Students Code-switching and Code-mixing in Spoken Communication Activities at English Language Education Department of UIN Mataram

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Abstract

The research aims to know the types of code-mixing andcode-switching as well as the factors that cause code-switching and code-mixing through learning process.This research was used descriptive qualitative approach. The subject of this study was a class in the British American Australian courseofthe English Language Education department in UIN Mataram. The research applies observation, interviews and documents in collecting data. The researchfinds (1) twotypes of code mixings namelyinsertion and alternation;(2) twotypes of code-switching namelyintra-sentential and intra-sentential; (3) four factors that cause students didcode-switching and code-mixing in class namely situation, talking about a particular topic, difficulties to finding equivalent words in language in used, and intention of clarifying the speech content for interlocutor.

Kata Kunci: *code, mixing, code, switching, factors*

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis campur kode, jenis alih kode dan faktor penggunaan alihkode dan campur kode dalam pembelajaran bahasa Inggris mahasiswa semester 6 jurusan Tadris Bahasa Inggris di UIN Mataram. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subyek pada penelitian ini adalah satu kelas dalam mata kuliah *British American Australian*. Data penelitian dikumpulkan menggunakan observasi, wawancara dan dokumen. Hasil penelitian menunjukkan (1) terdapat 2 jenis campur kode yang digunakan yaitu penyisipan dan pergantian; (2) terdapat 2 jenis alih kode yang digunakan yaitu Intra–Sentential dan Intra–Sentential; (3) terdapat 4 faktor yang menyebabkan mahasiswa melakukan alih kode dan campur kode di kelas, yaitu situasi, berbicara tentang topic tertentu, kesulitan menemukan padanan kata dalam bahasa yang digunakan, dan bertujuan memperjelas pembicaraan dengan lawan bicara.

Keywords: *campur, kode,alih, kode, faktor*

INTRODUCTION

English has become the second language most used in Indonesia in communication activities. English is one of the compulsory subjects that is learned from primary school through university. In the globalization era which requires a lot of expertise, English plays a very important role, because many economic and educational activities use of English as a medium in conveying messages (Ansar, 2017)

With more and more people learning English, it cannot be denied that the foreign language

culture has had a lot of influence on the first language used in communication activities. At present the development of the use of English is very pronounced, for example at the tertiary level in university students when they interact with other students, students use various verbal communication strategies during their intercultural communication with others. They do a lot of mixing languages and switching languages in communication activities that involve multilingualism, namely Indonesian, English and regional language (Fanani & Ma'u, 2018)

The code-mixing and code-switching also occurs throughthe teaching and learning activities. (Moetia et al., 2018) finds that the English instructor and students interacted with each other in the classroom using different forms of code-mixing and code mixing.The codes using is influenced by several factors and causes. Hoffman in (Linuwih, 2018) explains several reasons why bilingual and multilingual speakers mix or switch their languages, for example when talking about a certain topic, when quoting other people's words, when expressing group identity, softening or strengthening requests for commands and excluding others when comments are directed only to the audience. and when being assertive about something with the intention of clarifying it. Musyken in (Yuliana et al., 2015) further states that there are 3 types of code-mixing found in communication (1) insertion,occurs due to obstacles in terms of structural knowledge of the basic structure of language (2) transition, occurs when the structure of 2 languages alternates unclearly both at the level grammar and lexicalization of a language, and (3) congruent lexicalization, occurring at the phonological or word level.

The authors also see the mix and switch code through academic study, especially in English department. This phenomenon occurs when teachers explain knowledge to their students, as well as their students often switch and mix their utterances unconsciouslyas they cannot find equivalent words in the language they use. This is done so that the interlocutor can understand the message being conveyed. It'srelated to (Ansar, 2017) that finds that teachers do code-switching and code-mixing in the English learning process to help students' understanding the material.

THEORETICAL BASIS

Agus in (Kusumawati, 2016) said that communication is defined as notification, conversation, exchange of ideas or relationships. Communication can also be differentiated into several forms, the division of communication in terms of delivery there is oral and written communication, from several sources now adding electronic communication. Then (Rustan & Subhan, 2018) stated that communication is a statement conveying process by one to another.

Communication occurs through a two-way process between the communicant and the communicator.

