CODE-MIXING IN SPEAKING OF TENTH GRADE STUDENTS

AT SMA N 1 METRO ACCADEMIC YEAR 2019/2020

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ABSTRACT

Code-mixing is the use of two different languages in a sentence without changing the topic. The objectives of this research are to find out the types of code-mixing utilized in students speaking and to know the factors of code-mixing mostly occurred in students speaking. Due to covid-19, the researcher collects the data by using Triangulation: Participant Observation, In-depth Interview and Documentation through Zoom and WhatsApp Application. Analytical research is applied to analyze code-mixing in students speaking of tenth grade students at SMA N 1 Metro accademic year 2019/2020. The result shows that there are 23 out of 33 students use code-mixing in their speaking. It is found 45 code-mixing devided into three types including 21 Insertion which characterized by inserting one or more Indonesian vocabularies into an English sentence, 19 Alternation which characterized by the existence of clause or sentence alternation between Indonesian and English, and 5 Congruent Lexicalization which characterized by the existence of dialect from Indonesian inserted in students English Speaking. It is found that there are 4 factors of code-mixing namely interlocutor or the person whom they are talking to, culture or habit, confidence and lack of vocabulary.

Keywords: *Code-mixing, Covid-19, Speaking.*

INTRODUCTION

Society in bilingual or multilingual country may speak using more than a language cause of language varieties. According to (Srinivas Rao, 2019) speaking is included as one of active skills or productive skills besides writing which needs to be acquired by foreign language learners. Indonesia as multilingual country learn English as International language. Furthermore, formal education in Indonesia is obligated to teach English including in Senior High School level. However, tenth grade students of State Senior High School 1 Metro are learning English as the subject in the school. Thus, most of the students do not speak English completely. The students speak by mixing English and Indonesia in their English speaking in the class. Then the researcsher relates this case with the theory by (Muysken, 2000) namely Code-mixing.

It is explained by Genesee, Paradis, & Crago in (Nicoladis, 2012) Code-mixing refers to a multilingual's or a bilingual's use of two or more languages in a single unit of discourse, such as a word, an utterance, or a conversation. In addition, (Meyerhoff, 2006) states that Code-mixing generally refers to

alternations between varieties, or codes, within a clause or phrase. Based on (Siregar, 1996) there are two types of code-mixing namely Intra-sentential mixing and Extra-sentential mixing. In the other hand, (Muysken, 2000) classifies code-mixing into three : insertion , alternation and congruent lexicalization. In this research the classification uses classification of code-mixing based on Muysken.

Some researchers have investigated about this in which each of them has different subject and uses different perspective as well as theories in explaining the topic. One of previous research is from (Raihany, 2018) that investigating in-depth about code-mixing on keynote speaker of children education and parenting of Islamic teaching forum. The other research is from (Yuliana et al., 2015) which analyze Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study. The objective of this research is to find out the interaction of Indonesian celebrities in using code-mixing and code-switching. The result found is that Group 1 is consisted of celebrities whose parents were native speakers and Group 2 is consisted of celebrities who were bilingual and multilingual. The other previous research is from (Harjanti et al., 2018) which analyze code-mixing in online discussion forum among progressive farmer: revealing sundanese culture wisdom in agriculture community. Based on the previous researches, the researcher conducts the similar research under the title CODE-MIXING IN SPEAKING OF TENTH GRADE STUDENTS AT STATE SENIOR HIGH SCHOOL 1 METRO ACADEMIC YEAR 2019/2020. Thus, the research finds out the types and factors of code-mixing used by the students in speaking class. However, the difference of this research from the previous researches is the research scope that conducted in educational environment.

Based on the problems above, there are 2 objectives of this study (1) To find out the types of code-mixing utilized in speaking of tenth grade students of SMA N 1 Metro Academic year 2019/2020 (2) To know the factors of code-mixing mostly occurred in speaking of tenth grade students of SMA N 1 Metro Academic year 2019/2020.

RESEARCH METHODOLOGY

The resarcher uses analytical research which attempts to establish *why* it is that way or *how* it came to be and it usually concerns itself with cause-effect relationship (Yang, n.d.). The use of discourse analysis will be applied by the researcher. According to (Paltridge, 2012) conversation analysis is an approach to the analysis of spoken discourse that looks at the way in which people manage their everyday conversational interactions. Thus, the speaking will be transcribed before being analyzed. The subject of this research is the tenth grade students in SMA N 1 Metro Academic Year 2019/2020 that consists of 10 classes with the totally number is 344 students. The researcher determines the sample by using Purposive Cluster Sampling technique. The criteria on this research is the class who is mostly active in speaking because the research problem is in speaking skill and tenth science 7 is the sample taken by the researcher which consist of 33 students.

