

ALTERNATION PROCESS IN THE 2ND GRADE ELEMENTARY OF PRIBADI BILINGUAL SCHOOL: A SOCIOLINGUISTIC STUDY

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Abstrak

Tujuan dari penelitian ini adalah pertama, mengklasifikasikan dan menjelaskan jenis proses *alternation* seperti pada kata frase, klausa, dan kalimat. Kedua, menjelaskan tujuan dari proses tersebut. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Data diambil dari sebuah pengamatan di kelas 2 sekolah dasar Pribadi Bilingual School. Untuk menganalisis data digunakan teori utama yaitu dari Muysken (2004) dan teori pendukung dari Wardhaugh (2010) dan Holmes (2008). Teori lainnya adalah dari Hoff and Shatz (2007). Hasil penelitian menunjukkan bahwa pada percakapan antara para siswa dan guru terjadi proses penyisipan baik dalam bentuk frase, klausa, kalimat dari bahasa kedua (bahasa Inggris) ke dalam bahasa pertama (bahasa Indonesia). Tujuan penyisipan tersebut adalah *grammatical properties* dan *functional properties*. *Grammatical properties* dapat ditemukan saat siswa belajar untuk menggunakan bahasa Inggris, akan tetapi, dalam penggunaannya tidak sesuai dengan tata bahasa Inggris. Sedangkan, *functional properties*, bentuknya adalah *gap filling*. *Gap filling* dapat terjadi saat siswa tidak menguasai bahasa kedua sehingga mereka menyisipkannya ke dalam bahasa pertama.

Kata Kunci: *Alternation, Grammatical Properties, Functional Properties.*

Introduction

In the social community, we usually get interaction with other people with different cultures and languages. Even in bilingual or multilingual society, people can use more than one language to interact each other. Therefore, it makes a possibility that people can use an appropriate language when they get a contact everywhere. Then, a speaker can speak different things depends on context, situation, interlocutor, etc. In order people can understand each other with different languages, they choose a code. The neutral term code can be used to refer to any kind of system that two or more people employ for communication. In bilingual or multilingual society, people may mix their languages to get the interaction. Therefore, the writer wants to do the research about the processes of code mixing. Code mixing is one of phenomenon that usually occurs in multilingual and bilingual society. We can find people who speak different languages or mix to interact with others. In this research, the writer concerns to analyze code mixing using Muysken's theory (2004).

Muysken said that three distinct processes of code mixing; insertion, alternation and congruent lexicalization but in this research, the writer will explain alternation process. Then, the alternation process will analyze with other aspects. The other aspect is linguistic units such as phrase, clause and sentence. The last, the writer looks for the goals of the process based on Hoff and Shatz's theories (2007). They find the research on child bilingual code mixing has been pursued with two primary goals in mind to identify its grammatical, and its functional properties in order to determine if it is arranged or a sign of confusion. The writer accomplishes the research in one of schools which is located in Bandung. The school is Pribadi Bilingual School for the second grade Elementary. Moreover, Muysken's theory (2004) become the main part to explain the data. The alternation process is one of code mixing processes based on Muysken's theory (2004). It will be explained specifically.

Theoretical Background

Sociolinguistics

When people get interaction with other people, they can interact with different languages or same languages in the society. The relation both languages and the use of language by speakers in society, we can get more knowledge about it in Sociolinguistics. Sociolinguistics is a part of study which can be researched in fieldwork.

Wardhough (2010: 118) says that *Sociolinguistics is the study of language use within or among groups of speakers*. Fuster and Sanches (2008: 258) give explanation that *Sociolinguistics is that area of linguistics which deals with the scientific study of the relationship between language and society*. In fact, sociolinguistics practices a different way of doing linguistics that is very much involved with the methodology and or subject matter of social sciences. It specifically focuses on how human being actually uses language in social interaction in their everyday activities in real life situations and studies exclusively languages in their social context by means of empirical research.

According to Halliday (2003:50), the definition of sociolinguistics as *"The study of the relations between linguistic structure and social structure can be allowed to stand, provided that "structure" is taken in its broadest sense to include the underlying semantic patterns of language on the one hand and systems of cultural behaviour and of knowledge on the other*. Therefore, sociolinguistics is one of wide branch linguistics and there is correlation both language and social life in society.

