

INDONESIAN-ENGLISH CODE MIXING: A CASE IN ONLINE LEARNING CLASS

Fatin Nadifa Tarigan¹, Juliana²

Universitas Pembinaan Masyarakat Indonesia¹

Universitas Potensi Utama²

nadifafatin11@gmail.com

Abstract

English educators in all levels of education in Indonesia nowadays strive through to make their college students master in speaking and writing English. One of the ways to succeed the students are by asking them use English or Indonesian-English code-mixing in their classroom include in online learning class. This study aims at finding out the types of Indonesian-English code mixing in online learning class. A descriptive qualitative method was used to perform this study. The data for this study employed the students' chats in Google Meet and Whatsapp as platforms of online class. The subjects were English Education Department students of Universitas Pembinaan Masyarakat Indonesia in three online class. The instrument utilized was documentation. This study was conducted entirely online. Therefore, the data were collected by screenshots of the chat then were categorized as code mixing and the types of code mixing. Content analysis was applied for analyzing the data. The findings indicates that most of students used code mixing with types of word insertion with 52.4 % continued by phrase insertion. The lowest percentage was types of idiom insertion with 2.5%. Hence, the lecturer know what should be improved for the students. It is necessary to get used to the students to use English idiom in order to improve their language skill.

Keywords: *code mixing, online learning, Indonesian*

INTRODUCTION

The phenomenon of bilingual language is nothing new in Indonesian. Most of Indonesians often communicate in more than one language spontaneously, whether speaking or writing in local language or in foreign language. One of the foreign languages often used in Indonesia is English. This language is taught at the educational level for the purpose of practical communication since English is one of several languages that has become a vital demand as a task of international languages throughout the world (Surtrismi, 2014). Using Indonesian-English commonly happen in some circumstances.

In the teaching learning context, the teachers transfer language to make easy students understand the material being taught, especially in specific terms. However, the students also use English in the classroom. They are compelled to code-mix as a result of this circumstance. They like to combine words or phrases from English into their own. When someone demands to express something that they cannot express in Indonesian, they will say it in English or vice versa. This phenomenon is called code mixing. Code mixing is used not just in direct speech, but also in indirect communication, one of them occurs in chatting in online classroom such as WhatsApp. and Google Meet. Furthermore, technology made the learning process simpler. It creates the opportunity for educators to move beyond the traditional face-to face classroom by

blending technology with traditional teaching and learning (Mershad & Wakim, 2018; Ran & Jinglu, 2020).

Since pandemic covid-19. including Indonesia, Google Meet is one of the most popular social networking platforms. In a chat during online learning meeting, then the students sometimes mix languages.

In the past, code-switching has been perceived negatively, even by academics. It indicates that speaker is less fluency in the target language (Sardar et al., 2015), incompetence, lack of credibility (Horasan, 2014) and low proficiency in target language (Narasuman, Wali, & Sadry, 2019). As a result, code-switching has been considered as infectious, and it has been dismissed as 'bad practice' constituting ungrammatical language usage characteristic of semi-lingual speakers without complete control of both languages (Grosjean 1982; Shartiely, 2016). However, in teaching learning activity, in any means, the students use code mixing to clarify concepts and not only speak in the mother tongue. As bilinguals, Universitas Pembinaan Masyarakat Indonesia students, specifically students majoring English Education Department, frequently practice code mixing by communicating more than one language.

Some enormous researches have been done related to code mixing. Helmie, Halimah, Hasanah in their study (2020) investigated the code mixing in students' presentation. They found that the languages dominate in the students' presentation are both, English language and Bahasa Indonesia. The students' reasons in use code mixing is to make the explanation clear, with the response of the students is 56.83% give positive response in using code mixing of the presenter. The study was conducted by Davistasya (2019) concluded that by the often using of Code-Mixing, the people indirectly increase their vocabularies. This phenomenon influenced many people to start to use Code-Mixing. That is the reason why this study is interesting to be conducted. This study aims at finding out the forms of Indonesian-English code mixing used by university students in online learning. It was chosen based on theory of sociolinguistics in which sociolinguistics as the study of how language operates in our everyday lives in our informal interactions and the media we are exposed to, as well as the existence of social norms, regulations, and laws that address language (Wardhaugh and Fullerm, 2015) The phrase suggests that sociolinguistics is the study of the interaction and modification of three elements within a speech community: language diversity traits, function qualities, and speakers who constantly interact and alter one another.

