

Code Switching and Code Mixing Done by Teachers at Elementary School of Garut

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ABSTRACT. The aims of this study is to determine whether or not there is code switching and code mixing that were done by the teachers in elementary school in Garut, while they are teaching or communicating with their students, describing the forms of code switching and code mixing, and the factors that cause code switching and code mixing. The subjects of this study were teachers of elementary school in Garut. The type of research used in this research is qualitative. The data from this study were analyzed using qualitative descriptive analysis techniques. From the results of the study, it was found that code switching and code mixing were carried out by almost all elementary school teachers in Garut while teaching and communicating with their students. The code switching that occurs is in the form of code switching from Indonesian to Sundanese and vice versa. The code mixing was found in the form of insertion of word, phrase, clause and sentence. The function of the code mixing found is to give information, explanations, questions, orders, awards and advice to the students. The factors that lead to code switching and code mixing carried out by elementary school teachers in Garut are the following (1) easy to understanding by students, (2) situations and conditions of students' social backgrounds, (3) teacher and student habits in speaking Sundanese in daily life, (4) the limited and lacking of student's mastery in Indonesian language, (5) the emotional relationship between teachers and students.

Keywords: *code switching, code mixing, teachers.*

1. INTRODUCTION

Language has a very important role in communication. Society will be easier to interact with other people. Indonesian language is the language that is often used in daily communication, especially in the working area and educational environment.

Using language is a social activity, and as a media in communication plays an important role in various fields, such as in government, family, religion, ethnicity, and education. In education field, Indonesian language is a medium used by educators in communicating and delivering learning material in teaching learning process. As we know, the Indonesian nation consists of various tribes and languages, so that most Indonesians speak more than one language.

According to Hidayati (2011), Indonesian people who master several languages tend to use several different languages in communication. So

that indirectly this causes language variations. In addition, Chaer and Leonie (2004: 62), stated that language variety is the result of the social diversity of language speakers and the diversity of language functions. The diversity of languages that occurs in Indonesia has resulted bilingualism. Bilingualism is the ability of a person to use two or more languages. Azhar, et al. (2011: 9) explains that bilingualism is closely related to the use of two or more languages by a bilingual or bilingual community alternately. Suwandi (2008: 2) defines bilingualism as the ability to use two languages equally well by a speaker. This understanding implies that bilingualists have a high level of proficiency in their language. This means that speakers have equal proficiency between the two languages and have an equal ability to be able to produce oral and written information. In contrast to Suwandi's opinion, Mancamara (1967) proposed, the limitation of bilingualism as mastery of at least the first and second languages, although the level of

mastery of the second language is only at the lowest limit (in Rahardi, 2001: 14).

In education context, the dominant language used in the school environment has greatly affects in learning activities. If teachers use mother tongue more often in their daily life when interacting with other teachers or students, it is likely that there will be code switching and code mixing between Indonesian language and mother tongue in learning teaching process. Nababan (1991: 68) emphasizes that the main tools in teaching and learning interactions between students and teachers are learning materials and language. The subject matter will be easily conveyed if the teacher is aware of the rules of using language in learning interactions. When bilingual teacher communicates in the class, there will be dominan language appear in communication. This is related to the choice of language used to communicate which has been influenced by several factors. Some of these factors are the interlocutor, the topic of conversation, the level of mastery of one of the languages. The choice of language also underlies the creation of communication. The choice of language is a social event in society that occurs because of interactions in communication.

In Garut, the use of two languages in communication is a common phenomenon. This is because the people in Garut master more than one language. Based on the author's observations in some elementary school in Garut, most teachers and students use a mixture of regional languages (Sundanese) and Indonesian language in communicating and interacting. This resulted code switching and code mixing. An individual who is bilingual is usually able to divert or mix language codes in communicating. Students and teachers in Garut master the regional language (Sundanese language) very well and used it in daily life communication. The use of this regional language (Sundanese language), indirectly affects the use of Indonesian language in schools which leads to code switching and code mixing.

