

An Analysis Of Code-Mixing Used By The Sixth Semester Students Of English Department Of Indo Global Mandiri University

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Abstract

The use of code mixing by students in learning occurs very often. Code-mixing is when people use more than one language in a speech or conversation. This research aimed to know the type of code mixing and the reasons why the students used code mixing in learning process at Indo Global Mandiri University. The research methodology that used in this research was descriptive qualitative method. The subjects of this research were the sixth semester English students at Indo Global Mandiri University. In collecting the data, the researcher used observation to find out the type of code mixing that used by the students and used interview to find out the student's reasons of used the code mixing. The result showed that there were three types of code mixing that used by English students in learning process, namely insertion code mixing, alternation code mixing, and congruent lexicalization. Insertion code mixing was the dominant type that used by English students in learning process, which are 14 utterances included insertion code mixing, 3 utterances included alternation and 1 utterance included congruent lexicalization. While the reasons of students used code mixing in learning process were situational factor and language attitude.

Keywords: First keyword Second keyword Third keyword Fourth keyword Fifth keyword

Abstrak

Penggunaan campur kode oleh siswa dalam pembelajaran sangat sering terjadi. Campur kode adalah keadaan ketika seseorang menggunakan lebih dari satu bahasa dalam suatu pembicaraan atau pembicaraan. Penelitian ini bertujuan untuk mengetahui jenis-jenis campur kode dan alasan mahasiswa menggunakan campur kode dalam proses pembelajaran di Universitas Indo Global Mandiri. Metodologi penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Subyek penelitian ini adalah mahasiswa Bahasa Inggris semester enam di Universitas Indo Global Mandiri. Dalam pengumpulan data, peneliti menggunakan observasi untuk mengetahui jenis campur kode yang digunakan siswa dan menggunakan wawancara untuk mengetahui alasan siswa menggunakan campur kode tersebut. Hasil penelitian menunjukkan bahwa ada tiga jenis campur kode yang digunakan oleh siswa bahasa Inggris dalam proses pembelajaran, yaitu campur kode penyisipan, campur kode bergantian, dan leksikalisasi kongruen. Pencampuran kode penyisipan merupakan jenis yang dominan digunakan siswa bahasa Inggris dalam proses pembelajaran, yaitu 14 ucapan termasuk penyisipan kode campur, 3 ucapan termasuk pergantian dan 1 ucapan termasuk leksikalisasi kongruen. Sedangkan alasan siswa menggunakan campur kode dalam proses pembelajaran adalah faktor situasional dan sikap berbahasa.

INTRODUCTION

Humans use languages to communicate with each other on every day of their lives. Language can help people to speak with one another and carry out effective communication. As a result, a lot of people communicate with one another through language as a means of communication. The most important aspect of communication is language, which is a tool for communication (Hutajulu & Herman, 2019, p. 29). Effective communication cannot happen without language. People can use language to share their thoughts, feelings, ideas, facts, knowledge, and desires about anything. So, language is a crucial part of the everyday lives

of humans. Language takes on this role as a means of human communication. In order language and society are related to one another.

In communication, it is impossible to separate language from society. The study of how language is used and how different communities are linked with various things is the focus of the branch of linguistics known as sociolinguistics (Booij, 2013). According to (Holmes, 2013) sociolinguistics talks about the relations among languages and societies. They are focused on identifying the social roles that language plays in understanding social meaning and are interested in discussing the reasons why

people use different languages in different contexts.

The number of bilingual persons in the world today is unbelievable. The fact that the citizens of those nations are literate in languages other than their mother tongue or their national language forces them to live in bilingual or multilingual situations. Researchers refer to these situations as bilingualism. Speaking in multiple languages at the same time is known as bilingualism. (Adrean, Daud, and Kismullah, 2019) defined bilingualism as the ability to comprehend two languages equally well, regardless of one's level of ability. A speaker is considered bilingual if they are able to communicate with people who speak different languages by using two languages. Bilinguals and multilinguals are common in countries like Indonesia where most of the population speaks more than one language. In Indonesia, the people use Indonesian as national language or their mother tongue and English as foreign language. As stated by (Surayatika, 2019) English is becoming one of the languages that people speak the most across the world. English occurs in a variety of contexts in Indonesia, including foreign embassies, educational institutions, and corporations. Based on (Iman, 2014) one important aspect of the globalization era is the usage of English as an international language. This implies that English becomes a global language of communication and has a unique and crucial function in the globalization era, especially in Indonesia's educational system. In a multilingual context, speakers frequently switch between different coding systems or languages, in which this is commonly called as code-mixing.