From those opinions, it can be concluded that communication is a process of conversation, conveying the contents of thoughts carried out by two people or more. The communication can be divided into 2 parts, namely verbal and non-verbal communication. Denotative meaning is present in spoken communication. Language is a popular form of media. Because language may convey one person's thoughts to another (Kusumawati, 2016). Meanwhile, nonverbal communication is very crucial in the teaching learning process. It is mostly dependent on expressions, gestures, eye contact, and action acts (Sutiyatno , 2018).

Verbal communication refers to any spoken or written communication type that applies words. This communication type is most commonly utilized in interpersonal relationships. People express and explain their feelings, emotions, thoughts, ideas, or intentions through words. They also deliver facts, data, and information. Moreover, they share sentiments and thoughts, dispute, and fight with words as well. Language is very crucial in verbal communication. Denotative meaning is present in spoken communication. Language is a popular form of media. As language may convey person's idea to another (Kusumawati, 2016).

Nonverbal communication is crucial through the processof teaching and learning. It is mostly dependent on expressions, gestures, eye contact, action, and so on (Sutiyatno, 2018). Nonverbal communication or body language is communication that occurs without the use of words. It appears more unconsciously where people are unaware to their gestures which convey a powerful message. The audience receives the relevant information through body language, eye contact, physical appearance, and voice tone. Nonverbal communication is regarded as more dependable and successful than verbal communication since it supplements verbal communication (Kusumawati, 2016).

According to Holmes in (Wibowo et al., 2017) ,code-switching occurs as speakers switch from one language to another. Switching among codes are like switching among phrases. Furthermore, Romaine defines switching code as the employment of more than one languages, varieties, or styles by speakers within a discourse, or between various interlocutors or settings. According to (Yuliana et al., 2015), code-switching refers tolinguistics' phenomena that occurs frequently in bilingual and multilingual communities. According to the previous hypotheses, code-switching happens as speakers communicate using more than one language, style, or dialect in a single utterance.

In (Satyawati & Sulatra, 2022), Poplack out numbers code-switching for inter-sentential, intra-sentential and extra-sentential switching. Inter-sentential switching refers to the changes occurred in sentence boundaries. Intra-sentential switching means language changes existed in the mid of sentence, with no indication to switch.Extra-sentential switching, also known as tag switching, occurs as a word or tag phrase (or both) switches from a language to another.

According to Musyken in (Margna, 2015) code-mixing refers to any situation in which lexical elements and grammatical traits from two languages occurs in the same utterance. Furthermore, Hadson proposes in (Fanani & Ma'u, 2018) refers code-mixing as the combination of unalike codes in anutterance that represents the vagueness when switching the best used code. The speakers will thus mix the codes in order to obtain the best communication effect. Meanwhile, according to Appel and Muysken in (Yuliana et al., 2015) intra-sentential code-switching is the a discourse change occurred in a phrase between two languages.

Muysken in (Wibowo et al., 2017) mentioned three major types of code-mixing namely insertions, alternations and congruent lexicalization.Insertion refers to approaches to constraint that diverge from the idea of new insertion in terms of the structural characteristics of particular base or matrix structures. Alternation is the procedure of forming alternation code-mixing marked by inserting a phrase in one sentence. Congruent lexicalization refers to the notion of compatible lexicalization underpins the examination of standard variance and style shifting rather than effective bilingual language usage.

Bilinguals have numerous reasons for doing mix code and switch code. Hoffman in (Linuwih, 2018) indicated six reasons people to switch or mix codes. Firstly, talking about particular topic where people choose to discuss specific issues in a language over another. A speaker may impress freer and more comfortable in expressing their feelings, joy, or even rage in their second language. Secondly, feeling sympathy about something as people who suddenly speaks out, they're not first language to firm something. Thirdly, interjection which is used when speakers' express the eager and surprise. Fourthly, repetition which is used to clarify. Repetition is utilized when the speaker wishes to explain. He can occasionally use both languages to repeat the speech so that the listener understands it better. Fifthly, intention of clarifying the speech content for interlocutors occurs as the bilinguals converse each other without any code-switching. This entails the conversation's contents flow smoothly and understandable to listeners. Sixthly, expressing group identity which is utilized to present the speaker's identity and profile.

RESEARCH METHOD

The study employs a qualitative approach. It aims to comprehend phenomena about the research subjects' experiences, such as attitude, insights, enthusiasms, actions, and so on, holistically. It describes a specific natural context, and with the use of a variety of other methods through the words (Moleong, 2009). Qualitative method is which aims to obtain in-depth research results regarding the phenomena of code-switching and code-mixing that occur during the process of learning English (Sanjaya, 2013). This study collected data through words to explain types of code mixing, code-switching, and the causal reasons for code-switching and code mixing.

