

**INDONESIAN-ENGLISH CODE MIXING IN SPEAKING
AT PESANTREN IMMIM PUTRI PANGKEP
(Campur Kode Bahasa Indonesia-Inggris dalam berbicara
di Pesantren IMMIM Putri Pangkep)**

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Diterima: 9 Agustus 2011; Disetujui: 11 November 2011

Abstract

This study is focused on code mixing case in speech occurring at Pesantren IMMIM (Association of Indonesian Mosque and Mushallah Muttahidah) Putri Pangkep's students. The language that the students use at Pesantren is the use of pieces of English words, particularly English words used in Indonesian sentences, or a mixture of English and Indonesian. The objective of this study is to find out the forms of code mixing used by the students in speaking. The method used in this study is descriptive method. The techniques used in collecting data will be notes, observation, interview and recording. The result of the research shows that there are three forms of code mixing that occurred namely: Intra-sentential code mixing, Intra-lexical code mixing and Involving a change of pronunciation; and the most frequently mixed point in Indonesian-English code mixing is the Intra-sentential code mixing.

Keywords: *code mixing, speaking*

Abstrak

Penelitian ini berfokus pada kasus Campur Kode yang terjadi dalam berbicara terhadap siswi-siswi Pesantren IMMIM (Ikatan Masjid Mushallah Indonesia Muttahidah) Putri Pangkep. Bahasa yang digunakan oleh siswi pesantren ini yaitu menggunakan sebagian kata-kata bahasa Inggris dalam kalimat Bahasa Indonesia atau mencampur adukkan bahasa Inggris dengan Bahasa Indonesia. Tujuan dari penelitian ini adalah untuk mendapatkan bentuk-bentuk campur kode yang digunakan oleh siswi-siswi Pesantren dalam berbicara. Metode yang digunakan adalah metode deskriptif kualitatif, dan dalam pengumpulan data-data digunakan tehnik pengamatan, pencatatan, wawancara dan perekaman. Hasil penelitian menunjukkan bahwa ada tiga bentuk Campur Kode yang terjadi, yaitu: *Intra-sentential code mixing, intra-lexical code mixing and Involving a change of pronunciation*; dan yang terbanyak digunakan dalam campur kode Bahasa Indonesia- Bahasa Inggris adalah *Intra-sentential code mixing*.

Kata kunci: campur kode, berbicara.

1. Background

English language has been taught to Indonesian students for many years since elementary school to universities of higher learning, where it is taught as a foreign language. Nowadays, however English is not only taught as a foreign language, or a second language, but also as an International language. It is the main foreign language which is first learnt by students at school. This is on account of English language is considered as the main foreign language in Indonesian educational policy.

The language that is usually mastered well by people is their mother tongue or native language. Most of them firstly used their mother tongue to communicate 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 causes many people learn another language to make their communication effective.

Human communication aspect implies attention to the way of language is played out in societies in its full range of functions. It is a term which refers to the process of conveying meaning or ideas. In relation to the language society, Hudson (1980: 7) puts forward three questions related to language society as follows: Firstly, there is a question of relating languages as a whole to speakers, assuming for simplicity that it is possible to talk usefully about “language as a whole”. Secondly, there is a question of discourse: how is speech used in social interaction? There are questions which arise out of the number of languages available : for instance, how do the students practice the English in their daily life within the area, as they very often do? Are they expected to use the language of the long house which they are visiting?. Thirdly, there is a question of the relationship of language to culture..

The languages that the students at Pesantren IMMIM Putri Pangkep use in their community are English, Indonesian, and Arabic, although they just use pieces English or Indonesian words as a learning process. To improve and maintain the vocabularies, sometimes they must practice or speak with only

limited English vocabularies or terms to complete their sentence. The students are very creative to use English words by adding Indonesian affixes, some of the words used by the students are original English words and modified by Indonesian grammar.

