

## Code Switching and Code Mixing In Indonesian Language Learning at the Junior High School Level

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Received for publication: 18 September 2022.

Accepted for publication: 21 November 2022.

### Abstract

This study aims to explain and describe the results of observations carried out at SMP Negeri 1 Sanrobone. Based on the results of these observations or research, it is known that in the Indonesian language learning process many or often use code switching and code mixing using regional languages (regional languages and Indonesian). In the use of code switching and code mixing by a teacher to students in the Indonesian language learning process at SMP Negeri 1 Sanrobone, including interesting to observe or research, this can be useful, as well as provide an overview of the use of code switching and code mixing carried out by teachers to their students. This theory can be used as a basis for analyzing code switching and code mixing in research. The research method used is descriptive method. The data of this research is the study of the use of Indonesian at SMP Negeri 1 Sanrobone which is used by a teacher to his students or students. In this observation, the researcher involved. The technique of collecting this data is by analyzing the form, type, causal factors, as well as the function of code switching and code mixing. From this, students, both orally and in writing, teachers of SMP Negeri 1 Sanrobone can overcome inequality in the use of code switching and code mixing in Indonesian language learning, especially in SMP Negeri 1 Sanrobone.

**Keywords:** Code switching, code mixing, Indonesian learning.

### Introduction

Language is a communication tool used by humans to interact with each other. With this language, humans can use their hearts and minds to facilitate a relationship or kinship with other humans, and can also maintain brotherhood between one another. Humans in social conditions are interacting with other social groups by communicating with each other using a language, because in social life humans cannot become independent individual beings, but as social beings so that language is very very important to be used by every human being in society. various life activities. In addition, in a bilingual society, including Indonesian society in general, and people in the South Sulawesi region in particular, in Makassar, precisely in Takalar district. In the use of language, namely using two or more languages in communicating is a phenomenon that sometimes occurs. It is said so because the people involved in the act of communication at least master more than one language, for example our unitary language, namely (Indonesian and its regional language, namely Makassarrese), so as a result of a bilingual state in the Indonesian language learning process at SMP Negeri 1 Sanrobone. Observation of this research there are determining factors in a decision making in an utter-

ance. Therefore, with a language contact in the classroom, code switching and code mixing phenomena can also appear in each speaker.

From the two linguistic symptoms (code switching and code mixing) it refers to a symptom where when wanting to talk or interact, a speaker adds several other language elements into the language he uses, these events occur in the Indonesian language learning process at SMP Negeri 1 Sanrobone. . Based on the above background, the use of language in the Indonesian language learning process at SMP Negeri 1 Sanrobone is certainly interesting and needs to be researched properly. So, more specifically, the problem under study is formulated as follows: (1) What is the form of code switching and code mixing that occurs in learning Indonesian at SMP Negeri 1 Sanrobone?; (2) What factors cause code switching and code mixing in Indonesian language learning at SMP Negeri 1 Sanrobone? and (3) What is the impact of a code switching and code mixing in Indonesian language learning at SMP Negeri 1 Sanrobone. Several theories that support to explain the concept of making this observation include theories on sociolinguistics, bilingualism, code, code switching and code mixing. According to a sociolinguistic view, a language focuses on various kinds of social variations that have not been solved by a structural theoretical framework. Sociolinguistics also emphasizes the position of a language in relation to its use in a society or every human being. It can be interpreted that Sociolinguistics also views and focuses on the first language as a social system, communication system, and is also part of a society and its culture. Regional languages are languages that come from the area itself and have characteristics which of course are characteristics that each region has. Regional languages also function in abstracting life experiences from childhood. Regional languages and foreign languages that have a relationship with Indonesian often cause problems that cause interference, integration, or errors in the function of their use and problems with foreign languages which are languages that are not native languages spoken in our country and Indonesian. is the national language that is used in our country, in learning Indonesian, actually students are not only required to understand a language theory, but they are also required to be more fluent in using a language, namely Indonesian.

