TERNATE MALAY CODE MIXING IN ENGLISH TEACHING LEARNING PROCESS AT SMA NEGERI 2 KOTA TERNATE

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ABSTRACT

The objective of this research was to determine the types of Ternate Malay code mixing used by teachers and the reasons for its use in SMA Negeri 2 kota Ternate. This research use a descriptive qualitative method using a descriptive approach. The research subjects consisted of English teachers in grades X and XI. The results of this study indicated that teachers used three types of code mixing, namely inner code mixing, outer code mixing, and hybrid code mixing. The it was also found that three reasons for using code mixing, include the teacher's desire to explain and translate the material, the teacher lacks English vocabulary and it has become a habits.

Keywords: code mixing, Ternate Malay, teachers

INTRODUCTION

English language is one of the foreign languages that is applied to education in Indonesia, especially at the junior high school (SMP) and senior high school (SMA) levels. Anyone who studies English can be referred to as (bilingualism). During the teaching and learning process, sometimes students and teachers insert other languages into one utterance when having conversations. This insertion is called "code mixing". One example of mixing English and Ternate Malay codes is "on the way Kamari".

Ternate Malay is a language that does not include grammatical elements in the form of words. For example, contact with Malay, Indonesian and regional languages including, Ternate has a reciprocal influence that has an impact on word borrowing, changes in phonological and grammatical patterns, and language mixing (Maricar 2020:1). This mixed language is called the code-mixing phenomenon which is then used as an interaction in trade from the past until now.

The phenomenon of code mixing is a sociolinguistic study. This phenomenon occurs when teachers or students have a conversation, especially at school. At schools, in general, there is a lot of interactions between teachers and students during the teaching and learning process which can lead to various kinds of injections of other languages called code mixing, for example Indonesian and English "buka halaman five (5). At school such as, at SMA Negeri 2 Kota Ternate. Teachers and students have conversations in class and outside the classroom. In English class, code mixing occurs when the teacher explains the material or communicates by inserting another language in one language, in this case Ternate Malay. According to Silaban and Marpaung (2020), code mixing is inherent in communication because of the need for reciprocity or interdependence between bilinguals or multilinguals.

The phenomenon of code mixing can occur because first, to make it easier for students to understand the material being taught. Second, the teacher has a lack of vocabulary in both English and Indonesian, forcing him to use Ternate Malay. Third, the habituation process. Teachers of any subject must use the local language, in this case Ternate Malay.

Theoretically, in this language, whether we realize it or not, it is possible to mix code in this case the regional language, this happens naturally. And theoretically agree that the phenomenon of code mixing occurs automatically.

A. Defenition of Code Mixing

According to Hock and Joseph (1996:381), Code mixing is when happens content words are added to or incorporated into the grammatical structure of another language. They also make a distinction between code mixing and lexical borrowing, claiming that code mixing involves more mixing than lexical borrowing. Then, Blanc and Hamers (1989:270) stated that code mixing is a technique that transfers elements of all linguistic levels and units ranging from a lexical word to a sentence.

Another opinion expressed Ho (2007:1) stated that code-mixing is the act of switching from one language to another while speaking or writing. Spolsky (1998:49) Code mixing is the injection of another language in the form of phrases or words in one sentence. On the other hand, Meyerhoff (2011:125) mention that this code mixing is now used by children six years and adults alike. Especially in Indonesia, according to Rezeki et al (2021:10) code mixing and code switching are sociolinguistics phenomenon that occur in a communication process and become trend of language style for Indonesian.

Based on the explanation above,It can be concluded that code mixing is an insertion from one language to another that often appears, thus creating an unbalanced vocabulary in one utterance.

B. Types of Code Mixing

Suandi (2014:139) is divided into three, namely inner code mixing, outer code mixing and also hybrid code mixing. The three types of code mixing are explained as follows:

1. Inner Code Mixing

   Inner code mixing is code that combines components of the original language that are still related. Examples of mixed language speech codes in which there are components of Javanese, Sundanese, Balinese and other languages. Therefore, the researcher focus on the Ternate Malay language used by teachers in the teaching and learning process of English.

