

AN IDENTIFYING OF CODE MIXING USED BY THE STUDENTS' OF ENGLISH STUDY PROGRAM IN THEIR TEACHING PRACTICE VIDEO

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Abstract: *Language holds an important role in human life because it is an effective way for contacting purposes in their lives. It is a tool of communication which means that the language itself beings to understand and cannot be separated with human because language is one of the ways for human to communicate to each other. Language is also used to show ideas, feelings, and thoughts to others. This research aims to analyze code collected using an observation sheet regarding to the types of code mixing and video to gather the data in use of code mixing used by the students' of English study program in their teaching practice video. This research used qualitative research method with descriptive qualitative. The data for this research were the code mixing in the classroom. The subject of the study is the students' of English study program. After collecting the data, the data were analyzed through some steps namely data reduction, data display based on code mixing categories and conclusion drawing. The result of this research showed that there are two types of code mixing used by the students' of English study program. The types which occurred in the students' utterance is intra sentential code mixing (92,7%)and intra lexical code mixing (7,3%). In conclusion, bilingual and multilingual speakers allowed using two languages at a particular time for supporting ideas. For example, an idea cannot be explained in one language, then another language will be need to clarify it.*

Key Words: *Code Mixing, Descriptive Qualitative Method, Teaching Practice Video.*

IDENTIFIKASI CAMPURAN KODE YANG DIGUNAKAN OLEH MAHASISWA PADA PROGRAM STUDI BAHASA INGGRIS DALAM VIDEO PRAKTEK MENGAJAR

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Abstrak: Bahasa memegang peranan penting dalam kehidupan manusia karena merupakan cara yang efektif untuk mengontak tujuan-tujuan dalam kehidupannya. Bahasa merupakan alat komunikasi yang berarti bahwa bahasa itu sendiri harus dipahami dan tidak dapat dipisahkan dengan manusia karena bahasa merupakan salah satu cara manusia untuk berkomunikasi satu sama lain. Bahasa juga digunakan untuk menunjukkan ide, perasaan, dan pikiran kepada orang lain. Penelitian ini bertujuan untuk menganalisis kode yang dikumpulkan menggunakan lembar observasi mengenai jenis-jenis campur kode dan video untuk mengumpulkan data dalam penggunaan campur kode yang digunakan oleh mahasiswa program studi bahasa Inggris dalam video praktik mengajar mereka. Penelitian ini menggunakan metode penelitian kualitatif dengan deskriptif kualitatif. Data penelitian ini adalah campur kode di dalam kelas. Subyek penelitian adalah mahasiswa program studi Bahasa Inggris. Setelah data terkumpul, data dianalisis melalui beberapa langkah yaitu reduksi data, penyajian data berdasarkan kategori campur kode dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa ada dua jenis campur kode yang digunakan oleh mahasiswa program studi bahasa Inggris. Jenis yang terjadi dalam tuturan siswa adalah campur kode intra sentensial (92,7%) dan campur kode intra leksikal (7,3%). Kesimpulannya, penutur bilingual dan multilingual diperbolehkan menggunakan dua bahasa pada waktu tertentu untuk mendukung gagasan. Misalnya, suatu ide tidak dapat dijelaskan dalam satu bahasa, maka diperlukan bahasa lain untuk menjelaskannya.

Kata Kunci: Campur Kode, Metode Deskriptif Kualitatif, Video Praktik Mengajar.

INTRODUCTION

Language holds an important role in human life because it is an effective way to show human want from others. It is a tool of communication which means that the language itself cannot be separated with a human because language is one of the ways for a human to communicate each other. Language is also used to show ideas, feelings, and thoughts to others. In fact, people realize that language is important for them to be involved in communication without language, people may not be able to carry out their life. Language is generally used to convey one another, conveying thoughts, and imparting insights by individuals. Quoting from Wardhaugh (2006), he stated that communication between individuals who communicate in a similar language is conceivable on the grounds that they offer such information, even how that information is shared or even how it is gained isn't surely known.

Wardhaugh (1986) as quoted in Risdianto (2013), states that “Sociolinguistics is concerned about researching the relationship among language and society with the place of better grasp the plan of language and how language limits is correspondence”. Sociolinguistics gives insight into language changes during communication that happens between people. Sociolinguistics is a piece of information that has a specific conversation about language and society, it implies that it finds out about the connection between language and individuals. There are conditions where numerous individuals can get at least two dialects. In sociolinguistics, these are referred to as bilingual and multilingual. Bilingual is somebody who can communicate in two dialects and multilingual is somebody who can communicate in multiple dialects in conveying to another person.

