LANGUAGE CHOICE IN TEACHING CONTENT SUBJECTS AT ENGLISH DEPARTMENT FKIP UNIVERSITY OF MATARAM

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Abstract: This research discusses the language choice in teaching content subjects used by lecturers in the online classroom. The objectives of this study are finding out the types of code-switching and code-mixing and the reason for using code-switching and code-mixing. This study is a descriptive qualitative. The researcher observed and collected the data by entering the online class. The researcher recorded the conversation from the start until the end of the class. After gaining the data, the researcher transcribed them into written data. The writer then classified data based on the types of code switching and code mixing and analyzed the reasons why code-switching and code-mixing were used. The result of the data analysis showed that the most frequently used type was Intra-Sentential Code-Mixing. Meanwhile, the lecturers mostly applied Extra-Sentential Code-Switching. The most dominant reason is the intention of clarifying the content of the course for the interlocutor.

INTRODUCTION

Language is required to be used in daily life to communicate. People cannot appropriately communicate if they do not have excellent language skills. The collaborative exchange of thoughts, feelings, or ideas between two or more people will not work well if each of them does not understand the language being spoken. Besides being used to communicate individually, it is also used in groups. A speech community is the same of the language use in a group situation. Likewise, the speech community is applying the same style in a group of community that has a similar term conveyed by (Scherre, 2006). There are three important constituents in speech community discussed by Scherre. The three components are the existence of the same linguistic system, the existence of social norms of use or social scale, and the set of social attitudes towards the language used.

According to Oriana and Rusnaningtyas (2018), the linguistic system is influenced by the most of people in an area. For example, the participants are encouraged to communicate when English is dominant language used. The second component is the existence of social norms. It can be recognized from how people speak in particular way. For instance, the participants speak English for everyday communication because it is a rule applied in an area.

Moreover, the attitude towards language can be positive or negative. The positive attitude can be recognized when the use of a single language is more dominant or high since a preferable comprehension should be gained by the participants. However, this does not mean that different languages are not brought or applied by the other participants in speech community, even though the use of single language is more dominant. The situation where the other participants brought the different language leads to a multilingual situation in this speech community. Thus, people usually choose to use particular languages to interact with one another in this speech community.

Nowadays, English is used for daily conversation. When people have fluency in English, not only English is applied, but the mother tongue is usually more dominantly used in daily conversation. It is mentioned as bilingualism. Applying two languages and even use two codes, namely bilingualism. It is defined as well in sociolinguistics about bilingualism, which utilizes two languages by participants in his or her action by turn (Mackey 1962:12, Fishman 1975:73, cited in Chaer and Agustina, 2004: 84). It is more generally stated as multilingualism. In a multilingual community, language use is affected by the social situation. The speakers must choose about two or more codes due to the language use when there is a conversation in the community. Those codes are such as language, dialect, variety, and style. Its process is called language choice. Holmes (2013) cites that it is necessary to examine the participant, setting, and topic such as participants in the social behavior. As previously stated, the participant, setting, and situation influence the code choice. In language choice circumstances, the code emerges if a speaker chooses between two languages at one time. That means the speaker uses code-mixing and code-switching in spoken language.

Code mixing is a circumstance using element language such as term or word, a phrase in which a participant mixes it with a different style without transforming the theme. In case a speaker talks Bahasa in one sentence but mixing English without ruining the first language's grammatical rules. From the definition of code-mixing, it is concluded that a speaker mixes two languages in the same discourse is related to the use of code-mixing, especially in a friendly circumstance. According to Wardhaugh (in Mustain, 2011:46), code-mixing is converting a single language to a different language in which situation a speaker speaks two languages at the same time.

Code mixing indicates regular communication since it is necessary and involves dependency on society. The use of code-mixing to attract the intention in order an individual comprehends the topic. For example, the lecturer uses English in code-mixing to provide a clear explanation to the students or to assist in learning the language. Hoffman (1991) states these three types of code-mixing states; those are intra-sentential mixing, Intra lexical code-mixing, and Involving change of pronunciation.

