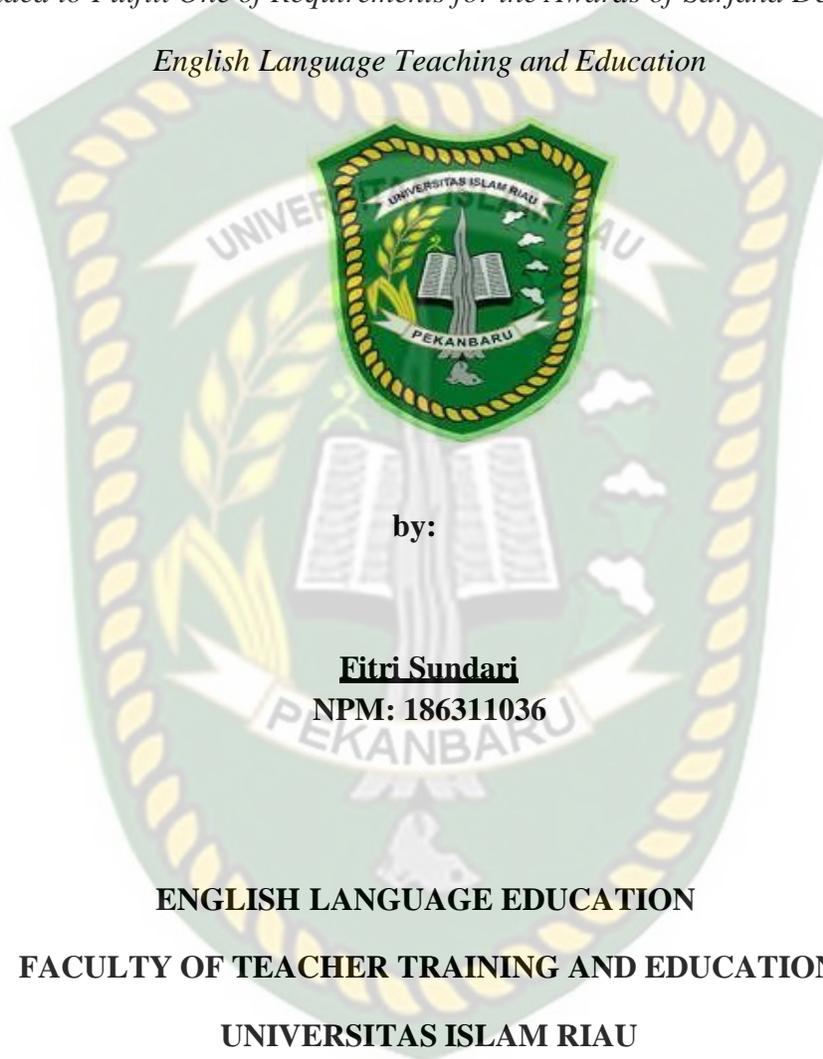


**AN ANALYSIS OF CODE MIXING USED IN SPEAKING CLASSROOM ACTIVITY
AT SECOND GRADE STUDENTS OF MTS DARUL ULUM MENGGALA**

A THESIS

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree In
English Language Teaching and Education*



by:

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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

2022

THESIS APROVAL

TITLE

**AN ANALYSIS OF CODE MIXING USED IN SPEAKING CLASSROOM
ACTIVITY AT SECOND GRADE STUDENTS OF MTS DARUL ULUM
MENGKALA**

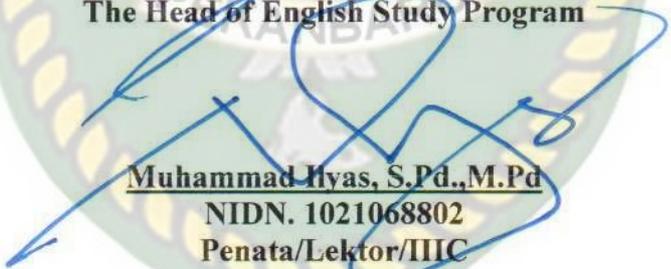
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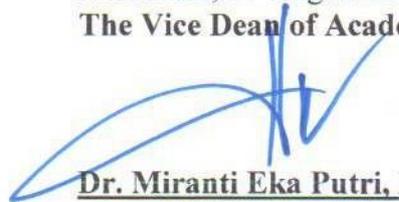
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THESIS

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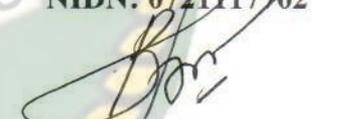


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ACTIVITY AT SECOND GRADE STUDENTS OF MTS DARUL ULUM
MENGKALA**

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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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DECLARATION

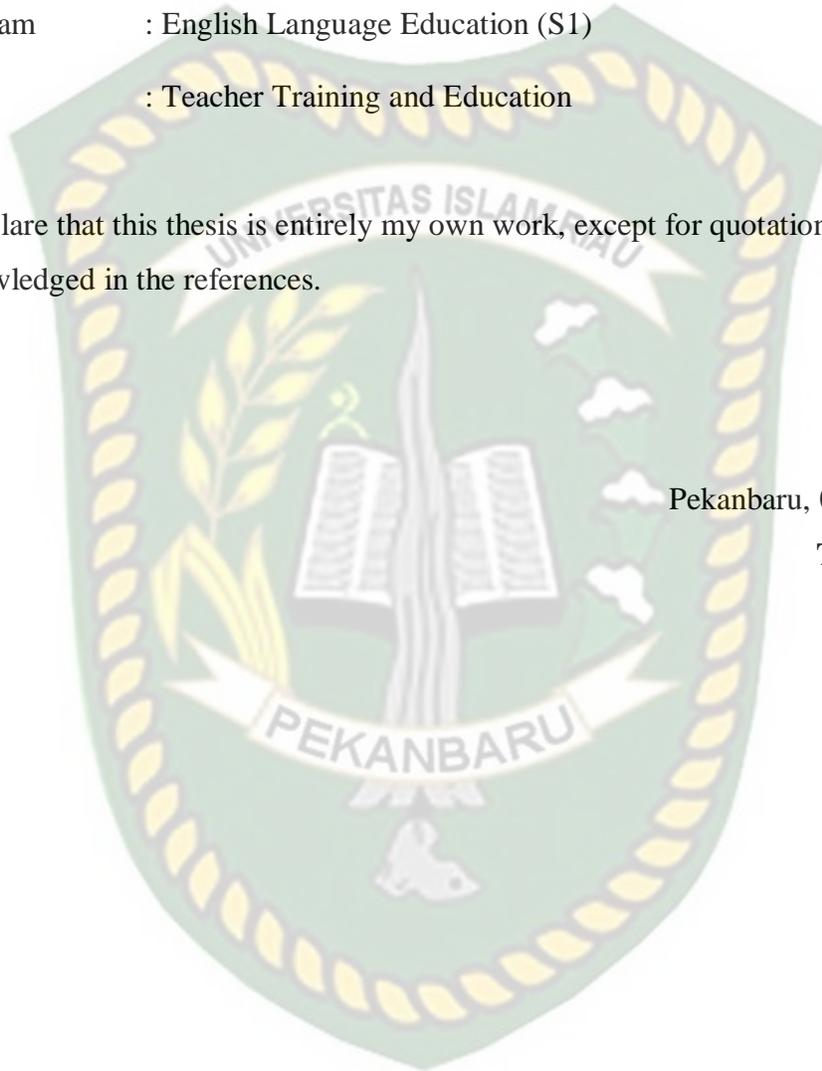
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I hereby declare that this thesis is entirely my own work, except for quotations which had been acknowledged in the references.

