CODE MIXING USED BY THE TEACHER AND THE STUDENTS IN CLASSROOM INTERACTION AT MTs MODERN TARBIYAH TAKALAR ISLAMIC BOARDING SCHOOL

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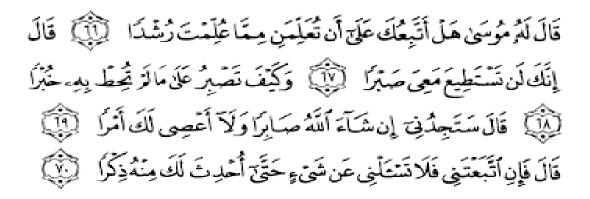*Universitas Islam Negeri Alauddin Makassar*
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ABSTRACT

This study aimed at showing the types of code-mixing applied by the teacher and students when interacting in the English learning process in Class VII.D MTs Modern Tarbiyah Takalar Islamic Boarding School and describing the perceptions of students and teachers about code-mixing that is applied when interacting in the process of learning English in Class VII. D MTs Modern Tarbiyah Takalar Islamic Boarding School. This study used a qualitative descriptive design. Data were taken from classroom observations, interviews, and recorders with teachers and students when interacting during the learning process, to determine the type of code-mixing used by teachers and students in the English learning process and to obtain data about student and teacher perceptions of code-mixing. Data were analyzed based on the type of code-mixing according to Hoffman's theory. The results showed that there were three types of code-mixing consisting of 60 utterances, 53 utterances for intra-sentential code-mixing, 3 for intra-lexical code-mixing, and 4 for involving changes in pronunciation. There is a perception of students and teachers in the use of code-mixing in the learning process. For the teacher perception, code-mixing can train students' ability to speak English, students can define new vocabulary, and make it easier for students to understand the content of learning. The students perceived that the use of code-mixing in the English teaching and learning process is required to help them understand the content of learning so that the teaching and learning process can run well.

Keywords: Code mixing, interaction, Islamic boarding school

INTRODUCTION

Related to the importance of interaction, Allah says in QS. Al-Kahfi verses 66-70:

قَالَ لَهُ مُوسَىٰ هَلۡ أَتَّبِعُكَ عَلَىٰٓ أَن تُعَلِّمَنِ مِمَّا عُلِّمۡتَ رُشۡدًا ۝ قَالَ إِنَّكَ لَن تَسۡتَطِيعَ مَعِيَ صَبۡرًا ۝ وَكَيۡفَ تَصۡبِرُ عَلَىٰ مَا لَمۡ تُحِطۡ بِهِۦ خُبۡرًا ۝ قَالَ سَتَجِدُنِيٓ إِن شَآءَ ٱللَّهُ صَابِرًا وَلَآ أَعۡصِي لَكَ أَمۡرًا ۝ قَالَ فَإِنِ ٱتَّبَعۡتَنِي فَلَا تَسۡـَٔلۡنِي عَن شَيۡءٍ حَتَّىٰٓ أُحۡدِثَ لَكَ مِنۡهُ ذِكۡرًا ۝

" Moses said to Khidir, "Can I follow you so that you teach me the true knowledge among the sciences that have been taught to you?" He replied, "Surely you will not be able to be patient with me. And how can you be patient about something you do not yet have enough knowledge of?" Moses said, "God willing, you will find me a patient person, and I will not oppose you in any matter." He said, "If you follow me, then do not ask me about anything, until I explain it to you.".

Regarding the Quran verse above, it tells the story of the Prophet Musa and Khidir. It illustrates that there is a process of interaction between the educator and students. The interaction process is described through the dialogue that occurs between the two of them, and the delivery of the meaning of both is an interaction between students and teachers. In generating interaction there is language in communication. From this verse of the Qur'an, we can take a lesson that the interaction process is very necessary for the teaching and learning process in the classroom.

