AN ANALYSIS OF ADULTS' CODE-MIXING IN DEVELOPING CHILDRENS' LANGUAGE OF AGE SEVEN YEARS OLD

A THESIS

Submitted to English Education Department of Syekh Nurjati
State Institute for Islamic Studies in Partial Fulfillment of the Requirements
for Islamic Scholar Degree in English Education (S. Pd.I)

Arranged by :

SRI YANTI
Reg. Number: 59430656

ENGLISH EDUCATION DEPARTMENT OF TARBIYAH
FACULTY OF SYEKH NURJATI STATE INSTITUTE
FOR ISLAMIC STUDIES
CIREBON
2013

ABSTRACT

SRI YANTI :"AN ANALYSIS OF ADULTS' CODE-MIXING IN DEVELOPING CHILDRENS' LANGUAGE OF AGE SEVEN YEARS OLD"

Now days we have entered to the globalization era where English Language really needed to face it. Everyone wants to mastery it and try to learn it. So, there are many some techniques to teach English vocabularies.

This thesis based on the children who have received code mixing from his sister. The researcher has done the research to the children age 7 years old who has received code mixing between Javanese and English Language about 2 years (children 1) and added another children in the same age who has received code mixing about 3 months to cross checked with him (children 2). The researcher has done the research to find out what is the form of code mixing used by adult, the responses and the influences of using code mixing to the children language development.

This study was used qualitative approach where the researcher collected the data from an observation. Then the researcher has interviewed some respondents to find out the data of the children. The respondents are mother from the children.

In this case, the research finding indicated that the form of code mixing used by adult is the insertion of word, the insertion of phrase, and the insertion of hybrid. The result also indicateded that the response of the children 1 is more be able to receive a new vocabulary than the children 2 who still felt sureprised to receive it. Another finding indicated that the children who has received code mixing longer, not only can understand the English word, but also he can say it although in a wrong spelling, whereas children 2 only can understand the word without can say it.

RATIFICATION

The thesis which is entitled in **"AN ANALYSIS OF ADULTS' CODE-MIXING IN DEVELOPING CHILDRENS' LANGUAGE OF AGE SEVEN YEARS OLD"**, written by **Sri Yanti** register number **59430656**, has been examined in the vive voice held by the Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies on August 16th, 2013. It has been recognized as one of the requirement for undergraduate degree of English Education.

	Date	Signature
Chairwoman of English Education Department **Dr. Hj. Huriyah Saleh, M.Pd** NIP. 19610112 198903 2 005	26 - 08 - 2013	
Secretary Of English Education Department **Sumadi, SS, M. Hum** NIP. 19701005 200003 1 002	23 - 08 - 2013	
Examiner I **Dr. Hj. Huriyah Saleh, M.Pd** NIP. 19610112 198903 2 005	19 - 08 - 2013	
Examiner II **Dr. Ilman Nafi'a, M.Ag** NIP. 19721220 199803 1 004	20 - 08 - 2013	
Supervisor I **Dr. Septi Gumiandari, M.Ag** NIP. 19730906 199803 2 002	21 - 08 - 2013	
Supervisor II **Tedi Rohadi, M.Pd, SE, Dipl.TEFL** NIP. 19680309 200801 1 007	22 - 08 - 2013	

Acknowledge By
The Dean of Tarbiyah Faculty,

Dr. Saefudin Zuhri, M.Ag
NIP. 19710302 199803 1 002

PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises and thanks be to Allah; the God of all creatures and universe. Many invocation and safety always be given to the prophet Muhammad SAW (Peace be Upon Him), his companions, his family and his followers up to the end of world. By the favor of Allah, the writer has be able to finish this thesis about "An Analysis of adults' Code Mixing in Developing Childrens' Language of age Seven Years Old", which is presented to the Faculty of Tarbiyah of English Education Department of The State Institute For Islamic Studies (IAIN) Syekh Nurjati Cirebon in partial fulfillment of the equipments for the Scholar Degree in English Education.

The writer is extremely grateful to:

1) Prof. Dr. H. Maksum, M.A, The Rector of IAIN Syekh Nurjati Cirebon.

2) Dr. Saefudin Zuhri, M.Ag, the Dean of Tarbiyah Faculty of IAIN Syekh Nurjati Cirebon.

3) Dr. Hj. Huriyah Saleh, M.Pd, Chairwoman of English Education Department of IAIN Syekh Nurjati Cirebon.

4) Dr. Septi Gumiandari, M.Ag, as first supervisor who has given their valuable guidance, motivation, suggestion, and help to the writer during the process of writing this thesis.

5) Tedi Rohadi, M.Pd, SE, Dipl.TEFL, as second supervisor who has given their valuable guidance, motivation, suggestion, and help to the writer during the process of writing this thesis.

i

6) All lectures who have willingly transferred their knowledge and science when the writer is studying at IAIN Syekh Nurjati Cirebon.

7) My Parents who always give me big support to finish this thesis.

