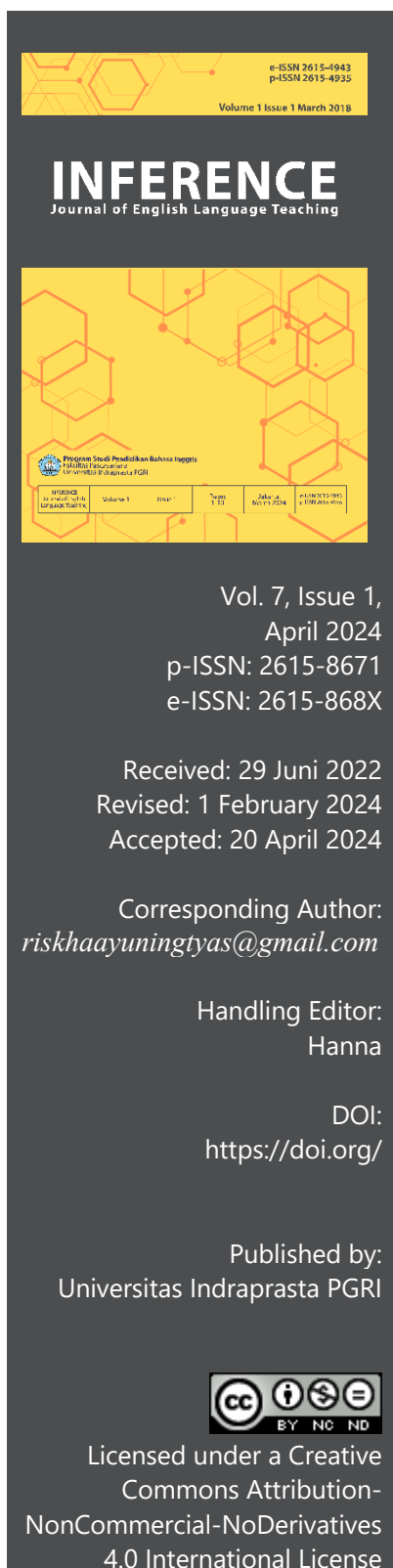




RESEARCH ARTICLE

THE USE OF ENGLISH AND SUNDANESE CODE-MIXING IN ENGLISH LEARNING PROGRAM AT PESANTREN

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Abstract: This research has two objectives; those were to investigate the use of code-mixing English and Sundanese in learning English in the language class program at one of the Islamic boarding schools in Cirebon. The second is to find out what is the factor in using code-mixing in learning English. This study employed a qualitative method, and the data were collected using observation and interviews. To analyze the data, the researcher used several theories related to code-mixing. The study shows several types of code-mixing congruent lexical are ranked as the most frequent occurrence of code-mixing, as much as (70%). Followed by the emergence of code-mixing type insertion of as much as (30%) while the code-mixing type of alternation did not appear. The results showed that the factor of using code-mixing in learning English in the language class program was to facilitate the adjustment period for new students.

Keywords: code-mixing; English; Sundanese; learning, pesantren

PENGUNAAN CAMPUR KODE BAHASA INGGRIS DAN BAHASA SUNDA DALAM PROGRAM PEMBELAJARAN BAHASA INGGRIS DI PESANTREN

Abstrak: Penelitian ini memiliki dua tujuan, yaitu untuk mengetahui penggunaan campur kode bahasa Inggris dan bahasa Sunda dalam pembelajaran bahasa Inggris di program kelas bahasa di salah satu pondok pesantren di Cirebon. Yang kedua adalah untuk mengetahui apa saja faktor yang menyebabkan terjadinya campur kode dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan metode kualitatif dan data yang digunakan adalah data kuliah dengan menggunakan observasi dan wawancara. Untuk menganalisis data, peneliti menggunakan beberapa teori yang berhubungan dengan campur kode. Hasil penelitian menunjukkan beberapa jenis campur kode leksikal kongruen menempati urutan paling sering terjadinya campur kode, sebanyak (70%). Disusul dengan munculnya campur kode jenis penyisipan sebanyak (30%) sedangkan campur kode jenis pergantian tidak muncul. Hasil penelitian menunjukkan bahwa faktor terjadinya campur kode dalam pembelajaran bahasa Inggris di program kelas bahasa adalah untuk memudahkan masa penyesuaian diri mahasiswa baru.

