

## How daily code mixing becomes a new strategy for teaching vocabulary mastery

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### Article Info

#### Article history:

Received Jun 27, 2019

Revised Aug 20, 2019

Accepted Sep 25, 2019

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#### Keywords:

Daily code mixing

New strategy

Teaching vocabulary mastery

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### ABSTRACT

Vocabulary learning is an integral part of foreign language learning. The meaning of new words is very often emphasised, both in books and in verbal communication. Vocabulary is considered a centre of language teaching and is very important for language learners. This study found a daily code-mixing strategy in learning English vocabulary in the second grade of secondary school. The method used is qualitative and quantitative. The research phase includes pre-test and post-test, questionnaire and interview. The findings show that there is an influence on the level of student skills in using the strategy. Furthermore, it also found that students with higher vocabulary levels tended to take lessons in class interactively, this became fun, and students could motivate themselves they usually succeeded in learning by asking, monitoring and evaluating their learning habits. The findings also show that students with low vocabulary levels tend to choose to ignore direction and lack of participation, which means that they do not care about the course of the teacher and still carry unfavourable habits in the classroom. The findings of this study contribute to the further development of existing code-mixing theory and about vocabulary students and strategies. This study refers to giving benefits to classroom practice in the Indonesian context, specifically in increasing EFL teacher awareness so as not to focus solely on existing strategies, but rather look at the phenomena that occur around to create new strategies in teaching English.

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## 1. INTRODUCTION

Regarding Indonesian language and national symbols, it has determined in Regulation No. 24 of 2009. The use of correct language consumed by the public through the media is still far from what expected. The prohibition not using the word "code-\*mixing" is not a positive attitude towards the use of Indonesian. on the other hand, this is an exciting thing among people who incidentally live in urban areas. According to [1-3] It is inevitable that English is indeed an international language and is an unavoidable necessity. Everyone is required to speak a global language to connect and negotiate with anyone in the world. In Indonesia, especially in South Jakarta, [4], stated, people used code-mixing with the mother tongue to speak every day, but indirectly have a profound effect on the surrounding environment in the context of language [5].

Nowadays, teenagers often use Indonesian and English together. Wulandarirevealed [6], the most interesting are manifestations in the form of code-mixing, [7, 8] arguing that, code-mixing occurs in the process of joint communication between Indonesian and English, this is interesting because it is considered different from excellent and correct Indonesian. Confirmed CNN News, [9] Code mixing can be a big

problem for the national language. "They do it for fun, lifestyle, relationships, to be cool, but people around them feel uncomfortable with it. Moreover, mixing the two languages has positive values. One of them is to increase the courage to speak English, speak a foreign language will not be the main difficulty for residents. However, some of them are still afraid of grammar mistake or limited vocabulary.

The code is a symbol of nationalism that is used by people to speak or communicate in specific languages - dialects, registers, accents, or styles on different occasions and for different purposes. As an example, [10, 11], the code-mixing is the union of various linguistic units such as affixes (bound morphemes), words (bound morphemes), cooperative activity phrases and clauses in which participants, [12] to conclude what it means to reconcile what they hear with what they understand. This code divided into code-mixing and code-switching [13]. Stated, Code mixing occurs when people mix two languages between mother tongue and English. Code-mixing was found mainly in informal interactions. There are several reasons why people make code-mixing [14] By mastering more than one language makes a person more sensitive to the environment. Behind the positive side is to training the people speak, this mixing will indirectly make foreigners, especially in Indonesia become quickly understand what is being discussed.

There are almost no boundaries between countries that use mixed languages. Previously, code-mixing (CM) and code-switching (CS) proposed in several previous studies [15, 16] the point of code-mixing is to explain the sentences of speech in English Spanish-English speakers used in social life. It makes using code mixing very common, claiming that switching to presentation functions is roughly the same in different situations, so a single preliminary typology can set that applies in all language situations. Learning the vocabulary has no limits in learning, [17] state, Learning vocabulary is not only fixated by memorizing words but can be uttered by speaking in class Explained by Chan M. K. M. and Gibbons J [18], the code-mixing helps students to improve their vocabulary in English and familiarize students when communicating with friends or teachers Stated. [19] Using a mixture of English, making every English word spoken by students can stimulate students' interest in finding new words in English and can use them anytime in class or outside the classroom. As explained by [20-22], language change must have a purpose, such as quoting someone, fulfilling the requirements of the message, strengthening or emphasizing, conveying confidentiality, anger, and disruption, marking and emphasizing group identity.

