

CODE-MIXING IN STUDENTS' DAILY CONVERSATION AT ENGLISH DEPARTMENT OF UKI TORAJA

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ABSTRACT

The objectives of this research was to find out the types of code-mixing based on insertion that used by students at English department of UKI Toraja in their daily conversation. This research employed qualitative method. The subjects of this research were the students at English department of UKI Toraja. The data was collected by employing voice recording. The obtained data was analyzed in four major phases; data collection, data reduction, data presentation and conclusion. The result of the research displayed that the types of code-mixing based on insertion used by students at English department of UKI Toraja are insertion of word, insertion of phrase, insertion of word repetition and insertion of shape baster. The students tended to mix the code in their conversation but the topic of the conversation was commonly not changed. In spite of mixing the code that they still kept the communication in relevant.

Keywords: *Code-Mixing, Students' Daily Conversation*

A. INTRODUCTION

Talking about sociolinguistics, it means that we study about language that deals with society and culture, as a same as what P. Trudgill (1974: 32), states: "Sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon. It investigates the field of language and society & has close connections with the social sciences, especially social psychology, anthropology, human geography and sociology."

In studying about sociolinguistics, there will come a term which is called code-mixing. Code-mixing is a study of combining codes (languages) in a sentence that appears in informal interaction. For example language 1 (L1) *Indonesian* to Language 2 (L2) *English*, those who are able mixing codes (languages) also called the bilinguals. Spolsky (1998:48) has definition of a bilingual as "a person who has some functional ability in the second language." In concerning with Spolsky definition, Indonesia comes as the one of the example of bilingual country and as one of developing country in the world which has hundred thousand of islands with the millions of populations which has multifarious culture and language, Indonesia range from Sabang to Marauke. Celebes Island is one of a part of Indonesian islands that has different culture and language than the other. Therefore, most people in Celebes are bilingual. They speak their own ethnic language (tribes language), it is called Torajan language. As well as the national language, Bahasa Indonesia, which are taught in school and use as their formal and official mode of communication (Lyon, et, all.,2001:236).

The phenomenon of the bilingual language were either found among students' daily conversation at English department of UKI Toraja. They spoke Torajan language as their mother tongue language while they spoke also in Indonesia and English, they tend to combine it with two or more another languages. This phenomena is called code-mixing as what Romaine, Suzanne and Braj Kachru (1999:228) :

“code-mixing and code-switching are widespread phenomena in bilingual communities where speakers use their native tongue (L1) and their second language (L2) in different domains”.

Students of English department of UKI Toraja in their informal interaction must be reasonable about the insertion of another language. It becomes one of the most important phenomena in language influence that is the use of code mixing by the students who are at English department of UKI Toraja in their daily conversation such as:

A: Bang Se', ta male ngopi?

B: wait dolo pa, inde pa ku kampai

A: Ta come on mo kita Narto!

C : Okay broh !

Furthermore, the researcher did this scientific research in order that the researcher wanted to know about the students especially at English department of UKI Toraja in mixing code as what the researcher had formulated the title “**CODE-MIXING IN STUDENTS' DAILY CONVERSATION AT ENGLISH DEPARTMENT OF UKI TORAJA**”.

B. REVIEW OF RELATED LITERATURE

1. Code

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home. So, what does code mean? Here are some definitions of it, namely;

A code is a system that is used by people to communicate with each other, Stockwell (2002:8-9) says, “a code is a symbol of nationalism that is used by

people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes”.

Wardhaugh (1986:101) also maintains that a code can be defined as “a system used for communication between two or more parties used on any occasions.” When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code.

Meanwhile, Poedjosoedarmo in Rahardi (2001:21-22) says that “code can be defined as speech system and the application of the language element which has specific characteristic in line with the speaker’s background, the relationship between the speaker and interlocutor and the situation.” He also adds that code can be said not only as a language, but also as the varieties of a language including dialect, *undha usuk*, and style.

