

Code mixing in Pesantren Students' Conversation: Case Study in SMP and Pesantren Bumi Cendekia

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Abstract

This study aims to determine the reasons and types of code mixing English and Indonesian used by seventh grade students' conversations in SMP and Pesantren Bumi Cendekia. This research is a qualitative descriptive research. The instruments of this research are: recording and direct observation of student conversations as well as in-depth interviews with related parties. analysis of the data using the theory of analysis of Miles and Huberman. The research subjects consisted of all seventh grade students of SMP and Pesantren Bumi Cendekia, when they doing activities in class and in the canteen. The results of research found that First, there are 9 reasons students used code mixing at SMP Bumi Cendekia. Broadly the reason of students used code mixing because of the limited vocabularies and to minimize misunderstandings in communication. Secondly, Types of code mixing found from 79 data is 72 utterances of insertion, 15 utterances of alternation, and 7 utterances of congruent lexicalization. The seventh grade students' conversed using Code mixing and mainly on the type of Insertion of word.

Keywords: Code Mixing, Bilingualism, Students' conversation, *Pesantren*

1. Introduction

Bumi Cendekia Junior High School has implemented a forward-thinking policy that requires students to engage in conversations in both English and Arabic, aiming to prepare them for active participation in global citizenship. This multilingual approach is designed to enhance students' linguistic capabilities and cultural understanding, making them more competitive and adaptable in an interconnected world. By fostering proficiency in English, the global lingua franca, and Arabic, a critical language in international relations and commerce, the school equips students with valuable communication skills. This policy not only broadens their academic horizons but also instills a sense of global responsibility and empathy, encouraging them to engage meaningfully with diverse cultures and communities.

However, in the realization of Bumi Cendekia Junior High School's multilingual policy, students sometimes use a mix of English and Indonesian in their conversations, leading to a unique form of bilingual communication. This phenomenon occurs as students navigate the challenges of adhering to the policy while naturally reverting to their native language for ease and comfort. The resulting bilingual conversations reflect their linguistic versatility and adaptability, blending elements of both languages seamlessly. While this mix indicates the students' proficiency in multiple languages, it also underscores the difficulties in strictly implementing the policy. Nevertheless, these bilingual interactions enrich the school environment, promoting cultural exchange and enhancing overall language skills among students at Bumi Cendekia.

The researcher found a notable bilingual phenomenon among students,

particularly in the form of code-mixing. This occurs when students blend elements of two languages, often English and Indonesian, within a single conversation. Such code-mixing is prevalent in both academic and social settings, reflecting the students' comfort and fluency in both languages. This linguistic behavior demonstrates their ability to switch between languages seamlessly, using words or phrases from one language to fill gaps or convey concepts that may not be easily expressed in the other. The phenomenon highlights the dynamic and flexible nature of bilingualism among students, offering insights into their language development and the practical challenges of maintaining strict language policies in a multilingual environment.

An example of a conversation between students at Bumi Cendekia Junior High School is, "nanti kita ke kantin together ya," where English and Indonesian are mixed. This sentence demonstrates how students often unknowingly blend languages to express themselves more clearly. This common practice of code-mixing, where students integrate words from both languages in their conversations, sparked the researcher's interest in analyzing this phenomenon among seventh-grade students. The study aimed to understand why code-mixing occurs and identify the types of code-mixing used in their interactions.

2. Method

Researchers used qualitative descriptive methods, which were in line with the research objectives. This type of research aims to describe a phenomenon accurately based on its characteristics, with information that is interpreted rather than analyzed statistically. This method was chosen because the data was analyzed and interpreted in words or sentences originating from field data.

Researchers chose Bumi Cendekia Middle School as the research location.

This school is located at Rumah Joglo Abangan, Gombang, Rateg Lor, Tirtoadi, Mlati, Sleman, Yogyakarta, 55287. The selection was based on the researcher's understanding of the school environment and culture, which was obtained during the social laboratory project in the previous semester. The focus of the research is on the seventh grade teaching process and activities in the canteen. The data was collected through observation and interviews. Primary data sources were conversations with seventh grade students during class and in the cafeteria. Researchers also observed interactions between teachers, students, and staff. In addition, interviews were conducted with English teachers, students and canteen staff at SMP Bumi Cendekia.