Based on (Sugiyono, 2015) in qualitative research, the researcher is the key instrument but besides the main instrument, the researcher also uses supporting instruments to help the researcher in obtaining data namely Zoom recorder and speaking task especially decision task mentioned by (Luoma, 2004)

that decision tasks involve discussing the issue that the decision concerns from a number of perspectives and then making a decision. However, the researcher gives a question related to the nowadays situation as speaking task : "What is your opinion about covid-19?" . This question aims to trigger students speaking in online discussion.

The researcher uses Triangulation which means the researcher uses different data collection techniques to get data from the same source. The researcher uses Participant Observation, In-depth Interview and Documentation for the same data source simultaneously (Sugiyono, 2015). It is also explained by him in the picture below :
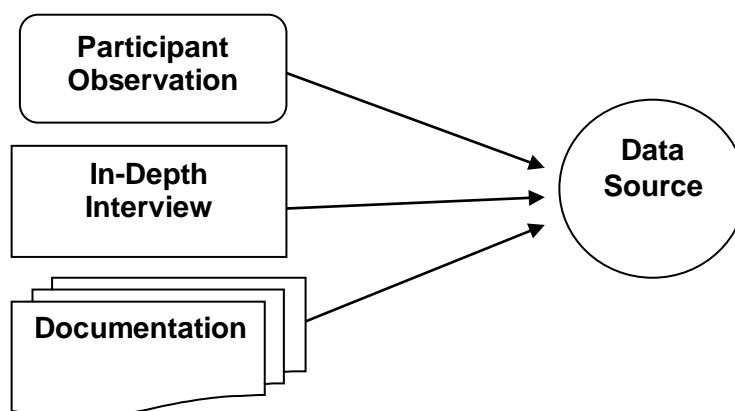
Source : Sugiyono. (2015). *METODE PENELITIAN PENDIDIKAN (Pendekatan Kuantitatif, Kualitatif, dan R&D)*.

Due to covid-19, schools carry out online learning as instructed by the government. Online learning recquires the researcher to do observation by using online media. Based on consideration, the researcher decides to use Zoom Application to have an online observation. As it has been mentioned above, the researcher does not participate in discussion but present in the scene of action namely "meeting room". While for the interview, the researcher interview the students by using WhatsApp Application especially voicenote. Documentation is taken by using both Zoom meeting room recording as observation documentation devided into 4 parts can be accessed in link below :

Part 1
https://drive.google.com/file/d/1NMudbdGD00zy6fZGGoz0wpf703Oi3d7z/view?usp=sharing
Part 2
https://drive.google.com/file/d/1xzJgGgvkxErWocLiDuCKwCx9ZzM1HHCi/view?usp=sharing
Part 3
https://drive.google.com/file/d/1hHEBGhHcuGg3tLHRU8dfmszKJJ22CZaj/view?usp=sharing
Part 4
https://drive.google.com/file/d/1TCKZ1k4deZvpB0jAYiuh1QIsrwr_m7DP/view?usp=sharing
WhatsApp voicenote audio as interview documentation can be accessed in link below :
https://drive.google.com/file/d/1mSXY6mFUO0I-z4s88XRrUgrX-kk-6VeC/view?usp=sharing

There are 6 steps of Data Analysis Technique for qualitative research (Creswell, 2014) : (1) Organize and Prepare The Data for Analysis. The researcher firstly types all of the field note including observation note and interview note then the conversation among the students that has been recorded also be typed to make a conversation transcription based on the data recorded. (2) Read or Look at All the Data. The whole of data transcriptions including students speaking transcription, interview transcription and all the fieldnotes are read and comprehended by the researcher. (3) Start coding all of the data. The researcher gives coding about the category of code-mixing types stated by (Muysken, 2000) into three types which is coding such as Insertion (I) , Alternation (A) and Congruent Lexicalization (C) . The researcher also gives coding to the students names. However the coding of code-mixing factors are not provided by the researcher because it is unpredictable. (4) Use the Coding Process to Generate a Description of the Setting or People as Well as Categories or Themes for Analysis. After coding the speaking transcription, the researcher aims to categorize the classification of the code-mixing types occur in students speaking. Then the researcher explains the students factor by interpreting their explanation of code-mixing utilizations transcription. (5) Advance How the Description and Themes will be Represented in the Qualitative Narrative. The result of the previous step is arranged as detail and well-structured based on the qualitative design. (6) Making an Interpretation in Qualitative Research of the Findings or Results. The researcher makes the interpretation of the use of code-mixing and related it to the researcher's experience.

