THE USED OF CODE-MIXING IN CONVERSATION OF THE STUDENTS ON NINTH GRADE AT MTS UNGGULAN AL-KAUTSAR

PENGGUNAAN CODE-MIXING PADA PERCAKAPAN SISWA KELAS 9 MTS UNGGULAN AL-KAUTSAR

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Abstract

The aimed of this study was to describe the types of code-mixing and the reasons of use code-mixing in student conversation on ninth grade at MTs Unggulan Al-Kautsar. The researcher used qualitative design. The subject of this research is class A on ninth grade at MTs Unggulan Al-Kautsar. The source of data used in this study is obtained from the performed conversation by students of ninth grade in class A at MTs Unggulan Al-Kautsar, while the data is the utterances that were delivered by student conversation on the script recorder which is contain the types of code-mixing based on Muysken's theory. The researcher found 2 points are the types and the reasons. First, types of code-mixing; those are Insertion and alternation. Second, the researcher was found that five reasons out of seven reasons of using code-mixing based on Hoffman theory. The reasons are talking about particular topic, quoting somebody else, express solidarity, interjection and intention of clarifying the speech.

Key words; Code-Mixing, student's daily conversation.

Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan jenis-jenis pencampuran kode dan alasan-alasan penggunaan pencampuran kode dalam percakapan siswa di kelas sembilan di MTs Unggulan Al-Kautsar. Peneliti menggunakan desain kualitatif. Subjek penelitian ini adalah kelas A di kelas sembilan di MTs Unggulan Al-Kautsar. Sumber data yang digunakan dalam penelitian ini diperoleh dari percakapan yang dilakukan oleh siswa kelas sembilan di kelas A di MTs Unggulan Al-Kautsar, sedangkan data adalah ucapan-ucapan yang disampaikan oleh percakapan siswa pada skrip perekam yang berisi tipe-tipe pencampuran kode berdasarkan teori Muysken. Peneliti menemukan 2 poin yaitu jenis dan alasannya. Pertama, jenis pencampuran kode; itu adalah Penyisipan dan pergantian. Kedua, peneliti menemukan bahwa lima alasan dari tujuh alasan menggunakan pencampuran kode berdasarkan teori Hoffman. Alasannya berbicara tentang topik tertentu, mengutip orang lain, mengekspresikan solidaritas, interupsi dan niat mengklarifikasi percakapan.

Kata kunci; Code-Mixing, percakapan harian siswa.

Introduction

Conversations are an important role in communicate and interact with each other in the community. Conversations occur in various activities, such as studying, negotiating, discussing, giving opinions, etc. People have conversations to get information. According to Wardhaugh (Srijono, 2010: 1), "Language is an arbitrary vocal symbol system used for human communication. With language, people can convey their message and ideas to others". So, language is a person's ability to produce sound, provide information, express ideas, and build social relationships with others. Languages are closely related to how people communicate with each other. Thus, in learning the language, we are also tied to people or society. In linguistics, it is known as sociolinguistics. Sociolinguistics is a study of people and society. Based on Trudgill (1974: 29), Sociolinguistic is part of the linguistic-related linguistics as a social and cultural phenomenon. It is investigating the field of language and society that has a close relationship with social sciences, especially social psychology, anthropology, human geography and, sociology. Sociolinguistic is a term that refers to the study of the relationship between language and society, and how languages are used in multilingual speaking communities. So bilingualism is a phenomenon of people who have more than just a language to communicate in two different languages. According to Haugen (as cited in Brezjan Ovic 2011: 7), "Bilingualism is at the point where the speaker of one language can produce

complete, meaningful utterances in the other languages". For example, they can mix their local language with national language or national language with the English language. They tend to change their language as long as the conversation. Bilingualism is related to code-switching and code-m ixing because all of them come in with two different languages. Many instances of code redirection and code-mixing occur in Indonesian conversations, especially in the English-speaking community.

The description above also happens at MTs Unggulan Al-Kautsar, which most of the inhabitants are from Javanese. Related to language usage at school, the students use Indonesian as the main language and English as a study program. In communication, sometimes they take part in English into Indonesian or other hand. MTs Unggulan Al-kautsar as educational institutions are closed with English, especially for that are designed according to international standards. So, after English becomes part of the curriculum that must be studied by students on Mts Unggulan Al-Kautsar to improve the quality of ability students. Use bilingual classes as a medium of teaching and learning to be based on international standard schools. In this field, English as a foreign language is important to be used as an introduction or as a teaching medium between students and teachers.

