CHAPTER II
LITERATURE REVIEW

A. Definition of Code Mixing

A code is a language, a variety or style of language. A code is a class-specific language variation, especially for the different strategies of verbal planning. In communications, a code is a rule for converting a piece of information (for example, a letter, word, or phrase) into another form or representation, not necessarily of the same sort. Code-switching and code-mixing are a division of code. Code mixing is the use of one language in another language, the mixing of two or more languages or language varieties in a speech. Code mixing usually occurs in the bilingual or multilingual communities or societies and the function (meaning) of the language cannot be clearly separated.

In accordance with Muysken (2000:1), code-mixing means the lexical items and grammatical features of two languages that exist in the same sentence. Code mixing is a normal, natural product of bilingual and multilingual language use. Code-Mixing is a term used in the bilingualism area. in Siregar (2016:3), Code-mixing refers to the "linguistic behavior of a bilingual speaker who imports words or phrases from one of his/ her languages into the other one".

Wardhaugh (2014:8) states that code-mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single utterance It means that the conversants just change some of the elements in their utterance. Code mixing takes place without a change of topic and can involve various levels of language, for example, morphology and lexical items. The concept of code-mixing is used to refer to a more general form of language contact that may include cases of code-switching and the other form of contacts that emphasizes lexical items.

The concept of code-mixing is used to refer to a more general form of language contact that may include cases of code-switching and the other form of contact which emphasizes the lexical items. David (2014:10)adds that different from the above standpoint, code-mixing is going to be distinguished here from code-switching.

B. Types of Code Mixing

According to Suwito (in Wibowo et all, 2017), code-mixing is divided into two types:

> "...a) Inner code-mixing, which happens because of elements insertion from the original language with all its variation. b) Outer code-mixing, which occurs because of elements insertion stemming from a foreign language. It means that the first language of the speaker, in this case, the national language is inserted with his or her own language (original language) or inserted with a foreign language from the speaker's background."

Suwito (in Wibowo et all, 2017)

Types of code-mixing, according to Muysken (in Wibowo et all, 2017) divided into three main types:

> "...1. Insertion (word phrase) Approaching that depart from the notion of insertion new to constraint in term of the structural properties some base or matrix structures. Here the process of code-mixing is conceived as something borrowing. For example, nanti siang jadi meeting di mana? 2. Alternation Approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. Example such English Indonesian, "ngeprint berapa lembar sih, butuhnya". 3. Congruent lexicalization (dialect) The notion of congruent lexicalization underlies the study of style-shifting and dialect/standard variation rather than bilingual language use proper. For example, "hey, how are you? I'm Sam. Senang bertemu anda. Nice to meet you. These three basic processes are constrained by different structural conditions and in different ways in specific bilingual settings.

Muysken (in Wibowo et all, 2017)

1. Insertion (Words)

According to Muysken (2000:1), insertion is approaching that depart from the notion of insertion new to constraint in term of the structural properties some base or matrix structures. Here the process of code-mixing is conceived as something borrowing. For example, kapan kita akan meeting?

According to Muysken (2000) in Yuliana et al (2015:48), Muysken also described that code-mixing is typically divided into three main types – insertion (word or phrase), alternation (clause), and congruent lexicalization (dialect) – and the most common occurrence of code-mixing variants in society is insertional code-mixing. What the writer means about insertion is the insertion of material (lexical items or entire constituents) from one language into a structure of the other language.

2. **Alternation (Clause)**

According to Muysken (2000:1), alternation is approaching the departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. Alternation means the alternation between structures from languages. Here is the example of alternation; *"**I think I can**, karena setiap aku nyanyi, penonton menjadi senang"*.

3. **Congruent Lexicalization (Dialect)**

The notion of congruent lexicalization underlies the study of style-shifting and dialect/standard variation rather than bilingual language use proper, for example, "Hey how are you? I'm Sam. Senang bertemu anda. Nice to meet you".

Ary et al (2017:18) stated that these three basic processes are constrained by different structural conditions and in different ways in specific bilingual settings. Altogether, then, whether insertion, alternation, or congruent lexicalization have to do with the linguistic typology of the language involved. They also stated that based on the types of code-mixing above, the code involves in the language is in the form of pieces (words or phrases) and the code does not have the automatic function of one language. Furthermore, one of these types of patterns will usually dominate, though not necessarily to the exclusion of other patterns or another type.

