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Code Mixing Analysis in English Teaching Learning Process at Senior High School 11 Pandeglang : Literatur Review

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ABSTRACT

This article examines the role of code mixing in English language teaching, specifically focusing on teachers' perceptions of its application in the classroom. Code mixing, the blending of two languages in discourse, takes various forms, including intra-sentential, intra-lexical, and pronunciation changes. Through a systematic literature review of five selected articles (2018-2023), the research highlights the prevalence of code mixing in Indonesian English classrooms due to factors like limited vocabulary and global influences. Teachers and students predominantly utilize intra-sentential code mixing for clarity, while intra-lexical and pronunciation changes are less frequent. Despite potential challenges leading to miscommunication, teachers view code mixing positively, considering it a valuable tool for enhancing student participation, comprehension, and vocabulary development. The study concludes that code mixing plays a crucial role in supporting English language learning, emphasizing its multifaceted nature and contributing to discussions on language, education, and sociolinguistic dynamics..



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INTRODUCTION

Language plays a pivotal role in shaping communication within society, acting as a multifaceted tool influenced by cultural, social, and educational contexts. In the realm of English language teaching, the phenomenon of code mixing has garnered attention as a linguistic practice impacting the teaching and learning process. Code mixing involves the seamless integration of elements from two or more languages within a discourse, reflecting the dynamic nature of language use in diverse environments.

This literature review delves into the intricate landscape of code mixing in the context of English language education, with a specific focus on the teaching and learning process at Senior High School 11 Pandeglang. The significance of understanding code mixing lies in its potential to both facilitate and hinder effective language instruction. As educators navigate the complexities of incorporating English into diverse linguistic environments, a comprehensive analysis of code mixing becomes imperative.

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The exploration begins with a foundational understanding of sociolinguistics, recognizing language as a social phenomenon deeply interwoven with cultural and societal dynamics. This theoretical framework sets the stage for dissecting the intricate relationship between language, education, and the phenomenon of code mixing.

The academic landscape surrounding code mixing analysis in English teaching and learning processes is rich and varied. Previous studies by scholars such as Wahyuni, Aeni & Riani (2023), Nuraini (2022), Ramadhaniarti (2017), Novianti & Said (2021), and Hasai (2021) have contributed significantly to the discourse, offering insights into teachers' and students' perceptions and practices. Through a systematic literature review, this study aims to synthesize and build upon these existing findings, shedding light on the patterns, reasons, and implications of code mixing in the specific context of Senior High School 11 Pandeglang.

The investigation is not only confined to the prevalence of code mixing but also extends to understanding its impact on language acquisition, student motivation, and overall classroom dynamics. By critically analyzing the available literature, this review aspires to provide educators, researchers, and policymakers with a nuanced perspective on code mixing in English language teaching at the senior high school level, thereby contributing to the ongoing dialogue on effective language instruction in multilingual settings.

According to Holmes (2013), sociolinguistics concentrates on the connection between language and society. This study makes sense of why individuals talk diversely in various social settings, which will then provide broader information about how language works with social relations in the community context.

Coupland (2014): Sociolinguistics is the study of the relationship between language and society. This field examines how language is used in social contexts, and how social factors such as social class, gender, ethnicity, and place influence language use. Basically, all these definitions of sociolinguistics have something in common, namely that sociolinguistics is the study of the relationship between language and society. This field examines how language is used in social contexts, and how social factors influence language use.

The study of how language is used in educational contexts. This study can examine how language is used by teachers and students in the classroom, or how language is used in educational documents.

From the above understanding, it can be concluded that Sociolinguistics is an important field to study because it can help us understand how language is used in a social context. This field can also help us understand how social factors affect language use.

Most people as speakers usually use more than one code and need a chosen code every time they choose to talk to others. According to Wardhaugh in Cakrawarti (2011) the phenomenon of people having more than one code (language) is called bilingualism or multilingualism.

According to Grosjean (2015) Bilingualism is the ability to use two languages, either simultaneously or alternately, with the same or different skill levels. according to May (2014) Multilingualism is the ability to use more than two languages, either simultaneously or alternately, with the same or different skill levels.

Muin (2012) defines "multilingualism as the use of more than one language by a single individual or community". According to Fishman in sociolinguistics, bilingualism is the use of two languages by a speaker in his communication with each other where the speaker must really understand both languages. The first language is his mother tongue and the second language is another language that becomes his second language, while according to Jendra monolingual is a society whose members use one language in daily communication. Then, he adds that bilinguals are not monolingual people but they speak two languages in daily communication.