Kata kunci: campur kode; bahasa Inggris; bahasa Sunda; belajar; pesantren

INTRODUCTION

Language is one of the tools used to communicate. Language can be delivered orally or in written form. Language has many variations (Widiyanto, 2018). One of the variations is dialects. Dialect or accent is a variety of language that exists surrounding a group of speakers, in other terms dialects refer to a form of language that is distinguished according to the context. The dialect in each region has differences, for instance in the Javanese dialect it seems more “medok (the accent while speaking)” and in Sundanese, the dialect seems smoother in tone and has a different accent, such as the word “have” is spoken “hep” because the Sundanese people commonly used “p” instead “f”. These dialects influence a person’s ability to learn and speak a foreign language.

The English language is one of the most popular foreign languages studied by the entire world community. English is also an international language (Yulianti, 2019). English language in Indonesia has few speakers (Ayesa & Aziza, 2016). However, with the foreigners that are working/visiting in Indonesia, it is encouraging students in Indonesia to have English skills to communicate. This is why English in Indonesia has many dialect variations, as in (Ayesa & Aziza, 2016) the research shows that dialects are heavily influenced by the Javanese accent, so when a people pronounce words in English the Javanese accent exists. The Javanese accent is a local language and can be called the first language or mother tongue.

This phenomenon is called code-mixing. A code can be interpreted as a general communication system that can be used in one or more cases. Marjohan, (1995) in (Ahmed, 2020), states that the code is something that leads to diversity, therefore the code can be a dialect, sociolect, affiliation, or register. While code-mixing is the use of two languages together when speakers move from one language to another in one sentence (Wardaugh, 2002). In short, code-mixing consists of the language that dominates and the language that is inserted, then when spoken it can give a good impression so that the interlocutor or listener can understand the communication (Gina, Putra, & Aries, 2016). According to Muysken, 2002 in (Ahmed, 2020), code-mixing occurs when lexical and grammatical items are in the same sentence. Code-mixing occurs when the speaker mixed the English language with the mother tongue, as happened in The Modern Islamic Boarding School Bina Insani Mulia, a combination of Sundanese and English. According to Muysken 2000 in (Wibowo, 2017) Types of code-mixing are divided into three main types the first is Congruent lexicalization (dialect), The notion of congruent lexicalization underlies the study of style-shifting and dialect/standard variation rather than bilingual language use proper. The second type is Alternation. The final type is Insertion (word phrase), Approaching that departs from the notion of insertion of new to constraint in terms of the structural properties of some base or matrix structures. Here the process of code-mixing is conceived as something borrowing. This insertion can insert a full word, or it can also insert affixes, Affix is a part of a word that can be added at the beginning, middle, or insertion, and suffixes, suffixes are affix elements that are located and placed at the end of rooted words. Suffixes in the Sundanese language have several types, as in the form: suffix (-an), (-eun), (-na), (-keun), and (-ing). All of these suffixes have different functions, such as the suffixes (-eun) working to make passive verbs (Denafri, Melati, & Koebanu, 2019).

