# Code Mixing in Parent's Bilingualism for Developing English Children Literacy

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| ARTICLE INFORMATION | ABSTRACT |
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| | This case study aims at analyzing the bilingualism Indonesian-English code mixing in parents' day-to-day talk toward children's literacy development in learning English. The areas of analysis in this bilingualism study include code-mixing categories: intra-sentential, intra-lexical, and changing dictions. Further, those areas give impacts to the children's literacy development. The findings indicate that the parent is a bilingual who used Indonesian and English equally well. She is accustomed to do conversation by mixing two different languages to her children. In the conversation, the children are able to imitate and remember the words and phrases produced by parent. Further, this study also finds that the ways children attempt to master language are noticeable that they were expected to be able to mix two languages appropriately in their activities. Briefly, the children and their parent do bilingualism to support their literacy development in learning English. |

The competence of communication development in more than one language renders a person the chance to show his/her thoughts as well as feelings that determine his/her character. This communication development directs them to adjust the common commitment in various situations of communication. Therefore, bilingual code-mixing phenomena have intrigued learners having investigating what may stimulate such circumstance (Cárdenas-Claros & Isharyanti, 2009).

As known, bilingualism means the capability of using more than one language. Titone (1972) in (Marzona, 2017) stated that bilingualism means individual's capacity to communicate in another language in compliance with the concepts and structures of that second language instead of paraphrasing the first language. Further, he found that bilingualism is a command if someone speaks more than one language in the same circumstance excellently because his or her parents speak those languages in day-to-day communication. Moreover, Spolsky (1998) in (Ekalaya, 2015) described bilingual as an individual with functional abilities in other language.

Meanwhile, Yusrusyana (1984) in (Marzona, 2017) argued that a bilingual community speaker may have native speaker's capability of mastery in the second language. It means that the language ability can be achieved by a speaker influenced by people around them, because people engaged in a conversation actually speak their acquired languages, and most of the society commonly often use more than one language (Wulandari, 2016). It is quite usual for people to master other languages, turning them into bilingual. Those mean that people may speak based on where they came from and their environment.

Therefore, bilingualism arises from various factors in the society, such as a learning process. To acquire a second language, people should differentiate simultaneous from successive language acquisition. In a bilingual setting, bilingual speakers are used to modify their language diversities as per necessity and circumstances (Mulyajati, 2018). It can be concluded that acquired languages can affect how a speaker communicate while leading people to make code mixing.

Code-mixing is a phenomenon that occurs because a speaker has some language skills. The language skills are used to mix the two different languages where it can be seen from how it is used to communicate. According to Nababan (1993:43) in (Rangga et al., 2017), code-mixing occurs in informal communication. It means that code-mixing often occurs when a speaker adds an expression from different language into an informal talk due to relaxed and natural atmosphere.

Meanwhile, according to Wardhaugh (1992:57) in (Rangga et al., 2017), code mixing takes place when conversant use both languages alternately in such a way one language to another in one breath. Further, code mixing frequently takes place in one sentence, in which one element is uttered in one language and the remainder in other language.

Moreover, Jendra (1988) in (Sumarsih- et al., 2014) stated the background the occurrences of code-mixing can be divide into two, there are attitudinal type of background speakers' attitude, and linguistic type which relates to the limitations of language background. He also said that being able to mix this code, it might be word inclusion, phrase inclusion, clause inclusion, phrase or idiom inclusion, and a combined native and foreign inclusions. From the explanation above, it is clear that code-mixing means mixing more than one language with one is more dominant into which other language is included.

Further, Hoffman (1991) in (Luke, 2015) divides code-mixing into three: Intra-sentential, intra-lexical, and involving a change of pronunciation. First, intra-sentential code mixing, which consists of English words or phrases existing in Indonesian sentences composed of nouns, verbs, adjective, or phrases. Second, intra-lexical code mixing, in which a speaker merges English words with Indonesian grammatical forms. Third, involving a change of pronunciation, taking place at phonological level, such as when a English word is modified into Indonesian phonological structure. Thus, this study is going to apply those categorizes of code-mixing in analyzing the utterances found in parental involvement in child's literacy development.

