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**THE IMPLEMENTATION OF CODE-MIXING IN ONLINE CLASSES
FROM THE ENGLISH EDUCATION
(Teacher Perspective)**

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Abstrak

Pencampuran kode terjadi ketika manusia dapat mencampur bahasa menggunakan lebih dari satu bahasa dalam pengucapannya. Tujuan dari penelitian ini adalah untuk menemukan dan mendeskripsikan fenomena *code-mixing*, khususnya jenis dan fungsi yang terjadi pada kelas *online english student university*. Metode ini menggunakan desain deskriptif kualitatif. Sumber data tersebut berasal dari pesan pada aplikasi WhatsApp sejak Maret hingga April 2022. Prosedur pengumpulan data meliputi beberapa langkah. Pertama, membuka aplikasi WhatsApp dan grup kelas *online*. Kedua, mengamati dan mencari kata-kata atau tulisan dosen yang mengandung *code-mixing*. Ketiga, menulis dan menganalisis kata-kata dosen yang termasuk dalam *code-mixing*. Selanjutnya, hasil perhitungan persentase jenis dan fungsi *code-mixing* dari analisis pesan WhatsApp diperoleh 51 data yang menunjukkan *code-mixing*. Pada jenis *code-mixing*, *Intra-Sentential* adalah tipe yang paling dominan dengan 90,2%, *Intra-Lexical* dengan 9,8%, dan tipe terendah adalah *change pronunciation*. Dalam fungsi *code-mixing*, peneliti menemukan 51 data. Terdapat lima fungsi *code-mixing* yang berhasil. Ada 1) interjeksi 2) fasilitas ekspresi 3) pengulangan 4) kualifikasi pesan 5) personalisasi dan objektivisasi. Yang membedakan penelitian ini dengan penelitian sebelumnya adalah materi pelajaran, di mana penelitian ini berfokus pada perspektif guru sebagai aktor utama dalam penggunaan *code-mixing* dalam *chat group* WhatsApp.

Kata kunci: *code mixing*, pembelajaran *online*, aplikasi WhatsApp

Abstract

Code-mixing occurs when humans can mix languages using more than one language in their pronunciation. The purpose of this study is to find and describe the phenomenon of code-mixing, especially the types and functions that occur in English student university online classes. The method used qualitative descriptive design. The data source used messages in the WhatsApp application from March to April 2022. The data collection procedure included several steps. First opening the WhatsApp application and the online class group. Second, observe and look for the words or writings of lecturers that contain code-mixing. Third, writing and analyzing the lecturer's words are included in code-mixing. Furthermore, the results of calculating the percentage of code-mixing types and functions from WhatsApp message analysis obtained 51 data indicating code-mixing. In the type of code-mixing, Intra-Sentential is the most dominant type with 90.2%, Intra-Lexical with 9.8%, and the lowest type is change pronunciation. In the code-mixing function, the researcher found From the 51 data found by the researcher, there are 5 functions of successful code-mixing, there are 1) interjection 2) Facility of expression 3) Repetition 4) Message qualification 5) Personalization and Objectivization. What distinguishes this research from previous research is the subject matter,

where this research focuses on the perspective of the teacher as the main actor in the use of code-mixing in WhatsApp group chats.

Keywords: *code-mixing, online learning, WhatsApp application*

1. Introduction

Indonesia is a bilingual and multilingual country, namely a country that has a large number of different types of regional languages. However, it is not only in regional languages but also in foreign languages. One of the foreign languages learned in Indonesia is English, which is also studied at various levels of Indonesian education and is also one of the university majors. The social function of a language is as a communication tool to interact and as a way to identify a group of people (Simatupang et al., 2018). In other words, language is an important component in society, with the language we can recognize groups of individuals and know how they communicate.

In the context of education, lecturers teach and transfer language to make it easier for students to understand the material taught in certain subjects. Because of this, students are forced to use English also in the classroom, seeing this code-mixing as a solution for students and lecturers to carry out learning activities that require using English. The phenomenon of code-mixing is combining words or phrases from English with the mother tongue or vice versa. Code-mixing (CM) shifts from one language to another in a conversation. It refers to a combination of multiple languages or dialects in the same conversation or sentences by bilingual people (Gardner-Chloros in (Horasan, 2014). This language mixing is not only in whole sentences, but can also occur in short phrases or words, in this case, the teacher mixes English with Indonesian they use their first language (L1) and their second language (L2) in different domains. They do this not only used in everyday communication but also in the classroom) interactions between teachers and students and students and students.

