

## Students' Perception of Code Mixing and Code Switching Used by The Teacher at SMA Negeri 5 Samarinda

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### Abstract

The one of language switching effects is the use of code switching and code mixing in the classroom. English become one of compulsory subjects at all of school in Indonesia, so the teacher and students sometimes speak Indonesian during learning process. The use of code switching and code mixing in the classroom often used by teacher in Indonesia. This research was conducted at eleventh grade social-4 in SMA Negeri 5 Samarinda. Data collection in this research the researcher used qualitative research and for selection the students are using snowball sampling, and that is including in non-probability sampling. The results of this research are student perception was had a good perception about teacher used code mixing and code switching in learning process. Liked S1 said "Yes I agree if used during teaching learning process" another S3 said I Strongly agree because can help me to understanding English. Most of students agree with that because made them easier for study to understanding the material what teacher explained.

**Keywords:** Code Switching, Code Mixing, Learning Process

### Introduction

English In Indonesia, has been taught since elementary school until senior high school, because English is considered as international language. According to Zein S, Sukyadi D, Hamied F et al (2020) many years later, the New Order regime (1967–1998) cemented the official role of English through Presidential Decree No. 28/1990. With this policy, English was made compulsory in secondary schools under the administration of the Ministry of Education and Culture. This means English was taught as a compulsory subject in Sekolah Menengah Pertama (junior high school) (SMP), Sekolah Menengah Atas (senior high school) (SMA) and Sekolah Menengah Kejuruan (vocational high school) (SMK). English was also made a compulsory subject in secondary schools under the administration of Ministry of Religious Affairs: Madrasah Tsanawiyah and Madrasah Aliyah. Thus, English automatically became either the second language for people who only spoke Indonesian or the third language for the majority of Indonesians who already spoke both Indonesian and an indigenous language.

The teachers can use English only when have considered that all of students at the same level, which is in the high level that can be understand all about the material what teacher explained if using English only. If not, the teacher should be use bilingual language, in this case is Indonesian language and English, which is can help the students in the low level in mastering English to understand the material that explained by teacher. Besides teachers, the students should be compulsory to speak English sometimes or use bilingual language in the English Learning Process (ELP). According to Rao P (2019) Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language.

As a teacher sometimes use full of English in a classroom very helpful to students for accustom new vocabulary about English or accustom unashamedly for speaking English. From my experience when I taught in SMAN 5 Samarinda the use of Bahasa Indonesia in classroom is still used for help the students understand with the

material. Teachers who teach using Bahasa Indonesia maybe think that switching from English to Bahasa Indonesia that can help students more easily for absorb the lesson, whereas if teachers try to speak full of English in classroom the students will be accustomed to follow speaking English and look for the meaning of the word that they don't know. literacy development

### **Method**

In this research, researcher will use a quantitative method. The researcher uses quantitative because there are several techniques of conducting research which guide and enable the researcher to collect and analyze data. This research will be done at SMA Negeri 5 Samarinda which is located on Jl. Juanda No.1, Air Putih, Kec. Samarinda Ulu, Kota Samarinda, Kalimantan Timur. The researcher chose this place to be the subject of research because when the researcher PLP in there the teachers in SMA Negeri 5 Samarinda often use bilingual when teach the students.

### **Population and Samples Population**

In this study, the subject of this research is an Eleventh grades students in SMA Negeri 5 Samarinda in academic year 2021-2022 which consist 10 classes are 6 classes of science and 4 classes of social. The Number of Subject involved in this research is around 36 students in every class.

### **Samples**

Researcher selected the samples for study. The sample is the set of units selected to represent the population of interest (Gravetter & Wallnau, 2017). The researcher took the Eleventh grades students which consist of ten classes was science and social. The sum of the all students was around 360 students.

