

Code-switching and code-mixing in Indonesian learning at SMA YP Unila

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Abstract

The purpose of this research is to seek information about the factors causing code switching and code mixing in the post-pandemic learning process of the Indonesian language in class XII Social Sciences at SMA YP Unila. This study uses a descriptive approach. The data collected are in the form of words, pictures, and not numbers. This research leads to an in-depth description of the meaning, clarification, and placement of data in their respective contexts and describes them in the form of words from numbers. The total code-switching in learning interactions is one-word data, two phrases, and five sentences; this shows that students' and teachers' interest in code-switching in both classes is shallow. As in code-switching, the form of code mixing in its interaction is divided into internal code-mixing and external code-mixing. In internal code-mixing, the language used is the insertion of Javanese in Indonesian sentences. Meanwhile, in external code-mixing, the language used is the insertion of English and Arabic in the interaction of Indonesian language learning. The implication aims to make it easier for teachers and students to understand word insertion during learning interactions and quickly understand what other people say when communicating.

Keywords: Code-Switching, Code-Mixing, Indonesian Learning

Introduction

As a means of communication, language cannot be separated from human life. Research conducted by Suwandi, Yunus, and Ethics (2016: 24) states that language, knowledge, and values must be adequately internalized. This internalization includes a person's manners, which will impact the interactions made when communicating. Of course, that statement makes language an essential aspect of communication to facilitate information delivery. Along with technology development, various language activities are easier to do anywhere and anytime; this is evident from the many works in the form of novels, short

stories, poetry, video blogs, and podcasts. While language learning is obtained by accident, it can be obtained because they are accustomed to the environment or according to the first language a person learns. The learning and teaching process will be a provision in forming a more communicative and active person.

Language also contributes to making the development of the times more colorful by creating code-switching and mixing in the interactions. Likewise, Nugraha, Ngalm, and Nsucha (2015: 44) stated that in ancient times Indonesian was only used in typical situations. However, in the current era of globalization, Indonesian is widely known by the public. Malabar (2015: 46) states that the events of the use and selection of language variations in multilingual communities are very diverse. There are at least three incidents of the use of language variations in society, namely; (a) code-switching, (b) code mixing, and (c) interference.

Code-switching and code-mixing have a significant role in facilitating communication and increasing self-confidence; this is to the conclusions of Achmad and Abdullah (Amalia, Waluyo, and Mulyono, 2019: 79) stating that code-switching is the transition or replacement of language codes, also into foreign languages or between foreign languages, and can also be in the form of clauses or complete sentences that have their own grammatical rules, which are done consciously for specific reasons. Code-switching is almost the same as code-mixing in its implementation. Wardani (2017: 75), the research conducted, found that code-switching shows contextual and situational functions that play a reciprocal role in using two or more languages. The occurrence of code-switching depends on who the speaker and the interlocutor are. However, speakers have the potential to do code-switching in a big way; this is relevant to Wardani (2017: 75), who revealed that the occurrence of code-switching depends on the speakers themselves. Someone doing code-switching certainly has a specific purpose.

Learning after the Covid-19 pandemic requires adaptation again after learning is carried out online and returns gradually to offline learning. A competent teacher, of course, must continue to provide new and not dull ideas when post-online learning takes place so that learning can run smoothly and effectively. Post-pandemic learning must be balanced with teacher creativity in studying appropriate learning designs so all students can enjoy learning. Carter, Rich, and Jackson (2020: 322), in ensuring for learners, it is necessary to consider learning design that yields learning opportunities for all students.

The author conducting this research refers to previous research relevant to what will be studied and has never been done by other researchers. One of the relevant studies is the research conducted by Yufianto (2014), "Code Switching and Code Mixing in Indonesian Language Learning Class X SMA YP Unila". These studies have differences in the problems taken in their preparation. In

addition to Yufianto's research, there is a study conducted by Septiana (2012), "Code Switching and Code Mixing in the Use of Indonesian in Discussion Activities of Junior High School Students in Rural Areas (Case Study in Indonesian Language Learning at SMP Negeri 2 Kepil, Wonosobo Regency)". There is also research conducted by Pertiwi (2013) "Code Switching and Code Mixing in Indonesian Language Learning Class VII SMP Negeri 2 Jaten Karanganyar". The difference that can be seen from previous research is the sample and location used by the author; this makes the study of code-switching and code-mixing in post-pandemic learning interactions Indonesian at SMA YP Unila unprecedented and new research.

