



An Analysis on Code Mixing Used by Teachers and Students in ELT Classrooms

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Abstract

Sociolinguistics is a discipline of linguistics that examines how language and society interact. When communicating with others, each person in the world has their own distinctive language style. People who speak a variety of languages can combine different languages into a single speech; this is known as code-mixing in sociolinguistics. This study, which is qualitative in nature, looks at the many kinds of code mixing that teacher employ when teaching English as a second language (ELT) in the classroom. Data collection for this study used the documentation technique. Speeches made by English teachers and students in the school's ELT classes were recorded and then qualitatively examined to form the study's quantitative data. The research revealed that extrasentential code-mixing was primarily used by the teachers. The purpose of the usage of code-mixing was to make explanations and inquiries about the study materials clearer.

Keywords: *Code Mixing; Teaching and Learning Process; Qualitative Method*

1. Introduction

Humans are capable of communicating with one another. We can exchange information, ideas, requests, threats, instructions, gratitude, promises, statements, and feelings through communication. There are two types of communication: linguistic communication, which uses language, and non-linguistic communication, which uses non-verbal techniques like yelling, laughing, and so forth. The majority of non-human creatures can communicate, but none of them are known to have a system of communication that is as complicated as language in any way. They primarily use non-linguistic means of communication like our grinning, laughing, shouting, clenching of fists, and raising of eyebrows. Chimpanzees, gorillas, and orang utans can communicate in a variety of ways without using words or sentences, such as through different types of shrieks, varied facial expressions, and diverse hand and arm motions. Bees appear to be able to communicate with their fellow workers about where to gather honey by moving in specific patterns, but not much more.

Bilingualism is about the usage of two language or two language code. The capacity to speak only one language code, or monolingualism, is such a generally recognized standard in the western world that it is frequently considered to be a global phenomena, making the bilingual and multilingual person seem out of the ordinary. In fact, we frequently have conflicting emotions when we learn that someone we meet is a multilingual speaker. In his book, [1] said that The capacity of a speaker to simultaneously

use two languages is known as bilingualism. [1]. According to [1] If a person can utilize two languages equally well, they are bilingual.

This claim, however, appears to be highly debatable when it comes to the following two issues: first, how can we gauge a speaker's proficiency in both languages that he or she uses? and second, are there speakers who are equally proficient in both languages, and if so, how common are they?. [2] said that the pace of bilingualism that people, particularly youngsters who are learning a second language in its early stages, experience at its beginning [2]. At this point, bilingualism is still very basic and low level. However, because bilingualism is present at this point, it cannot be ignored.sm.

According to the discussion above, the definition of bilingualism is a range of tiered finally began to master the language well plus the first few will know a second language, second language acquisition followed by a tiered rose to second language acquisition as well as mastery of first language. This is the short answer to the first question. Bilingual speakers will be able to use their first language and second language simultaneously for any purpose, in any context, and everywhere if bilingualism is at this stage. a bilingual person with a first language who is proficient in both languages, by [3] is called ambilingual; by [4] is called ekulingual; and by [2] is referred to as the coordinates bilingual [5]. The practice of speaking many languages, either by one person or by a group of people, is known as multilingualism.

The population of the globe is more multilingual speakers than monolingual speakers. The demands of globalization and cultural openness have made multilingualism become a social phenomenon.

People that are bilingual or multilingual could potentially mix codes. Code mixing is the usage of two or more languages by adding bits of one language to another while the added language does not serve any purpose other than to indicate or clarify the speaker's intention [6]. Code mixing occurs when people speak two or more languages. When speakers use two or more languages to accomplish their goals, it can be found. In order for the readers or listeners to understand what the speaker is saying, the speaker will occasionally use two or more languages to express their thoughts, instructions, messages, or experiences. It results from situations that call for language mixing and from speakers' habits that have evolved into backgrounds for code-mixing usage. People will occasionally switch or mix codes within a domain or social setting. The speaker may do the same to indicate group affiliation and shared ethnicity with the addressee. Even speakers who are not highly proficient in a second language may employ terse phrases and words for the purpose [7]. It indicates that code flipping or mixing involves more than just combining two distinct languages; speakers must also become knowledgeable about the cross-cultural communication norms of both languages.

[8] explains that code-mixing is when a speaker uses two languages simultaneously to the point where they switch from one to the other inside a single phrase. The global phenomena of code mixing is incredibly fascinating to research and analyze. Additionally, it is adjusting to a new language. Language evolution happens gradually. Code mixing typically occurs for unique motives like camaraderie and identification [9]. In civilizations where two or more languages are spoken, switching from one to the other within the same sentences or oral texts is a frequent occurrence [10]. The most crucial and most researched aspect of the speech process in multilingual cultures is code mixing [11]. When speakers utilize two or more languages below the phrase level in a single social setting, this is known as code mixing, intra-sentential code-alternation, or intra-sentential code-alteration. [12] describes insertion, alternation, and congruent lexicalization as three different types of code-mixing. According to him, lexical elements from one language are inserted into another. What is the concept of insertion related to?. [13]'s terms as "transference" and Myer-Scotton as "embedding".

The code we choose to employ on a specific occasion probably reflects how we want other people to perceive us. We appear to have an edge over people who lack such control if we can comfortably control a number of codes. In a multilingual group, it can be clearly helpful to speak multiple languages. A very useful social skill is code-mixing.

