

**AN ANALYSIS OF CODE MIXING IN COMMUNICATION USED BY 12
YEARS OLD IMMIGRANT CHILD**

A THESIS

*Intended to Fulfill One of Requirments for the Award of Sarjana Degree in
English Language and Education*



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PEKANBARU
2020**

ACKNOWLEDGEMENT

Firstly, I offer up my praise and gratitude to Allah Subhanawa Ta'ala for giving a nonstop and abundant blessing to me so that I can complete this thesis with the title "An Analysis of Code Mixing Used in Communication by 12 Years Old Immigrant Child". Also praise and blessing to the Prophet Muhammad Sallaullahu 'alaihi Wasallam, who has brought us out from the dark age to the bright age now. This thesis intended to fullfill one of requirements of Sarjana Degree in English Language Education Faculty of Universitas Islam Riau.

I am very grateful for the valuable things and struggle I got during working on this thesis. I would like to express my thankyou deeply with hearts to all people who have helped me for completing this thesis. I give my appreciation and gratitude to these following individuals in this memorable moment, namely:

1. Dr. Hj Sri Amnah, S.Pd., M.Si, as the dean of Faculty of Teacher and Education of Universitas Islam Riau and all the staff members who have given their assistance for the completion of this thesis.
2. The head of English Study Program Muhammad Ilyas, S.Pd., M.Pd who has provided the supporting facilities to finish this thesis.
3. Sri Wahyuni, S.Pd, M.Pd as the secretary of English Study Program and my one and only advisor, for showing the deep support, criticism, advice and an endless guidance for my thesis.
4. All lectures and staffs of English Department for the knowledges, guidance and assistance from the first year of my study untill now.
5. For my beloved father, Sampurna and my mother Kamariatun, my two handsome young brothers, Feldeo Syahrian and Feldian Syahrian. Thankyou for giving me so much love, support and effort materially and spiritually.
6. For my big family, especially my aunty Mariatun and my cousins, Ns. Maysa Yutari Dewi, S.Kep, Dini Amelia and Rausa Septia Rani. Thankyou for the love and support.

7. For the man who always accompany me since this past 4 years, Taufiqqu Hidayat. Thankyou for the help, kindness and patience while helping me in doing my thesis.
8. For my F classmates, and my closest friends in college; Nisa Auliana, Rafitra Aulia Faurianda, Yasa Aura Rubayyi, Yusi Nurjanah and Viny Wulandari. Thankyou for the happiness and joy, see you on top guys.
9. For my best friend since primary school, my beloved friends in senior high school, my ride or die friends; Waklepak. Thankyou for being a part of my life and bring so much joy.

May Allah Subhana wa ta'ala give happiness and reply all the kindness to everyone who involved on helping me to complete this thesis, aamiin yarabbal amin. I realize that this thesis is not perfect, all the errors are remaining mine. Therefore, constractive suggestion and criticism will highly appreciated.

Pekanbaru, 26 November 2020

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ABSTRACT

Felma Sarianti S, 2020. *An Analysis of Code Mixing in Communication Used by 12 Years Old Immigrant Child*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Sociolinguistics, Code Mixing, Immigrant Child.

This research is a Sociolinguistics study of code mixing that used by Yasmin, a 12 years immigrant child that lived in Batam. This research is aim to analyze the types of code mixing that argued by Hoffman and reasons of code mixing that argued by Hoffman and Saville Troike. The data was collected from an audio which contained the utterance of the 12 years old immigrant child. Then, the result of the data counted by using Walizer's formula. The resulted show that there were seventeen data for the types of code mixing, and sixteen data for the reason of code mixing. For the types of code mixing, the highest type used is intra-sentential code mixing. While, the lowest type of code mixing used is intra-lexical code mixing. For the reason of code mixing that argued by Hoffman, the dominant reason of code mixing used is 'intention of clarify the speech content for interlocuter', while the reason of code mixing that aruged by Saville-Troike there were two dominants reason used, 'to soften or strengthen request or command' and 'because of real lexical need'. Code mixing used by the 12 years old immigrant child to make the communication runs smoothly and can be understood by the listener.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Language is an identity of a nation, it means every country or nation has their own language for them to communicate or to express feeling and thought to each other, and that what makes them differ from one another. In other case, English is an International language, or called as a global language. It said as a global language because of the number of people who speak it. There are some countries used English as their first language (L1), some used it as a second language (L2) and for country like Indonesia, English used as a foreign language. English in Indonesia is being use in a range of fields such as politics, diplomacy, international trade and industry, science and technology, education, media information, and etc. Nowadays, the number of interest for using and learning English has increased. Besides the mother tongue, English is one of the foreign language that often use by Indonesian.

Furthermore, the study of language and its structure is called as Linguistics. Linguistics has many branches such as, Psycholinguistics, Sociolinguistics, Historical Linguistics, Syntactic or Grammar and etc. The branch has its own meaning based on the uses. However, they are still related with one another. In this paper, writer takes the branch of linguistics related to sociolinguistics. Sociolinguistics is everything that related to language and society, so it means that how to communicate with others or how to use language in the society.

Sociolinguistics related human's everyday lives. In addition, sociolinguistics also discuss about the language that used in the daily conversation or in a media. It discuss about how language works in the society, the variation of language that use by human, why do people speak differently based on the situation, and how can language become and identity of someone's behavior.

Bilingual is a person that uses more than one language or a person that deal with the ability to speak fluently and naturally using more than one language. The exact ability of a bilingual could not be measure because there are many definitions of bilingual by experts, and they have their own idea. In Indonesia, there are two languages use to communicate in the society, for example the Javanese speak in Bahasa Jawa at home or among their relatives and friends around them. It called as the mother tongue or the local language or vernacular and they use Indonesian as the first language to communicate in more formal situation for example at school and at work.

This language is called as code, the code is changing upon on the situation. In a simple way, when bilingual communicate with each other they choosing the code and sometimes bilingual switching and mixing the languages. Code mixing and code switching is use by bilingual in communication process. Theoritically, According to Abdoulaye (2019) code switching and code mixing appear as a basic language contact phenomenon. Here, the researcher is going to explore more about code mixing. Specifically, code mixing is the mixing of two languages between word, phrase, and clause. Code mixing happens when bilingual mix their local language with Indonesian. Sometimes people here cooperate, talk, work and

marry with people from another country, so to communicate well, they do the code mixing between Indonesian and English or otherwise. While code switching is when the bilingual is changing the language from English to Indonesian or contrarily. The changing of code used by bilingual is upon on many factors. This is also happen to the bilingual children.

This research use bilingual child as the sample. There is a different between a bilingual adults and bilingual children. For children, language is produce and learn first time by them through their surrounding like from their parents and family. It is easier for children to learn about language because for them, learning is still part of their chemistry on brain and children made to absorb information. Whereas, it is easier and faster for children to learn more than one language than an adult. Even though there will be a different of time taken by the children who only learn one language and children who learn more than one language but it is good when a children can speak more than one language. For children, it is good to learn a language by interacting with people around them, it is because they are using the languages continuously and it makes them remember about the language for a long time. Children can amazingly learn when they listen to a language regularly.

In this case, there are immigrants comes from different countries live in Indonesia, especially in Batam. The immigrants are divided into two groups, the immigrants who are married and the immigrants who are still single. They live separately in a dormitory given by the government. The researcher done this

research on one of the immigrant child. She is a bilingual, she know how to speak in Indonesian because of the surrounding, and she also studying English because she moves from one country to another. The immigrant child is using two or more languages for them to communicate with others because it is easier for her to communicate using the language that all can understand. According to Huang in Marzona (2017) the mixing of two languages happens when the speaker could not think of the words in the original language and for reason of identify. So in order to communicate, the immigrant child which the brain is still learning language, communicate by mixing languages. The immigrant child also lack of vocabulary, sometimes she could not find the appropriate words in one language and she does the code mixing to make it easier for her to communicate.

