# Code Mixing in Indonesian Bilingual Classroom

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**Abstract:** *Students are expected to listen to the modelling of the formation of language sounds obtained from the* surrounding *environment. On the other hand, reading provides input in writing. This research is a development* research *that is focused on developing supplementary material for grade V elementary schools with a focus on* writing *skills. The problem that is the subject of the first layer of research is the use of language in elementary school children. This study examines the use of language from the point of view of language as a function. The steps used are research on the outer circle and the inner circle. The research results prove that children use* language *as a function. The suggestion for the second layer of development is to design material based on* language as *language functions.*

**Keywords:** *use of language, language as a function, inner circles, supplementary material design.*

## 1. INTRODUCTION:

The language capability of an individual is more determined by the meaning which is reflected in the skills and proficiency of the individual. In this case, the individual's ability and skills to interpret the data and facts that occur are an inseparable part of the individual's ability to analyze data on phenomena that occur in the field. Cohen's (2016: 22) argues that knowledge of the occurrence of code mixing is an inseparable part of the system of thinking that applies the individual's skills in conducting creative analysis to maintain and review data and facts that occur in the field. In this case, the ability and creativity of individuals in observing data and facts is a reflection of the individual's own behavior. Siegler (2016: 129) argues that the skills to do code mixing are an inseparable part of the individual's ability to analyze the individual's ability to assess education and human values.

The skills to perform code mixing actions provide opportunities for each individual to make improvements and other individuals who are closely related to the creative steps of each individual in terms of solving communication problems, which are a reflection of the individual's thinking. The ability and skills to carry out self-evaluation actions are an inseparable part of the creative steps of each party, which means skills in terms that are closely related to the individual's creative steps for transformation and change. In this case, the skills to transform ideology into one of the study materials, although it is necessary to take creative steps, which are meaningful in increasing the abilities and skills of these individuals to improve and transform the values of the character and identity of each individual. . The code mixing process is an integral part of developing skills to communicate and present social class.

Batchelder et al. (1994: 29) confirm that code mixing carried out by students at the elementary schools level is an attempt to develop creativity and independence in terms of enhancing culture and the transformation of creative ideas. In terms of developing skills to develop character values, code mixing has a close role in conducting individual studies of actions related to creativity and the steps that accompany it with efforts to develop creativity in meaning and various kinds of steps. The development of learning skills is related to individual creative steps related to efforts to develop creativity and independence.

## 2. Method:
### 2.1. Research Objective

This study aims to find evidence on: (1) vocabulary mix in language memory. The object of observation in this research is observation of the ability and skills in language by doing code mixing, (2) conducting studies and analysis of the ability to understand the facts that occur in the field, and (3) conducting a study of learning that takes place in an international classroom setting.

### 2.2. Data collection tools:

(1) Field notes and (2) digital recording tools. In five experiments, the electronic recording device encountered three main obstacles, namely (1) limited battery availability, (2) too buzzy resonance, and (3) the activation process was too slow and important speeches were missed.

**2.3. Observation and data collection steps:**

Based on the observations, it was found that three verbal events were divided into one hadith in the outer circle and two pronunciations in the inner circle. The second outer circle is that a person finds it difficult to express himself in Indonesian when requesting services in (1) online game center, (2) time setting is noon around 1pm. The outer circle is the use of speech by students who wear primary school uniforms in Malang and the inner circle is the students who wear primary school uniforms in J. Veteran, Bogor, Jakarta, Surabaya, and Sumbersari district. The outer circle is the use of speech by students who wear the primary school uniform in Malang and the inner circle is the students who wear primary school uniforms in avenues those are Veteran, Bogor, Jakarta, Surabaya, and Sumbersari district. The outer circle is the use of speech by students who wear the

## 3.       Research results:
### 3.1.      Results analysis

The Inner Circle There was a phenomenon in which it was difficult to choose phrases to seek help from an 11-year-old child on a camera. Dian (not a real name) uses mixed phrases "Ma cut ae" "What does it look like?" "Placed ae wes" Based on the results of discussions with Diane's mothers, it was found that Dian's family background is: (1) an employee and (2) a housewife. The second phenomenon is that an 12-year-old boy had trouble articulating speech in Indonesian when requesting facilities. Wright (2015: 5) gives an opinion. The third phenomenon that was found was an eight-year-old boy combining phrases in both Indonesian and English. "Taruh the apples in juice. The venue of the event is (1) shopping center (2) cashier for payment. The search site is SD in Indonesia class V SD. The ICP class is an international category. Based on the results of the interviews with students at this level learn materials Indonesian and English: Reading, Mathematics, Science, English, Mathematics, Cambridge and Science.