From those opinions of the code given by a few of linguists above, the researcher can make conclusion that a code can be said as code is symbol of nationalism, system used for communication, and has specific characteristic in line with the speaker’s background, the relationship between the speaker and interlocutor and the situation, means that code is a form of the language variation that is used by a society to make communication (including with its varieties) with other people.

2. Code-Switching

Code switching represents one of the usage language forms of a bilingual that is usage more than one language by a bilingual which say by choose one of the language code adapted with situation (Hudson, 1996: 51-53). There are two types of code switching that is situational code-switching and metaphorical code switching Hudson (1996:52-53), Wardhaugh (1986: 102-103) and Istiati (1985:67).

Situational code switching is the existence of change of language take place caused by the change of situation a bilingual using one language in one situation say and use other language in other situation (Hudson, 1996:52; and Wardhaugh,1986:102-103).

According to Hudson (1996:52), code switching this type of named situational code switching because change of languages by a bilingual always at the same time with change from one situation of external for example : when they talk to family members are different when they talk with neighbour in external situation of other.

The code switching such as situational code switching type of happened especially because of background and topic. Besides, age, gender, knowledge of speaker, social status, and Tribes determine also the happening of displacing code. Thereby, social principle of culture represent dominant factor.

3. Code-mixing

Code mixing is a mixing of two codes or languages, usually without a change o of topic. Code mixing often occurs within one sentence, one element is spoken in language A and the rest in language B. In addition, Nababan (1993:32) said that “code mixing is found mainly in informal interactions. In formal situation, the speaker tends to mix it because there is no exact idiom in that language, so it is necessary to use words or idioms from mother language.”

Wardhaugh (1986:103) says that “Code mixing is two languages use together by the conversant to extent that they change from one language into another the course of a single utterance.”Maschler (1998:125) gives opinion of code mixing or a mixed code as “using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern”.In addition, Berthold, Mangubhai and Bartorowiez 1997, “code-mixing occurs when speakers shift from one language to the other in the midst of their conversation.”

In referring to the opinions above, the researcher gaps a summary that code-mixing is the use of languages in informal interactions, where the speaker mixes

language from one to the another one, while the topic is not changed. The language pieces taken from another are often words. But they can also be phrases or larger units.

C. METHOD

This research was conducted at English department of UKI Toraja as a place to do the research and took time for 1 week (from June 6th to June 11th.)The participants of this research were the students in English Department of FKIP UKI Toraja 2015/2016 academic year. The researcher took the part as the research instrument where he recorded every utterances that appears in students' daily conversation at English department of UKI Toraja.

The researcher transcribed the utterances that pronounced by students at English department of UKI Toraja in their daily conversation and did extract in every code-mixing types based on its form of insertion that appeared.

The data analysis in this study conducted by an interactive model developed by Miles and Huberman (1994 : 12) that "begins with data collection , data reduction , data presentation , and conclusions or verification " . Data analysis process carried out continuously in the process of collecting data for the study.

1. The data collection

The data from the field collected through the recording process, participating observation and document analysis during the study. These data was compiled in a record field as a first step in data analysis.

2. Data Reduction ,

To facilitate understanding of research data that has been collected, it first has to do data reduction. This data reduction have been done by classifying data in accordance with aspects of research problems through this reduction process raw reports to be obtained in the field will be systematically compiled, so it is easy to control the data that would have reduced will provide a sharp picture of the results

of research, assist in providing the code on certain aspects of the focus of research. Reduction of data in the data analysis process is the thing to do.

