An Analysis of Code Mixing in Students and Teacher Interaction in Narrative Texts in SMP Negeri 3 Busungbiu, Buleleng

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Abstract

In multilingual society, code mixing often used by the society to communicate. Code mixing also happened in SMP Negeri 3 Busungbiu, a Junior High School, Busungbiu District of Buleleng Regency in Bali. The students often mixed English and Indonesian to express their idea during the English lesson. The research used descriptive qualitative and descriptive quantitative. The subject of the study was 9th grade students in class A and the English teacher of State Junior High school (SMPN) 3 Busungbiu, Buleleng, The study used recording and interview sheet. The writer concluded that the highest number of code mixing attains 20 data of word level and the fewest number of codes mixing in students' and teacher transcript is code mixing in form of idiom level. Students' reasons to do code mix were that they felt shy to speak English, were afraid in doing mistakes when they spoke English, and they lost the idea when they began to speak English. The English teacher also explained that the reason she used code mix was to help and stimulate students to speak. Based on the classification of code mix done during the research, the researcher did not find code mix in idiom level from the two transcripts because the students did not have many vocabularies in English. This result of this research is expected as a feedback in improving the teaching process so students can improve their English knowledge without depending on the use of code mix.

Keywords: *bilingualism,code mix, teaching learning process*

INTRODUCTION

In multilingual community, people tend to use more than one language in their communication. The situation when they mix more than one language called as code mixing

Previous description also happens in SMP Negeri 3 Busungbiu, a Junior High School, which is located in Busungbiu District of Buleleng Regency in Bali. Balinese language is used often by the students while learning English too. The students often mix English, Balinese and Indonesian to express their idea during the English lesson. It means that they mix more than one language to express their idea especially in spoken English.

REVIEW OF RELATED LITERATURE

Bilingualism

Bilingualism is the social phenomenon when people use and master more than one language in doing conversation.

Code Mixing

Kachru definition in Nusjam, 2004 in Ansar (2015:7) ,in the real class, when students they are not sure about how to express their ideas in English, using Bahasa or the local language tend to be the solution.

The Relationship of Bilingualism and Code Mixing

Biligualism and code mixing influence each other. Code mixing will occur when the speakers are bilingual. At the same situation, bilingualism and multilingualism involve code mixing.

The Relationship between Code Mixing and English Foreign Language Teaching

For some Junior High School students in Indonesia, English has been a Second Language since many primary schools have introduced English in their learning process, but they don't use English in daily life, so many of them have difficulties in expressing their idea in English because of the lack of vocabulary. The others also feel shy in speaking English because of being afraid in making mistake pronunciation. Some of them difficult to understand the sentences which teacher mentioned although the teacher used the slower speed in speaking. Sometime, they understand the meaning of the sentences in English but they don't know how to respond it. Because of some reasons above, they feel comfort in using Bahasa or their mother tongue in responding the teacher.

The Previous Study

The researcher takes four related researches about code mixing. The first research is done by Fitri Fuzi Astuti. Second research is done by Isna Navi'a Dini. Third is by Amsal. Fourth is by Khairunissa.

RESEARCH METHOD

The research uses descriptive qualitative and descriptive quantitative. Descriptive qualitative research describes the reason and the kind of code mixing used in students and teacher interaction. In other hand, this research also used quantitative research since it also describes the amount of code mixing used in students and teacher interaction during the discussion. The subject of the study was class A and the English teacher of SMPN 3 Busungbiu, Buleleng, while the object was students and teacher interaction during the discussion of narrative text.

In the study, the first instrument was recording. The researcher recorded the students and teacher discussion in narrative text in English learning process for 9th graders of SMP 3 Busungbiu. Then, the recording was transcribed to make it easy to be analyzed. The instrument was used to help the researcher describe the real condition of the students when doing the code mixing. The second instrument was

interview sheet. The researcher interviewed the students and the English teacher in the discussion.

The first way of collecting data was the research used natural way to collect the data in English speaking class when the students doing discussion. The data transcript is used to identify all instances of code mixing. The second way of collecting data was doing interview to find out the reason why students and teacher used code mixing in discussing narrative text.

