Code Mixing Of Angkola And Indonesian Language In Daily Interaction Of Lecturers And Staff In Institut Pendidikan Tapanuli Selatan

[1]Gabby Maureen Pricilia, [2]Habib Rahmansyah, [3]Nanda Saputra

[1,2]Institut Pendidikan Tapanuli Selatan,
[3]Sekolah Tinggi Ilmu Tarbiyah Al-Hilal Sigli

Corresponding Author: nandasaputra680@gmail.com

Abstract

This research is to investigate the code mixing used by lecturers and staffs in daily interaction in Institut Pendidikan Tapanuli Selatan. Lecturers and staffs are bilingual of Angkola and Indonesian language who realize the code mixing in their daily interaction. The method used is descriptive qualitative method which used observation and recording to collect the lecturers and staffs conversation. The finding shows that there are three types of code mixing that is used by lecturers and staffs in Institut Pendidikan Tapanuli Selatan from six types, they are word insertion, phrase insertion, and clause insertion. The percentage of word insertion is 22%, phrase insertion is 35% and the clause insertion is 43%. There are many factors that cause the code mixing, the most is situation, which the situational factor such as formal or informal situation influence the use of language in their daily interaction and the code mixing is realized as identity marking as Angkola people.

Introduction

Besides for communication, language has others functions. As Halliday (1973) said that one of the function of language is language as Interaction. It means that it is used relate to others, to interact among people, for example "Me and you".

Because of many functions of languages, language becomes a need for every people. Nowadays, it is general for people to know more than one language. Some of the people know two even three different languages. People who know two different languages are called as bilingual, while people who know more than two different languages are called as multilingual.

Bilingualism is a situation that two languages are spoken in people interaction. Bilingualism is used for many reasons, such as needs of that language, prestige, and rules from the education authority. In daily interaction especially between male and female lectures in campus, biligualism is used by them. They tend to use Angkola language and Indonesian language. In daily interaction in the office, they use code mixing to make the interaction is successful. They mix their language, Indonesian language is mixed with Angkola language. They use code mixing in most topics in their speech. It is because in Padangsidimpuan, people use Angkola language at home, the situation are brought in works life, when people make interaction. Many lecturers and staffs whose their mother tongue is Angkola language. And the example of using code mixing in daily interaction as follows:

Staff : *Semua udah selesai kan,kak?* **Imada anso cair epengna**. (You have finished all,right? Yes, it is, to get the money.)

Lecturer : *Udah ku siapkan. Tapi* **mabiar iba tarlambat**. (I have finished all. Because I am afraid to late.)

The use of code mixing happen in many situations in daily interaction between staff and lecturer. The purpose of this is to make the communication successful. Meanwhile in formal situation especially at campus, the use of official language is needed. Actually they can use Indonesian fluently but they tend to mix the language in their daily interaction. There are many factors influence the use of code mixing in a speech, such Hymes (in Sumarsono, 2007) said in

abbreviation 'SPEAKING'. S is situation, P is Participant, E is End, A is Act Sequence, K is Key, I is Instrument, N is Norms, G is Gender. Lecturers and staff often use code mixing in their interaction.

This phenomenon makes the researcher is interested in conducting the research about code mixing of Angkola and Indonesian language in daily interaction betwen lecturers and staffs in Institut Pendidikan Tapanuli Selatan Padangsidimpuan.

2. Literature Review

a. Bilingualism

The practice of alternatively using two languages will be called bilingualism, and the persons involved bilingual (Weinrich, 1953). Moreover, Aucamp (1926) states that bilingualism is the condition in which two living languages exist side by side in a country, each spoken by one national group, representing a fairly large proportion of the people. While it is the case that even speakers of a single language control various styles and levels of that language, it is very common that people develop some knowledge and ability in a second language and so become bilingual. Spolsky (2003) gives the simplest definition of a bilingual. A bilingual is a person who has some functional ability in a second language. This may vary from a limited ability in one or more domains, to very strong command of both languages (which is sometimes called balanced bilingualism).

