Code Mixing In Students' Conversation at Grade VII in SMP N 2 Pematangsiantar

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Abstract

Code mixing can be happened in wide variety of language. It means that, mixing of two or more languages can be happened in morpheme/word, phrase, clause, and in sentence. According to Hamers (2000:270) "Code mixing is a language-contact communication strategy, but the speaker of a language transfers elements or rules of another language."The researcher taught that English is important language, The reason to choose code mixing because the researcher found that students try to practice their English but using sometime they have to use code mixing and swithing mostly because of lack of vocabulary. To describe the types of code mixing, to explain the functions of code mixing, and to tell the reasons of using code mixing. According to Siregar (1996:50) stated that Code mixing divided into two kinds, intra-sentential mixing and extra-sentential mixing.Muysken (2000) defined three types of code mixing, those are: Insertion, Alternation, and Congruent Lexicalization.This situation is closer with daily conversation and also describe as their habitual communication. Speech situation of some people this phenomenon could increase by status in society. In this case, for many young people code mixing becomes their own style which is hoped to look like a modern and educational one.

Keyword: sociolinguistics, code mixing, insertion, alternation, congruent lexicalization

1.Introduction

In this case, the researcher wants to focus on conversation. Conversation can be done in many situations. By conversation, the speaker can communicate with other people in a small group or a big group. According to Luppicini(2007:1) "Conversation is central in human interaction."Conversation is even more important. The speaker can convey his ideas, facts and feelings to other people. Speaking conversation is one of the important things to be used in communication on the small group or big group. According to a thesis of Sutrismi (2014:10), there are some reasons of using code mixingby the students' conversation. The researcher also found three reasons of using code mixing consists need filling motive, prestige filling motive, and the other reasons ((a) to make simple and familiar, (b) to show personal habit, (c) to stress themessage, (d) to practice English, (e) to show the trend, (f) to match with thesituation, (g) to show their prestige and (h) to differentiate with others). The researcher interests in students conversation specially when researcher hears that Indonesian people often use English in code mixing in their daily conversation, the writer can be found several English morpheme/word, phrase, clause, and in sentence. There are many insertions on the conversation. The speaker mixes English in his Bahasa Indonesian speech. There are English language forms inserted in his Indonesia conversation such as *chatting, hangout* and *amazing*.

Related to the language usage at the school, the students use Indonesian as the main language and English as a study program. But if we usually see among students in conversation, they often mix Indonesian language with another language like English. The differences in language

and social status creates mix of language and it is very often used an interesting mix of language is usually referred to as code mixing.

The researcher is interested in analyzing code mixing in students' conversation at Grade VII in SMP Negeri 2 Siantar. The researcher chooses SMPNegeri 2 Siantar because the researcher has time and easy to collect the data because the location of the school also in her campus. Every school also used Indonesian language and English language is a study program. The researcher focuses in students conversation in any way such as classroom. The researcher hopes can help the students in good communication without problem and misunderstanding and our education in our country become increasing because of the good relation between them.

Sociolinguistics

Sociolinguistics provides knowledge on how to use language in a certain aspect or social terms. According to Siahaan and Napitupulu (2015:1-2) "Sociolinguistic is the study of language in human society."Sociolinguistic will guide us in communicating with show language, variety of language or style of what language should we use when we talk to a certain person. Sociolinguistics also concerns with how people behave in relation to language, and this shows us that language is a social behavior.

The goal of the sociolinguistic is being a better understanding of the structure of language and of how languages function in communication. We use language to ask for and give people information to other people.

Bilingualism

Bilingualism is the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue. According to Hamers (2000: 6) stated that Bilingual equals being able to speak two languages perfectly.

From the previous statements, it can be concluded that bilingualism is the use of two languages by a speaker in the interaction with the speaker of other language

Code Mixing

Code mixing is expressively combined more than one language to increase social status or to keep the speaker's prestige. Code mixing usually occurs in relax of informal situation. This situation is closer with daily conversation and also describe as their habitual communication. Hamers (2000:270) stated that Code mixing is a language-contact communication strategy, but the speaker of a language transfers elements or rules of another language.

Insertion

The concept of insertion is defined as insertion of material such as lexical items from one language into a structure from the other language. According to Musyken (2000) stated approaches that depart from the notion of view the constraints in term of the structural properties of some base or matrix structure. The process of code mixing is conceived as something akin to borrowing the insertion if an alien lexical or phrasal category into a given structure.

