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# Article 4

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## Code-Mixing and Code-Switching in Translation and Interpretation Study

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### Abstract:

Language is a combination of several words that have rules in compiling or combining some words into a whole meaning. The relationship between language and society can be called as a sociolinguistics. One of them is code-mixing and code-switching usage. This reserach uses a qualitative research to gets some information about the what, how, when and where of an event occurs or phenomenom. Besides that, the objectives of the research are: (1) to describe the form of code-mixing usage in teaching and learning process on the Seventh semester of the English Department, and (2) to describe the form of code-switching usage in teaching and learning process on the Seventh semester of the English Department. The findings showed that the students used code-mixing and code-switching usage in their presentation process. Firstly, they used code-mixing which consists of 116 forms of the word, 72 forms of the phrase and 1 form of the clause. In the forms of word often used by the students are 16 nouns, 16 adverbs, 12 adjectives, and 12 verbs. Besides that, there are 16 expressions, 12 affixes, and 32 question words usage also in their presentation process. Secondly, they used code-switching which consists of 4 intra-sentential switching and 895 inter-sentential switching. Finally, it can be concluded that in the code-mixing usage, the students are more likely to use the form of the word, while the code-switching usage, they are more likely to use inter-sentential switching.

**Keywords:** sociolinguistics, code-mixing, code-switching

### Introduction

Language is a combination of several words that have rules in compiling or combining some words into a whole meaning (Cowley & Andersen, 2018). In other words, a language can help someone in conveying their desire to other people. Without a language, someone cannot understand what they want, and it causes misunderstanding which creates a mess for another person such as the quarrel. Thus, a language can be called as a tool or way to someone in communicating with other people. Besides that, a culture is part of the communication and has a relationship with societies. It means that a culture can give an effect on a communication used such as how the word is formed, how the pronunciation is said, and how the dialect influence each of word. The most important is culture has a very close relationship with societies because they are the ones who create every

culture in their communication. In other words, without them, there will be no culture in a communication, and without societies, there will be no language.

The relationship between language and society can be called as a sociolinguistics. One of them is code-mixing and code-switching. Right now, the use of code-mixing and code-switching used by many people, especially the students in teaching and learning process. In other words, they only use them without knowing what type of code they used and what forms they used in their conversation, whether in the form of words, phrases, or sentences. Besides that, they still don't know what kind of words, phrase or sentence which often used in their conversations. In other words, they always use it, but they do not know yet the theory about it. Based on the phenomenom, the researcher states two research questions into: (1) How is the form of the code-mixing usage in the teaching and learning process on the Seventh semester of the English Department at STKIP PGRI Bangkalan? (2) How is the form of the code-switching usage in the teaching and learning process on the Seventh semester of the English Department at STKIP PGRI Bangkalan?

## **Review of Literature**

In this part, the researcher uses some literature review. They are code-mixing and code-switching.

### **a. Code-Mixing**

Chaer and Agustina mentioned that code-mixing is an activity where a language experiences to change to other languages naturally (2010). In other words, it is done accidentally by someone when they do a communication. They just use it without thinking before it what they want to say. It just occurs suddenly in their mind so that code-mixing will not make a change to some sentences but just some words, phrases, and clauses in their language. It means that code-mixing does not make a full change in their conversation, moreover, it changes until one sentence. Therefore, the form of code-mixing just refer to a word, phrase and clause.

#### **1. The word**

A word is the smallest part when composing a sentence. It can consist of a single morpheme and combination morphemes. It means that a single morpheme is a word which has the meaning without combining with another morpheme, whereas combination morpheme is a word which has the meaning by adding another morpheme. For example, "*Where is my hp?*". Besides that, there are some form of the word. They are the noun, adjective, adverb, and verb.

## 2. The Phrase

A phrase is a combination of words which have one meaning although there are some words. A phrase usually does not pattern like a sentence such as subject, verb, and object, but it is collected from some words such as noun and modifier, auxiliary verb and main verb and others. In other words, a phrase cannot be called as a sentence because it does not qualify as a sentence. Generally, it consists of a head, and it determines the parts of a phrase itself (Huddleston & Pullum, 2007). It means that when a head is a noun, it is called as a noun phrase, while when a head is a verb, it is called as a verb phrase, so on. For example, “*a handsome English teacher*”.

## 3. The Clause

Azar states a clause is a group of words which consist of a subject and verb so that it is very different with a phrase where this can be said as a sentence (2003). In other words, a sentence consists of some clauses and give a support in a sentence. Besides that, a clause consists of an independent clause and dependent clause. An independent clause is a clause which can be called as a sentence because it has had a pattern like a sentence such subject, verb, and object, whereas a dependent clause is an incomplete sentence and it has to combine with an independent clause so that it will make a full sentence well. For example, “*Anita knows when Tono goes*”.

