The Effect of Code Switching and Code Mixing of Indonesian Language Teachers on the Language Skills of Class VIII Students of MTs Negeri 2 Padangsidimpuan

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Abstract

Code switching is a linguistic phenomenon caused by bilingual events and the existence of bilingualism in society. Code mixing is a language event that mixes two or more languages or varieties of languages in a language act. In general, in the teaching and learning process at MTs Negeri 2 Padangsidimpuan, teachers and students always use code switching and code mixing in their speech. This is done so that the teaching and learning process can be understood by both teachers and students. In the realm of education, we can still see code switching and code mixing, especially in the teaching and learning process in schools. This happens because school residents master more than one language. This research aims to determine the effect of Indonesian language teachers' code switching and code mixing on the language skills of class VIII students at MTs Negeri 2 Padangsidimpuan. The theories that support this research consist of sociolinguistics, bilingualism, code switching, code mixing, and indicators of the independent variables in this research. This type of research is field research using a quantitative approach, namely direct research carried out in the field or on respondents. The data collection technique used was a questionnaire. Sampling in this study used a random sampling technique with a sample size of 65 students determined using the Taro Yamane formula. The data analysis method used to obtain the results of the research hypothesis is the multiple linear regression test, t-test and F-test. The results show that there is an influence of Indonesian language teachers' code switching and code mixing on the language skills of class VIII students at MTs Negeri 2 Padangsidimpuan. When carrying out learning activities in class, students more often speak using code switching and code mixing in their speech, whether during presentations or during small discussions when learning is carried out.

Keywords: Bilingualism, Code Switching, Code Mixing, Language Skills

INTRODUCTION

Language plays an important role in life and living. Language has a tremendous influence in this life. With language, we can communicate to convey messages and obtain information[1]. In the study of sociolinguistics, language is defined as a symbol system, in the form of sound, arbitrary, productive, dynamic, diverse, and humane[2]. Language has a close relationship with thoughts, feelings, and human activities as speakers. Language is used to convey thoughts and express themselves in dealing with fellow humans. Language can be conveyed orally or through symbols, both written and signalled according to the needs of the speakers. This language is the medium used by educators in delivering subject matter. Through language, students can understand what the educator means. Through language, students can also overcome difficulties in the learning process. The language used by teachers in the classroom is also known as teacher language. Teacher language is a variety of language that is often used by teachers in the teaching and learning process. In communicating with students, teachers often simplify their speech or explanations so that there are simplified characteristics and language styles[3].

This language variety or language variation is a linguistic phenomenon that is not found in one region alone, but is found throughout the world. Allah created humans with various languages, this has been conveyed in the Qur'an, namely:

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّلْعَـٰلِمِينَ ٢٢

Meaning: "Among His signs are the creation of the heavens and the earth, and the difference in language and the colour of your skin. Surely in that there are signs for those who know." QS. Ar-Rum [30]: 22.

Similar to the verse, the people in Indonesia Allah created with different languages from each region, and social factors and the many cultural tribes that spread from Sabang to

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[1] Nurul Hidayah, *Pembelajaran Bahasa Indonesia di Perguruan Tinggi* (Yogyakarta: Penerbit Garudhawica, 2016), pp. 9.

[2] Mulyati, *Terampil Berbahasa Indonesia untuk Perguruan Tinggi*, Edisi Pertama (Jakarta: Kencana, 2017), pp. 2.

[3] Shely Nasya Putri, "Analisis Alih Kode Pada Bahasa Guru Dalam Kegiatan Pembelajaran Di Kelas Bilingual," *Kandai* Volume 14, no. 1 (12 Juli 2018): pp. 120, https://doi.org/10.26499/jk.v14i1.635.

Merauke cause Indonesia to be included in a country that has many varieties of languages. The shape of Indonesia in the form of an archipelago causes residents in a region or tribe to have their own way of communicating or regional language. This causes the frequent phenomenon of language differences in people's speech when communicating, as well as the phenomenon of bilingualism society. Based on linguistic aspects, there is the term bilingualism in Indonesian, also called bilingualism. Bilingualism concerns the use of two languages or two language codes. Alwasilah (1985) argues that bilingualism is an Indonesian term, while bilingualism is an English term. Literally, it can be understood that the term pertains to the use of two languages or two language codes. In general, bilingualism can be interpreted as the use of two languages for a speaker in the process of speech acts to others in turn[4].

A speech community that is open and has relationships with other speech communities will certainly experience what is called language contact with all linguistic events as a result. Language contact that occurs within bilinguals causes mutual influence between B1 and B2. "the use of certain language systems in other languages is called transfer"[5].

