

AN ANALYSIS OF INDONESIAN-ENGLISH CODE-MIXING FOUND IN BANTEN

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ABSTRACT

This research intends to analysis the types of code-mixing in Banten employed by 2nd grade students of SMAN 2 Kota Serang, to know the factors of students used code-mixing, to know the reasons of students used code-mixing. The mixed method was used. To obtain the data observation, questionnaire, and interview were employed. The result showed all 2nd grade students of XI MIPA 4 used code mixing. The types of code mixing used by students were morphemes, word, modifiers, phrase, clause, sentences. The factors of students doing code mixing were participation roles and relationship, situational factor, message intrinsic factor, and language attitude, dominance attitude, and security attitude factors. While the reasons that cause the students used code mixing were talking about certain topics, quoting others, be firm about something (express solidarity), interjection (inserting sentence filler or sentence conjunction), repetition is used for communication, intention to clarify speech content or speech, expressing group identity. Therefore, It is visible the students used code mixing in their activities.

Keyword: code-mixing, students, mixed-method

INTRODUCTION

Language is an equipment for communicating together with others. People use language all the time then they always use language to communicate. Using language as a tool will make it is simpler for people to comprehend what they told. Isphording & Otten (2014) offer two definitions of language as an alternative viewpoint of its definition. First of all, language is a tool that is used to influence and be affected, to shape thoughts and feelings, wants and behaviours. Second, language is a blatant indicator of a person's

character, including their good and bad traits, their family and country, and their sense of human dignity. According to Rindflesch and Fiszman (2003), language is a system that communicates and reports what occurs in the neurological system. Usually, people express information, ideas, and messages by using language. Language is a vital tool for communication, and people all over the world utilized it. They used language to express happiness, sadness, etc. So that other people can understand how they feel. People used it not just to express their thoughts but to express what someone

expects. The above statement is accordance with the opinion of Siti Rahbiah (2020) said that everyone used language as a communication tool to share information and make arguments with others daily. We can see that language plays a crucial part in how people engaged with others. to communicate with each other.

The field of science that examines how language and society interact is knew by sociolinguistics. Sociolinguistics is the study of the link between language and society. Holmes (2001) stated each topic offers a wealth of knowledge about the utilities of language, as interpersonal interactions and how someone use language to show different facets of their social identities. Fathul Mu'in (2019) stated that the study of how language and society interact, it is known as sociolinguistics.¹ Sociolinguistics studies how language and society interact, and language as the main role. When studying a language in society, there are several phenomena related to language can be found, one of which is Bilingualism.

According Spolsky (1998), bilingual is defined " a person with some functional abilities or aptitude in a foreign tongue ". All those who can communicate in at least two

languages are said to be bilingual. The process of becoming bilingual may take place at diverse contexts, and various ages. According to Chin and Wigglesworth (2007), The use of two languages or the ability to speak two languages fluently was defined bilingualism. Bilinguals must be proficient in two languages, with the non-native language sounding similar to their own tongue. Contrarily, Hamers & Blanc (1989) describe bilingualism is defined as "the state of a linguistic community in which two languages are in contact, resulting in two codes" can be utilized in the same interaction and bilingual person is able to converse in more than one language."

Language diversity is present in Indonesia. People in the country speak a wide variety of languages, and many of them are bilingual. Nearly all Indonesians enjoy blending Indonesian and English. In Indonesia, bilingualism and multilingualism are prevalent. Then societal multilingualism, Indonesians are not find it difficult to use mixed language as a habit of speaking. It happened because of the situation over there is a situation that causes different cultures and situations so that mixing languages in some situations is a natural thing. It's called code mixing.

Code mixing is the tendency of speakers in multilingual communities to mix between different codes. Based on Mujiono and his friends (2013), code mixing is a communication technique used by bilingual groups to allow for simultaneous speaking in two languages. Code mixing, according to Saputra in Wulandari (2016) is the employment of more than one language by a speaker or writer to blend multiple languages in a conversation. On the other hand, code mixing is defined by Jendra in Sumarsih (2014) as the blending of two or more codes in various combinations but still inside the same clause. Musyken (2000), "code mixing" all occasions in which words and grammar rules are from two distinct languages combined in just one sentence.

For support for this research, the researcher found two preliminary research related to this current research, namely: by Diana Kartini (2019) entitled "Code Mixing Used By Sherly Sheinafia's Followers (Case Study of Anak JakSel Language Trend". The results are four kinds words namely: noun, verb, adjective, and phrase. So, two reasons Sherly followers used code mixing, dominance attitude and language attitude. Besides, a study conducted by Salmawati (2020) entitled "An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang". The

results are the English teachers at SMAN 5 Pinrang employing two distinction kinds of code mixing (inner code mixing and outer code mixing) and three distinction kinds of code switching (tag code switching, inner code switching, intra code switching). The teachers employed code switching and code mixing during learning process is an important since it helps students understand the topic and the situational factors, such as vocabulary restrictions and topic shifts.