Code-switching and code-mixing in post-pandemic learning interactions are very likely to occur. Likewise, in the SMA YP Unila environment, code-mixing and code-switching are often found in Indonesian and Javanese. Environmental factors are one of the reasons why the two languages are more dominant in learning interaction. In his research, Talan (2019: 72) states that teachers must interact with students through conversation to achieve the learning objectives that have been set so that learning can take place correctly. Therefore, code-switching and code-mixing are commonplace in teacher and student communication. This communication, of course, also occurs during the post-pandemic learning process. From the main problem, the researcher will conduct further research titled "Code-Switching and Code-Mixing in Indonesian Learning at SMA YP Unila".

Method

This study uses a descriptive approach. The data collected are in the form of words, pictures, and not numbers (Moeleong, 2013:11). This research leads to an in-depth description of the meaning, clarification, and placement of data in their respective contexts and describes them in the form of words from numbers (Mahsun, 2007: 97). The research report will contain data excerpts to provide an overview of the information. This study attempts to describe the occurrence of code-switching and code-mixing in class interactions of Indonesian subjects at SMA YP Unila. The researcher will examine Indonesian language learning in class XII Social Sciences students of SMA YP Unila. This research will discuss in detail and comprehensively the language in learning Indonesian.

The data in this study is the use of code variations, code-switching, and code-mixing in-class interactions of Indonesian subjects at SMA YP Unila. The object of this research is code-switching and code-mixing in the exchange of Indonesian language classes at SMA YP Unila. Data sources used in this study are the analysis of recorded documents (in the process of learning Indonesian class for class XII Social Sciences students of SMA YP Unila) and the teacher as an informant. The method used is the look method. In this study, data were

collected through direct data collection. For the researcher to be able to analyze the data, the instruments and the data collection stage must first be prepared. The tools used in this study were humans, the researchers themselves as the perpetrators of the fundamental research, and recording devices and field notes.

The sampling technique in this research was carried out using purposive sampling. Purposive sampling, namely sampling based on specific considerations (Sutopo, 2002: 53). Certain considerations means that they are adjusted to the needs or objectives of the research. The sample is a recording of the interaction of Indonesian language subjects in class XII SMA YP Unila, which contains code switching and code mixing. The researcher can represent data that is needed and essential to be analyzed factors causing the occurrence of code-mixing and code-switching at SMA YP Unila. There are three stages carried out in data collection in this study. The researcher observed the use of language in communication in the class interaction of Indonesian subjects at SMA YP Unila. The basic technique used in obtaining data is the tapping technique. The tapping technique is a technique that is realized by tapping; namely, the researcher must tap with all his ingenuity and will (Sudaryanto, 1988: 2).

Results and Discussion

A. The Form of Code Switching in Indonesian Post-Online Learning Interaction at SMA YP Unila

Code-switching in this study is defined as transitioning from Indonesian to another language or vice versa; this is in line with the opinion of Mustikawati (2015: 23), which states that code-switching is the use of other language variations to adjust to other roles or situations or because of the presence of other participants. The phenomenon of code-switching occurs because of the use of variations of a language to better adapt the interlocutor in interaction.

1. Internal Code Switching in the Form of Words in Class XII Social Sciences

The code-switching in the data above occurs in the context of learning discussions in class XII Social Sciences when giving assignments by the teacher and students' responses to the assignments given. Students carry out code-switching in the form of word insertion, aiming to highlight politeness to older people further. The word "*Ngapunten*" is code-switching performed by student 1 in Javanese. The word means sorry, which means apologizing for what someone wants to ask to be more polite. The code-switching that occurs in the data above illustrates the occurrence of internal code-switching from Javanese to Indonesian.

