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CODE MIXING OF EFL LEARNERS AT ENGLISH DEPARTMENTIN FKIP UHN PEMATANGSIANTAR

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ABSTRACT

This research was intended to analyze the code mixing of EFL learners at university students at English Department of HKBP Nommensen University Pematangsiantar. The objective of the research was to find out the types of code mixing that used by the English learners and the reasons why they use code mixing on their conversation. The subject of this research was the learners at English Department of HKBP Nommensen University. To overcome the problems, the writer using some theories, (Holmes, 2009), (Hoffman,C, 1991), (Nababan, 1986), (Kachru, 1992), (Ohoiwutun, 1997). To collect the data of the research, the writer made the recording and used the hand phone. The analysis shows that the students use code mixing on their daily conversations. This research conducted by descriptive qualitative research. The object of this study is the utterances that are spoken by the students. The data of the research analyzed based on the types of code mixing and the reasons why they use code mixing. The research findings indicated that the students used six types of code mixing on their conversations. They are: (1) Unit insertion, (2) Reduplication, (3) Idiom and collocation insertion, (4)Intra-sentential, (5) Intra-lexical, and (6) Involving a change pronunciation. And there are some reasons why they use code mixing. The writer makes the conclusions as follows: the types of code mixing on the students discourse is mostly unit insertion types, and then the analysis shows the reasons using code mixing in students discourse is mostly affected by prestige in order to keep their status, carrier, talent, profession, and the competence to the listener as the people who are including as the good student in their community.

Key Words: *Code, Mixing, Sociolinguistics*

L. INTRODUCTION

Bilingualism concerns with the people who use two or more languages in their life. But bilingual are rarely equally fluent in their languages better than another half of the world populations is bilingual, and it is difficult to find out the society that is really monolingual. Indonesia is a country that all citizens master at least two languages, one regional language and another Indonesia language. If we look in the condition of school, most of the students have ability in mastering three languages: their native tribe language, Indonesian and English. In the classroom while they are

studying English, they are English almost all the time but sometimes they also mix with Indonesian. There are so many people who have more than one language. Most of them are having two or more languages, namely their native language and the second language. The language which is usually mastered well by people is their mother tongue or native language. Most of them firstly used their mother tongue to communicate to their family and society. However during their communication with other people and because of the need of understanding other people about what they mean, there is a demand for the people to master or know the other languages. This condition caused many people learn another language to make their communication effective.

Code mixing is a mixing of two code or languages, usually without the change of topic. This is a quite common in the bilingual or multilingual communities and is often a mark of solidarity, example, between bilingual friends or colleagues in an informal situation (Siregar, 2002: 125). In English classroom the teacher use English in giving the explanation. Sometimes they use Indonesian because English teacher will find that it is easier to transfer materials by mixing the languages since not all students are completely able to understand the explanation in English. Students will also find easier to understand the explanation if the language used by teacher is mixed with the languages they often used such as English or Indonesian. The process is called code mixing. And also usual we find code mixing in our round that the teenager used on their life like; mix in Indonesia to English language. The process is called code mixing.

Code switching has become a common term for alternate use of two or more language, or varieties of language, or even speech styles (Hymes, 1875). Code switching occurs when in a conversation there are two person in the same background, then they speak in their language for instance, simalungun language, but when the third person comes to them, the third person is karo, then they automatically switch their language into Indonesian. They switch their language because of the participant, where as there is a newcomer wants to join that and he cannot speak simalungun language. To communicate with people among their regions, people use the national language. People need to master more than one language to communicate and to interact with others among their region. All of these show that Indonesia is multilingual or heterogeneous society. In communication, sometimes they take part of English into Indonesian or Indonesian into English. This phenomenon shows that there is a “chaos” of using language. In the line with the background presented above, during the communication, sometimes people mix one language into another language as it has been clearly described in the background. The writer formulates the research problem that would be analyzed or studied:

1. What are the types of Code Mixing used by EFL learners at English Department of HKBP Nommensen University?
2. What are the reasons why by EFL learners at English Department of HKBP Nommensen University?

