. CODE MIXING AND CODE SWITCHING USED BY TEACHERS IN SMAN 16 SURABAYA

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ABSTRAK

Orang menggunakan bahasa untuk mengekspresikan apa yang mereka rasakan atau inginkan. Sebagai contohnya; orang lebih suka berbicara bahasa asing tertentu untuk menunjukkan pengetahuan dan mendapatkan apa yang mereka inginkan. Di dalam suatu Negara yang mana memiliki banyak budaya dan suku-suku bangsa seperti di Indonesia merupakan hal yang biasa ketika orang menggunakan lebih dari dua bahasa dalam percakapan keseharian mereka. Ketika mereka melakukan hal ini, maka mereka menggunkan campur kode dan alih kode.

Penelitian ini membahas fenomena-fenomena campur kode dan alih kode yang digunakan oleh guru-guru Bahasa Inggris terhadap para siswa mereka di kelas. Ada beberapa alasan mengapa peneliti memilih guru Bahasa Inggris sebagai subyek penelitian. Alasan pertama yaitu;Guru Bahasa Inggris adalah orang yang ahli dalam berbahasa Inggris dan di harapkan menjadi model dalam penggunaan Bahasa Inggris dalam percakapan sehari-hari, khususnya dalam kegiatan di kelas. Ke-2 yaitu fenomena campur kode dan alih kode yang dilakukan oleh guru-guru Bahasa Inggris baik yang terjadi dengan sengaja ataupun tidak sengajar di SMAN 16 Surabaya belum diteliti sebelumnya. Lebih-lebih, peneliti juga sangat ingin tahu tentang alasan guru-guru Bahasa Inggris menggunakan campur kode dan alih kode dalam proses pembelajaran di kelas.

Hasil dari penelitian ini menunjukkan bahwa jenis-jenis campur kode yang digunakan oleh guru-guru dikelas adalah dalam bentuk kata dan frase. Sedangkan alih kode dilakukan dalam bentuk kalimat-kalimat, klausa-klausa, ataupun kalimat sanggahan. Alasan mereka menggunkan campur kode dan alih kode adalah untuk membuat siswa lebih memahami materi yang disampaikan dalam bahasa inggris dan utnuk menghindari terjadinya konsep yang salah dalam pembelajaran tata bahasa dalam Bahasa Inggris.

Key words:Language choice, code-mixing, code-switching.

INTRODUCTION

In a society, people use some languages to express what they feel or they want to do. For example, people prefer to speak certain foreign language to show their knowledge and to emphasize what they want. In a country which has so many cultures and tribes like Indonesia, it is a common thing when people use more than two language in their daily conversation. When they do this, they use code mixing and code switching.

Holmes (1992:50) suggests that code mixing occurs when the speaker combines their codes randomly or may be because of insufficiency, while the code switching are properly in meaning of the codes. Holmes (1992: 1) states that the way people talk are influenced by the social contexts which they are talking. Furthermore she also states that code switching and code mixing as part of sociolinguistic phenomenon are concerned with the relationship between

language and the context in which those are used. People have to select appropriate language in a context to make process communication easily.

Through this research, the writer studies about the phenomenon of code switching and code mixing used by English teachers in SMAN 16 Surabaya that are supposed to be the models for using English in every teaching and learning process in the classroom. Moreover, the researcher is curious about the forms of code switching and code mixing used by the teachers in SMAN 16 Surabaya

RESEARCH METHOD

In conducting the study, the writer uses a descriptive qualitative as a research method. Subject of the data in this research was the teachers of English in SMAN 16 Surabaya. It is needed to answer the research question of what the forms and context of code switching and code mixing which teachers use during teaching learning process in the classroom. The result of interview got from the teacher will answer why teachers in SMAN 16 Surabaya use code switching and code mixing during the class activities

In this study, the writer uses Teacher's utterances and becomes the instrument to find the phenomenon. However as the research main instrument, He used blank note which is used for writing down the teachers' utterances and recorder to record their utterances. The data are collected through participation observation. The observation was conducted by getting some utterances from the teachers in the classroom. Researcher asked permission to the teacher to join in the class.

