

Code-Switching and Code-Mixing by Japanese Language Learners in Cultural Exchange Activity

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ABSTRACT

The present study examines the types and the causes of code-switching and code-mixing of Japanese language learners participated in Hiroshima University winter courses conversation. The study used case study design with qualitative methods. The data in this study was a recorded conversation of seven participants of Hiroshima University winter course program, who had studied Japanese for three to four years, and one Japanese native speaker as a tutor. The results show that there are twenty-five data found on internal code-switching, twenty-four data of external code-switching, one data of inner code-mixing, and thirty data of outer code-mixing. From these data, the identified factors that caused code switching were: (1) speaker, (2) speech partners, (3) situation, and (4) discussion topic. While the factors that caused code-mixing were: (1) vocabulary mastery, (2) speakers' language habit, and (3) the purpose of using language variations.

Keywords: *Code-mixing, code-switching, multilingual*

1. INTRODUCTION

Interaction is something that occurs because of language contact. According to Kridalaksana (2011), language contact is a symptom of mutual influence between various languages because the speakers meet each other and there are concepts such as bilingualism, mixing, and transition. Fishman (as cited in Chaer & Agustina, 2004) explains that bilingualism is the use of two languages by a speaker in the speaker's interactions with other people in turn. Guntar (2019) states that language contact that occurs continuously between one language and another is one of the causes of code-switching and code-mixing.

Rokhman (2013) also states that the events related to code-switching and code-mixing show a symptom of the interdependence between contextual functions and situation relevance in the use of two or more languages. The connection between the situation relevance and code-switching and code-mixing itself is found in the winter course program held by Hiroshima University, wherein the cultural exchange forum, the participants used a lot of code-switching and code-mixing to convey the meaning of the information. For example, the use of English terms is used to describe the education system that does not exist in Japan when participants are given themes

about education, to provide information relevant to the theme.

Participants who are Japanese learners and have different backgrounds have the potential to do code-switching and code-mixing in their speech. Code-mixing and code-switching can happen purposely or accidentally. In addition to the potential for mixing of their first language and Japanese, it is possible for the participants to deliberately or not mix codes involving levels or varieties of the Japanese language.

Previously, Fujimura (2013) studied a connection between code-switching and code-mixing with the background of the speakers. The subject of the study was Japanese people who live in London. Fujimura (2013) explained that most of code-mixing and code-switching occurred because of the similarity in the backgrounds of the speakers. In this study, the author examined that the differences of the participants' background were also caused the occurrence of code-mixing and code-switching.

The level of code-switching and code-mixing that occurred at the cultural exchange forum as part of the Winter Course activities, whether it is for a specific cause or purpose, or if they want to better understand the information that is being communicated to the

other party, has not yet been studied. Therefore, the authors aimed to examine the code-switching and code-mixing by analysing conversations recorded during a cultural exchange activity during the said program.

2. METHODS

2.1. Research Methods

This research was a case study using descriptive-qualitative methods. Sutedi (2011) explains that descriptive research is conducted to describe a phenomenon that is happening by using scientific procedures to answer problems.

This research also uses qualitative methods. As stated by Muhammad (2011), the purpose of qualitative research is to understand social phenomena holistically and explore deeper and more understanding. In addition, Bogdan and Taylor (in Moleong, 2010) also defines qualitative methodology as a descriptive data research procedure in the form of written or spoken words of people and observable behaviour.

In this study, a qualitative method was carried out to understand the phenomenon of code switching and code mixing that occurred in the forum through descriptive research procedures in the form of oral expressions from the participants.

2.2. Data Sources

The data source in this study is one and a half hour long recorded conversations taken during a cultural exchange activity. The participants involved in the recording consisted of seven people: one tutor who is a native Japanese speaker, two Indian exchange students, and five Indonesian exchange students.

All participants involved in this study were second year and third year students who studied Japanese for three to four years with the Japanese Language Proficiency Test (JLPT) level equivalent to N3. The detail information about all participants is as seen in Table 1.

