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### Mix Code and Instead Code in the Process of Learning in Class VII MTS NW Mengkuru

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#### Abstract

This research aims to know the shape of the mix of code, form over the code and the factors behind their occurrence mix code and over the code. This research data is data written. Data collection is done by using the technique of observation, interview techniques or discussion and recorded techniques. The results obtained from these techniques are: (1) mix the code obtained i.e. shape mix code in the form of words and forms of intervention code be phrase, (2) besides over code obtained i.e. form over the code from the language of Arab to the Indonesian language and shapes instead of code Indonesian into Sasak language, (3) factors-factors which aspects influenced the occurrence of interfering factors of habit, i.e. code limitations mastery Indonesian language is good and right, situation, and forgotten factor. As for factors which aspects influenced the occurrence over the code factors mastery language Indonesia, habits, said opponents and speakers. Based on these findings, it can be concluded that the mixed form of code that is in the form of words and phrase. While shape instead of a language code from Arab to the Indonesian language, from Indonesia language into Sasak language. Hence factor of occurrence of mixed code i.e. habit, limitation on mastery of the Indonesian language is good and right, situation, and forgotten factor. And factors the occurrence the occurrence over code that is mastery of Indonesia language, habit, Isaid clouds and speaker.

**Keywords:** mixed code, instead of the code, the process of learning

#### 1. Introduction

Indonesian language has a very important position, that of the national language and the language of the country. Besides the language of Indonesia, there are also regional language spread throughout the territory of the motherland. As a result, many people who use the language of Indonesia while local languages as communication tools everyday.

In Indonesia, contact languages resulting in the use of the language of Indonesia influenced by elements of the regional language, and vice versa. For example, in the community language speakers Sasak language use then Indonesia will be affected by the Sasak language elements.

# Mix Code and Instead Code in the Process of Learning in Class VII MTS NW Mengkuru

*by Mohzana Mohzana*

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### Abstract

This research aims to know the shape of the mix of code, form over the code and the factors behind their occurrence mix code and over the code. This research data is data written. Data collection is done by using the technique of observation, interview techniques or discussion and recorded techniques. The results obtained from these techniques are: (1) mix the code obtained i.e. shape mix code in the form of words and forms of intervention code be phrase, (2) besides over code obtained i.e. form over the code from the language of Arab to the Indonesian language and shapes instead of code Indonesian into Sasak language, (3) factors-factors which aspects influenced the occurrence of interfering factors of habit, i.e. code limitations mastery Indonesian language is good and right, situation, and forgotten factor. As for factors which aspects influenced the occurrence over the code factors mastery language Indonesia, habits, said opponents and speakers. Based on these findings, it can be concluded that the mixed form of code that is in the form of words and phrase. While shape instead of a language code from Arab to the Indonesian language, from Indonesia language into Sasak language. Hence factor of occurrence of mixed code i.e. habit, limitation on mastery of the Indonesian language is good and right, situation, and forgotten factor. And factors the occurrence the occurrence over code that is mastery of Indonesia language, habit, Isaid clouds and speaker.

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### 1. Introduction

Indonesian language has a very important position, that of the national language and the language of the country. Besides the language of Indonesia, there are also regional language spread throughout the territory of the motherland. As a result, many people who use the language of Indonesia while local languages as communication tools everyday.

In Indonesia, contact languages resulting in the use of the language of Indonesia influenced by elements of the regional language, and vice versa. For example, in the community language speakers Sasak language use then Indonesia will be affected by the Sasak language elements.

As a result of language contact between languages and the language of Indonesia Sasak, not closing the possibility of unconscious in the words of the Sasak language entry into Indonesia, and vice versa. The influx of Sasak language into the language of Indonesia, can be caused because Indonesia is the community language speakers by language as the mother tongue of the Sasak. Sasak language as the mother tongue of Sasak community, commonly used in informal environment both in the family and in the community environment. The Sasak language is unavoidable then brought in the use of language in formal situations such as Indonesia in the process of teaching and learning.

