

Phenomena of code switching and code mixing in teacher and student speaking in learning interactions in bashroh classes Al-Azhar Pare Course Institution

Wachida Muhlis

Arabic Language Education Study Program, Faculty of Postgraduate, State Islamic University of Maulana Malik Ibrahim Malang

Correspondence author: 220104210008@student.uin-malang.ac.id

Abstract

This study aims to describe the phenomena of code switching and code mixing that occur in speech events of interactions between teachers and students in the Bashroh class. The Bashroh class is one of the class names at the Al-Azhar Arabic language course in Pare Kediri. The main problem in this study is the form of code switching and code mixing that occurs in the speech interaction between teachers and students in their learning. This research includes the type of qualitative descriptive research. The subject of this study is the speech phenomenon that occurs in the interaction of teachers and students in the Bashroh class at the Al-Azhar Pare Kediri course institution. The object of this research is speech that contains code-switching and code-mixing in teacher and student interactions in the Bashroh class. The data was obtained using participant observation, interviews techniques and field notes. Data analysis was carried out by reducing data, then recording sentences that fall into the category of code switching and code mixing. The limitations in this study are time constraints that make this research less than optimal. The author hopes that this research can be useful for readers, and hopefully this research can be developed by others.

Keywords: Phenomena, Code Switching, Code Mixing, Speech.

Introduction

Humans are social creatures who always interact with other humans, and require language to be used as a means of communication (Aziz & Saihu, 2019). Defining language as spoken speech that contains the meaning spoken by humans. Language plays an important role in human life because humans are social beings who must interact and communicate within social groups. In language, it is inevitable that the application of language as a means of communication, as well as bilingualism and multilingualism used by certain members of society will result in language contact. The language contact in question is the meeting of two or more languages in the communication process. It is this event (language contact) that ultimately results in linguistic

phenomena such as code switching and code mixing. This opinion is supported by opinions Nurlianti (2019) who revealed that the salient thing that can happen from this language contact is the occurrence of bilingualism and multilingualism with various cases such as interference, integration, code switching, and code mixing.

Sudaria (2019) defines code-switching as a symptom of changing the use of language due to changing situations, then Yusnan et al., (2020) explains that code switching is an event of switching from one code to another. For example, speakers using Arabic switch to using English. Meanwhile, people who are bilingual will experience language contact resulting in code mixing I, (2017) explained that code mixing is the mixing of two (more) languages or varieties of languages in one language act without anything in the language situation that demands mixing of languages. In daily social interaction with other speakers, of course, usually we continuously use language variations without realizing it. It is from this variety of language that an individual chooses the language in his communication, which allows for code-switching and code-mixing in his speech acts.

The phenomenon of language in the life of a multilingual society is related to speech acts. The phenomenon in question is related to code switching and code mixing which are the topic of problems in this study. A speech act is an act of communicating in conveying information by a speaker to his speech partner with a specific intent or purpose. For example, when a teacher communicates with his students. In this case, he chooses one of at least two languages he masters, for example the regional language is chosen when the teacher reprimands or gives advice to his students. The bilingual teacher as the subject of this study is one of the main components and has an important role in the teaching and learning process in the classroom.

During the learning process in the classroom, it is very possible for a bilingual teacher to choose a reliable code to use in communicating. People who master two languages are called bilingual. The people who are able to master more than two languages are called multilingual. Apart from mastering local languages, they also master Indonesian, and not a few even master foreign languages. These bilingual events happen anywhere and anytime. Both in the family environment, school environment, village environment, and other places. Both in formal and non-formal situations though (Werdiningsih, 2022). This also triggers the teacher to involve himself in several language phenomena in a multilingual society. The phenomenon of language in question includes symptoms of transition in the use of language due to changing situations (code switching) and symptoms of mixing of language use due to changing situations (code mixing). Some of these phenomena can come from within the teacher himself (internal) or from outside himself (external).

The occurrence of code switching and code mixing between teachers and students usually occurs because the perpetrators of language acts master two languages or it can also be done deliberately because they have not mastered a language and then look for equivalent words that they do not understand, even though each teacher expects his students to be skilled at speaking as a reference for measure the ability to communicate orally so that students are always required to use good and correct language (Ninsi & Rahim, 2020).

The purpose of this writing is to describe the Phenomena of Code Switching and Code Mixing in the Speech of Teachers and Students in Learning Interactions in Bashroh Classes at the Al-Azhar Pare Course Institute, Kediri.