The answer of the above questions, the students tend to use code-mixing to communicate. There are many kinds of languages used by students to express their ideas, either local language or national language or we can say that these languages are their mother tongues or foreign languages. The mastery of one mother tongue and one second/foreign language is generally influenced by social interaction which is *bilingual*. Bilingual tends to occur because it is influenced by social interaction or behavior in a certain speech community. A speech community in this case is a group of people who habitually interact by means of speech. It is usually marked by certain codes that can be understood by group of people, which means that the speakers are limited in vocabulary.

Code mixing is in fact, not a new speaking strategy. It is a sort of common strategy applied by foreign language learner in terms of engaging their native language in speaking. To a large extent, code mixing functions to lead the students to express their ideas, comments, or responses orally about something. The learners can mix the isolated words or grammatical construction of the target language. Brown (1980) said that the beginning stages of learning a second language are characterized by a good deal of inter- language transfer (from native language)

The facts above are reasons why the writer is interested in choosing this phenomenon as research topic. And based on the statement above, research questions is What forms of Indonesian-English code mixing do the students of Pesantren IMMIM Putri Pangkep use in speaking?

And in relation to the problem statement above, the research objective is to find out the forms of code mixing used by the students of Pesantren IMMIM Putri Pangkep in speaking.

2. Theoretical Framework

2.1. Code mixing

a. What is code mixing?

Code mixing is under the sociolinguistics. In connection with code mixing the researcher is going to describe it in its relation to the student's speaking skill. In practicing English in daily life, the students sometimes use code mixing as a speaking strategy. It is a sort of common strategy applied in speaking. To a large extent, code mixing functions to lead the students to express their ideas, comment, or responses orally about something. The learners can mix the isolated words or grammatical construction of the target language. This is based on the fact that, the students often speak English mixed with Indonesian.

Some students in their daily communication use two languages in their interaction with others students. They speak English or Arabic as a foreign language and Indonesian as a national language. Chaer and Leonie (1995:114) states that bilingual is "the ability to use two languages" (see also Lado: 1988), this definition is related to Spolsky (2001:45). Bloomfield in Chaer and Leonie (1995:115) states that language is *code*, so the ability to use two languages means the ability to use two codes.

The person who speaks at least one language in addition to his/her first language, or people using two languages are called bilinguals. Ohoiwutun (1997:67) divides bilingual into three categories :

- 1). Coordinate bilingualism; the ability to speak two or more than two languages.
- 2). Compound bilingualism; the ability to use two languages in mixed systems.
- 3). Sub-ordinate bilingualism; the ability to use two languages in separate system.

Two categories of bilingual are divided into two by Nababan (1984:27), they are:

- 1). Bilingualism: it is the ability to use two languages in interaction with others, as a habit.
- 2). Bilinguality: It is the condition of being able to speak two languages.

Mixture of language such as code mixing, code switching and using borrowing words in communication are the result of language contact. In connection with varieties, language contact is one of the reasons why mixture of varieties occurs in society. It is recognized that varieties are clearly distinct languages for example, Indonesian versus English occurring in code mixing and code switching.

Knowing a second language is a normal part of human existence, therefore, interaction and mixing between languages result in various languages. Most people in the society speak their own language or mix their language with others languages or using pieces of foreign languages.

It is concerned so far that mixed languages are not only code mixing, but also code switching, pidgin and creoles. Code mixing in this particular study refers to the use of two languages in the same sentence or discourse. However, studies on code mixing from one variety of a language to another variety of the same language are equally

According to Jacobson (1990: 15), a number of formal and functional constraints on mixing two or more codes are proposed. He says that: The constraints relate to the sociological (context situation), psychological (cognition, production, and processing of the mixed code), and linguistic (interaction of the two or more grammar) dimension of code mixing.

In connection with this definition, it is necessary to recognize the role of the function that determines the form of the mixed code. He recognizes that the mayor points of focus are:

- 1). In the process of mixing, the choice of codes is determined by their function in the social context.
- 2). The constraints do not adequately explain the patterns of code mixing in the languages under focus;
- 3). A formal constraints on the adaptability of the guest code to the host code in the process of mixing must take into account the functional condition.

Code mixing is defined by Kachru in Gibbons (1987: 78) as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language to another,

and by such a language mixture developing a new restricted – or not so restricted – code of linguistic interaction.