### **Data Collection Techniques Questionnaire**

The questionnaire consisted of nineteen (19) multiple choice. In this part, the researcher asked to the students to choose one option, it means that the answers most reflect their personality or their real life. Each question consists of five (5) options of the

answer, strongly agree, agree, disagree and strongly disagree. This questionnaire will be given to the students. The researcher asked to fill the questions which they are listed. The scores of each student would be marked as: Score 5 for item strongly agree, score 4 for item agree, score 3 for item neutral, score 2 for item disagree and score 1 for item strongly disagree. The higher number that the students indicate, the more show the effectiveness from the use of bilingual in English Learning Process. Thus, the results show if the use of bilingual in English Learning Process is effective.

### **Data Analysis Techniques**

Quantitative data analysis or statistics aims to test the hypothesis. This research method has the design of quantitative method because the research data in the form of numbers and data analysis using statistics. The analysis techniques will be use in this research by the researcher is SPSS version 22. The first part was designed to collect information of the respondents, such as name, age, gender, and student number. Those are only general personal information for respondents to fill in the questionnaire. This questionnaire presented by check list. The variables will be measured in a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

### **Result & Discussion**

In this session, the researcher would present the data result of observation and interview. The observation was taken to give additional data for the research. The process of observation was executed in 12 May 2023. The observation was held in the XI IPS 4 on SMA Negeri 5 Samarinda. The researcher used a mobile phone as instrument for collecting documentation. The note-taking technique was also used as other instruments to get additional information during the observation.

The first thing researcher done the observation with the teacher during teaching in the classroom and with recorded the sound by mobile phone. After that, the researcher has given time by the teacher for interview the students. The researcher was used text transcript interviews and recorded their sound by mobile phone for save the data. After all the

researcher needed to observe and interview the students, the researcher tried to collect the data below.

Based on the interviews done by the students, the types of Students' perceptions of code-mixing and code-switching used by The Teacher at SMA Negeri 5 Samarinda. They have their perceptions about used code-mixing and code-switching in the classroom. This is the result of the interview:

**Used of code mixing and code switching helped to understand the material during the teaching and learning process.**

Several students said, that the teacher used code-mixing and code-switching during the teaching and learning process to help them to understanding what the teacher explained.

S1 : *Sangat membantu kita sebagai murid yang masih belum bisa faham dengan Bahasa Inggris* (very helpful for us as students that not yet understanding with English).

S3 : *Mungkin tidak apa-apa, karena saya akan lebih mudah memahami jika guru memakai pencampuran Bahasa.* (maybe it's oke, because that can help me to understanding the teacher if teacher using mix language).

S8 : *Iya sangat membantu saya dalam memahami materi di kelas.* (yes, very helpful for me).

Other students have their perception that the teacher is always using code-mixing and code-switching to understanding the material during teaching and learning process which sometimes makes they're habituated to translation, whereas they learned English for habituated them for try and understand English.

**Teacher's code-mixing and code-switching used in the English teaching-learning process can improve students' reading and listening skills.**

Based on the student's perception, the use of code-mixing and code-switching by the teacher also increased four English skills (reading, writing, listening, and speaking). However, reading and writing skill was felt become the ability which was very helpful by the application of the teacher's English during the teaching and

learning process.

S1 : *Menurut saya seringkali saya membaca cerita Bahasa Inggris dan saya bisa lebih memahaminya dan menurut saya hal itu juga akan bagus untuk melatih kita agar tau lebih banyak tau tentang Bahasa Inggris.* (In my opinion, oftentimes I read English story and I can understand the story and for me that will be better to instruct us for know more about English).

S3 : *Ya menurut saya bisa membantu saya terutama dalam membaca, karena Ketika membaca Bahasa Inggris sering kali banyak kosakata baru dan saya harus mentranslate satu persatu dan dengan guru terkadang saya mendapatkan pengetahuan tentang kosakata baru.* (Yes, in my opinion, that can help me especially in reading because sometimes when I read English text I often to find new vocabulary and I must translate it one by one dan with teacher using code mixing and code switching that can help me to new knowledge and new vocabulary).