Pekanbaru, 01 August 2022

The Researcher

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Pekanbaru, 01 August 2022

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ABSTRACT

FITRI SUNDARI. 2022. An Analysis of Code Mixing Used In Speaking Classroom Activity At Second Grade Students Of Mts Darul Ulum Menggala. Pekanbaru. Thesis.

Keywords: *Analysis, Code Mixing, Speaking Class Activity*

Code mixing is a common occurrence in bilingual or multilingual environments. It is not only in everyday life and on social media, but the phenomenon of mixing Indonesian and English has also, in fact, become a trend and is widely used and discussed in schools, especially in speaking class activities. This research aims to determine the types, reasons, and factors influencing Indonesian-English code-mixing in students speaking class activity.

This study used a descriptive qualitative method. The researcher obtained the source of data from students speaking class activity. The instrument in this research used video and unstructured interviews. The researcher transcribed the recorded of MTS Darul Ulum Menggala pupils' "code-mixing" remarks into written data. Then, the researcher identified the data into types of code-mixing. After that, the researcher described the data of the reasons and the factors for code-mixing.

The finding showed that there are three types of code-mixing used by the students of Mts Darul Ulum Menggala: Insertion 34 data, Alternation 26 data, and Congruent Lexicalization 3 data. The researcher found some relevant reasons for code-mixing in students speaking class activities, such as: talking about a particular topic, being emphatic about something, inserting sentence fillers (interjection), repeating used for clarification, and intention of clarifying the speech content for the interlocutor. Then, the factors of code-mixing are speaker and partner speaking, vocabulary, and prestige.

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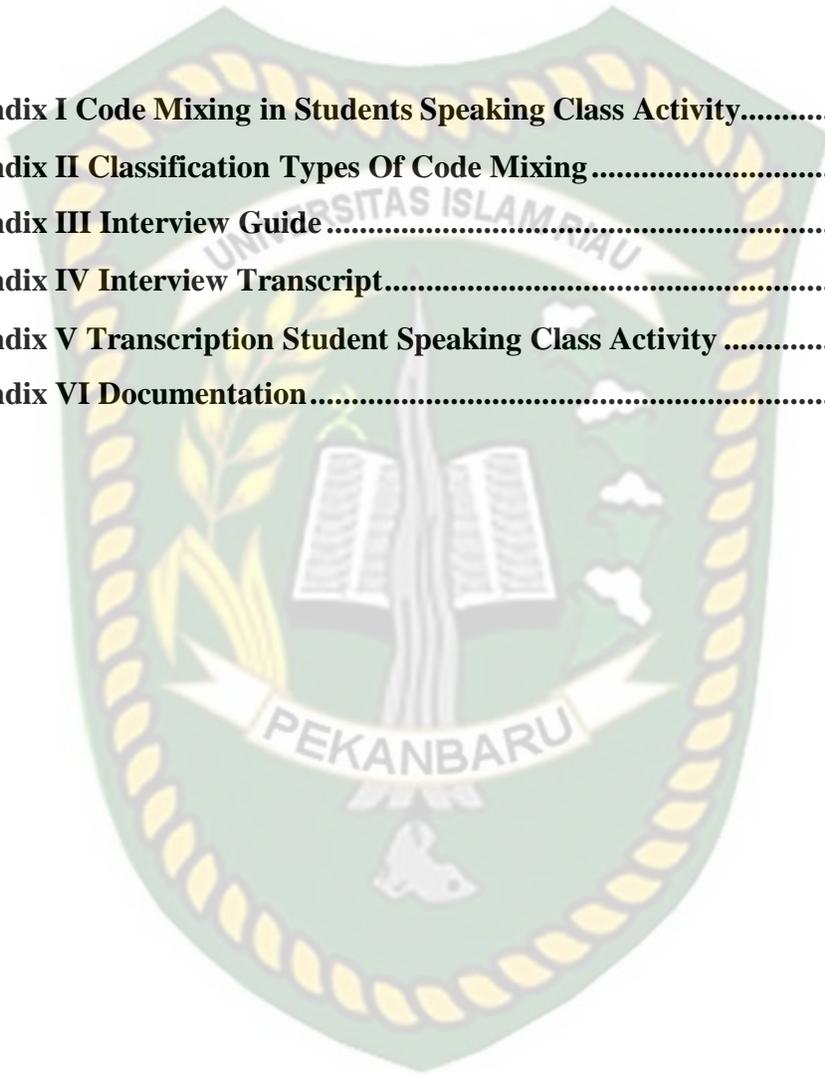
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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Humans are social beings who rely on one another and cannot survive without the assistance of their peers. It means that humans require language to communicate with one another. Furthermore, people will share using a language both parties can understand. Thus, language is both a social phenomenon and a means of communication between people. Thus, language delivers our feelings, ideas, and emotions to others through pattern-based sound, gestures, and signals. They knew a language also entails knowing how to use it, as speakers know not just how to construct phrases but also how to use them correctly. The language and society section aims to demonstrate how characteristics such as class, gender, ethnicity, and others influence how we use language.

