

## Analyzing the Use of Code Mixing among Indonesian Junior High School Teachers in Pangkep

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### ABSTRACT

This research aims to describe and analyze the teacher's utterances about the code-mixing used and what factors influenced them to mix their languages. In answering these problems, researchers used a sociolinguistics approach. This research is classified as quantitative research; the data was collected by observation, documentation, and questionnaires, and analyzed using document analysis of the teacher's utterances. The researcher found, that the formulation related to type code-mixing, shows 240 code-mixed data by the teachers i.e.: insertion and alternation. The type of code-mixing most often appears on insertion was the insertion of a phrase (45.8%) followed by the insertion of the word (40.0%). Insertion of hybrid (8.3%) next, alternation (3.7%) and the last one was the insertion of repetition (2.0%). The factors that highly influence the teachers' code mixing used are bilingualism (83, 33%), vocabulary (81.25%), speaker partner (76, 04%), social community (72, 91%), situation (66,66%) and prestige (50%).

**Keywords:** Code-Mixing, Learning Process



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### A. INTRODUCTION

In academics, language is a study in linguistics, psycholinguistics, and sociolinguistics. The research focuses on the field of sociolinguistics. Sociolinguistics is how language works in conversation and the media faced (Ronald Ardhaugh, 2015). Sociolinguistics focuses on the study of language use in social context and social life.

In society, when people communicate with each other, we can call the system they use a code if they use two or more languages (Barabara E. Bullock, 2009, p.7). We should note that bilingual speakers, that is who can use two or more codes. Bilingual is an individual who has control of two or more languages. Bilingualism refers to a community that can speak two languages. In the bilingual area, the ideal bilingual switches from one language to another, appropriate changes in the speech situation. Bilingualism can also be an irregular mixture of

two different systems. One of the sociolinguistic phenomena in bilingualism is code code-mixing.

Code-mixing refers to the linguistic behavior of bilingualism, individuals who change a word or phrase into another, (Joice Yulinda Luke, 2015). Mastery of more languages will potentially do code-mixing and code-switching. Code mixing is a phenomenon in social interaction that occurs in bilingual areas or multilingual communities. In society, cases of code-mixing are common. Usually Indonesian is mixed with elements of regional languages. The phenomenon exists in conversation in the classroom. It was seen in junior high school 1 Pangkep. The teacher used two languages when interacting with their students to express the information. For example: when the teacher gave directions to the students, “Baik, students, please open your book... halaman 24!”.

Code-mixing is not an indication of a lack of language fluency. However, individuals who use two languages simultaneously cannot separate from the factors influencing them. Code-mixing happens due to several factors: Bilingualism, speaker partner, social community, situation, vocabulary, and prestige. The factors presented by Kim with Seliger's theory regarding factors that cause code-mixing such as the interlocutor, topic, or environment. Teachers tend to do code mixing because of their work environment (Seliger, H, 1996, h.163). They work as English teachers so that profession causes them to do code mixing in carrying out their duties.

In education, someone's uses of language during the learning process also influence students' abilities in language acquisition. The students have been taught English for so long, but they cannot master English and cannot apply it in their daily lives. Therefore, the teacher combines as a strategy so that the process of receiving material can be delivered correctly because not all students have the same abilities. This is also a case among junior high school teachers of English in Pangkep Sub District. A phenomenon that occurs from the results of researcher interviews before, mostly the factors that influence teachers' code mixing depend on the class or interlocutor. In this case, some of the factors above are interrelated.

## **B. RESEARCH METHOD**

The quantitative method was used in conducting the study by taking into account presenting the data in numerical and descriptive form. Subheading Quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest (Geoffrey E. Mills and Lorraine R. Gay, 2016, p.24). Moreover, quantitative research is a type of research that explains phenomena by collecting numerical data that are

analyzed using statistics. In this research, the researchers used quantitative research because the data will be conveyed through numerical data with descriptions or in the form of words from people, verbally and their attitudes.

