

An Analysis of Code-Mixing Used by the Lecturer at Universitas Cokroaminoto Palopo

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Abstract

This research aims to find out the types of code-mixing and student's perception on code-mixing used by the lecturer in English class. This research used both Qualitative and Quantitative methods. The subject in this research are the lecturer and the first year of science students at Cokroaminoto Palopo University. The instrument of this research are observation sheet, recorder, and questionnaire. The result of this research shows that (1) There are three types of code-mixing found in the lecturer's utterances during the English teaching-learning process. They are Intra sentential, intra lexical, and involve a change of pronunciation and the results showed that the most frequent is intra sentential. (2) Regarding students' perception of code-mixing, the researcher found that most students agreed to the use of code-mixing in the English teaching-learning process in the first year of science student at Cokroaminoto Palopo University because code-mixing can make their communication with their lecturer more effective.

Keywords: code-mixing, students, perceptions

Introduction

English is becoming the lifestyle and much information has been written in English. Therefore, sometimes people try to combine their native language with English in daily conversation. This happened because they want to keep their selves speaking in English. The phenomenom of mixing two different languages also happened in English class used by the English teacher in school who combines the native language and English in teaching at the same time. Because some of the students are struggling to understand the material when it is delivered fully in English. The phenomenon of combining the language was called code-mixing. This phenomenon also happened at Cokroaminoto Palopo University, especially in English class. Based on previous observation sometimes in the learning process, the lecturer mixes two different languages, but the students did not know that there is a term in linguistics that can describe it and even the lecturer did not know about students' perceptions of his class when they are using code-mixing.

There are some previous studies about code-mixing that related to this research. The first one is “*An Analysis of Code Mixing Used by Teachers of Zarindah House of Learning in The Teaching Learning Process*” by Saldi (2017). His research aims to determine the types of code-mixing, dominant and why code-mixing is used in instructional systems. In his study, the respondents were two English teachers. He used descriptive qualitative methods in his research. He used checklists and interviews as a means of gathering information. He noted that the predominant form of mixing agreements used by teachers in teaching and learning is the code-mixing of intra sentential, which are rarely used with pronunciation changes and do not use the mixing of intra lexical. According to him, the peculiarity of mixing codes is common in social media. It is said that people who do not speak English well are particularly confused in conversation.

The second study is “*An Analysis of Code Mixing Used by The English Teacher of at Senior High School 2 Batanghari*” by Nurzahidah (2020). The aim of this study was to study the code-mixing used by English teachers in science classes (IPA) and social studies classes (IPS) at Batanghari High School 2. In this study a descriptive qualitative research method was used and the method of data collection was observation and interview. The results of this study showed that the code-mixing used by teachers depends on the abilities of students. Observations showed that teachers usually used the first type of code mixing in the classroom, intra sentential. However, in social classes, teachers usually use a third type of pronunciation change. This type is an English word that becomes an Indonesian word. Of all the data, the statements are usually nouns and verbs.

Third, identify the gap between the recent studies and the current empirical and theoretical aspect of your focused study. Normally, the introduction should summarize relevant research to provide context, and explain what other authors' findings, if any, are being challenged or extended. This could be written in one or two paragraphs.

There are some differences and similarities with this research. The first is Ady Saleh (2018), the similarities of the research are the teacher of the subject of this research and the types of code-mixing that teacher used in the classroom while his study focused on the phenomenon that people often mix their language in Zarindah House of Learning. The second is Nurzahidah (2020), the similarity with this research is the same to find out the types of code-mixing are used by the teacher in teaching while his research only focuses on the reason why teachers used code-mixing in the teaching-learning process.

Based on the background of the study, the researcher will try to analyse the types of code-mixing are used by the lecturer in English class and students' perceptions on code-mixing used by the lecturer in English class.

Method

This study uses qualitative and quantitative methods to answer current research questions. Data collected from several sources to better understand the code-mixing while learning English. The subject of this study is as a source of data, the lecturer who teaches English subject and the students who are from English class at first year science students of Cokroaminoto Palopo University. Data collection techniques are observation and giving questionnaires. Instrument of this research are observation sheet, recorder, and questionnaire. And data analysis techniques are data reduction, data display, and conclusion.

Results

Types of Code-Mixing Used by the Lecturer

Based on the research there are 102 sentences that contain intra sentential code-mixing. English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjectives, adverbs, pronouns, and phrases. Next, the researcher found that there are 20 sentences that contain intra lexical code-mixing in teaching-learning process. The lecturer mixed her language by using English words and then combined them with Indonesian grammatical forms. In addition, the researcher also found that there are 16 sentences that contain involving a change of pronunciation code-mixing. Involving a change of pronunciation code-mixing occurred at phonological level.

