

THE CODE MIXING IN THE CLASSROOM CONVERSATION OF FIRST  
SEMESTER STUDENTS OF UNIVERSITY OF HKBP NOMMENSEN  
PEMATANG SIANTAR

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**Abstrak.** Tesis ini adalah analisis tentang pencampuran kode dari percakapan siswa di kelas. Pencampuran kode terjadi ketika sebuah kata atau ucapan dari bahasa elemen A dicampur ke dalam konteks bahasa bahasa B. Disebabkan oleh globalisasi teknologi saat ini, banyak orang cenderung untuk mencampur bahasa mereka, terutama bahasa Indonesia ke bahasa Inggris dalam percakapan mereka. Jadi masalah yang dirumuskan dalam tesis ini adalah “apa jenis pencampuran kode yang digunakan oleh mahasiswa semester pertama Universitas HKBP NommensenPematangsiantar dalam percakapan mereka di kelas, dan apa pencampuran kode dominan yang digunakan oleh mahasiswa semester pertama Universitas HKBP NommensenPematangsiantar dalam percakapan mereka di ruang kelas? Penelitian ini adalah penelitian kualitatif deskriptif karena data yang terkumpul dan hasil analisis data berupa kalimat. Instrumen dalam mengumpulkan data adalah teknik rekaman dan dokumentasi. Data yang dikumpulkan dalam tesis ini adalah rekaman pencampuran kode dalam percakapan siswa. Data dianalisis berdasarkan teori Hoffman. Hasil penelitian ini bahwa ada tiga jenis pencampuran kode yang ditemukan dalam percakapan siswa di kelas. Mereka adalah: pencampuran kode intra-sentensial, intra-leksikal pencampuran kode, dan melibatkan perubahan pengucapan. Secara total, ada 25 campur kode dan 10 percakapan yang mewakili campur kode. Persentase pencampuran kode intra-sentensial adalah 24%, pencampuran kode intra-leksikal adalah 68%, dan melibatkan perubahan pengucapan adalah 8%. Dari persentase di atas, dapat disimpulkan bahwa pencampuran kode intra-leksikal adalah pencampuran kode yang paling dominan digunakan oleh mahasiswa semester pertama Universitas HKBP NommensenPematangsiantar dalam percakapan mereka di kelas. Temuan ini menyiratkan bahwa pencampuran kode diterima oleh siswa sebagai aspek penting variasi bahasa dalam masyarakat.

**Kata kunci:** Pencampuran Kode, Sociolinguistik

**Abstract.** This thesis is an analysis on the code mixing of students' conversation in the classroom. Code mixing occurs when a word or an utterances from element language A is mixed into the language context of language B. Caused by the globalization of technology nowadays, many people tend to mix their language, especially Indonesian to English language in their conversations. So the problems formulated in this thesis are “what are the types of code mixing used by the first semester students of University of HKBP NommensenPematangsiantar in their conversation in the classroom, and what is the dominant code mixing used by the first semester students of University of HKBP NommensenPematangsiantar in their conversation in the classroom?” This research is a descriptive qualitative research because the collected data and the result of data analysis are in the form of sentences. The instrument in collecting the data is record and documentative technique. The data collected in this thesis is the recording of code mixing in the students' conversations. The data were analyzed based on Hoffman's theory. The result of this research that there are three types of code mixing found in students' conversation in the classroom. They are : intra-sentential code mixing, intra-lexical of code mixing, and involving a change of pronunciation. Totally, there are 25 code mixing and 10 conversations representing code mixing. The percentage of intra-sentential code mixing is 24%, intra-lexical code mixing is 68%, and

*involving a change of pronunciation is 8%. From the percentage above, it can be concluded that intra-lexical code mixing is the most dominant code mixing used by first semester students of University of HKBP Nommensen Pematangsiantar in their conversation in the classroom. The findings implies that the code mixing is being accepted by the students as an important aspect variety of language in society.*

**Keywords :** Code Mixing, Sociolinguistics

## INTRODUCTION

English language is as a foreign language in Indonesia. It is also as the International language in the world. It means, English language as one of the connectors to communicate with other country all over the world. It proves that English language is very important for human life. Because of that, every school in Indonesia make English language as one of the subjects that must be learnt by the students. Besides it, it also becomes one of the subject for national examination that must be faced by each of school's level. Futhermore, although the students learn English language, but they are still difficult in understanding English language.

