A CODE MIXING USED BY LECTURER AND STUDENT IN TEACHING AND LEARNING PROCESS AT YOUTUBE VIDEOS

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ABSTRACT

This research is aimed at finding Kinds and Influencing Factors of Code Mixing in several YouTube Videos that contain the Teaching and Learning Process. The data were collected from several videos on a streaming website called "YouTube" which contain the Teaching and Learning Process, the data were examined using qualitative method. The findings reveal that there are three out of six kinds of Code Mixing that are found in several YouTube videos and also three out of eight Influencing Factors of Code Mixing. The kinds of Code Mixing that are found are as follows: The Insertion of Word, The Insertion of Phrase, and The Insertion of Hybrid. It also found some Influencing Factors on the Using of Code Mixing, which is "Because of Real Lexical Need", "Repetition Used for Clarification", To Soften or Strengthen Request or Command". The result of this research shows that there are 37 data of Code Mixing that are found in several YouTube videos.

Keywords: Code Mixing, Teaching and Learning Process, YouTube Video, qualitative method.

INTRODUCTION

Language is not only information exchange but also a tool of cultural interaction. Information exchange is the function of language (Bolinger in Giyoto, 2013:9). Walfarm in Giyoto (2013: 9) says that there is a direct causal relation between different variations of language and social difference. Language and society influenced each other and determine in meaning that a certain language variation shows a certain social status and social status determines language variation (Giyoto, 2013: 9). A speaker also will inevitably give off signals concerning his or her social and personal background (Mesthrie et. al., 2004: 6). Language entwined with human existence; it is part of the definition of a social group (Susan Gal in Mesthrie et. al., 2004: 6). It means that language and societies are influenced by each other.

Sociolinguistics studies the relationship between language and society, speak differently in a different social context, concerned with identifying the social functions of language and the way it is used to convey social meaning, examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationship in a community (Holmes, 1992: 1). According to Sumarsono and Partana (2004: 2), sociolinguistics is the study about

language related to the condition of the society (learned by sociology), Pride and Holmes say that the study of language as part of culture and society. Fishman (in Sumarsono and Partana, 2004: 2) changes the definition of sociolinguistics.

"The sociology of language focuses upon the entire gamut of topics related to the social organization of language behavior, including not only language usage per se, but also language attitudes, overt behavior toward language and language users".

A code is a language because it is consist of a variety of a style of language. A code is a class-specific language variation, especially for different strategies of verbal planning. In conversation, a code is a rule of converting a piece of information (for example, a letter, word, or phrase) into another form (Ajibola, 2011: 17). Code mixing is the use of two or more languages by inserting pieces of language to another while the pieces are inserted do not have their function to express or explain the intention of the speaker, Rohmadi (2004: 60). Code mixing happens in bilingual or generally in multilingual. It is found when the speakers mix two languages or more to achieve their purposes. Sometimes, the speaker uses two or more languages to state their though, instruction, message, or experience to the readers, or the listeners can receive what the speakers said. It is caused by the situation that demands language mixing and by the habitual of the speakers becomes one of the backgrounds of code-mixing usage. People sometimes switch or mix code within a domain or social situation, the speaker may similarly switch or mix another language as a signal of group membership and shared ethnicity with the addressee, even speakers who are not very proficient in a second language may use brief phrases and words for the purpose (Holmes, 1992: 41). It means that Code mixing and switching are not only a matter of mixing two particular languages, speakers also required to acquire sophisticated knowledge, pragmatic, and social intention of both languages cross-cultural communication norms.

Wardhaugh (1986: 103) states that code-mixing is the use of two languages together by the conversant to the extent that they change from one language to the other in the course of a single utterance. Code mixing has become a worldwide phenomenon, which is very interesting to study and analyze. It is also dealing with language change. In a language, changing takes place overtime. All living languages have changed and continue to change. On the other side, code-mixing caused by every people in a society has a certain character in every situation where every character has certain norms (Bell in Giyoto, 2013: 65). Code Mixing usually happens because of special purposes such as for identity and solidarity (Olivera in Giyoto, 2013: 65). The changing to another within the same utterances or the same oral written texts, it is a common phenomenon in societies in which two or more languages are used (Woon Yen Hoo, 2007). Code mixing is the most important feature and a well-studied speech process in multilingual communities (Shorgen, 2002: 22).

In this modern area, the phenomenon of using more than one language is a common thing that is found in a community. It is because some foreign languages are learned, used, and spoken by some people especially the English language. It can be seen that from

social media (Facebook, Twitter, Instagram) and television programs (reality shows, news, entertainment) often use English. It can also be found in the song's lyrics and even in daily conversations, Indonesian people use the English language. For example, a situation that takes place in the classroom.

Dino: eh ga, mata kuliah kemarin itu lebih focus ke *development* dari pada *research*ya?.
Yoga: iya din, memang dari dulu matakuliah itu lebih focus ke *development.*

In addition, based on the researcher's experience, he found out that his lecturers employed bilingualism in the classroom while giving lectures. They mixed their national language which was Indonesia with English. The reason why the lecturers need to say things in Bahasa Indonesia when they speak English is to help the students more easily understand the meaning of a certain word in English by explaining the meaning in Bahasa Indonesia.

Therefore, based on the definition above the researcher are conducting research entitled "An Analysis on Code Mixing Used by Lecturer and Student in Teaching and Learning Process at YouTube Video"

METHOD

In this study, the researcher used a qualitative method because he focused on the language phenomenon of Code Mixing. According to Cresswel (1994), qualitative is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (2009:4).This study is limited to several videos that can be found in a streaming website called "YouTube", the video that the researcher used is several videos that show the language phenomenon of Code Mixing that happened in the classroom during the teaching and learning process took place.

