

CAUSES OF CODE MIXING IN INTERACTION LEARNING INDONESIAN FOR CLASS VIII SMP NEGERI 1 AMBON

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Abstract. Code mixing occurs when a speaker using a language predominantly supports a speech inserted with other language elements. This is usually related to the characteristics of the speaker, such as social background, education level, religious taste, this is what experienced by class VIII students of SMP Negeri 1 Ambon. Factors causing code mixing in Indonesian language learning interactions are object of research. The type of research used is descriptive qualitative research, by using the method of observation, field notes and interviews. The data validity technique used by the researcher is the triangulation of sources and theories, and to analyze the factors causing code mixing in Indonesian language learning interactions, the researcher used three stages, namely data presentation, data description process, and verification or making conclusions. The research results found by the researcher were three factors that caused code mixing in the interaction of Indonesian language learning by class VIII students of SMP Negeri 1 Ambon, and the results prove that it is not only students who produce mixed codes in the learning process, but the teacher also produces mixed codes when communicating with students. The process of mixing codes produced by the teacher and students was apparently done unconsciously.

Keywords: *learning, code mixing, interaction, teacher, students, causal factors*

Introduction

Sociolinguistics is an interdisciplinary science between sociology and linguistics, two fields of empirical science that are very closely related. As an object in sociolinguistics, language is not seen or approached as a language, as is done by general linguistics, but is seen or approached as a means of interaction or communication in society. Sociolinguistics is commonly defined as the study of the characteristics and variations of language, as well as the relationships among language communities (Kridalaksana 1978:94).

First of all, we can use sociolinguistic knowledge in communicating or interacting. Sociolinguistics will guide us in communicating by showing what language, language variety, or style of language we should use if we talk to certain people. In teaching language in schools, sociolinguistics also has a big role. Let's see, the study of language internally, as discussed above will produce language descriptions objectively, descriptively, in the form of a grammar book.

The term bilingualism in Indonesian is also called bilingualism. From the term literally it can be understood what is meant by bilingualism, which is concerned with the use of two languages or two language codes. In sociolinguistics, in general, bilingualism is defined as the use of two languages by a speaker in their interactions with other people in turn (Mackey 1962:12, Fisham 1975:73). The problem of individual bilingualism can be seen from several aspects so that the cultivation of bilingualism is different. In terms of ability, a person's bilingualism can be divided into balanced bilingualism and dominant bilingualism.

In terms of acquisition, it can be seen whether the ability to use two languages is obtained simultaneously (simultaneously) sequentially (successively). The first refers to the state of a child who is exposed to two languages from the start, when he is still a child, at the age of three or four years. There is a tendency for people to learn two Indonesian and English languages at the same time. Thus he acquired two languages at once.

Talking about code mixing is usually followed by a talk about code mixing. The two events that commonly occur in a bilingual society have great similarities, so it is often difficult to distinguish them. It is known that code mixing is different from code expert. Code expert is a language change by a bilingual person due to a change in situation. In code mixing, language changes are not accompanied by a change in situation (Hudson 1996: 53). This symptom is present because speakers are accustomed to using mixed language for sheer convenience as a result of the cultural system, social system or personality system continuously, so the symptoms come from the behavioral system. That is, this symptom comes from the ability to communicate. In contrast to coders, code-mixing does not arise due to situational speech, but there are other reasons behind the code-mixing. Suwito (1983) suggests that there are three reasons for code-mixing, including:

1. Identify the role
2. Identification of variety
3. Desire to explain and interpret

The three reasons put forward by Suwito are interdependent and often overlap. Measures for role identification are social, registry, and educational. Code mixing occurs is shown to identify the role of speakers, both socially, regionally, and registrational.

Research Method

This research is a qualitative descriptive study, namely the data collected in the form of words, pictures, and not numbers.

Data collection techniques

Researchers used several techniques for data collection at the research location at SMP Negeri 1 Ambon, data collection techniques in the form of (1) Observation. Observations were made by researchers to obtain data and to see

firsthand the learning process that occurred in which there was a mix of language codes between teachers and students, as well as students and students. (2) Interview. The interviews conducted in this study were structured interviews, meaning that before going to the school where the research was conducted, the researcher had compiled a number of questions to ask teachers and students. (3) Field Notes. The field note technique is also very supportive of research, because researchers can record various things found at the research location.

Data and data sources

The data of this research are in the form of words and sentences containing the factors causing code mixing to occur in the interaction of Indonesian language learning. The data sources for this research are VIII grade students of SMP Negeri 1 Ambon and one of the Indonesian language teachers.

