

Chapter Four

Finding and Discussion

This chapter presents the findings and discussion about code mixing used by teacher in Class XI IPA at SMA Muhammadiyah 5 Yogyakarta. The aim of this research was to find out the types of code mixing used by the English teacher and find out the factors.

After the resercher did the observation, the researcher found that the types and factors of code mixing that commonly occured by the English Teacher in class XI IPA at SMA Muhammadiyah 5 Yogyakarta. This research conducted twice in English class and the result can be seen in the following table:

No	Teacher's Utterances	Types of code mixing			Factors of code mixing		
		Inner code mixing	Outer code mixing	Hybrid code mixing	Code mixing for constructing and transmitting knowledge	Code mixing for classroom management	Code mixing for interpersonal relation
1.	Wes durung ra? Coba liat udah sampai mana?	✓				✓	
2.	Soalnya mudah ko sing penting koe ki sinau ojo dolanan terus.	✓					✓

3.	Ya, then I will call your name, oke gimna? Udah siap?		✓			✓	
4.	Oke, Nita can you help me tolong bagikan soal ini ke temen-temennya.		✓			✓	
5.	So found the correct answer, ojo kesusu nek garap santai aja, waktunya masih lama ko.			✓		✓	
6.	The fat molecules become evenly dispersed within the liquid milk. Oke tak terangin gini yaa, kalau kalian paham susu itu krimnya apa namanya... mmmm krim, susu dan cairannya itu tidak merata pencampurannya. Jadi perlu di homogenize,			✓	✓		

	nah dan hasil dari homogenized milk itu untuk menghasilkan susu yang cairan susu dengn krimnya termasuk lemak-lemak susunya itu merata						
7.	Ya that's it, it's the last exercise for you, nanti dikerjakan disini saja waktunya 30 menit cukup yaa		✓			✓	✓
8.	Hp siapa itu? tak sumpahin hilang.	✓					✓
9.	Teacher: Ok Zaki exellent, disana ada dua versi so kalian setuju dengan jawaban yang mana?		✓				✓

Table 1. Example of collecting data technique on observation form.

The type use of code mixing

The first research question was “ What types of code mixing that the teacher of class XI IPA of SMA Muhammadiyah 5 Yogyakarta uses at English class ?”. According to Jendra (2010), there are three types of code mixing namely inner code mixing, outer code mixing, and hybrid code mixing. From the data analysis, the three types of code mixing had been used by the English teacher at SMA Muhammadiyah 5 Yogyakarta.

Inner code mixing. Code mixing refers to interfering code that uses elements of the native language (Jendra, 2010). Sometimes inner code mixing is a second type that the teacher used in the teaching and learning process. The language that teacher used is Javanese. The teacher used this type because Javanese is the mother tongue of the students. The followings are the example of outer code mixing that found in the data.

Utterance 1: *Uwes durung ra? Coba lihat sudah sampai mana? (Have you finished? Can I see yours?).*

Based on the data above, the English teacher mixed the language from Javanese into Indonesian. The code mixing can be seen in dialogue 1 when the English teacher spoke Javanese “Uwes durung ora” (Have you finished?) with the following Indonesian “Coba lihat sudah sampai mana?” (Can I see yours?). The English teacher insert Javanese into Indonesian in one sentence and it’s called inner code mixing.

Another example of the types of code mixing can bee seen in the following excerpt.

Utterance 2: Soalnya mudah ko *sing penting koe ki sinau ojo dolanan terus* kerjaannya. (The question is easy if you are serious).

From the students – English teacher communication above, the English teacher mixed Indonesian “Soalnya mudah ko” (The question is easy) with Javanese “*sing penting koe ki sinau ojo dolanan terus*” (if you are serious). Nababan (1991) stated that “Code-mixing occurs when speakers mix two (or more) languages or language variety in an act of speaking without there is something in a situation of languages” (p.32).

Outer code mixing. Types of code mixing is a mixed of code that uses the elements of a foreign language in the event of mixed code (Jendra, 2010). The English teacher at SMA Muhammadiyah 5 Yogyakarta used outer code mixing in the teaching and learning process. The followings is the example of outer code mixing that found in the data.

