

AN ANALYSIS OF THE SIXTH SEMESTER STUDENTS' MIXING CODE BETWEEN AMERICAN ENGLISH AND BRITISH ENGLISH AT ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITAS PASIFIK MOROTAI

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Abstract

This research aimed to find out the mixing code between American English and British English as well as the language mixing code factors performed by English students of the third year at Universitas Pasifik Morotai. The method used to analyze the data in this study was the descriptive analysis method to clarify. This study showed that the English department of the third year Universitas Pasifik Morotai performed mixing code vocabulary between American English and British English. The mixing code of the sixth-semester students is the outer mixing code. Students mix both languages and from all results of the respondents, which is more dominant to the American accent, with total vocabularies of 50 and British English 45 vocabularies. . Some reasons put forward by the students when they produce code-mixing, firstly the students want to build motivation in learning English. Secondly, code-mixing in the teaching process makes their utterance clearer when explaining so the listener could understand faster. Code-mixing in the class expresses her/his emotion or feeling to the listener. The last reason is sometimes she/he finds a word that has no representation in another language.

Keywords: Error Analysis, Mixing Code, American Style, British Style

INTRODUCTION

Every people need language for communication in daily life. Without language, people cannot understand what other people want or mind. By using language, people can express ideas, experiences, desires, hopes, feeling to others. In this case, the function of language is the tool of communication. Sumantri (2008:230) defines that language is every kind of communication where opinion and feeling someone is signed to deliver meaning to other people. In society, people cannot communicate without language. Yet, language is the best communication tool (Chaer and Leonie Agustina, 2004:11).

English is one of the foreign languages that are more popular than any other languages in the world. It means that language is humans' tool to communicate with each other and express or say the idea and thinking. An Indonesian does not use English in daily life. Therefore, to consider the critical role of English. English is introduced into the curriculum, and it is a compulsory subject in kindergarten, elementary school, junior high school, senior high school, and university. Language change with time being; Likewise, English, as the international language composed of the two wide varieties, British and American English, may change in dialects or another component of language. When the change happens, it causes systematic differences of speech due to dialects or another language component and may change in dialects or another element of language. When the change happens, it causes systematic differences of language due to dialect differences, including pronunciation, vocabulary distinction, and syntactic rule differences. Systematic differences in language are why languages become different, including British and American.

Related to the phenomenon above, using English as a foreign language in Indonesia should not neglect its varieties, mainly British and American English, since English is composed of two national standards. According to Randolph Quirk and Sidney Green Baum (1985: 23) in Munjin (2008: 1), two national standards are overwhelmingly predominant in the number of typical usage and the degree to which these distinctions are institutionalized: American English and British English. Grammatical differences are few, and the most conspicuous are widely known. English is always used in education, especially at the university level that studies about English. In learning English, students should learn more languages. Students will have a mother language, second language, and foreign language. The phenomenon of people having more than one code /language is called bilingualism or multilingualism (Wardhaugh, 1986: 101). To show the difference between the terms bilingual or multilingualism, Spolsky (1998: 45) defined a bilingual as “a person who has some functional ability in the second language.” This issue may vary from a limited ability in one or more domains to a solid command of both languages. According to Bloomfield (in Rahardi, 2001: 13), bilingualism is a situation where a speaker can use two languages. A bilingual society results in code-mixing. At least, the phenomenon of bilingualism results in the occurrence of code mixing (Wardhaugh, 1986:101). Wardhaugh (1986: 103) mentioned that code-mixing occurs when conversant uses both languages together to extend that they change from one language to the other in the course of a single utterance. It is also happened in conversation among the sixth semester students of the English Education Study Program at Universitas Pasifik Morotai. The students always mix both American English and British English in vocabulary and pronunciation. This phenomenon is known when the researcher conducts a small observation.