LITERATURE REVIEW

Bilingualism

In today's society, bilingualism becomes a phenomena that has occurred in many parts of the world. They can communicate in both, informal or formal settings. Bilingualism is defines as a in which two languages are spoken or communicated with. Furthermore, bilingual is a person who has the ability to speak more than one language (Weinreich in Hoffman, 1991). In line with Weinreich, Birner (1924) also states that bilingual is someone who speaks more than one language. According to Hamers and Blanch, Bilingualism is a linguistic community in which two languages can be used in the same situation whereas bilingually is the psychological state in which an individual has access to more than one language. Based on the previous statements, bilingualism occurs when two languages are utilized for communication and someone who can communicate in two languages is called bilingual.

Bilinguals possess equivalent mastery of two languages; on the contrary, it is likely for them to possess greater proficiency in one language than in another language (Li, 2000); the concept of language dominance captures disparities in the rate and complexity of a bilingual's development of two languages in that the language develops faster and with greater complexity is usually referred to as one's dominant language while its counterpart is referred to one's weaker language (Yip, 2013).

Based on Weinreich in Cantone, there are three types of bilingualism. They are: compound bilingualism, coordinate bilingualism and sub-coordinate bilingualism. Compound bilingualism occurs when an individual master two languages as a result of learning them in the same context and situation. While coordinate bilingualism occurs when an individual learns the two languages in different contexts such as when someone speaks Bahasa Indonesia at home and learns English at school. Then, there is sub-coordinate bilingualism, which occurs when one language is stronger and faster than another. In this study, sub-coordinate bilingualism occurred among the university students.

Code Mixing

A code is a technique for communication between two or more persons that may be utilized on any occasion (Hanafiah et al., 2018). Code-switching or code-mixing (CM) refers to the juxtaposition of linguistic units from two or more languages in a single conversation or sometimes even a single utterance (Pratapa et al., 2018). In agreement with Sumarsih, Siregar, Bahri, and Sanjaya (2014) code mixing is the combination of two or more languages in which one is a dominant language and the other is injected to make it sound cool.

According to Fasold, code-mixing is one of the key types of language choice that is more nuanced than 'code switching'. When a speaker speaks in two languages in a single sentence, this is known as code-mixing. It indicates that the speaker makes two languages utterance but these two languages occur in one language. Nouns are the most often exchanged words. Code mixing, in a nutshell, is the act of translating words or phrases from one language into another. It refers to the technique of combining two or more languages without altering the subject. People frequently blend their languages, particularly with English in Indonesia.

There are six forms of code-mixing based on its structure: Insertion of Word, Insertion of Phrase, Insertion of Hybrid, Insertion of Word Reduplication, Insertion of Idiom, and Insertion of Clause (Suwito, 1983; Siskawati 2012).

1. Insertion of Word

One method of code-mixing is to insert English terms into Indonesian sentences. It happens when the speaker inserts a word element in his or her utterance. For example:

*Dia termasuk wanita yang **charming**.*

Based on the example above, that there is a mix of Indonesian-English in the sentence. The word *wanita* is Indonesian while the word *charming* is English. By placing *charming* between those words, it is called Insertion of Word Code Mixing.

2. Insertion of Phrases

It refers to foreign elements of structure typically containing more than one word grammar, and lacking the subject and predicate structure typical of clauses. In this following sentence, *fresh graduate* is the example of insertion of phrases.

*Perusahaan ini membutuhkan **fresh graduate**.*

3. Insertion of Hybrid

Hybrid refers to a word part consisting of several parts. A hybrid is created when two elements from different languages are mixed to create meaning. In this following sentence, *ngejudge* is considered as insertion of hybrid.

*Jadi jangan suka **nge-judge** orang lain.*

4. Insertion Reduplication Word

Reduplication is the process of converting one word into two words in one sentence or utterance. This indicates that the speaker repeats the same word in a phrase several times.

*Bagaimana kabarmu, **fine-fine** aja kan?*

Based on the example, we can see that there is a mixture of Indonesian-English in the sentence. The word *bagaimana kabarmu* is Indonesian while the word *fine-fine* is English however not accordance with grammar. The underlined word is *fine* means all is well.

5. Insertion of Idiom

Idiom is a collection of words that have different meanings from individual terms. Therefore, the idiom gives a new meaning to each word that is different from the original meaning.