S4 : *Untuk saya pribadi lumayan membantu karena bisa memahami Bahasa yang disampaikan, dan kemampuan yang sudah terbantu sedikit adalah mendengar dan membaca.* (For me appreciable can help me because I can understand the language who delivered and my ability that can help is listening and reading)

S7 : *Iya menurut saya sangat terbantu terutama pada reading saya.* (yes, in my opinion very helpful especially in reading).

**Students liked teacher used code mixing and code switching when teach them.**

Based on the students' perception, some students have their perception if they're preferred when the teacher used code mixing and code-switching during teaching and learning process.

S2 : *Saya pribadi lebih memilih dengan menggunakan alih Bahasa dan pencampuran Bahasa.* (for me I prefer choose with code mixing and code switching).

S5 : *Tentu saja saya memilih dengan menggunakan alih Bahasa dan pencampuran Bahasa.*

(Of course, I Choose with use code mixing and code switching).

S6 : Menurut saya lebih baik memakai code mixing dan code switching, karena banyak anak yang setelah guru menjelaskan tidak faham dan bertanya ke teman. (In my opinion better will using code mixing and code switching because a lot of students after teacher explain the material and they don't understand with the meaning, they ask to their friends). S8 : Tergantung, jika guru tersebut dapat menjelaskannya dengan jelas, maka dalam Bahasa Inggris saja sudah cukup dengan mendapatkan poin-poinnya, tetapi jika disuruh memilih saya suka pakai campuran Bahasa.

(depends on the teacher, when the teacher can explain clearly just English is enough for understanding, but if I must choose both English only or mixing I prefer to choose to mix language)

S7 : Saya sih lebih suka jika guru menggunakan campuran Bahasa.

(I prefer if the teacher uses code mixing).

### Students have a good perception of the teacher using code-mixing and code-switching in the learning process.

The students gave their perception about the teacher using code-mixing and code-switching in the learning process, most of their perception is has a good perception about it or they agree if the teacher using code mixing and code-switching in learning process.

S1 : Ya saya sangat setuju jika dipakai selama belajar. (yes, I agree if used during teaching learning process).

S3 : Sangat setuju karena dapat membantu saya untuk memahami Bahasa Inggris.

(Strongly agree because can help me to understand English).

S5 : Setuju tapi cukup sesuai porsinya saja jika diterjemahkan. (Agree but enough in proportion if want to translate).

S7 : Saya setuju jika guru menggunakan hal tersebut. (I agree if teacher's use it).

S8 : Menurut saya setuju jika guru menggunakan hal tersebut (In my opinion, I

agree with that).

They're agree with that because that can make it easier for study, especially to understand the material that the teacher explained.

### Observation

#### Code Mixing in the Form of Word and Phrase

After collecting the data from observation done by the researcher of the teacher who teaches in the classroom, the teacher used a lot of code-mixing and code-switching to help the students understand the material. The first researcher would explain about code mixing, there are two forms of code-mixing, that is code-mixing the form of words and phrases. This is the teacher's explanation from the teacher entering the class until finished.

Assalamualaikum Wr. Wb How are you today? Hari ini kita tidak jadi membahas soal untuk ujian, karena masih ada satu materi yang belum saya sampaikan. Oke, maybe now I want explain about conditional sentence, do you know about that? If I image, like Imagination something or if your imagination something terus kalian membuat sebuah kalimat, maka itu yang disebut kalimat conditional. Jadi ini tentang hayalan kalian, so you can imagination everything. Now I want to explain about only type 1. Type 2 and 3 in the next class. Don't forget use word if and then if, present, verb and future. You know with form present and future? masih ingat bentuk form present present dan future? Masih ingat gak kalimat nya gimana. Penggunaan if ini boleh didepan dan ditengah, Jika ditengah kalian harus bawa ini semua kesini. Jadi ini bentuk future dulu baru present nya, so harus

ikut ya. Oke for example, contoh kalimat yang simple saja. Contoh I bentuk teman future nya apa? Will ya pakainya disini jangan lupa, verb pertama juga. Contoh "If I have money, I will buy car", Jadi disini ada subjek, verb satu, dan objek Will ini masuk di auxiliary verb. You know about auxiliary verb?

