

Code Mixing Applied in Interaction of Students and Lecturers in WhatsApp Media

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Abstract. Code-mixing activity can occur in various spheres of life. One of them is the interaction between students and lecturers through the WhatsApp application during the Covid-19 pandemic. This qualitative research uses data in the form of unstructured dialogue through the WhatsApp application. Data collection techniques conducted are observation, listening, and recording. The analysis methods are by identifying and classifying data categories, choosing the type of code mixing, then describing the data to determine the choice of code-mixing types in student interactions with lecturers through WhatsApp media used during the pandemic. The results of data analysis are described using informal presentation methods in the form of ordinary words. The result of the research is that students and lecturers are dominantly implementing external code mixing. This is because as a learner tries to apply the culture and vocabulary that is known in order to obtain fluency when communicating with lecturers using Japanese. The choice of words and phrases used refers to the vocabulary that is generally used when learning online and the absence of the same choice of words refers to the topic discussed.

Keywords: code mixing; interaction; social media

1 Introduction

Code mixing is a form of implementation of the use of two or more languages by mixing languages in one's speech naturally without having to insert elements of one language into another [1]. If the speech participant uses a word or phrase from another language, both local and foreign, it means that the speech participant has applied code mixing [2], [3]. Code mixing can be classified according to the linguistic level based on the level of clauses, phrases and word order. It can be classified into three types, namely, *Outer Code mixing*; is a type of when the speaker has inserted a foreign language to his partner when communicating, while the *Inner Code Mixing* if the speaker's speech uses regional language terms when speaking. In addition, when the speaker uses a choice of local or foreign language, it can be said that the speaker has chosen to use *hybrid code mixing* [4]. The choice of mixed modes in the form of words or phrases depends on the needs, style of the speaker, the topic of conversation that occurs in an utterance. The realm of community life is not only in the realm of family with heterogeneous membership but also occurs in the realm of education, especially when the development of new word choices and terms is emerging. since the pandemic period. The

need for offline interaction with various varying terms has resulted in the community as speech participants having to be smart and observant in using these terms so that they are appropriate and appropriate to the topic of conversation.

In the realm of education during the pandemic, it is mandatory for the teaching and learning process to be carried out online. That means, online interaction by utilizing the application as a medium of communication. One of them is WhatsApp. Before the pandemic, lectures were carried out directly with face-to-face techniques, but after the pandemic all interactions must be done virtually. This is a challenge for teachers and students so that the learning process can run well and be easily understood by students. In general, speech participants will determine the choice of words by adjusting the speech components of each speech event. View [3], [5] that speech events are largely determined by speech components consisting of SPEAKING, namely, *Setting* is related to the location where an utterance occurs, *Participants* refer to speech participants, *Ends* is related to the purpose of speech, *Act* sequences are part of the speech component, *Keys* are tone of speech. While *Instrumentalities* refers to a means of speech. In addition, the speech components are also supported by the *Norms* as a form of speech being classified as norm interaction and the norms of interpretation and the kind of speech that is referred to as *Genre* relating to the categories of discourse conversations, stories and more. This means that if the type of speech is different, the speech code used is also different. The ability of speech participants to use two or more languages is a manifestation of bilingualism [6], [7]. This bilingualism can be seen from the ability of the speech participants to use two or more languages interchangeably, which can be seen clearly in the use of code mixing both outer and inner.

The application of code-mixing is also often done considering that the vocabulary used only emerged after the pandemic. Various research results have been carried out by previous researchers in revealing the use of code mixing in various fields including education that based on observations of the Indonesian language learning process tends to use code switching and code mixing [8]. In addition, the interaction between the dominant students use mixed the code starts from Javanese-Arabic, Indonesian-Javanese and Indonesian-Arabic [9]. In contrast to the family realm, they found a linguistic phenomenon from the Samin community that the form of language choice used in interacting was the Javanese Ngoko, Madya and the use of code switching and code mixing in each variety of ngoko to middle [10]. The existence of this linguistic phenomenon provides an understanding that the application of the use of code mixing in speech is largely determined by various factors that follow when the speech event occurs. For example, the interaction between students and lecturers during a pandemic which requires interaction to occur online has resulted in many choices of new vocabulary that must be understood by the speech participants. Based on this, it provides an illustration that the use of code-mixing in the realm of education during the current pandemic is very interesting to study more deeply.