Table 1. Information of Participants

Participants	Code	Gender	Nationality
Tutor	JP	Female	Japanese
Indian Participant 1	IN1	Female	Indian
Indian Participant 2	IN2	Female	Indian
Indonesian Participant 1	ID1	Male	Indonesian
Indonesian Participant 2	ID2	Male	Indonesian
Indonesian Participant 3	ID3	Female	Indonesian
Indonesian Participant 4	ID4	Female	Indonesian
Indonesian Participant 5	ID5	Female	Indonesian

3. FINDINGS AND DISCUSSION

3.1. Code-Switching

The type of code-switching in this study refers to the type of code-switching proposed by Suwito in Chaer and Agustina (2004), which are internal code-switching and external code-switching. The results show that code-switching appeared forty-nine times in the Japanese learners' conversations. The internal code-switching appears twenty-five times with the form of switching the variety of polite Japanese into the more intimate language variety. Meanwhile, the external code-switching appeared twenty-four times with the form of language switching from Japanese into English and from Japanese into Indonesian.

3.1.1. Internal Code-Switching

The data below is an example of data from internal code-switching.

IN1 : *Demo, wakai mono wa sonna ni kyoumi ga ... nai to omoimasu. Demo, hakkiri shiranai.*
(But I don't think young people are that interested. But, I don't know for sure.) (CS-01)

In this data, it can be seen that the speaker changes the code in the second sentence. The above speech occurred when IN1 explained that there were several schools and colleges that held Sanskrit lessons. However, IN1 also said that not many young people are interested in the language.

In the first sentence, speakers use a variety of polite Japanese which is indicated by the suffix -masu. In the next sentence, there is a change in the variety of languages used into the variety of intimate language.

3.1.2. External Code-Switching

The external code-switching in this study appears in the form of language switching from Japanese into English and from Japanese into Indonesian.

3.1.2.1. Japanese to Indonesian

There are 15 data represent the transition from Japanese into Indonesian. The emergence of code-switching into Indonesian was caused by the presence of participants from Indonesia.

ID4 : *Ano, watashi wa tada Arabia-ji to kooran no yomikata wo benkyoushimashita. Soshite, um... hahaha, watashi... Uh... Apa ya?*
(Um ... I only learned Arabic letters and how to read the *Koran*. Then, um... Hahaha... I... Um... Apa, ya?)

ID5 : *Apa lagi yang beda?*
(What else is different?) (CS-02)

The code-switching in the data above was carried out by ID5 as a response to the speech of ID4. The code-switching carried out by ID5 is external code-switching with a form of language switching from Japanese into Indonesian.

From conversation above, it can be identified that the factor causing code-switching by ID5 is the speech partner. In this situation, the utterance by ID5 is speech addressed to ID4. Because ID4 asked in Indonesian, ID5 also answered in Indonesian.

3.1.2.2. Japanese to English

In addition to code-switching from Japanese to Indonesian, there is also code-switching from Japanese to English. The emergence of code-switching from Japanese to English is due to the assumption that English is a language that can be understood by everyone and the presence of participants who come from India with English as the language they mainly use.

- IN1 : *Igaku wa degree?* (Is medical science a degree?)
 IN2 : *Ph.D. desu ka.* (Is it Ph.D.?)
 ID2 : *Iie, isha ni naritai ...*
 (No, (someone) who wants to be a doctor ...)
 IN2 : A, same, same.
 (Ah, same, same.) (CS-03)

Code-switching is carried out by IN2 in the form of language switching from Japanese to English and is external code-switching. While the factor that causes code-switching is the speakers themselves. In this situation, IN2 spontaneously responded to speech partners using English.

3.2. CODE-MIXING

There are thirty-one data of code-mixing found in the conversations. One of the thirty-one existing data is an inner code-mixing while the other thirty is an outer code-mixing. The types of code-mixing in this study refers to the statement of Suwito (as cited in Cahyono, 2011), i.e. inner code-mixing and outer code-mixing.

3.2.1. Inner Code-Mixing

There is one data that shows code-mixing occurred in the conversation.

- “Dakara, eigo ga amari hanasenai hito wa chotto kowaishi, chotto jishin ga nai kamoshiremasen.”*
 (Because of that, people who are not very fluent in English are (usually) a little scared, maybe lack of self-confidence.) (CM-01)

The speech above was carried out by IN1 when the participants from India were explaining their opinion about the large number of English speakers in India. Code-mixing in the data above is inner code-mixing.

The factor causing code-mixing in the situation above is the speaker themselves. The speaker's language mastery causes the inconsistency of using language varieties.

