CONTENT WORDS IN INSERTIONAL CODE MIXING
BY ENGLISH STUDENTS

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Abstract

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 is content word's in insertional code-mixing found in the utterances of the English Department students of Putera Batam University in Batam, Riau Islands. Analysis of the data referring to the code-mixing typology of utterances that led to the insertion of the characteristics of the intervention code (insertional code-mixing) between Indonesian and English based on the code-mixing typology proposed by Pieter Muysken.

Key words: Content Word, Insertional, Code Mixing

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 unlingualism 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 unconcioussnessly bring them speak bilingual, including using code mixing. The conversation runs spontanious. 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 content words in insertional 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:
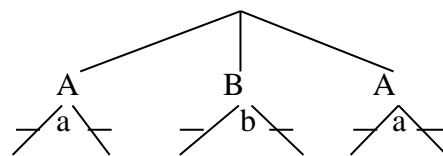
According to Muysken (2000: 7) explain the diagram that "AB are labels for non-terminal nodes (i.e. fictious markers identifying entire constituents as belonging to one language), and a, b are labels for terminal i.e. lexical, nodes, indicating that the word chosen are from a particular language". Here, 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 la noche*-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 **pagar**le 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- lsg l-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:
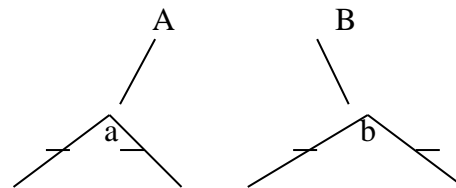
Based on the tree diagram above, Muysken gives the explanation that "where AB are labels for non-terminal nodes (i.e. fictions markers identifying entire constituents as belonging to one language), and a, b are labels for terminal i.e. lexical, nodes, indicating that the word chosen are from a particular 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:
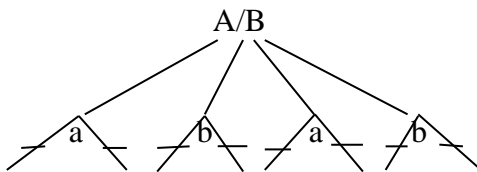
As described by Muysken "where AB are labels for non-terminal nodes (i.e. fictious markers identifying entire constituents as belonging to one language), and a, b are labels for terminal i.e. lexical, nodes, indicating that the word chosen are from a particular language". It means that "the grammatical 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 language use 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 in Hongkong"*. 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 problem can be formulated as below:

1. What are the types of content words in 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 transcripting them into writing form.
3. Identifying the features of code mixing used by the students whether it is words, phrase, clause or sentences.
4. Describing the content words in insertional code mixing sample found in the utterances
5. Describing the reasons by the students to use code-mixing
6. Drawing conclusion.

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.

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 dividing 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. DISCUSSION
1. Content Words in Insertional Code Mixing by English Department Student

Generally, the pieces of one language are used while a speaker is basically using another language. The pieces taken from another language are often words, but they can also be phrase or larger units. Code mixing is usually happens in informal situation and mixing two languages or more languages in one situation

In selected words, code mixing occurs in a primary code or code base used has function and autonomy, while other code involved in the use of such language is in pieces, without function and autonomy as a code. The selected words can be in the form of lexeme such as noun, adjective, adverb or verb.

The analysis can be seen in this following utterance:

"Peresentasi kita minggu depan dibatalin ya, Miss Dhona ada seminar. Kumpulin bahannya aja via email. Kita tunggu **further** info dari Miss".

"Our nextweek presentation is cancelled, Miss Dhona has a seninar

Just submit the material via email. We wait the further information from Her".

The above utterance uttered by a student in class discussion. The word further is inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which an adverb. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing exists in this sentence.

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

"Tahu maksudnya, apa maksudnya? Hanya yang memiliki **comprehension** yang bagus yang bisa memahaminya!"

"Do you know, what does it mean? Only those with good comprehension can understand it!"

The above utterance uttered by a lecturer in class discussion. The word further is inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a noun. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in this sentence.

