

INSERTIONAL CODE MIXING BY THE ENGLISH DEPARTMENT STUDENTS IN PUTERA BATAM UNIVERSITY

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Abstract

This research discusses the types of code-mixing based on the characteristics of insertion. Mixing of the language is the insertion of a word or phrase of one language to other language where one language as a base or matrix language. A person who has mixed is if he or she uses a word or phrase from another language. Otherwise, the phenomenon of mixing occurs, if a person uses one clause which has the grammatical structure of one language and after that, it is constructed based on the grammar of another. The phenomena of code-mixing can also occur in English students' communication. Therefore, this research aims to find out what are the characteristics of code-mixing insertion found in the utterances of English Department students in Putera Batam University. Data were collected by using a non-participant observation, recording techniques and transcription. Analysis of the data refers to the Musyken's code-mixing typology toward the utterances between Indonesian and English. After analyzing the data, there are two insertional code mixing found, single constituent and morphological integration. Single constituent occurs dominantly because the habit of the student in replacing some of words in English into Bahasa Indonesia. Morphological integration happens when the students tend to add affixation into some words in English thus the possibility of insertion created frequently.

Key words: Code mixing, single constituent, morphological integration.

A. INTRODUCTION

In communicating, people use various kinds of language. The ability to speak more than one language is called Bilingualism. McArthur (1992: 126) states that "bilingualism is the capacity to make the alternate (and sometimes mixed) use of two languages, in contrast to monolingualism or unilingualism and multilingualism". This is also supported by Nababan (1993) who states that bilingualism is the habit to use two languages in making interaction to others.

Bilingualism has two patterns: individual bilingualism and societal bilingualism (Hoffman, 1991). Individual bilingualism is the ability of the speaker to use two languages, while societal bilingualism is the ability of people in a society to use two languages. Bilinguality of the people depends on the society.

This phenomenon will not occur in a society in which no one can use language other than his or her native. Otherwise, the bilingualism appears where people can use two languages.

Furthermore, in bilingual society, people often change the language that depends on the context or the needed. For example: a person sometimes uses Indonesian language and English, and he or she mixes it. The phenomenon that a speaker uses one language while basically using other language is called code-mixing (Fasold, 1984). Wardhaugh (1992: 106) defines that “code-mixing occurs when conversant use both languages together to the extend that change from one language to the other in the course of a single utterance”. It means that a person uses different languages and changes his or her utterance to other language in the same utterance and without the change of the topic, such as: code-mixing between Indonesian Language and English, English and Spanish, English and Arabic, etc. Following the examples of code-mixing among Spanish and English that had been studied by Labov (in Fasold, 1984: 182) as below:

- a. y cuando estoy con gente yo me...borracha porque me siento
‘and when I am with people I get drunk because I feel’
- b. mas happy, mas free, you know, pero si yo estoy con mucha
‘more happy, more free, you know, but if I am with a lot of’
- c. gente yo no estoy, you know, high, more less
‘people I’m not’

Based on the example above, the researchers concludes that mixing of the language is the insertion of a word or phrase of one language to other language where one language as a base or matrix language. As stated by Myer-Scotton (in Muysken, 2000) defines that “matrix language is the main language in code-mixing utterances in a number of ways”. Referring to this definition, it can be seen in the example above that Spanish is a base or matrix language. While, English is as a minority language.

Besides, from the example above, it can be found the differences between code-mixing and code-switching as proposed by Fasold (1984). He offers the grammatical criterion to distinct them. By this criterion, a person who has mixed

is if he or she uses a word or phrase from another language. Otherwise, the phenomenon of switching occurs, if a person uses one clause which has the grammatical structure of one language and after that, it is constructed based on the grammar of another. By an example above, from the beginning to the word “*pero*” is the insertion of Spanish. The words “*happy*”, “*free*”, and “*you know*” are borrowed from English. The words “*high*” and “*more or less*” are the expression of English, then, the clause which follows is the whole of English. Thus, code-mixing occurs from the initial of text to the expression “*more or less*”. While, code-switching occurs from the beginning the word “*I*” to the end of the utterance.

On the other hand, phenomena of code-mixing can also occur in English students’ communication. Accordingly, in this research, the researchers are interested in studying code-mixing that is used by English students in Batam. The students are usually use code-mixing in their communication which unconsciously bring them speak bilingual, including using code mixing. The conversation runs spontaneous. This two-ways conversation is not too scripted that also create a bigger chance for the code mixing occurs.