The researcher is interested with the phenomena where a children speak using one more than language to communicate by mixing the languages. To make it more specific, in this study, the researcher looked for the code mixing used by 12 years old immigrant child, especially for the types and reasons of code mixing used by the immigrant child. The researcher is interested on making a research entitled **An Analysis of Code Mixing Used in Communication by 12 Years Old Immigrant Child.**

1.2 Identification of the Problem

Nowadays a lot of people communicating using more than one language, especially in Indonesia. They are mixing their languages from one language to another language, it is called as code mixing. Code mixing can happen while a

speaker communicate with each other in an informal way. This research will identify the code mixing used by 12 years old immigrant child in Batam.

There are some problems that faced by the immigrant child while doing code mixing. First, it is because of the social environment. The immigrant child live by moving from one country to another, so she acquire and study some languages. While speaking with her parents, she may use her first language, while speaking with her friends she may use Indonesian and English to make it easier for them to understand each other since they come from a different country. She acquire Indonesian from the surrounding, and she acquire English because she studies it and she moves from one country to others where English may be the first language of that country.

Second, since she is young, she lack of vocabulary. She learns some languages and she need time to mastered the languages. So, she mix the languages when she does not know about the next words that she is going to say. In other words, if she can not find the appropriate words in one language, as the immigrant child, she will find another words in another language and the code mixing happens.

1.3 Limitation of the Problem

In this research, the researcher focused to analyzed about the types and reasons of code mixing used by the immigrant child. This research discussed about the utterances of code mixing from Indonesian to English or otherwise.

The data was taken while the immigrant child communicating with others in the form of audio.

1.4 Formulation of the Problem

The researcher conclude that the formulation of the problem is:

1. What are the types of code mixing used by the immigrant child?
2. What are the reasons of code mixing used by the immigrant child?

1.5 Objectives of the Problem

The objectives on this research that conclude by the researcher are as follow:

1. To know about the types of code mixing used by the immigrant child.
2. To find out the reasons of code mixing used by the immigrant child.

1.6 Assumption

Ultimately, the researcher assumption that the immigrant child insert the types of code mixing in the daily communication such as: intra-sentential code mixing, intra-lexical code mixing and involving change of pronunciation. The researcher assumes that the immigrant child often mix her languages (English and Indonesian or their national language) while communicating with others, depends on the surroundings and they are lack of vocabulary. Code mixing makes it easier for them to communicate.

1.7 Significance of the Research

From this research, the researcher hope that this research could give benefits for the next reader. These are the benefits:

1. Academic Benefits

The researcher hope that this research can help and increasing the study about linguistics and used this research as an additional reference. Especially, for the study of code mixing that related to language variation in the social phenomena or called as sociolinguistics.

2. Practical Benefits

For the reader especially for the students of Islamic University of Riau, the researcher expects that this research can give enough knowledge and information for the upcoming research that related to a code mixing study.

1.8 Definition of the Key Term

There are some keywords used in this research, such as:

1. Sociolinguistics is the study of the language use and the language that happen inside the society.
2. Bilingual is a person that understand and know how to speak more than one language.
3. Code mixing is using of two or more languages and mix the languages by inserting words, phrases, or sentences in one utterance.

1.9 Grand Theories

This research uses some numbers of theories of code mixing from some experts, such as Hoffman (1991) for the types of code mixing. Hoffman (1991) and Saville-Troike (1986) for the reasons of code mixing. Hoffman's theory stated that code mixing divided into three types of code mixing, there are; intra-sentential code mixing, intra-lexical code mixing and involving change of pronunciation. Then, according to Hoffman in Wibowo (2017) the reasons of code mixing are; talking about particular topic, quoting somebody else, being emphatic, interjection, repetition used for clarification, intention of clarifying the speech content, and expressing group identity. In addition, according to Saville-Troike in Dewi (2015) the reasons of code mixing are; to soften and strengthen request or command, the lexical need, and to exclude other people when a comment is intended for only a limited audience.

1.10 Research Methodology

This content is discussing and introducing about the research methodology, research design, and research instrument that going to be used for this research. Equally important, this content also going to deliver an information about how this research collecting data and the technique analyzing of data.

1.10.1 Research Design

In order to carry out this study, the researcher use a descriptive qualitative research. According to Creswell (2012, p.16) qualitative research is best suited to

address a research problem in which you do not know the variables and need to explore. He also added that the literature might yield little information about the phenomena of study, and you need to learn more from participants through exploration. So, qualitative research is a study that the researcher will be going to collect the data and information directly based on fact by going to the field and observed from someone that later the words will going to be examined. Equally important, Rugaiyah (2016) stated that “descriptive qualitative is a method used to dissect a phenomenon in the field, qualitative descriptive study is the method that describes and outlines findings in the field”.

For this reason above, as a way to do this study, the researcher used a descriptive qualitative research. Further, the researcher explained the types and reasons of code mixing from the utterances of 12 years old immigrant child.

1.10.2 Source of the Data

According to Moleong in Sukrisna (2019), sources of data in qualitative research are words and events, while the additional data can be documents or others. So, the source of data in this research were collected in the form of audio. In other word all the utterances of the 12 years old immigrant child that appear in the audio will be a data that will be inspected on this research.

1.10.3 Instrument of the Research

Instrument is an object or equipment that the researcher going to use for acquiring data, whereas the data is being inspected later on. To get the data of this

research, the researcher used an instrument called as documentation. Document is an instrument that contain of personal and general record of the participant related to the study. Document serve as an important information for the researcher to use due to realize about a phenomena. This research use recorder to record the conversation of immigrant children.

1.10.4 Data Collection Technique

The technique to collect the data that were applied in this research is from audio. According to Creswell (2016, p. 240) a final category of qualitative data consists of audio and visual materials, this data may take the form of photographs, art objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound. The researcher will take an audio of 12 years old immigrant child`s utterance while communicating with others.

1.10.5 Data Analysis Technique

The data was analyzed by a descriptive qualitative technique, which the researcher find the material about code mixing through the records of 12 years old immigrant child. The researcher doing the analysis through the steps of:

1. First, the researcher going to record an audio of a 12 years old immigrant child while communicating with others.
2. Then, the researcher identify which data that important and which is not. The important data (audio) will be keep to be examine, and the

data (audio) which is not important will be ignore. Then, the researcher will transcript the audio into the form of written data.

3. Through the data (audio) that had been identify by the researcher, the researcher will classify the code mixing into each types such as; intra-lexical, intra-sentential of code mixing, and involving a change of pronunciation. Meanwhile, for the reasons of code mixing the researcher argued by Hoffman's theory such as; talking about particular code, quoting somebody else, being emphatic, interjection, repetition used for clarification, intention of clarify the speech content for interlocuter and expressing group identify and Saville-Troike's theory; to soften or strengthen request or command, because of lexical need, and to exclude other people. The researcher makes a code for types of code mixing for each datum to make it easier to analyzed. It is presented as follow:

ISCM : Intra-sentential Code Mixing

ILCM : Intra-lexical Code Mixing

ICP : Involving Change of Pronunciation

4. After classifying the types and find the reasons of code mixing used by 12 years old immigrant child. The researcher count the number of types of code mixing which found in the utterances and then convert it to percentage by using formula by Walizer in Saleh (2017):

$$\text{Percentage} = \frac{\text{Total number of type of code mixing}}{\text{Total number of code mixing}} \times 100$$

5. The researcher concluded the highest types of code mixing in the audio and then explained about the types of code mixing which appear in the utterances of 12 years old immigrant child.



Dokumen ini adalah Arsip Miik :

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CHAPTER II

THEORITICAL FRAMEWORK

2.1. Sociolinguistics

Sociolinguistics is a branch of linguistics that discuss about the relationship between language and its society. Moreover a study of language that related to language as a part of social life and the phenomena of a culture is called as Sociolinguistics. The reason of the way we speak differently in social context is what sociolinguistics concerned to identify the social function of language and how it used to deliver the social meaning. According to Holmes (2013, p.1) Sociolinguistics study the relationship between language and society. They are interested in explaining why we speak differently in different social context. Additionally, a sociolinguistics is a try to find and discovering a relation that happen among social structure and the study of language structure. Every changes that happen in the language structure is going to be observe its correlation with the social arrangement. So it means that sociolinguistics is a study of language structure that related to the social environment.

