CHAPTER I

INTRODUCTION

1.1   Background of the Study

Nowadays, people do not only speak in one language but also mix their language. People develop their knowledge and ability in second language. People can speak two or more languages in time. In a bilingual or multilingual society, it is normal for the people to be in a situation where choice between two or more codes have to be made. Although choosing a code is one of the routines, the skill in deciding which code should be chosen still needs developing. Monolinguals face different situation of code-choosing. They sometimes come to a state where they can choose to speak a variety of the language instead of the others (Jendra, 2010).

Indonesians are bilinguals who often mix their language in their daily communication. For example, Indonesian speaks Batak language as mother language. Bilingual and multilingual must be familiar with a code. A code is a symbol of nationalism that is used by people to speak or communicate in particular language – a dialect, a register, an accent or a style on different occasions and for different purposes. A code is divided into code mixing and code switching. Nababan (1993) says that code mixing occurs when people mix two languages between mother tongue and Indonesian to make the conversation runs well.

Code mixing is the change of one language to another within the same utterance or in the same oral/written text. It is a common phenomenon in societies which two or more languages are used. Studies of code-mixing enhance our

understanding of the nature, processes and constraints of language and of the relationship between language use and individual value, communicative strategies, language attitudes and functions within particular socio-cultural contexts.

According to Musyken (2000) there are three types of code mixing as follows: insertion, alternation, and congruent lexicalization. The number of using code mixing in Indonesia is increasing. People are easy to mix their languages depend on their needs and wants. Sometimes people use code mixing because they would like to show their background and to attract other people.

This phenomenon often happens among teachers when they are having conversation during break time in Junior high school 2 Kisaran. Most of teachers are Bataknese, particularly BatakToba. They always mix their language between Indonesian and Batak Toba language when doing the conversation. Beside, Batak Toba teachers not only mix their language in conversation with the same ethnic teachers but also with the teachers who have different ethnic. When they mix the language in conversation with the teachers from different ethnic, it often emerges misunderstanding. And the goal of conversation becomes failed because the teachers with different ethnic do not understand of Batak Toba language. And frequently this situation makes the teachers form different ethnics have less interest for having conversation with Batak Toba teachers.

These are the conversation of Batak Toba teachers with Javanese teacher. Batak Toba teachers were coded as BTT (Batak Toba teacher) while Javanese teachers were coded as JT (Javanese teacher). The conversation was recorded during break time as the preliminary data as follows:

JT : *Jadi apa masalahnya kak?*
(So, what's the problem sis?)

BTT : *Sampailah kami disana, rupanya disitu mertuaku. Marahlah bapak Johan sama mamaknya ini.Dibilangnya lah "kenapa mamak yang datang kerumah abang? Sewajarnya, **halakhi do naro, ndang ho maninggalhon jabumi, molo dang halakhi na mangalap ho,** bukan mamak datang sendiri.*
(We arrived there, actually my mother in law was there. Johan's father was angry at his mother. He said "why does mom come to brother's house? Deservedly, they should come to your house. Do not leave your house, instead they had to pick you. You (mother) don't need come alone.

JT : *Apa tadi kak? Gak ngerti aku.*
(What was sist? I don't understand).

BTT : *Ah udahlah nntilah lagi, udah bel.*
(I'll tell you later, the bell already rang)

Furthermore, the conversation below was recorded during second break time:

JT : *Pak, ini bagaimana SHU nya? Saya lihat ada di konsep lama, tapi tidak ada di konsep baru.*
(Sir, how about SHU? I see that it exists in old concept, but it doesn't exist in new concept)

BTT : *Iya, tidak perlu diketik.*
(Yes, it doesn't need to be typed)
*Udah hancur keuangan di koeprasi ini. Cemana lagi, ai dang adong pengurus na beres. **Ndang olo ho gabe** pengurusnya.*
(Our finance in cooperation has been failed. The committees are bad. You decline to be one of the committee, that's our pain)

JT : *Jangan pakai bahasa batak lah pak. Gak paham aku.*
(sir, don't speak batak language. it doesn't make sense for me.

BTT : *Lupa saya. Udah kebiasaan.* (I forget. Being habitual)

The previous data showed that Batak Toba teachers mixed their language in conversation. In the example above, the clause of "***halakhi donaro,ndang ho maninggalhon jabumi, molo ndang halakhi na mangalap ho***" is example of insertion. The example of word "**ndang olo ho gabe**" is example of insertion.

Here, Batak Toba teachers mixed the languages in their daily conversation because they assume that Javanese teachers understand what the speaker means.

The phenomenon above occurs in the school when they are having conversation in break time. Batak Toba teachers use code mixing in break time with the other teacher without considering the interlocutor. This situation often emerges misunderstanding and the interlocutor doesn't understand what the speaker means. Fortunately, it never becomes a conflict or even a debate among Batak Toba teachers with teachers who have different ethnic but the target of conversation becomes failed. The situation makes the researcher is interested to find out why Batak Toba teachers use code mixing when doing the conversation with the other teachers who have different ethnic.

Previous study by Sumarsih (2014) on the phenomenon of code switching and code mixing in Indonesia: Study in Sociolinguistics concluded that in the province of North Sumatera were code switching and code mixing in the three levels of language and the most numerous were the word level. Later in the second position was occupied by phrases levels. Then the least was at the level of the sentence.

The other study conducted by Alkhresheh (2015) on code switching and mixing of English and Arabic amongst Arab students at Aligarh Muslim University in India. The findings of the research showed that the students at AMU were mostly bilingual and they tend to code switch/mix towards English and Urdu in their speech, and the reasons of Arab students at AMU did code switch and mix to English refer to the lack of knowledge in English.

From the explanations about code mixing in particular context above, the researcher is interested in exploring code mixing in different context that is in break time. The problem of this research is different from the previous study. And based on the preliminary data and the different findings of previous studies above, the researcher is interested in conducting a research about code mixing of Batak Toba language in break time. This research aims to find out what types of code mixing realized by Batak Toba teachers when they are having conversation with teachers who have different ethnic in break time. Besides, the researcher also investigates how Batak Toba teachers mix their language and why they mix their language in conversation.

1.2   The Problems of the Study

Based on the background of the research, the problems of the research are formulated as the following:

1. What types of code mixing are realized by Batak Toba teachers toward teachers who have different ethnic in break time?

2. How are those types realized by them?

3. Why do Batak Toba teachers mix their language in break time the way they do?

1.3   The Objectives of the Study

In line with the problems of the study, the objectives of the research were:

1. To find out the types of code mixing realized by Batak Toba teachers in break time

2. To explain the process of those types realized by them

3. To describe the reasons of Batak Toba teachers mix their language in break time

1.4 The Scope of the Study

This study was limited on Batak Toba language uttered by Batak Toba teachers of Junior high school 2 Kisaran in break time, there were seven Batak Toba teachers. The theory of Musyken (2000) was used to analyze the types and the process of code mixing. The last, the researcher used the theory proposed by Hoffman (1991) for describing the reason of teachers mix their language.

1.5 The Significance of the Study

It is expected that findings of this study were useful and relevant theoretically and practically. Theoretically, the findings of this study were expected to be useful for the readers especially for the college students who want to study more about code mixing. Practically, the study could be used as a reference to enhance the college students' knowledge in mixing language. Specifically, the findings of this study could contribute in a new research to find more types of code mixing, the process and also the reasons of people mix the languages in conversation.