Moreover, in studying code-mixing, it has the several patterns that occur in this phenomenon, such as: intra-sentential code-mixing. It is the combination two or more than language which found within sentence in single utterance. Musyken (2000) states that there are three process of intra-sentential code-mixing: Insertion, alternation, and congruent lexicalization. He also defines that “insertion of material (lexical items or entire constituents) from one language into a structure from the other language. In this research, the researchers only discuss about insertion on intra-sentential code-mixing. It is also called with insertional code-mixing.

1. Code-Mixing

Code-mixing is one phenomenon which is usually takes place in a bilingual or multilingual. Wardhaugh (1992: 106) states that usually “code-mixing occurs when conversant use both languages together to the extend that change from one language to the other in the course of a single utterance”. It means that a person uses different languages and changing his or her utterance to other language in the

same utterance, such as: code-mixing between Indonesian Language and English, English and Spanish, etc.

Related to this, Hoffman (1991: 105) states that “the kinds of mixes reported on may involve the insertion of single element, or of a partial or entire phrase, from one language into an utterance in another, and they can be of a phonological (in the shape of loan blends), morphological, syntactic, lexico-semantic, phrasal or pragmatic kind”. It means that the occurrence of code-mixing can appear in many levels, such as: phonology, morphology, syntax, etc.

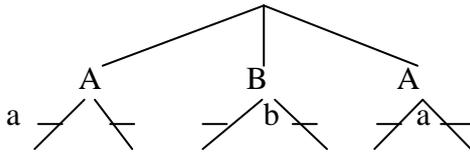
The latest study about typology of code-mixing is proposed by Muysken (2000). He elaborates about “intra-sentential code-mixing and how it can help us understand language interaction as the result of contact, yielding a new perspective on central aspects of the human linguistic capacity” (Muysken, 2000: 1). Here, he gives the question about “how can a bilingual speaker combine elements from two languages when processing mixed sentence”. In addition, Muysken uses the term code-mixing in his book to refer to all cases where lexical items and grammatical features from two languages appear in one sentence.

Furthermore, Muysken has found three processes in intrasentential code-mixing or typology of code-mixing. They are insertion, alternation, and congruent lexicalization.

1.1. Insertion

Here, the insertion is “insertion of material (lexical items or entire constituents) from one language into a structure from the other language (Muysken, 2000: 3).” It is related to Myers and Scotton’s analysis that “the notion of insertion view the constraints in terms of the structural properties of some base or matrix structure (in Muysken, 2000: 4)”. Here, they adds that “the matrix language is termed the main language in CS [mixed] utterances in a number of way”. It means that an utterance has a dominant language, while other element of language will be inserted. In addition, the process of code-mixing here is “the insertion of an alien lexical or phrasal category into a given structure”.

Following the tree diagram of the structural interpretation of insertion:



According to Muysken (2000: 7) explain the diagram that “AB are labels for non-terminal nodes (i.e. fictitious markers identifying entire constituents as belonging to one language), and a, b are labels for terminal i.e. lexical, nodes, indicating that the word chosen are from a particular language”. Here, He also describes that “a single constituent B (with word b from the same language) is inserted into a structure defined by language A, with words from that language”.

Furthermore, Muysken (2000) has divided the features or types of insertion on code-mixing into 5 types. There are single constituent, nested a b a structure, content words, selected elements (objects or complement), and morphological integration.

a. Single Constituent

Muysken (2000: 63) mentions that “ a constituent can be any syntactic unit, either a lexical item (e.g. a noun) or a phrase (e.g. a prepositional phrase). He also gives the example from Bolivian (Quechua/Spanish data as proposed by Jorge L.Urioste):

Chay-pi-qa nuqayku-qa *catch-as-can* bati-yku-yku
 That LO TO lpl-TO
 Beat-INT-lpl
 Sonso ind-itu-s-wan-qa.
 Stupid Indian-DIM-PLP with-to
 ‘There we played catch-as-scan with the stupid little Indians.’

In addition, a constituent is a part of the construction (Kridalaksana, 1984).

b. Nested *a b a* Structure

Muysken (2000: 63) states that “nested *a b a* structure is the fragment preceding the insertion and the fragment following are grammatically related. Following an example (taken from: Quechua/ Spanish) as below:

Chay-ta *las dos de lanoche*-ta chaya-mu-yku.
 That-AC the two of the night-AC arrive-CIS-lpl
 ‘There at two in the morning we arrive.’

