The Causes of Code Switching and Code Mixing by Low Level of EFL Learners

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ABSTRACT

The objective of this study is to analysis the proses occurred the code switching and code mixing, to find out the types and the cause seventh grades at SMPN 1 KIBIN. This study was categorized into qualitative research design embracing particularly the content analysis. The data in this thesis were collected through observation, transcript conversation and documentation. In analysing the data the writer used triangulation data that consist of data reduction, data display and conclusion drawing/verification. The conclusion for this thesis is that in the conversation in seventh grades at SMPN 1 KIBIN occurred code switching and code mixing with the result of this thesis showed that each have three types of code switching and code mixing used in seventh grade at SMPN 1 KIBIN. (1) The calculation of the percentage code switching, the highest percentage results above are intra sentential switching (52%) because in this type of students are able to say words in English. The ssecond percentage is inter sentential switching (36%) not much different from the previous type, but in this type there are no explanatory sentences after or before. And the last smallest percentage is tag switching (12%) only one student does this type. (2) The calculation of the code mixing percentage, the highest percentage results above are alternation approaches (50.98%), students are able to speak explanatory sentences. The second in this percentage are insertions (word phrases) (33.33%) because in this type of students are able to say words in English. And the last, the smallest percentage is congruent lexicalization (dialect) (15.68%) only two students who do this type.

Keywords: Analysis, code switching, code mixing, teachers and students perspective

INTRODUCTION

Language is used by humans as a communication tool, which is used to connect communication between humans other humans. Language itself is an arbitrary symbol of sound, which is used by members of a community to work English expert (Kridalaksana, 2001: 21). Sound symbol is arbitrary meaning, relationship between the symbol and the symbolized is not mandatory, may change, and cannot be explained why the symbol conceptualizes certain meanings. Although the language symbols are arbitrary, they are also conventional, that is, every speaker of a language will obey the relationship between symbols with which it symbolizes (Chaer 2010: 12-13). In

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this day and age, most humans are bilingualism or bilingualism. Literally understandable bilingual with respect to the use of two or more languages.

According to Mackey in Chaer (2010: 84), Sociolinguistically bilingual interpreted as the use of two languages by a speaker in intercourse with other people in turn. Besides mastering mother tongue or the first language, speakers also master the second language, namely other languages which became the second language. People who can use both languages called bilingual. A person can be a bilingual when he is a child and also when he is an adult. While these events can occur at school environment, family environment, community environment, or other places. An English learning method is the key in learning. If a teacher applies a method that is not appropriate as well boring, then the class is finished. On average, students will tend bored and don't like English classes that last for almost two hours.

Chaer and Agustina (2010: 110) argue, "Code switching is a symptom of language use because of changing situations". The language change events used by bilingual people in communication will be influenced by the topic of conversation, the situation, differences in background, and the status of the speaker, the place of the speaker, the variety of languagesand many factors of someone's speech code switching. Changes in the use of language code switching and mixed language codes as a result of the situation in bilingual communities for language users to cause a feeling of dislike or dislike, accepting or rejecting is a separate contribution to the understanding of certain languages, both Indonesian, Sundanese, other languages and foreign languages.

Talk about code switching is usually followed by talk about code mixing. The two events that are common in bilingual societies have great similarities, so they are often difficult to distinguish. The similarity and difference between code mixing and code switching events is stated by Chaer and Agustina (2010: 114) that the similarity that exists between code mixing and code switching is the use of two or more languages, or variations of a language in a speech society.

Teaching English to young learners has actually begun long ago, according to the Indonesian Ministry of Education and Culture No. 0487/4/1992, Chapter VIII, which explains that schools can incorporate new subjects into the school curriculum but these new subjects must not be excluded from national education goals. When this new regulation emerged, many schools included English as a school subject.

The author conducted a pre-study at SMPN 1 KIBIN on 3th February 2020 starting at 11.50-12.45 am in the seventh grade consisting of 32 students. The problem that is found in the class is the lack of understanding in English, one of them is in speaking. Why is that, because students since elementary school do not learn English but are replaced by learning the languages of their respective regions. Thus, teachers in high schools are more extra teaching and starting from Basic English. During the author's pre-research in the class, what is usually said by students and students is only answer "yes or no".

