The Use of Code Mixing in English Language Teaching (A Study at the Senior High School in Bone Regency)

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Abstract

The objective of this research is to investigate the utilization of code mixing by both teachers and students during the instructional and learning activities, as well as to understand the underlying rationales behind their use of code mixing within the context of English classes. This study employs a qualitative approach and utilizes a case study design. The research was conducted among eleventh-grade students at SMAN 1 Bone. Data collection methods included the use of observational field notes and semi-structured interviews. The findings revealed three distinct forms of code mixing employed by both English teachers and students during the teaching and learning process: intra-sentential code mixing, intra-lexical code mixing, and code mixing involving changes in pronunciation. Intra-sentential code mixing emerged as the predominant form utilized by both teachers and students, with 37 instances of intra-sentential code mixing, eight instances of intra-lexical code mixing, and five instances of code mixing involving changes in pronunciation. The reasons underlying students' utilization of code mixing during the teaching and learning process were primarily attributed to their limited vocabulary and their difficulty in speaking English fluently.
Keywords: Code Mixing, Speaking Skill, Teaching and Learning Process

1. Introduction

Sociolinguistics constitutes the examination of the interplay between language and society, representing an enduring field of scholarly investigation that has evolved over numerous years. Within the realm of sociolinguistic phenomena, bilingualism or multilingualism within societies stands out as a noteworthy subject. Bilingualism denotes the proficiency in comprehending and conversing in more than one language. In the context of communication, one language typically assumes the role of the native tongue, while the second language is categorized as a foreign language. Generally, individuals excel in communication using their primary language, which they have employed to interact with family, friends, and others in their past experiences.

Presently, there exists a considerable populace adept in multiple languages. Typically, these languages include individuals' native or mother tongue. Individuals who engage in the use of two or more languages are commonly termed bilingual or multilingual. Worldwide, a substantial portion of the population routinely employs two or more languages in their daily lives. This phenomenon is also observed among Indonesian people, who exhibit multilingualism. Indonesian individuals, as a rule, are proficient in at least two languages, namely Bahasa Indonesia and their respective regional languages (Muin in Khairunnisa, 2016).

In the educational context, it was evident that the process of teaching and learning involved extensive interaction, wherein both teachers and students frequently employed a combination of two languages. This was particularly noticeable during English classes, where teachers often incorporated both Indonesian and English words to convey the subject matter or facilitate communication within the classroom.

Code mixing, which refers to the practice of switching from one language to another within the same sentence, was a common occurrence. Bilingual speakers sometimes encountered difficulties when engaging in conversations with other bilingual individuals. For instance, they might experience delays in their responses or exhibit hesitancy in selecting appropriate vocabulary. This was because they often used one language to discuss a specific topic, and transitioning to another language could lead to confusion. Consequently, they resorted to switching between languages in sentence construction to ensure mutual comprehension, a practice that occurred frequently among individuals sharing the same language background (Vaz Souza et al., 2020).

Wardhaugh and Fuller (2021) asserted that code mixing occurs when conversations incorporate both languages to such an extent that they transition from one language to another within the confines of a solitary utterance. Code mixing is a natural phenomenon in communication, as it arises from the inherent need for or interdependence among bilinguals or multilinguals. This practice occurs when there is a necessity to assume a particular social role within society, as communicators may employ code mixing, such as incorporating English into their speech, to convey their modernity in specific situations. Code mixing becomes imperative when it is required to convey additional or more precise meaning during communication.

In light of the preceding explanation, it can be inferred that code mixing involves the alteration of one language into another within a sentence without altering the sentence's overall meaning. In this context, a speaker introduces elements of a second language into their speech while primarily using their first language. For instance, one might incorporate English while speaking in the Indonesian language. Hoffman (1996) delineates three distinct types of code mixing: Intra-sentential code mixing, Intra-lexical code mixing, and Involving changes in pronunciation.

