



An Analysis of Code Switching and Code Mixing on Teacher's Function of Language Utterances

Oleh :

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Abstract

This study discusses code switching and code mixing in the process of teaching English. This study aimed to investigate the teacher's speech containing code switching and code mixing in classroom. This study uses a qualitative descriptive design. Data were analyzed based on Hoffman's theory in finding the type of code switching and mixing code used by the teacher in the classroom, and found the type of language function in the pronunciation of code switching and code mixing and also the teacher's reasons for using code switching and code mixing. Data were taken from classroom observations at the Global Prima School and interviews with teachers to find out the reasons for teachers using code switching and mixing code in the learning process of English. Data were collected in connection with code switching observations and code mixing when teaching English. The results showed that there were 89 code switching consisting of 72 inter-sentential codes or 80.90%. For emblematic code switching there are 11 utterances or 12.36%. For the establishing continuity of the previous speaker there are 6 utterances or 6.47%. On the other hand, there are 107 code mixing consisting of 103 intra-sentential code mixing or 96.26%. For intra-lexical code mixing, there are 4 utterances or 3.74%. In involving a change of pronunciation, the author found that the data was 0%. Most code mixing occurs when teaching English. For the language functions used by the teacher in terms of code switching and code mixing, there are four functions found in this study, they are personal functions, interpersonal functions, directive functions and referential functions, and referential functions is the most used by the teacher in their speech. There are no utterances that contain imaginative functions. There are five reasons why teachers use code switching and mixing code, namely: interjection, the intention of clarifying the speech content for interlocutors, because of real lexical need, expressing group identity and influencing of the first speaker.

Kata Kunci:

Mengajar Bahasa Inggris; Alih Kode; Campur Kode;
Sosiolinguistik

Abstrak

Penelitian ini membahas tentang alih kode dan campur kode dalam proses pengajaran bahasa Inggris. Penelitian ini bertujuan untuk mengetahui tuturan guru yang mengandung alih kode dan campur kode di kelas. Penelitian ini menggunakan desain deskriptif kualitatif. Data dianalisis berdasarkan teori Hoffman dalam menemukan jenis alih kode dan campur kode yang digunakan guru di kelas, dan menemukan jenis fungsi bahasa dalam pengucapan alih kode dan campur kode serta alasan guru menggunakan alih kode dan campur kode. Data diambil dari observasi kelas di Global Prima School dan wawancara dengan guru untuk mengetahui alasan guru menggunakan alih kode dan campur kode dalam proses pembelajaran bahasa Inggris. Data dikumpulkan sehubungan dengan pengamatan alih kode dan campur kode saat mengajar bahasa Inggris. Hasil penelitian menunjukkan bahwa terdapat 89 alih kode yang terdiri dari 72 kode antar kalimat atau 80,90%. Untuk alih kode lambang terdapat 11 ujaran atau 12,36%. Untuk kesinambungan pembentukan penutur sebelumnya ada 6 tuturan atau 6,47%. Sedangkan campur kode terdapat 107 campur kode yang terdiri dari 103 campur kode intra kalimat atau 96,26%. Untuk campur kode intra-leksikal, terdapat 4 ujaran atau 3,74%. Dalam melibatkan perubahan pengucapan, penulis menemukan bahwa datanya adalah 0%. Kebanyakan campur kode terjadi ketika mengajar bahasa Inggris. Untuk fungsi bahasa yang digunakan guru dalam hal alih kode dan campur kode, terdapat empat fungsi yang ditemukan dalam penelitian ini, yaitu fungsi personal, fungsi interpersonal, fungsi direktif dan fungsi referensial, dan fungsi referensial yang paling banyak digunakan oleh guru dalam pidato mereka. Tidak ada tuturan yang mengandung fungsi imajinatif. Ada lima alasan mengapa guru menggunakan alih kode dan campur kode, yaitu: interjeksi, maksud memperjelas isi tuturan bagi lawan bicara, karena kebutuhan leksikal yang nyata, mengungkapkan identitas kelompok dan mempengaruhi penutur pertama.

Introduction

Education has a very important function in life. It means a lot in everyone's life as it facilitates our learning, knowledge and skill. It completely changes our mind and personality and helps us to attain the positive attitudes. As a human we need to connect and communicate in society. In the term of communication, people need language as a tool used in communication to make them easier to tell their idea, feelings, opinion, and so on (Herman et. al., 2022).

Language has a very important function in society, especially for communication. It is called as a system of communication because language is used in both written and spoken communication (Pasaribu et. al., 2021). There are many languages in this world such as Chinese, Greek, Indonesian, English, etc. Teaching English as a foreign language refers to teaching English to students whose first language is not English. Because of that, it influences people ability in using more than one language.

