



THE ANALYSIS OF CODE-MIXING APPLIED IN EVERYDAY ENGLISH PROGRAM AS LEARNING FACILITY FOR PKTJ CADETS

Dani Fitria Brilianti¹, Aat Eska Fahmadi², Abdul Rokhim³

^{1,3} Road Transportation System Engineering, Politeknik Keselamatan Transportasi Jalan, Tegal

² Automotive Technology, Politeknik Keselamatan Transportasi Jalan, Tegal

Email Correspondence: d_fiabrilianti@pktj.ac.id

Abstract

This study examined the various forms of code-mixing among sophomore cadets enrolled in everyday English program, utilizing Suwito's theories as the basis for investigation. The researcher opted for a descriptive qualitative approach in order to explore the verbal communication of PKTJ's cadet. The cadets' utterances within the everyday English program served as the primary source data for this study. The findings of this research indicate that 48% of instances involve word insertion, 26% phrases, 2.8% hybrids, 8.6% idioms, 2.8% repetitions, and 11.4% involve clauses. Among these, word insertion is the most frequently used form of translation, followed by clauses.

Keywords: *code-mixing; learning program; bilingual; verbal communication*

INTRODUCTION

Humans always communicate by using language in their daily life to archive many information, so that is way human and language cannot be separated. A process of language as the way communicates performed by human and it aims to convey and archive any information, (Margaretta, Daud, & Burhansyah, 2018). Based on that situation, it represents that human's language is used to communicate everything on their minds to others to share and get any information. English is normally used as the language to communicate in many fields such as education. In the society of education that has many different backgrounds of first language (L1), (Asrifin, Abdullah, Muthaimainnah, Yunus, & Patil, 2021). This situation makes students mix their language with other languages in the way to communicate each other. Mixing language known as code-mixing. The mixing of language can be shown in words, phrases, sentences, and clauses.



Creation is distributed under the Creative Commons License Attribution Share Alike 4.0 International Published in

<https://ejournal.umpri.ac.id/index.php/smart/index>

SMART Journal: Journal of English Language Teaching and Applied Linguistics

Rinawati, Kay, & Agustina (2020) ascertained that the employment of expression additions accounted for 50%, while word insertion was more frequently used for 26%, and hybrid insertion for 8%. Repetition word inclusion, idiom insertion, and clauses insertion constituted 4% each. Based on (Salamat, Moge, & Muru, 2021) conducted this research. Intra-sentential classification was the most prevalent, representing 73% of all data, followed by intra-lexical, which constituted 14% of all data. Lastly, change in pronunciation contributed merely 1% of total data. According to experts, code-mixing is employed by Agnez Mo for four reasons, namely, discussing a specific topic, expressing interest in something, contributing, and exhibiting a group identity. The majority of evidence suggests that these are grammatical features. Then, (Mentari, 2022) found that the current investigation examines the various forms of code-mixing that occur in the tenth grade at SMK Agribisnis Dangau Datuk Bengkulu, drawing on Suwito's theoretical framework. To investigate the verbal practices of tenth-grade students at SMK Agribisnis Dangau Datuk Bengkulu, a descriptive qualitative approach was employed. Utterances made by students during presentations at the aforementioned institution served as the primary source of data for this inquiry. The findings of this study reveal that word insertion accounts for 50% of code-mixing occurrences, followed by clause at 12.5%, and phrase at 25%. Hybrid, idiom, and repetition each constitute 4.17% of total code-mixing instances. It is noteworthy that word insertion is the most frequently employed form of translation, followed by clause.