Intra-sentential mixing is used when a single word, a phrase, or clause is within a single sentence or utterance. For example, "*saya sedang mengerjakan project baru minggu ini.*" The project is the mixing of language in sentences. On the other hand, Intra-lexical mixing emerges within a word boundary. For instance, "*saya mencarimu lowongan seharian untuk meng-*apply *pekerjaan.*" The example shows the term intra-lexical code-mixing in this case since the word meng-apply is mixed the language between English and Indonesia by the speaker. Further, Involving Change of Pronunciation related to phonological level because it refers to a habitual in applying the words for daily conversation. Since Indonesian speaks many languages, especially English, people tend to use English, which is varied to Indonesian phonological order. The example of this kind of code-mixing is the word 'racket' is mentioned to be 'raket' by Indonesian. Another name "journal" is stated, "*jurnal.*" Furthermore, the words' document' and 'photo' are said *'dokumen'* and *'foto.'*

In contrast, converting from one language to a different language in conversation emerged if a speaker is involved in alteration topic and attitude, namely code-switching. It is considered depending on the circumstance and motif, which makes an individual required to apply code-switching. Likhitphongsathorn and Sappapan (2013:495) explain code-switching as the term in which has the purpose of implicating a speaker alternating in one language and another at the level of the sentence.

In the educational setting, Hanna and Mahyuni dkk (2019) stated that the English lecturers tend to apply more than one or two languages in the daily conversation when they are involved in English teaching and learning process. It occurs since the lecturers are familiar with at least three languages, such as Indonesia, English, or local language. The phenomenon is recognized as code-switching. Hymes (cited in Chaer and Agustina, 1995:142) states two types of code-switching; those are intra-sentential switching and Extra-sentential switching.

Intra-sentential switching is described as alternation of word or phrase another language in the sentence. This types of code-switching commonly use in a single clause or phrase. The word class is part of intra-sentential switching such as a verb, adjective, and adverb. For example, "close the window! *Udaranya semakin dingin*." Close the window as code switching of phrase. While, shifting of single sentences in two languages shifted from the first to the second sentence, namely extra–sentential switching. For instance, "I know that day will come. *Saya harus siap-siap untuk segalanya*"

Hoffman (1991:116) stated, people, switch or mix the languages for several reasons such as talking about a particular topic, quoting somebody else, being emphatic about something (express solidarity), exclamation, repetition used for clarification, the intention of clarifying the speech content for the speaker, expressing group identity.

Therefore, based on the statements above, the reason I use code-switching and code-mixing is the desire to recognize reasons why lecturers use code-switching and code-mixing in an online classroom between students and lecturers, whether or not there is relevance to the improvement of the learning process. To conduct the research, the author utilizes the sixth semesters, which provide content subjects because it uses a lot of target language. Thus, it is applicable to take the content subjects.

This research study aimed to (a) discover types of code-mixing and code-switching used by lecturers at the English Department in the teaching-learning process, (b) To find out the lecturers' reasons for using code-mixing and code-switching used at English Department.

RESEARCH METHOD

This research used qualitative descriptive as the research method because it intended to analyze the language choice in teaching content subjects at the English Department. The subjects of the research were lecturers at English department FKIP University of Mataram. The data were gained from the online classroom conversation among lecturers and students. The researcher observed five classrooms in the fifth semester. There are three lecturers who are involved. Data of this research were lecturers' utterances. They focused on the types of code-mixing and code-switching and the reasons for using code-mixing and code-switching as the object of the research found on the lecturers' utterance. The data were analyzed by making certain codes on all collected data in accordance with their types. Next, the data were examined in-depth and classified according to the types. The researcher conducted a reduction continuously and finally, interpreted the data that had been reduced.

