An Investigative Study of Code Mixing Among the EFL University Students in Universitas Sembilanbelas November Kolaka

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Abstract

This study aimed to describe the types and the reason of using Code-mixing by the students of English Language and Education Department of Sembilanbelas November Kolaka University at fifth semester in teaching and learning activity. The research used qualitative methods. The subject in this study was the students of English Language and Education Department of Sembilanbelas November Kolaka University. This research was identified to determine the type and the reason of using code-mixing proposed by Suwito. The data were collected through audio recording and interview. *In analyzing the data, the researcher transcribed, identified, and classified.* In analyzing the data, several steps were done, namely: transcribing, reading, and coding to choose and sort the sentences which were categorized as code mixing. Then, classifying and analyzing the sentence inti different types of code-mixing in the classroom. The result indicated *that there were 69 utterances of code-mixing used by the students of Sembilanbelas November Kolaka University at fifth semester in teaching and learning activity: 42 code mixing in the form of word insertion, 17 code mixing in the form of phrase insertion, 2 code mixing in the form of hybrid, and 8 code mixing in the form of clause. The study also showed that the reason of using code mixing in the classroom which found on the conversation in the classroom were Role Identification which was determined by social condition and educational background; and Varian Identification which was determined by social prestige.*

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Keywords: sociolinguistics, code-mixing, classroom, types, reasons.

INTRODUCTION

A study of language called linguistic science. A branch of linguistics which studies of language in society or social is Sociolinguistics (Soeparno, 2002). Sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and of how language function

in communication; the intention in the sociology of language tries to discover how social structure can be better understood through the study of language, e.g., how certain linguistic features serve to characterize particular social arrangements. People construct language, so the information can be understood by individual, society, and environment where people create and use it (Wardhaugh, 2000).

The way of communication depends on where they come from and which society they belong to. When people are in a discussion, they tend to use language they have. Usually, people can speak more than one language. Most of them are mastering more than one language, namely their first Language (L1) and second language (L2). The language that is generally mastered well by people is their first language. Most of them firstly use their first language to communicate with their family and society. Nevertheless, during their communication with others, there is a demand for the people to master or to know the other language. This circumstance makes people learn another language to make their communication effectively.

Moreover, every country has national language. The people in their country do communication by using their national language and spontaneously they can understand each other. But, how about people from another country, perhaps they cannot understand the intension of the conversation. So, we also have to learn another language, it means that second language to make communication confidently in order to avoid misinterpretation. In this modern era, people need to master the international language, in order to communicate with other people.

The phenomena above happen in Indonesia, where Indonesia has one national language. Indonesian people always use it in their communication to make deal with something or to make understand what they mean each other. Indonesia also use other language in their communication, it can be local dialect or international language (English). They use local dialect, as their local identity, Indonesian language, as national language and foreign language like English. Thus, Indonesians speak two languages or more in one speech, so Indonesian can be called as bilingual or multilingual society.

Furthermore, it is also possible for the bilingual or multilingual people to use more than one code or language in a communication. One of the language phenomena especially in the study of bilingualism problem is called code-mixing. Code-mixing occur when usually use both languages together to the extent that they change from one language to the other in the course of a single utterance (Wardhaugh, 2000). For example," *sorry saya terlambat*, *Thanks untuk kadonya*". Code-mixing phenomenon in Indonesia does not only occur in daily conversation between one person to another person. Code-mixing usually happened in computing, business, food, fashion, movie and music. And the formal genres such as in conversation at class room in the university or college between teacher and students, lecturer and students or between student and another student.

Code mixing happen in the class room because every student has different ethnic, social and cultural background and each ethnic has its own language. Morever, they use Indonesian, and they learn English. It means that each of them has three language namely regional language (mother language), national language (Indonesian), and English. So, they are calls bilingual and multilingual people. This is line with Wardhaugh (2020), who proposed that code mixing usually occurs in bilingual or multilingual community or society and function (meaning) of the languages cannot be clearly separated. This code

mixing is used when the conversant used both languages together to the extent that they change from one language to the other in the course of a single utterance.

This research was intended to; describe the types of Indonesia-English and vice-versa code mixing used by the students of English Language Education Department of Sembilanbelas November Kolaka University, and; investigate the reasons why they mix their language.

