STUDENTS' PERCEPTIONS TOWARDS CODE MIXING BY ENGLISH TEACHERS IN THE TEACHING PROCESS AT MA MA'ARIF NU RIAU

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Abstract : *This research examines students' perceptions of code mixing used by English teachers at a high school MA MA'ARIF NU RIAU in Pekanbaru. The study aimed to understand how students view the function, motives, impact, and their attitudes toward code mixing in English classes. Using a quantitative design, data were gathered through questionnaires completed by 100 students. Results show that students perceive code mixing as highly beneficial in explaining differences between their native language and English, with a mean score of 4.64. In terms of motives, students agreed that code mixing enhanced understanding and reduce misunderstandings, with the highest mean score of (4.78). The impact of code mixing was also viewed positively, with a mean score of 4.64, which means that students agreed its effectiveness for learning English. Regarding attitudes, students responded positively, with a high mean score (4.39) for combining Indonesian and English. This indicated that they view code-mixed instruction as important for better comprehension. Overall, the findings suggest that students support code mixing as an effective and engaging method for English learning, although there are still some limitations.*

Key words: *Student Perception, Code Mixing, English Teaching*

PERSEPSI SISWA TERHADAP CAMPUR KODE OLEH GURU BAHASA INGGRIS DALAM PROSES PEMBELAJARAN DI MA MA'ARIF NU RIAU

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Abstrak : Penelitian ini mengkaji persepsi siswa terhadap penggunaan campur kode oleh guru bahasa Inggris di SMA MA MA'ARIF NU RIAU di Pekanbaru. Studi ini bertujuan untuk memahami pandangan siswa mengenai fungsi, motif, dampak, serta sikap mereka terhadap campur kode dalam kelas bahasa Inggris. Menggunakan desain kuantitatif, data dikumpulkan melalui kuesioner yang diisi oleh 100 siswa. Hasilnya menunjukkan bahwa siswa menganggap campur kode sangat bermanfaat untuk menjelaskan perbedaan antara bahasa ibu mereka dan bahasa Inggris, dengan skor rata-rata 4,64. Dari segi motif, siswa setuju bahwa campur kode membantu meningkatkan pemahaman dan mengurangi kesalahpahaman, dengan skor rata-rata tertinggi (4,78). Dampak dari campur kode juga dipandang positif, dengan skor rata-rata 4,64, yang berarti siswa setuju bahwa campur kode efektif untuk pembelajaran bahasa Inggris. Mengenai sikap, siswa merespons secara positif, dengan skor rata-rata tinggi (4,39) untuk penggabungan bahasa Indonesia dan bahasa Inggris, yang menunjukkan bahwa mereka menganggap instruksi dengan campur kode penting untuk pemahaman yang lebih baik. Kesimpulannya, penelitian ini menunjukkan bahwa siswa setuju campur kode adalah metode yang efektif dan menarik untuk pembelajaran bahasa Inggris, meskipun masih ada beberapa keterbatasan.

Kata kunci: Persepsi Siswa, Pencampuran Kode, Pengajaran Bahasa Inggris

INTRODUCTION

According to Pohan (2021), communication is a process of forming, conveying, receiving and processing information initially within oneself and then shared with others. With communication, the information can be shared with specific aims and objectives. Communication that goes well will have a good impact on individuals and also other individuals as recipients of information.

Furthermore, the use of language is a guideline so that communication can run well. With the language used, the meaning of interactions between individuals can be conveyed completely. According to Milani (2022), the main function of a language is to be a communication tool which role is to convey messages. Language is the most effective medium in conveying and expressing thoughts in the context of interaction (Siregar, 2023).

In an academic learning concept, there are various types of language used depending on the basic needs of the learning material. A foreign language is a language that has rules, characteristics and concepts that are different from the native languages, even though the language is general in nature (Saragih, 2022). Learning a foreign language in an educational curriculum is used with the aim of preparing students to be able to socialize, communicate and interact with a broader understanding in the future. According to Magdalena (2021), understanding vocabulary in language learning materials is the main key so that the teaching and learning process can run effectively and can support the development of learners' language abilities and skills.

In formal academic learning, English generally has the aim to improve students' understanding of communication. This improved understanding refers to listening, reading, speaking and writing activities usually found in communication (Widyantara, 2020). In increasing this understanding, the role of communication technology in the learning process is often used to support learning activities. Apart from the use of technology, the application of several learning methods provided by the teacher is also one main factor in achieving English learning objectives. According to Rosmawati (2020), in general there are several learning methods that teachers usually apply, including storytelling, conversation, games

and outing classes. These methods can support students' English proficiency to communicate effectively in diverse situations.

