International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Mixing Codes And Switching Teacher Codes In The Learning Process At Mis Nw Dasan Lekong East Lombok

Baiq Rizki Hidayati
Hamzanwadi University, Lombok, Indonesia

Corresponding Author: baiqrizkihidayati@hamzanwadi.co.id

Abstract

The use of mixed codes and code switching between Sasak and Indonesian often occurs in the learning process in schools in Lombok, West Nusa Tenggara. This shows that the discovery of a variety of language variations is important to be studied among the community. The purpose of this study is to describe the form of code mixing and code switching of teachers in learning at MIS NW Dasan Lekong East Lombok, as well as to examine the factors that cause code mixing and code switching. This study uses a qualitative descriptive approach. The data in this study is in the form of teachers' speech when explaining the learning material in class obtained from the results of recordings during the learning process. Data collection techniques by recording, listening, and taking notes. The results of this study show that there is a mix of teacher codes in learning in Mis NW Dasan Lekong, East Lombok in the form of; (1) A mixed form of word code, (2) A mixed form of phrase code, (3) A mixed form of word repetition, and a form of code transfer in learning at Mis NW Dasan Lekong. The factors that cause code mixing and code switching (1) The influence of native language acquisition, (2) Explaining something, (3) Environmental factors and (4) Counter-speaking.

Keywords: Code Mix, Code Switching, Spoken Language, Sociolinguistics, and Learning.

INTRODUCTION

Language is vital in people's daily lives. Language is used as a means of communication by humans to interact. Humans also need language as an introduction so that they can understand each other in the family, school and in society. Language serves as a means of communication that is used by humans to express goals, thoughts, feelings, and ideas in an effort to build interaction (Mustaadi et al., 2021). Indonesia has a very diverse variety of languages, with many language

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

variations also motivated by a multilingual society, therefore sometimes people use languages that are not in accordance with existing rules, resulting in code mixing and code switching (Lestari & Rosalina, 2022). Bathia (in Setiawan 2008: 47) estimates that two-thirds of the world's population grows in a bilingual environment. One of the incidents that arises due to language interaction in a bilingual or multilingual societies is the occurrence of code-mixing. Code mixing is a common phenomenon in bilingual/multilingual societies. Mixing codes is interesting to study because there is no one in the world who does not know at least a few words in a language different from their first language acquisition (Febtaria et al., 2013) . Similarly, code switching refers to the transition or shift of the use of two or more languages, as well as some language variations that include one or more styles of variety (Kunjana in Terssyalina & Fauzi 2020). Code switching has many forms, including internal code switching, which occurs between regional languages in one national language, between dialects within one regional language, or between different varieties and styles within a dialect. Meanwhile, external code switching refers to the language transition that takes place between the main language and the foreign language. In line with the opinion of Suwito (1985) who stated that code switching is a linguistic phenomenon triggered by various factors such as speakers, speech partners, the presence of third speakers, the topic of conversation, to create humor, or, just for prestige (terssyalina & Fauzi 2020).

Language as a form of communication has a huge influence on learning in the classroom. In the introduction to learning, teachers must be able to use language that is easy to understand and understand by students in schools. This is also a trigger for the use of code mixing and code switching in schools. Indonesian and regional languages are often used by teachers and students to communicate in classroom learning. Mixing code and switching is what is felt to be able to present effective communication so that the material is conveyed well. Effective communication arises from the process of transforming messages in the form of science and technology from teachers to students. Furthermore, the knowledge gained by students will find it easier to understand the meaning of messages to increase knowledge insights and change behavior positively (Mustaadi et al., 2021).

