. It denotes that the teacher used an English phrase but then switched to an Indonesian phonetic pattern. In data number 2, for example, when the teacher spoke the word "Okay" in English, it should have been said /ke /, but she said "oke." Another example is in data number 63, when the teacher spoke the English word "cek," which should have been said /tk/ but she said /cek/.

2. The Dominant Type of Code Mixing

According to the information gathered by the writers, the findings revealed that intrasentential code mixing was the most commonly employed kind by teachers. There were 138 utterances with intrasentential code mixing (83.6%), 23 expressions with intralexical (14%), and 4 expressions with change of pronunciation (2.4%). As a result, it is possible to conclude that teachers regularly employed intrasentential code mixing in classroom

engagement. Because the mixing took place at the boundary of a phrase, clause, or sentence, intrasentential code mixing was the predominate form. In the classroom, teachers regularly blended the languages in statements. Intrasentential code mixing was the most common sort of code mixing in sentences, hence it was the dominating type employed in classroom interaction.

3. The Reasons of Teachers used Code Mixing in Classroom Interaction

Based on the reasons given by both teachers earlier, the writers mix and conclude the findings utilizing Hoffmann's theory.

1. One of the reasons why teachers utilized code mixing in class was to address a certain topic. She occasionally discussed a topic with the students. Based on the above finding, the writers correlate it with Hofmann's idea. One of Hofmann's theories concerning the reasons for using code mixing is for discussing a certain topic, which suggests that some individuals prefer to discuss a specific issue in one language rather than another. A speaker may feel more at ease expressing oneself in a language that is not their first language. Based on the theory's description and the findings of the interviews, because there is a connection between Hoffman's theory and the teacher's explanation, the writers concluded that one of the teacher's justifications used code mixing. is for discussing a certain topic.

2. The second reason is teachers used code mixing to explain her feelings or emotions to the students. Occasionally when teachers are teaching and need to show their emotion in order to gain the student's attention, they always usage some deflection in English, this reason is similarity to Hoffman's theory on the reasons of code mixing which is known as Interjection. Interjections are words or statements that are interjected into a sentence to indicate surprise, extreme emotion, or to draw attention to themselves. The speaker employed an interjection, which is a brief exclamation with no grammatical significance, in the dialogue. Therefore, the writers concluded that Interjection is one of the reasons why teachers employ code mixing.

3. The third reason is teachers employ code mixing is to create the word uttered clarity; when their students misinterpret or do not understand what they say, they always repeat to make the students better understand. This reason is similar to Hoffman's theory, which is known as repetition use for clarification; when a speaker wishes to clarify his or her words so that the audience may better understand it, she or he can occasionally say the same massage in both languages (code). Based on the description above, the writers decided that one of the teacher's motivations for adopting code mixing is Repetition Used for Clarification.

Conclusion

In this study, the writers discovered that the kind of code mixing utilized by the teacher 1 was Intra Sentential Code Mixing, Intra Lexical Code Mixing, and Involving Change of Pronunciation, and that the type of code mixing used by the teacher 2 was Involving Change of Pronunciation. She never employed Involving Change of Pronunciation in the classroom interaction, just Intra Sentential Code Mixing and Intra Lexical Code Mixing.

Then, intra sentential code mixing was the dominant type that teachers utilized in classroom interaction, with 138 expressions including intra sentential code mixing (83.6%),

23 statements containing intra lexical (14%) and 4 utterances using Involving change of pronunciation (2.4%).

While teachers employed code mixing in classroom interaction to discuss a particular topic, interjection, there were 138 utterances that included intrasentential code mixing (83.6%), 23 expressions that involved intralexical (14%) and 4 expressions that involved change of pronunciation (2.4%).

While teachers employed code mixing in classroom interaction to discuss a particular topic, interjection, and repetition were used for clarification.

Hopefully, this study can inspire and guide the next writer to be more cautious while performing comparable study. Therefore, the following study will do better in terms of understanding than this study. The writers suggested using the other theory about the types of code mixing, for example the theory of Suwito, Gumperz and Muysken. Thus, the subject of code mixing was discovered in more than one hypothesis.

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