8) All my friends who always support me every time.

9) All of my special participants who have helped me to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. So, every constructive critics coming from the readers to make perfect be gladly welcome.

Cirebon, July 2013

Writer

TABLE OF CONTENT

iv

CHAPTER I

INTRODUCTION

A. **Background of the Problem**

As I know that language is really important in our life. Everyone interact each other through language. According to Alwasilah (1993:82) language is a system of arbitrary vocal symbols which permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Language can't be separated with human's life. They use it to interact or to communicate with people in the world based on their language. Benjamin (1987:228) state that many psychologists agree that communication is the principle function of language, and that the need to communicate is probably the reason that spoken language developed.

English as the international language is really important to be mastered. Especially in this day which called as Globalization Era where in everywhere should use English as the tool of interact each other.

Most people all of the world, particularly when they had an International meeting use English as the language to interact. Geofray Broughton (1978:1) stated that :

"Of the 4000 to 5000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China. On the other had the 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population."

It means that English not only the language of American or England but also the language of every people all of the world. And the number of people who speak English is increase time to time.

But many people cannot speak English, it can be because of background of family, education, and environment. When someone has a family who practice English in their home, it will be a high chance to mastery English. Supported by education, it makes someone to have a wide knowledge, and also supported by from the kind of environment he live.

The mastery of speaking English actually supported by mastery of English vocabulary. Peoplewill speak English well when they mastery English vocabulary. Because when we speak it always connected with vocabulary.

Almost all of the cases actually have been researched by people. When we do a research, we have to look at or get the point of the previous studies from the research in the same area with ours. The writer also do the same thing, look at the previous studies to be a comparison.

The result of Hara Agnes Bernadettes' research (2006) stated that English, the language used by children in school, can be the stronger when the two language of his parent (Chichewa and Chitimbuka) have used.

The result of Kenneth Zuerchers' research (2009) stated that this analysis do not contradict recent theoretical and descriptive work on code-switching/mixing (Muysken 2000, Myers-Scotton 2002) but confirm their propositions with a new language pair. They also opened the door to further research into language behavior in the former Soviet space by providing a data oriented description of language behavior and linguistic identity construction in Azerbaijan. While governmental language policy and planning firmly support the development and use of Azerbaijani, Russian use persists in some sectors of society.

In the result of Abbas Ali Zarei and Samira Tagipour Arasteh research (2011) indicated that :

"there were no significant differences among the effects of code-mixing, thematic clustering, and contextualization on L_2 vocabulary recognition. But significant differences were observed among the effects of code-mixing, thematic clustering and contextualization on L_2 vocabulary

production. The participants of the thematic clustering group performed better than the participants of the code-mixing group on the production test. But there was no significant difference between the code-mixing and contextualization groups. In addition, the participants of the thematic clustering group performed better than the participants of the contextualization group on the production test."

According to Olcay Serts' (2007) research, in the light of the research and the collected data, code-mixing has been found to be an efficient technique in teaching vocabulary when integrated with four language skills.

From the Kenneth Zuercher research, the writer have conclude that the Azerbaijani-Russian do not contradict with the theory and the describing of code-mixing. But the writer thinks that it'll be more efficient to do it with the theory of code-mixing.

Abbas Ali Zarei and Samira Tagipour Arasteh state that thematic clustering group is performed better than participants in code-mixing group on the production test. But he don't know that code-mixing can improve the vocabulary skill well.

Olcay sert in his research states that code-mixing is efficient in teaching vocabulary when integrated with four skills. And Mehmet celik states that code-mixing is an efficient technique to teach vocabulary. The writer agree with them, but there is an addition that code-mixing also can improve people's self confident when he speak because of his mastery vocabulary from code-mixing.

5

The independent and dependent variables in this research are adult's code-mixing and vocabulary skill. Because the adult's code-mixing is a technique use to interact with children, and this research want to know the children development through this technique.

The researcher decides that this research is a qualitative research. And it will use observation participant to collect data.

Some people think that there is no advantages when children learn a foreign language if it doesn't used with their parent or with their friends. Penfield in Djamarah (2008:67) stated that it is true that the children will forget the vocabularies of the foreign language, but after they grow up to be teenager or adolescent and they learn the foreign language anymore or they visit a country with the foreign language. So, the learning about the foreign language that they ever learnt and still saving in their brain will help them to mastery it quickly.

Code-mixing is an efficient technique in vocabulary building, because people will know about other language through talking by that language combine with his native language, and it is easy to understand quickly.

RA Hudson (2001:53) stated that there are other cases, however, where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. It is supported by Nathalie Mazraani (1997:9) who stated that code-mixing can occur without any change in topic or function involved.

Jeanine Treffers-Daller (1993:243) stated that traditional theoritical approaches of code-mixing and borrowing define code-mixing as the interaction between the grammars and the lexicons of two languages, and borrowing as the interaction of the grammar and the lexicon of the language A with only the lexicon of the language B.