Researchers analyzed data following the methodology of Miles and Huberman (1984) as explained in Sugiyono's book (2013:243). The analysis includes three stages: data reduction, data presentation, and drawing conclusions or verification. The researcher begins by creating an initial coding list based on the theoretical framework and continues by examining the data through pattern coding. At the data reduction stage, the researcher also recorded reflections and clarifications regarding the research object in reflective notes. To simplify the data, the researcher determined which parts of the interview and observation transcriptions should be highlighted, simplified, or excluded. After that, the researcher provided a concise and organized data synthesis to make it easier to draw conclusions. This research focused on conversations among seventh grade students at Bumi Pakar Middle School. Categorized conversation data is presented in tabular form and narrated along with the interview results. Finally, the researcher concludes the presentation of the data by integrating theoretical considerations to obtain new conclusions supported by data and explicit theory. This conclusion phase involves pausing to interpret the significance of the findings and their relevance to the research question.

Researchers continuously review various data sets, including observation and interview data, to arrive at the final conclusions of the research.

3. FINDING AND DISCUSSION

Types of Code Mixing between English and Indonesian Language used in students' conversations at Bumi Cendekia Junior High School

There are 7 types of code mixing found in seventh-grade students' conversations. The three types appeared to fit all of Muysken's (2000:3) classifications for code mixing, namely: a) Insertion, b) Alternation and c) congruent lexicalization. The type of Insertion is subdivided again, namely insertion of hybrid, insertion of word, insertion of reduplication, insertion of phrase, and insertion of clause.

1. Insertion

It is the process when someone inserts a foreign lexical or phrasal into a given structure. And this, in a nutshell, is putting a different word of one language into another language without spoiling the grammar. As stated by Siskawati (2014:42), that she re-divides the type of "insertion" into 6 parts, namely insertion of word, insertion of phrase, insertion of clause, insertion of hybrid, insertion of reduplication, and insertion of idiom. Mostly the students use the insertion of word types. In this study found out 4 utterances of insertion of hybrid, 49 utterances of insertion of word, 4 utterances of insertion of reduplication, 9 utterances of insertion of phrase, and 6 utterances of insertion of clause. In addition are several types of insertion found in seventh grade students' conversations such as;

a) insertion of hybrid

Hybrid insertion occurs when two elements from different languages are combined to create meaning. This phenomenon was observed in four instances. However, such insertions are uncommon because people often find it

odd to mix prefixes or suffixes from one language with words from another. For example, during the observation, a student said:

"Miss, instruction-nya tadi gimana?"

(Miss, how were the instructions?)

This utterance took place between a student and an English teacher during a lesson. The student made this statement after the teacher had given instructions for an exercise. Due to background noise and the teacher speaking entirely in English, the student did not fully grasp the instructions. To make her request clearer, the student asked the teacher to repeat the instructions, unconsciously adding the Indonesian suffix "nya" to the English word "instruction" to simplify the request.

b) insertion of word

Insertion of words in code mixing refers to the phenomenon where a word from one language is inserted into a sentence or phrase that primarily belongs to another language. This happens when speakers switch between languages within a single conversation or sentence, often by adding a word or phrase from a different language.

(2) "Aku ngandelin *luck* buat ujian ntar. *I don't understand* Inggris."

(I rely on luck for the exam later. I don't understand English)

The conversation took place among students before their final exam as they were chatting to ease the tension. One student, who had limited English skills, mentioned that despite studying hard, she was still counting on her luck to achieve perfect results. In utterance (13), she used the word "luck," which is an English noun. She was familiar with this word from various sources such as her family, dorm, and social media.

c) insertion of reduplication

Insertion of reduplication in code mixing occurs when a word or phrase from one language is repeated (reduplicated) and then inserted into a sentence in

another language. Reduplication is often used to emphasize meaning, indicate plurality, or add a specific nuance in the original language. When this reduplicated form is inserted into a sentence from another language, it creates a mixed-language expression.

(3) “*Sorry sorry* baru login”

(So sorry, I just got it)

In this situation, the student was conversing with a staff member at the canteen during a busy time. Despite the crowd, the students of Bumi Cendekia respected the culture of queuing, forming a line at the cashier due to the modern payment system. In utterance (3), the student was responding to the staff's instructions. Initially, the student didn't understand what the staff member said, but after a moment, they grasped the instructions. In this example, the word "sorry" was repeated, forming "sorry-sorry." While "sorry" is an English word, its repetition in this manner is typical among Indonesians, even though it is not used by native English speakers and is not grammatically correct in English.

d) insertion of phrase

Insertion of a phrase in code mixing refers to the integration of a group of words (a phrase) from one language into a sentence or conversation that primarily uses another language. Unlike the insertion of a single word, this involves a more complex structure that can include multiple words forming a complete idea or unit of meaning.

