

CODE MIXING USED BY THE TEACHERS OF LPAM ENGLISH COURSE SEMURUP IN THE TEACHING LEARNING PROCESS

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Abstract: *This research discussed about Code Mixing Used by Teacher of LPAM English Course Semurup in the Teaching Learning process. This research aims to find out the type of code-mixing, and the reason of using code-mixing. The theory used was Hoffman's theory about Code Mixing. The researcher used observation and interview as the instruments to find out the data. The data were analyzed using descriptive method.. The findings showed that there were three types of code-mixing used by the teachers. They were Intra Sentential Code-Mixing, intra lexical code mixing and Involving Change of Pronunciation, and the reasons of using code-mixing were Quoting Somebody Else, Interjection, Repetition Used for Clarification and Real Lexical Need. Besides, the teachers used code mixing in the teaching learning process due to the students who were at the beginning or elementary level, so that the mixing of language gave the effect to the understanding of the students to the lesson learned.*

Keywords: *Code Mixing, Teacher, LPAM English Course Semurup*

INTRODUCTION

Sociolinguistics is a term that refers to the study of the relationship between language and society and how language is used in multilingual speech communities. As stated by Holmes (2000:1), sociolinguistic is the study of the relationship between language and society. It focuses on explaining why we speak differently in different social context, and it

concerned with identifying the social function of language and the ways it is used to convey social meanings.

In studying language in society, there is a phenomenon of language called bilingual and multilingual. Bilingual or multilingual refers to a community or individual who can use two or more languages. Franson (2009:1) defines bilingualism is the ability to use two languages. On the

other hand multilingualism refers to someone who can use more than two languages in communicating to another person.

One of sociolinguistic phenomena which occurs in bilingual or multilingual society is code mixing. Wardhaugh (2006:103) states that code-mixing occurs when onversant 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. In education, based on observation that has been done by the researcher in LPAM English Course Semurup on teaching Learning process, the teachers often do code mixing in the teaching process. They often mix Indonesian and English when they teach English in the class, Because of that, the researcher is eager to know why they do it and the researcher is interested in knowing the types and the factors that cause the teacher use the code mixing in the teaching process.

REVIEW OF LITERATURE

A. Basic Concepts of

Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. Yasemin (2013), defined sociolinguistics as the science that investigates the aims and functions of language in society. It attempts to explain how language differs from one context to another across geographical border and how people in one context communicate with people in other context.

Sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how languages function in a communication (Wardhaugh, 2006:13). Therefore, it can be stated that Sociolinguistics is the study of the relationship between language and society. It is interested in explaining why we speak differently in different social contexts, and it concerned with identifying the social function of language and the ways it is used to convey social meaning.

B. Bilingualism and Multilingualism

In general, bilingualism is the ability of using two languages by the speaker in interaction to each other. Franson (2009:1) defines bilingualism is the ability to use two languages. On the other hand, Hamers & Blanc (2000:145) define bilingualism as “the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual”.

Moreover, multilingualism is the ability of using more than two languages in communication. A multilingual is a person “who has the ability to use three or more languages, either separately or in various degrees of code mixing, different languages are used for different purpose, competence in each varying according to such factors as register, occupation, and education” (McArthur in Aronin & Hufeisen, 2009:15).

C. Basic Concepts of Code Mixing

A code is language, a variety or style of language. A code is a class specific language variation, especially for the different strategies of verbal

planning. In communication, a code is a rule for converting a piece of information (for example, a letter, word or phrase) into another form or representation, not necessarily of the same sort (Ajibola, 2011:17).

Code mixing is the mixing of one language in another language by the speaker in a communication. Code mixing is the other phenomenon closely related to code switching. It usually occurs when conversant use both languages together (Waris, 2012: 127).

In relation to that, code mixing proposes 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. In order to attain the best communication effect, the speaker thus will mix the codes.

Based on definitions above, the researcher takes conclusion that code mixing is a phenomenon exist in bilingual or multilingual community where the speakers when do a communication process by using language (specially oral communication) they mix their language (word to word or phrase to phrase) from one language to another

language at the same conversation's topic.

Furthermore, there are three types of code mixing :

1. Intra-sentential code mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary.

2. Intra-lexical code mixing

This kind of code mixing occurs within a word boundary.

3. Involving a 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.

When code mixing occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman (in Pangestuti, 2013: 11), there are seven reasons for bilingual or multilingual person to mix their languages. Those are :

- 1) talking about a particular topic, people sometimes prefer talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express

his/her emotional feelings in a language that is not his/her everyday language.

