



An Analysis of Code Mixing Used by Teachers in Teaching English at 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

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INTRODUCTION

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.

Code mixing is a common phenomenon in bilingual and multilingual societies. It occurs when speakers use both languages together to the extent that they change from one language to the other in the course of a single utterance. This phenomenon is often used by bilingual people and can occur in communication with speakers who are learning languages.

The use of code mixing in English language teaching and learning at SMPN 34 is influenced by various factors, including the students' proficiency levels and language backgrounds. 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.

Several researchers have studied code mixing in English language teaching and learning. For example, Khairunisa found that there are four reasons for using code mixing in English teaching learning process: students have low levels of English, making jokes, being more relaxed, and habit. Amsal found that the most inserted words in code mixing are nouns, while Indah found that the highest number of code mixing's usage is at the word level.

Overall, code mixing is a common and important phenomenon in English language teaching and learning at SMPN 34, and its analysis can provide valuable insights for improving pedagogical strategies and teacher training programs.

RESEARCH METHOD

This research is qualitative, focusing on understanding the meaning people construct from their experiences. It involves in-depth analysis of human behavior and the reasons behind it. The research aims to investigate how and why people make decisions, rather than just what, when, and where. The research design used is descriptive qualitative, which is suitable for investigating a specific problem that requires a systematic and organized solution. Qualitative research aims to gain a general understanding of social reality from a participant's perspective. It involves collecting descriptive data in the form of written or oral words from people and observable behavior. The researcher focused on analyzing conversations between teachers and students during the teaching-learning process, which is a language event that involves utterances, speech semantics, and meanings. This research is based on the philosophy of postpositivism, which analyzes natural object conditions.

The research population consists of all English teachers at SMPN 34 Padang, including full-time and part-time teachers. The sample is the three English teachers at SMPN 34 Padang, selected using total sampling due to the small number of teachers. The researcher used two data collection instruments: observation and interview.

Observation was used to identify whether code mixing occurred in the classroom and the forms it took. The researcher used unstructured observation and audio-recorder devices to capture teacher speech and class activities. Interviews were conducted to understand the reasons behind English teachers' use of code mixing. The interview type used was semi-structured, with open-ended questions to gather teachers' perspectives, experiences, and rationales for code mixing. The interview

questions were tailored to the specific context of SMPN 34 and the research objectives.

In qualitative research, the researcher plays a crucial role in determining the outcome of the study. The researcher is responsible for determining the research focus, data sources, methodology, data analysis, and final results. Supporting instruments such as voice recorders, cameras, pens, and notebooks are used to aid the researcher in collecting data.

Data analysis involves several steps: The researcher transcribes the audio recordings of teacher utterances during class activities and interviews. The data is then given a code to identify code mixing. The researcher classifies the types of code mixing used by the teacher during class activities. Additionally, the researcher analyzes the interview results to understand the reasons behind the teacher's use of code mixing. The researcher combines the results of observations and interviews to gain a complete understanding of the data. The researcher explains the types of code mixing used by the teacher and interprets the reasons behind their use.

FINDINGS AND DISCUSSION

Research Finding

Types of Code Mixing Used by English Teachers in Teaching Learning Proses

In this case, the researcher would analyze the types of code mixing that used by English teachers. The utterances got after done the observation from 20th October to 24th October 2023.

Table 1. Specification of Observation Teacher 1 (Eli Yurni, M.Pd)

No.	Teacher Utterance	Types of Code-mixing		
		Intra Sentential Code-mixing	Intra Lexical Code-mixing	Involving a Change of Pronunciation
1.	Pelajaran kita before apa?	✓		
2.	Kemarin kita reading apa?	✓		
3.	Oke (Okay) , Danil suka apa?			✓
4.	Apakah Danil suka fishing ?	✓		
5.	Opinion itu apa?	✓		
6.	What do you think apa artinya?	✓		
7.	What else? Ada yang lain lagi?	✓		
8.	That's all , cukup segitu.	✓		
9.	Example-nya, bagaimana pendapatmu tentang Najwa?		✓	
10.	Lesson-nya today about asking opinion.		✓	
11.	She likes singing , iyakan? Najwa suka bernyanyi?	✓		
12.	Kita langsung ke giving . Kalau ada yang meminta, pasti ada yang memberi, right ?	✓		
13.	Kalau what do you think ...? Lalu kita jawab I think ... atau In my opinion ...	✓		