Language Contact and Bilingualism

Language Contact

Language contact can be occurred to speakers in bilingual and multilingual society. They can change their languages depend on the situations. The capability of speaker to use more than one language in conversation can be happened in language contact. Thomason (2001:1) notes that *“In the simplest definition, language contact is the use of more than one language in the same place at the same time.”* Furthermore, Thomason (2001:3) also tells that:

“Language contact most often involves face-to-face interactions among groups of speakers, at least some of whom speak more than one language in a particular geographical locality.”

According to the explanation, language contact is one of main factors which may cause speakers using more than one language and the speakers in contact situations; they often interact directly in the same place.

Bilingualism

Bilingualism is one of language events which effected by language contact. In many parts of communities, people speak several languages in their living such as one or more at home, school, market, organization, etc. *“The ability to speak two languages is called bilingualism (Merriam Webster Dictionary). Muysken and Appel (2005:3) in their books Language contact and Bilingualism tell that “The term bilingual and bilingualism also apply to situations where more than two languages are involved.”*

Adams’ quotation (2004:3) points out that *“The practice of alternately using two languages will be called bilingualism and the persons involved, bilingual.”* Based on those notices, the using of two languages in practicing daily conversation is bilingualism and the person who uses two languages is bilingual. People who are bilingual do not have the same skills to speak either first language (L1) or second language (L2). Consequently, they usually choose the suitable language so that interlocutors will understand what other interlocutors mean.

Code

When two or more people communicate with each other in speech, we can call the system they use a code. We should also note that two speakers who are bilingual, that is, who have accessed to two codes, and who for one reason or another shift back and forth between

the two languages as they converse by code switching are actually using a code, one which draws on those two languages. The system itself is something that each speaker 'knows', but two very important issues for linguists are just what that knowledge comprises and how we may best characterize it.

The Distinct Processes of Code Mixing

There are several distinct processes of code mixing. Muysken explains that there are three processes of code mixing (2000: 3-10). There are insertion, alternation and congruent lexicalization but in this research will describe alternation processes.

Much of the confusion in the field appears to arise from the fact that several distinct processes are at work:

(1) Insertion of material (lexical items or entire constituents) from one language into a structure from the other language. The example is *Voor acht personen, dek orang cuma nganga dong makan* (Dutch-Moluccan Malay). This is the insertion process of code mixing which is categorized Dutch prepositional phrase insertion. The other examples based on the data: I am *lemes* mister. This is the example of word insertion in Indonesia.

(2) Alternation between structures from languages. For instance:

Andale pues *and do come again*

That's all right then, and *come again* (Spanish/English)

In that example, there is an alternation process from Spanish to English.

In his book, Muysken (2000:4) claims that those different models or approaches in fact correspond to different phenomena: there is alternation between languages, insertion into a matrix or base language.

Alternation

According to Muysken (2004), the process of alternation is particularly frequent in stable bilingual communities with a tradition of language separation but occurs in many other communities as well. It is a frequent and structurally intrusive type code mixing.

Approaches departing from alternation (associated with Poplack 1980) view the constraints on mixing in terms of the compatibility or equivalence of the language involved at the switch point. In this perspective, code mixing is akin to switching of codes between turns

or utterances. Muysken (2000:3) said that *This is the reason I avoid using the term code switching for the general process of mixing*. The term code switching is less neutral in two ways; as a term it already suggests something like alternation (as opposed to insertion), and it separates code mixing too strongly from phenomena of borrowing and interference.

Muysken (2000:5) said that *“Alternation is just a special case of code switching as it takes place between utterances in a turn or between turns.”* Based on the statement, in alternation process is a small partial of code switching. There is an example:

Andale pues *and do come again*

That’s all right then, and *come again* (Spanish/English)

Based on that example, alternation process can be occurred from one language to other languages by turn arising.

Muysken (2004:4) said that *the distinction I make here between alternation and insertion corresponds to Auer’s distinction between code switching and transfer* (1995:126). Some authors have used the term ‘switching’ for language interaction between clauses and mixing for intra clausal phenomena. The distinction parallels between alternation and insertion but does not coincide with it, since in alternation often takes place within the clause as well.

The Goals of Code Mixing

Hoff and Shatz (2007:331-337) describe about the goals of code mixing. Research on child bilingual code mixing has been pursued with two primary goals in mind to identify 1) its grammatical 2) its functional properties in order to determine if it is rule governed or a sign of confusion.

Grammatical Properties

When two languages are used in the some utterances, grammatical incompatibilities between the languages could arise; these in turn could result in patterns of language use that are awkward or illicit (Hoff and Shatz: 331). Indeed, the commonly held perception of code mixing is that it is an ungrammatical form of language use.