It shows that the vocabulary learning strategy is really not permanent but always requires a new approach to teach it, explain by Basri, H [23], considering the importance of the role of vocabulary in language learning as a communication tool. Teachers need to pay attention to how to explain the new vocabulary to be mastered by students, and students need to strive to pursue ways to enrich and learn vocabulary. For this reason, the teacher must have a strategy for learning vocabulary [24]. The type of vocabulary that often becomes the problem of students is a phrasal verb, idiom, slang, and colloquial this has an impact on the application of different vocabulary mastery strategies from each student. Strategies used are memory strategies, cognitive strategies, metacognitive strategies, and compensation strategies, explained by Fauzia, W [25] The most helpful strategy to implement is a combined strategy of various types of strategies. In strategy, teaching must follow the slate that continues or always follows something new [26]. Teachers often teach vocabulary to students using erratic strategies/methods. According to [27-29] the teacher only gives and directs students to add their vocabulary, but what happens is, students, become irregular in memorising English vocabulary well. When students are confronted with teachers to report the extent to which their students' vocabulary memorisation often deceived, because each of their dictionaries reports not directed. Example: when students say two student nouns were directly remembering nature, also, students are asked to move to animal words. In the view of researchers, this is a strange and confusing thing for students and inhibits the level of understanding and speed of students in learning the vocabulary itself.

The fundamental reason that makes researchers interest to create new strategies in learning vocabulary was conduct by Asmal [30] with the title an analysis of code-mixing in the conversation of the students at state junior high school (SMP) 3 xiii koto Kampar. [31] code-mixing and code-switching of Indonesian celebrities, [32] a study on code-mixing found in *perahukertas* novel, [33] code mixing used in SBY's political speeches [34], code-mixing used in SBY's political statements code-mixing analysis in English teaching-learning process at senior high school 1 Takalar Alauddin State Islamic University of Makassar.

Based on the title above, the researcher considers the results found by the previous researchers to be inclined to research by analysing code-mixing. This process joins various signals and places them in a dynamic communication process. The results analysed through the message and the meaning of each word. According to researchers, this becomes an exciting place in the process of learning English mainly to be applied in teaching vocabulary.

To find out student interactions in understanding English words comfortably in class, [35] using Daily code-mixing will be a new strategy in learning English word cosmetics, students are directed to memorise vocabulary in a more relaxed. In every week student will memorize five English words in their

environment, such as the first week the students was memorize five place names, weeks later five animal names, the following week, five famous place names. The material used matched with the syllabus material at school. Students asked to communicate with the teacher or friend using Indonesian, and between conversations, students entered these English words to hone and get used to memorising them. The strategy of daily code-mixing teaches students indirectly in learning vocabulary because, in its form, students really will feel directed and enjoy every conversation in the class.

To answer this question the researcher used: (1) Is there any effect using strategy daily code Mixing in teaching student vocabulary, (2) Whether the code-mixing is feasible to be a new strategy in learning vocabulary, this research also hopes to be able to provide the information needed by all people who study code-mixing as a new phenomenon but can adopt as a tool or a way to improve students' English vocabulary in class.

## 2. RESEARCH METHOD

To uncover the results of using the Daily Code Mixing in classroom teaching, researchers used Quantitative (free experimental) and qualitative method (case study). A quantitative method was used to collect data about respondents to EFL students for their second language use combined with EFL in class [36, 37]. Whereas [38], qualitative to check the extent to which students and teachers respond to the use of Daily Code Mixing in class. The population of the study was 70 EFL senior high school. There are MIA class A (16 students), MIA class B (18 students), MIA class C (16 students) MIA class D (20 students). Samples were taken randomly from different courses or using cluster random sampling techniques. The sample obtained is A class as an experimental class and C class as a control class. This study has classified student grades between low, medium and high grades to observe the categories of influence on students in using daily code-mixing.

Two teachers participated in this study, and they taught English in secondary schools. The researcher chose two school teachers and two associate processors at Ahmad Dahlan University in the field of linguistics to ascertain the extent of their viewpoints on the use of code mixing in schools and the impact on national languages, and they were cooperative and wanted to participate in this study. Teachers use the Second language as the universal language of instruction, the teachers and candidate professors choose are those who have long experience in schools and universities, which range from 7 years to teachers and up to 30-40 years for lecturers.