Being bilingual can occur in any society who knows two languages. Can not be denied when Indonesia language is the second language in the "Language of Indonesia Society area. This happens also in other areas of society. Most of the people of Lombok Sasak language and can use the language of Indonesia as a means of communication.

The phenomenon of being bilingual can occur in the process of learning in school, both schools are located in urban areas, suburbs, and schools located in rural areas. Being bilingual can be found in the process of learning various subjects taught at the school, including language lessons Indonesia. Chaer and Agustina (1995:25), stating that bilingualisme and multilingualisme as a result of language contact, can appear in cases that arise in the use of language such as interference, integration, mix the code, and the code. Interference is carried by the inclusion of elements of other languages into which language is being used, so it appears from the language of rule drift that is being used. Integration is the inclusion of elements of other language into a language that the elements of these other languages, have been considered, and treated, used as part of a language accepted it or who entered the order. Instead the code i.e. the change of the use of a code, a language or variety of a particular language, into other code (or other variety). Meanwhile, mix the change of event code is the use of a code into other code that occurs for no reason and usually occurs in situations of casual

Instead of code, code, interference, intervention and integration can take place orally and in writing. Verbally, this event can be observed through the conversations conducted by students, while in writing can be seen from the results of a writing made by students.

This research is focused on a mix of code and code in the learning process. Mix code and code in the learning process as the principal research, because of the mix of code and code in the process of learning is considered a fault due to stray from the rules or the rules of the language used (Chaer and Agustina, 1995:18).

MTS NW Mengkuru located in the village Mengkuru, district Sakra Barat, East Lombok Regency. Language contact that occurs between students, teachers and the community around the school environment is also done with the Sasak. It is so big its effects on students' mastery of the language of Indonesia. The influence of the form known from the existence of the Sasak language elements in the language of Indonesia at a time when communicating.

Of all the students who are in the school, who researched just mix code and code in the process of learning in Class VII consists of 3 classes. Grade VII is estimated to have become bilingual for MTs NW Mengkuru it up. Based on explanation above, there are some issues that

are examined according research topics are as follows: (1) how form mix code <sup>4</sup>used in the learning process in Class VII MTS. NW. Mengkuru?, (2) how form instead of code used in the learning process in Class VII MTS. NW. Mengkuru?, (3) what were the factors behind their occurrence mix code and code in the process of learning in Class VII MTS. NW. Mengkuru?

## 2. Method

Based on the outline of the issue above, this research including qualitative research type or also called descriptive research. Therefore, the type used in this study is a descriptive method. Arikunto (2002:34) stated that the research is descriptive not meant to test a specific hypothesis, but just describe what the existence of a variable, the symptoms or circumstances. In this study, the data collected in the form of words and not in the form of numbers.

Another reason that this study is a qualitative approach are (1) the presentation of the results of this research in the form of the elaboration of the object, (2) the collection of data with a natural setting, (3) researchers became the main instrument.

### 2.1 Setting and Subject of the Study

The data of this research in the form of a written word i.e. data that is <sup>3</sup>used by teachers and students in the learning process in Class VII MTs NW Mengkuru. While the source of the data in this study sourced from Indonesia language teacher's lecture in explaining Indonesia language lessons.

### 2.2 Technique of Data Collection

Techniques used in data collection as follows:

a. *Observation Techniques.*

Observing teachers and students communicate in the process of learning in Class VII MTs NW Mengkuru.

b. *Interview techniques or discussion.*

Interviewed teachers or students commonly use language mix code <sup>2</sup>and code in the process of learning in Class VII MTs NW Mengkuru or discussing with teachers and students in the learning process in Class VII MTs MW Mengkuru.

c. *Recorded Techniques.*

Listening with recorded in the use of the language of someone or some people. The technique is how to obtain the recorded data with tap and pay attention to the use of the language used by students in communicating.

### 2.4 Technique of Data Analysis

After the data is collected, then carried out the data analysis. The techniques used in this research is descriptive qualitative techniques, namely describing a situation, things or events in a systematic, up-to-date, and accurate. Given this research is qualitative research, so his analysis focus on the meaning of the designation, description, rarefaction, and placement of the data on the context each and often times described it in the form of words on the figures. Presentation of

the results of this research are using informal methods. Informal methods of presentation method of data analysis results be formulation by using ordinary words, including the use of terminology that is technical. Because in this study, researchers will present the results of the data analysis by using words.

