

STUDENTS' PERCEPTION ON THE USE OF CODE-MIXING USED BY ENGLISH TEACHERS IN SMA N 1 MINAS

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Abstract: *The term "code-mixing" is used in research of bilingual language acquisition to describe a developmental stage in which children mix vocabulary from different languages. That, the objective of the research is to learn what the students think about using code-mixing in the process of teaching, and based on the final result, it seems that the objective has been achieved. his research was designed using a descriptive- quantitative methodology, They found that code-mixing has positive effects on them. They thought that using code-mixing helped them save time in finding the words to use in a conversation. Students also believed that code-mixing helped them improve their English skill to be better.*

Keywords: *Student's Perception, Code-Mixing*

PERSEPSI SISWA TERHADAP PENGGUNAAN KODE MIXING YANG DIGUNAKAN GURU BAHASA INGGRIS DI SMA N 1 MINAS

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Abstrak: Istilah "*code-mixing*" digunakan dalam penelitian pemerolehan bahasa dwibahasa untuk menggambarkan suatu tahap perkembangan di mana anak mencampurkan kosa kata dari bahasa yang berbeda. Tujuan dari penelitian ini adalah untuk mengetahui apa yang dipikirkan siswa tentang penggunaan *code-mixing* dalam proses pembelajaran, dan berdasarkan hasil akhir, tampaknya tujuan tersebut telah tercapai. penelitiannya dirancang dengan menggunakan metodologi deskriptif-kuantitatif. Mereka menemukan bahwa *code-mixing* berdampak positif bagi mereka. Mereka berpikir bahwa menggunakan *code-mixing* membantu mereka menghemat waktu dalam menemukan kata-kata yang akan digunakan dalam percakapan. Siswa juga percaya bahwa *code-mixing* membantu mereka meningkatkan kemampuan bahasa Inggris mereka menjadi lebih baik.

Kata Kunci: Persepsi Murid, Campur Kode

INTRODUCTION

The term "code-mixing" is used in research of bilingual language acquisition to describe a developmental stage in which children mix vocabulary from different languages. Nazary (2008) further states that EFL frequently experiences this instructor utilizing the mother tongue of the students' media for passing on meaning as an implied of conversation either in English language establishing or within the classroom. The inquiries about "students perception on the use of code-mixing strategy in English classes?". Perception usually involves observing a specific scenario or setting. It may take the form of mental representations, ideas, or environmental awareness through bodily feelings, or interpretation of bodily feelings for understanding based on experience and inclusion. Students' perceptions are directed toward the subject of perception, such as the teaching strategy, the instructional materials, or the instructor themselves. These objects of perception may be influenced by students' perceptions.

Almost all conditions specify that some time recently influenced the educator's language used in educating English within the classroom. The instructors who are supposed to utilize English within the classroom presently utilize Indonesian to form the students' understanding of it and to do the course, particularly to educate the understudies within the beginning level of English language. At this level, the understudies don't have much information around English. According to Brown (2001), at the beginning level, instructing the understudies is considered the most difficult level of language instruction, because at this point. Moreover, Nazary (2008) further states that EFL frequently experiences this instructor utilizing the mother tongue of the students' media for passing on meaning as an implied of conversation either in English language establishing or within the classroom. Nowadays, students' local languages in an EFL classroom have an impact on the energy and recommendations since this language gives a sense of security as it were.

Students' perceptions must be aware of the fundamental fact that they are the subject of the educational process. Students' perceptions are very important, it is because the effectiveness of learning process is very dependent to student perceptions. English as Medium of Interaction in the Class. Instructors fairly decide which Language to utilize considering their convictions or the strategy they utilize for Language learning. When deciding which language to use in their classroom, teachers have two options: (1) English as it is, (2) language that is combined with Indonesian Language, or (3) students to begin with language.

RESEARCH METHODOLOGY

This research was conducted in October in SMA N1 Minas, located on Jl. Pendidikan, Pekanbaru, Riau. As a result of the data being presented in both numerical and descriptive form, this research was designed using a descriptive-quantitative methodology, Quantitative approaches focus on exact measurements and statistical, mathematical, or numerical analysis of data gained through polls, surveys, and other types of research, as well as the manipulation of statistical data that has already been received using computational techniques. For this research, "simple random sampling" was utilized. Using simple random sampling, every member of the population has an equal chance of participating, The researchers examined the data after gathering it. To analyze the data, the researchers used quantitative methods to analyze the data. The data

from the questionnaire is analyzed to quantify the frequency with which respondents used the Likert scale.

RESULT AND DISCUSION

Based on the research findings, in the first indicator, it was shown that students' perception on the satisfaction of the use of codemixing by English teacher is suitable (61% - 80%). There are 10 statements in total in this indicator. In the analysis, it can be found that students gave various responses in the questionnaire, but only few percentages of students responded with disagree or strongly disagree.

The conclusion that can be made after analyzing the data is that 98 of the SMA N 1 Minas students showed that the usage of codemixing in English class is suitable. This indicates that students perceive the use of code-mixing by English teachers at SMA N 1 Minas is suitable. The close-ended questionnaire that the students completed was used to gather this data, which was then analyzed and calculated using Microsoft Excel 2016. The questionnaire is split into three indicators, each of which includes a few questions.

1. In the first indicator, it has been found out that the students perceive the usage of code-mixing in English class is suitable. Students showed various responses toward perception on satisfaction of the use of code-mixing by English teacher, but mostly responded with agree and neutral.
2. The second indicator also interpreted as suitable. This can be perceived as students agreed that the use of code-mixing by English teacher is effective.
3. Last but not least, the third indicator showed that the benefits of the use of code mixing by English teacher is suitable. Students agreed that there are benefits in the use of code-mixing in the English class.
 - a. Teachers are recommended to implement code-mixing in their English classes because it is effective, very helpful, and pleasant for the students
 - b. Students are recommended to use code-mixing in English classes since it improves their understanding of the language.
 - c. Other researchers are recommended to use this study as a reference for their own studies into the use of code-mixing in English classes, presumably using new sample, sizes, locations, or other types of methodologies to obtain more diverse data and enhance the use of code-mixing.

CONCLUSION AND RECOMMENDATIONS

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Students didn't find any difficulty in filling the questionnaire. Students thought the use of code-mixing by English teacher is a satisfying experience in the English class. They also think that code-mixing is very helpful, whilst motivated to use it in the future. Students found that learning and understanding English is more effective with the use of code-mixing. And lastly, students also believed that code-mixing helped them improve their English skill to be better. The objective of the research is to learn what the students think about using code-mixing in the process of teaching, and based on the final result, it seems that the objective has been achieved.

Recommendations

Based on the conclusions above, there are three recommendations that can be offered as follows:

1. Teachers are recommended to implement code-mixing in their English classes because it is effective, very helpful, and pleasant for the students. Teachers can definitely use code-mixing in English classes if they believe it is appropriate and the students agree.
2. Students are recommended to use code-mixing in English classes since it improves their understanding of the language. Additionally, they believe that they are enjoying the use of code-mixing in English classes. Since using it has numerous benefits in both their daily activities and classes, code-mixing can also help in their improvement.
3. Other researchers are recommended to use this study as a reference for their own studies into the use of code-mixing in English classes, presumably using new sample, sizes, locations, or other types of methodologies to obtain more diverse data and enhance the use of code-mixing.

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