3.2.2. Outer Code-Mixing

The results show that there are thirty data of outer code-mixing found in the conversations. The data is divided into three categories i.e. code-mixing with the insertion of words, phrases, and baster.

3.2.2.1. Insertion of Words

The results of data analysis show that there are twenty-five data of code-mixing with the insertion of words.

- Soshite, sono ato no zenbu wa college.*
 (Then, after that it's all college.) (CM-02)

Code-mixing occurred in speech above was carried out by IN1 and is an outer code-mixing with the insertion of the English word “college” into a Japanese sentence. The factor that caused code-mixing in this sentence is language variation. Because the speaker came from India where English is commonly used, IN1 used English to express the term “college” to provide a clearer picture of the education system in India.

3.2.2.2. Insertions of Phrases

In this study, there are three data that indicated the event of code-mixing with the insertion of phrases. One of them can be seen in a speech below.

- “Soshite, juuichi to juuni grade wa junior college to iimasu.”*
 (Then, the eleventh grade and the twelfth grade is called junior college.) (CM-03)

This speech occurred when participants from India were explaining about education system in India. This speech was carried out by IN1. The code-mixing in the data above is an outer code-mixing in with the insertion of the English word “grade” and the phrase “junior college” into Japanese sentence.

The factor that caused code-mixing in the data above is the purpose of using language variations. Just as in the previous data, speakers intend to explain how people in India call the term “junior college” usually.

3.2.2.3. Insertions of Basters

"*Kodomo tachi wa toki ... tokidoki confuse-shimasu.*"

(The children some... sometimes get confused.)
(CM-04)

The speech occurred when IN1 explained about multilingualism in children in India. IN1 revealed that usually, children in India use a different language when speaking with friends and when speaking at home. This sometimes makes the children feel confused.

Code-mixing in the data above is an outer code-mixing with the form of baster insertion between the English word "confuse" and Japanese word "-shimasu" which means "do".

The factor that caused code-mixing in the data above is the speaker's language mastery. IN1 used the word "confuse" because she was unable to find the right Japanese vocabulary at the time.

3.3. FACTORS OF CODE-SWITCHING

The factors of code-switching in this study refer to the factors of code-switching by Chaer and Agustina (2004), i.e. (1) the speaker, (2) speech partner, (3) a change in situation in the presence of a third person, (4) situation, and (5) the topic of discussion.

The analysis of the data shows that there are four factors of code-switching that occurred in the recorded conversations, i.e. (1) the speaker; (2) speech partners; (3) situation; and (4) the topics of discussion.

3.3.1. Speaker

"*Watashi wa... Kyouiku ni tsuite, ano... Mata pelajaran apa? Kamoku ... Kamoku ga arimasu. "*
(I... about religion... Um, what is subjects [in Japanese]? Subjects... Ah, there are subjects [about religion].) (CS-04)

This speech occurred when ID4 were about to continue the topic of discussion regarding the education of religion in Indonesia. When ID4 was talking, she had difficulty continuing her speech because she had difficulty finding a proper Japanese word for "*mata pelajaran*". It was then that ID4 switched language.

The factor of code-switching in the data above is the speaker herself. From her speech, it can be seen that ID4 switched the code because she had difficulty in finding some Japanese words.

3.3.2. Speech Partner

"*Yaa paling nggak daitai daitai gitu lah...*"
(Well, at least something like that...) (CS-05)

This speech occurred when participant ID2 and ID4 explained about the time of prayer in Islam. ID2 explained that prayer can be done at certain times, for example, Asr prayer which can be done around three in the afternoon. ID4 then tried to correct them by saying that the time of prayer in Islam is determined by the position of the sun. However, before ID4 finished her speech, ID2 interrupted her speech by saying "*Yaa paling nggak -daitai daitai- gitu lah...*".

The code-switching in the data above is a language switching from Japanese to Indonesian. The factor of code-switching occurred in the situation above is the speech partner. Participant ID2 chose to switch the language into Indonesian because the interlocutor which was participant ID4 was also Indonesian.

3.3.3. Situation

IN2 : One to four, fifth to tenth, eleventh, twelfth, and then *daigaku*.

(One to four, fifth to tenth, eleventh, twelfth, and then college.)