FINDINGS AND DISCUSSION

This part presents the findings of the study to address the research question concerning three types of code-mixing. The data classification is based on Hoffman's hypothesis, for example, intra-lexical code mixing, intra-sentential code mixing and involving a change of pronunciation were utilized by lecture. The theory used for code-switching and the reason is Hymes's theory. From this data, all lecturers in the online class frequently used three types of

code-mixing: intra-sentential, intra-lexical, and involving change of pronunciation. While in this study, there were two types of code-switching used by all lecturers. They were extra-sentential code-switching and intra-sentential switching.

In this study shows that the number of code-mixing in the online class conversation was 83. All lecturers in the online class frequently used three types of code-mixing: intra-sentential with 69 (83.1%) data as the highest number, intra-lexical with 11 (12.1%) data and involving change of pronunciation with 4 (4.8%) data as the lowest number.

Data 1:

For instance, when the lecturer spoke, "*Beberapa, Bapak sudah masukkan dalam teori-teori*, coverage *dari materi ini apa saja*." the utterance was in Indonesian. Next, the lecturer mixed the English word "coverage" in the center of the statement. Since the word that mixed was an English word, "coverage," it was mentioned that the mixing of English in Indonesian utterance. The term was Intra-Sentential code-mixing because the mixing appeared in a sentence boundary.

Data 2

The lecturer spoke an English word and mixed it with the Indonesian grammatical form. For instance, in data number 18, when the lecturer said, "*kemudian ada kegiatan* di whilst activity *pada* joint construction-*nya di sana*." The utterance referred to Intra-lexical because "construction-*nya*" derives from the mixture of English and Indonesian language. Construction is taken from English, while the suffix "–*nya*" is the concept of Indonesia. Therefore the code-mixing occurs within the word boundary.

Data 3

This data was involving Change of Pronunciation because the mixing happened at the phonological level. The lecturer said "…but if you want to *konek* (connect) *paragraf* one to *paragraf* two, idea one to idea two…" The lecturer uttered an English word but mixed Indonesian phonological structure. For instance, in data number 23, when the lecturer utterance *konek* /kɔnek/ it should be said connect /kəˈnekt/.

The researcher also found two types of code-switching; there were 49 (59.0%) extra-sentential switching in the first and 34 (40.9%) intra-sentential switching in the last number. All of them were applied by all lecturers, 83 occurrences appeared for code-switching.

Data 4

The data involved intra-sentential switching because the Indonesian statement appeared before the English phrase "*Kalau ada yang belum mengerti*, raise your hand." The lecturer switched Indonesia to English because he asked the students to raise the hand if they did not understand.

Data 5

The lecturer switched the language between English to Indonesia in the utterance. The lecturer uttered, "I have also included in *spada* Unram for this material. *Materi ini sudah ada, materi ini isinya adalah* guideline *memandu Anda untuk menghasilkan materi*." The first utterance applied English then he switched to Indonesia. In the sentence, the lecturer provided the guideline for students.

There were various reasons the lecturers applied code-mixing and code-switching in the teaching-learning process. Based on the interview result, the researcher connected the results with Hoffman's theory about the reason for using code-mixing and code-switching. The reason why the lecturer applied code-mixing and code-switching in the class to talk about a particular topic. The lecturer was talking about the lesson plan in ELT Lesson Planning and

Development subject. Thus, many terms should be explained in Indonesia. However, the lecturer sometimes used English to practice language skills. This extract belonged to talking about particular topic because it indicated that the lecturer was more comfortable and required to speak in Indonesian to provide a brief explanation.

The lecturer applied code-mixing and code-switching in the class was the intention of clarifying the speech content for the interlocutor. The lecturer expected that the student did not face the problem or difficulties. Thus he mixed or switched the language. Based on the result, the researcher connected it with Hofmann's theory concerning the reasons for using code-mixing and code-switching in the intention of clarifying the speech content for the interlocutor. It could be intended when a speaker switched or mixed codes to clarify the concept. The switch included the word that the speaker understood and repeated in one code to a second code to clarify the concept.