According to Wibowo (2017) sociolinguistics is the study of the relation between language and society a branch of both linguistics and sociology. Rokhman (2013, p.1) said that sociolinguistics is an interdisciplinary science between sociology and linguistics, he added that sociolinguistics is the study of language in relation to the community.

Whereas, According to Wardaugh (2006 p. 20) “Sociolinguistics brings together linguists and sociologists to investigate matters of joint concern but they are not the only researchers involved in studies of language in society”. Further, sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language function in communication.

Then, according to Wardaugh&Fuller (2015, p. 1) “Sociolinguistics is the study of our everyday lives-how language works in our casual conversation and the media we are exposed to, and the presence of societal norms, policies, and laws which address language”. In other words, in linguistics behavior, social environment plays a very precious role in identifying the use of language. Sociological linguistics is a study to know about the social view of language, as in the specific context or the context in which the language is being used.

From several definitions above about sociolinguistics that argued by some experts, so it can be concluded that a branch of linguistics that studies about language and the community, also the function and variety of language in the community. It is discussing why people in the community use different language in different situation, also recognizing the social function of language delivering the meaning.

2.2. Bilingualism

Nowadays, bilingual appears because of many factors, in this case the bilingual appears because of the immigration that caused by many factors such as

economy, education, religion, politics, or war among citizens. As known, in this time being a bilingualism is not considered as a rare phenomenon anymore. There are more numbers of bilingualism than monolingual in the world. According to Tarigan (2009) bilingualism is the use of using two languages. Moreover, Marzona (2017) said that bilingualism is the ability to master two different language. So it can be seen that they have the different measurement of bilingualism.

Bilingualism is a person that has an ability to speak more than one language at the same level. In addition Bloomfield in Cantone (2007) added that bilingualism as ‘native-like control of two languages’. However, this quotation exempt other bilingualism who speak more than one language but doesn’t have a ‘native-like’ control of their language. Not all people that speak with two or more languages have a ‘native like’ control of one of their language. So it means here that Bloomfield’s definition of bilingualism need to be modify accurately based on the new reality.

According to Macnamara in Sumarsih (2014) argued that bilingualism possess at least one language skill (listening, speaking, reading or writing) in a second language (L2) to a minimum level. So, a speaker can be called as bilingualism when the speaker can master one skill of language. Language skills are skills that related on how someone uses a language; such as listening, reading, speaking, and writing. So when the speaker mastered one skills of language in another language besides the speakers’ first language, then the speaker is a bilingualism.

According to Cantone (2007) the notion of bilingualism is especially overused in an informal way, in that a person is said to be bilingual when s/he knows more than one language. So, bilingualism appears in an informal situation, like talking with friends, family and relatives. Cantone said someone can be says as bilingual if only when they know language more than one.

Based on the explanations above, the researcher conclude that bilingualism have become a phenomena that spread in many parts of the world. There is a lot definition of bilingualism, and the explanations states a different limit of a bilingualism. It is said a bilingualism is when a speaker uses more than one language to communicate. Bilingualism understand the languages in a minimum level, generally bilingualism communicate with more than one language among them.

2.2.1 Dimension of Bilingualism

Valdes and Figueroa (in Baker, 2001) suggest that bilinguals are classified by:

- a. Age (simultaneous/sequential/late).
- b. Ability (incipient/receptive/productive).
- c. Balance of two languages.
- d. Development (ascendant – second language is developing; receive – one language is decreasing).
- e. Contexts where each language is acquired and used (e.g. school, home).

2.2.2 Types of Bilingual

According to D'Acerno in Baker (2001) there are three types of distinction in bilingualism:

- a. Compound (an individual who learns two languages in the same environment so that she or he acquires one notion with two verbal expressions).
- b. Coordinate (an individual who acquire two languages in different context (e.g. at school or home) so the words of two languages belong to separate and independent system).
- c. Sub-coordinate (a bilingual with one language dominates).

2.3. Code

In order to communicate in everyday interaction, people choose a code based on the situation. Maybe they choose a specific code because through it, people will be easier to talk about a specific topic. In bilingual society it's general to use a code while communicating. In other words, bilingualism can apply some codes in one their utterance.

According to Wibowo (2017) code or variety of language is the choice of words. He added that by the existence of the language varieties, some people need to choose the code or interaction strategy correctly. So, code is a choice of words that appears because there is a lot of language varieties, in order to communicate speakers need to choose a particular or exact code to communicate for the aim of better understanding.

In addition, Dewi (2015) said that code is a system that is used by people to communicate with each other. She also added that when people want to talk to each other, they have to choose a particular code to express their feeling. Meanwhile, Gunawan (2018) stated that code is a system of words, letters or symbols that used to convey a message in a language. Therefore, to deliver a message in a language, code is important structure of the words or symbols.

It's a general rules using some codes while having conversation in a bilingual society. Sometimes also bilingual might utilize some codes in their utterance. For bilingual, they consider to whom they speak. They are going to choose a code that make them easier to communicate in an informal situation. So it can be said that code is a key that someone or a speaker choose when she or he wants to speak, this code also can be change and mix from one language to another language.

2.4. Code Mixing

Once in a time, while communicating with others, languages are being mix and being switch from one language to another. Both phenomena are known as code mixing and code switching. In the countries of multilingual like India, Malaysia and Singapore the bilinguals is generally mix their first language with English. Thus Indian mix Hindi with English and Malay people mix Malay with English. Not just for multilingual country, several people in Indonesia also influenced to mix Indonesian-English in their conversation, especially for the immigrant children that live from one country to another.

Mujino (2017) says code mixing is the use of two language or more by transferring one or more of linguistics elements of one language in another in the speech without changing the meaning of sentence. In contrast, Sumarsih (2014) said that code mixing is a mixture between two or more languages in which there is a dominant language and inserted with different language to make it sound cool and give appropriate context to the audience or listener.

According to Coulmas (2005 in Mujino) code mixing is a communicative strategy widespread in bilingual communities where the people are able to speak two languages comparably well. Therefore, to transfer or deliver their intentions in a good ways, they choose a code for it. Communication between bilingualism uses a code that called as code mixing. For their communities, code mixing is a major strategy to communicate to each other. Therefore, code mixing is use by the bilingualism that know how to speak more than one language well in order to transfer their ideas and intensions.

Furthermore, Rokhman (2013, p.39) defines that code mixing is using of two languages or more by inserting the elements of one language into another language. So, code mixing is when a speaker use a language and mixing it from one language to another. In addition, Nababan (1984 cited in Gunawan) stated that the phenomena code mixing as a situation of having other language that is when people mix two or more languages in a speech act or discourse without something force to the code mixing itself.

Then in addition, Ansar (2004) said that code mixing takes place without a change of topic and can involve various levels language such as phonology,

morphology, grammatical structures or lexical items. Pratapa (2018) added that code mixing refers to the juxtaposition of linguistics units from two or more languages in a single conversation or sometimes even a single utterance. Therefore, code mixing is a part of linguistics units that uses more than one languages by mixing it in a linguistics interaction, conversation or even in an utterance.

Based on the statement of some experts above, can be concluded that code mixing is a phenomena in sociolinguistics. It seems that the definition of code mixing of language used in a conversation is complicated to detect, so to make it easier, the researcher explain that code mixing is a phenomena when a speakers using more than one variation of code in one utterance. Hence, more than one languages is inserted when the speaker is speaking.

2.4.1 Types of Code Mixing

There are types of code mixing by some experts, such are:

According to Hoffman in Luke (2015) divides code mixing into three types, such as:

a. Intra-sentential

This kind of code mixing occurs within a phrase, a clause or a sentence boundary.

A: Besok saya ada *final test*, pelajarannya Mister John.

“Tomorrow I will have a final test, it is Mister’s John subject.”

B: Ah, Ya kamu harus *study hard*, supaya nanti kamu dapat nilai bagus.

“Ah. You should study hard, so later you will get a good grade.”

Through that example of conversation between A and B, the speakers mix the language between Indonesia and English in a sentence boundary.

b. Intra-lexical

This kind of code mixing which occurs within a word boundary.