Methods

This research is a type of case study descriptive research with the presentation of qualitative descriptive data. This research was carried out in the Bashroh class at the Al-Azhar Pare course in the period October 2022. The subject used in this research is conversation involving teachers and students in the Bashroh class at the Azhar Pare course. The research subject of Bashroh class students totaling 25 people, 15 girls and 10 boys. With an average age of over 20 years. This research was carried out in learning to read the book of Al-Miftah. Qualitative descriptive approach in this study using sociolinguistic references. Sociolinguistics is a field of science that focuses on social phenomena associated with the reality of language use (Mubaraq, 2018).

This descriptive research is a research procedure with the results of presenting descriptive data in the form of oral utterances in a speech event or act of communication and linguistic phenomena which also influence the use of language between teachers and students in our reading learning Al-Miftah class students of Bashroh Azhar Pare course institute. This is because descriptive research tells and interprets data relating to facts and phenomena that occurred at the time the research was conducted (Ninsi & Rahim, 2020).

The research data is in the form of qualitative data obtained from observation and interviews which are in the form of notes. After the data is collected the next step is to analyze data, the technique used for analyze data is interactive, which divides analysis activities into several parts, namely: data collection, data reduction, data presentation, and conclusion drawing or data verification (Sahir, 2021).

Results and discussion

Definition of Code Switching

The code can be defined as a speech system in which the application of language elements has characteristics according to the speaker's background, the speaker's relationship with the interlocutor and the existing speech situation. According to Rahardi in the book of Wardhaugh & Fuller (2021) argues that the code has a neutral nature. It is said to be neutral because the code does not have an interpretation tendency that evokes emotion.

Codes can switch from one variant to another. Code switching usually leads to formal to informal code, from respectful to disrespectful code, from incomplete to complete code, mastered code to less mastered code. Human language is a kind of code, a language system in a society, a certain variation in a language. Someone coded with various variations. The variations in question are soft, loud, fast, slow, pitched and so on according to the speaker's mood. If you are angry, of course, be fast and hard, on the other hand, if you are seducing, you must be slow and gentle. So, humans can change their voice according to the mood they feel (Sutarsih, 2017).

In many countries, both in Indonesia and abroad, there are speakers who communicate in different languages, so we can conclude that more than one language is used to communicate in society. In this situation of bilingualism, people often change language depending on the situation or concern in the communication, this is called code switching. In general, code-switching is known as language switching by a speaker from one language to another.

Definition of code switching according to experts:

- Code switching is an event of switching from one code to another, for example from a local language to Indonesian, from Indonesian to a foreign language (Ras, 2014).
- Rulyandi et al., (2014) states the concept of code switching which includes events where we switch from one language variety, for example a formal variety to a non-formal variety (familiar variety).
- Amri (2019) states that code switching is a transition from one language to another. This language translation is entirely due to changes in the language situation. The changes referred to include factors such as the relationship between the speaker and listener, the purpose of speaking, the topics discussed, the time and place to talk.

Code switching is not only divided between languages, but can also occur between varieties or styles contained in one language. As an example of a transition event that occurs in a class that is studying a foreign language (for example Arabic). The class automatically uses two languages, namely, Indonesian and Arabic.

Definition of Code Mixing

Code mixing or interference from the use of language units from one language to another to expand language style or variety of languages including the use of words, clauses, idioms, greetings, and so on (Yunus, 2018). Code mixing is the use of two languages used in a speech alternately. Code mixing is the casual use of two or more languages or a variety of languages between people we know intimately (Kustriyono & Rochmat, 2015). Code mixing is the practice of using language units belonging to one language with other language units so that the variety or style of the speaker's language can develop (Nugroho, 2018). Based on these opinions, it can be concluded that code mixing is the mixing or use of two or more languages in the communication process. This is usually related to the characteristics of speakers, such as social background, level of education, and religious feelings.

Based on several expert opinions regarding code mixing, it can be concluded that, code mixing is an event of using language or elements of another language into a language, or an event of mixing languages. Code mixing events can be seen in everyday life when interacting. The occurrence of code mixing is usually caused by the absence of equivalent words in the language used to express an intention (Chaer & Agustina, 2010). Based on the absorption element that causes code mixing, code mixing can be divided into three parts, namely:

Outer code mixing

Exit code mixing is code mixing which absorbs foreign language elements (Yuliana et al., 2015). For example, in the code mixing event, the use of Indonesian includes inserts from foreign languages such as Chinese, Korean, English, Arabic, Dutch, French, and so on.

Mix the code into (inner code mixing)

Internal code mixing is someone who uses Indonesian to insert a lot of local language elements, or vice versa (Yuliana et al., 2015). For example, in the code-mixing event, the use of Indonesian includes inserts from Javanese, Sundanese, Batak, and so on.

Mix code mix

Mixed code mixing is code mixing in which (perhaps a clause or sentence) has absorbed elements of Malay, Chinese, Javanese (regional languages) and foreign languages (Chaer & Agustina, 2004).

