# CODE MIXING ANALYSIS IN HIGH SCHOOL STUDENTS' CONVERSATION

**Ni Komang Sunari**
Universitas Kristen Indonesia
komangsunari05@gmail.com

**Masda Surti Simatupang**
Universitas Kristen Indonesia
masdasimatupang@uki.ac.id

*Abstract: Many people can speak more than one language, but some communicate with two or more languages and can use both languages with similar abilities. They can talk in one language and mix it with another language. This phenomenon exists among teenagers, specifically in some parts of Jakarta areas. This paper aims to analyze code-mixing in Indonesian conversation among students at SMA 99 Jakarta. The students' code-mixing was analyzed based on the forms of each English utterance in the Indonesian language. The methodology used in this study was descriptive qualitative with 15 participants. The data were collected through an online interview conducted using the Zoom video call instrument. During the video call at Zoom, the writers asked questions using the informal Indonesian language. Some questions concern favorite movies, activities during the Covid-19 pandemic, applications for listening to songs, and vacation. Those conversations were recorded and stored as data for analysis. The results taken from the recording showed that there were 49 different English words mixed in students' Indonesian conversations. Besides, based on the contexts, all data in the forms of code-mixing of words, phrases, and clauses were explained. The results showed that students at SMA 99 Jakarta indeed used English mixing code in their conversation in informal Indonesian. It is ubiquitous to mix English into the Indonesian contexts in their community. Since it became their habit of mixing English in the Indonesian interaction and the exposure of the surroundings to English, most of them can speak English very well.*

*Keywords: language, student, code-mixing, conversation*

**INTRODUCTION**

Communication is a dynamic process that occurs around us all the time. Communication can be divided into two, namely non-verbal and verbal. Non-verbal communication is carried out without a sound, such as body language, hand movements, signs, winks, etc. Meanwhile, verbal communication uses language as an intermediary, both spoken and written. Starting from a very early age, people communicate primarily through oral language. The ability to communicate will be better when the age is older (Neuvonen et al., 2021). Using language, people interact with other people (Chotimah, 2021). One of the tools to share our thought is using language in everyday conversations, mainly with the language of the mother tongue.

Language is divided into standard and non-standard (Smakman, 2012). Language is distinguished from how it is used by paying attention to situations and circumstances. For example, who is the interlocutor, where and when the language is spoken. Standard language tends to be used in official cases, such as meetings, teaching, official correspondence, etc. In contrast, non-standard language is used as everyday language. The use of non-standard language is used in more casual and informal situations. The non-standard language used in everyday life constantly changes from time to time.

Haugen (1953) in Yuliana et al. (2015) stated that when the speaker of one language could produce complete meaningful utterances in the other language, it is a kind of bilingualism. English is one of the international languages used for communication. It is regarded as a foreign language since it is mostly not used in everyday interaction (Wibowo & Syarifah, 2018). If one community can speak English and Indonesian, it is considered cool and can be categorized as bilingual. The use of bilingualism by the community has become a common thing today. It can be found in young people's conversations, exceptionally high school students. Bilingualism in high school students causes language variations in their oral communication. This language variation is called code-mixing and code-switching in high school student communication.

Code-mixing and code-switching can be found in everyday conversations. Like today's phenomenon, high school students are more comfortable using informal Indonesian with English code-mix in their discussions. This situation occurs depending on where they are. Besides, this is also influenced by the association in their school environment. Holmes (2013:35) said that a code-mix and code-switch might relate to a particular participant or addressee. A speaker can experience a switch to another language, indicating that the speaker can join a group membership and share ethnicity in the community. Besides, code-mixing occurs in a particular society where people speak more than one language. The speaker mixes two or more codes randomly as they like to use which language, to whom, and to what purposes. On the other hand, code-mixing happens in youth communities when they communicate within their groups.

When viewed from the current phenomenon, only specific vocabularies are chosen by young children in communicating. That means they are deliberately mixing the code, which will become a habit over time. English words usually mixed in Indonesian conversations are *literary, basically,* and *which is* (Sari, 2018). Aurelia (2018) discovered that numerous young people insert English words into Indonesian conversations in her research. She conducted the research in September, 2018, the conversation was recorded in Kemang, South Jakarta. The contents of the discussion are:

A: "Mama gue udah nanyain nih. Mama lu kalau nanyain tempat *hang out* sampai detail gitu nggak, sih?"

