ELT in Local and Global Lives: from Policy to Classroom Practices

Sociolinguistics Role in English language learning: Code-Mixing in English Class

Abdul Azis, Helda Oktaviani, Ikhsan Dinn Islam

Aazis6433@gmail.com
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

heldaoktaviani09@gmail.com
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

Ikhsan.dinnislam24@gmail.com
Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

ABSTRACT

Sociolinguistics has resulted in numerous theories explaining how an individual speak to the social and environment. Language instruction theories have been applied. Several professionals use these as their guiding theories when creating language education strategies. It is known as a Sociolinguistics method. According to the Sociolinguistics approach, English teachers in Indonesia work very hard to help their pupils become proficient speakers and writers of the language at all educational levels. Instructors occasionally employ code-mixing in their lesson plans. This study is conducted to analyze Code-Mixing in English Classes of SMPN 10 Kota Serang. The participants were the English teachers who teach English at SMPN 10 Kota Serang. The data were collected from observation, video recording and interviewing to the teachers. The findings showed that inter-sentential code mixing was employed by teachers more often than intra-sentential code-mixing. Additionally, it was discovered that every English teacher employed code-mixing during the pre-, during, and post-activity phases of the teaching and learning process. Additionally, they asked for clarification, translated instructions, and gave instructions using code-mixing. When teaching English, teachers most often follow the English- Indonesian pattern. To help the students achieve the goal of the teaching and learning process more simply, the English teachers employed code-mixing in their lessons.

Keywords: Code-Mixing, English Learning, Sociolinguistics

INTRODUCTION

Sociolinguistics refers to term which is correlated between two scopes; social and linguistics. Psychology is the study which concerns to human's life and behavior, while linguistics is more focused on the study of language. Hence, Sociolinguistics can be described as the social processes which exist when people are communicating. It acquires them to process the sentences or words and producing sentences accordance to the context of their talks. Furthermore, R. Ounas (2020) Sociolinguistics is a science of linguistics applied toward the connections between language and society, and the way we use it in different social class. It is come from the study of the big variety of dialects across a given region down to the analysis between theh students speak to the teacher or one another. it only focuses on what happens when students is speaking and hearing the language in the class. In line with it, sociolinguistics inves-igates four major objects such as comprehension, production, language politeness, and human's language production which makes them able to communicate with other.

Nowadays, students play an important role as subjects in learning process. Students are considered individuals who are actively engaged in achieving goals in the fields of psychology, cognitive, affective, and psychomotor development in this case. In English language learning, students might find several difficulties in both understanding and producing sentences. Students' difficulties can be caused by the lack of vocabulary mastery, lack of material mastery, and difficulty in pronouncing the sentences or words in English (Preston et al., 2017). For example, in listening section, students may hard to understand every sentence or word produced by the speaker. It might happen because they have low vocabulary mastery and low-comprehension about pronunciation of the words in English, also their lack of concentration. Another example regarding to the productive skill-speaking, students might find difficulties in this skill due to various problems including grammar, vocabularies, and being afraid of making mistakes (Maji et al., 2022).

The difficulties and the cause of difficulties found in students' learning process of English language show that there is a significant role of sociolinguistics in language learning. Besides, the main objective of language learning is to enable students to communicate effectively and accurately in written and spoken English (Levi & Inbar-Lourie, 2020). Hence, students must understand the language rules in order to speak English correctly. In line with it, sociolinguistics comprehension allows teachers to understand the processes that happen in students when they listen, speak, read, or write, Lumentut (2019). While students' linguistics proficiency is being a problem, teachers may find the solution from the sociolinguistics perspective. As a result, it shows that sociolinguistics plays a crucial role in language learning. And to solve the problem in that class, the teacher usually using Mix-language called as Code-Mixing.

Code-mixing is shifting from one language to another language in a conversation. It refers to the combination of various languages or dialects in the same conversation or sentence by bilingual people (Gardner Chloros, 2009 cited in Horasan, 2014). For a variety of reasons, it is a common behavior among individuals worldwide and is typically an unconscious action. In this instance, the professors are combining English (L2) and Bahasa Indonesia (L1), but they are not limited to mixing entire sentences. They utilize both their second language (L2) and first language (L1) in various contexts. They use this in classroom interactions between students and teachers as well as between students in informal conversation. We call this as classroom code-mixing. Based on KTSP (Kurikilum Tingkat Satuan Pendidikan) in Junior High School level, there are four skills in English that have a crucial role in this life such as listening, speaking, reading and writing. The teachers sometimes use code-mixing in teaching English. One of the major reasons why the teacher used code-mixing is to enrich and achieve teaching English goals. It is related to the research by h.

The achievement in learning the English language is based on those four essential English skills. Both developmental and applied sociolinguistics are crucial for carrying out efficient learning activities when it comes to learning English. Furthermore, the creation of educational resources and English

language teaching programs benefits from the insights of both developmental and applied sociolinguistics. With this information, educators may create interesting and productive learning exercises that focus on particular language proficiency areas, supporting a thorough and well-rounded approach to language acquisition. Furthermore, by comprehending how language is acquired and processed, teachers can modify their methods to meet the needs of each student, leading to a more fruitful language learning experience.

