

CODE MIXING IN INDONESIAN LEARNING INTERACTION AT JUNIOR HIGH SCHOOL IN CILEGON CITY (*PHENOMENOLOGICAL STUDY OF TEACHERS AND STUDENTS WITH CILEGON JAVANESE LANGUAGE BACKGROUND*)

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Abstract. This study aims to obtain empirical and accurate data about the symptoms of code mixing carried out by teachers and students in the interaction of Indonesian language learning at Junior High School in Cilegon City, Banten Province. The method used in this study is a qualitative descriptive method. The technique used in data collection is the technique of recording and transcription of data. From the results of the study found several findings regarding the symptoms of code mixing. Formal situations can cause interference. The factor of teachers who are lacking in mastery of Indonesian vocabulary is the cause of the emergence of code-mixing symptoms. Social factors between teachers and students are the cause of code-mixing symptoms, besides the habitual factor in the pronunciation of the Cilegon Javanese language will cause symptoms of language deviation. The context of direct communication in the sense that the use of spoken language will lead to intersections between the first language and the second language, causing language symptoms such as code mixing. Likewise, within the framework of the research that the researcher did, the intersection of the regional language (Cilegon Javanese) and Indonesian language carried out by teachers and students of Junior High School in Cilegon City, occurred naturally and resulted in the mixing of systems in the Cilegon Javanese language into the Indonesian language system or vice versa. The results of this study describe and show that the first language (region) has a significant influence on the use of the second language, especially in the use of spoken language which tends to be spontaneous without going through a longer thought process.

Keywords: code mixing analysis

INTRODUCTION

If two or more languages are used interchangeably by the same speaker, it can be said that these languages are in a state of mutual contact. So, language contact occurs within the speaker individually. Individuals where language contact occurs are called bilinguals, while the events of using two languages (or more) alternately by a speaker are called bilinguals. Bilingualism occurs because of multi-diglossy conditions. Code mixing carried out by school students is a language contact event that occurs in the context of language learning. Language contact occurs in a social context, namely a situation where a person learns a second language in his community. In such situations, it can be distinguished between: language learning situations, language acquisition processes, and language learning people.

Within that framework, it would be interesting to write scientific articles regarding code-mixing practice activities for junior high school students in schools located in Cilegon City. The selection of junior high school students as data sources is based on the fact that code-mixing symptoms will be possible because students are bilingual speakers at any level. The selection of Cilegon City as a writing sample is based on the fact that sociolinguistically the people of Cilegon city master the first

language in the form of Cilegon Javanese, Sundanese and others, considering that Cilegon is an industrial city which of course will have many newcomers who then live in Cilegon. In connection with that, the author wishes to know how and what causes code-mixing in learning carried out by students at Junior High School in Cilegon City .

It is necessary to do research related to the above, considering the frequency of the use of various languages in Cilegon City is quite high because the majority of the first language of the people (students) in Cilegon City is Cilegon Javanese, coupled with the many variations of languages, given that in Cilegon city many enter people from various regions. This is what encourages researchers to conduct research on Code Mixing.

Code-mixing events are common in bilingual or multilingual societies. Code-mixing events have similarities with code-switching events because both events occur in a bilingual society, in Teaching and Learning the term code-mixing refers to the transfer of linguistic units from one language to another and the units involved can be morphemes, words, phrase, clause, or sentence.

In (Pieter Muysken 2000: 1) Weinreich argues that intra-sentential code mixing is a sign of lack of proficiency and bilingual interference. The ideal bilingual 'switches from one language according to appropriate changes in the speech situation (interlocutor, topic, etc.) but not in unchanging speech situations and certainly not in one sentence. A growing body of research has shown, however, that many bilinguals will produce mixed sentences in casual conversation. What is interesting to me, as has happened to many others in recent years, is that such sentences are generated very easily and smoothly. Indeed, for some speakers it is an unsigned code under certain circumstances. Nor does it reflect limited proficiency in any of the languages involved. On the other hand, speakers who mix code fluently and effortlessly tend to be fairly proficient bilinguals. Finally, we cannot assume that it is the difficulty of finding a particular word or cultural stress that leads to the mix (even if the language contact itself is culturally conditioned). Often, the elements introduced correspond to the word household.