Intra-Sentential Code Mixing

Code mixing of this nature transpires within a phrase, clause, or sentence demarcation. This phenomenon is referred to as intra-lexical code mixing, encompassing instances where code mixing transpires within the confines of word boundaries. Examples of this include formations like "shoppã" (where the English word "shop" is combined with the Punjabi plural ending) or "kuenjoy" (resulting from the fusion of the English word "enjoy" with the Swahili prefix "ku," signifying "to") (Ali et al., 2017). Another example, such as "*Kami akan have a meeting besok pagi*" In this sentence, "*Kami akan*" is in Indonesian, and "have a meeting" and "*besok pagi*" are in English. The speaker has mixed both languages within a single sentence.*Intra-Lexical Code-Mixing*

Intra-lexical code-mixing is a linguistic phenomenon that occurs when a speaker or writer combines elements from two or more languages within a single word or phrase without altering the grammatical structure of the sentence. Unlike inter-lexical code-mixing, which involves mixing entire words or phrases from different languages, intra-lexical code-mixing involves mixing linguistic elements within a word. For example, consider the English sentence: "She sang a beautiful canción." In this sentence, the word "canción" is a Spanish

word (meaning "song"), and it is embedded within the English sentence without changing the English grammar. This is an example of intra-lexical code-mixing because only a single word is borrowed from another language, and it is integrated into the structure of the sentence.

Intra-lexical code-mixing is common in bilingual or multilingual communities where speakers are comfortable using multiple languages in their daily communication. It can serve various purposes, such as adding emphasis, expressing emotions, or filling lexical gaps that may exist in one language but not in another.

Involving Change of Pronunciation

This type of code mixing occurs at the phonological level, wherein Indonesian individuals pronounce English words but adapt them to the phonological structure of Indonesian. For example, Indonesians refer to "strawberry" as "*stroberi*," "telephone" as "*telepon*," and "popular" as "*populer*." This phenomenon may arise due to the frequent use of these words in everyday interactions within Indonesia. Kachru defines code mixing as the utilization of one or more languages to consistently incorporate linguistic elements from one language into another, thereby creating a new form of linguistic interaction, which may be more or less constrained. In line with Kachru's definition, we observe this phenomenon in the classroom when students, while speaking in English, blend languages when they are unsure of the English equivalent, effectively combining Indonesian and English in their speech (Kachru in Nusjam in Fanani & Ma'u, 2018 and Hoffman in Samsi, 2016)

Code mixing is not solely about blending two specific languages; it necessitates the acquisition of profound proficiency in both languages and an understanding of cross-cultural communication norms. As a result, individuals who engage in code mixing have acquired proficiency in both languages. Teaching English as a foreign language in certain schools presented challenges. One of these challenges pertained to the utilization of English as the primary medium for instructing and disseminating educational content (Siddiq et al., 2020).

English has become a second language in many educational institutions, as they have incorporated it into their curriculum. However, a significant number of students do not actively employ English in their daily lives. Consequently, they encounter difficulties when attempting to articulate their thoughts in English, primarily due to a limited vocabulary. Additionally, some students experience reticence in conversing in English, driven by the fear of mispronunciation. Furthermore, there are instances where students struggle to comprehend sentences delivered by their instructors, even when the instructors employ a slower pace of speech. While they may grasp the meaning behind these English sentences, they often find themselves at a loss regarding how to formulate a suitable response. As a result of these aforementioned challenges, many students find solace in using Bahasa or their native language when communicating with their instructors (Ningrum, 2019).

Bilingualism and code mixing exert reciprocal influence upon each other. Code mixing manifests when individuals possess proficiency in two languages. In the same context, bilingualism and multilingualism encompass instances of code mixing (Ningrum, 2019). Code mixing is an occurrence in which a proficient bilingual individual, engaged in conversation with another proficient bilingual person, transitions from one language to another seamlessly and without altering the overall communication context. Code mixing transpires when a speaker employs their primary language to bolster their discourse, which is then interspersed with components from an alternative language. In the context of

linguistic and social group dynamics, code mixing represents a phenomenon observed within bilingual or multilingual societies (Chaer & Agustina, 2010).

According to Van Herk (2012), "Code switching and 'code mixing' refer to the utilization of two distinct languages within the context of communication. Code switching entails the alternating use of these two languages or language variations within a single sentence or clause, whereas 'code mixing' involves transitioning from one language to another within the same utterance, spoken text, or written text. As delineated in the brief definition provided, it becomes evident that both code switching and code mixing serve as linguistic phenomena.