Every people have different motives for using code-mixing. It can be a need for filling reason or prestige filling reason (Hockett, 1958: 404). Need filling motive is a motive when the speaker cannot find words with similar meaning in their language. Prestige filling reason is the motive which is used when the speaker appears their educational status. Based on the language element involves, code-mixing can be divided into (Suwito, 1996: 104): a) the insertion of words, b) the insertion of blending, c) the insertion of affixation, d) the insertion of hybrid, e) the insertion of word reduplication, f) the insertion of phrase, and g) the insertion of the clause. Base on the explanation above, the researcher wants to conduct the research entitled “**An analysis of the Sixth Semester Students’ Mixing Code between American English and British English at English Education Study Program of Universitas Pasifik Morotai**” because the researcher is interested in discussing the linguistic form code-mixing and the reasons for using code-mixing.

METHODOLOGY

This study's subject was the Sixth-semester students of the English Education Study Program at Universitas Pasifik Morotai academic year 2018. Setiyadi (2006: 38) said that subject is all individual who becomes a research target. The subject consisted of 4 students in a class, chosen purposively from 10 students. The researcher also used purposive sampling to take the sample. According to Sugiyono (2012: 300) purposive sampling is a technique to take the data used by many writers in a qualitative study to take a source of data or sample based on a judgment.

The study instruments were tools and facilities used by the researcher in collecting the data. The researcher used “a rubrick of interview” to collect data. The rubrics consisted of some topics of discussion. The researcher also used the worksheet to collect written data.

The data were collected from the sixth-semester students of the English education study program at Pasifik University. There were some steps for collecting data in this research. The researcher gave the students instructions to join the class and told them what they had to do. The researcher then facilitated worksheets, and the students were given 30 minutes to fulfill those worksheets. After that, The students were asked to explain the topic given by the researcher. Then the researcher determined whether the response used American English or British English. The researcher collected the students' results and then continued to analyze the data. In qualitative research, the researcher did data analysis while collecting the data in a certain period.

1. Data Reduction

After collecting the data, the researcher chose and identified the question categorized into mental states, emotional state, sense perception, and possession before the data were analyzed.

2. Data Display

Data Display was conducted in simple analysis form, draft, and some tables to arrange the information that can be understood.

3. Conclusion

The researcher should conclude using the content analysis technique from the result of the data collected and analyzed. Before data were analyzed, this research was collected and categorized in every item to make it easy to explore.

In analyzing the data, the researcher used a content analysis technique with a descriptive qualitative method. The content analysis technique started to groups the data based on categories or specific themes (Setiyadi, 2006).

FINDING AND DISCUSSION

In this chapter, the researcher presented findings to answer the research questions about two types of analysis the Students' Mixing Code between American English and British English, such as was used by English of learning in the class.

1. Type of code

a. Research of respondent one was taken on 19/08/2019 by giving four questions as outlined in this table.

Table 1. Two Types Mixing Code Presented by Respondent 1

No	Finding	Vocabulary	Code	
			British	American
1	One day i go to market and i by some clothes, like trousers, wallet, trainers, under shirt, and after that I also go to buy some food, like, corn, sweet, French fry, and biscuit.	Trousers	✓	
		Trainers	✓	
		Under shirt		✓
		Corn		✓
		Sweet	✓	

		French fry		✓
		biscuit	✓	
2	My favorite food are mostly, chocolate, chocolate cookie, and i like, French fry, also sweet corn, and potato chip	Cookie		✓
		French fry		✓
		Sweet corn	✓	
		Potato chip		✓
3	When i go to shop the first i always look some, turtle neck, after that i go to buy my vest, and panty hose.	Turtle neck		✓
		Vest		✓
		Panty		✓
4	In a city i know some place there are pavement, zebra crossing, apartment, gas station, post, cinema, private school, state school, shop, drugstore, and high building	pavement	✓	
		zebra crossing	✓	
		apartment		✓
		gas station		✓
		post	✓	
		cinema	✓	
		private school		✓
		state school	✓	
		shop	✓	
	drugstore		✓	

- b. Research of respondent two was taken on 19/08/2019 by giving four questions as outlined in this table.