(4) “*So long*... I am so kepanasan Sumpah”

(So long, I am so swelter. I swear)

Utterance (4) occurred during a conversation among students during recess. It was the dry season, and they were already feeling hot. One of the students was complaining about a teacher who led the midday prayer. In the sentence, the student expressed that the prayer was too long, making her feel suffocated. She used

the phrase "So long," which is an adverbial phrase. It consists of "so" as an adverbial qualifier combined with "long" as an adverb.

e) insertion of clause.

Insertion of a clause in code mixing refers to the inclusion of a complete clause from one language within a sentence or conversation primarily in another language. A clause typically contains a subject and a predicate, making it more complex than the insertion of a word or phrase.

(5) “*I want to try* buat jawab number seven miss”

(I want to try to answer number seven miss)

Utterance (5) occurred during a classroom learning session. The teacher asked students to write their homework answers on the whiteboard and was in the process of checking those answers. She also allowed other students to correct any mistakes. One student responded with "I want to try" to accept the teacher's offer. While this is an independent clause, it needs an object or complement after "try" to be fully understood, since "try" is a transitive verb. The utterance was comprehensible to the listener because the student mixed it with "*buat jawab*" (to answer). This shows that the student effectively conveyed the meaning by mixing languages to create a clear sentence.

2. Alternation,

Muysken explains in his book (2000:96) that alternation blending occurs when the syntactic and lexical components of two dialects are interchanged indistinctly. Although it happens in many other societies as well, the process of alternation is more common in stable bilingual communities with a legacy of language separation. And based on the researcher's observation, found, several alternation types. And based on the researcher's observation, found, several alternation types. Some of them are as follows:

(6) “Yesterday udah belajar past tense sama miss Indana, but we didn’t understand more.”

(Yesterday, I learned past tense with miss Indana but we didn’t understand more)

This conversation was going on between the student and the English teacher. The teacher asked about the extent of the discussion of the previous material. And students answered quickly by combining two languages. The bold word is an English sentence that begins with a conjunction to connect the clauses. The example belongs to one of the general problems of alternation in pursuance of Muysken (2000:96). Muysken said that general problems involve conjunctions and prepositions, and the transition point in alternation when the word order of the two languages is parallel.

3. Congruent Lexicalization, Some students in Bumi Cendekia junior high school has born, have a childhood, or has lived abroad for several years. Such students' backgrounds make them familiar with both English and Indonesian. After seeing students' activities and conversations, the researcher found very low examples of congruent lexicalization, which is only 7 examples. As Muysken (2000:9) said, second- generation migrant groups, dialect/standard and post-creole continua, bilingual speakers of closely related languages with nearly equal prestige and no history of overt language separation, may be particularly associated with congruent lexicalization. The utterances about this type can be shown below.

(7) “Are you ready buat ujian?”
(Are you ready for the test?)

This utterance (7) is a conversation between the student and her friends. They talked at the canteen before the final exam started. This example shared the grammatical structure. The English sentence was corrected if she said “are you ready for the test?” and that was the same structure in Indonesian “apakah kamu siap untuk ujian?”. The lexicons have the same position and purpose. The words “are” and “apakah” is a question words. The words “you” and “kamu” is as an subject. The words “ready” and “siap” as a adjective. However, she mixed English sentence with Indonesian language which had same meaning to replace it. The word “for” is a preposition in English and “buat” is an Indonesian slang that means “untuk” which standard words in Indonesian as a preposition too. For the word “ujian” it’s a noun in Indonesian grammar and “the test” it’s a noun phrase. It can be concluded that utterance was shared grammatical structure and also have identical meaning.

Reasons for Using Code Mixing between English and Indonesian Language used in seventh grade students’ conversations at Bumi Cendekia Junior High School

There are nine factors found in this study. These are talking about particular topic (R1), interjection (R2), being emphatic/expressing solidarity (R3), quoting somebody else (R4), to soften or strengthen request or command (R5) and real lexical need (R6), participant roles and relationship (R7), situational environment (R8), English capability (R9). The writer analyzed data findings based on Hoffman's (2014:25) and Eunhee’s (2006:47) theories.