3. Presentation of data ,

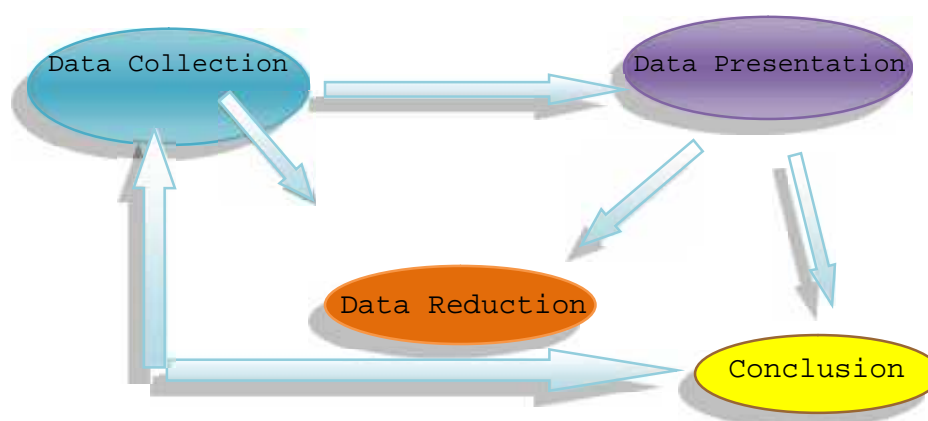
The data that has been reduced is then presented or displayed (display) in the form of descriptions due to aspects of the research . Data presentation is intended to facilitate researchers interpret data and draw conclusions. In this research, the presentation of the research findings has been done by:

- a. Based program of study English.
- b. Based forms of code - mixing.

This was done to provide clarity about the research findings in their entirety from the types of code - mixing in the everyday conversations of students on campus UKI Toraja. The results of the study will be presented in two chapters, namely Chapter IV presents the results of the study, while the discussion is presented in Chapter V.

3. Conclusions

Inferences and verification has been done based on an understanding of the data to be collected according to the nature of qualitative research, the conclusion is done gradually. The first draw conclusions provisional or tentative, but along with the increase of data then must be verified data by reexamine existing data . then, data verification is accomplished by requesting consideration of lecturers , or comparing data from other sources . finally draw a final conclusion to disclose the research findings .



D. DISCUSSION

In this section, the researcher focused in discussed the obtain data related to the theories and previous finding about code-mixing. He found that students at English department of UKI Toraja are bilingual students because they tended to mix or combine the other code (whether English or ethnic language) in their first language acquisition L1 (in this case of Indonesian as nationality language using), this relates to what Mackey (1962: 52) defined bilingualism as “the ability to use more than one language”. In analyzing the data, he found that there are three types of code-mixing which are stated by Muysken 2000:350 namely;

1. *insertion*, : The concept of insertion is defined one language determines the overall structure into which constituents from the other language are inserted.
2. *alternation* : Approaches departing from alternation both languages occur alternately, each with their own structure.
3. *congruent lexicalization* :. The notion of congruent lexicalization underlines the study congruent lexicalization, “the grammatical structure is shared by languages A and B, and words from both languages a and b are inserted more or less randomly.

Furthermore, he branches and divides five types of insertion, namely;

1. *Insertion of word*,
2. *Insertion of phrase*,
3. *Insertion of word repetition*,
4. *Insertion of idiom*,
5. *Insertion of shape baster*.

The types of insertion found among students’ daily conversation at English department of UKI Toraja as follows;

a. Insertion of word

The concept of insertion by Muysken 2000:350 is defined one language determines the overall structure into which constituents from the other language

are inserted. The students' utterances as insertion of word were found among their daily conversation at campus 1 and campus 3 of UKI Toraja when they inserted a word as a another word (Torajan language, English and Bugiss language) in Indonesian (as nationality language) sentences that they spoke. This phenomenon of mixing code in this case inserting other word into sentence of Indonesian language of entire transcriptions (six transcriptions) by the students displayed that they tended to mix the sentences by inserting other word in it for instance of students' utterance in extract 3, Trans.1, Utterance 25 : *S1:tapi itu kan jadwal patent lalu. baru-baru itu? (but it was the patent one. Is it recent?)* it's displaying that student 1 mixed code by inserting an English word **patent** when he was asking the another student.