FINDINGS AND DISCUSSION

Translation strategies used in the novel *Did I Mention I Love You?*

In this study, the researcher found out there were only three kinds of Code Mixing used by the lecturers and students during the data collection and the data analysis. There was the insertion of the word (IW), the insertion of hybrid (IH), the insertion of phrase (IP).

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Table 1. Frequencies of Code Mixing used by English lecturers and students at YouTube Video Table 1

Category	Kinds	Frequencies
CM	The Insertion of Word	8
	The Insertion of Phrase	20
	The Insertion of Hybrid	9
	The Insertion of Idiom	-
	The Insertion of Word Reduplication	-
	The Insertion of Clause	-
	Total	37

In Table 1, there were 8 occurrences of Code Mixing for the Insertion of Word. Meanwhile, for the Insertion of Phrase, there were 20 occurrences happened, and then there were 9 occurrences that happened for the Insertion of Hybrid.

To sum up, the kinds of Code Mixing which were frequently used by the lecturers and students was the insertion of phrase, there were 20 occurrences.
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Table 2. The frequencies influencing factors of using code-mixing by lecturer and students at Video

No	Factors	Frequency
1.	Because of real lexical need	33
2.	Quoting someone	-
3.	Being emphatic about something	-
4.	Interjection	-
5.	Repetition used for clarification	3
6.	To soften or strengthener quest or command.	1
7.	The intention of clarifying the speech content for the interlocutor	-
8.	Expressing of group identity	-
	Total	37

In Table 2, it can be seen that the "Because of real lexical need" has the biggest portion for factor influence of Code Mixing which is 33 Frequency, followed by "Repetition used for clarification" with three frequency and "To Soften or strengthen request or command" with one frequency.

DISCUSSION

In learning activities, there were two languages used by lecturers and students, they are Indonesian language and the English language. As long as the lecturers explaining, sometimes they mixed their language from Indonesian with English and vice versa.

Based on the data above, all the words that inserted are the English language. Most of the data for the insertion of words used by the lecturers are the topics discussed during the learning activities, such as online, culture, project. The inserted words are eight such as *Online, Culture, Project, Forward, Miss, Native, Adopt,* and *Adapt.* While the inserted phrases are 20 expressions, which can be listed below.

1. *Attitude and Values*
2. *Nilai-nilaidan Norma-norma*
3. *Smoking and Drinking*
4. *"kearifanbudaya local"*
5. *Learning language and Learning Culture*
6. *As an English Teacher*
7. *Time Conciousness*
8. *Multicultural Education*
9. *Different Culture*
10. *Chapter one*
11. *Research Variable*
12. *Walaupundiajelasya, ada suitable technique, adalistening material, laluada listening ability.*
13. *Action Research*
14. *Talk about English Construction*

15. *Improving your teaching practice, improving educational practices*.
16. *English Construction*
17. *Research Question*
18. *Improving your teaching practice, improving educational practices.*
19. *Student Ability*
20. *Language Skill*

The frequency of data for code-mixing the insertion of phrases is higher than others. There are 20 phrases used by the lecturers or the student most of them is the English common key terms which usually used in English class. The table above also shows that the English language more dominant than the Indonesian language. Both lecturers and students are more familiar with English terms than Indonesian when saying such as action research, research variable, research questions, and many more. Besides that, most of the key terms will become hazy or vague if the key terms are translated into the Indonesian language. For example, research questions become "pertanyaan penelitian", language skill "keahlian bahasa".

The frequency of insertion of hybrid can be listed below.
1. *Email-nya*
 2. *Summary-nya*
 3. *Space-nya*
 4. *The Keyterm-nya*
 5. *Specify-kan*
6. *Language Skill-nya*
7. *Skill-nya*
 8. *Background-nya*
 9. *Content-nya*

As what has mentioned in chapter two, hybrid means that a combination of two elements of different languages creates a single meaning. From the table above, it can be seen that all of the insertion of hybrid comes from English language combines with suffixes of Indonesian language. All the data are adding with –nya, butonlyonedatumisaddingwith–kan.TheEnglishwordswhicharecombinedwith –nya are nouns.

The Influence Factors of Lecturer and Students to use Code Mixing at YouTube Video

There are so many factors why the speaker does code-mixing when talking to interlocutors. In this study. It can be seen from that data which gathered by the researcher, the researcher found the influencing factors the lecturers use code-mixing is mostly because of real lexical need. It is because the lecturers used the English language first then explained again in different ways by using the Indonesian language so that the students understand the lecturers' intention and due to the lack of equivalent lexicon in the languages.

CONCLUSION

There were three kinds of code-mixing used by the lecturers and the students. They are the insertion of the word (8), the insertion of these phrases (20), and the insertion of hybrid (9). The insertion of the phrase has the biggest portion because there are so many English common terms which usually used when studying English. And the other reason why the insertion of phrase has the biggest portion is that if the terms translated

into Indonesian, the meaning becomes hazy orvague.

Meanwhile, for the influencing factors, the researcher found that some certain influencing factors were used by the lecturer and students. There were because of real lexical need, repetition used for clarification, and the last one is to soften or strengthen requests or commands. The researcher also found out that "because of real lexical need" has the biggest portion used by lecturers and students. The reason behind this is that the lack of equivalent lexicon in the languages. When an English-Indonesian lecturer or student has a word that is lacking in English, the speaker will find it easier to say it in Indonesian. And vice versa, when the speaker has a word that is lacking in Indonesian, the speaker will use the English term. If it put into Indonesian, the meaning will be hazy/vague, and sometime it would not be used.

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