This is similar to Blom and Gumperz in Gibbons (1987: 80) they say that code mixing is :Behavior elements from one code become to some extent integrated into another. One code, is normally dominant, and speakers use the second code in an additive fashion. Elements from the latter code tend to be to some extent assimilated and consequently are used less consciously.

Further, Ohoiwutun (1997: 70) says that “such phenomenon also was found in the philippines called “halo-halo or mix-mix”, that is, the Filipino speakers speak English mixing with one vernacular language. In Indonesia, people call it “Bahasa gado-gado.” Which is analogous with food made from different vegetables. Thus, *bahasa gado-gado* means their vernacular language mixed with Indonesian.

It is also said by Mesthrie et. al. (2000: 167) That “code mixing may be associated with a series of unmarked choices when aspects of the context such as a change in topic or in the person addressed make a different language variety more appropriate.”

There is a different explanation from Asher (1994: 581) where he describes that code switching has length of juxtaposed utterance and high density of switching, code mixing, and borrowing are in low density.

Having noticed some definitions above, it can be concluded that code mixing is the use of two or more languages in the same sentence or discourse. One language is normally more dominant, and the speakers use the second language as an addition.

b. Forms of code mixing

Forms of Code Switching and Code Mixing (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, hana? (hai nā isn't it).

2) Intra-sentential.

This kind of code mixing occurs within a clause or sentence boundary, as when a Yoruba/English bilingual says: Won o arrest a single person (won o they did not).

3) Inter-sentential.

This kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other, as when a Spanish/English bilingual says: Sometimes I'll start a sentence in English y termino en español (and finish it in Spanish). This last may also occur as speakers take turns.

4) Intra-lexical code mixing.

This kind of code mixing which occurs within a word boundary, such as in shoppã (English shop with the Panjabi plural ending) or kuenjoy (English enjoy with the Swahili prefix ku, meaning 'to'). This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to bahasa Indonesia.

5). 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 'stroberi' by Indonesian people.

2.2. Speaking

According to Ann (1999), states that speaking is a key to communication. River in Ann (1999) added that outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing. Inside the classroom, speaking and listening are the most often used (Brown, 1994). Ur (1996) describes that of all the four skills of language (listening, speaking, reading, and writing), speaking intuitively the most important. People who know a language are referred to as 'speaker' of that language. Speaking is fundamentally an instrument act (Clark 1977). Speaker talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them provide information. In

addition Widdowson in Zaifuddin (2004), an act of communication through speaking is commonly performed in face to face interaction and occurs as a part of a dialogue or other form of verbal exchange. What is said, therefore, is dependent on an understanding of what else been said in the interaction. In his further discussion, the proposes the term 'speaking' for the manifestation of language as usage and refers to realization as 'talking'. 'talking' involves the use of gesture facial expression, other paralinguistic phenomena "talking" also have a productive part, and this productive part, and this productive aspect of 'talking' is referred to as 'saying'. Saade (2000) explains that speaking is called communication that comes from our deepest, the most authentic, passionate, and centered place. We define speaking as being conscious of what to say. It also means saying exactly what we mean, and the meaning exactly what we say. Speaking means to "reside in one's word" to speak from the heart. Opposite from this definition of speaking is the way we define "talking". From this perspective, talking refers to the times when say somethings that are not core, not authentic, and not centered. Talking means saying things that do not really means or are not fully conscious of. And it is important to remember that talking can sound very intelligent, very serious, and very dramatic. However, talking does not represent our truest, deepest selves. Speaking comes from the Heart-Mind, the part of our brain that is noble, respectful, sensitive and wise. Speaking is inherently authentic.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1987; Burns & Joice,1997). Its form and meaning are dependent on the context in which speaking occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and involving. However, speech is not always unpredictable. Faerch (1983) describes some facts of oral communication. He illustrate that if you are like most Americans, you are communicating for about seven out of every ten hours you are awake. Three-fourths of that communication is

through speech, using speech three times more than writing. The typical individual speaks some 30.240 words a day. That is equal to several books a week. In a year, more than eleven million words pour from the mouth of average individual.