Maysa: Wahyu, kamu sudah *nge-print* tugas kita belum?

“Wahyu, have you printed our homework?”

Wahyu: Belum, saya masih *nge-check* tugasnya.

“Not yet, I am still checking it.”

Through that example, it can be concluded that the conversation between the first and second speakers do an intra-lexical code mixing because the speaker added the word ‘nge’ before the words “print” and “check”.

c. Involving a change of pronunciation

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it into Indonesian phonological structure.

According to Chaer and Agustina (2004) divides code mixing into two types, such as:

a. Inner Code Mixing

Inner code mixing is mixing language from the original language with all its variation. Inner code mixing shown, if the speaker inserts the elements of his own language into national language, the elements of dialect into his own language, or elements of varieties and style into his dialect. Code mixing and the elements of a

regional language show that the speaker has a regional language in tuff, or want to show his regional language characteristics.

Example:

Ame: Tia, semalam *dikau* pergidenganAmatye?

“Tia, you went with Amat yesterday, don’t you?”

Tia:Enggaklah, *siape cakap*?

“No, who said that?”

Based on the example of conversation, the speakers mix the Indonesian language with the local language, Malay. The words “dikau, ye, siape and cakap” are words identify as a local language.

b. Outer Code Mixing

Outer code mixing is mixing code from foreign language. For example, the elements of Holland code inserted in Indonesian language. It shows that the speaker belonging to the old century, students and special man/women. In doing code mixing with English language can give the impression that the speaker is a modern, educated, and has good relationship in society.

Example:

Doddy: John, yesterday meand my father *beli* new toys, loh. Want to play *sama aku*?

“John, yesterday my father and I bought a new toys. Do you want to play with me?”

John: Wow, *really*? Tentu saja, kapan mau *play*?

“Wow, really? Of course, when do you want to play?”

Doddy: Aku gak bohong, *I almost cry* waktu papa aku beliin.

”I’m not lying, I almost cry when my father bought it”.

From the example of conversation, there are two Indonesian speakers, they talked about buying a new toys. It can be seen that the two speakers mixing the language from their national language, Indonesian with a foreign language, English.

According to Musyken (2000, p.3) also described that code-mixing is typically divided into three main types:

a. Insertion (word or phrase)

Insertion of material (lexical items or entire constituents) from one language into a structure of the other language. Insertion is the process of code-mixing which is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal category into a given structure.

Example:

Tania : Vina, pasti Dinda akan *shock*liat sepatu barunya ini.

“Vina, Dinda will definitely shock to see her new shoes”.

Vina : Iya nih, beda banget sama *review-nya*.

“Yes, it is so different from the review”.

b. Alternation (clause)

The alternation between structures from languages. It occurs between clauses meaning that alternation is used when speaker mixes his or her language with a phrase.

Example:

Joy : Tadi aku habis beli *cheese cake*, kamu suka gak?

“I had just bought a cheese cake, do you like it?”

Tia : Hmm, *not really*, aku lebih suka makan manis kayak *ice cream*.

“Hmm, not really, I prefer sweet thing like ice cream”.

c. Congruent lexicalization (dialect)

The lexicalization of material from different lexical inventories into a shared grammatical structure. Congruent lexicalization is the influence of dialect within language use.

Example:

Dania : Wah, bau *parfume* siapa nih, harumnya manis banget?

“Wow, whose perfume is this? Smell so sweet”.

Tasya : *Parfume* aku, baru beli semalam, bau *vanilla* nih.

“My perfume, just bought it yesterday, it is vanilla essence”.

2.4.2 Forms of Code Mixing

According to Callhavid (2010) classified forms of code mixing into:

a. Insertion of word

Word is the smallest unit in language, it consist of one or more morpheme.

b. Insertion of phrase

Phrase is a group of word where there is no subject and verb in it.

c. Insertion of clause

Clause is grammatical unit of language which is smaller than sentence, but larger than phrase.

d. Insertion of idiom or expression

Idiom is a group of words with a meaning that is different from the meaning of the ordinary word. In other words, idiom creates new meaning.

e. Insertion of baster form

Baster is a combination of two elements and creates one meaning, the form of baster basically form from indonesian slang affixiation and the ordinary word is in English.

2.4.3 Factors of Code Mixing

According to Beardsmore in Sumarsih (2014), there are some factors why people do code-mixing:

a. Bilingualism

The ability of using more than one language is one of an important factor of code mixing. There is a lot of bilingual or multilingual in this world. So in order to communicate, they do the code-mixing.

b. Speaker and partner speaking

Code mixing could happen in a conversation when people communicate with each other, especially both of the speakers know and understand more than one language well.

c. Social community

If the communities are bilingual and doing the code mixing, then an individual will influenced by the communities of where the individual stays.

d. Situation

Code mixing happen in an informal situation. In other words, bilingual doing a code mixing in daily communication as their habit.

e. Vocabulary

When bilingual cant not find the appropriate word or expression in one language, then bilingual use another word or expression in other language. So, the messages that the bilingual try to express will be understood.

f. Prestige

A desire of young people to look cool by using more than one language as a modern style and look like an educational one make them doing a code mixing while communicating with others.

2.4.4 Reasons of Code Mixing

According to Hoffman in Dewi (2015), there are number of reasons for bilinguals to mix their languages. Those are:

a. Talking About a Particular Topic

People sometimes prefer to talk about a particular topic in more than one language rather than in one language. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in language that is not her/his everyday language.

b. Quoting Somebody Else

A speaker switches code to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said.

c. Being Emphatic About Something

It's when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, the speaker either intentionally or unintentionally, will switch their first language to their second languages or otherwise.

d. Interjection (Inserting Sentence Fillers or Sentences Connectors)

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection like Hey!, Well!, Look! Etc. They have no grammatical value, but speakers uses them quite often, usually more in speaking than in writing.

e. Repetition Used for Clarification

When bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, the speaker can sometimes use both of the languages (codes) that the speaker masters to say the same message. Frequently a message in one code is repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

f. Intention of Clarify the Speech Content for Interlocutor

When a bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs. It means to make the content of the speaker speech runs smoothly and can be understood by the listener. A message in one code is repeated in the order code in somewhat modified form.

g. Expressing Group Identity

Code mixing can also use to express group identity. The way of communication of academic people in their disciplinary grouping, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

According to Saville-Troike in Luke (2015)

a. To Soften or Strengthen Request or Command

For Indonesian people, mixing and switching Indonesian into English can also function as a request because English is not their native tongue, so it does not sound as direct as Indonesian. However, code mixing and code switching can also strengthen a command since the speaker can feel more powerful than the listener because the speaker can use a language that anyone else can not.

b. Because of Real Lexical Need

The most common reason for bilingual person to mix their language is due to the lack of equivalent lexicon in the languages. When an English and Indonesian bilingual has lack of words in English, the speaker will find it easier to say it in Indonesian. Hence, if the speaker has a lack of word in Indonesian, the speaker will use the English term.

c. To Exclude Other People When a Comment is Intended for Only a Limited Audience

Sometimes people want to communicate only to a certain people or community that they belong to. To avoid the other community or interference

objected to their communication, they may try to exclude others by using the language that not everybody knows.

2.5. Bilingual and Mixing in Children

In this 20th era, generally knowledge is a very important thing, but language is the most valuable commodity that more prominent. On today's society, it's not enough for knowing only one language to be an individual that effectual, integrated and successful.

Nearly, all studies on early bilingualism have observed that children mix their languages, independently of the environment being monolingual or not. While, According to Krishnasamy (2015) the language behavior of bilingual children who use code mixing as communicative strategy influenced by parental language mixing habit and their bilingual environment. So, bilingual children mix their languages in the early age is influenced by some factors, such as from their parents, and environment.

Since for children grammar is still developing, any structural rules of language will not be applicable at an early stage of children. So, the language mixing is not following any rules, or there is a rules but the rules is differ from the adult mixing. According to Köppe in Cantone (2007) stated that it has been shown that children are quite capable of using the correct language according to the socio-linguistics aspect and pragmatic aspects. It means that mixing is not the lack of language use by young children, but they are not able to choose a right language that suites the language context. In addition, when children acquire

more than one language, they learn to distinguish between the different language systems, Mak (2019).

