

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Speaking more than one languages is a major phenomenon. It has become a commonplace for today's society to be able to speak in two or more languages, it occurs everywhere, unbounded time and place. In Indonesia learning a foreign language, English, is an imperative subject taught at school. Every country of the world is now more connected and more overt unlike before, asserting people to have abreast of it. As a consequence, the use of a particular language is inevitable to bridge the communication barrier.

The language is English as it is recognized as an international language. Thus, it serves as a vehicular language as Firth (1996) conveyed that those who do not share native tongue, as well as for whom English is the chosen language to communicate, use English as a contact language (as cited in Seidlhofer, 2005). Therefore, English functions as a link with the countries of the world. It is through English a country establishes relation in economic, social, political relations to other countries (Durai & Soundrarajan, 2018).

As it is known, Australia, Britain, Canada, Ireland, New Zealand, USA, etc., are English-speaking countries. English is used as a first language by a large scale of population. It has become the language of at least a quarter of the whole population in the world, and is spoken by millions of Africans, Chinese, Europeans, Indians, and South American as a second language (Durai & Soundrarajan, 2018). In spite of the fact that it is widely used by large population, however the reason why English is a global language, as Crystal (2003) stated, is neither the most spoken mother tongue with the most native speaker nor because of a certain aesthetic features or the simplicity it may possess. Rather, it can be traced by the power of its people – political, military, and most prominently its economic power. He also outlined that in the early nineteenth century Britain was the leading industrial and trading country in the world. The population in USA was larger than any country in Europe and it has the fastest and most productive economic growth. In the twentieth century the world's economy was maintained by the supremacy of American superpower.

English is used on a large scale for advertising and marketing, and is also used by media, which has the capability to cross boundaries among countries. The entertainment industries in the form of movies, music, also contribute to the way English gain a global status. With such dominance of international activities, it is unquestionable why English has become a global language and why it is important to master it as it can enhance opportunity and advance many aspects of one's life.

Despite the acknowledgement whether English has an official status as a first, second, and/or foreign language, being exposed to it tremendously with a conviction that it has a pivotal role more and more people will try to implicate them into an English-related condition. People will see English as a new world, a way to a modernization, and as they become more aware of its importance they will likely provisioning themselves by learning it to be on the collateral pace as the world. Thus, for those whose first language are not English, the use for another language can yield in a bilingual community regardless of how they gain it – by learning or by naturally acquiring it as a child.

In general bilingual is individuals who are able to speak and understand two or more than one language. Bilingualism is the ability to build an understandable utterance in any of the language known by the speaker ("Bilingualism, multilingualism, plurilingualism", n.d.). Bilingual people perceive one language as the dominant language and another as the weaker one, and this described as *normal bilingualism*. Whereas bilingual people who have equally well-developed command of both languages described as *balanced bilingualism* albeit it is a rare case (Wilmes, Plathner, and Atanasoska, 2011).

As previously mentioned, English has become the global language and many of Indonesian people are aware of the importance of it. This can be proved by a lot of researcher's acquaintances, partners, relatives, even outliers that researcher meet fortuitously, for many of them will take English course out of school hour despite the

fact that they have it as a subject in the classroom. The more people are able to speak it the more people will use it.

This, however, will lead into a bilingual society. It can be seen through the various individuals and social group in Indonesia that use both English and Bahasa Indonesia to communicate with a certain people and/or community in a social or academic setting. In line to this Cenoz and Genesee (1998) asserted that the use of minority languages and interest in maintaining it is also creating an environment in which more than one language co-exist in everyday communication, the language of the community and the language of wider communication.

In India English has a prominent role as it is used in both social and intellectual setting, such as in social ceremony, invitation, and correspondence. It has been a unifying force for the social life in the country as it has been united to the day-to-day manner that even illiterate people use English words such as television, sorry, thank you, etc. (Durai & Soundrarajan, 2018). This occurrence also takes place in Indonesia in which English has mingled in daily basis. Although not all Indonesians have a well-developed English proficiency, leastwise most of them are able to recognize, speak, and understand some of English words as they are frequently exposed to it, such as please, thank you, sorry, bye, whatever, meeting, gathering, pending, and many other words.

