

Code Mixing Analysis in Group Discussion Activity in Speaking Class

¹Siska, ²Yelliza

¹²Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat

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Abstract

The aim of this research was to figure out the code mixing that existed in English communication among the students while doing group discussion and to classify the types of code mixing that occurred during this speaking activity. Actually, code mixing may probably happens while English is being taught as the foreign language since we have Indonesian as our first language so that the concept of bilingualism could be built among Indonesian students. For example, the English students of Universitas PGRI Sumatera Barat in 2021 Academic year, as the subjects of this research, used code mixing during the speaking activity although most of them are good enough in English. This phenomenon became the big concern for the researchers to do this research by using descriptive qualitative design, because the researchers need to analyze and to describe the types of code mixing. The data of this research are all utterances of code mixing used by the students during the discussion. The instruments were observation, field note and recording. After analyzing the data, the researchers found that there are three main types of code mixing; insertion, alternation and congruent, used by the students while doing discussion. It is hoped that the result of this research make all the teachers aware that the fluency of speaking English could not be obtain since the students allow their mother tongue interfere their English so that the teachers should find out the strategies to avoid code mixing among the students while doing speaking activities.

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Corresponding Author:

Siska

Fakultas Ilmu Sosial dan Humaniora, Universitas PGRI Sumatera Barat

Correspondence Email: siska.fahlevy@gmail.com

1. INTRODUCTION

Being able to speak English is very demanded among young generation today in order to have broad interaction or communication with the people around the world. The capability of Speaking English opens big opportunity especially for the learners to communicate or to express their ideas, feeling and thought to the world and to give them challenging to get involve in the world events and make them increase their knowledge. For this reason, speaking English becomes big concern in Indonesain Curriculum that has the purpose to facilitate students to be able to communicate in English. To attain the purpose of teaching speaking in Indonesia Classroom, the teachers must be able to design the speaking classroom activity. Jumiati and Ri'fah (2017) state that many ways in communicative activities can be used to activate the students to speak English and small group discussion is one of the activities that can be used to activate the students to speak English both in classroom and outside the class even with their environment.

According to Hotmaria, Pardede, and Sinurat (2019) Small group discussion is a form of speaking in which the speakers attempt, through cooperative exchange ideas, to solve a problem or more toward its solution by a better understanding of it and it also build the students's good communication and their relationship among students. Chapin and Chatering (2009:21) state that, group discussion is the activity when the students discuss some problems in a group that consist of three-six persons to give opinion about case. In conclusion, that group discussion is some students who make a group for discussing some problems or issue and share the ideas one to another. To make the discussion run well, and to make them understand what they discuss about, the students tended to mix Indonesian with English.

In class group discussion, students should have ability to present the topic or problem that is being discussed together in the class. And then, the presenter should explain the material or topic clearly so audience can understand about the material. It means that the presenter and audience is important thing in class group discussion.

The students can share all ideas about the points that are talked in class group discussion. A group discussion is a unique because it has a solution when the students are never possible to share all ideas with the whole class so that they can do it in a group (Dawes, 2012). In class group discussion students need some topics, issues and the problems related to those issues that will be discussed. It means that, students should know of key point of the problems that will be discussed. Key point is the issue and problem that present by presenter and understood by audience. They will discuss about the issue and make the idea about the issue and discuss together in class group discussion. After that, asking suggestion and comment for audience. It means that the presenter asking the audience to give suggestion or comment about performance by presenter. Next, asking question and answer session. It means that, the presenter asking question from the audience and the presenter answer the question. So, the presenter should master the issue or problem that they explain. The audiences give a question related to issue that the presenter explain. As the conclusion, in group discussion the interaction within English communication should happen.

In communication, the relation between language and society cannot be separated. The study about the relation of language and society is called sociolinguistics. According to Wardaugh (2000: 12) sociolinguistics is concerned with the goal being a better understanding of the structure of language and of how language 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, how certain linguistic features serve to characterize particular social arrangements. Furthermore, Fishman in Chaer and Agustine (2010:3) state that sociolinguistics is the study of the characteristic of the speakers as these three constantly interact, change and change one another with in a speech community.