Table 2 Two Types Mixing Code Presented by Respondent 2

No	Finding	Vocabulary	Code	
			British	American
1	Every morning i go to the market for by the fish, vegetable, and then, i buy the cake for breakfast, after that i come back to home.		-	-
2	Sometimes i want to eat KFC, popsicle, French fry, cupcake, and potato chip.	Popsicle		✓
		French fry		✓
		Cupcake		✓
		Potato chip		✓
3	When i go to store i buy trouser, under shirt, dressing gown, polo neck, clothespin, wallet, and sneakers.	trouser	✓	
		under shirt		✓
		dressing gown	✓	
		polo neck		✓
		clothespin	✓	
		wallet		✓
		sneakers		✓
4	In the city i know some place. Garden, mall, movie theater, fly over, parking lot, state school, cross walk, pavement, apartment, lift, gas station, office block, and high building.	Garden	✓	
		Mall		✓
		movie theater		✓
			✓	
			✓	

fly over		
parking lot	✓	✓
state school		
cross walk	✓	✓
pavement		
apartment	✓	✓
lift		
gas station		✓
office block		

c. Research of respondent three was taken on 19/08/2019 by giving four questions as outlined in this table.

Table 3 Two Types Mixing Code Presented by Respondent 3

No	Finding	Vocabulary	Code	
			British	American
1	usually i often buy vegetable, like cabbage and corn, tomato, Eggplant long bean, and master green.	Corn		✓
		Eggplant		✓
2	For me I always buy for daily clothes like, pants, t-shirt, shirt, jacket, wallet, trainers, and tights, sweeter, bathing suit, hat, shoes.	Pants		✓
		t-shirt	✓	
		shirt	✓	
		wallet	✓	
		trainers	✓	
		tights	✓	
		sweeter		✓

bathing suit

3	My favorite food is something like a sweet. Especially, chocolate, cupcake, sweet, ice lolly, cake, biscuit, french fry, ice cream, and sweet corn.	Cupcake		✓
		Sweet	✓	
		Ice Lolly	✓	
		biscuit	✓	
		French fry	✓	
		Sweet corn.		
4	So far I know about the city usually so many vehicle, and crowd, and also there are many high building and park. Public school, car park, post, movie theater, chemist store, main street, rail way, bar, restaurant, apartment, department store.	park	✓	
		Public school		✓
		car park	✓	
		post	✓	
		movie theater		✓
		chemist store	✓	
		main street		✓
		rail way	✓	✓
		bar		✓
		restaurant		✓
		apartment		
		department store		

d. Research of respondent four was taken on 19/08/2019 by giving four questions as outlined in this table.

Table 4 Two Types Mixing Code Presented by Respondent 4

No	Finding	Vocabulary	Code	
			British	American
1	Well i will answer the question as far as i know about the public city. yeah like a pub, post office, state office, public school, movie theater, market, or shop, drugstore, restaurant, and so many high building like flat, hospital, and port, and then about transportation tools is like taxi, busway, train, airplane, ferry ship, speedboat.	Pub	✓	
		Post office	✓	
		State office		
		Public school		
		Movie theater		✓
				✓
		Shop	✓	
		Drugstore		
		Flat	✓	✓
		Taxi		
2	Yes i like shopping but too often.	Shrimp		✓
		Corn		✓
		Sweetcorn	✓	
3	Yes i've shopping at the mall and via online shop. I usually buy Clothes that i need and I also pleased collect shoes and	Pants		✓
		Vest	✓	
		Polo neck	✓	

	Watches the latest exodus, but i often buy pants, vest, polo neck, belt, wallet, jacket, shirt, sweeter, hat, and accessories for men.	Wallet Sweeter Hat	✓ ✓
4	• Pants.	Pants	✓

a. Respondent 1

Student one’s answer showed that he/she preferred to use English British vocabularies compared to American style, it was found four British vocabularies were used and only three American English vocabulary were used. The second answer showed he/she used 1 English British vocabulary and 3 for American English vocabulary. The third answered identified that no one utilized English British vocabulary and 3 for American English vocabulary. The fourth answered classified 6 English British vocabularies and 4 for American English vocabulary were used by this student.

