

AN ANALYSIS OF CODE-MIXING IN *SPEAKING FOUR CLASS OF FACULTY OF LETTERS IN UNIVERSITAS KRISTEN INDONESIA : A CASE STUDY*

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ABSTRACT

This research is about code mixing. Code-mixing is the alternation between varieties or codes within words, clauses, or phrases. The use of code-mixing usually happens in people who speak more than one language or also called bilingual or multilingual people. The writer did this research in order to find out the code-mixing cases based on code-mixing theory in the study of sociolinguistics. She took a descriptive method that used two ways of collecting the data, firstly tape-recording and then questionnaires. The respondents of this research are *Speaking Four* students batch 2013 in Faculty of Letters in Universitas Kristen Indonesia. The reasons why they commit code-mixing, the type of codes that they mixed, and the proportion of female to male students committing code-mixing are the results of this study. There are 73 data which consist of codes that were mixed by the students: parts of speech (49), phrases (7), and question forms (17). The most common user of code-mixing is the noun (part of speech) and WH-question (question form).

Keywords : Sociolinguistics, Code-Mixing, Bilingual

ABSTRAK

Penelitian ini ada mengenai *code-mixing*. *Code-mixing* adalah sebuah pergantian antara kata-kata yang bermacam-macam, baik klausa atau juga frasa. Penggunaan *code-mixing* ini biasanya terjadi pada orang-orang yang berbicara lebih dari satu bahasa atau dapat disebut *bilingual* atau *multilingual*. Penulis melakukan penelitian ini dalam rangka mencari tahu kasus yang terjadi dalam penggunaan *code-mixing* berdasarkan teori *code-mixing* di dalam pembelajaran *sociolinguistics*. Penulis juga mengambil metode deskripsi dengan menggunakan rekaman suara dan kuesioner. Para responden di dalam penelitian ini adalah mahasiswa kelas *Speaking Four* angkatan 2013 di dalam Fakultas Sastra Inggris Universitas Kristen Indonesia Jakarta. Hasil yang didapat dari penelitian ini adalah mendapatkan data mengenai alasan responden melakukan *code mixing*, macam-macam kata yang biasa di campur (di dalam *code-mixing*), dan proporsi pria dan wanita dalam melakukan *code-mixing*. Data yang didapat adalah sebanyak 73 kata (*codes*) yang kerap kali dicampur, di antaranya adalah: *parts of speech* (49), *phrases* (7), *question forms* (17). Kata yang paling sering digunakan adalah *noun (part of speech)* and *WH-question (question form)*.

Kata Kunci : Sosolinguistik, *Code Mixing*, *Bilingual*

1.1. Background of The Study

In this globalization era, people usually speak more than one language. It may create people committing code-mixing. The use of committing code-mixing has advantages and disadvantages. One of the advantages is that people may talk secretly or deliver a private message in the speaking process to each other by using code mixing (Wardhaugh 1998:86). On the other hand, the disadvantage is it may ruin the language while communicating because it distracts the lexical and syntactic structure (Sridhar (1996) in McKay and Hornberger (1996:58). So it all depends on the time, place and situation the speakers use code-mixing. In this study, the writer will discuss the disadvantage of committing code mixing which ruins the English structure because of being mixed with Indonesian.

Code-mixing actually hits every person in the world who can speak more than one language, from kid to adult, female, and also male. In this study, the writer took a look at people who commit code mixing which happens to university students of *Speaking Four* class in Universitas Kristen Indonesia Jakarta.

Here is an example of how to code-mixing occurred which was recorded by voice recorder on May, Wednesday, 18th 2015. The first speaker is a Lecturer and the second speaker is Ni. Both of them are Indonesian native speakers who live in Indonesia. Lecturer asked Ni about her last holiday in a speaking activity in the classroom.

Lecturer : Good afternoon, Miss. How are you?

Ni : Fine. (Smile nervously)

Lecturer : Come on, take a breath, feel relax and my question is, do you like travelling?

Ni : Yes.

Lecturer : Ok. Where did you go in your last holiday?

Ni : Bali.

Lecturer : With whom?

Ni : ***Dengan*** my family.

Lecturer : So after visiting Bali, can you recommend me what place that the most

interesting place to visit?

Ni : Potato Head ***di*** Seminyak.

There are 2 data (the bold and italic words) of code mixing found in the short conversation above. The main language they used was English, but Ni mixed it with Indonesian. Both of the speakers are Indonesian. If the lecturer is not Indonesian, so there will be a misunderstanding or missing message because of the code-mixing she used; **dengan** and **di**.