Code switching and code mixing are events of switching from one code to another, and are speech events involving two or more people using two languages. In a multilingual society it is very difficult for speakers to agree to use only one language. The use of more than one language and the transfer of a conversation is not something new to hear or something foreign because Indonesia is a country rich in diversity of regional and tribal languages[6].

In the world of education, to realise learning objectives, teachers and students will use the language they master. The educational environment as a formal environment requires teachers and students to speak the official language, Indonesian, one of the factors for the emergence of language selection is due to the diversity of ethnic groups in Indonesia which results in the emergence of variations in language use. Especially Indonesian language

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[4] A. Chaedar Alwasilah "Sosiologi Bahasa" in Sukirman, "Beberapa Aspek dalam Kedwibahasaan: (Suatu Tinjaun Sosiolinguistik)," *Jurnal Konsepsi* Volume 9, no. 4 (2021): pp. 191.

[5] Henry Guntur Tarigan dan Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 2017), pp. 17.

[6] Rudi, Muhammad Yakob, and Desi Irafadillah Effendi, "Alih Kode Dan Campur Kode Dalam Tuturan Masyarakat Gampong Matang Seulimeng Kota Langsa," *Jurnal Samudra Bahasa* Volume 4, no. 2 (15 September 2021): pp. 37, https://doi.org/10.33059/jsb.v4i2.4196.

subjects. This means that in the learning process sometimes the teacher will use various languages, depending on the circumstances or needs when the learning activity occurs. When students do not understand the content conveyed by the teacher, the teacher must choose a code (language) that students can understand. This process is called the emergence of code switching and code mixing in classroom learning[7].

Code-switching and code-mixing occur due to the desire to explain and interpret something caused by the teacher's desire to convey material that students can understand well, while students better understand everything they want to know by using code-switching and code-mixing. This factor occurs due to direct contact with speakers between teachers and students. In general, the teaching and learning process of MTs Negeri 2 Padangsidimpuan, teachers and students always use code switching and code mixing in their speech. This is done so that the teaching and learning process can be understood by both teachers and students. In the realm of education, code switching and code mixing can still be seen, especially in the teaching and learning process at school. This happens because the school community has more than one language. Based on these various reasons, it is known that the phenomenon of code switching and code mixing of Indonesian and local languages. This is not something that is impossible to happen considering the language background of teachers and students who master local languages and Indonesian as their first language (B1) and second language (B2). Therefore, the researcher will conduct a study with the title **"The Effect of Code Switching and Code Mixing of Indonesian Language Teachers on the Language Skills of Class VIII Students of MTs Negeri 2 Padangsidimpuan".**

Novelty of research this study has advantages over other studies because it is able to objectively measure the effect of code switching and code mixing used by Indonesian language teachers on students' language skills. This research presents data that is structured and statistically analysed, thus providing a clear picture of how much effect the use of codeswitching and code-mixing has on the development of students' language skills. This research is also equipped with supporting data in the form of linguistic data in the form of code switching and code mixing used in learning, so as not to reduce the linguistic identity of this research.

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[7] Nuvi Nurul Afiyah and Jaja Wilsa, "Alih Kode Dan Campur Kode Dalam Pembelajaran Bahasa Indonesia Di SMK Al-Shighor," *JIP: Jurnal Ilmu Pendidikan* Volume 1, no. 3 (4 August 2023): pp. 454.

NOVELTY OF RESEARCH

There have been many studies that examine code-switching and code-mixing, but each study has its own characteristics related to the topic. Both of the causes of codeswitching and code-mixing, the form of code-switching and code-mixing used in the speech community, as well as the influence of code-switching and code-mixing Muizzudin Hilmi in his thesis entitled Code Switching and Code Mixing in the Teaching and Learning Process in Ballet Class, examines the form of code switching and code mixing in the teacher's speech in ballet class. The code switching that occurs is internal code switching and external code switching, internal code switching that occurs is code switching from familiar French to standard French, and code switching from standard French to familiar French. While external code switching occurs from French to Indonesian and from Indonesian to French. The code mixes that occur are grouped based on the categorisation of words and phrases[8]. Similar to Muizzudin, Rizki Hertanti in her thesis entitled Code Switch and Code Mix in Teacher-Student Communication of Class XI and Class XII at SMA N 1 Prambanan Klaten in French Subjects, examines the code switching and code mix of French language contained in the communication of teachers and students of class XI and XII SMA N 1 Prambanan Klaten. The code switching that occurs is internal code switching and external code switching[9].

THEORETICAL FOUNDATION

1. Sociolinguistics

    Sociolinguistics is included in the study of macro linguistics, which is a branch of linguistics that studies language use in certain communities[10]. Sociolinguistics is a field of study that emphasises an understanding of the various varieties of language found in society. Sociolinguistics focuses on the substance of language use which concerns the expression of how the language is used in social interaction activities. As part of interdisciplinary language studies between sociology

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[8] Muizzudin Hilmi, "Alih Kode dan Campur Kode dalam Proses Belajar Mengajar di Kelas Balet (Ballet Class)" (Skripsi, Jakarta, Universitas Islam Negeri Syarif Hidayatullah, 2020).

