**An Analysis of Code Mixing Used by Teacher**

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**ABSTRACT**

This thesis was aimed to find the type of code mixing used by teacher during classroom interaction. The study used descriptive qualitative method. Each sentence from the teacher and students conversation was identified to determine its code mixing type according to Hoffman’s theory (1991). The data of the study is utterances which code mixing is included in it. The technique of the data collections used is documentary technique. It is found that there were three types of code mixing used during the class according to Hoffman theory namely : (1) intra-sentential, (2) intra-lexical, (3) involving change of pronunciation. From those types, intra-sentential was most frequently used by the teacher during the process of teaching and learning. The teacher`s reasons for applying code mixing were to overcome the communication barriers that occur between the teacher and the students to help the students understand and memorize the material more accessible. The result of the interview also showed that the students had a good perception of the implementation of code mixing used by the teacher in the classroom.

***Keyword : code mixing, intra-sentential, classroom interaction, teacher***

**CHAPTER I**

**INTRODUCTION**

Language is very broad to learn. In academics, language is studied in linguistics, psycholinguistics, sociolinguistics, and others. Each field of study is approved for a different assessment but still has the same focus. In schools, it is evident that the teaching and learning process involves many interactions where the teacher and students produce a number of words. Especially when learning English in the teaching and learning process, teachers usually mix several words in Indonesian and English to explain the material or even to communicate in class. Sometimes the teacher says "Open your LKS on page thirty-two", "Kecilkan your voice please" in class. Teachers have several reasons why they use it in the teaching and learning process.

To support this study, the researcher took some previous researches. This study aims to determine the type of code mixing, the dominant type of code mixing and the reasons why the teacher uses code mixing in the learning process at MAS PAB 2 Helvetia, Dea Ivana (2018). The research methodology used in this research is descriptive qualitative method by applying a naturalistic design. In a study conducted by Abdullah (2011) the code mixing of Indonesian English produced by the students of the IMMIM Putri Pangkep Islamic boarding school was analyzed. There were 22 students who became respondents and there were 114 sentences obtained from the spy records for approximately 4 weeks. The research results show what is meant by Indonesian sentences. Students are also very creative in using English words and then combine them using Indonesian additives. Some English words used in Indonesian sentences are not involved well in Indonesian or English, used by Indonesian grammar. Khairunnisa (2016) This research investigates the use of code mixing by teachers in the teaching and learning process of English in the first grade language class at Takalar 1 High School. This study aims 1) to show the types of code mixing used by the teacher in the process of learning English in the language class in grade I of SMA 1 Takalar. 2) to describe the teacher's reasons for using code mixing in the process of learning English in the first grade language class at SMA 1 Takalar. 3) to describe students' perceptions of the code mixing used by the teacher in the process of learning English in the first grade language class of SMA 1 Takalar.

Saldi Ady Saleh (2017) This study discusses Code Mixing used by teachers at the Zarindah Learning Center in the Teaching and Learning process. This study aims to determine the type of code-mixing, the percentage of code-mixing usage and the reasons for using code-mixing in the learning process. Andoni, AN (2014) in his research entitled "Analysis of Mixing Codes Used by Lecturers and Students in the Teaching and Learning Process of Advanced Speaking Class in the English Education Department at Muria Kudus University" in this study, the authors found several forms of code mixing, they are: tenses, phrases, clauses, word reduplication, and idioms. Then the code mixing functions used by lecturers and students are informational, expressive, directive and phatic functions. Meanwhile, Prastyawan, R. E (2012) in his research entitled "Code Mixing and Code Switching Used by Teachers at SMAN 16 Surabaya" shows that there are two kinds of code mixing that occur in class activities, namely: types of words and types of phrases and general reasons. The teacher uses code mixing is that students do not understand when the teacher does not mix language (Indonesian-English) in the teaching and learning process.

**CHAPTER II**

**LITERATURE REVIEW**

 ***Code Mixing***

Code is a language, variation or style of language. Code is class specific language variations, especially for various verbal planning strategies. In communication, code is a rule for transforming information (for example, letters, words or phrases) into other forms or representations, not necessarily of the same type (Ajibola, 2011: 17). Kachru in Nusjam (2004) defines code mixing as a term that refers to the use of one or more languages for the consistent transfer of linguistic units from one language to another, and with such language mixtures developing new linguistic codes that are limited or not so limited in interaction. Wardaugh in Kun Mustain, states that code mixing occurs when conversations use both languages simultaneously insofar as they change from one language to another in one speech. Wardhaugh (1998: 103) argues that code mixing occurs when speakers use both languages together to the extent that they change from one language to another in one speech. Code mixing is the use of lexical items and grammatical features between two languages that appear in one sentence (Muysken, 2000: 1). According to Muysken (2000: 3) there are three types of code mixing as follows: insertion, substitution, and congruent lexicalization. Code mixing has two motivations, namely the filling motive and the feeling of prestige motive (Charles Hockett, 1958: 404).

***Type of Code Mixing***

Hoffman (1991: 112) shows that there are three types of code mixing based on syntactic patterns. It is intra-sentential code mixing, intra-lexical code mixing, and involves pronunciation changes.

* Intra-sentential code mixing

This kind of code mix occurs within phrase, clause, or sentence boundaries, for example English-Indonesian:

A : Never mind, aku bisa paham kok (Never mind, I understand).

B : Hasilnya tergantung team work dan juga lucky (the result depends on team work and also lucky)

In the example above, speakers A and B mix languages between Indonesian and English, mixing is called Intra-Sentential code mixing because they mix language within the sentence boundary where speaker A mixes "it's okay" in his speech. , and speaker B said "teamwork" and "luck" in his words.