14.	Sekarang coba dengan teman sebelah. Livi, you yang akan tampil pertama.	✓		
15.	Contohnya , what do you think about this flower?	✓		
16.	Everybody is free , bebas mau menanyakan apa saja.	✓		
17.	Hause itu rumah.	✓		
18.	Oke (Okay) , very good.			✓
19.	Everybody , siapa yang sudah ready tampil kedepan.	✓		
20.	Come on , siapa yang sudah siap?	✓		
21.	Ayo maju, biar kita cek (check) .			✓
22.	Next , ayo yang lain! Jangan mau kalah. Come on .	✓		
23.	Let's go, ayo mam bantu.	✓		
24.	Oke (Okay) , bagus.			✓
25.	Very good , yang satu suka math. Yang satu lagi suka bahasa Inggris.	✓		
26.	Good . Ayo yang belum maju, silahkan.	✓		
27.	Bagus, mereka berbicara tentang car and cat .	✓		
28.	Kalau tidak maju, nilai speaking kalian kosong.	✓		
29.	Pertanyaan adalah " What do you think about our school and our class? "	✓		
30.	Our class is very clean , itu adalah jawaban Abel.	✓		
31.	Excuse me, listen semuanya.	✓		
32.	Very good , mereka bilang meatball is delicious .	✓		
33.	That's all untuk praktek hari ini.	✓		

Based on the result of observation on teacher 1 at class A in October, 23rd 2023 the researcher found that there were 33 utterances of teacher 1 that included code mixing.

Table 2. Specification of Observation Teacher 2 (Metrizal, S.Pd)

No.	Teacher Utterance	Types of Code-mixing		
		Intra Sentential Code-mixing	Intra Lexical Code-mixing	Involving a Change of Pronunciation
1.	Assalamualaikum warahmatullahi wabarakatuh Good afternoon semuanya. How are you?	✓		
2.	I'm good , terimakasih.	✓		

3.	Before we start our lesson, kita absen (Absence) dulu ya.			✓
4.	Siapa saja yang tidak hadir in this morning ?	✓		
5.	Four? Ada empat orang yang tidak hadir hari ini?	✓		
6.	Celesta dimana? Where is she?	✓		
7.	Why Fadel tidak hadir?	✓		
8.	So,there are four students that are not coming today. Those are Aurelia, Celesta, Gilang and Muhammad Fadel. Three of them absen (Absence) , not permission.			✓
9.	Everybody please keep silent! Diam and all of you listen to me.	✓		
10.	My armpit smells good , ketiak bapak wangi.	✓		
11.	Mamau, would you please smell my armpit? How is it? Harum?	✓		
12.	Kenapa kamu always silent ?	✓		
13.	Apa our last material ?	✓		
14.	Terakhir kita belajar tentang preference .	✓		
15.	Ada tiga cara untuk menyatakan preference .	✓		
16.	Yang pertama apa? Prefer itu pasangannya adalah too .	✓		
17.	I prefer to eat pizza, too bakwan.	✓		
18.	Yang kedua, would rather.. than	✓		
19.	Yang ketiga adalah like dengan better than .	✓		
20.	Example-nya , I like eating pizza better than hotdog.		✓	
21.	Materi kita sekarang adalah opinion .	✓		
22.	Apa itu opinion ? Yaitu pendapat.	✓		
23.	Example-nya , Debora.. what do you think about Firman?		✓	
24.	Firman juga... What in your opinion about Debora?	✓		
25.	Kenapa you say Debora is better than Fadia?	✓		
26.	Opinion atau pendapat.	✓		
27.	The first one is expression of asking opinion atau ungkapan meminta pendapat.	✓		
28.	Kalau ada yang meminta, pasti ada yang memberi. Bagaimana ungkapan expression of giving opinion .	✓		
29.	Contohnya, what do you think about? Apa artinya?	✓		
30.	Bagaimana pendapatmu tentang.. what do you think about .	✓		
31.	Example , bagaimana menurut Putri tentang Bukittinggi city?	✓		
32.	Hai (Hy) semuanya, please attention to me. Perhatikan bapak.			✓
33.	Bisa juga kita gunakan What is your opinion	✓		