People that can use more than one language, it is called bilingual/multilingual. In bilingual/multilingual societies like in Indonesia where people use more than one language to communicate, code switching and code mixing can occur. Especially in teaching English learning, teacher and students tend to switch and mix their language. This ability makes people tend to switch or to mix their mother tongue with other languages. Code switching and code mixing are the common phenomenon that results from the bilingual quality of a language speaker. Because of that, in this research the writer is interested for choosing the study about code switching and code mixing of teacher's teaching utterances. The writer saw that the phenomena of using code switching and code mixing in her social environment is often found today. According to Hornberger and McKay, (2010:121), code switching is an in-group phenomenon, restricted to those who share the same expectations and rules of interpretation for the use of the two languages (Manik et. al., 2020). We can find many Indonesian people like switching or mixing from Indonesian to English or the contrary from English to Indonesian. Kachru in Situmorang et. al. (2020) explained that code mixing refers to the transfer of linguistic units from one language into another and the units may be morphemes, words, phrases, clauses or sentences (van Thao et. al., 2021). The switching or mixing code is a popular phenomenon in our life (Samosir et. al., 2020). The writer found in her environment especially in a school where she teaches as a teacher, the English teachers there switch and mix their language when teaching English.

Based on the problem above, the writer wants to know more about code switching and code mixing. There are some researchers that have done the research about code mixing and code switching that used by famous person like an artist, an actor and a president but here the writer wants to be focused to the teachers who teach English to students. So the writer wants to find out the types of code mixing and code switching that are used by teachers in English teaching process and the types of language function used by teachers in their utterances of their code switching and code mixing and the reasons in

doing code switching and code mixing in English teaching process. The writer focused her research on code-mixing and code switching used by the teachers in their utterances in English teaching learning process at Global Prima School Medan. The subject of this research is English teachers at global prima school. There are 3 English Teachers will be observed and they teach English for Primary level. There are some theories about code mixing and code switching and in this research the writer will use Hoffman Theory.

Based on the background above, this study is intended to find out the types of code mixing and code switching are used by the teachers, to find out the types of language function used by teachers in their utterances of their code witching and code mixing, and also the reasons in doing code switching and code mixing when teaching English in class. This study is expected to be useful practically and theoretically.

Method

In this research, the writer was held by using Descriptive qualitative method. The writer used it to investigate natural phenomenon and the writer use a case study to get research data. This approach was used because the data collected was in the form of utterances. Code-switching and code-mixing is in the form of utterances that consist of words, phrases, or sentences that will be made by teachers in the classroom. They would be analyzed by using the theory which is found by the linguists. The data of this research was the English teachers in Global Prima School Medan. There were 3 teachers. They were the teachers who teach English subject in primary level at Global Prima School Medan. The writer collected the data by recording the teacher's utterances in the classroom that using code switching and code mixing when teaching English. The writer analyzed the utterances made by the English teacher when teaching English in the classroom. The utterances that produced by the teachers will be recorded when they were teaching in the classroom and transcribed their utterances then classified and analysed it. The writer used Observation sheet, recorder and interview guided to collect the data. In this study, the procedure of collecting data is observation and interview. According to Miles and Huberman (1994), there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification. In analyzing the data, the researcher employed these phases.

In this study, the writer analyzed the data that contained code switching and code mixing and the language function and also the teacher's reason in doing code switching

and code mixing. All the utterances were recorded in the form of audio recorder when the writer did the observation and also a type recorder for the interview. After that, the writer transcribed every utterance, after transcription, the writer classified the utterances and analysed all the data.

In this study, the writer classified and analyzed all the data that contained code switching and code mixing based on Hoffman theory. According to Hoffman, types of code switching are inter-sentential code switching, emblematic code switching and establishing continuity with the previous speaker. Then there are also three types for code mixing, they are intra sentential code mixing, intra lexical code mixing and involving a change of pronunciation

Results and Discussion

After analyzing the data in the previous section, there are some findings depicted in this research, namely:

1. For code switching, there were three types of Code Switching in teachers' utterances during English teaching learning process that used by teachers. They were Inter Sentential Code Mixing, Emblematic Code Switching and Continuity of The Previous Speaker. The results showed that there were 89 code switching consisted of 72 utterances or 80.90% for the type of inter sentential code switching that used by teachers. For emblematic code switching, 11 utterances or 12.36% happened. For establishing continuity with the previous speaker, 6 utterances or 6.47% happened. For code mixing, the writer found there were two types of code mixing that used by the teachers in their utterances. They were intra sentential code mixing and intra lexical code mixing. The results showed that there were 107 code mixing consisted of 103 utterances or 96.26% happened for the type of intra sentential code mixing. For intra lexical code mixing, 4 utterances or 3.74% happened. For the type of involving a change of pronunciation, the writer found from the data was 0%.
2. For the function of language that used by the teachers in their utterances, the writer only found four functions in this research, they were personal function, interpersonal function, directive function and referential function, and referential function is the most frequently used by the teacher in their utterances. And there was no utterance that contained to imaginative function.