It means that *Chay-ta* as a directional expression and *chaya-mu-yku* as the verb are part of the same clause. Thus, one of them cannot be omitted.

c. Content Words

As stated by Van Hout and Muysken (in Muysken, 2000: 63) that “the switched elements tend to be content words rather than function word”. The elements which are inserted are nouns, adjectives, and verbs.

Following the example of content words:

Paga-wa-y uj qolqe duro-wan-sqa-yki-taj.
 Pay-IO-IM one silver hard-with say-PST-2-EMPH
 Se habla comprometido **pagarle** con plata dura.
 You had promised to **pay** him with **hard** cash’

d. Selected Elements

Here, Muysken (2000) gives the explanation about selected element by using the cases of the insertion of Spanish. Following the example as below (taken from Quechua/Spanish data):

Catch-as-can-ta phujlla-rqo-y-ta-wan
 AC play-INT-INF-AC-with
 after playing catch-as-can’

It means that Quechua case marking is received by insertional of Spanish in many cases, such as: -ta as an accusative or -wan as an instrumental.

e. Morphological integration

This term is automatically leads to another features of insertions (Muysken, 2000). It is particularly striking in the case of verbs, for examples:

(1) *Desmaya-chi-pu-ni nuga-pis*
 Faint-CAU-BEN- 1sg I-also
 ‘I also let (him) faint.’

(2) *Aver, trompea-ku-na.*
 Let’s see, mistake-RE-NOM
 ‘Let’s see, we will be wrong.’

Besides, morphological integration also occurs with quantifier, as found in *entero-n*.

Following the example as below:

Suchu-rpari-wa-sqa-nku, *entero-n* orgo-rpa-sqa-nku.

Drag-INT-IO-SD-3pl, whole-3 take-INT-SD-3pl
 ‘They started to drag me, and they took all of it’.

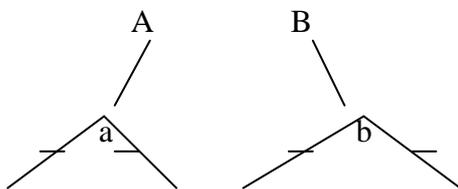
In addition, talking about morpheme, Nida (1949: 2) defines that morpheme are the minimal meaningful units when may constitute words or parts of words, e.g. re-, de-, un-, etc. The minimal meaningful unit in this case can be in the form of a word or a meaning.

Besides, morphemes are divided into two categorizes; free and bound morphemes. Parker (1986: 68) defines that free morphemes are these that can stand alone as words. It can be lexical such as: (serve, press) or can be grammatical such as: (at, and). But bound morphemes cannot stand alone as words. For example: in lexical such as, -clude, (in include, exclude) or in grammatical such as, Plural (in boys, cats, girls). Bound morphemes are also called as prefix and suffix morphemes (Fromkin et al, 1990: 125).

1.2. Alternation

In this term, the alternation is “alternation between structures from languages (Muysken, 2000: 3)”. It is related to by Poplack’s analysis that “alternation view the constraints on mixing in terms of the compatibility or equivalence of the languages involved at the switch point”. In this perspective code-mixing is equivalent to the switching of codes between turns or utterances. Muysken (2000) adds the alternational code-mixing is appropriate term for switching.

The following is Muysken’s structural interpretation of alternation as beside:



Based on the tree diagram above, Muysken gives the explanation that “where AB are labels for non-terminal nodes (i.e. fictions markers identifying entire constituents as belonging to one language), and a, b are labels for terminal i.e. lexical, nodes, indicating that the word chosen are from a particular language”. In addition, Muysken (2000: 7) explains the diagram that “a constituent from language A (with words from the same language) is followed by

a constituent from B (with words from that language). The language of the constituent dominating A and B is unspecified”,

Alternational code-mixing is also divided into a few types. There are several constituent, non-nested a b a sequences, length and complexity, discourse particles and adverbs, emblematic switching or tag switching, peripherality, adverbial modification, coordination, clefting, fronting, left-dislocation, right-dislocation, non-selected switches, flagging, and correction and self-repair.

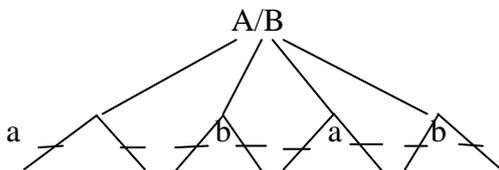
The example below is one of the features of alternational code-mixing: several constituent. The Following is the example of alternation (comes from French/Dutch code-mixing in Brussel) as below:

Je dois je dois glisser [*daan vinger*] [*hier*].
 ‘I have to insert/my finger here.’