METHOD

This research is classified as qualitative research. In order to do the research, a researcher do the research in SMPN 10 Kota Serang. The Researcher used observation and interview with the English teachers who teach in SMPN 10 Kota Serang, especially in grade XI level. The researcher used some observation sheet and several question for getting the data of the research.

RESULT

There are two raters who analysed the observation sheet and audio-recording of the teachers as the respondents for the interview in this study. The raters are English teachers in SMPN 10 Kota Serang and also the students. They were selected as raters because they have a thorough understanding of code-mixing utterances, which greatly aids researchers in identifying and analyzing the various types of code-mixing. Two weeks needed by researcher to make the result of transcription from the audio recording and then two weeks also needed by the researcher to analyzed them. Meanwhile, the three teachers as the respondents for the interview in this study are the English teachers of SMPN 10 Kota Serang. Since they are all as a good and qualified educators and have been teaching English for over 10 years, it is fair to say that they have a lot of experience in the classroom. The researcher engaged audio-recording during the teaching and learning process in the class to learn about the various types of code-mixing used by teachers in English classrooms.

Here is the table of data of code-mixing utterances and their types distribution:

Figure 1. Speaking performance during short-talk assessment

No	Patterns	Frequency	Percentages
1.	Indonesian-English	62	52,10
2.	English-Indonesian	32	26,89
3.	English-Indonesian-English	7	5,88
4.	Indonesian-English-Indonesian	18	15,13

DISCUSSION

The table showed that the teachers used two types of code-mixing, they were Intra-sentential code-mixing (within words, phrase, clause or sentence) and Inter-sentential code-mixing (outside the phrase,

clause or sentence). Inter sentential code-mixing which is highlight the most in teaching English utilize by the teachers of SMPN 10 Kota Serang, it is found 119 times of utterances, while the average of inter-sentential code-mixing used by each the teacher is 62 times and it is about 52,10% from the total of utterances. It is followed by intra-sentential code-mixing. In three classroom activities such as the pre-activity, while-activity, and post-activity. The teachers highlighted Inter-sentential code-mixing happen more frequently, which may be explained by teachers to provide clearer instructions and gain more replies (Qian et al., 2009). However, to maintain students' attention and encourage their engagement (Richards, 1998) stated The Coding-Mixing Patterns The teachers' code-mixing pattern transcription analysis was displayed in the table before. When teaching and learning in English classes, we can observe how many code-mixing patterns that used by the teachers with the pupils.

In this research, the researcher found that there were four patterns used by the teachers. The teachers frequently used Indonesian-English pattern, 62 times from 119 times of total utterances. They utilize Indonesian-English pattern in the biggest percentages, it about 52,10%. The teachers used English first then they mixed to Indonesian after that. The sample of this kind of Indonesian-English pattern became the justifications for the teacher's use of code mixing in junior high English classes, especially in SMPN 10 Kota Serang. According to Bryan (2022), teachers using code mixing to make the teaching and learning process easier to understand by the students. This is because their students have lack of vocabulary and poor English, and they found it difficult to understand their teachers when they use complete phrases or sentences in English. The goals of this study were to show and analyze the most familiar types of code-mixing employed by junior high school English teachers, especially in SMPN 10 Kota Serang while giving the material in conventional discourse. And then, it is also showed the patterns of code-mixing in junior high school English classes and the reasons why the teachers' use of code-mixing. The form of code-mixing that teachers most commonly employ in conversational speech in junior high school English classes is the first study question.

This research showed that inter-sentential code-mixing was the most common patterns used by the teachers of grade IX of SMPN 10 Kota Serang. This result is related and similar to the previous study (Horasan, 2014) reported that inter-sentential code-mixing was the most common used by the instructors in the class. Rezvani (2011) stated in his research also showed that inter-sentential code-mixing happened more than intra-sentential code-mixing because of the teachers tried to be concerned that his students may not understand to the directions correctly in the target language, so he refers to students first language to help their comprehension and understanding. Inter-sentential mixing was applied by the most balanced bilinguals only Poplack (1980). It can say as the teachers used inter-sentential code-mixing because they are able to communicate fluently on two languages in the same time. The teachers utilize inter-sentential code-mixing in three activities of teaching and learning, they are pre-activity, while-activity and post activity. It is support by by Jingxia (2010) in her research about teachers code-mixing to the L1 in EFL classroom, the result of the research found that inter-sentential code-mixing

was common strategy one used by the teachers in EFL classroom. It was related to the result of this research that code-mixing become an alternative solution for the teacher while teaching and learning English in the class to make the students easier to understand to material.

CONCLUSION

Based on the analysis, the conclusions can be drawn from this study based on the research results and discussion. First, Inter-sentential code-mixing is the types of code-mixing that junior high school teachers employ the most when teaching English in the class. It was happened in three activities in the teaching and learning process in the classroom such as pre-activities, while activities, and post-activities. The second, four patterns of code-mixing were found as being employed by teachers in the English classroom to advance the process of teaching and learning. Indonesian-English, English-Indonesian, English-Indonesian-English, and Indonesian English-Indonesian are the patterns. The three teachers use Indonesian-English as the most employed code-mixing of the four patterns. It is unique that students appreciate teachers while using English most of the time in the class but also interrupt that they do not understand it when the teachers speak only English in the English class.

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