The term code is intended to denote one of the variants of the language hierarchy. Humans are linguistic creatures (monolingual). The language here is a verbal tool that people use concerning language and is also known as a code term (Marni, 2016). Talking about the meaning of the code, Poedjosoedarmo (in Rahardi, 2010:55) argues Code can be interpreted as a language system, where the use of language elements is a feature of the origin of the speaker, the speaker's relationship with the interlocutor and the existing language situation. Thus, it can be said that the code contains linguistic elements such as

sentences, words, morphemes, and phonemes. The codes themselves contain the meaning of other language elements.

Wardaugh (2002) states that code-mixing is a phenomenon or activity of mixing one language with another but does not change the topic of conversation. Rokhman (2013) defines code-mixing as a speech that occurs when there is a mixture or combination of different variations in the same clause. with speaker characteristics such as social background and educational level. In line with that Siregar (2016) defines code-mixing as mixing two or more languages in a conversation, but it does not change the whole of a language. Code mixing is the activity of using one language for another language, this mixing usually occurs in one utterance. Code mixing also often occurs when the use of two languages and cultures cannot be separated from the elements of a language and often overlaps between the two languages used. Code mixing is usually used in bilingual or multilingual communities or societies.

According to Suandi (2014) code mixing usually occurs because speakers include elements of other languages into the language being used, this is because they look at several things, namely social background, educational level, and situation. Nababan also argues that the reason for using code-mixing is that speakers of certain languages cannot find suitable terms to use (Nababan, 1984). Therefore, it often happens in informal situations especially to express or make meaning in another language. In this case, code-mixing is considered an alternation between two languages that contain grammatical and lexical in a sentence, both Indonesian and English.

Suwito classified the variety of code-mixing in the form of words, phrases, hybrids, repetition words, idioms, and clauses (Suwito, 1983). First, word insertion is when the speaker inserts a word from a foreign language in his or her utterance. In this era we are required to have the ability to use more than language, especially English, students use code-mixing to hone and show their second language skills. Meanwhile, Hoffman (1991) shows that there are three types of code-mixing, namely intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. The first is intra-sentential code-mixing this kind of code-mixing occurs within a phrase, a clause, or a sentence boundary. Then the second is Intra-lexical code-mixing, This kind of code-mixing occurs within a word boundary and the third is Involving a change of pronunciation, this kind of code-mixing occurs at the phonological level.

The function of code-mixing means what the speaker wants to achieve with what he conveys when communicating with the interlocutor (Ningsih et al., n.d.). then More specifically explained by Marasigan (1983), there are seven functions of the code-mixing phenomenon, the first function is Quotation based on Marasigan's (1983) statement that "subjects quoted themselves and others directly or indirectly to sound more credible to the addressees (Marasigan, 1983)." it explains that the quote serves as proof that what they are saying is fact and that the recipient should believe it. The second function is Addressee Specification, Marasigan (1983) stated that this function recognizes not only interacting members of the speech events but also recognizes that their language behaviors may be more than merely a matter of individual preference or facility, but also role relation. The third function is repetition so that what is said becomes clear and strengthens the message or joke. The fourth function is Interjections, Interjection serves to express strong feelings or emotions that are clear. The fifth function is Message Qualification this function explains and mentions the concept of time. The sixth function is Personalization and Objectivization whose function relates to the speaker's level of involvement, distance, statement, feeling, or personal knowledge; moreover, it refers to a specific incident. The last function is the Facility of expression, Marasigan (1983) explains that the text contains several instances "the shift can only be interpreted as difficulty in finding the right word at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style he is using".

Code-mixing is not only used in direct conversations but also in indirect conversations, one of which is conversations that occur in online classes using the WhatsApp application. Technology makes the learning process simpler. This creates an opportunity for educators to move beyond the traditional face-to-face classroom by blending technology with traditional teaching and learning (Mershad & Wakim, 2018; Ran & Jinglu, 2020).