Code-mixing often occurs in people who are bilingual because bilingual people usually mix their mother tongue with their second language.

What the writer means by code is based on the definition of Wardhaugh (1998:86)

.... the term code can be used to refer to any kind of system that two or more people employ for communication. (It can actually be used for a system used by a single person, as when someone devises a private code to protect certain secrets.) ... In general, however, when you open your mouth, you must choose a particular language, dialect, style, register, or variety that is a particular code.

There is a similarity between code-mixing and code-switching. Code-Mixing generally refers to the alternation between varieties or codes within words, clauses, or phrases, while code-switching is the alternation between varieties or codes across sentences or clause boundaries. (Mayerhoff, 2006:120). Here is an example of code-switching by Fikry (2010), "Nice to meet you. I'm Jim. Boleh saya duduk disini? May I sit here?" The underlined sentence is code-switching (Indonesian), while the main language is English.

In this study, the writer did research on code-mixing in the *Speaking Four* class in Universitas Kristen Indonesia entitled "An Analysis of Code-Mixing in *Speaking Four* Class of Faculty of Letters in Universitas Kristen Indonesia: A Case Study."

1.2. Statement of The Problem

There are three research questions in this project:

- a. Why do *Speaking Four* students commit code-mixing?
- b. What type of code-mixing do they commit?
- c. What is the proportion of female to male students in committing code-mixing?

2. Theory

2.1. Sociolinguistics

Sociolinguistics is the study of language in relation to society (Hudson, 1996:1). It is a part of linguistics study. In learning sociolinguistics, people learn about society, culture, gender, family background, or even educational background. That is why learning linguistics cannot be separable from

sociolinguistics. Learning sociolinguistics actually needs theory in order to know the definition of sociolinguistics, elements of sociolinguistics, and others related to the study of sociolinguistics.

2.2. Bilingualism and Multilingualism

Bilingualism and multilingualism have been global discussions in this era. The reason why people are bilingual or multilingual is migration (Sridhar (1996) McKay and Hornberger, 1996:48). People move and stay in one new area where the language used is different from their original language. Over years those people continue to maintain their own language, besides they use the new language and the result is multilingualism. Migration itself creates multicultural ethnic. This can also support the expansion of bilingualism or multilingualism.

According to Sridhar (1996) in McKay and Hornberger (1996:47), hundreds of millions of people over the world routinely make use of two or three, or four languages in their daily life. This proves the existence of bilingualism or multilingualism. Another reason for bilingualism or multilingualism is the globalization era. It pushes people to speak the international language, particularly English. So, people who do not speak English, especially adults, are supposed to learn English to compete in this globalization era. They must master at least two languages in their daily lives. Culture, educational background, and financial background can also be other reasons to expand the existence of bilingualism or multilingualism.

I took one phenomenon that still exists in Indonesia which is an Indonesian artist, Cinta Laura Kiehl. She lives in a family from Germany and Indonesia, so she comes from two different cultures and nationalities. Her father is German while her mother is Indonesian. She spent her childhood in United Arab Emirates, Malaysia, and Germany and when she was an adolescent she went to Indonesia. After graduating from high school at Jakarta International School, Indonesia, she continued her education at Colombia University in the United States of America. This makes her able to speak three languages, English, Indonesian, and German. She is multilingual that is influenced by her circumstances, family background, culture, and colleagues (Kiehl, 2014).

2.3. Code-Mixing

The case of code-mixing actually cannot be separated from bilingual or multilingual people because it occurs in bilingual or multilingual people. They usually mix their original language with another language. According to Mayerhoff (2006:120), code-mixing refers to the alternation between varieties or codes within words, clauses, or phrases. In this case, for example, Indonesian people speak in English but mix Indonesian within their sentences.

According to Muysken (2000:224), there are some factors of committing code-mixing from a psycholinguistic point of view. Psycholinguistics involves a). Bilingual acquisition, b). Incipient bilingual and second language learning,

c). Alzheimer's syndrome speech and aphasia, d). Language attrition and loss, and e). Age.

The characteristics of code mixing according to Sridhar (1996) in McKay and Hornberger (1996:58);

1. Code mixing involves every level of lexical and syntactic structure, including words, phrases, clauses and sentences.
2. Code mixing presupposes a certain degree of bilingual competence.
3. Code mixing draws creatively upon practically the whole of the vocabulary and grammar of another language.
4. Code mixing draws on every category and constituent type in grammar.

