Billuanglism Analysis: Code Mixing of English Student's Conversation

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Abstract: The purpose of this study was to analyze which code-mixing is used by UNTIRTA students in the Department of English Education and to investigate why students in the Department of English Education use code-mixing in their daily communication. This study used descriptive and qualitative methods, including recordings, interviews, and field notes, as data collection techniques. The research found that code mixing occurred 44.92% of the time. Reasons students used code mixing were defined by the type of code mixing used. As a result, the student was given her four reasons for using code mixing. (1) talking about a specific topic (2) interjections (3) repetition for clarity (4) for lexical reasons.

INTRODUCTION

Language is closely related to communication. Speech, in the form of sound symbols produced by the organ of speech, is a means of communication between members of a community (Keraf, 2007). Also, the speaker plays an important role in conveying the intention of speaking even in a single sentence. Therefore, it helps speakers to understand each other properly. People use language to understand their intentions. Language is the communication channel of society. There are many languages known to the people of the world. Almost every nation and tribe has its own language.

Using two or more languages in communication is called bilingualism (Scotton, 2006). English language as one of the languages used in almost every country as a foreign or official language. In Indonesia, English is used as the first foreign language as a manifestation of the development of the world of information and mass media (Suhaili & Sari, 2019). The phenomenon of bilingualism leads to a situation in which codes are switch or mix languages. Code switching is switch from one code to another (Wardhaugh & Fuller, 2015). Whereas code mixing is the use of elements of one language in another language (Hamers & Blanc, 2004). Code switching and code mixing are common phenomena in society. Today people speak bilingually because they are influenced by other languages from abroad, especially English. If they can speak English, they will be more respected in society. They also use their native language in their conversations and sometimes add English to make their conversations and writing more interesting.

In this era, being bilingual equal being able to speak two languages perfectly. Bloomfield in Hoffmann (2014) defined bilingualism as 'native-like control of two languages. Bloomfield's definition has contradiction because people who can speak two or

more languages will not be able to speak both languages natively. Groot (2011) defined bloomfield's theory, she stated that people who only possess some minimal competence in one of the four linguistic skills may regard as bilingual. She also adds that even people who are in an early stage of second language learning considered as bilingual. So that, a bilingual does not have to master two languages as a native speaker.

To clarify the term of bilingual, Spolsky in (Wardhaugh & Fuller, 2015) defined a bilingual as a person who has some functional ability in the second language. Also, Grosjean (2010) give further explanation that bilinguals are those who use two or more languages in their everyday life. Mastered two languages is commonly used for several purposes between the speaker and the listener depending on the situation.

Bilingual community exist in the world with different language acquisition capacities in the community. Therefore, they must be able to set the condition where they use the language effectively. This phenomenon leads them to do code switching and code mixing.

Code switching is an alternation of one language into another language for a specific purpose. (Wardhaugh & Fuller, 2015) defines that code switching is switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code. In line with it, Jackson & Stockwell (2011) argued code switching is use two or more languages in a conversation, which dialect is also included as part of code switching, such as, switch from a casual style to formal style. Generally, code switching uses two different and diverse languages in the same conversation either in the form of words, phrases, or sentences.

The term code switching is usually followed by the term code mixing. As is often the case in bilingual societies, the two codes are so similar that it is difficult to tell them apart. The similarity is that the speech uses many languages, whether the two languages change languages or are mixed. Code mixing, on the other hand, is the use of more than one language in a sentence. According to Wardhaugh & Fuller (2015) Mixed state code occurs when a speaker uses two or more languages in the same speech without changing the subject. Consistent with this, (Scotton, 2006) also defines this code for mixing the use of two or more languages in the same conversation.

There are several studies have been conducted in the same field. The first study had been conducted by Benu (2018), the research showed code switching plays an important role because of the perception that the teachers have about students' language competence. Code switching is considered as a strategy in EFL classroom to promote learning. Factors like teachers' perception or attitudes towards code-switching, methods of teaching, and situational factors contribute to the occurrence of the code switching.