There are several previous studies regarding code-mixing, the first research was done by Tarigan & Juliana (2022) This study aims to determine the types of Indonesian-English code-mixing in the learning class online, the platform used is the WhatsApp application, this study shows that most students use code-mixing with the type of word insertion with 52.4% followed by phrase insertion. The lowest percentage is the idiom insertion type with 2.5%. So that lecturers know what to improve for their students. This matter needed to

familiarize students with using English idioms to improve their language skills (Tarigan & Juliana, 2022).

The second previous study by Hairennisa (2018) This research is aimed at explaining code mixing used on Whatsapp (WA), research shows that the types of code-mixing that students use in conversations on the WhatsApp platform are word insertion, phrase insertion, baster insertion, cross insertion, idiom insertion, and clause insertion. Then the type of code-mixing that is most often used by students is the type of phrase insertion. And the last finding in this study is the reason students use code-mixing is as a clarification activity on what they are doing because of the lack of lexicon in English (Hairennisa, 2018).

The phenomenon of teachers using their first language when teaching a second language is a form of code-mixing and is common in situations where the teacher and students share the same language or mother tongue. The use of Indonesian is common between teachers and students. Likewise, when viewed from several previous studies researchers found that mixing languages seemed more beneficial for students and made it easier for teachers to teach English. This phenomenon makes researchers interested in analyzing what types of code-mixing are used in online learning classes through the WhatsApp platform. To answer the first question, this research employs the code-mixing theory of Hoffman (1991). Meanwhile, to answer the second question, the researcher employs the theory of Marasigan (1983).

2. Methodology

This study employed a qualitative description because it described a phenomenon under study. This study observed online classes conducted by English lecturers with their students in an online class in English student. As a data source, the researcher used message history in the WhatsApp application from March until April 2022. The data taken were English lecturers' words or speeches that appeared in an online class and others that contained code-mixing elements. Furthermore, the data Collection Procedure included several steps, namely, first opening the WhatsApp application and the online class group. Second, observed and look for the words or writings of lecturers that contain code-mixing. Third, writing and analyzing the lecturer's words which were included in code-mixing. After that, the collected data were analyzed using the theory proposed by Hoffman (1991) for the type of code-mixing and the theory of Marasigan (1983) for the code-mixing function.

3. Findings And Discussion

From the results of data analysis, researchers found 51 data indicated as a type of code-mixing. The explanation is as follows :

3.1. Types of Code-mixing

Based on the 51 data found on the WhatsApp group message, the researcher found that there are three types of code-mixing as shown in the table below.

Table 1: The Percentage of Types of Code Mixing in WhatsApp group Messages

NO	TYPES	Quantity	Percentage
1.	Intra Sentential Code Mixing	46	90.2%
2.	Intra Lexical Code Mixing	5	9.8%
3.	Involving a Change in Pronunciation	-	0
Total		51	100%

Based on the data classification types of code-mixing in Table 1, this study discusses several points.

3.1.1. Intra-Sentential Code Mixing

According to Hoffman (1991), Intra-sentential code mixing occurs within a phrase, a clause, or a sentence boundary in a conversation either orally or in writing. For example from Indonesia to English, or English to Indonesia. Based on the data above, the researcher found 46 types of data that indicated intra-sentential code-mixing which were further divided into words or phrases. Below is the explanation:

Word

Words are the smallest elements of language structure that can be pronounced separately with practical or objective meaning. Words can be divided into several types, such as nouns, verbs, adjectives, and so on. Through analysis of WhatsApp messages, the researcher found 28 datums classified as word level. The datum found includes word construction which is divided into nouns, verbs, and adjectives. Below are examples of word boundaries that will be discussed as follows:

Example 1: *Teman2 jangan lupa mulai contemplate topik apa yang mau dibahas dan dimana kalian akan meneliti topik tersebut ya*
Friends, don't forget to start to contemplate what topic you want to discuss and where you will research the topic, okay"

The utterances said by a lecturer said the above in her message to her students. The most dominant language she uses is Indonesian which is then inserted with English "contemplate" into her speech. In Indonesian, "contemplate" means "to contemplate". Based on the theory proposed by (Hoffman, 1991) regarding code-mixing, a lecturer performs Intra Sentential Code Mixing because she mixes languages within a word boundary.

Example 2: *Nanti kaitkan dengan materi meeting ke 6 ya.*
"then, relate it to the material for the 6th meeting, okay."