Based on the previous research, the study assessed the data based on the casual conversation in the presentation. It did not represent the contextual topic of any kind of terminology. However, in this case, the code-mixing identified is based on the transportation terminology that is implemented in the everyday English program to support and facilitate cadets in improving their English skill. Code mixing happens when there is a conversation that use two or more languages simultaneously (Wardhaugh, 1992). Another explanation, code-mixing is two languages that used in the conversation without changing any grammatical aspect of the L1 (Mabule, 2015). Code-mixing happens in a multilingual society when people master at least two languages then apply them in their communication without changing the structure of the sentence and topic of the conversation. Code mixing, a subtler form of language choice, is also referred to as rapid switching. It is also identified when a speaker interjects elements of

The Analysis...

another language into the language being spoken. The phenomenon in question was noted during the previously mentioned program. These findings are intriguing, and further investigation is warranted regarding the use of language in everyday English programs. Specifically, the following issues are being considered: (1) Which types of code-mixing are utilized by cadets at PKTJ during every day English programs?, and (2) What are the reasons that PKTJ cadets utilize code-mixing while participating in everyday English program?

By doing the code-mixing, cadets also explore the interaction between language and society. This study gives the contribution to explore the social and linguistic phenomenon, also being the doors for future researcher to refine and expand their studies in discussing the code-mixing related to the transport terminology as the way to explore the English for Specific Purposes which is specifically to the vocational schools under the Ministry of Transportation. However, the discipline of doing the language interaction proves to be highly advantageous in practical situations due to the inherent laws governing human language communication. It delves into the intricacies of using language in various social contexts and settings. Whether it is the choice of language, linguistic variations or styles, sociolinguistics provides us with a framework to navigate these nuances in our interactions. It is imperative to employ the appropriate language while conversing with a particular individual.

The earlier research investigations have brought attention to the code-mixing results. In another way, it stated that code-mixing is one of the most crucial types of language selection, and it is subtler than code-switching (Fasold & Deborah, 1989). When speaking in one language, coded sentences employ fragments of another language (Liu, 2006). According to Hammer and Blanc in Hoffman, code mixing is a communication strategy in which a speaker in one language incorporates elements and rules from another language into their own. The most common figurative elements include functions, words, articles, prepositions, conjunctions, and adverbs (Hoffman, 2014). In the code-mixing known, there are different types of code-mixing (Suwito, 1984). The first is word insertion, that is the code-mixing that happen when a speaker imparts in the particular language. For example, “Important *sih* Bahasa Inggris *itu*.” Second, the phrase insertion, it is the process of speaker inserts a foreign language into the utterance. For example, “Thanks God, *soal bahasa Inggrisnya gak sulit-sulit amat*.”

Third, hybrid insertion, it is because speaker embeds the component of language from two other language components. For example, “Bahasa Inggris *Teknik se-simple itu pun gak works di aku.*” Repeated insertion is the fourth classification. It happens if there is a speaker repeats another language without concerning to the grammar of the L2 or target language. For example, “*Kosa kata Bahasa Inggris Teknik difficult-difficult.*” The fifth type is an idiom. According to Nuraeni in Wijaya, idiom is a word or phrase whose meaning cannot be directly determined (Wijaya, 2022). For example, “by the way *kita harus membiasakan berbicara bahasa Inggris.*” The last type is clause insertion, a clause is a part of a sentence that has both a subject and a predicate but there is no ending character (Nuraeni & Farid, 2018). When a speaker introduces a sentence from a second language (L2) element into first language (L1), that sentence is formed. The sentence essentially consists of subject and action words. For example, “*kita pikir soalnya tidak as difficult as we seen deh kayaknya.*” In bilingual and multilingual groups, it is possible for individuals to produce specific codes through the use of code-mixing during conversations. The occurrence of code-mixing was observed in students participating in an everyday English program at Politeknik Keselamatan Transportasi Jalan, which can be attributed to the bilingual nature of the English learning process.

