Chapter Two

Literature Review

Chapter two presents the definition of Code-Mixing as well as types of Code-Mixing. Then, factors of using Code-Mixing and conceptual framework are also included in this chapter.

Code-Mixing

According to Herdiati (2016) **"Code is a language"** (p.6). There are some definitions of code-mixing. The definition of code according to Kridaklasana (1984) in Anindyarini, Fuady, Rohmani (2013) is "(1) a symbol or expression system used in describing a specific meaning, and human language is a kind of code (2) language system in a society (3) certain variations in language" (p.4). More simply, Wardhaugh (1988) in Rahardi (2010) stated that "code is a system used by two or more people to communicate to each other" (p. 26).

In multilingual society, code-mixing often occurs. Code-mixing occurs when a language speaker incorporates elements of other languages while using a particular language. Definition of code-mixing according to Jendra (2010) is a "situation where two or more languages or varieties of language are mixed in a conversation" (p.185). According to Wardhaugh (1992) in Mabule (2015) "conversational Code-Mixing involves the deliberate mixing of two languages without an associated topic change" (p.341).

Acording to Sumarsih, Masitowarni, Syamsul & Dedi (2014) "Code-Mixing is a mixture between two or more languages in which there is a dominant language and inserted with different language to make it sound cool and give appropriate context to the audience or listener" (p.76). Hudson (1996) as quoted

by Suraiya (2006) defines code-mixing as a case where a fluent bilingual talking to another fluent bilingual change language without any changes at all in the situation. Husdon also said that to get the right effect the speakers balance the two languages against each other as a kind of linguistic cocktail.

According to Fasold (1984) in Chaer, Agustin (2010), "criteria for differentiating grammatical code-mixing from code switching is if someone uses a word or phrase from one language it has been doing mixed code" (p.115), for example "materinya kita lanjutkan lagi *after break* ya". Chaer, Agustin (2010) stated that "Code-mixing can be mixing pieces of words, phrases, and clauses of a language in another language that is used" (p.116-117). In essence, there is one language that is used, but also there are the pieces of other languages while we use it as a communication tools. Kridalaksana (1982) give limitation of code-mixing as "the use of language units of a language to another language to expand the language style or variety of languages", including the use of words, clauses, idioms, greetings, etc (p.32).

In general, Code-Mixing occurs in the community for two reasons. First, the speakers can merely communicate with the target language, and second, the diverse communication objectives (Gysek, 1992; cited in Duran, 1994). Praff (1979) in Jendra (2010) said that conversational Code-Mixing involves the deliberate mixing of two languages without an associated topic or situation change.

Types of code-mixing**.**

There are three types of Code-Mixing that presented by Jendra (2010). There are he three types according to Jendra can be seen as follows:

*Inner Code-Mixing***.** Code-Mixing refers to interfering code that uses elements of the native language. Also, it can be the language of origin in the event of Code-Mixing that is still having the relationship with a language that mixed. For example, there are some elements of which are still in touch in the Indonesian code-mixing, such as Javanese, Sundanese, Balinese, etc. For example, "ini cara ngerjainnya gimana sih, ko aku *mumet* ya?

*Outer Code-Mixing***.** Types of code-mixing is a mixed of code that uses the elements of a foreign language in the event of mixed code. For example, a speaker uses the Indonesian language in its communication and then speaker inserts elements from the French, English, or Arabic in one sentence. So, the speaker has done doing outer Code-Mixing. For example, "ayo anak-anak dibuka lagi halaman *twenty-four*nya kita lanjutkan conversation yang kemarin".

*Hybrid Code-Mixing***.** It can receive any elements in the event of mixed code either elements of the original language or a foreign language element in a sentence or clause. For example, "*lah piye* kan kemaren saya sudah bilang *nek sampean ora iso* dateng konfirmasi dulu biar tempatnya bisa di *booking* sama yang lain".

Classification of Code-Mixing. In addition, according to Jendra (2007) in Suandi (2014), code-mixing can also be classified "based on the level of linguistic devices". Based on the category of code-mixing can also be divided into three types (p.141).