Although this is not an appropriate characterization of adult code mixing questions remain about child bilingual code mixing. In order to code mixing in ways that respect the grammars of the participating languages the child has to acquire language specific grammars and must also be able to coordinate them during production.

Functional Properties

Hoff and Shatz (2007: 336) say that there are some factors which influence functional properties are gap filling and context sensitivity. Gap filling is a common explanation of child bilingual code mixing is that it serves to fill gaps in the developing child's lexicons and grammars. On this view, code mixing reflects the developing bilingual child's use of all linguistic resources to express him or herself when mastery of each language is incomplete.

There is considerable evidence that bilingual children's code mixing is sensitive to contextual variables including those related to interlocutor, topic, and the purpose of the interaction (Hoff and Shatz: 337). Evidence that child bilingual code mixing is sensitive to interlocutor variables is well documented. Most researchers report that bilingual children tend to use their languages appropriately with different interlocutors.

Result and Discussion

The data are taken from observing in Pribadi Bilingual School at the second grade elementary school. Data which are collected include alternation process.

Alternation Process of Code Mixing

Alternation as word

Data 1

In science class.

Teacher: Now, Let's discuss about the air. What is air?

Student A: In bahasa, it is *air*.

Teacher: No, *air*. Listen! *Air* in english is water.

Other student: Aeroplane.

Teacher: It is different. Not water!

Student A: Mr, air, we can call it in bahasa *laut*, Mr Iman?

Teacher: No! Let's see. (The teacher gave an example to them: He sniffed the air).

Student B: *Udara*.

Teacher: Yes.

Student A: *ohhh*, oxygen.

Teacher: Oxygen?*Iya*.

Analysis:

The teacher started to teach the air and the characteristic of air. In the beginning, the teacher tried to test their students about the word. He asked to his students: what is air?. When he asked it to his students, some students thought that air is *air* in Indonesia. Then, the teacher corrected it and gave some explanation and examples to them. Finally, the student could find the answer that air is *udara* in Indonesian. There is alternation process that can be analyzed in the data. The alternation process can be found in the sentence “Student: In bahasa, it is *air*. Teacher: No, *air*. Listen! *Air* in english is water. These sentences show that there is Indonesian word as noun in English conversation. The alternation process can be occurred from one language to other language by turn arising. Therefore, the word “*air*” can be classified into word alternation.

Based on the data, the word alternation of *air* has a goal of code mixing for bilingual child. The goal can be categorized to functional properties: gap filling. A bilingual child usually mixes Indonesian as first language into English as second language if he/she does not have enough a good vocabulary. The limitation of English vocabulary made the student changing the language. So, It can be occurred gap filling. It means that the mastery of language is incomplete using English in the conversation. On the other hand, when the teacher said “No, *air*. Listen! *Air* in english is water,” it means that not the teacher did not master about the word but he wanted to make the student understood so he mixed the language. In this case, the goal of this process can be called context sensitivity. Indeed, it can be categorized into context sensitivity because the teacher was sensitive to the student’s question as an interlocutor based on the context and he tried to explain it using Indonesian.

Data 2

The teacher explained in science subject.

Teacher: Some things do not mix with water. They float on water example cooking oil. What else?

Student A: Oil.

Student B: *Bensin*.

Teacher: Ok, the last one, some things do not mix water. They sink in water.

Student: s rock, sand.

Teacher: What else? If you put something and It will sink. Do you know float?

Student C: Yes, Float is *mengambang*.

Teacher: and sink?

Student D: It's *tenggelam*.

Student E: Oh, float and sink is *mengambang and tenggelam*.

Teacher: Yes.

Analysis:

Based on the data, there is a changing of language from English into Indonesian in the conversation between the student and the teacher. It can be called the alternation process. The alternation process can be seen in the sentence "Teacher: What else? If you put something and It will sink. Do you know float?, student C: Yes, Float is *mengambang*, Teacher: and sink?, Student D: It's *Tenggelam*, Student E: Oh, float and sink is *mengambang and tenggelam*, Teacher: Yes. Therefore, the words of alternation in the sentence are *mengambang dan tenggelam*.

