

CODE MIXING ANALYSIS ON TEACHER'S AND STUDENTS CLASSROOM INTERACTION OF ICE BREAKING SESSION

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Abstract

In English learning process forces teacher and students mix language, especially when teacher give instructions to students in ice breaking session. Limited vocabulary and limited expression makes students use two language in deliver their opinion. In this study, the writer addressed three research questions; 1) what types of code-mixing are used by the teacher and students in classroom interaction of ice breaking session?; 2) what are the functions of code mixing used the teacher and students in classroom interaction of ice breaking session?; 3) what are teacher's perspectives on using code mixing in the classroom interaction of ice breaking session?. The purpose of this study was to find out the types, functions and teacher's perspective in using code mixing in classroom interaction. The result of this study showed that insertion was realized in 51 (30.4%) clauses, alternation was realized in 33 (19.6%) clauses, and congruent lexicalization was realized in 1 (0.6%) clause. Moreover, the writer found that 5 (2.9%) clauses indicated as quotation, for addressee specification those were 12 (7.1%) clauses. Moreover, 20 (11.9%) clauses as repetition, 7 (4.2%) clauses indicated as interjection. Next, message qualification had 1 (0.6%) clause, and personalization & objectification had 4 (2.4%) clauses. The last function is facility of expression, those had 35 (20.8%) clauses. The perceptions of teacher in using code mixing are helping the students in comprehending the material and easing to catch the topic, enhancing learning such introducing new words, helping students to express themselves better, and helping to avoid misunderstandings.

Keywords: code mixing, ice breaking session, teacher's perspective

I. INTRODUCTION

Classroom is a room in school or college where groups of students are taught. According to Manik and Hutagaol (2015, p. 152) stated that classroom is a place of the interaction process which happens between a teacher and students. Moreover, Interaction is an activity that usually conducts in classroom and it has an important role to build communication between teacher and students that communication is a central to all classroom activity Walsh (2011) as cited by Rustandi & Mubarok (2017, p.239. In English teaching and learning process, teachers and students mix codes or languages among mother tongues or first language, second language and foreign language when they deliver opinion. As for English teachers, he/she should develop his/her students' speaking competence by giving various tasks and activities to enhance their speaking fluency. One of the task is ice breaking, according to Yeganehpour and Takkac (2016) ice breaking is used to improve speaking ability in English as Foreign Language (EFL) learners. In delivering the material or giving an instruction teacher mix two or more language, in order that students could catch the material or the instructions easily.

Normally there are two types of code such suggested in sociolinguistics area. The first kind of code is code switching and the second one is code mixing. Code switching is changing or switching one language to another language in the same conversation, meanwhile code-mixing is mixing languages with inserted another language in the same utterance.

This study also supported by several previous studies to support the originality of this research. . The studies were conducted by Ayeomoni (2006) Code Mixing and Code Switching in Speech Community; Astrid (2015) Code Switching and Code Mixing in EFL Classroom Interaction; Claros & Isharyanti (2009) Code Switching and Code Mixing in Internet Chatting; Makulloluwa (2013) Code Switching by Teachers in the Second Language Classroom; and Marlan and Xiting (2016) Code Mixing as a Bilingual Instructional Strategy in EFL Context.

With regard to the previous studies aforementioned, the first study focused on code switching and code mixing in speech community, the second focused on code switching as a medium of instruction in an EFL classroom. Meanwhile, the third previous study

previous study focused on code switching and code mixing in internet chatting. Moreover, the forth previous study focused on code switching by teachers in the second language classroom, and the last previous study focused on teachers and students' perceptions of code switching in aviation language learning courses. Thus previous studies are dissimilar to the present study because they did not use ice breaking session as interaction between teacher and students. Meanwhile, the present study focused on code mixing analysis in teacher's and students' classroom interaction of ice breaking session. Besides, the writer also intended to highlight the research questions, those are: 1) what types of code-mixing are used by the teacher and students in classroom interaction of ice breaking session?; 2) what are the functions of code mixing used the teacher and students in classroom interaction of ice breaking session?; 3) what are teacher's perspectives on using code mixing in the classroom interaction of ice breaking session?. Related to the answers of the research question aforementioned, it will be discussed in the forthcoming part of this paper.