Code-switching in data 2 occurs in the form of phrases. The code-switching that occurred was internal code-switching of Indonesian into Javanese. The code-switching carried out by the second student occurred during the discussion process. The teacher asked for clarity from one of the students who said inappropriate during the discussion. The code-switching that occurs is included in the relaxed variety to facilitate the context of the conversation expressed by the speaker. The word "*Udu Kui*" expressed by student 2 has a meaning other than that which indicates an answer to the question given by the speaker or teacher. Code-switching occurs in learning situations in class XII Social Sciences in student 1 with the speech "*nggih Bu*," which means yes, ma'am. Likewise, the speeches of students 2 and 3 have the same meaning. The teacher asks the students to collect the assignments given by the teacher immediately. This response is given so that students respect the teacher more.

2. Internal Code Switching in the Form of Sentences in Class XII Social Sciences Does Code-switching occur at "*Iki gak langsung keluar nilai to?*" which means a question does this not immediately come out in value? This example illustrates the occurrence of internal code-switching from Indonesian to Javanese. This code-switching was followed by student 2, namely "*Prasaku yo udu*" and the third student, "*iyo udu*." This code-switching is internal because the transition occurs in Indonesian and Javanese, domestic languages. The code-switching was carried out by student 1 in the form of "*Wes iso, Cah*," which means you can already be friends. Student 1's speech was responded to by the second student, namely "*Wektune plus ora ki*." This code-switching means a question about whether the time allotted to work on the problem is added or not. The code-switching for student 3 is "*Rasah wae, Mam gek jumatan og*." This code-switching answers student 2's question related to the time allotted. The third student answered that the time given does not need to be increased. The conversation was followed by student 4, "*Lha Tiang Islam nopo mboten?*" which means Are you a Muslim or not. This code-switching means that the given time does not need to be added because it has entered the Friday prayer time.

Code-switching carried out by the teacher as a speaker can be more enjoyable. Unlike the previous one, this code-switching is carried out by the teacher, who is the main speaker during the learning process. The code-switching in the form of "*Ayo cah gek ndang*" means come on, kids. Code-switching occurs in the learning context when the teacher asks students to collect the assigned task immediately. In a phenomenon like this, speakers or teachers can also carry out code-switching to provide an affirmation of what will be conveyed to the interlocutor. Student responses also look more polite and well organized. This code-switching is in the form of "*Sampun jelas, nggeh?*" which means do you understand, "*Yo sopo sing reti?*" which means who knows,

and "Yo bahas bareng yo," which means Let us discuss it together. Then, the first student's code-switching is "Bener mboten, bu?" which means Is not that right, ma'am? Which aims to ensure further the answer is correct or not. Code-switching in sentences makes learning more fluid and students want to participate actively.

Table 1. Code Switching Form

| No | Class | Code-Switching Form | Data Frequency | Total Code-Switching |
|----|----------|---------------------|----------------|----------------------|
| 2. | XII | Word | 1 | 1 |
| | Social | Phrase | 2 | 4 |
| | Sciences | Sentence | 2 | 7 |
| | | Total | 5 | 12 |

3. The Form of Code Mixing in Indonesian Language Post-Online Learning Interaction at SMA YP Unila

Code-mixing events occur when two languages are used in one sentence to express something. In contrast to the explanation on code switching points, which can only contain one discussion, namely internal code switching, this code mixing has more discussion. Malabar (2015) argues that the elements of code mixing are divided into two groups, sourced from the original language with symptoms of variations and a foreign language. Internal code mixing can occur when two languages, Indonesian and regional, are combined in one expression. For example, there is a mixture of Indonesian and Javanese in one sentence. Meanwhile, external code mixing is code mixing that occurs between Indonesian and foreign languages. This foreign language can be in English, Arabic, or other languages other than Indonesian and regional languages in Indonesia. The existence of code mixing follows the opinion (Fauziyah, Itaristanti, and Mulyaningsih, 2019), which states that code mixing is the insertion of a form of language that comes from within or outside the language.