In analyzing the data, the researchers used document analysis to analyze the data. Document analysis is a research method applied to write materials to identify specific characteristics of materials. The material analyzed can be based on journals, announcements, statements, letters, e-mails, or messages (Donal Ary, 2010, p.457). This research analyses the types of code mixing used by teachers of English. In collecting data, the researchers used verbal output transcription.

The overall performance recorded was transcribed into spoken text and the researcher needed questionnaire data to analyze the source of code-mixing by the teachers to find the factors influencing code-mixing. There were twelve teachers of English at SMPN Pangkep participated in this research. The data was analyzed with the aid of descriptive statistics by referring to the theory of Kim on the factors influencing code-mixing.

Research instruments are essential in research to obtain the data. The research instruments in this study were observation, documentation, and questionnaires. Observation is a method to obtain data and functions like the camera to provide a record of the occurrence of the behavior. Observation is the activity of observing an object to find out the phenomena that occur in the field (Donal Ary, 2010, p.216). Observation is made in an attempt to obtain a comprehensive picture of a situation. In collecting the data, the researcher use documentation. The documentation contains raw data collected in observation about the language by English teachers in the learning process. Documentation is used to get accurate results or evidence. In this step, the researcher used closed-ended questions to get the data. A closed-ended question is the types of question that expect the respondent to choose one answer of the available answers in the question. Questionnaires were used to determine the factors influencing code-mixing use among teachers of English in the learning process. The question consisted of 12 numbers about the factors influencing code mixing use.

### ***Data analysis***

The data analysis used in this research was quantitative.

#### ***1. Documentation***

The researcher collected data using documentation and a questionnaire. The researchers focused on the essential things because not all the data used as research materials only focus on relevant things such as the utterances containing code mixing. The researcher elaborated in

detail on the types of code mixing used by the teacher of English in the form code book. The researcher calculated the number of types of code mixing using Sugiono's formula (Anas Sugiono, 2006, p.43).

$$P = \frac{f}{N} \times 100$$

Explanation:

P= Percentage

F= Frequency of words

N= Total of word

## 2. *Questionnaire data analysis*

The researcher used the Likert Scale to measure a person's opinion or perception about social phenomena. The researcher presented the result of the measurement of research data calculated by percentage descriptive statistics analysis using Sudijono's formulation. Ananda and Fadhli (2018) stated that descriptive statistics analysis used samples not used to conclude the data. The analysis was conducted to determine the status of each indicator and describe how much influence it has. The analysis determines the status of each indicator and describes how much influence it has. The steps are as follows:

- 1). Calculate the respondent's value and each aspect.
- 2). Recap values.
- 3). Calculate the average value.
- 4). Calculate the percentage with the formula.

$$P = \frac{f}{N} \times 100$$

Explanation:

P= Percentage

F= The number of frequencies

N= Ideal score for each question item

To determine the level of criteria, the researcher used a formula by Sudijono percentage as the steps below:

- 1). Determine the highest percentage number.

$$\frac{Max}{Max} \times 100\%$$

Maximum Score/Maximum Score\*100

- 2). Determine the lowest percentage number

$$\frac{Min}{Max} \times 100\%$$

Minimum Score/Maximum Score\*100

Table 1. Percentage Descriptive Analysis Criteria

No.	Percentage	Criteria
1.	81,24%-100%	High influencing
2.	62,50%-81,24%	Influencing
3.	43,75%-62,40%	Middle Influencing
4.	25%-43,74%	Low influencing

Adapted from Anas Sudijono. 2006.

## C. FINDINGS AND DISCUSSION

### 1. *The Types of Code Mixing by Teachers of English in Pangkep*

During the observation session, the researcher found that teachers had their style of teaching their students depending on their class. The researcher who handles the XI class dominant used English rather than Indonesian. The researcher identified the code-mixing committed by the teachers of English at SMPN Pangkajene. The teacher's utterances were analyzed to find out the information about code mixing proposed by Muysken, i.e., Insertion, Alternation, and Congruent Lexicalization. The result of the data analysis showed that the teachers of English produced 240 utterances containing code-mixing. The types are divided into two; insertion and alternation, and four categories; word, phrase, hybrid, and repetition.