Utterance 3: Ya, *then I will call your name*, oke gimana? Udah siap? (ok, then I will call your name, are you ready?)

Based on the utterance above, when the English teacher start the leasson with students absence to writen the last exam score, the English teacher decided to mixed language using English into Indonesian to maintain the conversation. Outer code mixing which was used by the teacher in teaching and learning process. Based on the data from the first observation, the English teacher commonly used outer code mixing in the teaching and learning process.

Another example was found in dialogue below, the English teacher mixed the language between English into Indonesian. The types of code mixing happened when the English teacher ask student to helped the English teacher.

Utterance 4: *Oke Nita can you help me* tolong bagikan soal ini ke teman-temannya. (Ok Nita can you help me? please give this text to your friend).

In the utterance above, it can be seen the English teacher insert foreign language named English “*Oke Nita can you help me*” Indonesian “tolong bagikan soal ini ke teman-temannya” (please give this text to your friend). In code mixing, pieces of one language are used while a speaker is basically using another language (John Gumpers, 1977 cited in Jendra 2010). It can be known from the data that the English teacher mixed Indonesian into English, in code mixing is said as outer code mixing.

Hybrid code mixing. It can recieve any elements in the event of mixed code both elements of the original language or a foreign language or a foreign language element in a sentence or clause (Jendra, 2010). The English teacher at SMA Muhammadiyah 5 Yogyakarta used hybrid code mixing in the teaching and learning process, the language that teacher used are Javanese, Indonesia, and English. To the followings is the example of hybrid code mixing that found in the data.

Utterance 5: *So found the correct answer, ojo kesusu le garap santai aja, waktunya masih lama ko.* (So found the correct answer, don't be rushed take it easy).

From the utterance, it could be seen that the English teacher mixed language between English “*So found the correct answer*” Javanese “*ojo kesusu le garap*” (don’t be rushed) and Indonesian “*santai aja, waktunya masih lama ko*” (take it easy) in one sentence.

Utterance 6: *The fat molecules become evenly dispersed within the liquid milk.*

Oke tak terangin gini yaa, kalau kalian paham susu itu krimnya apa namanya... mmmm krim, susu dan cairannya itu tidak merata pencampurannya. Jadi perlu di homogenize, nah dan hasil dari homogenized milk itu untuk menghasilkan susu yang cairan susu dengn krimnya termasuk lemak-lemak susunya itu merata. (Ok let me explain, if you get it, that was a cream in the milk that named ... mmmm cream, milk and the liquid does not mix fully So, it is importantto be homogenized and the result of homogenization milk to the produce a milk with cream including the fat of the milk evenly).

Based on the data above, the English teacher mixed the conversation while using three languages named English, Javanese and Indonesian in one sentence. Hybrid code mixing occurred because in Indonesia especially in Jawa teacher and students in English class used three languages namaed Javanese as a mother tongue, Indonesia and English to communicate with each other. Moreover, the English teacher used hybrid code mixing to deliver something comprehensively.

The most common code mixing used from both observation was the outer code mixing. In the first observation, the outer code mixing occurred seven times,

and the second observation the outer code mixing occurred 26 times, that is why the outer code mixing has been stated as the most common used code mixing by the English teacher. The English teacher frequently mixed the language because the teacher wants to share the same way in choosing the language (Adnyandi, et al. 2013 p.24). Outer code mixing commonly occurred in the teaching and learning process based on the observation than inner code mixing and hybrid code mixing because in order to make students often listen to English vocabulary.

Factor the use of code mixing

The second research question was ‘What factors that make the teacher at class XI IPA of English class SMA Muhammadiyah 5 Yogyakarta uses code-mixing?’. There is three types factor of use code mixing according to Ferguson (2009) first factor of code-mixing is for constructing and transmitting knowledge, the second is for classroom management and the third is for interpersonal relation. From the data analysis, the researcher found some factors which became the reason why the English teacher used code mixing. The English teacher revealed some factors in the using of code mixing which can be seen in the following excerpt.

The first factor which became the reason why teacher used code mixing is for classroom management. This means that the teacher has specific purpose in using code mixing for classroom management to make learning process efectively.

