



An Analysis of Code-Mixing Found in The Third Graders EFL Classroom Interaction

Walidin, Anin Eka Sulistyawati, Yuvita

Program Studi Pendidikan Bahasa Inggris, Universitas Pancasakti Tegal. Jalan Halmahera Km. 1, Kota Tegal,
Jawa Tengah, 53121 Indonesia.

imprincewalid@gmail.com

Abstrak

Penelitian ini difokuskan untuk mengkaji campur kode sebagai variabel. Berdasarkan hasil observasi terungkap bahwa siswa sering berinteraksi dengan Bahasa campuran selama kelas berlangsung, kemudian penulis memutuskan untuk menganalisis tipe, alasan, tipe yang paling dominan dan persepsi siswa terhadap penggunaan campur kode. Penelitian ini diproyeksikan dengan menggunakan Deskriptif Kualitatif dan dilakukan pada kelas tiga SD Star of Dhamma dengan menggunakan empat instrumen, yaitu dokumentasi, transkripsi, wawancara, dan daftar periksa observasi. Penulis menemukan 26 kejadian campur kode, 46% di antaranya adalah campur kode intra-leksikal yang dianggap sebagai tipe yang paling dominan. Sementara itu, alasan yang paling banyak ditemukan adalah R3 yang digunakan dalam 13 kejadian, dan dari 10 pertanyaan, ada 6 jawaban yang menunjukkan "termotivasi". Campur kode memiliki efek negatif dan positif pada interaksi siswa. Efek negatif tersebut dapat menimbulkan hambatan dan miskomunikasi dalam interaksi siswa. Sisi positifnya dapat menjadi pemicu bagi siswa untuk lebih termotivasi berinteraksi dengan menggunakan bahasa Inggris di kelas EFL. Penulis menyarankan agar peneliti selanjutnya melanjutkan penelitian ini di bidang lain seperti mengkaji pengaruh pencampuran kode terhadap kemampuan bahasa Inggris siswa.

Kata Kunci : Code-Mixing, EFL, Classroom Interaction

Abstract

This study focused on examining code-mixing as a variable. Based on the observations, it was revealed that students frequently interacted with language mixing during the class, then the writer decided to analyze the type, reason, the most dominant type and students' perception through the use of code-mixing. This research was projected by using Descriptive Qualitative and was conducted in the third grade of Star of Dhamma Elementary School by using four instruments, those were documentation, transcription, a close-ended interview, and an observation checklist. The writer found 26 occurrences of code-mixing, 46% of them were intra-lexical code-mixing which was considered as the most dominant type. Meanwhile, the reason found the most were the R3 which was used in 13 occurrences, and out of 10 questions, there were 6 answers that showed "motivated". Code-mixing has negative and positive effects on students' interaction. The negative effect can cause obstacles and miscommunication in student interaction. The positive side can be a trigger for students to be more motivated to interact by using English in the EFL classroom. The writer suggests for the next researchers to continue this research in other areas, such as examining the effect of code-mixing on students' English proficiency.

Keywords : Code-Mixing, EFL, Classroom Interaction

1. INTRODUCTION

In Indonesia, there are certain people who have the ability to use multiple languages in their communication, they are able to adjust their language based on the context of the situation. That flexibility in language use allows them to communicate effectively in various contexts (Hamidah, 2015). Köktürk (2016) explained that bilingualism is someone's ability to interact in two languages precisely. Saddhono in Pribadi (2020) elaborated that the explanation of bilingualism can be widely found in the sociolinguistic scope, and one of the interesting sub-chapters in sociolinguistics related to bilingualism is about code choice.

Bawa et al. (2019) elaborated that code choice is an important concept in linguistics that refers to the decision made by a speaker on which language to use in a particular utterance, and Mustikawati et al. (2018) mentioned that the form of code-choice are divided into two types; they are code-mixing and code-switching. Code-Mixing refers to the combining of elements from two languages in a single utterance is known as code-mixing (Hoffman, 1991). Bilingual people often experience this phenomenon in their daily communication, but it can also be seen in educational scope (Rahmat, 2020).

The Star of Dhamma Elementary School is a National Plus school located in Slawi, Tegal Regency. It has been observed by the writer that the third-grade students at this school have a good proficiency in the use of foreign languages, particularly English. From the observation, the writer revealed that students frequently interacted with language mixing during class and the writer saw that it was an interesting phenomenon that should be observed, so that the writer took this research specifically on the occurrence of code-mixing.

