

STUDENTS' PERCEPTION OF THE USE OF CODE MIXING BY STUDENT TEACHER

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Abstract: Code mixing is one of teaching strategy. However, for some levels of students, the teacher has to take control of the use of code mixing in class in order that students can get the target language. This research aims to discover the students' perceptions of the use of code mixing by student teacher in English class. This research involved 36 students of the tenth grade of SMAN 1 Kudus in academic year 2022/2023 through questionnaire submission and 6 students through interview. The result of this research showed that the students had positive perception in cognitive, affective, conative, and also the strengths and weaknesses aspects. The use of code mixing can give a good impact on upgrading the students' ability in English learning and increase the students' knowledge. On the other side, the weaknesses of code mixing used by the student teacher were making students unfamiliar with the use of English phrases which can affect their English skills. This study expects the teacher considers code-mixing as teaching strategy so the students can get their target language and have no difficulties understanding the materials.

Keywords: *perception, student teacher, code mixing*

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INTRODUCTION

In Indonesia, English as a second language makes teachers and students deal with issues and obstacles when it comes to language teaching and learning. According to Diyanty and Heriansyah (2021), the main problem faced by the students was lacking vocabulary. As happened at SMA N 1 Kudus, based on the researcher's observation in English classroom interaction during Pengenalan Lapangan Persekolahan (translated into Introduction to School Field) II, some of the students were still lacking in vocabulary, so they were passive during the learning English process, hard to pay attention to the class and lost their interest while learning English. Therefore, the application of the first language cannot be separated from the teaching of English. The use of different languages to translate expressions or phrases from English to Indonesian or vice versa is known as code mixing (Diyanty & Heriansyah,

2021). As stated by Khan and Fareed (2017) cited in Novianti and Said (2021), code mixing took a role as an alternation in classroom interaction.

Maulidiyati (2018) mentioned that the main reasons why code mixing has occurred in the teaching and learning process were teachers want to make students get a better understanding, keep the students' attention, and prevent misunderstandings. Based on that phenomenon, code mixing can be defined as a teaching strategy and it is crucial to know what are the students' perceptions of the use of it in English class. In order to get the target language, for some levels of students, the portion to use code mixing should be minimized. Code mixing should not be used extensively when teaching or learning a language because they can have a negative impact on students' proficiency with the target language (Moetia et al., 2018).

Several research about the students' perception towards the use of code mixing has already been conducted. The first research was conducted by Nuraini (2022). The result of this research shows that students feel comfortable and happy when participating in the English learning process because the teacher applied a code-mixing method. They found it easier to capture information from the material explained by the teacher. The second study was conducted by Purandina et al., (2021). As a result, the majority of students benefited when their English teachers mixed Indonesian and English in class because it was helpful to better understand the lesson's subject and discover new vocabulary while getting exposure to English. By mixing Indonesian and English so often, using code-mixing to acquire new vocabulary has been useful.

Most of the previous studies mainly focused on the students' perception of the use of code mixing by teachers in the real context of English classrooms. However, none of the earlier studies covered how student teachers used code mixing during their internship programs, particularly in English classes. It is obvious that more information and description about the perception of the student towards student teacher's code mixing while participating in an internship or teaching practice at school remain necessary. Because of these reasons, the researcher was interested in doing research about students' perceptions of the use of code mixing by student teacher in English class.

This research aimed to fill the gap in order to discover the strengths and weaknesses of code mixing used by student teacher and also to know about students' perception of code mixing used in English class. To enrich the data, the researcher widens the scope of the study to the high school level of students. The researcher expected that this research topic can be a resolution or a problem-solving in the educational process, especially in teaching and learning English. The researcher hopes that teachers will know more about code mixing as their strategies for learning and teaching English.

METHODOLOGY

Subject

The research was conducted through an open-ended questionnaire distributed to 36 students of tenth-grade students at SMAN 1 Kudus in the academic year 2021/2022 to discover the students' perceptions of the use of code mixing in English class by a student teacher. The researcher also conducted a semi-structured interview

with 6 students in the same class which were selected based on their level of interest in class based on the observations during PLP II.

Design and Procedures

In this research, the researchers used qualitative research design to explain deeply the meaning of the data collected in this research. Whereas, the researcher used a qualitative case study as a type of qualitative research. This method was used in this research because it is suitable to discover the students' perceptions of the use of code mixing by a student teacher in an English class at SMAN 1 Kudus. For the procedures, preparing and distributing questionnaire sheets to students by online system using Google Forms as a web-based survey. The total of the questionnaire is 20 questions which included several aspects as; Students' perception based on cognitive, affective, conative, strengths and weaknesses. In analyzing the data, the researcher used the theory based on B. Miles & Huberman (2014). The procedures include data reduction, data display and conclusion/verification. Then the researcher used interview as the methodological triangulation to ensure the reliability of the data collected.