Then, Indonesia has a diversity of languages. The mother tongue is different in each region, and Indonesian is a unifying language. In addition, people generally utilize English as an international language that has been taught all over the world and has a specific power in communication, especially in engagement with others on an English learning basis, as language is considered a tool to achieve their aims. Similarly, Kurniawan, (2016) said that in Indonesia, English is often utilized as a foreign language in addition to the mother tongue. All of this demonstrates that Indonesia is a bilingual or multiethnic society.

According to Holmes (2013), a study of the relationship between language and society is known as sociolinguistics. Sociolinguistics is the study of ideas about how social norms are intertwined with our language use and not a study of facts. However, a correlation between language and society encourages us to communicate differently in various social situations, which is contained in sociolinguistics studies. There is a branch of sociolinguistics known as bilingualism and multilingualism.

Bilingualism is defined by two conditions: first, a person must meet both of the following criteria: Second, a person must complete either one of both languages can be acquired sequentially, as in a second language learnt at school, or concurrently, as in a kid being exposed to two different languages at home at the same time. Furthermore, as reported (Breadsmore, 1993; Fadil & Andriani, 2021) defined, bilingualism is the speaker's use of two languages in conversation with others. In a multilingual community, a speaker tends to mix from one code to the other, commonly called "code-mixing." Thus, code-mixing is the process of combining two or more languages in an oral or written document while maintaining the meaning of the original language or language combination. Bilingualism seems to be their mother tongue layered with a second language, which may alter their communication and even create code-mixing, whether we recognize it or not.

Many people want to learn how to speak a foreign language to be more productive. Four skills are essential to mastering the English language. They are listening, speaking, writing, and reading. Speaking is one of those skills that should be learned by students because, through speaking, speakers can share ideas with other people. An investigation by Alharbi (2015) discovered

that disregarding the actual language learning scenario exacerbated the challenge of obtaining speaking skills. Another thing that makes it more difficult for students to become good at this is when they use their language while learning and teaching. However, speaking ability is essential in the daily lives of students. It can be used by students when interacting with native speakers or Indonesians.

Basically, in perspective of the Indonesian people's history and the fact that Indonesian is often used as a mother tongue, even though they master a foreign language such as English, they still mix the two when speaking English. Previous research has found that English classroom activities rarely use a single language in teaching and learning. Code mixing occurs when speakers tend to mix one code with another. There is also code-mixing of English and other mother tongues used by the teacher and students. Similarly, some students use combined codes when speaking English or Indonesian in class. Based on my interview with the teacher of the second-grade students of MTS Darul Ulum Menggala, there are three reasons why students use code-mixing when they speak in class. First, because the students are Indonesian, it is natural when it happens in a speaking lesson. They still carry their mother tongue when speaking activities. In-class activities, such phenomena often occur, considering that Indonesian is the students' first language. When they are asked by the teacher to use English, they do not answer in full English, and the students still mix Indonesian with English words that they know when speaking.

Secondly, they fear wrong words and meanings when they want to speak full English, especially in front of their friends. They are afraid of being

ridiculed and laughed at it because they are wrong when they say a few words whose pronunciation is a bit convoluted. Even though the teacher asked the students to use full English when speaking, they still mixed it with some Indonesian words. Then, mixed codes in their conversations become their habit. Thus, the students cannot speak full English fluently; they are afraid of being wrong and feel it is not easy to speak complete English.

The last, the main problem is that they lack vocabulary and have not yet mastered grammar. Thus, the students speak Indonesian with code-mixed English language. Mastering vocabulary and grammar is essential to improving speaking skills. By learning many speeches, students can talk fluently when speaking in-class activities. Students do not master many vocabulary and grammar. Only seven memorize every meeting they can deposit. Because the teacher does not want to burden his students with a lot of memorizing deposits, she claimed that it is better a little but valuable than a lot but becomes a burden on the minds of his students because lessons at school are not only English. So the students cannot speak full English fluently, and the phenomenon of code-mixing occurs. As a result, for them, code-mixing is one of the methods for assisting students inappropriately using English in their presentations or speaking.

Based on the preceding explanation, the researcher attempts to conduct a study on students' code-mixing in speaking classroom activities. As a result, the researcher proposes the title "AN ANALYSIS OF CODE MIXING USED IN SPEAKING CLASSROOM ACTIVITY AT SECOND GRADE STUDENTS OF MTS DARUL ULUM MENGGALA ".

1.2 Identification of the Problem

The researcher discovered specific difficulties that confronted by the students of MTS Darul Ulum Menggala, especially in second grade, based on the description above. First, Indonesian is the first language of students. Second, they are afraid of being ridiculed and laughed at it cause they are wrong when they say a few words whose pronunciation level is a bit convoluted or embarrassed and fearful of mispronouncing words (speaking). Last, they lack vocabulary and have not yet mastered grammar.

1.3 Limitation of the Problem

This research focused on the types, factors and reasons for students' code-mixing in the speaking class activity of MTS Darul Ulum Menggala, especially in second grade. The emphasis of the study is on the types of code-mixing, the factors and the reason for their code-mixing used in speaking class activities.

1.4 Formulation of the Problem

The problems of the research were formulated as the following questions:

1. What types of code-mixing are being used in speaking classroom activities for second-grade students of MTS Darul Ulum Menggala?
2. What are the reasons and the factors of code-mixing is being used in speaking classroom activities for second-grade students of MTS Darul Ulum Menggala?

1.5 Objective of the Problem

The objective of this study is aimed:

1. To find out the types of code-mixing used in speaking classroom activity at second-grade students of MTS Darul Ulum Menggala.
2. To find out the reasons and factors for code-mixing used in speaking classroom activity at second-grade students of MTS Darul Ulum Menggala.

1.6 Assumption

The researcher has a set of broad assumptions about second-grade students of MTS Darul Ulum Menggala. The students frequently mix languages (Indonesian and English). In this study, the researcher assumes that students often employ congruent lexicalization types of code-mixing in their speaking classroom activities.

1.7 Significance of the Research

The researcher anticipates that this research provided some benefit to the reader. The following are some of the study's advantages:

1. Theoretically

The types of code-mixing employed by the second-grade students of MTS Darul Ulum Menggala are known. The findings of this study can be used as an addition to sociolinguistic research, particularly in code-mixing. Furthermore, this code can provide extra information about code-mixing, which can be found in

MTS Darul Ulum Menggala, especially in the speaking class activity in the second grade.

2. Practically

The findings of this study can be used as a guide for students and other researchers interested in assessing and producing code-mixing studies. It can be used as the sample for the analysis while creating improved utterances. Then, in the Speaking class activity, increase the understanding of code-mixing.

