THE USE OF CODE MIXING IN LEARNING ENGLISH AS FOREIGN LANGUAGE AT SENIOR HIGH SCHOOL

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Abstract
This research aimed to explore students' perception of the use of Code-mixing in learning English as a foreign language at senior high school. The study aimed to describe the students' perception of code-mixing used. This study used qualitatively. The data obtained through questionnaires. The data was taken from Google form essay questionnaire to obtain the data regarding students' perceptions toward code-mixing. In this study, the researcher chooses participants from eleventh-grade Senior High School students in Karawang. The researcher chooses the object because students appropriate target to get their perceptions when they are learning English as EFL and the researcher has got from nineteen respondents. The results showed that students' perception, most of them agreed that using code-mixing in the English teaching-learning process is (1) Code mixing is necessary when the teacher explains the material, (2) Code mixing is very helpful for defining new vocabulary and how to pronounce it, (3) Code mixing is used for students to understand the whole material.
Keywords: *Code Mixing, Foreign Language, Students' Perception*

INTRODUCTION

People need language for their communication in their daily life. Actually, in their daily life, people like to mix and to switch their language from one language to another language when they do communicate with each other. Not only when they do communicate orally, but also in a written form. It cannot be avoided because all of humanity is bilingual. For example, when Indonesian people conduct to communicate, they sometimes use two languages in one sentence or one speech. For example, "Next, siapa yang bisa?" We can see from this piece of daily conversation as this common happened in Indonesia, many people in Indonesia used to mix their language like a habit for them. They use two languages in one sentence or speech those are Indonesian and English because basically, they have the ability to use two languages.

The fact that people use more than one language encourages them to mix code whenever they speak. In the system of teaching English, it seems some English teachers cannot evade applying English when teaching medium instruction. It occurs since the students are the English foreign language. Considering the

condition the teacher required to using Code-mixing. By such a strategy, the students seem more understand what the teacher explains.

Every people who do code-mixing every time they communicate with each other always has some reason why they do code-mixing. According to Hoffman (1991), there are a number of reason for the bilingual or multilingual person to mix their languages, those are: (1) If an item has been acquired in one language but not yet in the other (2) If an item temporarily unavailable (3) If an item is more complex (4) If the child exposed to mixed input he/she will often\respond with mixed production.

In educational settings, code-mixing is used as a phenomenon that is very familiar in the teaching and learning process. It is a natural thing when it happens in the teaching and learning process because the teacher and students are Indonesian while English is a new language or foreign to them, so in the process of teaching and learning English code is often used because it makes it easier for teachers and students to get information about clear explanations from the teacher. English has two functions, namely as a target language learned and as a teaching tool in dealing with English teaching. They need to do that because they want their students to accept explanations more easily, and more clearly. Sometimes students will feel confused if the teacher explains everything from the material in full English.

The topic of this study has been studied by Prastawaan, R. E (2012) in his study entitled "Code Mixing and Code Switching Used by Teachers in SMAN 16 Surabaya" has shown that there are two kinds of code-mixing occurring in the class activity, they are word type and phrase type and common reason of teacher used code-mixing is the students did not understand well when the teacher did not mix their language (Indonesian – English). Another research about code-mixing to explain what students and teacher need in the class Syafrizal et al (2019), teacher and students agreed that code-switching and code-mixing will facilitate better comprehension and be beneficial to help students understand their teacher's practice guidance and content clarification.

Based on the fact which the researcher states in the previous research sentences the researcher's interest to investigate and to untangle relate the teacher strategy to apply code-mixing in the classroom at senior high school at Karawang. So, for the present research, the researcher will explore students' perception of applied code-mixing by the teacher in teaching English in the classroom.

1. Bilingualism

Most people as speaker typically occupy over one code and need a particular code whenever they value more highly to speak with others. According to Cakrawati M. (2011) the development of individuals having over one code (language) is named bilingualism or multilingualism. Asror (2009) approved that bilingualism refers to the use of two languages which may involve four skills specifically speaking, writing, listening, and reading. Bilingualism is outlined here because the ability to use 2 languages in variable degrees of proficiency and in several contexts, like reading, writing, listening, and speaking. Such a research ever by Suwito cited in Purnamasari (2012) argues that bilingualism isn't language development, it's the characteristic of expressions. It is not language but parole. He argues that one amongst the bilingualism characteristic is that use of language by a speaker or a bunch of individuals, however those languages don't play separated roles is speech community.

Harley cited Muin (2012) argues that bilingualism refers to employment of 2 languages by individual of community, if a speaker is fluent in 2 languages, they are same to be 'bilingual'. The normally control image of bilingual person is one spoken in such cultures whenever they are exposed to 2 languages from birth. It's not necessary for them to be equally fluent, however they ought to be terribly competent within the second language. While Sridhar cited Abdullah (2011) states that multilingualism are often studied each as a private development, problems like

however one acquires 2 or a lot of languages within the childhood or later however these languages area unit painted within the mind and the way they are accessed for speaking and writing for comprehension become central. When it is viewed as a societal phenomenon, one is concerned with its institutional dimensions that is with issues such as the status and roles of the languages in a given society attitudes toward languages, determinant of language choice, the symbolic and practical uses of the languages, and the correlations between language use and social factors such as ethnicity, religion, and class.