Code-mixing events are common in bilingual or multilingual societies. Another opinion also reveals that code mixing is the use of language units from one language to another to expand language style or language variety including the use of words, clauses, idioms, and greetings, Kridalaksana (2001:35).

The factors that cause code mixing are:

1. The individual's ability to speak
2. Because of his expertise
3. Because of his status.

Code mixing has the characteristics that it is not determined by the choice of code, but takes place without what someone demands to mix elements of a language variant into another language, code mixing applies to different languages, occurs in informal situations, in formal situations only happens if not available words or expressions in the language that is being used Fasold (2006:233).

RESEARCH METHOD

The study was conducted at a junior high school in Cilegon City, Banten Province. As a source of research data are students at junior high school in Cilegon City with the assumption that they are already skilled in using Indonesian and their first language background is Javanese, Sundanese and Indonesian. This research uses a phenomenological qualitative method. This method seeks to describe a condition as it is by being directed to describe the symptoms, facts, or events systematically and accurately of an object under study. To obtain data in accordance with the scope of the problem and the objectives that the authors have formulated, this study uses a qualitative approach. Emzir (2012:28) who explains that the qualitative approach is one approach that primarily uses a knowledge paradigm based on a constructivist view.

Data collection activities in qualitative research are usually carried out from various sources, such as interviews, observations, and documentation. After that, the researchers reviewed all the data, giving meaning and processing them into categories or themes that cut across all data sources. (Creswell, 2010: 261). As for the sources of data in this study, namely: 1) events, the process of learning Indonesian in class 2) informants, namely subject teachers and students who take the lesson 3) documents, written information relating to the learning process in the classroom. In this study,

the research data is in the form of recordings of Indonesian language learning for students at junior high school in Cilegon City. During the learning process in the classroom (formal situations), the writer observes and records the process. Then the results of these observations, the author of the transcripts into written language, while the sources of research data are junior high school students in Cilegon City, Banten Province.

RESULT AND ANALYSIS

Phonemic Transcripts of Indonesian Language Learning Process between students in the class:

1. Nov
2. *Ape put?*
3. Tadi ngerti engga pelajaran bu cucu.
4. *Seepit doang ngertinya juga*
5. Heh, pade bae
6. *Tapi, lumayan lah*
7. Uwes tugase nov
8. *Durung, ane sing durung kih*
9. Nomor berapa?
10. *Nomor telu kuh*
11. Nih saya udah
12. *Ya udah sini*
13. Tukeran yah
14. *Iya sih, sama nomor berapa?*
15. Nomor 15 kuh
16. *Ini kok jawabannya engga sama?*
17. Wes sih masing- masing aja
18. Ye wes geh
19. Tulis ajah dulu
20. Iye-iye
21. Cepetan, takut ada bu cucu takut masuk duluan nantinya
22. Iya sih kan ini samapabilan
23. Iya sih
24. Nih, udah ko
25. Makasih yah
26. Oke
27. Yu manjeng yu
28. Iye- iye

The language used by students

The 3rd grade junior high school consists of 41 people. Their mother tongue (first) is Cilegon Javanese. The language used daily is Cilegon Javanese. Indonesian is used during the learning process, while outside the classroom (rest) the language used by Cilegon Javanese and Indonesian students depends on the interlocutor they are dealing with.

Situation of the Indonesian Language Learning Process Third Data

The Indonesian language learning process that was used as data in this study occurred on the sidelines of the learning process when the teacher was not in class. Based on the observations that the author made during the recording process, students used a lot of word fragments from the regional language which functioned as reinforcement for the meaning of words or sentences, and based on the recordings that the author has transcribed as above, the authors note that there are 28 sentences used by students during the conversation. When opening the conversation, students use Indonesian and when they close the conversation, students use Cilegon Javanese, the rest of the students use Indonesian, although sometimes there are fragments of the regional language used by both of them.

