

# IDENTIFYING INTERNATIONAL EDUCATION CENTRE STUDENTS' TYPES OF CODE-MIXING

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## ABSTRACT

*This study examined code-mixing found in the students' conversation at the International Education Centre (IEC). The purpose of this study was to find out about types of code-mixing. This study case uses qualitative research methods along with conceptual analysis. This study was proven by the writer with Muyskens theory. Data was gathered through studying and learning process inside the classroom. The writer recorded and identified the data and took notes from the beginning until the end of the class. The data collection was done in one meeting a week and it took 60 minutes long. The result from transcription shows there are three types of code-mixing uttered by students in the studying process, namely insertion, alternation and congruent lexicalization. Most of the students use varying types of code-mixing in their utterances.*

**Keywords:** Code-Mixing, Types, The Students

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## INTRODUCTION

Language is used to build communication perspectives through a human with another human being. According to Verderber (1999, p. 52), language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition. The definition of this has been expanded thoroughly since people's willingness to use language as language contact. According to Kridalaksana (2011), language contact is a symptom of mutual influence between various languages because the speakers meet each other and there are concepts such as bilingualism, mixing, and transition. Mackey and Fishman in Chaer and Agustina (2014: 84) said that bilingualism is defined as the use of two languages by a speaker in an individual association with others alternately. Guntar (2019) states that language contact that occurs continuously between one language and another is one of the causes of code-mixing. Code-mixing is when a state of language becomes another when people mix two or more languages in language situations which demand these

languages to be mixed. It could include words, phrases, or clauses from two languages with the use of the same sentence in the same situations.

Nowadays parents eventually prefer their children as bilinguals, even multilinguals by putting them on the foreign language courses or school instead. The foreign languages that parents are likely to choose such as English, Mandarin, German, Japan and others. Apart from this, children also have a language that is used every day, namely Indonesian. Children use code-mixing on the way they uttered their mind became inescapable.

For example, the students that study in the International Education Centre (IEC). IEC is a pre-school and also a place for taking courses in foreign languages namely English and Mandarin, with English as the language of instruction. Students with a different background, different culture, different education and different social-environment races gather to learn English classes on IEC. In the process of learning and studying, the students frequently used code-mixing consciously or unconsciously. The code-

mixing consists of Indonesian and English languages.

Previously, Dyah Ayu Condro Rini (2021) did a study that was aiming to discord about the types, usefulness, and perspectives from teacher point of view in using code-mixing interaction inside the classroom by the teachers and the students. It found that code-mixing could be so helpful to the students in understanding the material and on the other hand to simplify about the topic, and also to increase the process of learning the new language such as cognition to some new words, assisting students to revealed the expressions for better, and avoidance misunderstandings.

The code-mixing uttered by the students on IEC could differentiate into some types. Based on the Muysken (2000:4-94) theories', code-mixing separated into 3 types, namely insertion, alternation, and congruent lexicalization. Musyken said that these three types are related to using different paths in certain rules of the bilingual. This creates more and more variation in mixing patterns found (Muysken, 2000: 3). The writer will do research to gain data to explain more about these three types.

## REVIEW OF LITERATURE

According to Hudson (1996), code-mixing is the language used at a point in situation changes, or in some cases, when the first language is used while talking in another language without any situation changed. Code-mixing shows the use from a word, few words, or even a sentence until sentences mixed with different languages could keep happening in these cycles and often could cause ambiguity. Supported by Holmes (2013), code-mixing that suggests the speaker randomly to mix up the codes or possibly because of a lacking word, besides, the process is very well motivated in the context of symbolic or social meaning of the two codes. It is an exclusive conversational style in the usage among bilingual and multilingual which rich additional linguistic resources that affect the meaning as well as information. In

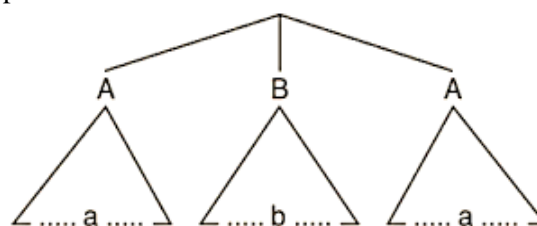
this case, their interpersonal communication may become a significant issue as it belongs to one of the complicated skills to acquire (Hutagaol et al., 2020).

Personality and character development patterns must be carried out systematically and continuously by involving aspects of knowledge, feelings, and actions. Character education can also be instilled, both in the family, community, and school. The most ideal foundation in character education is the values of faith and piety (Siregar et al, 2020).