## 4. Code-Switching

Code-switching is an activity where a language changes to another language consciously. It is similar as pointed by Holmes (2013) that the change of language to another language because of the situation when doing a communication, it is called as code-switching. It means that when they can see the situation and change their language to another language, it can be said that they have done a change language intentionally. The change of language which is done intentionally, it is similar to the change of language consciously so that it refers to code-switching. Therefore, the key term of the code-switching can be seen from consciously or intentionally in a language.

### 1) Intra-Sentential Switching

Intra-sentential switching is a change of language which occurs in a sentence. It means that it just appears in the middle of a sentence, but the change of two languages in a sentence must have the same structure of a sentence so that when someone uses it, one can only switch to adjectives and nouns that have the same

position on two languages. For example, “*I have sebuah tas now*”, it is right both in English and Indonesian because if it translate in Indonesian becomes “*Saya mempunyai sebuah tas sekarang*”, whereas in English becomes “*I have a bag now*” so that it has the same structure in English. Besides that, if it is described becoming a pattern in a sentence, it is AAA B AAA.

## **2) Inter-Sentential Switching**

Inter-sentential switching is a change of language which occurs in the boundaries of a sentence. In other words, the change of language just appears in a clause. It means that if there are two sentences, the first sentence uses A-code, while the second sentence uses B-code so that there are two languages. For example: “*Tadi aku bertemu dengan dia. She is very beautiful*”. It shows that there are two languages that is Indonesian and English so that it can describe becoming a pattern that is AAAA. BBBB.

## **Method**

The research design used to analyze code-mixing and code-switching in Translation class is qualitative research. Latief (2015) states qualitative research refers to research which is used some words to analyzing a phenomenon so that it gets some information about the what, how, when and where of an event occurs. Besides that, this research method uses a case study. It refers to the collection some information both a family, a person, a small group or social where it is focused on exploration and description (Latief, 2015). It is very related to this research where this research will focus on a phenomenon which occurs in teaching and learning process which refers to a language used by students. Whereas, this reserach uses some teachniques. They are observation, documentation and interview.

## **Results and Discussions**

### **a. Finding**

1) The Form of Code-Mixing Usage in Teaching and Learning Process on the Seventh Semester. Dealing with the code-mixing usage in their conversation, the researcher focused some aspects related to the form of code-mixing. Those are (1) Word, (2) Phrase, (3) Clause, which are summarized in table 4.1.1.

#### 4.1.1. Summary of Findings on the Form of Code-Mixing Usage

Form	Word	Phrase	Clause
Code-Mixing	116	72	1

In this part, the word is divided some parts. In other words, it will give an explanation and description what types of word which appeared in the students conversation in Translation class. They are:

Table 4.1.3. Summary of Findings on the Form of Word

Forms	Noun	Adjective	Verb	Adverb	Expression	Affix	Question
Word	16	12	12	16	16	12	32

- 2) The Form of Code-Switching Usage in Teaching and Learning Process on the Seventh Semester. Dealing with the code-mixing usage in their conversation, the researcher focused some aspects related to the form of code-mixing. Those are (1) Intra-Sentential Switching (2) Inter-Sentential Switching, which are summarized in table 4.2.1.

Table 4.2.1 Summary of Findings on the Form of Code-Switching Usage

Forms	Intra-Sentential Switching	Inter-Sentential Switching
Code-Switching	4	895

## b. Discussion

### 1) The Form of Code-Mixing Usage in Teaching and Learning Process on the Seventh Semester.

**Table 2 Number 10**

Authors	: “First of all I would like to you know talk to you about your physique which has obviously developed a lot.”
Presenter	: “Okay. First. Okay, first of all I would like to you know talk about your physique which has obviously. Hahaa (Ketawa). “ “Apa itu
Audience	artinya?”  : “ <i>Apab?.....Hahahhaahaa.... Locob....Ulang..ulang....</i> ” (Murni)

In the conversation above, there are some forms of code-mixing. Actually, it was done by the audience only (Murni), but when did the code-mixing, she used two languages in her conversation where she should use full English when she wanted to speak. It happened because her confused and annoyed what the presenter said before. Moreover, the presenter repeated what the author said fastly. It can be seen from “*Apab?.....Hahahaha...Locob...Ulang..ulang*”.

Besides that, the form of code-mixing refers to the words, and it consists of three words and two languages. However, two words refer to Madurese. It can not be said as a phrase or clause because there is a pause between “*apab*” and “*locob*”. In addition, the audience still gives a laughing that is “Hahahaha” so that it is said as the word. Next, the audience used the form of code mixing refers to the word by using Indonesia that is “*ulang..ulang.*”, but it was not combined with the previous word because it used Madurese. Therefore, all of the forms of code-mixing which is done by the audience is the word. It relates with the Chaer and Agustina (2010) statement in chapter two page nine.