Data Collection and Data Analysis

The researcher used questionnaires and interviews to collect the data. The data collection process was started by preparing questionnaires via Google Forms. The researcher used a close-ended Likert-scale question that consists of four choices, they are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire consists of 20 questions including three aspects of perception by Walgito (2010) and students' perception of strengths and weakness of code mixing which was adapted and modified from previous research by Garantuza (2021) and also by studying the related literature Resmini (2019) and Yeni & Syahrul (2021). And to enrich the data, the researcher used a semi-structured interview consisting of 10 questions. The interview question was adapted and modified by studying the related literature Yana & Nugraha (2019).

FINDING AND DISCUSSION

Findings

The finding of this research includes three aspects of perception by Walgito (2010) which are cognitive, affective, and conative aspects, also the students' perception of strengths and weakness of code mixing. The questionnaire item number 1 to 10 were based on cognitive aspect, questionnaire number 11 and 12 were based on affective aspect, questionnaire item number 13-15 based on conative aspect and question number 16-20 discussed the strengths and weaknesses of code mixing used by the English teacher. The finding was strengthened by using 10 questions from the interview.

Students' Perception of the Use of Code Mixing in English Class by Student Teacher

Table 1. Students' perception of the use of code mixing in English class by student teacher based on cognitive aspect

| No | Statement | Degree of Perception | | | |
|-----|--|----------------------|--------|-------|------|
| | | SA | A | D | SD |
| 1. | The mix of English with Bahasa Indonesia by the student teacher helps me in learning English. | 63.9% | 36.1 % | 0% | 0% |
| 2. | I clearly understand the instruction when the student teacher is mixing English with Bahasa Indonesia. | 44.4% | 47.2 % | 5.6% | 2.8% |
| 3. | The mix of English with Bahasa Indonesia by the student teacher makes it easy for me to understand the material. | 58.3% | 41.7 % | 0% | 0% |
| 4. | The mix of English with Bahasa Indonesia by the student teacher helps me to be fluent and accurate in my English speaking skill. | 33.3% | 50% | 16.7% | 0% |
| 5. | The mix of English with Bahasa Indonesia by the student teacher improves my English writing skills. | 33.3% | 55.6 % | 11.1% | 0% |
| 6. | The mix of English with Bahasa Indonesia by the student teacher helped me to master English listening skills. | 41.7% | 55.6 % | 2.7% | 0% |
| 7. | The mix of English with Bahasa Indonesia by the student teacher makes me familiar with English phrases. | 36.1% | 63.9 % | 0% | 0% |
| 8. | I can learn and use new vocabulary when the student teacher defines them in Bahasa Indonesia and English. | 52.8% | 44.4 % | 2.8% | 0% |
| 9. | I can maximize the time to learn in the class when the student teacher mixes English and Bahasa Indonesia to explain the material. | 44.4% | 52.8 % | 2.8% | 0% |
| 10. | I prefer the student teacher to mix English with Bahasa Indonesia in English class. | 55.6% | 44.4 % | 0% | 0% |

Based on Table 1. Below, the results of students' perception of the use of code mixing in English class by student teacher based on the cognitive aspect. The result of the first statement was that 36 students considered that the use of code mixing by a student teacher was helpful during English learning. The result of the second statement shows that 33 students stated that they can clearly understand the instruction when the student teacher is mixing English with Bahasa Indonesia. For statement number three, the result shows that 36 students understood the material when the students teacher used code mixing.

It can be seen in statement number four that 30 students used code mixing to help them be fluent and accurate in their speaking; only 6 students disagreed with

that statement. The fifth statement shows that 32 students agree that the code mixing used by the student teacher improves my English writing skills. The next statement is still about the use of code mixing by student teacher toward their English skill. The sixth statement shows that 35 students agreed that code mixing used by a student teacher helps them to master English listening skills.

The statement number seven, shows that 36 students agree that code mixing by a student teacher makes them familiar with English phrases. The eighth statement shows that 35 students agreed that they can learn and use new vocabulary when the student teacher used code mixing. The ninth statement shows that 97.2% of students agreed that they can maximize the time to learn in the class when the student teacher used code mixing to explain the material. The last statement based on cognitive aspects shows that most of the students prefer the student teacher to use code mixing during English class.

Table 2. Students' perception of the use of code mixing in English class by student teacher based on affective aspect

| No | Statement | Degree of Perception | | | |
|-----|---|----------------------|--------|----|----|
| | | SA | A | D | SD |
| 11. | I am comfortable when the student teacher mixed English with Bahasa Indonesia. | 58.3% | 41.7 % | 0% | 0% |
| 12. | I like when the student teacher mixed English and Bahasa Indonesia to give direction/guidance while doing activities. | 63.9% | 36.1 % | 0% | 0% |

Based on Table 2. above, the results of students' perception of the use of code mixing in English class by student teacher based on affective aspect. The first statement shows that the majority of the students agreed that the student teacher uses code mixing in English class. A total of 36 students felt comfortable when the student teacher used code mixing. And for the second statement, which is significant to statement number 1, all of the students liked when the student teacher used code mixing during English class.