	about?			
34.	Bagaimana your opinion ?	✓		
35.	Cara menjawabnya bisa kita bilang I think, In my opinion, My idea is.	✓		
36.	Sejauh ini, any question ?	✓		
37.	Semuanya understand ? Mengerti?	✓		
38.	Come on , baca bersama-sama. Together please say this. Repeat after me.	✓		
39.	Coba open your book page 52.	✓		
40.	Please take a notes dan catat.	✓		
41.	I give you three minutes untuk mencatat.	✓		
42.	Angga, please take your book dan catat segera.	✓		
43.	Udah finish semuanya?	✓		
44.	Coba look at your book.	✓		
45.	Saat ini, social media has bad and good effect depends on user.	✓		
46.	Section 1 , lihat yang dibawah ini coba kita sama-sama kerjakan.	✓		
47.	Number one answer-nya adalah disagree.		✓	
48.	Bagaimana dengan number two ? Agree ya.	✓		
49.	Number three adalah expression untuk bertanya. Benar? Agree	✓		
50.	Pernyataan nomor 4 adalah as far as I know social media has good and bad effect for teenagers is expression of giving opinion? Setuju tidak? Berarti agree .	✓		
51.	Selanjutnya pernyataan nomor 5 adalah Instagram, Whatt's App, Facebook not kind social media. IG, WA and Facebook bukan social media. Berarti jawabannya disagree karena semuanya termasuk social media.	✓	✓	
52.	Terakhir adalah number six. The synonym of opinion is idea. Opini sama dengan ide. Berarti agree.	✓		
53.	Oke (Okay) , kita lanjutkan.			✓
54.	Buka halaman fifty-three yang B. jawab pertanyaan 1-4 cepat.	✓		
55.	You may diskusi with your table-mate.	✓		
56.	Bukan berarti you can cheat the answer but you may discuss.	✓		
57.	Oke, Finish semua?	✓		
58.	Jawabannya adalah B. Friend. Oke good. That's opinion	✓		
59.	Nomor 2 jawaban yang benar adalah B. giving opinion	✓		
60.	Selanjutnya jawabannya adalah B. to be fun.	✓		
61.	Oke, last one yang cocok jawabannya adalah A.	✓		
62.	That's all for today , sampai disini untuk hari ini.	✓		

63.	Bagaimana pembelajaran hari ini? Do you enjoy the teaching learning proces today? Oke, thank you.	✓		
64.	Jangan lupa untuk study di rumah ya, assalamualaikum. See you.	✓		

Based on the result of observation on the teacher 2 at class B in October, 23rd 2023 the researcher found that there were 64 Utterances of English teacher 2 at class B that included code mixing.

Table 3. Specification of Observation Teacher 3 (Pipin Sofia, S.Pd)

