

Code Mixing And Code Switching for Class XI Students SMA Negeri 6 Sarolangun Jambi

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Abstract

The purpose of this study is to provide an overview of the form of code mixing, code switching models, aspects that trigger the creation of code mixing, and aspects that trigger code switching in dialogue within the scope of class XI students of SMA Negeri 6 Batang Asai. In reviewing the data, the researcher used a method in the form of a qualitative descriptive method. Observation, documentation technique is the method used to collect data in this research, the method is by recording the dialogues that occur in the classroom during the learning activities and by interviewing the correspondents. The data analysis process is carried out in parallel with the data collection stage through various methods. Starting with data collection, data reduction, data presentation, and drawing conclusions. During the research the researchers obtained the results, namely: Forms, models, aspects that trigger the creation of code-mixing, and aspects that trigger code-switching.

Keywords: Code Mixing, Code Switching, SMA Negeri 6 Sarolangun

1. Introduction

Language as a sound symbol produced by human speech organs is a natural phenomenon, but language as a tool for social interaction in human society is a social phenomenon. If we look at it in terms of cultural products whose mastery needs to be learned, language is also a cultural product (Chaer, 2007). According to Crow language is a means of expression for humans. It is through language that humans can organize their forms of expression (Bahri, 2008). This is in line with the opinion of Bloomfield, a structural linguist who is quoted by Sumarsono in his book, that language is a symbol of an arbitrary sound system (arbitrary) used by members of society to interact and interact with each other (Sumarsono, 2009). Sociolinguistics views language as social

behavior (social behavior) used in communication. Because society consists of individuals, society as a whole and individuals influence and depend on each other. Language as a property of society is also stored within each individual. Each individual can behave in the form of language, and this individual language behavior can have a broad effect on other members of the language community. But the individual remains bound by the rules of the game which apply to all members of society (Chaer & Agustina, 2004).

In bilingual society, generally in Indonesian society, and especially in Jambi society, the use of two or more languages in communication events is a common phenomenon. It is said so because the people involved in the act of communication at least master more than one language, for example regional languages (Minang, Palembang, Malay, and so on), first language (Indonesian), and foreign languages (English, Arabic, Japan,

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and so on) (Rulyandi et al., 2014). As a result of this bilingual situation in the learning process activities at SMA Negeri 6 Sarolangun, observations show that there are determining factors in making decisions in an utterance. Besides that, with existence contact language in class symptoms appear code mixing and code switching on the speaker. Second symptom language it (code mixing and code switching) refers to on the event where on moment talk, one speaker enter elements other language to in medium language use. Phenomenon the occur on the activities of the learning process at SMA Negeri 6 Sarolangun. Code switching is a linguistic phenomenon that is sociolinguistic and is a common phenomenon in bilingual or multilingual societies. Switching code can just happens at school on during the learning process in progress good to the teacher and on students. Study coding actually could cover various things, like code switching, switch code interference and integration (Simatupang et al., 2018a). Code mixing and code switching is use two language or more, or two variant from a language in one Public said (Erni Zuliana, 2016).

Code mixing is the use of two or more languages or varieties language casually between people which we know intimately. In this informal language situation, can freely mix code (language or variety of languages), especially if any terms that cannot be expressed in other languages (Rulyandi et al., 2014).

Talks about code mixing usually followed with talks about code switching. States that code switching is use unit language from one language to another language for expand style language or variety language (Kridalaksana, 2008). According to (Chaer & Agustina, 2010), code switching is a code main or code base used and have function and its autonomy. Codes others involved in incident say that just

in the form of flakes just without function or autonomy as a code (Susmita, 2015).

Code switching is one aspect language dependence in society multilingual. It means in society multilingual may very well be a speaker using various codes in follow he said. Code switching is inseparable presence of a multilingual society, because a speaker would not use one language absolutely pure without the slightest advantage language or elements of another language. Incident this code switching depends on the circumstances or language needs (Indrayani, 2018). Code mixing is a speaker when he expresses something insert local languages and foreign languages into Indonesian speech. A speaker for example, in Indonesian, inserts a lot of language area, as well as a foreign language that the speaker knows, then that speaker can be said to have done code mixing (Simatupang et al., 2018b).

In learning activities, actually participant educate no just required to understand theory language, but also required to be fluent in use Indonesian. However, such a thing not enough come true in reality. Student more dominant use language area and language mother in communicate. Habit the cause participant educate tend use language area in communicate, including in the learning process teach. Switch frequent code found in the form of Indonesian to language Sarolangun or on the other hand, Indonesian to language Minang or on the other hand, and next (Susmita, 2015).