Code switching is a symptom of a shift in language use due to changing situations (Appel in Chaer and Agustina, 1995: 141). Meanwhile, code mixing is the use of two or more languages by consistently inserting elements of one language into another. Between code switching and code mixing have similarities, it is the use of two or more

languages in social communication.

According to Appel in Chaer (2004: 106) defines code switching as, "a symptom of a change in language use due to changing situations". In contrast to Appel, Hymes in Chaer (2004: 107) said that code switching does not only occur between languages, but can also occur between variations or styles that exist in one language. Gumperz (1972: 66) stated that code switching rests on a meaningful juxtaposition of what the speaker does, both consciously and unconsciously, as a series formed according to the internal rules of two different grammatical systems. In other cases, code switching in conversation can be defined as juxtaposition in the exchange of the same part of speech from speech which has two different grammatical systems or subsystems, or a conversation takes place in two or more codes. Hymes in Suwito (1996: 81) states that code switching is a general term to describe the change (transition) of using two or more languages variety.

Paul in Kridalaksana (2009: 7) said that, "code switching is essentially a change in the use of language or dialect", briefly defining code switching as the use of other language variations to adapt to other roles or situations. According to Suwandi (2012: 86), code switching can occur in a conversation when a speaker uses one language and his interlocutor respond in another language.

2. METHODS

The method in this research is descriptive qualitative. Research that describes, analyzes, classifies data that has been obtained, based on existing facts or phenomena that occur in real or empirical ways. The data in this study describe the presence of code switching and code mixing that done by the teachers of elementary school in Garut and knowing the factors which caused code switching and code mixing in the teaching learning process and communication between teachers and students. Sources of data obtained through observation and open questionnaires to determine whether there is code switching and code mixing and to find out the causes of code switching and code mixing.

The data that has been identified are then classified based on existing problems, to find out the existence of code switching and code mixing and the

factors causing code mixing and code switching in the learning and communication process between teachers and students in elementary schools in Garut. The classified data is analyzed by describing in detail based on the theory related to code switching and code mixing as a basis for analyzing guidelines. To make it easier for researchers to classify the collected data by providing a table for each event of code switching and code mixing.

3. RESULT AND DISCUSSION

Generally, the results of this study reveal the existence of code switching and code mixing carried out by most of the elementary school teachers in Garut who are respondents in this study and reveal the factors that cause code switching and code mixing. Most people in Garut are accustomed to using Sundanese language in their daily interactions and communication so that indirectly this language also affects communication and interaction between teachers and students in teaching learning process at school. Teachers whose first language is Sundanese will often include Sundanese elements in communication with their students. This is done without the teacher realize it, for example at the beginning of the lesson the teacher delivers material using Indonesian language and then without realizing it, the teacher inserts Sundanese elements into Indonesian. From 74 teachers who were respondents in this study, about 72 people stated that they mixed Indonesian and Sundanese in the learning process and interaction with students at school.

Based on the results of the study, the use of code switching and code mixing in learning aims to facilitate communication between teachers and students so that it makes it easier for students or learners to understand teacher speech or in answering teacher questions. Meanwhile, the reason that could explain teachers switched codes and mixed codes was because the teacher understood that students predominantly used their mother tongue (Sundanese) so that the teacher often switched and mixed Indonesian language with Sundanese in delivering material and communication with their students at school.

