

The Use of Teacher English Code Mixing in Teaching Interaction

Yolanda Agustina Sinaga
sinagayolanda87@gmail.com

Jamaluddin Nasution
jamaluddinnasution@unprimdn.ac.id

Universitas Prima Indonesia

ABSTRACT

The study's goal is to identify the various kinds and forms of code mixing, and also to analyze the reasons that affect the likelihood of code mixing in teaching interaction at SMA Free Methodist 2 Medan. Research methodology used in the study is a descriptive qualitative method in the application of case studies. The English teacher at SMA Free Methodist 2 Medan is the study's subject. The research used Observation, interview and recording to collect data. The findings of this study indicated that there are three kinds of code mixing that the English teacher uses in class interactions, which are insertion, alternation congruent lexicalization. As for the forms of code mixing used in teaching interaction by the English teacher, which are word, sentence, and repetition. Where it can be seen that there are 15 utterances which are included in the kinds of code mixing and 13 utterances which are included in the forms of code mixing. There are also the reasons that influence the occurrence of code mixing in teaching interaction is talking about a particular topic in the class that requires the teacher to use code-mixing, the teacher does several repetitions in a sentence to clarify the words being discussed so that students can understand the topic, the teacher decides to speak in another language for a while, the teacher wants to convey a message from this topic uses code-mixing, the teacher wants to focus student's attention by using code mixing, and the teacher wants to show respect for the students.

Key words: Sociolinguistic; Bilingualism; Code-Mixing.

INTRODUCTION

Humans are essentially social beings who cannot live alone. This causes humans to live in groups and interact with each other to fulfill their life needs. On the other hand, to communicate properly, a means known as language is needed. Language is also quite useful in society where through language we can express our feelings, ideas, and intentions. In this study, researchers took one part of learning about language, namely sociolinguistics. The science of sociolinguistics examines the application of different languages in different social contexts. The sociolinguistic phenomenon that discusses how language and society are related. In this instance, where a large number of people can speak more than one language, it is often known as bilingualism and multilingualism. Previously, let's discuss bilingualism and

multilingualism. Bilingualism is someone who can use two languages in speaking, while multilingualism is someone who can use more than two languages in speaking. One of the phenomena related to bilingualism and multilingualism is often called the code-mixing phenomenon.

This incident has been proven in a study at SMA Free Methodist 2 Medan which is one of the schools located in Medan District, Medan Helvetia. This is supported by the background of the teacher and the school environment so that during English lessons, teachers and students often mix English with Indonesian. Teachers and students use English and Indonesian languages in teaching interactions at school which can lead to the phenomenon of code mixing. When learning English, all students and teachers must change their grammar from Indonesian to English. Of course, it's not easy to change the language, sometimes without them knowing it they often even mix the language in one sentence. In other words, they do code-mixing from English to Indonesian. SMA Free Methodist 2 Medan as an object and research to determine how English is used predominantly by English teachers when they teach in class. Several reasons underlie us to focus on code-mixing research in teaching interactions in schools, namely because all success in the educational process is based on the way teachers speak in conveying material and invite students to have the courage to speak up in expressing their opinions.

Code-mixing is the practice of mixing between two languages in a single statement without altering its meaning. Code-mixing is the practice of mixing between two languages in a single statement without altering its meaning. In the last five years, a number of researchers have published studies on the application of code-mixing in classroom interactions during the teaching and learning process (Ezeh et al., 2022), (Moetia et al., 2018), (Novianti & Said, 2021), (Khaerati Syam et al., 2018), (Diyanty & Heriansyah, 2021). Where the benefits of previous relevant studies are to show that code-mixing is important and can have a positive impact on educational achievement, as well as the benefits of previously relevant studies for this study to support and produce high-quality study. In the process of learning a foreign language, namely English, both teachers and students must use the target language when they want to interact in teaching in class so that the message to be conveyed can be understood properly and correctly. But when interacting in English class there are still many who use the phenomenon of code-mixing, which is often done by the teacher. (Khaerati Syam et al., 2018).