The practice of speaking or communicating in more than one language during a speech is called "code mixing." Code mixing is defined by (Sayuthi, 2020) when a speaker mixes codes, they speak more than one lexical item from one language, such as a noun, verb, adjective, phrase, or clause. Code mixing, as stated by (Wardaugh and Fuller, 2015, p. 96) is the act of alternating or combining two different codes

throughout a communication. This indicates that the speaker was not forced in any way to mix codes. According to the definition of the word that was just given, code-mixing is the practice of speaking in many languages during a single speech or discussion. Deciding the reason behind like was one of the goals of this study. When words or sentences are placed into a sentence, code mixing is used, depending on the context.

Something like this can happen to a sociolinguistic phenomenon at any time. This group is made up of students from different social, cultural, and ethnic backgrounds. It is impossible to separate this from a bilingual or multilingual society since every ethnic group speaks its own language. Students learn both Indonesian and English in addition to English. This suggests that they all speak three languages: English, their mother tongue, and their native tongue. The objective of this study is to collect data about the type and related factors of code-mixing employed by English department sixth semester students at Indo Global Mandiri University of Palembang. The main goal of this study on code mixing was to inform individuals—particularly students in the classroom—about the different forms of code mixing and the reasons why people use it in conversations. The researcher also believed that by using code mixing in the classroom, teachers could be able to increase their students' comprehension of the language they want to learn. Finally, the researcher hoped that this study would assist lecturers or teachers in inspiring their students to learn a foreign language, especially English. The researcher also hoped that this code mixing can provide benefits to students such as improving their ability to speak English, because the use of code mixing can also increase students' vocabulary and increase students' confidence in speaking foreign languages, especially English.

RESEARCH METHOD

In order to describe the type of code-mixing and the reason behind it, this study used a

qualitative descriptive method to examine English department sixth semester students at Indo Global Mandiri University of Palembang. Through an analysis of the social context's metaphors, symbols, and meanings, this method assisted the researcher in understanding how a group views a problem. It also helps in a better understanding of the range of activities that members of a group display. In order to comprehend social life, non-numerical data is used to study specific groups or locations, and qualitative social science research analyses this data using short responses and text-based data (Punch, 2013).

The sixth-semester English education students at Indo Global Mandiri University, made up of three students and one class, served as research subjects. Additionally, due to their higher semester grade relative to other English education department semesters, the researcher selected them. One of the reasons they wanted to participate in this study was because they had discovered that they frequently used code mixing when studying. Furthermore, researcher discovered that sixth semester students are better at understanding code mixing than students in other semester classes since they completed a course on sociolinguistics, which is related to code mixing.

In this study, instruments including observations and interviews were used. Researcher observed Indo Global Mandiri University Palembang's sixth-semester English education students to learn more about the various types of code mixing they used in their classes. The researcher then conducted interviews to determine the factors or causes that influenced students to use code mixing in each educational session. In the sixth semester, the researcher observed the ESP class. The researcher also observed the class during Q&A sessions with the students, the lecturer's presentation of the material, and active learning. Six more questions about the students' reasons for code mixing were asked by the researcher during the interview.

The researcher took some steps in the data collection process. The researcher started by applying the observational method. Using a video recorder, the researcher captured the language that the English students spoke while they were being observed. The various forms of code mixing were identified by using the observations' findings. The researcher went there with the observation sheet after making the observation. The researcher then used interviews to gather data, information, and descriptions of the research subjects. Interviewed were the sixth-semester English Department students of Indo Global Mandiri University of Palembang to find the reasons for code mixing's use in the educational process, the researcher spoke with English students in interviews. In order to make sure that students mix codes while studying, researcher gather samples from students who speak English.

After collecting the data, the researcher conducted a number of analysis. The researcher started by reducing the amount of data. The researcher transcribed the data recording results, formatting the material to be relevant to each aspect of the research topic. Following that, the researcher classified the data into several categories and made a quick note of what the sixth semester students had turned in. Next, the researcher applied a data display. To conduct an analysis of code mixing, the researcher created a table that included the different kinds of code-mixing of sixth-semester English students at Indo Global Mandiri University use. Then a narrative containing the data from the sixth semester students was presented. The data was categorized based on the kinds of utterances the students made. Drawing the conclusion was the final step. After displaying the data in a table format, the researcher gets the ability to draw conclusions and conduct cross-checks based on the main purpose of the study. This suggests that after obtaining the information from the tables containing the data, the researcher had to draw conclusions and ensure that they were consistent with the main focus of the study.

