

## **Code Mixing and Code Switching in the Classroom Interaction at SMA Negeri 2 Takalar**

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**Abstract:** The aims of this research are to describe the forms of code mixing and code switching in the classroom interaction used by the English teachers in SMA Negeri 2 Takalar. This research used qualitative design, this method used to describe clearly about the fact of code mixing and code switching whether the form based on the data that gained through observation and recording the teachers' language in the classroom interaction as the object of this research. The data from the result of observation and recording showed that the code mixing and code switching that used by the English teachers in the classroom interaction based on the form has many differences, such as code mixing in the form of word and code mixing in the form of phrase. While code switching in the form of the terms of inter-language (English to Indonesian and Indonesian to English) and in terms of the form of the language used (formal and informal language). The factors that influence of code mixing and code switching usage are social factor (participant, topic of conversation, situation, domain and setting of situation), cultural factor, and the last is individual factor. Based on the description above, the usage of the code mixing and code switching in the daily communication does not forbid, exactly it is influence that people mostly master than one language and this phenomenon is called bilingual. The researcher suggest, the teachers must be more to emphasize using English than the Indonesian. So that the students can usual to used English in the classroom interaction.

**Keywords** -Bilingualism, Code Mixing, Code Switching.

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Date of Submission: 13-07-2018

Date of acceptance: 28-07-2018

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### **I. INTRODUCTION**

Ba'dulu (2009) defines language as a system of vocal symbols used for human communication. English is an international language, and it is use in many countries both as a native and as a second or foreign language. It is teach in the school in almost every country on this earth. In Indonesia, English is learn everywhere because people have to find out that knowledge of English is a passport for better career, better pay, advance knowledge, and for communication with the entire world.

Now days in globalization era, most humans are bilingual. People said to be bilingual because it is able to master two or more languages in their communication. For example, the people as bilingual means that besides master Makassaris as their mother tongue, and also Master Indonesian as the communication language. Bilingual phenomenon can occur anywhere and anytime someone is. While the event of bilingual can find in family environment, school, village, or the other places. Furthermore, the phenomenon of language in the life of a multilingual society associate with acts of speech. The phenomenon means, relate with code mixing and code switching which is a topic problems in this research. The phenomenon of the discussion includes the switch phenomenon of language usage because of changes in situations (code switching), For example, in a context where an English teacher opens a lesson, the teacher uses English. However, when an English teacher gives advice or admonition to students, the teacher prefers to use the Indonesian language. And mixing language usage phenomena due to change of situation (code mixing). For example in the context when English teachers provide explanations about the subject matter to students. In the act of communication that occurs, with the awareness of the teacher to borrow a lexicon or an English word and then mix it on the Indonesian language communication that he uses when explaining the subject matter.

Teachers become the spearhead in the process of delivering information to the students. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages master the teacher in turn to communicate. This results in code mixing and code switching of teacher communication behavior that can occur intentionally or unintentionally.

Finally, the above thoughts become the foundation for the researcher to make aspects of the bilingual English teacher as a study of sociolinguistics or applied linguistics that examines the form of code mixing and code switching are used by the English teachers in the classroom interaction.

1. What are the forms of code mixing of English teachers in the classroom interaction at the SMA Negeri 2 Takalar?
2. What are the forms of code switching of English teachers in the classroom interaction at the SMA?Negeri 2 Takalar?

## **II. LITERATURE REVIEW**

There are some researchers who have conduct some studies relating to code mixing and code switching. They are as follows:

Kustati (2014) a research under title “An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context”. The researcher determine types of code mixing and code switching made by teacher and students in EFL cross cultural communication and identify reasons for the emergence of code mixing and code switching in the classroom. Jamsidhi M. A (2013) a research under title “Learners Use of Code Switching in the English as a Foreign Language Classroom”. He determine of the effects of using mother tongue in an EFL classroom. Amorim (2012) a research under title “Code Switching in Students- students Interaction; Functions and Reasons”. She analyses student-student interaction during a group-work speaking activity, to uncover some of the reasons for code switching. Astuti (2010) entitled a Descriptive of Code Mixing and Code Switching Used in Andrea Hirata’s Novel Entitled *MaryamahKarpov*. She analyzed types of code mixing and code switching from novel. Aprilia (2010) a research under title “The Analyzing of Code Switching and Code Mixing in The Song of Baby Don’t Cry by Namie Amuro”. She analyzed types of code switching and code mixing from the lyrics of song. Ayeomoni, M. O (2006) a research under title “Code Switching and Code Mixing: Style of Language Use in Childhood in Yoruba Speech Community”. The researcher to show that code switching and code mixing correlate positively with the educational attainment of individuals.