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

"Tidak memilih salah satu tapi merumuskan the whole topics! **Underline** mana yang paling signifikan."

"Do not choose one but formulate the whole topics! Underline which is the most significant."

The above utterance uttered by a lecturer in class discussion. The word further is inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a verb. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in this sentence.

Along the lines of the above utterance, this another utterance displays the occurrence of insertional code-mixing can be seen as below.

"Kemarin dikerjakan berdua ya, membuat dialog pendek dari beberapa topik berbeda kemudian tulis laporan dalam bentuk **summary** di kertas selembar.'"

"Yesterday, we did it together, made a short dialogue of several different topics then wrote the report in summary form on a piece of paper"

The above utterance uttered by a student in class discussion. The word further is inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a noun. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in this sentence.

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

"Temukan **arrangement** yang paling benar susunannya."

"Find the most correct arrangement."

The utterance above uttered by a lecturer in class discussion. The word further is inserted into sentences in Bahasa

Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a noun. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in this sentence.

The following utterance reveals the same type of the mixing of content word of two different codes:

"Apakah kalian menggunakan **utensil** ini ketika membuat laporan?"

"Do you use this utensil when reporting?"

Utterance above uttered by a lecturer in class discussion. The word further is inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a noun. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in this sentence.

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

"Tidak semua mahasiswa memiliki **ability** untuk mengutarakan pendapatnya."
"Not all students have the ability to express their opinions."

"Di halaman 116 ada dua bentuk pertanyaan. Yang bagian pertama kaya essay yang kedua menerangkan **picture.**"
"On page 116 there are two questions. The first part of the rich essay which both describes the picture."

"Objek wisata Pantai lebih menarik perhatian wisatawan daripada objek wisata **culture.**"
"Coastal attractions attract tourists more than cultural attractions."

"Ini membuat menurunnya minat **visitor** untuk berkunjung."
"This decreases the visitor's interest to visit."

"Khusus pulau Abang, tujuan utama ya hanya untuk **snorkeling.**"
"Specially Abang Island, the main purpose is just for snorkeling."

"Selain pemandangan alam, tentu aspek lain yang diperhitungkan itu **culinary.**"
"Besides the landscape, of course another aspect that counts is culinary."

"Penduduk melayu sangat menjaga tradisi dari **ancestor**. Itulah hebatnya kampong tua."
"Malay residents are very protective of the tradition of ancestor. That's great Kampong Tua."

All Utterances uttered by student and lecturer in class discussion. The word further are inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a noun. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in these sentences.

The following utterances reveals the another type of the mixing of content word of two different codes:

"Kesulitannya di soal multiple choice, terlalu banyak jawaban yang **similar**"

"The difficulty in the problem of multiple choices, there are too many similar answers."

"Kampung tua di Batu besar memiliki rumah adat yang masih **authentic**. Tapi sayang tidak berpenghuni."
"Kampung Tua in Batu Besar has a traditional house that is still authentic. But unfortunately uninhabited."

"Kalau wisata laut sifatnya **seasonal**. Tidak setiap hari wisatawan bisa berkunjung."
"If the sea tour is seasonal. Not every day tourists can visit."

All Utterances above are uttered by student and lecturer in class discussion. The word further are inserted into sentences in Bahasa Indonesia which indicates insertional code mixing occurs especially in content words. Here, further is a single word which a adjective. By inserting the word further in English in the utterances, we can see that content words of insertional code mixing also exists in these sentences.

Based on the explanation above, it can be seen that insertional code-mixing is used in the utterances by English student in their communication. Content words types of insertional code-mixing that usually use by the students are noun, verb, adjective, and adverb. From utterances analysis, most of students use noun of content words in the insertional code mixing. It can be seen that content word noun is dominant that other words.

Conclusion

Phenomena of Code Mixing occured because of the habit from the students in combining English constituent with Bahasa Indonesia. Besides that, there are some constituents if they are not translated into English will sound ineffectives and not sufficient. Students mostly use different kind of content words in the insertional code mixing.

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