

Analysis of Code-Switching and Code-Mixing in the Learning Process of Indonesia Subject at Grade 3 of SD Negeri 2 Jayagiri

Carolin Rninta Ginting*

Universitas Pendidikan Indonesia

Bandung, Indonesia

*olin.redninth@gmail.com

Abstract—This study was undertaken in a primary school in Lembang which prescribes Indonesian as the medium of instruction for Indonesian subject. However, it has been observed that the policy has not been fully adhered to. Code-switching and code-mixing of Indonesian and Sundanese occur extensively in the teacher's and students' speech during the learning process. The aims of this study are to analyze the use of code-switching and code-mixing, the function of code-switching and code-mixing and the impact on learning process of Indonesian subject. Using observation and interview as methods of data collection, the findings reveal that the teacher and students frequently code-switched and code-mixed between the two languages in the learning process of Indonesian subject. The analysis shows that the occurrence of these phenomenon was related to the habituation of the teacher and students in communication and the purpose to facilitate effective teaching and learning. The use of code-switching and code-mixing has some implications on language development, teacher and policy of using Indonesian as medium of instruction.

Keywords—code-switching; code-mixing; Indonesian subject

I. INTRODUCTION

Indonesian has two positions, namely as the national language and the language of country. The position of Indonesian as national language is stated in the oath of youth while the position of Indonesian as the country language is stated in 1945 constitution which states that the language of the country is Indonesian.

Besides having a position, Indonesian also has a function as a tool of communication both in writing and speaking [1]. Whereas according to Azis in the language literature, experts formulate language functions generally in four functions, they are [2]: (1) a tool for expressing feelings or yourself; (2) means of communication; (3) as adaptation and integration in an environment; and (4) as social control. In formal education, Indonesian has two important sides. First, it is as the language of instruction in education from primary school to university and second as one of the important subject in curriculum. Students should pass in this subject.

There are five general objectives that have been stated in Ministerial Regulation Number 22 of 2006, namely that student

respects Indonesian as the national language and the language of the country, students understands in terms of form, meaning, and function and use it correctly and creatively for various purposes, needs, and circumstances, student has the ability to use Indonesia to improve intellectual abilities, emotional maturity, and social maturity, student has discipline in thinking and speaking, and student is able to enjoy and use literary works to develop personalities, broaden his knowledge and improve his language skills.

To achieve those objectives is not easy. There are several problems that occur in process of learning Indonesian especially in bilingualism or multilingualism country. In a bilingual or multilingual country such as Indonesia, language phenomena often occur as code-switching and code-mixing. Code-switching is the mixing of words, phrases, and sentences from two distinct grammar (sub) systems across sentences boundaries within the same speech event [3]. While, code-mixing is the change of one language to another within the same utterance or in the same oral or written text [4].

Code-switching and code-mixing often happen in daily life and it also happen in process of Indonesian learning. It is possible that teacher and student switch and mix their code in speaking. Teacher and student who speak more than one language may use code-switching and code-mixing in their communication [5]. That phenomenon will be interesting to be observed in the process of Indonesian subject. Indonesian subject emphasizes student to be able to use Indonesian both is oral and written well. In fact, teacher and student are not fully use Indonesian as their communication.

That problem happens in one of primary school in Lembang. Researcher found that both teacher and students use code-switching and code-mixing in the process of Indonesian learning. Teacher and students should use Indonesian. Moreover, teaching and learning are formal activity that its instruction should be in Indonesian. Based on that condition, researcher would like to investigate the phenomenon. specifically, the issues being studied are formulated as follows: (1) What types of code are there in the process of learning Indonesian? (2) What are the forms of code switching and code mixing in the process of learning Indonesian?; (3) What are the causes of the occurrence of code switching and code

mixing in the process of learning Indonesian?; and (4) How to solve code switching and code mixing in the process of learning Indonesian?

Some theories to support in describing the concept in this research are sociolinguistics, bilingualism, code, code-switching and code-mixing. Sociolinguistics is an interdisciplinary science between sociology and linguistics, two fields of empirical science that have very close links. It is a very close relationship because in sociology is trying to find out how the community happened, took place, and still exist. By studying social institutions and all social problems that occur in the community, it will be known how humans adjust to their environment, how to socialize, and place themselves in their respective places in society. Linguistics is a field of study of languages. Language has an important role in society that Chaer and Agustina suggest that sociolinguistics is an interdisciplinary field of science that studies languages in relation to the use of language in society [6].