The writer also found mixing languages from mother tongue into foreign languages. It happened

because in the class, students always combine Indonesian language into mother tongue or mother language mixed with foreign language. For example student A (showing expression of learning outcomes with the teacher), student B said (Happy tah kamu?) the word " happy "comes from the English" tah "added to the Javanese language of attack, while" you "is Indonesian.

The conclusion of some of the figures above is that ordinary speakers pass codes and mix codes because of habits, interactions, cultural and linguistic diversity. Therefore, the authors will make changes to the code and mix codes in SMPN 1 KIBIN because of lack of understanding in English and after conducting research, the authors find mixing English code with mother tongue or conversion.

METHOD
Method of the research
In this research, the writer used qualitative content analysis while on or several cases within their limitation such as place, time and others. Thus, the data for this study were collected by using some techniques such as: observation, interview transcript, and documentation.

According to (Creswell:4) "Qualitative methods is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically collected in the participant's setting. Data analysis inductively building from particulars to general themes. And the researcher making interpretations of the meaning of the data.

In the explanation above, the procedure used in this study is an interview and recorded by using the telephone for example of data to be analyzed. In this case the researcher is about analyzing from seven grades in SMPN 1 KIBIN. To analyze the causes and types of code switching and code mixing from interview conversation at SMPN 1 KIBIN.

Technique of collecting data
In collected the data, the writer used interview, observation and documentation. The interview was to make transcripts conversation from five students and two teachers at SMPN 1 KIBIN. In observation process, the writer used interviews to transcript conversations from five students and two teachers at SMPN 1 KIBIN. In the process of observation, the first thing to do is to interview the teacher and students via telephone and then recorded. The writer was analyze the code switching and code mixing types and describe the cause code switching and code mixing in seven grades at AMPN 1 KIBIN. Because in the current pandemic situation, the writer could not conducted the direct observations.

Techniques of Data Analysis
According to (Boglan and Biklen, 1982) " is an effort made by working with data, organizing data, sorting it into manageable units, licensing it, searching and finding patterns, finding what is important and what is learned, and decide what can be told to others. "The researcher were accumulated data, described the result of the research and descriptive data into data collecting, data display, and verification.

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FINDINGS AND DISCUSSION
Findings

Type of code switching and code mixing by low level of EFL learners at SMPN 1 KIBIN

a. The result of Code Switching (Intra sentential switching)

Table 4.1 The result of Intra sentential switching

Name	Utterance	Minute
First Transcript (Niken putri seftia lutfie)	Responden : **Sometimes**, tergantung anak-anaknya bu soalnya engga ngerti.	2 : 13
	Responde : **Sometimes** bu, ya gitu soalnya ngga ngerti.	1 : 54
	Responden : **a little** bu, soalnya kalo **full englis** malah ga paham sama sekali.	1 : 25
	Responden : hmm, waktu itu sih pernah bilang katanya biar anak-anak sedikit bisa bahasa inggris **and so happy** sih bu.	
	Responden : **ever,** ya ngikutin temen aja sponten kan gengsi juga bu kalo keliatan gabisa sama sekali.	1 : 05
	Responden : **difficult** bu, tp seru belajarnya karena gurunya asik.	0 : 48
		0 : 23
Second Transcript (nesya)	Responden : jawab sebisanya bu, kadang **yes yes** doang he hehe	
	Responden : **sometimes,** Paling **hallo/good morning** kalo ketemu.	1 : 55
	Responden : **a little**, soalnya ga paham.	1 : 30
	Responden : **no,** gabisa bu..	1 : 03
		0 : 38
Third Transcript (Davira septiani)	Responden : **yes bu**, katanya biar anak-anak bisa.	1 : 54
	Responden : kayanya biar anak-anak ngerti bu soalnya kalo **full** ngomong inggris ga paham bu.	1 : 02
	Responden :pernah tp jarang banget. paling **yes or no.**	0 : 43
Forth Transcript (Novia elva anggraini)	Do not do intra sentential switching.	-
Fifth Transcript (Eriska septiani)	Responden : gimana **mood** bu.	2 : 24
	Responden : kadang-kadang bu, paling **say hello**.	2 : 04
	Responden : pernah bu ngomong gini " **happy tah kamu**." Gitu.	1 : 1

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b. The result of Code Switching (Inter sentential switching)

