AN ANALYSIS OF CODE MIXING USED BY TEACHERS IN TEACHING ENGLISH AT SMPN 34 PADANG

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education (B.Ed.) in English Language Education

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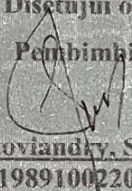**Rifki Oktoviandry, S.Pd., M.Hum**
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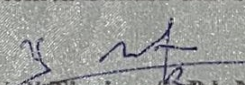**UNIVERSITAS NEGERI PADANG**
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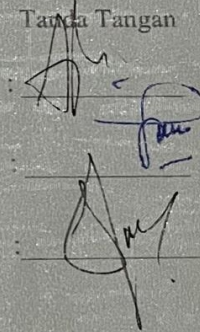SMPN 34 Padang"**

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ABSTRACT

This research aimed to know the type of code mixing, the dominant type of code mixing and reasons why the teachers used code mixing in the teaching learning process at SMPN 34 Padang. The research methodology that used in this research was descriptive qualitative method. The subjects of this research were English teacher at SMPN 34 Padang. This research used observation and interview in collecting the data. The result showed that there were three types of code mixing that used by English teacher in teaching learning process, namely intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. Intra sentential code mixing was the dominant type that used by English teachers in teaching learning process, which is 104 utterances included intra sentential code mixing, 15 utterances included intra lexical and 11 utterances included involving change of pronunciation. While the reasons of the teachers used code mixing in teaching learning process were Repetition for clarification, Expressing affection, emotion, or attitude and Lack of proficiency or lexical gap.

Keywords: *code mixing, learning process, type of code mixing, reasons*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis campur kode, jenis campur kode yang dominan dan alasan guru menggunakan campur kode dalam proses pembelajaran di SMPN 34 Padang. Metodologi penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Subyek penelitian ini adalah guru bahasa Inggris di SMPN 34 Padang. Penelitian ini menggunakan observasi dan wawancara dalam mengumpulkan data. Hasilnya menunjukkan bahwa ada tiga jenis campur kode yang digunakan oleh guru bahasa Inggris dalam proses pembelajaran, yaitu campur kode intra sentensial, campur kode intra leksikal dan melibatkan perubahan pengucapan. Campur kode intra sentensial merupakan tipe dominan yang digunakan oleh guru bahasa Inggris dalam proses belajar mengajar, yaitu 104 ujaran termasuk campur kode intra sentensial, 15 ujaran termasuk intra leksikal dan 11 ucapan termasuk yang melibatkan perubahan pengucapan. Sedangkan alasan guru menggunakan campur kode dalam proses pembelajaran adalah karena pengulangan untuk klarifikasi, mengekspresikan kasih saying, emosi atau sikap, dan juga karena kurangnya kemahiran atau kesenjangan leksikal.

Keywords: *campur bahasa, proses pembelajaran, tipe campur bahasa, alasan*

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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English language learning plays a crucial role in Indonesia's educational system. However, for many students, English remains a second language, and achieving fluency can be challenging. Teachers often employ various strategies to bridge this gap, and code mixing, the use of both English and Indonesian within the classroom, is a prevalent phenomenon.

In the context of teaching English at SMPN 34 Padang, a junior high school located in Padang, Indonesia, code mixing serves as a pedagogical strategy employed by teachers. Given that students at SMPN 34 Padang are predominantly native Indonesian speakers, teachers frequently intersperse English with Bahasa Indonesia during instruction. This code mixing is not merely a reflection of linguistic versatility but a deliberate effort to bridge the gap between students' native language and the target language, English.

In studying language in society, there is a phenomenonn of language called bilingualism and multilingualism. Bilingual or multilingual refers to a community or individual who can use two or more languages. Franson (2009) defines bilingualism as the ability to use two languages. On the other hand, multilingualism refers to someone who can use more than two languages when communicating with another person.

One of the sociolinguistic phenomena that occurs in bilingual or multilingual societies is code mixing. Wardhaugh (2006) states that code-mixing

occurs when onversants use both languages together to the extent that they change from one language to the other in the course of a single utterance.

Samarin (1979) defines sociolinguistics as "the study of language as part of culture and society. It means that language users should have linguistic and cultural competence in their communication. Language and society are two things that can't be separated. Language users must have good ability to understand the rules of language itself and cultural competence to create meaningful communication. In socioculture, there are three kinds of mastery of language; monolingual, bilingual, and multilingual. Monolinguals are people who master in one language. Bilinguals are people who master two languages. The last, multilingual, are people who master more than two languages.

Bilingual is "an individual who has native like control of two (or more) languages. According to the statement that the users of language should have ability and knowledge in both languages. This statement is hard to apply, because there are a few people who can master two languages natively. On the contrary, Mackey (1962) defines bilingualism as "the ability to use more than one language. It means that, if the users of language understand what they are saying. It can be called bilingualism.