Code mixing for constructing and transmitting knowledge. According to Qing (2010) reveals that teachers often code switch to translate or elaborate the important message during the process of explaining new vocabulary or grammar

points. The conversation happened while the English teacher was teaching in the classroom. The English teacher mixed the language between English, Javanese and Indonesian when the English teacher corrected the students.

Utterance 6: The fat molecules become evenly dispersed within the liquid milk.

Oke tak terangin gini yaa, kalau kalian paham susu itu krimnya apa namanya... mmmm krim, susu dan cairannya itu tidak merata pencampurannya. Jadi perlu di homogenize, nah dan hasil dari homogenized milk itu untuk menghasilkan susu yang cairan susu dengan krimnya termasuk lemak-lemak susunya itu merata. (Ok let me explain if you get it, that was a cream in the milk that named ... mmmm cream, milk and the liquid is not mixed evenly. So, it is necessary to be homogenized and the result of homogenization milk to produce a milk with cream including the fat of the milk evenly).

From the utterance above, it can be seen that the English teacher mixed the language between English "*The fat molecules become evenly dispersed within the liquid milk*", Javanese "Oke tak terangin gini yaa" (Ok let me explain) and Indonesian "*kalau kalian paham susu itu krimnya apa namanya...*" (explain if you get it, that was a cream in the milk that named ...). The factor of using code mixing was to construct and transmit knowledge. Then, the English teacher explained the purpose of fat molecules by using Indonesian to clarify the material.

Code mixing for classroom management. Tien (2010) stated that teachers mixed L2 into L1 to give explicit classroom instructions such as directing

students to be engaged in pair or group discussions or to perform certain classroom activities. The factor of using code mixing for classroom management was found in the conversation between the English teacher and the students in the classroom. This factor happened when the English teacher gives instruction for students to do some text.

Utterance 7: Ya that's it, it's the last exercise for you, nanti dikerjakan disini saja waktunya 30 menit cukup yaa. (it is the last exercise for you, do it here later 30 minutes enough right).

From the utterance above, the English teacher mixed the language from Indonesian-English-Indonesian to control the classroom management, Code-Mixing because of these factors tend to occur when the teacher gives questions and gives instruction to students. In this case, the English teacher controlled the students in the classroom management through reprimanding the students to give attention to the course. According to Makulloluwa (2013) She believes that teachers should be educated on the use of L1 in the classroom since she feels that there is lack of knowledge among them regarding the use of L1 in the classroom.

Code mixing for interpersonal relation. From the data, it was found that the English teacher did code mixing between Indonesian into Javanese, Indonesian into English and from the third of those. In order to build a good interpersonal relation with the students in the to classroom. Factor of code mixing happened when the English teacher asked a students who played her phone during learning process.

Utterance 8: Hp siapa itu? tak sumpahin hilang. (whos phone is that? I hope your phone lost).

From the conversation above, the English teacher mixed the language between Indonesian “Hp siapa itu?” (Who’s phone is that?) and Javanese “tak” (I hope). Then, the English teacher called the students to make the students pay attention in the classroom, beside the English teacher did some joke as ice breaking. This is in line with Qing (2010) who stated that use of code mixing in the classroom may contribute to creating a more supportive language environment that enables teachers to build solidarity and intimate relations with the students,

Another conversation happened while the English teacher ask students to answer the question.

Utterance 9: Ok Zaki *exellent*, disana ada dua versi so kalian setuju dengan jawaban yang mana? (Ok Zaki excellent, there are two version so wich answer do you agree).

Based on the utterance above, the English teacher insert English “Exellent” in dominant Indonesian speech however to give some reword to the students. Typically, the form of code-mixing occurred when the teacher used to flatter and invite students to come forward to do a task (Hertanti, 2014).

From the data, it could be found that factor of code-mixing for classroom management more dominant than others, based on the first, there is two factor named as factor of code-mixing for constructing and transmitting knowlwdge and factor code mixing for classroom management. While in the second observation all of the factors appeared. The third factor more commonly used because everytime the researcher observed the class, the English teacher always give the task and instruction to the students, so the teacher often to pick the English sentence as a direction. In the first observation, the English teacher gave a little

class discussion so that there was difference between the first and the second observation.