Sociolinguistic scientists considered code-mixing as a process of switching two or more languages in dialog or monolog as code-switching and code-mixing. The distinction between code-switching and code-mixing is considered as quite possibly the most confusing conversation in the investigation of code shift (Claros & Isharyanti, 2009). According to Wei in Claros & Isharyati (2009) says that “if a code change happens at or over the phrase levels, it is viewed as code-switching, yet on the off chance that it happens beneath the condition level it is viewed as code-mixing”. In view of this arrangement, it is realized that code-mixing is the utilization of one language in another dialect or the difference in language a to language b (at the degree of word to word or clause to clause) on a similar subject of conversation. These days, in everyday correspondences, even in conventional schooling, the use of code-mixing is not difficult to track down in oral communication. In the learning process during English class, typically teacher mixes a few words in English and Indonesian language to just clarify the material or even to convey in the classroom. The teacher using code mixing because sometimes students did not understand English, because did not support by one language that is why sometimes teacher need to use another language. Sometimes the teacher said “*tolong* be silent *ya*” or “open yourbook *halamanempatduaya*” in the class. Teachers clearly have a few reasons because of the utilization of code-mixing in showing the learning process. One reason is on the grounds that the teacher noticed the way that not all students completely comprehend English. Therefore, in view of the circumstance, the teacher mixed the language to make students of the language comprehend about the conversation in the discussion in the classroom

In this research, researchers are interested in conducting research on codemixing. Researchers are interested in analyzing the phenomenon of code-mixing in

the teaching and learning process. Researchers will analyze what type, and which type is dominant. Then the researcher conduct research with the title “An Identifying of Code Mixing Used By The Students’ of English Study Program In Their Teaching Practice Video”

RESEARCH METHODS

This research used descriptive qualitative as the method of the research. According to Arikunto (2005) descriptive research is not intended to test a certain hypothesis but only describes an actual data. Bogdan and Taylor (1975) define qualitative strategies are research techniques which their outcomes are as words from individuals observed, and research information as graphic information. Qualitative research uses to deliver an insightful system without factual techniques or other quantitative estimations. This depends on perceptions of realities that exist in the society.

In this research, the researcher find out the code mixing used by the students of English study program before determining the types of code mixing. Then, the researcher transcribe first the language(s) used by these 10 teachers.

Data and Instruments

Instrument is the main collecting data that the researcher used as an observation sheet. It can be seen in appendix 1. The data from the video collected by the researcher, which are inserted as code mixing as in the research. The data is sourced from this video analyzed starting from when the students teaches until the students finish the teaching, this data used for the instruments.

The Data Collection Technique

In gathering the information from the observation, the researcher do several procedures as follows:

1. The researcher download the video that contain code mixing. If the video contain code mixing, the researcher take the video as the data for the research. Limit only ten different texts used by students’ video.
2. The researcher transcribe the data of the language used by the students of English study program during their microteaching activities.
3. The researcher classified all the code mixing found in the student micro teaching practice video by giving some codes for each type of code mixing.

The Data Analysis Technique

In this research, the researcher analyzed based on these following steps as follows:

1. The research categorized the types of code mixing. The researcher used Hoffman’s (1991) theory; intra lexical code-mixing, intra sentential codemixing, and involves a change of pronunciation as main collecting data tools.
2. The researcher explain about types of code mixing by using coding system. According to Bambang Ristanto (2015) code is word or pharases used to reduce the data into symbol and to identify researchers’ sentence, paragraph, or block of

text. The researcher made of a code of types of code mixing. The following is the data of coding by using the alphabetic capital letter to classify the types of code mixing

ISM : Intra Sentential Code Mixing

ILM : Intra Lexical Code Mixing

ICP : Involving Change of Pronunciation

RESULT AND DISCUSSION

The purposes of this research was to learn about the code mixing techniques employed by the students' of English Study Program in their teaching learning process. The researcher interested in the types. After analyzed the data, the researcher found that there are two types of code mixing in the students' teaching practice video. The instrument that used is observation sheet, after that the researcher transcribe the data based the video of the students' of English Study Program.