However, it is less manifest in the reality that happened. Students are more dominant in using the local language and mother tongue as their daily language in carrying out every interaction in communicating. This habit causes students to use local languages more in communication, including in the teaching and learning process of Indonesian at school. Code switching that is often encountered is in the form of Indonesian to Makassar regional language or vice versa, Indonesian to English or vice versa, and so on. Instead, code mixing occurs in the form of words, phrases, clauses, and sentences. Code switching is a linguistic phenomenon that is sociolinguistic and is a common phenomenon in bilingual or multilingual societies. Code switching can also occur in schools during the teaching and learning process, both for teachers and students. This coding research can actually cover several things, such as code mixing, interference code switching and integration. According to Mustikawati (2016). Code switching and code mixing is the use of more than one language or two variants of a language in one speech community. Putri (2017) states that code switching is essentially also a change or shift in the use of a language or a dialect. The reference is the language community (dialect). It can also be said that code switching (language or dialect) is indeed intended by two parties who have two language communities that are truly the same. Code switching only occurs in one language and one community. Siregar (2011) reveals that code switching may indeed take the form of variant switching, variety switching, style switching or register switching. Mujib (2009).

also said that code mixing is the use of a language unit from one language to another to expand and deepen the style of language and variety of languages. According to Dewi & Arianti (2016), code mixing is a main code or basic code that is used and has several functions and autonomy. Other codes that are also involved in the speech phenomenon are only in the form of fragments without any function or autonomy in a code. According to Dewi (2018), quoting the opinion of Thelander, code mixing is a speech event of clauses, and phrases used from clauses and mixed phrases, and each clause or phrase can no longer support its own function. As for the form of code mixing according to Dewi (2021), namely in the form of basic words, phrases, and clauses, all of which are elements contained in syntactic analysis, namely an analysis of the relationship between linguistic signs and the things they mark or analysis of a meaning or meaning in a language. Basic words are words that have not yet received additions, namely affixes, which are free morphemes. According to Arsanti (2014), Indonesian also has four main syntactic categories: (1) verbs or verbs, (2) nouns or nouns, (3) adjectives or adjectives, (4) adverbs or adverbs. From some of the opinions above, it is stated that code mixing is a state of using more than one language by adding fragments or elements from other languages without any changes that require mixing the languages and it is really done in a relaxed state. The main problem, in code switching and code mixing in the Indonesian language learning process at SMP Negeri 1 Sanrobone, lies in the language used alternately by the teacher, there are several consequences or imbalances that are originally from outside or from within the soul of the speaker. With the presence of mastery of more than one language, code switching and code mixing can also occur in the Indonesian language learning process at SMP Negeri 1 Sanrobone.

### **Methodology**

This research was conducted at SMP Negeri 1 Sanrobone class VII which took Indonesian language subjects. The schedule for the implementation of activities is adjusted to the schedule of Indonesian language subjects which are held every Wednesday starting at 07.30–09.00 WITA. The number of participants who took Indonesian language subjects was 30 students.

This research is a qualitative descriptive research (Ma'ruf, 2018). The researcher attempts to describe the events of code switching and code mixing in Indonesian language learning at SMP Negeri 1 Sanrobone based on actual circumstances and facts. The data collection methods used were: (1) observations carried out on the implementation of Indonesian language learning at SMP Negeri 1 Sanrobone; (2) this interview was conducted on 3 people, namely: UPT leaders, teachers and students.

The sampling technique used is Testing (validity of data) in this study carried out by triangulation of the subject from which the data originates. And the data of this study was analyzed by an analytical model through records and records (Ariansyah, Khaeruddin & Maruf, 2015).