According to the data, the goal can be found which is functional properties: context sensitivity. Evidence that child bilingual code mixing is sensitive to interlocutor depends on topic or context. So, when the teacher gave the examples to the students, some students knew what sink and float are in Indonesian. They changed the first language to the second language because they answered their teacher's question. In this case, they master about those words depend on the context and the interlocutor. Indeed, there can be found another goal of the process. It is grammatical properties. When the bilingual child learns the second language, he/she does not really concern about grammatical in English. The important thing that he/she can speak and try

using the second language in English. So, there can be found another goal of code mixing, it is grammatical properties. The specific of grammatical properties is ungrammatical sentence. The ungrammatical sentence can be showed in the sentence. When the student said It can be found in the sentence “Float and sink is *mengambang and tenggelam*, it can be concluded that it is incorrect in English grammar. It should be *float and sink are mengambang and tenggelam*. Therefore, it can be happened in bilingual child when he/she learns to the second language (English) because the first language still gives the influence to developing’s language of the bilingual child.

Alternation as Clause

Data 3

One of the students came late to the class and the teacher asked to him.

Teacher: Where are you?

Student A: *Barusan dari dokter*, mister.

Teacher: Alright, I think that you didn’t come.

Ya udah ga apa-apa, Have a seat!

Analysis:

The teacher was explaining about a matery, one of the students came late to the class. The teacher asked to the student why she came late to the school. Then, She said that before going to school, she went to a doctor. Because the student spoke in bahasa, the other student interrupted her. After that, the teacher said to the student to sit down. In the sentences, “Student A: *Barusan dari dokter*, mister and Teacher: Alright, I think that you didn’t come. *Ya udah ga apa-apa*, Have a seat!”, *Barusan dari dokter* and *Ya udah ga apa-apa* are clauses alternation. There is a changing of language from English into Indonesian. According to Muysken (2000:5) that *alternation is just special case of code switching as it takes place between utterances in a turn or between turns*. Therefore, the Indonesian clauses of *Barusan dari dokter* and *Ya udah ga apa-apa* are the clauses alternation which can be occurred between utterances in a turn both the student and the teacher.

When the teacher said *Ya udah ga apa-apa*, Have a seat!, it means that not the teacher did not know about the clauses in English but he wanted to make the student understood so he

mixed the language. In this case, the goal of this process can be called context sensitivity. Indeed, it can be categorized into context sensitivity because the teacher was sensitive to the student's statement as an interlocutor based on the context. Moreover, Gap filling, one of the phenomenon in functional properties, which is a common explanation of child bilingual code mixing is that it serves to fill gaps in the developing child's lexicons. Based on the data, when the student said to the teacher "*Barusan dari dokter, mister*, the student had to change the language from the second language (English) into Indonesian. The student did not master the sentence so he changed into Indonesian. Therefore, the goal of the process is gap filling.

Alternation as Sentence

Data 4

One of students came to his teacher to ask how long the break time in fasting day.

Student A: *Sekarang berapa lama istirahatnya?*

Teacher: Take a break?

Student A: Yes.

Teacher: In English please, fifteen minutes. (The teacher tried to remind the student using English).

Student B: *Asyik, istirahat lima belas menit!*

Analysis:

After finishing the science class, the students could take a break. Before they could go out the class, the teacher made the students tidy up their tables and put the books in bag. A student asked to his teacher about how long the break time was in the fasting month. Then, the teacher said It was fifteen minutes. In the data, there is an alternation process in the sentence "Student A: *Sekarang berapa lama istirahatnya?* and Student B: *Asyik, istirahat lima belas menit!*. These are Indonesian sentences and they can be classified into the alternation process. Based on Muysken's theory that *alternation is just special case of code switching as it takes place between utterances in a turn or between turns*. Therefore, *sekarang berapa lama istirahatnya?* and *asyik, istirahat lima belas menit!* are the sentences alternation which can be occurred in the conversation.

When a bilingual child learned the second language (English), he found a trouble about the vocabulary. So, there is a goal of code mixing when the process is occurred. The goal of code mixing in bilingual child is functional properties: gap filling. Gap filling showed that the student wanted to explore his language and practised it although he did not master all vocabularies in a sentence.

Conclusion

From the discussion above, it is found that when the student and the teacher are interacting, they have ever mixed two languages from English into Indonesia. The reasons are first, the students inserted word, clause and sentence, when they didn't know it. Second, when the teacher changed to the first language to make the students more understand when the teacher explained it.

The alternation processes can be found in data. There are word alternation, clause alternation, and sentence alternation. Moreover, the goal why there are alternation processes in the conversation, it can be classified into grammatical properties and functional properties. Grammatical properties, it is for the student who tried to speak or use English as second language but it is ungrammatical (incorrect). Then, functional properties, it is gap filling; it means that when they tried to master and speak the second language, they found a word, a clause or a sentence which they didn't know in English so they mixed them in the conversation into Indonesia.

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