No.	Teacher Utterance	Types of Code-mixing		
		Intra Sentential Code-mixing	Intra Lexical Code-mixing	Involving a Change of Pronunciation
1.	Good morning anak-anak mam.	✓		
2.	Ketika kamu give information to someone, you can write shorth message.	✓		
3.	Apa itu short message?	✓		
4.	Last week we study about apa?	✓		
5.	Ya benar, kita belajar tentang Notice.	✓		
6.	Apa perbedaannya short message and notice?	✓		
7.	Notice adalah pesan untuk umum, kalau message for someone.	✓		
8.	Misalnya isi message-nya mama mau terlambat pulang, dia mengirim message to you.		✓	
9.	Contoh message-nya , mama nggak bisa pulang cepat, makanan sudah disediakan, jangan lupa sholat.		✓	
10.	Kira-kira bagaimana cara buat short message-nya?		✓	
11.	Dari siapa pesannya? From mother. Untuk siapa? Farel.	✓		
12.	Siapa bisa membuatnya in English?	✓		
13.	You can write on the whiteboard kedepan.	✓		
14.	Oke (Okay) , bagus.			✓
15.	Setiap pesan ada address-nya.		✓	

16.	Pada siapa message-nya dituju. Disini pesannya untuk Farel, dari mama.		✓	
17.	Kemarin kita belajar tentang beberapa singkatan contohnya, GWS adalah Get well soon . Lalu apa lagi? TX adalah thank's . Lalu ada DFG yaitu don't forget . Bisa kita gunakan ketika sedang membuat short message .	✓		
18.	Oke (Okay) ,perhatikan semuanya. Open your LKS , Pada daily test page forty . Halaman 40.	✓		✓
19.	Disana ada contoh short message yang lain.	✓		
20.	Lihat dan bacalah instruction-nya .		✓	
21.	Coba baca short message-nya and choose the best answer .	✓	✓	
22.	Mam kasih waktu ten minutes untuk mengerjakannya.	✓		
23.	Apakah semuanya sudah finish ?	✓		
24.	Mam cek (Checked) satu-satu ke mejanya ya.			✓
25.	Oke, mam berharap mengerti semua ya students .	✓		
26.	Sekarang mam kasih waktu untuk kembali discuss to prepare kegiatan \P5.	✓		
27.	Harus ada How to make-nya yang lengkap dan benar.		✓	
28.	Sampai disini pertemuan kita hari ini, tolong prepare kegiatan P5-nya dengan baik.	✓		
29.	Persiapkan everything-nya dengan baik.		✓	
30.	Assalamualaikum and see you students .	✓		

Based on the result of observation on teacher 3 at class C in October, 24th 2023 the researcher found that there were 30 utterances of English teacher 3 at class C that included code mixing.

The Dominant Type of Code Mixing Used By English Teachers in Teaching Learning Process.

Based on the findings before, the researcher found that teacher 1 at class A often used Intra Sentential Code Mixing in teaching learning process. Other types that she used were Involving a Change Pronunciation And Intra Lexical Code Mixing as the lower’s number. It could be seen by table below :

Table 4. The Dominant Type of Code Mixing Used by Teacher 1

No.	Types of Code-Mixing	Frequency
1.	Intra Sentential Code Mixing	27
2.	Intra Lexical Code Mixing	2
3.	Involving a Change Pronunciation	4
	Total	33

After analyzed the types of code mixing that used by teacher 2 at class B, the researcher found that the teacher often used Intra Sentential Code Mixing in teaching learning process. For the other types such as Intra Lexical and Involving Change of Pronunciation, the researcher found the teacher used both of them in the same number. It could be seen on table below:

Table 5. The Dominant Type of Code Mixing Used by Teacher 2

No.	Types of Code-Mixing	Frequency
1.	Intra Sentential Code Mixing	57
2.	Intra Lexical Code Mixing	4
3.	Involving a Change Pronunciation	4
	Total	65

On the last teacher, the researcher found that teacher 3 at class also often used Intra Sentential Code Mixing in teaching learning process. Meanwhile the other types that the teacher used were Intra Lexical Code Mixing and Involving a Change Pronunciation. As the lower’s number. It could be seen on the table bellow :

Table 6. The Dominant Type of Code Mixing Used by Teacher 3

No.	Types of Code-Mixing	Frequency
1.	Intra Sentential Code Mixing	20
2.	Intra Lexical Code Mixing	9
3.	Involving a Change Pronunciation	3
	Total	32