Table 3. Students' perception of the use of code mixing in English class by student teacher based on conative aspect

| No | Statement | Degree of Perception | | | |
|-----|---|----------------------|--------|-------|----|
| | | SA | A | D | SD |
| 13. | I felt more motivated to learn English when the student teacher mixed English with Bahasa Indonesia. I felt more motivated to learn English when the student teacher mixed English with Bahasa Indonesia. | 41.7% | 47.2 % | 11.1% | 0% |

| | | | | | |
|-----|--|-------|-------|-------|----|
| 14. | I feel more confident in the classroom to speak up about my idea when the student teacher mixed English with Bahasa Indonesia. | 36.1% | 50% | 13.9% | 0% |
| 15. | I feel more confident asking or answering a question when the student teacher mixes English with Bahasa Indonesia. | 36.9% | 44.4% | 16.7% | 0% |

Based on Table 3. above, the results of students' perception of the use of code mixing in English class by student teacher based on conative aspect. The first statement on this aspect shows that 32 students (15 strongly agree, 17 agree) feel more motivated to learn English when the student teacher used code mixing.; only 11.1% of students disagreed with this statement. The second statement shows that 31 students feel more confident in the classroom to speak up about their idea when the student teacher used code mixing. And the last statement based on conative aspects shows that 30 students feel more confident asking or answering a question when the student teacher used code mixing.

Table 4. Strengths and weakness of the use of code mixing in English class by student teacher

| No | Statement | Degree of Perception | | | |
|-----|--|----------------------|-------|-------|-------|
| | | SA | A | D | SD |
| 16. | The student teacher's habit of mixing English and Bahasa Indonesia increased my English skills. | 47.2% | 0% | 44.4% | 8.3% |
| 17. | I understand the meaning of every sentence which is explained when the student teacher mixes English and Bahasa Indonesia. | 2.8% | 27.8% | 50% | 19.4% |
| 18. | I feel relaxed when the student teacher mixes English and Bahasa Indonesia to create a conducive learning environment. | 44.4% | 52.8% | 0% | 2.8% |
| 19. | I feel comfortable when the student teacher mixes English and Bahasa Indonesia to build classroom interaction. | 52.8% | 41.7% | 5.5% | 0% |
| 20. | I think the student teacher's habit of mixing English and Bahasa Indonesia can be a good tool/strategy in English teaching and learning. | 63.9% | 33.3% | 2.8% | 0% |

Based on table 4.1.3 above, the results of the questionnaire show that there are some strengths and weaknesses of code mixing used by a student teacher in English class. The researcher divided the percentage into 2 categories. There are strengths and weaknesses. The researcher defined the statement as the strength of code mixing

when the total number of Strongly Agree and Agree is bigger than the total number of Disagree and Strongly Disagree. However, when the total number of Strongly Agree and Agree is less than the total number of Disagree and Strongly Disagree, it is defined as the weakness of code mixing. The first statement shows that 19 students (16 disagree, 3 strongly disagree) that student teacher's habit of code mixing can increase their English skills. The second statement also shows that 25 students disagreed that they can understand the meaning of every sentence which is explained by a student teacher using code mixing. The results of the two statements above can be defined as the weaknesses of code mixing used by a student teacher in English class.

The third statement shows that 35 students felt relaxed when the student teacher used code mixing in English class. The fourth statement shows that 34 students concentrated more during the lesson when the student teacher used code mixing in English class; only 2 students disagreed with this statement. The last statement shows that most of the students think code mixing can be a good tool/strategy in English teaching and learning. There 35 students agreed with this statement. The results of the three statements above can be defined as the strengths of code mixing used by a student teacher in English class.

Discussion

This research aims to discover the students' perceptions of the use of code mixing by a student teacher in English class at SMA N 1 Kudus. This research divided the students' perception into three aspects according to Walgito (2010). The first aspect is cognitive aspects. This aspect included students' knowledge or understanding, views, expectations, and beliefs. This research revealed that students showed their positive perception of the use of code mixing by a student teacher in their English class. The analysis of the data obtained from the questionnaire and interview supported this finding. The data obtained from the questionnaire had provided that from ten statements based on cognitive aspects, the students positively agreed to all the statements (statements number 1-10) in the questionnaire. It could be revealed that students had a positive perception of the student teacher's code mixing. The results of the interviews also discovered that the code mixing used by a student teacher helped the students to understand the material and student teacher's instructions, made the learning time more effective for them, and also increased their English skills and vocabulary mastery. It is in line with the previous study conducted by Handrayani (2022) that showed that the use of code mixing in teaching and learning has a positive impact on students' skills and students' understanding during the teaching and learning process.

