

# THE USE OF CODE MIXING AND CODE SWITCHING BY STUDENTS IN CLASSROOM INTERACTION

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## Abstract

Despite several researches have been conducted to investigate the issue of code-switching and code mixing, the findings of this research are significant as they can assist both students and teachers to consider the use of code-switching and code mixing in classroom interaction, specifically in Indonesia. The aim of this research to classify the type of code mixing and code switching that used by student in classroom interaction, 2) to interpret the function of code mixing and code switching that used by student in classroom interaction. This research employed descriptive qualitative method. Data collection instruments were the observation and interview. The data of type of code mixing were analyzed based on Hoffman's theory, namely intra-sentential code mixing, intralexical code mixing and involving a change of pronunciation. The data of type of code switching were analyzed based on Poplack's theory, namely inter-sentential switching, intra-sentential switching and tag switching. The most common used is inter-sentential switching and intra sential switching. The functions of code mixing and code switching were analyzed by Marsigan's theory, namely, quotation, addressee specification, repetition, interjection, message qualification, personalization and objectivization, and facility of expression. The most usually function is facility of expression.

**Keywords:** *code mixing; code switching; classroom interaction*

## INTRODUCTION

In communication people sometimes people not only use one language but also use several languages in their daily conversation. According to Wardhaugh (2010:98), code is defined as the particular dialect or language one chooses to use on any given occasion and the communication system used between two or more parties. Although Indonesian is rapidly becoming the first language of many Indonesians, especially in urban centers, many Indonesians still learn and speak regional languages and their dialects. Which make it possible for Indonesian to speak more than one language in communication. This phenomenon is called bilingualism. Bilingualism is the speaker's ability in using two languages, either in formal or informal situations. his phenomenon related in classroom interaction, because English is the compulsory subject in Indonesia. According to Eka Khairani (2018), that the use of L1 is important in learning English, especially to mention new vocabulary, give the instruction, discuss about the test,

grammar, understand check, and disciplines the class. Thus, the teacher and the student often mix and switch their language from Indonesian to English and vice versa. These phenomena are called code switching and code mixing. Code switching can occur in conversation between speakers' turns or within a single speaker's turn. It means that code switching occurs in several sentences in a conversation. Language changes after one sentence. Based on the above explanation, the researcher would like to know more about the phenomena of code mixing and code switching that occur in English class learning process by the students. This study entitled "The Use of Code Mixing and Code Switching by Students in classroom interaction". The researcher will analyze the type of code mixing and code switching used by students in the classroom interaction. This research uses the theory of Hoffman, Poplack and Marsigan. The researcher also tries to discover the situation when students use code mixing and code switching in the classroom interaction.

- **Code Mixing**

The term of code-mixing refers to all cases where lexical item and grammatical features from two languages appear in one sentence. There are three types of code mixing based on syntactical patterns. Those are intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.

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- 1) **Intra-sentential code mixing**

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, for example English-Indonesian:

A : "it's okay, nanti aku telpon kamu lagi" (it's okay, I'll call you later).

- 2) **Intra-lexical code mixing**

This kind of code mixing occurs within a word boundary. For example English-Indonesia:

A: jangan lupa nge-save nomor aku ya (don't forget for saving my number).

- 3) **Involving a change of pronunciation.**

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word "okay" is said "oke" or the word "actor" is said "aktor" in Indonesia

### **Code switching**

Code switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistics rules and without violating grammatical constraint. Many linguists such as Poplack and Appel and Muysken in Schidt, generally agree on classifying three types of code switching in their studies there is inter-sentential switching, Intra-sentential switching, tag switching.

### 1) Inter-sentential switching

The switch occurs at a clause or sentence boundary where each clause or sentence is in a different language. Occurring within the same sentence or between speaker turn.

For example:

A: Do you know, Teman Hidup?

### 2) Intra-sentential switching

Code switching occurs within a clause or sentence boundary or even word.

For example:

A: Nanti malam jangan lupa, call me! (don't forget to call me tonight!)

### 3) Tag-switching

Tag switching sometimes also called as emblematic switching because the tag serve as an emblem of the bilingual character of an otherwise monolingual sentence. It switch either a tag phrase or a word, or both, from language-B to language A.

- Six Function of code mixing and code switching

There are six functions of code mixing and code switching according to theory of Marasigan there are Quotation, Addressee Specification, Repetition, Interjection, Message Qualification, Personalization and Objectivization, Facility of Expression

- a. Quotation

Subjects quoted themselves and others directly or indirectly to sound more credible to the addressees. The addresses that are quoted by someone it should be in the original language, to make the addresses more incredible. For example:

“Don't worry, you can do it! Remember, *Man Jadda Wa Jada* (whoever strives shall succeed).”