The most important is the form of the word used by the audience. Firstly, “*apab*” refers to the question that is “*what*” in English. One of the reason is the audience did not hear what the presenter said. Secondly, “*locob*” refers to an adjective that is “*funny*” in English. The last is “*ulang*”. It refers to a verb because it gives a description that the audience asked the presenter to repeat what she said



before so that “*ulang*” is a verb. Therefore, the words used by the audience consist of three forms of the word, that is the question word, adjective, and verb.

**Table 2 Number 9**

Authors	: “What's up? Good? (Ronaldo) I'm good. How are you? Perfect (Ronaldo). Are you happy with that intro?”
Audience	: “How are you perfect (Murni) How are you <i>koca'eng jeh!</i> ” (Maimuna)
Presenter	: “Apa itu mbak Piety?”
Audience	: “Apa kabar!” (Piety)
Presenter	: “Ohh...Apa kabar. “ “Mas Syafi', mas Syafi' dengar mas Syafi'. Apa itu?”
Audience	: “Ya...ya...ya...” (Syafi')

In the conversation above, there is a form of code-mixing. It can be seen from “How are you *koca’eng jeb!*”, and it is code-mixing from Madurese. It happened because one of the audiences (Maimun) gave a warning or emphasizing to the presenters that one of the audience has answered. The warning made her used Madurese. In other words, she just used Madurese spontaneously to give a warning only so that her habit became one of the reasons why she used Madurese. Besides that, the form of code-mixing which is done by Maimuna refers to the phrase because there are two words that are “*koca’eng*” and “*jeb*”, but they have the same meaning that is “*ber said*” in English. Therefore, the form of code-mixing used by audience refers to a phrase, and it relates with the Chaer and Agustina (2010) statement in chapter two page nine.

### Table 2 Number 33

Authors	: “It's good you're gonna help because you have talent and if you are strong will be better because you you know the impacts that you're gonna get in the game.”
Presenter	: “Wasil, Wasil masih mikir yahh....”
Presenter 3	: “Itu dia respon dari ronaldo.” “Tadi perhatikan sebentar yah... sebelum kesimpulan. Saya sedikit lanjut dari kata per kata ataupun kalimat per kalimat. Eee...bagaimana Mr. Ronaldo menjawab ee tentang bagaimana nanti transform atau bagaimana nanti diajarkan pada football lainnya, tentang itu, ee...langkah-langkah untuk ee...bakat yang dimiliki Ronaldo, langkah-langkahnya bagaimana untuk meng-improve talent eee...seorang pemain bola menjadi pemain bola yang super atau berkualitas seperti halnya Ronaldo itu yah! Peratama dari kualitas cara bermainnya dan yang kedua dari interviewer menanyakan tentang bagaimana eee... <i>apab tubub riyabb...</i> ”
Audience	: “Body”

In the conversation, there is code-mixing usage. It was done by the third presenter. It can be seen from “*apab tubub riyabb...*” and it has meaning “*What is the body*” in English. Actually, it happened because he forgot the English of “*tubub*” so that indirectly he used a code-mixing from Madurese in asking it to his friends. In other words, it was caused by his habit in using Madurese. Besides that, the form of code-mixing which is used by the third presenter refers to the clause. One of the

reason is it has had some structure like a sentence although it was no complete. It can be said as a dependent clause. It means that it still need another clause to support it and can be called as a sentene. Therefore, the form of code-mixing usage in this conversation refers to the clause, and it relates with the Chaer and Agustina (2010) statement in chapter two page nine.

## 2) The Form of Code-Switching Usage in Teaching and Learning Process on the Seventh Semester.

### a. Intra-Sentential

#### Switching Table

#### 4 Number 21

Authors : “Since when I was well as I started to do. It like a program like gym  
for fun after that I start to see you know I.”  
Audience : “*Seperti* gym.” (Murni) “Poko’eh *ada* gym.”  
Presenter : “Can you mention this sentence? Not word by word”

In the conversation above, there are some code-switching usages. It was done by the audience (Murniati) only. It can be seen from “*Seperti* gym (like gym)”. Actually, it happened because she just tried to give the meaning in Indonesian so that she used code-switching usage from Indonesian. It was continued again by her that is “*ada* gym (there is gym)”. It happened she tried to give the meaning from what the author said. In other words, she trie to give a support what she said before that is “*Seperti* gym”.