English language become a phenomenon in Indonesia. Many Indonesia people sometimes use English language for their activities such as businessman, entertainer, etc. Some of them also use English to show their prestige. Because of that, nowadays many people tend to mix their language into English when they are talking with others. It is also happened for students of University of HKBP Nommensen Pematangsiantar. Sometimes they insert English language into their conversation between them. The transfer of linguistic elements from one language

into another is called code mixing (Pardede & Kisno, 2012: 128).

Mixing the utterances with other language (English) caused language disorder. It means the meaning of the sentences do not clear because in Indonesia language there is no 'chatting' word so that it makes its structure impairment. In mixing languages also cannot keep the origin of Indonesian language, but because of the globalization now, people are usually tend to mix their languages, especially Indonesia to English language. Beside it, sometimes people do mixing code because they feel comfort, and make them easy to speak English.

## RESEARCH METHOD

### 1. Research Design

A descriptive qualitative research design is used in this research. The reason is because the collected data and the result of data analyzed in this research are in the forms of sentences. A qualitative research refers to the meaning, concepts, definition, characteristics, metaphors, symbol, and description of things (Berg in Pardede 2012:31). In doing this research, the researcher has the process beginning of collecting data, recording the data, until interpreting the data. This research will define the types and dominant code mixing used by the students in their conversation.

**The Technique of Collecting Data**

In order to collect the data for this research, the researcher uses the following steps, they are:

1. The writer comes into the classroom and observes the social activities of the students when they are recess.
2. The writer comes to the students and asks them to talk about something.
3. The writer applies hidden recording to record the conversations.

**The Technique of Analyzing Data**

After collecting the data, the writer analyzed the data to answer the problem of the research. In analyzing data, the writer use this following steps:

1. The writer listens carefully to the all students' conversations that have been recorded.
2. The writer transcribes the conversations of the students that have been recorded.
3. Identifying (bold) code mixing that found in the students' conversations.
4. Classifying the types code mixing of students' conversation based on Hoffman's Theory.
5. Counting the number of types used by the students from each conversation.
6. Converting to percentages the data, to find out the dominant percentage by this formula from Bungin (2001:189)

$$n = \frac{FX}{N} \times 100\%$$

Explanation:  
n : Total frequency of code mixing in percent  
FX : Total code mixing frequency of the sub-categories  
N : Total all code mixing of categories  
100% : Standard percentage

7. Drawing the conclusion.

**RESEARCH FINDINGS**

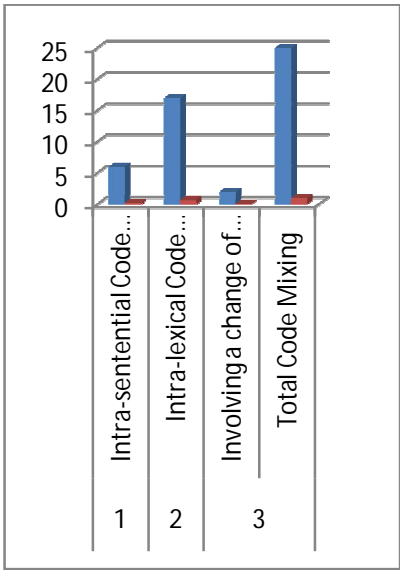
After analyzing all the data of the types of code mixing which found in the students' conversations, the researcher makes the research findings as follows:

1. There are three types of code mixing used by first semester students of University of HKBP Nommensen Pematang Siantar in their conversation in the classroom. Firstly, there are 6 Intra-sentential code mixing found from the data namely: no problem, flash disk, hand phone, low bat, voice note, get well soon. Secondly, for Intra-lexical code mixing found 17 English words from the data, namely: read, error, upload, tag, open, download, quota, selfie, like, pin,

invite, game, ok, wifi, check, searching, keep. Finally, there are 2 Involving a change of pronunciation code mixing found from the data. They are hanger and pencil.