Students' Perception on Code-Mixing Used by the Lecturer in English Class

The researcher adopted the questionnaire from Weng and Shi to get information regarding to the student's perception on code-mixing used by the lecturer in English class. There are 23 students have participated to answer 8 questions on questionnaire. The student's perceptions on code-mixing used by the lecturer described as follows:

- a. Do you like your lecturer mix Indonesian and English when teaching English subject in the classroom?

Option	Frequency	Percentage (%)
Very Much	18	79
Sometimes	1	4
A little	4	17
Not at all	-	-
Total	23	100

The table above shows that most students like very much used code-mixing in the teaching and learning process of English and 4 students (17%) confirmed that they liked a little code-mixing in the process of learning English.

- b. In your opinion, when do you think the lecturer mix Indonesian and English is necessary in the teaching-learning process?

Option	Frequency	Percentage (%)
Define new vocabulary	5	22
Practice translation	1	4
Explain complex contents	17	74
Provide instruction	-	-
Total	23	100

The table 2 above shows that 17 students (74%) said that the lecturer should use code-mixing in explain complex concepts. In addition, 5 (22%) of students said that lecturer should use it to identify new vocabulary. Only 1 (4%) of the students claimed that code-mixing will help them practice their translations.

- c. If you think mix Indonesian and English is necessary in the classroom, what is the major reason?

Option	Frequency	Percentage (%)
Understanding complex concepts	15	65
Understanding new vocabulary	8	35
Reducing anxiety	-	-
Catching up with the class procedure	-	-
Total	23	100

In above, most students cited understanding of complex concepts as the main reason why Indonesian and English were mixed in the English language teaching process, and about 15 (65%) of them were students. Some of them believe that understanding the new vocabulary is the main reason why Indonesian and English are mixed about 8% (35%).

- d. To what extent do you understand your lesson when your lecturer used English only?

Option	Frequency	Percentage (%)
I understand easily	2	9
I understand with some difficulty	12	52
I can hardly understand	7	30
I understand nothing	2	9
Total	23	100

As a result of Table 4 above, the maximum number of students who had some difficulty understanding English using only English in the teaching and learning process without mixing Indonesian and English was 12 (52%), 7 students (30%) argued they can hardly understand. Two students (9%) had none, and the other two (9%) found that teachers easily understood whether only English was used in their English learning process.

- e. How is your learning simplified when your lecturer mixes her language (Indonesian and English) to explain the content of your course in teaching-learning process?

Option	Frequency	Percentage (%)
I learn easily	15	65
I learn with some difficulties	7	31
I can hardly understand	1	4
I understand nothing	-	-
Total	23	100

In Table 5 above, 15 students (65%) said that they learned easily when lecturer used the code-mixing to describe an aspect of a language or the entire content of the course, while 7 students (31%) said it was difficult. Only 1 student (4%) barely understands.

- f. Do you think it is helpful if the lecturer mixes Indonesian and English in the teaching-learning process?

Option	Frequency	Percentage (%)
Very Much	18	78
Much	5	22
A little	-	-
Not at all	-	-
Total	23	100

Table 6 above shows that 18 (78%) students choose very much and 5 (22%) more choose much when lecturer mix Indonesian and English in their teaching and learning processes. In other words, code mixing is used in teaching English very useful for large-scale learning.

- g. How often did the lecture mix Indonesian and English in teaching-learning process?

Option	Frequency	Percentage (%)
Always	11	47
Often	5	22
Sometimes	7	31
Never	-	-

Total	23	100
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As can be seen from above, 11 students (47%) claimed that code-mixing always used by the lecturer, 7 students (31%) confirmed sometimes and 5 students (22%) reported often. The above results often confirm the presence of lecturer code-mixing being used.

- h. In your opinion, what is the percentage should the lecturer mix Indonesian and English in teaching-learning process?

Option	Frequency	Percentage (%)
20%	-	-
40%	14	60
60%	9	40
Others...	-	-
Total	23	100

Discussion

Types of Code-Mixing Used by the Lecturer

Hoffman in Luke (2015) explained that intra sentential code-mixing occurs within a phrase, a clause, or a sentence boundary. As English words are found in Indonesian sentences on the extract 1 (from) and extract 2 (search), therefore these sentences are considered as type of intra sentential. Another English words are found in Indonesian phrase on extract 3 (tenses *dasar*) and extract 4 (*UTS* project).