In bilingual communication, two or more languages are often used along together. Sometimes the languages are mixed or they are switched to another one. Then these phenomena are known as Code-Mixing and Code Switching. One of the bilingual phenomena is code-mixing or language mixing. It is the use of more than one language mixed in the same utterance. It can occur in any language such as Spanish-Chinese, Dutch-French, Malay- Arabic and many others. Fasold in Chaer (2010: 116), said that code mixing where pieces of one language are used while a speaker is basically using another language. Therefore, it is clear that the use of two or more languages by entering the pieces of a language into other in a communication is called code mixing. Generally, code-mixing is the mixing of two or more languages of various linguistics unit in formal and non-formal situation and it occurs when conversant use both languages together to the extent that they change from one language to the other language in a single utterance. According to Meisel and Koope in Hirmer (2014:28), code mixing means that a bilingual speaker violates the rules of one of his/her language when he/she makes mixed utterances. Actually the code mixing is a very natural incident for bilinguals. They sometimes do not even notice by themselves that they have switched between their languages, only when their attention is drawn to it by monolingual friends or family members, as it is with interferences

The code mixing also often happens in Indonesian classroom. Sometime when teacher or students do communication they tended to mix a foreign language such as Indonesian and English language as the example:

This situation: the conversation between A and B in the speaking class

A : Saya akan menjelaskan tentang *authentic material* itu? (I will explain about what is the *authentic material*?)

B : Berikan *example* dari *authentic material* (could you give example of authentic material)

The examples above show the use of different codes in one utterance. “*Saya akan menjelaskan tentang*” and “*berikan*” that words belongs to Indonesian language. In English it is mean that “*I will*

explain about what is the authentic material” and “*could you give example of*”. They say in single utterance. After that the researchers can see that the words “*authentic material*” and “*example*” are taken from English and they are mixed in Indonesian language. However both words do not influence the structure of language involved. In principle, code mixing is the mixing of one language into the structure of other language so that it is only such piece and does not change structure of the components of language involved which consist of word, phrase, clause and sentence. Actually, code-mixing occurs both in spoken and written communication.

The phenomenon of using code mixing was often found in the researcher’s classroom while teaching speaking. The researcher as the lecturer gave challenging to the students to engage in using English during the communication in speaking activities. The activity designed to provoke the students’s voice in using English in the researcher’s classroom was class group discussion in which the students may have a big opportunity to elaborate their ideas, to systematize their thought, to drill their critical thinking and to activate their English. Also, by having group discussion, the students can reduce their anxiety or promote their bravery to speak among their friends whose capability or ability are quite similar one to each other.

However, the researcher found more students used code mixing while having communication or they did not use their English in the whole of class group discussion when the students discussion. In fact, in the researcher’s speaking class in which the English students on 2021 Academic year registered, most of those students have enough capability to use English well. On the contrary, the students tended to mix their mother tongue into English, particularly, when giving opinion, explanation on the material and argument in group discussion.

This phenomenon became a special concern to the researcher in order to know the variety or the types of code mixing produced during the class group discussion. According to Muysken (2000:3), there are three types of code mixing; they are insertion, alternation, and congruent lexicalization.

First, Insertion type of code mixing is, view the constraints in terms of the structural properties of some base or matrix structure. Here the type of code mixing is conceived as something a kin to borrowing, the insertion of an alien lexical or phrasal category into a given structure (Muysken, 2000). It means that insertion type is lexical items or entire constituents from one language into a structure from the other language or into phrase or word from one language into other language. The difference would simply be the size and type of element inserted noun versus noun phrase. For example:

- a) Kalau dong tukang bikin dong tukang bikin When they always make they always make
voor acht personen dek orang Cuma nganga dong makan for eight persons and then
 people only look they eat ‘when they [cook], it is always for eight people, and then they only
 look at it, they eat...
 (it is the example of while in this is an entire Dutch prepositional phrase inserted into a
 Moluccan Malay sentence)
- b) Na’iis-crash la
 Isg: pass out-crash EMPH
 I am about to pass out
 (It is a single English verb stem used in a complex Navaho verbal structure)
- c) Yo anduve *in a state of shock* por dos dias
 I walked in a state of shock for two days
 (The temporal expression *por dos dias* is clearly related to the verb *anduve*, encapsulating the
 inserted *in a state of shock*)
- d) Zib li-ya *een glas water of zo*
 Get for me glass water or so
 (Please get me a glass of water or something)

The examples above illustrate the occasional difficulty of giving a definite structural interpretation to spoken sentences. Generally speaking code mixing involving noun phrases is

clearly of the insertion type, however Noun phrases are well-defined constituents and tend to be syntactically insert and hence easily insertable. Another example as below :

Ayo kita melihat lomba *dance* di kampus.