So far the research is related to code switching and code mixing research conducted by Dwi Kurniasih and Siti Aminataz Zuhriyah. The results of this study indicate that in the conversations of the Darussalam Islamic Boarding School students there is code mixing and code switching in the form of Javanese and Indonesian due to the ineffective use of foreign languages by Students (Kurniasih & Zuhriyah, 2017). Then the research conducted by Murniati et al. The results showed that code

switching occurred, namely internal code switching 41 times and external code switching 9 times and code mixing, namely word code mixing 57 times, phrases 25 times, baster 2 times, and clause 16 times and can be used as teaching material for learning Indonesian in high school (Murniati et al., 2015). Then the research conducted by Nelvia Susmita, the results of this study indicate that the code switching used by students and teachers when learning Indonesian has clear reasons and functions. In this regard, along with the increasing ability of students to master the language both orally and in writing, Indonesian language teachers at SMP Negeri 12 Kerinci need to limit the use of code switching and code mixing in teaching Indonesian in class (Susmita, 2015).

Next, code switching that happened in the form of words, phrases, clauses, and sentence. For that, research this focus on problem coding that, that is code mixing and code switching that happened in the learning process in class XI in SMA Negeri 6 Sarolangun. As for aspect code mixing and code switching is what happened in the learning process teaches at SMA Negeri 6 Sarolangun.

Based on the background, there are several problems that need to be addressed, including the following:

1. lack of self-confidence in students;
2. lack of student motivation in studying grammar in Indonesian;
3. lack of familiarity of students in using Indonesian in the learning process;
4. inappropriate teaching methods;
5. enable students to master various Indonesian languages;
6. an environment that does not support students in learning;
7. lack of mastery of words in Indonesian in students.

Problems that have been outlined in identification problem still too large so that no

could researched whole in study this. By because that, restriction study this covers things as following.

1. Language variations in the form of code switching and code mixing used by students and teachers in the teaching and learning process in oral communication events.
2. This study examines language variations focusing on code switching and code mixing between Indonesian, English, Sarolangun, Jambi, and Minang languages.
3. The form of code switching and code mixing in this study is limited to oral communication events in learning at SMA Negeri 6 Sarolangun.
4. Factors that occur in code switching and code mixing events that stand out in the learning process in class XI in SMA Negeri 6 Sarolangun.

Based on on limitation problem so formula problem in study this is as following.

1. What is the form of Code Switching and Code Mixing in the learning process in class XI in SMA Negeri 6 Sarolangun.
2. What is the model of Code Switching and Code Mixing in the learning process in class XI in SMA Negeri 6 Sarolangun.
3. What are the aspects that trigger the creation of code switching and code mixing in the learning process in class XI in SMA Negeri 6 Sarolangun.

2. Methods

This research is in the form of a qualitative descriptive research. Observation, documentation technique is the method used to collect data in this research, the method is by recording the dialogues that occur in the classroom during the learning activities and by interviewing the correspondents.

qualitative approach research is based on a post-positivist philosophy used by researchers to study the state of primary natural objects (not experiments). Means include targeted sampling of data from data sources. The survey method uses triangulation (combination), data analysis is inductive or qualitative in nature, and qualitative findings mean not generalizations (Sugiyono, 2015). the collection of data in natural situations using natural procedures by people or researchers who are naturally involved (Moleong, 2018).

This research was conducted at SMA Negeri 6 Sarolangun, which is located in Kalimau Village, Batang Asai District, Sarolangun Regency, Jambi Province. By focusing research on Code Mixing and Code Switching in Class XI students of SMA Negeri 6 Sarolangun. They are directly present at the research site to obtain accurate data and serve as an important instrument in data collection because humans are the main instrument in qualitative research.

The data analysis process is carried out in parallel with the data collection stage through various methods. Starting with data collection, data reduction, data presentation, and drawing conclusions.

3. Result and Discussion

In this section the author will discuss the problems that have been formulated in the formulation of the research problem, namely describing the form, model, aspects that trigger the creation of code mixing, and aspects that trigger code switching.

a. Code Switching and Code Mixing Forms

Code switching used by students and teachers is code switching in the form of clauses and sentences. The following is an example of code switching in the form of a clause:

Teacher : *Udin tolong hapus papan tulisnya.*

Student 1 : (asyik bercanda)

Student 7 : *Nyu gi ladeh begehah.* (dia sedang asyik bercanda)

Teacher : *hapuskan papan tulisnya junai.*

In the example above, we get code switching in the form of a clause. The code switching in the form of a clause used by the student is "*Nyu gi ladeh begehah.* (He was joking)". This type of clause is a complete clause because it has the subject "He" and the predicate " have fun joking". One of the students told the teacher that his friend was joking and did not listen to what the teacher told him to do. And the crowded classroom atmosphere caused the students to not be able to listen to what the teacher was talking about, that's what the data explained.