Code-Mixing clause. Code-Mixing at the level of the clause is a mixed code that is at the highest level. According to Suwito (1985) clause is a component of sentence, which has a subject and predicate but, it has no end-mark. Example: Kamu seharusnya tau bahwa *helath is important*. (kamu seharusnya tau bahwa kesehatan itu penting). (p,68).

Code-Mixing phrase. Code-Mixing at the level of the phrase level lower than that of code-mixing at the level of the clause. For example, *"kehidupan berkeluarga pada hakikatnya harus memendam sifat saling asah, saling asih dan saling asuh"* (saling mengingatkan saling mengasihi dan saling membimbing). This Code-Mixing could be purely code-mixing into such example above sentence and could be purely out, like "*Rima menyumbangkan suara emasnya dalam sebuah talkshow di Surabaya*". However, it can also be a mixture as shown in the following example: "*Kumala melakukan studi banding ke Australia.* The mixed code at the level of this phrase can also be an expression (idiom) as the following example: *the last but not least (terakhir tapi tidak kalah penting).*

Code-Mixing word. Code-Mixing word at the level of word is that Code-Mixing most occurs in every language. Code-Mixing at the level of words can be tangible basic words (a single word), a complex word, repeating words, and compound words.

Factors of Using Code-Mixing.

Ferguson (2009) postulates three broad functional categories of the functions of teachers' code mixing; those are for constructing and transmitting knowledge, for classroom management, and for interpersonal relations.

Code mixing for constructing and transmitting knowledge . The form of code-mixing often occurs when the teacher inserts words and clauses English about the material provided. According to Qing (2010) reveals that teachers often code switch to translate or elaborate the important message during the process of explaining new vocabulary or grammar points. For example, when the teacher says "ada delapan jenis parts of speech dalam bahasa Inggris, yaitu: Noun (kata benda), Pronoun (kata ganti), Adjective (kata sifat), Verb (kata kerja), Adverb (kata keterangan), Conjunction (kata penghubung), Preposition (kata depan), Interjection (kata seru). Hertanti (2014).

Code mixing for classroom management

According to Makulloluwa (2013) She believes that teachers should be educated on the use of L1 in the classroom since she feels that there is lack of knowledge among them regarding the use of L1 in the classroom. Tien (2010) stated that teachers mixed L2 into L1 to give explicit classroom instructions such as directing students to be engaged in pair or group discussions or to perform certain classroom activities. Code-Mixing because of these factors tend to occur when the teacher gives questions and gives instruction to students. Example "ya... sekarang bisa dimulai, pertama-tama *close your book* kemudian kumpulkan dimeja saya". Hertanti (2014).

Code mixing for interpersonal relation

The use of CS in the classroom may contribute to creating a more supportive language environment that enables teachers to build solidarity and intimate relations with the students, (Qing, 2010). Typically, the form of code-mixing occurs when the teacher uses to flatter and invite students to come forward

to do a task. The teacher gives motivation by inserting a word or phrase in English with the intention that students are more motivated and feel more noticed by the teacher. Hertanti (2014) give some example:

Teacher: Anyone would you like to come forward and do the task?

Students: hmmm.... saya mau coba Sir, tapi aku takut salah Sir.

Teacher: no problem, you can try it.

Students: ok.

After student doing the task and the answer is true, the teacher gives some motivation like excellent, good job, great and act.

Chaer and Agustin (2010) mentioned that there are factors in using code mixing:

Speaker. Speaker are the one who determines code mixing and commonly use code mixing to make communication easier. Sometimes speaker mixed language to show a certain purpose in communication.

Hearer. Hearer is a reason for speaker to do a code mixing. Sometimes the minimum ability of the hearer is as a reason of using code mxing because the language used is not the hearer's first language. Speaker and hearer may also mixed to their first language when they have same language background.

The changes of situation caused by the presence of third person. Its happens when third person has different language background with speaker and hearer. Consecuently, speaker and hearer switch language into language that the third person khow to make communication easier.