The benefits of sociolinguistics itself in practical life are many. Language as a tool for human verbal communication, of course has certain rules. In its use sociolinguistics provides knowledge of how to use language. Sociolinguistics explains how to use language in certain aspects or social aspects. First of all, sociolinguistic knowledge can be used in communication by showing language, what kind of language should be used when talking to certain people.

Bilingualism refers to the use of two languages or two language codes. In Sociolinguistics, bilingualism can be interpreted as the use of two languages by a speaker in his interaction with others alternately [6]. To be able to use two languages, one must be able to master two languages. First, he is master at his own language or first language and the second is another language which is the second language. People who use these two languages are called bilingual people. The ability to use two languages is called bilingualism. Weinreich divides bilingualism into three types, which are (1) Comprehensive Bilingualism, which is bilingualism that indicates language skills are one of the languages better than other language skills; (2) Coordinating Bilingualism, which is bilingualism shows that the use of two languages is as good as an individual. This bilingualism process occurs because an individual has different experiences in mastering two languages so that it is rarely exchanged for use; and (3) Subordinate bilingualism, subordinate bilingualism is bilingualism which indicates that an individual when using the first language often includes a second language or vice versa.

In a bilingual or multilingual society, it is normal for people to be in a situation that has to choose between what codes to use. Wardhaugh in Suandi, calls code as a system used to communicate between two or more speakers in the form of a particular dialect or language [7]. With the existence of these codes, speakers in his environment will use the code according to the factors that affect it by changing the variation in language usage.

The word code switching consists of two words, namely, which means 'move', while code means 'one of the variations in the language level'. Thus, etymologically, code switching can be interpreted as a transition or change (displacement) from a

language variant to another language [7]. Kridalaksana also states that code switching is the use of variations of other languages to adjust to other roles or situations, or because of other participation [8].

According to Appel in Chaer and Agustina code switching is a symptom of language use switching because the situation changes [9]. In addition, code switching can occur between languages and not only that can occur between various languages and styles of language contained in one language. Thus, code switching is a symptom of transitional language usage that occurs because of situations and occurs between languages and between various languages. Whereas according to Milroy and Musyken in Ariffin and Husin, interpreting code switching as "alternative use by the language or more languages in the same conversation." Therefore, code switching is used in the same conversation that is used by someone who has bilingualism or more as an alternative [10].

Code-switching has certain characteristics. These characteristics are related to the situational environment as the external characteristics are also related to the speaker and the language used as traits that are more inward (internal). The characteristics of code-switching are as follows: (1) code switching occurs due to language contact and language interdependence; (2) code-switching will be possible if the people or the participants who are bilingual or multilingual. This is due to the requirements demanded by the definition of code-switching itself, which is a conversation that switches from one code to another; (3) in the transfer of the code for the use of language or code, it still supports its own functions in accordance with the content or context that is hidden; (4) the function of each language or code is adjusted to the situation related to changes in the contents of the conversation; and (5) code-switching occurs due to certain background of settings, both those of the first speaker, the second person and the situation that accommodates the conversation.

Apart from having certain characteristics, code-switching also consists of several types. Based on the use of the code, Jendra divides code-switching into two types, namely metaphorical code switching and situational code switching. Metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of conversation. Whereas situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other [11].

Based on usage, then code-switching can be divided into three types. Code-switching is seen from the point of view of language changes used, it can be divided into two types, namely inward code-switching and outward code-switching. Inward code-switching is a code switching that occurs when the speaker in language changes and uses languages that are still within the scope of the national language or between languages in one regional language or between several varieties and styles contained in one dialect. For example, the talk of first spoke standard Indonesian because the situation according to him switched the code into Indonesian with the Jakarta dialect, then changed again to the regional language (Bali) and so on. Outward code-switching is code switching in the language change the speaker changes the language from one

language to another language that is not related (foreign language). For example, at the first the speaker used Indonesian because of the situation, he switched to using English, in other situations to Dutch and Japanese.