2) quoting somebody else,

a speaker switches code to quote a famous expression, proverb or saying of some well known figures.

3) being empathic about something (express solidarity),

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he will mix the language.

4) interjection, interjection is words or expressions which are inserted into a sentence to convey surprise, strong emotions or to gain attention.

5) repetition used for clarification, when a bilingual or multilingual person wants to clarify his speech so that it will be understood better by the listener, he can sometimes use both languages that he masters to say the same message.

6) intention of clarifying the speech content for interlocutor, To make the content of his speech runs smoothly and can be

understood by the listener, a message in one code is repeated in the other code.

7) expressing group identity.

Code mixing can also be used to express group identity.

METHODOLOGY

This research was a descriptive research. According to Gall, Gall & Borg (2007)), the goal of descriptive research was to describe a phenomenon and its characteristics. This research more concerned with what rather than how or why something has happened.

The samples of this research were the English teachers of LPAM Course Semurup.

The researcher did observation and interview to collect the data. To get the data of code mixing, the researcher did observation and for the reason of using code mixing, the researcher did interview.

For analyzing the data, the descriptive method was used. Descriptive method aims to describe all the data like what it is. In analyzing the type of code mixing, three steps were performed namely identification, classification and description. First,

the situations that contained the case of code mixing were identified. After the data with regards to the case of code mixing were identified, the data were classified based on the existing criteria. After the classification process, a description on the case of code mixing was presented.

Next, in order to identify the reason of using code mixing, the researcher did interview to the teachers and related it to the theory used.

RESEARCH FINDINGS

The results of the study were classified into two categories namely the type of code mixing used by the teacher of LPAM English course Semurup and the reasons of using code mixing.

To answer the research questions about types of code mixing by Hoffman's theory such as intra-lexical code mixing, intra-sentential code mixing and involving a change of pronunciation were used by the teachers of LPAM English Course Semurup in the class. The researcher gave D code to data/datum.

1. Type of code mixing

There are three types of code mixing namely:

ISM : Intra Sentential Code Mixing

ILM : Intra Lexical Code Mixing

ICP : Involving Change of
Pronunciation

The data of the types of code mixing
can be seen in the following table.

Table. The data of the types of code mixing used by the teachers of LPAM English course Semurup

No	Findings	Types of Code Mixing
1	<i>OK, before we start let's pray for a moment, ayo berdo'a. (D1)</i>	ISM
2	<i>Nah, ok for all of you (D2)</i>	ISM
3	<i>Last meeting I give you many vocabularies, have you memorize it, ayo siapa yang bisa? (D3)</i>	ISM
4	<i>Your memorizing, kemarin. (D4)</i>	ISM
5	<i>Iyaaa miss sudah (D5)</i>	ILM
6	<i>Well, now you sebutkan one by one di depan yaa (D6)</i>	ISM
7	<i>You must harus menyebutkannya di depan (D7)</i>	ISM
8	<i>who will be the first? Yang pertama ayooo (D8)</i>	ISM
9	<i>Aura miss, Aura is the first (D9)</i>	ISM
10	<i>OK, Aura hurry up! Ayo ke depan (D10)</i>	ISM
11	<i>Okay Deh Miss, (D11)</i>	ICP
12	<i>Now, let's continue our lesson today. Kita lanjut lagi ya untuk pelajaran hari ini (D12)</i>	ISM
13	<i>Open your book page 12, halaman 12 (D13)</i>	ISM
14	<i>Sudah semuanya. OK (D14)</i>	ISM
15	<i>OK, now repeat after me. Kita baca sama-sama (D15)</i>	ISM
16	<i>Now, you read. Yes you read. Baca (D16)</i>	ISM

17	<i>OK Very good. Bagus (D17)</i>	ISM
18	<i>Now, work in pair. Baca dan pahami (D18)</i>	ISM
19	<i>Speak, berbicara, Speak (D19)</i>	ILM
20	<i>Finish, Sudah. Let's see. Lanjut lagi (D20)</i>	ILM

2. Interview of reasons of using code mixing in the teaching process

Based on the interview with the teacher about the reasons of using code mixing, the researcher got some reasons why the teachers used code mixing in the teaching learning process such as; the teacher sometimes used code mixing because he uses someone quotation in English to build student's motivation in learning English, and then he also used code mixing in the teaching process because he wanted to make his utterance clearer when giving explanation and direction to the students so, the students could understand faster, and then he also used code mixing in the class in order to express his emotion or feeling to the students and the last reasons was because sometimes he found the word that has no representation in another language. Besides, he used code mixing in order that the students would be more understand and clearer to the lesson taught.