Alternation

The process of alternation is particularly frequent in stable bilingual communities with a tradition of language separation but occurs in many other communities as well. It is a frequent and structurally intrusive type of code-mixing.

Approaches departing from alternation (associated with Poplack 1980) view the constraints on mixing in terms of the compatibility or equivalence of the language involved at the mix point (Muysken, 2000).Conjunction and appositions are incorporated through adjunction rather than insertion. Verbs are often incorporated through adjunction to a helping verb. Language alternation is a normal, common, and important aspect of bilingualism.

Congruent Lexicalization

The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation, as in the work of Labov (1972) and Trudgil, rather than bilingual language use proper (Muysken, 2000).

2.**Methods**

Design

This research is a qualitative research because the researcher describes the linguistic form of code mixing and the reasons of using code mixing by conversation of students. According to Creswell (2014: 423) "Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem." The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

Subject

The subject of this research is students at Grade VII in SMP Negeri 2 Siantar. The researcher chooses these students as the subjects of this research because the researcher interests and also find the ability of students in code mixing. The researcher will focus at grade VII mainly VII-6, VII-7, VII-8 and VII-9.Therefore, by taking somestudents as the subjects of this research, the researcher believes that the problems of this research will answer effectively.

Data

Expression of Code Mixing

From this study the data code mixing is obtained as follows:

Table 1. Recapitulation of words using by the students in their conversation.

No	Words	Class of word	Amount of word
1.	Film	N (Noun)	3
2.	Spiderman	N (Noun)	1
3.	Egg-man	Np (Noun Phrase)	1
4.	Account	N (Noun)	3
5.	Update	V (Verb)	1

6.	Instagram	N (Noun)	3
7.	Follow	V (Verb)	2
8.	Back	V (Verb)	1
9.	Okey	Exc (Exclamation word)	3
10.	Boyfriend	Np (Noun Phrase)	1
11.	Handsome	Adj (Adjective)	1
12.	By the way	Conj (Conjuntion)	2
13.	Upload	V (Verb)	1
14.	Facebook	N (Noun)	1
15.	Like	V (Verb)	3
16.	Youtube	N (Noun)	2
17.	Subscribe	V (Verb)	2
18.	Handphone	N (Noun)	1
19.	Homework	N (Noun)	1
20.	Canteen	N (Noun)	1
21.	Yes	Exc (Exclamation Word)	1
22.	Game	N (Noun)	1
23.	Mobile	N (Noun)	1
24.	Legend	N (Noun)	1
25.	Login	V (Verb)	1
26.	Loading	V (Verb)	1
27.	Hero	N (Noun)	1
28.	Tank	N (Noun)	1
29.	Hi..	Greetings	1
30.	Hello…	Greetings	1
31.	Chat	V (Verb)	1
32.	Searching	V (Verb)	1
33.	Internet	N (Noun)	1
34.	Website	N (Noun)	1
35.	Kids	N (Noun)	1
36.	Now	Adv (adverb)	2
37.	I	Sub (Subject)	1
38.	Style	N (Noun)	1
39.	Photo	N (Noun)	1
The total number of words are			54

Table 4.1 above shows the words that the students used in their conversation in their classroom. There are nine classes of word that the students used such as Noun, Noun Phrase, Verb, Adverb, Adjective, Subject, Greeting, Exclamation Word, and Conjunction. From the table the student produces Noun-Noun Phrase dominantly by using conversation. The total data of code mixing are 54 data.

TABLE 4.2

Code mixing of the student conversation in their classroom

No	No Data	No Utterances	Utterances	Insertion	Alternation	Congruent Lexicalization
				Types of Code Mixing		
1	Data 1	Fisrt Utterances	Kamu suka **film** Upin-Ipin gak?		√	
No	No Data	No Utterances	Utterances	Insertion	Alternation	Congruent Lexicalization
				Types of code mixing		
2		Third Utterances	Jadi kamu suka **film** apa?		√	
3		Fourth Utterances	Kayak "**Spiderman, Eggman**"	√		
4		Fifth Utterances	Kamu tau gak **film ter-update**?	√		
5		Seventh Utterances	Ohh.. Kamu punya **account instagram**?	√		
6		Ninth Utterances	**Follow instagram** aku yah..	√		
7		TenthUtterances	Iyah, ntar langsung aku **follow back**	√		
No	No Data	No Utterances	Utterances	Insertion	Alternation	Congruent Lexicalization
				Types of code mixing		
8	Data 2	First Utterances	**Boyfriend** mu **handsome** banget ya..		√	
9		Fourth Utterances	Eh, **by the way photo** yang semalam di **upload** dimana sih?	√		
10		Fifth Utterances	Banyaklah.. di **instagram di facebook** juga ada,yang **like** banyak juga	√		
11		Sixth Utterances	Yang **like** berapa banyak?	√		
No	No Data	No Utterances	Utterances	Insertion	Alternation	Congruent Lexicalization
				Types of code mixing		
12		Eight Utterances	Eh Bowo dah punya **youtube** loh	√		
13		Ninth Utterances	I juga sering **subscribe**			√

