

The Perceptions of English Education Students Towards the Use of Code-mixing in English and Teaching Learning Process at UIN Sayyid Ali

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ARTICLE

ABSTRACT

Keywords:

Perception, English education students, code-mixing, English teaching, and learning process.

The purpose of this study was to find out how the perceptions of sixth semester students majoring in English education toward the use of code-mixing during the main activity in the process of teaching and learning English at UIN Sayyid Ali Rahmatullah Tulungagung. The research design is a survey with a quantitative approach. The data were obtained from 26 English students in the sixth semester that had filled out a link questionnaire that had been distributed. Based on findings obtained from the questionnaire, showed that 77% of students have positive perceptions, and they also agreed that using code-mixing was beneficial for them, because it could make the learning situation in the classroom are fun and lively, and make lessons easier to understand. Furthermore, 19% of students have neutral perceptions about the effects of using code-mixing and only 4% of students have negative perceptions with the reason that they feel uncomfortable and see that code-mixing is not good and not fit for their English learning process.

INTRODUCTION

English is an international language which would make it everyone in the world easy to communicate, so many people should already know and understand English language. Beside for communication purposes, there are some reasons mentioned by (Ilyosovna, 2020) why English is hugely important as an international language. The first reason is that English is the language of the media industry that affects global subjects' media, so there are a lot of films, TV shows and popular songs written in English to promote the program to all parts of the world because most people in the world understand it. The second reason, because English is the language of the internet, to keep up to date with technological development, people should learn and understand English because the study by (Rao, 2019) shows that the majority (56%) of the internet site use English for websites. The third reason is that English makes travelling a lot easier. Although travelling to other countries which are not native English and have different languages, having a good knowledge in English make communication easier because English is the global language that is commonly used and understood by foreigners and some locals. The last reason why English is important is that English can provide better education and

career opportunity, there are a lot of schools and colleges around the world provide English subject and have various kinds of English majors. So, the learners can study in a foreign country to get better employment opportunities around the world and English can be a great asset for them. But, the fact shows that some people need to be more fluent to speak English because they are used to mix and switch their own language and English. In Indonesia, it is common to incorporate language between Indonesian and English; even students and lecturers in the English education department still use Indonesian and English at the same time for interaction in the English teaching and learning process. This fact is in line with Mattarima (2019) revealed that there are still many Indonesian students experiencing difficulties in communication with English, it is also supported by Wahyuningsih (2018) said that the quality of the implementation of English language education at schools and universities still questionable. The phenomenon mixing languages is also known as code-mixing. According to (Hoffman, 1991) code mixing means changing one language to another language that is used in a sentence. Another definition about code-mixing according to (Richard, 1985) is the mixing of two or more words or languages, that usually without changing the topic. (Muysken, 2000) defined code mixing into three categories, namely: insertion (code-mixing in the form of words and phrases), alternation (clauses and sentences format), and congruent lexicalization (refer to the form of words and phrases that generally known by people in their first language).

The fact that there are still some English students and teachers or lecturers using code-mixing can be seen from several previous studies about the use of code-mixing. The first study was conducted by (Helmie et al., 2020) which stated that the students' most frequently used languages are English and Indonesian, this happened because they want to provide obvious explanations by using code-mixing. The second study was by (Sumarsih et al., 2014) conducted the research toward institutional employees, high school and university students in North Sumatra, Indonesia were aware of the use of Indonesian and English in a particular of everyday conversations. Even the lecturers usually using code-mixing to teach and explain the English-language content in the classroom. The third study which showed that teachers also use code-mixing in the process of teaching and learning English was the previous study by (Nuraini, 2022) revealed that grade 8 students of SMPN 2 Enrekang feel happy and comfortable to learn English subject in the classroom when the teacher use code-mixing method. Student perceptions are also important because they can help teachers understand students' skills and understanding in the classroom which could affect learning outcomes (Delisyanah, 2021). Although the expectation is English education students can interact using English with others in the classroom, using code-mixing in the process of teaching and learning is not that bad. Because according to (Spice, 2018) there are some positive impacts of using code-mixing that can be felt by students, such as it can improve the proficiency of the two languages used, can increase students understanding of the learning material, encouragement students to participate and active in classroom, and code-mixing can motivate students to learn English. While the negative impacts of using code mixing, according to (Odhiambo, 2021) are overused, code-mixing can cause students have lost enthusiasm for mastering the English language, waste more time, and students can have problems during examinations because they do not understand English well.