The difference between monolingual, bilingual, and multilingual can be explained as follows; when a person speaks one language in communication, he is called monolingual. Then, when a person speaks two languages in communication, he is called bilingual. And the last is when a person speaks in more than two languages, he is called multilingual.

Code mixing is the phenomenon of using two or more languages in one utterance. Code mixing can occur at various levels, ranging from the use of one word or phrase from another language, to the use of sentences or even complete paragraphs from another language.

According to Gumperz (2014), code mixing is the use of two codes or languages alternately in one discourse. Discourse in this case can be in the form of conversation, writing, or even speech. Gumperz emphasizes that code mixing is the use of two codes or languages alternately. This means that bilingual or multilingual speakers who use code mixing will use two codes or languages alternately, according to the context being discussed.

Furthermore, according to Sumarsih (2014) code mixing is a symptom of language use in the form of mixing different language variations in the same clause. The code mix is reflected in the sentence. Meanwhile, code-mixing is the mixing of more than one language in communication. And then, it describes the use of code-mixing in communication with others. Some people use more than one language for several reasons, namely more effective in the teaching and learning process, more easily understood by others with the language used by the speaker.

Furthermore, code-mixing refers to the mixing of two or more language varieties in speech. Furthermore, Ye Ho (2007) in his journal states that code-mixing is the change of language to another language in the same utterance or in the same spoken or written text. This is a common phenomenon in societies that use two or more languages. So it can be concluded that code-mixing is the process of mixing two or more languages in a sentence or utterance.

Finally, code-mixing is the mixing of two or more languages when communicating. It is common for a speaker who speaks two or more languages to take a word or more than one word from one language and introduce it when speaking in another language. Language mixing aims to provide a clearer understanding of the context or purpose of the conversation. Thus, code-mixing focuses on the use or adoption of a language unit into another language based on a particular situation and aims to extend the style or beauty of the speech situation.

Hoffman in Luke (2015) categorizes code mixing into three types: Intra-sentential, intra-lexical, and involving pronunciation changes. In line with Abdullah in his book, he states that there are three types of code mix, namely

- a. Intra-sentential code mix: This occurs within a single sentence or clause. It involves embedding English words, phrases, or even clauses within an Indonesian sentence. Examples include: "Saya mau upgrade HP saya minggu depan." (I want to upgrade my phone next week.) "Dia nggak ngerti kenapa laptopnya mati." (He doesn't understand why his laptop is dead.)
- b. Intra-lexical code mix: This happens within a single word, where an English stem is attached to Indonesian affixes. Examples include: "Men-download (to download)" "Ke-delete-an (deleted)" * "Di-copy (copied)"
- c. Code mixing involving pronunciation changes: This type affects the phonological level, where English words are pronounced with Indonesian sound patterns. Examples include: "Kete (cake)" "Sekolah (school)" * "Baterai (battery)"

Code mixing can occur for several reasons. Grosjean (in Eunhee: 2006) suggests several reasons for code-mixing. For example, some bilinguals mix two languages when they cannot find the right word or expression or when there is no proper translation for the language used. In addition, the interlocutor, situation, message, attitude, and their emotions also cause code-mixing. Then,

Hoffman in Asror (2009:16) states that there are several reasons for code-mixing. If a word has been mastered in one language but not yet mastered in another, the child can use one device at his disposal to express the lexical or grammatical meaning, if an item is temporarily unavailable, the subject tends to use an equivalent form in another language or what he or she thinks of, if an item is more complex, or less silent, in one language, a bilingual child may use an appropriate one from another language, if the child is exposed to mixed input, he will often respond with mixed production.

Hoffman in Asror (2009: 16) presents the factors from his point of view that cause to Code-mix. There are at least three factors: Language input, the linguistics development, and the general cognitive development.

Empirical studies have demonstrated that it is quite difficult to find classroom discourse fully in a single language, other languages understood by the speakers may be used, thus, switching and mixing between the languages are common (Martin and friends in Arifin and Husin 2011). According to Abdullah (2011) most research on teacher code mixing has been originated in context quite different in from English Foreign Language (EFL) classroom.

English is taught in Indonesia mainly as a subject at school and seldom practiced in the broad social environment. Most English language teachers are native speakers of Indonesian and they vary considerably in terms of their mastery of the English language. In particular, we should bear in mind that these foreign language teachers perhaps should not be regarded as true bilinguals who can choose freely between different codes or languages. Instead, they are more accurately monolingual individuals who have skill and knowledge in a foreign language and whose task is to teach this language to the monolingual learners.