Code mixing is the use of language from one language to another to expand language styles as mixing two or more languages at once in one sentence. The interaction that uses code-mixing is not new to Indonesian society, especially for teacher and students. The phenomenon often occurs without realizing it when interacting using two languages, namely Indonesian and English. Code-mixing can be seen in spoken and written language. Code-mixing in written language can be found in newspapers, magazines, novels, etc. code-mixing can also be found in a spoken such as radio program, television program, teaching and learning process. Students and the teacher often use code-mixing in the teaching and learning process in class, because the teachers and students are Indonesian people while English is a new or foreign language.

Spolsky (1998) suggested that people often develop code-mixing when they learn new languages. When they speak, they often use many words from their new language in their old language because they speak to recognize the two languages, the case above is the same as

the student and teacher's class. They often mix their code in their speech in the teaching and learning process and use many words from their new language in their previous language.

Hoffman (1991) stated that there were several types of code-mixing based on language changes that occur, namely intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. Based on the above definition, it is known that code-mixing is the use of one language and another language on the same topic of conversation. (Myers-Scotton, 2007) says that the study of code-mixing improves understanding of the nature, process, language barrier, the relationship between language use of individual values, attitudes, and language functions in a socio-cultural context. Nababan (1993) says that mixing code is found mainly in informal interactions.

Chaer and Agustina (2010), Code Mixing is caused by several factors such as speakers, recipients, changes in situations from formal to informal, and topics. Rokhman (Ulfiani, 2014), code-mixing is the use of two or more languages by inserting one language element into another to expand the language style. Based on the above definition, the researcher concludes that code-mixing is the use of two or more languages to expand the variety of languages or language styles in interacting or communicating.

Sujana and Sri Hartati (2009), Code Mixing divided into two kinds:

Inner Code-Mixing

Inner Code Mixing is code-mixing from the original language. Jendra (1991) stated that code-mixing into a kind of code that absorbs elements of local languages. For example, Code-mixing in Indonesian speech includes elements of regional languages such as Sumbawa, Lombok, Bima, and Javanese.

Outer Code-Mixing

Outer Code Mixing is from a foreign language. In this case, "outer code-mixing is mixed codes that mix languages" (Jendra, 2001). For example, there is the use of Indonesian, there are inserts from languages such as English, Arabic, Japanese, and Chinese.

Jendra (1991) suggests the characteristics of code-mixing, namely as follows:
 a. Code mixing occurs because of the speaker's habit of using the language.
 b. Code mixing generally occurs in an informal situation.

Hoffman in Luke (2015) categorizes code-mixing into three types: Intra-sentential, intra-lexical, and involves changing pronunciation. Abdullah in his book states that there are three types of code-mixing, namely intra-sentential code-mixing. In this type, first, the English

words or phrases contained in Indonesian sentences consist of nouns, verbs, adjectives, phrases. The second is Intra Lexical code-mixing. In this type, speakers mix their language using English words and then combine them with Indonesian grammar forms. Third, involving changes in pronunciation, code-mixing occurs at the phonological level, such as when a speaker pronounces words in English but converts them into Indonesian phonological structures.

Hoffman (1991) categorizes code-mixing into three types: intra-sentential, intra-lexical, and involving a change of pronunciation.

Intra- sentential

Intra-Sentential is the language code-mixing that appears in sentences, usually occurs in phrases, clauses, or sentence boundaries, for example, English-Indonesian:

A: **Never mind**, *aku bisa memahaminya* (Never mind, I can understand it)

B: *Hasilnya tergantung* **teamwork** (the result depends on teamwork)

In the example above, speakers A and B mix the language between Indonesian and English, the mixing called Intra-Sentential code-mixing because mixing the language in a sentence boundary where speaker A mix "never mind" and speaker B says "teamwork" utterance.

Intra-lexical

Intra-lexical is the speaker using English words and combining them with Indonesian grammar structures. This code-mixing occurs within the word boundary from one language to another. For example, English-Indonesian:

A: *Syarat pertama ikut lomba itu ya harus* ***nge*-follow** *instagramnya dulu*. (The first requirement to join the competition is to follow the first instagram.

B: *Kamu harus baca koran setiap hari untuk* ***meng*-update** *pengetahuanmu tentang masalah yang terjadi di negara kita* (you have to read the news paper every day to update your knowledge about the problems that happen in our country).