However, in learning English there are several obstacles that cause the learning process to be ineffective. The lack of interest, supporting infrastructure, concept of learning methods provided by teachers, as well as the offensive thoughts about the importance of foreign language knowledge are several factors that can become obstacles in learning foreign language. Learning foreign language cannot be effective if each member involved in the learning process has different perceptions or assessments regarding the importance of the learning.

Furthermore, individuals' perceptions can occur at the end or beginning where the individuals gain new experiences. According to Sumarandak (2021) perception is part of a life process, where each person has the power to provide an assessment of a situation where he will have the choice to take an action. Positive perceptions encourage interest, whereas negative perceptions often lead to rejection. Initial perception arises internally when an individual encounters something for the first time. In contrast, final perception develops after the individual undergoes new experiences or stimuli, reflecting their evolved response to the situation.

In developing foreign language learning methods, a teacher will be more likely to use code mixing in learning activities. This code mixing is carried out by a teacher in order to attract interest and foster positive perceptions from students to take this subject with enthusiasm. Code mixing is a representative step for a teacher in teaching a foreign language by combining or mixing two different languages in the learning process. With this code mixing method, it is hoped that it can arouse interest and foster understanding of the meaning of foreign terms or words for students when learning English.

In MA MA'ARIF the English teacher applies the code mixing method to teach English. However, there are obstacles that occur in the learning process related to patterns of wrong perception and students' lack of understanding in using foreign languages in everyday life caused by the monolingual attitude that favors Indonesian or regional languages. Therefore, the aim of this research is to determine students' perceptions of code mixing carried out by English teachers in

the teaching and learning process at MA MA'ARIF NU RIAU in detail by considering several factors involved in it.

RESEARCH METHOD

In this study, the researcher uses a quantitative design. Data were collected from closed-ended questionnaires with 30 questions. The aim is to provide the most valid and truthful answer to the research questions. The sample of this study w a s 100 students studying at MA MA'ARIF NU RIAU, which are the class XA with 15 students, XI IPA with 16 students, XI IPS with 29 students, XII IPA with 18 students, and XII IPS with 22 students.

The research instrument was a questionnaire to collect students' perceptions. "Student response refers to the opinion given by students to a particular question from the questionnaire that was constructed" (Gilham, 2008). The questionnaire was adopted by Nursanti (2016) and Catabay (2016). Students were asked to choose Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Based on Cohen (2010), the Likert scale provides a range of responses to the questions or statements given.

Table 1. Blueprint of Questionnaire on Student Perceptions of Code Mixing.

Item Number	Aspect	SA	A	N	D	SD
1- 5	The perceptual function of Code Mixing					
6-11	Perception of Motives Behind Code Mixing					
12-22	Perception of the impact of Code Mixing					
23-30	Perceived Attitudes towards Code Mixing					

As for the data analysis method, this research used The Statistical Product and Service Solution (SPSS). Questionnaire answers are divided into three point frameworks by Miles & Huberman (1994), consisting of: (a) data collection with closed questionnaires written in Google from; (b) data views, to see the progress

of students who have filled out the questionnaire at the data display stage; (c) data condensation, the researcher transcribed the data from the answers obtained from 100 respondents; (d) data summary, the final step of the research is collecting results or summaries from respondents. The questionnaire was adopted from the Hoyle & Leary (2009) with the questionnaire value levels and value categories as follows:

Table 2. Scoring Range of Likert Scale of the Survey (Hoyle & Leary, 2009)

Value	Agreement Level	Intervals	Category
1	Strongly Disagree	1.00-1.80	Very low
2	Disagree	1.80-2.60	Low
3	Neutral	2.60-3.40	Currently
4	Agree	3.40-4.20	High
5	Strongly Agree	4.20-5.00	Very high

FINDING AND DISCUSSION

1) *Code Mixing Function*

The first indicator in this data analysis is the code mixing function. This indicator represents how students perceive the function of code mixing in the classroom. The classification can be seen in the following table.

