THE CODE - MIXING AND CODE - SWITCHING IN TEACHING ENGLISH AT SEVENTH GRADE OF SMP N 1 RAYA

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ABSTRACT

The objective of this research was to find types of code-mixing and code-switching used in teaching English Raya and to find the factors of using code-mixing and code-switching in teaching English. This research was conducted at SMP N 1 Raya with method of this research used qualitative content analysis method. Population and sample of this research was all of English teachers' statement which contain code-mixing and code-switching in teaching English at seventh grade of SMP N 1 Raya. The technique of collecting data was recording and interview. The result of this research showed that there were 31 utterances three types of code-mixing and 56 utterances types of code-switching that used by English teachers in teaching learning process. Code-mixing namely intra-sentential code-mixing, intra-lexical code-mixing and involving change of pronunciation. Intra-sentential code mixing was the dominant type that used by English teachers in teaching learning process, which is 24 utterances included intra-sentential code-mixing, 3 utterances included intra-lexical and 4 utterances included Involving change of pronunciation. Code-switching namely tag code-switching, inter-sentential code-switching and intra-sentential code-switching. Inter-sentential code-switching was the dominant type that used by English teachers in teaching learning process, which is 52 utterances included inter-sentential code-switching and 4 utterances included tag code-switching.While the factors of English teachers used code mixing in teaching learning process were social factor whereas topic, participant and situation become aspects which influenced they mixed and switched their language.

Keywords : Code-Mixing, Code-Switching, Teaching English

INTRODUCTION
The Background of Research

Language is an ability possessed by humans to communicate with others either using words or gestures. Usually, communication occurs because there is an idea, information or thing to be conveyed. According to Aitchison (1978:28) language is a patterned system of arbitrary sounds signals, characterised by structure dependence, creativity, displacement, duality and cultural transmission. In the world, the human do not speak only one language. They are competing to learn and master more than two languages. But usually language which mastered by people is their mother tongue or native speaker. The type of mother tongue they speak depends on where they are. Like people who live in Indonesia, they master Bahasa Indonesia and their local language, and people who stay in England, they master their local language is English. There are so many kinds of languages in this world. There is Indonesian's local languages such as Batak language, Java language, Simalungun language, Dayak language, and others also there is international language like English. Many people who speak two or more languages in their daily life. It also happens to Indonesian. People who use two or more languages are called bilingualism. Bilingualism is the use of two languages by a person or society. According to Mackey in Chaer (2004:112) bilingualism is

defined as the use of two languages by a speaker in alternating with other people. We can see nowdays that many people who want, to study two languages especially study English. We know that English is an international language.

In the real situation when English teacher teaches English, he/she does not speak English as long as teaching process. They taught English by mixing English to Bahasa Indonesia and mixing it to their regional language. In Junior High School especially seventh grade, English is one of the compulsory subjects. But often, English becomes a scary lesson due to a lack of understanding in English. When teaching English, the use of bilingualism is inevitable and can even help students in understanding lessons well. The bilingualism is code-mixing and code-switching. From this statements and problem above the researcher wants to find the type of code-mixing and code-switching and find the factors of using code-mixing and code-switching when teach at seventh grade of SMP N 1 RAYA. The study is entitled "The Code-Mixing and Code-Switching in Teaching English at Seventh Grade of SMP N 1 RAYA". The researcher hopes find answer from this problem.

The Problem of Research

In this research, the researcher wants to formulate the problem of research as following as :
1. What are the types of Code-Mixing and Code-Switching in teaching English at seventh grade of SMP N 1 RAYA ?
2. How is the process of using Code-Mixing and Code-Switching in teaching English at seventh grade of SMP N 1 RAYA ?

The Objective of Research

Based of statements problem above, the objectives of research are :
1. To find types of Code-Mixing and Code-Switching used in teaching English at seventh grade of SMP N 1 RAYA
2. To find the factors of using Code-Mixing and Code-Switching in teaching English at seventh grade of SMP N 1 RAYA

REVIEW OF LITERATURE
The Concept of Sociolinguistic

Aitchison (1972:167) sociolinguistics has been defined as the study of language and society. However, in this study, the researcher focused on sociolinguistics, explaining how the speech of a teacher, especially an English teacher, with their students. Of course, the language used in the classroom is formal language and follows the rules of correct and correct language. See how the relationship of an English teacher conveys information or ideas to students based on situations and conditions.

Bilingualism

According to Jendra (2010:68) bilingualism is a person who is not monolingual but speaks two everyday languages. There is an argument that a person should only be called bilingual if he or she can speak two or more languages at the same level of performance.

Code-Mixing

Code-mixing is a phenomenon that often occurs in Bilingual or multilingual society. Acording to Jendra (2010:78) says that Code-mixing is used to refer to a more general form of language contact that may include case of code- switching and the other form of contacts which emphasuzes the lexical items. Usually, Code-mixing followed by the language we

often hear or speak on our daily life. For example, mixing Batak language when speak Bahasa Indonesia or mixing Bahasa Indonesia when we speak English.