By using the above method, researchers can determine the shape of the mix of code <sup>2</sup> and code in the process of learning in Class VII MTs NW Mengkuru are more practical, i.e. through the analysis of the syntax which is then followed by semantic analysis so that the data generated in this study can be easily understood.

### 3. Result

#### 3.1 Description of Data

- a. Researcher collected the data by observing teaching and learning engineering students and teachers, the results obtained as below. Speakers I, Teacher of Indonesian Language Subjects. Speakers II, Students.

Table 1: Data Shape Mix Code

| Speakers    | Data  | Mixed Form Code                              |
|-------------|---|--|
| Teacher     | "Younger sister of praise today teacher will explain what is written on the meetings yesterday nu." | ... .. thank God ... ..<br>.... .. nu ... .. |
| Students    | "Teacher Nggih ...."  | ..... Nggih ... ..                           |
| Student S   | "arak sak ndeq nules teacher."  | ... .. the wine sack ndeq<br>nules ...       |
| Teacher     | "Who does not write."   |  |
| Student Y   | "TT ndeq write mom a teacher."  | ... .. the ndeq write ... ..                 |
| Teacher     | "Kembek ne TT didn't write ..?"   | ..... Ne Kembek ... ..                       |
| Students TT | "No Teacher Atum"   | ..... Atum ... ..                            |
| Teacher     | "it is later singgak TT book lik batur ah .."   | ... singgak book lik batur ah<br>...         |
| Students TT | "Nggih teacher."  | ..... Nggih ... ..                           |

- b. Researchers gather with engineering data record lessons students and teachers, the results obtained as below. Speakers I, Teacher of Geography Subjects. Speakers II, Students.

Table 2: Form Data Instead of Code

| Speakers and opponents Said | Data  | Form Instead Of Code |
|-----------------------------|---|----------------------|
| Teacher                     | Bismillahirrohmanirrhim, Warohmatullah hiwabarokatuh Assalam alaikum. | Arabic Language I.   |
| Students                    | Waalikumussalam Warohmatullah   |                      |



|          |  |                                  |
|----------|--|----------------------------------|
| Teacher  | hiwabarokatuh.<br>Children before pak teacher explaining the subject matter Mr. teacher want to ask you guys what you already feel the earthquake..? | Language II. Indonesian Language |
| Students | Already Mr. teachers ...   |                                  |

c. Researchers collect data with observational learning technique of teaching students and teachers, the results obtained as below. Speakers I, Teacher Of Geography Subjects. Speakers II, Students.

Table 3: Data Form Over the language code of the language I and II

| Speakers and opponents Said | Data  | Form Instead Of Code             |
|-----------------------------|---|----------------------------------|
| Teacher                     | Children after the father provided the material Furthermore the father will try to give 3 reserved as daily reset Yes ...   | Languages Indonesian Language I. |
| Students                    | Nggh.. Mr. teacher.   |                                  |
| Teacher                     | Listen to father would read out the question of children noted Yes..<br>1.Mention the names of the planet that exist outside space?<br>2.Explain what causes volcanoes lava issuing heat.?<br>3.What are the characteristics of a volcano will erupt? |                                  |
| Students K                  | M advanced ape No. sekek number problem? (what's the number one question lanjutanya)  | Language II. Sasak Language      |
| Students M                  | I'm good-value my ne ndek endah baruk, sengak fuss lik julu No. ... meh teketuan pak guru (I also do not hear because of the ributnya in front of the last Let's tanyak pak guru). Pak guru bacain birthday problem number 1.                         |                                  |
| Teacher                     | OOo ... number 1 father would read reset Yes.. listen to so. Mention the names of the pelanet that exist outside of the space.  |                                  |

d. Researchers collect data with engineering discussions.