* Intra-lexical code mixing

This kind of code mixing occurs within word boundaries. For example English-Indonesian:

A: Syarat pertama ikut lomba itu ya harus nge-follow instagramnya dulu. (the first requirement to join the competition is to follow the instagram first).

B: Kamu harus baca koran setiap hari untuk meng-update pengetahuanmu tentang masalah-masalah yang terjadi di negara kita (you have to read the newspaper every day to update your knowledge about the problems that happen in our country).

In the example above, speakers A and B mix the language between English and Indonesian at the word level, so it is called intra-lexical code mixing.

* Involving a change of pronunciation

This kind of code mixing occurs at the phonological level, such as when Indonesians pronounce a word in English, but convert it to Indonesian. phonological structure For example, the word "telephone" is said to be "telpon" or the word "television" in Indonesia is said to be "television".

**CHAPTER III**

**RESEARCH METHOD**

In the research methodology, researchers used qualitative research which aims to explain the types of code mixing and the process of implementing these strategies by an English teacher using Hoffman's (1991: 112) code mixing. English teacher as the subject of this research. The instruments used in this study were observation, audio recordings, and interviews. Researchers collected data by recording all activities during class. In addition, the researcher interviewed the teacher to support these findings by asking questions that were already on the list and determined by the researcher. After the data was collected, the researcher transferred the data to the manuscript.

**CHAPTER IV**

**FINDINGS**

Data analysis is presented in the table, Table 1 below, as a whole, the results of using code mixing according to Hoffman's (1991: 112). All percentages of the elaboration of the code mixing resulting from data analysis can refer to this table. The following pages will show the effects of data analysis.

**Table 1** An Analysis of Code Mixing Used by Teacher

|  |  |  |
| --- | --- | --- |
| **Types of Code Mixing** | **Total**  | **Percentage** |
| * Intra-sentential code mixing
 | 32 | 86% |
| * Intra-lexical code mixing
 | 2 | 6% |
| * Involving a change of pronunciation
 | 3 | 8% |

From the table above, we find the things that happen most often The material involved in mixing Indonesian-English codes produced by the teacher during the learning process in language class in grade 9 SMP 1 Brigjend Katamso 1 Medan is Intra Sentential Code Mixing, As many as 32 (86%) utterances consisting of nouns, adjectives, verbs, adverbs, prepositions and phrases, then continued with mixing intra-lexical codes, there were 2 (6%) utterances consisting of words English language by adding the prefix -di, -meng prefix and its enclosure and 3 (8 %) speech to involve changing the pronunciation. The types of mixing codes contained in the teacher's speech will be explained as follows :

1. Intra Setential Code Mixing

*warna skin apa aja?......*

*Yes hair.. hair bentuknya apa aja??.....*

*She has pointed nose, kalo kita pake HAS nah kalo……*

*Nanti you describe her makai 2 cara ya nak……*

*Bark itu artinya apa?*

*Bark tooth gingsul kita bilang has ya……..*

From the example above, English words or phrases contained in Indonesian sentences consist of nouns, verbs, adjectives, adverbs, pronouns and phrases. All the examples above are used to complete the sentence. Actually all of the words above can be translated into Indonesian, but the teachers in Class 9 in SMP BRIGJEND KATAMSO 1 MEDAN use these words into Indonesian sentences even though they know that these words have Indonesian translations.

1. Intra Lexical Code Mixing

*karna dia disebut* ***fisik/fisical apperance****,……*

*untuk* ***mendescribekan*** *seseorang……*

The teacher sometimes mixed her language by using English words and then combined with Indonesian grammatical forms.

1. Involving a Change of Pronunciation

*Oke sekarang* ***kita practice***

***terserah mau make yang mana***

This kind of code mixing occurs at the phonological level, when the teacher uses the words in the sentence above the English word in the teaching and learning process, it becomes a phonological structure in Indonesian, for example: the words okay, relax, negative, happy and positive are said to be okay, relaxed , negative, happy and positive by the teacher.

**The Reasons of The Teacher Uses Code Mixing in English Teaching Learning Process at Language Class in 9 Grade of SMP BRIGJEND KATAMSO MEDAN**

1. Students have a low level of English

The reason the teacher mixed the code in the teaching and learning process was the students' level of English. The students taught by the teacher came from first grade. They still have a low level of English. He identified that except for a few, most of the students were unable to fully communicate in English. He understands that students cannot receive material well if he uses total English in the class. So, he wanted to facilitate communication with students by mixing the languages.

1. Making Joke

The teacher mixed up the code in the teaching and learning process because he wanted to joke, he always looked for sentences or phrases in English that were similar to the pronunciation of regional languages. For example: “assemblage” in the local language “sode”, “nine two seven” in the local language “nai antu sepeng”. Joking can make students feel more relaxed in the teaching and learning process and can understand the words easily because the words are similar to regional languages in pronunciation.

1. More Relaxed

The teacher feels comfortable when using code mixing in the English teaching and learning process. He argues that using code mixing in providing material to students can make them more relaxed and also students can eliminate fear in learning English as a foreign language.

1. Habit

The teacher has taught English at Brigjend Katamso 1 Middle School. She has more experience in teaching and learning English. On the other hand, the teacher is multilingual, so it is only natural that the teacher speaks by mixing the languages. This is because there are quite a lot of words in English that are familiar to him and he can use them in sentences easily so that mixing codes cannot be avoided by the teacher in the teaching and learning process.

**CHAPTER V**

**CONCLUSION**

Based on the analysis of data in the previous chapter, the writer concludes that first, communication strategies used in classroom interaction was Code Mixing. There are three types of code mixing used, namely intra-sentential, intra-lexical, and involving changes of pronunciation. Intra-sentential is dominantly used during learning process.

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