The study of language variation, code mixing and code switching was carried out with various approaches and case studies. Sociolinguistic studies that examine and analyze code mixing and code switching in the learning process were carried out by Guna et al., (2023), Ratna Juwita et al., (2023), and Wahyuni et al,. (2023). Research on code mixing and code switching in learning has been conducted by (Jannah & Anggraini, 2023) The findings of this study include code switching and code mixing caused by various factors in the speech of teachers and students during

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

the Indonesian language learning process in class X of SMA Negeri 1 2X11 Kayutanam. In addition, from the results of the study (Swantika et al., 2023), it was also found that the type of code mixing carried out by teachers and students was also found, namely mixing code in and mixing code outside. The factors that cause teachers to mix codes are the limiting factor of code use, function and purpose factors, and habit factors. Based on the percentage of the survey results, it was known that out of 20 students, 50% chose the limiting factor of using code as a reason for mixing codes, 2% chose function and purpose factors, and 48% chose habit factors.

Code mixing and code switching are also common and used during the learning process in West Nusa Tenggara, precisely at Mis NW Dasan Lekong Elementary School, East Lombok. The use and use of Indonesian and Sasak language in schools is caused by various factors, one of which is the acquisition of children's language in Lombok, West Nusa Tenggara using Sasak language while they are in school. The Sasak Dasan Lekong language is the regional language of East Lombok, West Nusa Tenggara. The Sasak language has a very diverse variety of languages that are commonly used by the people of Lombok in daily communication both in the family, school, and office. Most elementary schools in Lombok still often use code mixing and language code switching in communicating at school. The habit in the daily environment of using the Sasak language in communication also affects the use of mixed codes and code switching in the school environment. It is not surprising that many students understand Bahasa Indonesia if it is interpreted into Sasak.Therefore, teachers use a lot of code mixing and switching the Sasak language code to Indonesian to make it easier for students to understand the material delivered by the teacher in the classroom. The factor in the formation of the use of two languages is communication which is more intimate in nature. This phenomenon has a negative impact on the use of language and the use of students' language (Horwae, 2015; Karina Septiana, 2022) Based on the above background, the use of mixing codes and switching teachers' codes in learning in elementary schools is one of the language phenomena in the educational environment that is interesting to research. The purpose of this study is to describe and analyze the form of code switching and the factors that cause code mixing and teacher code switching in the ongoing learning process in the classroom.

RESEARCH METHODS

The methodology of this research is qualitative with the aim of describing the language phenomenon that occurs in the elementary school environment in depth. The subjects of this study are teachers and students of MIS NW Dasan Lekong. The data of this study was collected

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

through listening, recording, and recording techniques. After the data is collected, the data is processed by using, described and identified according to the problems discussed, namely about code mixing and code switching. Furthermore, data analysis through data reduction, presentation and conclusion. Data reduction is used to focus on the problem being studied, presenting data in the form of a narrative according to the problem being studied and finally concluding the data analysis.

RESULTS AND DISCUSSION

Research at Mis NW Dasan Lekong, East Lombok, revealed the existence of code mixing and code switching in learning activities. This language practice has been identified to appear at all levels, both at the high grade level and at the lower grade level. It was found to mix codes and switch codes during the learning process of Mathematics, Religion, and Indonesian Language. In addition, the emergence of code mixing and code switching is triggered by several factors, including the influence of mother tongue, the need to clarify the intention, environmental conditions, and characteristics of the opponent, the exposure of the data from this study is presented in detail in the following description.

DISCUSSION

The Form of Code Mixing in Learning in Schools

The form of code mixing involves Indonesian and Sasak language in the form of the insertion of Indonesian elements into the Sasak language. (1) the insertion of elements in the form of words, (2) the insertion of elements in the form of phrases, (3) the insertion of elements in the form of word repetitions and code transfer events into (Internal Code Swatching) during the learning process of Indonesian, Religion, and Mathematics, which takes place in the lower and upper classes. The results of the study are presented as follows.

A Mix of Word Codes

Teacher: "So the setting has a time setting and a place setting, so if the plot is the order in which the story occurs, if the setting has a time setting and a place setting. Now that time and place piran The story occurs, for example in the morning, at night, or in the morning, so if that place is where the story occurs, for example in the story the theme taken is the theme of Education, so the place is at school, for example if the theme is family, where is the place?"