Table 4: Data Discussions

| Speakers and opponents Said | Data | Mixed Form Code |
|-----------------------------|------|-----------------|
|-----------------------------|------|-----------------|

|             |   |                           |
|-------------|---|---------------------------|
| Researchers | Sister-sister before we begin the lesson in advance as saying could not know it was a shame, could not know it was love<br>Mr. will introduce themselves, the name of the father of MZ.<br>We just go directly to the material, the material we are about communication "<br>Sister-sister anyone could what the communications..?            |                           |
| Students R  | Mr pillar, communication it right .... talk.  | Mast                      |
| Researchers | There are more who want to argue?   |                           |
| Students N  | A pillar of Mr.. mmmm .... "communication is related to talking."   | Mast                      |
| Researchers | Nice ... There are other more ...?  |                           |
| Students K  | The pillars of the father. communication is to convey a message.. kenak's father?   | Mast                      |
| Researchers | Everything is nice but according to the English-Indonesia communications is sending and receiving news messages between two or more people so that the message in question can be understood, or contact relationship/two-way communication and communicators communicate the moment Alternately provide communication. Sister understand ..? |                           |
| Students N  | Alhamdulillah nggih, Poles understand Mr..  | Alhamdulillah nggih, pole |
| J Students  | Pole not too understand Mr.   | Mast                      |
| Researchers | Which adk yet understand ..?  |                           |
| Students N  | For example also the father in order to better understand it. "   |                           |
| Researchers | It is easier to understand, for example, can be taken when you guys do you guys talk with opponents informed. For example the N talk to si si, R N menginformasikan to the R is no task groups, the R so know and understand, the message conveyed to the N R it is an example of the communication itself "                                  |                           |

e. Researchers collect data with interview techniques.

Table 5: Interview



| No. | Reserved  | Student Answers   |
|-----|---|---|
| 1.  | Who Is Your Name<br>Where is thy dwelling tempet<br>What do you do after the Bell/bells out playing any sound.<br>What is thy work after home school            | Y<br>Toyang<br>Shopping, kedek (playfully)<br>Home school pole (I) go ngawis (mencabit), teacher belayangan.            |
|     | <b>Reserved</b>   | <b>Student Answers</b>  |
| 2.  | Who Is Your Name ..?<br>Where is thy dwelling tempet ..?<br>What do you do after the Bell/bells out playing any sound.?<br>What is thy work after school?       | AJ<br>Toyang, Toyang Ulcers Village<br>Sitting in front of the school<br>Pole (I) help the elderly clean-includes home. |
|     | <b>Reserved</b>   | <b>Student Answers</b>  |
| 3.  | Who's Your Name.?<br>where is the dwelling residence.?<br>What do you do after the Bell/bells out playing any sound.?<br>What is thy work after home school ..? | KN<br>Ulcers<br>Playing rubber<br>Pole (I) help the elderly to the field.   |

#### 4. Discussion

MTS NW Mengkuru have a number of Room 8, comprised of one (1) room principal, one (1) space master, 6 (six) space learn from the students. To focus researchers in making sample or data needed to answer the problem formulation, researchers focus on Class VII MTs NW Mengkuru.

Grade VII MTs NW Mengkuru numbering 60 people consisting of 30 students and 30 students. Classroom VII MTs NW Mengkuru numbered two (2) spaces consist of 1 (one) room son and 1 (one) room.

Students who attend school in MTs Mengkuru NW mostly originating from the area around the region of the village of Mengkuru and the village of Ulcers Toyang so language used daily by students both in the classroom and outside the classroom. So in the process of learning in Class VII MTs NW Mengkuru much happening mix code and over the code. Researchers will describe what kind of mix code and code that is performed by the students of Class VII MTs NW Mengkuru.

##### a. Mixed Form Code

According to Suwito (1985:78) in addition to mix code types also have forms that are determined by the form of language mixed i.e. how large an element of language mixed infiltrate

into major languages. Based on the linguistic elements that are involved in it, mix the code can be distinguished into several kinds of, among others, is the insertion of the element in the form of words, phrases, insertion elements form the shape of the baster, intrusion of the elements either a looping element in the form of words and infiltration of idioms or expressions. In this study the form of expression is hard to find so it is ignored.

