

JAVANESE CODE MIXING IN TEACHING ENGLISH AT SMK MUHAMMADIYAH DORO IN ACADEMIC YEAR 2020/2021

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Abstract

Many people who can use more than one language encourage them to mix languages whenever they speak. Mixing two languages can be called as code mixing. The objectives in this research 1.) To describe the type of code mixing is dominant used by teacher in teaching English at SMK Muhammadiyah Doro. 2.) To describe the reason the teacher is used Javanese code mixing in teaching English. The subject in this research is utterances of the teacher in teaching learning process. In this research the researcher used online observation to collect the data then used instruments for interview the teacher. The findings showed that there were 14 Number of code mixing, the type of code mixing that she used in teaching learning process. Found 12 utterance of Intra Sentential Code Mixing and not found of Intra Lexical Code Mixing and found 2 utterance of Involving Change of Pronunciation. While reason the teacher using Javanese code in teaching English are first the reasons why the teacher used code mixing in the class is to use someone quotation in English, Second was teacher used code mixing in order to express the emotion or feeling to the students by using English expressions, The third reason of the teachers to use code mixing was to make the utterance clearer, sometimes when their students misunderstood or do not understand what they said.

Keyword: Javanese language, code mixing, teaching English.

INTRODUCTION

Indonesia has many languages there are national languages and regional languages, so each region has its own language. National language commonly used for daily communication to give or receive information. According to Ferawati (2015) speaking the national language are fluent in at least one of the more than 700 indigenous local languages, examples include Javanese, Sudanese, and Balinese, which are commonly use at home and with the local community. However most formal education and nearly all national mass media, governance, administration, and other forms of communication are conducted in Indonesia. Many people use two or more languages in their daily life. In Indonesia, people also use two more languages because Indonesian people are multilingualism. In fact, many people who can use more than one language encourage them to mix languages whenever they speak. Mixing two languages can be called

as code mixing. Code mixing occurs when a speaker uses a language as a dominant support of a narrative interwoven with elements of other languages. According to Wardhaugh (1986:103) code mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterance.

Especially in Central Java that use Javanese language as mother tongue, so there some teachers who use Javanese code mixing in teaching English subject to explain the material. The language used daily is also many people who use the phenomenon of Javanese code mixing and English.

According to Khairunnisa, as a student in English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar 2016 on the title “*Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar*”.

The researcher found the dominant type that used in English teaching learning process was intra sentential code mixing and the reason because the students have low level in English, making joking, more relax and habit.

According to Indah Nurliana, as a student in English Department Islamic Education and Teacher Training Faculty in the State Islamic Institute of Surakarta 2017 on the title “*A Sociolinguistic Analysis of Code Mixing Between English And Indonesian Used By Students in Bilingual Program (A Case Study in Bilingual Program of the Sixth Semester Students of IAIN Surakarta)*”. The researcher found that the highest reason of code mixing usage by the students that they have less vocabulary. The teacher has several reasons, why they use Javanese language in teaching English subject in the teaching learning process. One of the reasons why the teacher uses it because the teacher realized that all students do not understand English and students’ ability varies in understanding the material. Based on the situation the teacher mixes Javanese as the mother tongue with English to make them better understand about it.

RESEARCH METHOD

This research used descriptive qualitative method. According to Bogdan and Taylor in Kaelan (2012). “*Penelitian kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata, catatan-catatan yang berhubungan dengan makna, nilai serta pengertian.* (Qualitative method was a research procedure that the result of descriptive data, the relationship of documentation such as purpose, value, and interpretation).

Data and Data Source, the subject of this research were English teachers at SMK Muhammadiyah Doro. The researcher used snowball sampling to choose the subject. Based on this theory, the researcher would start from one teacher to get the data, if the

data not complete, it would continue to choose the other teacher.

Data collection 1. Online Observation
The researcher used Online observation to observed the teacher utterances during the teaching learning process used by audio recorder to get temporary data regarding the forms of Javanese code mixing used by the teacher. 2. Interview, In this research, the researcher as an interviewer would give the questions to English teachers. Meanwhile, the English teachers as interviewee would give the answers of the questions that were given by interviewer. 3. Instruments data collection In qualitative research, the researcher was the key instrument. In other words, as key instrument, the researcher ultimately would determine the overall result of research. Therefore, to identify the research, the researcher needs supporting instruments such as voice recorder, list of questions, pen, and notebook to collect the data. Voice recorder use to record the teachers’ utterance in teaching learning process and the statements of teachers interview, pen and note book use to write down the field note. Therefore, supporting instruments was used to make the researcher easier to collect the data.

Data Analysis, in this research the next step that was analyzed the data. In analyzing the data, the researcher used some procedures as follows: 1. Transcribing the data. After recording the data, the researcher transcribed it into written data 2. Identifying the data in this step, the researcher selected and arranged the utterances including the expressions to the transcript paper. 3. Classifying Classification is the process of classifying all sufficient data based on category. After identifying all the data, the researcher started to make a classification based on the types of Code Mixing. The researcher classified CM based on Hoffman theory : intra-sentential, intra lexical and involving a change pronunciation.

FINDING(S) AND DISCUSSION

A. Finding

The researcher conducted the research to investigate the type of code mixing dominant and the reason the teacher used the Javanese language in the teaching-learning process of English in the classroom at SMK Muhammadiyah Doro in academic year 2020/2021.