b. Insertion of phrase

In students' daily conversation at English department of UKI Toraja, students uttered the second types of insertion (*insertion of phrase*) as what Azar and Hagen (2009): "A phrase is a group of related words that does not contain a subject and a verb.". Students in L1 (Indonesian language) acquisition, they inserted phrase from other language (English and Torajan ethnic language). The researcher observed six places where students were in their daily conversation as well and found that there were only two places where the researcher converted as extract where the insertion of phrase found, namely; extract 27 , Trans. 4 Utterance 16 S3: **male langngan** kayangan. (Go up!) Student 3 inserted Torajan language word phrase **male langngan** which is meant *keatas* (go up) as he talked to student 1.

c. Insertion of word repetition

Word repetition is the insertion of word which is repeated by the speaker, Repetition used for clarification as what Hoffman, (1991:116) in the fifth point of seven of reason of mixing code. Students at English department of UKI Toraja in L1 acquisition expressed in their daily conversation at campus. Word repetition is one of five the types of insertion in code-mixing which is uttered by students as they were talking. The researcher recorded and found out that word repetition was only in transcription 4 of six he observed. In transcription 4 (consisted of 93

utterances and five students were talking), the researcher found the student 1 inserted word repetition by saying **edit-edit** in his utterances, this case found in utterance 47 Extract 28 *S1: ahh ku tau ji kalau di **edit-edit**, maksudnya dari... dari... maksudnya dari backgroundnya toh? (Uh! I know if it's just to be edited, it means from.. from... it means from its background, right?)*. Student 1 inserted word repetition **edit-edit** as he was giving his statement.

d. Insertion of idiom

e. Insertion of shape baster (native and foreign joint formation). For example, “saya menunggu *transferan* uang dari orang tua saya”

The fifth type insertion of shape baster was also found in students' daily conversation at English department of UKI Toraja in students to acquired the L1 (Indonesian language) , they jointed the formation of English (L2) to Indonesian (L1). The researcher recorded the students' utterances in six extracts and found that one transcription didn't contain the insertion of shape baster. The type of insertion of shape baster for instance found in extract 31 transcription number 1, and utterance 56 *S3: **instrumentku** bermasalah, na bilang ibu N sudah cocok mi ini, tidak ada masalah, sampai di pak D, "ini masalah ini" ahaha . hae, saya jadi bingung. (my instrument is in trouble, Mrs. N said , “that's already good, no problem anymore, then I came to Mr. D, “that's problem” ahaha, omg! I got upset!)*

Student 3 inserted shape baster **instrumentku** in emphasizing his statement. The word **instrument** is followed by the suffix **-ku** (Indonesian morpheme refers to possessive pronoun of Aku (I) to be ku (my....))

E. CONCLUSION

To sum up the results, the kinds of teacher talk by lecturers are: Initiation such as: *questioning, invitation, and direction*, follow up in term of to no and incorrect answer such as: *inform, prompt, encouragement, criticizing, and ignoring*, follow up in term of to correct answer such as: *acknowledgement, and comment*.

In ways of initiation, *questioning* (65%) as the most employed by the lecturers. In term of follow up in purpose to no and incorrect answer, inform (30%) as the most employed, and in purpose to correct answer, acknowledgement (60%) as the most employed by the lecturers.

Based on the researcher findings and discussion in the previous chapter, researcher finally extends the conclusion that code-mixing in students daily conversation at English department of UKI Toraja based on the types of insertion. The types of insertion used by the students in their daily conversation in mixing code, namely ;

- a. Insertion of word
- b. Insertion of phrase
- c. Insertion of word repetition
- d. Insertion of shape baster

From the conclusion above, the researcher found that one type of insertion was not available in all utterances among six extract that he observed and recorded that was *insertion of idiom* and in contrast, *insertion of word* become the dominant type which was used in students' daily conversation at English department of UKI Toraja. And in spite of mixing some other codes, the topic commonly was not changed during the conversation.

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