Contohnya will, shall, can, may, banyak lagi ya. Nah jika would dan should itu bentuk past future. Ini contoh jika if nya taroh ditengah menjadi "I will buy car, if I have money". Oke, do you understand? if you understand please you make one sentences up to you, sembarang kalimatnya mau gimana asal tidak merubah

kalimat. Oke now are you ready? I want choose one or maybe two people to make sentences in front of here. Jadi intinya ini tentang kalimat yang berandai andai. Jika tipe satu kemungkinan atau hayalan kalian ini yg bisa jadi kenyataan. Apa yang kita hayalkan itu masih bisa terjadi nantinya, karena kita bicaranya sekarang and we do that later. Tapi jika yang tipe 2 dan 3 itu yang unreal, artinya hayalannya kemarin. Jadi kemungkinan

terjadinya tidak ada karena sudah berlalu. Pola tipe tipe ini beda polanya saja, jika yang tipe 2 dan 3 itu pakai past tenses, tapi jika tipe satu ini pakai present. Jika tipe 2 itu pakai

yang past tense dan past future, jika yang bentuk ketiga ini past perfect dan past future perfect. Yang Namanya bentuk perfect itu selalu menggunakan verb ketiga. Oke, jadi setelah kalian buat contoh ini sudah faham semua ya, ini saya mau koreksi punya steven. Disini ada kamu pakai word "hungry", disini apakah dia verb, noun atau apa?

Jadi jika kalian mau pakai selain kata kerja atau non-verb you must use word to be before it. Jadi jika dia bukan kata kerja harus menggunakan to be ya, to be yang dipakai disini

apa?. Jika I pakai I am ya. Seandainya verb ini kalian mau ganti noun atau yang lain harus menggunakan to be. Non-verb itu apa ajasih? Ada adjectives, adverb and noun. Oke ibu rasa kalian sudah bisa memahami materi yang ibu sampaikan saat ini. Ibu akhiri pertemuan kelas hari ini, thank you.

From the explanation above, the researcher was given the line, which is part of the form of word and phrase. The researcher summarized for easier to differentiate that are a form of word or form of phrase. This is the

result of the researcher observing the teacher teaching and learning in the classroom and this separated form of word and form of phrase

1. Penggunaan if ini boleh didepan dan ditengah. **(form of word)**
2. Jadi ini bentuk future dulu baru present nya, so harus ikut ya. **(form of word)**
3. Oke for example, contoh kalimat yang simple saja. **(form of phrase)**
4. Contoh I bentuk teman future nya apa? **(form of word)**
5. Will ya pakainya disini jangan lupa, verb pertama juga. **(form of word)**
6. Jadi disini ada subjek, verb satu, dan objek. **(form of word)**
7. Will ini masuk di auxiliary verb. **(a form of the word)**
8. Contohnya will, shall, can, may, banyak lagi ya. **(form of word)**
9. Nah jika would dan should itu bentuk past future. **(a form of the word)**
10. Tapi jika yang tipe 2 dan 3 itu yang unreal, artinya hayalannya kemarin. **(form of word)** jika yang tipe 2 dan 3 itu pakai past tenses, tapi jika tipe satu ini pakai present. **(form of word)**
11. Jika tipe 2 itu pakai yang past tense dan past future. **(form of word)**
12. Jika yang bentuk ketiga ini past perfect dan past future perfect. **(form of word)**
13. Yang Namanya bentuk perfect itu selalu menggunakan verb ketiga. **(form of word)**
14. Disini ada kamu pakai word "hungry". **(form of phrase)**
15. disini apakah dia verb, noun atau apa? **(form of word)**
16. Jadi jika kalian mau pakai selain kata kerja atau non-verb you must use word to be before it. Jadi jika dia bukan kata kerja harus menggunakan to be ya. **(form of word)**
17. Jika I pakai I am ya. Seandainya verb ini kalian mau ganti noun atau yang lain harus menggunakan to be. **(form of word)**
18. Non-verb itu apa ajasih? ada adjectives, adverbs and nouns. **(a form of word)** Ibu akhiri pertemuan kelas hari ini, thank you. **(form of word)**

