AN ANALYSIS OF USING CODE MIXING IN ONLINE LEARNING

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Abstract

This research aims to examine the type of code-mixing used by 6th semester English student of Universitas Maritim Raja Ali Haji, the researcher used a qualitative design with qualitative descriptive because the research results were in the form of sentences. The subjects of this study were 7 students in their 6th semester. Mixing the code spoken by the students while doing the lesson consisted of 7 code mixing. The 7 code mixing is Intra Sentential Code Mixing. Data was collected by observation and interviews. The results showed that most of the students produced the Intra Sentential Code Mixing type of code mixing. Students produced Intra Sentential Code Mixing types of code mixing in the learning process where Intra Sentential Code Mixing occurs when in a sentence there are phrases, clauses or sentence boundaries that mix other codes in the language base. For example English-Indonesian:

Keywords: Code Mixing, Intra Sentential Code Mixing, Qualitative research.

I. Introduction

Human uses language to express ideas, information, messages, happiness, and sadness. It means tha, they can understand each other and they are also able to express themselves. This can be seen from Atmazaki's, (2006) statement that language is a communication tool used by people to express their feelings to others in the right way.

By using language to communicate, human beings do all their tasks and experiences. That way, all the time, people still use words. To prevent confusion and miscommunication, language is how living things communicate with other living things.

Students majoring in English at the university level are expected to learn four skills in English. Skills for listening, speaking, reading, and writing. For students to learn a language, these four skills are essential. Speaking is one of the abilities that students have to master because they can share ideas with others by speaking. Mastery in speaking skills is also helpful for the daily lives of students. Students can implement it as they associate with other students.

Students of English education are expected to speak English well at all times, such as when they want to inquire or exchange thoughts. In reality, they do not find it easy to always speak English all the time. They still speak Indonesian as their first language on occasion. Students still often use mixed language code when speaking in class.Code mixing happens because vocabulary is still missing for students. Because they don't know what word to use, they must combine two languages when communicating. Students who still have a low proficiency level often use their speech code to mix.

The use of language elements from one language into another through memorable speech is known as code mixing. Aitchison & Wardaugh (1987) reveals Code mixing occurs when people use both languages concurrently to the point where they switch from one to the other in the course of a single sentence. Beardsmore (1982) says that code-mixing refers to phonemes, morphemes, words, phrases in a context from one language to another. Sumarsono (2002) states that when a speaker uses a specific language and inserts other parts, this is known as code-mixing. For example, when speaking Indonesian, someone inserts the Balinese language elements and becomes Indonesian in Balinese.

In 2020 until now 2021, the whole world is experiencing an outbreak or a Covid-19 pandemic. The Covid-19 epidemic is a global health emergency that has affected practically every country on the planet, (Purwanto et al 2020). The pandemic has had an impact in a variety of fields, including education. During the Covid 19 outbreak, many countries have decided to close schools and campuses. All states are in politics to overcome current problems. All countries have tried to implement many measures Covid 19 is a pandemic that needs to be stopped. One of the measures is to carry out a movement to keep a social distance. That is, social distance to reduce insider interactions with the wider community, Wilder-Smith & Freedman (2020). Learning that is usually done in campus now have to be done at home by using a variety of applications such as teacher's room, classroom, zoom, google doc, google form, or through WhatsApp groups. Distance learning can reduce the risk of spreading Coronavirus and in accordance with the circular issued by the Ministry of Education and Culture to learn online

English majored students are fluent in speaking and want to know how many students still use the code mixing in speaking while studying and based on the explanation above, the researcher conducted an online study on code-mixing during the social distancing condition. "The researcher, therefore, proposed the title "An Analysis of Using Code Mixing in online learning at Semester 6th of English Department of Universitas Maritim Raja Ali Haji."

II. Research Method

a. Organizing the Data

The first step was to examine the data. After observation and interview, the researcher transcribed the data one by one without changing or improving them.

b. Classifying the Data

The data was classified in the following step. Following the receipt of the data transcript, the researcher classified the code-mixing based on the types of influences that use code-mixing by (Hoffman in Abdullah 2011)

c. Explaining the Data

The data had to be explained as the final step. This is the end of the data analysis process, just before the data is presented in the form of findings and discussion in Chapter 4. To obtain complete data, the researcher compiles the findings of observations and interviews. Furthermore, based on the research problems, the researcher explained each one individually, there are:

"Explained the data base on the types of code-mixing in the English classroom activity".