This study applies observation, interviews, and documentation to obtain data. (Sukmadinata, 2018) defines observation as a strategy to collect data through witnessing ongoing events. The researchers employed structured observation to determine the types of code-switching and code-mixing performed by research participants. The researcher records the communication conversations that occur during the observation to aid in data analysis. Meanwhile, interviews are conversations among two or more people in which the researcher poses questions to be answered (Sugiyono, 2021). In this study, the researchers use unstructured interview, which is conducted to determine the factors of code-switching and code-mixing performed by students. Otherwise, the document involves the collecting and analyzing supported documents such as related books, rules, reports, images, and other appropriate data. Documents might be in text, photographs, or one's massive works (Sugiyono, 2021).

The subjects in this study were the 6th semester students of English education at UIN Mataram (especially in the British American Australian course). The research employed three procedures to analyze the data namely reduction, display, and conclusion. Data reduction means to refine, choose, focus, discard, and organize the data so that final findings may be reached and validated. Data reduction is a process of choosing, disconnecting, caring, and simplifying. The second is data display or presentation. The data might be presented in concise descriptions, info graphics, or correlations among groups. Hence, it will be simpler to grasp the phenomena and to plan next work. The conclusions or verification is the final step in qualitative data analysis. After the researcher made observations from the data that had been taken using the observation, interview, and documentation methods, the researcher could draw conclusions from these results (Miles et al., 2014).

RESEARCH RESULT AND DISCUSSION

This part reveals the analysis of the form of code mixing, code-switching and the factors that influence code-mixing and code-switching in process of learning English, especially in British, American, Australian Studies courses. The findings are described in order as followings.

1. The forms of code mixing

Insertion

The injection of material (lexical elements or complete constituents) from one language into the structure of the other language in a single phrase is known as code mixing. Insertion is a code-mixing technique that is similar to borrowing in that it involves the insertion of an alien lexical or phrasal category into a given structure. The researchers found the type of insertion code-mixing practiced by students often occurs in the midst of a sentence. This data is illustrated in the example below.

 "*Apakah kalo saya melaksanakan penelitian ini akan memperluas **research** yang ada ga atau research saya bakal cuma **stuck** disitu aja ga ada perubahan.*" (Ins1)

The utterances hows a process of forming insertion code mixing, namely by inserting English words namely "research" and "stuck". Research and stuck are called words because they are independent units. The insertion is found in the middle of Indonesian sentences. Another example for this mixing code form is shown below.

*"Perangkat lunak yang bantu **citation** contohnya zotero, mendeley dan lain lain"* (Ins2)

The example shows a process of forming insertion code mixing, namely by inserting English words "citation". A citation is called a word because it is an independent unit. The insertion is also found in the middle of Indonesian sentences as example 2.

Alternation

The term alternation refers to the scenario in which the two languages are separated into grammatical structures that can be lexically represented by the elements of either language. Alternation is a type of code-mixing that occurs in a single sentence as a phrase. The study discovered that on general, pupils' alternation code-mixing occurred mostly in the middle of utterrance. This data is illustrated in the example below.

*"Jadi ada dua tujuan **literature review** diantaranya satu untuk mengevaluasi pendirian yang ada terkait dengan topic kita"* (Alt1)

The example shows an Indonesian utterance, but in the middle of the sentence inserts an

English phrase, namely "Literature review". This sentence is included in the alternation category because in one Indonesian sentence the student inserts an English phrase in the mid of utterance. It was expressed when the participant presented and explained the literature review. Another example for this mixing code form is shown below.

> *"Silahkan nak **it's okey"*** (Alt2)

The example shows the lecturer uses Indonesian utterance, but in the middle of the sentence he inserts an English phrase, namely "It's okey". This sentence is included in the alternation category because in one Indonesian sentence the lecturer inserts an English phrase in the mid of the utterance. It was expressed when lecturer asks his students to mix languages in class.