3. Looking forward the problems above, this research is meant: (1) to identify the types of code mixing used by EFL learners at English Department of HKBP Nommensen University? (2) to identify the reasons why EFL learners at English Department of HKBP Nommensen University do code mixing?

II. REVIEW OF RELATED LITERATURE

2.1 Bilingualism

Bilingualism is defined as the use of two languages either by an individual or by a group of speakers, such as the habitual of a particular region or nation (Siregar, 2002:9). Bloomfield (1933: 56) said that the ability of speaker to use the first language as well as second language. According to him, someone will call is bilingual if he can use first language (L1) and second language (L2) well. But this concept about this, many people ask, because how to measure the simile of someone`s capability who used two languages, is it possible that a speaker can use second language (L2) as well as first language (L1). Lado (1964: 214) said that bilingualism is the ability of using two languages, so the ability of two languages is not the same. Next, Haugen (1961) said, "Knowing two languages or more is called a bilingual." He continued to say that a bilingual does not need to use two languages actively but just knowing it. Spolsky (1998:45) defines bilingual as, "A person who has some functional ability in second language". One bilingual to another have variety in that ability. The variety of the ability influenced by many factors, such as education, environment and social state. If someone is in high society they will use two languages in same time to show their prestige. It doesn't preclude for people in low society to use two languages in their conversations. They also can mix the two languages in same time. The difference is in the reason why they mix the language. For people in high society they mix the language to show their prestige, but people in low society mix the language because of their vernacular can't be lost easily.

Concerned to speech society, Hamers and Blanc (1987:6) define bilingualism as, "the state of a linguistic community in which two languages are in contact with the result that codes can be used in the same interaction and that a number of individuals are bilinguals". In essentials, the bilinguals can free to choose what the language they want to use. Every bilingual have their freedom to mix any code or language that they mastered. If the high societies choose English to mix with Bahasa Indonesia to show their prestige, then the low societies choose vernacular to mix with Bahasa Indonesia because vernacular is their mother tongue that can't change easily.

2.2 Kinds of Bilingualism

According to Saragih (2001) bilingualism based on language acquisition is divided into three categories, namely: (1) equal bilingualism is one`s mastery of two language is equal or of the same quality. It should be admitted that to find someone having this ability is almost impossible because when she/he speaks it, it can be noticed that his mastery of one language is better than the other one, (2) receptive bilingualism is one`s ability to understand once of two languages he/she knows but he/she is unable to use it either in the written or spoken form. An example of this can

be found in many families today. The children are able to understand the conversation among the adults using an ethnic language but they themselves cannot speak the language, and (3) dormant bilingualism is the deteriorating of mother tongue which has long been abandoned so that the person's ability to use it is weak. However, he/she will be able to regain the acquisition when the communication using the language begins again. Based on the process, bilingualism is categorized into two types such as natural or primary bilingualism and secondary bilingualism. Natural or primary bilingualism is natural mastery of two languages are used in the society so that he/she begins to acquire the language bit by bit naturally secondary acquisition is the mastery of a language from the process of learning, in the case, bilingualism is a situation when the bilingual individual can feel that his ability to speak more than one language his/her position most advantages in the speech community. On the other hand, subtractive bilingualism refers to a situation when the individual feels that the use of the second language down grade the uses of the first language. And this can make things worse when there is conflict between the cultures of two languages.

2.2 Code-mixing

Code mixing is mixing one language to another and only the change some of elements such as words and phrase in a sentence. Fasold (1984:180) states that pieces of one language are used while a speaker is basically using another language. The pieces taken from another language are often words, but they can also be phrase or larger units. Code mixing is usually happens in informal situation and mixing two languages or more languages in one situation. Furthermore, Wardhaugh (1986:104) states that conversational code mixing involves the deliberate mixing to language without and associated with topic change. It means that the speaker that used code mixing in their conversation is bilingual person. Code mixing occurs when two people speak in one situation by using one language, but in the middle of the sentence they often use other language. For example, there are two people speak in one situation by using Javanese language, but in the middle of the sentence they often use Indonesia words in the sentence, not all of the sentence. According to Nababan (2008:15) code mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes.

