**Hybridization amongst Indonesian Society**
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**Introduction**

The worldwide spread of English is followed by the rise of numbers of prominent linguistic issues such as code mixing or hybridization. In many places, people use English words (or phrases) together with the local or regional languages almost in daily basis. This phenomenon occurs not only in what Kahru (2005, p.13) calls "outer circle" like Malaysia but also occurred in "expanding circle" such as Indonesia. Celik (2003, p.365) notes that "Code-mixing is a widespread phenomenon in bilingual communities where speakers use their native tongue (L1) and their second language (L2) in certain different domain" Up to now nevertheless, people in Indonesia are unavoidably using code switching/mixing almost in all fields: academic, daily conversation, political speech and so on. Whether or not it impacts English teaching learning in Indonesia is an interesting issue to look at. This paper aims to discuss how the language mixing (hybridization) operate in Indonesian society, follow by briefly describe Speaking 1 class as a specific English teaching/learning context in Indonesia and finally discuss the specific impact of the language mixing (hybridization) also point out how the problems related to this are addressed by the teacher and or students in this particular class.

**Hybridization**

At this moment, English has become an entrancement for the Indonesian new generation because of the huge advantages that it has offered and promoted by various ways. Sneddon (2003, p. 174) writes that the its influence to Indonesian is contributed by

the position of English as the global language, study by many of elite in English-speaking countries, chance to travel overseas, the availability of English-language publication and the occurrence of borrowing from English in many other languages. The attractiveness of English has then driven the insertion of some English word, phrases even sentences in the speech or writing. Interestingly, the spontaneous use of English insertion is not always because of the disappearance of the equivalent meaning in Indonesian.

Crystal (2003, p.55) notes that there are varying levels of hybridization, starting from the operation of "single lexical borrowing within sentence to several borrowing, and from the addition of a single borrowed syntactic construction (such as tag question), to a reworking of an entire sentence structure." Hinrichs (2006, p.19) has seen it as a combination "between features of written and spoken language." In relation to this, Sneddon (2003, p. 178) writes that in the early 21 century, the absorption of English terms by Indonesian was rapid. This may give great impact on the language use by Indonesian nowadays. He adds that the borrowing from English is numerous especially in "register associated with modern, cosmopolitan topics, such as fashion, film, science and technology." Some of those words are *selebrity* (celebrity), *fantasi* (fantasy), *konglomerat* (conglomerate), *birokrasi* (bureaucracy), *kru* (crew), *download* and some other. According to Haeney (2002, p.42), the meaning of some English words that is used in Indonesian may be different from its original meaning. The word "okay" which is written oke in Indonesian may mean "superior" or "great", for example in the jargon of a national television: RCTI *oke*. Another example is the word bullshit in phrase "bullshit *banget*" is similar with lie.

Crystal (2003, p.55) notes that the different level of language mixing are noticeable, i.e. "at on extreme, a sentence might be used which is indistinguishable from Standard English. At the other extreme a sentence might use so many words and constructions from a contact language that becomes unintelligible to be those outside particular community." The multilingual setting contributes a lot to the complexity of language mixing that involves English. Often, the Indonesian people mix up Indonesian with English and some other local languages such as Sundanese, Javanese or Balinese, even, other foreign languages like France and German. The following is the example of how hybrids made by a university student work in a written form:

*Nenk dah libur ceu*!but i cant back to our *luvly hum! ntar minggu kdu ke subang bwt ngajar nak sd geto...* just pray *okeh!*

(Literal: Neng has holiday  sist! But I can't back to our lovely home! Next Sunday have to Subang to teach children elementary school though …just pray okay!)

(Translation: Neng is in holidays, Sister! but I cannot back to our lovely home! Next week I have to go to Subang to teach the elementary school students though… Just pray (for me), okay!)

