

CHAPTER V

DISCUSSION

This chapter presents the discussion on the findings using theories to clarify the findings. The discussion focuses on the salient findings of each of formulated research questions.

A. Discussion on the Types of Code Mixing used by the Teacher in English Teaching and Learning process in Second Grade of MTs Darul Hikmah Tawang Sari Tulungagung.

Based on the findings of the study during the observation that had been two times at MTs Darul Hikmah Tawang Sari Tulungagung about what the types of code mixing that used by the English teacher. It is identified that the English teacher in second grade of MTs Darul Hikmah Tawang Sari Tulungagung used code mixing in varieties type, it can be known from the observation that had been done two times at MTs Darul Hikmah Tawang Sari are line in with the idea stated by Hoffman (in Abdullah: 2011) who explain that there are some types varieties of code mixing, those are : (1) Intra-sentential code mixing (2) Intra-lexical code mixing (3) Involving a change pronunciation.

Besides Hoffman, Muysken (2009:69) also classify code mixing into three types. The first is insertion, alternation and congruent lexicalization in his view, insertion occurs when lexical items from one

language are incorporated into another. Alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level and congruent lexicalization, which refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

The researcher found that the teacher used code mixing in different types based on analyzed the dialogue. The teacher used three types of code mixing based on the theory from Hoffman, because the researcher focus on analyzed them based on the theory from Hoffman. From those explanations above is sited with the ideas of Hoffman that the teacher used code mixing in different types in English teaching and learning process on second Grade at MTs Darul Hikmah Tawang Sari Tulungagung.

From the observation that had been conducted by the researcher, the researcher found some facts that the teacher use code mixing in different types. The researcher found that the teacher used code mixing in three types based on the theory from Hoffman in Abdullah (2011), those are : (1) Intra – sentential code mixing (2) Intra – lexical code mixing (3) Involving a change pronunciation. The researcher explained it one by one as follows:

1. Intra – sentential code mixing

The first is intra – sentential code mixing. In this types the English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjective, phrase. The researcher found that intra-sentential code mixing mostly used by the English teachers in teaching and learning

process. This type of code mixing was done by the teachers when they mixed the two codes in a single utterance. It means that in a single utterance or single sentences or single clause consist of two languages, English and Indonesia.

2. Intra – lexical code mixing

The second is intra-lexical code mixing. In this type, the speaker mixes their language by using English words and then combines with Indonesian grammatical forms. From the observation, the teachers often used intra lexical code mixing that take place in enclitic *nya* and combining prefix *meng* and *di* in the English word.

3. Involving a change pronunciation

The third is involving a change pronunciation, this kind of code mixing occurs at the phonological level, as when the speaker say in English word but modify it to Indonesian phonological structure. The teachers in MTs Darul Hikmah Tawang Sari Tulungagung is from Tulungagung. So, their native speaker is Indonesia. But when teaching and learning English, the teacher tried to speak in English although they mixed their languages.

This findings is similar with the research have conducted by Khairunnisa (2016), in her research she found that the types of code mixing are intra-sentential code mixing, intra-lexical code mixing and involving a change pronunciation. From Khairunnisa thesis that make different from my research is the quantity of each type of code mixing.

B. Discussion on the Reason of Code Mixing used by the Teachers in English Teaching and Learning process in Second Grade of MTs Darul Hikmah Tawang Sari Tulungagung

Based on the findings of the study during the observation at MTs Darul Hikmah Tawang Sari Tulungagung about the reason of code mixing used by the teachers in English teaching and learning process in second grade of MTs Darul Hikmah Tawang Sari Tulungagung. It is identified that the teachers English has some reason in using code mixing in English teaching learning process. It can be known from the observation that had been done in two times and then the researcher analyzed it based on the context of dialogue. The teacher's reason are in line with the idea stated by Hoffman in Asror (2009:16) that there are some reasons to mixes their language. Those are : (1) If an item has been acquired in one language but not yet in the other, the child may use the one device he/she has available to express a certain lexical or grammatical meaning (2) If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language or what he/she thinks one (3) If an item is more complex, or less silent, in one language, the young bilingual may make use of the corresponding one form to the other (4) If the child exposed to mixed input he/she will often respond with mixed production.

Besides the reason suggested by Hoffman, Grosjean (2006) give additional reason in using code mixing, those are : (1) some bilinguals mix two languages when they cannot find proper words or expression or (2) when there is no appropriate translation for the language being used (3) their

interlocutors, situation, messages, attitudes, and emotions generate code mixing.