RESEARCH FINDING

Codes Mix in First Meeting

The first meeting data were taken during teaching learning process in February 13th, 2018. The theme of students' discussion was narrative text. The data were taken while the students were discussing the story of "The crocodile and the monkey". Based on the transcript in the first meeting, the codes mix phenomena was found involved 6 codes mix in word level, 7 codes mix in phrase level, 6 codes mix in clause level, and 3 codes mix in repetition/ duplication level.

Code Mix in Word Level

The researcher found 6 codes mixing in word level done by students and teacher during the narrative discussion in first meeting.

Datum 1

Teacher : Narrative?
Student : **Iya**
Teacher : Ok, what kind of text is it?

The word level was used in datum 1 is "Iya". The word "iya" was uttered by the student to respond the teacher's question. "Iya" is used to express the agreement of the previous statement. It was a code mixing in word level because the student inserted one Indonesian word or morpheme in an English conversation.

Code mix in Phrase Level

The researcher found 7 codes mixing in phrase level done by students and teacher during the narrative discussion in first meeting.

Datum 2

Teacher : Do you find many difficult words here? What is difficult...?
Students : Ehm...
Student : **Gak tahu**?

The code mixing was "gak tahu". It was uttered by the student to respond the teacher's question. It was a code mixing in phrase level because student used the phrase "gak tahu" to refer the phrase "don't know" when the teacher ask them the meaning of one word. It was included into phrase level because the student used two Indonesian words which semantically have a meaning.

Code mix in Clause Level

The researcher found 7 codes mixing in clause level done by students and teacher during the narrative discussion in first meeting.

Datum 3

Teacher : Do you find many difficult words here? **Ketemu gak banyak kalimat susah disitu**?

The code mixing was "Ketemu gak banyak kalimat susah disitu?". It was used by the teacher to translate the previous sentence. The teacher translated the sentences because it had been spoken twice but the students had the difficulty to understand the sentence meaning. "Ketemu gak banyak kalimat susah disitu?" was not a formal clause in Bahasa but it was a clause even the sentence structure was not formal. It had a subject of the sentence that was "banyak kalimat susah"which was followed by "disitu" as an adverb of place. The clause could stand by itself and had the meaning. Code mix used in this sentence was clause level.

Code mix in Duplication/ Repetition Level

The researcher found 3 codes mixing in clause level done by students and teacher during the narrative discussion in first meeting.

Datum 4

Teacher : **Have you finished**....**Have you finished** discussing?
Students : Yes

The code mix was "Have you finished....Have you finished discussing?". It was a code mix in repetition level because there is a sentence repeated by the teacher. The teacher repeated "have you finished" twice. The second "have you finished" was added by discussing because the first "have you finished" didn't get the respond from the students.

Code Mix in Second Meeting

The second meeting data were taken during teaching learning process in February 15th, 2018. The theme of students' discussion was still same to the first meeting, this was narrative text. The data were taken while the students were discussing the story of "The grasshopper and the ants". Based on the transcript in second meeting, the codes mix phenomena was found involved 14 codes mix in word level, 10 codes mix in phrase level, 6 codes mix in clause level, and 1 codes mix in baster level.

Code mix Word Level

The researcher found 14 codes mixing in word level done by students and teacher during the narrative discussion in second meeting.

Datum 5

Teacher : Okay, **coba**..Rizky, who are they?
Rizky : Ehmmm

The code mixing found was “coba”. It was uttered by the teacher to ask the student to respond the question. It was a code mixing in word level because the teacher inserted one Indonesian word or morpheme into a sentence. “Coba” is included into imperative word.

Code Mixing in Phrase Level

The researcher found 10 codes mixing in phrase level done by students and teacher during the narrative discussion in second meeting.

Datum 6

Teacher : Okay, the grasshopper was spent his day by singing and dancing, and then what did the ants do?

Students : (silent and laugh) **apa sih artinya**?

The code mix was “apa sih artinya?”. It was uttered by the students to respond teacher’s question. The phrase “apa sih artinya?” has the meaning of what does it mean. This code mix included into phrase level because the code mix used in form of a phrase.

Code Mix in Clause Level

The researcher found 6 codes mixing in clause level done by students and teacher during the narrative discussion in second meeting.

Datum 7

Teacher and students : Looking for the food (repeat)

Teacher : Kemudian, did the grasshopper do what the ants advised? **Kira-kira dia melakukan apa yang disarankan the ant tadi**?