2. Outer Code Mixing

   In this section mix the code that absorbs the foreign language when having a conversation. For example, in conversations using Indonesian, there is the insertion of foreign languages such as English, Arabic and others. In this section the researcher focuses on English.

3. Hybrid Code Mixing

   Is code mixing in which (phrases, clauses or sentences) has absorbed a foreign language or regional language in every conversation.

C. Code Mixing in Teaching Learning Process

In the teaching and learning process, teachers consciously or unconsciously use code mixing in interacting with students. According to Masruddin (2014), when speaking, Indonesian and regional languages are often mixed up to form code-mixing. In schools, we see code mixing between Indonesian (or regional languages) and foreign languages (English) which often occurs in communication, especially in the teaching and learning process in this case in English classes.

Based on the above understanding, it can be concluded that code mixing occur in the teaching and learning process naturally.

D. Factor of Using Code Mixing

Nababan quoted in Ivana D (2018) stated that the cause people using code-mixing are:

1. Bilingualism; It discusses a person's proficiency with two languages. It implies that many individuals will use code mixing in a multilingual society.
2. Situation; Code mixing happens in relaxed or typical circumstances. It explains why the speaker only acts in accordance with their habits.
3. Prestige; The speaker uses code mixing as a prestige language to demonstrate their expertise in a variety of languages.
4. Vocabularry; When a language lacks vocabulary or there are no appropriate words available. Because of this, individuals occasionally translate words from one language into another.

Based on the above, the factors that influence the occurrence of code mixing are bilingual and multilingual and also occurs naturally.

Therefore, in the teaching and learning process, especially in the English class, to avoid the use of code mixing. The teacher must tries to use good and correct English and Indonesian because this is a formal meeting.

In addition, this research has been carried out by previous researchers, especially in the Malay language including the following. First, conducted by Sugeha (2021) with the title "*English-Manado Malay Code Mixing of Vlogger on Youtube*". The researcher found three types of code mixing used by the vlogger which are, insertion of words, insertion of phrases and insertion of sentences. Next, this research conducted by Payuk (2020), with the title "*An Analysis of Malay-English Code-Mixing By Malaysians At Link Hotel Batam: Sociolinguistics Approach*". The researcher found 40 data related to the types of code mixing in Malaysian speech, including 38 intra-sentential code-mixing data and 2 intra-lexical code-mixing data. Researcher also found 7 factors that influence the use of mixed code, one of them is the intention to clarify the contents of other people's conversations.

Based on the description above, the researcher views it is important that *Ternate Malay code mixing in English teaching learning process at SMA Negeri 2 Kota Ternate* needs to be outher studied in order to see out how code mixing are used and why teachers use code mixing.

RESEARCH METHOD

This research method uses descriptive qualitative. Supardi et al (2016:4) stated that descriptive method is a problem solving procedure by describing objects naturally based on existing facts, after which they are analyzed and interpreted. In this method it is used to find, identify, analyze also describe Ternate malay code mixing. This method is also to analyze the speech of the teachers. According to Semiawan (2010:115), general benchmarks for the subjects, the number is small, because with a small number of researchers will be able to collect in-depth data; And the number can vary from one (1) to forty (40)**.**

Based on the theory above, the researcher used two (2) English teachers in grades X and XI at SMA Negeri 2 Ternate as research subjects.

A. Technique of the Data Colecction

The data while obtained in the field using several methods, including the following.

1. Observation

Semiawan (2010) stated that observation is part of data collection. Observation means collecting data directly from the field. Observable data can be in the form of a description of attitudes, behavior, actions, overall interactions between humans. Sugiyono (2016:277) mentions that the observation are divided into two, including participant observation and non participat observation. Therefore, the researcher uses non participat observation.