Code-mixing is a common occurrence in everyday life. Code-mixing is the use of two separated codes in a statement that represents the confusion about the best used code. Thus, the speaker will combine the codes to get the best effect of communication. Code-mixing occurs when speakers mix languages in one sentence either in the form of words, phrases or clauses. When researcher did observation in teaching and learning processes in British American Australian Studies class, researcher found 2 types of code-mixing forms used by students and lecturer in communicating, namely insertion and alternation. The code-mixing process is regarded as borrowing. In the other hand, the process of forming alternation code-mixing is marked by the insertion in the form of phrase in one sentence. Researchers did not find code. The use of code-mixing in the form of insertion and alternation is very varied, such as mixing languages from Indonesian to English and from English to Indonesian.

2. The forms of code-switching

Inter Sentential switching

Inter sentential code-switching is a language change, from one language to another that occurs between sentences. In this study it was found that the inter sentential code-switching occurred 12 times, with variations from English to Indonesian and Indonesian to English. The following is the example of code-switching from the research.

*"**The first for evaluate existing research related to your topic**. Kedua untuk memposisikan argument kita dari penelitian yang ada, disini tu kita masukkan pendapat kita, karena pasti ada hubungan dengan penelitian yang sebelumnya"* (Inter 1)

The English utterance was used in the beginning "The first for evaluate existing research related to your topic" and continued by Indonesian utterance. This utterance was uttered by a participant when she explained about the purpose of literature review. The student switch from

English into Indonesian. The modifications are done at the beginning and end of sentences, and they can be classified as inter-sentential switching. Another example for this code-switching is shown below.

*"Kita harus punya pertanyaan yang harus ditanyakan pada diri sendiri gitu loh. Misalnya, **does my project extence the existing research**"* (Inter 2)

The example shows that the initial sentence uses Indonesian expressions is followed by English utterances "does my project extence the existing research". This utterance was uttered by a participant to explain about the purpose of literature review. The student switch from English into Indonesian. Inter-sentential switching is the term used to describe changes that are produced at sentence borders.

Intra sentential switching

Intra-sentential code-switching is a transition of two languages in a single discourse that occurs in a single sentence. The data found varies greatly, namely the change from Indonesian to English and from English to Indonesian. The researcher also found that in one discourse the students did switching only once or more. The following is the example of data.

*"Nah disini tu kita bisa memposisikan argument kita di dalam penelitian kita itu tapi karna kita kan ga bisa memakai pendapat kita sendiri jadinya disini tu kaya ditampilkan **approve** dan **disapprove** yang artinya itu yang mendukung dan yang menyangkal gitu."*(Intra1)

Without any breaks, the English words "approve, disapprove" were inserted in the middle of a phrase to denote a changeover. The student switch unconsciously as she explains the purpose of literature review. The aforementioned switching can be classified as intra-sentential switching since the speaker changed the code in the middle of a phrase without any pauses, hesitations, or interruptions to signal a transition. She changed the terminology to make her speech flow more naturally and be simpler for the audience to grasp. Another example for the data is shown below.

*"...dan itu sesuai dengan **introduction, method, literature** dan sebagainya"* (Intra2)

The insertion of English words "introduction, method, literature" in the middle of autterance without any stop shows a switch. The student was also unmindfulto switch in her talk about the purpose of literature review. The aforementioned switching can be classified as intra-sentential switching since the speaker changed the code in the middle of a phrase without any pauses, hesitations, or interruptions to signal a transition. She changed the terminology to make her speech flow more naturally and be simpler for the audience to grasp.

Code-switching is very closely related to code mixing. Code-switching refers the use of

languages or language variations in two or more languages. Code-switching usually happens when speakers utter different languages in a sentence or between sentences. Intra sentential switching occurs when a speaker speaks one language, but in the middle of a sentence the speaker subconsciously inserts or uses a language other than the basic language used. Meanwhile, inter-sentential switching occurs when speakers change language between sentences. That is, when the speakers in the first sentence uses Indonesian, but in the following utterance the speaker switches to another language. Then tag switching occurs when the speaker uses a single word or tag phrase in one sentence.

The study found two types of code-switching used by students and lecturers during teaching and learning process and presentation, namely intra sentential switching and inter sentential switching. During the observation process, researcher found that lecturers and students often used intra-sentential and inter-sentential switching in various occasion. From Indonesian to English and from English to Indonesia and back to English again.

3. Factors that influence of code-mixing and code-switching

Hoffman in (Linuwih, 2018) stated six reasons for switching or mixing languages. These factors are talking about a particular topic, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutors and expressing group identity.