Jendra states that code-switching can be classified into grammatical classification, namely [11]: (1) tag code-switching This code switching occurs when a bilingual person enters a short expression from a different language at the end of his speech. Examples are as follows: An Indonesian speaking code switching from English to Indonesian "It's okay, no problem, isn't it? (2) Intensional code-switching occurs when there is a complete sentence in a foreign language spoken between two sentences in the basic language. An example is the Indonesian bilingual code switching from Indonesian to English, "In old songs. 60s. It's oldie but goodies, they say. But it's still good how it is heard."; and (3) Intra-sentential code-switching which is found when a word, a phrase, or a clause from a foreign language is found in a sentence in a basic language. For example, a foreign language speaker who has bilingual code switching from English to French, such as "The hotel, *il est grand*, is really huge and unbelievably majestic."

Code switching can occur due to several factors. Factors that cause changes in code switching include (a) who speaks; (b) in what language; (c) to whom; (d) when; and (e) with what purpose [12].

Talking about code-mixing cannot be separated from code-switching. The two events that commonly occur in bilingual societies have a great similarity, so it is often difficult to distinguish. Hill and Hill in Chaer said that in Spanish and Nahualti bilingual communities in the Mexican Indian group found no hope of distinguishing between code switching and code mixing [6].

Code-mixing is a change from one language to another with speech [13]. Muysken also describes that code-mixing is usually divided into three types, namely insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect) and the most common occurrence in society is insertion [14].

Code-mixing usually relates to speaker characteristics, such as social background, level of education, religious sense. A prominent feature in code-mixing is in informal or casual situations.

The characteristics of code-mixing are (a) code-mixing is not demanded by the situation and context of the conversation that occurs in code-switching, but depends on the conversation (language function); (b) code-mixing occurs because of the speaker's convenience and habits in language use; (c) code-mixing generally occurs and more in informal situations (informal); and (d) code-switching is characterized by the scope under the clause at the highest level and the word at the lowest level.

Based on the origin of absorption, code-mixing can be divided into three types, namely inner code-mixing, outer code-mixing, and hybrid code-mixing.

Code-mixing can also be classified according to the level of language tools. Based on these categories, code-mixing can

also be divided into three types [11]. They are mix code on the clause level (mixed code clause), mix code at the phrase level (mixed code phrase), and mix code at the word level (mixed word code).

Code-mixing at the word level is the most mixed code that occurs in each language. Code-mixing at the word level can be a basic word (single word), can be a complex word, repetitive words, and compound words.

Unlike code-switching, code-mixing does not arise because of the demands of the situation, but there are other things behind the interference of the code. Suwito argues that there are three reasons for code interference, including (a) role identification; (b) variation identification; and (c) the desire to explain and interpret [15].

Similar opinions were also expressed by Jendra. According to him, the background of code-mixing is basically categorized into three, namely [11]: (a) speaker participants; (b) language media used; and (c) the purpose of the conversation.

According to Suandi the factors that because code-mixing are as follows [7]: (1) limited code; (2) use of more popular terms; (3) speaker and personal speaker; (5) residence and time of conversation; (6) talk mode; (7) topic; (8) function and purpose; (9) Variety and language level; (10) the presence of third speakers; (11) the subject of the conversation; (12) to arouse a sense of humor; and (13) for prestigious.

II. METHODS

This research method used in this study is descriptive qualitative. This method is used to solve actual problem by collecting data, compile, classified, analysis, and interpreting data. The instruments used in this study are observation sheets and recordings of the results of conversations between teacher and students in Indonesian learning.

Observation is done at primary school in Lembang which is SD Negeri 2 Jayagiri. This school is located in Lembang. This school is in an environment where the majority of the population speak Sundanese. The observation was taken at grade 3. There are 40 students in the classroom. The observation was taken only during Indonesian learning, in formal situation.

Data processing techniques are carried out by analyzing the collected data. The process starts from searching and systematically arranging data obtained from observation, field notes, and documentation by organizing data into categories, describing into units, synthesizing, arranging into patterns, choosing which ones are important and which will be learned and made conclusions so that they are easy to understand [16].