Students' perception toward code-mixing is various, this is proven by previous study by (Abdullah & Usman, 2021) which shows that English education students had three perspectives on the use of code-mixing and code-switching, there are 11 respondents considered the phenomenon of using code-mixing is acceptable and considered it positive, 3 respondents found it disturbing and considered it negative, and 6 respondents considered it neutral. However, the study by (Desliyanah, 2021) stated that students have positive perceptions and prefer to use code-mixing and code-switching in English classroom.

Code-mixing as a way of interaction in the classroom usually used in three types of activities English teaching and learning process. There are pre activity, while activity, and post activity. (Ramadhianarti et al, 2017) stated that in pre-activity using code-mixing can help students know and understand the concepts and terms in English material, then in while-activity code-mixing is also very helpful in students' activities and helps them understand the meaning of words, phrases, clauses, and

sentences, so the students can easily understand and enjoy learning English with their limited vocabulary. Meanwhile, in post-activity teacher finds that using code-mixing to giving instruction, build a comfortable interaction with students, translate the new English words, and make the students easier to understand the lesson are really helpful.

Based on the explanation and several previous studies above, the researchers decided to find out the English students' perception towards code-mixing in the process of teaching and learning English at UIN Sayyid Ali Rahmatullah Tulungagung, because there are still some students and lecturers using code-mixing between English and Indonesian in while-activity during lectures and it is still rare for this kind of research to be carried out at State Islamic University.

METHOD

This research design was a survey with a quantitative approach. The population of this study was all six-semester students majoring in English education of UIN Sayyid Ali Rahmatullah Tulungagung in the academic year of 2021/2022, totalling 195 students. The sample of this study was 21% of the population, that is, 26 students. This number is based on the guidance by Arikunto (2012) saying that if the population is more than 100, the sample could be between 10%-15% or 20%-25% of the population.

The instrument of this study was a scaled-item questionnaire containing three categories: the learning atmosphere, the effects of code-mixing, and the students' experience in using code-mixing. The first category consists of four statements, the second one has nine statements, and the third one contains five statements. Responses were rated on a five-point rating scale, with the point number 1 indicating "strongly disagree" and the point number 5 indicating "strongly agree".

Before the data collection phase, the questionnaire was tried out. In the try-out phase, the questionnaire consisted of 25 items. It was found that 18 items were valid, and the other seven were not. The items which were not valid were dropped.

RESULTS AND DISCUSSION

It was found that *strongly agree* and *agree* are the most frequently chosen by the respondents in all categories. The details are displayed in the subsequent parts.

Each statement's frequency, mean, and interpretation

Item.	Frequency					Mean	Interpretation
	SD	D	N	A	SA		
	1	2	3	4	5		
1		1	3	5	17	4,46	Very Positive
		3,8%	11,5%	19,2%	65,4%		
2		1	2	8	15	4,42	Very Positive
		3,8%	7,7%	30,8%	57,7%		
3		1	1	11	13	4,38	Very Positive
		3,8%	3,8%	42,3%	50%		
4	1	2	6	5	12	3,96	Positive
	3,8%	7,7%	23%	19,2%	46,2%		

Table 1. ***The Learning Atmosphere***

Table 1 shows that most respondents—65.4% or 17 of the totals—strongly agreed with the statement about the importance of a fun atmosphere in learning English. Then the most choice is “agree,” which is selected by 19, 2% or five respondents. And the mean score of this statement is 4.46, which means that the first statement has a positive interpretation. So, from the result above shows that most respondents have a positive perception and agree that fun and lively English learning is essential.

The second statement shows the dominating value “strongly agree,” with a total 57, 7% or 15 respondents choosing it. Then, followed by 30, 8% or eight respondents who chose “agree.” It shows that most respondents have a positive perception and agree that learning English in a fun and lively way can improve English proficiency.

In the third statement, half of the respondents, which means 50% or 13 respondents chose “strongly agree”. The third statements get a positive perception, and the respondents agree that fun and lively English learning motivates them to master English.

In the fourth statement about using code-mixing during English learning, the dominating value is “strongly agree” with 46,2% or 12 respondents. And the next is “neutral,” which is chosen by 23% or six respondents. Then, this statement produces a mean score of 3,96. It means that most respondents had positive responses and agreed that they are using code-mixing of Indonesian and English during English teaching and learning.