The phenomenon of code mixing often used on social media like instagram, twitter, whatsapp, etc. It also often used by the teachers. It has spread to the school environment. Speakers affected by this language are students at SMAN 2 Kota Serang. Many students follow the current trend: language development from Indonesian mixed with English. The researcher want to analysis the code mixing in another condition. Then, this research analysed code mixing employed by students in classroom. However, high school students only use code mixing in conversations for sure situations, such as hanging out. They use a mixed language to communicate with friends who are in the same group. The existence of this phenomenon is a unique phenomenon in the school environment, especially in English subjects. English is taught as a subject at SMAN 2 Kota Serang

to help students become more proficient in it. The school also offers an English Club to help students become more fluent in the language. English is one of the crucial courses to master in senior high school, in accordance with Kurikulum 2013 (K13). English is a required course for all SMAN 2 Kota Serang students. The majority of sessions meet twice a week to study English, and all instructors are experienced professionals who follow Rancangan Perencanaan Pembelajaran-approved textbooks and teaching techniques (RPP). The goal is that all students can improve their abilities more than students from another school.

The events that students experience in everyday conversations, they are shy when they want to speak, they lack the vocabulary they have, and they are afraid of making mistakes in speaking. So students think that using code mixing in speaking can make it easier and familiarize students to use English in their conversations. Based on pre-observation conducted by researcher on 2nd grade students at SMAN 2 Kota Serang. The reality that occurs in the school environment is really interesting and prospectively observed. This triggers the researcher to conduct research on this phenomenon. There are several problems related to this research, namely: (1) students

still mix Indonesian and English in their conversations at school, (2) students use code mixing in their English conversations, (3) students rarely speak fully the Indonesian language. English in their conversation. According to these problems, the researcher is fascinated in doing research entitled “An Analysis of Indonesian English Code Mixing Found in Banten.

METHOD

The subject of the study was 2nd grade students of SMAN 2 Kota Serang especially the students from XI MIPA 4 with the total number of 43 students. In this research the researcher used mixed-method research. Creswell and Plano Clark (2011), a mixed approach study design with its own set of investigative techniques and philosophical presumptions. It uses philosophical presumptions as part of its methodology to guide the gathering and examination of evidence for a single study from various sources. Mixed-method integrates the post-positivist and interpretivist philosophical frameworks and weaves qualitative and quantitative data in a meaningful way, mixed methods design has several benefits for dealing with difficult research problems (Fetters, 2016). Furthermore, it serves a logical basis, methodological adaptability, and a thorough

understanding of minor cases (Maxwell, 2016).

The researcher used mixed-method research because in this study the researcher Combining the two approaches could be more advantageous than using only one because it will probably offer further research insights cannot be fully grasped by utilizing only qualitative or quantitative approaches. The researcher will describe the types of code mixing that students employed in their conversation, the factors they used code mixing based on theory Bahtia and Ritchie (2008), and the reasons why they used code mixing according to Hoffman (1991). The purpose of this research is to tell the phenomena or event that happen during the research.

The researcher employed an observation, questionnaire, and interview to get data. The observation to collect the types of code mixing employed by students, the questionnaires used to collect the result of types, factors, and reasons of used code mixing, and the interview using to get the factors, and reasons of using code mixing. In analyzing the data, the researcher used the theory Miles and Huberman (1984) they are data reduction (selecting the data), data display (classified the data based on the category), and verification/conclusion (making conclusion of the data).

DISCUSSION

This part discussed the data which were collected during the research and the second part show the data that was analyze in findings.

The Types of Code Mixing Used By 2nd Grade Students of SMAN 2 Kota Serang

There were 33 statements give to the students in the shape of questionnaire used google form. The result of questionnaire as follow.

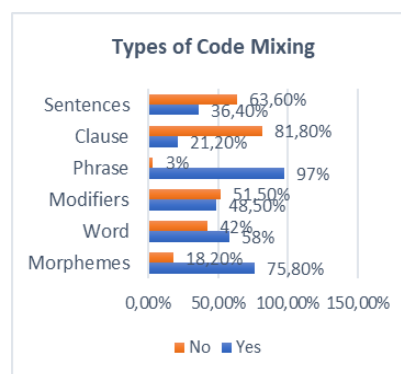


Diagram 1. The result types of code mixing trough questionnaire

From the diagram above there are six types of code mixing found through questionnaire but the students dominant used morpheme 75,80%, clause 21,20%, and modifiers 48,50% . Then through observation the researcher following the English learning process in class XI MIPA 4 but the researcher only listens, researches, pays attention, and videos the learning activities from beginning to end which the researcher does not interfere in this learning process at all. The tool used for the video is

using a mobile phone. The finding of the types of code mixing through observation as follow. (1) Word, there were 20 utterances or 72%. (2) Phrase, there were 12 utterance or thirty 35%. (3) Sentence, there is 1 utterance of sentences or 3%. It means the students used phrase, word, morpheme, sentence, modifiers, and clause as the types of code mixing.