Teachers employ these linguistic phenomena for specific reasons within the pedagogical realm. One notable rationale behind their utilization is the recognition that not all students possess a comprehensive understanding of the English language. Consequently, teachers resort to incorporating language mixing as a didactic strategy to facilitate improved comprehension among their students. This study centers its focus on the application of code mixing, particularly between the English and Indonesian languages, or vice versa, within the framework of teaching and learning processes taking place in English classrooms. This research confines itself to the examination of code mixing types, the predominant form of code mixing, and the motivations driving English teachers and students to employ code mixing as an instructional tool within the English education department. The research objectives encompass the identification of code mixing patterns utilized by teachers and students in the eleventh-grade English class at SMAN 1 Bone, as well as the elucidation of the underlying reasons for students' engagement in code mixing."

There exist prior investigations pertaining to the utilization of code mixing. The initial study, conducted by Dea Ivana in 2018, bears the title "An Analysis of Code Mixing Employed by English Instructors in the Teaching-Learning Process at MAS PAB 2 Helvetia" (Dea Ivana, 2018). This research endeavor sought to investigate the various forms of code mixing, identify the predominant type of code mixing, and elucidate the underlying rationales for instructors' utilization of code mixing in the teaching and learning processes at MAS PAB 2 Helvetia. The findings revealed that English teachers employed three distinct types of code mixing during the teaching and learning activities: intra-sentential code mixing, intra-lexical code mixing, and code mixing involving alterations in pronunciation. Intra-sentential code mixing emerged as the prevailing mode employed by English instructors, with 170 instances of intra-sentential code mixing, 12 instances of intra-lexical code mixing, and 14 instances of code mixing involving pronunciation changes. The primary reasons cited for instructors' use of code mixing in the teaching and learning processes were contextual factors and a deficiency of vocabulary.

A subsequent study conducted by Khairunnisa, titled "An Analysis of Code Mixing in the English Teaching and Learning Process at Senior High School 1 Takalar," explored the impact of instructors' code mixing on student learning within English teaching contexts. The research revealed that English teachers integrated code mixing into the learning process. The study also delved into the motivations behind instructors' use of code mixing in this context. This study adopted a subjective quantitative approach, gathering insights from classroom observations and conducting interviews with educators to gain a deeper understanding of why teachers incorporate code mixing in English-guided learning sessions and to collect data on its effect on students' ability to distinguish between code mixing variations (Khairunnisa, 2016).

The third research study, authored by Lisa Rezqina Azmi (2016), under the title "Analysis of Code Switching and Code Mixing Utilized by Instructors and Students in the Speaking Class of the English Department at IAIN Antasari Banjarmasin during the Academic Year 2015/2016," investigates the occurrence of code switching and code mixing within the Speaking I class at IAIN Antasari Banjarmasin. This phenomenon involves the effortless interchange between the English language and Bahasa Indonesia or Banjarese, leading to a notable amalgamation of the two languages. Although students are expected to converse exclusively in English during their speaking classes, instances of code switching and code mixing persist within the classroom. The author seeks to ascertain the prevalence of these linguistic phenomena in Speaking I classes, elucidate the underlying reasons for their occurrence, and examine the advantages derived from their utilization. To analyze this phenomenon, the author employed various research methods, including observation, video recording, and interviews. Over the course of twelve sessions, observation and video recording were conducted across classes A to D in the third semester. The interviews with the instructor and a representative from the company proved to be informative and productive. The instructor demonstrated a commendable understanding of the company and its products, while the company representative exhibited a welcoming and cooperative demeanor.

The fourth researcher, identified as Asik, conducted a study titled "Code Mixing Utilized by Instructors and Students in Classroom Interactions at Mts Modern Tarbiyah Takalar Islamic Boarding School" in the year 2022. The primary objective of this research was to illustrate the various forms of code mixing employed by both teachers and students during their interactions within the English learning environment of Class VII.D at MTs Modern Tarbiyah Takalar Islamic Boarding School. Additionally, the study aimed to elucidate the perspectives of both students and teachers regarding the utilization of code mixing during the learning process. The research adopted a qualitative descriptive approach, gathering data through classroom observations, interviews, and recordings of interactions between teachers and students during the learning sessions. This data collection method was employed to categorize the types of code mixing used by both parties in the English learning process and to acquire insights into how students and teachers perceive the use of code mixing. The analysis of the data was conducted based on the code mixing categories as defined by Hoffman (1996). The findings of the study revealed the existence of three distinct types of code mixing, totaling 60 instances, with 53 instances falling under intra-sentential code mixing, 3 instances involving intra-lexical code mixing, and 4 instances encompassing changes in pronunciation (Asik, 2022). There exists a prevailing perception among both students and teachers regarding the utilization of code-mixing within the educational process. From the perspective of educators, code-mixing serves the purpose of enhancing students' English speaking proficiency, enabling them to expand their vocabulary, and facilitating a more comprehensive comprehension of the learning materials. Conversely, students perceive the incorporation of code-mixing into the English teaching and learning process as essential for their comprehension of the learning materials, thus ensuring the efficacy of the teaching and learning procedures.

