Code Mixing Used by Tutors at Bananaina English Course

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Abstract

The investigation centers on tutors' code-mixing at Bananaina English Course during 2023–2024. The objectives encompass discerning code-mixing variants employed by instructors and unraveling their underlying motivations. This inquiry adopts a qualitative descriptive approach, spotlighting three English educators. Data collection entailed interviews, direct observation, and audio documentation, then interpreted through Muysken's (2000) and Hoffmann's (1991) frameworks. Findings reveal alternation code-mixing predominated (53%, 84 utterances), followed by insertion (28%, 45 utterances) and congruent lexicalization (19%, 31 utterances). Tutors engaged in code-mixing chiefly to elucidate concepts and foster rapport. Examining code-mixing illuminates linguistic adaptation in diverse settings and enriches comprehension of language acquisition in multilingual milieus. Such insights may refine pedagogical strategies in heterogeneous classrooms. Moreover, code-mixing research elucidates the psychological and sociocultural dimensions of linguistic variation, shedding light on dynamics of power, identity, and communicative norms.

Keywords: Bilingualism & Multilingualism, Code-Mixing, Sociolinguistics

1. Introduction

Language is is an interaction or communication tool used to convey human opinions, thoughts, ideas and feelings. In this world, there are various languages that humans use to communicate in the daily activity. Every country and place have different language to be spoken, in which one example in Indonesian country. This situation has caused many people to learn another language to communicate effectively. The exploration of how language interacts with social structures and communities is referred to as the field of sociolinguistics. Sociolinguistics is the study of language that focuses on its social aspects (Budiarsa, 2015). People can use multiple languages inside the technique of interacting and speaking with each other. Code-mixing is a linguistic phenomena in multilingual society where language contact happens (Swandani et al., 2022). According to Hosain and Kapil (2015) code-mixing is a combination of different language varieties. When lexicon and expressions from two distinct tongues intertwine within a single utterance, the phenomenon is termed code-mixing (Muysken, 2000)

Variables such as academia, societal norms, and profession influence individuals' propensity to blend codes (Wulandari, 2016). Educational attainment shapes the context in which code-mixing transpires. The investigator infers that code-mixing permeates both routine interactions and

scholastic environments. Furthermore, code-mixing entails substituting one language for another within discourse without distorting intent. Mastery of a foreign language, especially English, frequently demands employing multiple linguistic systems. English classes exemplify communities utilizing diverse languages, offering fertile ground for linguistic enhancement and cross-cultural engagement. Both educators and learners frequently employ code alternation in English as a second language settings (Waris, 2012). The researcher conducted this research at Bananaina English Course. Courses are often chosen by parents to teach their children to learn English to gain additional knowledge and skills outside of formal school lessons. In Indonesia, English is a foreign language which over time is needed as a means of international communication. This makes many parents entrust English courses as a forum for their children to dig deeper into mastering English.

Success in English Education programs necessitates linguistic competence, yet limited vocabulary and comprehension often impede learners, as observed at Bananina English Course. During small group sessions, instructors employ code-mixing to assist students grappling with English.

2. Method

2.1 Research Design

To elucidate the manifestations and underlying motives of code-mixing and code-switching among Bananaina English Course instructors, the inquiry utilized a descriptive qualitative paradigm. Drawing on Muysken (2000) framework, the study delineated code-mixing and code-switching tactics employed by tutors. Additionally, rationales for code-mixing were interpreted through Hoffman (1991) perspective.

2.2 Research Setting

This research was conducted at Bananaina English Course, which is situated on Kapten Piere Tendean Street, Sindurjan, Purworejo, Central Java. The study took place over a period of four months, from November 2023 to February 2024.

2.3. Research Subject

Bananaina English Course tutors engaged in this inquiry. The cohort comprised six tutors alongside seventy-four pupils, ranging from primary to secondary levels. Three instructors, selected arbitrarily, became focal subjects due to observable code-mixing during lessons. The author posits informal venues like Bananaina English Course exhibit language blending similarly to conventional educational settings.

2.4 Data Collections Technique

Observation

To address the initial objectives, observational strategies were employed at the Bananaina English Course site. The investigator discreetly monitored instructors' instructional delivery, capturing utterances involving code-mixing as pertinent data.

Recording and Transcription Technique

Tutors' classroom discourse was documented via mobile apparatus for precision. Subsequent to recording, all audio—spanning interviews and classroom talk—underwent transcription, then consolidated into a single digital document. These activities transpired on January 22–23, 2024.

