



The use code experts and code mixers in the classroom learning process

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Abstract: The use of language in teaching and learning interactions must basically use language that is clear and can be understood by students. Each lecturer has different views on the use of language in learning interactions. If in a speech event there is a transition from a clause of a language to a clause of another language, then the event that occurs is code switching. But if in a speech event, what is used consists of mixed clauses and phrases (hybrid clauses, hybrid phrases), then the event that occurs is code-mixing. This research method uses a descriptive qualitative approach because the data is presented in the form of words (descriptions) systematically, facts. The data collection technique in this research uses the listening method, along with its advanced techniques, namely tapping techniques, free listening techniques (SBLC), recording techniques and recording techniques. Based on the results found in the learning process at UIN North Sumatra, Medan, especially the Tadris Indonesian Language Study Program in semester VI. During five days between April 22-26, 2023. Three code-switching utterances and three code-mixing utterances were found.

Keywords: code expert, code mixing, learning process

Introduction

Language is a social communication tool, ordinary language is used by humans as a tool to interact with other humans so as to create a good mutual relationship. According to Djajasudarma (in Bahri 2018) language is a tool in every aspect of almost all life activities. Meanwhile, according to (Kridalaksana, 2008) language is a system of random sound symbols that people use to collaborate, interact, and identify themselves. Individuals in Indonesia communicate in Indonesian and local dialects, also called their first language. These two dialects have their own roles, and there are times when both are used simultaneously (Wardana 2023).

The student environment has a wide variety of educational backgrounds. This is also due to the different regions of origin of students, so that various languages such as regional languages, Indonesian and foreign languages

have become commonplace (Humaera et al., 2018). This is one of the problems in the learning process, because of the variety of languages, both lecturers and students do not understand the use of code mixing and code switching (Indrayani 2018). This is also often found in Tadris Bahasa Indonesia students in semester VI at the State Islamic University of North Sumatra. They often use code mixing and code switching from Arabic, Batak, English, and Javanese to Indonesian or vice versa which are used alternately in the learning process. The students' habit of code switching and code shuffling in class is due to following the habits of lecturers, as well as their habit of using local languages or Indonesian when they are at home.

The language used in teaching and learning interactions must essentially be clear and understandable to students. Regarding the use of language in learning interactions, each educator has a unique perspective. But one

thing for sure is that lecturers must be able to convey information in a way that follows the rules and patterns of language that can be captured and understood by students and lecturers. Lecturers use various languages in learning interactions as a strategy to help remember information and attract students' attention (Yuniati 2018).

Events such as code switching and code mixing occur frequently. Depending on the circumstances, certain factors cause the process of switching or mixing languages. If a speaker initially uses code A (e.g. Indonesian), switches or blends dialects by using code B (Batak), then this kind of development and mixing of language use is called code switching (Marni, Harliyana, and Rahayu 2021). This can be seen from Indonesian educators and students who are a bilingual society by switching or blending dialects in their correspondence from Indonesian to Batak or vice versa during their teaching experience and development in the classroom (Ninsi and Rahim 2020).

Many other researchers have conducted research on the topic of "The Use of Code Experts and Code Mixers in the Learning Process". This study is important because many educators and students now communicate in various languages, including Indonesian, local languages, and foreign languages. At the State Islamic University of North Sumatra Medan, code switching and code mixing still occur frequently in various activities. This is because speakers are attached to the language they use daily. The utilization of code-switching and code-mixing is very important to be considered in learning exercises, especially during language learning. Teaching and learning outcomes can run smoothly and effectively if appropriate language use is observed. Therefore, the use of code switching and code mixing used by lecturers at the State Islamic University of North Sumatra Medan attracts the author's attention.