RESEARCH METHOD

The present study is characterized as a descriptive qualitative research. According to (Sugiyono, 2009) contention, descriptive data in qualitative research could be communicated through either oral or written means. The students' utterances during their conversation served as the source of data for this investigation. Specifically, the data pertained to code-mixing that occurred among PKTJ cadets, to the sophomore when speaking in English during their daily interactions in the everyday English program. They consisted into boys and girls cadets with various different study programs, that were Diploma IV of Road Transportation System Engineering known as RSTJ, Diploma IV of Mechanical Design Engineering known as TRO, and Diploma III of Automotive Technology known as TO. To collect data, at least there were two research instruments were utilized, namely an observation checklist and an interview. The observation checklist was employed to identify the various techniques of code-mixing utilized by the students. Suwito's objective for utilizing these tools was to

The Analysis...

distinguish the different forms of code-mixing used by the students, such as words, phrases, hybrids, repetitions of words, idioms, or clauses (Suwito, 1984). In addition, four students were interviewed to examine their motivations for engaging in code-mixing.

The present study involved a series of research procedures. Initially, the researcher recorded the discussion from the everyday English program at PKTJ. Subsequently, the data were transcribed, and the ensuing step involved recognizing and classifying the data based on the study's requirements. Finally, the researcher analyzed the data. The data analysis process included two steps. Firstly, a table was generated to depict the various methods of code-mixing. Secondly, a descriptive narrative was proposed to explicate why PKTJ cadets employed code mixing during every day English program.

FINDINGS AND DISCUSSION

Finding

The current study was conducted with the aim of exploring the diverse forms of code-mixing practiced by the cadets of PKTJ during their daily English program. The research revealed six distinct types of code-mixing, namely word insertion, phrase insertion, hybrid, repeat words, idioms, and clauses, which were based on Suwito's theory. The data collected from interviews was analyzed by the researcher, providing a comprehensive account of how speakers utilize code-mixing as a personal communication strategy.

Furthermore, the researcher examined the primary differences that indicate the various sorts of code-mixing, as per Suwito's theory, and subsequently explicated the reasons for its usage. The information presented in a tabular format was obtained from transcripts of speeches given by the cadets during the everyday English program on September 12th, 2023. The data suggests the presence of six distinct categories of code-mixing, which include words, phrases, hybrids, repeat words, idioms, and clauses. Notably, word insertion code-mixing was found to be the most prevalent type of code-mixing in presentation activities. The findings of the investigation are exhibited in the tabular representation provided beneath. The tabulated results of this study are presented below:

Table 1. The types of code-mixing

The Types of Code-Mixing	Percentage (%)	Total
Word Insertion	48%	17
Phrase	26%	9
Hybrid	2.9%	1
Idiom	8.7%	3
Repetition	2.9%	1
Clause	11.5%	4
TOTAL	100%	35

According to the gathered data, it has been observed that code-mixing in the form of word insertion is the prevailing type of linguistic phenomenon in the context of presenting activities. Moreover, the data encompassed various linguistic units such as words, phrases, hybrids, repeat words, idioms, and clauses.

Discussion

Finally, it is apparent that the cadets exhibit a preference for utilizing word insertion as a means of practicing English during their everyday English program. This is supported by the presence of two recoverable instances of code-mixing sentences, as exemplified in the table above. Additionally, the cadets commonly employ phrase insertion due to their familiarity and comfort with Indonesian terminology and phrases. Interestingly, it was found that code-mixing is employed less frequently in hybrid insertion, repetition word insertion, idiom insertion, and clause insertion, in comparison to phrase and word insertion. It is worth noting that the cadets have undertaken several examples of code-mixing classification within the context of their everyday English program, below:

The Example of Word Insertion:

- a) Hello guys, my name is Brezinka, *taruni* of RSTJ B
- b) There are two different signs, they are traffic sign and *marka*.

The Example of Phrase Insertion:

- a) Actually, English is being *bahasa internasional* that should be mastered in this globalization era.
- b) The application of *Inggris Teknik* in the transport aspect will help us to understand many aspects of terminology related to safety.
- c) ... relevant to my opinion about *transportasi darat* in Indonesia.

The Analysis...

The Example of Hybrid Insertion:

- a) Practicing English every day is like *ngebikin* our English improved.
- b) ...knowing the transportation terminology really *ngenambah* our knowledge about general knowledge in transportation.