The object of this research are the types and reason in using code-mixing by the fifth semester students of English Language and Education Department of Sembilanbelas Kolaka University based on Suwito's point of view (1985).

Sociolinguistics

Several definitions about sociolinguistics given by linguists. According to Holmes (2001), sociolinguistics is a study of relationship between language and society, and how the language used in multilingual speech communities. While, Chomsky in Romaine (2000) stated that sociolinguistics focus on differences in the use of language in society so that an object can be the object language learning another language. Then, Chomsky proposed that the question of language is the important question of control.

Another definition from Wardhaugh (2000), sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language, e.g., how certain linguistic features assist to characterize particular social arrangements.

Bilingualism and Multilingualism

There are several definition about bilingualism, according to Liddicoat (in Kurnia, 2015) bilingualism is present in most countries throughout the world, in all cases of the society and all age groups. Bilingualism is related to code switching and codes mixing since all of them get in touch with two different languages.

Moreover, based on Grosjean (2008) bilinguals, like monolinguals, have innate capacity for language, and are, by essence communicators; they will develop competence in each of their languages to the extent needed by the environment. Spolsky (in Sutrismi, 2014) defined a bilingual as "a person who has some functional ability in the second language." This may vary from a limited ability in one or more domains, to very strong command of both languages.

According to Bloomfield (in Rahardi, 2001), bilingualism is a situation where a speaker can use two languages as well. Kridalaksana (2008) stated that bilingualism is the using of two or more languages by a person or community.

The bilingualism conduct the people used two different languages in a discourse. Beside the bilingualism occurrence, the multilingualism also can be appeared as a result of learning the foreign language. Actually, the concept of bilingualism and multilingualism is same.

In societies which have more than one language like Indonesia, the bilingualism and multilingualism frequently happen in the daily life. Bilingual and multilingual seem provide some languages in a discourse. As the result of bilingualism and multilingualism of discourse in a social communication, code switching and code mixing often occur.

People who live in bilingual area tend to mix one language to the other.

Yumoto (in Setya, 2016) reported that bilingualism and multilingualism are quite common and widely spread in Europe, Asia including Indonesia, and Afrika. Bilingualism is a study of those who speak two or more languages, when and where they speak each and the effect of one language on the other (Chaer, 2004).

Code

Wardhaugh (2006) defined the term of "code" as a system, including language, dialect, pidgins, and creoles used by two or more people to develop their communication. It seems that in bilingual or multilingual country, people might use more than one code in their daily conversation.

According to Holmes (2001), code choice is influenced by some social factors. Those social factors are: first, social distances as the relation between the participants. The examples are strangers, friends, or family. The next social factor is the status of the participants in the society. The status might also influence the selection of an appropriate code. The third factor is the setting and dimension of formality. This refers to where the participants do the interaction. The example of the setting and dimension are: home, school, and office. The last factor is the function of the interaction.

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. Speakers then are usually required to choose a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances (Wardhaugh, 2006).

Code-mixing

Code mixing is a situation where people mix two or more languages by mixing one language to other language. They do not change from one language to the other during single utterance, Suwito (1985). It means that the speakers insert some parts or elements of another language while he/she is fundamentally using a certain language (Chaer, 2004).

Otherwise, Kachru in Nursjam (2004) defines code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistics interaction.

Code mixing is to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Code mixing often occurs within one sentence; one element is spoken in language A and the rest in language B. Code mixing is expressively purposing languages that are combined to increase social status or to keep the speaker's prestige in the society, Muysken (2000). According to Nababan (in Amsal, 2011) code mixing happens when people mix two languages or more languages.

Trudgill in Udoro (2008) defined "Code Mixing is as the process whereby speakers indulge in code switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking". Nababan (in Mulyani, 2011) stated that code-mixing is the situation

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that happens when the person mix two or more language in the conversation without any situational force that push him to do it.

Furthermore, Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. In terms of the definition from Bhatia and Ritchie (2004), code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence.