Code mixing usually occurs because speakers use more than one language. Speakers combine several languages with their mother tongue. This is supported by Kim (2006) who argues that code-mixing is a widespread phenomenon in a bilingual community where speakers use their mother tongue and second language in different domains. (Diyanty & Heriansyah, 2021). According to the Musyken theory (2000), The kinds of code mixing are insertion, alternation, and congruent lexicalization, and also the forms of code-mixing are word, sentence, and repetition. The reason for the incidence of code mixing in teaching interaction in school can be concluded according to the Hoffman theory (1991) that talking about a particular

topic in the class that requires the teacher to use code-mixing, the teacher does several repetitions in a sentence to clarify the words being discussed so that students can understand the topic, the teacher decides to speak in another language for a while, the teacher wants to convey a message from this topic uses code-mixing, the teacher wants to focus student's attention by using code mixing, and the teacher wants to show respect for the students. In this case, we know that this phenomenon has made researchers interested in investigating the reasons for code-mixing, various kinds of code mixing that are applied in teaching interactions, and even the form of code-mixing. This is often the case in classrooms around the world where teachers teach in a foreign or second language. In addition to knowledge in the world of education, schools are an excellent place for students from various nations and languages to develop different languages.(Melysa et al., 2022). The problem needs to be solved are: (1) What are the types of code mixing in teacher conversations in teaching at school? (2) How is the form of code mixing in teacher conversations in teaching interactions at school? (3) Why can code mixing in teacher conversations in teaching interactions at school occur?

LITERATURE REVIEW

Previous Related Study

The authors present a discussion of theories related to code-mixing in teaching and learning. These include sociolinguistics, bilingualism, code-mixing, the various types of code-mixing, and the rationale behind the use of code-mixing in teaching and learning. Sociolinguistics is a branch of linguistics that deals with language and society. By fusing extralinguistic with interlinguistic, sociolinguistics investigates the relationship between language and society, giving rise to language systems. So it can be concluded that sociolinguistics studies the social aspect of language, especially language differences or changes related to social factors. According to Miriam Meyerhoff's book, sociolinguistics is one of the subjects we already know about language. So it can be concluded that sociolinguistics studies the social aspect of language, especially language differences or changes related to social factors. According to (Bernard Spolsky, 2006:3) Sociolinguistics is the field that examines the connection between language use and the social structures of the societies in which they are used. According to (Ronald Wardaugh & Janet M. Fuller, 2017:1) Sociolinguistics examines how language functions in our daily relationships. According (Holmes, 2020) to One branch of sociolinguistic study investigates how language and society relate to each other. In society, culture has a wide role in shaping communication. Cultural differences are important things that affect the way people talk and act in their daily lives. Some of the words they use can differ semantically or pragmatically compared to other cultures (Nasution et al., 2023).

Sociolinguistics leads to the phenomenon of bilingualism/multilingualism. In general, bilingualism is the ability of a person to communicate well in two languages. Bilingualism means using two languages in communication to get a clear picture of certain information. According to (Carol Myers- Scotton, 2006:2)

stated that People who speak more than one language are called bilingualism. Bilingualism means using two languages in communication to get a clear picture of certain information. According to (Groot, 2011:4) stated that One who speaks more than one language is said to be bilingual. There are many benefits that we can gain from being bilingual. Someone who knows how to communicate in multiple languages will benefit greatly from their communication skills. Apart from that, we can also expand our social circle or what we could call our relationships. Being bilingual makes it easier for us to find job opportunities and appreciate other cultures or countries. When we talk about a bilingual society, we never define anything other than a phenomenon called code mixing. Code mixing occurs when a bilingual person mixes one language with another language in a conversation.

This phenomenon occurs intensively in Indonesia since this country owns numerous ethnic languages affecting students in daily communication. According to the Basic Data on Language and Literature of Indonesian Ministry of Education and Culture, Indonesia has around 718 local languages and Indonesian language itself is the official national language. Despite being understood and spoken by more than 90% of Indonesian people, Indonesian language is not the mother tongue for most speakers. Most Indonesian people use one of the 718 languages stated above as their mother tongue language or first language (Nasution & Mulyadi, 2022).

Code Mixing

Code mixing is a common phenomenon in bilingual or multilingual societies. Code mixing is often used in society, especially in daily life, because there are many languages used in society. Most people in society mix their language with another language by adding fragments of the second language. Although sometimes they are still influenced by the first language. In the world of education, especially in English classes, teachers often mix languages when conveying meaningful messages. Wardaugh (1998) in Trisna Dinillah Stated that code-mixing occurs when someone accidentally uses both languages together when they mix from one language to another with the same intention. According to (Hara, 2006:2) stated that the occurrence of mixing elements from two or more languages in one utterance is called “code mixing”. Code-mixing is a language choice that is subtler rather than code-switching. Pieces of one language are used in sentences of code-mixing whereas speakers are basically using another language. Code mixing uses two or more languages in the similar sentences or discourses, meanwhile only a language is more dominant, then it relates to the social context as a function of choosing the code (Waris, 2012).