Interview

To answer the second question, the researchers interviewied the tutors to find out tutor's reason why used code-mixing. In this research, the interview conducted in two languages, Indonesian and English. It depends on the tutors that chosen to use what language during interview so that they could enjoy answering and giving information, and also to keep away from misunderstanding of the purpose. The researcher carried out the interview in January 22nd and January 23rd, 2024.

Data underwent reduction by isolating, refining, distilling, subsequently summarizing content. Tutors' statements were systematically arranged within tables. The following formula quantified code-mixing prevalence:

$$\% \text{ of CM or CS} = \frac{Frequency\ of \text{ CM or CS utterances}}{All \text{ CS or CS}} \times 100\%$$

Results were interpreted, conclusions formulated, and findings corroborated in alignment with inquiry aims.

2.5 Triangulation

To enhance the trustworthiness of study outcomes, scholars frequently employ a method known as "triangulation," which examines a single issue from multiple perspectives. This approach aims to boost the credibility of findings. In this study, theory triangulation was applied by analyzing data through various theoretical lenses proposed by other experts. The theoretical framework drew upon Muysken (2000) alongside Poplack & Walker (2003) to address the research question.

2.6 Limitation of Research

The researcher limited the research on the use of code mixing from Indonesian language to English in Bananaina English Course in the academic year of 2023/ 2024.

2.7 Implications of Research

From the result of this research, the students are expected get more knowledge and understand about code mixing. In addition, the teachers can use this research as reference in their learning activity.

3. Result and Discussion
3.1 Result
3.1.1 Types of code-mixing used by tutors at Bananaina English Course

This section presents findings on the types and categories of code-mixing used by instructors. According to Muysken's (2000) framework, code-mixing falls into three categories: insertion, alternation, and congruent lexicalization. Poplack and Walker's (2003) work further supports this classification.

Tabel 1. Types of Code-Mixing Used by Tutors at Bananaina English Course based on Muysken's (2000) theory

No	Types of Code-Mixing	Data	Percentage
1	Insertion	45	28%
2	Alternation	84	53%
3	Congruent Lexicalization	31	19%
	Total	160	100%

The table below illustrates the distribution of code-mixing types in teachers' speech based on Muysken's taxonomy. Among 160 recorded instances, 84 (53%) were alternational, 45 (28%) insertional, and 31 (19%) congruent lexicalization. Selected examples for each category are provided to clarify these classifications.

3.1.2 Reasons Why Tutors at Bananaina English Course Used Code-Mixing

On January 22nd and 23rd, 2024, the study conducted interviews with the instructors over two days. Hoffman (1991) theoretical framework guided the analysis of the gathered information. Hoffmann identifies seven key motives for code-mixing: (1) addressing specific topics, (2) quoting others, (3) stressing a point to show solidarity, (4) inserting interjections or discourse markers, (5) repeating for clarity, (6) making speech easier to understand, and (7) signaling group membership.

Tabel 2. Reason Why Tutors at Bananaina English Course Used Code-Mixing Based on Hoffmann's (1991) Theory

No	Reasons	Tutor
1.	Talking about a particular topic	-
2.	Quoting somebody else	-
3.	Being emphatic about something (express solidarity)	Miss Valis
4.	Interjection (inserting sentence fillers or sentence connectors)	-
5.	Repetition used for clarification	Miss Ina / Miss Rulli
6.	Intention of clarifying the speech content for interlocutor	-
7.	Expressing group identity	-

The data from the table indicate the teachers at Bananaina English Course were driven by only two of these reasons. Reviewing the interview transcripts revealed that emphasizing themes to foster unity and repeating for clarity were the primary incentives behind their code-mixing.

3.2 Discussion

First, insertional code-mixing appeared in instructors' speech. For example, one instructor asked, "Tadi siapa yang clap nya dua kali ya?" during a classroom activity involving clapping based on colors. This shows insertional mixing, where an English word "clap" is embedded within an Indonesian sentence structure. Further examples include sentences where tutors prompted students to translate Indonesian words into English, such as *"How to say pelangi in English?"*, *"How to say hujan in English?"*, and *"How to say merah jambu in English?"* These phrases contain a mix of Indonesian and English, demonstrating the tutors' use of insertion code-mixing to facilitate language learning. The tutors also frequently used English words or phrases while explaining concepts, such as *"Oh bareng jadi dapet point nya bareng"*, *"This one is sedih if I take your points"*, and *"I am happy, terus next?"* In these examples, Indonesian sentences are interwoven with English words, reinforcing the bilingual teaching approach.