[9] Rizki Hertanti, "Alih Kode dan Campur Kode dalam Komunikasi Guru-Siswa Kelas XI dan Kelas XII di SMA N 1 Prambanan Klaten dalam Mata Pelajaran Bahasa Prancis" (Skripsi, Yogyakarta, Universitas Negeri Yogyakarta, 2014).

[10] Frida Unsiah and Ria Yuliati, *Pengantar Ilmu Linguistik*, Cet. 1 (Malang: Universitas Brawijaya press, 2018), pp. 4.

and linguistics, sociolinguistics rests on linguistic theories that focus on lingual aspects and social theories that focus on social components and influence society[11].

For sociolinguists, language always varies and this language variation is caused by societal factors, such as who the speakers are, the people involved in the speech, where the speech takes place, what the speech is for, and so on[12].

In sociolinguistics, language communities are never homogeneous, but always heterogeneous. That is, people who use language are always diverse, both in terms of age, social status, economy, education, gender, occupation, and so on[13].

Sociolinguistics is divided into two, namely micro sociolinguistics and macro sociolinguistics. Micro sociolinguistics is related to small group interactions and is informal, for example the greeting system, behaviour, attitude, familiarity status. Three main principles contained in micro sociolinguistics are (1) the achievement of interaction in communication, (2) the acquisition and modification of communicative skills, and (3) language attitudes[14].

Macro sociolinguistics which deals with issues of language behaviour and social structure, refers to the study of sociolinguistic phenomena that include larger variables. There are three main concerns in macro sociolinguistics, namely (1) language contact, (2) language conflict, (3) language change and social change[15].

2. Bilingualism

Alwasilah (1985) argues that bilingualism is an Indonesian term, while bilingualism is an English term. Literally, it can be understood that the term concerns the use of two languages or two language codes. In general, bilingualism can be interpreted as the use of two languages for a speaker in the process of speech acts to others in turn[16].

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[11] Sri Wiryanti budi Utami and Dwi Handayani, *Bahasa dalam Perspektif Sosiolinguistik* (Jawa Timur: Airlangga University Press, 2023), pp. 9-10.

[12] I Dewa Putu Wijana, *Pengantar Sosiolinguistik* (Yogyakarta: Gadjah Mada University Press, 2021), pp. 4.

[13] Wijana, pp. 4.

[14] Al Ashadi Alimin and Eti Ramaniyar, *Sosiolinguistik dalam Pengajaran Bahasa (Studi Kasus Pendekatan Dwi Bahasa di Sekolah dasar Kelas Rendah)*, Cet. 1 (Pontianak: PT. Putra Pabayo Perkasa, 2020), pp. 6-7.

[15] Alimin dan Ramaniyar, pp. 7-8.

[16] A. Chaedar Alwasilah "Sosiologi Bahasa" in Sukirman, "Beberapa Aspek dalam Kedwibahasaan: (Suatu Tinjaun Sosiolinguistik)," *Jurnal Konsepsi* Volume 9, no. 4 (2021): pp. 191.

The theory of linguistics is closely related to code-switching and code-mixing, because code-switching and code-mixing are included in the aspects of linguistics. In addition, the subjects studied are bilingual people who tend to code-switch and codemix in their speech. There are three types of bilingualism, as follows[17].

1) Compound Bilingualism

Multiple bilingualism indicates that the language ability of one language is better than the ability of the other language.

2) Coordinative Bilingualism

Coordinative bilingualism shows that the use of two languages is equally good by individuals. This process of bilingualism occurs because an individual has different experiences in mastering two languages.

3) Subordinative Linguistics

Subordinative bilingualism indicates that an individual when using the first language often incorporates elements of the second language or vice versa.

Through the opinions that have been presented above, the researcher can draw the conclusion that bilingualism is an event or phenomenon of the use of two or more languages that are used alternately by the same speaker, and these languages are in a state of mutual contact in individual speakers. This bilingualism has a relationship with code switching and code mixing that will be researched because code switching and code mixing are included in the aspects of bilingualism.

3. Code Switch

Code switching is a symptom of switching language use due to changing situations. Code switching occurs not only between languages, but can also occur between varieties or styles contained in a language[18]. Code switching is a phenomenon of speech events in which the use of two or more codes by bilinguals or multilinguals. Bilingual speakers make code switching when interacting with speech partners[19].