Narrative timelines on classroom activities

| Description: |
| --- |
| ICP class is International class. Based on the results of interviews with students, students at this level learn Indonesian and English language materials, namely: |
| *Reading, Math, Science, English, Math Cambridge* and Cambridge Science. |
| Time of observation:<br>07.00 - 08.20 |
| Observational observations: |
| 07.00 - 07.17 |
| Learning begins with prayer. |
| 07.17-07.19 Hours |
| Work on modules (students are asked to collect module work) |
| Situation |
| : A child has a discussion out of context. |
| The teacher gives instructions with the English vocabulary "Remember". |
| 07.20 - 07.21 |
| The topic of discussion revolved around the personal pleasures of children. |
| Discussions that occur among Zig-Zag students. |
|  |
| 07.22-.07.23 |
| Conversations between students are carried out in Javanese and Indonesian. |
| The topics used are more imaginative. |
| The sentence used is impressed without "period" and "comma". |
| 07.24 - 07.29 |
| Discussions between students are used to discuss problems in textbooks. |
| 07.30 - 07.31 |
| The teacher said "Next, move to Ira" |
| Students use sentences to show existence or existence. |
| 07.32 - 07.34 |

| |
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| Mutual corrections between students. One party defends itself while the other defends. |
| 07.34 |
| Between students tease each other. There are male students who tease female students with socks. |
| 07.35-07.40 |
| Students socialize themselves by showing identity. |
| 07.41 |
| Students "go around" to interact with members of their community. |
| 07.42 - 07.45 |
| The researcher introduces himself. Introducing yourself as a friend of "Bu teacher" from UM, usually at H3 Building. Incidentally wanted to play with my younger siblings. |
| 07.46 |
| Researchers saw students, to get around, it was seen that some students showed their existence. |
| 07.47 - 07.49 |
| Researchers see progress between different students. |
| On the left side, they have worked on page 39. On the middle side, one student has reached page 50. On the right side, one student has page 46. |
| 07.50 - 07.52 |
| Learners express their emotions. |
| 07.53 |
| Students argue with the teacher. |
| "Why, why are you sticking out your hand?" |
| "Let me relax Mom." |
| 07.54 - 07.55 |
| 3 students try to use the rules. |
| The teacher reminds them with a statement in English. |
| "Sit Down." |
| "Back to your Chair." |
| 07.56-08.00 |
| Between children issued statements regarding the teacher's perspective. |
| 08.01 - .08 .02 |
| Students berana "Hanif" received a suit from the alma mater. Inviting comments from other colleagues. |
| 08.03 - 08.10 |
| Students use imaginative symbols. "Slap" as a tool to change. The "Javanese language book" is shown in front of his friend as a mirror for the faces of his friends. |
| 08.11 - 08.19 |
| Students begin to show various kinds of expression movements. They tend to have discussions with their peers. The topics in their life are their favorite films |
| There were verbal expressions of annoyance to his colleagues. The sentences they use are "short" sentences |
| 08.20 |
| Students leave the room to move to the science room. |

## 3.2. Interpretation of the results

Based on the first external circuit speech, the use of speech in the first finding is that speakers see language more as a function. The first step can be described as follows: Speech Object: Online slot games for rent. Subject of intervention: Request for service in the form of purchasing a package.

### 3.2.1. Inner Circle in Classroom Interaction

In the presentation of this speech, an analysis of the learning process using language is explained.

| Discourse functions to express written intentions. | Chronology of Events in Classroom | Discourse functions express implied meaning. |
|---|---|---|
| Discourse is formed as a prayer strategy. Prayer is used by the teacher as a vehicle for conveying messages. | 07.00 - 07.17 Learning begins with prayer. | |
| English as a medium for conveying messages. | 07.17-07.19 Hours Work on modules (students are asked to collect module work) Situation: A child has a discussion out of context. The teacher gives instructions with the English vocabulary "Remember". | According to James (2016: 260) this phenomenon is related to business children try to make a formal abstraction. |
| The discourse is built on a Zigzag strategy. | 07.20 - 07.21 The topic of discussion revolved around the personal pleasures of children. Discussions that occur among Zig-Zag students. | Children build formal abstractions, tell stories. regarding everyday life. |
| Students seem accustomed to using language as a function. | 07.22-.07.23 Conversations between students are carried out in Javanese and Indonesian. The topics used are more imaginative. The sentence used is impressed without "period" and "comma". | Students try to do a formal abstraction, in the form of transmitting stories of everyday life in the form of stories. |
| Communicative skills, to build discourse. | 07.24 - 07.29 Discussions between students are used to discuss problems in textbooks. | |
| English is used to use commands. | 07.30 - 07.31 The teacher said "Next, move to Ira" | |
| Students use methods to defend themselves. | 07.32 - 07.34 Mutual corrections between students. One party defends itself while the other defends. | |