The changes of situation from formal into informal or the opposites. The mixed code caused by changes of situation is commonly happened when speaker show ability of another languages or show a prestige.
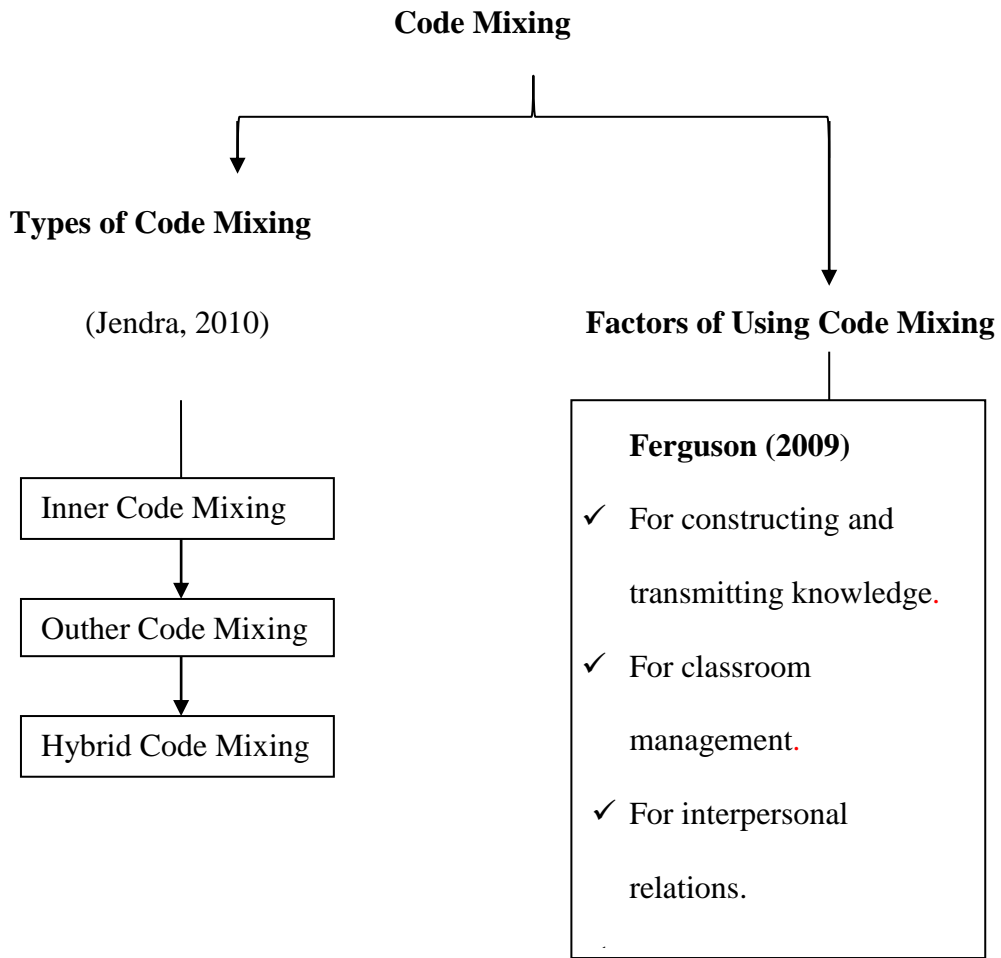
The changes of topic. The code mixing caused by chages of topic commonly happens in daily conversation.

Conceptual Framework

Wardhaugh (1989) stated that "Code is a language that the particular dialect or language that one chooses to use in any occasion. It is also a system used communication between two or more parties" (p.99). According to Jendra (2010), Code-Mixing divided into three types: they are inner Code-Mixing, other Code-Mixing, and hybrid Code-Mixing.

Code-Mixing happens because of several factors. There are several classifications of some experts about factors of using Code-Mixing in a classroom. There are some factors of using Code-Mixing. According to Ferguson (2009) teachers' code mixing are for constructing and transmitting knowledge, for classroom management, and for interpersonal relations.

The concepts of Code-Mixing presented by Jendra (in Santosa, 2005) and Ferguson (2009) will be the basis to answer the research questions related to the types of Code-Mixing and the factors of using Code-Mixing in class XI of SMA Muhammadiyah 5 Yogyakarta.

Code Mixing

Types of Code Mixing

(Jendra, 2010)

Factors of Using Code Mixing

Inner Code Mixing

Outher Code Mixing

Hybrid Code Mixing

Ferguson (2009)

✓ For constructing and transmitting knowledge.

✓ For classroom management.

✓ For interpersonal relations.

Figure 1. Conceptual Framework.