During teaching and learning process, the researcher recorded the teacher's utterances by using a tape recorder without knowing the teachers. It is done to have a natural phenomenon happening in the classroom. The data was recorded in the form of audio recording and not talking. Data are analyzed according to the form of code switching and code mixing of Fasold as cited by Chaer and Agustina (2004). All retrieved the data began its analysis process. After gaining the data, every utterance that contains code switching or code mixing were divided. The data that contains code switching and code mixing are classified into groups depend on its similarity. Procedure of Data Analysis are listed in tables based on each forms.

RESULT AND DISCUSSION

The data were divided to the transcription of teachers' In daily activity in the classroom, code switching and code mixing done by teacher often happen intentionally.

Form of Code Mixing

The teacher often mixes English term into Indonesian utterances when they are discussing the lesson. There are two kinds of code mixing occurring in the class activity.

Code Mixing in the form of Word

Code mixing in the form of word is an act of inserting a different language (English) into a base language (Indonesian). In addition, a language that the speakers mixed is not always the same in any conversation; again, it depends on the context of the speaking.

*lalu disini ada **preposition** (then, there is a preposition here)*

From the example (01) above, we can see that bahasa Indonesia is as base language (LI) is mixed into English as the different language (L2). The teacher

inserted the word preposition at the end of the Indonesian sentence. The given example illustrates that the teacher wanted to give explanation to the students that there is a preposition. The teacher preferred to use "lalu disini ada" than "then, there is a " because at the time of speaking, the teacher gave an explanation about grammar. Let us see the next example about code mixing in the form of word.

Ya, jadi most or all of the words here is used in order to make someone else to do something.

(yes, so most or all of the words here are used in order to make someone else to do something)

From the items above, we see the teacher used Indonesian "ya, jadi" in his sentence. The teacher wanted to tell the students about causative verb(have, let, get, and help) because at the moment of speaking, the condition in the classroom is relax and the students did not get difficulty to receive the teacher's explanation and the teacher is not able to master in one language, so the code mixing occurs unintentionally.

Code mixing in the form of word can also occur between the free morphem of certain language and the bound morphem of another language. Morpheme is the smallest meaningful unit of language.

Saya memberikan **explanation**, kemudian kalian ngomong

(I give the explanation, and you are talking...)

In the example above, we can see bahasa Indonesia as base language (L1) is mixed with English as different language (L2). The teacher used a word **explanation** than **penjelasan** in Bahasa Indonesia because at that moment, the class was very noisy.

In the term of form word, explanation consists of two morphemes. There are two kinds of morphemes: free morpheme and bound morpheme. Referring to example the word **explain** is the free morpheme and suffix-ation is the bound morpheme. These two morphemes are from the same language.

And then infinitive without to... borrow, **bukan** *to borrow*, **tapi** *borrow*, without *to*.

(and then infinitive without to ..borrow, **not** *to borrow*, **but** *borrow*, without *to*)

In the example above can be secn that English as base language (LI) is mixed with Bahasa Indonesia as different language (L2). The teacher used a wore bukan, and tapi, in Bahasa Indonesia because at the moment, the teacher want to give explanation clearer to the student. The code mixing above can help the students to deference the words. If the teacher said **not to borrow** or **but,** It would make the student confuse in using the words.

*kalau ada yang berkutik-kutik fisika, **out!***

(Someone study about physics, out!)