The method of data collection used a vocabulary test and uses pre-test, treatment, and post-test, then uses a questionnaire, and the latter uses semi-structured interviews. [39, 40] disclose. The main point of the questionnaire is to obtain information about the opinions and responses experienced by the respondent. This section aims to find general information about the use of the language of daily code mixing in learning processes. To complete students responds, researcher used a four-point Likert scale from "strongly agree" to "disagree questionnaire ", moreover, researcher used Validity in research states the degree of accuracy of research measuring instruments, validity test is a test used to indicate the extent of the measuring instrument used in a questionnaire. and reliability refers to an understanding that the instruments used in research to obtain information that used can be trusted as a data collection tool and can reveal the real information in the field. Another procedure to collecting the data the researcher used semi-structured interviews are used to obtain in-depth information about the use of daily code mixing as a strategy used by the teacher by the teacher, the reasons behind its use. Interviews consisted of five for teachers, and five questions for professor candidates, questions related to the use of second languages with EFL and future perspectives.

To facilitate the study, the researcher conducted prior permission to the school, and the class teacher then met with the students and talked about English subjects before giving the questionnaire. Besides, the researcher opened the opportunity for students to ask again the material contained in the questionnaire problem; the time needed to fill out the survey was 10 minutes and completed in front of the researcher. After that, the researcher applied interviews with teachers and lecturers who taught English. However, before doing the question, the researcher explained again the purpose of the study being carried out. Teachers and lecturers told that the interview would record. Both of them were involved in conducting face-to-face meetings, and each interviewed individually. All interviewees were willing to participate with confidence and ease, which helped facilitate the process of data collection methods. Each interview session took about 15 minutes, and they recorded audio and then transcribed it for analysis by the researcher.

Data obtained from tests and questionnaires were using the Statistical Package for Social Sciences (SPSS Version 20.3) to find out the effects in using code mixing and the questionnaire used formula percentage, to describe teacher and associate processors opinions about the material used data reduction, data display, drawing conclusion and triangulation.

### 3. RESULTS AND ANALYSIS

The frequency of the overall use of the Strategy Daily Code Mixing in and the related level of proficiency presented in Table 1.

Table 1. Over all score using daily code mixing

Experimental/Control	Mean SD		t	Sig	DF
	Experimental	control			
Low4/4	62.75 7.4624	58.75 8.4606	2.325	0.01374	28
Middle15/8	80.733 5.2162	80.000 4.8107			
High13/4	92.230 3.2443	93.25 4.7169			

The values produced by students divided into three parts, including low, medium, and high scores. After calculating the average and SD. The experimental class got a high score of 13 people, and the middle score was 15, and the low score was 4 people. In the control class students got the highest score is 4 people, the middle is 8 students, and the lowest is 4 people.

The overall results of the analysis showed that there was a significant influence in using daily code-mixing in vocabulary teaching, the value (t-test (2.3257)  $p < 0.01374$ ). with significant (2 tailed). It shows that this strategy provides increased understanding and interest in using learning. The main variables that make students interested in this strategy are new things in learning vocabulary. In findings [41-43] revealed in his research that students who had spent more time speaking Indonesian and combined it with English experienced a higher level of interest in reading compared to those who consumed less with Indonesian. The ability to learn vocabulary in English requires the dedication of time. With more experience with English, students might find learning vocabulary in English uncomplicated. In line with the same thing, other studies have shown that anxiety learns vocabulary because it has little memory of words memories possessed by students.

As discussed from Table 1, the results of interactions in experimental class that got the highest ( $M = 92.230$ ,  $SD = 3.2443$ ), the middle ( $M = 80.733$ ,  $SD = 5.2162$ ) and the lowest ( $M = 62.75$ ,  $SD = 7.4624$ ). From this result, the researchers elaborated that students often ask the teacher and interact with friends. This situation is critical because of the large amount of material delivered. students always focus on listening and understanding. Students take small notes to summarise the understanding of content optimally. Interestingly, research conducted by Bernaus, M., and Gardner, R. C [44] which examined at the University of Western Ontario, Hapsari [45] revealed that most students were not dependent on teachers in the classroom in learning vocabulary, Students have obtained online media to process and learn vocabulary at home and the school. A different finding stated by Ambarwati, W [46] found that students who often ask teachers to learn vocabulary because of the limited media provided by schools, schools do not allow students to bring mobile phones in the classroom. Students find it challenging to remember the vocabulary that will be studied. it is indeed an exciting thing in Indonesia because many schools do not allow students to bring complementary media to support their learning, even though adequate learning media will make it easier for students to gain broad insights

Furthermore, from the control class, the researcher was found the highest ( $M = 93.25$ ,  $SD = 4.7169$ ) middle ( $M = 80.000$ ,  $SD = 4.8107$ ) and the lowest ( $M = 58.75$ ,  $SD = 8.4606$ ) It shows a lack of high curiosity. However, students still off-task behaviours that shape them not to be too much curious, they are increasingly ignorant of the statistics described in learning vocabulary. On the other hand, students are afraid to ask words they don't know because students feel the questions asked are stupid questions for the teacher or students around. The same thing is also the result of this research done by Mahootian, S [47] because mostly students not used to express it, or students afraid to ask questions that are considered trivial/wrong.

