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85 Code-Mixing and Code-Switching in Translation and Interpretation Study Arsisita Yuli Kurniawati¹, Iin Rachmawati², Chairuddin³ arsisitayuli_kurniawati96@yahoo.co.id¹, iinrachmawati85@gmail.com², chairuddin@stkippgri-bkl.ac.id³ STKIP PGRI Bangkalan¹, STKIP PGRI Bangkalan², STKIP PGRI Bangkalan³ 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 research uses a qualitative research to get some information about the what, how, when and where of an event occurs or phenomenon. 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 SELL Journal, August 2020 VOL. 5 NO. 2, 85-97 e-ISSN 2580-8400, p-ISSN 2528-6595 86 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 phenomenon, 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 a morpheme to the free form of the word. They are the noun, adjective, adverb, and verb. 87 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 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 as subject, verb, and object, whereas a dependent clause is an incomplete sentence and it has to combine with an independent clause to make a 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 structure. For example, "I have a bag now", it is right both in English and Indonesian because if it translates into Indonesian "Saya mempunyai sebuah tas sekarang"

“,whes bec I have a bag now “ tha 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: “Tadaku bertemu engadia. Shvery eautif” . 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.** 89 4.1.1.

Summary of Findings on **the Form of Code-Mixing** Usage Form Word Phrase Clause Code-Mixing 116 72 1 In this par t, 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 Expressio n Affix Questio n 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 90 b. Discussion 1) **The Form of Code-Mixing** Usage in **Teaching and Learning Process** on the Seventh Semester. Table 2 Number 10 Authors Presenter Audience :st of I would to yo u know talk to you about your phque whis obveveloped lot. :y. Oka firs a I would to yow ta about yosique which haiously.eta). " "Apa itu a : Apah?.....Hahahhaahaa.... Locoh....Ulang..ulang....

" (M 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 ca from " Apah?.,...Hahaha...Locoh...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 besaid aseorusebeca apaben apah " nd" locoh ".In addition, the audience still gives a la ughing t haaso t issa the word. Next, the audience used **the form of code mixing refers to the** word by usinIndonesiathais ulang..ulang.. ",but wanot inedwith prus 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, " apah " rs thequest ion t " what " . sonisthe a heawhatheprsa.Second locoh " ersto activethais" funny " glis st ulang ".It rs averb use gives a description that the audience asked the presenter to repeat what she said 91 bee tha" ulang " .The,thewords ace sis of **three forms of the** word, that is the question word, adjective, and verb. Table 2 Number 9 Authors :ha (Ronaldo) I'm good. How are you? Perfect (Ronaldo).

Are you happy with that in Audience :w are you perfeurni) How are you koca'eng jeh! " (Ma) Presenter : itu mbaty?" Audience : kar!ty) Presenter :..Apa ba " "Mfi' mafi' der mas Sya. itu?" Audience :ya...." (Sya 92 In the conversation above, there is a form of code-mixing. It can be seen fro"Hoayou kocaeng ! iscod -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 phse use atwo thaa" kocaeng " " jeh ", they ve sameag t her said " glis Th erefore, **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 : good yo gonnaeca you halent and you are strong will be better because you you know the impacts that you're gonna get in theme. Presenter :asi Wa masih mikirhh....

Presenter 3 :a dri ronal" "Tarhan seber ya.. 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... apah tubuh riyahh...

" Audience :dy" In the conversation, there is code-mixing usage. It was done by the third prter. cabe m apah tubuh riyahh... " ndit s ng What is the body " glish.Actua happenedbecause heforgot h " tubuh " 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 93 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 :ce whenl as I sta to do.ke agra gym fofter thart to seu kno" Audience : Seperti gym.urni) "Poeh ada gym. Presenter : you men sentenc e?" In the conversation above, there are some code-switching usages. It was d the ud(Mti) ly.It n n m Seperti gym e 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 thais ada gym re gym)". ha triedto themeaning what the author said.

In other words, she trie to give a support what she said before tha t 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. 94 b. Inter-Sentential Switching Table 4 Number 6 Authors :ha (Ronaldo) I'm good.re yorfe (Ronaldo). Are you happy w itht intro?" Presenter :y. Siapa yang tahu? How are you itu apa? Guys guys..hai guys.fi'.Sya'.

how au itu apa? " Audience : Kamu tahu gak? " (Sya) Presenter : Orang bertanya itu harus dijawab yah! " Audience : Kamu tahu gak? " (Sya) Presenter :hhaha.. "Pie.pi.mmaty.! Ho..' Ngedingga ngednggih! 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 beuse wa thees 's w ofthe whisa the uthoIt n seen " Siapa yang tahu? (Wkno)". 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 a).It n en m Kamu tahu gak? (Do knor t)". 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 yah! (When someone asks, it must must be ared othewords,she answered what the audience said and certainly, she followed what the audience did also that is he did a code-switching in his cotion.Then,it s tinuedain the ud) t " Kamu tahu gak? (You ornot? cabesa t isreciprotedwhathe 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 senteces 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.

95 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 usain students' conversais 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. 96 References Anggraita, P. R. (2013). **Code Mixing and Code Switching Used by** Students Living in a Boarding House on Airla ga Nomor7, Semarang. Lantern, 1-9. Arikunto, S. (2013).

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