The second research was written by Swandani et al., (2022), the result showed that Code switching and code mixing used in films represent multilingual community. Both code switching and code mixing is used to define characterization in each stage of film structure. 14 code switching and code mixing functions are used in the films. This research has significance for sociolinguistics field, especially CS and CM.

The third research was published by Fanani et al. (2018), The code-switching phenomena that occur during MA KHAS Kempek Cirebon's Class XI English learning process consist of intersentence switching, intrasentence switching, and tag switching.

Secondly, there is the code mixing phenomenon that occurs in the English learning process in XI. The classes of MA KHAS Kempek Cirebon arise from insertion, switching and joint lexicalization. Third, there are three factors behind the use of code switching in XI's English learning process. Classes of MA KHAS Kempek Cirebon, namely: (a) quoting the text; (b) Clarification of Intent. (c) teaching students; Fourth, there are three factors behind the use of code mixing in XI's English learning process. Classes of MA KHAS Kempek Cirebon, namely: (a) Speech habits (first and second language influence). (b) lack or difficulty in finding proven equivalence; (c) Modern impression.

The last research was conducted by Wulandari (2021), Research has shown that talk show hosts use code switching and code mixing to help audiences understand conversations between hosts and guests. Also, non-native Indonesian guests tried to speak Indonesian to thank the Indonesian audience. Another purpose of the code switching and mixing in this program is to give the audience more insight into what the guest said in English.

Based on the researcher's preliminarily study found, several students of English Education Department discussed about their research used English language and there were some misunderstanding in their conversation, then they switched and mixed the languages into another language. Therefore, the researcher interested and the reason of using code switching and code mixing in students of 9th grade og English Education Department UNTIRTA.

METHOD

This study uses descriptive qualitative research. Qualitative research involves collecting primarily textual data and investigating using interpretive analysis (Heigham & Croker, 2009). As proposed by Heigham & Croker (2009), Qualitative researchers believe that meaning is socially constructed, and qualitative research studies participants and how they experience and interact at particular points in time and in particular contexts. and the multiple implications this has for them. Researchers used a targeted sampling technique. The aim of targeted selection was to select students who could provide the most detailed information to answer the research question. Researchers selected participants from her ninth semester of English teaching through interviews in Appendix I. 6 students were selected. They met twice on weekdays to complete their studies at Sultan Agen Tirtayasa University. Those who met the requirements were bilingual. That means you speak multiple languages and have a local language, English, or a regional language. After that, you switch and mix codes frequently in your daily communication.

RESULT AND DISCUSSION
Code Mix Type

The data included code-mixing in 39 of the 70 data. As you can see from the data below, we found that students used code mixing more often than code switching in their daily communication.