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[17] Nuryani and Dona Aji Kurnia Putra, *Psikolinguistik* (Ciputat: Mazhab, 2013), pp. 176-177.
[18] Dell Hymes, *Language in Culture and Society,* in Abdul Chaer dan Leonie Agustina, *Sosiolinguistik Perkenalan Awal*, Revisi (Jakarta: Rineka Cipta, 2014), pp. 107-108.
[19] Veni Nurpadillah, "Alih Kode Dan Campur Kode Dalam Kegiatan Pembelajaran Di SMP Perbatasan Cirebon-Kuningan (The Switched Code and Mixed Code in the Learning Activities of High School in the Border of Cirebon-Kuningan)" Volume 14, no. 1 (9 Juli 2018): pp. 66, https://doi.org/10.36567/jalabahasa.v14i1.161.

Code switching is divided into two, namely internal code switching and external code switching. Internal code switching is a switch in language use in speakers that occurs between regional languages, while external code switching is a switch in language use in speakers that occurs between native languages and foreign languages[20]. Internal code switching is code switching that takes place between languages themselves, such as from Indonesian to Javanese or vice versa. External code switching is a code switching that occurs between one's own language, one of the languages or varieties that exist in the verbal repertoire of the speech community with a foreign language[21].

In general, there are several factors that cause code switching, among others, namely, speakers and speakers, listeners and interlocutors, changing the situation with the presence of a third person, changing from formal to informal or vice versa, and changing the topic of conversation.

4. Code Mix

Code-mixing is a language event that mixes two or more languages or language varieties in a language act without there being anything in the language situation that requires the mixing of languages[22].

Code mixing is the use of language units from one language to another to expand language style or language variety, including the use of words, phrases, and clauses. Factors causing code mixing are due to the topic of conversation or intralinguistic factors, as well as situational factors[23]. Code mixing occurs when a speaker uses a language predominantly, supporting an utterance inserted with other

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[20] Rahmawati and Ratna Dewi Kartikasari, "Alih Kode Dan Campur Kode Pada Novel Pengarung Gurun Pasir Karya Fuad Abdurrahman," *Journal of Education Research* Volume 4, no. 2 (11 Juni 2023): pp. 616, https://doi.org/10.37985/jer.v4i2.194.

[21] Maszein, Suwandi, and Sumarwati, "Alih Kode Dan Campur Kode Dalam Interaksi Pembelajaran Bahasa Indonesia Di SMA Negeri 7 Surakarta," pp. 65-66.

[22] Etik, Harsia, and Kartini, "Alih Kode Dan Campur Kode Bahasa Toraja Dengan Bahasa Indonesia Pada Siswa Kelas X SMK Kristen Palopo," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* Volume 8, no. 1 (10 Mei 2022): pp. 430, https://doi.org/10.30605/onoma.v8i1.1769.

[23] Widya Fitriantiwi and Abdullah, "Analisis Alih Kode Dan Campur Kode Dalam Dialog Percakapan Facebook Pada Siswa Kelas XII Mesin Otomotif Ll SMK Melati Perbaungan T.A 2021-2022," *Journal of Computer and Engineering Science*, 30 Juni 2022, pp. 2.

language elements. This is usually related to the characteristics of the speaker, such as social background, level of education, and sense of religion[24].

In bilingual and multilingual society, code-mixing commonly occurs since they use two or more languages. That code-mixing are refers toall cases where lexical items and grammatical features from two languanges appear in one sentence[25].

Generally, code-mixing occurs in informal interactions. Some people mix the language for several reasons, such as talking about a certain topic, being assertive, quoting others, expressing group unity, repeating for clarification, and showing interjections. So, the occurrence of code-mixing in social interaction depends on the factors that encourage them to mix the language [26].

Code mixing can be divided into three types, namely inner code mixing, outer code mixing, and hybrid code mixing. Inner code mixing is a type of code mixing that absorbs elements of the original language that are still relatives, for example in the event of code mixing in Indonesian speech there are elements of local languages. Outer code mixing is code mixing that absorbs elements of foreign languages, for example the symptoms of code mixing in the use of Indonesian against foreign language inserts. Hybrid code mixing is a code mix in which (maybe a clause or sentence) has absorbed elements of the original language (regional languages) and foreign languages, for example someone inserts regional language elements and foreign language elements in his Indonesian speech[27].

Code switching and code mixing are the use of two or more languages, or two variants of a language in one speech community. The difference between the two is that in code switching each language or language variety still has its own autonomous function, is done consciously, and deliberately for certain reasons. Whereas in codemixing there is a main code or basic code that is used and has its function and

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[24] Siti Rohmani, Amir Fuady, and Atikah Anindyarini, "Analisis Alih Kode Dan Campur Kode Pada Novel Negeri 5 Menara Karya Ahmad Fuadi," *Basastra: Jurnal Bahasa, Sastra, Dan Pengajarannya* 1, no. 2 (2013): pp. 5.