1) Code Switching in the form of Sentences

In the learning process at SMA Negeri 6 Sarolangun Code switching in the form of sentences is also used by students and teachers. The following is an example of code switching in the form of a sentence:

Wai aku gi yo pak? Aku teghuih pak neh macam dakdo ngan lain beh.

(Me again, sir? I continue, sir, like nothing else).

In the example above, the code switching is obtained in the form of sentences. The code switching is in the form of questions and complaints from a student to his teacher in the process of learning activities in class. The data explains about the appearance of students to their teachers for telling the students too often.

2) Code Mixing in the form of words

Code mixing in the form of words used in sentences, for example as follows:

Excuse me, saya izin ke toilet mau buang air besar.

(Sorry sir, I have permission to go to the toilet to defecate).

In the example above there is a code mix in the form of verbs used by students. The word is an excuse me 'sorry' the occurrence of mixing words from English to Indonesian.

3) Code Mixing in the form of Phrases

Code Mixing in the form of phrases, for example as follows:

Nyap golo-galo

(silence everyone)

In the example above there is a code mixing from Indonesian to Sarolangun in the form of a phrase, *Nyap golo-galo* (Silence everyone). This shows that a class leader scolds his class members so they can be quiet during teaching and learning activities.

b. Code Switching and Code Mixing Model

1) Code Switching Model

Below are examples of the use of external code switching models, which are as follows:

Excuse me, saya izin ke toilet mau buang air besar.

(Sorry sir, I have permission to go to the toilet to defecate).

In the example above there is code switching in the form of verbs used by students. A student apologized to the teacher for having to leave the learning activity because the student wanted to defecate in the toilet. The word *excuse me* in the sentence indicates the occurrence of external code switching, namely foreign language to Indonesian.

An example of the use of internal code switching can be seen as follows:

Wai, pak. Aku mado napek buku dak, bagaimana saya, pak?

(Oops, sir. I don't have a book yet, how about me, sir?)

In this example a student explains to the teacher that he does not have a book yet, and asks the teacher about the solution. *Wai said, sir. Aku mado napek buku dak* in the sentence shows the occurrence of internal code switching, namely the mixing of words from the regional language to the Indonesian language.

2) Code Mixing Model

Below are examples of the use of external code switching models as follows:

Sorry, saya telat.

(Sorry I'm late).

In this example a student expresses an apology for being late in English. In this sentence, there is a mixing between English and Indonesian. Below are examples of the use of the internal code switching model as follows:

Silahkan kumpulkan semuanya. Ngan telamek kumpul diwek.

(Please collect all of them. The late ones collect themselves).

The example above shows that a class president tells his class members to submit assignments and for those who are late please submit the assignments themselves. This sentence shows the students' code mixing between Indonesian and Sarolangun languages.

c. Aspects of triggering the creation of Code Switching and Code Mixing

1) Aspects of Code Switching triggers

Aspects of the cause of code switching found in learning activities at SMA Negeri 6 Sarolangun are: changes in the situation and being pushed against dialogue.

a) Situation change

An example of the conversation can be seen as follows.

Teacher : *Siapa yang Mau Maju? Siapa yang nak nyawab maju ke muko?*

(Who wants to come forward? Who will answer come forward?)

Student : *Saya Buk, saya Buk. (crowded voice)*

Teacher : *yes... Try it. (pointing to one of the students)*

Student : *Ibuk Dodi terus, ambo nak yo nyawab buk e. (Why Dodi always Mam. I want to answer that too)*

Teacher : *Yo gaganti. Surang-surang. Dapek galo klak nah. (Yes, alternately. One person one person. Everyone gets their share later).*

The conversation shows that there is a change from Indonesian to Sarolangun. The change in

language was triggered by aspects of the formal to informal situation. This can happen because of the hectic atmosphere of the class which creates a relaxed class situation.

However, this did not last long, the teacher rushed to restore calm so that the learning process activities continued in an orderly manner.

b) Driven against dialogue

Code switching as a result of being pushed by the dialogue opponent can be seen in the following dialogue excerpt:

Student 1 : *Po tuk ku bughuk buku, buk?*
(Why are books for me ugly, Mam?)

Student 3 : *somanla isi dalam tu. Coba dibuka dulu. Iya kan, buk?* (It's the same content. Try opening it first. Isn't that right?)

Conversation by student 1 stated why the book he got was bad. Then student 3 answered that the contents of the book were the same. The excerpt from the conversation shows that student 3 is encouraged by student 1 who uses the Sarolangun language.