4. Mix Internal Code

Code mixing in the form of words is often found in post-pandemic learning of Indonesian at SMA YP Unila.

a. Mixing Javanese Internal Codes in the Form of Words in Class XII Social Sciences

Based on data in post-pandemic learning for class Social Sciences, the phenomenon of code mixing from Indonesian to Javanese carried out by the teacher is quite simple. Code mixing occurs in the form of "Ndang," which means Soon, and "Wes," which means Already. This code mixing occurs during learning interactions that lead to the collection of tasks that

must be done by students immediately. As the main speaker, the teacher provides code-mixing to facilitate interaction and seem closer to students, for example, the word "*Ndang*," which means immediately. This code mixing aims to familiarize and emphasize an order given by the speaker. The phenomenon of code mixing performed by students 1, 3, 4, and 8 in the form of *Nggeh*, *Njih*, *Nggih*, and *Nggih* has the same meaning, namely "Good." Meanwhile, the code-switching carried out by student 5 in the form of "*Mboten*" means No and "*Sampun*" means Already. The data describes student responses when communicating with teachers and students reviewing assignments the teacher has given.

The insertion of Javanese in the teacher's speech during post-pandemic learning is carried out following the flow of the discussion. In addition, the teacher also poses questions to students for further responses. It is proven that the teacher only gives questions related to the material provided and students answer according to the teacher's questions. The word "*ngrespon*" which means responding, is used by teachers to facilitate students' understanding of what the speaker means. In the word "*nggih*", the teacher's conversation has an intention adjusted to the context of the speaker's sentence. The data above is an example of internal code mixing in the insertion of Indonesian and Javanese.

b. Mixing Javanese Internal Codes in the Form of Repetition of Words in Class XII Social Sciences

The insertion of internal code mixing in the form of word repetition only occurs in one interaction. This insertion occurs when the teacher appreciates students for assignments that have been completed promptly. This insertion occurs in the word "*dioyak-oyak*" which means to be reminded. The teacher uses these words to facilitate communication with students so that the interlocutor readily accepts them. The teacher also adapts to the language students use in daily communication; this makes the above data included in the internal code mixing in the form of word repetition.

5. External Code-Mixing

External code-mixing occurs between Indonesian languages, which are inserted by foreign languages. External code mixing can occur because of people's habits toward the use of foreign languages in everyday life.

a. English Insert External Code Mix

External code mixing in English occurs a lot in post-pandemic learning. The data below will present the research results related to external code-

mixing from Indonesian to English in Indonesian post-pandemic learning. The data found are in the form of words and phrases in English.

b. Mixing English External Codes in the Form of Words in Class XII Social Sciences

Mixing external codes from Indonesian and English occurred in class XII Social Sciences while learning editorial texts. The teacher reviews the assignments that have been given previously. As mentioned above, teachers often mix Indonesian and English when communicating with students, as in the word "deadline," which means a time limit, to make it easier for the interlocutor to understand.

The phenomenon based on the data above is the insertion of English when post-pandemic learning is carried out in class XII Social Sciences during the discussion of questions. Some of the data above show that the teacher inserts the word "good" to give an appreciation to his students. In addition to the word "good," the teacher also provides inserts in the form of "good job," which means good work; this certainly gives the impression of respect and is suitable for what students have done.

The phenomenon of word insertion in external code mixing in data carried out by teachers during post-pandemic learning in Indonesian for class XII Social Sciences is the words "posting" and "plus." The word post means sending or having sent something; it can be an assignment or material. The word plus has a meaning in the form of added. The use of the insertion aims to give the impression that it is easy for the interlocutor to understand what is being conveyed. The main speaker, the teacher, is tasked with understanding the conditions and development of language in the student's environment or the interlocutor. If this can be done well, good communication will occur quickly even though it has to add word insertions that create an external code-mixing phenomenon in Indonesian and English.

In addition to external code mixing in the form of words, the word "copy-paste" is included in the external code-mixing of the phrase. In the data above, interactions occur in Indonesian language learning in class XII Social Sciences when the teacher gives directions about the assigned task. The word "copy-paste" is considered easier to understand. This code-mixing will undoubtedly facilitate more effective interaction between students and teachers.