Example (1) A: Eh.... ada apa pagi-pagi dah sibuk?; B: Saya sedang melakukan Run-up. Based on the example above, in the conversation there is mix Indonesia language with English. Speaker B use word 'Run-up' as the code mixing in that conversation.

Example (2) This morning I hantar my baby tu dekat babysitter tu lah (Malay/English bilingual). 'This morning I took my baby to the babysitter.'(Quoted: Language in society. Romaine. 1994). From the example above we can see that the speaker mix two language to say something to hearer. And the hearer can understand it if they really know the split word or they will be misunderstanding if they didn't know the meaning of the strange words in speaker sentence.

In code-switching, the point at language changes, either on its own or precisely because the language changes. There are other cases, however where a fluent bilingual changes the language without any change at all in the situation. This

kind of alternation is called code-mixing (Hudson 1996: 53). The purpose of code-mixing seems to be symbolized a somewhat ambiguous situation for which neither language on its own would be quite right. To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail a few more words and so on. The changes generally take place more or less randomly as far as subject matter is concerned, but they seem to be limited by the sentence structure. In code-mixing, there is a main code or basic code which is used and has functioned autonomy, while the other code involves in a speech event constitute piece only without any function autonomy as a code. For example, a speaker who inserts a piece of his or her regional dialect into Indonesian can be called that he or she has done code-mixing.

2.3 The Factors of Code Mixing

Ohoiwutum (1997) mention that the factors of code-mixing they are: Ethnic identity. Code-mixing is used in order to signal the speakers of ethnic identity. In this respect, it may be claimed that it is a toll for creating intimate interpersonal relationship, especially between individuals who share the same ethnicity. (1) Signal solidarity. Code-mixing is used to signal solidarity, they perform reflect as a bridge that builds solidarity among them which is also shown the high intimacy level they have concerning their relationship; (2) Affective function. Code-mixing is not used to express reverential meaning instead to express affective meaning, the listener does not need to understand the meaning of the words uttered but he simply needed grasp the affective function, what is the purpose of the someone to code-mixing whether it uttered only for joke or for amusement, or to express disapproval, a person do code-mixing may because he is angry; (3) Social dimension, code-mixing also reflects a change in social dimension, such as the status relation between the people and the formality of their interaction.

2.3 Types of Code-mixing

According to **Hoffman (1991)**, types of code mixing divided into: (1) **Intra-sentential**: This kind of code mixing occurs within a clause or sentence boundary, as when a Yoruba/English bilingual. Example (3) Won o arrest a single person (won o they did not). (2) **Intra-lexical code mixing**: This kind of code mixing which occurs within a word boundary. Examples (4) In shoppã (English shop with the Panjabi plural ending) (3) **Involving a change pronunciation**: This kind of code switching or code mixing occurs at phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word “strawberry” is said to be “stroberi” by Indonesian people. (4) **Unit insertion**: This refers to the introduction of a grammatical unit above a word (a noun phrase or a verb phrase) from another language to the base language. (5) **Unit hybridization**: this refers to the use of linguistic elements from another language within a unit one. (6) **Sentence insertion**: this refers to an insertion of a sentence from another language

into the language base of the discourse. (7) Idiom and collocation insertion: the use of idiom and collocation of one language in another language.

(8) Reduplication: The inflectional and reduplication processes of one language that are introduced to another that does not have such a grammatical system.

2.5 The reasons of Code-mixing

According to Nababan (1993:32) the reasons people do the code-mixing are; (1) Bilingual, Bilingual will cause the people to mix their language with another language. It means that in bilingual society, many people will do code-mixing in their communication. (2) Situation, Code-mixing occurs because of the relax situation. So the speakers just do their habit only. (3) Prestige, the speaker wants to show their proficiency in using many languages; they do code-mixing as a prestige language. (4) Vocabulary, Where there is a lack of vocabulary in one language, sometimes the people change the word to another language. The reasons for bilinguals to mix their language (Hoffman, 1991: 116):