*Semuanya akan baik- baik saja, **just go with flow**.*

Based on the sentence above, we can see that there is a mixture of Indonesian-English in the sentence. The word *semuanya akan baik-baik saja* are Indonesian and the word *just go with flow* in the last sentence is English. By placing then with current between sentences it is called Idiom Code Mixing Insertion. The underlined word *going with the flow* means letting something happen.

6. Insertion of Clause

A clause is a grammatical unit that consists of a subject and a verb. Clauses can be classified into two groups. The first clause is self-contained, whereas the second is reliant. An independent clause is a complete sentence that comprises the main subject and verb of the phrase (it is also called a main clause). Even though it is not a complete sentence, the dependent clause must be connected to an independent clause.

***What would you do** jika kamu nemu duit di jalan?*

Based on the example above, we can see that there is a mixture of Indonesian-English in the sentence. The word *jika kamu nemu duit di jalan* is Indonesian and the word *what you will do* in the first sentence is English. Putting what you are going to do between sentences is called Insertion of Clause Code Mixing. The underlined word is a clause and is independent or can stand alone. It means when you ask someone's opinion about something.

WhatsApp

The communication media is a component of interpersonal communication which is a channel or a means that enables indirect communication with each other. With the development of technology, internet will emerge, which can break the boundaries between time and place and communicate with people who are part of the globe at any time. Communication provide by internet is called it on social media.

Yunus describes social media as an internet-connected media that allows users to communicate in the virtual world or online. Jolonen explains that social media generally refers to the means of communication between people who share and exchange information in the internet network.

Digital communication between groups of students and between students and teachers has grown in popularity over, and recently WhatsApp. I is a Smartphone application for instant messaging. Lately this application has become more popular especially in the middle of Covid 19 pandemic where online learning is more activated. One of the unique features of the application is its ability to enhance communication within a group. WhatsApp allows the users to chat online, share files, and exchange photos.

The WA Group has pedagogical, social, and technological benefits. This application helps implement online learning. The WA Group allows users to send specific presentations, share ideas and learning resources, and facilitate online discussions. Rembe and Bere revealed that the application Whatsapp Messenger can increase students' participation and accelerate the emergence of learning groups in construction and development of science.

The benefits of using the Whatsapp Messenger Group Application in learning are 1) Whatsapp Messenger Group is an online collaborative learning facilities teachers and students or fellow students both at home and at school. 2) Whatsapp Messenger Group is a free, easy-to-use app. 3) Whatsapp Messenger Group can be used to share comments, posts, pictures, videos, sounds, and documents. 4) Whatsapp Messenger Group makes it easy to spread announcements and post their work in groups. 5) Information and knowledge can be easily created and disseminated through the features of Whatsapp Messenger Group .

Google Meet

Google Meet is another secure online learning media since Google declares that manufactures and operates all products safely. They believe that product user data will exist and remain private. With Google Meet product, Google also offers default to built-in protection to keep meetings secure for users (St John, 2020). Due to the various advantages of Google Meet as a video conferencing application, many people in the business and education disciplines are using find it this application. Users find it easy to use Google Meet, so this creates a positive perception of this platform. And all the days, Google Meet users are increasing significantly (Purwanto & Tannady, 2020).

METHOD

This study was conducted by using a descriptive qualitative technique. The data were collected from college students chats' in online classroom especially in Google Meet and whatsapp applications. The subjects were college students in English Education Department all batch in Universitas Pembinaan Masyarakat Indonesia with total of 48 students. The participants are advanced-level English students who speak Bahasa Indonesia as their first language.

Arikunto (2006)describes that data soures are people who provide data or information or places where the data are gotten from. As a result, the data can be obtained from these sources by the researcher. In this study, data sources were derived from the conversation of the students. The researcher got more information from these data sources to collect the data needed. Documentation was the instrument used in collecting the data in this study. For analyzing the data, the researchers used content analysis. The steps in analyzing data are; presenting the data from the utterance recordings into presentation scripts, reading the raw data from the conversation scripts carefully, selecting any code switching words, phrases, and sentences, rewriting and translating the data into English, analyzing the data, explaining the different types of code switching that occur, drawing conclusion.

FINDINGS AND DISCUSSION

The researcher employed a documentation of screenshot to collect data for this study. In this case, the data selected were from Indonesian-English code mixing category. The data that were collected from Google Meet and Whatsapp application and they were organized by the kind of code mixing namely word insertion, phrase insertion, hybrid insertion, word reduplication insertion, idiom insertion, and clause insertion. In this study, 106 data points were discovered in Indonesian-English code mixing.