From the result of Mixing Code between American English and British English to respond one more inclined or more used by American English than British English, 13 words American English and 11 words from British English were used by this student.

b. Respondent 2

Based on the second respondent's case in the first question, it turns out that the students do not use vocabulary in British and American English. Response two seemed to suggest that more students used American English vocabulary than British English vocabulary. The third respondent indicated no one used English British vocabulary, and 4 American English vocabulary were found. Lastly, the fourth respondent used six English British and American vocabulary, conversely.

All in all, the respondent two looked optimistic about using English American vocabulary compare to the English British vocabulary.

c. Respondent 3

Student three’s answer showed that he/she preferred to use English British vocabularies compared to American style. The finding showed that the first question found only two American English vocabularies were used, whereas, in English British, no one used American vocabulary. The second answer showed he/she used five English British vocabularies and three for American English vocabulary. A similar result was found in the third answer. It showed that the students used only one American vocabulary, and the rest were pushed to use the British style. The fourth answered classified five English British vocabularies, and the students used seven words of American English vocabulary. From mixing code between American English and British English, respondent three prefer to use American English compared to British English. Fifteen words from British English and 13 words from American English.

d. Respondent 4

Student fourth’s answer showed that most students preferred to use American English compared to English British. The result of the first question obtained that the students used 5 English British and 4 American English.

The second answer proved that the students utilized 1 English British vocabulary and 2 American English vocabulary. The third answer declared that both American and British

style was balanced. At the same time, all students used three British and American vocabularies, conversely. The fourth answered showed students using 1 English British vocabulary.

Based on the mixing code between American English and British English used by the fourth respondent, most of the students are familiar with American English vocabulary rather than British English. It was found that the students in their conversation used ten words from American English and nine words from British English.

2. Reason for Using Code-mixing

Background of the Mixing Code by the Sixth Semester Students of multilingual, which means that having the skill to communicate using more than one language is American English and British English. Still, Mixing Code doesn't have a clear intent and purpose for use because code-mixing is usually unknowingly by the speaker or, in other words, (Reflex) speakers of the knowledge of foreign languages between American English and British English.

Based on the interviewing result, the research connected all of the answers with Hoffman's theory about using code-mixing.

- a. One of Hofmann's theories about using code-mixing is Quoting Somebody else, which means that when a speaker switches or mixes codes to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the word that the speaker is claiming the named person said. Based on the explanation of the theory and the result of interviewing, the researcher concludes that there is a similarity between Hoffman's Theory with the research reason. Hence, the researcher concludes that one of the students' motivations to use code-mixing is Quoting Somebody Else.
- b. Use code-mixing to expressing her emotion or feeling to someone by using English expressions. Sometimes when the students were in the teaching process and want to express their feelings to get the other attention, they always use some interjection in English. This reason is the same as Hoffman's theory about the motivations of code-mixing called Interjection. An interjection is words or expressions inserted into a sentence to convey surprise, intense emotion, or gain attention. An interjection is a short exclamation and has no grammatical value, but the speaker uses it in the conversation. So the researcher concludes that one of the students's reasons to use code-mixing is Interjection.
- c. The third reason the students to use code-mixing is to make the utterance clearer. Sometimes when their students misunderstand or do not understand what they say, they always do repetition to understand more. This reason is the same as Hoffman's theory, called repetition used for clarification. It means that when a speaker wants to clarify his/her speech, it can be understood better by the listener. She or he can sometimes use both of the languages (code) that she/he masters to say the same message. Based on the explanation above, the researcher concludes that one of the students' reasons to use code-mixing is Repetition Used for Clarification.