- 1) Talking about a particular: People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels and more comfortable to express their emotional feelings in a language that is not their everyday language.
- 2) Quoting somebody else: People sometimes like to quote a famous expression or saying of some well-known figures. In Indonesia, those well-known figures are mostly from English-speaking countries. Then, because many of the Indonesia people nowadays are good at English, those famous expressions or sayings can be quoted intact in their original language. People sometimes follow the language of artist to follow the trend nowadays and the era-globalization.
- 3) Being emphatic about something: Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, he/she, either intentionally or unintentionally, will mix from his second language to his first language. Or, on the other hand, there are some cases where people feel more convent to be emphatic in their second language rather than in their first language.
- 4) Interjection (inserting sentence fillers or sentence connectors): Language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.
- 5) Repetition used for clarification: When a bilingual wants to clarify his/her speech so that it will be understood more by listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).
- 6) Intention of clarifying the speech content for interlocutor: When bilingual talks to another bilingual, there will be lots of code mixing occurs. It means to make the content of his/her speech runs smoothly and can be understood by the hearer.
- 7) Expressing grouping identity: code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of

academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from other the people who are out of the community (Barnett, 1994:7).

2.6 Code Switching

Code switching is a change from one language or one language variety to other language by a speaker (Siregar, 2002:12). Then according to Srinthar (1996:65) when two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon to know as code switching, so code switching is the changing of one language to another one occur when in a community there are two or more language exist. In code switching, it is not only the changing of language but also can be a dialect (Umar and Napitupulu 1993:13). It is one of the aspects of language dependency in bilingual society. In society like this, it is impossible if person uses only one language event a title. According to Siregar (2002:13) there are some reasons or causes of code switching, they are: (1) A speaker (who wants to get benefit or advantage), (2) A listener's ability in speaking (his/her weakness in speaking makes another speaker speak in this way), (3) Change the situation because of the presence of a third person whose language is totally different from the language being used, (4) Change of the situation from formal speech (formal situation) to informal speech (informal situation), (5) Change of the topic.

According to Nababan (1993:31) there are four main reasons why people do code-switching: (1) Certain topic, sometimes a topic more enjoyable if used in conversation by the people, (2) Someone who is bilingual will be motivated to do code-switching because he/she can change his/her language from one language to another language, (3) The speech situation, such as changing the topic to other because a new comer who cannot speak in the language used, the speakers do code-switching, (4) Someone who uses code-switching attempts to impress someone else with his/her proficiency in several languages or in one prestige language, (5) The same background of the speakers will motivate the people to switch their language.

Types of Code Switching (Hoffman 1991: 112)

(1) Emblematic: In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says: it's a nice day? (hai nā isn't it). (2) Intersentential: this kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. (3) Involving a change of pronunciation: this kind of code switching or code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word 'strawberry' is said to be 'stoberi' by Indonesian people.

2.6 The differences of code-mixing and code-switching

One criterion that to distinguish mixing from switching is that grammar of the sentences determines the language. By this criterion, if a person uses a words or a

phrase from another language, he has mix the language, it is not switch. But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another a switch has occurred (Fasold 1984: 1980). Studying about code-switching, it usually can't be separated from studying code-mixing. These two phenomena commonly occur in bilingual society that very close similarity, so it's hard to differentiate. Chaer and Agustina (1995) say that the similarity between code-switching and code-mixing is that both use two or more languages of variations of language in a certain speak. Both refer to complete switch from one language to another without integration into the first language.

III.METHODOLOGY OF RESEARCH

The design of the research is qualitative descriptive. It is described because, it makes description of event or occurrences and this method has an intention to accumulate the basic data Meoleong (1988: 26).The subject of the research are the EFL learners at English Department of HKBP Nommensen University. The object of this research was EFL learners at English Department of HKBP Nommensen University when they conducted the conversation among of them. In detail, the students' conversations that contain code mixing are taken as the data of the research. Tape recorder is also as the research instrument. It is used to gain the existence of data. Through tape recorder, the conversation of EFL learners at English Department of HKBP Nommensen University are recorded. The reasons for choosing tape recorder as one of her research instrument is because through the tape recorder the researcher weakness in thinking, remembering, or nothing can be reduced, so the maximum data can be gathered for this research. The researcher records the conversation between EFL learners at English Department of HKBP Nommensen University. The researcher interview the EFL learners at English Department of HKBP Nommensen University to find out their reasons use code mixing in their daily conversations.