[25] Slamet Setiawan, Lina Purwaning Hartanti, and Cicilia Deandra Maya Putri, *Sociolinguistics Language Practice Around Us* (Sidoarjo: Zifatma Jawara, 2023), pp. 8.

[26] Setiawan, Hartanti, and Putri, pp. 8.

[27] Robi Ramadhan, Patriantoro Patriantoro, and Agus Syahrani, "Alih Kode Dan Campur Kode Pada Tuturan Siswa Kelas X Mipa 1 Sma Negeri 4 Pontianak," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)* 6, no. 12 (2015): pp. 3-4.

autonomy, while other codes involved in the speech event are only fragments without its autonomy function as a code[28].

5. Language Skills

Language skills consist of 4 aspects, namely listening, speaking, reading and writing skills. Listening and reading are receptive language skills, while speaking and writing are productive language skills[29]. Because this research is limited to speaking language skills only, what is presented in this theoretical basis is only related to speaking language skills.

Speaking is the ability to utter articulated sounds or words to express, state or convey thoughts, ideas and feelings. Speaking is a system of audible and visible signs. Furthermore, speech is a form of human behaviour that makes extensive use of physical, psychological, neurological, semantic and linguistic factors, it can be widely regarded as the most important human tool for social control[30].

Speaking is a human ability involved in an interactive process to construct meaning involving the production and reception of information. Speaking depends on the context or situation, Context includes the physical environment, the purpose for speaking is more often spontaneous, open-ended, and evolving. Speaking is known as an oral production skill that plays an important role in human interaction when people use language to comment on or express their ideas, thoughts, and feelings to others[31].

Speaking skills are one of the important components in Indonesian language learning that must be owned by teachers and students everywhere. Skilled speaking trains and requires students to be able to communicate with other students[32].

Speaking skills can be grouped into four types, namely based on the situation of the conversation, based on the purpose of the speaker, based on the number of speakers, and based on the methods used.

a. Speaking Skills Based on the Speaker's Situation

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[28] Chaer dan Agustina, *Sosiolinguistik Perkenalan Awal*, pp. 114.

[29] Siti Sulistyani Pamuji and Inung Setyani, *Keterampilan Berbahasa* (Yogyakarta: Guepedia, 2021), pp. 7.

[30] Subhayni, Sa'adah, and Armia, *Keterampilan Berbicara* (Banda Aceh: Syiah Kuala University Press, 2017), pp. 7-8.

[31] Aco Nasir, *Mengenal Keterampilan Berbicara Dasar*, Cet. 1 (Yogyakarta: KBM Indonesia, 2021), pp. 3.

[32] Muhammad Ilham and Iva Ani Wijiati, *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa*, Cet. 1 (Pasuruan: Lembaga Academic & Research Institute, 2020), pp. 5.

1. Formal Speaking. Formal speaking is speaking that must follow the rules or rules that apply. The rules in question can be in the form of rules for the use of standard language and rules of speech.

2. Non-formal. Non-formal speaking is speaking without any rules or regulations. This definition does not mean that non-formal speaking is speaking at will without paying attention to the other person. This rule is more free or relaxed than formal speaking. The use of slang, such as gue, eloh, and biarin are allowed in this situation.

b. Speaking Skills Based on the Speaker's Purpose

1. Speaking to Inform. Speaking to inform is speaking that aims to inform, inform, or give a certain message to the interlocutor. This includes everyday conversation, speaking to give instructions, and delivering news.

2. Speaking to Entertain. Speaking to entertain is speaking that aims to entertain or delight the interlocutor. This includes singing, poetry, motivation, and reinforcement.

3. Speaking to Stimulate. Speaking to stimulate is speaking that aims to provide encouragement, stimulation, or stimulus to the interlocutor. In this speaking, usually, speakers present examples or illustrations in order to be a stimulus for their interlocutors.

4. Speaking to Convince. Speaking to convince is speaking that aims to influence (persuade) the interlocutor. The characteristic of this speaking is to provide a certain theoretical basis, concept, promise, or reason so that the interlocutor is more confident or convinced and follows what is discussed. Included in this type of speaking is speaking to advise, argue, lecture or make a speech, give advice, ask or borrow something, etc.

c. Speaking Skills Based on Number of Speakers

1. Speaking Alone. Speaking alone (monologue) is speaking that is done without an interlocutor. This type of speaking is often found in drama performances. Players often talk to themselves or talk about a third person.

2. Interpersonal Speaking. Interpersonal speaking (dialogue) is speaking by an individual (speaker) to an individual (interlocutor). This includes, for example, telephoning and conversations.

