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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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-sentencial code mixing.

Keywords: code mixing, speaking

Abstrak

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 of 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 na 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 shoppâ
(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.
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 has been said in the interaction. In his further discussion, he 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 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 mean 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 illustrates 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 an 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 were 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 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.

<table>
<thead>
<tr>
<th>No</th>
<th>Forms of mix</th>
<th>No. Token</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intra-sentential</td>
<td>91</td>
<td>4 weeks</td>
</tr>
<tr>
<td>2</td>
<td>Intra-lexical</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Involving a change of pronunciation</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>122</strong></td>
<td></td>
</tr>
</tbody>
</table>
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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 mas'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 competition 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 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>
<thead>
<tr>
<th>No</th>
<th>Sentences</th>
<th>Prefixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>OSIS harus mengorganize acara perpisahan secara baik</td>
<td>Meng-organize</td>
</tr>
<tr>
<td>2.</td>
<td>Apa kamarnya sudah di-lock</td>
<td>di-lock</td>
</tr>
<tr>
<td>3.</td>
<td>Siapa yang bisa meng-up date anti virusku</td>
<td>meng-up date</td>
</tr>
<tr>
<td>4.</td>
<td>Ibu direktur tiba-tiba meng-cancel Acaranya hari ini</td>
<td>meng-cancel</td>
</tr>
<tr>
<td>5.</td>
<td>Bagaimana kamu mengtranslate kalimat yang ada pada paragraf dua?</td>
<td>meng-translate</td>
</tr>
<tr>
<td>6.</td>
<td>Pimpinan pondok sudah meng-oke-kan-ki penzinaran kita</td>
<td>meng-oke-kan-ki</td>
</tr>
</tbody>
</table>
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 di-lock 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-suppor. 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 perzinanta.” (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 appricate 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 Inggerismu yang ada short storynya?
- Siapa yang akan mengikuti English debatinya? (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 speakingku tadi?

While enclitic –ka at sentences like this:
- Copyka dulu punyata!
- Lagi Nervouska, ini, menunggu giliranku tampil.
- Apa planningmu selanjutnya?
- Bagaimana dengan feelingmu?

“...ka” after the word “copy” refers to
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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.

BIBLIOGRAPHY