Bilingualism on the other hand, must be able to account for the presence of at least two languages within one and the same speaker, remembering that ability in these two languages may or may not be equal, and that the way the two or more languages are used plays a highly significant role (Beardsmore, 1982).

b. Code Mixing

Code can be used to refer to any kind of system that two or more people employ for communication. It can actually be used for a system used by a single person, as when someone devises a private code to protect certain secrets. Code also can become a symbol of nationalism that is used by people to speak in a particular language for different purposes.

Bilingual who speaks two languages will choose a code when they are communicating with others. People are nearly always faced with choosing an appropriate code when they speak. In general, when people open their mouth, they will choose a particular language, dialect, style, register, or variety – that is a particular code (Wardhaugh, 1992). Bilingual tends to use code switching and code mixing when they are communicating.

Wardhaugh (1992) states that there are issues that brings a speaker to choose variety X of a language rather than variety Y, or even language A rather than language B. The reasons are solidarity with listeners, choice of topic, and perceived social and cultural distance. In other words, the motivation of the speaker is an important consideration in the choice. Moreover, such motivation need not be at all conscious, for apparently many speakers are not aware that they have used one particular variety of language rather than another or sometimes even that they have switched or mixed languages.

Kachru in Nusjam (2004) defines code mixing as the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction. Code mixing is the use of two or more languages in the event of speech, or two variants of one language in a speech society.

In this research, the subject of this research tends to use code mixing; they often mix the Angkola and Indonesian language. In conclusion, code is used by bilingual when they want to speak about particular topic with particular person. Codes that usually used are code mixing and code switching. The chosen of code depends on the topic and interlocutors.

c. **Factors of Code Mixing**

There are several factors that influence someone to use code mixing in their communication, according to Wardhaugh (1992) the factors are:

1. Speaker partner

Code mixing happens because of the speaker partner or interlocutors. The user of code mixing has been already sure that the speaker partner or interlocutor understands the code mixed.

2. Bilingual or multilingual

   Code mixing happens for bilinguals or multilingual. Bilingual means that the speaker has two languages, because of this bilingual can mix their languages, and it also happens in multilingual.

3. Prestige

   The use of code mixing is because the prestige. To show the higher or lower status can be seen from the language that speaker used. In this case for instance, the using of Indonesian language to show the prestige or higher status of the speaker.

4. Absence of vocabulary

   Code mixing can be used when a speaker cannot find the appropriate words to express his idea in his first language. Because of this situation, a speaker will borrow the word and mix it with his first language so the listener can get what he intends.

5. Situation

   Code mixing occurs in the social interaction of the speakers. The speakers determine the situation in using code mixing. For example, in Angkola people, because their mother tounge is Angkola language but in campus interaction, they must use Indonesian language in interaction

6. Quoting

   Code mixing also can occur when the speaker taking a quote of someone, for example when quoting a famous person's words or utterances like quoting artist, speaker can do code mixing.

d. **Functions of Code Mixing**

People use code mixing for some reasons, the functions of code mixing are one of the reasons, especially for them who bilinguals and multilingual. Based on Wardhaugh (1992), there are some functions of code mixing for bilingual or multilingual speakers, they are:

1. Identity marking

A speaker may use a code to signal a type of identity. For example, in this research, although the lecturers use Indonesian language in their interaction at campus, they still use Angkola language in daily interaction. They mix the Indonesian language and Angkola language to show their identity as Angkola people although when they must use Indonesian language in academic interaction.

2. Communication strategy

Code mixing can be applied as a strategy, of neutrality when the use of any language in the repertoire might suggest the wrong message, such as "talking down" to somebody or suggesting an uncultivated persona. In this case, the Angkola people who are accustomed speak in Angkola language use code mixing when they are forced to use Indonesian language in academic interaction. So, they mix Indonesian language and Angkola language as their communication strategy.

3. Expression of personality or community

Code mixing serves important socio cultural and textual functions as an expression of certain type complex personalities and communities. In this research, Angkola people still use Angkola language mix with Indonesian language in Angkola community in their academic interaction at campus.

e. **Interaction**

Lecturer and staff interaction is one of the important interaction in education. Their interaction helps the process of academic interaction to be succesful. Lecturer is responsible

in teaching and learning process meanwhile staff is responsible in administration. Both of these parts are important in academic interaction at campus. Lecturers and staffs have equal status in their interaction, they do not perform as educators and students but they interact as partners and sometimes friends in informal ways.