Based on the data above, when the teacher is explaining the concept of the intrinsic

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

elements of literary works, namely (background, plot, theme) to students during the Indonesian language learning process. The form of code mixing occurs a related explanation of the setting by providing an overview and detailed explanation of the concept of the setting, the majority of the language used by the teacher uses Indonesian, but the explanation is that the teacher mixes the code using the sasak language, namely by saying "piran " which means "when" the story occurs. The insertion of the word "piran", namely the Sasak language, into the sentence structure used by the dominant Indonesian language, is categorized as a form of mixed code in the form of words. This code mix is intended to provide a better understanding of the teacher's previous explanation so that students can more easily understand the meaning of latttar in the Sasak language.

Student: Tempeh triangle

Teacher: Tempeh segitelu, yes, it could have been cut to pieces, so what endah? What endah, ? Meatballs, Is There Bread? Tawar Tawar Tawar Bread, yes Cut into Two Two, it is Triangle

Based on the data above, there has been a code mixture in the teacher's speech when explaining Mathematics subjects in the high class, namely grade 4. When the teacher gives an understanding related to the shape of a triangular flat building, the teacher asks the students to confirm the student's understanding of what the triangular shape of their surrounding objects is triangular. The student's answer actually used the Indonesian word "triangle tempe" but the teacher mixed the code by inserting the word using the Sasak language by saying "Triangle tempe" which means triangle. This code mix is intended to clarify the meaning of speech so that other students can better understand the meaning of their friend's answer.

Insertion Of Elements In The Form Of Phrases

Teacher: "Surely they should distance themselves from your surroundings from the Quran surah Al-Imran, the third Surah Verse 159. Now what is our Prophet Muhammad SAW? The most polite And always be gentle, Always be gentle, He tells His people to be polite to others. Eee raos ne doang, arsi beautiful. Let's continue".

Based on the data above, there has been a code mixing in the teacher's speech when explaining the subject of Islamic religion regarding how to describe the morals of the prophet Muhammad SAW in the Qur'an, but in the middle of the explanation of the material there are students who do not listen to the teacher and are engrossed in talking themselves, in the middle of the explanation inserting a form of mixed code in the form of a phrase in Sasak language when

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

the teacher dominantly uses Indonesian. It is a form of the phrase sasak by saying "ee raos ne doang" which means "you just talk" to students who do not listen to the teacher when explaining the material in front. This code mix is intended to reprimand students directly to stop talking to their friends while the Lesson material is in progress.

There is a repetition of word

Student: Tempeh triangle

Teacher: Tempeh segitelu, yes, it could have been cut to pieces, so what endah? What endah, ? Meatballs, Is There Bread? Tawar Tawar Tawar Bread, yes Cut into Two Two, it is Triangle

Based on the data above, the teacher is confirming the understanding of the fourth grade students about the shape of a triangular flat building through objects around them in the Mathematics lesson.When the teacher explains in Indonesian, the teacher mixes the code when asking the students in the form of repetition of words in Sasak by saying "what is it that is amazing".The word or phrase means "anything" - anything. This speech is deliberately spoken by the teacher with the aim that the students stay focused and respond to questions according to what they understand about the shape of the triangle.

The Existence of Code Transfer in Learning in Schools

The form of code switching is found during the learning process in the classroom, namely the form of code transfer found is inward code switching (Internal Code Swatching). It is a form of code transfer from two languages, namely Indonesian and regional languages, namely Sasak Lombok, West Nusa Tenggara. The Sasak language is more dominant because it functions as a language of instruction in the learning process in the classroom, therefore the Sasak language is also a base language which is used as a process of code transfer events that occur. The form of code transfer analyzed is the more dominant Sasak language used. The code switching incident occurred between the teacher and the teacher during the mathematics learning process taking place in the lower grade, namely grade 2 Mis NW Dasan Lekong. The code transfer data snippet is shown as follows.