The insertion of English into Indonesian sentences also occurs in a discussion learning situation related to anecdotal texts. The data above is the word post's insertion with the word send's equivalent. The interlocutor considers the word "posting" more easily recognized than the word send.

In addition, the type of language factor also affects the communication carried out; this makes the data entered into the English external code-mixing.

The phenomenon of insertion in the word "good" above is very often done by the main speaker or teacher when giving appreciation to the interlocutor. The word "good," which has an excellent Indonesian equivalent, is often expressed by speakers; this aims to make the language look more varied and less tedious. So speakers give a different impression with appreciation by inserting English into Indonesian sentences.

The next event in the data is the insertion of English words in the form of "upload" and "copy-paste" in Indonesian sentences. Code mixing in learning interactions occurred when the teacher gave assignments to students and students responded with questions related to the assigned tasks. Both have a much higher prestige when delivered in English than in Indonesian because people are not used to the equivalent of Indonesian words and think of them as strange. Therefore, the speaker or teacher must be able to balance this, so there is no misunderstanding in communication.

Researchers found the words link, share, group, and deadline during learning. The word "link" has a link equivalent. The word "share" has the equivalent of the word share. When combined with the sentence expressed, the words link and share are considered less, providing the correct information: this makes speakers more comfortable and easier to use English in their delivery. The word "group" has the equivalent of the word group. The word "deadline" appears and has an equivalent in the form of a time limit which has its place during distance learning. This word is more popular and easier to understand than its equivalent in Indonesian.

6. External Code Mix Arabic Word Insertion

Mixing external codes, including Arabic, also occurs in post-pandemic learning for class XII Social Sciences. This code-mixing is mainly done to greet, answer greetings and give thanks. However, the insertion is also included in the external code-mixing for the insertion of Arabic words into Indonesian sentences.

a. Mixing Arabic External Codes in the Form of Words in Class XII Social Sciences

Code mixing occurred in post-pandemic learning for class XII Social Sciences in the form of "*Assalamualaikum Wr. Wb.*" which means greeting. The words "*Walaikumsalam Wr. Wb.*" means replying to the

greeting given. These two words are often used to initiate learning as the first form of interaction before the core learning begins. "Assalamualaikum Wr. Wb." has the meaning of greeting. The words "Walaikumsalam Wr. Wb." means replying to the greeting given. This code-mixing continues when learning begins to open teaching and learning activities; this is done according to the habits of the speaker and speech partner when starting an interaction.

The code mix used next is "Alhamdulillah" and "Aamiin." This code-mixing occurs when the teacher appreciates class XII Social Sciences students for their achievements. The word "Alhamdulillah," which means an expression of gratitude, is easier to use by students who are Muslim. The word "Aamiin" is also more accessible and polite in response to a prayer. Then, when the teacher started asking questions regarding the understanding of the previous learning, the students answered with the word "InsyaAllah," which is an expression of confirmation of the statement given by the speaker.

The code mixing contained in this data occurred in post-pandemic learning interactions. The interaction resulted in code mixing in the form of "Assalamualaikum Wr. Wb." which means an expression of greeting. The word "Walaikumsalam" means replying to the greeting given. While the word "Aamiin Ya Rabb" has a meaning in the form of an expression of prayer of hope addressed to Allah SWT. This code-mixing facilitates an expression of greetings and prayers to fellow Muslims.