In the example above code mixing occurs in form of word. It's not belonging to code switching because the teacher used that word in a sentence. If is separated by pull stop, It can be categorized as a code switching. Sometimes the teacher use the code mixing to express her emotional. Holmes, says that a language switch in the opposite direction, from the low to the high variety, is often to express disapproval so a person may switch language because they are angry (1992:47)

Code Mixing in the Form of Phrase

In additional ,beside the teacher use code mixing in the form of word, she also often use code mixing in the form of phrases. The example code mixing in the form of phrase can be seen as follow:

Jadi kita bisa makai ***to whom.*** *Jadi " to" nya bisa di*
letakkan di depan ***consider conjunction***

(So, we can use ***to whom.*** *So, this "to" can be placed in front of* ***consider conjunction*****)**

The example above, we can see the base language (LI) is Bahasa Indonesia and the different language (L2) is English. At the time, the teacher gave the lesson about adjective clause. She explain to the students about the place of "to" that can be placed in front of consider conjunction (whom, who, whose, where, which, etc). That complete sentence is "**the man to whom I spoke gave me good advice.** The sentence is formed from two sentences: **the man gave me good advice** and **I spoke to him**. The teacher preferred to use code mixing in the form of phrase in order to make the students clearer about the grammar especially in arranging part of speech. Other reason, a nuance in the classroom would be awkward if she did not mix the words into English. Let see the example as follow:

....diiikuti oleh **past participle or verb** bentuk ke tiga

(.....It is followed by V3)

From the data above, the teacher insert English phrase because she got difficulty to find the certain term in Indonesia. There are some terms in English that were not available in Indonesian, vice versa. Moreover if they translated into the different language the terms could be changed or the meaning was incorrect. The example is **past participle**. It cannot be translated in Bahasa Indonesia become "bentuk lama". Let see another example:

untuk yang pertama ok I 'll teach you

(at the first time, Ok, I will teach you)

From the data above, we can see the LI is English and L2 is Bahasa Indoenesia. The teacher said to the students to give instruction. She wanted her students to study English seriously. At the time, the students were studying physics assignment when the teacher came. So she express her emotional by saying **untuk yang pertama** in L2(bahasa Indonesia), which in LI means **at the first time**. However, the teacher prefers using **untuk yang pertama** because the teacher wanted to control the classroom condition.

Ok.. What is the last paragraph, the last paragraph ***ada apa****?*

(ok, what is the last paragraph)

The example above, we can see the base language (LI) is English and the different language (L2) is Bahasa Indonesia. The teacher asked the students about contain of last paragraph in a spoof (a kind of text). The lectures preferred to use code mixing **ada apa?** In Bahasa Indonesia because she wanted the students understand what the teacher means. It is shown in repeating sentences from the teacher. One sentence is enough, but she was not sure about that. So, the teacher repeated her sentence by using code mixing.

Those are the examples of code switching and code mixing in the form of phrase consisting og two words. The code switching and code mixing in the form of phrase can consist of three words as long as it does not include a subject. The example of code switching and code mixing in the form of phrase consist of three words.

Kalau Indonesia, yang diulang yang dibelakang, but not in English!

(in Indonesia, repetition happens in the end of the word but not in English)

From the example above, we can see that the LI is Indonesia and the L2 is English. This phrase contains of four words; but, no,in, and English. Although they have four words, it cannot be stated as a clause of sentence, because the verb is not stated in that form.

In the example give, the lecturer asked the students about the difference between Indonesian and English repetition. The teacher prefers to use such L2 phrase it might be due to the fact that it is much longer and inefficient if the teacher used L1 phrase.

From the example above, we can see the form of code mixing based on their grammatical pattern. They are word and clause. In fact, these kinds of code mixing found in the class activity.

Code mixing in term of word can be divided into some categories based on the languages that have been mixed by the lecturer. Code Mixing in the form of word is an act of inserting a different language (L2) such as Indonesia or Javanese into a base language (L1)

Code mixing in the form of word can also occur between the free morpheme of certain language and the bound morpheme of another language. Free morpheme that is usually a word and bound morpheme that could be prefix and suffix. A word with the two type of morpheme is commonly used to change noun into verb or change active voice to passive voice, vice versa.