From the summary above, there are many code mixings used by the teacher to explain the material to students. Another that although code mixing used by the teacher, code-switching is also used by the teacher. In code-switching, there are two forms, the switch from English to Indonesian or Indonesian to English was done by the teacher like explained below.

### **The Form of English to Indonesian or Indonesian to English of Code Switching**

Despite the use of code mixing in the classroom, the teacher was used code-switching too during teaching and learning process. It happened because the students needed to understand the material that the teacher taught, so the teacher was used to switch language to help the students understand the material. There are two several forms of code-switching, that is English to Indonesian or Indonesian to English. This is the teacher's explanation from the teacher entering the class until finished.

*Assalamualaikum Wr. Wb How are you today? Hari ini kita tidak jadi membahas soal untuk ujian, karena masih ada satu materi yang belum saya sampaikan. Oke, maybe now I want explain about conditional sentence, do you know about that? If I image, like Imagination something or if you imagination something terus kalian membuat sebuah kalimat, maka itu yang disebut kalimat conditional. Jadi ini tentang hayalan kalian, so you can imagination everything.*

*Now I want to explain about only type 1. Type 2 and 3 in the next class. Don't forget use word if and then if, present, verb and future. You know with form present and future?, masih ingat bentuk form present present dan future? Masih ingat gak kalimat nya gimana. Penggunaan if ini boleh didepan dan ditengah, Jika ditengah kalian harus bawa ini semua kesini. Jadi ini bentuk future dulu baru present nya, so harus ikut ya. Oke for example, contoh kalimat yang simple saja. Contoh I bentuk teman future nya apa? Will ya pakainya disini jangan lupa, verb pertama juga. Contoh " If I have money, I will buy*

*car", Jadi disini ada subjek, verb satu, dan objek Will ini masuk di auxiliary verb. You know about auxiliary verb? Contohnya will, shall, can, may, banyak lagi ya. Nah jika would dan should itu bentuk past future. Ini contoh jika if nya taroh ditengah menjadi " I will buy car, if I have money". Oke, do you understand? if you understand please you make one sentences up to you. sembarang kalimatnya mau gimana asal tidak merubah kalimat. Oke now are you ready? I want choose one or maybe two people to make sentences in front of here. Jadi intinya ini tentang kalimat yang berandai andai. Jika tipe satu kemungkinan atau hayalan kalian ini yg bisa jadi kenyataan. Apa yang kita hayalkan itu masih bisa terjadi nantinya, karena kita bicaranya sekarang and we do that later. Tapi jika yang tipe 2 dan 3 itu yang unreal, artinya hayalannya kemarin. Jadi kemungkinan terjadinya tidak ada karena sudah berlalu. Pola tipe tipe ini beda polanya saja, jika yang tipe 2 dan 3 itu pakai past tenses, tapi jika tipe satu ini pakai present. Jika tipe 2 itu pakai yang past tense dan past future, jika yang bentuk ketiga ini past perfect dan past future perfect. Yang Namanya bentuk perfect itu selalu menggunakan verb ketiga. Oke, jadi setelah kalian buat contoh ini sudah faham semua ya, ini saya mau koreksi punya steven. Disini ada kamu pakai word "hungry", disini apakah dia verb, noun atau apa?. Jadi jika kalian mau pakai selain kata kerja atau non-verb you must use word to be before it. Jadi jika dia bukan kata kerja harus menggunakan to be ya, to be yang dipakai disini apa?. Jika I pakai I am ya. Seandainya verb ini kalian mau ganti noun atau yang lain harus menggunakan to be. Non-verb itu apa ajasih? ada adjectives, adverb and noun. Oke ibu rasa kalian sudah bisa memahami materi yang ibu sampaikan saat ini. Ibu akhiri pertemuan kelas hari ini, thank you.*

From the explanation above, the researcher was given the lines, that are part of form English to Indonesian or Indonesian to English. The researcher made a summary for it easier to differentiate that are form of English to Indonesian or Indonesian to

English. This resulted from the researcher observing the teacher teaching and learning in the classroom and this separated switching language.