(Let's go we look *dance* competition in college)

The utterance above uses code mixing between Indonesian and English language. "*ayo kita lihat*" that word belong to Indonesian language and "*dance*" it is English language. They mixed English into Indonesian language in single utterance. The English proportional phrase is inserted into an overall canfield structure. It can be explained, this example mixing of English and canfield structure of sentence as mother language. Thus, this type just inserts word or phrase from foreign language into mother language by using mother language's structure of sentence.

Second, Alternation type is very common strategy of mixing, in which the two languages present in the clause remain relatively separate (Muysken, 2000). It means that this type does not insert word or phrase, but part of complex sentence it is clause. For instance:

a) Je dois je dois glisser [*daan vinger*] [*hier*]

I have to insert/ my finger here

(In data above, alternation that is a speaker switches languages or varieties altogether, since sentence planning takes place in an entirely different language after the switch)

b) Bij mijn broer y a un ascenseur en alles

At my brother's place/ there is an elevator/ and everything.

(The data above non-nested A...B....A sequences (where A and B refer to languages). Consider mixes of the A...B....A type. When the switched string is preceded and followed by elements from the other language, elements structurally related, it is probably a case of insertion.)

c) Saya sangat senang semua teman-teman berada disini [*I am so happy*]

(I am happy all of my friends to be here, I am so happy)

In the case of alternation, the alternation type that is code mixing in the data above there is clause in single utterances.

Third, Congruent Lexicalization type of codemixing According to Muysken (2000:4), the study developed as in the work of Labov (1972) and Trudgill (1986), rather than bilingual language use proper. Congruent lexicalization type is appears that there is a largely (but not necessarily completely) shared structure, lexicalized by elements from either language. It means that, congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be field lexically with elements from either language. As the following examples :

a) [*Software*] gua buat [*convert file*] wav mp3 gua udah [*expired*].

My software for converting wav files to mp3 has expired.

(The data above belong to congruent lexicalization type. Because there are elements of two languages. That are English and Indonesia where of both languages contribute to structure grammatical sentence and evenly by two languages involved)

b) (A)Why make Carol *sentarse atras*(B) *pa'que* everybody sit at the back so that has to move (C) *pa'que se salga*.

(Here sentence fragment (B) is a complement (A), and (C) is a complement to (B). Notice that the first spanish fragment here contains both a verb phrase, *sentarse atras* and a purposive complementizer, *pa que*)

c) Bueno, *in other words*, el *flight* [que sale de Chicago around three o'clock].

Good, in other words, the flight that leaves from Chicago around three o'clock.

Que sale Chicago that leaves Chicago or even *el flight que sale de Chicago* is a constituent, but not a unique one, since it also includes the English fragment *around three o'clock*

In conclusion, there are three main types of code mixing; insertion, alternation and congruent lexicalization. Based on the phenomena of using code mixing among the students in the class group discussion activity so that the researchers intended to conduct the research in order to know or to ensure what types of code mixing commonly used by the students in having communication.

2. METHOD

This research design was descriptive qualitative research, because the researchers analyzed types of code mixing in class group discussion at English Department of Universitas PGRI Sumatera Barat. In this research, the source of data is the utterances of code mixing by students that used English and Indonesian language at their discussion. The data of this research were all the utterances related to code mixing that used by students in class group discussion. Then, the subjects of this research were the students in academic year 2021 in English department of Universitas PGRI Sumatera Barat

In collecting the data, the researchers used observationally method with *SBLC* (non participatory observational method), video recording, rewrite technique (Sudaryanto, 1988). The researchers took several steps in doing this research, the first is, the researcher has recorded all the utterances related to the using of code mixing. second, classifying the code mixing. Third, analyzing the students' utterances in class group discussion based on the types of code mixing.