II. METHODOLOGY

Descriptive analysis applied in this study. Bogdan (2003) stated that descriptive data is one kind of features in qualitative research. "Qualitative research are collected mainly in the form of words or pictures and seldom involve numbers" (Fraenkel, Wallen, and Hyun, 2012, p. 440). Moreover, it was qualitative because this research qualitatively resulted in descriptive data in the written form. The participants of this study consisted of one (1) teacher and two (2) classes consist of 80 students. The writer was selected the participants purposively. This study took place in a vocational high school, which was located in Ciamis, West Java. In collecting the data, the writer was conducted several procedure. The writer collected the data by using the following instruments: recording and interview. In the recording, the data were taken from the classroom interaction between teacher and students during 4 meetings on February 6th, 13th, 20th, and 27th 2018. Meanwhile, interview taken from the teacher's answers due to the factors of using code mixing. Interview was conducted on March 5th 2018.

After collecting the data, the writer analyzed them qualitatively and the writer also used percentage in describing the data in a form of numbers. There were five (5) steps in recording the data: 1) Recording; 2) Transcribing; 3) Analyzing; 4) Calculating; and 5) Concluding.

III. DISCUSSIONS

The writer clarifies the data obtained from each research instrument. Regarding to the aforementioned research questions, the data were analyzed by code mixing theories suggested by Cantone (2007) and Marasigan as cited by Susanti (2015) and were combined by teacher's perspective in using code mixing. In this chapter, the writer used two instruments; they are recording that used to record the interaction between teacher and students and interview that done by teacher.

In this study, the writer used video recording and interview to collect the data. The data were transcribed and analyzed from the teacher's and students' utterance into the type of code mixing. Those selected utterances included into the types and functions of code mixing to answer the first and the second research questions. For the interview session, it was done by the teacher to answer the third research question.

Table 1 Data calculation of Types of code mixing in ice breaking session

Video	Types of Code Mixing		
	Insertion	Alternation	Congruent Lexicalization
1	6	6	0
2	3	5	1
3	15	5	0
4	10	5	0
5	8	3	0
6	9	9	0
Total Data	51	33	1
	30.4%	19.6%	0.6%

Table 1 showed the calculation result of types of code mixing in six ice breaking session that done by teacher and students in teaching and learning process. It could be conclude that there were 168 clauses from six ice breaking. There are three types of code mixing, 51 clauses were identified as insertion, 33 clauses were identified as alternation, and 1 clause was identified as congruent lexicalization. Furthermore, insertion had 30.4% from the total data, alternation has 19.6% from the total data and congruent lexicalization had 0.6% from the total data. Hence, the dominant types realized in the teacher's and students' interaction were insertion with 55 clauses followed by alternation with 33 clauses and congruent lexicalization.

Table 2 Data Calculation of Function of code mixing in ice breaking session

Functions	Video						Total data	%
	1	2	3	4	5	6		
Quotation	-	1	2	-	-	-	3	1.7%
Addressee specification	-	3	3	1	2	3	12	7.1%
Repetition	2	2	5	5	1	5	20	11.9%
Interjection	2	-	1	1	2	1	7	4.2%
Message qualification	-	-	-	1	-	-	1	0.6%
Personalization & objectification	2	-	2	-	-	-	4	2.4%
Facility of expression	6	3	6	7	6	9	37	22.02%

Based on the data above, the functions of code mixing were divided into seven points. Each function was identified and calculated from six ice breaking with the total data 168 clauses. There were 3 clauses recognized as quotation with percentage 1.7% and 12 clauses were recognized as addressee specification with percentage 7.1%. Then, repetition had 11.9% with 20 clauses, interjection had 7 clauses with percentage 4.2%. One clause was identified as message qualification with percentage 0.6%. Furthermore, personalization & objectification presented 4 clauses with percentage 2.4% and 35 clauses as facility of expression with percentage 20.8%. Thus, dominant functions presented in the six ice breaking was facility of expression, it indicated 35 clauses from the total data.

This section showed teacher's perspective in using code mixing in ice breaking session. Those perspectives obtained from interview session in which the writer gave the teacher some questions about their perspective or their point of view in using code mixing in classroom interaction of ice breaking session.

From the interview's question number one, the writer asked about **"What do you think about the use of code mixing in ELT classrooms?"** She explained that the style (code mixing) is very good and useful in her classroom, because she thought that her students did not catch well all of what the teacher talking about. She should use code mixing during the teaching and learning process and explain the difficult word and phrase.

