A STUDY OF THE DAILY PRACTICES OF CODE MIXING AND SWITCHING

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Abstract

Foreign language skill presents a language variety called code-mixing and code-switching. The purpose of this study was to identify of code mixing and code switching frequently used in daily life. Code-switching and code-mixing are part of the Study of Bilingualism in Sociolinguistics which have become a very popular language, it is to be an influence for smooth communication in Indonesia because many speakers who realize code-switching and code-mixing using other languages such as Indonesian and English in a particular conversation in daily life. It is thus necessary to study for smooth communication and prevent misunderstandings. It was also found that people used code-mixing and switching in the process of clarifying certain issues to make other people more comprehensible.

Key words: Analysis, code mixing, code switching, daily life

INTRODUCTION

People usually used the language to communicate each other (Simamora & Oktaviani, 2020), (Pranoto & Afrilita, 2019). When they communicate, sometimes people use one or more language in the same situation (Al Falaq et al., 2021), (Kardiansyah & Qodriani, 2018), (Amelia et al., 2022). The using two languages or more in the same situation known call bilingual communication (Arpiansah et al., 2021), (Kuswoyo et al., 2020). (Maulana & Suprayogi, 2022) define bilingualism as the state of linguistic community in which two languages are in contact with the result that codes can be used in the same interaction and that a number of individualism are bilinguals (Mandasari & Aminatun, 2020), (Kardiansyah, 2021). As the result, Bilingual and multilingual of discourse in social communication can be code switching and code mixing often occur (Fakhrurozi et al., 2022), (Journal et al., 2022). Bilingual communities use certain strategies to make communication more effective and meaningful (Qodriani & Kardiansyah, 2018), (Aminatun et al., 2019). One of these tricks is "code switching," which we can observe mostly in second- or foreign-language classes (Kardiansyah & Salam, 2020), (Puspita, 2021). Code switching refers to the use of two languages within a sentence or discourse (Yulianti & Sulistiyawati, 2020), (Endang Woro Kasih, 2018), (Asia & Samanik, 2018). It

is a natural conflation that often occurs between multilingual speakers who have two or more languages in common (Mandasari, n.d.), (Fithratullah, 2021).

The term "code switching" has expanded to encapsulate any situation in which speakers finds themselves switching from one accepted vocabulary, cadence, style, or set of rules to another (Qodriani & Wijana, 2021), (Wahyudin & Rido, 2020). While, Code-mixing constitutes a mixing of two codes or languages which is usually without a change of topic, speakers mix both languages (code) in one sentence (Ivana & Suprayogi, 2020), (Sari & Pranoto, 2021). The main difference can be summarized like this: Code switching is something speakers do intentionally because they want to express themselves with a personal style or flavor (Ahmad et al., 2020), (Kuswoyo et al., 2021), but code mixing is something speakers might do unintentionally simply because they don't know the correct word or phrase (Yulianti & Sulistyawati, n.d.), (Nurmalasari & Samanik, 2018), (Gulö & Nainggolan, 2021).

The phenomena of code switching and code mixing often occur in daily life (Wardaniningsih & Kasih, 2022), (Suprayogi & Pranoto, 2020). It can happen in school especially in the class room (Mandasari, 2020), (Sinaga & Oktaviani, 2020). Teachers also do these kinds of switching during their attempt to promote relationship with students, to switch the topic (Fakhrurozi & Adrian, 2020), (Yulianti & Sulistyawati, 2021), and to persuade or motivate students to be more engaged in learning English (Agustina et al., 2021). Meanwhile, the students mix and switch their language to overcome their lack of knowledge of English (Amelia, 2021), (Fithratullah, 2019). People who are involved in a communication can be monolinguals, bilinguals, or multilingual (Suprayogi & Eko, 2020). When speaking to each other, those who are monolinguals can only use one language, those who are bilinguals can use two languages and those who are multilingual can use more than two languages. It is something common for bilingual or multilingual societies or communities to mix their native language with other language(s) in their daily communication or interaction. For this purpose, they combine the elements of the two languages they are using in their sentences. They usually practice this combination based on some various reasons, especially for showing their solidarity during their communication, usually in oral form of communication.

LITERATURE REVIEW

The elements that they combine can be a bound morpheme or an affix (prefix or suffix) of one language and a free morpheme of another language. They can also insert a word or words in a sentence used by them and they can even do a code-mixing by totally using different types of languages at the same time in a communication. It is also something usual for bilingual or multilingual societies or communities to do a switching from their own native language to another language they have known well in their daily interaction. They also do the switching based on their certain reasons or motives.

The example of the existence of code switching and code mixing is in a conversation between teacher and student. In this part, the researcher tried to classify every utterance that students spoke in their daily conversation which may contain code- mixing based on five types of insertion (insertion of word, insertion of phrase, insertion of word repetition, insertion of idiom, and insertion of shape baster). The concept of insertion is defined one language determines the overall structure into which constituents from the other language are inserted. Example of insertion (Indonesian/English):

V: Kalau aku sih, ini dah fix semua. (I think, all are already fixed)

Furthermore, Muysken (2000:350) states the branches of insertion of code-mixing. In his view, there five types of insertion, namely;

1. Insertion of word, for example, "*Ok*. Kalian ujian minggu depan."
   This phenomenon is called code mixing. In this case, most students enter other words into Indonesian sentences from all transcriptions.

2. Insertion of phrase, for example, "Ini namanya *reading skill*"
   "A phrase is a group of related words that does not contain a subject and a verb.". Students in L1 (Indonesian language) acquisition, they inserted phrase from other language (English and Indonesian language). Students were in their daily conversation as well and found that there were only the insertion is of phrase found.