METHODS

The systematic literature review (SLR) method was used in this article. SLR is a type of literature review that collects and critically analyzes various research studies or papers through a systematic process (Cruz-Benito, 2016). The purpose of an SLR is to provide a complete summary of the available literature relevant to the research question. There are three steps in this strategy: First, the research question is formulated as an answer to the demands of this research subject. The second is the search procedure, or the process of finding the data required for this research. With the help of the Publish or Perish (PoP) application or software, data was collected from the Google Scholar website with the site address <https://scholar.google.co.id/> to make it easier to find the journals needed. Then, the review process is the last step.

In the search process, we started by entering the keyword "CodeMixing" with 1000 sample papers published between 2018 and 2022. The next step is the article search process carried out based on the year of publication in the 2019-2022 period using the Keyword "Code Mixing Anaysis In English Teaching Learning Process" In June-

July 2023. Search results on the Google Scholar site The search results on the Google Scholar site using the Publish or Perish (PoP) software were reduced to 100 articles, after which the article selection was carried out. The researcher only took 5 sample articles based on the Research study selection procedure was carried out by looking at the title, abstract, and expanded text and journal articles, and the main study result.

RESULT AND DISCUSSION

This literature review was conducted with the help of the Publish or Perish (PoP) application or software, the data was collected from the Google Scholar site with the website address <https://scholar.google.co.id/> to make it easier to find articles that are in accordance with this research. The researcher only took 5 sample articles. The researcher focused on finding teachers' perspectives in using code-mixing in the classroom and what types of code-mixing are often used

during the teaching and learning process in the classroom. The articles were then sorted and selected according to the questions written in this article and the results of the process are as follows:

According to Wahyu, Atsamar (2023) with the title of the article "The Use of Code Mix in English Teaching (A Study in Senior High Schools in Bone Regency)" from the results found it can be concluded that the findings reveal three different forms of code mix used by English teachers and students during the teaching and learning process: intra-sentential code mix, intra-lexical code mix, and code mix involving pronunciation changes. Intra-sentential code-mix emerged as the dominant form used by both teachers and students, with 37 instances of intra-sentential code-mix, eight instances of intra-lexical code-mix, and five instances of code-mix involving pronunciation changes. The underlying reasons for students' use of code-mixing during the teaching and learning process are mainly due to their limited vocabulary and difficulties in speaking fluently.

The second is from Walidin, Yuvita (2023) with the title "An Analysis of Code- Mixing Found in The Third Graders EFL Classroom Interaction" it can be concluded that this research is focused on examining code mixing as a variable. Based on the results, it was revealed that students often interact with mixed language during class, there are several types, reasons, the most dominant type and students' perceptions of the use of code mixing. From the results of his research, 26 cases of code mixing were found, 46% of which were intra-lexical code mixing which is considered the most dominant type. Meanwhile, the most frequently found reason was R3 which was used in 13 incidents, and of the 10 questions, there were 6 answers that indicated "motivated". Code mixing has both negative and positive effects on student interactions. These negative effects can cause obstacles and miscommunication in student interactions. The positive side can be a trigger for students to be more motivated to interact using English in the EFL class.

Furthermore, the third researcher from Wahyu, Aeni & Hasriani (2023) with the title "Teachers' Perceptions of the Use of Code Mixing in Teaching English" from the results of the discussion it can be concluded. The results of data analysis show that teachers have a positive perception of the use of code mixing in teaching English as evidenced by the results of observations and interviews showed a positive response to the use of code mixing. And it is also supported by accurate data from the questionnaire where there is an average teacher score of 68. The reason why a teacher has a positive perception of code mixing in English language teaching is because the teacher considers that code mixing can help the teacher in making students more actively participate in take English lessons. The use of L1 or Indonesian by a teacher can help students understand the teacher's instructions, lesson material, assignments, and even exams. Apart from that, students can also improve their vocabulary and how to pronounce newly acquired vocabulary during the teaching and learning process. There are research results from Vana, Dea (2018) entitled "An Analysis of Code Mixing Used By English Teachers in Teaching Learning Process in MAS PAB 2 Helvetia" from the research results it can be concluded. The research results show that there are three types of code mixing used by English teachers in the teaching and learning process, namely intra-sentential code mixing, intra-lexical code mixing and involving changes in pronunciation. Intra-sentential code mixing is the dominant type used by English teachers in the teaching and learning process, namely 170 utterances including intra-sentential code mixing, 12 utterances including intra-lexical and 14 utterances involving changes in pronunciation. Meanwhile, the reason teachers use code mixing in the learning process is because of the situation and lack of vocabulary.

