

Code_Mixing

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CODE MIXING ON FRENCH TEACHING AND LEARNING

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Abstract:

Code mixing is the use of certain languages which then move to other languages. Code switching events in communication between students and students and lecturers often occur in teaching and learning activities. Code switching in acts of communication can be influenced by many things and has a variety of objectives. This study tries to explain the happenings of the use of the language, both by students and by the lecturer of French Language Education at the State University of Yogyakarta. For that reason, this research aims to describe the form and the purpose of speech containing mixed code in communication between students and lecturers. The subjects of this research were the students and lecturers at Department of French Language Education at FBS UNY. Data was collected using the survey method with participation and recording techniques. The results showed that code mixing can be caused by 6 factors, namely (1) informal situation, (2) speaker and partner relations, (3) absence of appropriate expressions, (4) presence of third person, (5) ignorance of speakers, and (6) the emotional state of lecturers and class situation. The aims of the code mixing include of three things, namely (1) non-formal, (2) effectiveness of communication, and (3) hiding information.

Keywords— code mixing, communication, teaching, learning Introduction

In the process of teaching and learning languages, students and lecturers often mix languages in the classroom. It is also happens in the process of learning a foreign language, that is, between Indonesian and a foreign language learned by students. In an act of communication, they often use mixed codes (for the next conversation the term MC is used), i.e. using various types of languages, or even a variety of different languages. This often happens in communication between students in the Department of French Language Education, Faculty of Language and Art, Yogyakarta State University, between lecturers and students, between students themselves. For example, as in utterance (1)

below, communication occurs in the classroom when researchers entered into classroom. While waiting for the arrival of the lecturer, students turn on the television in the classroom

(1) Shanty: *Rob... pateni tivine. Dosen, mme. Roswita wes arrive*

'Rob ... turn off the television. Lecturer, Mrs. Roswita arrived'

In speech (1) above, speakers use the Javanese language "pateni tivine wis" which is mixed with the use of the French language *Mme.* and *arrive*. The code mixing event above was caused by the presence of a third person, Mrs. Roswita, and the location factor in the French class, while the use of the code mix was an attempt to show the speech partner that the speaker respected the rules ie if the class must speak France. Code mixing in communication can be influenced by many things and has a variety of purposes. This study tries to explain the second thing about the use of the language, both conducted by students and by lecturers in the Department of French Language Education.

Research on CM can be done from various points of view, namely (1) the causes of CM, (2) the purpose of using CM, (3) the lingual form used in CM, (4) the level of language autonomy used in CM, (5)) language used in CM, (6) Speakers and speech partners who use CM, and (7) languages used in CM. This explains that CM studies are quite complex and extensive. In connection with the explanation above, this study will discuss two main postulates namely (1) the cause of CM, and (2) the purpose of using CM. Thus the research problem formulation can be stated as follows.

1. Factors that caused the occurrence of CM in students and lecturers at Department of French Language Education Faculty of Language and Art, UNY?

2. What are the aims of the speaker and speech partner in using CM in teaching and learning process at the French Language Education Department, Faculty of Language and Arts, UNY?

In accordance with the problem, the purpose of this study includes two main points, namely as follows.

1. To explain the factors those cause CM in the learning process by students and lecturers in the Department of French Language Education
2. To Explain the purpose of students and lecturers using MC in teaching and learning process in the French Language Education Department

A. Components of Speech

The whole event of the conversation with all the factors and the role of these factors in the event is known as the speech event. Speech event is an activity in which linguistic interaction takes place in one or more forms of utterance involving two parties, namely the speaker and interlocutor, with one main speech, in a particular time, place, and situation (Chaer, 2010: 47). Therefore, we can say that in every communication process that occurs between the speaker and the interlocutor there is also what is called a speech event or a speech event. In every verbal interaction event, there are always several factors (elements) that take part in the event. Dell Hymes argued for the factors that marked the occurrence of the speech event with the abbreviation SPEAKING, namely the seven components involved and influencing the meaning and form of a speech as follows.