### 3.2.2. Teaching and Learning Process in Classroom Activities:

Thus, the interaction in classroom interaction could be seen bellow

| Establish closeness to prevent the observer paradox. | 07.34 Between students tease each other. There are male students who tease female students with socks. | |
|---|---|---|
| | 07.35-07.40 Students socialize themselves by showing identity. | Students practice making abstractions in the form of stories to transform messages. |
| | 07.41 Students "go around" to interact with members of their community. | |
| | 07.42 - 07.45 The researcher introduces himself. Introducing yourself as a friend of "Bu teacher" from UM, usually at H3 Building. Incidentally wanted to play with my younger siblings. | Learners build context with regard to oral discourse Pennycook (2016: 126) states. |

| Students build a dis the form of their exit from classroom | 07.46 Researchers saw students, to get around, it was seen that some students showed their existence. | Learners try to build discourse from context. |
|---|---|---|
| | 07.47 - 07.49 Researchers see progress between different students. On the left side, they have worked on page 39. On the middle side, one student has reached page 50. On the right side, one student has page 46. | Students seem to practice comparing themselves. They compare the achievements of peers. Between colleagues trying to provide information to each other. |
| | 07.50 - 07.52 Learners express their emotions. | Students use the abilities of students. |
| | 07.53 Students argue with the teacher. "Why, why are you sticking out your hand?" "Let me relax Mom." | |
| | 07.54 - 07.55 3 students try to use the rules. The teacher reminds them with a statement in English. "Sit Down." "Back to your Chair." | Learners try to communicate the issues they have. |
| | 07.56-08.00 Between children issued statements regarding the teacher's perspective. | |
| | 08.01 - .08 .02 Students berana "Hanif" received a suit from the alma mater. Inviting comments from other colleagues. | |
| Students build imaginary discourse regarding themselves. They communicate the ideas they get from home. | 08.03 - 08.10 Students use imaginative symbols. "Slap" as a tool to change. The "Javanese language book" is shown in front of his friend as a mirror for the faces of his friends. | |
| Students give a signal to the teacher to move. | 08.11 - 08.19 Students begin to show various kinds of expression movements. They tend to have discussions with their peers. The topics in their life are their favorite films There were verbal expressions of annoyance to his colleagues. The sentences they use are "short" sentences | Ferguson (2016: 142) states that students transmit messages when the time is over. |
| Students end the appearance of students. | 08.20 Students leave the room to move to the science room. | Leung (2016: 22) explains that this phenomenon is transforming main ideas. |

In this case, the abilities and skills of an individual in carrying out code mixing activities that are meaningful in changes and transformations of individuals in primary schools so that they are easier to interact and understand context and situations. King, et al (2016: 2) argue that code mixing is an attempt to transfer data so that it has meaning and is understood by related individuals. In this case the ability of an individual to do code mixing is an inseparable part of the steps to develop self-meaning and identity, each community has the influence to develop ideas and ideas that provide creative ideas that give meaning to the steps. and efforts to provide meaning in steps that are appropriate to individual settings. In this case, the learning process even though plays an important role in terms of increasing the values of these individual characters.

## 4.    Discussion:

Learning to speak the language in the form of code mixing is an effort to get maximum results. According to Cook-Shater, Et all (2017: 299) with the skills to elaborate on existing facts, the ability to talk about something becomes important along with the times in the digital age. The ability to carry out linguistic transformation is an inseparable study of the ability to carry out transformation which shows the ability to elaborate communication systems which reflects the ability to elaborate ideas along with data and facts.

Language is a reflection of thinking, which means change and transformation of abilities that involve integrated individual abilities, as well as skills for elaborating ideas and ideas. Gorman (2017: 146) argues that language skills, especially those related to Code Mixing, become important along with the pace of information and communication technology development, which encourages each individual to transform data and facts that adapt to individual skills related to facts. transformed in digital culture. Ideas about language skills and abilities reflect the speech acts and actions of each individual, related to the ability to change ideas and ideas and be accompanied by actions that reflect the creative steps of each individual. In this case, the abilities and skills that resemble the creative steps of each individual include various kinds of activities that resemble each of them so that they are closely related to creative steps, thus creating coherence and similarity of ideas.

## 5.    Conclusion:

Based on the findings above, a conclusion can be drawn that (1) skills for language elaboration are an integral part of the ability to carry out transactional-based interactions, (2) language proficiency is an integral part of the skills for interactional discussion, and ( 3) language skills are an inseparable part of the ability to critically analyze discourse on each individual.

## 6.    Suggestion:

It is recommended for experts and policy makers to take related steps, namely (1) developing digital-based teaching materials, which adapt to individual creative steps, (2) conducting a discourse study to conduct a study of the atmosphere in accordance with student behavior, and (3) develop comprehensive digital literacy-based teaching materials. Thus, code mixing development in code mixing is an inseparable part of developing individual character itself.

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