2. Code Mixing

According to Claros & Isharyanti (2009) code mixing also called intra sentential code switching or intra-sentential code-alternation, it occurs when speakers use two or more languages below clause level within one social situation and according to Ho (2007) code-mixing is the change of one language to another within the same utterance or in the same oral/written text. It is a common phenomenon in societies in which two or more languages are used. On the other hand Ho (2007) state that studies of code-mixing enhance our understanding of the nature, processes and constraints of language and of the relationship between language use and individual values, communicative strategies, language attitudes and functions within particular socio-cultural contexts. Another explanation for code mixing is defined by Wardhaugh in cited Celik (2003). He says that code-mixing can be defined as a phenomenon in which a word or an expression from one language is used in a group of words whose structure belongs to another distinct language. Then, Holmes in cited Prastyawan (2012) suggest that code mixing occurs when the speaker combine their codes randomly or may be because of insufficiency and according to Kamwangamalu code-mixing as the intra sentential use of linguistic units from two or more languages by a bilingual speaker within the same situation. The linguistic units referred to here may be morphemes, words, phrases, clauses, or sentences.

In addition, Kia, Bhatia, & Ritchie (2011) define code-mixing refers to the mixing of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event. In other words, code-mixing is inter-sentential and may be subject to some discourse principles. It is motivated by social and psychological factors".

METHOD

1. Research Design

In this study, the method used by the researcher is a qualitative approach. As this research aims to explore the students' perception, qualitative research was considered a proper approach. Qualitative research is an approach to exploring and understanding the meaning of individuals or groups ascribe to a social or human problem (Cresswel, 2014). The qualitative approach helps the researcher to get to know more explanations of the data. According to Jack R. Frenkel & Hyun (2012), qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials.

From the explanation, since this researcher chooses Qualitative the researcher tries to find out the students' perception is used for exploring the student's perception to get information about code-mixing.

2. Research Site and Participant

In this study, researcher subject from eleventh grade Senior High School students. The researcher choose the subject because students appropriate target to get their perceptions when they are learn English as EFL. The respondents in this research were students from Senior High School in Karawang. The research has get from nine teen respondents.

3. Research Instrument

To collect data in this research, the researcher used ways to do collecting data with questionnaires through Google

Forms that have been shared with the respondents. The possibility to apply a questionnaire is permitted in qualitative research whenever the result is described. The questionnaire is the list of questions used to find the information which is stated by respondents. An open questionnaire which gives chance for the respondents to share their opinion through their own sentences (Arikunto, 2006) Respondents are expected to write down their ideas in a convenient way. An open questionnaire is used when the respondents are not able to have a chance to meet directly with the researcher. According to (Riduwan, 2010), that there are two benefits of an open questionnaire. From the perspective of respondents, it makes them free to fill the answer to the questionnaire. Respondents' answer is based on the situation that they have experienced.

On the other hand, an open questionnaire through Google form provides varied data to the researcher. The result is varied data that will be developed so that they are not only based on what has been assumed by the researcher. The respondent answers the list of questions based on their experiences with the English teacher at their school while their teacher delivers the material. All data was developed by the researcher.

4. **Collecting Data Procedure**

In this study, the procedure of collecting data the researcher was giving questionnaire through Google form as tool to collect data. According to (Robin & McClurem (2002) Questionnaires generally consist of open- or closed-ended questions, or items that measure facts, attitudes, or values. In this study, the researcher used a questionnaire to collect the data regarding student's perception toward using code mixing when their teacher in teaching English at school. At this research the researcher find out the data by essay response trough Google form.

5. **Data Analysis Technique**

Data obtained from the sample through the instrument selected by the researcher was used to answer the research problem statement. Therefore, the data needs to be studied and analyzed to have meaning to solve the problem. In analyzing the data, the researcher employed these steps Observation and interview, data that obtained by observation and interview were processed by using the flow model proposed by Miles and Huberman in cited Gani (2011) they are data collection, data reduction, data display, and verifying.

1) Data reduction

The next step after collecting data is data reduction. The process of data reduction for this particular research is conducted by separating unnecessary data from questionnaires. The first step of data analysis is reducting data. The researcher was compressed the data after it has been collected. The data is data from the result of the Google form questionnaire essay. Then the researcher will check and result from one by one.

2) Data presentation

The second step of data analysis is data presentation aims of data presentation is to support the comprehension of the data discussion. The data presented for this research is explained into a narration of the description of the perception of students, which is explained descriptively in the form of an essay. The researcher chose them because the researcher in presenting the data analysis result used the sentences.