### **1. Bilingualism**

Bilingual or known by term bilingualism can be defined as an individual's ability within master two languages in his communication. Based on KBBI (2007), bilingualism can be defined as a matter of usage or mastery of two languages (such as the use of regional languages on the side national language). While someone who is involved in the activity or practice of use two languages in turn is what is called bilingualism or that the researcher are familiar with the term bilingualism

### **2. Code mixing**

Code mixing is defined as a symptom mixing of language usage due to changing speech situation. According to Kridaklaksana (1982), the code mix is:

- a. The use of a language unit from one language to another forextend the style of the language or the variety of languages, the use of words, clauses, Idioms, greetings, and so on; and
- b. Interference.

### **3. Code switching**

Code-switching (also calledcode-mixing) can occur in conversation between speakers’ turns or within a single speaker’s turn. In the latter case it can occur between sentences (inter-sentential) or within a single sentence (intra-sentential). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits (Wardhaugh: 2010).

## **III. RESEARCH METHOD**

This research conducted in SMANegeri 2 Takalar as the place of the research. In this research, the researcher chose two English teachers in SMA Negeri 2 Takalaras the research subject. The English teachers conducted male and female, the teachers were Asmawati, S. Pd.(female) teach in the class XI Bahasa 1 on Thursday, at 13.00 p.m-14.00. P.M and Drs. H. Abdul Karim (male) teach in the class XII IPS 4 on Saturday, at 13.00. P.M- 14.00.p.m. Every teacher teach in the class for around 2 hours.

In accordance with the purpose of writing, the method used in this research was qualitative descriptive method. Nawawi and Martini (1994) said that descriptive methods can be defined as a problem-solving procedure investigated, with describes the state of the object of research at the present moment which are based on facts that appear or as they are. Nawawi and Martini (1994) suggest that qualitative research is known also

with naturalistic research, the research that is or have a characteristic. It was because the research data stated in the circumstances which was natural or natural, with no changed in the form of symbols or numbers.

In this research there are two instruments to collect the data; they were recording and field notes. As for the field notes sheet contains: (1) teacher's name, (2) time, (3) place / location, and (5) description of the results.

1. Recording

In collecting the data for this research, the researcher chose the recording device that used in the recording process, such as hand phone Samsung grand 2.

2. Field Notes

The collected data in this step, the researcher came into the class and write down the teachers' activities in teaching and learning process at the classroom into field notes.

#### IV. DATA ANALYSIS

1. Transcription data

The researcher transcription the result of data recording. In this step, the researcher doing the organization of data to be relevant for each focused on the research problems. It was called with the data reduction.

2. Classifying and Organizing Data

It was the basic technique in collecting the data the first technique used by the researcher was classified the utterance that appropriated with the topic then organized the data to be analyzed.

3. Grouping Data

After gaining the all data needed that contains of code mixing and code switching. The researcher put the data into groups based on the form.

#### V. FINDING AND DISCUSSION

##### 1. Findings

Code Mixing in the Form of Word

a. Teacher: how to say in English memberipendapat?

Student: give suggestion.

Teacher:iya, give suggestion and offers. Memberikan suggestion. *Suggestion*ituadalah saran, *offers* ituadalahtawaran.

b. Teacher: yang perludanjawabhukumnya, harusada dictionary-nya. Do you know dictionary? Student:kamus, bu.

c. Teacher: lain kali *using* Indonesia, yah. Tapilebihbaguslagipake Bahasa inggris, inikankelasbahasa, so you must use Bahasa because you are bahasa class.

d. Teacher: ok my students, if you want to buy LKS, sudahada di mas. Jadibagus kalua banyak*reference*.

Students: ok, pak

The using of code mixing in the form of word in teaching and learning process in the classroom by the teacher 1 more dominant than the teacher 2.

Code Mixing in the Form of Phrase

a. Teacher:jadi, kalian sudahmengerjakan di rumahtugasnya, saatnyasekarangsalingmenawarkan,*making offers*sudah, sekarangapakahkamu*accepting or decline*, apakahkamumenerimaataumenolaktawaran.

Student: yes, mom.

b. Teacher:makanya*last week*sayakansudahkasih tau nak, *do it by yourself*. Tugasmuitudikerjakansendiri, karna kalua dikerjakansendirikamuakanmengertiapmaksudnya, ok. Jadi kalaugiliran di tanya samatemannya, *of course* kalian pastibisamenjawab.

c. Teacher: ok, sayaakanberbicaradengansi Susi. Dulumetodeinidalampembelajarandinamakanteknik empty chair. Ok, silahkandiperhatikan.

The researcher see that the English teachers inserts Indonesia or English phrase when they need certain term in Indonesia or English which hard to be stated in the base language. There are some term in English that not available in Indonesia, vice versa. Moreover, if they translated into the different language the terms could be changed or the meaning was correct.