2) Code-mixing trigger aspect

Aspects that cause code mixing found in learning activities at SMA Negeri 6 Sarolangun are: Aspects of Habits and Aspects of Vocabulary Mastery.

a) Habit Aspect

An example of its use can be seen as follows: *'dibuek galo-galo yo, pak??'* (All made, yes, sir?)

The example shows that students ask their teacher using the Sarolangun language. This is because it has become a habit of students in communicating.

b) Vocabulary Mastery

Examples of sentences found in learning activities at SMA Negeri 6 Sarolangun are as follows:

Di rumah saya juga ada poyouk, buk (In my house there is also a pot, Mam)

This shows that the students' lack of mastery of Indonesian vocabulary. In the example above the student stated that in his house there is also a pot to cook rice/water. The pronunciation of the word *poyouk* by the students occurred due to the lack of mastery of students' vocabulary.

Based on data analysis of code switching and code mixing in class XI students of SMA N 6 Sarolangun, it can be discussed as follows:

The use of code mixing and code switching which is often used in the learning process in class XI SMA N 6 Sarolangun has positive and negative effects. The positive effect is that students understand more about the intentions conveyed by the teacher, so that the learning process can take place smoothly. The negative influence of the use of code mixing and code switching can interfere with learning objectives, especially those related to the acquisition of Indonesian language skills for students, namely:

- a) Students are less able to understand so they can't tell the difference when using Indonesian in class and outside of class, in other words students don't understand the difference between using Indonesian in formal and informal places,
- b) The low mastery of the Indonesian language or vocabulary of learners or students. In this way, the goal of using standard, careful, precise, and efficient Indonesian in communication will not be achieved, namely the use of Indonesian properly and correctly which has a good meaning if it is in accordance with the context of the situation in which it is used and is correct if it follows the rules.

There are three types of code switching in class XI students of SMA N 6 Sarolangun, namely (1) code switching in the form of clauses, (2) code switching in the form of sentences. While the forms of code mixing in class XI students of SMA N 6 Sarolangun are: (1) Mixing code

in the form of words, (2) Mixing code in the form of phrases.

The code switching model for class XI students of SMA N 6 Sarolangun is: (1) external code switching model, namely the transition from a foreign language (English) to Indonesian, (2) the internal code switching model, namely language switching from regional languages (Malay). to Indonesian. Then the code mixing model that occurs in class XI students of SMA N 6 Sarolangun is as follows: (1) external code mixing, namely the occurrence of mixing in the pronunciation of sentences using Foreign Languages and Indonesian, (2) Internal Code Mixing, namely the mixing of sentences in Indonesian and local language (Malay). Aspects that trigger code-switching and code-mixing in class XI students of SMA N 6 Sarolangun are (1) changing situations, and (2) being encouraged by code-switching dialogue, (3) aspects of habit, (4) vocabulary mastery in class XI students of SMA N 6 Sarolangun.

The use of code mixing and code switching in the learning process at SMA N 6 Sarolangun is carried out by teachers and students but their use is dominated by teachers. When delivering material or in debriefing, teachers and students often use code mixing and code switching from Indonesian to the Malay dialect which is done alternately. The reason that can explain teachers and students doing code mixing and code switching in the learning process is because the teacher understands that students are still dominantly using the Malay dialect.

Code mixing and code switching used by the teacher or in addition to these reasons also because of certain reasons such as self-emotional states because they feel irritated and annoyed with students, explaining again or repeating material that has been explained so that students are able to understand the intentions expressed by the teacher more better and more quickly capture the material clearly.

This makes it easier for students to understand the teacher's speech to answer questions both simultaneously and individually, so that the learning process can run well.

4. Conclusion

From the discussion and research results above, it can be concluded that: 1. The form of code switching and code mixing that occurs in the process of learning activities for class XI students of SMA Negeri 6 Sarolangun, namely: Code switching is divided into two, namely code switching in the form of clauses and code switching in the form of sentences. The form of code mixing is also divided into two, namely code mixing in the form of words and code mixing in the form of phrases. Code switching and code mixing used is Indonesian to Sarolangun, or vice versa, Indonesian to Jambi language, or vice versa and Indonesian to English; 2. Code-switching and code-mixing models found in the learning activities of class XI students of SMA Negeri 6 Sarolangun, namely: Code-switching and code-mixing models, external and internal. Code switching and code mixing used is Indonesian to Sarolangun, or vice versa, Indonesian to Jambi language, or vice versa and Indonesian to English; 3. Aspects that trigger the occurrence of code switching and code mixing in the process of learning activities for class XI students of SMA Negeri 6 Sarolangun. Aspects that trigger the creation of code-switching are: Changes in the situation and being encouraged by the opponent's dialogue. The aspects that trigger the creation of code mixing are: Aspects of habit and vocabulary mastery.

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