1.3. Congruent Lexicalization

Congruent lexicalization is another type of Muysken’s typology means that “a largely (but not necessarily completely) shared structural lexicalized by elements from either language” (Muysken, 2000: 5).

The Following is Muysken’s structural interpretation of congruent lexicalization:



As described by Muysken “where AB are labels for non-terminal nodes (i.e. fictitious markers identifying entire constituents as belonging to one language), and a, b are labels for terminal i.e. lexical, nodes, indicating that the word chosen are from a particular language”. It means that “the grammatical structure is shared by languages A and B, and words from both languages a and b are inserted more or less randomly”.

Furthermore, There are several features or types of congruent lexicalization: non-constituent, non-nested a b a, diverse switches, function word switches, selected element, bidirectionality, linear equivalence, morphological adaptation and integration, homophonous diamorphs, triggering, and mixed collocation. The Following is the example of congruent lexicalization:

Ja maar bij *ouwe mensen* komt dat gauwer tot stilstand als bij jonge mense wa
'Yes but with/ older people/that comes/ to a halt more quickly than with younger
people eh.'

The example above is one of the features of congruent lexicalization: non-constituent mixing.

Code-mixing has been studied by people of various backgrounds in the world. Some of them are discussed here. They are the researches by Ayeomoni (2006), Wong (2004), and Leung (1988). Ayeomoni (2006) comes from Obafemi Awolowo University, Ile-Ife, Nigeria. He took the title "*Code-Switching and Code-Mixing: Style of languageuse in Yoruba Speech Community*". He analyzes the types of language acquired at different periods in the lives of members of the education in as speech community; to wit, the Ikale in the Irele and Okitipupa Local Government Areas of Ondo State. The data were collected from the questionnaire where about fifty respondents of the target population. From this study, he finds that the levels of school give the effect for children to mix the language. Based on his statistics, the questionnaires indicate that forty-five (90%) of the respondents spoke Yoruba as their first language; one (20%) spoke pidgin English; three (6%) spoke Ijaw and one (2%) spoke Urhobo before primarily school age.

Another research from Wong (2004) entitles "*Gender and Code-mixing inHongkong*". He investigates the relationship between gender and code-mixing behaviour in Hongkong. He gets the data from the questioner, and the informants. The informants are 20 Cantonese-English bilingual speakers. There are 10 young women and 10 young men who are all Hongkong ethnic Chinese who were born and grown up in Hongkong. Besides, social variable also influence the gender in code-mixing. They come from the same socioeconomic class, age group, and educational level. Collecting the data has two instruments, such as: an informal interview and language diary. An informal interview through casual settings. It means that the interviewer has the friendship with the informants for some years, and the interview is easily done in casual style. Then language diary means "the informants were required to fill in details of verbal exchanges they made with their interlocutors in a form with a highly structured format on two-day basis" (Wong, 2004: 32)". In this case, verbal exchanges are Cantonese, Code-mixing

between Cantonese and English, English, Mandarin, etc. Wong finds that young educated women in Hongkong tend to do code-mixing (i.e. Cantonese sentence with English words or phrases) more than male.

Furthermore, Leung (1988) took the title in his analysis "*Constraint on Intrasentential Code-mixing in Cantonese and English*". He focuses on the occurrence of code-mixing in Chinese's younger in syntactically. Where in this part, English is dominant than Cantonese. But, code-mixing phenomenon appears in their conversation. In collecting data, Leung chooses the subject of the study are 10 locally-born Cantonese speaker. He also categorizes the age of them, around 24 to 36 years old. They had been educated in Hongkong, most of them had spent some time overseas. Two of them had stayed in English-speaking countries for about 10 years and all of them had been abroad. Leung finds a list of major switch types found in the data. There are switching between classifier and noun, *di-* (plural marker) and noun, nouns in associative phrase, adjectives and noun, noun and adjective, subject noun phrase and verb phrase, verb phrase and object noun phrase, auxiliary and verb, verb phrase and prepositional phrase, preposition and noun phrase, noun phrase and adverb, conjoined clauses and full sentence.

Based on Muysken theory above, the researchers are interested to apply this theory to English Department Students of Putera Batam University. The researchers choose English Department Students because they preference in speaking Bilingual. Therefore, by this reason, the problems can be formulated as below:

1. What are the types of single constituent of insertional code-mixing used by English department students in Putera Batam University?
2. What are the types of morphological integration of insertional code-mixing used by English department students in Putera Batam University?