Consequently, when a child mixing their languages at an early age it's not only will show a good level or prestige, but it is a new step of a bilingualism child to acquire more than one language fluency and improving the other language skills besides the first language (L1) as well.

2.6. 12 Years Old Immigrant Child in Batam

According to Oxford Dictionary (2008), immigration is moving of people from one country to come to live in another country, while immigrant is person that who has come to live in a country that is not their own. Stated in IOM website at 'indonesia.iom.int', immigrant is a person who moves into a country other than that of his or her nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence. In Batam, there are immigrant from various country like Palestine, Iraq, Sudan, Afghanistan and others. They are moving from one country to another depends of the law by IOM (International Organization for Migration) in Indonesia. They stayed in one country for years, and when it is time for them to move, IOM asks them to move, then they will move to another country. That is why they know how to speak in various languages especially in English, it depends on where they are living, and for their children their parents put them in an English course.

Here, the researcher took one child as the sample. Her name is Yasmin. She was born in Pakistan. In Batam, she lives with her mother, Maryam. She is one of

immigrant that live in Hotel kolekta Batam. She have been living in Indonesia for two years. The first year she lived in Yogyakarta and then Yasmin and her mother moved to Batam. She studied at Al-Jabar school and stopped because of some reasons. Now she is taking a private class and test because she wants to moved and continue her studied in Australia. Just like others, she lives and gather with other people around them. In communicating with others, she uses her official language, English and Indonesian according to whom she is talking to.

2.7 Previous Studies

This section will discuss about the previous studies that related to other researches about code mixing. It aims to enrich the data about code mixing. These researches is discussing about code mixing in a various aspects. There are previous studies, such as:

First, “An Analysis of English Code Mixing Used in Social Media (Instagram)”. This research is done by Ayu Rahmatika from Teacher Training and Education of Universitas Islam Riau. She deals with the code mixing that found in the social media instagram. In addition, she defines the form of code mixing such as word, phrase, hybrid, repetition of word, idiom, and clause, also the purpose of doing code mixing by instagram users such as need feeling motivate, prestige feeling motivate, asserting status, pride power, being more infromative, making jokes and expressing self emotion.

Second, “An Analysis of Code Mixing Used in My Stupid Boss Novel Written by Chaos@work”. This research done by Devikal Anjarapan from

Teacher Training and Education of Universitas Islam Riau. She concerned with code mixing which found from a novel titled My Stupid Boss written by Chaos@work. Furthermore, the research discuss about the type and level of code mixing found in the novel.

Third, “An Analysis of Using Code Mixing on Atta Halilintar’s Video Youtube Channel”. The research done by Agung Sukrisna from Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University. He discuss about the code mixing that appears in Atta Halilintar’s youtube channel video. In this case, he deals with the type and and level of code mixing in the video of Atta Halilintar. He use the theory Hoffman to find out the type of code mixing.

Based on the research above, the researcher found the differences of this research and others research. This research focus on analyzing the code mixing on the 12 years old immigrant child utterance. In addition, this research also focus on the level and reason of code mixing used by the immigrant child.

CHAPTER III

RESEARCH FINDINGS

3.1 Data Description

For this chapter, the researcher classified the data based on the types of code mixing and described the reasons of code mixing. The data were gotten from the immigrant child's utterances in the form of audio. For the types of code mixing that found in the audio were used by 12 years old immigrant child the researcher analyzed by using Hoffman's theory such as intra-lexical, intra-sentential of code mixing, and involving a change of pronunciation. Meanwhile, for the reasons of code mixing the researcher argued by Hoffman's theory such as; talking about particular code, quoting somebody else, being emphatic, interjection, repetition used for clarification, intention of clarify the speech content for interlocuter and expressing group identify and Saville-Troike's theory; to soften or strengthen request or command, because of lexical need, to exclude other people. The researcher named datum for the data.

Types of code mixing

1. ICSM : Intra-sentential Code Mixing
2. ILCM : Intra-lexical Code Mixing
3. ICP : Involving Change of Pronunciation

Table 3.1.1
Finding of types and reasons of code mixing

No	Findings	Types of code mixing						Reasons of Code Mixing
		ICSM			ILCM		ICP	
		Word	Phrase	Sentences	Prefix	Suffix		
1.	Ibu, <i>if this</i> enak, makan.		✓					To Soften or Strengthen Request or Command
2.	Ini ini <i>active</i> ? Ini <i>active</i> kan?	✓					✓	Repetition Used for Clarification
3.	Tidak ibuk, saya sudah <i>full</i>	✓						Because of Lexical Need
4.	Berarti satu gelas ini bisa empat, empat <i>plate</i> ini.	✓						Because of Lexical Need
5.	Makan ibuk, itu mubazir <i>not good</i> .		✓					To Soften or Strengthen Request or Command
6.	<i>If</i> kamu mau saya <i>take</i> semua.	✓						Intention of Clarifying the Speech Content for Interlocuter
7.	Di facebook? <i>Just two person is there</i> .			✓				Intention of Clarifying the Speech Content for

								Interlocuter
8.	<i>Halo guys...</i>	✓					✓	Expressing Group Identity
9.	<i>Guys, come eat</i> , makan!			✓				To Soften or Strengthen Request or Command and Repetition Used for Clarification
10.	Um, <i>kadang</i> maybe your..	✓						Because of Lexical Need
11.	Marica? <i>Like</i> nasi goreng?	✓						Repetition Used for Clarification
12.	Because your eyes like <i>hitam</i> .	✓						Intention of Clarifying the Speech Content for Interlocuter
13.	<i>No</i> , saya tidak malu.	✓						Intention of Clarifying the Speech Content for Interlocuter
14.	Kalau aku mau <i>cooking</i> kalau aku mau masak tidak ada yang pernapasan tidak	✓						Repetition Used for Clarification

	bagus.							
15.	Enak, <i>do you like it?</i>			✓				Intention of Clarifying the Speech Content for Interlocuter



Table 3.1.2

The Classification Data of Types of Code Mixing

No.	Types Of Code Mixing ICSM (Intra-sentential of Code Mixing)	
1	Ini ini <i>active</i> ? Ini <i>active</i> kan?	Word
2	Tidak ibuk, saya sudah <i>full</i>	
3	Berarti satu gelas ini bisa empat, empat <i>plate</i> ini.	
4	<i>If</i> kamu mau saya <i>take</i> semua.	
5	Halo <i>guys</i> ...	
6	Um, <i>kadang</i> maybe your..	
7	Marica? <i>Like</i> nasi goreng?	
8	Because your eyes like <i>hitam</i> .	
9	<i>No</i> , saya tidak malu.	
10	Kalau aku mau <i>cooking</i> kalau aku mau masak tidak ada yang pernapasan.	
11	Ibu, <i>if this</i> enak, makan.	Phrase
12	Makan ibuk, itu mubazir <i>not good</i> .	
13	Di facebook? <i>Just two person is there</i> .	Sentence
14	<i>Guys, come eat</i> , makan!	
15	Enak, <i>do you like it?</i>	
ILCM (Intra-lexical Code Mixing)		
-	-	-

ICP (Involving a Change of Pronunciation)	
16	Ini ini <i>active</i> ? Ini <i>active</i> kan?
17	<i>Halo</i> guys...

After classifying the types of code mixing based on it types, the researcher counted the data and got the percentage pf the data by using Walizer’s formula. There are 17 data in a total. 15 data for intra-sentential type of code mixing, and 2 data for the change of the pronunciation. While for intra-lexical code mixing there are 0 data because there are no data found or appeared as the intra-lexical code mixing.

Table 3.1.3
**The Percentage of Types of Code Mixing in the Audio of 12 Years Old
 Immigrant Child’s Utterance**

No	Types of Code Mixing	Percentage
1	Intra-sentential code mixing	88.2%
2	Intra-lexical code mixing	0
3	Involving a change of pronunciation	11.8%
Total		100%

3.2 Data Analysis

3.2.1 Types of Code Mixing

Based on the classification of the data from 3.1.2 about the types of code mixing, it can be discussed as:

a. Intra-sentential Code Mixing

Intra-sentential code mixing is the appearance of word, phrase and clause, or a sentence boundary in someone's utterance.

