ANALYSIS OF CODE MIXING AND CODE SWITCHING IN STUDENT AND TEACHER SPEECH IN TEACHING AND LEARNING ACTIVITIES AT SMAN 1 I WANT TO GET SUCCESSFUL

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A B S T R A C T

Ingin Jaya, Kab. Aceh Besar and describe the factors that cause code mixing and code switching in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya, Kab. Aceh Besar. This research belongs to the linguistic domain with a descriptive qualitative approach. The source of the data from this research is the teacher who teaches in class XI SMA Negeri 1 Ingin Jaya, Kab. Aceh Besar. The selected teacher is a teacher who masters two languages or more than two languages. The results of this study, based on the speeches of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya, found 27 data in the form of code mixing and code switching. With details of code mixing data on the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya as much as 17 data and code switching on the speech of teachers and students in teaching and learning activities at SMA Negeri 1 Ingin Jaya as much as 10 data.

PENDAHULUAN

Language is a component that cannot be separated from human life. This is because language is used in various needs, in certain conditions and situations. When viewed from the characteristics, forms of meaning and purpose, language has a complex and broad sense. (Effendi dan Wahidy, 2019:15).

In social life, language is the main medium of communication in conveying information in writing and orally. Humans need a wide scope of communication, so there is a possibility that speakers use two or more languages. Some things are often encountered when communicating orally, such as the symptoms of the influence of B2 to B1 or referred to as language interference. This symptom can be in the form of code switching or code mixing.

While at the education level, students including students of SMAN 1 Ingin Jaya will learn the national language and foreign languages so that it does not rule out the possibility of students interacting using two or more languages. However, it is not uncommon for students to experience code switching and code mixing events at school, in speech acts students still interact using local languages.

During learning activities, there are still students who use local languages instead of using Indonesian or even foreign languages, this is caused by several factors. Code-mixing and code-switching events are present in various circumstances, namely formal circumstances and informal circumstances. The use of code mixing and code switching in informal situations is still understandable because there are no specific rules regarding the use of language in everyday life.

In contrast to informal situations, in formal situations a speaker is bound by rules that require speakers to speak with the correct language and in accordance with applicable rules. In this situation the use of code mixing and code switching should not be done. Although forced to do so, code mixing and code switching should be kept to a minimum and the use of code mixing and code switching should have a justifiable reason and purpose. However, even though it is prohibited, code-mixing and code-switching in formal situations are still widely found, for example the use of code-mixing and code-switching in the school environment.

Indonesian is the language of instruction that must be used by teachers during teaching and learning activities. This call for the use of Indonesian is summarized in Law of the Republic of Indonesia Number 24 of 2009 paragraph 3. In this law, it is stated that Indonesian, which is the official language of the state, has a function as the language of instruction in the world of education. The law explicitly requires the use of Indonesian during teaching and learning activities. This use is used at all levels of education, namely elementary school (except low grades), junior high school, high school, and university. the use of Indonesian has several objectives, including to help Indonesian to become a language that is always used in the field of science and technology. In addition, by using Indonesian, students will be accustomed to and fluent in Indonesian so that later it will be useful when they continue their education at a higher level.

Although it is compulsory, in Aceh Indonesian is not fully used in teaching and learning activities. When teaching, teachers usually mix fragments of Acehnese into Indonesian. This language mixing occurs because Acehnese people do have the ability to speak two languages. These languages are Acehnese which is the first language and

Indonesian which is the second language. To facilitate interaction with students who are accustomed to using Acehnese, teachers use Acehnese as well so that communication can be established. On the basis of this problem, the researcher conducted a study on code mixing and code switching in the speech of students and teachers in teaching and learning activities at SMAN 1 Ingin Jaya.

1. Sociolinguistic Studies

Bram and Dickey (in Malabar 2015: 11) explain that sociolinguistics specifically discusses how the language can function well in the community. Sociolinguistics is a science that studies the characteristics and various variations of language, and the relationship between speakers in language communities. (Marni, 2016:3).

2. Bilingualism

In general, bilingualism is the use of two or more languages by a person or by a community Kridalaksana (in munandar, 2018: 36). Achmad and Alek Abdullah (in Finar Haugen 2015: 167) define it as the ability (someone) to produce complete and meaningful speech in another language.

Bilingualism in sociolinguistic studies is the use of more than one language used by speakers in communicating alternately or sequentially (Atmaja, 2018: 3). This means that someone who is interacting between a speaker and a speech partner using more than one language is used. For example, the first language used is the mother tongue and the second language used is the language he acquired after that it can be a foreign language.

3. Code Mix

Nababan (in Munandar, 2018: 10) says that code mixing is a situation where when humans speak and are found to mix several languages in an interaction and without any transition or adjusting the situation. In code mixing speakers insert elements of another language when using a particular language. These elements can be words, but can also be phrases or groups of words. If it is a word, the symptom is usually called borrowing.

4. Code Switching

Yuana (2020: 2) explains that code switching is an event of switching from one code to another. According to Kunjana in Diyah (2015: 25) code switching is a general term to mention the alternation or transition of the use of two or more languages, several variations of one language or even several styles of a variety. Ohoiwutun (Yusnan, et al, 2020: 3) reveals that code switching, namely the transition of use from one language or dialect to another language or dialect.