Code-mixing is separated into 3 types according to Muysken (2000:4-94), namely insertion, alternation, and congruent lexicalization. Musyken said that these three types are constrained by different ways in specific bilingual settings (Muysken, 2000: 3).

### *Insertion*

Insertion is one of the three types of code-mixing. According to Muysken (2000:62), insertion is an approach that, divided from the ideas of insertion, sees the reaction in relation to the structural system to the complicated structure. Insertion shows by putting insertion of a language to a pattern of the system of different language in a speech. Such inserts can be words, phrases or clauses. In this case, the words that are usually inserted are nouns, adjectives, adverbs, and verbs. The event of mixing codes is also understood with the similarity to in use of a word from another language inserting that categorized lexical words or foreign phrases into a system of mix-codes. It may consist of single words and phrases. It can be described as follows:



**Figure 1.**

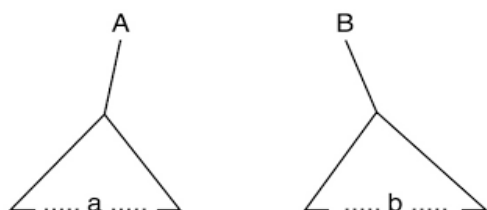
(Muysken, *Bilingual Speech: A Typology of Code-Mixing*, 2000 p.7)

Insertion means when one constituent B as a foreign language is inserted or used

among constituents a as the mother language. The foreign language is a word only and used in the sentence.

### **Alternation**

The next type of code-mixing said by Muysken (2000) is called alternation. Alternation seeing the relation on mixed processes from its compatibility or sameness between the languages categorized. Muysken also revealed that alternation emerged when two languages can be replaced by each other both in terms of grammatical as well as from its lexical. Alternation is a very strategic strategy common in mixed code. In this process two languages are displayed in one clause but however remain relatively separate. In alternation, the code-mixing process happens by inserting lexical or phrases from another language into a systematic structure. The type of element inserted, which are nouns or noun phrases, can be seen as the difference. By this, code-mixing could only happened in language form that's micro more than a phrase and a sentence, such as words or phrases, as follows :



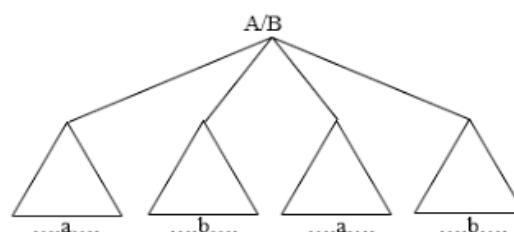
**Figure 2.**

(Muysken, *Bilingual Speech: A Typology of Code-Mixing*, 2000 p.7)

Constituents of language A (used clauses from the mother language or the first language) followed by the constituents of language B (used clauses from a foreign language or the second language). In this type of dominance of the constituents in an intermediate utterance : A and B are not specified. A and B roles as the structure of two different languages that are spoken out by the speakers in speech of a situation.

### **Congruent Lexicalization**

Muysken (2000: 6) shared his opinion that congruent lexicalization refers to the situation where languages splitted the same grammatical concept which means lexically these languages can fulfill to each other parts. The forms of this type of code-mixing could be words or phrases whose meanings are generally known by people in its first language. The systematic structure pattern of congruent lexicalization is shown as follows.



**Figure 3.**

(Muysken, *Bilingual Speech: A Typology of Code-Mixing*, 2000 p.7)

In the congruent lexicalization type, language A and language B have two different grammatical systems can merge in a speech due to the presence of insertion of lexical elements of language A, i.e. 'a', and lexical elements of language B, i.e. 'b' in the utterance. Based on the figure, it showed that congruent lexicalization splitted a grammatical concept between language in A and B, which means the clauses from these languages which a and b are utilized inconsistently more or less.

## **METHODS**

### **Research Methods**

The study uses conceptual analysis in the process for analyzing the data. Conceptual analysis is analysis of the concepts, terms, variables, constructs, definitions, assertions, hypotheses, and theories. It involves examining these for clarity and coherence, critically scrutinizing their logical relations, and identifying assumptions and implications.

Therefore this study used qualitative research to enrich the detailed understanding of code-mixing topic, issue, or meaning based on first-hand experience. According to Creswell (2012), qualitative research is a means for exploring and understanding the

meaning individuals or groups ascribe to a social human problem. Qualitative research includes collecting and analyzing non-numerical data (in the form of text, video, or audio) to have a deep understanding about the research that will be done.

### Sources of Data

The source of data in this study is one hour conversation that has been taken during the learning and studying process inside the classroom. The data was taken by recording the conversations between the teacher to the students, or the students to each other using a mobile phone. The participants included in the conversation consist of nine people: one tutor who is an English teacher, and 8 of the students. All participants included in this study were in the grade of 1 to 3 in elementary school with the age of 5 until 7 years old. The detailed information about all participants could be seen as follows.