The Example of Repetition Word Insertion:

- a) improving English skills can help us if we *jalan-jalan* abroad.
- b) sometimes if I say *buru-buru* makes me forget to explain the point terminology of safety transportation

The Example of Idiom Insertion:

- a) Learning English sometimes makes me *makan ati* if face so many difficulties in the progress of learning.
- b) So, I think we have to still *rendah hati* even we have mastered English.

The Example of Clauses Insertion:

- a) at least, there are five modes of transportation that released by *Kementerian Perhubungan Republik Indonesia*.
- b) In Indonesia, *pemerintah cenderung membuat fasilitas baru* rather than make the optimization to the infrastructure that already available.

The subsequent information provides a comprehensive elucidation as to the reasoning behind the utilization of code-mixing in the everyday English program during the English week period. This rationale is grounded in the researcher's examination of interview data. The aforementioned data illuminates the manner in which the cadets implement code-mixing techniques, such as repetition, to enhance lucidity and the objective of elucidating the content of their presentations when expounding upon matters before the program started, thereby structuring, deriving, and extending their communication. These discoveries will be expounded upon in the ensuing section:

On account of a paucity in lexicon.

The participants in this case were the cadets, in the English days program reported having a limited vocabulary in English. Consequently, expressing themselves in Indonesian proved to be a more facile endeavor. As articulated in an interview conducted on November 7th, 2023, "I resorted to mixing the languages due to encountering an unfamiliar and forgotten vocabulary." By blending their native

language with another, individuals are able to convey a coherent message and avert ambiguity.

Within the context of the conversation, certain cadets inadvertently amalgamated various linguistic codes.

For instance, during an interview held on November 7th, 2023, the cadet acknowledged that "I unintentionally employed a mixture of languages." This signifies their inadvertent utilization of Bahasa Indonesia within their practical English in the everyday English program. Every multilingual group across the globe employs discourse structures characterized by code-mixing tendencies. Code-mixing entails the amalgamation of linguistic elements, including morphemes, words, phrases, and clauses, from two distinct grammatical frameworks within a singular utterance or sentence. It is imperative to comprehend the behavioral patterns of bilingual individuals when utilizing two languages (Sumarsih, 2014). In another study, (Grosjean, 2001) suggests that one way to investigate this phenomenon is by adopting a linguistic perspective. This approach also encompasses the evaluation of language selection. The language chosen demonstrates the proficiency of bilingual speakers in their verbal expressions. Indeed, the choice of language heavily relies on the listener's fluency. If the listener is a monolingual, the speaker must employ that particular language. However, if the listener is multilingual, the speaker may freely transition between the two languages.

Code-mixing refers to the conversion of a singular expression or a related oral or written content from one language to another. Communities that operate in two or more languages frequently encounter this linguistic phenomenon. The study of code-mixing enhances our understanding of the nature, rules, and limitations of language (Riaz, 2019). As well as the interconnectedness between language usage and one's self-perception, communicative planning, language attitudes, (Genesse, 2009) and roles within specific sociocultural contexts (Alhourani, 2018).

CONCLUSION

Given the findings of the exploration, the result of the study showed that there were 6 (six) types of code-mixing that found in the conversation among the cadets during everyday English program. They were word insertion, phrase, hybrid, idiom, repetition, and clause in term of adding the transportation terminology to their

The Analysis...

conversation. Besides that, the reasons that PKTJ cadets utilize code mixing while doing conversation during everyday English program are because of their limitation of vocabulary items especially the case of transportation terminology and students/cadets inadvertently amalgamated various linguistic codes. By that cases, it may desire to propose a few suggestions as follows as the improvement in the next study. Firstly, with regard to the cadets, the researcher believes that this investigation will provide further insights into code-mixing in conversation as a vital component of teaching and learning activities. The researcher anticipated that this study would serve as a valuable additional academic resource, particularly if they were to conduct a comparative field study. Secondly, the researcher has analysed and evaluated other constraints, such as code-mixing occurrences between genders, code-mixing situations between two distinct nationalities, and so forth. Looking ahead, there is a growing need for more extensive and intensive research on the instructional activities in the everyday English program at PKTJ Tegal.