III. Findings and Discussion.

Table 1. Student Utterance

NO	MEETING	UTTERANCES	Jumlah Pengamatan
1.	Meeting 1	*"ijin mam, septi lagi usaha beli kuota. Jam segini belum ada **counter** yg buka".*	2 kali
		*"di **exercise** pilihan ganda*	8 kali

2.	Meeting 2	*mam, penjelasan recount juga pakai **audio***
		*"berarti suaranya boleh kita buat dulu kan mam? Cuma tidak dimasukkan ataupun dijadikan **background** pada video"*
		*"mam apakah **exercises** nya dibutuhkan juga setelah melakukan media tsb? "*
		*"**alright mam**, makasi atas atas koreksinya"*
3.	Meeting 3	*"itu **card number** yang dibelakang kartu itu ada pertanyaan yang berupa teka-teki lalu siswa membaca dan harus menjawab teka-teki itu mam"*
		*"Assalamualaikum mam, saya yeni maaf saya ke **log out** karna mati lampu disini jdi jaringannya hilang. Trus mau **join** lagi gak bisa"*
Total	7	

Tabel 1 shows the result of first step to get the data of analyzing the data. After observation and interview, the researcher transcribed the data one by one without changing or improving them. According to the findings, the student used code-mixing, either from English to Indonesian or from Indonesian to English.

Table 2 Table for classifying of types of code-mixing

NO	MEETING	TYPE OF CODE-MIXING		
		ISM	ILM	ICP
1.	Meeting 1	2 Utterances	-	-
			-	-
2.	Meeting 2	3 Utterances	-	-
			-	-
			-	-
3.	Meeting 3	2 Utterances	-	-
			-	-
	Total	7	-	-

note: ISM : Intra Sentential Code Mixing
ILM : Intra Lexical Code Mixing
ICP : Involving Change of Pronunciation

Tabel 2 shows that the student did more intra sentential code mixing than intralexical code mixing and involving change of pronunciation. The collegian did intra sentential code mixing 7 times, but no one did intra lexical code mixing and involving change pronunciation at all.

Intra-sentential code mixing is the first type. Intra sentential occurs when a phrase, a clause, or a sentence border within a sentence mixes another code within the language, according to Hoffman and Abdullah (2011). The end result revealed 7 times intra sentential code-mixing during the learning in English classroom activity because they mixed from English to Indonesian and mixed from Indonesian to English. In the data below, there are some utterances included in intra sentential code mixing:

Data 1:

The data from meeting 1 (April 8ᵗʰ 2021)

Student: *"ijin***mam***, septi lagi usaha beli kuota. Jam segini belum ada* **counter** *yg buka"*.

[code mixing (in bold) and Indonesia (in italic)]

This utterance happened at the beginning of the class activity. In the data above, the student used two language or codes; Indonesian and English. The code mixing is simply a tag *"counter"*. The utterance means to show the solidarity between fellow students.

Data 2:

The data meeting 1(April 8ᵗʰ 2021)

Student: *"di***exercise** *pilihan ganda* **mam***, penjelasan* **recount** *juga pakai* **audio***"*

[Mixing between English (in bold) and Indonesia (in italic)]

The utterance happened at the middles of the class activity. In the data above, the student used two language or codes; Indonesian and English. The code mixing simply a tag *"exercise"*. The utterance means to show the learning process runs well.

Data 3:

The data meeting 2 (May 20ᵗʰ 2021)

Student: *"berarti suaranya boleh kita buat dulu kan* **mam***? Cuma tidak dimasukkan ataupun dijadikan* **background** *pada video"*

[mixing between English (in bold) and Indonesia (in italic)]

The utterance happened at the middles of learning process. In the data above, the student used two language or codes; Indonesian and English. The code mixing simply a tag *"background"*. The utterance means to ensure task.

Data 4:

The data from meeting 2 (May 20ᵗʰ 2021)

Student: *"***mam** *apakah* **exercises** *nya dibutuhkan juga setelah melakukan media tsb? "*

[mixing between English (in bold) and Indonesian (in italic)]

This utterance happened at the middles of learning process. In the data above, the student used two language; indonesian and English. The mixing is simply a tag *"exercises"*. The utterance means to ensure the tasks.

Data 5:

The data from meeting 2 (May 20ᵗʰ 2021)

Student: *"***alright mam***, makasi atas atas koreksinya"*

[mixing between English (in bold) and indonesian(in italic)]

This utterance happened at the middles of class activity. In the data above, the student used two language; Indonesian and English. The mixing is simply a tag *"alright mam"*. The utterance means to thank for the improvement of the task.

Data 6:
The data from meeting 3 (July 1nd 2021)

     Student: *"itu* **card number** *yang dibelakang kartu itu ada pertanyaan yang berupa teka-teki lalu siswa membaca dan harus menjawab teka-teki itu* **mam***"*

     [mixing between English (in bold) and Indonesian (in italic)]

     This utterance happened at the middles of class activity. In the data above, the student used two language; Indonesian and English. The mixing is simply a tag *"card number"*. The utterance means to explain more detailed tasks.