The following code mix is still related to the previous data. The code-mixing occurs in the form of the word "Walafiat," which means an expression of prayer about health and "InsyaAllah," which means an expression of confirmation of what the main speaker said. In this code-mixing is done by students, which aims to provide a confirmation related to the questions given by the speaker. The following is a summary of the results of code mixing obtained by the researchers:

Table 2. Code Mixing Results

| No | Class | Code-Mixing Type | Language | Code-Mixing Form | Data Frequency | Total Code-Mixing |
|----|---------------------|-------------------|----------|------------------|----------------|-------------------|
| 2. | XII Social Sciences | Mix Internal Code | Java | Word | 2 | 9 |
| | | | | Words Reapeting | 1 | 1 |
| | | Mix External | English | Word | 10 | 35 |
| | | | | Phrase | 1 | 3 |
| | | Arabic | Word | 9 | 33 | |

| No | Class | Code-Mixing Type | Language | Code-Mixing Form | Data Frequency | Total Code-Mixing |
|--------------|-------|------------------|----------|------------------|----------------|-------------------|
| Code | | | | | | |
| Total | | | | | 23 | 81 |

B. Factors Causing Code Switching and Code Mixing in Post-Pandemic Indonesian Language Learning at SMA YP Unila

The previous discussion has described the form of code-switching and code-mixing in post-pandemic learning interactions of Indonesian. This phenomenon is included in the realm of sociolinguistics that has one. The factors that cause this phenomenon are difficult to distinguish and even tend to be the same.

1. Factors Causing Code Switching

Several factors cause code-switching to occur in learning interactions. Several factors that cause code-switching include the speaker, the interlocutor, the presence of a third person in the interaction, building intimacy, giving affirmation, and feeling more respect.

a. Speaker

The first factor causing code-switching is the speaker. Speakers play an active role in the phenomenon of code-switching. Without a speaker, an interaction will never occur. This post-pandemic learning interaction research shows that the main speakers who play a role are Indonesian language teachers in class XII Social Sciences at SMA YP Unila. Speakers have more speech portions than students. Learning interactions are always preceded by the speaker giving greetings, followed by greetings and prayers. The interaction between the speaker and the interlocutor is not far from language transfer.

b. Opposite Speech

The factor that influences the subsequent code-switching is the interlocutor, or can be called the speech partner. For every good communication, of course, there must be an interlocutor to respond to what is said by the speaker. The interlocutor plays an essential role in the running of communication interaction, especially in the current post-pandemic learning. The interlocutor's response will affect the continuity of learning and the speaker's providing the material. The attitude given by the interlocutor is usually balanced with what the speaker says when interacting.

c. The Presence of a Third Person in the interaction

Interacting in post-pandemic learning does not rule out the presence of a third person. A third person in the learning interaction can be present to respond to answers from the ongoing discussion. The third person will automatically follow the language expressed by the speaker or interlocutor during the discussion; this makes interactions more diverse and active.

1) *Build Familiarity*

The factor that influences the next code-switching is building intimacy when interacting. When we interact, the element of familiarity is essential so that the interaction occurs without being awkward and rigid. In this study, code-switching affects building intimacy between speakers and interlocutors. The spontaneous reactions of these students aim to build intimacy between friends and teachers so that they are not too severe and seem relaxed. Of course, colleagues using the Java language answered this question with a relaxed reaction; this proves that code-switching creates an impression of intimacy between the speaker and the interlocutor.

2) *Giving Affirmation*

The existence of code-switching in post-pandemic learning interactions also has supporting factors as confirmation of what was said. This element of affirmation is most visible in the code-switching that occurs during learning. Teachers and students are more comfortable using Javanese or switching codes to Javanese to provide confirmation related to what is conveyed. In addition to being done by the teacher, code-switching as a means to give confirmation can be done by students.

3) *Feeling More Respect*

This factor is the core of the ongoing code-switching. Most of the occurrences of code-switching are to be more respectful of the opponent. Like the results of an interview with a student who stated, "*Ya agar lebih menghormati guru. Kalau kita menggunakan bahasa Jawa kan lebih menghargai orang yang lebih tua daripada kita,*" this makes students or interlocutors more confident and feels more respect for the teacher. In addition, code-switching is also carried out by teachers during learning interactions. Code-switching is carried out from younger to older and older to younger ones to appreciate students.