### **Results and Discussion**

From the results of research on code switching and code mixing in the Indonesian language learning process at SMP Negeri 1 Sanrobone, both teachers and students still use 2 languages, namely (regional language and Indonesian) which function as a communication tool in a formal forum. In non-formal situations, teachers, students and speech communities prefer to use the local language (Makassar language). In Indonesian language learning activities at SMP Negeri 1 Sanrobone, educators and students use Indonesian as a speech tool which sometimes changes and varies into the Ma-

kassar regional language and vice versa. This is due to the influence of social strata which sometimes distinguishes or from the causes of habits in using the Makassar language. So because of that, in the learning steps that take place a teacher uses Indonesian and Makassar language, that causes code switching and code mixing. This code switching is like changing from Indonesian to Makassar language, this is obtained in the process of learning Indonesian at SMP Negeri 1 Sanrobone. This is of course the teacher will focus more on switching to code in the Makassar language because in everyday life the students often use the Makassar language. Of course, the teacher certainly strives to be able to adjust the level of student speech so that the learning process can take place optimally. So, the following is a speech incident that defines code switching from Indonesian to Makassar language.

Teacher: *"if you want to get good academic grades, then you should"....* (English Language)

Student: *"Rajin"....* (Makassar Language)

*"Diligent".....*(English Language)

Teacher: *"Rajeng antekammaya Nu maksuk anak?"* (Makassar Language)

*"diligent like what is it) duty (homework) and good and polite behavior Mrs. Teacher".* (English Language)

Teacher: *"Yahh, cocoki anak...caraddek mentongi anakku..."* (Makassar Language)

*"yes, you are very suitable...you are very smart" ...*(English Language)

Student: *"Iya dong Buu."* (Makassar Language)

*"Yes madam"....* (English Language)

The first data is the speech of teachers and students in learning Indonesian at SMP Negeri 1 Sanrobone. At first the teacher used Indonesian, namely in the teacher's speech "if you want to get good academic grades, then you have to?" The students also responded by using Indonesian as in the speech "Diligent" but at the end of a conversation the teacher switched inward to Makassar language "Well, match the child... you are very smart...". This code switching is used by teachers to flatter students so that students increase their enthusiasm in the teaching and learning process. So, the teacher consciously changes his language into his daily language: the Makassar language, which aims to facilitate students, namely studying diligently, doing homework and behaving appropriately. good and polite ma'am (i.e. study hard, do communication). Then from that, it can also be interpreted that the code-switching is a transfer of Indonesian into the Makassar language.

Teacher: *"Rua pulo sekre.. nai nomorok rua pulo sekre?"....*(Makassar Language)

Student: *"Andreass Bu..."* (Makassar Language)

Teacher: *"Oh.. iye nak".....* (Makassar Language)

Student: *"Ayo , maju adreass".....* (Makassar Language)

The data above shows that there is code switching in Indonesian language learning with SMP Negeri 1 Sanrobone, namely code switching from Makassar language to Indonesian. From the first conversation in Steps he wanted the learning situation to be more convincing and formal. this is all done in order to achieve the goal, so that students are more skilled in responding to questions that have been given by educators, such as in the speech: "oh..iye son" and students respond like switching languages, namely from Makassar language to Indonesian which looks like in speech : "Come on, forward address". This transfer of code used by educators is an interrogative sentence to explain a meaning from educators. Therefore, it can be concluded that the direction of this code-switching is the speech from Makassar language to Indonesian. This code switching is internal, namely from

Makassar language to Indonesian. Code mixing in Indonesian language learning can be seen in the speech events at SMP Negeri 1 Sanrobone below:

Teacher: consider the following questions; Pak Budi bought 50 oranges at the market, then Pak Budi gave 15 oranges to Mina. Count how many fruits are left, sir? (Pay attention to the following question; Pak Budi bought 50 oranges at the market later, Pak Budi gave 15 to Mina. Count how many months are left, Pak Budi?)

Student: "*tiga pulu lima Buu*"... (Makassar Language)

Teacher: "*siapa na sareangi I mina?*"..... (Makassar Language)

Student: "*lima belas Buu*"..... (Makassar Language)

Teacher: "*siapa na balli pak budi jeruk?*"..... (Makassar Language)

Student: "*lima puluh Bu..*, (Makassar Language)

This data is an utterance of teachers and students in learning Indonesian at SMP Negeri 1 Sanrobone experiencing that is experiencing code mixing, namely when learning directly. This means that in the speech the teacher uses the Makassar language, however, sometimes the teacher mixes it with Indonesian as in the following speech: "who" The word "who" is used by the teacher as an invitation for students to be active in answering a related question given. Teachers and teachers also expect the teaching and learning atmosphere to be more intimate and not seem bored or boring, and more relaxed. The code-mixing event in question is the phenomenon of code-mixing into the Makassar language in the form of word insertion.