1.8 Definition of the Key Terms

1. Analysis

The analysis is the activity of sketching a point to know something, as termed in this study. The dispersion of what one loosens up into different forms, formats, or patterns is known as analysis (Petrina, 2019).

2. Code mixing

Code mixing is a term used to describe people who converse in more than one language. Within a single sentence, code-mixing refers to the transition from using linguistic units (words, phrases, clauses, etc.) from one language to those from another (Sridhar & kamal, 2014)

3. Speaking classroom activity

A speaking classroom activity is a learning and teaching process that involves speaking activities to improve students' speaking skills. Students will get the opportunity to practice real-life speaking skills in a safe classroom environment if they have the courage to participate in speaking activities in class (Fitria, 2013).

1.9 Grand Theories

In this research, the researcher used three experts to test a variety of theories: Muysken, (2000), Beardsmore, (1982) cited in Daulay & Sumarsih, (2012), Hoffman (1991) cited in Kurniawan, (2016). Muysken's theory states that the types of code-mixing are divided into three types: insertion , alternation, and congruent lexicalization. Hoffman (1991) cited in Kurniawan, (2016) said that code-mixing has seven reasons: talking about a particular topic, quoting somebody else, being emphatic about something, interjection, pride, repetition used for clarification, the intention of speech content for an interlocutor. Based on Beardsmore (1982) cited in Daulay & Sumarsih, (2012) stated that the factors of code mixing consist of six such as: bilinguals, speaker and partner speaking, social community, situation, vocabulary, prestige.

1.10. Research Method

1.10.1 Research Design

Based on (Cresswell, 2009) stated that qualitative research is a method for investigating and comprehending the significance that individuals or groups attach to a social or human situation. This study is intended to gather information based on facts that would be present. In this debate, the researcher did not need to describe the link or make a hypothesis. The researcher used the descriptive qualitative approach in this study because it evaluated the data words in an illustrative manner. The researcher conveys the study's findings using words and sentences rather than inferential statistics.

In conclusion, descriptive qualitative research was used to perform this study, which details the types, factors and reasons for code-mixing used in speaking class activities by students in the second grade of MTS Darul Ulum Menggala.

1.10.2 Source of data

The data plays a critical role in this research since the study cannot produce results without it. The data gathered from sentences or utterances while speaking interactions between students and teachers are recorded during the speaking class activity about the narrative text at MTS Darul Ulum Menggala. The time to carry out the data started on 19 May 2022 and continued until 23 May 2022.

According to Sumargo (2020), the population is a collection of units (things) that share the same qualities; the population would be considered complete and accurate. The population does not simply refer to a quantity of an object or topic but also all of the object's or subject's traits or properties. There are two classes in all, classes A and B. In this study, the participants are class A the second-grade students of MTS Darul Ulum Menggala in 2022. There is a real object of thirty students.

Then Sumargo (2020) also explained that the sample is a subset of a population that has been chosen so that the results can be used to draw conclusions about the people or about the sample itself (cases). Besides that, according to Tarjo, (2019), saturated sampling (sample jenuh) is a type of sampling approach from which all population members are used to draw samples.

If the population is limited or tiny, the sampling method can be used in this study. Thus, It is a sample total of thirty. The utterances in terms of sentences in speaking by the second-grade students of MTS Darul Ulum Menggala serve as the study's data. It's obtainable from a video of students conversing. The students are girls between the ages of 13 and 15, and the students are guys between the ages of 13 and 15.

1.10.3 Instrument of the Research

A research instrument is a tool that researchers use to collect data, measure phenomena, and analyzed data to understand better the challenges that they are encountering in the subject or sample under investigation (Kurniawan, 2021). In other words, instruments are tools that are necessary to obtain information. According to Ovan & Saputra, (2020) stated that research instrument is a written guideline for conducting interviews, observations, and inquiries that used to gather information from participants. The instrument in this research uses video and unstrucater interview as explained below:

a. Documentation

Documentation or the purpose of content analysis is to learn about human behavior by studying and interpreting recorded material. The content could be public records, textbooks, letters, videos, cassettes, journals, topics, reports, or other papers (Mirzaei et al. 2017). In this study, the researcher used video to record students speaking class activity. According to Mondada, (2006) Video is an influential way for conveying research findings, such as in

documentary films or multimedia presentations. The researcher used one video of students class activity in this research. The duration of the video is twenty nine minutes.

b. Interview

An interview is a structured interaction in which one person seeks information from another. Interviews allow researchers to collect essential data that observation alone cannot supply, while combining observations and interviews provides a good way to gather complementing data. Semistructured interviews include structured and unstructured interviewing methods. In this study the researcher used unstructure interview. The unstructured interview is little more than a casual discussion in which the qualitative researcher inquires into something that has offered itself as an opportunity to learn about something in the research situation (Gay, et al. 2012). In this study, interview consist of three questions. The following is a list of interview questions:

1. Interviewer: why do you mix some english words and indonesian when speaking class activity ?
2. Interviewer : Do you often mix these two languages every time you study English?why?
3. Interviewer : Do you understand when the teacher explains the subject using full English? How comes?

1.10.4 Data Collection Technique

The researcher used documentation and interview techniques in this research. The documentation approach is a method of gathering data through audio recordings. Documentation can also validate or refute information acquired to build an argument. An unstructured interview, like non-directive interviewing, does not have a set pattern and questions are not arranged in advance.

The technique for collecting the data are :

1. The researcher asked permission for the English teacher to conduct the data.
2. The researcher asked the English teacher to join the class activity to record the students' speaking performance.
3. Recorded students' class activity.
4. The researcher chose some students to do an interview (7 students).
5. The researcher analyzed the data.

1.10.5 Data Analysis Technique

The method of data analysis that used in this study is related to Creswell's ideas cited in (Manihuruk et al., 2019) by doing the following procedures :

1. Transcribing

It entails transcribing recordings of MTS Darul Ulum Menggala pupils' code-mixing remarks into written data.

2. Coding

Coding is the process of structuring material into chunks or segments of text before giving meaning to information. In this study, the researcher identified the code-mixing that appeared from the transcription. After that, the researcher arranged the data in a corpus by giving numbering as a data code.

3. Classifying the data into types of code-mixing

The writer identified the different types of code-mixing used in students' utterances from the data based on the theory of Muysken.

4. Describing the reasons and factors for code-mixing

After a thorough classification, the author describes the data of the reasons and factors code-mixing is used by students of MTS Darul Ulum Menggala, especially in second grade.