People who master two languages have different abilities in mastery between two languages or varieties. Although the differences were hard to find, the choice of code mixing depends on location (city or country), formality, gender, status, intimacy, seriousness, and type of activity, according to Kahfi (2018). The situation also becomes one aspect that affects the occurrence of code

mixing.

Language is not only a sign of nationalism, but also a significant symbol of nationality, the roots of race, and family. Indonesia has a united language, namely Indonesian. However, each region has its own language to show where they come from. In addition to the Indonesian language and regional language, in the school, they are also introduced to a foreign language, namely English.

This language is important because English is the international language. In formal education, English language learning has started in kindergarten. The beginners get an introduction to the language, like vocabulary, with limited time. The higher level of education will also be followed by the addition of material and time. The language used when learning a course also affects the ability of the students to acquire acquisition. Nevertheless, the students only use English when they only have English as a as a subject. After learning is done, they are back to using their local language.

Everyone has some reason to use more than one language; for example, sometimes we can't find a word or an appropriate expression apart from their own languages. As the researcher found in the conversation between teacher and students in the class during English lessons, When they are at home, they will use the language their family uses. Suppose a family is from Padang; they are more likely to use Minangnese.

From the above phenomena, the code-mixing process often occurs. Code-mixing is a language use symptom in which "a mix or mixture of distinct variants within the same section." Based on experience, researcher often see English

subject teachers using more than one language because they study a language that is not their own language. The phenomenon of code-mixing is often used by bilingual people. This also often occurs in communication with speakers who are learning languages. Previously, the researcher also experienced the same phenomenon when she was practicing teaching at SMPN 34 Padang, namely the use of code mixing.

At SMPN 34 (a junior high school in Indonesia), an analysis of code mixing practices by English teachers is warranted for several reasons; 1) Indonesia has a multilingual environment, with Indonesian as the national language and various regional languages spoken (Lumbanbatu et al., 2023), 2) English is taught as a foreign language in Indonesian schools, and students may have limited exposure outside the classroom (Munawaroh, 2023)., 3) Teachers' proficiency levels and language backgrounds can influence their use of code mixing (Hamied, 2013).

By analyzing code mixing at SMPN 34, researchers could investigate the types and reasons for using code mixing in English language teaching and learning in that specific context. This could inform pedagogical strategies and teacher training programs.

Some researchers have researched code-mixing. The first taken from Khairunisa (2016) entitle "Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar". In her research, she state that there are four reasons of using code mixing in English teaching learning process; (1) students have low level in English, (2) making joke, (3) more relax and (4) habit.

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The second is from Amsal (2011) entitle "An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3 XIII Koto Kampar". He found that the most inserted words are noun 164 words (52,9%) and adjective and exclamation are the least (12,8%). It shows that noun is the most inserted words than others and conclude that on the category 56%-75% categorized into "enough".

The third is Indah (2017) entitle "A Sociolinguistics Analysis of Code Mixing Between English and Indonesian Used by the Students in Bilingual Program (A Case Study in Bilingual Program of the Sixth Semester Students of IAIN Surakarta in Academic Year 2016/2017)". She found that the highest number of code mixing's usage in the bilingual program are code miing word level which attains 39 data with 44.8% and the fewest number of code mixing's usage in the bilingual program is code mixing in baster level, reduplication level, and code mixing of idioms level in which each of them only 1 data with 14%. The research also found the reason of code mixing. The researcher found that the highest reason of code mixing's usage by the students that they have less vocabulary.

While there have been studies on code mixing in English classrooms in Indonesia (e.g., Syafriati, 2019) and other Southeast Asian countries, there is a lack of research specifically focused on SMPN 34 and its unique linguistic and cultural context. Many existing studies have analyzed code mixing from an observer's perspective, but there is a need to explore teachers' own perspectives, motivations, and rationales for using code mixing in their classrooms (Gulzar &

Abdulhaleem, 2020). The study could examine whether teachers' code mixing patterns and reasons differ based on the English proficiency levels of their students, which could inform differentiated instructional strategies (Hamied, 2013).

The scope of this research is restricted to the code mixing used by teachers in English teaching at SMPN 34 Padang. The researcher describes the three types from Hoffman Theory about code mixing, intra sentential code mixing, intra lexical code mixing, involving a change of pronunciation that used or spoken by the teacher in teaching English and the reasons why the teacher mixing their language when teaching English. The researcher used Nababan's theory for identification the reasons of using code mixing.