In Analyzing the data, the researchers used the referential method purposed by Sudaryanto (1993:13) into some steps. First, rewrote all the students' utterances belong to code mixing. Second, find out the code mixing based on the students' utterances. Third, classifying the data based on the types of code mixing based on theory by Muysken (2000:3). Fourth, analyzing of code mixing found in the utterances based their types. Then, the researcher presented the result of data analysis.

Besides, Instrument like a tool that can researchers use to collect data in their research. According to Gay and Airasian (2000:145), instrument is tool or something that is use to collect the data. In this study, the instrument is observation by using observation checklist, field note and recording. The following is the indicators that were used to classify the code mixing based on each type.

Table 1. Indicators type of code mixing

Type of code mixing		
Insertion : of material one language into a structure from the other language	Alternation : Between structures from language	Congruent lexicalization: Material from different lexical inventories into a shared grammatical structure
Lexical/ word/ phrase	Clause	The same structure in both language

3. FINDING AND DISCUSSION

As the result of this research, researcher classified the data that the researcher found. The researcher used theory by Muysken (2000:3) to determine the data. There are three types of code mixing in this theory; Insertion that means inserted word or phrase of other language in single utterance or sentence, Alternation in which the inserted clause of the language change continuously in one sentence or utterance, Congruent lexicalization occurred when one language has the same structure as the other language.

After collecting and analyzing the data gotten during the research, the researchers found 64 data of code mixing that used by students in class group discussion. Among those 64 data, the researcher classified 42 data of code mixing belong to insertion type, 11 data of code mixing belong to alternation type, 11 data of code mixing belong to congruent lexicalization type. The following are some examples of code mixing types found during the research.

A. Insertion

Datum 1

Situation : The moderator responded comment from audience

Student : Trus mungkin *prepare*, dari kelompok, trus speaker ada video nya tadi tapi suaranya ngak kedengeran jadi mungkin *prepare* nya lebih baik lagi.

Based on data above, the data belong to insertion type, because the student inserted the word “prepare” in she utterance. The word “prepare” did not include in Indonesian dictionary. The word “prepare” has an equal meaning with word “persiapan” in Indonesia. The word “prepare” is taken from English language and the student mixed in Indonesian language. However the word do not influence the structure of language involved. The student used code mixing to give a comment for group discussion.

Datum 2

Situation : The second presenter explain about material about the next material.

Student : Jadi disini penjelasannya itu perbandingan kelas itu merupakan kompetensi korup apa koperasi dan kopetisi koperatif *and* kopetitif.

Based on data above, the data belong to insertion type, because the student inserted the word “and” in she/he utterance. The word “and” belongs to English language. The student mix two language English into Indonesian in single utterance. The word “and” in English is conjunction .The word “and” did not include in Indonesian dictionary. The word “and” has an equal meaning with word “dan” in Indonesia. It means that word “and” that is connecting with the sentence after it.

Datum 3

Situation: The second presenter explain about material about the next material.

Student: Jadi disini itu aaaaaa menjelaskan *stress* saat ujian

Based on data above, the data belong to insertion type, because the student inserted the word “stress” in she/he utterance. The word “stress” belongs to English language. The student mix two language English into Indonesian in single utterance. The word “stress” in English is adjective .The word “stress” did not include in Indonesian dictionary. The word “stress” has an equal meaning with word “tekanan” in Indonesia. It means that word “stress” that is connecting with the sentence after it.

B. Alternation

In this type of code mixing, it is not inserted word or phrase but insert a clause or sentence into mother language.

Datum 1

Situation: the third presenter explained about Netherland Education

Student : jika saat ujian gurunya bisa saja meninggalkan kelas karna guru itu karna guru itu sudah percaya siswanya tidak akan mencontek, ok, *I think enough back to moderator*.

The data above belong to alternation because the students inserted the clause “I think enough back to moderator” in her utterance. The code mixing above “I think enough back to moderator” that is belong to clause, because, that has subject + verb/be + compliment. It can be seen that the student inserted element of English when she spoke Indonesian. The clause “I think enough back to moderator” has equal meaning of “saya pikir cukup, kembalikan pada moderator” in indonesian language. The clause above happend because the student wants to ended her explanation.

Datum 2

Situation : The third speaker explained about point of view of different culture in education at Netherland.