Teacher: " Earlier, we have already entered the method of summing in short order. Well, this addition can be done in 2 ways. First, with a long stack. The second is a short stack. Well, now we get into the second way. Sik ngonek no ja The first way, Short stacking. Nengka cara sik kedua

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

no We continue with the addition of long stacks. Well, as the teacher said earlier, the sum is bau ta gawek ya in 2 ways. First, in a nutshell. Sik kedua no, Long stacks. Well, if we have a short arrangement, we have done it. The children already understand, some people too. Now we do it all. Concentration."

Based on the data above, the code switching event occurred at school during the Mathematics learning process in the lower grade, namely grade 2. In the conversation above, the teacher was explaining the material for short-stacked and long-stacked summing operations. At the beginning of the conversation, the teacher explained the material using Indonesian. However, in the middle of the next explanation, the teacher deliberately switched to using whole sentences with Sasak language Like the sentence " Sik ngonek no ja first way, short order. Think of it the second way..." Code switching is carried out to provide teachers with explanations related to how to perform addition operations in mathematics. The transfer of the code from Indonesian to Sasak is intended to interpret and reaffirm the previous explanation. This aims to make it easier for students to understand the teacher's explanation easily and quickly because they use the Sasak language.

In the following data, the teacher explained how to add up and still carry out code transfer as follows.

Students: equal to

Teacher : Same as. Well. These two numbers. Nengka pepindah ya deket Same as ne ne. First, the teacher writes the number two. Continue the next one. This is the teacher making this. What signs? What signs nene? nene numbers pira?

Based on the data above, there was a change of the Indonesian language code to Sasak when explaining how to operate the addition on the board. Starting the teacher's explanation response using Indonesian when explaining, namely " the same as, Well, Number two nini...", then switch sentences using Sasak language to direct students " Nengka move ya deket ..." which means "now move close" then the teacher asks an interactive question " What sign is nene? "What is the number?" which means "what sign is this? What sign is this?". The event of code switching from Indonesian to Sasak so that students are more focused and understand the teacher's explanation instructions well. This language switch is intended so that the interpretation of the material presented feels easier and can be responded to quickly by students, Especially when explaining material that is difficult for children in the classroom to understand. Code switching is a phenomenon that describes the flexibility and adaptability of speakers in adapting messages

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

according to different contexts (Fiddienika et al., 2024).

Factors Causing Code Mixing and Code Switching

The factors that cause the use of mixed code and code switching in learning in schools are caused by several factors, namely the influence of Mother Language processing (First Languange). The use of Indonesian in schools is still influenced by the first language that students have mastered since childhood. In this context, the use of regional languages, namely the sasak language, still dominates when teaching by teachers in the classroom. Second, teachers in explaining something deliberately use mixing codes and switching codes so that students can more easily digest and understand the material presented. This step helps students better understand the meaning and intent of each teacher's utterances and instructions. Third, environmental factors in schools. Daily habits in the school environment form a certain linguistic environment. Routine interaction between teachers and students as well as students are used to using the regional language, namely the Sasak language in communicating both in the classroom and outside the classroom, and the four speech opponents, the teacher mixes codes and switches the code when explaining the material according to the characteristics of the students as the speech opponent. In lower grades such as grades 1 and 2, teachers are more dominant in explaining the material by switching the code in its entirety from Indonesian to Sasak. While high grades such as grade 4 teachers tend to use mixed codes more often when explaining material.

CONCLUSION

Based on the results of the research that has been presented, the researcher obtained data on the use of mixed codes in the form of (1) mixed forms of word codes, (2) mixed forms of farase codes, (3). The use of code repetition found is internal code switching (Internal Code Swatching), which is the use of Indonesian to the Sasak regional language during the learning process in class. In addition, the factor of code mixing and code switching in learning in schools is caused by the first several factors, namely the use of Indonesian language is still influenced by the acquisition of mother tongue in schools. Second, the teacher factor explains something usually uses code mixing and code switching so that students better understand the material delivered by the teacher in class. Third, environmental factors. There is a habit in schools where the interaction of teachers and students as well as students is still used to using the regional language, namely Sasak in communicating both inside and outside the classroom, and the fourth speech opponents, speakers using mixed codes and code switching communicate with speech partners to adjust to

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

the existing situation and conditions.