Gay and Airasian (1992:229) state that technique of analyzing the data is used to identify the data. The data which will be used in this research are the young Javanese code mixing in certain period of time. The data that will be analyzed by the researcher as follows:

1. Transcribing: Longman (1987:1127) states that it means wrote down fully. It means that after the researcher does her recording to tape recorder, she transcribes the dialogue activities which contain code mixing. The paper which contains copy of conversation is called as transcript.
2. Analyzing of Data: The data will be analyzed after the researcher makes the transcription based on the recording.
3. Making Conclusion: the conclusion of this research is drawn after the researcher analyzes the data.

IV. RESEARCH FINDINGS

This research has attempted to provide an analysis of the code mixing phenomena that occurs in the students for code mixing. The data which has been analyzed in the code mixing as found in students discourse was collected and counted as the analyzed of frequency of code mixing.

- (1) The types of code mixing which are found by the writer after analyzing the data such as:
 1. There are some Intra-Sentential Codes mixing like: Flash Disk, How boring she is, Good idea, Hang out.
 2. There are some Intra-Lexical Codes mixing like: Nge-enjoy, Standard-nya, Nge-blow, Handphone-nya.
 3. There is involving a change of Pronunciation like: Friend.
 4. There are some Unit Insertion codes mixing likes: c... ease, natural, Genk, weekend, zoo, sorry, childish.
 5. There is a Reduplication code mixing on the conversation like: Shopping-shopping.
 6. There are some idiom and collocation insertion like: By the way, All out, don't give up, you are welcome.
2. The Reasons of code mixing which are found by the writer after analyzing the data because of:
 - (1) Prestige, like: **By the way** kamu liat si Boy?
 - (2) Talking about particular, like: Emang **hand phone-nya** knapa gak aktif?
 - (3) Situation, like: Liat situasi dan kondisi lah, paling kalo lagi **weekend**. Disitulah aku punya waktu. (Looking the situation and condition, maybe when the weekend. I have time there)
 - (4) Bilingual, like: Aku mau nya sih ke **Zoo**, Uda lama gak dari sana. (I want to go to zoo, long time don't go there)
 - (5) Quoting somebody else, like: Kapan nya kita bisa jalan-jalan? Uda lama kita gak **hang-out** bareng. (When we could take a trip? Long time we don't hang out together.)

Discussion and Interpretation of the Research

After finding the research further, in this case, the writer goes to interpretation of research. It is talked about how the data would be being interpreted after adopting code mixing form the EFL learners at English Department of HKBP Nommensen University. Their conversations in the classroom or school area were very well. During their talk about any topic on the classroom or school area, the writer saw that the teacher who want to show their ability by using other language such as English and other reason for prestige like to show they are a modern person or educated people. Most of the students use Unit insertion on their conversation. Because there are quite many words in English that are familiar to them and they can use them in their daily conversation. They mix their language in several times because of some

reasons, according to Nababan's theory, there are four reasons, they are: bilingual, situation, prestige, and vocabulary. According Hoffman's theories, there are seven reasons, they are: talking about particular, quoting somebody else, being emphatic about something, interjection, repetition used clarification, intention of clarifying the speech content for interlocutor, expressing grouping identity. Most of them said that they mix language because prestige, as the students they always want to show or keep their status as educated people and as the modern people. That is the particular reason why the writer also suggest to the reader, we tent to study sociolinguistics to get the effective and meaningful communication.

V. CONCLUSION

During the interview, the students also expressed why they mixed their code while communicating with friends. They decided to mix their code while because bilingual, situation, prestige, vocabulary, talking about particular, quoting somebody else, being emphatic about something and expressing grouping identity. After the writer analyzed the most of students said that their reason used code mixing because of Prestige. The want to show their proficiency in using many languages; they do code mixing as prestige language. And also they want to show that they are in high class and educated people.

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