4. Research Methodology

This research is conducted by using descriptive qualitative method. The design that used is observational case study. Design is used in research to refer to the researcher's plan of how to proceed (Bogdan and Biklen, 1992).

Based on Bogdan and Biklen (1992), a case study is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event. So, the subject of this research is the lecturers and staffs in Institut Pendidikan Tapanuli Selatan.The object of this research is the code mixing that is produced by the lecturers and staffs in their daily interaction at office. The technique of collecting data in this research is tape recorder to record the utterances of the lecturers and staffs at office.To analyze the data that has been collected, the researcher use four steps from Miles, Huberman, and Saldana (2014), they namely as data collection, data condensation, data display, and data conclusion.

5. Findings and Discussions

To analyze the data that has been gathered, the researcher uses four steps from Miles, Huberman, and Saldana (2014), they namely as Interactive Model, it consisted of data condensation, data display, and data conclusion. To answer the research problem in this study, they are to find out the types of code mixing, the researcher observes the conversation betwen lecturers and staff in their interaction at campus. The types of code mixing is analyzed based on Suwito's theory, he states that there are six types of code mixing

based on the language form insertion, they are word insertion, phrase insertion, hybrid clause insertion, reduplication insertion, idiom insertion, and clause insertion.

1. Word Insertion

Word insertion means that the speaker of language X inserts a word from language Y on his utterances. In this case, the Math lectures inserts Angkola word into their utterances while they were speaking in Indonesian language. The example can be seen in the conversation below:

1) Lecturer : *Rahmi, mereka sudah disana. Ayo **bo**!* **(word insertion)**

(Rahmi, they have been there. Let's go !)

2) Staff : ***Asi*** *gak mau ibu naik mobil?* **(word insertion)**

(Why do not you want to go by car?)

3) Lecturer : *Itulah. **Gari** sama kita semua naik motor.* (**word insertion)**

(That's why. As if we go by motorcycl together.)

2. Phrase Insertion

Phrase insertion happens when the phrase of language Y is inserted into language X, in this case the phrase of Angkola language is inserted into Indonesian language utterances by lecturers and staff in their conversation in the office. The conversation are below:

1) Lecturer : *Supaya mudah kau ngerjainnya dek, **padiarma soni**. **(phrase insertion).***

(To make you easier to do that, let it be.)

Staff : *Na bia i kak, **(phrase insertion)** udah terlanjur ku ketik di komputer.*

(No problem,sist. I have typed in computer.)

Lecturer : ***Jadi ma***, (phrase insertion) *minta tolong sekalian print ya dek.*

(Ok, please print, sist.)

Staff : *Aman mai, **(phrase insertion)** kak. Beres.*

(It's ok.)

Lecturer   : Makasih ya adek sayang.

(Thanks, dear sist.)

3. Clause Insertion

In this type of insertion, the speaker of language X inserts the clause of language Y in his utterances. In line with this statement, the lecturers and staffs sometimes insert the clause in Angkola language on their utterances while they speak Indonesian language. Look at the example of conversation between them below:

1) Staff: *Kak, udah nyampe undangan rapat ujian semester*? ***Ro do sude da kak, so binoto informasi na penting tentang ujian on. (clause insertion)***

(Sist, have you got the meeting information about final examination? Everybody must come, to know information about examination.)

Lecturer: *Udah kemarin dek. Ok, in sya Allah datang*.

(I have got it yesterday. Ok, In syaa Allah.)

2) Lecturer: *Dek, presentase kehadiran mahasiswa kapan terakhir dikumpul?*

(Sist, when will the percentage of students' absence is submitted?)

Staff   : *Secepatnya la,kak.* ***So cepat hu patandatangankon baru ditempel,kak.***

(As soon as possible,sist. So I can ask the signature then post it,sist.)

Based on observation, the researcher found that the lecturers and staffs in Institut Pendidikan Tapanuli Selatan only used three kinds of insertion, they were word insertion, phrase insertion, and clause insertion.

