



Studi Sociolinguistik Tentang Campur Kode Bahasa Inggris-Indonesia dalam Berbicara Di Smp Islam Al-Azhar Makassar

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Abstract. This research aims to find out what forms of code mixing are used in speaking. The research employed a descriptive method. The subject of this research was the seventh grade of SMP Islam Al-Azhar in academic year 2014/2015. This research used cluster sampling. The sample of this research consisted of 20 students from 60 students as the total of population. This research used two instruments: notes and questionnaire. Notes from the spies were used to find out the forms of code mixing, observation was used to identify the forms of code mixing. The result of the research shows that there were three forms of code mixing that occurred namely: intra-sentential code mixing, intra-lexical code mixing and involving a change of pronunciation. The intra-sentential code mixing was the most frequently mixed points in English-Indonesian code mixing.

Keywords: Sociolinguistics, Code Mixing and Speaking.

Abstrak. Tujuan dari penelitian ini adalah untuk mendapatkan bentuk-bentuk apa dari campur kode yang digunakan dalam berbicara. Penelitian menggunakan metode deskriptif. Subjek pada penelitian ini adalah siswa kelas VII SMP Islam Al-Azhar Makassar tahun akademik 2014/2015. Penelitian ini menggunakan teknik pengambilan sampel menurut tingkatan. Sampelnya terdiri dari 20 siswa dari 60 siswa sebagai total populasi. Penelitian ini menggunakan dua instrumen yaitu catatan dan angket. Dalam hal ini, catatan digunakan untuk mendapatkan bentuk-bentuk campur kode dan observasi yang digunakan untuk mengidentifikasi bentuk campur kode. Hasil dari penelitian ini menunjukkan bahwa ada tiga bentuk campur kode yang terjadi dalam pembicaraan siswa yaitu campur kode sentensial, campur kode intra leksikal, dan bentuk berupa adanya perubahan pengucapan. Intra senetensial campur kode merupakan bentuk campur kode yang paling sering terjadi.

Kata kunci: Sociolinguistik, campur kode dan berbicara.

INTRODUCTION

Nowadays, there are many people who master more than one language, namely their native language and the second language. The language that is usually mastered 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 to understand other people about what they mean, there is a demand for the people to master or know other languages. This condition causes many people learn another language to make their communication effectively.

Human communication aspect implies attention to the way of language 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 follow: First, 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.

This study refers to the three points from three questions above. They are possible useful languages whole, how speech is used in social interaction, and the relationship of language to culture where the main point is speech used in social interaction.

The languages that the students at SMP Islam Al-Azhar use in their community are English, Indonesian and Arabic, although they just use pieces of English or Indonesian words as a learning process. Students usually use code mixing to improve and maintain the vocabularies or terms to complete their sentences. The students are very creative to use English words by adding Indonesian affixes, some of the words which are used by the students is original English words and modified by Indonesian grammar.

English as the second language in interaction is used actively or passively by the students of SMP Islam Al-Azhar Makassar. Therefore, the students must live boarding school and speak English and Arabic at certain days. In a week the students must use both English and Arabic for two days, but sometimes they use

Indonesian vocabularies or terms to complete their sentence. In this case, Indonesian speakers use both Indonesian and English in one sentence or discourse to convey their ideas.

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 as the target language. Brown (1980) said that the beginning stages of learning a second language are characterized by a good ideal of inter-language transfer (from native language).

This research discusses code mixing the talk of students in the class because in English lesson sometimes speech community like code is used in introduction and the materials first but after that the student is try to create a target language in order to make comprehend the language use but rarely we found all terms is explained without code mixing.

REVIEW OF LITERATURE

Code mixing

The definition of code mixing

Code mixing is under the sociolinguistics. In connection with code mixing the researcher is going to describe it in 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 same thing. 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 other 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 is called bilinguals. Ohoiwutun (1997:67) divides bilingual into three categories:

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

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.
- 2) Intra-sentential. This kind of code mixing occurs within a clause or sentence boundary.
- 3) Inter-essential. This kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other.
- 4) Intra-lexical code mixing. This kind of code mixing which occurs within a worked boundary, 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.

Reason for using code mixing.

Reasons for bilinguals to switch or mix their languages according to Saville-Troike (1986:69):

- 1) To soften or strengthen request or command. Because of real lexical need.
- 2) The most common reason for bilinguals to switch or mix their languages is due the lack of equivalent lexicon in the languages.
- 3) To exclude other people when a comment is intended for only a limited audience.
- 4) Sometimes people want to communicate only to certain people or community they belong to.