RESULT AND DISCUSSION

The research found that there are 33 students speaking were analyzed by the researcher. There are 69 sentences in students speaking in which some of them contain of code-mixing. From 33 students, there are 23 students used code-mixing in their speaking. The types and factor of code-mixing is shown in the table as follows :

Table1. Types and factors of code-mixing used by students

No	Name	CM Yes	CM No	Statement	Code-mixing sentence	Type I	Type A	Type C	Factor
1.	APU	√		1. Covid-19 is penyakit yang berbahaya, penyakit yang dapat terbang tanpa kita ketahui. 2. Because covid- 19 is a deathly desease	Covid-19 is *penyakit yang berbahaya, penyakit yang dapat terbang tanpa kita ketahui.*		√		Lack of Vocabulary
2.	AAP	√		3. Covid-19 is virus, we have to buy masker.	Covid-19 is *virus*	√			Culture/ Habit
					we have to buy *masker*	√			
3	AFH		√	4. Covid-19 is a terrible virus.					
4	ASP			5. Covid-19 is virus.	Covid-19 is	√			Culture/

No	Name	CM Yes	CM No	Statement	Code-mixing sentence	Type I	Type A	Type C	Factor
					virus				habit
5	AJA	√		6. Covid-19 adalah virus yang berbahaya 7. Covid 19 can cause kill is death.	Covid-19 *adalah virus yang berbahaya*		√		Lack of Vocabulary
6	AAR	√		8. Covid-19 is virus	Covid-19 is *virus*	√			Culture/ habit
7	AST	√		9. Covid-19 membuat orang di karantina, quarantine miss. 10. Use masker.	Covid-19 *membuat orang di karantina,* quarantine miss.		√		Lack of Vocabulary
					Use *masker*	√			Culture/ habit
8.	DSB	√		11. Covid-19 is a virus. 12. Virus yang menyerang banyak orang terus kill people	Covid-19 is a *virus*	√			Culture/ habit
					Virus yang menyerang banyak orang terus kill people		√		Lack of vocabulary
9	DIM		√	13. Covid is very dangerous virus. 14. So, we must maintain health anyway. 15. 1 stay at home. 16. 2 always wash hand. 17. wearing mask, and before government say we can go out in the house, so we can not go out of the house.					
10	DAP		√	18. Currently in indonesia is on epidemic of covid-19. 19. So many people have been exposed to the virus. 20. To deal with the virus, we must keep healthy and keep clean and body, eat healthy food, do physical exercise, washing hand and dont forget always using mask when out of the house.					

No	Name	CM Yes	CM No	Statement	Code-mixing sentence	Type I	Type A	Type C	Factor
				21. So please always stay at home to stop covid-19.					
11	FAL		√	22. The economy is menurun miss.	The economy is *menurun* miss.	√			Lack of Vocabulary
12	FNS	√		23. Coronavirus kalo menyebabkan apa miss? 24. Can cause gangguan sistem pernapasan engga tahu miss. 25. It, itu ditemukan di wuhan China.	Coronavirus *kalo menyebabkan apa* miss?		√		Lack of vocabulary
					Can cause *gangguan sistem pernapasan engga tahu* miss.		√		
					It, *itu ditemukan di* wuhan China.		√		
13	GPS		√	26. This virus is can killing human					
14	HNH		√	27. Covid-19 is deathly virus from wuhan city, in China.					
15	JAS	√		28. Virus covid 19 is virus so dangerous and kill human. 29. And aduh apa bahasa inggrisnya ditemukan, 30. And virus covid-19 found in Wuhan China.	And *aduh* apa bahasa inggrisnya ditemukan			√	confidence
					And aduh *apa bahasa inggrisnya ditemukan*,		√		Lack of vocabulary
16	JPU	√		31. The Corona virus is a virus can killing human, merugikan gitu loh miss	The Corona virus is a virus can killing human, *merugikan* gitu loh miss	√			Laco of vocabulary
					The Corona virus is a virus can killing human, merugikan *gitu loh* miss			√	confidence
17	MAF	√		32. My opinion about covid-19 is, covid-19 or as	And then, *udah* miss.	√			Interlocutor