The research data is in the form of utterances containing code mix and code switching in the interaction between lecturers and students in the learning process, which is obtained in a shorter time. Based on the results found in the learning process in the Tadris

This study takes some relevant previous research references, among others: (Simatupang, Rohmadi, and Saddhono 2018) studied "Speech in Indonesian Language Learning (Sociolinguistic Study of Code Switching and Code Mixing)". (Ensri Anjayani, Aisah, and Firdaus 2022) studied "Code Switching and Code Mixing in Teacher Interaction with Students in Indonesian Language Learning". (Susmita 2015) studied "Code Switching and Code Mixing in Indonesian Language Learning at Smp Negeri 12 Kerinci". Based on these studies, this research needs to examine further and more deeply the use of code experts and code mixers in the learning process.

Method

The method used in this research is a qualitative descriptive method. Qualitative descriptive method is a method that uses descriptions in the form of words and language or images to understand what phenomena are being experienced by researchers, perceptions, motivations, actions and others (Sugiyono, 2019). Qualitative descriptive research leads to a detailed and in-depth description of the actual situation after what happened in the research field. Thus, the purpose of this research is to identify, analyze, and explain the form of code switching and code mixing in the language used. Data collection is obtained using the listening method, along with advanced techniques, namely tapping techniques, free listening techniques (SBLC), recording techniques and recording techniques. The data used in this study are speech acts in the learning process of Tadris Bahasa Indonesia students in semester VI at North Sumatra State Islamic University which is also the source of data for this study. The data obtained is then analyzed by rewriting the conversations obtained into field notes and classifying the data based on the forms of code mixing and code switching.

Result

Bahasa Indonesia study program in semester VI at North Sumatra State Islamic University, which was conducted for five days between April 22-26, 2024. Code-switching and code-mixing were found as many as 6 utterances. The research results are shown in the table below.

Table 1. Research Results

Internal Coder	1
External Code Expert	2
Internal Code Mix	1
External Code Mix	2

Code Switching

Code switching is a linguistic phenomenon that is sociolinguistic in nature and is a common symptom in bilingual or multilingual societies. Code switching can occur in schools during the learning process both for teachers and students. (Ohoiwutun, 2002.) states that code switching is essentially an alternation in the use of language or dialect. The reference is the language community (dialect). It can be said that code switching (language or dialect) is carried out by two parties who have the same two language communities. Code switching only occurs in one language and one community only. It can be concluded that code switching is the occurrence of language or language varieties and styles in one utterance or conversation as a result of a change in situation or other participation. This conclusion can be reached based on these definitions. In this study, two types of coders were found, namely internal coders and external coders (Guntar 2019).

Code Mixing

According to (Nababan, 1986) "Language mixing is the mixing of at least two different dialects or dialects in an act of discourse or speech without anything in the language situation demanding the mixing of dialects. In this situation, only the speaker's leisure and/or routine is followed. Based on this assertion, it tends to be stated that dialect mixing is not influenced by the language situation. The situation of speech has no significant effect on code mixing, according to the concept of code mixing (Nababan, 1986). A person's ability to code-mix is instead determined or influenced by their level of relaxation and routine, both internal code-mixing and external code-mixing were identified in this study (Rahardi, 2001).

Discussion

Internal Code Switching

Internal code switching can be characterized as an event of changing language use from one language to the next or from one language variety to the next.

Forms of internal code switching (Indonesian to Batak)

Lecturer: "For this lesson, we will discuss the elements of the curriculum. Where are the others?"

Student: "Ndang ro dope, ma'am" (not yet come, ma'am)

Lecturer: "ale naung hita udut muse" (Yes, let's just continue this meeting).

The conversation above is an act of communication that experiences code switching events that occur between Indonesian speakers and speech partners in teaching and learning activities. Internal code switching occurs from Indonesian to Batak. Code switching occurs from Indonesian marked by the lecturer's speech "Where are the others?" then the conversation switches to Batak language marked by the student's speech "Ndang ro dope, Mom" then the teacher also switches the code using Batak language marked by "ale naung hita udut muse". This happens because speakers and speech partners have similar backgrounds in their mother tongue or first language, namely Batak.