A prior study conducted by Asrifan and Syarir titled "Code Mixing and Code Switching in EFL Classroom Interaction" sought to examine the prevalence of code mixing and code switching during classroom interactions, with a specific focus on both teacher and student discourse at SMP Negeri 2 Parepare. In-depth objectives of this research included: (1) categorizing teacher discourse, particularly in terms of the types of language employed,

average length of spoken phrases as formal characteristics, and the usage of questions, feedback, and corrections as interactional elements, and (2) analyzing student discourse, particularly in response to questions, asking questions, and gauging student preferences for code mixing and code switching as they relate to learning outcomes. The research methodology incorporated a mixed methods approach, with participants encompassing both teachers and students. The findings of this study revealed several noteworthy insights: (1) There was a variability in the type-token ratio of code mixing and code switching between Indonesian and English within classroom interactions, signifying a diversity in the vocabulary employed by the teacher. (2) The teacher's language usage, characterized by code mixing and code switching, resulted in longer utterances when addressing students within the classroom setting. (3) Convergent and divergent question types, coupled with language mixing and switching, were employed by the teacher during interactions with students in the classroom. (4) The teacher provided interactional corrective feedback and corrections, incorporating code mixing and switching, during interactions with students in the classroom. (5) The teacher adopted code mixing and code switching in classroom interactions for three primary reasons: to provide clear explanations to students, enhance students' ease of understanding, and foster a closer rapport between the teacher and students. (6) Student responses to questions were categorized into two roles: the student-teacher (S-T) dynamic and the student-student (S-S) dynamic within the context of code mixing and code switching during classroom interactions (Asrifan & Syahrir, 2021).

Based on the explanation above, the researchers are interested to analyze the phenomena of code-mixing during the English teaching and learning process. The researchers formulated two research questions; 1) What are the types of code mixing used by English teacher and students in teaching learning process?; 2) What are the reasons the students used code mixing in teaching learning process?

2. Method

This study employed a descriptive qualitative research approach as its chosen research methodology. Qualitative research enables researchers to gain insight into phenomena and empathize with individuals' lived experiences in their everyday lives. Within the qualitative research paradigm, researchers actively engage in comprehending the contextual intricacies of a given situation or environment. Through this qualitative research approach, researchers endeavor to gain a profound understanding of the specific situation or natural phenomenon under investigation (Basrowi and Kelvin in Fadli, 2021). In this study, a descriptive qualitative approach with a naturalistic design was employed. This methodology was chosen to facilitate the exploration, identification, analysis, and description of code mixing within the context of the teaching and learning process. It was also employed as a means to scrutinize the utterances made by the educators.

The investigation was conducted within the confines of the eleventh-grade class at SMAN 1 Bone. The primary focus of this research was the utilization of code mixing by both the teacher and the students. The participants involved in this study consisted of one English teacher and six eleventh-grade students, three male and three female students aged within 16 – 17 years old. The selection of these participants was based on the purposive sampling method. The researchers chose the students who were active during the teaching and learning process.

There were two instruments used in this research. The observation by using observation checklist used to answer the first research question which is to find out the code

mixing used by teacher and students in English class. The observation was conducted for one meeting. The second research question is answered through interview. The interview was conducted to find out the reason of the teacher and students used code mixing during English class. Interview is a form of conversation, the art of asking questions and listening. Interview is not a neutral device in producing reality. So the interview Is tools for producing situational understanding (situated understanding) sourced from episodes special interaction (Denzin & Lincoln in Dr. Ibrahim, 2015). In this instance, the researchers would act as the interviewer and ask the teacher and six students the interview questions.