2. LITERATURE REVIEW

Code-mixing

The combining of elements from two languages in a single utterance is known as code-mixing (Hoffman, 1991). The speakers usually mix their languages into another language for some reason. Hoffman (1991) also explained that there are some types of code-mixing, it depends on the extent of mixing where language occurs; Those types are; Intra sentential code-mixing, Intra-lexical code-mixing, and Involving a change of pronunciation.

Hoffman (1991) also mentioned some reasons of why code-mixing is used in communication, those reasons are; code-mixing occurs when a word, phrase or sentence only available in language A but not available in language B, code-mixing occurs when a word, phrase or sentence is temporarily unavailable in language A, the subject will most likely use an equivalent from the language B, code-mixing occurs when an item in language A is too complicated, then the speaker can mix with a comparable language B, and code-mixing occurs when a person responds the interlocuter when mix the language earlier.

EFL Classroom Interaction

Si (2019) mentioned that the English lesson taught to non-English speaking students is named as English as a Foreign Language or also known as EFL. Gunantar (2016) stated that the interaction itself has a definition as a process of talking in communication. Thus, that can be concluded that the interaction process of teacher and students in the EFL classroom is defined as the EFL classroom interaction. According to Khaerati Syam et al. (2018), there are three types of classroom interaction, those types are; teacher-student interaction, student-teacher interaction, and student-student interaction.

Students Perception

In the context of learning, Hamacheck on Putri (2021) Stated that perception is a combination of opinions, feelings, and expressions that shape a learner's understanding of the learning experience. Putri (2021) also stated that there are two types of perception, those are; positive and negative perception.

Stages of Bilingualism

Drury (2007) further stated that the bilingual ability can be divided into four distinct stages. These stages are characterized by different developmental milestones and challenges, those are: continues the use of home language, non-verbal period, repetition and language play, and more complex English.

3. RESEARCH METHOD

This study employed a qualitative design with a descriptive approach, also known as descriptive qualitative research. The subjects in this qualitative research are the third-grade students from the Star of Dhamma Elementary School, Slawi, Tegal Regency. The primary data used by the writer are the actual speech transcripts, the draft of the observation checklist, and the answer of the close-ended interview. The data collection was done in four classroom meetings, by using the research instruments of Documentation, Observation checklist, Transcription, and Close-ended Interview. In analysing the data, the writer used content analysis and has done some steps;

- Transcribed the voice recording into the text
- Reduced some unnecessary parts of the voice recording
- Analysed the filtered data according to the types, reasons, and the most dominant type of code-mixing by using Hoffman's theory.
- Analysed the students' motivation checklist
- Classified the types, reason, the most dominant type, and students' motivation, by using some tables adopted from Apridhayati (2019).

The technique of reporting data used by the writer consisted of several techniques such as; table, description, and pie chart. In analyzing the code-mixing data found in students' interactions, the writer employs an italicized style to highlight words, phrases, or clauses that demonstrate the occurrence of code-mixing.

4. RESULT AND DISCUSSION

In this research, the writer found totally 26 code-mixing occurrences; 17 occurrences of Intra-lexical Code-mixing, 7 occurrences of Intra-sentential Code-mixing, and 7 occurrences of Involving Change of Pronunciation. The most common type of code mixing used by the students was intra-lexical code-mixing, with a total of 17 occurrences and 17 code-mixing occurrences were occurred due to the 3rd reason. According to the findings above, it showed that the occurrence of code-mixing is proof that they are at level 3 where the students are currently in the stage of bilingualism where they are repeating words and playing with language. Furthermore, the writer examined the students' perception of code-mixing on students' motivation to interact in the classroom. According to the analysis above, the final results showed that out of 10 student motivation-inducing questions, there are 6 answers showed that students were motivated to interact by using English in the EFL classroom interaction through the use of code-mixing.

5. CONCLUSION

In conclusion, this research has been successfully made based on the right design and methodology, so that the findings data are in accordance with Hoffman's theory adopted in this research. The writer concludes that the code-mixing phenomenon occurred in the interaction of the third-grade Star of Dhamma Elementary School students has positive perception towards students' interaction. The positive effect of the code-mixing occurrences towards students' interaction is that, through the analysis in the interview carried out by the writer, it can be a trigger for students to be more motivated to interact by using English. Thus, this fact can also be interpreted that the code-mixing phenomenon can be a good alternative way for students to learn English spontaneously and independently through the interaction in the EFL class.

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