There is recent research by Sumarsih, et al. (2014) about code-mixing that happens in Indonesia. This research tells us about code-mixing engaging various linguistic units, such as affixes, words, phrases, and clauses. It discusses bilingual and multilingual people who use two languages by merging the words with words, phrases with phrases, and sentences with phrases.

From those explanations, the characteristics of code-mixing are parts of speech, phrases, and questions form. Parts of speech contain verbs, adjectives, nouns, pronouns, conjunctions, adverbs, and prepositions. Phrases contain noun phrases, adjective phrases, adverbial phrases, verb phrases, gerund phrases, and prepositional phrases. Question forms contain WH questions, yes/no questions, and tag questions.

There are 4 examples of code mixing which are found from Online Journal (no. 1 and 2), movies (no. 3).

1. According to the recent research by Sumarsih, et al (2014), there are three examples of codes which are mixed in speaking. The main language is English which mixed with Indonesian within the sentence.
 - 1) "This morning I **sudah** bawa my baby near babysitter **lah**"
 - 2) "You **sudah** update status **belum**?"
 - 3) "Love you **banget**"
2. Transcript from recent research by Astuti (2014) in 'Debat Capres Cawapres 2014' in the first and second round, there are 3 data of code mixing found in conversation. The main language is Indonesian which mixed with English within the sentence.
 - 1) "panggil saja **programmer** gak ada masalah
 - 2) "artinya **space** untuk PKL harus diberikan..
 - 3) "sebagai **designer** dia juga banyak muncul diberbagai Negara.

These examples prove the definition of code-mixing based on Wardhaugh (1998: 103) who said that code-mixing occurs when speakers use both languages (the original language and the second language) together which later on, they change from one language to another in a single utterance.

3. Method

In this research, the writer takes the descriptive research method. It involves a collection of techniques used to specify or describe naturally occurring phenomena without experimental manipulation (Seliger, 1989:124). There are two ways in which descriptive data can be used to investigate, *Case Studies* and *Group Studies*. And the writer takes a *Case Study* to observe the objects of research.

3. 1. Data Collecting

There are two ways of collecting data, the first is tape-recording and the second is a questionnaire. In the beginning, the writer did a tape-recording of the *Speaking Four* students by using a hidden voice recorder while they were practicing speaking materials in their class for three meetings. The tape-recorder instrument is Sony IC Recorder ICD-PX440. According to Nunan (1992:153), there are two ways of collecting data, tape-recording and taking notes. But the writer preferred to do tape-recording rather than take notes. The strengths of doing tape-recording are it is more actual, naturalistic, and objective and the data can be reanalyzed after the event.

4. Result and Discussion

4.1. Code-mixing in *Speaking Four* class

To answer the question "Why do *Speaking Four* students commit code-mixing?" the writer did the observation by joining the *Speaking Four* class and then did the tape-recording during the speaking class activity. After three times doing observations, the writer gave the questionnaires with the question "Why do you commit code-mixing?"

From the questionnaires, the writer discovers the reasons why *Speaking Four* students commit code mixing as follows:

Female respondents:

DA: She committed code mixing because she had not enough English vocabularies on her mind, so when she spoke in English, she sometimes mixed with Indonesian.

NR: She had not enough vocabularies and also when she spoke English, she accustomed to speak Indonesian in case she didn't know the English words.

S: She got lost her English words while speaking English. So, she usually used Indonesian in case she got lost her speaking in English.

NS: She had not enough vocabularies and she got nervous to speak in front of other people.

JK: She sometimes couldn't find the right words to say, Indonesian to English words, so she committed code mixing.

AA: She couldn't find the right words to say, Indonesian to English. And she had a habit to mix the language.

R: She had less vocabulary of English words in speaking English, so she mixed Indonesian words in her speaking.

Male Respondents:

ABR: He couldn't find the English words which equaled to Indonesian words.

YM: He had not only less vocabulary, but he had also a habit in speaking Indonesian, so when he spoke in English, he usually mixed the Indonesian words within English sentences.

TR: He not only accustomed in speaking Indonesian, but he had also less vocabulary.

HH: He had not only less vocabulary, but he also couldn't find English words because some Indonesian words didn't exist in English.

ERA: He had not only less vocabulary, but he also accustomed in speaking Indonesian.

MR: He got not only difficulty to find right words in English, but he also accustomed in speaking Indonesian.

JR: He had less English vocabulary.

The reasons why the students committed code mixing prove the theory of code-mixing from Muysken (2000:224). He said that there are some factors of committing code-mixing from a psycholinguistic point of view. These 14 students committed code mixing because they are actually the incipient bilinguals who study English in *Speaking Four* class Faculty of Letters Universitas Kristen Indonesia. This proves the theory of 'Incipient bilingual and second language learning'.