Parental involvement has obviously brought positive effects in child's literacy development and it is currently commonly admitted and approved by policy makers and educators (Barbour, 1999, in Huang, 2013). It means that the role of parents are aimed at finding how to enhance child's language capabilities and desire to master English in their early childhoods.

Parents play a role in child's initial language acquisition and development (Opitz et al., 2011, in (Ahmad, N.A, Hassan, S.A., Ahmad, A.R., Chua, L.N., and Othman, 2017). Parental involvement in literacy development begins at home with the parents providing a learning motivation, appropriate learning experiences, support, and a positive attitude. Further, this involvement of parents is related to their position on stimulating the child's literacy development especially to introduce vocabularies. It is well established that parental involvement is correlated with literacy development in learning English (Rich, 1987, in (Bunujevac & Durisic, 2017).

Therefore, this research is centered on the bilingualism Indonesian-English code-mixing used by parent in daily conversation toward children's literacy development in learning English, by employing Hoffman's code-mixing categories: intra-sentential, intra-lexical, and involving a change of pronunciation. Therefore, the research's objectives were drawn up as follows: (1) how is bilingualism Indonesian-English code-mixing used by parent in daily conversation toward children's literacy development? (2) how is the impact of a bilingual parent toward the children's literacy development in learning English?

## METHOD

This research is a case study where the researchers closely examine the data within a specific context. Further, this study applies qualitative approach to describe the findings. In this research, data were obtained through triangulation data which consist of daily conversation transcription and parent's interview. The recording of conversation did by a mom with her two children, and the object of this research is the parent's utterances. The transcription of conversation has been collected and investigated comprehensively in response to the research problems. Besides, I also used parent's interview and theories document to reveal the use bilingualism Indonesian –English code mixing used by parent in daily conversation toward children's literacy development.

The analysis of the data started with transcribing the recording of conversation. After that, the transcript was classified into the classification of bilingualism on three categories of code-mixing included intra-sentential code mixing (ISM), intra lexical-code mixing (ILM), and involving a change of pronunciation (ICP). Moreover, to support the study, I applied relevance theories and did interview with the parent. It was aimed to know the process of children's English acquisition.

## RESULTS AND DISCUSSION

This presented and discussed the results of all data and the interpretation of data analysis on the bilingualism Indonesian-English of code-mixing occurred in parental involvement on children's literacy development in learning English

### Interview

I did interview to the Mom which consisted of fourteen open ended questions. Based on the result of interview, it could be known that she is a bilingual who masters two languages of *Bahasa Indonesia* and English equally well. She is now an English lecturer who has two children: a six-year old girl and a three-year old boy. She started as bilingual parent when her first child was born. She also started to explore English since her kids were babies. She taught her children two languages by making them listen to English program from the very beginning (nursery rhymes, songs, baby program), after that they read English and Indonesian story books. They watched English program in baby program that introduced color, numbers, shapes, fruits, etc. She also talked to them in English (randomly), not in full sentences, but only the vocabulary. But sometimes she talked to them using the simple expression like *"what are you* doing*", "are you happy", "what is this"*. When they were 1-2 years, she frequently communicated using English in daily basis. She considered her children are bilingual since they can speak, when they are 1.5-2 years old. So, she did bilingual to her kids, because frankly speaking, she cannot maintain speaking English with her kids as the environment is not supporting. Well, for adding information, she lives with her parents (because her husband works out of town), so her parents had asked her to live with them. They are Javanese native, by the way. She told that it is hard for her to still make English as means of communication with her kids. In addition, the nanny is full Javanese. So, right now she finds an interesting fact that her kids are able to switch language between English, Indonesian, and Javanese at the same time. They speak English with her,

Javanese with the nanny, and Indonesian with their aunties. Sometimes, her children get confused when they hear two languages spoken around them at the beginning but she always tells them that they supposed to speak in what language. She frequently found her kids say "*Aku mau eat chocolate*" or "*Adek gak mau beli yang circle, adek maunya yang square aja*".