Table 1. The Data of Code Mixing

No.	Utterances	Types of CM	Descriptions
1.	Memang kalau dari bro Dhani tertariknya dimana? **Interest**-nya dimana?	Icm T1	P2- The participant mixed one word in his utterance.
2.	Kalo aku si lebih ke **reading**	Icm T1	P3- The participant insert one word in the utterance.
3.	Kalo saya karna udah jalan, **speaking** yang pasti jalan. Gapapa kalo di **reading** juga banyak kok yang melakukan penelitian di **reading.**	Icm T1	P2- The participant insert one word in the utterance repeatedly.
4.	Mm, untuk keadaan saat ini ya mungkin bro Dhani bisa mening, mengembangkan reading skill nya siswamelalui online.	Icm T1	P2- The participant insert one word in the utterance repeatedly.
5.	Ada metode yang mungkin bro Dhani bisa bawa lah dalam bentuk online untuk bisa untuk bisa meningkatkan skill apa, skill reading dari siswa ini, students ini, gitu.	Icm T1	P2- The participant insert one word in the utterance repeatedly.
6.	Apa yang mau dibawa buat mingkatkan reading skill nya?	Icm T1	P2- The participant insert one word in the utterance.
7.	Tapi, kalau harapan si yaa paling metode yang kaya mungkin kita kemarin diskusikan, cooperative learning itu ya	Icm T1	P2- The participant insert one word in the utterance.
8.	Ooh iya, cooperative learning, lupa saya.	Icm T1	P3- The participant insert one word in the utterance.
9.	Berarti nanti kalau kuantitatif Bro Dhani bisa ngambil sample nya dari siswa gitukan.	Icm T1	P2- The participant insert one word in the utterance.
10.	Itu banyak kok, yang melakukan penelitian kuantitatif research di reading, contohnya kawan kita kan bro Nanda, bisa tuh untuk bro Dhani nanya-nanya ke bro Nanda.	Icm T1	P2- The participant insert one word in the utterance twice.
11.	Apa yang dibawa buat meningkatkan speaking skill nya?	Icm T1	P2- The participant insert one word in the utterance.
12.	Apa, how to imrpove nya?	Acm T1	P1- The participant answered the question by mixed the two language in the form of phrase
13.	Gimana tuh, apa media nya itu nanti diapain tuh, biar nanti ningkatin speaking skill nya	Icm T1	P2- The participant insert one word in the utterance.
14.	biasanya anak anak eee junior high school itu, lebih tertarik sama hal	Icm T1	P1- The participant insert one word in the utterance repeatedly.

	yang e catching gitukan, kaya contohnya video.		
15.	kalo gue sama fokus nya speaking sama sist Wulan, heh tapi kalo gua itu teknik, bukan media	Icm T1	P4- The participant insert one word in the utterance.
16.	jadi ke trigger saya.	Icm T1	P3- The participant insert one word in the utterance.
17.	Baru cover katanya	Icm T1	P2- The participant insert one word in the utterance.
18.	baru preface	Icm T1	P3- The participant insert one word in the utterance.
19.	Iya, pokonya dia untuk meningkatkan reading skill melalui cooperative learning method. seperti itu.	Acm T1	P2- The participant mixed the two language in the form of phrase
20.	Ya pengennya sih minggu ini tinggal di print lagi	Icm T1	P2- The participant insert one word in the utterance.
21.	Kemarin tu banyak di revisi mengenai content yang kata-katanya kurang nyambung	Icm T1	P2- The participant insert one word in the utterance.
22.	Tidak coherence?	Icm T1	P1- The participant insert one word in the utterance.
23.	Oh, mau dibikin dari bab 1 sampe bab 3 gituya. Outline dulu ya.	Icm T1	P2- The participant insert one word in the utterance.
24.	Kalo minggu depan udah Acc.	Clcm T1	P2- Participants used two languages that shared grammatical structures that could be lexically filled with elements from another language.
25.	Ini apasih, just method ceramah	Acm T2	P5- The participant blended the two languages in the form of phrase
26.	She said sih fine-fine aja	Acm T2	P5- The participant blended the two languages in the form of phrase
27.	Have you revisi?	Acm T2	P6- The participant blended the two languages in the form of phrase
28.	Terus kamu kuanti ya? if you kuanti harus pake to find out.	Acm T2	P5- ; The participant mixed the two language in the form of phrase
29.	Kurang ternyata, terus kata ma'am gimana si biar tau keyword nya?	Icm T2	P5- The participant insert one word in the utterance.
30.	Berarti kurang effectiveness	Icm T2	P1- The participant insert one word in the utterance.
31.	Iya, i think itutuh masuk keyword ya nggasih? aku kira cuma yang khas-khasnya aja	Acm T2	P5- The participant mixed the two language in the form of phrase
32.	Ini harus 250 kata, kata aing teh too much	Icm T2	P5- The participant insert one word in the utterance.
33.	Tapi yaa, ini kan lebih dari, jadi ini	Icm	P5- The participant insert one word in