The feature above contains Sundanese (Neng, ceu, kdu---originally kudu), English (I cant back to our luvly hum, just pray, okeh--- originally okay), Indonesian (ngajar nak sd geto).Actually the words *luvly* and *hum* may also get influence from German as the writer also learn German. The standard Indonesian version of borrowed okay is oke, while *okeh* is typical Sundanese Indonesian dialect.

**Speaking 1 Class**

**Physical factors**

Each year usually there are about four classes of Speaking class 1 in English Education Department, Faculty of Languages and Arts, State University of Jogjakarta. For the purpose of this assignment only one class which is class A that will be described. This class is usually dominated by students who have excellent learning result during their high school studies. They get special offer from the department to study in this department, so they do not need to pass the UMPTN (a special national testing system to enter any of Indonesian state universities). This group regularly consists of fifteen to twenty pupils. The class size is approximately 25-30 meter square, completed by furniture and learning equipments such as movable chairs, white boards, lamps, teacher table, OHP. The class is also completed by electricity and fans. The teacher and the students set the chairs in various ways, sometimes in rows, circular, U-shape or in group position.

**Social factors**

The majority of the students are female of 17-19 year old. Since Javanese is the dominant ethnic in the class, most of the students speak Javanese as their first language while the rest speak other languages like Sundanese and Indonesian-Malay. These students in general belong to the middle socio economic class. Their parents are various and mostly teachers, civil servants, farmers, labourers, businessman or businesswomen. Some of them come from the remote areas (villages). In Indonesian society, the status of lecture is relatively high. The students show a high respect to their lecturers whether inside or outside of the class and they will always keep their manner and be well behave in front of them. Sometimes it impacts badly to the teaching/to the learning process as the

students often do not have enough bravery to ask questions or to debate their lecture. The fear of losing face is also one of the common problems in the speaking class. Instead of making a trial in some tasks, the students choose to stay silent as they want to keep their "image" as the bright student who do not making mistake in the classroom. Realizing this, the then makes some anticipation by telling continuously to the students that making mistake during the learning period is normal.

**Educational factors**

The students who study in this department are prepared to be the English teachers, therefore there are trained not just to communicate in an informal situation, like in daily conversation, but the most importantly to communicate in a formal situation such as seminar, conference or teaching in a classroom. The focus of Speaking 1 subject, however, is to supply the students with the basic skills of simple English communication. After finishing Speaking 1 class, the students are expected to be able to communicate in English correctly and fluently, also have basic knowledge of English manner and communication strategy. During the teaching/learning period, they learn and practice basic English for communication purposes such as how to do self introduction, make or refuse a request/ invitation, express an idea, deliver a simple speech or presentation. The position of the lecturer is mostly as learning facilitator. At the beginning of the class the lecturer designs the material and explains it to the students. The assessment criteria are based on the students' attendance, and performance in the tests, including assignments.

**Hybrids in the Speaking 1 class**

Most students in the Speaking 1 class are used to practice language/code mixing that involves English and Indonesia in daily conversation among them. Celik (2003, p. 361) describes that the combination is usually "involves a word (or phrase) from one language in the syntax of another." Those who come from cities usually use more than those who are from remote areas. This hybridization does not have any particular pattern. The example of common hybridization used by students is as follows:

| The mixture | Meaning | note |
|---|---|---|
| Kelasnya *boring* | The class is boring | Indonesian Standard: Kelasnya membosankan |
| tengkyu *banget* | Thank you so much | Tengkyu= thank you; banget = so much, Indonesian standard : *terimakasih banyak* |
| Sorri-*in gue* plis | Forgive me please | Sori=sorry; gue= I; Plis=please Indonesian Standard : Tolong maafkan saya |
| *Ayo kawan kita* come on | Let's go mate! | Ayo kita = let us; kawan= mate Indonesian standard : *Ayo kita pergi* |

The features containing Indonesian plus English snippets are quickly become the trend especially among the youth. They find that using it is trendy, fun and useful as it may enlarge their vocabularies. Some of the English features have been borrowed rapidly by Indonesian and insert massively in Indonesian utterances, therefore the students of speaking 1 may get some benefit also drawbacks from it.