3) Conclusion

The last step is the conclusion in this step the researcher then concludes the result of the analysis after constructing the concepts related to the research focus. The data was described by using the researcher's own sentences.

RESULTS AND DISCUSSION

The Advantage of the Code Mixing Used By the Teacher in English Teaching Learning Process in the Classroom

From the aspect, the researcher would like to discuss and answer the research question "what are the students' perceptions on code mixing in English teaching learning process?". In this research, the researcher

focused to describe students' perception on the use of code mixing in learning English as foreign language at senior high school. To get the data, the researcher used questionnaire. Based on collecting data from nine teen students there are three point that explain student's perception on code mixing, such 1) Code mixing is necessary when teacher explain the material, 2) Code mixing is very helpful to defined new vocabulary and how to pronounce it, 3) Code mixing is used for students to understand whole of material. From the result of the data is explained bellows:

a. Code Mixing Is Necessary When Teacher Explain The Material

Students give their variety response to the use of Code Mixing. The students mentioned that code mixing is necessary when teacher explain the material. The data from respondent (1), (8), (15), (16) and (19) above are some nine teen student's opinion about the necessary of code mixing when the English teacher explain their own material. They opinions that English teacher literally used code mixing when the teacher give their lesson English, because most of students is foreign language.

b. Code Mixing Is Very Helpful To Defined New Vocabulary And How To Pronounce It

In this highlight explained that the usage of code mixing to helping the students got some new vocabulary and how to pronounce it. From respondent (2), (3), (7), (9), (12), (13), (14), (15), and (18) above that code mixing gives some knowledge indirectly to students. It helps to increase their vocabulary and how to pronounce it. It turns out that in this way students explore their own vocabulary that they have not understand through how the English teacher explains the materials.

c. Code Mixing Is Used For Students To Understand Whole Of Material

Students that the researcher observed agree that use code mixing in the class make them understand what English teacher taught. Because sometimes there are usually many struggle that they feel when learning English, with Code mixing they can better understand the materials. Reasons written from respondent (2), (3), (5), (9), (11), (12), and (16) found that Code mixing very useful for them in understanding the whole of material

and its pluses some of them get new vocabulary for their English skills.

The Advantage of the Code Mixing Used By the Teacher in English Teaching Learning Process in the Classroom

From the finding regarding which obtained from data questionnaire student's perception on code-mixing in English learning process at senior high school above, it showed that the most of student agreed that code-mixing help them to understand the material also they are increasing their vocabulary. They argued that the use of code-mixing in learning English process is necessary to help them understand the English teacher material. The findings show that three main response towards the use of code-mixing in the class shows that three points of perspective such as:

Code mixing is necessary when the teacher explains the material, in this point, it is explained that the English teacher literally uses mixed code when the teacher gives an English lesson because most students are foreign languages. With this proven by students, it turns out they need more explanation about the learning delivered. Moreover, students are foreign learners because sometimes they have difficulty accepting learning without explained through mixing languages.

Code mixing is very helpful for defining new vocabulary and how to pronounce it, then at this point it is explained that code-mixing helps to add vocabulary and how to pronounce it. It turns out that in this way students explore their own vocabulary that they have not understood through the way the English teacher explains the material. Because the explanation of the material with or without code-mixing allows students to understand the material, especially to provide more vocabulary to students. By playing the role of the teacher in delivering material with code-mixing finally, students can understand what the teacher is saying when giving lessons.

Code mixing is used for students to understand the whole material, and this last point explains that mixing code is very useful for them in understanding the whole material,

and some of them get new vocabulary for their English skills. Mixing codes is considered useful for students because it allows them to practice comprehension learning while acquiring more vocabulary. From the findings data obtained, some students stated that code-mixing was useful for them to dare to use English in improving their speaking skills.

Therefore, lest of vocabulary mastery make them anxious and not confident when the teacher uses English in the classroom. Teachers, as they deliver the material completely using full English in the classroom, make students difficulty understanding the materials, and students will confuse and rely on each other to understand what the teacher said. The result of the previous research study from Syafrizal et al (2019) has conducted the research entitled "Indonesian Teacher's Code Switching and Mixing in EFL Context". The result showed teacher and students agreed that code-switching and code-mixing will facilitate better comprehension and be beneficial to help students understand their teacher's practice guidance and content clarification.

CONCLUSION

From the result of the research based on student's perception, through questionnaire research, researcher conclude that the most students prefer their English teacher use code mixing when explain the material in the class. They argue that code mixing necessary, helpful and make their understand English more also they have increase their vocabulary. It can be conclude that code mixing has a way to the teacher to give their material clearly.
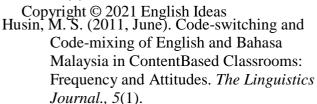
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