In addition, many of the English words are also adapted to Bahasa Indonesia in which they sound quite similar, such as accommodation becomes akomodasi,

adaptation becomes adaptasi, application becomes aplikasi, appreciation becomes apresiasi, estimation becomes estimasi, artificial becomes artifisial, decolonization becomes dekolonisasi, expansion becomes ekspansi, etc., making a wider range of people even more familiar with it.

Thus, other than knowing the importance of English, the uptake of it to Bahasa Indonesia, being rapidly exposed to it in social circles, media, as well as on the internet, more people become more prevalent with it and unconsciously adapt the common word into their sentence and/or utterance. Therefore, a wide range of people has become bilingual as they speak more than one language, which are Bahasa Indonesia as their first language and English as a foreign language.

Bilingualism comprises a scope of proficiencies and contexts. It ranges from a low proficiency to an advanced level of proficiency in two languages. An individual may be described as bilingual even if he/she has only the ability to communicate orally. Others may be proficient in reading in two languages, or a person may be bilingual by having rising in using two languages simultaneously, some may become bilingual by learning other languages after their first language. This is known as sequential bilingualism wherein being bilingual means different context to different individuals (Franson, 2011).

People who have the ability to speak in two or more languages demonstrate an enticing phenomenon known as code-switching and code-mixing. Code-switching is a phenomenon that switch between one language to another. Whilst code-mixing is a

phenomenon wherein a person mix words or phrases between two languages during the course of speech and writing. In line to this, code-switching is a phenomenon that occurs in bilingual societies where they are able to use two or more languages to communicate, and that bilinguals can code-switch at ease and use the language to find better ways to deliver meaning (Johansson, 2013). However, the focus of this study is code-mixing.

The phenomenon of code-mixing occurs in Indonesia on a large social scale. People mix or switch back and forth from Bahasa Indonesia to English and vice versa. They mix between the two languages in their daily conversation in unbounded topics. Many of Bahasa Indonesia and English words are mixed. For instance, informally speaking, it is very common for people to say *sorry banget* (I'm really sorry), *absurd banget 'kan?* (it's so absurd, isn't it?), *whatever-lah* (whatever – “lah” is a suffix in Bahasa Indonesia), *good-lah* (good then), *lagi on the way* (I'm on the way), *sudah di approve belum?* (has it been approved?), *saya tipe orang yang hard-working banget sih* (I'm a very hard-working person), *sudah didownload belum?* (has it been downloaded?), *to the point saja ya* (lets's straight to the point).

Other examples of mixing Bahasa Indonesia and English i.e. *kita cuma have fun kok di sini* (we're just having fun here), *saya ilfeel sama dia* (I have lost my feelings towards him – ilfeel is a combination word of “hilang feeling” literally means lose a feeling which indicates a person lose respect or feeling towards the other), *acaranya boring banget* (the event is so boring), *by the way, kapan kamu mau*

*ke Bandung?* (by the way, when will you go to Bandung?), and so forth. They may mix languages in an informal situation as it can be seen from the diction used in the examples above. It is most likely that individuals with higher English proficiency may use a more elaborate expression such as switching between sentences than words or phrases rather than only mix a few words. Those expressions above are the ones of the most commonly used by a large scale of people in Indonesia.

Both positive and negative attitudes have been attributed to code-mixing and code-switching. It has become a general view that some people worried of the negative impact that a foreign language may bring into the existed culture and language. Moreover, large scale of youth in Indonesia uses a mix language on daily basis, it is feared to misguided the purity of Bahasa Indonesia.

According to Koziol (2000), Yletyinen (2004), Gibbons (1983), Asmah, (1992), Grosjean (1982) the positive attitudes towards code-switching and/or code-mixing are that it is regarded as communicative strategy, as an effective tool for communication, and as a social prestige that a certain language brought. Whilst the negative attitudes towards code-mixing and code-switching are that it is regarded as language pollution and language deficiency or incompetence (as cited in Ariffin & Husin, 2011). This is in line with a study which was conducted by Ariffin and Husin (2011) on code-switching and code-mixing of English and Bahasa Malaysia in content-based classrooms in which using English is necessary as medium of

instruction. The result of the study shows that code-switching and code-mixing take place because of language incompetence.