5. Calculating the types of code-mixing

The writer will calculate the types of code-mixing used by students using the formula:

$$P = \frac{N}{T} \times 100\%$$

T

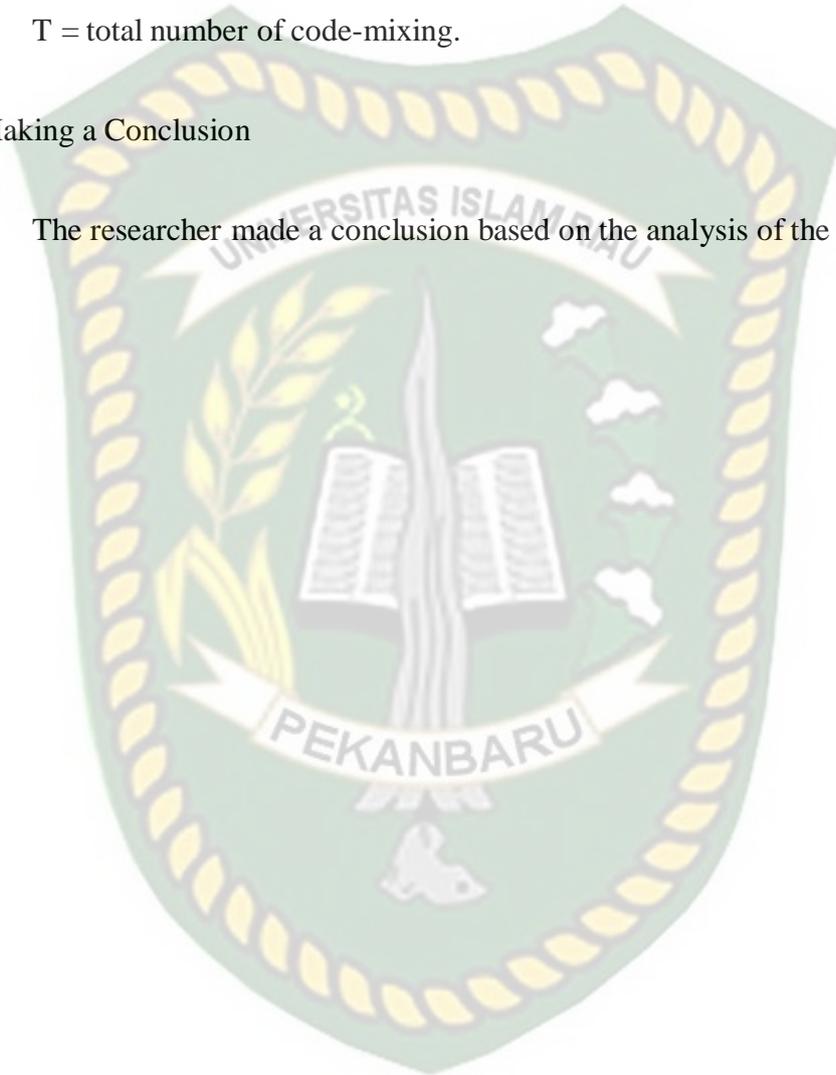
P = percentage of particular types of code-mixing

N = the number of the particular types of code-mixing

T = total number of code-mixing.

6. Making a Conclusion

The researcher made a conclusion based on the analysis of the data.



CHAPTER II

RELATED THEORIES

2.1 Relevance Theories

2.1.1 Language

Humans use language to communicate information to one another or to request services in various settings (e.g., relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter) (Armstrong and Ferguson 2010). In other words, within human communication, language is a system of symbols that allows people to communicate or convey ideas and thoughts to one another. In real-life communication, humans consist of various tribes, each of which has a different language and culture. Thus, there is a relationship between communication, language, and culture. The relationship between communication and culture can find in our everyday practice of communicating or interacting with others, whether as individuals or as groups.

The environment in which we live, as well as the ethnic neighborhoods in which we dwell, must have impacted the language we speak. In this instance, culture refers to the manner of life of a human being. Humans learn, think, feel, believe, and pursue what is proper for them based on their cultural background and environment. Language, friendship, custom, communication, social action, economic activity, politics, and technology were all shaped by patterns originating from cultural patterns (Rabiah 2018).

The languages are spoken, such as Makassarese, Gorontaloese, Sundanese, Javanese, Malay, and English, are among the most common. Thus, this is because they were born or, at the very least, reared in a culture that possesses these characteristics. Then, what they do, act, and react to are all reactions to cultural functions. Even though culture not only determines who is talking to whom and about what, it also helps determine how messages are encoded. Meanings are conveyed, and whether or not people pay attention to or interpret what is being communicated, communication and culture are inextricably linked. In reality, our entire sequence of behavior is heavily influenced by our upbringing and culture. As a result, culture serves as the foundation of all communication. Then again, cultural diversity encompasses a range of communication practices.

Next, Rosengren. K., E. (2006) claimed that communication is fundamental to all human beings and activities. It is possible, however, to consider this to constitute communication in the way that human beings communicate with one another. Meanwhile, Fasold & Linton (2013) described language as a finite set of parts and laws that allow speakers to compose sentences to perform specific communicative tasks. Then, Martinez del Castillo (2015) assumed that language is a product of the speaker's innermost thoughts and feelings, made evident in the words they choose to express themselves. Furthermore, the ability to communicate with others in our daily lives depends on the ability to use language. Without it, we would be unable to interact with one another.

As described above, language is a tool that serves as a means of communication and conveys ideas, assumptions, and more. Language is frequently employed in speech with a specific purpose for the speaker. After learning the definition of language, it becomes clear how vital it is in our daily lives. In addition, language is an important tool for conveying feelings and interacting with people meaningfully.

2.1.2 Sociolinguistics

Sociolinguistics is the study of the relationship between language and society. It looks at how language is used in the social world and how it is used to communicate social meaning. Wardhaugh (2006) said that sociolinguistics is a branch of linguistics that aims to understand better the structure of language and how it is used in communication by studying the relationship between language and society. Similarly, Mu'in (2019) stated that sociolinguistics is the study of the link between language and the situation in which it is employed.

Then sociolinguistics is a discipline of linguistics concerned with studying language in the context of social interaction (Nisa 2019). Sociolinguistics may shed a lot of insight on the nature of language as well as the nature of society. Sociolinguistics is a part of linguistics that can be considered part of a shift toward 'social' rather than "autonomous" methods, and it has significantly impacted language teaching (Street & Leung, 2010). Sociolinguistics is called sociolinguistics, which is related to all factors of society, such as cultural expectations and situations, with the way language is used (Hasanah et al. 2019).