Data 7:
The data from meeting 3 (July 1nd 2021)

     Student: *"Assalamualaikum* **mam***, saya yeni maaf saya ke* **log out** *karna mati lampu disini jdi jaringannya hilang. Trus mau* **join** *lagi gak bisa"*

     [mixing between English (in bold) and Indonesian (in italic)]

     This utterance happened at the beginning of class activity. In the data above, the student used two language; Indonesian and English. The mixing is simply a tag *"log out", "join"*. The utterance means to show the obstacle.

     The second and the third type of code mixing is intra sentential code mixing. Based on Hoffman in Abdullah (2011), this kind of code mixing occurs within a word boundary. The result after observing and analyzing the data, the researcher found that there is no single student using this type in learning activites.

Discussion
To get the data of the research, the researcher have done some activities, there are observation and interview. After observation of the classroom using whatsapp application, the researcher transcribed the utterance from the student while doing the learning process purposed by Hoffman in Abdullah (2011). The researcher found the collegian mix their language from English to Indonesia or Indonesia to English in the beginning, middle, and end of sentences during learning process in the English classroom activity.

Types of code-mixing as the one and only research question. The result showed that in English classroom activity the student did three types of code-mixing purposed by Hoffman in Abdullah (2011), they are: intra sentential code-mixing, intra lexical code-mixing and involving a change of pronunciation. Intra sentential code-mixing mostly used in English classroom activity than intra lexical code-mixing and involving a change pronunciation.Intra sentential code-mixing mostly used because during online learning students often explain and ask more details about what they learned and to facilitate the opposite person to understand the point.

The researcher interviewed some of the students that used code-mixing to know why they used code-mixing and what their opinions about using code mixing in learning process. The result of the interview is, the researcher found some opinions that mostly said that they agreed to use code mixing during learning process.

The first was titled "Students' Code Mixing In Speaking Class By The Second Semester of English Study Program of University of Hkbp Nommensen Pematangsiantar" and was written by (Manihuruk et al., 2019). The goal of the study was to look into the different types of code mixing and how they were employed by students in the second semester of the University of HKBP Nommensen Pematangsiantar's English Study Program. This study was carried out using the descriptive qualitative approach, which analyzes data in a descriptive manner. (1)The types of code mixing that are employed are Insertional Code Mixing, Alternation Code Mixing, and Congruent Lexicalization Code Mixing, as determined by the data analysis. (2)Word, phrase, clause, and sentence are the forms utilized in code mixing. (3)Insertion is the most commonly used type, and

word is the most commonly used form. It demonstrates that the children still have a limited vocabulary because they frequently incorporate Indonesian into their English speaking.

Budianto & Muhroji (2019) published a study titled "Code Mixing Used By English Literature Students of the Seventh Semesters at Dr.Soetomo University." The study's goal was to investigate the various types of code mixing and the causes of it among English literature students in the seventh semester at Universitas Dr. Soetomo. The researcher utilized a descriptive qualitative technique to arrive at the following conclusions: (1) the most prevalent data of intrasentential code mixing (ISM) is the mixing of English code into Indonesian speech. Phrase is the most important data in Intra sentential code mixing (ISM). The verb is the most common type of word in the Intra Lexical Code Mixing (ILM) data, and the most common code mixing method is to inject English code into Indonesian utterances. (2) There are three types of reasons: expressing group dentity, explanation by repetition, and genuine lexical need. The most prevalent of these reasons is discovered to be involved in expressing group identification.

The previous studies' findings are comparable to this one. They mostly describe the function, rationale, factors, and interactions of code-mixing, whereas the distinctions are subject-specific. In a prior study, students and teachers were employed in the second and seventh semesters, but English students were used in the sixth semester. Meanwhile, this study focuses on the many types of code-mixing and how they affect the utilization of code-mixing.

IV. Conclusion

Code-mixing is the mixing of use of two languages in one sentences. The student said that the reason why they used code-mixing while learning are that the students understand what they intend to say and as the purpose of discussing in learning. Based on the data analysis results and the conclusions drawn in the previous chapter, there are three types of code-mixing (intra sentential code-mixing, intra lexical code-mixing, involving a change of pronunciation) and Intra sentential code-mixing mostly used in English classroom activity.

From the data, it showed that the student did more intra sentential code-mixing than intra lexical code-mixing and involving a change of pronunciation. The student did intra sentential code mixing 7 times, but no one used intra lexical code mixing and involving change pronunciation.

V. References

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