No	Name	CM Yes	CM No	Statement	Code-mixing sentence	Type I	Type A	Type C	Factor
				usually we called as coronavirus is 33. This virus is as make us stay at home. 34. And then, udah miss.					
18	MRP		√	35. My opinion about covid-19. 36. Covid-19 is a dangerous virus. 37. It can spread other people quickly. 38. Many people have died because covid-19. 39. I hope my family, i hope it doesn't spread my family and i hope it will disapear from this world.					
19	MJI	√		40. Money i nyurut miss. 41. I nggak boleh main miss, I can not play with my friend	Money i *nyurut* miss	√			interlocutor
					I *nggak boleh main* miss, I can not play with my friend		√		Lack of vocabulary
20	MSF	√		42. My opinion about virus corona, a virus that can cause death"	My opinion about *virus corona*	√			confidence
21	MAU	√		43. Menurut saya tentang ini, Covid-19 deathly virus from Wuhan city, China.	*Menurut saya tentang ini*, Covid-19 deathly virus from Wuhan city, China.		√		Lack of vocabulary
22	MHD		√	44. My opinion is the coronavirus is very dangerous for human. 45. Because of dangerous transmission.					
23	NGF	√		46. Covid 19 one to kill , apa ya, aduh, pokoknya kill human.	Covid 19 one to kill , *apa ya*, aduh,	√			Lack of vocabulary
					Covid 19 one to kill , *apa ya*, *aduh*,			√	confidence
					pokoknya kill human	√			
24	NYN		√	47. Covid1-19 is an infection virus from wuhan China.					

No	Name	CM Yes	CM No	Statement	Code-mixing sentence	I	A	C	Factor
				48. Corona, can cause death 49. So that, we must stay health.					
25	PSR			50. My opinion about covid-19 is a virus can cause we batuk apa ya, dapat menyebabkan caughing. 51. Can cause we, demam apa yah miss, oh iyes, fever. 52. Hard to breath, sulit bernafas.	My opinion about covid-19 can cause we batuk apa ya		√		Lack of vocabulary
					dapat menyebabkan caughing		√		
					Can cause we, demam apa miss?		√		
					oh iyes, fever.			√	Culture/ habit
					Hard to breath, sulit bernafas		√		interlocutor
26	PSA	√		53. Covid-19 is virus miss.	Covid-19 is virus miss.	√			Culture/ habit
27	RSB	√		54. Virus miss, covid-19 is a virus, sekolah jadi terhambat miss	Virus miss	√			Culture/ habit
					covid-19 is a virus, sekolah jadi terhambat miss		√		Lack of vocabulary
28	RPR		√	55. Covid-19 is deathly virus from Wuhan city, China.					
29	RLA			56. Covid 19 is deathly virus from wuhan city in china. 57. Perasaanku Sad miss.	Covid 19 is deathly virus from Wuhan city in China.	√			Cukture /habit
					Perasaanku Sad miss.	√			Lack of vocabulary
30	RMD	√		58. Covid 19 is virus yang menyerang siapa saja, apa ya attack everyone. 59. Virus, yang menyerang sistem pernapasan	Covid 19 is virus yang menyerang siapa saja,emm apa ya attack everyone		√		confidence
					Covid 19 is virus yang menyerang siapa saja, apa ya miss attack everyone	√			Lack of vocabulary

No	Name	CM Yes	No	Statement	Code-mixing sentence	Type I	A	C	Factor
					Virus *yang menyerang sistem pernapasan*		√		
31	RNA	√		60. Coronavirus is very deathly, like it cause too much death, i think, 61. And it spread easily like from sneeze and touching. 62. Kinda boring because i am stuck at home and doing nothing. 63. Eat healthy food, doing exercise, wash your hand, apalagi ya, udah kayaknya miss.	Eat healthy food, doing exercise, wash your hand, *apalagi ya, udah kayaknya* miss		√		confidence
32	SKH	√		64. Covid-19 is dangerous. 65. New virus from wuhan China. 66. Yang berasal itu apa miss, from yah miss From itu miss, animals, kelelawar, bat. 67. Covid-19 is killing me. 68. (singing) Covid-19 is killing me and i, i hate quarantine.	*Yang berasal itu apa* miss		√		Lack of vocabulary Interlocutor
					From *itu* miss	√			
					animals *kelelawar* bat	√			
					from *yah* miss			√	
33	SHA		√	69. Covid-19 is virus					

The data above presents the code-mixing used by the students students in three types. The number of each types is explain in table below :

Table. 2 percentage of code-mixing types used in students' speaking

CODE	Types of Code-Mixing	Total	Percentage
(I)	Insertion	21	46,7 %
(A)	Alternation	19	42,2%
(C)	Congruent Lexicalization	5	11,1%
TOTAL		**45**	**100%**

From data persentation above, the researcher classifies it based on research focuses, including types and factor of code-mixing used in students' speaking.