1. Talking about a particular topic

It means unique or personal discussion conducted by someone because it is uncomfortable to express it clearly in the native language. The speakers made a particular topic to everyone unknowing the

means or commonly said “backbiting”. he was more comfortable speaking a particular topic in a different language. He doesn't want other people to know his complaint. So, he talked about that sensitive matter in another language. It's supported by Bahtiar (2019) that individuals feel comfortable talking about a specific subject in several languages.

2. Interjection

Interjections are essentially used to express emotions like excitement, guilt, surprise, or contempt. The researcher believes that the students utilized interjections to convey their excitement. Therefore, interjection is the cause of the students' mixing the code in this Datum (inserting sentence fillers or sentence connectors).

3. Being emphatic about something

In this factor, the researcher found the student giving emphatic to her friend. By using the sentence “it's okay” the student hoped that the listeners would instantly understand that she cared for her. Hence, this data is categorized as being emphatic about something.

4. Quoting somebody else

The data showed the students quoting some dialogue. Quoting means citing or quote by celebrities' expressions. One of the students quoted the dialogue of an actress. The datum above was found by the author from students' conversations in front of the canteen. They were talking about a movie. In that movie, the actress uses English in her dialogue. It can be concluded that the sentence is quoting somebody else.

5. To soften or strengthen request or command

Human beings are social creatures who need help from others. Students had requested or commanded even at the canteen or class. Mostly the students do it with their friends. Sometimes students are reluctant to ask for help, but if they use the word "help me" they are comfortable. This clause is in line with what one of the participants said that students ordinarily

used code mixing to make easy communication.

6. Real lexical need

Real lexical is the original word or language's inventory of lexemes. Real lexical need is the utilization of the real lexical from another language. In this case, is using English to say what the students mean because of lack of proportionate vocabulary within the Indonesian Language.

7. Participant roles and relationship

Participant roles mean that someone's utterance depends on the other participant. For instance, if the speaker is using English, so the interlocutor uses English too. In this study, it is found that Students use mixed languages because the interlocutor uses two languages or fully English. As stated by the English teacher in the interview, SMP Bumi Cendekia applies the use of English, so the children are provoked to use two languages, namely English and Indonesian. That reason belonged to one of Eunhee's (2006:47) state that interlocutor and relationship affect their code-mixing.

8. Situational Environment

Bumi Cendekia Junior High School creates a situation where the environment supports speaking English practice. They aim to become a school that uses English, Arabic, and Indonesian as a daily languages in communication. This reason is confirmed by the results of interviews with English teachers and canteen staff which there are many programs that use various languages. And also the students use code mixing because of the environment that makes them have to get used to using English and for the sake of safety from punishment.

9. Students' English Capability

Bumi Cendekia Junior high school students come from family and educational backgrounds. Some of them are already familiar with English because they are used to it by their families, have lived abroad or were born

abroad. However, some students are still foreign to English because in their family they don't use English and in elementary school, they didn't learn English. Some participants mix English and Indonesian to replace words they don't know in English. To make it easier for students and more effective in communicating to interlocutor understand more, the right solution they take is to use code mixing. It can be concluded that the gap in English capability is a strong reason for students to be more comfortable using code mixing.

CONCLUSION

There are nine reasons for Code-Mixing used in seventh grade students' conversations in Bumi Cendekia Junior High School. They are taking a particular topic, interjection (inserting a connector sentence), being emphatic about something (expressing solidarity), quoting somebody else, to soft and strengthen requests or commands, because of lexical needs, participant roles and relationships, situational environment, and English capability. Most students use code mixing in their daily conversation because they lack equivalent lexicon in both languages and try to minimize misunderstanding because of the difference in English capabilities of the students.

The result of the analysis shows that the students used code mixing to do conversation. There are 95 utterances found in this study by 79 utterances in conversation transcript and observation. From the data obtained, the researcher found 72 Insertion, 15 Alternation, and 7 congruent lexicalizations. For self-insertion, the researcher found 4 hybrid insertions, 49 word insertions, 4 reduplication insertions, 9 phrase insertions and 6 clause insertions. It demonstrated how frequently seventh grade students in Bumi Cendekia

commonly use insertion. The most of the students use insertion of word on their conversations of code mixing. The English talks are unfamiliar for the students, whereas the words in Indonesian are familiar. And also, several words in English are more understandable. Bumi Cendekia gives the best environment to practice English too.

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