The second question from interview, the writer discussed about **"Why do you mix other language with bahasa Indonesia in your speaking in the classroom?"** The teacher claimed that the reason in mixed language because she helped students to comprehend the material and easy to understand the topic. She forced her students to use English in classroom besides students could use Indonesian.

Thus, code mixing leads teacher and students in practicing their speaking/English ability.

The next question, the writer administered the question to the teacher about **"In what situations do you mix codes and why?"** She explained that it happened in the classroom when the students did not understand the teachers' instruction or teachers' explanation. In that time, she should mix language to avoid students' misunderstanding.

The fourth question is about **"What are the factors that encourage you to mix the language in the classroom?"** There were three factors that encourage teacher's mixing in the classroom. The first was students' vocabulary, the second was explain the difficult material, and the last was unfamiliar word. Those are all the main factor that force teacher to mix language.

The last question discussed **"What are the impacts to the students of using code mixing in the classroom?"** The impact was the similar to the previous part that it makes students more comprehend and understand the material that were given by teacher. Moreover, students from code mixing can learn the new expression, new instruction, and new vocabulary. On the other hand, using code mixing makes students not to be afraid to speak up.

Concerning the relation to the previous studies highlighted in the chapter II, the results of this study have similarity to the third study which was conducted by Claros & Isharyanti (2009). They reported code mixing and code switching in internet chatting. The results of their study showed that Indonesian participants shifted and mixed code more often than Spanish speaking participants. Moreover, insertion, alternation, and congruent lexicalization realized in that article. It has similarity because the present study also reported that types of code mixing also exist in this present study. Nevertheless, there was a difference. This present study used classroom interaction of ice breaking session as a data,

meanwhile the third previous study used internet chatting. The last previous study has some similarity with the present study, in which the previous study discussed the teacher's perception in using code mixing. Marlan and Xiting (2016) presented the teacher perceptions in using code mixing. They claimed that the use of code-mixing helps teacher to address the complex or difficult points more easily to the class and influences not only linguistic competence, but also cognitive and sociocultural aspects of the learner.

There are other previous studies, the results of the study support the previous studies. Those previous studies were conducted by Ayeomoni (2006), Astrid (2015), and Makulloluwa (2013). Ayeomoni (2006) conducted the study on code-switching and code mixing correlate positively with the educational in speech community. In addition, Astrid (2015) carried out the study of the lecturers and the students employed code switching and code mixing in the interactions and it reflects the positive attitude toward the use of code switching and code mixing along teaching and learning activities in the classroom. Then, Makulloluwa (2013) conducted the use of mother tongue (L1) by teachers in the English as a second language (ESL) classrooms.

IV. CONCLUSIONS

This paper investigates the code mixing in teacher's and students' classroom interaction in ice breaking session. In this section, some conclusions are highlighted based on the results of data analysis. The results are based on the data from types of code mixing, functions of code mixing, and combined with interview of teacher's perceptions. In this regard, there were three conclusions to answer the research questions which are presented as follow:

The first research question is "What types of code-mixing are used by the teacher and students in classroom interaction of ice breaking session?" The data showed that the types of code mixing in the first up to the sixth ice breaking sessions were insertion, alternation and congruent lexicalization. It could be drawn that insertion was realized in 51 clauses, alternation was realized in 33 clauses, and congruent lexicalization was realized in 1 clause. In the other hands, 30.4% was for insertion, 19.6% was for alternation and 0.6% was for congruent lexicalization.

The second research question is "What are the functions of code mixing used by the teacher and students in classroom interaction of ice breaking

session?" Regarding to the results of the preceding chapter, the writer found that 5 clauses indicated as quotation with percentage 2.9%, for addressee specification those were 12 clauses with percentage 7.1%. Moreover, 20 clauses as repetition with percentage 11.9%, 7 clauses indicated as interjection with percentage 4.2%. Next, message qualification had 1 clause with percentage 0.6%, and personalization & objectification had 4 clauses with percentage 2.4%. The last function is facility of expression, those had 35 clauses with percentage 20.8%. From the aforementioned results, the dominant function is facility of expression. Based on the aforementioned results, the writer assumes that facility of expression was used more by teacher and students in classroom interaction in ice breaking session.

The third research question is "What are teacher's perspectives on using code mixing in the classroom interaction of ice breaking session?" Based on the results in the chapter 4, the perceptions of teacher in using code mixing are helping the students in comprehending the material and easing to catch the topic, enhancing learning such introducing new words or expressions, helping students to express themselves better, and helping to avoid misunderstandings.

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