External Code Switching

Code switching that occurs between a person's native language (one of the languages or varieties included in the verbal report of the speech community) and a foreign language is known as external code switching. An example is from Indonesian to English, with English to Indonesian code switching.

Form of external code switching (Indonesian to English)

Lecturer: "Everyone, tomorrow we will conduct the exam online. So prepare yourselves starting from the network, the position of the place, and so on."

Student: "Yes, ma'am."

The conversation above is an act of communication that experiences a code switching event that occurs between lecturer speakers when telling their students that tomorrow there will be an online exam. External code switching occurs from Indonesian to English. Code switching occurs from English characterized by the teacher's speech "prepare yourselves starting from the network, the position of the place, and so on." This happens because the speaker wants to show a new style or style in his communication and show the English language skills he has mastered to his students or just for prestige (Najib, Halimah, and Marjuni 2023).

Form of external code switching (Arabic to Indonesian) Lecturers and students adhere to Islam. The use of Arabic at the State Islamic University of North Sumatra Medan is spoken when the class will begin. The use is only limited to certain phrases or clauses that are very commonly used in everyday life. The following is the lecturer's speech that carries the external code switching event.

Lecturer: "Assalamualiakum everyone"

Student: "Walaikumsaalam Mom."

Lecturer: "Today I will continue the discussion from last week. Do you think you still remember the material?"

Student: "Still ma'am."

The conversation above is an external code switching event. "Assalamualaikum wa rahmatullahi wabarokatuh, May safety, Allah's mercy and His blessings be upon you" is often used in various situations, both formal and informal. In learning situations, these greetings function contextually. Arabic greetings are used by lecturers to open teaching and learning activities.

Internal code-mixing

Internal code-mixing means code-mixing that starts from the first (territorial) language along with its varieties. During speech events between students and their classmates in the classroom, this code-mixing occurs. The following conversation excerpt demonstrates this.

Forms of internal code mixing (Indonesian, Javanese and Batak)

Ayu: "Oh my gosh fin, how can the cable not enter the laptop? Biade sannari de dipake in it data for presentation again."

Fina: "It can't go in, it didn't go in the right way."

Ayu: "It's already right, try entering it again Fin. I forgot to enter the disk earlier."

The conversation above shows the inward code mix that is mixed is Indonesian, local language. The inward code mix is in the form of code mix from Indonesian, Javanese, and Batak. This can be seen in the conversation of 6th semester Indonesian language study program students with their friends in class. The first time, the student used Indonesian but unconsciously he inserted Batak language in his conversation as shown in the sentence "Oh my gosh Fin how can the cable not enter the leptop? lade sannari de dipake in it data for presentation again." and responded by his friend by using Indonesian with Javanese language inserts at the beginning of the sentence 'Ko can not enter, it was not right earlier'. The student also responded to his friend's answer using Indonesian but again the language he used was mixed between Indonesian and Batak. Events like this are shown in the sentence 'Already right, try entering it again Fin. Duh earlier I forgot to enter this plesdisk'.

External code-mixing

In conversations, people often mix Indonesian, local languages, and foreign languages, such as Indonesian-Javanese-English, which is referred to as "external code-mixing". When incidents occur between lecturers and students in class, this code-mixing occurs. The following conversation excerpt demonstrates this.

Forms of external code mix (Indonesian, Javanese, and English)

Lecturer: "Son, please help mom, find a book in the library".

Student: "Yes ma'am, what is the title of the book ma'am?"

Lecturer: "Lali mom, the title, said bestie mom there is diction so the title".

Conclusion

Based on what has been presented above, the researcher concludes that regarding the use of language in learning interactions without us realizing it often uses coders and code mixers in communicating both in the classroom and outside the classroom. Based on the research that has been done, there are six speeches using code experts and code mixers. One internal code expert speech, two external code expert speech, one internal code mix speech, and two external code mix speech. So it can be concluded that what we often use in interacting during the learning process is code mixing.

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