The Factors of Code Mixing Used By 2nd Grade Students of SMAN 2 Kota Serang

To obtain data factors of using code mixing carried out by research students used a questionnaire and interview. The researcher provides nine statements through questionnaire and four questions through interview related to the factor using code mixing namely participant roles and relationship, situational factors, message intrinsic factors, and language attitude, dominance attitude, and security factor.

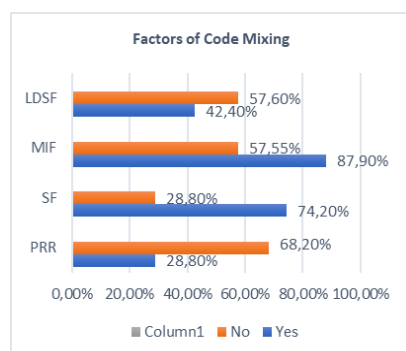


Diagram 2. The result factors of code mixing trough questionnaire

Considering the results from questionnaire and interview of factors

students using code mixing there are six factors. Such as, (1) Participation roles and relationship, the students answered of statement number sixteen and seventeen there are 10 students (28.80%) who stated "Yes" and there are 23 students (68,20%) who stated "No. It supported with the students answer from interview that there are 6 students (46%) who stated "Yes" and 2 students (15) who stated "No". (2) Situational factor, the students answered of number eighteen and nineteen The students state "Yes" there are 74,2% or 25 students. The students state "No" there are 28,8% or 10 students. It supported with the interview data, there are 3 students (23%) who stated "Yes" and there are 5 students (38%) who stated "No". (3) Message intrinsic factor, the students answered of statement number twenty, twenty one, twenty two there are 29 students (87,90%) who answered "Yes" and there are 19 students (57,55%) who answered "No". It carry up with the students answered from interview, there are 7 students (54%) who stated "Yes" and there are 1 student (8%) who stated "No". (4) Language attitude; dominance attitude; and security factor, the students answered from two statement in number twenty three and twenty four there are 14 students (42,40%) who answered "Yes" and there are 19 students (57,60%) who answered "No". It abode with the students answered from

interview, there are 6 students (46%) who stated “Yes” and there are 2 students (15%) who stated “No”.

The Reasons of Code Mixing Used By 2nd Grade Students of SMAN 2 Kota Serang

The researcher used questionnaire and interview for collecting the data of students factor used code mixing. The researcher gave fourteen statements through questionnaire and seven questions through interview about reasons of using code mixing. The result of reasons using code mixing by questionnaire could be expressed:

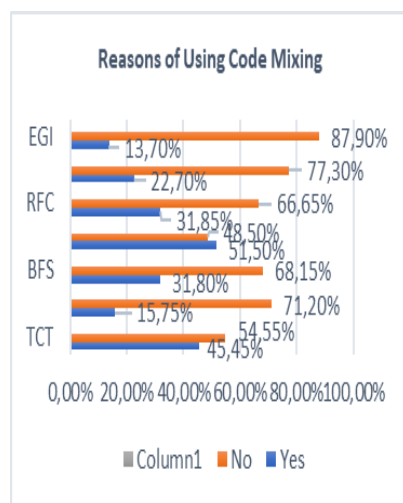


Diagram 3. The result reasons of code mixing troug questionnaire.

Accordance to the result from questionnaire and interview, the reasons for the pupils' practice of code mixing are six reasons. Each of them are: (1) Talking about certain topic, the students answer of the statement number twenty five and twenty six. There are 14 students (45,45%) who

stated "Yes" and there are 18 students (54,55%) who stated “No”. It supported with the result of interview, there are 5 students (38%) who stated “Yes” and there are 3 students (23%) who stated “No”. (2) Quoting others, the students answer of the statement number twenty seven and twenty eight. There are 8 students (15,75%) who stated "Yes" and there are 16 students (71,20%) who stated “No”. It supported with the result of interview, there are 3 students (23%) who stated “Yes” and there are 5 students (38%) who stated “No”. (3) Be firm about something (express solidarity), the students answer of the statement number twenty nine and thirty. There are 10 students (31,80%) who stated "Yes" and there are 22 students (68,15%) who stated “No”. It supported with the result of interview, there are 4 students (31%) who stated “Yes” and there are 4 students (31%) who stated “No”. (4) Interjection (insertion sentence filler or sentence conjunction), the students answer of the statement number thirty one and thirty two. There are the 17 students (51,50%) who stated "Yes" and there are 16 students (48,50%) students stated "No". It supported with the result of interview, there are 6 students (46%) who stated “Yes” and there are 2 students (15%) who stated “No”. (5) Repetition is used for communication, the students answer of the statement number thirty three and thirty four. the students state