Second, alternation code-mixing, which switches languages at phrase boundaries, was frequent. One instructor said, "Di sini kan sakit, what makes you happy?" mixing Indonesian and English. Another example from a second instructor is, "You that's great, tapi Lina udah jawab," switching mid-phrase while playing a vocabulary game. In addition, for instance, the phrase *"Kita lihat ya, for the first this one."* follows the same alternation pattern, where the tutor begins in Indonesian and transitions into English. Other utterances, such as *"I am happy artinya?"*, *"Hanging itu menggantung."*, and *"Mau gak, do you want or not?"*, also exhibit this linguistic phenomenon, where a sentence starts in one language and is completed in another. These utterances reflect a dynamic interaction in the classroom, where tutors seamlessly switch between Indonesian and English to facilitate understanding and engagement. The research data includes numerous examples of alternation, ranging from simple word substitutions like *"Gunting in English is scissors."* to more complex statements such as *"This one is the expression of happy and this one is angry atau marah."* These instances suggest that tutors frequently employ code-mixing as an instructional strategy, making learning more accessible for students. Furthermore, phrases like *"Ok, number one kita balik dari Atar."* and *"A lot of boys nggak!"* further demonstrate the fluid integration of both languages.

Finally, congruent lexicalization, where both languages blend freely due to shared grammar, was also common among Bananaina English Course instructors. These utterances demonstrate a pattern where elements from both English and Indonesian are mixed within a single sentence, following a shared grammatical structure. For instance, sentences like *"Next ada go menjadi?"* and *"So, yang ikut join camping ada berapa?"* exemplify how tutors alternate between English and Indonesian seamlessly within their speech. In each case, the tutor begins with one language, inserts words or phrases from another, and then concludes in either the same or a different language. This blending of languages aligns with the concept of congruent lexicalization, where both linguistic structures are integrated fluidly.

The findings of this study align with Mansuri & Kothakonda (2023), who observed Chhattisgarhi speakers, particularly students, frequently alternate languages or dialects during conversations. This practice appears to ease communication through frequent code-mixing. The

investigation explored how Chhattisgarhi and English engage in alternational code-mixing, building on Muysken (2000) theoretical model.

Sinamo et al. (2024) identified fifteen of Boy William's utterances as insertions, comprising 22.3% of the total. Most utterances, 50.7% or thirty-four instances, were alternations, indicating his preference for alternation code-mixing, especially with English elements. Conversely, Hidayah and Apsari (2022) noted different patterns in Cinta Laura's vlog, with 60% insertions, 33% alternations, and 6% congruent lexicalization, showing a distinct distribution. Similarly, Hutapea (2024) analysis of YouTuber Nessie Judge revealed a more balanced spread: 21 insertions, 17 alternations, and 12 congruent lexicalizations.

This study corroborates Lestari et al., (2022), who identified several communicative functions of code-mixing, such as expressing disagreement, fostering solidarity, and referencing authoritative language. Literary code-switching serves multiple roles, including critique, relationship reinforcement, and cultural allusion.

4. Conclusion

In conclusion, teachers at Bananaina English Course employed three code-mixing strategies—insertion, alternation, and congruent lexicalization—with alternation being predominant at 53% (84 utterances). Insertion code-mixing followed with 45 utterances (28%), while congruent lexicalization was the least common, appearing in 31 utterances (19%). The dominance of alternation code-mixing indicates that tutors frequently switched between languages within sentences rather than simply inserting foreign words.

The study also identified two primary reasons why tutors engaged in code-mixing during the teaching-learning process. First, tutors employed repetition for clarification, ensuring students fully understood the lesson content by reinforcing key points in both English and Indonesian. Second, tutors used code-mixing as a way to express solidarity, helping to create a more engaging and comfortable learning environment. By blending languages, tutors aimed to reduce students' anxiety, making English learning more accessible and fostering better communication between instructors and students.

These findings highlight the role of code-mixing as a pedagogical strategy in informal educational settings. It serves not only as a means of facilitating comprehension but also as a way to enhance classroom interaction. Given its effectiveness in supporting language acquisition, future research could explore how different levels of code-mixing impact students' English proficiency development.

Acknowledgements

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