Second is Code Mixing in the Form of Phrase. Code mixing in the term of phrase is actually inserting another phrase of another language of daily class activity between the teachers and the students. The lecturer insert Indonesia or English phrase when they need certain term in Indonesia or English which is hard to found in the base language. There are some terms in English that not available in Indonesian, vice versa. Moreover if they translated into the different language the terms could be changed or the meaning was incorrect.

The Form of Code Switching

In terms of code switching, I find three forms of code switching that happens in this forum. They are sentence, clause and tag

Code Switching in the Form of Sentence

Code switching in the class activity can occur in the form of sentence. It is the change of language that occurs between sentences. The example of code switching in the form of sentence can be seen below:

If I ask you to collect your work... Your assignment, what about your assignment in making text in group. Have you done it? ***Harus selesai ya!*** *I think that is already over.*

(If I ask you to collect your work....your assignment. What about your assignment in making text in group. Have you done it? You have to finish it! I think that is already over)

In the example above, we can see the L1 is English and the L2 is bahasa Indonesia. It is the example of code switching and code mixing in the form of sentence because the L1 and L2 are separated by a period. This example is likely to be a clause if it is separated with a coma. The function of the question mark on the example above is not as a tag but as question because it needs an answer.

In that situation, the teacher gave a question to the students in the class about the assignment by saying "Have you done

it? harus selesai ya! The teacher wanted to ensure the student by switching the language in Bahasa Indonesia. The teacher prefers to use L2 than L1 in the form of sentence. It might be due to the fact that it is much longer and inefficient if the teacher used L1 to say that statement.

Here another example that is presented in the class activity.

*tentang apa sekarang? news items **may be the other knows?***

*(what are we talking about? News items **may be the other knows?***

From the example above, we can see another code switching in the form of sentence. The teacher switched the L2 which is bahasa Indonesia into the L2 which is English. The given example shows us that the L1 and the L2 are separated with a question mark. In the context, the teacher used two ways of asking the question, firstly he used Bahasa Indonesia. After getting responses from his students, then, she switched the Bahasa Indonesia into English to create the nuance of English in the classroom.

*.....**Yuk kita lanjutkan.**Please, practice 29, page 28. Have you done it?*

(Let's continue. Please, practice 29, page 28. Have you done it?)

The example above is almost the same with the example number nine (11). On the previous example, the teacher asked (what are we talking about? *News items* **may be the other knows**?

But in that sentence, the teacher change L1 English to L2 in Bahasa Indonesia.

*What did you do during holiday?**dari libur kemarin ngapain?***

(what did you do during holiday?)

The example of items above shows that the teacher use code switching in the form of sentence in order to make the student understand what the teacher means. So she switches the language from the L1(English) in to L2 (Bahasa Indonesia). The sentence was produced by the teacher in opening the class. That code switching done by the teacher is used only to make the students understand in teacher's sentences.

Perhatikan bedanya ya!.We use *Let,get, have, help*, followed by pronoun plus *infinitive* without *to*, but if we you use *get*, pronoun, have to use *to* infinitive

The example number above is the example of code switching in the form of sentence where L1 is English, while L2 is Bahasa Indonesia. At the moment the teacher explained the grammar about causative verb. So she switched the language from L1 (English) to L2 (B.Indonesia) in order to make the students understand about causative verb (grammar).

Code Switching in the Form of clause

Code switching in the class situation can occur in the form of clause. Code switching in the form of clause is the change of language that occurs between sentences. The example of code switching in the form of sentence can be seen below

*You look at the pattern, causative for all the verb are the same. **Semuanya sama** causative verb*

*(you look at the pattern, causative for all the verb are the same. **All the verbs** are causative verb)*

We can see that the base language (LI) is English and Indonesia. Indonesia is the different language (L2). This kind of switching is scarcely occurred in the class activity. If it occurred, it would be in the

form of words or clauses only. In the given example above is considered as a clause because it is ended with a pull stop. It will be considered as a phrase if it is ended with a coma.