METHOD

Design and Sample

The researcher uses qualitative research methods as a specific design of this study. In a qualitative study, researcher rely on the participants' view and data collecting are mostly words, and then those words are described and analyzed. This study was conducted in SMA Free Methodist 2 Medan, located at Jl. Sekolah KM 7,8, Cinta Damai, Kec. Medan Helvetia, Kota Medan, Sumatera Utara. As for an English Teacher who teaches in grade X class was chosen as a sample of this research.

Instrument and Procedure

The researchers collected the data by using these instruments below:

a) Observation

The first data collection technique is observation. Observation is the first step that we must take before researching something that we are going to research. In this research, the activity observed was language code-mixing used by an English teacher in teaching interaction at school.

b) Interview

The interview is a method that can be used to gather data and it is also a process of gathering information for research purposes by asking and answering questions about the subject being studied.

NO	List of Question
1	Do you know about code mixing?
2	Are you familiar with the various types of code mixing?
3	Do you realize that you always mix your language between English and Indonesia languages in teaching interaction?
4	If you realize, could you give me some examples about it?
5	Why do you use code mixing in teaching interaction? Give me a reasons.
6	Is code mixing an effective method for teaching interaction?

c) Field notes

Field notes are a very important aspect of collecting for research. Field notes are evidence of the researcher's journey during the research process. In this research, what is observed must be written down as soon as possible because observation is not only based on sight alone, therefore, researcher must be able to took field note well.

Data Analysis

Researchers employ this data analysis in their research. According to (Miles, M, Huberman, 2014:11) in mention a qualitative data analysis. The components of this analysis include data reduction, data display, and conclusion drawing/verifying.

RESULT AND DISCUSSION

Analyzing code-mixing, the researcher used a table to investigate what Kinds and forms of code mixing were used by the teacher of SMA Free Methodist 2 Medan. Therefore, the researcher describes it in the form of a table.

Table 1. Kinds of Code Mixing

No	Teacher Utterances	Kinds of Code Mixing		
		Insertion	Alternation	Congruent Lexicalization
1.	<i>Okeh, The first, dengar in dulu.</i>	✓		
2.	<i>Tadi contohnya, She is a doctor and so is he, coba kita ganti dulu kalimatnya.</i>	✓		
3.	<i>Nah itu tadi when the same positive sentence, ketika kalimatnya sama-sama positif.</i>	✓		
4.	<i>Walaupun dia berbeda, still both of them, dua-duanya tetap digunakan</i>	✓		
5.	<i>The first sentence, di kalimat pertama, we are a student</i>	✓		
6.	<i>She is a student kita combine using elliptical construction</i>	✓		
7.	<i>Kalau mau pakai yang too, we are a student and she is too</i>		✓	
8.	<i>Coba kalau kalimat yang kedua jadi apa, Ezra is a beautiful girl and Erika and Mita are too</i>		✓	
9.	<i>Tadi kita udah jelasin, what is verb?</i>		✓	
10.	<i>For example tadi apa?</i>		✓	
11.	<i>We want to learn about elliptical construction, udah?</i>			✓
12.	<i>But, tetapi, for so and too, untuk penggunaan so and too</i>			✓
13.	<i>Nah dan kayak tadi, there are some persyaratan yang bakalan kita pakai ketika menggunakan so and too</i>			✓
14.	<i>Nah jadi, look at the formula,</i>			✓

	<i>coba kita lihat dulu formula nya</i>	
15.	We are student, she is a student, <i>mana yang berbeda tobe nya?</i> Are and is	✓

In this research, the research analyzes the kinds of code mixing used by English teacher. Based on the research results, researcher found that there were 15 utterances that contained kinds of code mixing. The following are examples of the kinds of code mixing that can be taken:

1. *“Tadi contohnya, **She is a doctor and so is he,** coba kita ganti dulu kalimatnya.”*
The sentence above is included in one kinds of code mixing, namely insertion. Where insertion means adding material in the form of lexical elements and linguistic elements to the structure of another language. The sentence above refers to two different languages and there is an insertion.
2. *“Tadi kita udah jelasin, **what is verb?**”*
The sentence above is include in one kinds of code mixing, namely alternation. Previously we can know that alternation leads to a situation where two languages are divided into grammatical structures that are lexically possible with any linguistic element. From tha sentence above, it shows that alternation occurs in sentences with different structures.
3. *”Nah jadi, **look at the formula,** coba kita lihat dulu **formula nya**”*
The sentence above is include in one kinds of code mixing, namely congruent lexicalization. Where in congruent lexicalization there are linear and structural similarities at the syntactic level between the two languages or it can be concluded as equality in the use of two languages in the sentence above.