#### 1. *Insertion*

Before describing the types of code mixing, the researcher needs to know the Insertion. Insertion involves embedding a constituent, usually a word or a phrase, in utterance. There were 231 kinds of Insertion detected in the insertion category of word 96 (40.0%), Insertion of phrases 110 kinds (45.8%), Insertion of hybrid 20 kinds (8.3%), Insertion of repetition (2.0%).

After analyzing the data, the researcher classified the level of code-mixing using the formula proposed by Sudijono. The result showed that the most dominant occurs in phrase level than others. The second is the word level, then the hybrid, and the last is the lowest percentage of the repetition word. The description of code-mixing is explained in the data below:

Table 2. The Classification of the Data of Code Mixing

Insertion			
No.	The Kind of Code Mixing	Frequency	Percentage%
1.	The Insertion of word	96	40.0%
2.	The insertion of phrase	110	45.8%
3.	The insertion of hybrid	20	8.3%
4.	The insertion of repetition	5	2.0%
5.	The insertion of idiom	-	-
Total		231	96.2%

Source: primary data processing

The researcher clarified the kinds of insertion in detail through the following discussion, from the most frequent and the least frequent.

#### *a. Insertion of phrase*

Insertion of phrase means the speaker says the second language code in the middle of a sentence without hesitation or pause, indicating a language shift, for example: "Ok, well, we are going to the next subject new chapter bab Baru yah." Furthermore, respondent II, "Masih diingat di anunya to the same group," inserted the phrase ungrammatically in English and formed that phrase as an Indonesian structure. The analysis results showed that the insertion of phrases there are 110 (45.8%). It shows that the insertion of the phrase was detected as it frequently appeared.

Code mixing is found in this study and supported by the previous research by Made et al., Hoffman shows that people are bilingual or can use both English and Indonesian and modify the language used. Related to these findings, namely the insertion of phrases or words included in intra-sentential code-mixing, in the theory of Hoffman that intra-sentential mixing combines the languages that occur within a phrase, clause, or sentence (Made et al's, 2021, p.167).

#### *b. Insertion of Word*

Insertion of a word involves embedding a word in the utterance. It's mean that a word from one code is inserted in a sentence of another code, e.g. by respondent IV "But dengan catatan kata ini bisa digunakan kalau sudah jelas bendanya merujuk ke siapa atau bendanya merujuk

ke mana". The teacher inserted English conjunctions without changing the sentence structure of Indonesian. The number of kinds of code mixing is 96 (40%) out of 240 kinds. This kind refers to the situation of a teacher using two languages. They inserted the word in a sentence as an Indonesian structure or vice versa.

The result analysis shows that the highest data from 12 respondents was respondent I, with a percentage of 5.4%, and the lowest is respondent IX, with a percentage of 0.4%. Muysken defined that if a foreign word appears in someone's utterance, it can be said as an "insertion or borrowing.

Furthermore, code-mixing is also supported by previous research conducted similar research by Sari Permata (2021); it shows that the insertion covering the alphabet or words includes intra-sentential mixing, and it can occur in sentences, clauses, and phrases.

### *c. Insertion of Hybrid*

The result of the research showed the formation of a hybrid. Hybrid occurs when the speaker inserts the elements of language from two different language elements, such as Indonesian-English.

A hybrid means when people combine two elements and compose one meaning. Hybrid form is the word in English that gets additional Indonesian affixes. Insertion of hybrid occurs when the teacher inserts two codes in their speech. For example: respondent VI "cari memang mi yang ada not-nya di situ". The sentence is an insertion of a hybrid because in the word "paper," there is an affixation -nya. "paper" and "-nya" are two languages that can be put together lexically.

Suwito defines that if a foreign language is in someone's speech, there is another word; it can be an insertion as a hybrid. Furthermore, the code-mixing found in this study supported previous research similar to that of Novedo and Endar (2018). The insertion of hybrid is also intra-lexical mixing. The hybrid occurs within word limits, in addition to prefixes or suffixes in other languages. For example: Kenapa ada lagi west-nya nak, west-nya dikasih hilang.