In this sentence, a lecturer conveys a message to her students by inserting an English word in her sentence that predominantly uses Indonesian, namely "meeting". In Indonesian, the word "meeting" means "pertemuan".

Phrases

Phrases are groups or combinations of words that have meaning and patterns. If these words were separated, they would have different meanings. Generally, a phrase does not contain a subject and a verb. In this study, the researcher found 17 data that were included as phrase boundaries. The following are examples that will be discussed:

Example 1 : *Also please check GCR, saya buat kan penjelasan tentang apa yg harus ditulis dalam jurnal.*
"Also please check GCR, I will explain what should be written in the journal"

Based on the data above, a lecturer mixed up foreign languages in the middle of her speech. The lecturer said, "also please check GCR". The data spoken by the lecturer is included in the type of code-mixing, especially intra-sentential code-mixing because the words spoken by the domain are in the form of phrases. The phrase "also please

check GCR" appears when the lecturer gives the order to re-check the task that has been done carefully.

Example 2: *one last thing, saya minta tolong diisikan survey ini ya untuk perbaikan kelas socio.*
"one last thing, I ask for you to fill out this survey for the improvement of socio class"

Based on the expression of the lecturer above, she inserts a foreign language into her chat. The lecturer said "one last thing". The data spoken by the lecturer is included in the type of code-mixing, namely intra-sentential code-mixing because the words spoken by the lecturer are in the form of phrases. The phrase "one last thing" appears when the lecturer gives the order to fill out the survey that has been distributed.

3.1.2. Intra Lexical Code-Mixing

Intra lexical code-mixing occurs in conversation when the speaker attaches word boundaries to his pronunciation. For example Indonesian-English or vice versa. To classify the types of intra-lexical code-mixing in the data found, the researcher divides it into two parts, namely the prefix and the suffix. Intra-lexical occurs when someone inserts affixation into his speech. The affixation referred to here is the Indonesian language affixation. Affixation can be divided into two types, namely prefixes and suffixes. Here the researchers found 5 data indicated as Intra-Lexical Code Mixing in the form of prefixes and suffixes. The following explanations and data that have been found are discussed below:

Prefix

A prefix is a collection of letters placed in front of a word or before a root word that cannot be deciphered and used to change the meaning of the word. For example the word "invisible". The prefix for this word is "in" and the original word is "visible". These two words combined will have different meanings. In Indonesian, an example is the word "member". The prefix itself is "mem" and "Bayar" is where the word comes from. So from the prefix explanation here, the researcher found 3 data indicated as Intra Lexical Code Mixing in WhatsApp messages by English lecturers. The following data and discussion:

Example 1: *Jika ada 1 pengecualiaan, tetap saja dianggap dlm masyarakat bahwa **mendominate** women in language.*
“If there is 1 exception, it is still considered in society that women are dominating in language”.

Based on the data above, it can be seen that a lecturer mixes everyday language. She uses the Indonesian affix "men" for the word "dominate". This includes the affixation of Indonesian prefixes with the sentence structure being "men" as a prefix and "dominate" in English which means "domination". In Indonesian, "dominate" means "to dominate" so the word is indicated as intra-lexical code-mixing in the prefix pattern.

Suffix

Suffixes are a group of letters that are usually placed at the end of a word or root that cannot be deciphered to form a new word and produce a new meaning. For example, the suffix in English is "happiness". The word order is "happy" as the root and "ness" as the suffix at the end of the word. Meanwhile, for example in Indonesian, it is "listen", where the original word is "hear" and gets the affix at the end of "kan". This is an explanation of the suffix. Based on the data on the WhatsApp message, the researcher found data that indicated a suffix. The following data and discussion:

Example 1: *Begitupun teman2 yang lain. Cek apakah jurnal yg akan kalian tuju ada publication **chargenya** atau tidak.*
“Likewise other friends. Check whether the journal you are going to has a publication charge or not”.

Based on the data above, it can be seen that the lecturer mixed everyday language into her chat. She uses the Indonesian affix "nya" for the word "charge". This includes the affixation of Indonesian endings with the sentence structure being "nya" as a suffix and "charger" in English. So that the word is indicated as an intra-lexical code-mixing in the suffix pattern.