<sup>2</sup>  
Event occurs because of a code dependency mix speakers against the use of language. Similarly happens in the learning process in Class VII MTs NW Mengkuru, dependence of students wearing two languages, Indonesian language and Sasak language. Based on the data found by researchers in the learning process in the classroom VII MTs NW Mengkuru, mixed form code in Indonesia language usage and language Sasak.

Observations made by researchers, Indonesia language teacher's explanation about the theory of how to write a formal letter, the teacher explains how to write a formal letter, as below:

Teacher: "Brother-sister praise this mother's day teacher will explain what is written on the meetings yesterday nu."

Student: "teacher, yes ...."

Students 's: "there is some students do not write teacher."

Teacher: "who does not write."

Student y: "TT does not write teacher"

Teacher: "Why you don't write ..?"

Students TT: "no pen ,teacher"

Teacher: "it is later borrow TT book from your friend .."

Students TT: "Yes teacher."

The utterance above, there is some form of the word that code in the mix, the researchers will explain the meaning of the word that the Sasak language is encoded with, speech Teacher said "nu" in English means "the" in speech is the first teacher Describes the material about the poem there is a form of mixed code due to habit. Speakers of the two students with the word "nggih" in English means "Yes" so the second utterance is a form of mixed language code from Sasak to Indonesian language.

The third student speakers Y (name of student) because in subuah research should not give the person's name, the researcher gives only the first letter of the name of the student, the student speakers Y there are mix code with the code word "arak sak ndeq write" in English "there's writing, this third form of speech mix at each code tutuan from the first until the last speech there is a mix of code in a class that almost 80% of the students could not speak Indonesian because it is more condensed with its Sasak language, both in the classroom and outside the classroom. More – more when willing to ask the teacher himself.

Next, researchers collect data with engineering discussion for strengthening or clarify the form of mixed code.

- Researcher: "brother-sister before we begin the lesson in advance as saying could not know it was a shame, could not know it was love" "father will introduce themselves, the name of the father of MZ. "We just go directly to material, our material about communication" "Sister-sister anyone know what communications..?"
- Schoolgirl r: "pillar teacher."  
 "communication that's right .... talking teacher,,"
- Researchers: "no more who would argue?"
- Schoolgirl N: "Pole teacher ... mmmm .... communication is associated with speaking teacher. "
- Researcher: "Good ... There are other more ...? "
- Schoolgirl k: "pillar teacher ... communication is to convey a message.. is it right teacher ..?"
- Researcher: "everything is nice but according to English communication is the sending and receiving of messages of the news between two or more people so that the message in question can be understood, or contact relationship/two-way communication that communicant and communicators while alternately provide communication. Sister understand ..?"
- Schoolgirl N: Alhamdulillah Nggih, Poles Understand teacher ...
- Student a: Pole not too understand teacher
- Researchers: which sister haven't understand..?
- Schoolgirl N: "for example is also the father of a teacher in order to better understand it."
- Researcher: "it is easier to understand, for example, can be taken when you guys do the caller information with you guys. For example the N talk to si R, si N inform the R is no task groups, the R so know and understand, the message conveyed to the N R it is an example of the communication itself "

Exposure research results above that mix code that occurs because of circumstances and habits in the sense that students know the ethical talk so often heard the word "Pole" which means "I am", said the pole there are two meanings can mean "what" and could mean "I", the word pillar in Sasak language could be called the most subtle said, so students use them often when the opponents are talking with older than himself. The second word that often appeared in the discussion above is the word nggih which means yes. The word "nggih" based out of habit and situation.

Form mix code that researchers found in the discussion as presented above, that when the students spoke with English often inserts the word nggih and pillars of Sasak.

From the interviews, there are two forms of mixed code, namely (1) the form of a mix of code in the form of words, (2) the form of the mix in the form of code phrases. Researchers will

describe where the shape of the mix in the form of code words and phrases in the form of code as mix below.