The Types of Code-mixing

There are six types of code mixing proposed by Suwito (1985), namely:

1. Code mixing in the form of word insertion. The speakers mix their conversation only in the form of the word. Such as " *Seharusnya you tidak makan makanan itu*". In this case, *you* is used instead must be *kamu* in Bahasa Indonesia.
2. Code mixing in the form of phrase insertion. For example: *" nah, karena saya sudah trust him, jadi saya tanda tangani".* (Na, karena saya sudah percaya dia, jadi saya tanda tangani).
3. Code mixing in the form of hybrid. For example, "*banyak klap malam yang harus ditutup*". The word *klap malam* is hybrid of Bahasa Indonesian and English, *klap malam* is *tempat hiburan malam.*
4. Code mixing in the form of word repetition. For example, "*sorry saya telat, sorry banget yah*"
5. Code mixing in the form of idiom. For example,"*jangan sedih, jangann mudah menyerah. Go the extra mile, saya yakin kamu bisa"* Go the extra mile it means kamu bisa berjalan lebih jauh lagi (berusaha lebih keras)
6. Code mixing in the form of clause. For example, "*saya suka tasnya, but i have no money. pinjam uang kamu dulu yah*"

METHOD

This study was conducted in a descriptive design using qualitative approach based on the characteristic of the research. Descriptive qualitative research is a way to look into a problem based and the quality of the data. Therefore, it is not concerned to the amount of participants but view the quality of data they perform. Descriptive research is also called as non-experiment research, because in this research the writer does not need to give control and manipulate the research variable, Stewart (in Amsal, 2011). Qualitative is used for this approach because all the data collection is in the form of word. Qualitative writers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The data include audio and interview transcripts. It deals with the condition of relationship that exists in the conversation in the class room. It also has the aim to explain about what and how codes mixing occur in the class room.

The data of the research was the utterances that performed by the fifth semester students of English Language and Education Department of Sembilanbelas November Kolaka University. The code mixing can be from Indonesian to English or English to Indonesian.

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To obtain the data, the writer used two instruments; *the first* is *an audio recording*, the use of audio recording was a proper method since the research deals with spoken language; *the second* is *an interview*. The writer interviewed the students of Sembilanbelas November University Kolaka in English Semantic and Pragmatic class in fifth semester. To know the reasons of using code- mixing the writer conducted semi structured interview.

In analyzing the data the writer *firstly* transcribed the audio recording; *secondly the writer* identified and classified the types of code-mixing by using Suwito's theory and the *last* analyzed the reasons of using code-mixing.

FINDINGS AND DISCUSSION
Types of code mixing used by the fifth semester students of English Language and Education Department of USN Kolaka.

From the six types of code-mixing proposed by (Suwito, 1985), the writer found 4 types of code mixing used by the students of English Language and Education Study Program in English Semantics & Pragmatics class, they were: (1) code mixing in the form of word insertion, (2) code mixing in the form of phrase insertion, (3) code mixing in the form of hybrid, and (4) code mixing in the form of clause. Each type of code-mixing was shown up in the data at quotation marks in English-Indonesian (Eng-Ind) and Indonesian-English (Idn-Eng).

Code-mixing in the form of word insertion

In this case, 42 codes – mixing were found. The students mix their conversation only in the form of word, word is the smallest part in linguistics unit that can stand by itself, these can be seen in some data below:

Data 1   : *atau lebih spesifiknya "*prototype" (Ind-Eng)
Data 2   : *contoh yang kurang* "representive" (Ind-Eng)
Data 3   : *yang memiliki identitas* "lexical" (Ind-Eng)
Data 4   : "next" *komposisi yang maknanya sudah tentu* (Eng-Ind)
Data 5   : *variasi antar bahasa oke* "next" (Ind-Eng)
Data 6   : *agar kelasnya di bentuk* "letter" *U* (Ind-Eng)
Data 7   : "letter" *U kelasnya akan lebih efektif* (Eng-Ind)
Data 8   : *dia berupa* "conclusion" (Ind-Eng)
Data 9   : *pertama membahas tentang* "mother" (Ind-Eng)
Data 10   : number four "*sudah*" (Eng-Ind)

From the data above the writer conclude that the code mixing in the form of word insertion is when the speaker inserts word from language A into language B in one utterance, it calls code mixing in the form of word insertion. Data 1 – 10 showed us that the students might use code mixing in the form of word insertion in Indonesian to English and vice versa.

