

Code Mixing as a Communication Strategy among Indonesian Japanese Students

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Abstract: The strategies used are systematic techniques that can be used to convey messages that are faced with difficulties when communicating because they do not have knowledge of L2 (Japanese). Indonesian Japanese students use mixed code as a strategy to communicate with Japanese Native Speakers (JNS). The use of mixed code in Indonesian Japanese Students in communicating with JNS is a syntactic category that is mixing in 69%-word form, 17% phrase and 14% clause. Matrix language that is used in mixed code is Japanese language that is inserted with English and Indonesian. Based on student's role with value (average) 3,97 using mixed code in question form because of lack in understanding Japanese language that is pronounced by JNS. Meanwhile, JNS use mixed code with value 3,52% in discussing. This is done to help Indonesian Japanese students fluent their communication.

1 INTRODUCTION

Communication is used to convey the message from speakers to the spoken partner by using the language, both verbal language and non-verbal language. The social function of language is as a communication tool. Language as a means of communication tool and interaction is studied internally and externally. Internally, language studies include phonological structures, morphological structures, and syntactic structures, whereas external studies are conducted on factors outside the language, such as language usage by speakers within the community. This study is called sociolinguistics. Fassold (1984), stated that sociolinguistics analyses language variations. In general, language variation consists of 2 types of formal language (standard) and non-formal (non-standard). Informal play is used in daily conversations and unofficial situations. In life, the ability of people in speaking different languages, there are people who are able to use only one language (monolingual) there are also people able to use two or more languages. The ability of more than any language is called bilingual

According to Fishman in Chaer and Agustina (2004: 84) bilingualism is the use of two or more languages by a speaker in association with others

alternately. To be able to use two or more languages of course someone must master both languages. First, the mother tongue or the first language (L1) and the second is another language that becomes the second language (L2). In bilingual speech, societies often arise linguistic problems as a result of language contact. L1 a bilingual speaker will affect its L2 or vice versa, L2 will affect its L1.

Each language has a different language system, and this difference will cause problems for learning. Mastering a meaningful language has the competence to communicate with the language it learns. Tarone (1988: 59) asserted in his study that only a few L2 learners could finally master L2 perfectly as native speakers of the foreign language. The majority of learners are at one point in the inter language between the L1 to L2 switching rates. Krashen in Corder (1975: 86) explains that learners can use their L1 to initiate speeches if they do not have enough knowledge needed for the targeted language. Indonesian Japanese Language Students (IJLS) establishes a separate system as a communication strategy and seeks to communicate in Japanese with Japanese native speakers (JNS). Bialystok (1990: 138), explains the communication strategy is the dynamic interaction of the language processing component to balance the degree of engagement with each other.

Due to the lack of knowledge and the limitations of Japanese's vocabularies, Indonesian Japanese students slipped many pieces of L1 or L2 to perpetuate their communication with Indonesian Japanese students use mixed code in their communications. Indonesian Japanese students borrow and insert L1 and L2 into Japanese language they use when communicating with the JNS.

Based on the problems above, this study further finds the forms of code mix used by Indonesian Japanese students when communicating with the JNS, so the subject matter for the research is as follows:

1. How does Indonesian Japanese Students used code-mixing when they communicated with JNS?
2. Why Indonesian Japanese students used code-mixing when they have communicated with the JNS?

2 LITERATURE REVIEW

Ridwan (2003), mentions in his research about mixed English code into Indonesian language on UMN students rely on mixed out code (code mixing outside) that UMN students use English code interculture in Indonesian communication to show their learning or position. While Maulidini (2007), mentions in his research as a communications customer service; The case of Nokia Care Center Milky Way Semarang, based on mixing inner code by inserting nonsense words, Indonesian phrases and clauses as their regional language. John Gumperz in Jendra (2010:79), states' mixing code, one-language snippets used when speakers basically use other languages.

Furthermore Fasold (1984) states that a person uses a single word or a phrase from a single language, he has mixed the code. While Thelander in Chaer (2004: 15) ordered to include the events of one clause and phrase which also and each clause and phrase that no longer support its own function, then it is mixed code. Suwito (1985:78) divides the code-mixed form as follows;

1. Tangible elements of the word
2. The elements of the phrase
3. Basics of tangible elements
4. Elements of tangible repetition of words
5. Elements of tangible expression or idiomatic elements
6. Elements of tangible clauses.