Table 3. Perception towards Code Mixing in Teaching for Students' Function

No	Question	SA	A	N	DA	SD	Mean
1.	I think English teachers should mix codes when explaining new words	46 (46%)	52 (52%)	2 (2%)	0 (0%)	0 (0%)	4.44
2.	I think English teachers should do Code Mixing when explaining	39 (39%)	61 (61%)	0 (0%)	0 (0%)	0 (0%)	4.39

	grammar					
3.	I think English teachers should do code mixing to explain the differences between the first language and the second language	64 (64%)	36 (36%)	0 (0%)	0 (0%)	0 (0%)	4.64
4.	In my opinion, English teachers should code mix to discuss assignments, tests, and quizzes	22 (22%)	75 (75%)	2 (2%)	1 (1%)	0 (0%)	4.18
5.	I think English teachers do code mixing to help us feel more confident and comfortable	7 (7%)	91 (91%)	1 (1%)	1 (1%)	0 (0%)	4.04
	Average	178 (35.6%)	315 (63%)	5 (1%)	2 (0.4%)	0 (0%)	4.33

Based on Table 3 above, item with question number 3 "I think English teachers should do code-mixing to explain the difference between the first language and the second language" received the highest mean score with 4.64. This shows that students have an interest in code mixing methods with the aim of distinguishing types of language and that code mixing methods for students are really needed. Moreover, from these results it can be concluded that the average of this table is 4.33. This indicates that the function of the code mixing method applied by the teacher is very necessary to create a sense of confidence in the

learning process and make it easier for them to understand the material and quizzes.

2) *Motives behind Code Mixing*

The second indicator in this data analysis is the motive behind the code mixing. This indicator will represent students' perceptions regarding the motive behind code mixing. The classification can be seen in the following table.

Table 4. Perception towards Code Mixing in Teaching for Students' Motive

No.	Question	SA	A	N	DA	SD	Mean
1.	I do code mixing between Indonesian and English in conversation due to deficiencies in both languages	78 (78%)	20 (20%)	1 (1%)	1 (1%)	0 (0%)	4.75
2.	I mixed Indonesian and English codes because it was difficult to find language equivalents	24 (24%)	74 (74%)	1 (1%)	1 (1%)	0 (0%)	4.21
3.	I mix Indonesian and English codes to express personal emotions	24 (24%)	73 (73%)	3 (3%)	0 (0%)	0 (0%)	4.21
4.	I coded the mix to reinforce the intended message	80 (80%)	18 (18%)	2 (2%)	0 (0%)	0 (0%)	4.78
5.	I mixed the code to eliminate any misunderstanding of the intended message	79 (79%)	20 (20%)	1 (1%)	0 (0%)	0 (0%)	4.78
6.	I coded a mix of	96	0	0	0	0	3.88

		(96%)	(0%)	(0%)	(0%)	(0%)	
	Indonesian and English so that others would respect it						
	Average	381 (63.5%)	205 (34.16%)	8 (1.33%)	2 (0.33%)	4 (0.66%)	4,43

Based on Table 4 above, question items number 4 and 5 with "I mix code to strengthen the intended message" and "I mixed the code to eliminate any misunderstanding of the intended message" received the highest mean score with 4.78. This shows that students are looking for solutions, in improving understanding in language transition. It can be concluded that the motive behind the code mixing method applied by the teacher can be well received by students. In using foreign languages, especially English. For each individual student. This obstacle then becomes a trigger for students to be more enthusiastic when taking English subjects using the code-mixing method.

3) *Impact of Code Mixing*

The third indicator in this data was represent the impact of the code mixing method on student perceptions. The third indicator in this data was represent the impact of the code mixing method on student perceptions. The classification can be seen in the following table.

Table 5. Perception towards Code Mixing in Teaching for Students' Impact

No.	Question	SA	A	N	DA	SD	Mean
1.	Code mixing causes weaknesses in both languages	22 (22%)	75 (75%)	2 (2%)	1 (1%)	0 (0%)	4.18
2.	Code mixing causes weaknesses in one language to the detriment of the other language	7 (7%)	91 (91%)	2 (2%)	0 (0%)	0 (0%)	4.05

3.	I'm confused when teachers use two languages to teach one topic	25 (25%)	70 (70%)	5 (5%)	0 (0%)	0 (0%)	4.20
4.	Code mixing helps students understand their understanding	9 (9%)	89 (89%)	2 (2%)	0 (0%)	0 (0%)	4.07
5.	Code mixing keeps students' attention during learning	32 (32%)	67 (67%)	1 (1%)	0 (0%)	0 (0%)	4.31
6.	Code mixing facilitates communication between teachers and students	25 (25%)	75 (75%)	0 (0%)	0 (0%)	0 (0%)	4.25
7.	In my opinion, through code mixing the teacher is able to transfer messages well from English to Indonesian	55 (55%)	45 (45%)	0 (0%)	0 (0%)	0 (0%)	4.55
8.	In my opinion, teachers can provide material through code mixing easily	9 (9%)	89 (89%)	2 (2%)	0 (0%)	0 (0%)	4.07
9.	In my opinion, code mixing brings good learning results	32 (32%)	67 (67%)	1 (1%)	0 (0%)	0 (0%)	4.31