In sum, these findings were consistent with the framework of the effect of code-mixing strategies on the vocabulary, in which the representation of the influence of daily code-mixing of text and verbal highly depends on the ability of teachers to process class and make students interested. As explained [48, 49] Choosing vocabulary related to students environment and knowledge must be precise, which forms meaning and words that are easily digested by students. However, it also helps in directing the meaning of new words and integrating words in the representation of existing texts. Confirmed [50, 51] Students with fewer vocabularies have limited ability to understand various text because their size and depth of vocabulary are inadequate to build the text and oral information needed for the high-level understanding process.

Foreign Language vocabulary learning scale used to measure student learning and to answer two research questions in this study [52]. According to [53], scale 3.0 shows a "neutral" response to the FL Code Mixing learning scale; therefore, a score above 3 reflects that participants tend to agree with an item. The average value of students' understanding level is 3.35 (SD = 1.07), which indicates that students tend to have high levels of English language learning with daily code-mixing. The results illustrated in Table 2.

Table 2. Descriptive statistics of the factors related to vocabulary mastery

Item	Mean	SD
Happy when learning English vocabulary using strategy Daily Code Mixing	3.403	.910
Feel better learning vocabulary using strategy Daily Code Mixing	3.47	1.24
Felt motivated to learn vocabulary by applying The Daily Code Mixing strategy	3.60	1.05
Feel that the Daily Code Mixing strategy is suitable to be Applied in learning English vocabulary	3.071	.280
It's easier to understand English vocabulary Using strategy Daily Code Mixing	3.20.	.862
Average	3.35	1.07

Code mixing strategies are used every day, followed by translating, sorting, and using conversations. The mean and standard deviation of items related to the use of the policies presented above. On the learning scale, students use dictionaries to find out the meaning of the presented vocabulary. The strategy most frequently used by participants is indicated by grades (M = 324, SD = 1.03), followed by translating.

From the explanations described in Table 2 and Table 3, students tend to enjoy the material taught by their teacher. With this strategy can increase student interest, [54] The teacher trains students about the skills needed in learning vocabulary, the teacher provides advanced skills. The qualifications of the material taught are also relevant to what students need. In addition to increasing students' interest in learning vocabulary, they must have the opportunity for good dialogue and discussion in class. Teaching with code-mixing material every day can provide challenges, and new experiences in learning for students, stressed by Wells, J. C. [55] vocabulary can be designed to complement instructions directed by the teacher and support student understanding and mastery of the material.

Table 3. Descriptive statistics of strategy use

Item	Mean	SD
I feel nervous when speaking Indonesian and mixing it	3.40	1.404
I feel this strategy is confusing	3.07	.704
I find difficulties when entering Vocab that I rarely hear	2.93	.884
I have to know a lot about the environment around me to improve my vocabulary	3.53	1.060
I feel anxious if I only have a little vocabulary when studying English.	3.27	1.100
Average	3.24	1.03

In the results of the questionnaire answered by EFL students in school, it shows that the learning factor of the these results indicate It is easier to understand vocabulary. Because students practice in class and at home, Repetition is indeed a more effective way to help students improve their learning memory. This study also found the same thing as the research conducted by [56-58] in the results of their study, material that has been receiving in class did not directly attach to students' understanding that it requires routine repetition. Moreover, Information will be stored longer in memory if the information received has a good impression.

Another important finding of this study, the researcher realised that to teach vocabulary that many students had to master the things around them, students still showed that the mastery of average vocabulary still constrained by information and environmental behaviour. students' knowledge to understand and make strong memories must listen to and pay attention to the teacher in the class in the [43]. Students will give an unfavourable impact on the smooth learning when not paying attention to the teacher in the classroom. It reversed explained by Mittal, D. R. [57], in his findings that vocabulary learning is carried out, the student is given ample opportunity to interact outside the classroom to paint names of objects that are around and allow students to bring media as a supporting tool to learn vocabulary.