The lecturer sometimes used English words to mix languages and then combine them with Indonesian grammatical forms. For example, in extract 5, the noun is an English word, but the lecturer adds enclitic *nya* after the word. Darwin Abdullah (2011: 158) stated that "three criteria are showing that the form-*nya* is not a suffix but enclitics, namely: (1) *nya* can substitute a pronoun for the third person if its function as a complement, (2) *nya* substitutes pronoun when its function as an object, (3) *nya* substitutes pronoun when its function as possessive". There is an enclitic function *nya* in the sentence obtained by mixing the Indonesian English code. The word specify from extract 6 is made up of free Indonesian and related morphemes, the prefix "di" being the bound morpheme, and the verb being the free morpheme, *di-specify*= can be translated into Indonesian "*dispesifikkan*" English here. Verbs are considered Indonesian verbs with the prefix -*di* which means a passive voice. Then, the word "*mengidentifikasi*" in the 7 extract is a mixture of codes made by combining the Indonesian prefix *meng-* and the English word "*identify*." The word "*mengidentifikasi*" in this sentence is "*dan untuk mengidentifikasi*", but it is still a verb if the word "*identify*" does not have the Indonesian prefix *meng-*. The use of the prefix *meng-* is common, and lecturer create it in speeches under the influence of Indonesian grammar.

Hoffman (2015) stated that involving a change of pronunciation code-mixing occurred at phonological level. In English class, the lecturer said some English words but modify it to Indonesian phonological level, for examples, on the extract 8 (reader), extract 9 (sorry), extract 10 (articles), extract 11 (refresh), and extract 12 (object) were said to be rider, sori, artikels, refres, and objek.

The results of this study shows that the English lecturer at Cokroaminoto Palopo University actually used code-mixing in their English courses. This is a result of bilingual or multilingual use by Indonesia, where Wardhaugh said in Sutrismi (2014) that the phenomenon of bilingualism leads to the emergence of code-mixing. The results also show that in multilingual countries such as Indonesia, people are encouraged to speak more than one language at a time. The researcher found that the number of sentences containing codemixing was 138 sentences, which consist of three types of code-mixing. The mixing of these codes are intra sentential, intra lexical, and involves a change of pronunciation. These findings support Abdullah's (2011) Hoffman theory, where the most common types of code-mixing used by teachers is intra sentential (102). These conclusions are similar to the study of Khairunnisa (2016), who found that the types of code-mixing were intra sentential (55), intra lexical (33) and pronunciation changes (11).

Students' Perceptions on Code-Mixing Used by the Lecturer in English Class

From the finding in regards to students' perception of code-mixing used by the lecturer in the English class in the first year science students of Cokroaminoto Palopo University above, it showed that most students concurred when the lecturer utilized code-mixing in the English learning process, they believe that utilizing code-mixing is important to make sense of comlex content, define new vocabulary, practice interpretation, and give guidance assuming the lecturer mixed her language (Indonesian and English) to make sense of the content they will advance effectively, using codemixing is exceptionally useful for themselves and they asserted that 40% of the lecturer ought to use code-mixing in the English learning process. Thusly, it tends to be presumed that most students concurred that code-mixing can make the English learning process running well, as confirmed by Arifin and Husin (2011), expressed that code-mixing can advance better comprehension and Abbas and companion (2011) claimed that code-mixing can make correspondence compelling while at the same time as per Weng and Shi, utilizing English just in the class would prompt dissatisfaction and uneasiness in light of the fact that the students can't get sufficient legitimate fathomable information.

Conclusion

Based on the findings and analysis of the data from the previous chapter, the researcher concluded that there are three types of code-mixing in lecturer's speeches in the process of teaching English. There were intra sentential, intra lexical, and pronunciation changes, and as a result, the most common changes were found in the intra sentential. Although code-mixing takes place in both formal and informal contexts, in this study, only the format in which code-mixing takes place was observed in the English language teaching process by the researcher. Regarding students' understanding of the mixing of agreements, the researcher found that most students in their first year of science at Cokroaminoto Palopo University agreed to the use code-mixing agreements in their English class because code-mixing improved their communication with the lecturer. After concluding the result of this research, as the suggestion, there are still many possibilities for further research regarding code-mixing topics in the future. Since this research only analyzes the types of code-mixing used and the students' perception of code-mixing used by the lecturer. Therefore, the researcher suggests for those who are interested in this topic to analyze the reason of lecturer using code-mixing and the impact of using code-mixing on the students' attitude.

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