The lecturer used code-mixing and code-switching was to deliver the utterance clearer. Sometimes when the students were confused or did not understand what the lecturer said, repetition is necessary to understand more. This reason is the same as Hoffman's theory, called repetition used for clarification. It meant that when a speaker needed to clarify the speech, the listener would better understand it, the lecturer could sometimes apply both languages (code) that he mastered to say in the same message. Based on the explanation above, the researcher assumed that one of the lecturer's reasons to use code-mixing was Repetition Used for Clarification. For different reason, the lecturer clarified the speech contents or the materials by applying the Indonesian language to make the students understand the speech contents well. Therefore, it was clear that this reason belonged to the intention of clarifying the speech content for the interlocutor.

Another reason was the real lexical need. The lecturers applied the words in English because the meaning becomes unclear or vague if all those code-mixing changed into the Indonesian. Besides, nearly all the phrases applied by participants are the general terms used in English class. The lecturer mixed the utterance from the Indonesian language into the English language; thus, the students still got or still stayed to the talked material point.

In identifying the types of code-mixing and code-switching used by the lecturers, the result was 166. Code-mixing with 83 data and code-switching with 83 data .This result means that all lecturers applied both language, English and Indonesia in their teaching-learning process. They used two languages with the same portion of usage. In the reason for using code-mixing and code-switching, the result showed that the lecturers switched and mixed their language because lecturers commonly used the intention of clarifying the course content for the interlocutor. It caused them as English lecturers to reemphasize their course content to the students to understand the lecturers' intention and. The different reason that the students need to improve the language skill.

The finding of this study was supported by Harahap (2017). This study's aims were finding out the type of language choice experienced by the student and teacher in a class of English subject and Finding out the reason of the teacher and student experienced by language choice by using the theory of speaking of Hymes (2010). This study stated that code-mixing and code-switching are the types of language choice experienced by the student and teacher, which used English and Indonesia in a similar portion. The code-mixing and code-switching had similar result that was 75 data. The reason for using code-mixing and code-switching because the teacher and students feel easier to understand when use code-mixing and code-switching in conversation. Because they understand many words when them are mixed and

switched. Another research by Dumanig (2010) stated that there was the same portion of using English as their medium of communication at home with some switching to other languages. However it did not specify the types and the reason for using code-mixing and code-switching.

However, the result of this study contradicts with Mukti (2017) stated the low rate of using English in the classroom. This means that the teachers dominantly used Indonesia than English. The contradicts may have been caused by the absence of a class contract between teacher and students to use English consistently in or outside the classroom and the preparation of the teacher before teaching. While this research, the participants apply English and Indonesia in the similar portion which the reason to reemphasize the course content and the students can improve their target language.

CONCLUSION

There are three types of code-mixing used by the lecturers. They are intra-sentential mixing, involving change of pronunciation, and intra-lexical mixing. The most dominantly used is intra-sentential code-mixing because several English common terms are usually apply within a single sentence or utterance. Furthermore, there are two types of code-switching used by the lecturer. They are extra-sentential code-switching and intra-sentential switching. The lecturers mostly apply the extra-sentential code-switching. Furthermore, there are reasons why the lecturers switch and mix their language. They are; talking about a particular topic, intention of clarifying the speech content for the interlocutor, repetition used for clarification, real lexical need. The most dominantly reason is the intention of clarifying the content of the course for interlocutor. It caused them as English lecturers to reemphasize their content of the course to the students to understand the lecturers' intention.

This study only limited in its observation on the types, and the reasons for using code-mixing and code-switching applied in English Department FKIP University of Mataram, and its relation to Sociolinguistics. After describing the conclusion, the researcher realizes that this study still has several weaknesses. Since the research does not cover all code-mixing and code-switching, it is suggested for future researchers to analyze code-mixing and code-switching from different viewpoints such as use the different method or different instrument. The researcher suggests that the future researchers conduct a similar study with different place of research, for example on the online course in Indonesia related to English content course. It is intended that this research will guide the next researcher who performs a similar topic of research as the source or example that might be related to their research. Furthermore, since the researcher only gains the data from the respond of lecturers, the next researcher will conduct the respond of students. Lastly, the researcher expects this study is able to provide a beneficial contribution to people and reader.

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