3.1 *Factors that caused Teachers to Switch Code and Mix Code in Teaching Learning*

Chaer and Agustina (2010: 108) stated the

factors that cause code switching are the speakers, listeners or interlocutors, situation changes in the presence of a third person, changes from formal to informal or vice versa, and changes in the topic of conversation. Based on this theory, the results of this study indicate three factors that cause the teacher to switch code in learning and communication with students. There are the speaker factor itself, the interlocutor or listener, and the topic of conversation. In learning process, teacher wants to balance the language skills of students so that students can be more easily to understand the material being studied and understand instructions from the teacher. The teacher switches the code in explaining or giving interpretations to students if it is felt that the students do not understand a certain purpose so they switch to Sundanese. The habit of teachers who use Sundanese is one of the factors in the occurrence of code switching. Students also use Sundanese. Both of them use mother tongue (Sundanese) in everyday life. This habit arises because the teacher and students come from the same background so that they are able to create a familiarity and emotional relationship that can appear in various interactions and communications at school.

Code mixing is the insertion of elements of a language into another language that is more dominant. There are various factors in the occurrence of code mixing, among others, due to the limitations of words in Indonesian so that speakers use other language insertions as a substitute, the habit of teachers and students using regional languages so that they are not aware of inserting regional languages, and so on. According to Suwito (1983: 77), there are two factors that cause code mixing, speaker's background attitude and language. The speaker's background attitude is related to the character of the speaker, such as social background, education level or religious taste. For example, speakers who have the same social background with speech partners can mix codes when communicating so that the atmosphere of the conversation becomes more intimate. Linguistic background or language skills are also the cause for someone doing code mixing both speakers and speech partners.

In this study, it was found that code mixing occurred because teachers and students were accustomed to using Sundanese in their daily lives so that even at school they became accustomed to mixing Indonesian and Sundanese. In addition, the

students' mastery of vocabulary in Indonesian is also lacking, so the teacher prefers to explain the material by inserting Sundanese elements in teaching learning. This is done so that students can capture and understand the material more quickly and clearly so that the teaching and learning process can run

smoothly.

Following are the results of the analysis of the factors causing code switching and code mixing carried out by elementary school teachers in Garut:

TABLE 1. Analysis Of The Factors Causing Code Switching And Code Mixing

No.	Caused factors	The number of respondents
1.	Subject material will be conveyed better and easily understood by the students	23
2.	Situation and condition (environment and social background of teachers and students)	13
3.	Teacher and student habits in speaking Sundanese in daily life	10
4.	The limited and lacking of student's mastery in Indonesian language	14
5.	The emotional relationship between teachers and students.	8
6.	Want to preserve local language (Sundanese)	4

3.2 Data Description of Code Switching

In learning and communication between teachers and students in the class there is often a change in communication from formal to informal, for example when the teacher delivers material intentionally or accidentally using code switching. The data about code switching that is obtained here is inner code switching. In accordance with Soewito's opinion (in Chaer and Leonie, 2010: 114) said that

the type of code switching consists of two types, internal code switching (inner code switching) if language switching occurs between regional languages in one national language and code switching extern (outer code switching) is a code switching that occurs between the native language and foreign language.

The following is an example of a speech event that contains code switching from Indonesian to Sundanese.

TABLE 2. Example Of Code Switching And The Purpose Of Code Switching

No.	Form of communication	Explanation
1.	<p>Guru : Coba anak-anak lihat kesini. Siswa : iya bu guru.</p> <p>Guru : Cobi anak-anak tingal kadie!</p> <p>Siswa : Muhun bu.</p> <p>Guru : Sok cobian kerjakeun!</p>	<p>Peralihan bahasa Indonesia ke bahasa Sunda yang di lakukan guru yaitu "<i>cobi anak-anak tingal kadie</i>" artinya coba anak-anak lihat kesini. Kalimat tersebut bertujuan untuk memfokuskan perhatian anak-anak agar lebih memperhatikan gurunya. Siswanya juga menjawab menggunakan bahasa sunda yaitu "<i>muhun</i>" yang artinya iya bu, tujuannya agar lebih sopan dan akrab terdengarnya. Selain itu guru juga menyuruh iswa untuk mencoba mengerjakan "<i>Sok cobian kerjakeun!</i>". Kalimat perintah dalam bahasa sunda tersebut agar lebih dekat dengan siswa.</p>