However, on a different context a study was conducted by Hossain and Bar (2015) concerning code-mixing among Jahangirnagar university students where students extensively mix English and Bangla as their native language. The study shows that the students code-mix to draw attention of other people or to show that they have a certain prestige or pride.

The two studies proved both positive and negative attitudes towards code-switching and/or code-mixing. The study, which was conducted, by Ariffin and Husin (2011) proved the negative attitude towards code-switching and code-mixing as it is because of language incompetence that the two phenomenon occur. Meanwhile, the study which was conducted by Hossain and Bar (2015) proved a positive attitude towards code-mixing as it brings social prestige. Thus, it cannot be generalized that code-switching and code-mixing are attributed solely as positive or negative as it strongly depends on the context and background.

Code-mixing is a natural occurrence of bilingualism. It is likely that most people are not consciously aware when they code-mix. People mix in Bahasa Indonesia and English is not because all or most of them come from English-related major background. Because even people who do not speak English has been “contaminated” to utter a mix language. It has become sort of trend to socialize



especially among the youths. There must be reasons and/or factors of why people mix words so such phenomenon occurs.

In line to that Bista (2010) in his study about code-switching stated that alternation between languages in the form of code switching is a widely observed phenomenon in large social scale. Various bilingual speakers switch at different points in conversation or in writing. They mostly switch words in their daily conversation. Many educated people who are fluent in English often involved in the phenomenon by inserting English words, phrases or sentences into their conversation. Although participants may unconsciously perform code switching when they speak, there is always a reason that this event takes place. This is precisely the same case with code-mixing wherein people mix words in their daily conversation and that they are unaware of doing that. There must be factors and/or reasons behind such behaviour.

Thus, this research proposes to identify the factors of code-mixing, to identify participants' view on whether or not the mix of language have any towards impact Bahasa Indonesia and culture, and to identify the kind of situation where code-mixing mostly occurs. The study of code-mixing may have been conducted in previous studies by other researchers. However, the scope of study in Indonesia is still limited and the factors of why people code-mix in their conversation within the Indonesian context have not been raised to study.

Due to a time constraint this study is only focus to explore the factors that determine code-mixing only among the students of English Teaching Study Program at Christian University of Indonesia. This research is focus on code-mixing only in Bahasa Indonesia and English. To gain the participants' insight is crucial to have a holistic understanding of such behaviour as they are the ones who do and directly involved in the process.

### **B. The Problem of the Study**

In relation to the background of the research, the problem of the research is formulated as follow:

1. What are the factors that promote code-mixing?
2. What kind of situation do the students code-mix the most?
3. What are students' views regarding the impact on Bahasa Indonesia caused by code-mixing?

### **C. The Objective of the Study**

The objectives of the study are formulated as follows:

1. To investigate the factors of code-mixing
2. To identify the situation where code-mixing is occurs

3. To explore students' views on the impact of code-mixing towards Bahasa Indonesia.

#### **D. The Significances of the Study**

The findings of this study are hopefully useful to the followings:

1. Scholars or academics can use the findings to savvy the factors of code-mixing.
2. Readers can use the findings to help them understand why such phenomenon occurs.
3. Scholars or researchers can use the findings as a reference for further study.

#### **E. The Scope of the Study**

Due to a time and a budget constraint the participants of this study was focused and narrowed only to the students of English Teaching Study Program of Christian University of Indonesia. The reason why the researcher chooses the students of English is because they are students of English whom the first language is Bahasa Indonesia. There is a greater chance that they have mixed in Bahasa Indonesia and English. The researcher took all of the students of English in regular classes from 2015 – 2017 batches. In addition, the emphasis of this study is based on the problem

of the research, that is to explore the reason behind code-mix behaviour (factors of code-mixing), in which situation it mostly occurs, and the impact on Bahasa Indonesia.