Nababan (1991: 31) mentions the factors that cause the use of mixed code is;

1. Informal situation
2. Habits
3. There is no proper expression in the language he is using
4. Speakers want to show off their positions.

Furthermore, Bialystok (1990: 138) explains the communication strategy is the dynamic interaction of language processing components to balance the level of involvement with each other. While Poulisse (1992: 192-193) says the compensation, strategy is the process of conceptual representation and linguistic knowledge adopted by the language user in creating alternatives during linguistic deficiencies, making it impossible to communicate the intended meaning.

3 RESEARCH METHODOLOGY

This study uses quantitative methods adapted by Brown, J.D and Rodgers, T.S (2002). This quantitative method is used to analyze the use of code mix as a communication strategy for Japanese Japanese students when communicating with the PABJ and providing descriptive statistics for quantitative analysis. Respondents of this research are students of Department of Japanese Literature Faculty of Cultural Science University of North Sumatra and Andalas Padang University in semester 6 and 8. Respondents are divided into 7 groups; one group consists of 6 students and 6 Japanese. 7 Japanese as native speakers of Japanese are Japanese language teachers and partners in high schools in Medan and Padang.

The Japanese language teacher partner is the Japan Foundation's assistance program for Japanese language development at the high school level. Respondents were asked to converse with PABJ on a predetermined topic. Conversations by students with PABJ were analyzed by applying the use of code mixing as a communication strategy by Gumperz (2010), Fasold (1984) Thelander (2004), Bialystok (1990) and Poulisse (1992).

4 FINDINGS

4.1 Mixed Code

The use of mixed code in Indonesian Japanese student communication with JNS is a syntactic category that is mixing in the form of words, phrases and clauses.

The matrix language used in the code mix is Japanese language which is inserted by Indonesian and English fragments.

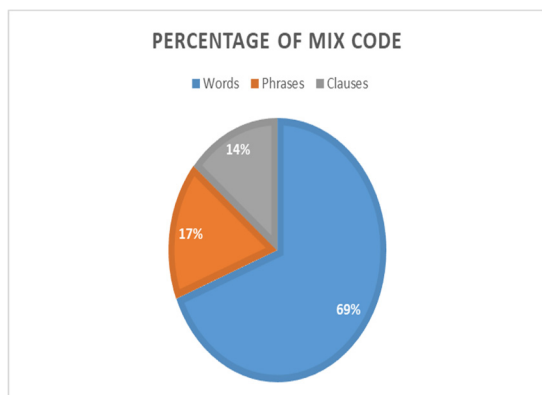


Figure 1. Percentage of Mixed Code

Above graph shows the percentages of mixed code which made Indonesian Japanese student when they have communicated with JNS by using Japanese language. Based on graph above, it reveals that the percentage of mix code in words has the highest percentage as much as 69%, whereas the mixing code in clauses is only 14%. The percentage of mixing code in phrases is known as much as 17% only. It shows that the percentage of errors in mix-codes is the most common mistake made by students. Students tend to mix-code when communicating in Japanese when they don't know a word in Japanese by exchanging it for English.

4.2 The Reason using Mixed Code

Indonesian Japanese students use mixed English and Indonesian language codes in their conversations as a strategy when communicating with the JNS. Students do not find the exact equivalent in Japanese language and Japanese language's lack of linguistic knowledge as L2 to communicate their ideas. JNS also uses English and Indonesian language fragments as a code mix as a communication strategy to help students communicate their communication. JNS uses mixed code in the form of words, phrases or clauses. JNS has been living in Medan and Padang for about 6 months, therefore they understand a little Indonesian, and use English flakes, because JNS know English is an International language, of course Indonesian Japanese students understand English.

Due to lack of Japanese linguistics causing Indonesian Japanese students made their own system rules which are code-mixing between Indonesian language and English as communication strategies.

Also, the students tend to build communication with JNL in English.