2.	Guru : Ayo siapa yang belum paham mengenai materi yang telah ibu sampaikan? Siswa : Abi teu acan ngartos.	Guru melakukan alih kode disini karena saat bertanya kepada siswa mengenai siapa yang belum paham dengan materi yang disampaikannya, siswa merespon dengan bahasa Sunda sehingga gurupun beralih kode ke bahasa sunda
	Guru : Muhun, sok ku ibu bade di jelaskeun deui.	meresponnya. Kalimat siswa " <i>abi teu acan ngartos</i> " artinya saya belum paham. Kalimat guru " <i>Muhun, sok ku ibu bade di jelaskeun deui</i> " artinya iya ibu akan menjelaskan lagi.
3.	Guru : Kadieu kasep kapayun. Coba ungkapkan hasil diskusi dengan temanmu kepada bapak dan teman-temanmu! Siswa : Mangga Pa , saya siap ke depan.	Penggunaan alih kode dalam bahasa Sunda " <i>Kadieu kasep kapayun</i> " maksudnya sini ganteng maju ke depan. Tujuannya agar lebih akrab dengan siswa dan siswa mau maju ke depan. Selain itu juga bisa sebagai penghargaan atau pujian kepada siswa yang berani maju ke depan.
4.	Guru : Anak-anak coba perhatikan ibu sebentar. Siswa : Iya bu, Guru : Menurut pendapat hidep, cing gambar mana nu nunjukkeun cara nyepeng patlot nu leres?	Kalimat alih kode " <i>Menurut pendapat hidep, cing gambar mana nu nunjukkeun cara nyepeng patlot nu leres?</i> " artinya menurut pendapat kalian manakah gambar yang menunjukkan cara memegang pensil yang benar?. Alih kode tersebut untuk memperjelas pertanyaan yang ingin di sampaikan guru agar siswa memahami maksud dari guru.
5.	Guru : Cara mengerjakan penjumlahan pecahan harus disamakan dulu penyebutnya. Penyebutnya harus bisa membagi kedua penyebut ini. Siswa : Kumaha bu? Guru : Tah penyebut teh ieu nu handap, pembilang nu luhur. Angka sabaraha nu bisa ngabagi dua angka nu ieu di handap? Coba lihat di perkalian.	Guru melakukan alih kode karena siswa merespon penjelasan guru dengan bahasa Sunda sehingga guru memberikan penjelasan lagi dengan bahasa Sunda, tujuannya adalah agar siswa paham dan mengerti dengan penjelasan materi yang disampaikan oleh guru. Setelah guru memberi penjelasan dengan bahasa Indonesia, siswa meresponnya dengan bahasa Sunda, " <i>Kumaha bu?</i> " artinya bagaimana ibu? Kemudian guru menjawab " <i>Tah penyebut teh ieu nu handap, pembilang nu luhur. Angka sabaraha nu bisa ngabagi dua angka nu ieu di handap?</i> " Maksudnya menjelaskan ini yang di sebut penyebut ada di bawah dan pembilang di atas. Angka berapa yang bisa membagi dua angka ini di bawah.

3.3 Data Description of Code Mixing

The data collected from example sentences expressed by elementary school teachers were

collected then classified and described in the following table.

TABLE 3. Code Mixing Data

No	Data	Word	Phrase	Clause	Sentence	Abbreviation
1.	Selamat pagi, bagaimana daramang?	√				
2.	Selamat pagi anak-anak! Sarehat sadayana?		√			
4.	Ayo kerjakan soalnya, teu kenging hilap				√	
	nganggo pulpen da tos kelas 5					