Table 4. Interview with the education and language experts associate processors perspective about daily code mixing as become strategy

Item
Researcher: Is the daily code mixing acceptable at a wide area.
Associate Processors: daily code mixing is a small part of the English language, but to be accepted in the general public is still far from what expected, since Indonesia still has a mother tongue, and national language, this is what makes daily code mixing difficult at accepting by the community.
Researcher: How is the impact caused by the use of daily code mixing on national languages.
Associate Processors: The use of code mixing for national languages will be quickly absorbed by students who live in cities and use Indonesian as a daily language, but it will be difficult for people who often use mother tongue because it results in language ambiguity.
Researcher: How to respond to foreign languages as an assisting language in communication.
Associate Processors: To respond to the phenomenon, the community must participate in using national language as the main topic in communicating every day.
Researcher: There must be a limit in consuming code mixing languages in Indonesia.
Associate Processors: Limitation on consuming new language cannot be turned down, but the public must judge where he speaks.
Researcher: Do you rate this as a language revolution.
Associate Processors: This is a rejuvenation of language that can indirectly change the national language into a style that is not fixed or can become a language loss as happened in some countries in Europe.

This language phenomenon is a risk of the existence of language contacts described [59]. Other languages that make language development like this are inevitable. Besides this is not a dangerous threat, but a phenomenon like this makes a teacher must explain that young people need to have the ability to distinguish the context of the use of language context This is also related to [60], there are situations when someone must use standard language. Moreover, there are situations when someone can use a mixed style. Explained by [61, 62] Language education must also talk about politeness, how to express opinions, which are continuous and so on. It is the task of educators to direct young people to know the language with a neat structure.

From the teacher's explanation in Table 5, students tend to enjoy the material taught by their teacher. With this strategy can increase student interest, [54] teacher trains students about the necessary skills in learning vocabulary, the teacher must provide advanced skills. The qualification of the material taught must also be relevant to what students need. In addition to increasing students' interest in learning vocabularies, they must have opportunities for good dialogue and discussion in the classroom. Teaching with daily code mixing material can provide a new challenge and experience in learning for students, he emphasized [63] vocabulary can be designed to complement instruction directed by the teacher and support student understanding and mastery of the material.

Table 5. Teacher perspective about daily code mixing as become strategy

Item
Researcher: what do you think using daily code mixing is a new strategy in teaching student vocabulary
Teacher: this is a challenge for the teacher, to be more presentable and to find out the phenomena that occur and then link them to education
Researcher: what is the student's response to the daily code mixing strategy when taught
Teacher: giving students a unique experiment, because this is happening in their environment
Researcher: Do you have trouble teaching using daily code mixing
Teacher: Entering the words to be learned is a little confusing because I am confused about having to put the words in the beginning, middle, or last.
Researcher: Do students have difficulty accepting the material taught
Teacher: Students only stiffly talk to the teacher, but when they speak with their peers there is no problem
Researcher: Is this strategy feasible to use for mastery of student vocabulary
Teacher: Whether or not this strategy is appropriate, it depends on the interests and benefits of students.

#### 4. CONCLUSION

This study seems to support the literature in the area of language learning strategies; Several points taken from the findings of this study. First, the effect of using a daily code-mixing strategy shows a significant contribution to learning the vocabulary of EFL students. Second, the opinions of experts during the use of daily code-mixing have an essential role in influencing vocabulary results. These findings provide new insights on how teachers can utilise the phenomena that occur around to make strategies in teaching. The results of this study provide the basis for further research on exploring student interaction in learning the dialogues used by vocabulary, such as familiarity of topics and genre of the text. Such studies are needed to enhance our understanding of the mechanisms involved in skills development.

Overall, the findings of this study imply the need to choose the vocabulary used in the classroom carefully. On the other hand, content should not be too difficult because it makes students confused. The reading teacher or material designer must focus on the level of difficulty and ease that is appropriate for the student's level. This study also raises several implications for learning vocabulary and pedagogy for students in Indonesia.

## ACKNOWLEDGEMENTS

This research supported by the team of Graduate Ahmad Dahlan University English Language teaching department. We thank our colleagues from the school for providing beneficial opportunities for research, although they may not agree with all the interpretations/conclusions of this paper.

We also want to show our gratitude to (respondents) for sharing their pearl of wisdom with us during this research for their comments on earlier manuscript versions, despite our own mistakes and should not damage the reputation of these honourable people.

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