REFERENCES

- Alhourani, A. Q. (2018, November 30). Code-Switching as a Communicative Strategy for the Bilingual Saudi Speaker at Jouf University. *International Journal of Linguistic, Literature, and Translation*, 1(3), DOI: 10.32996/ijllt.2018.1.4.9.(n.d.).
- Asrifin, A., Abdullah, H., Muthaimainnah, Yunus, M., & Patil, A. (2021). An Analysis of Code Mixing in the movie "From London to Bali.". *English Franca: Academic Journal of English Language and Education*, 5(2), 317-338.
- Fasold, R., & Deborah, S. (1989). *Language Change and Variation*. Washington D.C: Georgetown: University Press.
- Genesse, F. (2009). Early bilingual development: One language or two. *Journal of child language*, DOI: <https://doi.org/10.1017/S0305000900013490>.
- Grosjean, F. (2001). The bilingual's language modes. In J. N. Mind, *Two Languages: Bilingual Language Processing* (pp. 1-22). Oxford: Blackwell.
- Hoffman, C. (2014). *An Introduction to Bilingualism*. Routledge, <https://doi.org/10.4324/9781315842035>.
- Liu, P. (2006). *Code Switching and Code Mixing*. GRIN: Uni-Stuttgart.

- Mabule, D. R. (2015). What is this? Is It Code Switching, Code Mixing or Language Alternating? *Journal of Education and Social Research*, 5(1), 339-350.
- Margaretta, S. H., Daud, B., & Burhansyah. (2018). An Analysis of Indonesian - English Code Mixing in Kompas Daily Newspaper. *Research in English and Education (READ)*, 3(3), 203-209.
- Mentari, L. R. (2022). An Analysis of Code Mixing in A Presentation in Tenth Grade of Vocational School at SMK Agribisnis Dangau Datuk Bengkulu. *Journal of English for Specific Purposes in Indonesia*, 1(1), 7-10.
- Muysken, P. (2000). *Bilingual speech: a typology of code-mixing*. Cambridge: Cambridge University.
- Nuraeni, B. L., & Farid, M. Z. (2018). The Use of Indonesian English Code Mixing on Instagram Captions. *Professional Journal of English Education*, 1(4), 448-453.
- Riaz, M. (2019). Language variation: Code-mixing and code-switching in Pakistani commercials. *Journal of Language and Linguistic Studies*, 15(2), 411-419. Doi: 10.17263/jlls.586085.
- Rinawati, N. K., Kay, A. A., & Agustina, M. (2020). A Code Mixing Analysis on EFL Students' Casual Conversations at School. *Lingua Scientia*, 27(1), 112.
- Salamat, E., Moge, T., & Muru, M. G. (2021). An Analysis of English Code Mixing Used by Agnez Mo. *SoCul: International Journal of Research in Social Culture Issues*, 1(2), 93-102.
- Sugiyono. (2009). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sumarsih, M. (2014). Code-Switching and Code Mixing in Indonesia: Study in Sociolinguistics. *English Language and Literature Studies*, 4(1), ISSN 1925-4768. EISSN 1925-4776.
- Suwito. (1984). *Pengantar Awal Sociolinguistik: Teori dan Problema*. Surakarta: Henary Offset.
- Wardhaugh. (1992). *An Introduction to Sociolinguistics*. Australia: Wiley-Blackwell.
- Wijaya, D. G. (2022). *An Analysis of Idiom Translation in Song Lyrics*. Retrieved from <https://eprints.iain-surakarta.ac.id/3374/1/destrias%20gita%20wijaya%20%28163211013%29.pdf>