Speakers use code-mixing techniques not without purposes, there are four reasons for using code-mixing in a conversation. The first reason is to understand the materials (Brock-utne & Holmarsdottir, 2002 in Rahmat, 2020). Code-mixing techniques use are d while teachers focus on the topic. Code-mixing is used to make students easy to understand the materials and facilitate interaction between teachers-students in discussing the topic. The second reason is the learners. Students have a different level of proficiency. Some students have high or low proficiency, so teachers use code-mixing to make all learners understand what is being thought, although they have different proficiency. The following reason deals with vocabulary, grammar, and sentence that is considered by students too difficult to understand, so the use of code-mixing is needed, to bring Indonesian in learning English (Itin, Agnes, & Selfiana, 2021). The final reason is the use of the mother tongue or first language. For instance, teachers use the Sundanese language and combine it

with English. This is because Sundanese is the first language used in the west java society. So, the use of code-mixing is natural for most teachers in Indonesia because the Indonesian language is the first language (Pamungkas, 2008 in Gina, Putra, & Aries, 2016).

However, the use of code-mixing also gives a negative impact that must be handled by teachers. English learning using regional dialects and first languages will be considered a joke by most students; this can still be handled by teachers by providing appropriate direction but not rigid so that learners feel comfortable while learning English (Yana Qomariana, 2019). The next impact is students are accustomed to using their dialect while speaking English, so when they get out of their learning zone, the English that they utter sounds strange to the native speakers. To solve this problem, teachers can correct pronunciation as native speakers, so that when they get out of the learning zone, they can speak seem like native speakers that they have learned (Boonkit, 2010).

Many studies of code-mixing have been carried out. Such as (Krishnasamy, 2015) doing research on code-mixing that occurred in Tamil-Bilingual. In (Ho, 2007) conducted a code-mixing study in Hong Kong society. (Lau Su Kia, 2011) researching how to code-mix in Chinese newspaper entertainment news in Malaysia. (Ahmed, 2020) Also, conduct a study on code-mixing that focused discussed Arabic Conversations with college students. Those of study focused on code-mixing that conduct in certain areas. It turns out that there has been no research on this phenomenon of code-mixing in Islamic Boarding School areas, which is the learners come from more than one region, and have different languages, ethics, etc.

So, based on that reason the researchers feel interested to conduct this research. This research is important for the reader to know how the implementation of the Sundanese language in English learning at Islamic Boarding School. The research is conducted to answer the research problem: 1) The types of code-mixing that are used in English learning programs, 2) The factors that influenced teachers to use code-mixing in English learning programs. The study offers some important insights into theoretical and practical significance. Theoretical significance is useful for adding studies in sociolinguistics, and practical significance to provide a useful overview for teachers about the use of the Sundanese language in English learning at Islamic boarding school.

In the Introduction section of a research article, authors should provide several key elements to set the stage for their study. First, they should introduce the topic of their research and provide relevant background information to contextualize the study, aiding readers in understanding its significance and relevance within the broader field. Second, authors need to identify the gap or problem in the existing literature that their study aims to address, highlighting the novelty and importance of their research. Third, authors should clearly state the objectives or research questions that their study seeks to answer, helping focus the reader's attention and providing a roadmap for the study.

Fourth, they should explain why their research is important and how it contributes to the existing body of knowledge, justifying the relevance of the study and its potential impact. Finally, authors should outline the scope of their study, including any specific aspects or boundaries to be addressed, and acknowledge any limitations or constraints of their research.

RESEARCH METHOD

This study employed a qualitative method. This study observed sixth students and one of the teachers in an Islamic boarding school. The data were collected using observation. The data collection stages were as follows. First, the researcher conducted an observation interviewing students and teachers in an Islamic boarding school. Second, the data were collected and make transcription based on the data. Third, the data were classified and analyzed. Afterward, the collected data were analyzed using the theory of types of code-mixing by Marjohan (1995) and Muysken (2002), and the theory of factors that influenced teachers to use code-mixing by Brock-utne & Holmarsdottir (2002).

RESULTS AND DISCUSSION

Type of code-mixing

Based on the data that has been found by the researcher, the researcher concludes that most students use code-mixing Congruent Lexicalization, namely the use of Sundanese dialects and the code-mixing used next is the insertion, namely the addition of Sundanese words in each sentence, the table is as follows.