- S: *Settings and sense*, namely: Place of speech and atmosphere of speech (e.g. discussion room and discussion atmosphere).
- P: *Participants*: speaker, interlocutor and listener. In the discussion are all discussion participants.
- E: End or goal: The final goal of the discussion.
- A: *Act*: an event where a speaker is using the opportunity to speak.
- K: *Key*: the tone of voice and the variety of languages used in expressing their opinions, and how to express their opinions.
- I: *Instrument*: a tool for expressing opinions. For example verbally, in writing, by telephone etc.
- N: *Norm*: that is the rules of the game that must be obeyed by each participant in the discussion.
- G: *Genre*: Types of discussion activities that have other characteristics than other types of activities.

B. Code Mixing

In formal situations, code mixing rarely occurs, if there are mixed codes in that situation because there are no appropriate words or expressions to replace the language that is being used so that it is necessary to use words or expressions from local or foreign languages" (Aslinda and Leni Syafyaha, 2007:87). Abdul Chaer and Leonie explain that Code mixing is "main or basic codes that is used and has its functions and economics, while the other codes involved in speech events are only pieces, only without function or economics as a code"(2010: 114). Fasold in Abdul Chaer and Agustina (2014: 115) explained that code mixing occurs when speakers mix one language with another language in terms of a phrase or word. Thus, the characteristic of code mixing is the change of language at the level of words and phrases

Code mixing will occur if a speaker uses a language in communication taking elements of another language. This is closely related to his background, level of education. In addition, code mixing can occur because of language limitations or expressions in the language used by speakers who do not have an equivalent (Azhar et al. 2016: 16-17). Al Heeti and Al Abdely (2016) describe the results of their research that there are 10 functions of code mixing in formal communication in the doctoral program in Iraq, namely (1) to show the expected lexical form, (2) to hide information in a statement, (3) discuss specific topics, (4) to clarify speech, (5) to show group identity, (6) to repeat as clarification goals, (7) to show solidarity, (8) to strengthen or weaken an order, (9) forms of interjection, and (10) to quote the words of others. The same thing was done by Siti Rohmani et al. in the study published in the journal BASASTRA (2013) on 'Code Transfers and Code Mixes in the Novel Negeri 5 Menara by Ahmad Fuadi' explained that the factor of code switching and code mixing was closely related to the person of the speaker, speech partner, function and purpose of the conversation as well situation. Furthermore, factors for code mixing include extra linguistic and intra linguistic factors. The function of code switching and code mixing contained in the novel is to explain, order, pray, ask and confirm the intention.

From some of the opinions and views of the experts above, it can be concluded that code mixing is an event of the use of language or other language elements into a language or a language mixing event or a speaker who in many languages slips bits of language that are often used. Code mixing events can be seen in everyday life when interacting. One of them is mixing the code of lecturers and students in communication in learning activities in French, which is a study of code mixing Indonesian into French in the teaching and learning process in the department of French Language Education, Faculty of Language and Art, Yogyakarta State University.

C. Research Method

This study uses a descriptive qualitative research design, to examine the phenomenon of code mixing (CK) in French speaking class at French Department of Education, Faculty of Language and Art, Yogyakarta State University. The subjects of this research were the students and lecturers at Department of French Language Education at FBS UNY. Data was collected using the survey method with participation and recording techniques. Data analysis consists of three activities that take place simultaneously. The three activities are (1) data reduction, (2) data presentation/*data display*, and (3) drawing conclusions/*verification* (Miles & Huberman, dan Saldana, J. 2014: 21-22). To test the validity of the data triangulation of data and member checks were carried out. According to Alwasilah (2015: 175) triangulation refers to two concepts, namely dimensionality through multiple perspectives and stability. Different sources, methods and techniques - when combined - increase credibility. In this study, observations and member checks are carried out to guarantee the validity of the data.