- b. Addressee Specification

Switching or mixing not only used to interact between the members of the speech but also to admit the language behavior include the individual preference or facility and the role relation of the members of the speech. For example:

“Finally, I can finish my task! *Terima kasih ya de, uda bantuin!*” (Thank you for your helping, de!).

- c. Repetition

Sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize a message, or mark a joke. For example:

A: “Can you give me my hairbands, please!” B:

“What?”

A: "My hairbands, *pita rambutku*."

#### d. Interjection

The speakers switch or mix the code to utter the interjection. And usually, the speaker use command interjection. Interjection expresses strong feeling or emotion as we have learned before. For example:

"*yaudah, biarin aja*, I don't care!" (Alright, just let it be).

From the above example, the interjection, "I don't care!" show the emotion feeling of the speaker. And it is also a command interjection.

#### e. Message Qualification

This function is to qualify a previous message which the speaker believed would be better understood in other language. Message qualification occurs when the topic introduces in one language, than to give a clear explanation, it will followed by an amplification or qualification in another language. For example: "*yaudah, biarin aja*, I don't care!" (Alright, just let it be).

##### Personalization and Objectivization

The code contrast here seems to relate to such thing as: the degree of speaker involvement in, or distance form, a message or an addressee; whether a statement reflects personal opinion, feeling, or knowledge; whether it refers to specific instance, or whether it has the status of generally known fact. For example: "Hi, I'm Rani from Indonesia, *dangsin-i igigileul balabnida!*

#### f. Facility of Expression

This function is interpreted as difficulty in finding the right words at the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style. For example:

"Sometimes, when I wake up in the morning, I feel like *ada yang beda* (there is something different). Maybe it because *aku tidurnya*.

The research questions in this research : 1. What is the type of code mixing and code switching used by student ? 2. What is the function of code mixing and code switching in classroom interaction? The aim of this research : 1) to classify the type of code mixing and code switching that used by student. 2) to interpret the function of code mixing and code switching that used by student in classroom interaction

## METHOD

In this research, the researcher used descriptive method in a qualitative research. Descriptive method is a research method which describes systematically a situation or area of interest factually and accurately. Therefore, the researcher analyzed systematically the student directly and delivered the result of the research factually and accurately.

The subject of this research was conduct in senior high school. The researcher conducted the research only in one class with the total of 3 students.

Observation and interview is a data collection technique that is required. The researcher used audio recorder in order to get the data from the students' discussion in the learning process.

## Result and discussion

The data were analyzed based on the classification related to the types and the functions of code mixing and code switching in the observation and interview.

### Types of code mixing

No.	Type of CM	S1	S2	S3	Total
1.	Intra-sententialCM	20	27	28	75
2.	Intra-lexicalCM	3	1	2	6
3.	Involving a Change ofPronunciation	1	1	2	4
	Total	24	29	32	85

It can be seen that the most common type of code mixing which has been found in three students' utterances during classroom interaction was intra-sentential code mixing and the least common type of code mixing was intra-lexical code mixing.

### Types of code switching

No.	Type of CM	S1	S2	S3	Total
1.	Inter-sentential switching	9	6	7	22
2.	Intra-sentential switching	2	1	1	4
3.	Tag-switching	-	1	2	3
	Total	11	8	10	29

It can be seen that the most common type of code switching which has been found in five students' utterances during learning process was inter-sentential switching and the least common type of code switching was tag switching.

No.	Type of CM	S1	S2	S3	Total
1.	Quotation	-	-	1	1
2.	Addressee Specification	4	-	1	5
3.	Repetition	3	2	2	8
4.	Interjection	11	8	10	29
5.	Message Qualification	1	-	-	1
6.	Personalization and Objectivization	-	1	-	1
7.	Facility of Expression	9	7	6	22
	Total	28	18	20	66

It can be seen that the most common function of code mixing and code switching which has been found in students' utterance during learning process was facility of expression. It means that the student often use mix and switch the language as the facility of expression. And the least common was personalization and objectivization and message qualification.

This section discusses about the findings of code mixing and code switching used by the students in English learning process. These findings were based on the problem statements that were presented by the researcher. In this research, the researcher tried to find the type of code mixing and code switching and the function of code mixing and codeswitching used by students.

## CONCLUSSION

Based on the findings, it could be concluded that, there was four students used three types of code mixing, namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. The most common function which occurs in students' utterance is facility of expression. It occurs mostly for facilitating the utterance of students, because they were difficult in finding the right word in other language.

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