B.   Identification of the Problem

The problem being identified here is the use of code-mixing by the teacher in teaching English at SMPN 34 Padang. Code-mixing refers to the phenomenon where speakers switch between two or more languages or language varieties within a single conversation or sentence. In this case, it appears that the teachers are using code-mixing in teaching English in the classroom, which may be impacting their language proficiency and communication skills in English.

An analysis of this issue could involve examining the types of code-mixing that are occurring the languages or language varieties being mixed, the frequency of mixing and social identity, language proficiency, communication needs. It could also be useful to investigate the potential consequences of code-mixing on

language development and communication effectiveness, both in the short and long term.

Overall, this analysis could provide insight into the ways in which code-mixing is being used by English teacher, and inform strategies for promoting more effective and accurate use of English in communication.

C.   Limitation of the Problem

Based on the statements of the problem, the researcher limited of study in order to make it more detail and focus. This research focused on the use of code mixing between English and Indonesian or Indonesian and English languages in teaching learning process which occurred in English class. This research is limited to discuss types of code-mixing based on Hoffman's theory (1991), those are; intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation and the reasons of English teachers used code-mixing in teaching learning process at SMPN 34 Padang.

D.   Formulation of the Problem

Based on this previous limitation, the issue is formulated as follows: what are the types used of code mixing by Hoffman's theory (1991) and what is the dominant type? than, what are the teacher's reasons by Nababan's Theory used code mixing by English teachers at SMP 32 Padang?

E.   Research Questions

The research is guided by the following questions :

1. What are the types of code-mixing identification from Hoffman's Theory (1991) used by teachers on English learning process at SMPN 34 Padang?

2. What are the dominant types of code-mixing used by teachers on English learning process at SMPN 34 Padang?

3. What are the teacher's reasons identification by Nababan's Theory to use code-mixing in English learning process?

F.   Purposes of the Research

This study has the general objective, as follow:

1. To find out the types of code-mixing used by teachers on English learning at SMPN 34 Padang.

2. To find out what types of code-mixing more dominant used by teachers on English learning at SMPN 34 Padang?

3. To find out the reasons of code-mixing used by teachers on English learning at SMPN 34 Padang?

G.   Significance of the Research

The significance of the research on code mixing used by English teachers at SMPN 34 Padang lies in its potential to improve the students' speaking skills in English. The study highlights the effectiveness of code mixing (English-

Indonesian) in enhancing the students' confidence, creativity, and interest in learning English speaking. This technique can be particularly useful in a language-filled environment where students may face difficulties in expressing themselves effectively.

The research demonstrates that code mixing can fill the need for language in such an environment, creating an effective linguistic impression and making the learning process more engaging. The study also shows that code mixing can be used to improve the students' speaking skills, as measured by the increase in their average scores from pre-test to post-test.

The significance of this research extends beyond the specific context of SMPN 34 Padang, as it provides insights into the broader application of code mixing in teaching English. The findings can inform English teachers at various levels and institutions on the benefits of incorporating code mixing into their teaching methods, ultimately enhancing the overall quality of English language education.

H.   Definition of Key Terms
There are several terms used in this research. As follows:

1.   Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. This field of linguistics examines how language use and variation are influenced by social factors, including cultural norms, regional differences, socioeconomic status, gender, ethnicity, and other aspects of

identity. Sociolinguists investigate how language reflects and shapes social structures, relationships, and power dynamics within communities. The goal is to understand the social functions of language, linguistic diversity, language change, and the impact of societal factors on the way people communicate. In essence, sociolinguistics explores the intricate interplay between language and the broader social context in which it is used.

2. Bilingualism

Bilingualism is the ability of an individual to proficiently use and understand two languages. This encompasses a range of language skills, including speaking, listening, reading, and writing in both languages. A bilingual person has the capability to navigate and communicate effectively in different linguistic contexts, and they may switch between languages based on the situation, audience, or personal preference. Bilingualism can be acquired through various means, such as growing up in a multilingual environment, formal language education, or immersion in different linguistic communities. It's important to note that bilingualism is a dynamic and diverse phenomenon, with individuals varying in their degrees of proficiency and the ways they use their languages in different aspects of life.

3. Code Mixing

Code mixing refers to the linguistic practice of combining elements from two or more languages within a single conversation, sentence, or

discourse. It involves seamlessly integrating words, phrases, or sentences from different languages while maintaining overall communication in one primary language. This phenomenon is often observed in bilingual or multilingual settings, where individuals proficiently switch between languages based on context, social factors, or personal preferences. Code mixing can occur at various linguistic levels, including lexical (vocabulary), grammatical, and syntactical aspects.

4. Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) refers to the practice of teaching the English language to individuals whose native language is not English. This type of instruction typically occurs in non-English-speaking countries where English is taught as an additional language within the school curriculum or through private language schools. TEFL encompasses a wide range of educational settings, from primary and secondary schools to universities and adult education centers.