Student : Seperti kita kan, tradisional kita itu apakah menganut ideologi pancasila jadi siswa yang belajar dilokal itu tidak memandang dia dari apa sukunya apa kemudian dia agamanya apa, kemudian nenek moyang nya dia bertato atau tidak *is never mind for them*.

The data above belongs to alternation because the students inserted the clause or sentence “is never mind for them” in her/him utterance. It can be seen that the student inserted element of English when she/he spoke Indonesian. The clause “is never mind for them” has an equal meaning is “itu tidak masalah bagi mereka”. The student said “is never mind for them” in grammatical it

is error, it true if the student said “it is never mind for them” the student added “it” when they said like that.

Datum 3

Situation : The audience ended comment and suggestion for performance of presenter.

Student : Percepat sedikit sampai ada Barack Obama *we are so sorry because we can't bring the speaker*.

The data above belong to alternation type of code mixing. As we know, alternation type has characteristic is clause or sentence in utterance. The example above a sentence “ we are so sorry because we can't bring the speaker” did not belong to Indonesian dictionary. The sentence “ we are so sorry because we can't bring the speaker ” has equal meaning “ *kami minta maaf karena kami lupa membawa pengeras suara*”. The sentence above commonly used when they speaker end to their explanation. The students used a clause above in single utterance.

C. Congruent lexicalization

In this type, the structure of sentence that used is using grammatical structure without change the sentences design.

Datum 1

Situation : The second presenter explained the material

Student : Disini maksudnya menemukan material dari siswa *environment* sama dengan target siswa nanti pekerjaan yang diinginkan oleh siswa, seperti di *classroom*.

The data above belongs to congruent lexicalization. It can be seen that the grammatical structure have two language between Indonesian and English. The both of languages contribute to grammatical structure of sentence and balance. So, it can consist of congruent lexicalization.

Datum 2

Situation : The second presenter explained the material

Student : *Classroom* itu tidak hanya seperti sebelumnya yang kita pelajari *classroom the teacher* tentang materialnya yang menarik bagaimana cara me *manage class* supaya siswa itu tertarik untuk belajar memperhatikan bisa fokus untuk belajar maka dari itu di masukan autentic material untuk *teacher* mengajar, agar siswa mengerti dalam ESP di kelas.

The data above belongs to congruent lexicalization. It can be seen that the grammatical structure have two language between Indonesian and English. The both of languages contribute to grammatical structure of sentence and balance. So, it can consist of congruent lexicalization.

Datum 3

Situation: The presenter continued her explanation.

Student: Disini Maksudnya adalah *authentic material* itu adanya autentic stage yang disediakan sebagai *source* sumber- sumber informasi yang digunakan untuk *teacher* dalam mengajar *ESP class*.

The data above belong to congruent lexicalization type because, It can be seen that the grammatical structure have two language between Indonesian and English. The both of languages contribute to grammatical structure of sentence and balance. So, it can consist of congruent lexicalization.

Datum 4

Situation: The speaker explained the material.

Student : Jadi maksudnya untuk *warm up*, jadi kegiatan siswa ,iya, jadi di pembelajaran *writing* bisa kita gunakan video.

The data above belong to congruent lexicalization type because, It can be seen that the grammatical structure have two language between Indonesian and English. The both of languages contribute to grammatical structure of sentence and balance. So, it can consist of congruent lexicalization

Based on the example of code mixing above, it proved that all types of code mixing were found from the students's communication while having class group discussion in speaking class.

4. CONCLUSION

The result of the research shows that code mixing probably happened in the communication among the students who acquire English as the foreign language. Although most students have good capability in using English, in the particular situation they mix their own language into English that bilingualism. As it was found in the class discussion done by the students of English Department in Universitas PGRI Sumatera Barat, the students could not use English totally since Indonesian language as their mother tongue interfere the English language. As the result during the discussion they mix English with Indonesian Language and most of all the students did the same thing.

Actually, Teaching and Learning English in the Indonesian classroom within Indonesian Context must allow code mixing during the communication in order to build the sense or to make the lesson easy to be understood. However, this condition can interfere the fluency in speaking English. In order to speak English fluently, the students must practice English without the concept of bilingualism. For this case, it is suggested that the teacher must be aware on how to drill the students' ability in Speaking English without having been influenced by their mother tongue.

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