1) Word

Word is the smallest unit in language, the word is consist of one or more morphemes. It said as code mixing when there is an insertion of more than languages in utterances. Here, the researcher took

Datum 2: Ini ini *active*? Ini *active* kan?

“Is this active? This is active right?”

From the utterance, it can be seen that there is a words that identified as intra- sentential code mixing apperaed in the audio of the 12 years old immigrant child. Here, the dominant language she used is Indonesian language and she inserted an English word *active*, the word *active* appeared two times in her utterance. The word *active* in Indonesian means “aktif”. It is said as intra-sentential code mixing because the immigrant child mixed the language in the sentence boundary.

Datum 3: Tidak ibuk, saya sudah *full*

“No ma'am, I already full”

In the audio, the 12 years old immigrant child was mixing the Indonesian language with English language. She inserted an English word *full* in the utterance. In this context, the word *full* means “kenyang” in Indonesian. Based from the theory of Hoffman, the type of code mixing that used by the 12 years old immigrant child is intra-sentential code mixing.

Datum 4: Berarti satu gelas ini bisa empat, empat *plate* ini.

“So this one glass is up to four, these four plates”.

Based from the data, it can be seen that there is one word appeared and identified as intra-sentential code mixing in the form of word, which is *plate*. The immigrant child talked using Indonesian then she inserted the word *plate* which *plate* is an English word. Plate here has a meaning “piring” in Indonesian language. The word appeared on the audio of 12 years old immigrant child. She said “plate” because she wanted to tell that one glass of briyani rice can served four plates of rice.

Datum 6: *If* kamu mau saya *take* semua.

“If you want I take it all.”

Based from the data, it can be seen that there are two words appeared and identified as intra-sentential code mixing. It is said as intra-sentential code mixing because the code mixing appeared in the sentence boundary in the form of word. The word that appeared are *if* and *take*. The immigrant child inserted two English words while speaking in Indonesian. The words *if* and *take* came out in the utterance of the immigrant child when she talked to

someone about asking whether the other person needed her help to take a picture.

Datum 10: Um, *kadang* maybe your..

“Um, sometimes maybe your..

As can be seen from datum 10, *kadang* is an Indonesian word. So, the immigrant child was talking using English then inserted the word “*kadang*” which is an Indonesian word means ‘sometimes’ in English. The code mixing from datum 10 is included into intra-sentential code mixing because the code mixing occurs within a sentence boundary.

Datum 11: Marica? *Like* nasi goreng?

“Pepper? Like fried rice?”

Like is included in the category of word. The immigrant child was talking in Indonesian then inserted the word *like* in between the sentence which *like* is an English word. In Indonesian, *like* means “seperti”. The immigrant inserted “like” in the middle of the sentence because she wanted to make sure that pepper is one of ingredient inside the fried rice.

Datum 12: Because your eyes like *hitam*”.

“Because your eyes like black”.

From the utterance of the immigrant child, there is a word that identified as intra-sentential type of code mixing. It is said as intra-sentential code mixing because the code mixing appears in the sentence boundary. The immigrant child inserted the Indonesian word *hitam* while she was speaking using English language. The word ‘hitam’ means ‘black’ in English.

Datum 13: *No*, saya tidak malu.

“No, I’m not shy”.

No is included in the form of word. From the utterance of the 12 years old immigrant child in the audio, the dominant language she used is Indonesian but then she inserted the English word ‘**no**’ that mean ‘tidak’ in Indonesia. Based from Hoffman’s theory, the mixing that used by the immigrant child is included in type of intra-sentential of code mixing.

Datum 14: Kalau aku mau *cooking* kalau aku mau masak tidak ada yang pernapasan tidak bagus.

“If I want to cook If I want to cook there is no air it’s not good”.

There word cooking is classified as the type of code mixing in the intra-sentential code mixing, because it is related with Hoffman’s theory definition ‘when someone mixing languages in the form of word, phrase or sentence’. The immigrant child inserted an English word ‘cooking’ while she talked in Indonesian.

2) Phrase

Phrase is a unit of language that consist of more than one words. Phrase is a group of words that has meaning, but phrase does not have subject or verb on it. Here, the researcher took some data to be discussed:

Datum 1: Ibu, *if this* enak, makan.

”Ma’am, if this good, eat.”

Based from the data, it can be seen found that there is a group of word that appeared in utterance which identified as a phrase. The phrase *if this* is an english words that iserted between the Indonesian utterance of the immigrant child. The phrase *if this* means ‘kalau ini’ in Indonesian. The mixing is classified as intra-sentential code mixing, because the mixing is in the phrase boundary.

Datum 5: Makan ibuk, itu mubazir *not good*.

“Eat ma’am, it is wasteful, not good.”

Based from the data, it can be seen that there is a code mixing inserted in the conversation. The code mixing inserted in the form of phrase. The phrase is “not good”. The immigrant child talked using Indonesian then mix an English phrase in the conversation. The word *not good* means ‘tidak baik’ in Indonesian. The immigrant child said ‘tidak baik’ to inform being wasteful is not good. In the types of code mixing, the code mixing done by the immigrant child includes in the Intra-sentential code mixing because the code mixing is in the form of phrase.

3) Sentence

Sentence is an appropriate set of words, it has structural pattern such as S+V (subject+verb) and it ended with and end marks. In classifying the types of intra-sentential of code mixing in sentence, the researcher found some sentences yet also some clauses. Nevertheless, clause is a part of sentence, so that is the reason why the researcher includes clause in the part of sentence. Here is the intra-sentential code mixing data in the form of sentence:

Datum 7: Di facebook? *Just two person is there.*

“In Facebook? Just two person is there.”

Based from the conversation, it can be seen that the immigrant child inserted “just two person is there” in her utterance. “just two person is there” is an independent clause which mean the clause can stand alone. She mixed the Indonesian language with a foreign language which is English. At first she talked in Indonesian *Di facebook?* that mean ‘In facebook’ in English. The code mixing that the immigrant child did is included in intra-sentential types of code mixing in the form of sentence.

Datum 9: *Guys, come eat,* makan!

“Guys, come eat, eat!”

Based from the immigrnt child’s utterance, it can be seen that there is an English words that appeared in the form of clause which is *Guys, come eat.* The english clause that appeared is identified as intra-sentential types of code mixing in the form of sentence. It’s an invitation sentences.

Datum 15: Enak, *do you like it?*

“Delicious, do you like it?”

It can be seen from datum 15 that the immigrant child inserted an English sentence ‘do you like it’ which is an interrogative sentence. The immigrant child talked in Indonesian then she mixed her language with English. So, the immigrant used intra-sentential code mixing since the code mixing is in the sentence boundary.

b. Intra-lexical Code Mixing

From the audio exactly the audio of the 12 years old immigrant child, there is no datum which is classified as the types of code mixing in intra-lexical code mixing.

c. A Change of Pronunciation

A change of pronunciation is the type of code mixing that appears in the phonological level. For example, when Indonesian speak in English, the word that they say is modified to Indonesian phonological structure.

Datum 2: Ini ini *active*? Ini *active* kan?

Based from the immigrant child's utterance, it can be seen that there is a type of code mixing that classified in the change of pronunciation. The immigrant child basically speak using English, so when she speaks using Indonesian the pronunciation still sound like English. Just like from datum 2, the immigrant child talked in Bahasa and said the word 'aktif', yet it sounds like 'active' which is an English word.

Datum 8: Halo guys..

In datum 8, there is a type of code mixing that identified as the change of pronunciation. The immigrant children said the word 'halo' in her utterance. The word 'halo' that she said sounded like 'hello' which is an English word. The reason why the word 'halo' sound like an English word 'hello' because the immigrant child is a native speaker, which Indonesian is not her first language and she spontaneously modified the sound of Indonesian word to an English word.