For more details, here are the examples between insertion and alternation stated by Yuliana et al (2015:48-50);

No.	Utterances	Code-Mixing
1	**I am great, thank you.**	-
2	*Jadi waktu aku kecil, sekitar umur 8, mama sempet jadi* **host** *impesarial 008 dan* **you were also there where you do your magic.**	Insertion
3	*Jadi waktu aku kecil, sekitar umur 8, mama sempet jadi host impesarial 008 dan* **you were also there where you do your magic.**	Alternation
4	*Iya pindah ke* LA *waktu aku umur 16. Di sana aku* **high school**, *sempet kuliah* **music** *juga* **and then** *balik lagi kesini.*	Insertion
5	**It is OK.**	-
6	*Sebenernya waktu aku di* **LA**, *mau mulai semester baru, aku dapet tawaran untuk maen java jazz dan aku merasa* **moment**-*nya lagi pas banget....*	Insertion
7	*...* **I don't know** *kenapa saat itu aku ngerasa* **it was the right thing to do** *dan puji tuhan...*	Arternation
8	*pas aku balik kesini semuanya lancar dan dengan* **support** *ayah dan mama yang* **never ending** *aku jadi ya semangat berkarir di Indonesia.*	Insertion
9	*Ngga sih. Emang pas aku di sana fokus aku belajar. Emang aku ngga ada pikiran untuk* **I am gonna try out here and Indonesia is my asset and the end of the day.**	Alternation
10	*Iya sampai akhirnya waktu pindah ke Jakarta, mama* **approach** *aku bilang, kamu mau ngga main film?* **Of course.** *Apalagi setelah dikasih skenarionya, ceritanya aku tertarik.*	Insertion
11	**It is a help of course.**	-
12	**It is an advantage**, *pasti lah. Maksudnya, aku ngga mungkin ada di sini sekarang tanpa ayah atau mama.*	Alternation

A. 2.3 Code Mixing in Indonesia

In short form, the English code mix or switch can be found in presentation slides (such as in job advertisements) and other printed materials. Futhermore, Setiawan (2016) says in spoken communications, an English code mix or switch is used – whether it is an informal lunch conversation or a formal presidential speech. From the statement, it can be concluded that everyone can do code-switching in every situation, even most are in the conversation between teachers and students. All happened because there are communications and transfer words to words or phrase to phrase and paragraph to paragraph from L1 to L2.

According to Setiawan (2016), the English code mix or switch is used both in written and oral communications. In written communication, the English code mix or switch can be found across many kinds of Indonesian articles – from a short form of job advertisement through to a long article or written speech; in titles or headings and in the contents; in a word a phrase or a sentence as a part of a complete utterance.

B. 2.4 Code-Mixing in the Language Classroom/Online Class

The phenomena of code Mixing has been a significant topic of theoretical and practical investigations in second language acquisition. The first investigations in this field (Jones, 2000, cited by Akynove, Zharkynbekova & Aimoldina, 2012) were in the 1980s when classroom interaction was first being examined with audio-recording devices. These researchers' analyses had a linguistic orientation as well as investigated classroom discourse functions. It was as a result of these investigations, code-mixing or code-switching became a topic of debate with particular focus on the use of target language versus L1 in foreign language classrooms (Akynove, Zharkynbekova&Aimoldina, 2012).

Sert in Al-Adnani and Elyas (2016) confirmed that a language classroom is considered to be a social group; for this reason, he relates code-mixing or code-switching as a natural phenomenon among any social group to be "valid" and ascribed to a language class. Reflecting on that, the fact that using the native language in foreign language learning is considered by many theorists unfavorable for learning itself which may hinder the process of acquiring the language. Akynove, Zharkynbekova&Aimoldina, (2012:224) state that code-switching is a haphazard mixture of two languages; therefore, students were not allowed to switch forth and back between the target language and the native language. Many linguists have recognized it as contributing to a lowering of standards (Bailey & Nunan, cited in Amorim, 2012). It has even been considered a "sign of laziness or mental sloppiness and inadequate command of the language" (Sridhar et all cited in Amorim, 2012).

Code mixing happened when teachers need to make the teaching-learning process efficient. Besides, by doing code-mixing, students can understand easily. According to Johansson (2013) says the teachers gave their thoughts on when and why they code-switch/ mix which showed that their code-mixing habits are connected to what is being taught. Their code-mixing has to do with efficiency in their teaching and how to make it easier for the students to understand what they are teaching.