As a result, sociolinguistics significantly impacts how English is taught in the classroom. As a whole, society has an impact on language use. Languages vary according to ethnicity, religion, status, gender, education level, and age.

Syafitri and Islam (2018) claimed that studying the language that focuses on language usage and development in society is known as sociolinguistics. Sociolinguistics sheds significant light on the nature of language and society. It explains why humans speak differently in different social circumstances, and it is concerned with recognizing the social purposes of language and how it is utilized to transmit meaning. We communicate in a variety of ways, depending on the social setting. Additionally, Astri & Fian (2020) stated that it is not uncommon for several people to understand two or more languages in the sociolinguistics phenomenon, which is concerned with language and society.

Based on the description, sociolinguistics studies language development and social interaction. Humans on this earth unquestionably require language to interact with one another and social language to interact with one another. Thus, language and society go hand in hand. They are inextricably linked because society cannot exist without language. As a result, language and society will become increasingly intertwined. Furthermore, because humans are social beings, language and social life will continue to be interwoven till the end of life.

2.1.3 Bilingualism and Multilingualism

Bilingualism and Multilingualism are branches of sociolinguistics. In Indonesia, many people use two or more languages for communication. As a

country with diverse languages and cultures, Indonesians may converse in multiple languages. Someone who can speak Bahasa as the national language of Indonesia and English as a foreign language, for example, In this world, language is used to communicate with one another. The people who use two language codes are called "bilingualism." A bilingual person is defined as someone who has minimal competency in one of the four skills (speaking, listening, reading, and writing) in a language that is not their native language or anyone who controls two or more languages (Dewaele, 2015). Bilingualism is identified; linguistic, psychological, sociological, educational, and other components of bilingualism are supported (Kharisov & Kharisova, 2014). Additionally, Young (2016) stated that bilinguals are claimed to possess superior metalinguistic abilities and executive function compared to monolinguals, among other advantages.

According to Jayanath (2021) Multilingualism is the ability of a person or group of people to speak more than two languages at the same time. Furthermore, Multilingualism is defined as speaking in or supporting the use of many languages, whether by an individual speaker or a group of speakers. As a result, most people who speak frequently employ more than one code and require a specific code anytime they want to communicate with others. Despite differing viewpoints, the various definitions converge on the premise that a multilingual context requires a speaker, group, nation, or activity/environment in which two or more languages are used for communication (Chibaka, 2018).

Meanwhile, Baker and Wright (2021) stated that functional bilingualism is concerned with the times, places, and individuals with whom people communicate

in their two languages. Being bilingual will result in tangible benefits. Bilingual people can switch or mix their languages depending on the situation, role, relationship, or topic. Bilingual experience can improve cognitive and sensory processing, allowing bilingual individuals to process information more effectively in their surroundings and provide a clearer signal for learning (Mahzoun, 2021).

Moreover, two or more languages are frequently used concurrently in bilingual communication. The languages are sometimes mixed or transition from one to another. These events are therefore referred to as code-mixing and code-switching. Code mixing is a bilingual phenomenon. It denotes the employment of more than one language in a single utterance. People mix their language in formal and informal settings. Bhatia and Ritchie (2014) stated that bilingualism or Multilingualism, for example, clearly shows that these types have more than one language dimension.

Based on the preceding statements, bilingualism can be defined as the use of two languages by speakers in interaction with speakers of other languages. There is Multilingualism in addition to bilingualism. The concepts of bilingualism and Multilingualism are the same. Multilingualism, on the other hand, refers to speakers' use of more than two languages when communicating with others..

2.1.4 Code Mixing

Code mixing is one of the outcomes of using two or more languages. Code mixing results from bilingualism, which results in cross-linguistic communication (Aziz & Achmad et al., 2019). On the other hand, Cárdenas-claros (2009) stated

that code-mixing, alternatively referred to as intra-sentential code-switching or intra-sentential code alternation, happens when speakers utilize two or more languages below the phrase level in the context of a single social situation. Code-mixing occurs not just between local and Indonesian languages but also between English and Indonesian. It also happens in MTS Darul Ulum, Menggala.

Meanwhile, "code-mixing" is the term used to describe the circumstance in which they combine more than one language (Chandra and Ningrum, 2020). Code-mixing (CM) changes from one language to another during a discussion (Ramadhaniarti, 2020). Then, to Syafradin et al. (2020), "code-mixing" refers to the transition from one language to another within the same speech, oral, or written text. The employment of two different languages in a phrase without changing the topic is known as "code-mixing." (K, Seta, and Putri, 2021). Next, Waris (2012) said that code-mixing happens when there is not a change in the subject and can happen on many different levels of language, including phonology, morphology, grammar structures, and lexical items.

Additionally, code-mixing is a common occurrence in bilingual or multilingual environments (Handayani and Sanjaya, 2021). It refers to when a person speaks in multiple languages simultaneously and changes the language of their utterance to another language within the same utterance, such as code-mixing between Indonesian and English, among other things. Then, according to (Ayeomoni 2006), code-mixing is the process of embedding multiple linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases, and sentences from a cooperative activity in which participants must reconcile

what they hear with what they comprehend to infer what is meant. Code-mixing can also occur when someone employs a second language to imitate another person, a practice known as "role-playing," or while thinking about words from a culture or religion that do not exist in the first language (Al-Ahdal, 2020).

It can conclude that code-mixing is the process of combining two or more languages in an oral or written document while maintaining the meaning of the original language or language combination.

2.1.4.1 Types of Code Mixing

According to Muysken, (2000) has found three processes in intrasentential code-mixing or typology of code-mixing. They are insertion, alternation, and congruent lexicalization.

1. Insertion

When lexical items from one language are absorbed into another, this is called insertion. The constraint in terms of structural attributes of some base or matrix structure is insertion. The code-mixing technique is similar to borrowing or inserting a foreign lexical or phrasal category into a given structure. The only variation is the size and type of element included, such as a noun, adjective, verb, and so on. There is an example of insertion code-mixing:

S1 : *yes ma'am but hanya sekilas saja*

(yes ma'am but only briefly)

Based on the example above, we can see that the utterance is a mashup of Indonesian and English. The words "yes ma'am but" are in English, while "hanya sekilas saja" are in Indonesian. Adding "yes ma'am but" before an Indonesian utterance is known as code mixing. The italicized sentence indicates that S1 participated when the teacher ask the question.