3. Method of the Research

The method that was used in this research is descriptive method. The Descriptive method was used to describe English – Indonesian code mixing phenomenon in order to disclose the forms of code mixing use in speaking.

The data were collected through notes, observation, interview and recording.

a. Notes

The researcher asked two students to act as spies that was rolled every week. The spy notes the code mixing that was produced by students in their interaction.

b. Observation.

In this technique, the researcher observed directly the the forms of code mixing produced by the students' interaction .

c. Interview

Interview was done by having face to face between the interviewer (researcher) and interviewee (respondent). The interviewee here are the students who their names are listed at spy's note as students produced code mixing.

d. Recording

The researcher uses recording technique to gather data where the data analyzed as natural interaction setting.

4. Finding and Discussion

The forms of code mixing that the researcher found supports the theory that there are forms of code mixing in speaking (Hoffman 1991: 112) namely intra-sentential, intra-lexical code mixing and involving a change of pronunciation.

The followings are some forms of English words and phrases used in Indonesian sentence appeared in speaking. This forms can be seen in intra-sentential. The English words used in code mixing are influenced by Indonesian

grammar as intra-lexical code mixing. When the students say an English word, they modify it to Indonesian phonological structure involving a change of pronunciation part. The following table shows the complete feature of the forms of Indonesian-English code mixing.

Tabel 1. The forms of Indonesian-English code mixing

| No | Forms of mix | No. Token | Duration |
|-------|-------------------------------------|-----------|----------|
| 1 | Intra-sentential | 91 | 4 weeks |
| 2 | Intra-lexical | 7 | |
| 3 | Involving a change of oronunciation | 4 | |
| Total | | 122 | |

Of the forms of code mixing produced by the students of Pesantrem IMMIM Putri Pangkep, there are some words that have involved a change in pronunciation. It caused by the influence of Indonesian phonological structure.

As can be seen from the table, the most recurring mixed forms was intra-sentential, making almost 60% of the data, which consists of nouns, verbs, adjectives, adverbs and phrases, then followed by intra-lexical mixed forms, making up about 30% of the data. As can be seen from the table, the most recurring mixed forms was intra-sentential, making almost 60% of the data, which consists of nouns, verbs, adjectives, adverbs and phrases, then followed by intra-lexical mixed forms, making up about 30% of the data.

a. Intra-sentential code mixing

In this form, the English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjective, phrases (noun phrases, verb phrases and adjective phrases) in which they will be described as follows:

1) Nouns

The following sentences are the example of nouns without using affixes, where the nouns

used in mixed languages consist of one morpheme and stand alone as a free morpheme.

- *Exercise* berapa yang harus diselesaikan?)
- Tidak ada *comment* tentang hal yang baru saja kita bicarakan.
- *Reference* apa yang digunakan?

All of the examples above are originally nouns, without using affixes and stand alone, such as dinner, exercise, comment, and reference.

The following examples present derivative nouns :

- Bagaimana *feelingmu* kah?
- Ada *misunderstanding* antara kita dalam hal ini.
- Apa *planningmu* selanjutnya?

The nouns above are nouns divided into original nouns and derivative nouns which originate from verb + ing .

2) Verbs

The following data contains verbs without using Indonesian affixes, where verbs used in mixed language consist of one or more than one morpheme.

- I *think* kamu orangnya baik sekali .
- Siapa yang *calling* saya?.
- You harus *hunting* buku untuk menunjang karya ilmiah itu.

Data above show the word “calling” is a verb + ing used as verb. While data “think” are also used as verb, although they have not got -ing form. In connection with the description above , it is denoted that the verbs using ‘ing’ form are not always classified as nouns but can be also as a verbs. They are normally used in daily communication when the students use English words in Indonesian sentences.

All nouns and verbs at the example above are used to complete their sentences. Some English words are used in grammatical deviation and some are not. Actually all nouns and verbs above can be translated into Indonesian, but these words are used by the students of Pesantren IMMIM Putri Pangkep into Indonesian sentences. Although they know these words have

Indonesian translation. They put these pieces of English words into Indonesian sentences just to smooth up their communication as they are familiar with these words. The speaker used these words into their sentences without thinking whether they use English words in correct grammar or in grammatical deviation.