1. Intra Sentential Code Mixing

There are 92,7% intra sentential code mixing that found in the students' teaching practice video. According to Hoffman (1991), it is intra sentential code mixing because the code mixing that happens within a word, a phrase, a clause, or a sentence boundary.

“**Miss** tadi malam ada ngirim video”

(Last night miss sent you a video)

The dominant language that the teacher used is Indonesian language and the teacher inserted an English word “**miss**” in her utterance. In Indonesian language “**miss**” means “**buk**” the word **miss** is implied as unmarried woman (it implied meaning **ibu guru** in Indonesia language). Based on the theory about intra sentential of code mixing, the teacher used code mixing in intra sentential code mixing, because the teacher mixed the language in the word boundary. The word “**miss**” appears twenty six times in this teacher's utterance. Another example,

“Jadi sebelum kita mulai pelajarannya kita bakal absen dulu ya, yang namanya di panggil **say present miss** gitu ya, oke?”

(“So, before we start the lesson, we will be absent first, right? Those whose names are called say present miss, okay?”)

The teacher inserted the foreign language that is English in her first language which is Indonesian language. She said “**say present miss**” in the middle of her utterance. The mixing is classified as intra sentential code mixing because the English words in the form of phrase. So, based on the explanation about intra sentential of code mixing, the mixing above is included in the type of intra sentential of code mixing.

“Baca yang **example 3**”

(“Read the example 3”)

In this video the teacher said the word of “**example**” in two times. The word of “**example**” are classified as the types of code mixing in the intra sentential of code mixing, because it is related with the definition of intra sentential of code mixing that someone does language mixing in the form of word. So, “**example**” is included in the form of word, hence it is classified as intra sentential of code mixing.

“Baik, hari ini kita akan mempelajari tentang **asking and giving attention**”

("Okay, today we will learn about asking and giving attention")

The code mixing which done by the teacher in her utterance is in the form of phrase. The teacher inserted the English words in her dominant language language which is Indonesian language. From the code mixing that the teacher used, it can be concluded that “**asking and giving attention**” can be classified as intra sentential of code mixing because that statement found in the sentence boundary.

“**Chairman** tolong siapkan”

("Chairman please prepare")

The dominant language that the teacher used is Indonesian language and the teacher inserted an English word “**chairman**” in her utterance. In Indonesian language “**chairman**” means “**ketua kelas**”. Based on the theory about intra sentential of code mixing, the teacher used code mixing in intra sentential code mixing, because the teacher mixed the language in the word boundary. Another example,

“Okay, setelah tadi kita **warming up**, sekarang kita isi absen dulu ya”

*("Okay, setelah tadi kita **warming up**, sekarang kita isi absen dulu ya")*

The code mixing which done by the teacher in her utterance is in the form of phrase. The teacher inserted the English words in her dominant language, which is Indonesian language. From the mixing that the teacher did, it can be conclude that “**warming up**” can be classified as intra sentential of code mixing because that statement includes in the sentence boundary.

“Sebaliknya **uncountable** itu adalah benda yang tidak bisa dihitung”

("On the other hand, uncountable is an object that cannot be counted")

The teacher was mixing the language from her official language which is Indonesian language. She inserted an English word “**uncountable**” in her utterance. Based on the theory of Hoffman, the mixing that made by the teacher is included in the type of intra sentential of code mixing. Another example

“Nah table ini adalah contoh dari **uncountable noun** atau benda yang tidak bisa...”

("Well, this table is an example of an uncountable noun or an object that cannot...")

Based on the datum above, it can be seen that in the middle of the teacher's utterance, she inserted foreign words in her dominant language. The teacher said

“**uncountable noun**” in her video. In the types of code mixing, the code mixing that done by the teacher is includes in the intra sentential of code mixing because the mixing is in the form of phrase.

“tadi ada dia bilang **attention please** katanya”

("earlier he said attention please")

The dominant language that the teacher used is Indonesian language and the teacher inserted an English word “**attention please**” in her utterance. In Indonesian language “**attention please**” means “**perhatian**”. Based on the theory about intra sentential of code mixing, the teacher did code mixing in intra sentential code mixing, because the teacher mixed the language in the form boundary.

“Yang ketiga ada **speech** atau pidato”

("The third is speech or speech")

The teacher was mixing the language from her official language which is Indonesian language. She inserted an English word “**speech**” in her utterance. Based on the theory of Hoffman, the mixing that made by the teacher is included in the type of intra sentential of code mixing.