However, the researcher found something prominent that not all of those reason always be used for the teachers when they used code mixing based on analyzed the context of dialogue. There are three numbers of reason using code mixing that prominent in English teaching and learning process by the teachers. First is some bilinguals mix to languages when they cannot find proper words or expression, they prefer mixed their language from English to Indonesia to make the students more understand what the teachers talking about when the teacher talked about something important and to make the students can get the explanation about the material being taught. Second is there is no appropriate translation for the language being used, the teachers often mixed his language because of used to clarification especially when they explained contain of an appropriate text they learned about. Third is their interlocutors, situation, messages, attitudes, and emotions generate code mixing, the teachers sometimes talked with the students used code mixing because of their attitudes have important role in English teaching learning process.

Besides analyzed the context of the dialogue, the researcher also conducted an interview to found the further reason of code mixing used by the English teachers in second grade of MTs Darul Hikmah Tawang Sari Tulungagung. The interview was done by the researcher and the teacher. Then the researcher found five further reason in using code mixing. The first reason is to make the students more understand with the material being

taught. Here, the teachers could not speak English fully. They had to mix their language to make the students more understand the material their taught deeply. The second reason is to help the students get the competency. Here, the teachers mixed their language when English teaching and learning process to help the comprehension of the students in material being taught, so the students can follow the material and the students can get the competency of English lesson. The third reason is code mixing is the best strategy and right to apply in English teaching and learning process. Because the teachers and the students is Indonesian people and when the teachers use full English the students feel confused, so the used of code mixing is the right strategy to apply in English teaching and learning process. The fourth is to make the students familiar with utterances in English. So, the teachers always tried to speak in English, asked in English, and the students responded it in English. The teachers tried to make the students have a habit speaks in English and familiar with utterances that always used in everyday. The last reason is to make the students relax in the classroom. Sometimes the teacher used code mixing in the English teaching and learning process is to make the students relax because of when the teacher used full English the students will feel confused with the material being taught and fell nervous in the classroom so the used of code mixing is to reduce nervousness in the classroom.

C. Discussion on the Students' Perceptions on Code Mixing Used By The Teacher in English Teaching and Learning Process in Second Grade of MTs Darul Hikmah Tawang Sari Tulungagung

From the finding regarding students' perception on code mixing used by the teachers in English teaching and learning process in second grade of MTs Darul Hikmah Tawang Sari Tulungagung above, it showed that most students agreed when the teachers used code mixing in English teaching and learning process, they think that using code mixing is necessary to explain complex content, define new vocabulary, practice translation and provide instruction if teachers mixed their language English and Indonesia to explain the content they will learn easily. Using code mixing is very helpful for them and they claimed that the teachers should use code mixing in English teaching and learning process. Therefore, it can be concluded that most of students agreed that code mixing make the English teaching and learning process run well, as evidence by Arifin and Husin (2011), they stated that code mixing can promote better understanding and Abbas and friend (2011) claimed that code mixing can make communication effective, while according to Weng and Shi, using english only in classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input.

Regarding on the result of data analysis above, it's also strongly with previous study as stating code mixing is an effective for the students to get the comprehension. The first is article written by Prastawan, R.E (2012) In his study entitled *Code Mixing and Code Switching Used by Teachers in*

SMAN 16 Surabaya has showed that there are two kinds of code mixing occurring in the classroom activity, they are word type and phrase type and the commonly reason of the teacher used code mixing is the students did not understand well when the teacher did not mix their language (English-indonesia) in English teaching and learning process. The similarity between Prastyawan's study and this study are using the same topic and both of the researchers want to find out the types of code mixing that will be used by the teacher in her utterance and find out the reason why the teacher used code mixing in teaching learning process. The differences of the studies are the study that conducted by prastyawan used types of code mixing by Chaer and Agustina's theory and the writer used the theory from Hoffman.

The last is the study have conducted by Khairunnisa (2016) in her study entitled *Code Mixing Analysis in English Teaching and Learning Process at Senior High School 1 Takalar* has showed that the aims from the study is to show the types of code mixing and to describe the reason why the teachers used code mixing in English teaching and learning process and to describe the students' perceptions on code mixing used by the teachers in English teaching and learning process. The differences of the studies are the study that conducted by Khairunnisa used qualitative quantitative design and the writer used only qualitative design.