	tuh cuman 255 kata sebenarnya mah, gede nya mah gara gara ini space nya 2 harusnya 1	T2	the utterance.
34.	Heem, nah tapi disuruh masukin suggestion, nah kumaha coba.250	Icm T2	P5- The participant insert one word in the utterance.
35.	Me, are you sure? Bukannya ke Tosi aja yang udah tinggal nuggu keluar jadwal, lets see your revision?	Acm T3	P1- The participant mixed the two language in the form of phrase
36.	Pretest sama post test nya juga	Icm T3	P4- The participant insert one word in the utterance repeatedly.
37.	Berarti setiap table harus ada penjelasannya	Icm T3	P4- The participant insert one word in the utterance.
38.	Conclussion nya too much	Acm T3	P1-
39.	Iya, conclussion nya	Icm T3	P1- The participant insert one word in the utterance.

The displayed data 3. showed all of the participants used code mixing. There were 6 participants involved. It can be seen that p2 used 16 times of code mixing, the participant who used code mixing frequently in daily communication, the second participant who used code mixing frequently was p5, she used 8 times of code mixing in daily communication, then for p1 used 7 times of code mixing, for the p3 used 4 times of code mixing, p4 used 3 times and p6 only used code mixing 1 time. The percentage of every type of code mixing used in students' daily communication, it can be seen in table below.

Table 2. The Frequencies of Types of Code Mixing

No	Types of Code Switching	Frequency	Percentage
1.	Insertion code mixing	29	74,35%
2.	Alternation code mixing	9	23,07%
3.	Lexical congruent	1	2,58%
Total			100%

From Table 4, we can see that 74.35% of the inserted code-mixing occurred 29 times. This indicates that this type is the dominant type that students use in their daily communication. She had only one student's routine communication that lexically matched the student's routine communication.

Insertion

As for the insertion type of code merge, 29 out of 39 data composed of code merge were code merge. The percentage is 74.35%. Students often used this type of code shuffling because it was easy to use by inserting words between sentences in other languages. Inserted code mixed data was found in data 1, code Icm P2-T1 :

"Memang kalau dari bro Dhani tertariknya dimana? **Interest-***nya dimana?"*

This statement was made when p2 asked p3 about their interest in taking over the research topic. P2 repeats Indonesian to English interrogative word, tertarik "interest". Used to emphasize the topic of conversation. P2 were asked to use Indonesian p3 and insert the word "interest" in English between Indonesian sentences.

Another example of insertion code mixing was found in students' daily communication. The data 3 with the codes Icm P2-T1, In this data, the speaker insert the word repeatedly in one utterance, it can be seen as follows:

"Kalo saya karna udah jalan, **speaking** *yang pasti jalan. Gapapa kalo di* **reading** *juga banyak kok yang melakukan penelitian di* **reading."**

The situation of that data was occured when p3 and p2 discussed about the topic of the research. P2 answered the question about the topic of the research that he took used Indonesian language, and he inserted a word "speaking" with different language in the utterance. Then, in the next sentence p2 told to p3 to not worried to take a different topic with another students, in this sentence p2 also used another language in the form of word in the dominant language used, Indonesian language. P2 inserted a word in another language repeatedly.

CONCLUSION

The research revealed that English Language Education students use different types of code switching and code mixing in their everyday communications. Consistent with the findings of Sardar (2015), this study found that all types of code switching (intra-sentence code-switching, inter-sentence code-switching, and tag-switching) are used in students' everyday communication. has also become clear. In this survey, Indonesian and English are the main languages used by students to communicate with each other. The topic of the conversation was about "the research" that influenced the students to use the language they used to communicate. They switch and mixed English Indonesian language in their conversation. Interestingly, there is a student who use the regional language when the other students are talking about their research topic, whereas the language that should be used is English or Indonesian language. the reginal language used by a student was Sundanese language. The results of this study showed that the use of code switching and code mixing was used to make speech easier to understand and was used in all situations; when they discussed a particular topic, when the forget about a vocabulary in one language, depend on the language that have by the interlocutor or it just occurred accidentally.

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