In this example, speakers A and B mix the language between English and Indonesian at the word level, it is called intra-lexical code-mixing.

Involving a Change of Pronunciation

Involving a change in pronunciation is occurs at the phonological, such as when Indonesian people say an English word but modify it to the Indonesian phonological structure. For example, the word **strawberry'** is said to be **'Stroberi'** by Indonesian people.

Suwito (1983) explained several causative factors behind the occurrence of code-mixing, as follows:

Role Identification

The role of identification includes social status, religion, education, as well as the class of speech participants or language speakers, which allows code-mixing in conversations.

Variety Identification

Variety identification is determined by the speaker when code-mixing, which will place on social status.

The Desire to Explain or Interpret

Code mixing is also caused by a multilingual speech community, which means that they can communicate in more than one language. Code mixing is used because someone who is in communication activities does not get the right word so takes terms from various languages that fluent.

Chaer (1995) code-mixing functions include:

a. The directive function is a of language use, in this case, the listener is directly involved in the speaker and speech in the conversation.

b. Expression function, the speaker emphasizes the identity of the code-mixing through the use of a language.

c. Has a function to indicate changes in tone in speaking.

d. The function as humor or a game that plays a role in society.

METHOD

Respondents

The subject of this research is the interaction of teachers and students conducted in class VII.D, totaling 1 teacher and 26 students at MTs Modern Tarbiyah Takalar Islamic Boarding School.

Instruments

In this research, the researcher used observations, recorders, and interviews as instruments. 1) The researcher used observation sheets to observe the teacher and students interactions during the teaching and learning process to obtain temporary data regarding the types of code-mixing used by teachers and students. 2) The researcher used a recorder to record interactions and interviews between the teacher and students as complementary data. 3) The researcher used interviews to interview teacher and students to obtain data about

teacher and student perceptions using code-mixing in their utterances in the teaching and learning process.

Procedures

Data collection was carried out through participatory observation. Participation is done to get interactions between teachers and students in the class. In collecting observational data, the first step taken was to ask for permission from the head of the madrasah, madrasah leader, and teachers at MTs Modern Tarbiyah Takalar Islamic Boarding School to take part in class lessons. in the second step, during classroom learning, the researcher recorded the utterances of the teacher and students using a video recording device and at the same time the researcher filled out the observation sheet by providing written text. The researcher can playback the words of the teacher and students in the video recorder to confirm the data and write them down on the observation sheet. In collecting recording data, the first step taken was that the researcher recorded the interactions between students and teachers in the classroom and the second step the researcher took was recording the interviews between researcher, teacher and students. The first step taken is that the researcher schedules interviews between teacher and students outside of learning activities in the classroom. The second step taken is that the researcher explains the purpose of this research and explains briefly about code-mixing with the aim that the respondent can understand the code-mixing that is often used in speaking. The third step taken was that the researcher recorded interviews between teacher and students as a complement to this research.

Data Analysis

In analyzing the data, the researcher used the following steps:

Data Reduction

In this step, the data that have been obtained by observation and interview was selected by following the researcher objectives and followed by summarizing, classifying, and eliminating irrelevant data for analysis.

Data Display

After the researcher reduction the data, the next step is to display the data. displaying data will make it easier to understand and plan based on what is understood.

Conclusion Drawing/ Verification

The last step is drawing conclusions or verification. The result of the analysis was concluded after constructing the concepts related to the research focus. The data was described by using researcher sentences.

