

An Analysis of *Code-Mixing* Used By A Lecturer In English Class

Tsamratul'aeni¹

Rahmawati Upa²

^{1,2}Cokroaminoto Palopo University

¹tsamratulaeni3@gmail.com

²rahmawatiupa22@gmail.com

Abstract

This research aims to find out the types of code-mixing used by the lecturer in English class. This research used both Qualitative methods. The subject in this research is the lecturer and the first year of science students at Cokroaminoto Palopo University. The instruments of this research are observation sheet and recorder. The result of this research shows that 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.

Keywords: code-mixing

Introduction

Ronald (in Setiawan, 2018) states that the peculiarity of code-mixing happens between local language and Indonesian language, yet additionally among local language, Indonesian language, and English. For the most part individuals in public activity mixed their languages by embedding a bit of a second language even some of the time they are still impacted by their first language. Muysken (Claros and Isharyanti, 2009: 69) identifies three types of code mixing: insertion, substitution, and congruent lexicalization. Insertion occurs when a lexical item of one language enters another. Variability occurs when the structures of the two languages alternate vaguely at the grammatical and lexical level. Joint lexicalization, on the other hand, involves sharing grammatical structures that can be lexically supplemented with elements of the two languages. But Hoffman in Luke (2015) sorts code-mixing into three kinds: intra-sentential, intra-lexical, and including a change of pronunciation.

In this study, researcher used Hoffman's theory to classify the types of code-mixing used by teachers in education. Based on the above explanation, it can be concluded that there are three types of code-mixing. The first is intra sentential code-mixing, in which English words or expressions in Indonesian sentences include nouns, verbs, adjectives and phrases. The second is intra lexical code-mixing, in which the speaker uses English words to mix the language and then combines Indonesian grammatical structures. Last, involving a change of pronunciation, this type of code-mixing occurs at the phonological level, for example, when the speaker speaks an English word and adapts it to the Indonesian phonetic structure.

In this research, the researcher will be used Hoffman's theory to classify the the types of code-mixing that used by lecturer in teaching. Based on the explanation above, it could be concluded that there are three kinds of code-mixing, first intrasentential code-mixing, in this sort the English words or expressions which are found in Indonesian

sentences comprise nouns, verbs, adjectives, phrases. The second is Intra lexical code-mixing, the speaker mixes their language by utilizing English words and afterward joins with Indonesian grammatical structures. The latter is including a change of pronunciation, this sort of code-mixing happens at the phonological level, as when the speaker says an English word yet adjusts it to Indonesian phonological structure.

The phenomenon 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. Based on the problem and some theories above, the researcher wants to know more about the types of code-mixing that used by the lecturer.

Method

The method of data collection is dictated by the type of data that needs to be collected to answer research questions (Matthews & Ross in Selamat, 2014: 41). This study uses qualitative method to answer current research questions. Data collected from several sources to better understand the code-mixing while learning English. The research conducted in May 2022 in the English class of first year science students at Cokroaminoto Palopo University. The subject of this study is as a source of data, the lecturer who teaches English subject.

Instrument used to get data in this research was used a checklist or observation sheet to monitor the lecturer during the learning process to obtain the data on the types of code-mixing used by lecturer. Recorder is another instrument to recording the lecturer's words or phrases from the beginning to the end of the lesson during teaching and learning in the classroom.

Results

Types of Code-Mixing Used by the Lecturer

Intra Sentential

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.

Extract 1

Saya ambil from google
[I take it from google]

Extract 2

Kalian bisa search lagi
[You can search again]

Extract 3

Ini masih tenses dasar
[This is still the basic tenses]

Extract 4

Untuk UTS project
[For mid term project]

All of the examples above were used to complete her sentences. All of the words above can be translated into Indonesian, but the lecturer in English Class in the first year

science students of Cokroaminoto Palopo University used these words in Indonesian sentences although they know that these words have Indonesian translation.

Intra Lexical

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.

Extract 5

Ini sebagai noun nya
[This is as a noun]

Extract 6

Untuk dispecify [To be specified]

Extract 7

Dan untuk mengidentify
[and to identify]

From the examples above, the researcher found that there are 20 sentences that contain intra lexical code-mixing. The lecturer mixed her language by using English words and then combined them with Indonesian grammatical forms. For examples the data "extract 4" (*nounnya*) these is an English word but the lecturer adds an enclitic *nya* after the word. Then, the words on the data "extract 6" (*dispecify*) and the data "extract 7" (*mengidentify*) are the form of code-mixing that is formed by combining the Indonesian prefix *di-* with the English word "specify" and the prefix *meng-* with the English word "identify".

Involving a Change of Pronunciation

The researcher found that there are 16 sentences that contain involving a change of pronunciation code-mxing. Involving a change of pronunciation code-mixing occurred at phonological level.

Extract 8

When thereader

Extract 9

Sorry yah terputus

Extract 10

Articles and determiners

Extract 11

Refresh your knowledge

Extract 12

Belakangnyaadaobject

From the examples above, the researcher found that there are 16 sentences that contain involving a change of pronunciation code-mxing. This kind of code-mixing occurred at the phonological level, when the lecturer said the words in the sentences above in English words in the English teaching-learning process, she modified it to Indonesian phonological structure.

In the example above, the researcher found that there were 16 sentences with changes in the mixing pronunciation code. This type of code-mixing appeared at the phonological level, where the lecturer, during the teaching of English, adapted the words from the above sentences to the Indonesian phonological structure when they spoke in English.

Discussion

The results of this study show that the English lecturer at CokroaminotoPalopo 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, intralexical, 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).

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.

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