3.2.2 Reason of Code Mixing

According to the data of 3.1, the researcher discussed about the reason of code mixing by Hoffman's and Saville Troike's. Hoffman's theory about reason of code mixing that found from data of 3.1 are:

a. Repetition Used of Clarification

Datum 2: From the utterance of the immigrant child 'Ini ini *active*? Ini *active* kan?' it can be seen that the utterance is included in the reason of code mixing according to Hoffman's theory, repetition used for clarification. The immigrant child said the word 'active' two times in one utterance. It is included in the repetition used for clarification because she repeated a word twice to clarify about her speech. She asked whether the phone is active or not by using the word 'active' twice so that the listener understood what she said.

Datum 9: The immigrant child said "guys, come *eat, makan!*" in the audio. It can be seen that the immigrant child mixed her language. At first the immigrant child said 'come eat' then she added the word 'makan'. From the reason of code mixing definition stated by Hoffman, sometimes a speaker that masters more than one language can use both codes or languages to say the same messages. So, she invite other using English word then she added Indonesian word which have same meaning.

Datum 11: From datum 11, it can be seen that the reason of code mixing used by the immigrant child is repetition used for clarification. The

immigrant child repeated the word 'marica' from the other speaker. The other speaker was talking about 'marica', then to clarify about what the other speaker said before, the immigrant child repeated the word 'marica' again. In addition, to ensure the word 'marica' the immigrant child said "like nasi goreng" as an example of food with 'marica' or pepper.

b. **Datum 14:** The utterance 'kalau aku mau *cooking* kalau aku mau masak tidak ada yang pernapasan tidak bagus' is included in the reason of code mixing stated by Hoffman, Repetition Used of Clarification. As can be seen the immigrant child said the words 'kalau aku mau cooking' and 'kalau aku mau masak'. The word has the same meaning. At first the immigrant child said the word cooking, then she repeated it but by changing the word 'cooking' to 'masak' which has the same meaning.

c. **Intention of Clarify the Speech Content for Interlocutor**

Datum 6: The utterance "*If* kamu mau saya *take* semua" is included in the reason of code mixing according to Hoffman, intention of clarifying the speech content for interlocutor. The immigrant child mix the language because the immigrant child wanted to smooth her message for the other speaker. She wanted to volunteer herself to take a picture for them. The mixing was done by the immigrant so that the other speaker can understand her easily.

Datum 7: The immigrant child said "Di facebook, just two person is there" in the audio. From the definition of intention of clarify the speech content for interlocutor that stated by hoffman, datum 7 is clasified and identified as

part of it. It is because when a bilingual person talks to another bilingual, to make the messages smoothly runs, they will use code mixing. Here, the immigrant child talked about a topic with other bilingual and mixed her languages.

Datum 12: The utterance of the immigrant child "because your eyes like *hitam*" is included in the reason of code mixing that stated by Hoffman, intention of clarify the speech content for interlocutor. It is because when a bilingual and bilingual communicates, it is a common thing if they mix their languages, it is because mixing languages make it easier to communicate. Here, the immigrant child said inserted the word 'hitam' so the topic that being discussed can be understood easily by the other bilingual.

Datum 13: The immigrant child said 'No, saya tidak malu', it is classified in the reason of code mixing intention of clarify the speech content for interlocutor stated by Hoffman. The immigrant child inserted the word 'no' to made the other speaker understand what she said. She wanted to tell the other speaker that she is not shy.

Datum 15: From the utterance in the audio, the immigrant said "enak, *do you like it?*", its is classified in the reason of code mixing intention of clarify the speech content for interlocutor stated by Hoffman. The immigrant child asking the other speaker wheter she like the food or not. While talking to another bilingual it is general to mix languages to make the conversation run smoothly and more comfortable.

d. Expressing Group Identify

Datum 8: The reason why the immigrant child mixed her language from the datum 8 “halo guys” is because she wanted to show her group identity. According to Hoffman, the way of some community communicates is different from the people that out from the community. The immigrant child wanted others to know that she is not an Indonesia, so she mixed her language when she greet other people which is out from her community.

In addition, the reason of code mixing from Saville-Troike that found from the data of 3.1 are:

a. To Soften or Strengthen Request or Command

Datum 1: The utterance ‘Ibu, *if this* enak, makan’ is included in the reasons of code mixing according to Saville-Troike’s theory, to soften or strengthen request or command. Through the utterance, it can be seen that the immigrant child gave a command to the other speaker. The words ‘if this’ is an English word that she inserted between an Indonesian utterance. The immigrant child used code mixing to strengthen her command.

Datum 5: The immigrant child said “Makan ibuk, itu mubazir *not good*.” to told something the speaker. From datum 5, it can be concluded that the reason of code mixing used by the immigrant children is to soften or strengthen request or command. It is because the immigrant child mixed her languages to soften the request. The immigrant child said ”Makan ibuk, itu mubazir *not good*”, she inserted the word ‘not good’ in the while she spoke using Indonesia because she wanted to soften her request, to tell that wasting

food is not good. So, the reason of code mixing used the theory from Hoffman.

Datum 9: A speaker can feel more powerful when she or he uses more than one language to communicate. So as can be seen from datum 9, the immigrant said “guys, come eat, makan!”. The immigrant child wanted to strengthen her command to other speaker. She gave a command to other by mixing the English words ‘guys come eat’ and Indonesian word ‘makan’. The immigrant child wanted to invited other speakers to join her eating together.

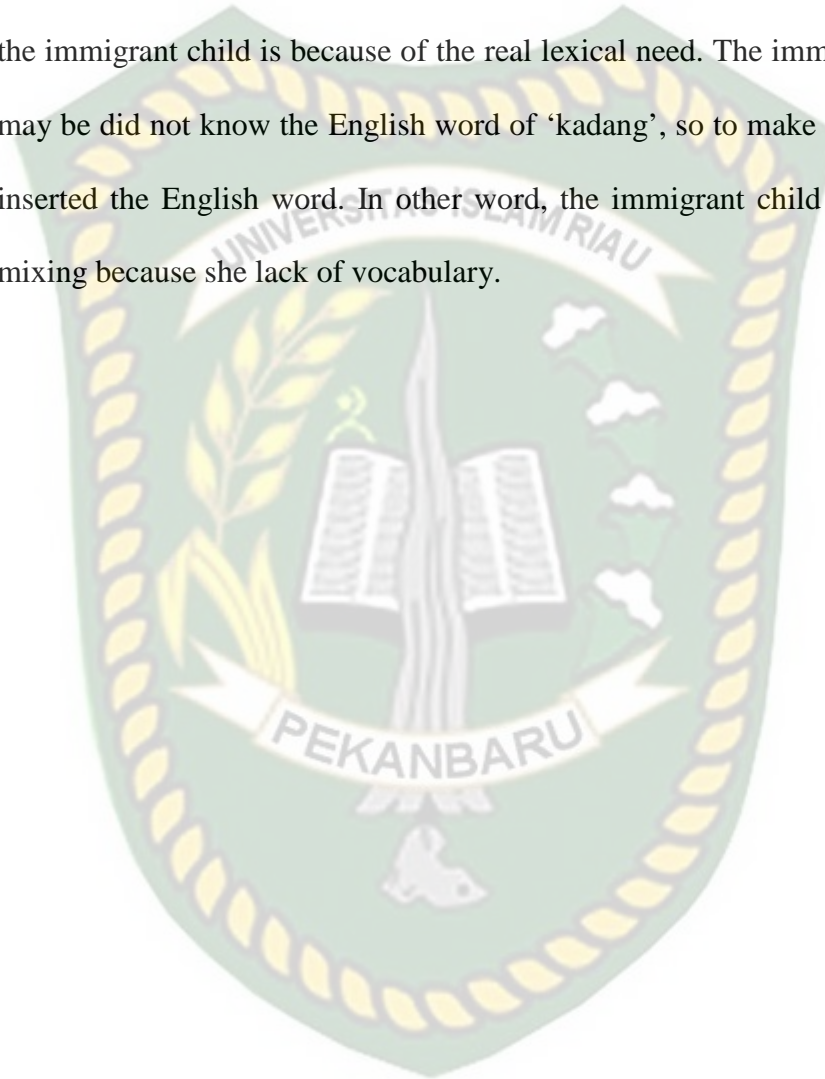
b. Because of Real Lexical Need

Datum 3: The immigrant said “Tidak ibuk, saya sudah *full* in her utterance. The utterance included in the reasons of code mixing claimed by Saville-Troike which is because of the real lexical need. Saville-Troike said that the most common reason of bilingual person mix languages is because she or he is lack of words in one language. The immigrant child was mixing her language because she did not know about what to said next. She said “Tidak ibuk, saya sudah *full*”, the immigrant talked using Bahasa then she inserted the word *full* because she did not know the Indonesian word of *full*.