FINDINGS AND DISCUSSION

Findings

Table 1. Types of Code Mixing for Teacher

No	Findings	Types of Code Mixing		
		ISM	ILM	ICP
1.	Ok, before we start let's pray a moment **berdo'a.**	√		
2.	**Okay (oke)**			√
3.	saya **absent** dulu nah **one by one**	√		
4.	**Hello (halo)**, dengarkan namanya disebut.			√
5.	Siapa yang masih materi **yesterday**?	√		
6.	Rise your hand **nah** !	√		
7.	Apa itu **Schedule** nah ?	√		
8.	**Next Open** bukunya !	√		
9.	kita masuk pada bagian **Calender**.	√		
10.	**Months of the year** atau Nama-nama Bulan	√		
11.	Siapa yang sudah **memorize** bahasa inggrisnya ?	√		
12.	**Rise your hand** angkat tangannya!	√		
13.	**Repeat again** ulangi	√		
14.	**Good** siapa lagi?	√		
15.	**International day** yang gimana ?	√		
16.	**Nasional day** hari nasional	√		
17.	**Independent day** apa itu ?	√		
18.	**Mother day** apa lagi ?	√		
19.	**Earth day** hari bumi	√		
20.	**Sevendays in a week** tujuh hari dalam seminggu	√		
21.	Nah sekarang **Repeat after me**	√		
22.	**Next** siapa lagi ?	√		
23.	**Tuesday** sama **Thursday** bedakan selasa dan kamis	√		
24.	Bagaimana **Schedule**nya kemarin ?		√	
25.	**Now** selesaikan dulu	√		
26.	Apa pelajaran **After** saya	√		
27.	**Now** silahkan di **read** bukunya disitu	√		
28.	Silahkan di baca bagian **conversation**nya		√	
29.	**Front** depan	√		
30	**Behind** belakang	√		

Table 2. Types of Code Mixing for Student

No	Findings	Types of Code Mixing		
		ISM	ILM	ICP
1.	**Present** ustadzah	√		

No.		√	√
2.	**Me** ustadzah **Schedule** itu jadwal	√	
3.	**Schedule** itu **Roster**	√	
4.	Jadwal **Roster** pelajaran	√	
5.	January, Februari, March, April, May, June, **July (julay),** August, September, October, November, December.		√
6.	**Independent day** hari kemerdekaan	√	
7.	**Mother day** hari ibu	√	
8.	**Earth day** hari bumi	√	
9.	Monday, Tuesday,Wednesday, **Thursday (therzde),** Friday, Saturday , Sunday		√
10.	**Not yet** belum	√	
11	Tidak ada bawa **Roster**	√	
12.	Apa itu **history**?	√	
13.	**History** sejarah	√	
14.	**Sport** itu olahraga	√	
15.	**Religion** bahasa inggrisnya agama	√	
16.	Bahasa daerah **local language**	√	
17.	**Science** itu apa?	√	
18.	Apa itu **rubber**?	√	
19.	Kalau **wall** apa?	√	
20.	**Floor** lantai	√	
21.	**Board** itu papan	√	
22.	Apa bedanya **a table** sama **a desk**	√	
23.	**bottle** itu botol	√	
24.	Kalau **building**?	√	
25.	**a pair** itu apa?	√	
26.	**scissors** apa itu?	√	
27.	**Finishmi** saya.		√
28.	Saya **son** kamu **father** nah	√	
29	Jadi **tax office** itu kantor pajak	√	
30.	Di sampingnya **bank** itu kantor pos	√	

Table 3. The most dominant types of code-mixing used in the classroom for teacher

No.	Types of Code Mixing	Quantity	Duration
1.	Intra sentential	26	
2.	Intra lexical	2	
3.	Involving a change of pronunciation	2	2x 45 minutes
	Total	30	90 minutes

Table 4. The most dominant types of code-mixing used in the classroom for student

No.	Types of Code Mixing	Quantity	Duration

1.	Intra sentential	27	
2.	Intra lexical	1	
3.	Involving a change of pronunciation	2	2x 45 minutes
	Total	30	90 minutes

From the table above it is known that most often occurred in code-mixing English-Indonesian produced by teachers and students during the learning process in grade VII.D at MTs Modern Tarbiyah Takalar Islamic Boarding School, there are 60 utterances each 30 utterances from teacher and students. divided into 3 types of code-mixing, namely for intra-sentential there are 26 utterances for teachers and 27 utterances for students. For intra-lexical there are 2 utterances for teachers and 1 utterance for students consisting of English words with the addition suffix -nya and -mi and involving a change of pronunciation there are 2 utterances for teachers and 2 utterances for students.