"Yes" there are 10 students (31,85%) and there are 22 students (66,65%) who stated "No". It supported with the result of interview, there are 4 students (31%) who stated "Yes" and there are 4 students (31%) who stated "No". (6) Intention to clarify speech content or speech, the students answer of the statement number thirty five and thirty six. The students state "Yes" there are 8 students (22,70%) and there are 25 students (77,30%) who stated "No". It supported with the result of interview, there are 3 students (23%) who stated "Yes" and there are 5 students (38%) who stated "No". (7) Expressing group identity, the students answer of the statement number thirty seven and thirty eight. the students state "Yes" there are 4 students (13,70%) and there are 29 students (87,90%) who stated "No". It supported with the result of interview, there are 2 students (15%) who stated "Yes" and there are 6 students (46%) who stated "No".

It can be seen that the students used word, phrase, clause, modifiers, morpheme, and sentence as the types of code mixing. It showed through observation and questionnaire that there are a number of utterances that contain code mixing when researchers made observations during the English learning process, namely there were 34 utterances consisting of three types of code mixing and students said they agreed with the questionnaire statements of the

types of code mixing. These findings support the theory from Ritchie and Bahtia (2008) that there are six types mixed code namely morphemes, words, modifiers, phrases, clauses, sentences. The types of code mixing students employ in the mixing language style are morphemes, words, modifiers, phrases, clauses, sentences but what is most often used by students is the word. This finding is similar to research conducted by Diana Kartini (2019) in her research, she got the type of code mixing is word (17).

Then, there are 4 factors of students using code mixing. It depend by the results of the questionnaire, the factors students employ code mixing are participation roles and relationships with explanations on questionnaires number 16 and 17 that 9 out of 33 students use code mixing language with their friends and teachers, situational factors in questionnaires number 18 and 19 that 24 out of 33 of their students do not use code mixing in formal situations instead they use it as a joke, message intrinsic factors in questionnaires number 20, 21, and 22 show that 19 out of 33 students use code mixing directly to add to their English vocabulary, and language attitude, dominance attitude, security attitude factors in questionnaire number 23 and 24 that 14 out of 33 students use code mixing because they want it to look

more modern and educative. It supported with the result of interview.

It can be concluded that all these differences are only minor differences that are significant so that they do not have too much of an effect on the results of this study. Even though this research has a drawback, namely the observation of this research was carried out in class so that not many students' remarks were found the several types of code mixing. It obtained by the researchers was not much because from the observations seen by researchers, students rarely used code mixing. In class, this is caused by students who are not very active in speaking when learning English. Usually students are like that because they are afraid of speaking incorrectly, where the vocabulary they have is very small. Then the second shortcoming is that students mostly use code-mixing in non-formal environments.

CONCLUSION

The researcher came to the following conclusion in light of the results and discussion in the preceding chapter: there are six types of code-mixing that are used by students when speaking. Those are morphemes, words, modifiers, phrases, clauses, sentences the six types of code mixing listed in theory of Bahtia and Ritchie (2008). The factors caused the students used

code mixing are participant roles and relationships; situational factors; message intrinsic factors; and language attitude, dominance attitude, security attitude factors which proposed by Bahtia and Ritchie (2008). Then, the reasons are talking about certain topics, quoting others, be firm about something (express solidarity), interjection (insert sentence fillers or sentence conjunctions), repetition is used for communication), intention to clarify speech content for speech, expressing group identity. The seven reasons are same as the Hoffman's theory.

According to the results of this research was carried out in class so that not many students' remarks were found about the types of code mixing, so the data obtained by the researchers was not much because from the observations seen by researchers, students rarely used code mixing in the JakSel language especially during teaching and learning English. So, In class, this is caused by students who are not very active in speaking when learning English. Usually students are like that because they are afraid of speaking incorrectly, where the vocabulary they have is very small. Then the second shortcoming is that students mostly use code-mixing of the JakSel language in non-formal environments, for example at home or when they play games and use social media. For

those interested in conducting additional research on this subject, the researcher suggests to the next researcher to do this research in a wider variety of situations. Hopefully the next researcher can explore the different types, factors and reasons for using code mixing that occurs in several other situations.

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