B: "*Sometimes* sih, mama gue nggak begitu peduli kalo masalah tempat nongkrong."

It can be seen in the conversation above that teenagers mix two languages in one conversation. They do this because they usually use a unique language only understood by their circle. It is due to the desire to be different from other groups. In addition, they also feel existential and confident in using that type of language.

The use of mixed languages among young people also occurs in East Jakarta, Cibubur. The Code-mixing phenomenon in South Jakarta has spread to Cibubur. Speakers affected by this language are high school students. These students follow today's trend: language development from purely Indonesian into mixing some English expressions. However, high school students only use mixed English codes in Indonesian conversations in certain situations, such as hanging out. They use mixed languages to communicate with friends of the same age and are in one group. The age range of speakers who experience the mixing code in Jakarta is 15 to 18 years. They are high school students who are still actively studying at school. The name of the school is SMA 99 Jakarta. SMA 99 Jakarta is one of the favorite public high schools in Jakarta. Many bilingual high school students attend this school. That is why we chose high school students of SMA 99 Jakarta as the subjects of this study from classes X, XI, and XII.

According to Wardhaugh & Fuller (2015), code-mixing is a change in using one language to another with more or less similar ability. Code mixing is a language transition that still adapts to the situation and occurs between the languages used. In the case of this research, it mostly happens in the discussion among high school students. Therefore, this research focused on discussing code-mixing in high school students of SMA 99 in Jakarta. This research is significant because it is a unique phenomenon that happens nowadays. Many other circles feel confused about the language they use. A mixed-language like that is certainly not understood by everyone since most young people in a particular domain dominate this specific language mix in South Jakarta. As a result, the phenomenon of South Jakarta's language becomes viral and is of some linguists' interest. The research questions for this study regard the frequent words that are mix-switching among the students of SMA 99 Jakarta and the forms of the English terms in informal Indonesian.

## THEORETICAL UNDERPINNING

According to Sapir (1921), language is a purely human and non-instinctive method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols. Language is the most crucial communication tool compared to others. Language is an expression that intends to convey something to other people. The listener can understand something that the speaker intends through the language expressed. Language is a means of communication, so everything related to communication cannot be separated from language. Apart from being a means of communication, language also has an essential meaning as a learning method in the scope of language itself.

Sociolinguistics is the field of science that studies language concerning the

use of language in society. Some linguists define sociolinguistics differently. Holmes (2013) says that sociolinguistics is the study of the relationship between language and society. The meaning of sociolinguistics conveyed by experts, especially linguists, relates to language with activities or aspects in society. So, it can be interpreted that sociolinguistics is the study or discussion of language used by speakers as members of the community. Sociolinguistics studies and discusses aspects of language in society, differences in language related to social factors. The use of language in these societies includes language variations. These language variations relate to time, community, and geography.

According to Hartmann & Stork (1972:27), bilingualism uses two languages by a speaker or speech community. Bilingualism is a condition in which a person uses two languages interchangeably in his/her social interactions. Bilingualism does not refer to processes but conditions. It is a habit of bilingual speakers who speak alternately in two languages. To use these two languages, the speaker must be able to master both languages. The first language is his/her mother tongue, while the second language is another language that they can master well. A bilingual speaker speaks, uses, and mixes the two languages when communicating with other persons. The habit of using bilingualism applies individually and in groups.

Code-mixing occurs when a speaker uses two languages to change from one language to another in one speech (Wardhaugh & Fuller, 2015). Code-mixing is the event of mixing two languages in a conversation. It occurs when using one language by consistently including elements of other languages in a conversation. Supposedly, someone mixes two languages without any particular situation and is done in a conscious state. In that case, the speaker has experienced code-mixing using his/her speech, for example, English words in Indonesian. It can be said that the speaker has been done code-mixing since they deliver their speech in both languages simultaneously. It can be concluded that code-mixing is the use of two languages together in one speech. According to Suwito (1985:78), differentiating code-mixing can be seen based on the language elements. There are four different types of code-mixing, namely:

1. Insertion of elements in the form of words;
2. Insertion of elements in the form of phrases;
3. Insertion of elements in the form of expressions and idioms;
4. Insertion of elements in the form of clauses.