**Table 1.** Information from All Participants

| Participants | Code | Gender |
|--------------|------|--------|
| Teacher      | T    | Female |
| Student J 1  | SJ1  | Male   |
| Student J 2  | SJ2  | Male   |
| Student R 1  | SR1  | Male   |
| Student W 1  | SW1  | Male   |
| Student R 1  | SR1  | Male   |
| Student G 1  | SG1  | Female |
| Student K 1  | SK1  | Female |
| Student R 2  | SR2  | Female |

### FINDINGS

From the result of the data collected from audios that has been transcribed in the form of texts, the writer chooses and uses the sentences that sustain code-mixing in it. Furthermore, the writer analyzes and shows the result from the 3 types of code-mixing

uttered by the students in the International Education Centre (IEC).

According to Muysken (2000), there are three types of code-mixing which are as insertion, alternation, and congruent lexicalization like mentioned before. Each type of this three code-mixing is uttered by the students in the classroom during the learning and studying process by mixing English and Indonesian languages.

### Insertion

The first type of code-mixing is insertion. The writer found 3 data of code-mixing occurred on the conversation as follows:

- T* : Where is SJ1? Today he came so late.  
*SR1* : Maybe he still changed his **seragam** with a dress.  
*T* : A dress? Maybe you mean shirt.

From the data, the student mixed English sentences with Indonesian words in the middle of the utterance. The pattern of this insertion is ABA. A is a first language while B is the second language. A: "Maybe he still changed his ..." B: "... *seragam* ..." A: "... with a dress." The student was talking about the possibility of his friend coming late to the course that day. He thought it might be because the other student was still at home changing his school uniform with a shirt to go to the English course at IEC.

- T* : No fighting, okay? Don't hit each other like that. share toys **nya** together okay.

The data above included the code-mixing type insertion *nya* as an affixes. The condition that shows up in the conversation above is explained by the English language inserted by Indonesian words. The structure of insertion is ABA. A is a foreign language while B is the mother language. A: "No fighting, okay? Don't hit each other like that. Share toys ..." B: "... *nya* ..." A: "... together okay."

The teacher mixed English with Bahasa Indonesia in talking to the students who were fighting because of the toys during the

learning session. Two of them were playing with toys and then fighting because they wanted the same toys. In the way to mediate them, the teacher unintentionally used *nya* which is an Bahasa Indonesia affixes.

SG1 : *It was so hot this morning when I went to sekolah.*

The data above shows the code-mixing using insertion type by the pattern of AB. A is a first language while B is the second language. A: "It was so hot this morning when I went to" B: "*sekolah.*" It can be seen that the student was clearly speaking English well, but the student chose to mix Bahasa Indonesia with English because the target audience was the other students that were not all really well-known for the English language.

#### **Alternation**

The next code-mixing type uttered in classroom process learning and studying is alternation. Alternation code-mixing utterance by the student constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause. The writer found 3 data for alternation type during the process of studying and learning, as follows :

SK1 : *Do you want to drink?*

SR2 : *Yes, I want to mimik air.*

The data contains a code-mixing with the type of alternation. Two students talked, one of them asked a question and the other answered with mixed English and Bahasa Indonesia. The pattern of this sentence is AB and separated into the structure of the new grammatical. A is the foreign language as a phrase in English, while B is the mother language as Bahasa Indonesia phrases. A: "Yes, I want to ..." B: "*mimik air.*" This type of code-mixing shows the student mixing two languages in a sentence consisting of grammatical English mixed with grammatical Bahasa Indonesia.

SJ2 : *Ini pensil punya siapa? Is this your pencil?*

From the data above, the student tried to ask the other students about the belonging which is a pencil that he found on the floor. He expressed it by using a sentence of Bahasa Indonesia and subsequently mixed it using English.

The pattern of this sentence is BA make it into the structure of new grammatical. B is the second language as Bahasa Indonesia and A is the first language as English. B: "*Ini pensil punya siapa?*", B: "Is this your pencil?".

T : *Who bought this for you, Alesha?*

SR1 : *Mommy yang belikan this for me.*

The sentence above is included as alternation. The pattern of the sentence is ABA and separated into different grammatical structures. A is for the first language as English and B is the second language which is Bahasa Indonesia. A: "Mommy ...", B: "*yang belikan*", A: "this for me." The student answered a question asked by the teacher about the stuff that the student possessed by saying *yang belikan*. The student uttered and answered using Bahasa, which is the language that the student uses daily.