D. Discussion

1. Factors That Cause Code Mixing

a. The Absence of The Right Word

Factors that cause code-mixing occur because there is no the right word to express something, it can be seen in the following data.

Teacher : *qu'est-ce que tu prends pour le déjeuner*
'what do you eat for lunch'

Student 1: *moi... je mange le gado-gado pour le déjeuner*
'me ... I eat gado-gado for lunch'

The use of the expression *le gado gado* above is because there is no the exact expression in French to say the type of that food. The Ssimilar data are also be found in the following utterances.

Teacher : *et vous Rizky, qu'est-ce que tu prends pour le déjeuner*

'and you Rizky what do you eat for lunch'

Student 1: *moi, j'aime le gado-gado mais je préfère le pecel*

'I like gado-gado but I prefer pecel'

b. Non-Formal Situation

Non-Formal Situation is not intended as a formal or informal place, but the atmosphere that appears in the speech. The following data shows relaxed speech, which occurs in the teaching and learning process of speaking skills in the classroom, between teacher and student.

Teacher to her student:

Tapi kalimatnya jangan terlalu kecil ya. kalimatnya jadi kurang lengkap, tapi saya tahu,

sebenarnya ini cuma untuk mengurangi kesalahan dalam sistem gramatikalnya saja, tapi ya jangan terlalu faire d'économiser untuk kosakatanya lah yaaa.

'But the sentences should not be *too small*. The sentence is incomplete, but I know, actually this is only to reduce errors in the grammatical system, but *yeah* don't save too much vocabulary *huh*.

The data above occurred in speaking class, when the lecturer was commenting on student presentations. To create a more intimate atmosphere, the lecturer tries to make the atmosphere less formal by using code mixing, by using words: *kecil* 'small', *ya* 'yeah' *faire d'économiser* 'don't save too much vocabulary' dan *yaaa* 'huh'.

c. Lecturer Emotional Situation and Situation of the Class

Teacher to her students:

Duh... s'il vous plait... kenapa rebut sekali ! Vous avez fini?

'Well ... please ... *why are you so noisy?* Have you finished it?'

The lecturer used codes mixing, because she was annoyed with some students who spoke loudly and did not pay attention to class activities. She advised students who were seen talking to each other and then repeated her questions to those students

2. The purpose of the Code Mixing

a. Hiding Information

Codes mixing are also used to hide the information from others. The following data is one of the codes mixing used by students.

Student 1 : *Tika, apakah kamu pulang sabtu ini?*

'Tika, do you go back to your home this Saturday?'

Student 2 : *Tidak Nia, kakak perempuannya mon fiancé mau tunangan, saya diminta datang*

'No, Nia, *my fiancé's* sister celebrate her birthday, I was asked to come.

The use of the word *mon fiancé* 'my boyfriend' in the data above is intended that other people who come or are around them do not know what it is meant. It can also mean that the student does not want anyone to know that she already has a fiancé.

b. The effectiveness of communication

Teacher: *Chaque groupe doit avoir un ou une porte de parole, juru bicara nya,*

'each group must have a spokesperson'

Student : oui madame

The conversation occurred during the speaking class, the lecturer explained the material in French that the term is not understood by students, Then the lecturer mixed French and Indonesian.

E. CONCLUSION

Based on data analysis, it can be seen that there are five factors that cause code mixing, namely (1) non-formal situations, (2) the relationship of speakers and speech partners, (3) the absence of appropriate expressions, (4) the presence of third parties, (5) lack of knowledge of students and the situation in the Class. The code mixing that occurred at the French Language Education Department of FBS UNY has four objectives namely (1) relaxing/non-formal, (2) communication effectiveness, (3) hiding information, (4) humor / joke. From the several objectives above, a lot of things that help the teaching and learning process is to make the class relaxed, there are jokes and communication can run effectively. Thus lecturers and students can get closer so that teaching and learning process can run well.

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