3. Intergroup Speaking. Intergroup speaking is speaking that is done by one group with another group. This includes discussion. Individual speaking but representing the group to other groups is also included in this speaking, for example, demonstrating and campaigning.

d. Speaking Skills Based on the Method Used

1. Sudden or Unprepared Speaking. Sudden or unprepared speaking is also called impromptu speaking, which is speaking that uses an immediate method based on momentary needs.

2. Script Reading Speaking. Script-reading speaking is a method of speaking that depends entirely on the script being read. This speaking will feel stiff because it does not pay attention to mimics or pantomimics. On the other hand, this type of speaking can minimise the forgetting factor.

3. Memorising Speaking. Memorising speaking is speaking that uses a method without a script or text. It relies heavily on memory. As a result, the speaker speaks quickly without appreciating the meaning, it is difficult to adjust to the context of the listener, and the performance becomes uninteresting or boring.

4. Extemporaneous Speaking. Extemporaneous speaking is speaking using a method that combines the memorisation method with the script reading method. That is, the speaker has previously mastered the text and then prepared a small note containing the outline of the problem to be conveyed. In this method, the speaker will be more relaxed and adjust to the context that occurs at that time[33].

RESEARCH METHODS

This research was conducted at Madrasah Tsanawiyah Negeri 2 Padangsidimpuan school located in Palopat, Southeast Padangsidimpuan District, Padangsidimpuan City, North Sumatra. Research time is the period required by researchers in conducting research activities. This research was conducted from April to June 2024.

This type of research is field research (field research) using a quantitative approach, namely research directly conducted in the field or on respondents. This research tests existing theories or problems at MTs Negeri 2 Padangsidimpuan. The data collected in this study are

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[33] Iib Marzuqi, *Keterampilan Berbicara*, Cet. 1 (Jawa Timur: CV Istana, 2019), pp. 6-11.

quantitative data or other types of data that can be quantified and processed using statistical techniques[34]. Data collection in this study uses research instruments, data analysis is quantitative / statistical with the aim of testing predetermined hypotheses. The research instruments used in this study were observation sheets and questionnaire sheets (questionnaires). The population in this study was taken from class VIII students of MTs Negeri 2 Padangsidimpuan as many as 185 people. In this study used random sampling technique (Random Sampling). So every individual included in the population has the same opportunity to become a member of the sample. The sampling technique in this study used the Taro Yamane formula[35] and obtained a sample size of 65 students with the following formula:

$$n = \frac{N}{Nd^2 + 1} = \frac{185}{(185)(0,1)^2 + 1} = \frac{185}{2,85} = 64,91$$

Where: n=sample size; N=population size; d2 =presision set (0.1)2.

RESULTS AND DISCUSSION

A. Forms of Code Switch in Class VIII MTs Negeri 2 Padangsidimpuan

Teachers and students' utterances in the learning process often shift communication from formal to informal, for example when the teacher conveys material that is considered important, intentionally or unintentionally using code switching. The researcher collects data on code switching in the teaching and learning process at MTs Negeri 2 Padangsidimpuan with the simak-record technique, for more clarity the data in the form of code switching will be classified in the following table.

Description of Code Switch Data of Teachers and Students of Class VIII MTs Negeri 2 Padangsidimpuan

No	Code Switching Linguistic Data	Word	Phrases	Clause	Sentence	Abbreviations
1.	*Adope nak, katua kalas*				✓	

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[34] A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*, Edisi Pertama (Jakarta: Kencana, 2017), pp. 43.

[35] Marsono, *Metode Penelitian Kuantitatif Langkah-Langkah Menyusun Skripsi, Tesis atau Desertasi Menggunakan Teknik Analisis Jalur (Path analysis) Dilengkapi Contoh Aplikasinya* (Bogor: In Media, 2016), pp. 169.

N o	Code Switching Linguistic Data	Wor d	Phrase s	Claus e	Sentenc e	Abbreviation s
	pimpin ma do'a soita muloi parsiajaran on.					
2.	*Masampe dia parsiajaran nita?*				✓	
3.	*Kumpul katua PR nai.*				✓	
4.	*Bu, inda i karejoon si Zaskia PR nia.*				✓	
5.	*Karejoon tugas dihalaman dua ratus tolupulu sambilan.*				✓	
6.	*Jadi buku on, adong dua bagian, fiksi dohot nonfiksi*				✓	
7.	*Contoh fiksi i ma dongeng, cerpen, legenda, dohot novel.*				✓	
8.	*Pala mar drama i pe, masuk de i tu fiksi.*				✓	
9.	*Adong dope na so mangarti?*				✓	
10.	*Inda pe Bu.*				✓	
11.	*Bu tola buku legenda songon Malin Kundang?*				✓	