Based on the results of the interview, the participants make mixing and switching code along the teaching and learning process. These codes are uttered both consciously and unconsciously. Both codes were carried out as they presented material and when communicating in class either with lecturers or other students. The study also revealed that the codes use will help the participants understand the material presented. The researchers found several factors that influenced students in doing code-mixing and code-switching, forcertain situation, talking about certain topics, difficulties in finding equivalent words in the language used, and intention to clarify the speech content.

Situation

The first reason for students to make mixing and switching code is the situation. This is conducted in a certain situation that requires the students to use language to mix. The followings are two samples of reasons for doing code-mixing and code-switching.

"... because the situation is we are in a class where we are required to mix languages" (S 3)

The statements hows that one of the reasons for using code-mixing and code-switching was

because of their situational factors in the class. Students stated that when they were in class they were required by the lecturer to mix languages when speaking

"My reason is because we are studying English so we have to use English and we are also required to mix languages in class " (S 4)

The same reason was also expressed by student 4. He used both codes mixing because they were learning English and because learning English they used English in communicating in class. In addition, he also stated that he was required to mix languages when communicating in class.

Talking About Particular Topic

During the learning process, of course lecturers and students will discuss the material that has been prepared. So that when in class students will discuss certain topics in the material. The following is a sample of interviews about reasons for students to do code-mixing and code-switching.

"Now, when I said literature review at that time, it was because we were still studying about literature review " (S 2)

Student 2 stated that another reason to use code-mixing and code-switching was to talk about a particular topic. Student 4 stated that when he inserted the word literature review in the middle of the sentence because at that time the topic being discussed was literature review.

"... because we are discussing English material so we have to use English " (S 3)

Student 3 also stated the same thing. Student 3 stated that the reason to use code-mixing and code-switching because the students were studying English materialat that time, so they used English.

Difficulties in finding equivalent words in the language used

The finding reveals that the reasons for students use code-switching and code-mixing to find equivalent words in the language used. In communicating or delivering a speech, of course students often forget the meaning of the word they want to convey, so students use another language that they remember. The following is a sample of the results of interviews about student factors in using code-switching and code-mixing.

"And sometimes it's also because I forgot the Indonesian or English language of the word you want to say " (S 1)

Student 1 stated that the difficulties in finding equivalent words in the language used were also one of the motives to do code-mixing and code-switching. Student 1 said that when he was

talking sometimes, he forgot the English or Indonesian vocabulary of the words to be spoken so he used code-mixing and code-switching to make it easier for him to communicate.

"I also forgot the Indonesian language of the word that I will say, what I remember is the English language, so I use English to make it easier for me" (S 4)

The same reason was also expressed by student 4. He stated that when communicating in class, sometimes he forgot Indonesian from the words to be used so he used the vocabulary of another language that he remembered, namely English. He stated that it would make it easier for him to communicate.

Intention of clarifying the speech content for interlocutor

When students did presentation in class, they often use mix and switch the language to make their presentation smoothly and understandable with listener. This was stated by several students in an interview session conducted by the researcher. The following is a sample of the factors to use code-mixing and code-switching.

"That's because sometimes my friends will understand better if the language is mixed " (S 1)

Another reason that causes students to use code-mixing and code-switching is the desire to make the speech's substance more understandable to the listener. The student stated that the motives to use code-mixing and code-switching because when he used English to explain his friends understood better.

"The reason I mixed the languages was because my friends could understand what I was explaining " (S 2)

The same reasons were also stated by students. He stated that when he used a second language to explain the material his friends would understand better.

In speaking, people often apply code-mixing and code-switching, both consciously and unconsciously. In doing code-mixing and code-switching people have various reasons. Hoffman in (Linuwih, 2018) pointed six reasons people use code-mixing and code-switching, namely talking about a particular topic, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutors and expressing group identity. Meanwhile the researchers found four factors for students to use code-mixing and code-switching in the classroom, namely situational, talking about certain topics, difficulties in finding equivalent words from the language used, and intention of clarifying the speech content for interlocutor.

CONCLUSIONS

The researchers reveals that (1) there are 2 forms of code-mixing used by students, namely insertion and alternation;(2) there are 2 forms of code-switching used by students namely inter-sentential switching and intra-sentential switching; and (3) there are 4 factors for students doing code-mixing and code-switching, namely situation factors, talking about a particular topic, difficulties in finding equivalent words in the language used, and intention of clarifying the speech content for the interlocutor.

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