2 Methodology

This research is a qualitative study that aims to find code mixing in online interactions between students and lecturers on WhatsApp social media. A sociolinguistic approach with an ethnographic model of communication according to [11] was applied. The data is in the form of unstructured dialogue through WhatsApp social media. The main basis for using WhatsApp social media is because among other social media, this media is very practical and inexpensive as a communication tool during a pandemic with its very simple choice of features, making it

easy for participants to use it. The method used in this research is the method of non-participated observation. The data collection technique used is by observing to every interaction on WhatsApp media then observing and recording every interaction that occurs between students and lecturers when learning takes place during a pandemic that requires going online. The whatsapp media used in the interaction between students and lecturers for *Choukai*, *Unyou kaiwa*, *Nyuumon kaiwa*, *Bijinesu kaiwa* and *sabisuu Nihongo* courses with a duration of interaction for one semester (six months). In data analysis, the method used is contextual analysis with data analysis techniques following several steps, including: identifying utterances that insert code mixing and then proceeding with classifying the overall categories of speech data contained in whatsapp media. After classifying the data, it is continued by selecting and sorting out the types of code mixing, whether it is included in internal or external code mixing by inserting code mixing in the form of words, phrases or clauses. Next is describing the data to determine the choice of code-mixing types in student interactions with lecturers through WhatsApp media used during the pandemic. The results of data analysis are described using informal presentation methods in the form of ordinary words.

3 Results and discussion

Code mixing is a condition when a speaker mixes or combines two (or more) languages in a *speech act* or *discourse* in the same clause with the aim of expanding the style of language. The forms of code mixing can be classified into three types, namely: code mixing at the word level in the form of basic words, code mixing at the phrase level and code mixing at the clause level. The use of code-mixing appears very often in casual conversations in society. One of them is during the pandemic, in the realm of education where the linguistic phenomenon becomes a very interesting thing to study, especially in using code mixing from speech participants. There is often a dialogue between students and lecturers which is very interesting to analyse more deeply, especially on the application of code-mixing during interactions through WhatsApp media which is a very practical communication medium during the pandemic. The type of code mixing that is chosen by the students is Outer Code mixing. This type of code mixing is identical to the choice of words or phrases by absorbing foreign languages. For example, in the data, it is written on social media that students use inserts from foreign languages, namely Japanese and English which refer to terms that are often used in online conditions. The following is an example of data found during the pandemic through WhatsApp media when students communicated with lecturers.

Data (1)

Speech Speaker : Student (male)
Age : 22 -23 years old
Time : 18:30 WITA
Speech partner : Lecturer (Female)
Age : 35-40 years old

Dialogue (1):

Student : *Sumimasen sensei*, Please share again the link. There are still many friends here who haven't joined yet. *Onegai shimasu*.

Lecturer :(The lecturer immediately sent the zoom link requested by the student)
Otsukaresama deshita.

Analysis: Dialogue (1) is an interaction that occurs between students and lecturers when asking the lecturer to send a link via WhatsApp as a medium to get teaching materials. Student speech uses two types of foreign languages, namely, Japanese and English. The Japanese language used at the beginning and end of the conversation is a form of respect for students as Japanese language learners who understand Japanese culture and ways of communicating according to Japanese culture, so using the phrase "*sumimasen sensei*" refers to the meaning of 'excuse me Ma'am' when asking the lecturer to share *link* the requested. The word *sensei* in Japanese is a greeting to the teacher. Ends with the phrase *onegai shimasu*; means asking for help as a form of respect for lecturers who have a higher position than students. In addition, the choice of the word *share* and *link* in English is a vocabulary that is often used during the pandemic in online teaching. Students as speakers have the ability to use two foreign languages, both Japanese and English, not just to show off but the phrases and words are appropriate in that situation, because they aim to convey information that is in accordance with the mastery of the code used by the speaker. This dialogue has fulfilled the speech component because the interactions that occur have been understood by the speech partners and the location of the speech is in accordance with the choice of words and phrases used by the speech participants so that the meaning conveyed by students to the lecturer can be well received.

Data (2)

Speech Speakers : Student (male)
Age : 22 -23 years old
Time : 18:30 WITA
Speech partner : Lecturer (Female)
Age : 30-35 years old

Dialogue (2)

Student : *Sumimasen sensei*, My *denpa* not good so it automatically exits zoom, I'm trying to log in again *sensei*.
Lecturer : Hai, ok .

