

# THE ANALYSIS OF CODE MIXING USED BY JUNIOR HIGH SCHOOL STUDENTS

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## Abstract

This objective of the study was to investigate and analyze the types of code mixing used by Junior High School students. The study used descriptive qualitative method. Each sentence from the students conversation was carefully identified to determine its code mixing type according to Hoffman's theory (1991). The data of the study is utterances which code mixing is included in it. The technique of the data collections used is documantary technique. It is found that there were three types of code mixing used by Junior High School students according to Hoffman theory namely : (1) intra-sentential code-mixing, (2) intra-lexical code-mixing, (3) code-mixing involving change of pronunciation. According to Hoffman theory there are four reasons of using code mixing but in this study it was found that the dominant reason is "If someone is exposed to mixed input, s/he will often respond with mixed production."

**Keywords: Code mixing, types of code mixing, qualitative, hoffman theory, sociolinguistic, bilingual**

## INTRODUCTION

Language is the ability possessed by every human being to communicate, interact, and express feelings or thoughts with other humans by using words, motion or symbols . Language can not be separated with human society because language plays an important role in people's lives. We can see it from human daily activities that never stop to communicate to each other.

The study of language associated with social is a very interesting research to be discussed and researched. According to J.A. Fishman (1972:4) in Abdul Chaer and Leonie Agustina's book, sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community. According to C.Criper and H.G. Widdowson in J.P.B. Allen and S. Piet(Eds.) (1975:156) in Abdul Chaer and Leonie Agustina's book, sociolinguistic is the study of language in operation, it's purpose is to investigate how the convention of the language use related to other aspects of social behaviour.

In bilingual community, people tend to mix one language to other languages. According to Bloomfield (1933:56) in Abdul Chaer and Leonie Agustina's book, bilingualism is the ability of a speaker to use two languages that are equally good. When speaker use mixing language, it called code-mixing. Code mixing appear when people combine two languages between mother tongue and English. The use of code mixing itself occur in conversation of bilingual speakers and they may appear at the same time but they are often used in a different context. Code mixing can be seen by writing and spoken language.

There are many researches about this. For example that has been done by Muhammad Musthofa, Nana Yuliana, Sutrismi and Martin Kustati. An analysis of Indonesian-English code-mixing used by the presenters on “Black in News” in Trans 7 Tv by Muhammad Musthofa, Code-mixing and code-switching of Indonesian celebrities: a comparative study and another one is the use of Indonesian English code mixing in social media networking (Facebook) by Indonesian youngsters by Nana Yuliana. According to Sutrismi with his title The use of Indonesian English code mixing in social media networking (Facebook) by Indonesian youngsters, the researcher found that the correspondences used code mixing when they were posting a status or chatting in their Facebook account. And according to Martin Kustati with his title An analysis of code mixing and code switching in EFL teaching of cross cultural communication context, the researcher found that the teachers used code mixing and switching in the process of clarifying certain issues to make them more comprehensible to students. Teachers also do these kind of switching during their attempt to promote relationship with students, to switch topic, and to persuade or motivate students to be more engaged in learning English.

In this case, the researcher make a research in Junior High School students because around that age there is a transition from childhood to teenagers so they are affected by many factors especially in language. So that they have many variations of language. Around that age, they like to mix language when they are talking. As the researcher had heard some junior high school students mixed language when they are talking so the reseacher was attracted to make the analysis of it.

## **METHOD**

The type of this research was descriptive qualitative because it described the sociolinguistics form of code mixing, the categories of code mixing and the reason of using code mixing by Junior High School students. According to Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers. According to Denzin and Lincoln (2000) qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researches study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (p. 3). In analyzing data, the researcher analyze based on the theory of Hoffman about the categories of code mixing and the reason of using code mixing itself.

Hoffman (1991) explained that there are many types of code-mixing based on the area where the language is used. He categorized code-mixing into three categories: (1) intra-sentential code-mixing, (2) intra-lexical code-mixing, (3) code-mixing involving change of pronunciation. First, intra-sentential code-mixing is the code-mixing that happens within a phrase, a clause or a sentence boundary. The next code-mixing type is intra-lexical code-mixing This type of code-mixing occurs within a word boundary. The last is code mixing invloving change of pronunciation.