When there is interaction in the speech of teachers and students or other interactions. The form of data is in the form of code switching and code mixing as the unit of analysis. Thus the data sources in this study were teachers and

students who interacted (communicated verbally) in the Bashroh class at the Al-Azhar Pare Kediri course institution.

Form code switching and code mixing

Forms of code switching

1). Internal code switching

a). *Teacher* : *ok, today we will study 3 important discussions, the first is about Isim, the second is Fiil, the third is Letters*

Student : *"Iyye ustadz".*

Teacher : *"Iyye, Ok".*

The speech events that appear in data (a) there was a code switching of the Indonesian language code by students. Then it seems the teacher also replied with a similar code switching. The form of code switching that occurs in learning Al-Miftah class Bashroh Al-Azhar Course Institute Pare Kediri is in the form of internal code switching, which includes code switching from Indonesian to Makassar.

b). *Teacher* : *please make a sentence about isim. for example*

(فيصبحوا على ما أسروا)

Student 1 : *Dehh, the height of the language is Ust.*

Student 2 : *What's up sede*

Teacher : *isim is divided into 2 there are mab'ni and mu'rob. Please give examples of each from mabni and mu'rob.*

Student : *"Iyye, Ust".*

In data (b) there is code switching which is again carried out by students using Makassar language. In the word "Iyye" which is a substitute for the word "Iya" in Indonesian.

c). *Student* : *Beginikah contohnya ust?*

Teacher : *Right*

Student : *Mantul.*

The decoding of data (c) was again carried out by the students using the slang "Mantul" which is an acronym for Excellent. The code switching carried out by the students is likely to further dilute the speech situation that takes place in the interaction between the teacher and students. And make students more relaxed in communicating with teachers.

2). External code switching

From the learning activities, it can be seen that the teacher's speech shows 3 data from external code switching events.

d). Students : show the teacher the work that has been done

Teacher : Good Job!

Student : Hehehheeh, Thank you Mother.

The speech event in data (d) above is an external code switching event. This is because the teacher diverts the language in his communication by using English. Then you can see the code switching done by the students responding to the teacher's comments with the results of their assignments using informal language on the word "thank you" which is the standard form of "thank you". So it appears that the relationship between students and class teachers in Basra tends to be in formal situations. In more detail, in the data above, students add joy by saying "hehehheeh".

e). Teacher : Good job!

Student : Thank God, Mother's Syukron.

In data (e) the teacher tends to use a foreign language, namely English in each of his expressions in commenting on student assignments. Then the student's speech act responds to the code switching done by the teacher by switching the code to Arabic in the word "Syukron" which means thank you. Switching the code to students' speech acts is an expression of gratitude with the addition of the word "Alhamdulillah".

f). Teacher : listento the Nadzooman song about the material being studied

Student 1 : Masha Allah.

Student 2 : Masha Allah

Student 3 : Masha Allah

In data (f) code switching done by students is external code switching in the use of the word "Masha Allah". Masya Allah is a term for an Arabic phrase expressed by a Muslim to show admiration for someone, something or an event. In this case students use the word "Masha Allah" as an expression of appreciation when seeing or hearing something amazing solely because of the power of Allah SWT.

Form of code mixing

1). Code mix in

There are three code mixing event data. The speech events that occur in data (a) indicate that there is code mixing carried out by the teacher and his students which can be seen in the following data:

(a). Student : this is my assignment mom?

Teacher : yes, right. After I read it, it turned out that the examples were in accordance with the discussion earlier, and more specifically the examples for mu'rob

Student : Alhamdulillah, Thank you mom!

In data (i) it appears that teachers and students using non-standard Indonesian. In the events of the speech above there are also Makassar language particles "*mi and ta*" which mean affixes which mean to invite, but in other sentences these particles can change their function as affirmation, allowing and as follows. Students in the event said above also used the phrase from Arabic "*Alhamdulillah*" which is an expression of a Muslim's gratitude for God's grace.

b). Teacher : Thank you for today, God willing, next week everyone will be healthy. See you again.

Student1 : iyye, thank you mom.

Student2 : yes mom, thank you. We are always healthy too. Thank you very much mom.

In speech events (b) there is code mixing between Indonesian and Makassar language elements manifested in two forms, namely the insertion of the word "*iye*" and the particle "*ki*" in the particle "*ki*" can be used in different contexts, one of which is a more polite and subtle sign, especially when we communicate with older people. Furthermore, the speech events that occurred can be seen in data (c) as follows:

c). Student : how do you copy the sample sentences that I have written mother? Thanks mom for the opportunity. This is my question. Tabe, mom this is my question.