Code-mixing in the form of phrase insertion

Here, 17 codes – mixing were found. In some data below, students mix their

conversation in the form of phrase:

Data 11 : and the next is "*pernyataan penutup*" (Eng-Ind)
Data 12 : *kalau dalam esai contohnya seperti* "descriptive text" (Ind-Eng)
Data 13 : *semantik filosofis yaitu yang secara luas* "for example" (Ind-Eng)
Data 14 : question from group three *"pertanyaannya adalah"* (Eng-Ind)
Data 15 : Ayu's question "*yang dimaksud pernyataannya disini"* (Eng-Ind)

From the data above the writer concluded that when there is form of phrase (noun phrase, verb phrase, adjective phrase, etc) in one utterance but from another language or different language between the language that is used before, it calls code mixing in the form of phrase insertion. Here, the students mixed their language to confirm the information given to the class.

Code mixing in the form of hybrid.
In the form of hybrid, 2 code-mixing were found. The speakers mix their conversation in the form of hybrid, as the data below:

Data 16 : beberapa individu atau benda-benda menjadi bagian arti suatu
         "kategori" golongan tertentu atau tidak (Ind-Eng)
Data 17 : yang di maksud yaitu *"respon"* otak terhadap suatu tindakan (Ind-Eng)

From the data above the writer conclude that the code mixing in the form of hybrid is when the speaker inset word in one utterance and that word is word adoption from another language it calls code mixing in the form of hybrid. Hybrid means a compound word which has single component in different language. The students did code mixing in the form of hybrid only in English, because their first language is Indonesian and the words are already absorbed.

Code mixing in the form of clause
Here, the researcher found 8 code mixing, the speakers mix their conversation in the form of clause; this can be seen in some data bellow:

Data 18 : contoh *dia membuat kesimpulan seperti ini* "for me my mother is everything because can make me happy can give me motivation and i love her so much" (Ind-Eng)
Data 19 : *kondisi kebenaran yang bisa menjamin peryataan tersebut misalnya contohnya "*snow is white" (Ind-Eng)

From the data above the writer conclude that when code mixing occurred in one sentence using different language between the languages that is used before, it is called code mixing in the form of clause. Clause is a group of words with its own subject and predicate when it happens in larger sentences. The data above showed that the students mixed their language from Indonesian to English to clarify the information given before.

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The Reason of code mixing used by the fifth semester students of English Language and Education Study Program of USN Kolaka.

Based on the interview with the fifth semester students of English Language and Education Department of USN Kolaka, the researcher found some reasons why the students did code mixing in the classroom.

Role Identification

A speaker tends to use his / her language as a way to do communication based on the role. Likewise, the students, especially in of English Language and Education Department tended to use English – Indonesian and vice versa in the classroom. The students in English Language and Education department must show their capability by using English as their major.

As Suwito (1985) proposed that in *Role Identification*, the social condition and educational background may occur. Here, those terms became the main reason for the students to use code-mixing in this case, as the data taken from interview below:

"Since I studied in English Education department, I always did code mixing and it was a major factor, because before I entered English Department I never use English in the classroom."

"The environment that I am experiencing now in the campus we often meet friends who talk in English, and we must use English in the classroom, or at least we have to mix between Bahasa and English"

The Varian Identification

As mentioned by Suwito (1985), that the variant identification is determined by language. Thus, when the speakers mix a code, it will place them in social level. In this case, the students did code mixing as prestige for them, and they were proud with that.

"When I mix my language with English it can demonstrate my ability in the classroom. If I want to show my abilities in English."

"I do code mixing to show the ability in speaking English in the class, and we are more confident.".

CONCLUSION

The theory of code mixing proposed by Suwito in two terms; *firstly* the types of code mixing used by the students are: Code mixing in the form of word insertion, Code mixing in the form of phrase insertion, and Code mixing in the form of clause, *secondly* the reason of the using code mixing in the class room which found on the conversation in the class room were; Role Identification which was determined by social condition and educational background; and Varian Identification which was determined by social prestige.

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