This part discusses the result of the observation and interview which is based on the problem statements of the research. These problem statements were: (1) What is the type of code-mixing dominant used by teacher in teaching English at SMK Muhammadiyah Doro? (2) What are the reasons of teacher using code mixing in the teaching English?

The Types of Code Mixing Produced by the English Teacher of SMK Muhammadiyah Doro. The types of code mixing by Hoffman's theory such as intra lexical code mixing, intra-sentential code mixing and involving a change of pronunciation were used by the teachers of English at SMK Muhammadiyah Doro.

There were three types of code mixing namely: a). ISM : Intra Sentential Code Mixing, b). ILM : Intra Lexical Code Mixing, c). ICP : Involving Change of Pronunciation. The data of the types of code mixing can be seen in the following table:

No	Findings	Types of CodeMixing
1	<u>Hello(Halo)</u> , Good morning	ICP
2	<u>Okay(oke) My name is Wirna Hendriyani</u> biasah diundang Bu Wirna	ICP
3	<u>OK, before we start let's pray for a moment</u> , ayo do'a sek	ISM
4	<u>Last meeting I give you many vocabularies</u> , have you memorize it, ayo sopo sing biso?	ISM
5	<u>Tomorrow</u> is sesok	ISM
6	<u>Well, now you see but ke one by one</u> ing ngarep yo	ISM
7	<u>You must</u> nyebutke ing ngarep	ISM
8	<u>Who will be the first?</u> Sing pertama ayo ooo	ISM
9	<u>Now, let's continue our lesson today</u> . Lanjut pelajaran sakwise	ISM
10	<u>Open your book page 12</u> , halaman rolas	ISM
11	<u>OK, now repeat after me</u> . Ditiruke bareng-bareng	ISM
12	<u>Problem</u> iku. masalah	ISM
13	<u>OK Very good</u> . Bagus	ISM
14	<u>Now, work in pair</u> . Wocolan pahami	ISM

NO.	TYPE OF CM	DATA
1.	ISCM	12
2.	ILCP	-
3.	ICP	2

The teachers used insertion however the utterances which contain insertion process would be described in the form of code mixing.

a. ISM : Intra Sentential Code Mixing

1) OK, before we start let's pray for a moment, ayo do'a sek
a. clause

2) Last meeting I give you many vocabularies, have you memorize it,
1. clause

ii. ayo sopo sing biso?

- 3) **Tomorrow is** *sesok*
i. word
- 4) **Well, now you** *sebutke* **one by** *one ing*
ngarep yo
i. phrase
- 5) **You must** *nyebutke ing ngarep*
i. clause
- 6) **Who will be the first?** *Sing pertama*
ayooo
i. clause
- 7) **Now, let's continue our lesson today.**
Lanjut pelajaran sakwise
i. clause
- 8) **Open your book page 12,** *halaman*
rolas
i. clause
- 9) **OK, now repeat after me.** *Ditiruke*
bareng-bareng.
i. clause
- 10) **Problem** *iku. Masalah*
i. word
- 11) **OK Very good.** *Bagus*
i. clause
- 12) **Now, work in pair.** *Woco lan*
pahami.
i. clause

b. ILM : Intra Lexical Code Mixing

The researcher did not find the data of Intra Lexical Code-Mixing .

c. ICP : Involving Change of Pronunciation

- 1) **Okay(oke)My name is Wirna**
Hendriyani *biasah diundang Bu*
i. word
ii. *Wirna*
- 2) **Hello(Halo),** *Good morning.*
i. word

B. Discussion

Based on the findings, data that have been gathered from teacher showed that from 14 Number of code mixing, the type of code mixing that she used in teaching learning process. Found 12 number of Intra Sentential Code Mixing and not found of Intra Lexical Code Mixing and found 2 number of Involving Change of Pronunciation.

Based on the result of interview with the teacher reason to use of Javanese code mixing in teaching learning process because the teacher used Javanese code mixing in the class is to use someone quotation in English. Second was teacher used Javanese code mixing in order to express the emotion or feeling to the students by using English expressions. Sometimes when the teachers are in the teaching process and they want to expresses their emotion to get the student's attention they always used some interjection in English. The third reason of the teachers to use Javanese code mixing was to make the utterance clearer. Sometimes when their students misunderstood or do not understand what they said. They always did repetition to make the students more understand.

CONCLUSION and SUGGESTION CONCLUSSION

Based on the research findings and discussion, the researcher describes that there are two types of code mixing found in teacher's utterance during English teaching learning process. They are Intra sentential code mixing, and involving a change of pronunciation and the results showed that the most frequent is intra sentential code mixing in teaching learning process. Code mixing occurs in formal and informal situation but in this research, where code mixing occurs in English teaching learning process and also Javanese code mixing.

From the interview with the teacher, the researcher found gave five questions for the teacher and the reason why the teacher use Javanese code mixing in teaching English because the students cannot understand about the lesson in this case English lesson. So the teacher uses Javanese code mixing in teaching learning process to make communication clearer.

SUGGESTION

1. The suggestion is directed to English teacher. Teacher should take advantages of using code mixing as one of method in teaching English. Because as we know that English is not our native language.
2. To the future researchers, it is suggested this study could be a reference to conduct another research on the same feel.
3. To the readers who want to take advantages in used code mixing to improve your speaking, such us the person who wants to learn many kinds of language, ode mixing can be one of a good method to learn language.

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