MTs Unggulan Al-Kautsar is one of the schools that implement English in conversations of daily activities, sociolinguistic phenomena such as code-mixing occur in their learning activities. Based on preliminary observations

made by researchers that the application of English in their class is not yet stable, it means that the language they use is dominant in one language, namely Indonesian. Moreover, they use Indonesian, and they learn English. It means that each of them has three languages namely regional language (mother language) national language, and English. As an education department, MTs Unggulan Al-Kautsar teaches English subjects for the students to increase the students' ability in English subjects, and the school gives additional time for English learning.

Referring to Competency Based Curriculum mention that the English subject is one of the important subjects to be learned in Junior High School. Every student at MTs Unggulan Al-Kautsar is obligated to take an English subject. On average, all classes have twice a week for studying English and the teachers have qualified and professional in teaching, they used textbooks and teaching methods according to the competency-based curriculum. The goal is all students can improve their ability more than the students from other schools. However, with or without English, MTs Unggulan Al-Kautsar is a multilingual community. According to Wardaugh (2006: 101) "Bilingualism is the phenomenon of people having more than one code (language). Then the community has the potential to have multilingual/ bilingual languages. The real event in the student's daily life is that they have lack vocabulary and are shy when they want to speak English, and fear to make mistakes in their conversation. Therefore, code mixing is one of the ways for the students to

make easy and familiarize use English in their conversation. According to As Sridhar (in McKay & Nancy 1996: 56) stated that "When two or more languages in a commonly exists in a community, speakers frequently mix from one language to another it phenomenon known as code-mixing". Related to the statement above, it means that code-mixing becomes normal or commonly product in bilingual. Based on the researcher's opinion, code-mixing in bilingual class has functions, facilitating and supporting success in Bilingual class.

Based on the statement above, it related to code-mixing as sociolinguistic phenomenon parts of code language strategy. Code a system used for communication between two or more parties, the particular dialect or language that a person chooses to use on any occasion. People have usually required a select a particular code whenever they choose to speak, they may also decide to switch from one code to another or to mix codes. In a narrow definition, code-mixing is using two linguistics varieties or more, in conversation or interaction. Code-mixing is a linguistic variation that used in two or more language conversations. Based on Sridhar & Sridhar (1980: 301) "Code-mixing is distinguished from borrowing on the following grounds". Code-mixing is also used as a stylistic function. Code-mixing is quite common in multilingual societies around the world and is often used by speakers who are highly proficient in all the languages being mixed.

There are several factors, the researcher wants to analyze the types and reasons of the used code-mixing in student conversation at MTs Unggulan Al-Kautsar. The target for the research is a ninth grade in class A at MTs Unggulan Al-Kautsar. The researcher is interested in doing the research is because the researcher want to know how the far the students implementation of bilingual language in daily conversation especially student on ninth grade class A based on backgorund in MTs Unggulan Al-Kautsar.

Research Methods

The researcher uses qualitative research design because this research describes a language phenomenon about the types of code mixing that was found in student conversation on ninth-grade at MTs Unggulan Al-Kautsar and to understand the reasons of used code-mixing in their conversation, it includes into the characteristics of qualitative research that is the form of word sentence. According to Ary (2010: 22) "Qualitative design is a research process that aims to understand social phenomena and provide rich verbal descriptions of the setting, situation, and participants". The researcher uses qualitative research which one of the kinds of qualitative research, that is content analysis. The researcher uses the content analysis as design of the research which is the researcher uses the documentation on the script that was apply on student conversation on class A to analysis the research. The research analyzes and interprets the data collected in the form of a written report.

Results and Discussion

The finding of this research discussed the types and reasons of code-mixing that used in conversation of the students on ninth grade at MTs Unggulan Al-Kautsar that found by the researcher in conversation of the students on ninth grade at MTs Unggulan Al-Kautsar as follows;

1. Types of code-mixing;

After analyzing the types of code-mixing, the researcher found the 101 data Insertion and alternation of code-mixing that used by conversation of the students at MTs Unggulan Al-Kaustar especially in class A those are; Insertion of word, Insertion of phrase and alternation. The dominant of types Insertion of word which contain 56 data, insertion of phrase which contain 34 and alternation which contain 21 data. The researcher did not find any type of congruent lexicalization in the data because no students on class A used dialect as a conversation. For example

> *"Afina : Bentar lagi **holiday** nih?"*

Based on the example above, the utterances includes in Insertion because there is a sentences that inserted by word without affixation, namely "Holiday". Holiday is a single word that has meaning Free activity. Syntactically, it's include a noun. This analysis supported by Muysken theory (2000:623) statement about insertion of word, he said that the type of insertion

of word is without affixation. The type insertion of phrase also have 34 data. For example

> *"Anggia: Iyalah... secara.... Bali gituloh. Banyak **beautiful places** yang bisa dikunjungi juga. Nggak bakal **boring** deh disana..."*

Based on example above, the utterances includes in insertion, because there is a sentence that inserted by word, namely Beautiful places and boring. **Beautiful places** is a insertion of phrase that consist of two words. It's concludes a adjective phrase that explain about a beautiful place. **Boring** is categoriez one is the English word inserted in the Indonesian utterance. Boring is a single word that free form without affixation . Syntactically, trip is as adjective.