B. RESEARCH METHODS

The research design of this research is descriptive qualitative method since it provides a systematic, factual, and accurate description of a situation of area. Beside descriptive method, the researchers also apply qualitative method. This method is based on the data which are words and not about the number

(Sudaryanto, 1993:62). It is called qualitative one, since the collected data are in the forms of sentence. .

These are the steps that the researchers will take in research method:

1. Choosing the utterances from students' communication that use code mixing occur.
2. Recording those utterances and transcribing them into writing form.
3. Identifying the features of code mixing used by the students whether it is words, phrase, clause or sentences.
4. Classifying the data based on the types of code mixing by Musyken.
5. Describing the types of code mixing sample found in the talk show
6. Describing the reasons by the students to use code-mixing
7. Drawing conclusion.

1. Source Data

Talking about population, the way to collect the data is followed as the theory by Koentjaraningrat (1997:115), population is the whole research data. In this case, the population of this research is all statements or utterances that contain code mixing used by the English Department students of Putera Batam University. Done with the population, the researchers takes the sample. Nawawi (1998:144) defines samples a part of population that is the source of the research data.

According to Singarimbun and his friends (1989:155), there are two techniques in taking sample namely purposive random sampling and purposive sampling. In conducting the research, the researchers use purposive sampling technique. The chosen sample absolutely has the characteristics of code mixing. In this research, the researchers take the sentence or utterance samples which show the different types and reasons of code mixing clearly. As a result, there will be various data of utterance of English Department Students show as sample that will be analyzed in detail.

2. Method and Technique of Collecting Data

The method of collecting data that used by the researcher are observation, recording and library research (Sugiyono, 2014:137). The researchers use the technique from Sudaryanto (1993:134) that is non participatory observational technique. In this technique, the researchers do not get involved directly in the

dialogues produced by the English Students, but making the observation as explain by Mahsun (2005:92) the term of observing not only relate to the using of language orally, but also the using it in the written form. In this method the researchers use the tap technique as the basic technique to make the documentation of the data. The researchers record the conversation using recording tools, collect as many as possible, then making the transcription which make the data in recording from become the writing form. The researchers also uses note-taking technique. Here, the researchers tries to take a note on the utterances that produced by the English Department student of Putera Batam University.

3. Method and Technique of Analyzing Data

After gaining and collecting the data, the researchers move to the next step that is analyzing the data. The method of analyzing data that is used in this research is identity method. Identity method is research method which its determiner device is outside of language, apart from and does not become part of the language which researched (Sudaryanto, 1993:13). The researchers use the identity method to analyze type and reason of code mixing. The technique in identity method consists of basic technique which is called Deviding Key Factor Technique. The determiner device is the Competence in deviding which is about the mental of the speaker. Competence in Deviding can be classified into five which are Referential Identity Method, Articulatory Identity Method, Translational Identity Method, Orthographical Identity Method, and Pragmatic Identity Method (Sudaryanto:1993:21). In the use of identity method, the basic technique which is chosen by the researchers is translational competence in deviding, since the objects of the discussion are elements of Sociolinguistics, especially code mixing which use the other langue as the determining tool, then by using the theory mentioned heoritical framework, the data is analyse to explore the features of code mixingreason of using it and the scale.

C. RESULT AND DISCUSSION

1. Single Constituent of Insertional Code-Mixing used by English Department Students

Based on data, there are 40 utterances that use single constituent of insertional code-mixing. Most of the utterances happen between students and

students with their lecturer in the class. The analysis can be seen in some example of utterances below. The first utterance that is discussed in this analysis is as follow:

Oh My God, cantik sekali hari ini! Lagi happy?

‘Oh My God, you are so beautiful today! Are you happy?’

The utterance above talk about a student who feel surprises of her friend. Based on the insertion found in that utterance, we can find that this utterance has two insertions ‘*My God* and *Happy*’. The first feature of insertional code mixing exists in the first and second English insertion ‘*My God* and *Happy*’ uttered by a student. These words are single constituent in English words which are combined with the sentence in bahasa Indonesia. This structure shows that the feature of single constituent exists in this sentence. Therefore, the insertion of an English single constituent, “*My God* and *happy*” are inserted element which are combined into the sentence in Bahasa Indonesia that shows the existence of first feature of insertional code-mixing on the type of a single constituent.

Furthermore, another utterance that displays a single constituent of insertional code-mixing can be seen in datum (2):

Padahal dia itu orangnya *easy going*, gak pernah marah.

‘In fact, she is easy going and never be angry.’