As for the data collected in this study, it is then analyzed by the following steps: (1) the researcher groups the collected data; (2) the researcher studies the data related to bilingualism; (3) from the data analyzed, the researcher hypothesizes the function and the solving of code-switching and code-mixing on Indonesian learning.

III. FINDINGS AND DISCUSSION

The results of this study regarding code-switching and code-mixing analysis in the process of learning Indonesian in grade 3 of SD Negeri 2 Jayagiri Lembang, teacher and students still use two languages (Indonesian and Sundanese) as communication tools in formal situations.

Indonesian learning activities at grade 3 of SD Negeri 2 Jayagiri, teacher and students use Indonesian as a speech tool and often switch and mix into Sundanese. This is due to the existence of habitual factors in using Sundanese in everyday life. Therefore, in the learning process takes place the teacher uses Indonesian and Sundanese so that there is code-switching and code-mixing.

Code switching in the form of a transition from Indonesian into Sundanese is found in Indonesian learning. This is certainly the teacher will tend to switch the code into Sundanese because in everyday life students are accustomed to using Sundanese. The teacher will try to adjust the level of speech of students so that the learning process can take place well. Following are the speech events that contain code switching from Indonesian to Sundanese.

Teacher : *Tandi, baca nomor 9, baca!*

Tandi : *Dilarang mencoret-coret tembok ini karena merusak lingkungan* (reading non-fluently)

Teacher : *Piraku maca kitu teu bisa?*

Data (1) is the teacher's and student's speech in learning Indonesian at grade 3. Initially the teacher used Indonesian the initial conversation. Student read sentence not fluently. But at the end of the conversation, the teacher switched from Indonesian to Sundanese. This code-switching happened because the teacher has habituation to speak Sundanese. Thus, it can be aid that code-switching is Indonesian to Sundanese.

Code-mixing in learning Indonesia can be seen in data (2)

Guru : *Siapa yang mau ke depan?*

Siswa 1 : *Ibu, Waldan ngacung.*

Guru : *Sok, seorang lagi.*

Siswa 2 : *Aku weh bu.*

That data is teacher's and students' speech in learning Indonesian. In the data is found that the teacher and students used code-mixing in their speaking. The words *ngacung* (raise hand), *sok* (please), and *weh* (only) were used by the students because of habituation.

Data (3) shows one of student in the class mixed her speaking. She mixed Indonesian and Sundanese word.

Student : *Ibu, ada yang nyoek-nyoek kertas.*

Namanya Fikri.

Teacher : *Fikri, kunaon alim nyerat?*

In this data, there is a Sundanese word 'nyoek-nyoek' means tearing up. The student mixed Indonesian and Sundanese because she does not know the proper word of tearing up in Indonesian.

In data (4), we can see the teacher mixed her speaking.

Teacher : *Sekarang kerjakan di buku nomer 1 dan 2, tetapi jangan nyontek. Nu saha ieu?*

Student : *Nu abi.*

From data above, the teacher used the word 'nyontek' means 'cheat'. She mixed formal language and informal language. She should use *menyontek* instead of *nyontek*. Moreover, she also switched from Indonesian to Sundanese by asking her students whose book it is. As the result of her question in Indonesian, the student who has the book answered in Sundanese.

IV. CONCLUSION

Based on the data obtained from observation, an illustration of code-switching and code-mixing in Indonesian learning at grade 3 of SD Negeri 2 Jayagiri shows that code-switching that occurs is code-switching between Indonesian and Sundanese or vice versa in the form of explanation, affirmation, command, information and questions realized in the form of interfaith. In addition, there is also a mixture of codes in the learning process that insert elements in the form of words, phrases, and clauses.

Likewise, from the results of data analysis, it can be concluded that code-switching and code-mixing in Indonesian learning have an effect on the improvement of speaking skills of third grade students. In their speaking, most of the students use code-switching and code-mixing while speaking both to their friend and teacher during Indonesian learning.

As solutions to minimize the occurrence of code-switching and code-mixing, teacher should give brief instructions that the process of learning Indonesia will be delivered in Indonesian. Moreover, the teacher should be a good model of speaking Indonesian and always remind the student if they switch to other codes and tell the students the correct word in Indonesian.

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