In this part, the researcher explained all the data that have been found in the types of code-mixing. The two kinds of code-mixing were between English British and American English. The researcher concludes that there is an influence of the code-mixing on the six-semester students of the Universitas Pasifik Morotai. Based on the research finding, it is found that the respondents who can differentiate the code-mixing were between English British and American English.

1. Type of Code-mixing

There are two types of mixing code (inner mixing code) and (outer mixing code). The analysis results of the kinds of researchers used by sixth-semester students are the external mixing code type, where Students are required to answer questions in foreign languages, namely in English-Speaking. However, the student mixes an American English accent and a British English accent.

2. The Most Dominant Code-mixing

Based on the research found by the analysis above, the result showed that sixth-semester students are more dominant using American accents than British accents, and the results found in comparison are not too significant. It can be said almost the same in mixing vocabulary between American English and British English.

Compared to the data result obtained from the Sutrismi, whereas researchers examined similar titles, namely, Indonesia English code-mixing in social media networking (Facebook) by Indonesian youngsters. Based on the data analysis, the researcher found 76 data of Indonesian English code-mixing in Facebook, which consists of 48 data or 63,16 % of the world (40 single data word and 8 data compound word). 1 datum or 1,32 % of blending, 7 data or 9,21 % of hybrid, 2 data or 2,63 % of word reduplication, 14 data or 18,42 % of phrase (9 data of noun phrase, 4 data of verb phrase, and one datum of preposition phrase) and 4 data or 5,26 % of a clause. Hybrid means a compound or derived word whose single element coming from a different language. For the example data: “good job Gendhing, dengar-dengar kalian bagus banget performnya...”. The word performnya is a hybrid because the word "perform" in English, and the word nya is an Indonesian prefix.

According to the research finding and discussion of the research, the writer derived some exciting data. Code mixing uses two languages or more by putting the linguistic elements without changing the meaning and the situation of the sentence. In this research, the correspondences, the Facebook users who are friends with the researcher employ code-mixing by inserting the linguistic elements of English into Indonesian in their statuses. The researcher found that the correspondences used code mixing when posting a status or chatting on their Facebook account. The researcher found seven code-mixing; word, blending, hybrid, word reduplication, phrase, and clause. There are 76 data of Indonesian English code-mixing in Facebook, consisting of 48 data of word (40 single data word and 8 data compound word). One datum of blending, 7 data of hybrid, 2 data of word reduplication, 14 data of phrase (9 data of noun phrase, 4 data of verb phrase, and one datum of preposition phrase), and four clauses. The researcher also found three reasons for using code mixing consists need filling motive, prestige filling motive, and the other reasons (a) to make familiar and straightforward, (b) to show personal habit, (c) to stress the message, (d) to practice English, (e) to show the trend, (f) to match with the situation, (g) to show their prestige and (h) to differentiate with others).

CONCLUSION

Based on the findings and discussions, the researcher concludes that the students used 45 British vocabularies and 50 American vocabulary. It means that English American Vocabularies are favorable rather than English British vocabulary. Some reasons put forward by the students when they produce code-mixing, firstly the students want to build motivation in learning English. Secondly, code-mixing in the teaching process makes their utterance clearer when explaining so the listener could understand faster. Code-mixing in the class expresses her/his emotion or feeling to the listener. The last reason is sometimes she/he finds a word that has no representation in another language.

Considering the conclusions above, the researcher gives some suggestions as follows:

1. For English students and teachers, it can enrich their knowledge and understanding about the different and similarity both English American and British style which are it helps them to used those language styles in spoken language. Also, the teachers can use code-mixing to make the students easy to understand the language.
2. The next researcher can put this similar research as a source or reference.

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