4.2. Type of code mixing *Speaking Four* students commit

To answer the question "What type of code mixing do they commit?" The writer did the following procedures: 1). She transcribed the voice digital into text. 2). She analyzed the script and classified the code-mixing according to their types of codes.

The data received from meeting 1: The students often mixed the codes with WH-question forms. Code mixing with WH-questions occurred 13 times, noun 8 times, adjective, noun phrase 5 times, adverb 4 times, conjunction 3 times, and preposition & question tag once.

The data received from meeting 2: The students often mixed nouns in their speaking. The students committed code-mixing with noun 10 times, verb 3 times, adjective twice and conjunction, verb phrase & noun phrase once. In this meeting 2, the students did less code mixing than in meeting 1.

The data received from meeting 3, similar to the data in meeting 2, the data showed that the students often mixed the noun in their speaking. There were 10 times using a noun as their code-mixing, 3 times using WH-question, and only once using an adverb, conjunction, and noun phrase. In other words, from those 3 meetings that the writer observed in their class, the students mostly committed code-mixing with WH-question and nouns.

All types of codes that the students commit in code-mixing prove the theory from Sridhar (1996) in McKay and Hornberger (1996:58) which stated that code-mixing involves every level of lexical and syntactic structure, including words (49 times), phrases (7 times) in committing code-mixing.

4.3. The proportion of female students to male in committing code mixing.

Tables 1 and 2 below show the data about the frequency of committing code-mixing by female and male students consisting of meetings 1, 2, and 3.

No	Female Respondents	Meeting 1	Meeting 2	Meeting 3
1	DA	✓	✓	No Code Mixing
2	NR	✓	No Code Mixing	No Code Mixing
3	S	✓	No Code Mixing	No Code Mixing
4	NS	✓	No Code Mixing	✓
5	JR	No Code Mixing	No Code Mixing	No Code Mixing
6	AA	✓	✓	✓
7	R	✓	✓	✓
	Total	6 Respondents Commit Code Mixing	3 Respondents Commit Code Mixing	3 Respondents Commit Code Mixing

Tabel 1 (Female Respondents)

No	Male Respondents	Meeting 1	Meeting 2	Meeting 3
1	ABR	✓	✓	No Code Mixing
2	YM	✓	✓	✓
3	TR	✓	✓	No Code Mixing
4	HH	✓	No Code Mixing	✓
5	ERA	✓	✓	✓
6	MR	✓	No Code Mixing	✓
7	JR	No Code Mixing	✓	✓
	Total	6 Respondents Commit Code Mixing	5 Respondents Commit Code Mixing	5 Respondents Commit Code Mixing

Tabel 2 (Male Respondents)

Table 1 obtained the data that in meeting 1, there were 6 female students who committed code-mixing, in meeting 2 and 3, there were 3 female students who committed code-mixing. Table 2 obtained the data that in meeting 1, there were 6 male students who committed code-mixing, in meeting 2 and 3, there were 3 male students who committed code-mixing.

To get the answer to "What is the proportion of female to male students committing code-mixing?" The writer compares the data in Table 1 (containing female students) and Table 2 (containing male students). The male respondents committed more code mixing than the female respondents.

5. Conclusion and Suggestion

5.1. Conclusion

Nowadays code mixing becomes a problem in communication because it may ruin the language. In this research, the writer observed students in the *Speaking Four* class in the Faculty of Letters, Universitas Kristen Indonesia Jakarta.

The writer discovered that there are some reasons why they commit code-mixing. The reasons are because the *Speaking Four* students had not enough English vocabulary on their mind, they were accustomed to speaking Indonesian, they got loss English words while speaking English, they got nervous to speak in front of other people, and they sometimes couldn't find the right words to say, and they couldn't find the English words which equaled to Indonesian words. This is because they are not native English speakers, but they are actually incipient bilingual and foreign language learners, so they usually mix the language with their original language while speaking English.

The writer also found out the type of code that the *Speaking Four* students commit. Types of codes that they used in code-mixing were WH-questions and nouns, verbs, adjectives, adverbs, conjunctions, prepositions, noun phrases, adjective phrases, verb phrases, prepositional phrases, and questions tag.

In the last one, the writer found the proportion of committing code-mixing by female to male students. The data showed that male respondents committed more code mixing than female respondents.

5. 2. Suggestion

For further research, the writer suggests finding if there is another case in code-mixing or else code-switching among the university students who go to the International university (English speaking) in Indonesia. What are their reasons if they still commit code-mixing?

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