In another types, the types of alternation that was found 21 data. For example

> *Anggia : Iya. ada **plan** apa nih buat ngabisin **the time of holiday** kita?*

Based on the example above, the utterances includes of alternation of code-mixing. In this utterances the meaning of the time of holiday is a combination of element from one languages and mix other language remain separate in the billingual utterance as English then Indonesian, **the time of holiday** is dependent clause that has meaning to express the idea. It's consist of subject and predicate.

2. The reasons of used of code-mixing in conversation of the students

From the data that were gathered then analyze and classified by the researcher found that there are 102 data in total. From the 108 data, the researcher found 6 reason why the students especially in class A used Code mixing from Muysken's theory, the researchers devide 5 reasons of code mixing. The result showed below:

1. Talking about particular topic

    For example:

 "Afina : Bentar lagi holiday nih?", *Anggia: Iya. ada plan apa nih buat ngabisin the time of holiday kita?*. (In Datum 1). In this utterance we can see that some students mix his language continuously. Because in here talk about a particular topic in one language rather than in another, the students talk about plan holiday then they are mix his language automatically.

2. Quoting Somebody Else

    Example :

    "Anna : Tapi kata Pak Dino tadi yang pingin join harus setor nama dulu. Jadi biar kita bisa masuk di the list of name."

     "Tinna : Oh, gitu... Pak Dino,, pak dino,, Always pak Dino. Dapet apaan sih kalau jadi a winner. Hadiahnya apa? Disebutin ga???"(Datum 6).

    In this sentence Anna as a student on ninth grade at class A quoting the viewers who give information.

3. Express Solidarity

Example : "Anna : Iya emang. **It's one of announcement**. **But**, masih banyak lagi informasi yang lainnya." (Datum 6)

    In this sentence Anna as a student on class A mix his language into English because Indonesian is his first language. So she more convenient to talk emotional things in English.

4. Interjection

The following are example of the usage of interjection is sentence.

- Alfina : **Well,** sambil nunggu waktu **holiday**, kita coba **calling** teman-
teman ya! (Datum 1).
- Naufal : **Hi** ... Lagi ngapain?? (Datum 2)
- Pangestu : **Yup**, Sepak bola **is my favourite (Datum 2)**
- Dinda : **Yeeyyy**.... Waktunya **go home**.. Aku pulang dulu ya! (Datum 4)

5. Intention of clarifying the speech

Example :
Pangestu   : Lagi **streaming** youtube. Biasalah quotaku kan banyak.
Naufal   : Nonton apa nih

Conclusion

After analyzing the data about the types of code-mixing and the reasons of used code-mixing in student conversations on ninth grade at MTs Unggulan Al-Kautsar, then the researcher concludes some points based on the problem statements, as follows:

The researcher analyzes the student conversation on ninth grade at MTs Unggulan Al-Kautsar contained code-mixing and identifies the types of code-mixing. The researcher found that three types of code-mixing based on the theory of Muysken (2000:678), namely insertion, alternation and congruent lexicalization. From the result, there are 56 data of Insertion of word, 34 insertion of phrase, 21 data of alternation, and not was found data of congruent lexicalization. The researchers also find two languages that used the student conversations on ninth grade at MTs Unggulan Al-Kautsar which are Indonesian and English language. They used Indonesian as a dominant

language when they convert, then sometimes they used English when they know vocabularies in the topic of communication. So, they are mixing Indonesian to English when they are converse in the class.

The researcher analyzes the reasons of the used code-mixing in student conversation on ninth grade at MTs Unngulan Al-Kausar. The researcher finds the reasons based on the theory of Hoffman (1991:116), from the result of 102 data showed that there are 5 reasons out of 7 that used in this utterances. The reasons that used, those are namely talking about a particular topic, quoting somebody else, Expresing group identity, Interjection, intention of clarifying the speech. Those reasons were choosen because from the analysis of the sentence spoken by students conversation on ninth grade at MTs Unggulan Al-kautsar and appropriate with Hoffman classification of the reasons of code mixing.

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