Hoffman (1991) came up with four reasons. Here are the reasons of code-mixing according to Hoffman’s theory such as:

1. If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
2. If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language.
3. If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
4. If someone is exposed to mixed input, s/he will often respond with mixed production.

## DISCUSSION AND RESULT

According to the analysis, the researcher found 37 data of Indonesian English code mixing in Junior High School students which consists of 25 data of Intra-Lexical, 8 data of Intra-Sentential and 4 data of code mixing involving change of pronunciation.

**Table 1**  
**The data of Indonesian English code mixing**

No	Utterances	Code Mixing Categories	Theory
1	<b>Good Morning.</b> <i>Apa kabar ?</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
2	<i>Hi Guys... Jumpa lagi</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
3	<i>...Nervous aku tadi.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
4	<i>Besok ujian, aku belum me-review apapun.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
5	<i>Semalam aku <b>dinner</b> sama keluarga aku.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
6	<i>Kami <b>holiday</b> ke Tongging kemarin.</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed

			production..
7	<i>Jalanan licin. <b>Be careful</b> ya</i>	Intra-Sentential	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
8	<b>Good luck</b> <i>buat ujiannya ya woi.</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
9	<i>Wajahnya cantik banget. Hampir <b>perfect</b>.</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
10	<b>So sweet</b> <i>kali kalian berdua</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
11	<i>Kasian banget yang <b>single</b> ini</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
12	<i>Kamu dapat <b>skor</b> berapa?</i>	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
13	<b>Oh my God!</b> <i>Itu atraksi beneran ?</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
14	<i>Pedasnya <b>level</b> berapa ?</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
15	<i>Buat apa kamu sedih ? <b>move on</b> la</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
16	<i>Aku pulang dulu ya, <b>bye</b>.</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
17	<b>Paparazi</b> <i>itu dimana-mana</i>	Intra-Lexical	If an item has been acquired in one language but not yet in the other,

			someone may use the available device to express a certain lexical or grammatical meaning.
18	<b>Hangout</b> <i>yok woi</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
19	<i>Kita mah selalu salah dimata</i> <b>haters</b>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
20	<i>Aku mau nya jalan-jalan ke</i> <b>Lake Toba liburan ini</b>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
21	<b>View</b> <i>nya indah sekali</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
22	<i>Hobi aku ada 2, memasak dan</i> <b>ngedance</b>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
23	<i>Mata pelajaran yang saya tidak suka itu Matematika. Karena gurunya</i> <b>killer</b>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
24	<i>Aku gak terlalu</i> <b>update</b> <i>tentang gosip artis</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
25	<i>Susi itu orang nya</i> <b>arrogant</b> <i>kali</i>	Intra-Lexical	If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
26	<b>Speechless</b> <i>aku liatnya</i>	Intra-Lexical	If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
27	<i>Si Rina sensitif</i> <b>kali</b> <i>jadi orang</i>	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed

			production.
28	<i>Kita disuruh ngerjain <b>bergrup</b></i>	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
29	<b>Feeling</b> <i>ku kok gak enak ya</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
30	<i>Jangan malu-malu ya <b>dear</b></i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
31	<b>Yes</b> , <i>pastinya dong!</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
32	<b>By the way</b> , <i>judul lagu ini apa ya ?</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
33	<i>Pokoknya kita harus berjuang sama-sama. <b>You understand ?</b></i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
34	<b>Sorry</b> <i>ya gak sengaja numpahi minuman kamu</i>	Intra-Lexical	If someone is exposed to mixed input, s/he will often respond with mixed production.
35	<i>Siapa coba yang gak kenal sama aku. Aku kan <b>populer</b> disini</i>	Code-mixing involving change of pronunciation	If someone is exposed to mixed input, s/he will often respond with mixed production.
36	<b>Happy Birthday</b> <i>Rina! Semoga makin cantik kau ya</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.
37	<i>Baik kali kau hari ini. <b>I love you</b> la pokoknya</i>	Intra-Sentential	If someone is exposed to mixed input, s/he will often respond with mixed production.