CODE MIXING

Code mixing is the use of language units from one language to another to expand the language style or variety of language including the use of words, clauses, idioms, and greetings, Kridalaksana (2001:35).

Based on the code-mixing limitation above, the author noted several things that happened during the learning process, namely there had been code mixing carried out by the teacher and students.

1. Code mixing done by Putri (Student 1)

Mixing code by Putri (Student 1) in conversation in the Indonesian language learning process in the data contained in sentences (15, 17 and 27), as follows: 15) nomor lima belas **kuh** 17) **uwis sih** masing masing aja! 27) yu **manjing** yu

Pieces of other language words or phrases that Putri (student 1) did in conversation in the

Indonesian language learning process on the data, namely: the word **kuh** (tuh/) in sentence (15), **uwis** (already) in sentence (17), **manjing** (entered) in sentence (27). The code mixing performed by Putri (Student 1) in the conversation in the Indonesian language learning process on data k, occurs at the beginning, middle and end of the sentence. At the beginning of the sentence it can be seen in sentence no (17) in the middle of the sentence (27) while at the end of the sentence it can be seen in sentence number (8).

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The use of fragments of Cilegon Javanese words or phrases into Indonesian by Putri (student 1) occurs because of the child's habit of pronouncing these words in their local language, some are done consciously with the aim of clarifying the meaning of the word or sentence being used. he taught it. Words whose pronunciation is not realized because they are usually pronounced in Cilegon Javanese pronunciation, namely: **uwis**, **manjing**. The word **kuh** in the sentence above, even though the pronunciation is not realized, the words are just words to clarify the words that follow or those that follow them, scientifically about the meaning of the sentence or semantics even though the words are omitted will not change the meaning of the sentence in question. 2. Code mixing done by Novi (student 2)

Mixing code by students in the process of learning Indonesian in the data contained in sentence numbers (2,4, and 10) as follows:

2) **ape** put

4) **sipit** doang ngertinya juga

16) nomor **telu kuh**

Code mixing by Novi (student 2) in the Indonesian language learning process on the data, occurs at the beginning of the sentence, and only at the end of the sentence. At the beginning of the sentence it can be seen in sentences (2 and 4), at the end of the sentence it can be seen in sentence number (16).

The word fragments or other language phrases that Novi (student 2) uses in the Indonesian language learning process on the data, namely: the word **ape** (what) in sentence (16), **sipit** (a little) in sentence (4), **telu** (three) in sentence (10).

The use of Cilegon Javanese word fragments into Indonesian carried out by Novi (student 2) occurred apart from the student's habit of pronouncing these words in their local language in various situations and conditions that included formal and informal situations, some were done in a formal manner. Consciously with the aim of becoming more familiar with themselves or getting closer to their inner relationship with their friends because of the similarity in their first language background, but some are spoken without realizing it because of habits or everyday language.

The use of Indonesian by Putri (student 1) and Novi (student 2) in the conversation of the third data learning process is colored by code-mixing symptoms. This happens because of their habit of using Cilegon Javanese in the context of daily communication, in addition to using Cilegon Javanese, Putri and Novi intend to clarify the meaning of words or sentences that follow or are followed, while the last factor is the lack of vocabulary. Indonesia and their weak mastery of the Indonesian language in general and want to get closer psychologically because they have the same cultural background, namely Cilegon Javanese ethnicity and language.

CONCLUSION

Based on the findings and data analysis, regarding the symptoms of code mixing, in learning Indonesian in junior high school students in Cilegon City, it can be concluded that things related to the explanation above are as follows:

1. The form of code mixing in which students are fragments of words/phrases from Cilegon Javanese to Indonesian,
2. Situational factors, both formal and non-formal, do not determine whether or not the codemixing symptoms occur or not, in other words, in any situation, code-mixing symptoms can occur.

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