The code mixing was “Kira-kira dia melakukan apa yang disarankan tadi?”. It was code mix in clause level. The subject of the clause was “dia” which are followed by “melakukan” as a verb. The teacher used the code mix to help the students understand the question clearly and gave the correct answer.

Code mix in Baster Level

The writer found 1 code mixing in word level from the two conversations done by students and teacher during the narrative discussion.

Datum 8

Teacher : Two characters kan, who are they?

Students : The grasshopper and the ant

The baster code mixing was “Two characters kan, ...?”. The word “kan” which followed a word used to be used in order to convince the listeners that the previous statement was correct. It was included as a baster level. The code mix was uttered by the teacher to convince the students that their answer given was correct.

The Reason of Using Code Mix

During the research, the researcher found some reasons why students and teacher used codes mix. The students' responses involved reasons, such as they felt shy to speak English, had difficulty in pronouncing English words, were afraid in doing mistakes when they spoke English, and they lost the idea when they began to speak English. The other students also explained that they have difficulty in combining the word into correct sentences, so they often mention code mixing in clause level since they could not express their idea in correct English sentence. Another reason was the students said they did not have many vocabularies in English, so they often use code mix in word or phrase. Beside the previous reason, all the students expressed that used code mix help them expressing the idea easily.

The English teacher also explained that the reason she used code mix was to help the students. The use of code mixing was just like ice breaking in stimulating students to speak. They would be brave enough and confident in expressing their idea when the teacher helps them understanding the sentences by using code mix.

DISCUSSION

The researcher found 22 codes mix in first meeting which done in February 13th, 2018 and 31 codes mix in second meeting in February 15th, 2018. It means that they did code mix during the research taken in twice meeting.

In first meeting, the researcher identified 6 codes mix in word level, 7 codes mix in phrase level, 6 codes mix in clause level, and 3 codes mix in reduplication/ repetition level. In second meeting, the researcher found 14 codes mix in word level, 10 codes mix in phrase level, 6 codes mix in clause level, and 1 code mix in baster level.

Codes Mix Findings

Based on the transcript, the students and teacher used Indonesian words, phrases, and even clauses into English conversation. It means that code mixing happened in their interaction during the teaching learning process. Code mix in word level became the most to find during the research. There was totally 20 codes mix in word level. The reason of using word level code mixing by the students were the difficulty in combining the words into a sentence, the lack of vocabularies, and the difficulty in pronouncing vocabularies. Those factors influenced students to insert the Indonesian words into an English sentence. On the contrary, based on the teacher interview in using code mixing, teacher chose to use code mix in order to help students understood difficult words in English. It was done because students often feel shy to express their idea in English when they did not understand the meaning of the sentences. By doing code mix teacher tried to encourage students expressing their idea and brave enough to express their thought.

Based on the classification of code mix done during the research, the researcher did not find code mix in idiom level from the two conversations transcript. Code mix in idiom level could not be found in Junior High School level because of some factors. One of the reason was students did not have many

English vocabularies. It had been explained in the interview with the researcher. The students used code mix in word level most showed that they even did not have a lot of vocabularies in English. So, if the simple word often replace to Indonesian it can be understood if they did not recognize the idiom in English.

CONCLUSION

Based on the students' transcript during the research and the interview was found some codes mixing. From the research, the writer concluded that the highest number of code mixing in students' transcript is code mixing in form of word level which attains 20 data and the fewest number of codes mixing in students' transcript is code mixing in form of idiom level which has no data.

The six causes of using code mixing by students are students felt shy to speak English, were afraid in doing mistakes when they spoke English, lost the idea when they began to speak English, had difficulty in pronouncing English words, and code mix helped the students to express their ideas easily. While, the English teacher uses code mix because of the important reason that by using code mix the teacher helps the students to express their idea easily. However, this research has not found the reason of each level of code mixing used. The previous reason was explained by the students and the teacher in general why they used code mixing, but it did not explain the reason for each level.

SUGGESTION

The result of the research can be used by the next researcher as reference in studying linguistic, especially about code mixing used by Indonesian Junior High School students in speaking English. The next researcher is also expected giving the method in decreasing the use of code mixing. The result of this research may help the readers to know that code mixing often found in students learning foreign language, especially English. This result of this research is expected as a feedback in improving their teaching process.

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