Besides, she added her opinion that the most important of acquiring language effectively is by creating the atmosphere. For example, if she wants her children are able to speak English, talk to them in English and create English atmosphere in her home and enroll them to international school, then it is easier for them to speak or communicate in English. Just simple as that. But she thinks it is not as simple as it looks like because, it is impossible for us to create English atmosphere at home, because we have big family that support this program. Until today, there are several people (family and friends) who disagree with her vision, because they think that Javanese language is the best to be mastered by kids. This is not the problem for her, but it is a challenge. The most frequently challenge in bilingual is the environment. No matter how well she makes her children speak in English, but if her environment is not supporting, it will be just in vain. She shared her experiences to many parents that they should be wary of children's mixing language. Because it can be a kind of habit in the future, and she thinks it's not good. To support her vision, she sent her first daughter to bilingual school that can develop her daughter to explore her daughter's English mastery and literacy. Furthermore, bilingualism really affects her children's literacy because it will make her children's reference varies. Not only Indonesian book, but they also can enrich their vocabulary. Code mixing that she as parent use can develop her children literacy especially their vocabularies. Finally, she does not give any target at their age now (3 years old son and 6 years old daughter) to read a book a day. But she tries to be consistent reading a story before bedtime in order to build such habit for them to love reading in order to motivate her children literacy.

In short, the result indicated that she expected to have children with languages ability of Indonesian and English. Therefore, she was accustomed to mix Indonesian and English during the daily communication with her children. She liked to introduce her children the name of things around them, and some action terms in English. She also did video and voice recording to know the children' literacy development. By doing the code mixing, she got the result that the children could be able to imitate her words correctly.

This result is congruent with (Conboy & Mills, 2006) that particularly, bilingual children show more complete brain activation pattern with dominant than with non-dominant language. The other research which also related to this result is from (Graf Estes & Hay, 2015) that bilingual toddlers exhibit a prolonged period of flexibility in their interpretation of potential words. It meant that the children will develop their literacy by doing bilingual continuously. Furthermore, she was likely to mix two languages in her communication to the children regularly.

## Bilingualism

In term of bilingualism, this study analyzed utterances produced by a bilingual (a mom) in her conversation with her children. She used two languages of Indonesian and English equally well, so she had some functional ability in the second language. Thus, she did mixing one code (language) to another to as the purpose to introduce or even teach English to her children as her involvement in their literacy in learning language. Further, she used the code-mixing categories: intra-sentential, intra-lexical, and involving a change of pronunciation.

**Table 1. Code Mixing Categoreis Data**

| No | Types of Code Mixing | Quantity | Percentage |
|----|---------------------|----------|------------|
| 1 | Intra-Sentential Code Mixing | 26 | 77% |
| 2 | Intra-Lexical Code Mixing | 5 | 15% |
| 3 | Involving a Change of Pronunciation | 3 | 8% |
| | **Total** | 34 | 100% |

Table 1 presented that most types found in bilingualism Indonesian-English code mixing produced with parent's involvement in a conversation toward children' literacy development was intra sentential. It occurred 26 times and it got 77%. Meanwhile, the type of intra lexical occurred 5 times and it got 15%. The last, in type of change of pronunciation was produced 3 times and it got 8%. Those findings meant the parent was a bilingual who used two languages of Indonesian and English in her involvement to stimulate the children's literacy development.

## Intra-Sentential Code Mixing

In this category, the parent produced intra sentential in her utterances during the conversation with her children. The following was several examples of intra sentential produced by parent.
   a. *Adek, mau **mango** nggak nih?*
   b. *Yang **orange** sayang.*
   c. *Coba latihan **speaking** Kak.*
   d. *Yang **red.***

Looking at those utterances, the parent did code mixing of Indonesian-English. In the utterance *a*, the parent gave a question to her children. Parent held a mango on her hand and she used the English fruit name to introduce its English. In utterance *b*, parent got a mistaken did by her children on choosing a colour, so she tried to test the children's memorizing on their remembering ability of colours. Further, in utterance *c*, parent wanted to see the speaking practice of her children, and she used English term of speaking. It was meant that she expected that the children would like to speak in English. Lastly, in the utterance *d*, parent asked the children to have something on red colour. Here, parent was likely to know the children ability to do an instruction by request correctly.