Item.	Frequency					Mean	Interpretation
	SD	D	N	A	SA		
	1	2	3	4	5		
5		4	6	11	5	3,65	Positive
		15,4%	23%	42,3%	19,2%		
6	1	2	4	8	11	4,00	Positive
	3,8%	7,7%	15,4%	30,8%	42,3%		
7	1	2	8	7	8	3,73	Positive
	3,8%	7,7%	30,8%	26,9%	30,8%		
8	1	1	13	5	6	3,54	Positive
	3,8%	3,8%	50%	19,2%	23%		
9	1		10	7	8	3,81	Positive
	3,8%		38,5%	26,9%	30,8%		
10	1	1	11	7	6	3,62	Positive
	3,8%	3,8%	42,3%	26,9%	23%		
11	5	9	6	2	4	2,65	Neutral
	19,2%	34,6%	23%	7,7%	15,4%		
12	4	8	8	5	1	2,65	Neutral
	15,4%	30,8%	30,8%	19,2%	3,8%		
13		8	15	2	1	2,85	Neutral
		30,8%	57,7%	7,7%	3,8%		

Table 2. *The effects of using code-mixing in the English teaching and learning process*

In the fifth statement asking students’ fluency in English and Indonesia, most students agreed that code-mixing makes them more fluent in English and Indonesia, with the dominating value being “agree” and the total respondents are 42,3% or 11 respondents chose it.

Then, in statement number 6, many respondents chose to “strongly agree” that their understanding was better when the lecturer spoke using code-mixing, with 42,3% or 11 respondents choosing “strongly agree.” For statement number 7, which asked about students’ confidence to participate in the classroom discussion that uses code-mixing during the teaching and learning process, many respondents chose “strongly agree” and “neutral,” with a total of 30,8% or eight

respondents chose both scales. It shows that many students still feel more confident participating in classroom discussions using code-mixing.

In statement number 8, half of the respondents (50% or 13 respondents) chose “neutral,” followed by 23% or six respondents who chose “strongly agree” for the statement asking about the activeness. Then, statement number 9 shows the dominating value is “neutral,” with 38,5% or ten respondents choosing it. Statement number 10 also has “neutral” as dominating value, with 42,6% or 11 respondents choosing it. It shows that most students have neutral perceptions about their activeness, comfort, and motivation when the learning process in the classroom uses code-mixing.

Then, three statements about the disadvantages of using code-mixing have different results from the advantages above. The dominating value of statement number 11 is “disagree,” with 34,6% or nine respondents. It means most students disagree that their vocabulary in language skills courses (such as listening, speaking, reading, and writing) does not increase when using code-mixing during the teaching and learning. Next, statement number 12 asked about students’ vocabulary in linguistics courses when using code-mixing during the process of teaching and learning, many respondents chose “disagree” and “neutral,” with a total of 30,8% or eight respondents chose both scales. The last is statement number 13; the dominating value is “neutral,” with a total of 57,7% or 13 respondents for a statement that asks about students who have difficulty in exams because using code-mixing during the process of teaching and learning English.

Item.	Frequency					Mean	Interpretation
	SD	D	N	A	SA		
	1	2	3	4	5		
14	1	1	12	7	5	3,54	Positive
	3,8%	3,8%	46,2%	26,9%	19,2%		
15		2	10	9	5	3,65	Positive
		7,7%	38,5%	34,6%	19,2%		
16		4	8	10	4	3,54	Positive
		15,4%	30,8%	38,5%	15,4%		
17		1	10	9	6	3,77	Positive
		3,8%	38,5%	34,6%	23%		
18	1	2	8	4	11	3,85	Positive
	3,8%	7,7%	30,8%	15,4%	42,3%		

Table 3. *Students’ understanding and experience using code-mixing*

Statement number 14 produces “neutral” as a dominating value with a total of 46,2% or 12 respondents; it shows that respondents are just fine with the code-mixing used by the lecturer to explain material in skill courses. Likewise, with statement number 15 asking about understanding in scientific research courses, the dominating value is “neutral” with 38,5% or ten respondents. In statement number 16, most students chose “agree,” with 38,5% or ten respondents. It shows that most students feel more understood by lecturers who use code-mixing to explain the material in linguistics. Then, in statement number 17, 38,5% or ten respondents chose “neutral,” which shows most students feel just fine with explaining the lecturer who used code-mixing during the process of learning in skill courses. The last statement is number 18, with the dominating value in “strongly agree,” with 42,3% or 11 respondents choosing it. It shows that most respondents accept and enjoy learning English when the interaction in lectures uses code-mixing.