Types of Code Mixing

According to Hoffman in Khairunnisa (2015:13) there are three types of code-mixing, namely Intra-sential code-mixing, intra-lexical code-mixing and involving change of pronounciation.

1. Intra-sential Code-Mixing

Intra-sential code-mixing is type of code-mixing in which there is a mixture of languages in the form of phrases, clauses or sentences or sentence boundaries. For example :

English teacher   : Why don't you finish your homework yet ?
Students   : I'm sorry miss, i am forget
English teacher   *: Amangoyamang,* it's not a reason
                          (Oh my gosh, it's not a reason)
Students   : I'm sorry miss

From the example above we can see that there is a mixture of language *whereas* English teacher mixes language between Batak language and English. It's called intra-sential code-mixing because there is word "*amangoyamang*" in her utterance.

2. Intra-lexical Code-Mixing

Intra lexical code-mixing is type of code-mixing which occurs within a wor boundary. For example :

Student A   *: B, mau kemana kau ?*
                (B, where do you want to go ?)
Student B   *: Mau buat jus*
                (Make juice)
Student A   *: Aku mau juga. Kalau bisa mix-kan jusnya. Biar*
                enak.
                (I want too. If you can mix the juice, so it's delicious)

From the example above we can see whereas the speaker mix language between Indonesia and English. He adds prefix in a English word. There is word "*mix-kan*" in his utterance.

3. Involving Change of Pronounciation

Involving change of pronounciation is type of code-mixing whereas a speaker say English word but modify it to Indonesian phonological structure. For example: The word "*telephone*" is said to be "*telepon*" by Indonesian people.It may occur because many people in Indonesia often used word in daily interaction.

Code-Switching

Code-switching is a situation where speakers deliberately change a code being used, namely by switching from one to another (Jendra 2010:73). From the defenition above it, it is learned that code-switching is found more with bilingual or multilingual speakers, although monolinguals may actually be said to switch from a variety or style to another.

Types of Code-Switching

The grammatical classification in Jendra (2010:75) there are three types of code-switching, namely tag code-switching, inter-sentential code-switching and intra-sentential code-switching.

1. Tag Code-Switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances. For example:

Teacher   : Alright, now open your book. *Ayo cepat cepat*

2. Inter-sentential Code-Switching

An inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. For example :

Teacher   : This is our time to listen music. *Sekarang coba putar lagu yang   menurut kalian enak didengar.* Come on.

3. Intra-sentential Code-Switching

An intra-sentential switching is found when a ord, a phrase, or a clause, of a foreign language is found within the sentences in a base language. For example:

The hotel, il est grand, is really huge and unbelievably majestic.

The Factors of Code-Mixing and Code-Switching

People use code-mixing and code-switching in their utterance because they have some reason. Hudson in Samsi (2016:149) says that there are three factors that influence someone uses code-mixing and code-switching. The factors are social factor, cultural factor and individual factor.

1. Social Factor

In the social factor, there are some aspects which influence someone mix and switch their language, they are: participants, topic, situation, place and setting. Participant is as member of society. It is mostly occured between source and other people. The speaker uses language according to the functions he wants in accordance with the context and situation of communication.

2. Cultural Factor

Sometimes, the factor is also happened when people use code-mixing and code-switching to the addressee who is not the same region and language. It happens because of showing the speaker's background and ethnic identity.For example in the Batak area. Not everyone who lives in the Batak area is an indigenous tribe. There are so many tribes who live in the Batak area and are not yet able to speak the Batak language. So that when those who don't speak Batak fluently mix their languages. Sometimes they mix Indonesian or their own tribal.

3. Individual Factor

Individual factor is influenced by two aspects; they are lack or limited vocabulary and showing up the skill or knowledge.. Sometimes, people change the code in their utterance because they do not find the appropriate word to convey or they want to be judged by people automatically as educated people. Moreever, English language is very popular nowdays. So it is not strange anymore when teenagers nowdays use foreign language in their communication.We can conclude that English has become part of language we often use everyday. We don't unaware English has become our lifestyle. There are so many young people who love mixing Indonesia language with English.

Teaching English

According to Brown (1980:7) teaching is implied in the first defenition of learning, may be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". Teaching is a strategy to teach students who from don't know to be know.

METHODOLOGY OF RESEARCH
Research Design

The method used in this research is content analysis method. According to Fraenkel and Wallen (2009:472) content analysis is a technique that enables researches to study human behavior in an indirect way, through an analysis of their communication such as textbooks, essays, songs, pictures in fact, the contents of virtually any type of communication can be analyzed.

The Data and Source Data
The Data of Research
Data is the most important in this research because with the data, research can be done better. According to Emzir in Sukrisna (2019:39), data involve anything which is written and found by reseacher in a study. In this research, the data are the code-mixing and code-switching which used by the English teacher in teaching English at seventh grade of SMP N 1 RAYA.
Source Data
The source of the data is the teacher or the subject. Arikunto in Rianda (2017:25) says that source of the data is subject who give the data or information or where the data are gotten from. In this research, the researcher takes the data from all of the teachers who teach at seventh grade of SMP N 1 RAYA.