The lecturers and staffs are observed in their interaction at campus to find out their reasons why they used code mixing. The following data was analyzed based onWardhaugh's theory of the factors of code mixing. Wardhaugh (1992) states that the factors of code mixing are speaker partner, bilingual or multilingual, prestige, absence of vocabulary, situation, and quoting. Based on the observation and interview for three lecturers and three staffs, it was found some reasons why they use code mixing,they are:

1. They often use code mixing because they are bilingual people. They use Angkola language at home and Indonesian language at campus. So, the use of code mixing is habit, sometimes they do not realize they mix the language.

2. All of the lectures and staffs use code mixing depend on the interlocutors and situation, and because of they are bilingual. For example, when they spoke to people who do not live in Angkola, they tend to mix the language to make the interlocutors more understand the conversation. And the situation also influence the use of code mixing, lecturers and staffs only use code mixing in informal interaction. When they are in formal situation for example in meeting or in front of students, they use Indonesian full.

Table 4.1. Types of Insertion Code Mixing

NO.	TYPES OF INSERTION	NUMBER OF INSERTION	PERCENTAGE
1.	Word insertion	11	22%
2.	Phrase insertion	17	35%
3.	Clause insertion	21	43%
TOTAL		48	100%

From the table 4.1., it can be seen that word insertion is 22% which means that word insertion is the most seldom type insertion that was used by the lecturers and staffs. Then the second type of insertion is phrase insertion which can be seen from table that phrase insertion was used more often than word insertion, it is 35%. It happened because lectureres and staffs used phrase insertion to give a simple explanation, they tend to mix a phrase in Angkola into the clause in Indonesian language. Then the last type insertion is clause insertion. This type of insertion is the most often used by the lecturers and staffs, it can be seen from the table, it showed that clause insertion is 43%. The lecturers and staffs tend to use this type of insertion while they explain about something.

6. Discussions

Based on the data analysis, it was found only three types of code mixing they were used by the staffs and lecturers, while the theory stated there are six types. The types were word

insertion, phrase insertion, and clause insertion. From those three types of code mixing, the dominant types was clause insertion (43%), the second was phrase insertion (35%), and the last was word insertion (22%). It happened because by using clause insertion code mixing lectures are easy to explain to staffs and the staffs to lecturers. For example like when they needed to explain a case, they used clause insertion to explain to the case easily.

Fishman (2000) also finds that the choice of language among bilingual speakers is determined by factors such as participants, situation, or topic, i.e. factors which are outside the speaker. In certain circumstances the speakers will speak one language, and if the circumstances change, it may lead them to switch into the other languages. Societal factors seem to be the most influential of the factors which trigger bilinguals' code-switching and code-mixing. Romaine (1995) states that a speaker may switch for a variety of reasons. Like Romaine mentions (1995), a social situation is a very important factor to explain the reasons and motivations for code-switching and code-mixing. Hamers and Blanc (2000) state that many situational variables seem to affect the type and frequency of code mixing: the topic of conversation, the participants, the setting, the affective aspect of the message and so on.

Interlocutors are also related to bilinguals' identities since a language a bilingual speaks presents his/her identity. According to Auer (2005), there is quite a different way of looking at codeswitching as an index of social identity. Bilinguals may switch and mix their languages in accordance with a variety of situations. Ervin (1964) observes that various situations (settings) may be restricted with respect to the participants who may be present, the physical setting, the topics and functions of discourse and the style employed. In terms of what he states, a physical setting is one of the situational factors. Other social variables such as social status, race, age, etc. would cause bilingual people to switch their utterances and/or mix their languages. Code mixing of lecturers and staffs in daily interaction of Institut Pendidikan Tapanuli Selatan happened because of the situation. When the situation is intimate or informal, tehy often use code mixing in their daily interaction but whjen they are in formal situation, in mting or when talk in front of students in formal situation, they use Indonesian fully.

7. Conclusions

Based on the findings, it can be concluded that from the six types of insertion code mixing, it was found that the lecturers and staffs in only used three types of code mixing, they are word insertion, phrase insertion, and clause insertion. The clause insertion takes the most often insertion that is used by the lecturers, it takes 43% while phrase insertion takes 35%, and the word insertion takes only 22%. Based on the findings, it was found some reasons why lecturers and staffs used code mixing, the reasons happened based on some factors of code mixing, they are: a. speaker partner, b. bilingual or multilingual, c. prestige, d. absence of vocabulary, and the last is because of the situation. The situation takes the most dominant reasons why they use code mixing.

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