On the example above, we can see that the teacher explained about causative verb to the students. Then, she tried to explain the lesson as clear as possible, because the topic is about grammar. So the teacher switched the language to avoid the student's confuse.

Another example of Code Switching in the Form of clause can be shown as follow.

***Kita sudah membahas**, we already discuss some exercises*

(We have discussed , we already discuss some exercises)

On the example above, we can see the L1 is English and L2 is Bahasa Indonesia. This form can be considered as a sentence if there is a question mark or period after the word "membahas". It might be possible for the teacher to avoid switching his utterances into English but it would be out of context because at that time they were talking about some exercises. The teacher used the code switching in the form of clause in order to ensure the students about the meaning of sentences.

***Yuk kita lanjutkan**, practice 29, page 28. Have you done it?*

(Let's continue please, practice 29, page 28. Have you done it?)

On the example above we see that LI is English and L2 is Bahasa Indonesia. As the example number (2), it can also be a sentence if there is a period after the word "aja". Yet, the lecturer directly continued his utterances without giving any pauses and asked his students who wanted to do the next task. Therefore, this example belongs to code switching in the form of clause.

Code Switching in the Form of Tag

Another form of code switching is tag switching. Although it rarely happens in class activity, sometimes the lecture switches from English into Indonesia in the form of tag. These are the examples.

*Joke??? Most of the stories are funny... spoof, what do you remember about spoof....entertain the reader, what else? You have already done it.short story,.**ya**?.*

*(....Joke??? Most of the stories are funny..spoof, what do you remember about spoof..entertain the reader, what else? You have already done it. Short story, **isn't it**?)*

From the example above, can be seen the teacher inserted Indonesia question tag into English. The teacher inserted "ya" as a tag in order to make sure that the students agree about what he/she had just explained.

Another example of code switching in a tag form can be found in the following example.

*Time, place, and situation of events, **Ya**?*

*(Time, place, and situation of events, **are not they**?*

In this example, the lecturer switched the English question tag into Indonesian style. He used the tag "ya?" instead of "aren't they?" because she wanted to ensure that his/her previous statement was definitely correct. By adding the tag question, he/she wanted to make sure that the students believe that her opinion was right.

From the example above, we can see several kind of code mixing. They are code switching in the form of clause, code switching in the form of sentence and emblematic or tag switching. Code

switching in the form of sentence is the change of language that occurs between sentences. In the class activity, the teacher uses this kind of code switching for giving the student new knowledge of the language in the simple way. Moreover when the teacher tries to explain some terms of passages which is hard to understand for the student, it make he easily to make the students understand about the lesson.

Almost similar with the sentence, code switching in the form of clause, in the class activity also has strong influence. It makes the student easy to understand about the lesson that was given by the teacher. As we know, the different of clause with the sentence it's only about the structure.

Code switching in the form of tags also occurs in the class activity. Tag question in the class activity has a function to make sure that his/her opinion is correct. In other hand sometimes when giving example about something, the teacher use tag question for get attention and make sure the student understand about what was they talk about.

CONCLUSION

The main objective of this study is to investigate the phenomenon of teachers who use code switching and code mixing during the class activity. After doing the study, The writer concludes that there are some forms of code mixing and code switching used by the teacher in the class. They are code mixing: the form that exist in class activity are code mixing in the form of word and phrase. Code mixing in the form of word and phrase generally have a function as a noun. On the code switching, we have already found in the form of sentence, clause and tag. Furthermore, the teachers use all types of forms in their class activities. Code switching in the form of sentence and clause is almost similar. Code switching in the form of a sentence is the change of language that occurs between sentences and a clause. In the class activity, the teachers used this kind of code switching for giving the student new knowledge of the language in the simple way. Meanwhile code switching in the form of tag is used as a way to make sure that the teachers' opinion is correct and acceptable.

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