### **1) Form Mix Code in the Form of Words.**

The form of a code word mix is determined having regard to the form of the lexicon that is inserted in the speech with the code base. If the speech code elementary English speakers as well as opponents said Sasak language insert event occurs then mix the code that takes the form of words. So on with the codes of the other base, mix the code will happen by observing the linguistic form of insertion into the code base. The following speech is a mix of code takes the form of words that occur in the process of teaching and learning in Class VII MTs NW Mengkuru.

Form mix code with the code base, in the use of the Indonesian language grade VII MTs NW Mengkuru often paste or enter the words with other codes in the use of Basic code, as look at the following speech:

(1) Insertion of Sasak language.

Schoolgirl r: "pillar teacher."

"communication that's right .... talking teacher,,"

Researchers: "no more who would argue?"

Schoolgirl N: "Pole teacher ... mmmm .... communication is associated with speaking teacher. "

(2) The insertion of the Arabic language.

Teacher: "Brother-sister alhamdulillah today teacher will explain what is written at a meeting last Sunday nu."

### **2) Form Mix Code in the Form of Phrases.**

Form mix code in the form of the phrase is determined by observing the shape of phrases inserted in the speech with a certain basic code, English for example. If the speech code elementary English speakers incorporate Sasak language phrases, then mixed event occurs the code form of phrase.

So on with the basic codes of the other, the code takes the phrase from the Sasak occupy a speech functions in English. The following sample events mix code with a code phrase in the intangible mix of Basic code that is used by students of Class VII MTs NW Mengkuru.

Students 's: "arak sak ndeq nules teacher."

Teacher: "who does not write."

Student y: "TT ndeq writing teacher

Teacher: "Kembek ne TT didn't write ..?"

### **b. Form Instead of Code**

Researchers will discuss in detail the form data instead of code that has been presented on table 2 and 3 will be researchers discuss in detail so that the results of technical observations made by researchers i.e. form over code from the Arabic to Indonesian as which will be described below.

At 9.30: teachers who teach the subjects geography room entrance grade VII, before doing the teaching and learning activities the teacher opened the meeting with the next Arabic using English.

- Teacher :Bismillahirohmaanirrahim, Assalam'alaikum Warohmatulohi  
hiwabarokatuh.  
Student Waalaikumussalam Warohmatullah hiwabarokatuh  
Teacher : children before pak guru menjelaskan subject matter Mr. teachers want to ask  
you guys what you already feel the earthquake..?  
Student : teacher Pack Already ...

The form instead of the code that occurs when the teacher asked his students whether students felt the earthquake. When the teacher opened the meeting by using Arabic and having students answer the greetings from the teacher, the teacher directly reveal the questions to the students, when the teacher revealed by language Indonesia then has happened over code from Arabic to English.

The form instead of the second code obtained in this study over the code by third parties. In the process of teaching and learning in Class VII MTs NW Mengkuru, researchers took data with engineering recorded.

Geography Teacher speaker (native Java), students, instead of the code that occurs when students K it asks the meaning of reserved numbers from 1 to M beside chair friends students using Sasak language, because the teachers are in teachers room.

- Teacher. : Children after the father of the materials give the next father will try to  
give 3 reserved as daily reset Yes ...  
Student : Yes ... Mr. teacher.  
Teacher : Listen, I will read the question of the children noted Yes..  
1. State the names of the planet that exist outside space?  
2. Explain what causes volcanoes lava issuing heat?  
3. What are the characteristics of a volcano will erupt?  
Students : K M Advanced ape No. one number matter? (what's the number one to  
the following question )  
Students of M : I'm my good-value ne ndek endah baruk, sengak fuss lik julu No. ...  
meh teketuan pak guru (I also do not hear because of the ributnya in  
front of the last Let's ask me). Teacher read birthday problem number 1.  
Guru : Ooo ... number 1 I will read again.. listen to so. Mention the names of  
the planet that exist outside of the space.



From the above that the research results over the code that occurs is over the code because the third person students K to talk with students M using sasak and students M asked the teachers are using the Indonesian language that forms over the code obtained by the researchers.