No	Code Switching Linguistic Data	Word	Phrases	Clause	Sentence	Abbreviations
12.	*Fiksion dabo tarsongon carito nadi karang karangdon.*				✓	
13.	*Pala ia buku nonfiksi inda tola ikarang karang harana adong do aturan ni panulisanna bope fiksi soni juo non fiksi.*				✓	
14.	*Kumpulkonma istilah nasomangarti, tulis I buku.*				✓	
15.	*Pala get mamahami buku jalaki ma bagian bagian penting naadong di bagasan buku nadi baca.*				✓	
16.	*A baen ma, baca do'a so mulak ita.*				✓	

B. Forms of Code Mix in Class VIII MTs Negeri 2 Padangsidimpuan

The first step that researchers take is to use observation techniques. The researcher went directly to the field (classroom) to collect data by using stationery, namely by using the simak catat method. After the data was collected, then the researcher described the results in writing. For more clarity, the data in the form of code mix is classified in the following table.

Description of Data on Code Mix of Teachers and Students in Class VIII MTs Negeri 2 Padangsidimpuan

No	Code Switching Linguistic Data	Word	Phrases	Clause	Sentence	Abbereviations
1.	Bu di selembar kertas *sanga i buku tulis?*				✓	
2.	*ana losok kamu mancatat,* sedikit itu.				✓	
3.	*Na i dia Bu,* yang ini?				✓	
4.	Kalau fiksi itu dibarengi dengan khayalan, *misalna tarhibur kamu mambacana.*				✓	
5.	*Anggo* non-fiksi contohnya itu buku pelajaran kita ini, atau tidak koran, buku ilmiah, dan sejenisnya.	✓				
6.	Ada teknik mencatat informasi dalam buku, contohnya *manjalaki istilah na get i jalaki amu penjelasanna.*				✓	
7.	Yang halaman 247 *napedo ita karejoon kan?*				✓	
8.	Yasudah, *accogot oban novel*, terserah mau novel apa.				✓	
9.	*Baca novel i*, Ibu kasih waktu 20 menit, garis besarnya saja.		✓			
10.	Kalau dia fiksi *inda sasuai dohot* fakta beda *dohot* nonfiksi harus berdasarkan fakta dan data.	✓			✓	
11.	Bentuk kelompok yang di dalamnya		✓			

No	Code Switching Linguistic Data	Word	Phrases	Clause	Sentence	Abbereviations
	terdiri dari *opat alak* satu kelompok					
12.	Kalau membaca buku fiksi ada beberaoa hal yang dapat menyebabkan cerpen menjadi lebih menarik, *contohna* tema nai unik, jalan cerita yang mengejutkan.	✓				
13.	Terkadang *bacaan i ianggap* menarik *harana sasuai lala pambaca carito nai* dengan kebutuhannya.	✓			✓	
14.	Ungkapan adalah kata atau kelompok kata *namngandung* makna kiasan	✓				
15.	Terkadang dalam buku fiksi namanjadi unsur *namenarik* salah satunya yaitu tokoh tokoh yang mempesona.	✓				
16.	Cepatllah kumpul tugasnya *solanjut ita tu* pembahasan selanjunya.				✓	
17.	yang sudah siap Ibu *tambai nilaina*		✓			
18.	Catat hasil kelompok *baru i persentasion tu njolo*				✓	
19.	setiap orang harus *mangumpulkon* tugas masing masing	✓				
20.	Baguslah nak dibuat catatna, *baen bage marwarna pulpenn*				✓	

N o	Code Switching Linguistic Data	Wor d	Phrase s	Claus e	Sentenc e	Abbereviation s
	a					
21.	Bagi yang kurang paham bisa *marsapa tu* Ibu atau teman satu kelompok		✓			
22.	Jadi nanti yang akan dipersentasikan yaitu hal hal *namambaen amu* tertarik pada buku tersebut		✓			
23.	Ketika menceritakan buku fiksi tidak boleh disampaikan sesuka hati harus diceritakan sejujurnya , *inda tola dikarang karang ataupe margabus*				✓	
24.	*Sebutkon majolo* istilah istilah yang belum kalian pahami makna atau penjelasannya		✓			
25.	Sekian pembelajaran hari ini, *ulang lupa tugas ita kumpul* besok yah nak				✓	
26.	*Pala* gak ngerti kalian	✓				
27.	Dipahami nya nak, *ulang i baca sajo da*				✓	
28.	Nah, ibu tampilkan contoh drama, jadi *baen ma* unsur-unsur yang terdapat di drama ini		✓			
29.	*Madung ma i*, gak mau lagi ibu				✓	
30.	Jangan ribut *mang*, nanti ibu tanya kalian ga ngerti	✓				

C. The Effect of Code Switching and Code Mixing on the Language Skills (Speaking) of Class VIII Students of MTs Negeri 2 Padangsidimpuan

Based on the theory and problems in this study, each hypothesis is formulated as follows.