This research is accordance with the giving reason by Saville-Troike (1986:6), where the reason happened in general situation.

1. Occurrence of code mixing

Language variety shows not only the differences of society but also as an indication of speech situation. The ability to use appropriate register or speech style is of particular importance to language community. In connection with language community, Hymes in Wolfson (1989: 708) has proposed as a set of components of speech which can be subsumed under the acronym “speaking” as follow :

- 1) S, which stand for “setting,” this refers to the time, place, and physical circumstances.
- 2) P, which stands for “participant,” includes the following four components, which may have relevance it the analysis: Hearer; receiver or audience and addressee.
- 3) E, in acronym means end. Where the speaker intend to accomplish the intend purpose.
- 4) A, stand for act sequences; it refers to the message form and content.
- 5) K, in the acronym means keys; it refers to the manner or spirit in which

something is said. (e.g. serious, joking, sarcastic playful).

- 6) I, in the acronym mean instrumentalities. It refers to channels and forms of speech.
- 7) N, stands for norms, norms of interaction refers to the specific behaviors that are considered appropriate for different kinds of speaking in different societies.
- 8) G, stand for “gernes,” these refer to categories of communication, such as poems, curses, prayers, jokes, proverbs, and will often coincide with speech events.

Speaking

The nature of speaking

Of all the four skills, speaking seems intuitively the most important (Ur, 1996: 120). Speaking skill is oral skill that plays a very essential role in human interaction and communication. In expressing our ideas, minds, and feelings, of course we need to speak. It is the most essential way in which the speaker can express himself through a language learning to speak involves developing a number of complex skill and different types of knowledge about when and how to communicate (Burn and Joyce, 1997: 2).

Stovall (1998: 13) states that speaking is considered as crucial participative of the language learner. It requires students to realize that ability to speak a language as the product of language learner must be mastered by them. Shumin (1997: 115) states that: “Speaking a foreign language is not easy for EFL learner because effective oral communication requires the ability how to use the language appropriately in social interaction”.

There are some important aspects such as mechanics (pronunciation, grammar and vocabulary), functions, social, cultural rules and also norms, turn taking, rate of speech, length of pauses between speaker and relative role of participants to take into speaking (Stoval, 1998). Stoval adds that: “since regarding speaking as the most important skill students can acquire, they

should asses their progress in terms of accomplishments in spoken communication.

Elements of speaking

There are three elements of speaking that are normally recognized as crucial aspect that should be mastered for those who are learning English. These three elements should be understood well by the teachers and the students in order to apply and practice in improving the students’ speaking skill through strategies-based instruction. Heaton (1988: 100) proposes three elements that are used as the parameters in assessing the speaking skill. Those are accuracy, fluency, and comprehensibility. The researcher would like to say that the tree elements of speaking are very important to be discussed in this research, because from those elements that can help the researcher to find out the students’ speaking skill in conducting this research.

Types of speaking

There are many language teaching strategies focused on mastering English speaking activities. Brown (2001) stated that there are two types of oral language that should be explained. The two types of spoken are described as follow:

- 1) Monologue. When one speaker uses spoken language for any length of time, as in speeches, lectures, reading, and hearers must process long stretches of speech without interruption the stream of speech will go on whether or monologue and unplanned monologue.
- 2) Dialogue. It involves two or more speakers can be subdivided into; those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional of factual information.

METHOD

This research used descriptive method. The descriptive method was used to describe English –Indonesian code mixing phenomenon in order to disclose the forms of code mixing use, the mix points where

they will occur, and the reasons of using code mixing. The subject of this research was seventh grade of SMP Islam Al-Azhar in academic year 2014/2015. This research used cluster sampling. The sample of this research consisted of 20 students from 60 students in three classes as the total of population. It is considered that these classes always use code mixing when they speak to each other's in or outside the classroom.

The instruments of this research that the researcher applied in collecting data are, notes, and questionnaire. The instruments aimed to find and describe the code mixing in speaking English that was used by students at SMP Islam Al-Azhar Makassar. The following are the procedures of analyzing data:

1. Sorting out the code-mixing which data got from the observation and notes into recording, and then make an extract. They consisted of the forms of code mixing which took place in three forms, namely word, phrase and sentence, and the situation when the code mixing occurs.
2. To support the data, the researcher distributed questionnaire to the students of SMP Islam Al-Azhar Makassar.