In this case, this code-switching refers to intra-sentential switching. If it analyzes, gym refers to English. However, the word is used in Indonesia also when someone want to do it. So, although she knew that gym is a word which taken from English, she still used it. Therefore, it can be said that she used code-switching from Indonesian. In addition, the word can assume that it is in the middle sentence although it was the back because it is still in a sentence so that the code-switching refers to intra-sentential switching, and it relates with the Holmes (2013) statement in chapter two page 15.

## b. Inter-Sentential Switching

**Table 4 Number 6**

Authors	: “What's up? Good? (Ronaldo) I'm good. How are you? Perfect (Ronaldo). Are you happy with that intro?”
Presenter	: “Okay. <i>Siapa yang tahu?</i> How are you itu apa? Guys, guys....hai guys. Syafi'...Syafi"... how are you itu apa? “
Audience	: “ <i>Kamu tahu gak?</i> ” (Syafi’)
Presenter	: “ <i>Orang bertanya itu harus dijawab yab!</i> ”
Audience	: “ <i>Kamu tahu gak?</i> ” (Syafi’)
Presenter	: “Hahahaha...” “Piety..piety...kammah piety...! How.... iya' reh! Ngedinggagih, ngedianggih reh!”

In the conversation above, there are some code-switching usages. It was done by the presenter and the audience. Firstly, it was done by the presenter because it wanted to ask to the audiences who's know the meaning of the sentences which said by the author. It can be seen from “*Siapa yang tahu?* (Who's knows?)”. Moreover, she is more enjoy using Indonesian, and she didn't have time to think about changing to English and she felt difficult to change to English. Therefore she preferred to do code-switching from Indonesian. Secondly, it was done by the audience (Syafi’). It can be seen from “*Kamu tahu gak?* (Do you know or not?)”. Actually, it happened because he followed what the presenter did before, that is she did a code-switching from Indonesian. In addition, he did not really know to change his language to English so he preferred to do code switching from Indonesian.

Besides that, it was continued by the presenter again. It can be seen from “*Orang bertanya itu harus dijawab yab!* (When someone asks, it must must be answered)”. In other words, she just answered what the audience said and certainly, she followed what the audience did also that is he did a code-switching in his communication. Then, it was continued again by the audience (Syafi’) that is “*Kamu tahu gak?* (You know or not?)”. So, it can be said that it is reciprocated what the first person did and followed what the first person did also and so on.

In this case, this code-switching refers to inter-sentential switching. One of the reason is a sentence only that consists of one language. It means that, there are no two languages in one sentence. In other words, the sentences which said by the presenter and audiences are sentences have had the meaning, and the sentences used one language not more. So, it can be said that it is inter-sentential switching, and it relates with the Holmes (2013) statement in chapter two page 15.

## Conclusion

In this research, the researcher has found some codes usage which mostly used by the students on the Seventh Semester in Translation class. Firstly is the code-mixing usage. There are 189 code-mixing usages which consist of 116 forms of the word, 72 forms of phrase and 1 form of the clause. In the forms of the word is being divided into noun, adjective, verb, and adverb. The result shows that there are 16 nouns, 12 adjectives, 12 verbs, and 16 adverbs. Besides that, there are also an expression, affix and question word usage in their conversation, that is 16 expressions, 12 affixes, and 32 question words. It means that there are new forms which often used by the students in their conversation, especially in Translation class. The expression and question word usage in the students' conversation is more referring to Madurese, whereas the affix usage is more referring to Indonesian.

Secondly is the code-switching usage. There are 899 code-switching usages which consist of 4 intra-sentential switching and 895 inter-sentential switching. In other words, the students prefer to use the inter-sentential switching usage than intra-sentential switching usage. One of the reason is the use of inter-sentential switching is easier because the change to another language just appear when the first language is finished or completed. It based on the statement of Holmes (2013). Therefore, it can be concluded that in the code-mixing usage, the students are more likely to use the form of the word, while the code-switching usage, they are more likely to use inter-sentential switching.

Based on the results of this research, the researcher suggested that this research could be utilized by language observers, especially in the multilingual communities. The use of language in the multilingual communities often appears the use of mother tongue which can lead to the use of code-mixing and code-switching due to differences in abilities in various languages used by the communities. Although, the emergence of code-mixing and code-switching in practice can help deliver messages or information in communication. This research only discusses the use of code-mixing and code-switching in the teaching and learning process, therefore, it is recommended for other researchers to research the use of code-mixing and code-switching in more detailed and in-depth such as, the causes of code-mixing and code-switching usage with types phrases, clauses and sentences used, or from different perspectives such as in talk shows, radio, speeches or in literary writing in order to increase scientific understanding in the field of language, especially code-mixing and code-switching as part of sociolinguistics.

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