1. $H0_1$: There is no significant effect of Indonesian teacher code switching on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan.

2. Ha_1: There is a significant effect of Indonesian teacher code switching on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan.

3. $H0_2$: There is no significant effect of Indonesian language teacher code mix on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan.

4. Ha_2: There is a significant effect of Indonesian language teacher code mix on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan.

5. $H0_3$: There is no significant effect of code switching and code mixing of Indonesian language teachers together on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan.

6. Ha_3: There is a significant effect of code switching and code mixing of Indonesian language teachers together on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan.

Descriptive Statistical Test Results

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Code Switch	65	14	25	21.09	2.276
Code Mix	65	18	25	22.09	1.730
Language Skills	65	16	25	21.43	2.332
Valid N (listwise)	65				

Source: Data Processing Results, SPSS 23 year 2024

The results of the descriptive statistical analysis test above show the amount of data on code switching, code mixing, and language skills using 65 research data each. The code switching variable has the lowest value of 14 and the highest value of 25, with an average of 21.09 and a standard deviation of 2.276. Code mixing has the lowest value of 18 and the highest value of 25, for an average of 22.09 and a standard

deviation of 1.730. While the language skills variable has the lowest value of 16 and the highest value of 25, with an average of 21.43 with a standard deviation of 2.332.

Partial Test Results (t Test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.519	3.573		8.261	.000
	Code Switch	.302	.180	.295	1.679	.098
	Code Mix	-.655	.237	-.486	-2.765	.007

a. Dependent Variable: Keterampilan Berbahasa

Source: Data Processing Results, SPSS 23 year 2024

Based on the table above, it is concluded that the value for t table is sought with a two-sided test (two tailed) at a significance of 0.05 with a degree of freedom of 62 (df = 65 - 3), obtained t (table) of 1.669. The interpretation of the t test results in the table above is as follows.

a. Based on the results of the partial significant test (t test) above, it can be seen that t count for the code switching variable is 1.679 and t table 1.669 so that t count (1.679) t table (1.669), so it can be concluded that there is a significant effect of code switching of Indonesian language teachers on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan (Ha 1 is accepted and H0 1 is rejected).

b. Based on the results of the partial significant test (t test) above, it can be seen that t count for the code mix variable is -2.765 and the table is 1.669 so that t count (2.765 t table (1.669). In the Coefficiens Table above, the tcalculated value has a negative slope. In the t test, the negative symbol only states the slope of $\beta 1$. If the coefficient $\beta 1$ has a negative slope, then the tcalculated value will also be

negative. So the number used in the t test is only the t calculated number, without including the slope of the t calculated value[36]. From the results of the discussion above, it can be stated that H02 is rejected and Ha2 is accepted. So it can be concluded that there is a significant effect of Indonesian teacher code switching on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan (Ha2 is accepted and H02 is rejected).

Simultaneous Test Results (F Test)

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.329	2	19.664	3.951	.024^b
	Residual	308.609	62	4.978		
	Total	347.938	64			

a. Dependent Variable: Keterampilan Berbahasa

b. Predictors: (Constant), Campur Kode, Alih Kode

Source: Data Processing Results, SPSS 23 year 2024

Based on the table above, it can be seen that the value of F count is 3.951 and F table is F table= (n) with k = number of independent variables and n = number of respondents, then F (table) = (2; 65-2) which is (2; 63) then it can be obtained F (table)= 3.14. so in the table above F count (3.951) > F (table) (3.14). So it can be concluded that there is a significant effect of code switching and code mixing of Indonesian language teachers together on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan (Ha 3 is accepted and H0 3 is rejected).

CONCLUSIONS

Based on the results of data analysis and discussion regarding code switching and code mixing of teachers on the language skills of class VIII students of MTs Negeri 2 Padangsidimpaun, the following conclusions can be drawn.

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[36] Hamid Halin, Hendry Wijaya, and Rinda Yusilpi, "Pengaruh Harga Jual Kaca Patri Jenis Silver Terhadap Nilai Penjualan Pada CV. Karunia Kaca Palembang Tahun 2004-2015," *Jurnal Ecoment Global* 2, no. 2 (26 September 2017): pp. 55, https://doi.org/10.35908/jeg.v2i2.251.

1) There is a significant effect of Indonesian teacher code switching on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan. Ha1 is acceptable and H01 is rejected.

2) There is a significant effect of Indonesian language teacher code switching on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan. Ha2 is acceptable and H02 is rejected.

3) There is a significant effect of code switching and code mixing of Indonesian language teachers together on the language skills of class VIII students of MTs Negeri 2 Padangsidimpuan. Ha3 is accepted and H03 is rejected.

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