2. Alternation

When the structures of two languages are alternated indistinctively, this is referred to as alternation. Alternatively, alternation is a constraint on mixing in terms of compatibility or equivalence of the languages involved at the time of mixing, and the clause is a constraint on mixing. Here is an example :

S2 : i think narrative text is a text yang menceritakan kejadian masalalu maybe ma'am

(i think narrative text is a text that tell about past events maybe ma'am).

The example shows that the participants mix and switch at the same time. "i think narrative text is a text". The underlined word are English, then suddenly the participant switches to sentence " yang menceritakan kejadian masalalu," which is the Indonesian utterance, and closed with the sentence "maybe ma'am," is an English word. We can see that the participants' utterances are called "alternation " because the structures of two languages are alternated indistinctively.

3. Congruent lexicalization

Congruent Lexicalization is when two languages share grammatical structures that can lexically fill with items from either language. It refers to the impact of dialect on language. The procedures described above take place within the confines of a sentence. As a result, the speaker's performance of one statement has changed. Here is an example :

Example by Muysken (2000:6) in Spanish-English.

Bueno, *in other words*, el flight [que sale de Chicago *around three o'clock*].

(Good, in other words, the flight that leaves from Chicago around three o'clock)

In the example above, it can be seen the speaker doing code-mixing between English and Spanish language in her statement. The underlined word shows that the sentence is classified as the last type of code-mixing; congruent lexicalization is most often present in mixing between dialects and between languages, which are close to each other in structure. Two languages share grammatical structures that can lexically fill with items from either language.

2.1.4.2 The Factors of Code Mixing

According to Beardsmore cited in Wardah Daulay & Sumarsih, (2012), there are several factor that lead to code-mixing:

1) Bilingualism

The ability of the speaker to communicate in more than one language is a fundamental aspect of code-mixing. The vast majority of the world's population is bilingual or multilingual. Because most people are fluent in two or more languages. Furthermore, the people frequently master Bahasa as a national language and their mother tongue as their everyday language.

2. Speaker and partner speaking.

To communicate, the speaker requires a partner to talk, and code-mixing may occur if both use and understand it well.

3. Social community

Most communities are bilingual that use two languages in their interactions. In this case, an individual will be influenced by the social community directly.

4. Situation

Code-mixing occurs in relaxed or informal situations. The situation is closer to daily conversation, and for writers is also described as their habitual communication.

5. Vocabulary

The inability to find an appropriate word or expression in one language makes people change the word or phrase from one language to another. Then, what they want to deliver can be conveyed through code-mixing.

6. Prestige

For many young people, code-mixing becomes their style which is hoped to be modern and educational. They mix because of prestige. They want to look cool in front of many people.

According to the six factors described above, students have various factors why they use code-mixing when speaking. However, in the context of speaking class activities, the author claimed that many students use code-mixing when speaking because they lack the vocabulary.

2.1.4.3 Reasons of Code Mixing

According to Hoffman (1991) cited in Kurniawan, (2016) explained a few reasons why people mix code. These are the reasons:

1. Talking about a particular topic

Indicates that people prefer to talk about a certain issue on any subject that allows them to communicate their circumstances, particularly in an informal setting.

2. Quoting somebody else

Is reiterating a statement or uttering a well-known expression written by a well-known figure. A speaker alters or mixes codes to cite a well-known figure's

famous statement, adage, or saying. The only thing that has changed are the words that the speaker claims the quoted individual stated. The switch is shaped like a series of quote marks.

3. Being emphatic about something

By combining languages, is employed in an empathy and sympathy situation. When someone speaking in a language that is not their original language wants to be emphatic about something, they will frequently move from their second language to their first language, either consciously or unintentionally.

4. Inserting sentence fillers (interjection)

Interjections are words or statements that are interjected into a sentence to express surprise, strong emotion, or to draw attention. People prefer to mark the interjection or sentence connector when utilizing language switching and language mixing, either mistakenly or consciously.

5. Expressing group identity (pride)

Code mixing can also be used to express group identity. In this type of situation, there is a purpose for adopting code mixing to attract people's attention and increase their self-esteem while speaking with others. Academics' communication styles in their respective discipline groups are obviously distinct from those of other groups. In other words, one community's communication style differs from that of those outside the community.

6. Repetition used for clarification

When a bilingual or multilingual person wishes to clarify their research, the audience will understand it better. They can sometimes employ both of the languages (codes) that they know to convey a message.

7. Intention of clarifying the speech content for interlocutor

There will be a lot of code mixing when one bilingual or multilingual person talks to another bilingual or multilingual person. It involves ensuring that the audience can understand the topic of their communication.

It can be conclude that someone who mixes two languages when communicating has his own reasons as described above. Because they have different personalities and the situations they face, pupils use code-mixing when speaking.

2.2 Relevance studies

In this research, the researcher reviewed some reports related to research about sociolinguistics, especially about code-mixing. The researcher used some graduating papers. First, Felma Sarianti s., a student of Universitas Islam Riau, entitled” an analysis of code-mixing in communication used by 12 years old immigrant child (2020). She analyzed the types and reasons of code-mixing used by Yasmin, a 12 years immigrant child living in Batam. The research is the descriptive qualitative method. She found seventeen data for the types of code-mixing and sixteen for the reasons of code-mixing. The type of code-mixing used is inessential code-mixing. In contrast, the lowest type of code-mixing used is intra-lexical code-mixing. The dominant reasons for code-mixing are ‘intention of

clarifying the speech content for interlocuter’, ‘to soften or strengthen request or command’ and ‘because of real lexical need’.

Second, Riani Lestari Harahap a student of Universitas Islam Riau, entitled” An analysis of Indonesian-English codes mixing in the “5 CM” novel by Donny Dhingantoro (2019). She analyzed the insertion Indonesian-English code-mixing used in Dhonny Dhingantoro in the 5 CM novel. This research uses the descriptive qualitative method. She found many types of code-mixing that are used in 5 CM novels; which dominant in this novel is a hybrid (the mixing between English words and Indonesian words), and the rarest code-mixing used in this novel was an idiom.