Jean Stiwell Peccei (2006:40) in his book :

> "Bilingual development may differ from monolingual development in superficial ways, but that fundamentally they are the same. In particular, bilingual children {...} develop differentiated language systems from the beginning; and they are able to use their developing language systems differentially in culturally sensitive ways."

(Ganessee, 1993: 77)

Agnes research of code-mixing is to know the free morpheme mastery of Chichewa, Chitumbuka, and English Language of children using those language. But the writer research is about vocabulary mastery of using code-mixing to children.

The focus of the research is what are the form of code-mixing and the influence of code-mixing that used by adult when talking with children. The research is about "AN ANALYSIS OF ADULTS' CODE-MIXING IN DEVELOPING CHILDRENS' LANGUAGE OF AGE SEVEN YEARS OLD".

B. Identification of the Problem

The identification of the problem is required to give the clarification about the study which will be investigated. Then, the researcher arranges the identification of the problem above. Those are :

1. The Field of The Research

   The field of research study is sociolinguistics.

2. The Kinds of The Problem

   This study entitled "AN ANALYSIS OF ADULTS' CODE-MIXING IN DEVELOPING CHILDRENS' LANGUAGE OF AGE SEVEN YEARS OLD" focuses on the forms and influence of code-mixing used by adult in language mastery of children age 7th, the field of the study is sociolinguistics.

   From the title of the thesis and background of problem in which have explained, the researcher finds out several problems like the diffuculties of the children to learn another language, the diffuculties of children to speak another language, and the incomprehension of the adult to speak another language to the children.

3. The Main Problem

   The main problem will be investigated and analyzed in this research is the using of code mixing between Indramayu Language and English Language.

C. The Limitation of the Problem

Based on the main problem above, the writer research focuses on the forms of code-mixing used by adult to the children age seven years old,   the influence of code-mixing used by adult to the chidren age 7 years oldin their English Language development, and the response of children age 7 years old to the code-mixing used by adult. The limitation of the problem is to analyze adults' code mixing in children developing language and understanding of the adults' code mixing of age 7years old.

D. The Questions of the Research

Based on the background of the problem that have described. Therefore the questions of the problem are as follow :

1. What are the forms of code-mixing used by adult?

2. How is the response of children age 7years to the code-mixing used by adult?

3. How is the influence of code-mixing used by adult to the children age 7years in their English Language development?

E. The Aims of the Research

In accordance with those real problems above, the aims of this research in this thesis as follows:

1. To know the form of code-mixing used by adult.

2. To know the response of children age 7years old to the code-mixing used by adult.

3. To know the influence of code-mixing used by adult to the children age 7 years old in their English Language mastery.

F. The Uses of the Research

The writer hopes that this research can be useful to the readers theoretically and practically.

a. Theoretically, it hoped can be used as a reference about how code-mixing is.

b. Practically, it is hoped can make conversation of someone in two language to be better and can know the way to face it.

Bibliography

BPSDMK, PMP. 2012. *Karakteristik Perkembangan Bahasa Anak.* Jakarta

Djamarah, Drs. Syaiful Bahri. 2008. *Psikologi belajar (edisi kedua).* Jakarta: Rineka Cipta.

Hara, Agnes Barnedette. 2006.*Code-mixing in simultaneous language acquisition.*Kwazulu : University of Kwazulu-Natal.

Hudson, R.A. 2001. *Sociolinguistics* (2nd ed.). United Kingdom : Cambridge University Press.

Mazraani, Nathalie. 1997. *Aspects of Language Variation in Arabic PoliticalSpeech-making.* Great Britain : TJ Press International

Mubin dan Ani Cahyadi. 2006. *Psikologi Perkembangan.* Jakarta: Quantum Teaching

Peccei, Jean Stilwell. 2006. *Child language* (1st pub.). New York : Routledge.

Ravid, Dorit Diskin. 1995. *Language Change in Child and Adult Hebrew.*New York : Oxford University Press.

Saputro, Ari. 2013. *The Analysis Of Indonesian-English Codes Mixing Used In "Marmut Merah Jambu" Novel.* Salatiga : STAIN Press

Sert, Olcay. 2007. *A Qualitative Study on The Use of Code Mixing in TeachingVocabulary Through Integrated Skill.* Ankara : Hacettepe University Press.

Treffers-Daller, Jeanine. 1993. *Topics in Sociolinguistics 9.* Berlyn : Gerike GmbH.

Ulya, Rohmatul. 2011. *Code mixing and code switching used by the english teachers in english lesson of ma yasmu manyar gresik.* Gresik : Universitas Muhammadiyah Gresik.

Wardaugh, Ronald. 1986. *An Introduction to Linguistics. New York: Basil Blackwell*

Zarrei, Abbas Ali, and Arasteh, Samira Tagipour. 2011. *The effects of code-mixing, thematic clustering, and contextualization on L$_2$ vocabulary recognition and production.* Iran : Academic Journals.

Wikipedia
(http://en.wikipedia.org/wiki/Adult)