In learning Indonesian in class VII to invite students to understand language as well as be able to use language as a means of communication both written and verbal. However, moving on from this observation, from the initial interview with the seventh grade teacher, the language used by the teacher when learning Indonesian was actually more Makassarese. code switching and code mixing between Indonesian and Makassar languages which sometimes do not comply with linguistic rules which do not directly affect the way students speak. By doing a careful and detailed research, it can be seen that there are two kinds of code switching in Indonesian language learning at SMP Negeri 1 Sanrobone, namely internal code switching and external code switching. Internal code switching includes: code switching from Indonesian to Makassar language, code switching from Makassar language to Indonesian, and the classification of external code switching includes: code switching from Indonesian to a foreign language (English) and code switching from a foreign language (English). to Indonesian. From these data it can be concluded that an utterance in the form of code switching and code mixing in learning at SMP Negeri 1 Sanrobone is used to attract students' attention and facilitate students' understanding of a lesson. Therefore, the teacher deliberately uses code switching and code mixing. In learning and the language used, the teacher actually uses Makassar language, which is in accordance with the level of speech that has been understood by the students. The positive impact of code switching and code mixing in Indonesian language learning is that it can run smoothly. By doing code switching and code mixing, it helps students become more aware of what the teachers are saying, in the use of Indonesian and Makassar languages, students will become more understanding and clear because if the teacher only uses Indonesian it will cause students to students are bored and have difficulty understanding the lesson because they have not been able to understand the vocabulary in Indonesian used by the teacher. By doing code switching and code mixing by the teacher in the learning process, so the teaching and learning process will go well

because the teacher is able to balance the students' language skills, so that the material can be channeled to students properly.

The negative impact of code switching and code mixing in Indonesian language learning at SMP Negeri 1 Sanrobone is the destruction of an Indonesian language structure which results in interference and integration. with the existence of code switching and code mixing in the use of Indonesian language is not carried out optimally so that the learning process becomes informal (Candra, Amir & Hamsa (2021).

The forms of code mixing that occur in Indonesian language learning at SMP Negeri 1 Sanrobone include: (1) the form of codey mixing such as an insert word, (2) code mixing such as a phrase (3) code mixing forms such as clauses (4) code mixing forms such as repetition words (5) the form of campoer Kodey is like an idiom/phrase. The positive influence of code switching and code mixing in Indonesian language learning can run smoothly. By doing code switching and code mixing, it helps students become more aware of what the teachers are saying. while the negative effect is the destruction of an Indonesian language structure which results in interference and integration, with the existence of code switching and code mixing in the use of the Indonesian language not optimally so that the learning process becomes informal.

Switching from the results of observations or research, the suggestions that can be quoted are: So I hope that teachers, especially those who are solid in learning Indonesian, are expected to be able to use code switching and code mixing in learning to adapt to existing situations and conditions. as an effort to overcome a teacher's difficulty when explaining Indonesian language learning materials. code switching and code mixing as much as possible do not do it excessively because it can also interfere with the use of good and correct Indonesian.

Students are also expected to be able to maximize and reduce the use of code mixing and code switching to increase the use of good and correct Indonesian and can also know the rules (Arsanti, 2014). And to the researchers, it is hoped that they can be more thorough in conveying each argument and how to teach in Indonesian, especially in SMP Negeri 1 Sanrobone.

### **Conclusion**

The conclusions from the results of the study are as follows: from the form of code switching that occurs in Indonesian language learning at SMP Negeri 1 Sanrobone in the form of code switching and code switching, namely code switching includes: (1) code switching from Indonesian to Makassar language (2 ) code switching from Makassar language to Indonesian and code switching include: (1) code switching from Indonesian to Makassar language (2) code switching from a foreign language to Indonesian.

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