1. How are you today? Hari ini kita tidak jadi membahas soal untuk ujian, karena masih ada satu materi yang belum saya sampaikan. (English to Indonesian)
2. If I image, like Imagination something or if your imagination something terus kalian membuat sebuah kalimat, maka itu yang disebut kalimat conditional Jadi ini tentang hayalan kalian, so you can imagination everything. (English to Indonesian)
3. You know with form present and future? masih ingat bentuk form present present dan future? (English to Indonesian)
4. Oke, do you understand? if you understand please you make one sentences up to you, sembarang kalimatnya mau gimana asal tidak merubah kalimat. (English to Indonesian)
5. Apa yang kita hayalkan itu masih bisa terjadi nantinya, karena kita bicaranya sekarang and we do that later. (Indonesian to English)
6. Jadi jika kalian mau pakai selain kata kerja atau non-verb you must use word to be before it. (Indonesian to English)

There is many code-switching used by the teacher to explain the material to students. The teacher sometimes switched from English to Indonesian or Indonesian to English.

### Discussion

In this section, the data found in this research discussed further based on the research that has been conducted on selected Observation in eleventh grade social in SMA Negeri 5 Samarinda and interviewed students used snowball sampling. The researcher also found use of code-mixing and code-switching in the classroom, this is the same as the research from Abdullah & Usman (2021) which showed Students' Perceptions towards Code-Switching and Code-Mixing in Sociolinguistic. This qualitative study will investigate English Education students' opinions towards code-switching and code-

mixing both in everyday and classroom use. From the research means that code switching and code mixing have been used in classroom situations.

The observation sheet was taken by the researcher about the forms followed to Salsabil (2019) theory. Where the researcher must understand code-mixing and code-switching in teaching and learning activities. The thing that distinguishes this research from previous research is that two lecturers are the source of the object of research, so that in analyzing the data, it will be more accessible research.

The interviewed transcription forms followed Wahib (2020) theory. The things that distinguish this research from previous research is that different questions and objects to research, in the previous she was interviewed about bilingual language used. In this research, the researcher interviewed about their perception of teacher using code mixing and code-switching

### Conclusion

The research found the form of code mixing and code switching happened in the classroom during learning process. The teacher used the forms of code mixing and code switching, the code mixing in the form of word is often used by the teacher than form of phrase. In addition, the teacher used the code switching often translated from English to Indonesian than Indonesian to English, because the teacher must explain again the material to the students used Indonesian. That made students easier to understanding the material what teacher explained.

Because of the researcher used snowball sampling, before started the interviewed researcher ask first to the students who knows about code mixing and code switching, with that the researcher was found information the perception about code mixing and code switching in the classroom from little to many students perception. The students who have been interviewed by the researcher have perception of teacher using code mixing and code switching is have a good perception or they're agree with the use

of code mixing and code switching in learning process.

Most of student perception was had a good perception about teacher used code mixing and code switching in learning process. Liked S1 said "Yes I agree if used during teaching learning process" another S3 said I Strongly agree because can help me to understanding English. Most of them agree with that because that made them easier for study to understanding the material what teacher explained.

So, the results of this research are expected to be solidly used as a research reference by people interested in the study of language. For English teacher, the contribution that can made from this research used code mixing and code-switching during teaching and learning process. On the other hand, for students, it is hoped this research used as a reference in conducting research and provided information about the use of code mixing and code switching by teacher during teaching and learning process.

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