Technique of Collecting Data
The data collection technique is the most strategic step in research, because the main purpose of research is to get data (Sugiyono 2013: 224). In this research, the researcher uses technique collecting data in qualtitative research. In retrieving data, the researcher comes directly to school and face the teacher concerned. There are some of collecting data which use in this research :
1. Recording
Syamsuddin and damaianti (2011:240) say that recording is a process to record activity which use electronic tools. In this research, recording is used to record the teacher's speech or utterance during the teaching learning process in the classroom start from beginning until the end of class.
2. Interview
The interview is a question and answer question with a purpose. Acccording to Esterberg in Sugiyono (2013:231) Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. The purpose of interview from this study is to find data about the problem of the research and resolve it. The interview will be conducted with all of English teachers who teach at seventh grade of SMP N 1 RAYA.

The Technique of Analyzing Data
Data analysis is the process of finding and systematically arranging data obtained from interviews, field notes and documentation (Sugiyono, 2013:244) the researcher observates directly to SMP N 1 RAYA and then do the record in teaching English at seventh grade of SMP N 1 RAYA. The researcher transcribes the utterances of code-switching and code-mixing spoken by the teachers, put them into appropriate categories.

THE RESULT OF RESEARCH
Types of Code-Mixing

The types of code-mixing used by the English teacher at SMP N 1 raya were intra-sential code-mixing, intra-lexical code-mixing and involving change pronunciation. The recapitulation types of code-mixing could be seen on the following table.

Table Types of Code-Mixing used by Teacher 1 and Teacher 2

No	Types of Code-Mixing	Total	Percentage
1	Intra-sential Code-Mixing	24	77.4%
2	Intra-lexical Code-Mixing	3	9.7%
3	Involving Change of Pronounciation	4	12.9%
	Total	31	100%

There are 24 (77.4%) utterances of intra-sential code-mixing, there are 3 (9.7%) utterances of intra-lexical code-mixing and there are 4 (12.9%) utterances of involving change of pronounciation. We can see from the table, the type of code-mixing that often used by English teacher at SMP N 1 Raya is intra-sential code-mixing which has 24 (77.4%) utterances.

Types of Code-Switching

The types of code-switching used by the English teacher at SMP N 1 raya were tag code-switching, inter-sential code-switching and inter-sentetial code-switching. The recapitulation types of code-switching could be seen on the following table.

Table Types of Code-Switching used by Teacher 1 and Teacher 2

No	Types of Code-Switching	Total	Percentage
1	Tag Code-Switching	4	7.%
2	Inter-sentential Code-Switching	52	93%
3	Intra-sentential Code-Switching	-	0%
	Total	56	100%

There are 4 (7%) utterances of tag code-switching, there are 52 (93%) utterances of inter-sentential code-switching and there is not utterance of intra-sentential code-switching.

The Factors of Code-Mixing and Code-Switching

The factors of code-mixing and code switching happens because social factors. Social factors above tell us that someone mixes and switches their language are influenced by particpant and situation. Students are particpant when English teachers teach English and confuse is a situation. In a bilingual society, English teachers who initially use one language in their learning process change their language with the same language backgorund. English teacher use language according to the functions that they want in accordance with the contect and situation of communication.

CONCLUSION AND SUGGESTION
Conclusion

The three types of code-mixing that has 31 utterances. The first intra-sential code-mixing has 24 utterances, the second intra-lexical code-mixing has 3 utterances and the third involving change of pronounciation has 4 utterances. Intra-sential code-mixing is the dominant of type that used by English teachers at SMP N 1 Raya. There are three types of code-switching that has 56 utterances, namely the first tag code-switching has 4 utterances, the second inter-sentential code-switching has 52 utterances and The third intra-sentential code-switching has not found. Inter-sentential code-switching is the dominant type that often used by English teachers at SMP N 1 Raya.

The factor of using code-mixing and code-switching which is found from the teacher's utterances at SMP N 1 RAYA is social factor. They mix and switch language because the students do not understand yet. The students look confuse what they say. social factors above

tell us that someone mixes and switches their language are influenced by particpant and situation. Students are particpant when English teachers teach English and confuse is a situation. In a bilingual society, English teachers who initially use one language in their learning process change their language with the same language backgorund. English teachers use language according to the functions that they want in accordance with the contect and situation of communication.

Suggestion
1. For English Teacher
    To learn deeply about code-mixing and code-switching deeply to know how the teachers use code-mixing and code-switching in their learning process and can more be able to communication with their students without forget their purpose in teaching English. This research can be advantages with English teachers.
2. For Other Researcher
    To the next researcher who wants research about code-mixing and code-switching can add reference about this research so that not find more than many theories from here.
3. For Readers
    For the readers who want to get a little bit knowledge about code-mixing and code-switching in someone's utterance especially in the types of it, the researcher hopes that this research can help the readers in answering the questions which come to their mind. The researcher thinks that learn new language is essential to face the modern era. The researcher also hopes this research can be knowledge to answer what is the factors why someone mixes and switches their language.

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