DISCUSSION

1. Types of code mixing

a. Intra Sentential Code-Mixing

Data 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16,17, 18 were the mixing of Indonesian word in English utterance. It means that the teacher used English and then he put or mixed an Indonesian word in his utterance, for example in datum 1 when the teacher said “*ok, before we start, let’s pray for a moment, ayo berdo’a*” This utterance is in English and then the teacher put the Indonesian word “*Ayo berdo’a*” at the end 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 the Indonesian words “*ayo berdo’a*” so it also could be said the mixing is Indonesian words in English utterance.

b. Intra Lexical Code-Mixing

Data 5, 19, 20 were the kind of code mixing occurs within a word boundary. For example, Data 5 *Iya Miss Sudah (D5)*. In Datum 5, there was a mixing of Indonesian word and English Word. The mixing occurred within a word boundary (*Iya Indonesian word, Miss English Word, Sudah Indonesian word*).

c. Intra Sentential Code-Mixing

Datum 11 was the types of code mixing Involving change of pronunciation, this type of code mixing means that the mixing that happened at the phonological level, when the teacher said an English word but modified to Indonesian phonological structure.

2. Reasons of using code mixing

There were several reasons why the teachers used code mixing in the teaching process. Based on the result of interview, the researcher found all of the answers and relate to the Hoffman’s theory about the reason of using code mixing.

- a. One of the reasons why the teacher used code mixing in the class is to use someone quotation in English. Sometimes he wanted to give some motivation to the students, so he used some motivation’s quotes from a famous one. Based on the result above the researcher connected it with Hofmann’s theory. One of Hofmann’s theory about the reasons of using code mixing was Quoting Somebody Else. It means that when a speaker switches or mixes codes to quote a famous

expression, proverb, or saying of some well-known figures. The switch just involved the word that the speaker was claiming the quote person said. Based on the explanation of the theory and the result of interviewing the researcher concluded that there are similarity between the Hoffman's Theory with the teacher's reason, so the researcher concluded that one of the reasons of the teacher to use code mixing was Quoting Somebody Else.

- b. Second was teacher used code mixing in order to express the emotion or feeling to the students by using English expressions. Sometimes when the teachers are in the teaching process and they want to expresses their emotion to get the student's attention they always used some interjection in English, this reason is same with the Hoffman's theory about the reasons of using code mixing called Interjection. Interjection is words or expressions, which were inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection was a short exclamation and had no

grammatical value, but the speaker used it in the conversation. So the researcher concluded that one of the teacher's reasons to use code mixing was Interjection.

- c. The third reason of the teachers to use code mixing was to make the utterance clearer, sometimes when their students misunderstood or do not understand what they said. They always did repetition to make the students more understand. This reason was same with Hoffman's theory called repetition use for clarification. It means that when a speaker wanted to clarify his/her speech so that it would be understood better by the listener, she or he sometimes used both of the languages (code) that she/he mastered to say the same message. Based on explanation above the researcher concluded that one of the teacher's reasons to use code mixing was Repetition Used for Clarification.
- d. Fourth, if it was related it to the language teaching, it can be seen that it gave more implication to the language teaching. In this context, the students that were

samples in this research were at the beginning or elementary level. It means that they did not have high understanding to the English language. Therefore, the teachers used code mixing in order that the students were able to understand the lesson learned easily. Besides, the use of code mixing will make the students feel comfortable to comprehend the lesson or the lesson will be clearer for the students. So that, it give an effect to the language teaching especially beginner.

CONCLUSION AND SUGGESTIONS

a. Conclusion

The types of code mixing used by the teacher in teaching and learning process were Intra Sentential Code Mixing more often and sometimes Intra Sentential Code Mixing and Involving Change of Pronunciation.

The reasons why the teacher used code mixing in the teaching process because of Interjection, Repetition Used for Clarification, and the last is Quoting Somebody Else. Besides, the use of code mixing due to the students was in the beginning or elementary level so that the use of code mixing

will make the students more understand and clearer to the lesson learned.

b. Suggestions

1. For the English teachers specially the teachers of LPAM Course Semurup. The use of code mixing could help the students understand and increase their vocabularies in a language and also could make the students easy to understand the language so that, it also gave implications to the language teaching especially beginner.

2. For the next researcher who wants to research about code mixing to investigate code mixing in different object situation for example in daily conversation, in the discussions forum or event in social media.

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