#### **Congruent Lexicalization**

The last type of code-mixing used by the students in the studying session in the classroom is called congruent lexicalization. Congruent lexicalization used as the utterance by the students to conversation by did shifting: switching the sentence until make a change into the grammatical structure uncontainably characterized it subsequently to lexical insertions. The writer found 4 data of congruent lexicalization type in conversation hold by the students, as follows:

SW1 : *Blue book. Yang mana? Yang ini blue book nya, Miss?*

From the sentence above, it can be seen that this sentence is included as the congruent lexicalization type as there is a shape of mixed utterance until it changes the grammatical structure on the phrases between the use of

both languages. The system from this congruent lexicalization in the data could be shown as ABBABA. A is a foreign language and B is the mother language. A: "Blue book", B: "yang mana?", B: "yang ini", A: "blue book", B: "nya", A: "Miss". The structure of Bahasa Indonesia in the sentence is the subject, affixes and object. Furthermore, the clauses "yang mana" and "yang ini" are included as phrases. These Indonesian words make an appearance on the English fragments which dominantly shape the sentence.

It was clear that the student was talking using the words he knew. The word blue book was from the teacher's order for the student to find it out from their bag. For the rest of the sentence the student used Bahasa.

*SRI : Why is the room so smelly, Miss?  
Baunya gak enak. Like someone  
muntah here.*

Congruent lexicalization is the suitable type for the sentence above. The pattern for the sentence above is ABABA. A roles as the first language and B as the second language. A: "Why is the room so smelly, Miss?", B: "Baunya gak enak.", A: "Like someone ...", B: "muntah ...", A: "here." The student uttered what he smelled and thought happened in the classroom because of the new sticker just put on as the wallpaper. The glue smelled so bad until the student thought it might be someone's vomiting inside the class.

(The student came late with sadness on his face. When the teacher was teaching about the material, suddenly he cried and tears were running down from his eyes).

*T : What's wrong, Warren? Are you okay?  
SWI : No. I just wanna balik rumah. I'm so  
sad. Sedih.*

From the sentence, it can be seen that the student was not in a good mood from when he entered the classroom. The student was crying and expressed what he felt on that day by mixing the English with Indonesian to the teacher. The pattern for this is ABAB. A is for the first language which is English and B is for the second language which is Bahasa

Indonesia. A: "No, I just wanna ...", B: "balik rumah.", A: "I'm so sad.", B: "Sedih."

The student mixed the words in Bahasa Indonesia, to express what he felt. It meant for the student to do an exercise on the hand book but since the student came late and he was a bit left from the explanation, he was sad and told the teacher about it by using mixed languages.

*SG1 : Kopi is so gross. I don't like kopi.*

The last data for congruent lexicalization type is the sentence above. The student told her dislikes about coffee. The student said *kopi* in Bahasa rather than coffee because the words sound the same and not really different and it caused repetition.

The pattern for the sentence is BAB. B as the second language uses Bahasa Indonesia and A as the first language uses English. B: "Kopi ...", A: "is so gross. I don't like ...", A: "kopi." The grammar is divided into words by mixing a word per each sentence in each language.

## CONCLUSION

Based on the analysis on findings that was done by the writer in qualitative research using conceptual analysis, three types of code-mixing, namely insertion, alternation and congruent lexicalization are used in the learning and studying process at the International Education Centre (IEC). The use of these three types of code-mixing is customized based on the utterance in the context and the capability of students by speaking English. The phenomenon of code-mixing generally makes the speakers generally called bilingual and even multilingual because of the ability in the use of one language or even more. Particularly, in an education course which has a purpose for learning and teaching English which possibly is not the language for the students and the children.

From the analysis above, the type of code-mixing that is used dominantly in the classroom during the learning and studying process occurs in the International Education

Centre (IEC) is congruent lexicalization with 4 data, followed by insertion with 3 data and alternation with 3 data. In terms of speaking the English language, the students tend to mix or switch the language from English to Bahasa Indonesia, especially when the situation was conversation to the students who do not know English very well.

Based on the findings, it is concluded that code-mixing is used in the learning and studying process inside the classroom of IEC students with the differentiation of language, social, environment backgrounds, particularly in the aim to express the utterance for giving understanding to the interlocutors by mixing the languages into the sort of the sentences. The writer is greatly concerned that by this study, the students can improve the capability of mastering English in the learning and studying process in the future as the students are the future holds. The teachers also need to put more effort for the students to be able to speak English and control the conversation situation in English classroom sessions for the students to get used to the aiming language. Therefore, the writer hopes that the reader could focus, understand and get more insight about types of code-mixing and the usability of it in the conversation.

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