Code Switching in the Form of the Terms of Inter-Language (English to Indonesian and Indonesian to English)

a. Teacher:*requesting happen you a new student in this class, karnaadasiswabarud di sinidansayabaruketemudengan Muhammad Fandi, padahalsudahbeberapaharikatanyaada di kelasini. Sayamengingatkanak, Fandi.*

b. Teacher: ok. Jadidisinikitamencobakemampuananda, apakahandasudahbisamengenal, karnainitidakhanyaharus sampai di otakdan di catat di buku, tapi kalua sudahsampai di

otak harus diamalkan pada diri sendiri, diamalkan pada saat berkomunikasi setiap saat. Kenapa? *Because language is a skill not knowledge. And that the skill should be build and practice. Ok?*

Code Switching In the Form of the Form of the Language Used (Formal and Informal Language)

- a. Teacher: *ok, all of the student have done conversation about accepting and decline. So, maybe for sometimes kita akan bahas lagi tentang ini, but topik nya berbeda.*
- b. Teacher: Fandi!
- c. Student : yes, mom
- d. Teacher: do you choose Rosmina or Arfan?
- e. Student : Arfan, mom
- f. Teacher: ok. How about Rosmina? *Jombloi Rosminakodonk.*

## VI. DISCUSSION

Here the researcher has to understand about the form of code mixing and code switching that often used by the English teacher in teaching and learning process in the classroom. There is a different of this research between the previous research, in this researcher, the researcher focused in two teacher as the object of research and every teacher the researcher focused only one class. This is to make the researcher can be more easy to analyzed the data. While, in the previous research, the researcher focused only one teacher but there are many classes that focusing.

### a. The Forms of Code Mixing

As the researcher discussed in the previous chapter, in (Arifin and Junaiyah: 2008) has proposed his idea about the form of code mixing based on sentence-forming elements, they are word and phrase. In fact, when the researcher was doing observation in teaching and learning process in the classroom, the researcher found two kinds of code mixing that using by the English teacher. They are code mixing in the form of word and code mixing in the form of phrase.

Code mixing in the form of word that has been mixed by the English teacher in teaching and learning process in the classroom is an act of inserting a different language such as English into a base language Indonesian language. The base language that used by the English teacher in teaching and learning process in the classroom is Indonesian language. It is happen because it can make the message clearer or make the communication easier between teacher and students.

The other form of code mixing is the form of phrase. In this form is actually inserting another phrase of another language which is different from the base language. In teaching and learning process, the base language occurs between teacher and students, the base language in question is Indonesian language and also regional language (Makassarnese). During the observation the researcher found that the English teacher inserted English phrase to Indonesian language as a base language when they need certain term in English which is hard to found in the base language, sometimes to show the status education and also their social background. In the other hand, the English teacher inserted English phrase to Indonesian language as a base language in order that the students usually to use English language in teaching and learning process in English classroom.

### b. The Forms of Code Switching

As the researcher discussed previous explanation some forms of code switching can occur in bilingual society. They are code switching in the form of the terms of inter-language (English to Indonesian and Indonesian to English), this theory is proposed by (Aslinda and Syafyahya: 2007) and in terms of the form of the language used (formal and informal language), this theory is proposed by (Poedjosoedarmo: 1976).

The forms of code switching in question above, can occur between sentences or languages. The English teacher used code switching in teaching and learning process for getting attention of the students and making sure about what they are talking about. Moreover, it can make the message clearer or make the communication easier among teacher and students.

## VII. CONCLUSION AND SUGGESTION

Code mixing and code switching has three factors that influence the occurrence of it. They are social factors, cultural factor, and individual factor. The three factors of code mixing and code switching determine the language choice in teaching and learning process used by the English teachers. The similar of code switching with the code mixing is that of both events this is common in multilingual societies in using two or more language. However, there is a significant difference from both this phenomenon.

Then, in something special, using the other language like Indonesian or Makassarnese, it can be used related to situation and condition. For example, the teacher can use Indonesian or Makassarnese and the other languages to the students when give advice and warning, and then when the teacher give explanation about the

difficult material. It means that to easily understanding of the students so that the teaching and learning process to be success.

Teachers become the spearhead in the process of delivering information to the students. Therefore, teachers must use language that is communicative and easy to understand of students, so that communication can run effectively. It is not impossible in the process of teaching and learning in the classroom will be the use of two or more languages and variations due to the use of languages master the teacher in turn to communicate. For the English teachers, the researcher hope that this research can give a thinks contribution to improve the quality in convey the material in the class, especially the English study.

This research hopes to give illustration of languages that use in teaching and learning process. In the future, another research concerning about code mixing and code switching or another aspect related to teaching and learning process, especially in English class will be useful. The teaching and learning process in English class the researcher suggest, the teachers must be more to emphasize using English than the Indonesian. So that the students can usual to used English in the classroom interaction.

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IOSR Journal of Humanities and Social Science (IOSR-JHSS) is UGC approved Journal with SI. No. 5070, Journal no. 49323.

Umami Khaerati Syam "Code Mixing and Code Switching In the Classroom Interaction at SMA Negeri 2 Takalar." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 07, 2018, pp. 95-99.