For the Intra-Lexical examples: “*Semalam aku **dinner** sama keluarga aku.*” The words of ‘dinner’ is a type of Intra-Lexical. “*...**Nervous** aku tadi.*” The word of ‘nervous’ is also a type of Intra-Lexical. The researcher said both examples are types of Intra-Lexical, because this type of code mixing that happen within a word boundary. Morphologically the bold word is a single word, because it is the smallest meaningful of grammatical unit that can be used on its own. “*Besok ujian, aku belum **me-review** apapun.*” The word ‘review’ is a type of Intra-Lexical but it also includes to hybrid

because the word ‘review’ is an English word and the word *me-* is Indonesian prefix. “*Hobi aku ada 2, memasak dan ngedance...*” this example is as well as **mereview**”.

For the Intra-Sentential examples: “**By the way**, *judul lagu ini apa ya ?*” The phrase of ‘by the way’ is a type of Intra-Sentential. “*Buat apa kamu sedih ?* **move on la**” The phrase of ‘move on’ is a type of Intra-Sentential. The researcher said both examples are types Intra-Sentential, because this type of code mixing that happen within a phrase, a clause or a sentence boundary.

For the code mixing involving change of pronunciation: “*Si Rina sensitif kali jadi orang*” The word ‘*sensitif*’ is a type of code mixing involving change of pronunciation. “*Kita disuruh ngerjain bergrup*” The word ‘*grup*’ is a type of code mixing involving change of pronunciation. Indonesian people say an English word but modify it into a phonological structure. The researcher said both examples are types of code mixing involving change of pronunciation, because it happens at the phonological structure.

According to Hoffman there are four reasons of code-mixing according to Hoffman’s theory, such as :

1. If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.
2. If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language.
3. If an item is more complex, or less silent in one language, the young bilingual may make use of the corresponding one from other languages.
4. If someone is exposed to mixed input, s/he will often respond with mixed production.

In this research, the researcher found some reasons that stated by the participants. Some participants stated that the reason of using the code mixing are :

**Table 2**  
**Reasons stated by the participants**

NO	Participants’ Reasons	Hoffman Theory	Examples	Explanation
1	To make simple and familiar	(4) If someone is exposed to mixed input, s/he will often respond with mixed production.	<i>Hobi aku ada 2, memasak dan ngedance</i>	The participant prefer to say ‘dance’ than <i>menari</i> because she think her friend has understood about what she is saying and she comfortable to mix with it.
2	To practice English and to	(4) If someone is exposed to mixed	<i>a. Kami holiday ke Tongging</i>	The participant talks to her

	learn more English vocabularies.	input, s/he will often respond with mixed production.	<i>kemarin.</i>  <i>b.Mata pelajaran yang saya tidak suka itu Matematika. Karena gurunya killer</i>	English course's teacher and at the moment, her teacher also mixed a language to English so she is exposed to mixed a language too. On the other hand, her teacher also understands English and she wants to practice and learn more English vocabularies.
3	To look more classy, to look cooler, to be seen different from others, and to show the trend.	(4) if someone is exposed to mixed input, s/he will often respond with mixed production.	<b>Hangout</b> <i>yok woi</i>	the participant talks to her friends, she prefers to say 'hangout' than <i>nongkrong</i> . The participant wants to be seen different from others, to look cooler and more classy and also to show the trend.
4	Do not know the word in bahasa but know the word in English.	(1) If an item has been acquired in one language but not yet in the other, someone may use the available device to express a certain lexical or grammatical meaning.	a. <b>Paparazi</b> <i>itu dimana-mana.</i>  b. <b>Speechless</b> <i>aku liatnya</i>	The participant talks to her friend and she doesn't know how to say the word in Bahasa so she used other available language.

## CONCLUSION

The researcher found that almost all teenagers used all types of code mixing. Nowadays, teenagers are able to do bilingual in every situations, whether with friends or teachers. The way they mix words were in many variation. The dominant reason that were used by teenagers is the forth reason of Hoffman reasons that they mixed words because collocutor also mixed the words so the students responded with mix language too.

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