“Di **chapter** 3 ini kita akan belajar waktu, tanggal hari dan bulan ya.”

("In chapter 3, we will learn the time, date, day and month.")

The dominant language that the teacher used is Indonesian language and the teacher inserted an English word “**chapter**” in her utterance. In Indonesian language “**chapter**” means “**bab**”. Based on the theory about intra sentential of code mixing, the teacher did code mixing in intra sentential code mixing, because the teacher mixed the language in the word boundary.

“Iya betul **thirty**, berarti ini enam tiga puluh, ini di amerika”

("That's right thirty, this means six thirty, this is in America")

The word of “**thirty**”are classified as the types of code mixing in the intra sentential of code mixing, because it is related with the definion of intra sentential of code mixing that someone does language mixing in the form of word. So, “**thirty**” is included in the form of word, hence it is classified as intra sentential of code mixing.

2. Intra Lexical Code Mixing

There are 7,3% intra lexical code mixing that found in the students' teaching practice video. According to Hoffman (1991), it is intra sentential code mixing because the code mixing which is done by people when they put the official language affixation in foreign language in their utterance.

“Ini yang kalian liat di **slidenya** ini bentuk umum dari narrative text”
(*This is what you see in the slide, this is the general form of narrative text*)

This shows that there is a suffix “**nya**” in the word of “**slide**”. This is the code mixing between an English word with Indonesian affixation which is suffix. The structure is “**slide** as word and **nya** as suffix” becomes intra lexical of code mixing (**slide-nya**).

“Ini **subjectnya** diganti ya..... Ganti dengan nama teman kita”
(*"This subject has been changed... Replaced with our friend's name"*)

This shows that there is a suffix “**nya**” in the word of “**subject**”. This is the mixing between an English word with Indonesian affixation which is suffix. The structure is “**subject** as word and **nya** as suffix” becomes intra lexical of code mixing (**subject-nya**).

“Nah, di belakang- dibelakang **cardnya** itu ada”
(*"Well, behind the cards are there"*)

This shows that there is a suffix “**nya**” in the word of “**card**”. This is the mixing between an English word with Indonesian affixation which is suffix. The structure is “**card** as word and **nya** as suffix” becomes intra lexical of code mixing (**card-nya**).

“Ini untuk miss minta untuk ananda tulis di belakangnya boleh atau di **covernya** boleh”
(*"this is what miss asked you to write in the back or in the cover "*)

The types of code mixing in the intra lexical of code mixing based on the utterance above it can be seen that the teacher gave the Indonesian affixation “**nya**” on the word “**cover**”. It is included into baster affixation Indonesia in suffix. The structure “**nya** as suffix and **cover** as word” it becomes intra lexical of code mixing.

“Sekarang miss minta kalian untuk..... menonton **videonya**.”
(*"Now miss asks you to..... watch the video."*)

The types of code mixing in the intra lexical of code mixing based on the utterance above it can be seen that the teacher gave the Indonesian affixation “**nya**” on the word “**video**”. It is included into baster affixation Indonesain suffix. The structure “**nya** as suffix and **video** as word” it becomes intra lexical of code mixing.

“Mari kita semua **summarykan** secara ringkas text kita tadi”
(*Let's all briefly summarize the text*)

This shows that there is a suffix “**kan**” in the word of “**summary**”. This is the mixing between an English word with Indonesian affixation which is suffix. The structure is “**summary** as word and **kan** as suffix” becomes intra lexical of code mixing (**summary-kan**).

CONCLUSION AND RECOMMENDATION

This research was conducted to analysis of code mixing used by the students’ of English Study Program.

Conclusion

The objective of this research is to analyze the types of code mixing and the dominant types of code mixing used by the students’ of English Study Program. Based on the result and discussion, it can be concluded that the type of the code mixing used are intra sentential code mixing (92,7%), and intra lexical code mixing (7,3%).

Recommendation

Considering the conclusion above, the researcher gave some recommendation that the teacher use code mixing more often, it could help the students to understand and increase their vocabularies in English. And for the next researcher who wanted to conduct the research about code mixing, the researcher suggested to use the other theory about types of code mixing. It could add more references about code mixing. So that the research of code mixing was not only found in one theory but also more than one.

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