Table 4.2 The result of Inter sentential switching

Name	Utterance	Minute
First Transcript (Niken putri seftia lutfie)	Responden : *Yes* Responden : ***hmmm i think no.*** Responden : *Never* bu	2 : 30 2 : 22 1 : 38
Second Transcript (nesya)	Responden : hmmm *ever.* Responden : *yes* bu Responden : ***no*** *Responde :* ***Hmmm i dont know*** *Responden :* ***difficult.***	2 : 02 1 : 42 1 : 16 0 : 28 0 : 18
Third Transcript (Davira septiani)	Do not do inter sentential switching	-
Forth Transcript (Novia elva anggraini)	Do not do inter sentential switching	-
Fifth Transcript (Eriska septiani)	Responden : *No* Responden : *Sometimes* Responden : *hmmm no*	2 : 32 2 : 13 1 : 43

c. The result of Code Switching (Tag switching)

Table 4.3 The result of Tag switching

Name	Utterance	Minute
First Transcript (Niken putri seftia lutfie)	Responden **:** **a little, just yes or no !**	0 : 34
Second Transcript (nesya)	Do not do Tag switching .	-
Third Transcript (Davira septiani)	Do not do Tag switching .	-
Forth Transcript (Novia elva anggraini)	Do not do Tag switching .	-
Fifth Transcript (Eriska septiani)	Do not do Tag switching .	-

d. The result of Code Mixing (insertion (word phrase))

Table 4.4 The result of insertion (word phrase)

Name	Utterance	Minute
First Transcript (Niken putri seftia lutfie)	Responden : *yes* Responden : *hmm i think no* Responden : *never bu*	2 : 30 2 : 22 1 : 38
Second Transcript (nesya)	Responden : *hmm ever* Responden : *yes bu* Responden : *no* Responden :*hmmm i dont know* Responden : *difficult*	2 : 02 1 : 42 1 : 16 0 : 28 0 : 18
Third Transcript (Davira septiani)	Do not do insertion (word phrase)	-
Forth Transcript (Novia elva anggraini)	Do not do insertion (word phrase)	-
Fifth Transcript (Eriska septiani)	Responden : *no* Responden: *sometimes* Responden : *hmm no*	2 : 32 2 : 13 1 : 43

e. The result of Code Mixing (Alternation approaches)

Table 4.5 The result of Alternation approaches

Name	Utterance	Minute
First Transcript (Niken putri seftia lutfie	Responden : *sometimes,* tergantung anak-anaknya bu soalnya ga ngerti. Responden : *sometimes* bu, ya gitu solnya kita ga ngerti. Responden : *ever,* ya ngikutin temen aja spontan kan gengsi juga bu kalo keliatan gabisa sama sekali. Responden : *a little, just yes or no !* Responden : *difficult* bu, tapi seru belajarnya karena gurunya asik	2 : 13 1 : 54 0 : 48 0 : 34 0 : 23
Second Transcript (nesya)	Responden : jawab sebisanya bu kadang *yes yes* doang hee Responden : *sometimes*, paling *hallo/ good morning* kalo ketemu. Responden : *a little,* soalnya ga paham. Responden : *no* gabisa bu.	1 : 54 1 : 30 1 : 03 0 : 38
Third Transcript (Davira septiani)	Responden : *yes* bu, katanya biar anak-anak bisa. Responden : pernah tp jarang banget. Paling *yes or no.*	1 : 54 0 : 34
Forth	Do not do Alternation approaches	

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Transcript (Novia elva anggraini)		
Fifth Transcript (Eriska septiani)	Responden : gimana *mood* bu	2 : 24
	Responden : kadang-kadang bu, paling *say hello*	2 : 00
	Responden : pernah bu ngomong gini " *happy tah kamu* " gitu. Asal ngomong aja bu ga sengaja.	1 : 01

f. The result of Code Mixing (Congruent lexicalization (dialect))

Table 4.6 The result of congruent lexicalization (dialect)