The phenomenon of code-mixing consequently presents in second language classrooms or foreign language classrooms. For instance, during an English lesson in a school, English and first language also called mother tongue are frequently switched or mixed. In the EFL classroom, code-mixing comes into use either in teachers' or students' discourse. Although it is not favored by many teachers, one should have at least an understanding of the function of mixing between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better instruction by either eliminating it or dominating its use during foreign language instruction.

C. The Functions of Code Mixing

The definition of functions of code-switching and code-mixing is given by Marasigan in Kurnia (2014:25);

1. Quotation

Based on Marasigan in Kurnia (2014:25) stated that subjects quoted themselves and others directly or indirectly to sound more credible to the addressees." She explained that seemingly, a quotation served as proof that what they were saying were facts that the addressees had to believe. Example of quotation: This was extracted from the written composition of a girl narrative an experience. …And while we are in the park, sabikosakanila "Maglarotayo (I told them, "Let's play").

2. Addressee Specification

Marasegan in Kurnia (2014:25 - 26) stated in this type of switch, recognizes not only interacting members of the speech events but also recognizes that their language behaviors may be more than merely a matter of individual preference or facility, but also role relation. Example of addressee specification: Hindi korinpapayaganyan (neither will I let him go). Hindi naman nag-aaral eh (he does not study his lessons) No! I"m not allowing you to go out! Kahitsaanka pa pumunta (even if you seek the help of other people. The speaker used Pilipino when she told her co-teacher that she would not let her pupil leave the classroom during her teaching period.

3. Message Qualification

The function of message qualification based on Marasigan in Kurnia (2014, p. 28) is to express the time of conception. She also explained that another large group of switches consists of qualifying constructions such as clauses, sentences, and phrases (verb and noun complements). Example of message Qualification: Two teachers were supposed to meet one day in school. Both of them claimed that they came, but for some reason, they did not meet each other.

4. Why should teachers do code mixing?

Hoffman (cited in Dewi & Ekalaya, 2015:55-57) classified the reasons to do code-switching/mixing into seven points, they are as follow:

a. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable expressing their emotions, excitements, or even anger in a language that is not their everyday language. The case can be found in Singapore, in which the English language is used to discuss trade or a business matter, Mandarin for international "Chinese" language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

b. Quoting somebody else

For this reason, Hoffman (cited Dewi & Ekalaya, 2015:55-57) suggested that "people sometimes like to quote a famous expression or saying of some well-known figures". The switch involves just the words that the speaker is claiming the quoted person said. The switch is like a set of quotation marks. In Indonesian, those well-known figures are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good at English, those famous expressions or sayings can be quoted intact in their original language. For example:

a: *Bolehkah saya tahu nama anda, Pak?* (May I know your name, Sir?)

b: *What is a name.*

In this conversation, B answers the question from A with the famous proverb 'what is a name.'

c. Being emphatic about something

Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, as Hoffman (cited Dewi&Ekalaya, 2015:55-57) stated "he/she, either

intentionally or unintentionally, will mix from his second language to his first language.

d. Interjection (Inserting sentence fillers or sentence connectors)

Regarding the reason, Hoffman (cited Dewi & Ekalaya, 2015:55-57) suggested that "language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.

1. Indonesian_English
Oh sweetie, betapa cantiknya kamu hari ini!
(What a beautiful you are!)
2. Spanish_English
Chicano professionals saying goodbye, and after having been introduced by a third speaker, talking briefly:
a : Well, I'm glad to meet you.
b :Andale pues(O.K.Swell). And do come again. Mm?

e. Repetition used for clarification

For this reason, Hoffman (cited Dewi & Ekalaya, 2015:55-57) said that "when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).

For example:

1. English_Hindi
Father calling his small son while walking through a train compartment, "Keep straight. Sidhajao" (keep straight).

f. Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman (cited Dewi&Ekalaya, 2015:55-57), it was mentioned that there will be lots of code-switching and code-mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer. It means that to make the content of his speech run smoothly and can be understood by the listener, a message in one code is repeated in the other code in somewhat modified form.

g. Expressing group identity

Code-switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings is obviously different from other groups (Hoffman cited Dewi & Ekalaya, 2015:55-57).

h. To soften or strengthen request or command

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

I. Real lexical need

The most common reason for bilingual/multilingual people to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English-Indonesian bilingual has a word that is lacking in English, he will find it easier to say it in Indonesian. And vice versa, when he has a word that is lacking in Indonesian, he will use the English term. If it is put into Indonesian, the meaning will be hazy/vague, and sometime it would not be used. For example, in Indonesia, the technical topics are firmly associated with English and the topic itself can trigger a switch or mix to/with English