This utterance is uttered by a student with other students when they talk about their friend. The utterance can be categorized into first feature of insertional code-mixing based on Muysken’s typology, a single constituent. The utterance displays that the occurrence of one single English constituents ‘*easy going*’ that is inserted into Bahasa Indonesia. English single constituent ‘*easy going*’ is classified as single constituent in the form of adjective phrase.

Based on the utterance, this single constituent comes after the third person singular of Bahasa Indonesia ‘*dia*’ as a subject. This position is appropriate with the Indonesian rule where an adjective phrase can occur within a sentence or in the end of the sentence. Therefore, the speaker uses one single English constituents in his utterance that does not change the meaning itself.

The following utterance also shows the insertional code-mixing feature between Bahasa Indonesia and single constituent of English:

***Weekend* besok kita buat tugas ya?, kita ketemuan di kampus aja.**

‘Next weekend we make the assignment, ok?, we meet at Campus.

The above utterance is a question from a student to her classmate. The situation happens when they want to make an arrangement to their assignment. In this utterance, word ‘*Weekend*’ is a single constituent. This utterance shows the existence of the first feature of insertional code-mixing based on Muysken’s typology. From this utterance, we can see the appearance of the feature of insertional code mixing which mixes a single English constituent “*weekend*” in a single utterance and also a sentence in Bahasa Indonesia. The constituent “*weekend*” is inserted before the sentence in Bahasa Indonesia. The combination between single English constituents and the sentence of Bahasa Indonesia shows the phenomenon of insertional code-mixing in that utterance.

Along the lines of the above utterance, this another utterance displays the occurrence of insertional code-mixing:

Hayoo,,, *sharing idea*, apa pendapat kamu tentang tourism di Batam?

‘Come on,,, sharing idea, your opinion about tourism in Batam.’

This is the question from lecturer to students when they discussed about destination of tourism that exist in Riau Islands. Based on this utterance, it can be categorized into first feature of insertional code-mixing in regards to Muysken’s typology. The utterance shows that the insertion of single constituent of English “*sharing idea*” which are combined into the sentence of Bahasa Indonesia. The phrase “*sharing idea*” is English constituent which are inserted into a sentence of Bahasa Indonesia. These constituents come after the words of Bahasa Indonesia. Therefore, this utterance has the inserted element. Although the speaker uses the insertion of single constituent after the sentence in Bahasa Indonesia, the meaning of the utterance is still understandable.

Another case that shows the occurrence of insertional code-mixing can be seen in following utterance:

Wanna try? Ada yang mau coba buat contoh? Silahkan... Come on!

‘Who wanna try? Is there any person who want to try to make example? Please,,, ‘Come On!’”

This utterance is lecturer's question to the students. After she finishes explain the material, the lecturer ask to the students to make some example of the material they discussed. This utterance proves that single constituent is applied in the conversation. In this utterance, first feature of insertional occurs in the utterance. This line actually has two insertion of single constituent in English. They are "*Wanna try?* and *Come on*". The first insertion is the insertion of English single constituent "*Wanna try*" into the sentence of Bahasa Indonesia.

Furthermore, another example of utterance that shows the mixing of a single constituent:

Saya sudah periksa *your job*, sudah bagus! Tinggal you tambahkan beberapa contoh dari setiap topik.

'I have checked your job, that is good! You just need to add some example of each topic.'

The line above is the statement from lecturer when a student ask her assignment. In the nature of previous datum, this utterance can be categorized into first feature or type of insertional code-mixing. It is seen that the speaker mixes English single constituent '*your job*' within the sentence of Bahasa Indonesia.

2. Morphological Integration of Insertional Code-Mixing used by English Department Students

Based on the data finding, there are 23 utterances that are discussed about morphological integration. The utterances use by the students and lecture during the class. To make it clear, there some example of morphological integration found in students utterances, the researchers take the utterance as below:

"Kalau perbaikisedikit lagi, video practice *teachingnya* pasti lebih jelas"

This utterance happened in the class when a group of students asked their assignment to their teacher. The teacher gave them an assignment to make a video of practice their English. The assignment was their final task of an English subject.

From the utterance above, it can be categorized into fifth feature of insertional code mixing based on Muysken's typology. The word "*teachingnya*" causes the morphological integration case occur. The word is the combination

between English free morpheme and bound morpheme or suffix of Bahasa Indonesia “-nya”. In Bahasa Indonesia, there are two kinds of suffix “-nya”. Chaer (1998) states that the suffix “-nya” is divided into two terms. First, “-nya” as third person singular of possessive morpheme of Bahasa Indonesia, such as: “Saya bertanya kepadanya.” Second, the suffix “-nya” as the suffix that has function to make a noun, (e.g. “Runtuhnya bangunan itu banyak menelan korban”), to give emphasis, (e.g. “Saya ingin makan, nasinya tidak ada”), and to make an adverb, (e.g. “Rupanya dia dating terlambat”). In this case, the occurrence of suffix or bound morpheme of Bahasa Indonesia “-nya” within the word “*teachingnya*” is placed in the end position of free morpheme of English “*teaching*”.