### Intra-Lexical Code Mixing

Here, the parent produced intra-lexical during the conversation on her involvement of children' literacy in learning. Below are some examples of intra-lexical of code-mixing produced by parent was showed below.
  a.  *Ada berapa **monkey-nya**?*
  b.  ***HP** Bunda **di-charge** dulu.*
  c.  *Bunda nggak **meng-underestimate** Kakak.*

The utterances above showed that the parent mixed English dictions with Indonesian words in Indonesian grammar. In utterance *a*, the speaker added an enclitic ***nya*** after the English word of ***monkey***. Based on Darwin in (Abdullah, 2011) the following criteria show that -***nya*** is not suffix but an enclitic (1) ***nya*** may replace third person pronoun when it serves as a complement, (2) ***nya*** may replace pronoun when serves as an object, and (3) ***nya*** may replace pronoun when it serves as possession. Finally, it could be seen that the utterance *a* belonged to the function as object.

Meanwhile, in utterance *b*, it consisted of free and bound Indonesian morphemes, in which prefix ***di*** is a bound morpheme and verb ***charge*** is a free morpheme. There, ***di-charge*** was meant ***dicas*** where the prefix of ***di*** was passive voice form. Further, the word of ***meng-underestimate*** was of code mixing made by mixing Indonesian prefix ***meng-*** with English word ***underestimate***. It was meant that saying ***meng*** was a habit that the parent usually used in her expression in using Indonesian grammatical form.

### Involving a Change of Pronunciation

The last, the parent also changed her pronunciation during her conversation in children's literacy. The example was as follows.
  a.  *Hi (hai), udah mandi?*
  b.  *Ok deh Adek.*
  c.  *Halo (hello) Kakak, lagi apa?*

Those utterances of code mixing occurred phonologically, like one the parent said in English, and structurally modified to Indonesian phonology. In utterances of hi, ok, and hello were changed into Indonesian pronunciation style. Actually, those words were adapted from the English words. Those changes may occur consciously or unconsciously because the main reason was that the parent wanted to engage in the conversation naturally and spontaneously.

### Children's Literacy Development

The parent engaged children in language acquisition with gradual guidance for each conversation that helped her to work with the children. Referring to the ages of the children, firstly she liked to mention a thing in English term. Other instructions given by parent were an asking to do something such as taking a thing, choosing some colors, and pointing different things. Those instructions supported to the literacy development in learning English language.

Further, the participation of parent discovered that children would be able to have language skill, cognition, and collective atmosphere because they were not only learning language but also a culture to have a good communication. Here, children could have various conversational and reasoning courses of action. In addition, this study discovered that the children's language acquisition processes were obvious that they were expected to be able to switch or mix two languages appropriately in their activities. This result is in line with (Bialystok, 2007) that bilingualism positively strengthens children's cognitive and linguistic development, adding to their language acquisition when the two writing systems correlate with each other and the development of universal exclusive proceeding for all bilingual children to settle various non-verbal problems needs consideration and supervision. These exclusive control abilities are at the center of perceptive thought. Besides, this finding also has same result with (Bialystok, 2007) that bilingualism is apparently an aspect in children's language development, but its outcome is not straightforward or specific.

In addition, in literacy development, parent expected to build the language skills of vocabulary and grammatical development. Moreover, the bilingual children's vocabularies and grammatical competence given by parent looked identical to the how monolingual children learn dictions. Therefore, in this learning process, children imitated the parent's utterances where they occasionally combined words or phrases of the two languages in their communication with sibling and parent.

**CONCLUSION**

The research investigated the bilingualism Indonesian-English code mixing occurred with parental involvement of children' literacy development in learning English. Here, it was found that the parent was a bilingual who mastered and used two languages equally well. The parent did code-mixing of Indonesian and English in the daily conversation. It was aimed at building the language skills of English of vocabulary and even simple grammatical pattern. In the process of her involvement, she mostly mixed and inserted English terms to give any instructions to children. She expected that the children could be able to imitate and remember the given words or phrases. Thus, this activity was as the first stage to help children knowing and understanding English as one of the international language. Briefly, the children and their parent do bilingualism to support their literacy development in learning English.

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