3. Results

3.1. Findings

The research was conducted on the teacher of English Subject at the eleventh grade of SMAN 1 Bone starting from 20th February 2023 until 20th March 2023. The research was conducted offline. Researchers conducted offline interviews with six students as the respondents in the data collection. For a detailed description can be seen from.

Types of Code Mixing Used by English Teacher and Students in Teaching Learning Process

Intra Sentential Code Mixing

During their observations, the researchers noted that the teacher and students predominantly engaged in intra-sentential code mixing, which refers to a form of code mixing occurring within the confines of a phrase, clause, or sentence boundary. An illustrative example is provided below:

Extract 1

No.	Utterances
1.	Start from **Salam**
2.	**Okay,** *sampai dimana* **study** *kita hari ini?*
3.	*Sampai dimana* **mam, study** *kita*?

Intra Lexical Code Mixing

Certain expressions spoken by both the teacher and the students were incorporated into the phenomenon of intra-lexical code mixing. Intra-lexical code mixing refers to a form of code mixing that takes place within the confines of a single word. An illustration of this can be observed in the subsequent excerpt.

Extract 2

No	Utterances
1.	*Kalian akan* **me-mixing** *bahasa kalian*
2.	*Ya sudahlah,* **sit down**-*lah ntah apa aja yang tau.*

Involving Change of Pronunciation

Incorporating a Shift in Pronunciation due to the amalgamation taking place at the phonological level, signifies that the instructor articulated an English word that has been adapted to conform with the phonological structure of Indonesian. An illustration of this phenomenon can be observed in Extract 3 as follows:

Extract 3

No	Utterances
1.	***Oke* (Okay)** *sampai dimana **studi** (study) kita hari ini*?
2.	*Kita **cek** (check) bersama-sama*
3.	**Okay,** kita **start** ya**.**

The Reasons of the Students used Code Mixing in Teaching Learning Process

According to the outcome of the interview session, the researchers identified the rationale behind students' utilization of code mixing during the teaching and learning process.

Student 1 : *"Saya menggunakan code mixing untuk memperjelas sesuatu dalam menggunakan Bahasa Inggris.".*
(I use code mixing to clarify something in English).

Based on the outcome of the interview conducted with student 1, it is evident that he resorts to code mixing on occasion in order to elucidate words or ideas, the accuracy of which he is uncertain of in the context of the English language.

Student 2 : *"karena saya tidak terlalu lancar dalam berbahasa inggris dan menurut saya ini sangat membantu saya untuk menjelaskan sesuatu saat proses belajar mengajar".*
(because I'm not too fluent in speaking English and I think this really helps me to explain something during the teaching and learning process).

The result of interview with student 2 above shows that the student admitted that he cannot speak English fluently. Therefore, he need to combine the utterance with some Indonesian words.

Student 3 : *"saya biasa mencampurkan bahasa saya karena saya tidak terlalu lancar berbahasa inggris".*
(I used to mix my language because I do not really know how to speak English fluently)

Similar with the result of interview with student 2, student 3 also stated that he lacks vocabulary and unable to speak fluent English. Hence, some Indonesian words need to be used to complete the utterance.

Student 4 : *"dalam proses belajar mengajar saya biasa mencampurkan bahasa saya karena beberapa hal,dari kekurangan vocavulary,tidak lancar berbahasa inggris dan tidak pede untuk berbahasa inggris".*

(in teaching and learning process I usually mix my language for some reasons. First, I lack vocabulary, unable to speak English fluently, and not very confident in speaking English).

The student 5, based on the result of interview above, admitted that he is also not confident in speaking English apart from lacking vocabulary and being unable to speak in English fluently that became the reasons for him to use code mixing.

Student 5 : *"saya mencampurkan bahasa saya karena saya tidak terlalu lancar dan saya memiliki kekurangan dalam vocabulary".*

(I mix my language because I am not very good at it and I lack vocabulary).

From the result of interview above, two reasons for student 5 to use code mixing are lacking vocabulary and feeling not being good at English.

Student 6 : *"saya menggunakan code mixing karena saya tidak terlalu lancar".*

(I use code mixing because I am not very fluent in English).

Being unable to speak English fluently become the reason for student 6 to use code mixing during the English class.