Here, the morpheme of Bahasa Indonesia “-nya” follows the independent morpheme of English “*teaching*”. The word “*teaching*” is a noun, if the suffix “-nya” is associated with a noun, it has the function to give the emphasis. This statement can be found in the utterance “*teachingnya*” where a noun of English “*teaching*” is mixed in a suffix of Bahasa Indonesia “-nya”. Therefore, the combination between English free morpheme or a noun “*teaching*” with a bound morpheme or suffix of Bahasa Indonesia “-nya” are suitable with the grammatical of Bahasa Indonesia. The researchers choose this rule because Bahasa Indonesia is the base or dominant language in this case.

The following utterance reveals another type of the mixing of morphemes of two different codes:

“Kenapa *assignmentnya* Ms. Dhona tidak dikumpulkn? Nanti kenak marah Ms. Itu lah.”

This utterance was a talking between some students before the class started. One of the student asked her friend about his assignment. In this utterance, the student used code mixing that combine into Bahasa Indonesia. That word can be categorized into fifth feature of insertional code mixing based on Muysken’s typology. The word “*assignmentnya*” causes the occurrence of morphological integration. The utterance displays that two morphemes, it means free morpheme of English “assignment” is combined with the bound morpheme or suffix of Bahasa Indonesia “-nya”.

“Ada yang coba analisa novel? Awalnya pasti susah, tapi itu *beginningnya* aja. Makanya dicoba dulu...”

Another utterance above also happened in a class between a lecturer and students. At that time, the lecturer asked to the students about their final task. This situation happened when their discussed about kind of topic to analyze. The lecturer tried to motive students that analyzing a novel was only difficult in the beginning.

Based on the utterance, it can be seen that the lecturer also used code mixing that combine into Bahasa Indonesia. The word also can be categorized into fifth feature of insertional code mixing based on Muysken’s theory. The “*beginningnya*” in that utterance cause occurrence of morphological integration. It displays that two morphemes; free morpheme on English “*beginning*” is combine with bound morpheme of suffix of Bahasa Indonesia “*-nya*”. In this case, suffix “*-nya*” has function as the third singular thing possessive morpheme of Bahasa Indonesia. While, the word “*assignment*” is a noun which precedes the suffix “*-nya*”. Otherwise, bound morpheme or suffix of Bahasa Indonesia is at the final position. It is appropriated with the grammatical rule of Bahasa Indonesia which is supported by the following the example as proposed by Chaer (1998: 208) that can be seen in the utterance:

“*bukunya* sudah koyak, buku Saya masih bagus.”

The examples above shows that the suffixes of Bahasa Indonesia “*-nya*” have function as the third singular possessive morpheme. So, the rule:

N + Poss.

buku {+ *-nya*} → *bukunya* “*his book or her book*”

In line with this, the speaker in his utterance uses the mixing between free morpheme of English “*assignment*” as a noun and bound morpheme or suffix of Bahasa Indonesia “*-nya*” as possessive third singular thing which is suitable with the rule.

Another example that shows the occurrence of the mixing of a free morpheme and a bound morpheme of two codes can be seen in the following

utterance, the next utterance also appears the mixing of two morphemes of two codes:

“Ada yang bisa bantu jelaskan? Ada gak? Ini bukunya pasti gak *diread* ya di rumah?!”

This utterance happened in the class during a discussion. A lecturer asked her students about topic that they discussed at that day. After asking, there was no of student who wanted to give their opinion. In this utterance, it can be seen that the lecturer guessed that her students never read their book at home.

The utterance above can be categorized into fifth feature of insertional code mixing based on Muysken’s typology. Here, an element which causes the occurrence of morphological integration is the word “*diread*”. The utterance shows that the speaker uses bound morpheme or prefix of Bahasa Indonesia “*di-*” and English free morpheme “*read*”. In Bahasa Indonesia, this utterance is the combination creates passive construction. The bound morpheme “*di-*” can be combined with free morpheme “*read*” as a verb to make a passive construction. This is accordance with the rule of Bahasa Indonesia passive construction where prefix “*di-*” as passive marker. It is supported by Chaer (1998) that prefix “*di-*” has function to make a verbal passive and “*di*” as a prefix have to be spoken and written in line with free morpheme.