Datum 4: The sentence “Berarti satu gelas ini bisa empat, empat *plate* ini.” included in the reasons of code mixing according to Hoffman’s theory, because of the real lexical need. The immigrant child is lack of vocabulary, so she mixed the languages in Indonesian and English to make it easier for

her to communicate. The immigrant child used the word 'plate' because she did not know the word 'plate' in bahasa.

Datum 10: In datum 10 the immigrant child said “Um, *kadang maybe your..*” in her utterance. According to it, the reason of code mixing use by the immigrant child is because of the real lexical need. The immigrant child may be did not know the English word of 'kadang', so to make it easier she inserted the English word. In other word, the immigrant child doing code mixing because she lack of vocabulary.



CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

After analyzing the research findings, the researcher would like to make a conclusion of this research. According to the audio of 12 years old immigrant child's utterance, there are 33 data in total. The data are classified into 3 types of code mixing according to Hoffman's theory and reasons of code mixing according to Hoffman's and Saville Troike's theories. For the types of code mixing there are: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. While for the reasons from Hoffman's are; talking about particular code, quoting somebody else, being emphatic, interjection, repetition used for clarification, intention of clarify the speech content for interlocuter and expressing group identify and Saville-Troike's theory; to soften or strengthen request or command, because of rexical need, to exclude other people.

As the result for the types of code mixing from the audio of the 12 years old immigrant child, there are 17 data which had been found by the researcher. The data showed that intra-sentential of code mixing is the most dominant types of code mixing that used by the immigrant child, it is about 88.2%. Then, followed by involving a change of pronunciation with the percentage 11.8% and the last is intra-lexical of code mixing, because the researcher did not found any data which appeared and indicated as intra-lexical code mixing.

Reasons of code mixing stated by Hoffman and Saville-Troike are described on this research findings. There are 16 data for describing the reason of code mixing. The dominant reasons of code mixing by Hoffman in this research is intetion of clarify the speech content for interlocuter (datum 6,7,12,13,15), repetition used for clarification (datum 2,9,11,14), and expressing group identity (datum 8). According to Saville-Troike the reason of code mixing found in data are; To soften or strengthen request or command (datum 1,5,9), because of real lexical need (datum 3,4,10).

From the observation of the researcher, the reason of the 12 years old immigrant child doing code mixing is because she is lack of vocabulary, this result is the same with Saville-Troike's theory; Because of Real Lexical Needed. The 12 years old immigrant child is lack of word from one language, so to make it easier, she will find another language to say the word. Also, another reason why the immigrant child doing code mixing is because the interlocutors or partner speaking. When she talks to someone who does not uderstand her first language, she must use more than one language and mix her languages while communicate. So, the main reason of the 12 years old immigrant child doing code mixing is to make her utterance clear, to make to communication runs smoothly and can be understood by the other speaker. In addition. if she talked to ther bilingual, it is a common thing to mix languages, because when the other speakers do not understand about a word in one language, the 12 years old immigrant child will repeat or use another word in another language. She can use languages and mix it so that it will be easier for both speakers to understand each

other. From the researcher observation, the immigrant child will mix the languages upon to whom she speaks. If the other speaker can speak in English, the immigrant child will use English and sometimes mix her language to Indonesian, meanwhile if she talks to someone who can only speak in Indonesian, the immigrant child will speak in Indonesian and sometimes mix her language to English. In acquiring languages or studying about languages, the 12 years old immigrant acquire languages is first from her surrounding or environment. Through the observation of the researcher, the immigrant child learned Bahasa language while communicating with her society, for example with her neighbours and also she went to a public school where her classmates was an Indonesian. The situation made her using Bahasa to communicate. The immigrant child also learned English because she used of the language. The immigrant child stayed in Australia for the past two years, so she learned English by adapting and communicating with people around her. So it can be concluded that language can be acquire through learning and practicing or using it regularly.

4.2 Suggestion

Through this paper, the researcher would like to give some suggestion which the suggestion are pointed to:

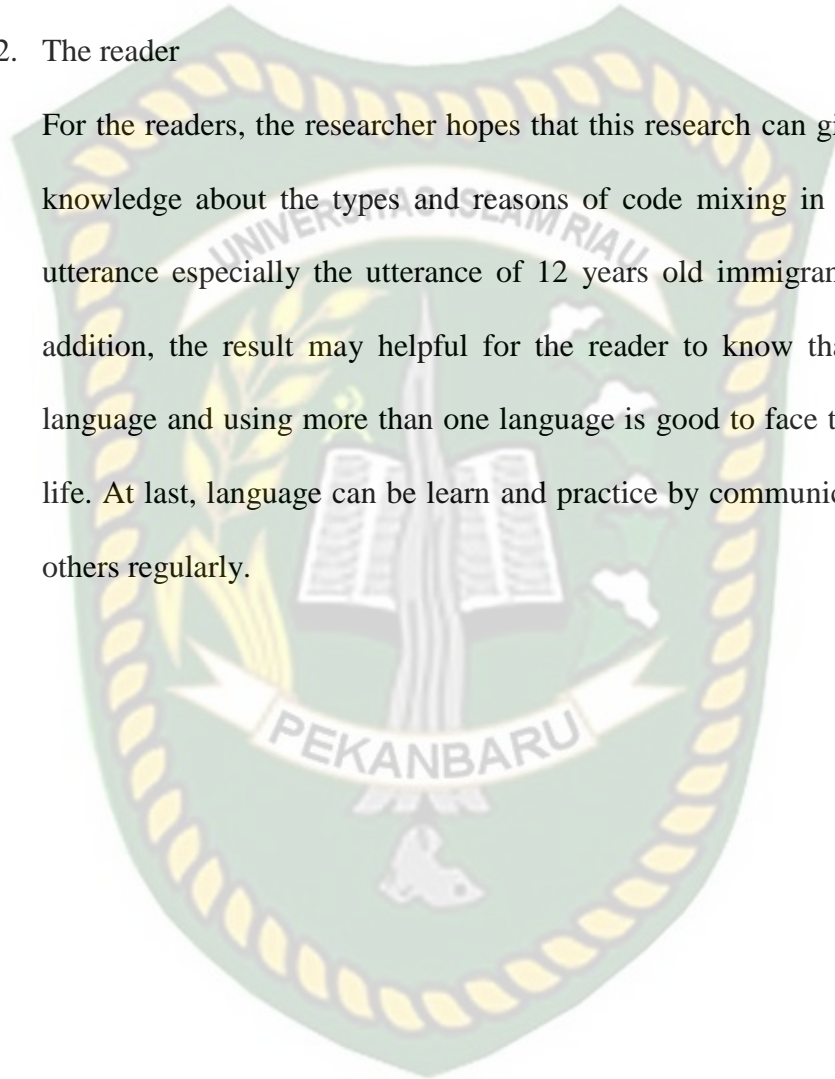
1. The next researcher

For the next researchers who make a research about linguistics especially about code mixing in sociolinguistics, this research can be used as a reference. It would be better if the next researcher also take a

discussion using other media or in the education field. In addition, the next research can develop the research by analyzing the other indicator of code mixing such as levels or forms of code mixing or factors of code mixing.

2. The reader

For the readers, the researcher hopes that this research can give enough knowledge about the types and reasons of code mixing in someone's utterance especially the utterance of 12 years old immigrant child. In addition, the result may helpful for the reader to know that learning language and using more than one language is good to face the modern life. At last, language can be learn and practice by communicating with others regularly.



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