IN1 : Eleventh, twelfth, uh...Junior *gakkou*, second preschool *desu*.

(Eleventh, twelfth, uh... junior *high school*, second preschool.)

IN2 : Uh...eight, nine, ten? and first to seventh is primary.

(Uh...eight, nine, ten? And first to seventh are primary [school].) (CS-06)

Code-switching in the data above is carried out by IN2. The form of code-switching that occurs in the speech is a language switching from Japanese to English and is external code-switching.

From the conversation above, it can be identified that the code-switching is caused by several factors. First, the speech partners, in this case, IN1, responded to their previous speech from IN2 in English. Second, a change in the situation where the conversation occurs turns into a discussion between IN2 and IN1 to confirm the information they will convey to other participants.

3.3.4. Topic of Discussion

ID3 : *Sichi-ji kara, etto, getsuyoubi kara mokyoubi made roku-ji made desu.*"

(From seven, um, Monday to Thursday, until six.)

ID2 : *Emang sampai Kamis?*

(Until Thursday?) (CS-07)

This speech was carried out by ID2 when ID3 mentioned that their school was held for four days from Monday to Thursday. Because this is different from most schools in Indonesia, which teaching and learning activities usually held for five days a week, ID2 ask in Indonesian to confirm the information.

The factor of code-switching is the topic of discussion and speech partners. First, the conversation that was being discussed at that time was about the personal experiences of ID3. The second is speech partner. In this situation, ID2 addressed the speech only to ID3 as speech partner.

3.3. FACTORS OF CODE-MIXING

The causes of code-mixing analysed in this study refer to the factors of code-mixing by Susmita (2015) and Mustikawati (2015), including: 1) vocabulary mastery, 2) language habits of the speakers, 3) humor, and 4) language variations. From these factors, the factors causing code-mixing found in this study were 1) vocabulary mastery, 2) language habits of the speakers, and 3) language variations.

1) *Vocabulary Mastery*

“*Moshi, engineering ga suru hito tachi dattara, ano daigaku no gonen-kan yori rokunen-kan desu.*”

(For engineering, instead of five years, it is six years [of college].) (CM-05)

The code-mixing in the speech above occurs when IN1 explained about the period of study that students must take. The code-mixing in the data above is outer code-mixing. The factor of code-mixing that occurs in the speech above is the speaker's vocabulary mastery. The speaker who is a Japanese learner was unable to convey the intended word in Japanese, and inserted an English word into Japanese sentence instead.

2) *Speaker's Habit*

“*Samazama na gengo ga Sanskrit kara umaremashita.*”

(Variety of languages originate from Sanskrit.) (CM-06)

This speech occurs when the participants are still talking about the topic of language. After hearing from ID1 that some Indonesian vocabulary originates from Sanskrit, IN1 also revealed that many languages originate from Sanskrit. The factor of code-mixing in the situation above is the habit of the speaker who usually speaks in English.

3) *The Purpose of Using Language Variations*

“*Youchien no ato yonnen-kan wa primary school to iimasu.*”

(The four years after kindergarten are called elementary school.) (CM-07)

The speech occurred when the participants from India were explaining each level of education in India and the period of their studies. IN1 revealed that the four years of study taken after kindergarten are referred to as “primary school” or elementary school.

The factor of code-mixing in conversation above is the purpose of using language variations. In the speech above, IN1 who came from India tried to explain what term is usually used by Indian people to refer “primary school”. That is why instead of using Japanese which is synonymous with the term, IN1 chose to express it in English.

4. CONCLUSION

The findings of this study showed that there are two types of code-mixing and code-switching used in the cultural exchange forum. The types of code-mixing found in the study are inner code-mixing and outer code-mixing, and the types of code-switching found are internal code-switching and external code-switching.

There are three factors that cause the event of code-mixing, namely vocabulary mastery, speaker's language habits, and the purpose of using language varieties. While the factors that cause code-switching are the speaker him/herself, speech partner, situation, and the topic of conversation. From this study, it is known that the differences in the backgrounds of the participants or speakers are also affect the occurrence of code-mixing and code-switching. The findings of this study can be used by Japanese learners and teachers as reference in communicating, also to plan learning materials or methods which picture real conversation situation to the students, so the students can be more familiar with practical Japanese.

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