Discussion

Forms of Indonesian-English Language Code Mixing Used by Teacher and Students in the Learning Process of English in the Class at MTs Modern Tarbiyah Takalar Islamic Boarding School

The results of this study indicated that in the process of learning English, the teachers and students of class VII.D MTs Modern Tarbiyah Takalar Islamic Boarding School used code-mixing. the research results show that a multilingual country like Indonesia supports people to speak more than one language at the same time. The researcher found that teacher and students used code-mixing as many as 60 utterances each consisting of 30 utterances for the teacher and students which were divided into three types of code-mixing. For intra-sentential code-mixing, 53 utterances were obtained. There were 26 utterances for the teacher and 27 utterances for students, for intra- lexical code-mixing, 3 utterances were obtained. There are 2 utterances for the teacher and 1 utterance for students and to involve changing the pronunciation, there are 4 utterances, 2 utterances each for the teacher and students. These findings support Hoffman's theory in Abdullah (2011), there were types of code-mixing, namely intra-sentential, intra-lexical, and involving pronunciation changes, the types of code-mixing most frequently used by teachers and students in the English learning process is speech intra-sentential code-mixing (53).

Students Perceptions of Code Mixing Used by Teacher in the Learning Process of English in Class at MTs Modern Tarbiyah Takalar Islamic Boarding School

From the findings regarding students perceptions about code-mixing that students use in interacting during the process of learning English in class VII MTs Modern Tarbiyah Takalar Islamic Boarding School it can be seen that students like and enjoy learning English used by the teacher in teaching. Because it helps students to understand the lesson. So that code-mixing is needed in the teaching and learning process in a class by code-mixing, can add new vocabulary and get students used to speaking. Students will not understand if the teacher only teaches in English. Because as a beginner the language used is still foreign even though few words are understood. Besides, students will feel bored with learning because they do not understand what the teacher explains. When the teacher explains the content of the lesson using code-mixing, students will have no difficulty understanding it and students will pay more attention to it, so the use of code-mixing is very useful for the smoothness of the learning process. Therefore, teachers often use code-mixing in teaching or interacting with students. With students who often interact using code-mixing both with teachers and other students, in addition to students who use English-Indonesian code-mixing, students also sometimes use English-Arabic code-mixing. Besides, the use of code-mixing between students and other students is to make it easier for students to understand and remember new vocabulary and train students to get used to speaking English by practicing it in interactions.

Teacher Perceptions of Code Mixing Used in the Learning Process of English in Class at MTs Modern Tarbiyah Takalar Islamic Boarding School

From the findings of teachers' perceptions of Code Mixing in the English Language Learning Process in Class VII.D MTs Modern Tarbiyah Takalar Islamic Boarding School. It appears that the use of code-mixing must be done in the classroom, to explain the material, define new vocabulary, train students to translate, and provide instructions during the learning process. With the teacher using code-mixing in teaching, it can help students to more easily understand English lessons. Because not all students are able and know what the teacher explains if the teacher does not use code-mixing or explanations that are easier for students to understand. Besides, in the teaching process, the teacher uses code-mixing because he wants to attract students' interest in learning. As evidenced by Arifin (2011) that code-mixing can help students' understanding.

CONCLUSION

The researcher explained that there are three types of code-mixing found in the speech of the teacher and students in interacting during the learning process of English in the classroom. Intra-sentential code-mixing, intra-lexical code-mixing, and involving changes in pronunciation, and the results of the study showed that the most dominant code-mixing was intra-sentential code-mixing. Code mixing occurs in formal and informal situations, but in this study, researchers only observed formal situations where code-mixing occurred in the teaching and learning process of English.

From interviews with teachers and students, the researcher found four perceptions for students and four for teachers. Students' perceptions, can understand the explanation given by the teacher, add new vocabulary, and translate new vocabulary, train students in English. Teacher perceptions, can explain the content of the lesson, define new vocabulary, practice translation, and provide instruction to students during the learning process in class. Regarding students' perceptions of code-mixing, the researcher stated that most students agreed with the use of code-mixing in the English teaching and learning process in class VII.D MTs Modern Tarbiyah Takalar Islamic Boarding School because code-mixing can make students and teachers more effective in communication or interaction.

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