RESEARCH METHODE

This research belongs to the field of linguistics with descriptive methods with a focus on providing objective information about the analysis of code mix and code switching in the speech of students and teachers in teaching and learning activities at SMAN 1 Ingin Jaya, Aceh Besar Regency. The source of this research is a teacher who teaches in class XI of SMA Negeri 1 Ingin Jaya, Aceh Besar District. The selected teachers are teachers who master two languages or more than two languages.

In this study there are four data collection techniques used. First, free listening technique, second, recording technique, third, note-taking technique and documentation technique. Data analysis techniques that researchers use Data Reduction, Data Presentation, and Conclusion Drawing/verification.

The research instrument used in this research is a table containing types of code mix, forms of code mix, various kinds of code switching, forms of code switching and the factors that cause it which serves to collect data and classify data in the form of code mix and code switching in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya.

RESULTS AND DISCUSSION

Based on the results of the research that has been conducted, it can be concluded that code switching and code mixing events are found in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya. Based on the data analysis conducted during the research, the following conclusions can be drawn. First, three types of code mixing were found in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya, namely inner code mixing, outer code mixing and hybrid code mixing.

Based on the results of the research conducted, it shows that the most common types of code mixing are inner code mixing and outer code mixing. As for the type of code mixing that is least found is hybrid code mixing. This is because students and teachers more often mix Indonesian codes with local languages, namely Acehnese rather than foreign languages. Fourth, there are five factors that cause code mixing in the speech of teachers and students in teaching and learning activities at SMA Negeri 1 Ingin Jaya, the five factors are: (1) limitation of code use (2) speaker or speaker (3) specific purpose (4) speaker factor, and (5) prestigious.

Based on the results of the research that has been done, it shows that the most dominant factor causing code mixing is the speaker or speaker factor and followed by a

specific purpose factor. Meanwhile, the factors that cause code mixing that are not found are the factors of limited code use and prestigious.

The results of the research conducted show that the most dominant code switching used by students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya is inward code switching. While outward code switching is few. The two kinds of code switching found in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya are internal code switching, and external code switching.

This is because students and teachers often use local languages compared to foreign languages, and are supported by the same background, namely the Aceh sub-district community, Aceh Besar Regency, Aceh Province which predominantly uses Acehnese. Second, there are five factors that cause code switching in the speech of students and teachers in learning activities at SMA Negeri 1 Ingin Jaya, the five factors are: (1) speaker or speaker, (2) interlocutor or listener, (3) change of situation or the presence of a third person or third party, (4) change of topic, and (5) change of formal situation to informal or vice versa. Based on the results of the research that has been done, it shows that the factors that cause code switching obtain the same amount of data. Third, there are forms of code mix in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya, namely the form of code mix in the form of word insertion, the form of code in the form of phrase insertion, the form of code mix in the form of reduplication and the form of code in the form of clauses. The most dominant use is the form of code mix in the form of word and phrase insertion, then the form of code mix in the form of reduplication and the least used is the form of code mix in the form of clauses.

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the results of the research conducted, it can be concluded that code switching and code mixing events are found in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya. Based on the data analysis that has been conducted during the research, the following conclusions can be drawn. First, three types of code mixing were found in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya, namely inner code mixing, outer code mixing and hybrid code mixing.

Based on the results of the research conducted, it shows that the most common types of code mixing are inner code mixing and outer code mixing. As for the type of code mixing that is least found is hybrid code mixing. This is because students and teachers more often mix Indonesian codes with local languages, namely Acehnese rather than foreign languages. Fourth, there are five factors that cause code mixing in the speech of teachers and students in teaching and learning activities at SMA Negeri 1 Ingin Jaya, the five factors are: (1) limitation of code use (2) speaker or speaker (3) specific purpose (4) speaker factor, and (5) prestigious.

Based on the results of the research that has been done, it shows that the most dominant factor causing code mixing is the speaker or speaker factor and followed by a specific purpose factor. Meanwhile, the factors that cause code mixing that are not found are the factors of limited code use and prestigious.

The results of the research conducted show that the most dominant code switching used by students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya is inward code switching. While outward code switching is few. Second, the kinds of code switching found in the speech of students and teachers in teaching and learning activities at SMA Negeri 1 Ingin Jaya are internal code switching, and external code switching.

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B. SUGGESTIONS

Based on the research results and conclusions, the following are suggested.

1. For Indonesian language teachers who teach at SMA Negeri 1 Ingin Jaya, they are expected to be able to use good and correct Indonesian as the language of instruction in teaching and learning activities, and be more careful in the use of code switching and code mixing in teaching and learning activities so that speech during the learning process becomes an example for students.

2. Students are expected to be able to use good and correct Indonesian as the language of instruction in learning activities, as well as be more careful in the use of code switching and code mixing in learning activities so that speech during the learning process becomes better.

For Indonesian language teaching enthusiasts, it is expected to better understand and know the use of good and correct Indonesian in speech, especially especially in Indonesian language teaching and learning activities themselves, so that students can imitate and feel pleasure and comfort in the learning process.

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