3. Insertion of word repetition, for example, "ada banyak *souvenir-souvenir* dari Cina"
   Word repetition is the insertion of word which is repeated by the speaker, repetition used for clarification as what Hoffman, (1991:116) in the fifth point of seven of reason of mixing code. Students in LI acquisition expressed in their daily conversation at campus. Word repetition is one of five the types of insertion in code-mixing which is uttered by students as they were talking. The student inserted

word repetition by saying *souvenir-souvenir* in his utterance. Usually student inserted word repetition as they were giving their statement.

4. Insertion of idioms, for example, " makanya jadi orang itu ***don't judge book by its cover***"

   Here shows students use code mixing with the type of inserting an idiom in the sentence that he said. Sometimes they say an idiom as the spontaneity of the words that are written about the one they are discussing, and those idioms are familiar in their head, or sometimes they use idioms as inserts because they think they will look cool when using that idiom.

5. Insertion shape baster (native and foreign joint formation). For example, "saya menunggu ***transferan*** uang dari orang tua saya"

   The fifth type insertion of shape baster was also found in students' daily conversation in students to acquired the L1 (Indonesian language) , they jointed the formation of English (L2) to Indonesian (L1). Student 3 inserted shape baster ***transferan*** in emphasizing his statement. The word instrument is followed by the suffix –an (Indonesian morpheme refers to noun of –an.

METHOD

In this study, the writers utilized library research techniques and subjective depiction. This study utilized a subjective methodology zeroing in on story understanding. Subjective means examination dependent principally upon a constructivist viewpoint with respect to a singular's encounter that has been by and large or socially built. The information hotspot for this study was a strategies for teaching in second language acquisition. Information assortment strategies were performed by exploring or perusing sources in books, the web, as well as in past exploration reports, and others. Most understudies can find their assets in the library, information on the main libraries, experience with the chapter by chapter guide and other reference works, about complex is surely a fundamental apparatus for pretty much every understudy of writing. The information examination procedure utilized in this study is clear investigation. To help this information, the specialists looked for important information from different sources. Information investigation is the methodical course of considering and orchestrating information from meetings, perceptions, and records by coordinating the information and concluding what is significant and which should be contemplated. also, make determinations that are straightforward.

RESULTS AND DISCUSSION

Code switching is the one of alternative way to bilingual of two or more languages in the same conversation. Code- switching as "a common term for alternative use of two or more languages, varieties of a language or even speech styles" while code-switching is also the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. In the class, when the teacher teaches a foreign language code switching also become strategies learning in order to develop the students skill in English language. In the beginning of meeting the teacher uses target language when they explain the material and then they switch again into Indonesia to make sure understood for the students. The student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language.

Code-switching can occur between sentences (inter sentential) or within a single sentence (inter sentential). There are four major types of switching:

   a. Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another.

For example:

Teacher: "benar, that's a good answer"!

Tabipun, Now we come to the sociolinguistics class.

"Bagus, good job Santi"!

Write geh, do not only read!

The words "that's a good answer" can be considered a tag. Sometimes, emblematic code-switching or tag switching can take the form of intra sentential switching where categorical equivalence exists between the two languages involved.

b. Intra sentential switching, in which switches occur within a clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations.

For example:

Menurutku that's a good idea!

"Open your matrik book and kerjakan page10"!

Can you please tell me kalimat apa ini?

I'll give you a gift kalau kalian bisa jawab

From example above includes code-changing or complete shifts to another language system at major constituent boundaries.

c. Inter sentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other.

For example:

T: "Have you done your homework, Aul?"

S: Sudah, Ms!

T: May I see?

S: ini Ms!

T: look at the picture and fill the blanks.

S: yang mana Ms?

T: On page 30 from example above

Inter sentential code switches was to relate speech that had already occurred in other conversations in English. And it more frequent than intra sentential.

d. Intra-word switching, in which a change occurs within a word boundary.

For example:

Ujian hari ini open book!

Listeningnya pake speaker Jurusan

Lesson Plan kamu dah siap belum?

In other hand, Milroy and Pieter (1995: 8) define code switching "as a term 'intra sentential' used for switches within the sentence, in contrast with 'inter sentential 'used for switches between sentences". Although some commentators have seen code-switching as reflecting a lack of language ability, most contemporary scholars consider code-switching to be a normal and natural product of interaction between the bilingual or multilingual speaker's languages.

Reasons Speakers Use Code Switching and Code Mixing

There are a number of possible reasons for switching from one language to another; three are described below.

- **To Fulfill a Need.** A speaker who may not be able to express him/herself in one language might switch to another to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired, or distracted in some manner, or when they are less fluent in one language.
- **To Express Solidarity.** Switching also commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch.
- **To Exclude Others.** Code switching may also be used to exclude others from a conversation who do not speak the second language. For example, if two people in an elevator in an English-speaking place spoke Spanish, then not only would the others on that elevator who do not speak Spanish would be excluded from the conversation, but also a degree of comfort and intimacy would be established between the Spanish-speakers due to the fact that not all those present in the elevator can listen to their conversation.

CONCLUSION

Code switching and code mixing has become an indispensible communication strategy now-a-days. In every sphere of life code switching has become a popular trend in everyday conversations. The ground is that there are some common chunks of English used very frequently and found as ordinary language use in everyday life. This changing codes or languages is not for difficulty in understanding only, also for showing identity, for providing exact meaning, for holding a place in community, for achieving success etc. whatever the reason is, the main message is that specifically English has turned to a technology in the current era to reach, roam and to be connected globally.

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