## METHODOLOGY

This research was conducted in SMA 99 Jakarta from August 2020 to January 2021. The use of language by students in everyday life, especially at school, was the main subject of this research. The participants were 15 students who were still actively studying at the school. Of the 15 students, one student came from class X, five from class XI, and nine from class XII.

The methodology used in this study was the descriptive qualitative method. Data collection was gathered from the interview results, recorded, the scripts were written and then analyzed. Besides, the Direct Elemental Sharing (DES) technique was used at the beginning of the analysis. It means that the data were divided into several parts or elements. The elements concerned are seen as parts directly from the lingual unit in question (Sudaryanto, 1993: 31).

Due to the covid-19 pandemic, the interviews (casual and non-formal communication) were conducted using the Zoom Video Call application. The

topics for the interviews concern
1. students' activities during the Covid -19 pandemic;
2. student's favorite song;
3. favorite artist, and
4. tourist destination if they were on vacation;

In addition, the Google Form instrument was also delivered to get some information about students' full name, age, address, telephone number, grade, and school. Furthermore, the students need to fill in the forms concerning their language fluency and daily language.

## FINDINGS AND DISCUSSION

The results were classified into two parts: the first concerning the frequent English words inserted in Indonesian conversation; the second was the forms of code-mixing, which were categorized into words, phrases, and clauses.

### 1. The Frequent English Words Inserted into Indonesian

As stated in Table 1, the words frequently uttered are from the most until the least spoken. There were 49 English words inserted in the Indonesian conversation as code-mixing. They were divided into three categories: the most frequent, sometimes, and rare.

**Table 1 English words frequently inserted in Indonesian conversation**

| Most frequent 11-15 students | Sometimes 4-8 students | Rare 1-3 students |
|---|---|---|
| Stay, since, sometimes, okay | I, online, prefer, learning, wish, of, but, think, just, honestly, course, your, like, and, free, nope/no, so, is | Up, offline, really, good, luck, handphone, or, because, welcome, extreme, with, which, mostly, download, skip, nervous, view, actually, chat, give, usually, upgrade, better, vibe, even, effort, excited |

The most frequently used words in Table 1 included *stay, since, sometimes, okay*. *Stay* is a verb that means to live or be in a place for a short time (Cambridge online dictionary). Students use *stay* to explain where they live in the student's data. The term *stay* in their talks is different from the real meaning. The word *since* is a preposition, conjunction, and adverb that refer to a certain time and a conjunction to introduce a reason (Cambridge online dictionary). In students' utterances, the mix-code of the word 'since' is suitable to the word's meaning.

"Sometimes" is included in the adverb of frequency. Other words included in this category are *always, usually, often*, etc. Those words are familiar to students, but "sometimes" is the most frequently used. Furthermore, the most frequent terms are usually categorized in colloquial language, which means our daily use in everyday conversation. "Okay" is pronounced similar to oke in Indonesian, so both are easily mixed.

## 2. The Form of Code Mixing

The forms of code-mixing explained in this study are categorized into three: words, phrases, and clauses. The following is a discussion of the data that has been obtained.

### Code Mixing in the Form of Words

Table 2 describes the data spoken by the students when they were interviewed using the Zoom application. From the total 15 participants, only nine students' utterances were elaborated as the representative of all students. From the data, the explanation about the code-mixing was described to show that the code-mixing was an alternative choice of codes. The following are some examples of the existence of the English code in Indonesian utterances spoken by the SMA 99 students.