Moreover, the second aspect is the affective aspect. This aspect included students' likes and dislikes, or pleasant and unpleasant. The data from the questionnaire provided that students have a positive perception of the use of code mixing by a student teacher in their English class. It was shown by two statements, statement number 11 and 12 in the questionnaire. It was also supported by the data from the interview, students stated that they were happy and enjoyed when the student teacher used code mixing in their English class. A study by Ezeh et al. (2022) mentioned that teachers employed code switching in order to maintain control over their classes at all times. When a teacher created an environment that was favorable to learning by including elements from the students' first language, the students

experienced a sense of relaxation. This, in turn, encouraged a common understanding between the teacher and the students. Maintaining interest and instilling the appropriate attitude towards learning in an English as a Second Language classroom could be accomplished through the use of code switching, which was also a promising strategy for improving affective skills among language learners.

Similar to the conative aspect, the result showed that students had positive perception towards the code mixing used by student teacher in their English class. It was also supported by the results of interviews which discovered that students feel motivated during English learning when the student teacher used code mixing. Most of the students felt motivated because English is important for the higher level of education, and learning when the student teacher was using code mixing helps them to understand more. Kadek et al., (2020) also confirmed that when students intended to express an idea, thinking, knowledge, or feeling, they were motivated by the code mixing due to the English vocabulary limit.

The researcher also discovered some strengths and weaknesses of code mixing used by student teacher in English class based on the data collected by the questionnaires and interviews. Firstly, some of the students were still lacking in vocabulary mastery because English is not their first language, so the student teacher used the code mixing as a strategy to teach in English class.

In terms of student's satisfaction, code mixing by the student teacher made students feel relaxed during the lesson because of the conducive learning environment. As stated by the students during the interview, they are still lacking in vocabulary mastery. Sometimes they need help processing the instruction given by the teacher. The code mixing helped them to understand the instructions to keep the class conducive during English learning. They also got a better understanding of the material.

The next strength was that code mixing by student teacher made students feel comfortable to build classroom interaction. It was in line with the statement by Ramadhaniarti and Arono (2018), who stated that code mixing was one of the teachers' strategies for increasing student participation in the classroom, because code mixing might improve the interactions and communication between teachers and students in the classroom.

In terms of students' preferences, most of the students agreed that code mixing used by a student teacher was a good tool/strategy in English teaching and learning. The students mentioned that they were enjoying and were happy because the use of code mixing quite helped them during English learning.

Despite there are many strengths, code mixing as one of the teaching strategies also has some weaknesses to English learning. The basic problem faced by the students was lacking vocabulary mastery. The English teaching and learning process by student teacher using code mixing was a little bit difficult because of the students' limitation on vocabulary. The students mentioned that sometimes they misinterpreted the vocabulary or did not understand the meaning of every sentence which was explained by the student teacher because their vocabulary was limited.

Moreover, teaching using code mixing without considering the objectives or content may affect the student's ability in speaking, listening, writing, and speaking English. The students mentioned that listening to unfamiliar words through the student teacher's code mixing could improve their listening skills, and increase their vocabulary knowledge. But it also affected other English skills like writing and

speaking skills because there is a difference between Indonesian and English grammar. As mentioned by Spice (2018) when the student gets closer to fluency, using Bahasa becomes less important and helpful. Bahasa should be used less than English as a target language so the language ability can increase.

Despite the strengths and weaknesses of code mixing used by student teacher, the researcher can conclude that the use of code mixing can have a good impact on upgrading the students' ability in English learning and increase the students' knowledge.

CONCLUSION AND SUGGESTION

Based on the data analysis from questionnaires and interviews, it can be concluded that the students' perception of the use of code mixing by student teacher in English class at SMA N 1 Kudus in Academic Year 2022/2023 were positive in cognitive, affective, conative, also the strengths and weaknesses aspects.

In addition, there were strengths and weaknesses of code mixing found when the student teacher used code mixing in English class based on students' perception. The strengths of code mixing are being a good tool/strategy by helping students in understanding the subject easier, increasing their vocabulary, learning English more quickly, helping them in understanding the instructions, and making them comfortable and motivated in learning English. The use of code mixing can give a good impact on upgrading the students' ability in English learning and increase the students' knowledge.

On the other hand, for some students who had limited vocabulary mastery, the weaknesses of code mixing used by the student teacher were making students unfamiliar with the use of English phrases which can affect their English skills. It helped the students to enrich their vocabulary, but sometimes they still did not get the meaning of the new words. It means that the use of code mixing in English class must have a consideration, either based on the subject or level of difficulty of the material to be studied.

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