Table 1 The Reason of Using Mixed Code

	Mean	The Reason Using Mixed Code	Mixed Code
Japanese Native Speaker (JNS)	3,52	Listener's ability in asking something and discussing	English and Indonesian Language
Indonesian Japanese Students	3,97	Listener's ability in asking something and discussing	English and Indonesian Language

The examples of mixed code in the form of words are as follows:

1. Repetition Words (reduplication)
 - a. Hai, demo ne, **translate, translate** (Yes, but,..)
2. Conjunction
 - a. Hai, uu, taihen **and** muzukashii (Yes, uu, much...difficult)
3. Nouns
 - a. **Gaji? Gaji** wa ikkagetsu ikura? (Gaji? Gaji? part 1 month how much?)
 - b. **Gaji** wa, kyuryou wa kaisha ni yorun desu kedo, daitai 25-30 juta janai desu ga (Gaji, part salary – company – based on – but, 25-30 milion – not)
 - c. Arubaito de wakarimasu ka? arubaito wa **kerja paruh waktu** ? (Part time job part – understand? Part time job part -)
 - d. Maksudnya, kansai no ko wa **mandiri**? (It means, Kansai – children part-)
 - e. Nihon no gakusei mo **mandiri**, jibun de koudoushite imasu, jibun de ugokimasu. (Japan part – student also..., by itself move)
 - f. Tabemono, mango mo arimasu, mango toka, **furuutsu(fruits)wa buah tangan** ni shimasu. (Food, mango part have, mango is it, fruits part souvenir)
 - g. Nihon no kyoku mo kikimasu, nihon no **artist** mo suki desu. (Japan part ---listening, Japan part --like)

- h. Nihon no migi to hidari ni aru umi, migi wa **samudra pasifik**, hidari wa laut yang dekat Cina.
(Japan part right and left has sea, right part-. Left part ocean near China)
- i. Taiheiyō to nihon kai desu ka? **Asian Pasific** to ano.....
(Pacific ocean –part Japan sea?)
- j. Happi wa demo Tokushima no **orijinal** no iro toka, **motif** toka, yubi ga **haato** (heart) no katachi ni shimasu.
(Happi part but Tokushima part-original color, motif, finger part-heart part shape)
- k. Soshite **seafood** ga oishikute,demo zannen nagara sono umi kara tsunami ga kite shimaimashita. Kanashikute, dkara nihon ni kite kara tsunami no **memorial** e itte, soko de inotte shimasu.
(Then, seafood part delicious but, regret, sea from-tsunami part come. So sad, Japan part come since-part, tsunami part-go on. There praying)
- l. Bokujo wa ushi toka hitsuji toka takusan, ushi wo sodateru tokoro, soko de tabemono ga oishii kara, **fresh** desu. **Aisu** (ice) to **milk** toka oishii, **cheese** mo oishii.
(Peternakan part-cow, sheep many, cow raise place, at there food part-delicious because. Ice to milk delicious, also delicious)
- m. Soko de yuki de **monumen** wo tsukutta.
(There snow part monument part-using)
- n. Demo ne, **entertainment agency** ni hatarakitai.
(But, part have a job)
4. Mixed Code in Phrase form
- a. Adventure no eiga ga suki desu
(...part like)
- b. Hitori janai desu. Kalau.....**hitori kalau**, un **kalau hitori** sabishii.
(Not alone. If...if, ..if alone lonely)
- c. Daitai **25-30 juta** janai desu ga,
(Generallynot, but)
- d. Migu wa Samudra Pasifik hidari wa **laut yang dekat Cina**.
(Right part-...left part ocean near by China)
5. Mixed Code in Clause form
- a. Kyou wa tesuto janai, **riraku (rileks)** shite kudasai.

- (Today part-test not, relax please)
- b. Demo seikatsu hi ga sugoku takai node, **tidak jauh beda 3 juta rupiah** de ikkagetsu.
(But, living cost part so expensive,- -----one month?)
- c. Furuutsu (fruits) wa **buah tangan ni shimasu**.
(Fruits part souvenir)

5 CONCLUSIONS

To communicate fluently with JNS, Indonesian Japanese students use code mix as their communication strategy. This is done because Indonesian Japanese students are lack of Japanese linguistic knowledge as L2 and there is no exact match in the target language (Japanese). While JNS uses mixed code as a communication strategy helps the students to fluent their communication. The mixed form of code used by Indonesian Japanese Student and JNS students as their communication strategy based on syntactic categories is mixed code words form with a very high percentage of 69%, then the percentage of mixed code form of 17% phrase and mix code type of clause 14%. The words, phrases and clauses that are transferred into the matrix language are English and Indonesian reduplications, conjunctions, and nouns. In terms of roles, students obtain a mean of 3.97 code mixes occurring when communicating with Japanese Native Speaker, because the listener's or listener's ability is very weak in understanding Jaanese language as L2.

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