Data analysis techniques

The data analysis technique used is described in three stages, namely: collecting code mixing, presenting data through a description process according to the problem formulation, making verification or conclusions

Results and Discussion

The study, which was conducted for two months at SMP Negeri 1 Ambon, especially for class VIII students, the researchers found three factors causing code mixing to occur in the interaction of Indonesian language learning in class VIII students and one Indonesian language teacher. These three factors will be discussed in detail below.

The three factors causing code mixing in Indonesian language learning that were found by researchers in the field were the habit factor, the speaker's perspective, and the first language influence factor (B1). The interaction of online learning of Indonesian language for class VIII SMP Negeri 1 Ambon was carried out well between teachers and students. The Indonesian language learning process is carried out twice a week, learning takes place virtually using the Zoom meeting platform. Although learning occurs online, the interactions that occur in the learning process are very smooth, students are very active in the learning process, when asked by the teacher, students answer actively, not only one or two students are active, but almost all students are active in the learning process.

Apart from the activeness of students in the learning process, the language used in the interaction between teachers and students in the learning process is not only using the official variety of Indonesian, but there are fragments of other languages that occur in the learning process. The existing language fragments are also known as code-mixing. The interaction of Indonesian language learning between teachers and students often uses Ambonese dialect and foreign terms. The factors that cause code mixing in Indonesian language learning interactions are:

Habit factor

The habit factor is a trait that is shared by everyone, not only for teachers and class VIII students of SMP Negeri 1 Ambon. In any case, a person's habit factor cannot be separated from a person's actions, traits and attitudes towards something. Code mixing that occurs in the interaction of Indonesian language learning between teachers and students is a habitual factor and is difficult to eliminate.

Habits are difficult to break because they have been carried away from childhood, the influence of the first language is stronger and because the first language background factor is the same between teachers and students, so that in the learning process this habit factor occurs. In addition to the first language (Ambonese Malay) that appeared, there was also a mix of foreign language codes that appeared. Mixing foreign language codes that often arise from teachers and students is a group of words that they often use in communicating outside the

Factors in terms of speakers

According to Suadi (2014: 142) that the factor causing code mixing in terms of speakers is someone who has a strong regional language background and has a positive and loyal attitude towards regional languages, so Indonesian is often inserted by regional languages. In fact, this is what happens to students and teachers. The local language, in this case Ambonese Malay is still very much inherent in teachers and students, so code mixing often occurs in learning interactions, even though teachers and students know it is in the learning process and the language used in communicating must be correct Indonesian, because is in an official situation.

The results of interviews with subject teachers that often fragments of Ambonese Malay are in the learning process because students sometimes forget they are in learning activities, and words in the local language come out spontaneously from their mouths, but there are also some students who often communicate with Ambonese Malay because they are used to it.

Teachers always remind and reprimand students when they do not use Indonesian in the learning process, things like this must be eliminated and teachers always try to get students used to using Indonesian when the learning process occurs. More code mixing is produced by students than teachers. It is undeniable that teachers also produce code-mixing in interactions but teachers can still control themselves, so that students who are more dominant use Ambonese Malay in Indonesian language learning interactions.

First language influence factors

The first language has existed since childhood and the first language has been learned by a person from birth. The first language relates to characteristics, such as a person's background. The background of the speaker is something that is inherent in a person and has an impact when a person is among many people. The same thing

happens to teachers and students when they have the same first language so that the first language is carried over in the communication process when they are in official situations, such as in the learning process. The fact that happened to teachers and students of class VIII is that they often use code mixing in learning because they have the same first language background. The teacher presents material using Indonesian, but often fragments of the first language appear and students respond with the first language, and the influence of the first language is still very strong between teachers and students in the learning process, this cannot be denied because it often happens in the classroom. The first language is also used by the teacher to make it easier for students to understand the material being taught, there are some words or vocabulary that students do not understand, when delivered in Ambonese Malay (the first language), then students understand what the teacher means. It is the position and influence of the first language that causes code mixing to occur in the interaction of Indonesian language learning between teachers and students of class VIII.

That is the explanation of the data and a clear discussion of the data found by researchers at SMP Negeri 1 Ambon on teachers and students of class VIII. Overall, the results of the research on code mixing are that the researchers found three factors causing code mixing in students and teachers in the form of habit factors, factors in terms of speakers, and factors influencing the first language.

Conclusion

Based on the results and discussion described above, the conclusion is that there are three factors that cause code mixing to occur in the interaction of Indonesian language learning in class VIII SMP Negeri 1 Ambon, namely the habit factor, the speaker's perspective, and the first language influence factor. The cause of this code-mixing is not only generated by students, but the teacher also produces code-mixing, and both teachers and students do code-mixing without them realizing it. Code mixing that occurs in Indonesian language learning interactions is more dominantly produced by students than teachers.

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