The phenomena of speaking more than one language in a community is widespread in current contemporary day. This is so that more people can learn, use, and speak other languages, particularly the English language. It is evident that English is used frequently in television shows, social media, and online forums like Facebook, Twitter, and Instagram. Additionally, English is used by Indonesians in regular discussions as well as music lyrics. For example: this following situation take place in the classroom Kesut: wir, ingat gak mata kuliah kemarin itu? Saya masih bingung sebenarnya fokus materinya ke *delivering information* atau *receiving information*? . Jawir: ohh mata kuliah kemarin itu setau saya fokusnya lebih ke *receiving information* daripada *delivering information*.

Based on the definition given above, we can infer that code-mixing is a problem that both teachers and students encounter when they want to deliver a word or phrase but do not have the lexical ability to do so. As a result, this research is crucial to identifying the root of the issue so that it can be resolved for both teachers and students.

2. Methods

Due to his focus on the linguistic phenomena known as "code mixing," the researcher adopted a qualitative approach in this study. According to [14], A social or human problem's meaning can be investigated and understood by using a qualitative approach. The scope of this study is one ELT classroom only. The researcher documented every teaching and learning activity and took notes from the start of class till the finish in order to gather data. After transcribing the information from the audio, the researcher next examined the utterances to identify the different types of code mixing that the teachers and students utilized in the classroom as well as the causes that led them to do so.

3. Findings and Discussion

In this study, the researcher discovered that the teachers and students employed just three different types of code mixing during the data collecting and analysis. They were the word insertion (IW), the hybrid insertion (IH), and the phrase insertion (IP) (IP). The frequency of code-mixing employed by English teachers and students in the ELT Classroom is displayed in Table 1 below.

	Kinds	Frequencies
CM	The Insertion of Word	8
	The Insertion of Phrase	10
	The Insertion of Hybrid	9
	The Insertion of Idiom	-
	The Insertion of Word Reduplication	-
	The Insertion of Clause	-
	Total	27

Table 1. Code mixing frequencies used in ELT classrooms by English teachers and students.

The chart above shows that there were 8 instances of code mixing for the insertion of the word, specifically *Online, Class, Deadline, Sport, Advertisement, Weather, Children, and Culture*. Meanwhile, there were 10 instances of phrase insertion that are *Turn your page, Bring me that pen, Smoking and Drinking, Local Culture, Submit your assignment, Chapter one, Language Skill, for example, but don't forget, next week*. Additionally, there were 9 instances of hybrid vehicles being inserted, including *Assignment-nya, Weather-nya, Font-nya, Partner-nya, Specify-kan, Eraser-nya, Skill-nya, Background-nya, Content-nya*. In conclusion, there were 27 instances of the type of phrase insertion that was often employed by teachers and students in code mixing.

According to [6] People that are bilingual or multilingual could potentially mix codes. English and Indonesian were the two languages spoken in the ELT classroom by both teachers and students. Teachers occasionally combined their native language of Indonesian with English and vice versa as long as they provided explanations. According to the data mentioned above, the majority of the words inserted are English words, and the themes that are discussed during the learning activities, such as online, culture, and deadline, make up the majority of the data for the insertion of words used by the Teachers.

The data mentioned above also demonstrate that phrase insertion occurs more frequently than other types of data. As stated by [7] Code mixing occurs in bilingual or multilingual contexts generally. When speakers use two or more languages to accomplish their goals, it can be found. There are 20 phrases that are utilized by either professors or students, and the majority of them are common core terms in English that are frequently used in English classes. When uttering a certain word, the teachers and students were both more accustomed to using English words than Indonesian, such as: *Action research*, *Research Variable*, *Research questions*, and many more. Additionally, if the main terms are translated into Indonesian, the majority of them will lose their clarity or specificity. For example: Research questions becomes “pertanyaan penelitian”, language skill becomes “keahlian bahasa”.

According to [1]’s theory that stated If a person can utilize two languages equally well, they are bilingual. Hybrid refers to a situation where a single meaning is produced by combining two components from different languages. It is clear from the data above that all of the hybrid insertions from the English language blend with Indonesian suffixes. Only one datum is adding to-kan, while all the data are added to-nya. The words in English that end in -nya are nouns.

The results of this study also showed a number of factors that had an impact on how often teachers and students mixed up their codes. The frequency of the variables that the teachers' use of code-mixing were affected by is shown in table 2 below.

No	Factors	Frequency
1.	Because of real lexical Need	23
2.	Quoting someone	-
3.	Being emphatic about Something	-
4.	Interjection	-
5.	Repetition used for Clarification	3
6.	Softening or strengthening request or command.	1
7.	Intention of Clarifying the Speech Content for The Interlocutor	-
8.	Expressing of group Identity	-
	TOTAL	27

Table 2. Influencing factors frequency by Teacher and Students in ELT Classroom in using Code-mixing

According to the table above, the goal of repetition for clarification and the purpose of softening or strengthening a request or command, with frequencies of 3 and 1, respectively, were the two factors that had the most influence on the teachers' and students' usage of code mixing. This may have occurred because the teachers initially explained in English before using Indonesian to explain in different ways so that the students understood the teachers' intentions and because the two languages do not have equivalent lexicons.

Conclusion

The study discovered that there were three types of code-mixing employed by the professors and students after examining the types and motivations for doing so. There were three additions: the word (8), the phrase (20), and the word hybrid (9). Due to the large number of English terms that are frequently employed when studying English, the phrase insertion has the largest amount. The majority of the time,

phrases are used because the terminology' meanings are muddled or unclear when translated into Indonesian. The researcher discovered that the main reason why teachers and students employ code-mixing is "because of true lexical necessity" in terms of influencing variables. The lack of analogous lexicon in the languages is the cause of this. In contrast, the speaker will use an English term if there is no equivalent in Indonesian. In Indonesian, it will have a foggy or ambiguous meaning and occasionally not be utilized.

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