From the research findings above, it was found that the 26 respondents who had filled out the questionnaire had various perceptions towards code-mixing used by students and lecturers during the teaching and learning process of English subjects. Most students have positive perceptions toward using code-mixing; the total number of students with a positive perception is 77%. It shows that 77% of students felt the positive impacts of using code-mixing; they are fine and enjoy attending lectures in which the students and lecturers use code-mixing between Indonesia and English. On the contrary, 4% of students have a negative perception toward using code-mixing; they thought that the use of code-mixing had no impact on them, and they could not accept the teaching and learning process that used code-mixing. Meanwhile, 19% of students are neutral about using code mixing in lectures.

The results of students' perceptions above differ significantly from the study (Abdulloh & Usman, 2021). This research supports their study, which states that most English education students have positive perceptions and accept using code-mixing in everyday interactions and classroom situations. The result of this study also can complete the survey conducted by (Nuraini, 2022) that used qualitative study; in a quantitative study, this study shows students' experience, students' motivation, and participation in classrooms that used code-mixing, the improvement in English skills that students feel when used code-mixing, and students understanding in learning material.

The result of this study is also in line with and supports the study by (Astrid, 2015) who conducted research about students' attitudes toward the use of code-mixing in classroom, shows that most of English education students respect the lecturers who taught using code-mixing and agreed that listening to lecturers' explanation that uses code-mixing is much more convenient, and it is understandable for them. It is the same as the result of the survey in this study; in the third category about positive effects, most students also agreed that code-mixing gives them positive outcomes, and they are okay with using code-mixing in the process of teaching and learning. (Astrid, 2015) the study also revealed that most students disagreed with the statement that code-mixing makes them confused and decreases their English proficiency. The same result of this research shows that the adverse effects of using code-mixing do not affect English education students' proficiency in English.

However, the result of this research is contrary to the study by Novianti and Said (2021), which research about what types of code-mixing are used by teachers in learning process and revealed that teachers use code-mixing to get students' attention because code-mixing would make the students felt anxious then they would pay attention to the teacher. Meanwhile, the result of this research has the students' point of view about using code-mixing in the process of teaching and learning. It shows that the students enjoy and feel comfortable when the lecturers explain learning materials with code-mixing because they can understand the explanation and not feel anxious.

CONCLUSION

According to the results and discussion above, it can be concluded that there are three types of students' perceptions about the use of code-mixing in the process of teaching and learning English. Most students have positive perceptions and agree that code-mixing has positive effects that help them in lectures and understanding the course material, and it makes English education students enjoy the teaching and learning process. Then, the other students who have neutral perceptions feel that code-mixing does not give them much effect and is just fine with using code-mixing during teaching and learning. The last type of students' perception is the English students who have negative perceptions and feel unsatisfied with using code-mixing in the process of teaching and learning English.

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Appendix

Questionnaire Items

1. Fun and lively English learning is important.
2. Learning English in a fun and lively way can improve English proficiency.
3. Fun and lively English learning motivates me to master English.
4. I use code-mixing of Indonesian and English during the English teaching and learning process.
5. Using code-mixing makes me more fluent in English and Indonesian.
6. I understood the learning material better when the lecturer explained using code-mixing.
7. I am more confident participating in classroom discussions using code-mixing during the teaching and learning process.
8. I became more active in the classroom discussion that uses code-mixing during the teaching and learning process.
9. I am more comfortable when the lecturer explains the material using code-mixing during the teaching and learning process.
10. I am more motivated to learn English when the lecturer and students use code-mixing during the teaching and learning process.
11. My vocabulary in language skills courses (listening, speaking, reading, and writing courses) does not increase when using code-mixing during the teaching and learning process.
12. My vocabulary in linguistics courses (such as phonology, morphology, syntax, and grammar) does not increase when using code-mixing during the teaching and learning process.



13. I have difficulty in exams because I always use code-mixing during the teaching and learning process.
14. I am more understand the material in the skill courses (Listening, Speaking, Reading, and Writing courses) taught by the lecturers who used code-mixing.
15. I am more understand the material in content courses (research method and research statistics courses) taught by the lecturers who used code mixing.
16. I am more understand the material in content courses (the field of linguistics, such as Phonology, Morphology, Syntax, and Grammar courses) taught by the lecturers who used code-mixing.
17. I am more understand the material in content courses (such as English Curriculum and Syllabus Design, Contemporary ELT Method, English Learning Assessment, etc) taught by the lecturers who used code mixing.
18. I enjoy learning English when the interaction in lectures used code-mixing.