3). Adjectives

The following data shows us adjectives used in Indonesian sentences. Adjectives are used in Indonesian language without any change in English.

- Ini sangat *impossible* untuk kita lakukan.
- Kondisiku sangat *fit* hari ini.
- Makanannya tidak *fresh* lagi.)
- Lagi *Nervous* yah !
- Ada hal-hal yang sangat *urgent* yang harus lebih diprioritaskan.
- Kita-kita ini harus lebih *creative*.
- Harus lebih *patient* agar dapat bertahan di ma'had.

4) Adverbs

This part shows some adverbs which were found from spies' notes. There are two kinds Code mixing of adverb used in speaking. First, English adverbs is used in Indonesian sentences originally. And the second, adverb which is formed from verb and then mixed with Indonesian language.

- *Today* siapa yang bertugas piket ?
- Kamu harus menjelaskan hal ini secara *complete* ?
- Saya janji akan mengerjakannya *tomorrow*.
- Sidangnya akan disiarkan secara *live* di TV.
- *speech competation* itu akan diadakan *next week*.

5) Phrases

The students of Pesantren IMMIM Putri Pangkep use not only words to complete their sentences but also phrases. The use of phrases in english language can be noun, verb and adjective phrases as shown on the following example.

- kita *go home* saja yah.
- Dia lagi *on the way* menuju ke rumahnya
- Kapan *dead line* penyerahan tugas akhir kita.
- By the way, kapan kamu berangkat?

All of the examples which are given above taken from the data on the table from spy's notes. Code mixing which are used at the data above are categorized as intra-sentential code mixing, because the mixed language occurred within or at a sentence.

b. Intra-lexical code mixing

The students of Pesantren IMMIM Putri Pangkep sometimes mixed their language by using English words and then combined with Indonesian grammatical forms. Affixes in Indonesian grammar are normally added to the verbs. Affixes can change the meaning of verb, for example : *minum* (Indonesian word) is a verb that can be meant as instruction. *Minum-an* is a noun, that is something that can be drunk, *di-minum* is something which is drunk, *me-minum* is a verb used by people to do activity or to drink something.

The illustration above is the same way as Indonesian people do in Indonesian English code mixing. The students use Indonesian grammar when they they mix Indonesian words into their Indonesian sentences or paragraph. From the data, some affixes consisting of Indonesian suffixes and prefixes used in English words are put forward on the following table:

Table 2. Prefixes

| No | Sentences | Prefixes |
|----|--|------------------------|
| 1. | OSIS harus mengorganize acara perpisahan secara baik | <i>Meng-organize</i> |
| 2. | Apa kamarnya sudah dilock. | <i>di-lock</i> |
| 3. | Siapa yang bisa meng-up date anti virusku. | <i>meng-up date</i> |
| 4. | Ibu direktur tiba-tiba mengcancel Acaranya hari ini. | <i>meng-cancel</i> |
| 5. | Bagaimana kamu mengtranslate kalimat yang ada pada paragrap dua? | <i>meng-translate</i> |
| 8. | Pimpinan pondok sudah meng-okekanki perizinan kita. | <i>meng-oke-kan-ki</i> |

All words on the table above are selected from the sentence list of the data obtained from notes according to their list of data numbers. Some affixes used in Indonesian English code mixing in daily communication of the students such as prefix *di-*, prefix *meng-*, clitics *-nya*, suffix *-an*, suffix *-kan* *-ki* are elaborated in the following.

1) Prefix *di-* is used in passive form.

One form of code mixing which is usually used by the students in speaking is using English words in Indonesian sentences that have affixes. English verbs using prefix *di-*, are influenced by Indonesian grammar, which mean that the verbs are used to do activities or ask other people to do something, such as someone is asked to check and to lock.