No	No Data	No Utterances	Utterances	Insertion	Alternation	Congruent Lexicalization
			account youtube Bowo			
			Congruent dari **handphone** ku			
14	**Data 3**	First Utterances	Nad, **homework** mu dah selesai?			√
15		Fourth Utterances	**Btw**, kamu udah makan?			√
16		Sixth Utterances	Kita makan bareng yok ke **canteen**			√
17	**Data 4**	First Utterances	Punya **game Mobile Legend** gak?	√		
18		Fourth Utterances	Aku **login** dulu ya	√		
19		Fifth Utterances	**Account**ku pun masih **loading** ini	√		
20		Sixth Utterances	Yaudah kamu pake **hero** Hilda yah, **tank** nya bagus	√		
21	**Data 5**	Third Utterances	Kau bawa **handphone**?	√		
22		Fifth Utterances	Pinjamlah, mau **ngechat** mama ku bentar	√		
23		Seventh Utterances	**Okey sis..**		√	

No	No Data	No Utterances	Utterances	Types of code mixing		
				Insertion	Alternation	Congruent Lexicalization
24	**Data 6**	Second Utterances	Iyahlah, Aku kan **kids zaman now**		√	
25		Third Utterances	Gayamu persis kayak anak zaman **now**		√	
26		Fifth Utterances	**Style**mu selalu ganti-ganti yah, **I like lah**		√	
27		Sixth Utterances	Biasalah, kan aku emg gitu orangnya harus ganti **style** terus		√	

				Insertion	Alternation	Congruent Lexicalization
28	Data 7	Third Utterances	Kemarin ku **searching di internet** gada loh	√		
29		Fourth Utterances	Si Naomi udah siap loh, kita minta lah **website** nya yok	√		
		Total Number		**18**	**10**	**1**

Table 4.2 shows the data of the three types of code mixing that used by the students in their classroom interaction. There are 18 utterances included to Insertion, there are 10 utterances included to Alternation and there is 1 utterance included to Congruent Lexicalization. The total data of the types of code mixing are 29 data.

Table 4.3 The percentage of three types of code mixing

No.	Types of Code Mixing	Frequency	Percentage
1	**Insertion**	**18**	**62,06%**
2	**Alternation**	**10**	**34,48%**
3	**Congruent Lexicalization**	**1**	**3,44%**
	Total	**29**	**100%**

Table 4.3 above shows the percentage of the three types of Code Mixing. The types of Insertion are 62,06%,the types of Alternation are 34,48% and the types of Congruent Lexicalization are 3,44%. From the table IV.3 draw the findings that Insertion words are dominantly in students classroom interaction at grade VII in SMP Negeri 2 Siantar.

1. Conclusion

This study was conducted as an attempt to discover the Code Mixing used by the students in their classroom. The research which involved 15 students showed that the students were using code mixing. Several important findings were revealed.

Code mixing is used widely as a communicative strategy among the students of SMP Negeri 2 Siantar, while speaking Indonesian language, they mix linguistics items of English at all linguistic level though it is evident at single lexeme level. This research supports that point that code mixing is not interference rather it serves for continuity and fluency.

Finally, the researcher concludes the findings above as follows :

1. There are analyses of types code mixing of the students at grade VII in SMP Negeri 2 Siantarin Their Classroom Interaction : Insertion 62,06%, Alternation 34,48% and Congruent lexicalization 3,44%

2. The dominant types of code mixing in students at grade VII in SMP Negeri Siantar in Their Classroom Interaction are more dominant more dominant, It is about 63,33% (Noun = 36,77%, Noun phrase = 4,50%, Verb = 18,79% and Conjunction = 2,84%).

3. There are 15 data interview for reason of using code mixing in students at grade VII in SMP Negeri Siantar in Their Classroom Interaction. The result for interviewing data, mainly for (a) Talking about particular topic are 8 data, (b) being emphatic about something 4 data, and (f) Expressing group identity are 3 data.

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