### *d. Insertion of Repetition*

The researcher also found the insertion of repetition in communication. The number of kinds of code mixing is 5 (2.0%) out of 240 kinds. This kind is to least frequent of all of the teachers' utterances. Repetition by respondent IV, "Sering sorry-sorry sering, sorry salah ka," and respondent VIII, "Sekarang ini ucapan selamat atas event-event tertentu" It called the insertion of repetition word because the word "sorry-sorry" in a sentence "Sering sorry-sorry sering, sorry salah ka." was repeatedly. The teacher repeats her words to clarify his utterances,

so listeners understand them better. Furthermore, Mei Lyna's research (2015) said that repetition is used to classify speech and to strengthen or emphasize a message.

## 2. *Alternation*

Alternation is the second type of code-mixing. The alteration occurred when the speaker used two languages and inserted the clause in the utterance. Based on the analysis table above, alteration occurs nine times (3.7%). The researcher found alternation in the sentences, e.g., "I hope you can participate jadi tolong yang banyak main-mainnya yah," where alternation occurs at clause boundaries where the main clause is in English, "I hope you can participate." The subordinate clause is in Indonesian "jadi tolong yang banyak main-mainnya yah." The teacher used two languages in one sentence; the sentence structure consists of the structures from Bahasa Indonesia and English. In the first structure, the teacher uses the English by-English structure in the sentence "Always I say," In the second structure the teacher used Indonesian such as the phrase "jika ibu meminta perhatiannya kalian toh."

The second example by respondent XI "Kita sudah berapa kali belajar bahasa Inggris, but you still forget the instruction" The alternation occurs in clause boundaries, where the main clause, "Kita sudah berapa kali belajar bahasa Inggris" and the subordinate clause is in English "but you still forget the instruction." The teachers were involved in a shift to another language system.

Rafiq et al. Teachers change the language to explain the concept well so that it helps the students to understand the materials. The teachers automatically changed their code. It is supported by Hoffman's theory related to the types of code mixing, namely, intra-sentential mixing. Alternation is also included in intra-sentential because the mixing occurs as a clause within a sentence.

Based on the description above, it concluded that there are two types of code-mixing. They were insertion at about 96.2% and alternation at 35.7%. The researchers did not find the type of congruent lexicalization in teacher's utterances. The result of the analysis, the researcher also found the insertion classification. They were; the insertion of words at about 40.0%, phrases at 45.8%, hybrid at 8.3%, and repetition at 2.0%. The table shows the summary of types of code-mixing:

Table 3. Summary of Types of Code Mixing in the Learning Process



No.	Types of Code Mixing							Total (%)
	Insertion					Alternation	Congruent Lexicalization	
	W	P	H	R	I			
R I	13	13	2	-	-	1	-	29 (12.1)
R II	6	5	1	1	-	1	-	14 (5.8)
R III	10	5	2	2	-	2	-	21 (8.7)
R IV	8	6	3	1	-	-	-	18 (7.5)
R V	9	16	2	-	-	-	-	27 (11.2)
R VI	12	7	2	-	-	1	-	22 (9.1)
R VII	8	12	1	-	-	-	-	21 (8.7)
R VIII	12	13	4	1	-	-	-	30 (12.5)
R XI	1	3	-	-	-	-	-	4 (1.6)
R X	8	12	1	-	-	2	-	23 (9.5)
R XI	7	13	2	-	-	2	-	24 (10)
R XII	2	5	-	-	-	-	-	7 (2.9)
Total	96 (40)	110 (45.8)	20 (8.3)	5 (2.0)	-	9 (3.7)	-	240 (100)

Source: primary data processing

### The Factors Influencing the Use of Code Mixing

Based on the results of the questionnaire, the factors influencing the teachers to use code mixing in the learning process are explained in the table below:

Table 4. The result of Factor Influencing Code Mixing

No.	Indicators					
	Bilingualism	Partner Speaker	Social Community	Situation	Vocabulary	Prestige
R1	6 (75)	5 (62,5)	4 (50)	4 (50)	6 (75)	2 (25)
R2	7 (87,5)	4 (50)	5 ( 62,5)	6 (75)	7 (87,5)	4 (50)
R3	4 (50)	4 (50)	6 (75)	4 (50)	5 (62,5)	6 (75)
R4	8 (100)	6 (75)	5 (62,5)	4 (50)	6 (75)	3 (37,5)
R5	6 (75)	7 (87,5)	8 (100)	6 (75)	6 (75)	4 (50)
R6	6 (75)	8 (100)	5 (62,5)	6 (75)	6 (75)	2 (25)
R7	5 (62,5)	7 (87,5)	4 (50)	4 (50)	6 (75)	5 (62,5)
R8	8 (100)	8 (100)	8 (100)	6 (75)	8 (100)	8 (100)

R9	7 (87,5)	6 (75)	6 (75)	6 (75)	6 (75)	6 (75)
R10	8 (100)	8 (100)	8 (100)	8 (100)	8 (100)	2 (25)
R11	8 (100)	6 (75)	7 ( 87,5)	7 (87,5)	6 (75)	4 (50)
R12	7 (87,5)	4 (50)	4 (50)	3(37,5)	8 (100)	2 (25)
Total %	80 (83,33)	73 (76,04)	70 (72,91)	64 (66,66)	78 (81,25)	48 (50)

Source: primary data processing

Table 5. Percentage Descriptive Analysis Criteria

No.	Percentage	Criteria
1.	81,25%-100%	High influence
2.	62,50%-81,25%	Influence
3.	43,75%-62,50%	Middle Influence
4.	25%-43,75%	Low influence

Adapted from Anas Sudijono. 2006.

Meanwhile, the table above shows the criteria of factors influencing the use of code mixing in the learning process. There were six factors influencing code mixing use utterances as follows:

#### *a. Bilingualism*

Bilingualism was a significant influence in combining languages. As bilingual, the teachers cause their habit of using more than one language when they communicate, especially with the students. The bilingual factor influences 7 out of 12 respondents. The average value of data analysis was 83.30%, which means that this factor influenced most of the subjects doing code-mixing. Most subjects believe that using code mixing by bilingual or multilingual speakers with the primary objective to be the message's meaning in the communication can be received very well.

Previous research conducted by Fitria, and Andira Gea 2021 research supports this finding. The teachers mixed the languages because the teachers are from Minangkabau. It means the teacher could use two languages or more, and she applied them in her class. Most of them speak with code-mixing due to bilingual influences because they already know a lot of English words. Furthermore, Hoffmann' (cited in Haryati and Ratu Prayuna 2020) said that people who live in bilingual regions have a high possibility of mixing their language with another language (Haryati and Ratu Prayuna, 2020). An Analysis of Code-Mixing Usage in WhatsApp Groups Conversation among Lecturers of Universitas Pamulang. *Ethical Lingua: Journal of Language Teaching and Literature*, 2020). The findings support the previous theory stated by Kim (2006)

about the factors influencing code-mixing; it cannot be avoided because English teachers are bilingual.

*b. Vocabulary*

The data analysis showed that 4 out of 12 respondents that vocabulary strongly influenced to use of code mixing in the learning process. The average value of the influence of vocabulary on the use of code-mixing in learning by most teachers was (High influencing by about 81.25%).

Due to students' lack of understanding of English, the teachers combined their languages to give comprehension well so that they could easily understand every word conveyed by the teacher and help increase their vocabulary.

Fitria, Andira Gea's research supports this research that the reasons why the teacher did code-mixing to introduce new vocabulary, increase students' vocabulary, and explain the material to understand the material easily (Andira Gea Fitria and Hermawati Syarif, 2021). Some teachers and students agree that code-mixing can increase better understanding. This finding supports Kim's theory that some people mix two languages when they cannot find the right word or expression or lack the vocabulary to use.