3. There were five reasons why the teachers used code switching and code mixing, they were: interjection (inserting sentence fillers or sentence connectors), intention of clarifying the speech content for interlocutor, because of real lexical need, expressing group identity and influencing of the first speaker.

The description and analysis of the data above has shown English teacher in her speech, code switching and code mixing exhibits teacher's competence in English and Bahasa Indonesia. For code switching, there were three types of code switching in teachers' utterances during English teaching learning process that used by teachers. They were Inter sentential code mixing, emblematic code switching and continuity of the previous speaker. The results showed that the most frequent was Inter sentential code switching. For code mixing, the writer found there were only two types of code mixing that used by the teachers in their utterances during English teaching learning process. They were intra sentential code mixing and intra lexical code mixing. The results showed that the most frequent was intra sentential code mixing from two types.

For language function, it can be concluded that inter sentential code switching was the most utterances that contained to personal function. For interpersonal function, intra lexical code mixing was the most utterances that contained to interpersonal function. For directive function, intersentential code switching was the most utterances that contained to directive function. For referential function, intra sentential code mixing was the most utterances that contained to referential function. For imaginative function, there was no utterance that contained to imaginative function. So, the function of language that used by the teachers in their utterances were four, they were personal function, interpersonal function, directive function and referential function.

For the teacher's reason in using code switching and code mixing, there were five reasons, they were: interjection (inserting sentence fillers or sentence connectors), it is interjection because the teacher wants to express her feeling by showing her strong emotion to her students. Then the next reason was intention of clarifying the speech content for interlocutor because the writer means to make the content of the speech runs smoothly and can be understood by the students. A message in one code is repeated in the other code in somewhat modified form. The next reason was because of real lexical need, the teacher realized her students have words that are lacking in English. Then the next reason was expressing group identity, it happened because teacher wants to make a joke but with the joke with the language which is understood by their community. And

the last was influencing of the first speaker, it happened because because when her students spoke or asked in bahasa, she suddenly answered them in bahasa too although she spoke English before. It happened because the influence of the first speaker. From the analyses of reasons for teacher in doing code switching and code mixing, it may be concluded that code switching and code mixing is a way of teacher to accommodate the students' level of foreign language proficiency. Teachers realize that some of their students still have the low level in English. Teachers do that because of their skill to make the students understand about the materials that they teach easily. Teacher often code switch and code mix to translate or elaborate the important message when teaching English. It reduces the overall comprehension burden and makes it easier for students to concentrate on the core message conveyed. The interview did not reflect the findings that the teachers' code-switch and code-mix neither because of their weaknesses nor because of their deficit to speak English continuously in the classroom. The teachers do code-switch and code-mix because of linguistics development or students' competency for using English as means of communication in teaching learning process

Conclusion

After analyzing the code-switching and code-mixing used by teachers in the classroom, the writer takes the conclusions are as follows:

1. The total number for code switching, there were 72 utterances or 80.90% for the type of inter sentential code switching that used by teachers. For emblematic code switching, there were 11 utterances or 12.36% happened. For establishing continuity with the previous speaker, there were 6 utterances or 6.47% happened. From the three types of code switching above, the type of code switching frequently used by teachers was inter sentential code switching, there were 72 utterances or 80.90%. The total number for code mixing, there were 103 utterances or 96.26% happened for the type of intra sentential code mixing. For intra lexical code mixing, there were 4 utterances or 3.74% happened. For the type of involving a change of pronunciation, the writer found from the data was 0%. There is no teacher used that type. From the three types of code mixing above, the type of code mixing frequently used by teachers was intra sentential code mixing, there were 103 utterances or 96.26%.
2. For the function of language that used by the teachers in their utterances, the witer got four functions, they were personal function, interpersonal function, directive function

and referential function. Referential function was the most frequently used by the teacher in their utterances. For the function of language there were 14 utterances or 7.14% for personal function and inter sentential code switching was the most utterances that contained to personal function. For interpersonal function, there were 7 utterances or 3.57% and intra lexical code mixing is the most utterances that contained to interpersonal function. For directive function, there were 47 utterances or 23.98% and intersentential code switching was the most utterances that contained to directive function. For referential function, there were 128 utterances or 65.31% and intra sentential code mixing was the most utterances that contained to referential function. For imaginative function was 0%, there was no utterances that contained to imaginative function.

Based on teacher's answers of the interview about their reason in doing code switching and code mixing, there were five reasons, they were: interjection (inserting sentence fillers or sentence connectors), intention of clarifying the speech content for interlocutor, because of real lexical need, expressing group identity and influencing of the first speaker.

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