2. Factors Causing Code Mixing

In addition to code-switching, some factors cause code-mixing. Code mixing is more common in post-pandemic learning interactions compared to code-switching. As in the data on learning outcomes, code mixing is more common than code-switching.

a. Speaker Identity

The first factor that causes code-mixing is the identity of the speaker. The speaker's identity has a significant role in the occurrence of code-mixing. Usually, code-mixing occurs because there are multilingual or bilingual people who master more than one language as a means of communicating. Speakers have a massive role in provoking their interlocutors to interact with code-mixing events. This event occurs because of the inducement of the main speaker when communicating or asking questions. According to research data related to code-mixing, the languages used are Indonesian, Javanese, Arabic, and English.

b. Identity of the interlocutor

The identity of the interlocutor is no less important than the speaker to get good communication. The involvement of the interlocutor will lead to a form of communication. This communication can be in the form of an active or inactive response. The active response is the response given to the speaker related to the discussion. This active response will result in two-way and exciting communication. At the same time, the inactive response is a response that occurs if the interlocutor only replies to one or two questions given by the speaker. This inactive response will not result in effective and good communication because the interlocutor is reluctant to respond by playing a role in each question line.

1) *Build Familiarity*

Building intimacy in communication is the principal capital in facilitating communication. If the speaker and the interlocutor are familiar, it will provide more readily accepted and open communication. Building intimacy between speakers and interlocutors can be done by recognizing the background of our interlocutors. Of course, this process of building intimacy is not easy. However, from the research, several interactions contain code-mixing and can result in intimacy between the two.

2) *Desire to Explain Something*

Not a few speakers and interlocutors are confused about what they will say. Something difficult to find an equivalent in Indonesian has resulted in their code-mixing. This code-mixing aims to explain what they are conveying but is still based on the overall context; this follows the results of interviews with students who stated that "*ketika saya sulit menyatakan dengan bahasa Indonesia ya saya menyatakannya dengan bahasa yang saya mengerti.*" Based on the student's explanation, it can be explained that not all words can be understood by their equivalents in Indonesian. Therefore, inevitably mixing languages must be done by students to express what is meant easily.

Conclusions and Suggestions

The code-switching used for research in Indonesian language learning interactions is class XII Social Sciences at SMA YP Unila. Code-switching that occurs in learning interactions is only in internal code-switching, namely the insertion of Javanese in Indonesian sentences. Code-switching in learning interactions has the form of code transfer in words, phrases, and sentences. The code-switching from Indonesian to Javanese words in class XII Social Sciences consists of one data during the learning interaction. In the code-switching carried out in the form of phrases, it was found that two data in learning contained the insertion of phrases in it and two data containing the insertion of sentences.

As in code-switching, the learning interaction used to observe the form of code-mixing is carried out in the class. The languages used in code-mixing are Javanese, English, and Arabic. The form of code mixing in its interaction is divided into internal code-mixing and external code-mixing. In internal code-mixing, the language used is the insertion of Javanese in Indonesian sentences. Meanwhile, in external code-mixing, the language used is the insertion of English and Arabic in the interaction of Indonesian language learning.

The theoretical implications of this research are aimed at students and teachers who take an active role in post-pandemic learning to increase their knowledge related to interactions involving the phenomena of code-switching and code-mixing. Teachers and students must get more tangible implications related to code-switching and code-mixing in post-pandemic learning interactions in Indonesian at SMA YP Unila. This implication aims to make it easier for teachers and students to understand word insertion during learning interactions and quickly understand what other people say when communicating. Through this research, it is hoped that readers will also be able to understand more deeply related to the phenomena in sociolinguistic studies in code-switching and code-mixing.

The advice researchers give is that teachers are expected to understand every situation and condition that occurs during post-pandemic learning. Teachers are also expected to be able to learn from previous mistakes so that they do not repeat themselves and prepare for more mature learning. Students are expected to use excellent and correct Indonesian. In addition to using language, it is hoped that students will be more active in participating in post-pandemic learning. Students are expected to join and participate in learning by responding to questions from the teacher or other students related to the material discussed. If students are more active, the material will be easily conveyed and learning will be more effective. This research is expected to inspire other researchers to conduct research with a more extensive and recent reach. Other researchers are expected to find more and more varied language

deviations. Through this research, it is hoped that it will also increase the knowledge and insight of other researchers to design research with a better design.

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