Table 1. The Occurrence of Code-Mixing at an Islamic Boarding School

No.	Types	Percentage
1.	Congruent Lexicalization	70%
2.	Alternation Approaches	0
3.	Insertion	30%
Total	100%	

Table 1 shows that there are 3 types of code-mixing that found in English program at Islamic boarding school. The most occurrence type of code-mixing found in the Islamic boarding school is congruent lexicalization as much 70%, it follows 30% in Insertion, and the last type is alternation which is categorized as the least occurrence of code-mixing. Grounded on the data bracket types of mixing codes in tables, it can be banded

1. Congruent Lexicalization

Congruent lexicalization is the influence of regional languages in language use. In terms of “the pattern of intra sentential code-mixing set up is often rather different from one another. There are three types of code-mixing, first is an insertion (lexical items or entire constituents) from one language into a structure from the other language. The other is an alternation between structure and language, and the third is the congruent lexicalization of material from different lexical supplies into a participated grammatical structure. Congruent lexicalization refers to a situation where the partaking two languages partake a grammatical structure which can be filled lexically with basics from either language”. According to Muysken (2000), many students use this type of code-mixing, this happens because many students come from the Sundanese tribe, based on the data that has been taken, the Sundanese dialect used in this Islamic boarding school is mendayu

1: “*have you eaten?*”

The word eaten uses (EU) so it sounds (*eateun*).

Example 2: “*wait for me.*”

The tone in the pronunciation of the word wait for me is emphasized on the word (me) with a soothing tone. According to students who don't use this dialect because they come from ethnic groups other than Sundanese, this makes them tend to follow what their friends are doing, sometimes even Sundanese teachers do this type of code-mixing when learning in class, but not all because there are too many teachers. which comes from outside the Sundanese.

2. Alternation

In this study, the researcher did not find any type of alternation code-mixing. As Muysken explains alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause. Alternation occurs when the structure of the two languages changes by itself, either grammatically or lexically in the structure the language. Alternations can occur at the clause level (Musyken, 2000). An example of an alternation is Person 1: “Hi how are you?” person 2: “damang, and how about you?”. There are no code-mixing events that show mixing in the clause and in this process the two languages are displayed in one clause but remain relatively separate, allowing for lexical borrowing in the process. In addition, the thing that indicates the absence of this type of alternation is that there are no sequences that are switched preceded and followed by other language elements, and these elements are not structurally connected.

3. Insertion

According to (Denafri, Melati, & Koebanu, 2019), there are several kinds of insertion, some are inserted in the front and some are inserted behind the sentence, insertion is the type of word or phrase that is inserted from one language to another. When a word or phrase is incorporated into another language. (Muysken, 2000). Insertion is also quite often used in daily conversation in Islamic boarding schools, both in the learning process and in the adaptation process.

1: “*we buy iced tea first **dong**.*”

The word (dong) is an additional work that is often used according to some students

2: “*why you don't wait for me **ihh**.*”

The word “*ih*” is also often spoken and its pronunciation is often accompanied by congruent lexicalization or dialect, so the tone is also melodious. You can see some other examples in the attached attachment.

The factors that influenced to use of code-mixing in English learning programs

Materials

The data shows the use of code-mixing in English programs because of the material itself. One of the teachers said:

*“One of the cases is that the materials are quite difficult to understand, so we use code-mixing to make sure that all students understand the material. Besides that, code-mixing is used to **communicate** with students if they do not understand what the teachers mean or answer a difficult question from us”.*

The first factors are in line with Brock-utne & Holmarsdottir, 2002 in Rahmat, 2020. That proves that code-mixing is used while teachers focus on the material, and in some cases, the materials are too difficult to be understood by students, so teachers used code-mixing while students do not understand the topic. The main part of learning is the learners; teachers should make the students understand the materials, although they have to mix them with other languages. Code-mixing is also used to facilitate students-teachers interaction while discussing the materials.