**Table 2 English Words in Indonesian Conversation**

| No. | Data | Explanation |
|-----|------|-------------|
| A | *"Sometimes* pas aku lagi online learning gitu malah disuruh beli ini beli itu ke warung sama orang tua. *So* kan aku ngerasa kaya banyak pikiran jadinya, belum jadi males dengerin karna cape udah dirusuh keluar rumah gitu." | When the researcher asked student A about the online learning system, she answered by mixing Indonesian with several English words. The English words used in the conversation are '*sometimes* and *so'*. The student used the term '*sometimes'* to estimate the time that he spent in online learning. In contrast, the word '*so'* shows the effects of activities that distract the student. |
| B | "Aku sih *prefer* buat nonton dirumah kak, lebih hemat gitu loh, jadi ga terlalu banyak ngeluarin duit gitu kak. Sama *flexible* di waktu juga. Makanya aku prefer nonton dirumah disbanding di bioskop." | The English words used in the conversation consist of '*prefer* and *flexible'*. Student B uses the word '*prefer'* to explain that he would rather watch it at home than in the cinema. The term '*flexible'* is used to describe that watching at home is more adaptable. |
| C | "*Mostly* aku dengerin lagu tuh di Spotify kak, karna lebih enak aja dibanding *apps* yg lain. kalo Spotify tuh lebih *update* dibanding yg lain. *And* sekarang juga udah ada liriknya kalo di spotify." | The words' *mostly* and *update'* are used in this conversation. Student C used the word '*mostly'* to tell the apps he frequently uses to listen to songs. The term '*update'* is used to explain the advantage of Spotify compared to other applications. |

From code-mixing explained in Table 2, the English words mixed in the Indonesian utterances were *sometimes, so, prefer, flexible, mostly, update*. Those are words included in everyday word expressions. It means that the words are very frequently

used so that students will mix the words with ease. We admitted that the data in this research were limited. It will be better if more data gain so that the frequent English words that occurred in code-mixing will be more accurate.

**Code Mixing in the Form of Phrases**

Apart from words inserted in the students' conversation, they also mix more than one word or phrase in their utterances. This phenomenon is in accordance with the findings proposed by Suwito (1985:78). He argued that the insertion of phrases also existed in students' code-mixing.

**Table 3 English Phrases in Indonesian Conversation**

| No. | Data | Explanation |
|-----|------|-------------|
| D | *"In my opinion* ga terlalu effective kak, soalnya ada beberapa guru yang Cuma ngasi assignment doang dan gaada explanation gitu ke kitanya tentang materi yang dikasi. Selain itu, aku sendiri literary ngerasa bosen banget, terus belum ngantuknya karna kita cuma denger suara guru dilaptop pas jelasin materinya. Kadang kalo ga ngerti tugas yang dikasi pengen *give up* aja rasanya di pelajaran itu." | The English phrases used in the conversation are "*in my opinion'* and '*give up.*' Student D used the expression' *in my opinion'* to explain his opinion about activities during the Covid-19 pandemic, especially online learning. The phrase '*give up'* explains that sometimes he feels like giving up the lesson he received from the teacher. |
| E | "*Not really* sih kak, soalnya kakak juga ngajak interviewnya santai gitu, ta terlalu formal jadi aku ngerasa relax aja gitu.<br>Iya kak santai aja. *Good luck* ya buat penelitiannya, hehe." | The English phrases used by student E are' *not really* and *good luck'*. He used the phrase' *not really'* to explain that he was not too nervous during the interview. The phrase' *good luck'* is used to encourage the researcher in conducting the research. |
| F | "Hmm apalagi ya, oiya kita bisa download lagunya juga kak, jadi bisa didengerin offline. *And then the most important* sih gaada iklannya hahahha. | The phrase' *and then, the most important'* is spoken by Student F when answering the questions from the interviewer. He used the phrase' *and then, the most important* to explain the most critical Spotify premium users got. |

The English phrases that appeared in the conversation included *in my opinion, give up, not really, good luck, and then, the most important*. Those phrases are usually regularly spoken in everyday interaction or colloquial conversation. Students use familiar expressions mixed in their Indonesian utterances since the phrases are not considered 'difficult' to memorize.

## Code Mixing in the Form of Clauses

Code mixing related to the form of clauses had been proposed by Suwito (1985: 78). One of the six different types of code-mixing is the insertion of elements in the form of clauses. Table 4 presents some examples of how students of SMA 99 Jakarta mix-code their English phrases in Indonesian utterances.