Non participat observation this means that the researcher only listens to the teachers activities and does not get involved in his activities during the teaching and learning process.

The researcher used checklist observation, to identify the type of code mixing used by the teacher. And the tools used in making observations are voice recorders (HP), books, pens, cameras and other tools.

2. Interview

Next, to get more in-depth information, the researcher was conducted interviews with English teachers at SMA Negeri 2 Kota Ternate. According to Fatmawati and Winardi (2018), the interview is a question and answer activity between the interviewer and the resource person with the aim of getting the information needed.

Priyono and Idrus (2009:137) stated that interviews are divided into three, namely structured interviews, semi-structured interviews and unstructured interviews.

Based on the type of interview above, the researcher used the type of semi-structured interview.

B. Tehnique of Data Analysis

The technique of data analysis use content analysis, with looking at other references in the form of books or research in the same field. Rumata (2017) stated that content analys is is a scientific technique to interpret text or content. In data analysis by following some of the data namely data colecction, data reduction, data display, data drawing/verifying conclusions (Miles and Huberman 1994:10-11). These three data analysis can be explained as follows.

1. Data Colection

The process of collecting, measuring, and analyzing various types of information. The main purpose of data collection is to collect as much reliable information and data as possible, which is then analyzed to make decisions. The data obtained is code mixing used by the teacher in the teaching and learning process

2. Data Reduction

Data reduction is when very vast amounts of data are collected in the field; therefore, it must be meticulously and precisely recorded. In analyzing this data, the researcher was compiled the data, then put it into categories as well as classification based on the aspects of the research focus. .

Starting from this step, the researcher can determine which data is feasible and which is not. Eligible data was be structured in a structured manner while those that are not feasible was be separated. with the aim of ensuring that there is no inappropriate data.

3. Data Display

The next data display is the presentation of data in the form of tables, graphs, or other visual representations. In this section, the researcher identifies the data through utterances the english teacher at SMA Negeri 2 kota Ternate, then arranges them in the category of code mixing types, after which

they are presented in tabular form. While the results of the interviews will be written in a narrative style.

4. Drawing and Verifying Conclusions

In this section is the conclusion and verification. The initial conclusions found are temporary, but change if strong or valid evidence is found, then the conclusions put forward are conclusions that can be trusted. In this step, after presenting all the data, then the researcher draws a conclusion and ensures that it is based on the research topic.

RESULT AND DISCUSSIONS

In the findings, the researcher presents the data needed to answer questions about the most dominant types of code mixing used by English teachers during the teaching and learning process, and the factors or reasons for using code mixing. In collecting data, researcher used observations and interviews. Observations were made in October 2022. In conducting observations the researcher used a voice recorder (HP) with the aim of recording the teachers speech during the teaching and learning process. The results of observations are used to identify the type of code mixing used by the teachers.

Based on the results of observations 1, 2 and 3 on teacher I class XI MIA 5, MIA 6 and MIA 4 on 12, 17 and 18 October 2022, the researcher found that there were 58 utterances of teacher 1 that include code mixing. The last observation data of the type of code mixing is Teacher 2 at class X-C, class X-E and class B at SMA 2 Kota Ternate. The researcher found that there were 36 utterances of teacher 2 that include code mixing. As can be seen on the table below. Frequency of teacher observation data I and II types of Code Mixing Used by Teachers in Teaching English at SMA Negeri 2 Kota Ternate.

Tabel 1. Frequency of teacher observation

Types of Code Mixing	Teacher 1	Teacher 2	Total
Inner code mixing	14	19	33
Outer code mixing	40	14	54
Hybrid code mixing	5	3	8

Next, Based on the results of interviews with the two English teachers at SMA Negeri 2 KotaTernate, the researcher found three reasons including the following:

1. The first reason, why teachers use code mixing is that the teacher wants to translate the material so that students understand what is being conveyed.
2. Second, the teacher finds some words that do not represent other languages, so the teacher uses Ternate Malay code mixing. But the teachers lacks vocabulary when speaking in English.
3. The last reason why the teacher uses code mixing is because has become a habits in the teaching and learning process.