Name	Utterance	Minute
First Transcript (Niken putri seftia lutfie)	Responden: a *little* bu, soalnya kalo *full english* malah ga paham sama sekali . Responden : Hmm waktu itusih pernah bilang katanya biar anak-anak sedikit-sedikit bisa bahasa inggris *and so happy sih* bu.	1 : 25 1 : 05
Second Transcript (nesya	Do not do congruent lexicalization (dialect)	-
Third Transcript (Davira septiani)	Responden : kayanya biar anak-anak ngerti bu soalnya kalo *full* ngomong inggris ga paham bu	1 : 02
Forth Transcript (Novia elva anggraini)	Do not do congruent lexicalization (dialect)	-
Fifth Transcript (Eriska septiani)	Do not do congruent lexicalization (dialect)	-

1. ***The percentage Types of Code switching and Code Switching by low level of EFL learner at SMPN 1 KIBIN***

a. The percentage Types of Code switching that occur in seven grade at SMPN 1 KIBIN

Table 4.7 The Percentages Types of Code switching

No	Types of Code switching that occur in seven grade at SMPN 1 KIBIN	Frequency	Percentages (%)
1.	Intra sentential switching	26	52%
2.	Inter sentential switching	18	36%
3.	Tag switching	6	12%
	Total	50	100%

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Code switching
1. Intra sentential switching
$$P = \frac{F}{N}\text{x } 100 \% = \frac{26}{50}X100\% = 52\%$$

2. Inter sentential switching
$$P = \frac{F}{N}\text{x } 100 \% = \frac{18}{50}X100\% = 36\%$$

3. Tag switching
$$P = \frac{F}{N}\text{x } 100 \% = \frac{6}{50}X100\% = 12\%$$

From the calculation of the percentage code switching above, the highest percentage results above are intra sentential switching (52%) because in this type of students are able to say words in English. The ssecond percentage is inter sentential switching (36%) not much different from the previous type, but in this type there are no explanatory sentences after or before. And the last smallest percentage is tag switching (12%) only one student does this type.

b. The percentage Types of Code mixing that occur in seven grade at SMPN 1 KIBIN

Table 4.8 The percentage Types of Code mixing

No	Types of Code mixing that occur in seven grade at SMPN 1 KIBIN	Frequency	Percentages (%)
1.	Insertion (word phrase)	17	33.33%
2.	Alternation approaches	26	50.98%
3.	Congruent lexicalization (dialect)	8	15.68%
	Total	51	100%

From the calculation of the code mixing percentage above, the highest percentage results above are alternation approaches (50.98%), students are able to speak explanatory sentences. The second in this percentage are insertions (word phrases) (33.33%) because in this type of students are able to say words in English. and the last, the smallest percentage is congruent lexicalization (dialect) (15.68%) only two students who do this type.

Discussions
The highest result of code switching which happened in low level of EFL learners at seven grade of SMPN 1 KIBIN are intra sentential (52%) then followed by inter sentential (36%) and the lowest type is tag switching (12%). According to (mujiono, 51)

"intra sentential switching is code switching in which switches occur between a clause, a center or sentence boundary. It is the most complex type of code switching, requiring as it does that the speaker be able to control two linguistics system simultaneously." As we know that today the improvement of technology very fast spread to the human, moreover for young age, and it has high possibility to influence to the daily activity, one of some things that can be influenced is language. Therefore, intra sentential have highest score type in code switching for young age (Low level EFL learners), then followed by inter sentential and tag switching.

The highest result of code mixing which happened in low level of EFL learners at seven grade of SMPN 1

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KIBIN are Alternation approaches (50.98%), and then Insertion (word phrase) (33.33%), , and the lowest is Congruent lexicalization dialect (15,68%). It is based on Muysken (2000:1) which divided code mixing into three main types such as Insertion (word phrase), approaching that depart from the notion of insertion new to constraint in term of the structural properties some base or matrix structures; Alternation Approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point; and Congruent lexicalization (dialect), the notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language use proper. Based on the result of research, the highest percentage is alternation approaches; it means that the young learners today, actually have capability to include the foreign language (English language) as their alternative on communication. It also received well to their friends (receiver), therefore there is no gap happen in their communication when they do alternation approaches in their communication.

CONCLUSION

The conversation in seventh grades at SMPN 1 KIBIN occurred code switching and code mixing with the result of this thesis showed that each have three types of code switching and code mixing used in seventh grade at SMPN 1 KIBIN. The highest result of code switching which happened in low level of EFL learners at seven grade of SMPN 1 KIBIN are intra sentential (52%) then followed by inter sentential (36%) and the lowest type is tag switching (12%).

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