Lastly there is from Agus Rahmat (2020) with the title "Code Mixing in EFL Classroom: Views from English Teachers Side" from which the results of this research can be concluded. This research is to determine the code mixing categories used by English teachers and the dominant code mixing categories. used by English teachers in teaching EFL (English as a foreign language)

classes. The research results show that (1) English Teachers at SMK Negeri 1 Makassar use all categories categorized by Muysken (2000, quoted in Liu, 2008: 6) in teaching in EFL classes, namely: Insertion, Substitution and Congruent Lexicalization. There are seventeen examples of the Insertion category, two examples of the Alternation category and there are also two examples of the lexicalization congruent category used by English teachers; (2) The code mixing category that is dominantly used by English teachers at SMK Negeri 1 Makassar is the insertion category in teaching in EFL classes. Therefore, this can be a positive input for English teachers to enrich their English vocabulary to avoid the use of code mixing in teaching in EFL classes.

From the five articles described above, there are several general findings and conclusions regarding the use of code mixing in teaching and learning English in various educational contexts.

1. Variations in Code Mixing Forms: In the context of English language teaching, there are various forms of code mixing used by teachers and students, such as intra-sentential code mix, intra-lexical code mix, and code mix which involves changes in pronunciation.
2. Dominance of Intra-sentential Code Mixing: Intra-sentential code mixing emerged as the dominant form used by teachers and students in three of the five studies combined. This shows a tendency to use a mixture of languages in one sentence.
3. Reasons for Using Code Mixing by Students: Students use code mixing mainly because of limited vocabulary and difficulty speaking fluently in English. This shows that code mixing can be a strategy for students to overcome obstacles in communication.
4. Influence on Student Motivation: Several studies highlight that the use of code mixing has a positive impact on students' motivation to interact in English. Even though there are negative effects that can cause obstacles and miscommunication, additional motivation can have a positive impact.
5. Teachers' Positive Views of Code Mixing: Teachers, in research involving their views, have positive perceptions of the use of code mixing. They see it as a tool that helps students more actively participate in English learning.
6. Support for Learning: Code mixing, according to several studies, is considered a tool that can support students' understanding of instructions, learning materials, assignments, and exams. The use of the first language or Indonesian by the teacher is considered to help students understand the learning content
7. Linkage to Vocabulary and Situations: The reasons for using code mixing by teachers in several studies are related to the learning situation and lack of vocabulary in English. This suggests that in some cases, teachers use code mixing as a response to specific learning situations.
8. Relationship to Code Mixing Categories: Teachers in the EFL context use various code mixing categories, such as Insertion, Substitution, and Congruent Lexicalization. From several studies, it appears that the Insertion category is dominant.

From several articles found, it can be concluded that code mixing has a significant role in supporting English learning in the classroom, although the effects may vary. An understanding of code mixing variations and their impacts can provide better insight for teachers and researchers in managing and improving the English language learning process in formal education environments

CONCLUSION

The synthesis of findings from the five articles underscores the significance of code mixing in the context of teaching and learning English, especially in Indonesia. The studies reveal a variety of

code mixing forms, with intra-sentential code mixing emerging as a dominant trend. Students' use of code mixing is primarily driven by limitations in vocabulary and challenges in fluency. Importantly, code mixing has both positive and negative effects on student interactions. On one hand, it can serve as a motivational tool, encouraging students to engage more actively in English language learning. On the other hand, it may pose challenges and lead to miscommunication.

Teachers' perspectives on code mixing are generally positive, emphasizing its role in enhancing student participation, comprehension, and vocabulary development. The supportive use of the first language or Indonesian by teachers is seen as beneficial in aiding students' understanding of instructions and learning materials. The studies also highlight the influence of globalization and cultural openness on language acquisition, particularly the prevalence of bilingual and multilingual phenomena in Indonesia. English, being an international language, is integral to career advancement, prompting students to learn it from an early age.

Despite the positive views on code mixing, challenges persist in English language proficiency among students. Limited exposure to English beyond the classroom setting contributes to this issue. Consequently, teachers resort to code mixing, utilizing Indonesian or local languages to facilitate understanding. In the realm of EFL classrooms, the articles concur that teachers employ various code mixing categories, with the Insertion category being predominant. This suggests that teachers often integrate the first language to clarify concepts without disrupting the overall flow of English instruction.

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