In data (c) it appears that there is code mixing from Makassar language into Indonesian. The insertion of the particle "*jhi*" and the word "*tabe*" in Makassar, the particle "*jhi*" can be used in different contexts, one of which is a sign of affirmation of something. This particle has a similar meaning to the word just or only. Its use accompanies the predicate, which is usually placed in front of the object or subject.

Inward code mixing data for class students Bashrah Institution Al-Azhar Pare Kediri course on the use of clitics such as particles "*ki, mi, na,* and *jhi*" and others. In the Makassar dialect, there are several particles that are unique and difficult or even impossible to translate into Indonesian if they stand alone. This is what influences the speech acts of teachers and students to mix the Makassar language code into Indonesian because there is an emotional connection to the regional language and both come from the Makassar tribe.

2). Code mixing out

There are three speech event data in the form of outward code mixing. The speech events that occur in data (d) indicate that there is code mixing carried out by the teacher and his students which can be seen in the following data:

d). Teacher : Alright, because our learning finished, and God willing our discussion will continue at the next meeting. Thank you for all. Fastabiqul Khaerat, wabillahi taufiq wal hidayah. Wassalamualaikum warahmatullahi wabarakatuh.

Student 1 : Waalaikumussalam warahmatullahi wabarakatuh

Student 2 : Waalaikumussalam mother. stay safe mother!

Teacher : Enjoy the weekend with friends and keep the spirit. May Allah swt easy for all our affairs.

The speech events in (d) occurred code mixing by the teacher who used Arabic in his speech acts "*fastabiqul khaerat, wabillahi taufiq walhidayah. Wassalamualaikum warahmatullahi wabarakatuh*". Which means racing to do good, Allah is the one who guides you to the straightest path, and may safety be given to you, and Allah's grace and His blessings also upon you. Speech acts that contain elements of mixing the Arabic language code that are carried out by the teacher occur because of the close emotional relationship between the teacher and Arabic. Code mixing by the teacher also includes skills in closing learning by praying to get blessings for all teaching and learning activities. The next speech event after students do code switching by answering greetings from the teacher. The teacher then mixes the code in English and Arabic, inserting the word "weekend" which means quality time. The factors behind the code-mixing are related to the speaker and the speaker's personality. This means that to show a higher level of education, speakers use several elements of English and Indonesian in one speech act.

e). Teacher : like the previous meeting before we enter into discussing new material we have to listen to the nadzoman and sing together. For that all please listen carefully.

Student 1 : mother, spirit.

Student 2 : deh, the lyrics of the song remind someone.

In data (e) there is code mixing by students in English "remember someone" which means remembering someone. There are a number of reasons why someone tends to practice code mixing, it could be due to the difficulty in finding equivalent words in Indonesian, which makes it easier for some people to express their meaning in English.

- f). *Teacher* : *Bismillah, please listen carefully to the nadzoman which I will play many times and then memorize it!*
- Student* : *Ok, after we listened to it, I memorized it right away, mother.*
- Teacher* : *Ok, please listen. Easy that.*
- Student* : *Yes Mom.*

In data (f) there is a mixed code mixing event by the teacher using two languages at the same time in one speech act, namely there are elements of the Arabic phrase "*insyaAllah*" the particles "*ji*" and "*iyye*". These factors are driven by a sense of regionalism and a sense of religion.

Conclusion

Based on the analysis of research that has been carried out in learning Arabic, we read Al-Miftah in the Bashroh class at the Al-Azhar Pare Kediri course institution, there are code switching and code mixing that affect Arabic learning in the Bashroh class. Code Switching and Code Mixing in Teacher-Student Speech Events in the Bashroh class at the Al-Azhar Pare Kediri course tends to use internal and external forms of code switching. Meanwhile, the form of Code Mixing that occurs is internal code mixing and external code mixing. The effects of Code Switching and Code Mixing that arise in Arabic Language Learning include speech acts between teachers and students that tend to use code switching and code mixing of Arabic, English, and Arabic into Indonesian.

This is what can affect the rules for using Arabic as the language of instruction in the Bashroh class at the Al-Azhar Pare Kediri course institution to become non-standard. So that in communicating students are less fluent in using Arabic at school and in learning English. However, on the other hand it makes it easier for the teacher to convey the material so that students easily understand the learning material presented. The use of code switching and code mixing of foreign languages into Indonesian does not only have a negative effect, but also has a positive influence on students. With the existence of code switching and code mixing of foreign languages, it indirectly adds insight to students to more easily understand learning. The limitations in this study are time constraints that make this research less than optimal. The author hopes that this research can be useful for readers, and hopefully this research can be developed by others.

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