Learners

The result of the study is in line with the second reason for the used code-mixing by Brock-utne & Holmarsdottir, 2002 in Rahmat, 2020.

The third teacher uttered that:

*“For the first time in the school period, there was a class division for new students. There were divided into 3 levels based on their proficiency. 3 classes consist of Beginner, intermediate, and advanced. Well, for the first semester the students are joined together and taught in the same class. So, if the beginner students talk to advanced students, they might **mix** it with their first language to make sure that the beginner students understand what the advanced students mean”.*

Based on the data, every student has a different level of proficiency in English. They might be at beginner level, or intermediate, and also can be advanced because the students always use English in their home. Beginner-level students may be difficult to understand teacher utterances or other advanced students' utterances; the use of code-mixing is needed to make the learners understand what the speakers said. So, if the teachers taught in the same class consist of different levels of students' proficiency, it can be understood by all level students.

The use of code-mixing also makes students adapt to the English environment in this Islamic boarding school.

Student 1 talks about their experience while adapting to this Islamic boarding school:

“At that time, I was still in Junior high school. when I first come to this place for Senior high school, I was given 3 months to make it possible to use English with other languages. That time is like a process to adapt to the English environment, so students can mix English with other languages. Only 3 months, after that we have to fully speak in English. If we found a new vocabulary that we didn't

know, we can ask Miss/Mister: 'how to say bla bla blaa, miss?' or if we do not find with the teachers, we can ask our friend to answer our questions".

It is important to adapt to every situation and condition. If students do not already speak English beforehand, and while going to senior high school in this Islamic boarding school that should use English every single day, the students should adapt to speak in English, and it needs a process to achieve it. So, the use of code-mixing is needed to make sure that students enjoy their English program by using code-mixing if they do not know the utterance of something.

Vocabulary, grammatical items

The study shows the factors of using code-mixing in this Islamic boarding school because of vocabulary or grammatical items.

Students 2:

*"In this Islamic boarding school, mixing one language into another isn't obliged. But, for scholars that don't understand the **words**, the use of the code-mixing is the stylish result for that case so, scholars will know the word and apply it latterly".*

Teachers 1:

"This Islamic boarding school has a target for the learners to be able to speak in English. So, they must obey the rule that has been required from the Islamic boarding school. but, for students that not able to speak English yet, learners should learn to speak what the learners know. It's okay, if the learners lack vocabulary, just say "how to speak in English " it can ask the lecturer. So, from asking a lot of questions there, they understand their speaking and after that used to speak English"

Both of the results of the study are relevant to (Itin, Agnes, & Selfiana, 2021) that proves that most students use code-mixing when they do not understand the meaning of vocabulary/words. Students are possible to ask their lecturer or their friends to know if they do not understand the meaning of some words. The teachers also fix the grammatical pattern that occurs when students have mistaken. So, the use of code-mixing here is to know the words or pronunciation of new vocabulary.

Accents

Teacher 2:

"Accents are the hardest thing to get rid of. Every student here must have a different accent. It takes a long process to remove a few of their accents. Even if they want to like real English, they should try to get rid of that accents and students here are being required to be able to speak English without their accents from their first language or mother tongue".

The data in line with Pamungkas (2008 in Gina, Putra, & Aries, 2016) that code-mixing also is being influenced by their accents. Students come from different regions, they might be from Javanese that brings "medok" accents while speaking in English, while the Sundanese students may speak very shooting because of their pattern of the first language.

CONCLUSIONS

The main goal of this study was to determine the types of code-mixing and the factors that are using code-mixing in English programs at Islamic boarding schools. The results of this study show that there are several types of code-mixing, such as congruent localization is ranked 70%, followed by the insertion type as much as 30%, while the last type of alternation did not appear in this research. Another result has shown that the factors that influenced teacher while using code-mixing is to give a clear student understanding of the material, and to facilitate the learners in learning English at Islamic boarding school.

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