The word *dilock* consists of free and bound morphemes in Indonesian language, where prefix 'di' is a bound morpheme and the verbs are free morphemes. The words above are elaborated as follow:

di-lock = they can be translated into Indonesian "*diperiksa* and *dikunci*" where English verbs are treated as Indonesian verbs, with prefix *-di* mean passive voice. Otherwise auxiliary verb (be) is put before the verb, where the verb must be changed into past participle form.

2) Prefix *meng-* is used in active form

The code mixing form in speaking which is formed by combining Indonesian prefix *meng-* with English words such as: *Meng-organize*, *meng-sortir*, *meng-cancel*, *meng-translate* and *meng-support*. The word 'organize' at this sentence "OSIS (Organisation of Intra school students) harus *mengorganize* acara perpisahan secara baik" although without Indonesian prefix *meng-* in 'organize' word, it is still a verb. So the using prefix *meng-* is a habitual which is done by the students in speaking influenced by Indonesian grammatical.

3) Suffix *-kan* and enclitics *-ki*.

Suffix *-kan* in the sentence "Pimpinan pondok sudah *meng-okekan* perizinanta." (data no. 65) is a causative form where the person make the thing is ready or do something for other person. The word "*meng-oke-kan-ki*" is the verb "okey" which is added with Indonesian prefix *-meng*. Enclitics *-ki* is derived from local language and it is used to substitute pronoun for the verb "okey". It is apolite form (honorific) used to appreciate his /her interlocutor. In this case, enclitic *-ki* used in the sentence is influenced by local language (Makassarese or Bugisene).

4). Enclitics *-nya*, *-ku*, *-ka*, *-mu*.

There are three criteria showing that the form *-nya* is not suffix but enclitics, namely : (1) *-nya* can substitute pronoun for the third person if its function as complement, (2) *-nya* substitutes pronoun when its function as object, (3) *-nya* substitutes pronoun when its function as possessive (Darwis, 1998). Data obtained from notes which is contained enclitics *-nya* as follows:

- Mana buku bahasa Inggrismu yang ada *short storynya*?
- Siapa yang akan mengikuti *English debatnya*? (data no. 95)

The function of enclitics *-nya* in the sentences above obtained in Indonesian English code mixing are possessive. In English "short story *nya*" is a noun and enclitics "*-nya*" refers to possessive pronoun.

The phenomena that also occurred in intra-lexical code mixing namely enclitics *-ku* which refers to English possessive pronoun "my" as in following sentences:

- Siapa yang pinjam *penku*?
- Bagaimana dengan *English speechku* tadi?

While enclitic *-ka* at sentences like this:

- *Copika* dulu punyata.!
- Lagi *Nerveouska*, ini, menunggu giliranmu tampil.
- Apa *planningmu* selanjutnya?
- Bagaimana dengan *feelingmu*?

"... *ka*" after the word "copy" refers to

the English subject pronoun “I”, so we can say in English “I copy yours first”.

The enclitic *-mu* at the sentences “Bagaimana *feelingmu* and “Apa *planningmu* selanjutnya?” also refers to English possessive pronoun “your”. So in English we can say “how is your feeling” and “what is your next planning”.

English words occurring in Indonesian – English code mixing are used by the students in speaking as if they used Indonesian words. They think that they are speaking Indonesian and they mix their language without thinking that they are making grammatical deviations in their communication. This situation is naturally occurred in their daily communication.

c. Involving a change of pronunciation

This kind of code mixing occurred at the phonological level, as when students say in English word, but modify it to Indonesia phonological structure, for instance: the word “happy”, “Copy”, “success” and “Okey” is said to be “Hepi”, “kopi”, “sukses” and “oke” by Indonesian students.

5. Conclusion

Based on the description discussed in this research, the researcher describes that there are three forms of code mixing found in the students’ speaking. The forms of code mixing that the researcher found in this research are intra-sentential, intra lexical, and involving a change of pronunciation. And intra-sentential is the most frequent form of code mixing used by the student of Pesantren IMMIM Putri Pangkep in speaking.

Code mixing can be occurred either at formal and informal situation, but in this research the researcher just observe at the informal one, where code mixing is naturally occurred in the students’ daily communication or speaking. Almost all students use code mixing in speaking automatically and spontaneously.

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