The data were presented in table 1 as follows.

Table 1. Percentage of Code Mixing in Whatsapp Group Chat and Google Meet Chat in Online Class

No	Types	Percentage (%)
1	Insertion of word	52.4
2	Insertion of phrase	25.5
3	Hybrid insertion	8.1
	Insertion of word reduplication	6.5
4	Insertion of idiom	2.5
5	Insertion of clause	5
Total		100

First it can be found that the insertion of word is the highest percentage is 52,4%. In

this context, the students used the insertion of word in the first, middle, or last in their sentence. One of the examples was obtained from students' chat as follows.

(25) *Miss, **questions** nya dijawab sekaligus nanti atau sekarang Miss?*

(Miss, the questions should be answered directly later or now?)

Based on this sentence, the students used Indonesian language mix English language. The word *questions* is noun in English while the other words are Indonesian language. Hence, it was categorized as word insertion with the purpose of that example include as need feeling motive.

Second, it can be found that the insertion of phrase have percentage 25,5%. From this data, the example of insertion of phrase is as follows.

(19) *Tolong kirim ulang **paper dictation** nya ya, soalnya paper yang ada di group gk bisa buka lagi.*

It can be found that some English words and a phrase used in this sentence. The English phrase used in this sentences is only one namely *paper dictation* since it consists of two words. Paper here means the assignment for university students and dictation is the subject. Third, the percentage of insertion of hybrid is 8,1%. The example is

(38) *Maaf Miss, dari kelompok saya tidak ada yang **ngereview** Miss.*

It can be seen that the student used the word **ngereview** in her sentences. The word **ngereview** is a hybrid, since the word nge- is Indonesia prefix and the word review is English. The purpose of that statement is making jokes. Based on the sentence above, there is word a mix of Indonesian-English in the sentence.

Third is insertion of word reduplication with percentage is 6,5%. The example can be seen as follows.

(12) *Yang dah dapat ebook, tolong **share share** lah*

It can be seen that the student used the word *share-share* in which it is a form of Word Reduplication, because the word share is written twice in the sentence completely. The students want to say *bagi-bagi* but in English language so that he used word reduplication *share-share* in order to get the same meaning as in Indonesian language. The purpose of that statement is expressing self-emotion.

Next, insertion of idiom has percentage of 2,5%. Idiom is a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own. In this study, the example of idiom is as follows.

(27) *Alhamdulillah, **blessing in disguise** ni namanya.*

It can be seen that the students used the phrase *blessing in disguise* in the sentence which include insertion of idiom because consist of more than one words that has idiom meaning. Last, percentage insertion of clause is 5 %. Most students used insertion of clause as the example follows.

(14) *Aq ada dapat ebook lebih. Yang mau, **just download it.***

It is classified as code mixing insertion of clause. It can be seen, she mix Indonesian and English language. *Aq ada dapat ebook lebih. yang mau*, (I got more ebooks, if you want) is conveyed in Indonesian language while *just download it* is a clause in English language. From the findings it was found that the highest percentage type of code mixing used by students in online class is insertion of word (52,4%). Then, the lowest percentage (2,5%) is insertion of idiom.

CONCLUSIONS

Code mixing can occurs when people speak more than one language and mix the languages in a sentence. Therefore, it is interesting to analyze the code mixing used by university students during online learning. The students used various types of code mixing namely insertion of word, insertion of phrase, insertion of hybrid, insertion of word reduplication, and insertion of clause. In this study, there were a total of 106 data found in Indonesian-English code mixing on students' chat in Google Meet and Whatsapp. In this study,

the researcher found that word insertion was the highest percentage (52.4%). Second, phrase insertion has a percentage (25.5%). Third, the percentage of hybrid insertion (8.1%). Then, the percentage of word reduplication insertion (6.5%). Furthermore, the idiom insertion has a percentage (2.5%). That's the lowest percentage in the form of code mixing. Lastly, the percentage of clause insertion (5%). Based on the code-mixing data used by university students, it is necessary for teachers to improve the students' English idiom in order to they get used to use idioms in which they improve their language skill. This study proposed suggestions based on the result of the study. This suggestion was intended for English educators and further researcher to increase code-switching in their online teaching and learning in order for further self-practice for students and to keep students understanding for the issue being addressed. Furthermore, for further researchers who are interested in exploring a similar topic as this present study, they can learn more about the role of written form in code-switching, specifically in an online discussion to enrich this work.

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