RESEARCH RESULTS AND DISCUSSION

Research Results

As a result, the ESP course was a sixth semester course and because group discussions relating the students' current projects were taking place, the researcher observed the class. In this instance, the researcher decided to examine the different types of code mixing that English students were using. The researcher found that 18 of the sixth-semester English students' utterances consisted of code mixing based on observations made of it. In cases where speaking in class, students are able to mix codes in three different ways: insertion, alternation, and congruent lexicalization.

Insertion was one of the first types of code-mixing that were covered in the class. The mentioned sentences and words (nouns, adjectives, verbs, and related parts) were spoken by the students. The researcher found 14 different forms of insertion in the student conversations and discussions. Through the use of "Ini sebenarnya gabung sama reading tadi" as an example, the student mixed in the English word "reading" at the end of the phrase. Since the student combined the English term "reading" with another word, it may be said that the speech mixed Indonesian and English. Students placed an English word into the sentence, identifying it the insertion codes.

The second type of code-mixing that occurs in classroom discusses was alternation. Three types of alternation were noted by the researcher in the student discussions. It demonstrates how the student mixed vocabulary from English and Indonesian grammar to produce a new language. One student said, "Yang what is in on campus sama apa tadi" as an example, because there is an unclear alternation between the two languages' grammatical and lexical structures.

The last type of code-mixing that might happen in a classroom discussion is congruent lexicalization. This connects with the student's lexicalization code-mixing, which they use to convey creative variations and linguistic diversity. One form of congruent lexicalization was found by the researcher in the student

conversations. It shows how the student used a large number of English words in a single sentence. As an illustration, the student stated, "Kata Sir, kemaren kan kalo yang main dikasih warna seperti reading, speaking, dll." As a result, two languages are involved in this utterance, their grammatical frameworks may be filled lexically with vocabulary from either language, the utterance was classified as a congruent lexicalization code mixing.

Based on the information collected from student 1 interview, the researcher concludes that situational factors influenced to the student's usage of code mixing because it is difficult for him to speak in whole English due to his limited vocabulary. He believes that code mixing can improve learning efficiency and lower the percentage of misunderstandings, which makes it useful for language acquisition. The results for student 2 provide the researcher to draw the conclusion that the student's use of code-mixing was affected by situational factors and language attitudes because the student often mixes codes in a variety of contexts, such as when learning, and she also uses English as her second language rather than a foreign language in her daily conversations. Code mixing, in the perspective of student 3, is a helpful teaching technique since it helps improve comprehension and communication between students and lecturers. Based on that, student 3 used code mixing sparingly—that is, only in specific circumstances—the researcher draws the conclusion that situational factors played a role in her decision to mix codes.

Discussion

This study was to analyze the various types of code-mixing that students used, as well as the factors that influenced or inspired them to use code-mixing during the learning process. The results of this study show that there are three different types of code mixing: congruent lexicalization, alternation, and insertion. The observational results show that 3 of the 18 utterances are related to alternation, 1 to congruent lexicalization, and 14 of the 18

utterances are part of insertion. The most common type of code-mixing that students used was insertion code mixing. Two factors influence students' choices to mix codes: first, they are bilingual and have chosen to study English as a second language; second, situations force them to do so. The researcher observed several difficulties in this study as well. The main challenge that researcher find is when creating the subject matter and research methods section as they must describe the research methodology in steps depending on the problem that needs to be resolved. Researcher need to be capable of creating the methods they use in order to solve problems, test theories, and accomplish their aims. The next challenge is arranging informant interviews to meet the research material needs, as some already have jobs and others are out of town. A problem also occurred during the Zoom interview, notably with the informants' low signal as some of them were out of town. This resulted in challenging communication and unstable connection throughout the interview.

CONCLUSION

The aim of this study is to identify the different types of code-mixing and the causes or factors that contribute behind its use by sixth-semester English education students at Indo Global Mandiri University. According to this study, English learners mixed codes in three different ways while they were learning. It was discovered that there was alternation code mixing, insertion code mixing, and congruent lexicalization. The researcher concludes that students' classroom conversations generally contain this kind of insertion. This study also looked at the factors that motivate students to mix codes in class discussions. In order to encourage a deeper understanding, these are divided into four main categories: situational factors, message-intrinsic factors, participant roles and relationships, and language attitudes, dominance, and security factors. Based on the information from the interviews, the researcher has determined why students use code mixing.

In this a variety of reasons, including linguistic attitudes and situational factors, students mixed codes during courses.

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