Hybrids used outside and inside of class may be a kind of English exposure which is useful for learning purposes. Celik (2003, p.368) concludes that "careful and judicious use of code-mixing can lead to appropriate successful teaching and learning of new vocabulary in speaking class." Students may quickly recognize some English words used by the lecturer or their friends as they often hear these. For example when the lecturer says the word bureaucracy they may relate it to the term *birokrasi*. Some of them may not know how to write this word correctly but they may grasp the meaning. It is true that

sometimes the pronunciation of the English word in Indonesian-English hybrids is weird or inaccurate. For example, they say /setupid/ or /stupit/ rather than /stju:pid/,  /tugedER/ rather that /tugedə/, and so on. But, since building up the ability to fluently transfer message orally to the listener is the main concern of Speaking 1, so the accuracy of the pronunciation in this case is not that important. No matter how the pronunciation is, when the message transaction work well in an oral communication which is conducted by the students, it can be said that the objectives of the Speaking 1 subject has been attained.

The lecturer of Speaking 1 always supports the student to use English only during the class and avoid using mixing language. The first reason for this is to create particular habit. The students are expected to use Standard English since the first semester as part of their learning habit. Standard English in this case refers to English British and American. The second is because after graduated the students are expected to be qualified English teachers. Teacher, in Indonesian culture, is the one that should be a good example or model for the students and also society. So, they must be able to speak Standard English. However, avoiding hybrids inside the class is a bit difficult as the students also the lecture sometimes really need to do. In order to make the learning process run well,  the use of small amount of Indonesian is permitted in certain situation for example if the students really do not know the meaning of some English words or do not know how to express something properly in English. But at first, they are advised to ask friends or lecturer using describing technique, for example: "What is the English word for the stuff that we use to clean our beard?"  The other way is they are allowed to open Indonesian-English dictionary or books at class.

**Hybrids use: is it a treat to national identity?**

Critics from some scholars and government to the students that most of Indonesian young generation are weak in using formal standard Indonesian properly as well as the formal standard of English is so strong. In this case, the use of hybrids is blamed as the attitude that contributes to this weakness. Is it true that the use of Hybrids is a challenge to the purity of Indonesian as said by some scholars?

Referring to McConvell & Florey, (2005, P. 1) who states that "In the process of language interaction, various kinds of mixing and switching between local and ethic language and various variety of the major language are found, including emergent innovation in the speech bilinguals,' it can be concluded that then hybrids is an unavoidable phenomenon in Indonesia. The status of English which is a foreign language has also put this language into a high status. Students who can use it are appreciated and associated as smart and educated. Many students in speaking 1 class struggle to get that competency and the lecturer should help them gaining it as part of their responsibility. They students are supported to do lots of practice inside and outside of the Speaking class, and using language mixing is part of learning process. So In term of English teaching and learning the use of language mixing is worth and so it cannot be said destroying Indonesian Standard. Things that should be underline here is learning process. Probably, what the students should realize is that the final goal of why they study in English Education Department is being a good English teacher, the one that should be able to give good example to their students in the future.

**Conclusion**

In the Speaking 1 class students often use language mixing to help them keep the fluency of the Speech. The lecturer allows them to do this strategy for the teaching learning purpose. That the use of language mixing may destroy the purity of national language, Indonesia, or other local languages may be the belief of some Indonesian people and therefore they may do some effort to avoid Indonesian people use this. The messiness created by the practice of code mixing, code switching, hybrids or whatever the term is, may be seen as a creative process of those who are learning English or appreciating English. For the purpose of English pedagogy every single things that contributes to the development of students English acquisition may be consider to be applied in the classroom. The impact of its application may be felt outside of class, and create pros and cons among society. However, language is life; it will move, develop or may be change as the human life goes on.

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