**c. The Factors Behind Their Occurrence Mix Code And Over Code**

1) The factors behind without the occurrence of interfering in the process of learning the code in Class VII MTs NW Mengkuru, of the results of the research there are a number of factors, namely:

a) Out of habit

The word is often pronounced habits will be behind their mix of code, such as the word and the word nggih pole, after researchers observed, discussions or interviews said nggih will surely pronounced or words because those words is a Word politely spelled according to the sasak language. So the teachers who teach at MTs NW Mengkuru average using a pole or nggih when it was originally called or ordered.

b) The second Factor of limited mastery of English is good and correct.

This second factor aspects influenced the mix of code, because the students rarely Mengkuru NW MTs to use English well in a school environment or the environment of place of residence and can be said to never use English when being in a place of residence.

c) The third factor is the situation.

The situation was a factor behind their occurrence mix code because students in communicating or talking with the teacher using English often get nervous or afraid because of the situation of fear.

d) The fourth factor is forgotten.

Factors behind without intervening code grade VII MTs NW Mengkuru, when researchers asked students who often mix up the encode language, the answer that is to forget the words to be mentioned would be easier pronounced with the language of the Sasak.

Mix the linguistic code of the event is caused by factors outside of language, especially factors which is situational. According to Suwito (1985:72), some of the factors that is usually the cause of occurrence of mixed code, among others: to speakers, opponents said, circumstances, habits

2) Factors behind background instead of the code in the process of teaching and learning in Class VII MTs NW Mengkuru.

Factors which aspects influenced over the code in a process of learning about the same mix of code from the result of research factors that researchers have found is as follows:

a) Factors of English mastery



The mastery of language is absolutely instrumental aspects influenced the occurrence over the code. From the result of Research Student MTs NW Mengkuru especially Class VII of 60 students, almost 20% of the students could not speak Indonesian because the language used a day i.e. Sasak language.

b) Factor is habit.

It is often habitual aspects influenced factor instead of code either in the process of teaching and learning, students because it was using the plain language of the Sasak process, so when students use teaching and learning language Sasak communicate their fellow classmates.

c) Caller Factors/said

The partners said or opponents said could lead to events instead of code. For example, because the speaker would like to offset the language proficiency of the opponent he said. In this case the opponent's language proficiency usually said somewhat less or less because the language is probably not his first language. If the opponent said the background of language same as the speakers are usually in the form of code switching instead Variant (both regional and social), variety, style, or register. Then when your opponent said different linguistic background tend to form code instead of interpreting.

From the explanation above, it is clear that the factors which aspects influenced was opposed to said so researchers will provide an overview of the control of the code caused by the opponent said. A speaker sometimes deliberately switch code against partner said because a purpose. For example change the situation from the official became the unofficial or otherwise. Then there is also a speaker who expect something from a partner or in other words he said to expect a profit or benefit from the conversation done.

2  
The research of factors behind their occurrence over the speakers, the code is in the process of teaching and learning in Class VII MTs NW Mengkuru, instead of code often times going good in explaining the material by a teacher nor the students asked.

Researchers will give presents the results of research on over code that occur in Class VII Mts NW Mengkuru in the process of teaching and learning the teacher explains a theory, the theory is an awful lot of language terms that are difficult to understand but the teacher explained with English and students ask the teacher with English, however, the teacher explained what was asked or gave answers to students who asked that the Sasak language by using it. Of exposure above the teacher the students answer the questions by using the language of Sasak then has the occurrence over the code.

Some of the factors behind their over above code in addition to the control of the code according to Suwito in Chaer (1992:114) is also split over the code into two types namely, over the internal code and code external call.

## 5. Conclusion

Based on the explanation that has been described above, it can be concluded that there are 2 shape mix code, namely: The mix code in the form of words and The mix of code in the form of the phrase. In addition, over the code also has two forms; instead of arabic code language to indonesian and form over code from the english to sasak language.

The factors behind their occurrence mix code and code in the process of learning in class VII mts nw mengkuru. custom factors, factors of limited mastery of the indonesian language well and true, the factors of the situation, forgotten factor. furthermore, the factors behind their occurrence over the code, namely; factors of english mastery, custom factors, caller factors/said, speaker.

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