REFERENCES

Fauzi, R. A., & Tressyalina, T. (2021). Alih Kode Dan Campur Kode Dalam Transaksi Antara Penjual Dan Pembeli Di Pasar Modern Teluk Kuantan Riau. Kajian Linguistik Dan Sastra, 5(2), 113–122. Https://Doi.Org/10.23917/Kls.V5i2.11000

Fiddienika, A., Awaliyah, N. I., & Akuba, A. S. (2024). Alih Kode dan Campur Kode pada Pemeran Utama Zainuddin dalam Film Tenggelamnya Kapal Van Der Wijck. INDONESIA: Jurnal Pembelajaran Bahasa dan Sastra Indonesia, 5(3). https://doi.org/0.59562/indonesia.v5i3.62392

Guna, S. D., Setiawan, H., & Maspuroh, U. (2023). Alih kode dan campur kode guru-siswa dalam pembelajaran bahasa Indonesia di SMA KORPRI Karawang. Jurnal Pendidikan Bahasa, 12(1), 4615. https://doi.org/10.31571/bahasa.v12i1.4615

Jannah, M. B., & Anggraini, D. (2023). Alih Kode Dan Campur Kode Pada Tuturan Guru Dan Siswa Dalam Proses Pembelajaran Bahasa Indonesia Di Kelas X SMA Negeri 1 2X11 Kayutanam. Educaniora: Journal Of Education And Humanities, 1(1), 65–73. Https://Doi.Org/10.59687/Educaniora.V1i2.10

Lestari, P., & Rosalina, S. (2022). Alih Kode dan Campur Kode dalam Interaksi Sosial antara Penjual dan Pembeli. DiSastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 4(1), 1-9. http://dx.doi.org/10.29300/disastra.v4i1.4703

Pendidikan Bahasa Indonesia, P., PGRI Lubuklinggau, S., Sumatera, S., Haryani Putri, A., Eka Chandra Wardhana, D., Wr Supratman Kandang Limun, J., & Bengkulu, K. (2020). Published By Lp4mk Stkip Pgri Lubuklinggau Campur Kode Dalam Pembelajaran Di Kelas Rendah Sekolah Dasar Negeri 74 Rejang Lebong. 3(2), 464–483. Https://Doi.Org/10.31540/Silamparibisa.V3i2

Juwita, S. R., Minto, D. W., Nugroho, O. F., & Febrianti, N. (2022). Campur kode bahasa gaul mahasiswa dalam pembelajaran bahasa Indonesia. Diksa: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 8(2), 26670. http://dx.doi.org/10.33369/diksa.v8i2.26670

Mustadi, A., dkk. (2021). Filosofi, teori, dan konsep bahasa dan sastra Indonesia Sekolah Dasar. UNY Press

Saragih, C. O., Purba, A. R, Saragih, R., Pandiangan, J., & Simarmata, T. M. (2024). Hybrid Code Mixing Dalam Lirik Lagu “Please Sahali Nai.” Jurnal Pendidikan Bahasa, 13(2). Https://Doi.Org/10.31571/Bahasa.V13i2.8527

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Sischa Silfi Saputri. (2024). Campur Kode Komunikasi Mahasiswa Program Studi Pendidikan Bahasa Inggris Stkip Pgri Trenggalek Tahun Akademik 2023/2024. Jurnal Pendidikan DEWANTARA: Media Komunikasi, Kreasi Dan Inovasi Ilmiah Pendidikan, 10(2), 42–49. Https://Doi.Org/10.55933/Jpd.V10i2.739

Swantika, I., Harissandi, R., Diva Anwar, R., Pelita Nusantara, S., & Iskandar Muda No, J. (2023). Pencampuran Kode Dalam Interaksi Kelas Komputer. Jurnal Prima Pengajaran Bahasa Inggris, 5(2). https://doi.org/10.34012/elt.v5i2.4737

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License