In the following, the researcher was presented the data from the code-mixing observations. This statements occurs when the teacher gives the material. There are 7 I-CM in Ternate Malay, namely (1)"bikiapa tara" (kenapa tidak) in English "why not, (2) "ngoni" (kalian) in English "you",

(3) "katarada" (atau tidak) in English "or not", (4) "kadara" (ke) in English (to), (5) "sapa, babaca" (siapa, membaca) in English "who, read", (6) "bikiapa ngana tara" (kenapa kamu tidak) "why you not

Table 1. The Teacher's 1 I-CM Utterances In Obsevation 1, 2 And 3

Utterances	(1)	**"Dibelakang bikiapa tara tulis"**
Utterances	(2)	"Jadi **ngoni** buat masing-masing"
Utterances	(3)	"Ada bawa kamus **katarada"**
Utterances	(4)	"Itu saya **kadara** masih acara lagi"
Utterances	(5)	"Tadi malam **sapa** yang **babaca** di rumah"
Utterances	(6)	**"Bikiapa ngana tara** tulis"

This statements occurs when the teacher starts learning. There are 12 O-CM in Englis that insert by teacher in her utterances. Namely (1)"a formal invitation" in Indonesia "Undangan resmi", (2)"what else" in Indonesia "apa lagi", (3)twenty seven" in Indonesia "dua puluh tujuh", (4) "you can write" in Indonesia "kamu bisa tulis", (5)"for example" in Indonesia "contohnya".

Table 2. The Teacher's O-CM Utterances in Observation 1, 2 and 3

Utterances	(1)	**"Apa itu a formal invitation"**
Utterances	(2)	**"What else**, apa lagi"
Utterances	(3)	"Lihat situ halaman **twenty seven"**
Utterances	(4)	**"You can write** tanggal hari ini"
Utterances	(5)	"Contoh **for example"**

The above statements occurs when the teacher explains the material, by combining regional languages. in this case Ternate Malay and English in her speech. There are 3 Ternate Malay and 3 English languages. Namely (1) "angka" (angkat) in English "lift", (1) "tarada" (tidak) in English "not", (3) "ngana deng" (kamu dengan) in English "you with". (1) "dictionary" in Indonesia "kamus", (2) "number one" in Indonesia "nomor satu", (3) "number five" in Indonesia "nomor lima.

Table 3. The Teacher's H-CM Utterances in Observation 1, 2, 3

Utterances	(1)	**"sekarang angka samua dictionary"**
Utterances	(2)	"Kamu **number one tarada** alasan"
Utterances	(3)	**"Ngana deng** Sahrul **number five"**

1. Interview Data

Based on the results of interviews with the two English teachers at SMA Negeri 2 Kota Ternate, the researcher found three reasons including the following:

a) The first reason, why teachers use code mixing is that the teacher wants to translate the material so that students understand what is being conveyed.

b) Second, the teacher finds some words that do not represent other languages, so the teacher uses Ternate Malay code mixing. But the teachers' lacks vocabulary when speaking in English.

c) The last reason why the teacher uses code mixing is because it has become a habits in the teaching and learning process.

CONCLUSIONS

Based on the findings and discussion in the previous chapter, the researcher draws the following conclusions.

1. The results of this study indicate that there are three types of code mixing used by English teachers in the teaching and learning process, including inner code mixing, outer code mixing and hybrid code mixing.

2. Researcher also found the type of code mixing that is often used by teachers, namely outer code mixing.

3. From the results of the interview, the researcher found the reasons teachers use code mixing, namely the desire teachers to explain and interpret, lack of vocabulary and habits.

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