3.1.3. Involves Changes in Pronunciation

In the WhatsApp message online class in English, precisely in the text message, there was no data found in the WhatsApp message which indicated a type of code-mixing that involved a change in pronunciation.

3.2. Function of Code-Mixing

From 51 data found by researchers in WhatsApp chat groups, there are 5 of 7 functions identified as functions that are in line with Marasigan's (1983) theory.

3.2.1. Interjection

It is used when conveying something with an overflow of emotions and feelings. a sign used to express the expression and behavior of being spoken.

Example : ***“Hello everyone! Selama bulan ramadhan terdapat beberapa penyesuaian waktu ya”.***

The speaker's utterance insertion of code-mixing mixes between phrases which are then discussed by exclamation points. This exclamation mark conveys and discusses emotions, in this case discussing something that at the point of this conversation was a feeling of joy and excitement at that time.

3.2.2. Facility of Expression

It is used because the speaker is unable to find the right words when telling something, this may be done to convey a term.

Example “cek apakah jurnal yang akan kalian tuju ada publication ***chargernya***”.
 “perlu diingat bahwa satu case tidak bisa ***menggeneralize*** semua case”.

The utterance above is the insertion of a word and a hybrid, the phrase is English combined with Indonesian. It can be seen in the word "charger" which is English and "nya" which is the Indonesian suffix. Then the second speaker added the prefix "meng" from Indonesian combined with "generalize" from English. The function of the word is

to make it easier for listeners to understand what the speaker meant.

3.2.3. Repetition

It is used because the speaker wants to clarify what he is saying by using both languages at the same time, with this the listener becomes aware of the message spoken.

Example : “**sure boleh**”.

The term is included in the phrase insertion, it can be seen from the merger between English and Indonesian. The speaker repeats his utterance in another language by modifying it so that the listener can understand the speaker's intention, the speaker wants to clarify his utterance by repeating it in Indonesian,

3.2.4. Message Qualification

It is used when the speaker refers to the concept of time. this function instead of expressing the moment during the interactions.

Example “nanti kaitkan dengan materi **meeting** ke 6 ya”.
 “dan kita juga ada **deadline** nilai semester harus kumpul pada tanggal tertentu”.

The sentence contains a qualifying construction which is the insertion of a word, in the words "deadline" and "meeting" is the insertion of a phrase that aims to express time in English, the speaker intends to tell the listener that the word is an adverb of time at that time.

3.2.5. Personalization and Objectivization

This is used when the speaker wants to convey his personal opinion to the listener related to the context of the conversation, this utterance reflects the feelings, opinions, and knowledge of the speaker.

Example : “**please everyone read this** jadi nanti tidak menanyakan pertanyaan yang sama”.

The sentence above is included in the type of clause insertion, this is because the speaker uses the word "this" which intends to clarify his subject where the object is in the word "this". The second is word insertion, it can be seen from the word "feedback" that the object of the speaker is "feedback".

4. Conclusion

Code mixing can occur when people speak more than one language and mix languages in a word, phrase, or sentence. Code mixing can not only occur directly but also indirectly, such as in an online class using the WhatsApp application. Therefore, researchers are interested in examining code-mixing and its function in university students' online classes. After analyzing the data and finding the results from the data, the researcher found that there was some code mixing used by lecturers in English online classes in the WhatsApp application. The data found shows that Intra-Sentential code-mixing is the most dominant type of code-mixing used by lecturers in online classes in WhatsApp messages. The percentage obtained for Intra-Sentential Code Mixing is 90.2%. Furthermore, data from the Intra-Lexical Code Mixing type was found to be 9.8%, and finally, the lowest percentage involved a change in pronunciation, the researcher did not find any data indicating a change in pronunciation. In this study, the type of code-mixing Involving a Change of Pronunciation was not found because the authors conducted research through the WhatsApp group platform where all the data taken was in written form, not a sound that could be analyzed for pronunciation. Thus, this study has only found two types of code mixing: intra-sentential code-mixing and intra-lexical code-mixing.

In addition, researchers found the function of code-mixing, From the 51 data found by the researcher, there are 5 of the 7 functions of successful code-mixing based on Marasigan's (1983). They are 1) interjection 2) facility of expression 3) repetition 4) message qualification, and 5) personalization and objectivization.

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