No	Data	Word	Phrase	Clause	Sentence	Abbreviation
5.	Belajarna di bumi ayenamah , karena ada korona.				√	
6.	Ayo kita semua biasakan menggunakan bahasa yang baik dan sopan, teu kenging nyarios anu awon .				√	
7.	Jika ada tugas, PR, latihan, wayahna kedah dikerjakeun .				√	
8.	Paham teu?		√			
9.	Kalau ada yang belum mengerti sok taroskeun ka ibu .				√	
10.	Ibu jelaskan mengenai perkalian merupakan penjumlahan berulang. Cik kumaha sadayana atos ngartos anu ku ibu diterangkeun yen perkalian teh ngarupakeun tatambahan anu diulang/diuuhan?				√	
11.	Wilujeng .	√				
12.	Cobi saha anu bade naroskeun tentang pelajaran barusan.				√	
13.	Nu mana nu teu acan pahamna?				√	
14.	maaf tadi ibu ke kantor dulu dipiwarang ku kepala sekolah.		√			
15.	Untuk apa ini teh?	√				
16.	Sok , jangan berisik ya anak-anak!	√				
17.	Anak-anak dangukeun ibu!	√				
18.	Dinten ayeuna urang mempelajari tema 1 tentang tubuhku.			√		
19.	Indonesia dikatakan sebagai pari-paru dunia. Sebutan itu disematkan karena di Indonesia terdapat hutan yang sangat luas. Tah maksud teks ieu teh nyaeta .				√	
20.	Kunaon Indonesia bet disebut paru-paru dunia?				√	

No	Data	Word	Phrase	Clause	Sentence	Abbreviation
21.	Sebab di Indonesia leuwengna teh lega pisan.				√	
22.	Hidep kedah getol diajar, upami hidep palinter negara Indonesia bakal maju!				√	
23.	Sok siapa yang mau maju ke depan?	√				
24.	Hai...hai kupingkeun, pinter, bageur, sholeh!				√	
25.	Silahkan dikerjakan latihannya. Ditulis dengan rapih ya..... sing kabaca ku ibu nya			√		
25.	Bapak harap kalian bisa memahami dan mengerti apa yang bapak sampaikan.mudah-mudahan hidep bisa paham dan mengerti setiap pelajaran yang bapak sampaikan..	√				
27.	Tahu apa artinya habitat upami dikita mah hartosna tempat hidup, cicing			√		
28.	"Anak- anak coba lihat ke depan , tong malaweung kamana wae!"				√	
29.	Maaf, ambilkan penghapus bager.	√				
30.	Anak anak cepat mengerjakan tugasnya, sok enggal teu kenging ngobrol				√	
31.	Anak-anak cukup sekian pelajaran hari ini ke enjing urang teraskeun deui.				√	

4. CONCLUSIONS

Based on the results of the research and discussion that has been done, it can be concluded that almost all elementary school teachers in Garut who were respondents in this study did code switching and code mixing in the teaching learning process and communication with their students at school. The factors that lead to code switching and code mixing carried out by elementary school

The form of code mixing based on the data above are the insertion of elements in the form of words, phrases, clauses and sentences, while the elements in the form of abbreviations were not found. The function of the code mixing found is to give information, explanations, questions, orders, awards and advice.

teachers in Garut are the following (1) easy to understanding by students,

(2) situations and conditions of students' social backgrounds, (3) teacher and student habits in speaking Sundanese in daily life, (4) the limited and lacking of student's mastery in Indonesian language, (5) the emotional relationship between teachers and students.

The code switching that occurs is in the form of code switching from Indonesian to Sundanese and vice versa. It is called inner code switching. The code mixing was found in the form of insertion of word, phrase, clause and sentence. The function of the code mixing found is to give information, explanations, questions, orders, awards and advice to the students

The purpose of teacher's switches codes and mixes codes in teaching learning process and communication in the classroom is to attract students' attention and to facilitate students' understanding of lessons, as well as to establish intimacy between teachers and students.

ACKNOWLEDGMENT

This research was supported by Institut Pendidikan Indonesia, Garut. We are thankful to our chancellor of IPI Garut for giving us a chance to do the research. Appreciation and thanks a lot to all the teachers of Elementary School in Garut who were gave response to this research.

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