Analysis: The dialogue that occurs in data (2) is an interaction between students and lecturers through WhatsApp media. The choice of the phrase *sumimasen sensei* is an example of the application of mixed code insertion of Japanese phrase forms. At the beginning of the dialogue, this phrase is written by students to the lecturer to respect the lecturer as a speech partner and ends with the insertion of the word *sensei* to clarify the speech delivered is intended for the lecturer. In contrast to code-mixing the word *denpa*, which means 'signal', is used by students even though they have an English equivalent, as a Japanese learner, they use Japanese vocabulary as much as possible. This means that it implies fluency in using Japanese as a form of learners being able to communicate using appropriate Japanese vocabulary. Even though in the student's speech as speakers only insert Japanese phrases and words, then the speech is in accordance with the different outer code-mixing category with insertion using regional languages as a form of code mixing that is not used by speakers in communicating

with lecturers as the course instructors of conversation (kaiwa) in Japanese literature studies program.

Data (3)

Speech Speaker : Student (male)
Age : 20 -22 years old
Time : 18:30 WITA
Speech partner : Lecturer (Male)
Age : 30-35 years old

Dialogue (3)

Student : *Sensei, konnichiwa*, I would like to ask about today's lecture whether it will be held using media *zoom*?

Lecturer: *Konnichiwa, rinku o okurimasu kara. Chotto matte kudasai*

Student : *Hi, wakarimashita. Sensei*

Analysis: The dialogue (three) data above is an example of the implementation of code mixing which inserts phrases in Japanese and words in English. This condition is called exit code mixing because it has inserted a foreign language into the speech. Code mixing in the form of phrases *sensei, konnichiwa* is an expression that states greetings and greetings at the beginning of the dialogue containing the meaning 'father, good afternoon' and code mixing the word *zoom* refers to an application to communicate using video media that can be utilized by various communication devices in mobile form as well as desktops. This word choice is used because there is no equivalent in Japanese, only a change in the way of reading. In addition, the word *zoom* is a term that is often used when learning online during a pandemic that is not commonly used in everyday language and students try to implement the culture and vocabulary that is known in Japanese in order to hone fluency when communicating with lecturers using Japanese. This can be seen from the lecturer's response to using Japanese without inserting mixed code words or phrase so that the students learn more about Japanese Language procedures correctly.

Data (4)

Speech Speaker : Student (Male)
Age : 22 -23 years
Time : 18:30 WITA
Speech partner : Lecturer (Female)
Age : 35-40 years

Dialogue (4)

Student : *Sensei, sumimasen*, I can't come today, because I'm sick. *Moushiwake gozaimasen deshita.*

Lecturer : Please check the material on *google classroom* , *odaijini*.

Analysis: Interaction between students and lecturers during the pandemic is often done nowadays because by using applications, one of which is WhatsApp, costs can be reduced because they can use wifi or cellular data access so that they are affordable for students in particular. In his speech, the mixed code form of the phrase *Sensei, sumimasen* 'Ma'am, I'm sorry' is inserted at the beginning of the dialogue as a form of initial greeting and a request for understanding because the student can't take online lectures and ends with inserting the phrase *Moushiwake gozaimasen deshita* aiming to clarify the meaning in a polite manner according to Japanese speech culture in the hope that the application for permission to not be able to attend lectures because of illness can be accepted. The reason for the use of code-mixing Japanese phrases is because students are Japanese language learners, so when contacting the course lecturer at that time, they insert phrases that are well known by students and they understand Japanese culture as a form of fluency in using Japanese. Even though the speech only inserts code-phrase mixing, it has been said that the student's speech has implemented exit code mixing with the aim of showing a learner's fluency in the use of Japanese and to clarify the meaning of the utterance.

4 Conclusion

The choice of code-mixing in the interaction of students with lecturers has special characteristics which of course will be different in every community life. The pandemic period requires students to get material online so that one application that is suitable as an option is WhatsApp. Because it is not only just by buying a data package or using the existing Wi-Fi, it is also very practical to use as a communication medium. The frequent occurrence of online interactions makes it possible for students to use code mixing as a form of communication skills using Japanese. The result of this research is that the dominant students and lecturers implement *outer code mixing*. This is because students as learners have applied the known culture and vocabulary to increase fluency when communicating with lecturers using Japanese. The next reasons are the choice of words and phrases used to refer to the vocabulary is generally used when learning online, and the absence of the same choice of words to refer to the topics discussed. Furthermore, the topic of conversation becomes the basis for speakers to use code mixing at the level of words, phrases and clauses.

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