3.2. Discussion

According to Hoffman (1996), there exist three distinct forms of code mixing. Intra Sentential Code Mixing refers to the phenomenon where code mixing takes place within the confines of a phrase, clause, or sentence. Intra Lexical Code Mixing, on the other hand, pertains to instances where code mixing occurs within the boundaries of individual words. Lastly, Involving Change of Pronunciation signifies code mixing happening at the phonological level. Additionally, the researchers provided an explanation for why both teachers and students employ code mixing during the teaching and learning process.

Types of code mixing

The researchers analyzed the types of code mixing that used by English Teacher and Students. The utterances got after conducting the observation at the eleventh grade of SMAN 1 Bone. The classification of the code mixing can be seen as follows:

Table 1. The Types of Code Mixing Used by Teacher

No	Types of Code Mixing	Frequency
1.	Intra Sentential Code Mixing	21
2.	Intra Lexical Code Mixing	4
3.	Involving Change of Pronunciation	3
	Total	**38**

The table 1 shows the Types of code mixing produced by the teacher during the observation. Based on the result of observation on teacher, the researchers found that there

were 38 code mixings uttered by the teacher. There are 18 utterances included in intra-sentential code mixing, four utterances are intra-lexical and two are included in involving change of pronunciation. It can be seen that the most dominant type of code mixing used by the teacher is intra-sentential code mixing which transpires within a phrase, clause, or sentence demarcation. This phenomenon is referred to as intra-lexical code mixing, encompassing instances where code mixing transpires within the confines of word boundaries. It means that the teacher was still using his first language dominantly. However, he used English word or phrase in speaking.

Table 2.The Types of Code Mixing Used by the Students

No	Types of Code Mixing	Frequency
1.	Intra Sentential Code Mixing	18
2.	Intra Lexical Code Mixing	4
3.	Involving Change of Pronunciation	2
	Total	**27**

Based on the table 2, there are 27 code mixing produced by the students during English class. Among the 27 utterances, 18 of them are intra-sentential code mixing, four utterances are intra-lexical and two are included in involving change of pronunciation. This shows that intra-sentential code mixing is the most dominant type of code mixing uttered by the students. It is similar to the findings on the teacher's utterance. During the teaching and learning process, the first language was still the dominant language used by the students. However, some words or phrases in English were also used.

The findings show that during the English teaching ang learning process, Indonesian language is still preferred by the teacher and also the students. It is in line with the findings of the studies conducted by Ivana (2018) and Lisa (2016). Indonesian language is still the main medium of communication between teacher and students and also among the students. However, English is also used on some occasion in form of word or phrase.

Reasons of using code mixing

Based on the outcomes of the student interviews, two factors have been identified as contributors to their utilization of code mixing. These factors are in line with the findings of the studies proposed by Asik (2022) and Khairunnisa (2016). It can be seen as follows:

1. The initial rationale behind the students resorting to code mixing pertains to their limited comprehension when the teacher exclusively employed English to explain the subject matter. More than 50% of the students struggled with English proficiency, rendering them incapable of grasping the material. Consequently, they felt compelled to seek clarification by posing questions in Indonesian.

2. Another justification for the students' use of code mixing stems from encountering certain words that lack suitable equivalents in other languages. In essence, the students engaged in code mixing due to a deficiency in vocabulary when conversing in English. This deficiency in vocabulary contributes to their overall "lack of vocabulary." Additionally, several other factors have been identified as hindrances to the students' confidence and fluency in speaking English.

4. Conclusion

The findings of this study indicate that English teachers employ three distinct forms of code mixing during the teaching and learning process. These include Intra-sentential code

mixing, Intra-lexical code mixing, and changes in pronunciation. As per the outcomes of interviews conducted, it has been observed that students also engage in code mixing. This behavior can be attributed to their limited English vocabulary and their difficulty in speaking English fluently. The findings imply that using first language during the English learning process make the students better able to understand the material and instruction given by the teacher and also to build communication. However, it is important for teachers to strike a balance between using code mixing as a pedagogical tool and promoting the development of English fluency.

The findings of this research are still limited in term of the number of participant and the reason of the teacher in using code mixing. The researchers suggest the future studies of code mixing elaborate more on the reason why the students and also teacher use code mixing during the English teaching and learning process and use more participants to see if any other causes for this phenomenon to happen.

Acknowledgements

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