FINDINGS AND DISCUSSIONS

Findings

The Description of English-Indonesian Code Mixing Form in Speaking

All data obtained are included in mixing forms. If we noticed Indonesian code mixing used by the students at SMP Islam Al-Azhar Makassar in speaking, it can be seen that Indonesian language was inserted by English words or English phrases occasionally. The students are also very creative in using English word and then combine it by using Indonesian affixes. Some English words used in Indonesian sentences are not involved either in Indonesian or English grammar. It seems that the usage is influenced by Indonesian grammar.

There are some sentences obtained from spies' notes during about 4 weeks. There were two spies in a week namely spy A and spy B. 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.

a. Intra-sentential code mixing

In this form, the English words or phrases which are found in Indonesian sentences consists of nouns, verbs, adjective, phrases.

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 SMP Islam Azhar Makassar into Indonesian sentences. Although they know these words have Indonesian sentences just 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.

Code mixing which was used based on the data obtained was categorized as intra-sentential code mixing, because the mixed language occurred within or at a sentence.

b. Intra-lexical code mixing

The students of SMP Islam Al-Azhar 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* is 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 do drink.

The illustration above is the same way as Indonesian people do in Indonesian English code mixing. The students use Indonesian grammar when they mix Indonesian words into their Indonesia sentences or paragraph.

English words occurring in English-Indonesian code mixing are used by the students in speaking as if they use Indonesian words. They think that they are speaking Indonesian and they mix their language without thinking that they are making grammatical deviation 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 “Copy”, “success” and “Okey” is said to be “kopi”, “sukses” and “oke” by Indonesian students. These can be subtly different pronunciations of the same words—different patterns for organizing new and old information in sentences, or different pitch and intonation pattern.

Discussions

The Description of English-Indonesian Code Mixing Form in Speaking

Based on the finding in the previous part, in daily communication or speaking, the students of SMP Islam Al-Azhar used code mixing. The researcher found the total numbers of sentences that contain code mixing are 96 sentences which consist of three forms of code mixing. It supports the theory that there are same forms codes mixing in speaking (Hoffman 1991: 112) namely intra-sentential, intra-lexical code mixing and involving a change of pronunciation.

The most frequent of the forms of code mixing used by the students in speaking was the intra-sentential code mixing. This indicated that the major code mixing took place in vocabulary (nouns, verbs, adjectives, adverbs, phrases), followed by the intra-lexical code mixing which mixes English-Indonesian within a word. And the last is the involving a change in pronunciation.

In intra-lexical code mixing form, the students used code mixing within a word. They mixed their language by using

English words and then combine with Indonesian grammatical (prefix, suffix, and enclitics). The word organize is a verb in English, and *meng-* is prefix in Indonesian. Prefix *meng-* is used in active form, while in English “organize” is adverb. So although without prefix *meng-*, it is still a verb. It is influenced by the habit as an Indonesian student.

CONCLUSION AND SUGGESTION

Conclusion

Based on the description discussed in this research, the researcher describes that there are more forms code mixing found in the students’ speaking. The forms of code mixing that the researcher found in this research are intra-sentential and intra-lexical, and intra-sentential is the most frequent. Some of English words in Indonesian sentences involving a change of pronunciations.

In this research, the researcher also found that the habit of the students in using English-Indonesian code mixing in speaking make the students more often practice their English, so this can help the students in improving the fluency in pronouncing English or speaking.

Suggestion

In this part, the researcher presents suggestions regarding to code mixing phenomena in speaking as follows:

1. English teacher as a model of speaking for the students should use English as much as possible in teaching and learning process, at least Integrate or insert English words into Indonesian in relation to the enrichment of English vocabularies and improving the fluency in pronouncing and speaking.
2. In relation with the improvement of teaching and learning specially speaking skill, using code mixing makes English as a foreign language is more influenced by Indonesian construction. So the teachers are expected to give more

explanation in arranging English sentences and sooner or later the students are also expected to be able to arrange English sentences in speaking correctly.

3. To improve the students' ability in speaking, the frequency of using English words within an Indonesian sentence can be increased. An English teacher should consider giving correction as an important thing to do to increase the students' English speaking fluency whenever she/he finds Indonesian in the students' English speaking.

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