*c. Speaker partner*

In a conversation, the teacher needs an interlocutor; the interlocutors are the students. Not all students can speak and understand English well, so the teacher combined their languages. There are 5 out of 12 respondents were influenced by this factor, so the teacher combined their languages. The average value of the results of data analysis related to speaker partner as a factor in code mixing in learning is about 76.04%.

Fotini, 2018 in her research, said that people combined language as a mechanism to support their communications. Bilingual people are very efficient in manipulating their speech production to meet their interlocutors. The participants and social groups are the situational factors that make code-mixing. Bilinguals may speak differently depending on whom and to which groups they are talking. Fishman stated that group membership is one of the first controlling factors in language choice (Umratul Janah, 2017, p.78). In Soraya, Aida's research supported the theory by Kim that mixing languages Indonesian to English because they believe that the students already know some of the words or sentences conveyed. After all, code-mixing occurs if both are used and understood both languages (Aida Soraya, 2015).

*d. Social Community*

In this research, the social community was 4 out of 12 respondents who did code mixing in the learning process. The average value of the results related to social community as a factor

in code-mixing in learning is about 72.91%. Overall, this factor can influence the teachers to code-mixing. The social community is quite influenced by factors mixed the languages. Because so many languages appear in the social community and the teacher will face many people in the class, the teacher mixes the language in English class because not all students know English very well.

Some students know English well in the school environment, especially in the classroom. Hence, the teacher enters English continuously, and some students do not understand it, so the teacher does code-mix.

Fotini and Prof. Georgia, 2017. assumed that individual characteristics, language environment, and social status were the factors that could influence code-mixing and code-switching. This should be considered by the teacher so that the students feel confident that their language is respected. These findings support the previous theory by Kim, who said that people living in a community would influence people to combine languages in their social life to neutralize the situation and respect the presence of a speaker partner.

#### *e. Situation*

The data shows that 2 out of 12 respondents are influenced by a situational factor to mix code in the learning process. The situation to code influenced around 66.6% of the teachers. The teachers could mix code wherever, in or outside of class, and with whom he speaks in formal or non-formal conditions.

This finding supports previous research conducted that people can mix code wherever and whenever (Indriyani, 2018, p.42). Bilinguals can mix their languages according to the situation. The theory of Kim is the teacher code mixing in the classroom in formal situations or informal because one situation can code mixing freely in an English classroom. Ervin (1964) observed that the participants or the topic could limit various situations by mixing languages. This is one of the situational factors. For example, when a Mandarin bilingual person learns English in class, he then uses English when speaking in class. However, she may speak Mandarin while shopping at the Korean canteen.

#### *f. Prestige*

The prestige factor, as a whole this factor does not influence the teacher to mix code in the learning process. The average value of prestige as a factor in the occurrence of code mixing in learning is moderately affected (about 50%). Many English teachers communicate in the learning process, not because they want to look modern. However, they combine their language to ensure students understand the material or message more efficiently. At the learning level,

the previous theory relates to many people, especially young people, code-mixing for prestige or to look modern and educational differs from this research because they mix their languages for learning purposes.

#### **D. CONCLUSION**

Based on the previous analysis, this research implies that code-mixing can be a teacher's teaching strategy to build language skills among students. Because when the teacher uses full English, students have difficulty because they have limited language knowledge, be it vocabulary, grammar, pronunciation, Etc. However, if the language is mix can make it easier for them to understand the teacher's explanation, and this is considered better than nothing.

The researcher found the data indicated as code-mixing; there were 240 utterances arranged from two languages, English and Indonesian. Ninety-six utterances indicated the insertion of a word, 110 the insertion of a phrase, 20 insertions of a hybrid, and five the insertion of repetition. The researcher also found the second type indicated as alternation. Nine utterances contained English clauses in their speaking.

The factors that motivated the teachers to combine the languages were bilingual, vocabulary, and participant role factors. Because the teacher knew some students understood and others did not, they inserted a word, phrase, or switch continuously in their conversation to maintain the student's English. The teacher mixed their language in the learning process ungrammatically because they arranged the words the same as Indonesian grammatical, which caused them to already habitual to using Indonesian when she communicated with the student. So they mixed the languages ungrammatically in the learning process.

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