**Table 4 English Phrases in Indonesian Conversation**

| No. | Data | Explanation |
|---|---|---|
| G | "Iya kak, *I like it. And it is one of my hobby* juga kak. Mostly aku dengerin lagu tuh di Spotify kak, karna lebih enak aja dibanding apps yg lain." | When the interviewer asked Student G if he liked to listen to a song, he answered by inserting English clauses in his utterances in informal Indonesian. The English clause used in the conversation is' *I like it'* and 'It is one of my hobby.' He mentioned those clauses to tell that he liked to listen to a song, which is one of his hobbies. It is important to note that Student G uses ungrammatical English. The correct form is "It is one of my hobbies." |
| H | "Berarti kamu suka Harry Potter dong? Dia kan fantasy tuh." " Iya kak, itu juga masuk fantasy, but aku belum baca semua sih, karna udah banyak gitu kan dia bukunnya. Mana tebel-tebel banget, *I can't read it* deh heheh | In the conversation, Student H mentioned code-mix in the form of the clause' *I can't read it.'* He used the clause' *I can't read it* to tell that he did not read these books because the pages are too thick and hard to understand. What is interesting here was that the English clause spoken was ungrammatical. The correct English should be "I can't read *them.*" It should be them since Harry Potter's books are plural. |
| I | "Berarti kalian sering ke coffee shop dong?" "Engga kok kak, sometimes doang. We *have no money* juga lah kak kalo tiap hari hehehe. | The English clause used in the conversation is '*we have no money.'* She used the clause '*we have no money'* to say that she hangs out at a coffee shop rarely because she did not have much money to spend at that place. |

The clauses mentioned by the students consisted of *I like it; It is one of my hobby; I can't read it; We have no money*. Since students uttered simple English in their Indonesian conversation, they do not think about grammatical statements when

inserting English clauses in their Indonesian messages. They aimed to speak their English which their friends easily understood. It made them use as simple English as possible.

**CONCLUSION**

From the research findings, there is a tendency for all high school students in SMA 99 Jakarta to use mixed English codes in their conversation, especially in informal contexts. They use hybrid English codes in Indonesian discussions in several situations. For example, when they communicate with friends in hangout places, at school, and home, some students also use English code-mixing. The mixing of English expressions in Indonesian conversation demonstrates their ability to use English. English as a foreign language is regarded as a high-valued language. Those who can speak English can be categorized as intelligent, sophisticated, and excellent.

This study found the most frequent English words in the Indonesian discussion of SMA 99 Jakarta students. Furthermore, the results show that the existing code-mixing is in word form, phrases, and clauses. Another interesting finding is that the students mix the English clauses without grammatical rules, just colloquial expressions. The positive side from this finding is that students need to practice their English no matter if they are wrong in using the language. They want to build self-confidence that they can mix English in Indonesian dialogues. On the contrary, the code-mixing might bring up students' less ability in using formal Indonesian.

**REFERENCES**

Chotimah, C. (2021). Flashcard as a Learning Media to Motivate Students. *Lingua: Jurnal Pendidikan Bahasa*, *17*(1), 67–75.

Hartmann, R. R. K., & Stork, F. C. (1972). *Dictionary of Language and Linguistics*. Applied Science.

Holmes, J. (2013). *An Introduction to Sociolinguistics* (fourth). Routledge.

Neuvonen, K. A., Launonen, K., Smith, M. M., Stadskleiv, K., & von Tetzchner, S. (2021). Strategies in Conveying Information About Unshared Events Using Aided Communication. *Child Language Teaching and Therapy*, 026565902110508. https://doi.org/10.1177/02656590211050865

Sapir, E. (1921). *An Introduction to the Study of Speech*. Brace and Company.

Sari, D. P. (2018). Tren Bahasa Anak Jakarta Selatan. *Riksa Bahasa XII*, 137–145.

Smakman, D. (2012). The definition of the standard language: A survey in seven countries. *International Journal of the Sociology of Language*, *218*, 25–58. https://doi.org/10.1515/ijsl-2012-0058

Suwito, H. (1985). *Pengantar Awal Sosiolinguistik Teori dan Problem*. Henary Offset.

Wardhaugh, R., & Fuller, J. M. (2015). *An Introduction to Sociolinguistics* (Sixth). Blackwell Publishing Ltd.

Wibowo, H., & Syarifah, U. L. (2018). The Implementation of Go Fish Game in Improving Students' Vocabulary. *Lingua*, *1*(02), 11–20. https://doi.org/10.34005/lingua.v1i02.399

Yuliana, N., Luziana, A. R., & Sarwendah, P. (2015). Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study. *Lingua Cultura*, *9*(1), 47. https://doi.org/10.21512/lc.v9i1.761