2. The dominant type of code mixing found in students' conversations is intra-lexical code mixing. It shows 17 words from 25 words of code mixing, and the percentage is 68%.

The Percentage of Code Mixing



The diagram above shows that the percentage of the three types of code mixing in students' conversations in the classroom. It can be seen that intra-sentential code mixing is 6 words with the percentage (24%), intra-lexical code mixing is 17 words with the percentage (68%), and involving a change of pronunciation is 2 with the percentage (8%). So totally, the code mixing found in students' conversation is 25 words. From the percentage, it shows intra-lexical code mixing is the dominant found in the students' conversation.

DISCUSSIONS

Based on the research findings above, the writer interprets the first semester students of University of HKBP Nommensen Pematangsiantar used types of code mixing in their conversation in the classroom. The students make three types of code mixing as in Hoffman theory (1991), they are: Intra-sentential code mixing, Intra-lexical code mixing, and Involving a change of pronunciation.

Intra-sentential code mixing is type of code mixing which occurs within a phrase, clause, or a sentence boundary. The writer finds 6 intra-sentential code mixing from the data which have been collected and analyzed. They are: no problem, flash disk, hand phone, low bat, voice note, get well soon.

Intra-lexical code mixing is type of code mixing occurs within a word boundary. In this type, the writer finds 17 intra lexical code mixing. They are: read, error, upload, tag, open, download, quota, selfie, like, pin, invite, game, ok, wifi, check, searching, keep.

Involving a change of pronunciation is type of code mixing occurs at phonological level, as when Indonesian people say an English word but modify it into Indonesian phonological structure. There are 2 involving a change of pronunciation found from the data, namely: hanger and pencil.

From the explanation above, it can be concluded that Intra-Lexical

Code Mixing is the dominant most used by the students in their conversation in the classroom. The reason is because there are quite many English words that are familiar to them and they use them in their daily conversation. While, intra-sentential code mixing is rarely used by the students because they are not fluent or less vocabulary. Involving a change of pronunciation is also rarely used by the students although there are many English's words that modified into Indonesian but it is because its words are not around them or the words are not related to their speaking in the classroom.

### CONCLUSIONS

1. There are three types of code mixing as in Hoffman's theory (1991) that made by the first semester students of University of HKBP Nommensen Pematang Siantar in their conversation in the classroom. They are intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. Intra-sentential code mixing that found in students' conversations are no problem, flash disk, hand phone, low bat, voice note, get well soon. Then, intra-lexical code mixing are read, error, upload, tag, open, download, quota, selfie, like, pin, invite, game, ok, wifi, check, searching, keep. While

involving a change of pronunciation found are hanger and pencil.

2. Based on all the data analyzed, the writer concludes that the dominant code mixing used by the students in their conversation is intra-lexical code mixing with the percentage 68%, then followed by intra-sentential code mixing 24%, and involving a change of pronunciation is 8%.

### SUGGESTIONS

Based on the conclusion above, the researcher gives suggestions as can be seen below:

1. The lecturer can be used code mixing as the trick in teaching learning process to make the students feel easy in understanding English language.
2. For all of people, especially for the students, it is suggested to use language in the right time, right situation, right place, and to the right person.
3. For the other writers, this research can be as references in researching or analyzing the process as the main part of experiential function, to give information and knowledge about types of code mixing.
4. The last but not least the writer asks us to love our native language without being introvert with another language.

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