Based on the result before, the researcher concluded that Intra Sentential Code Mixing was the dominant type that used by English teachers. It could be seen base on the frequency that often occurred by both of the teachers. To make it clear, the researcher used table to know the result, as below :

Table 7. **The Dominant Type of Code Mixing Used by Teacher 1,2,3**

No.	Types of Code-Mixing	Frequency
1.	Intra Sentential Code Mixing	104
2.	Intra Lexical Code Mixing	15
3.	Involving a Change Pronunciation	11
	Total	130

The Reasons of Englis Teachers used Code Mixing in Teaching Learning Process

Based on an interview session with the teacher 1 about the reason of using code mixing, the researcher got the reason why the teacher used code mixing in teaching learning process. The reason was the students didn't understand what the teacher's says when explained the material so the teacher used code mixing and the students could receive it. So, the teacher use code mixing is to make the utterance clearer. Sometimes, when their students misunderstand or do not understand what they say, they always using code mixing because lack of proficiency or lexical gap. Apart from that, without realizing it, teachers also do code mixing when teaching because it is used as a repetition for clarification. this was proven when teaching teacher 1 said, "She likes singing, right?" (Teacher's utterance number 11)

Based on the interview session with the teacher 2, actually the second teacher realized that his students had very little knowledge and ability to speak English. Most students find it difficult to master English vocabulary. If the teacher teaches in class using full English, the students will not understand. That's why he chose to use code mixing so that students can understand the material he teaches. Teacher 2 also uses code mixing to express affection, emotion, or attitude. This was proven when he cared and asked his students about the reason one of his students was absent that day. He said, "Celesta dimana? Where is she?" (teacher utterance number 6). The other utterance number 7 when he said, "Why is Fadel tidak hadir?"

Based on the interview session with the teacher 3, the third teacher keeps up with the times where currently many children are using code mixing as a trend. Therefore, she uses code mixing to adapt to current developments, so that children can understand more quickly and are not embarrassed to speak English even though it is still mixed with Indonesian.

Discussion

Researchers observed three English classes taught by three teachers and found that they used three types of code mixing. This is consistent with previous research that showed English teachers also used these types of code mixing. The most common type used was intra-sentential code mixing, which involves mixing words, phrases, and clauses from different languages. This type of code mixing is often used to convey material and make it more interesting and understandable for students.

The researchers also conducted interviews with the teachers to understand the reasons behind their use of code mixing. The first teacher explained that they used code mixing because students did not understand the material being taught, so they used code mixing to make it more accessible. The second teacher stated that students had limited vocabulary and found it difficult to communicate in English, so they used

code mixing to help students understand and remember vocabulary. The third teacher mentioned that they used code mixing because it was trendy and students enjoyed using it to communicate.

Overall, the research suggests that code mixing is a common and effective teaching method used by English teachers to make learning more interactive and accessible for students.

CONCLUSION

The result of this study showed that there were three types of code mixing that used by English teachers in teaching learning process. There were Intra sentential code mixing, Intra lexical code mixing and Involving change of pronunciation.

The researcher found the dominant type that used by English teachers in teaching learning process was Intra sentential code mixing. There were 104 utterances that included Intra Sentential Code Mixing, 15 utterances included Intra Lexical and 11 utterances involving change of pronunciation.

Based on the result of interviewing, the researcher has found the teacher's reason of using code mixing. 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.

Based on the analysis of code mixing used by teachers in teaching English at SMPN 34 Padang, it is evident that code mixing is a prevalent phenomenon in the classroom setting. The teachers employ code mixing strategies for various purposes, such as simplifying complex concepts, fostering student engagement, and bridging linguistic gaps. However, it is crucial to critically assess the implications of code mixing on language acquisition and educational outcomes.

While code mixing can facilitate comprehension and communication in the classroom, its excessive use may hinder students' proficiency in English and undermine the effectiveness of language instruction. Therefore, it is recommended that teachers adopt a balanced approach to code mixing, integrating it judiciously with other instructional strategies.

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