On the other hand, English passive construction states that the verb of the passive marker must to be third form. The verb “*read*” should become “*read*” in past participle form. Because Bahasa Indonesia in this utterance is dominant and also base of his utterance, the speaker uses the passive rule of Bahasa Indonesia. Although the verb is not within third form, the passive construction has been represented by the occurrence of bound morpheme or prefix “*di-*” of Bahasa Indonesia. Therefore, this case has appeared the mixing morphemes phenomenon that does not change the meaning of the utterance. It ascertains that the feature of insertional code-mixing occurs in morphological integration.

Moreover, following the utterance that displays the occurrence of the insertion of code-mixing on the type morphological integration.

“Bagaimana agar kita bisa *mengimprove* kemampuan berbahasa Inggris kita Ms.?” Susah juga kalau mau *practice*, Bahasa Inggris banyak kata-kata yang maknanya ganda.

The utterance above took a place during the class. The situation happened when a student try to asked the way to improve speaking skill in English. In this utterance, it also can be categorized into fifth feature of insertional code mixing based on Muysken's typology. Here, there are two words of English: “-improve” and “practice”. Only the word “-improve” which will be discussed in this analysis.

In the utterance, the word “*mengimprove*” is an example of morphological integration. Here, the speaker uses bound morpheme of Bahasa Indonesia “*meng-*” as a prefix, and free morpheme or the word of English “*improve*”. In embedding these two morphemes, the speaker follows Indonesian morpheme “*meng-*” which he applies to the free morpheme of English “*improve*”. It is found in the utterance “...*mengimprove*...”.

Referring to Indonesian grammar, morpheme “*meng-*” precedes the root which is started with phonemes /k/, /kh/, /g/, /a/, /i/, /u/, /e/, /o/ at the initial position (Chaer, 1993: 5). For instance: *menggali*, *mengambil*, *mengingat*, etc. Following the pattern of these examples as below:

{ <i>meng-</i> }	+	{ <i>gali</i> }	=>	<i>menggali</i>	“to dig”
{ <i>meng-</i> }	+	{ <i>ambil</i> }	=>	<i>mengambil</i>	“to take”
{ <i>meng-</i> }	+	{ <i>ingat</i> }	=>	<i>mengingat</i>	“to remember”

In line with this analysis, the speaker uses bound morpheme of prefix “*meng-*” and free morpheme “*improve*”. This utterance shows free morpheme “*improve*” which is started by a vowel /e/ at its initial position. It can be illustrated as below:

{ <i>meng-</i> }	+	{ <i>arrangement</i> }	=>	<i>mengedit</i>	“to edit”
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Related to the example above, the Indonesian bound morpheme “*meng-*” precedes English free morpheme “-improve”. Here, the word “*improve*” functions as a noun. Referring the rule, the Indonesian prefix “*meng-*” is followed by a verb. In fact, it is followed by a verb. Thus, this case displays a certain phenomenon of code-mixing.

Based on the explanation above, it can be seen that insertional code-mixing is used in the utterances by English student in their communication. Types of insertional code-mixing that usually use by the students are single constituent and

morphological integration. From 100 utterances recorded, most of students' utterances that use single constituent than morphological integration.

D. CONCLUSION

After analyzing the data, the researchers discover some findings. First, the first type of insertional code-mixing "a single constituent in English which is inserted into the sentence in Bahasa Indonesia. This phenomena occurs because of the habit from the students in combining English constituent with bahasa Indonesia. Another reason is there are some constituent if they are not translated into english will sound ineffectives and not sufficient. That is way the insertion occurs. This first type of insertion found more dominant than the other one.

Second feature is morphological integration. There are many morphemes in Bahasa Indonesia inserted in English words. The morpheme which is used is the bound morpheme, such as: the prefix "di-", "meng-", and the suffix "-nya". It occurs naturally by the eagerness of the student in speaking by inserting English free morpheme which is always combined into the bound morpheme in bahasa Indonesia. Concerning the occurrence of insertional code-mixing in the writing analyzed, the researchers find that the occurrence of insertional code-mixing can be found in levels: morpheme (bound and free morpheme), word (it can be a single constituent, noun, verb, and adjective), phrase, clause, and sentence. Related to Muysken's theory, it is almost the same with the forms of code-mixing which are viewed in grammatical units where Muysken has certain terminology to make the types of code-mixing.

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