Table 2. The Forms of Code Mixing

No	Teacher Utterance	The Forms of Code Mixing		
		Word	Sentence	Repetition
1.	<i>Tetap dipakai tobe is nya, bukan menjadi are dua-duanya</i>	✓		
2.	<i>Ini masih yang pakai so, sekarang kita mau pakai yang too.</i>	✓		
3.	<i>Siapa-siapa saja yang pakai was?</i>	✓		
4.	<i>She was at home last night and so was he, udah?</i>	✓		
5.	<i>Jika menggunakan kata kerja bentuk yang pertama, elliptical constructionnya akan menggunakan?</i>	✓		
6.	<i>She works in office every morning and so, nah jadi kita gak buat lagi disini yang</i>		✓	

	<i>namanya...</i>	
7.	She works in office every morning, kita mau pakai yang too.	✓
8.	<i>Ketika mau pakai yang too, in the end of the sentence...</i>	✓
9.	But, tetapi, kalau kita mau pakai yang too, in the end of the sentence, diakhir dari sebuah kalimat	✓
10.	<i>Itu tadi, when the same positive sentence, Ketika kalimatnya sama-sama positif</i>	✓
11.	So if the to be is different, jadi kalau tobe nya berbeda	✓
12.	The first sentence, di kalimat pertama, we are a student....	✓
13.	After the first sentence, setelah kalimat pertama, will be show and, akan muncullah kata and	✓

In this research, the research analyzes the forms of code mixing used by English teacher. Based on the research results, researcher found that there were 13 utterances that contained forms of code mixing. The examples that fall into the category of forms of code mixing are:

1. “**She was at home last night and so was he, jelas?**”
In teacher’s speech above there are several fragments of words in Indonesian, namely “jelas?”, while in English it is “clear?”. To explain the material in detail.
2. “**She works in office every morning and so, nah jadi kita gak buat lagi disini yang namanya...**”
In the sentence above, the teacher places a fragment of an Indonesian sentence to explain in detail the meaning of the previous sentence, namely “nah jadi kita gak buat lagi disini yang namanya...”, which in English is “Well, so we won’t do anything else here called...”
3. “**After the first sentence, setelah kalimat pertama, will be show and, akan muncullah kata and**”
In the sentence above we know that the teacher repeated the sentences that he said using code mixing.

Based on the findings of the researcher at SMA Free Methodist 2 Medan, the reason for code-mixing in the teaching and learning process is the teacher didn’t realize that he was using code mixing in teaching the learning process. Student’s English language skills are still limited, as well as the student’s low vocabulary. Therefore, teachers use Indonesian and English in classroom teaching interaction. The advantage of the code-mixing learning process between English - Indonesian is that

the student can easily understand the material presented by the teacher.

The researcher explains all the data found in the teaching and learning process using the Musyken's theory of three types of code mixing, namely insertion, alternation, and congruent lexicalization. The forms of code mixing include words, sentences, and repetition.

The researcher linked all the interview results to Hoffman's theory about the reason for using code mixing. The reasons are as follows: talked about a particular topic in the class that requires the teacher to use code-mixing, the teacher did several repetitions in a sentence to clarify the words being discussed so that students could understand the topic, the teacher decided to speak in another language for a while, the teacher wanted to convey a message from this topics use code-mixing, the teacher wanted to focus student's attention by using code mixing, and the teacher wanted to show respect for the students. The researcher also explains the reasons why teachers use code mixing in the teaching and learning process according to the researcher's own opinion based on previous teachers' reasons and also Hoffman's theory. The reasons are that students can't understand when the teacher uses full English to explain the material, some students can't speak English, and the teacher finds several words that could not be said in English, this means that the teacher uses code mixing because the teacher lacks vocabulary when speaking in English.

CONCLUSION

Based on the findings and discussion in the previous chapter, the research concluded the results obtained from the research questions as follows: (1) This research result shows that English teachers use several types of code-mixing in teaching interaction in school. The types of code mixing are insertion, alternation, and congruent lexicalization. (2) The researcher also describes the forms of code mixing that English teachers use in teaching interaction in school. In this study, the forms of code mixing are Words, Sentences, and Repetition. (3) Based on the interview results, the researcher found the reason why teachers use code-mixing. The reason for the occurrence of code mixing in teaching interaction in school namely talking about a particular topic in the class that requires the teacher to use code-mixing, the teacher does several repetitions in a sentence to clarify the words being discussed so that students can understand the topic, the teacher decides to speak in another language for a while, the teacher wants to convey a message from this topic uses code-mixing, the teacher wants to focus student's attention by using code mixing and the teacher wants to show respect for students.

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