A. Types of code-mixing

The researcher classifies the code-mixing in students' speaking into three : Insertion, Alternation and Congruent lexicalization as explained by (Muysken,2000) .

1. Insertion

Insertion is code-mixing which the process is by inserting one or more vocabularies from another language without changing the topic Based on the data above, there are 21 insertion of Indonesian code-mixing inserted in students English speaking and states by different students used by the students. Those words are :

- ➢ virus
- ➢ masker
- ➢ virus
- ➢ virus
- ➢ masker
- ➢ virus
- ➢ menurun
- ➢ merugikan
- ➢ udah
- ➢ menyurut
- ➢ virus corona

- ➢ apa ya
- ➢ pokoknya
- ➢ virus
- ➢ virus
- ➢ China
- ➢ perasaanku
- ➢ virus
- ➢ apa ya
- ➢ itu
- ➢ kelelawar

2. Alternation

Alternation is code-mixing which insert a phrase from different language into a conversation without changing the topic It is found 19 alternation code-mixing consist of phrase, clause and sentence inserted in students English speaking. Those are :

- ➢ penyakit yang berbahaya, penyakit yang dapat terbang tanpa kita ketahui.
- ➢ adalah virus yang berbahaya
- ➢ membuat orang di karantina,
- ➢ Virus yang menyerang banyak orang terus
- ➢ kalo menyebabkan apa
- ➢ gangguan sistem pernapasan engga tahu
- ➢ itu ditemukan di wuhan China
- ➢ apa bahasa inggrisnya ditemukan,
- ➢ nggak boleh main
- ➢ Menurut saya tentang ini

- ➢ batuk apa ya
- ➢ dapat menyebabkan
- ➢ demam apa
- ➢ sulit bernafas
- ➢ sekolah jadi terhambat
- ➢ virus yang menyerang siapa saja
- ➢ yang menyerang sistem pernapasan
- ➢ apalagi ya, udah kayaknya
- ➢ Yang berasal itu apa

3. Congruent Lexicalization

Congruent lexicalization is code-mixing which the process is inserting another dialect into a conversation . According to the data, there are 5 congruent lexicalization of code-mixing found in students' speaking. Those are :

- *aduh*
- *gitu loh*
- *aduh*
- *oh iyes*
- *yah*

B. Factors of code-mixing

The second research finding is code-mixing factors in students' speaking. The researcher found four factors affects code-mixing occured in students speaking. They are interlocutors, culture/habit, confidence and lack of vocabulary. Each of students may have more than one factor in his/her code-mixing of English speaking. Lack of vocabulary is dominant factor for code-mixing occurence. It can conclude that students use code-mixing as one of the way to cover their inability in recalling English vocabularies.

CONCLUSION AND SUGGESTION

Based on the result, code-mixing may occur in students' speaking are caused by some factors but lack of vocabulary is the dominant factor. In fact, we can find so many code-mixing use in speaking of an English expert such as celebrities , keynote speakers, youtubers, etc .Some public figures use code-mixing mostly as the prestigious speaking way, because they often speak in front of public. However, for tenth grade students, as the English learner, code-mixing is mostly used to cover their inability of English speaking. They use code-mixing mostly when they are not be able to recall the vocabularies when they speak in front of their friends or teacher.

Students mostly use code-mixing naturally to help them speaking English. It can not be denied if all of the students have various English speaking abilities, so we can not force all students to speak English fully. For that reason, we may allow some students who are not able to speak English to use code-mixing in their speaking in order to encourage them to speak up, let them recall the vocabulary, explore the meaning and explain what is in their mind. So that, we can know what is their speaking problem and we can help them to overcome it. In this study, most of students answer with the same sentence as their friends because the researcher asked the same question. The researcher did not limit the time they must speak or how many sentences they should produce, so some of the students only answer it in a very simple way. However, when using an online class, make sure that all of the students are conditionally involved.

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