10.	I think code mixing is very effective for learning English	64 (64%)	36 (36%)	0 (0%)	0 (0%)	0 (0%)	4.64
11.	In my opinion, code mixing can reduce boredom in class	1 (1%)	92 (92%)	6 (6%)	1 (1%)	0 (0%)	3.93
	Average	281 (25.5%)	796 (72.3%)	21 (1.9%)	2 (0.18%)	0 (0.0%)	4,23

Based on Table 5 above, question item number 10 with "I think code mixing is very effective for learning English received the highest mean with a score of 4.64. This shows that the code mixing method has quite an impact on students, especially in terms of its effectiveness. If we look at the overall answers to the questionnaire items, students have a positive perception of the use of this code mixing method even though the impact has several weaknesses. Student perceptions lead to very positive perceptions, meaning that even though the use of this code mixing method has some negative impacts, students still accept and consider that this method is an effective method to use to communicate in a foreign language.

4) Students' Attitudes towards Code Mixing

The fourth indicator in this data analysis is students' attitudes towards code mixing. This indicator will represent students' attitudes towards code mixing methods related to student perceptions. The classification can be seen in the following table.

Table 6. Perception towards Code Mixing in Teaching for Students' Attitude

No.	Question	SA	A	N	D	SD	Mean
1.	I like it when English teachers mix Indonesian and English when teaching English subjects in class	25 (25%)	75 (75%)	0 (0%)	0 (0%)	0 (0%)	4.25
2.	I think it would be very helpful if English teachers combined Indonesian and English in the teaching and learning process	39 (39%)	61 (61%)	0 (0%)	0 (0%)	0 (0%)	4.39
3.	I believe that there is no situation where the first language (Indonesian) should be used in the classroom	0 (0%)	97 (97%)	2 (2%)	0 (0%)	3 (3%)	3.89
4.	I believe that English teachers should teach us English grammar or usage	1 (1%)	97 (97%)	1 (1%)	0 (0%)	0 (0%)	3.97
5.	I believe that English teachers should use English when giving direction for class activities	2 (2%)	70 (70%)	9 (9%)	19 (19%)	0 (0%)	3.55
6.	I believe that lecturers should use English only to discuss course policies, attendance, and other exam-related	2 (2%)	80 (80%)	1 (1%)	17 (17%)	0 (0%)	3.67

	information						
7.	If I could choose, I prefer English taught by foreign teachers whose first language is English and cannot communicate in Indonesian	0 (0%)	96 (96%)	0 (0%)	0 (0%)	4 (4%)	3.88
8.	If I could choose, I would prefer English taught by an Indonesian- speaking teacher who can use a little Indonesian in class to help me understand.	3 (3%)	94 (94%)	2 (2%)	1 (1%)	0 (0%)	3.99
	Average	72 (8.9%)	670 (83.54%)	15 (1.87%)	37 (4.61%)	8 (0.99%)	3.948

Based on Table 6 above, question item number 24 with "I think it would be very helpful if English teachers combined Indonesian and English in the teaching and learning process" got the highest mean with a score of 4.39. This shows that students' need for code-mixed learning methods is very urgent to increase students' knowledge and understanding. Based on these answers, it can be concluded that the attitude shown by students towards the use of the code mixing method is a positive attitude, which means that students accept the use of this method well, enthusiastically and rationally.

CONCLUSION AND RECOMMENDATION

Conclusion

This research aimed to explore students' perceptions of the code-mixing method used by English teachers at MA MA'ARIF NU RIAU with 100 students from classes XA, XI IPA, XI IPS, XII IPA, and XII IPS. The results indicated that students viewed code mixing positively, with 84% strongly agreed on its function, 63.5% supported its motives, 74.6% supported its impact, and 83.54% agreed on its role in enhancing understanding. These findings confirm a significant correlation between student and teacher perspectives on code mixing that supports the study's hypothesis.

Recommendation

It is suggested that students must adapt to various teaching methods to enhance learning. Teachers should also explore other strategies to engage students and balance code mixing with other methods that suit student needs. Moreover, schools have to support innovative teaching strategies through resources and professional development. Future researchers should expand studies to different schools, languages, and cultures to offer more comprehensive insights about the effectiveness of various teaching techniques.

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