The last, Nana Victoria Nour Apriliani, a student of Universitas Islam Riau, entitled” An analysis of English code-mixing used in critical eleven novels by Ika Natassa” (2020). She analyzed the form of code-mixing and the reasons for code-mixing used in the critical eleven novels by Ika Natassa. This research uses the descriptive qualitative method. She found six different code-mixing forms there is the word, clause, phrase, hybrid, idiom, repetition word, and she found the reason for code-mixing is quoting somebody else and the intention of clarifying the speech content for the interlocutor.

According to those studies, the difference between this study and earlier studies is the object. The previous studies focused on an immigrant child, a 5cm-novel, and a critical eleven-centimetre novel. At the same time, this study employs pupils from MTS Darul Ulum Menggala, especially in second grade. The

similarity between this research and prior research is that both observed code-mixing.

2.3 Conceptual Framework

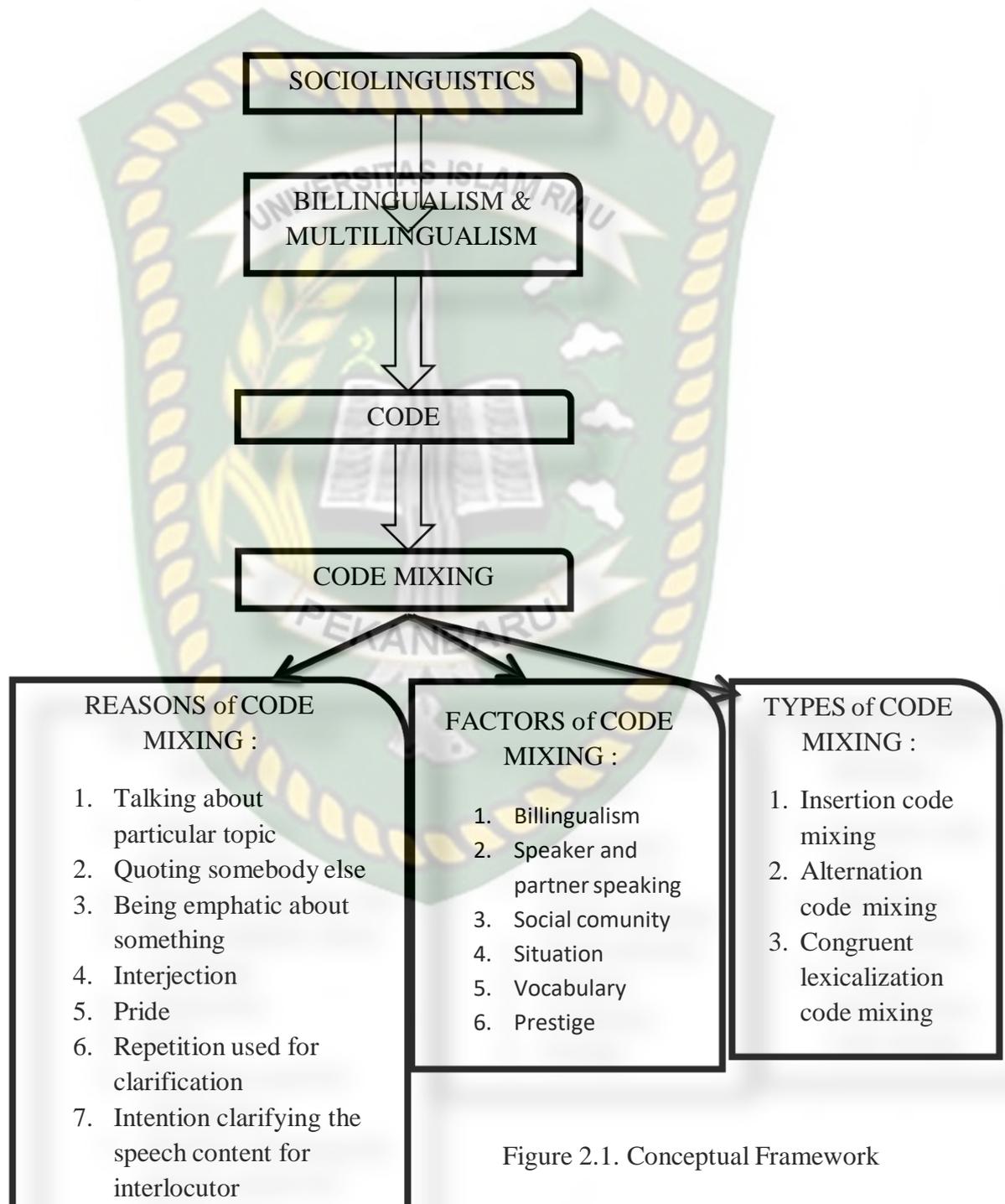


Figure 2.1. Conceptual Framework

Based on the conceptual framework above, sociolinguistics is a branch of linguistics. It is undeniable that language is very influential in human life. Many humans speak two languages or even more. A person who masters two or more languages is said to be bilingual or multilingual. A code of bilingualism when communicating with others is not an infrequently tucked code. "Code" is a term that refers to variations. The code can find in the multilingual community. There are two kinds of code, namely code-mixing and code-switching. In this study, the author focuses more on code-mixing. Code mixing is the phenomenon of someone mixing two languages while communicating. Based on Muysken's theory, there are 3 types of code-mixing: insertion, alternation, and congruent lexicalization. In addition, researchers also focused on the reasons and factors for using code-mixing. There are seven reasons for code-mixing: Talking about a particular topic, Quoting somebody else, Being emphatic about something, inserting sentence filler (Interjection), expressing group identity (Pride), repetition used for clarification, and intention of clarifying the speech content for the interlocutor. Then, there are six factors such as: bilingualism, speaker and partner speaking, social community, situation, vocabulary, prestige.

CHAPTER III

DATA ANALYSIS

3.1 Data Presentation

The researcher discusses the analysis and the findings Indonesian-English code-mixing on students' speaking class activity among second-grade students of MTS Darul Ulum Menggala. In this chapter, the researcher analyzed the types and the reasons for code-mixing used in speaking class activities.

As explained by the researcher in the previous chapter, the types of code-mixing are insertion, alternation, and congruent lexicalization. Then, the types of code-mixing used in speaking class activity can be seen in the table below :

Table 3.1 The types of code mixing found in students' speaking class activity

No.	Types of Code Mixing	Total	Percentage
1.	Insertion	34	53,9 %
2.	Alternation	26	41,3 %
3.	Congruent Lexicalization	3	4,8 %
	Total utterance	63	100

3.2 Data Analysis

3.2.1 Insertion

Insertion is inserted a foreign language constituent into Indonesian as a matrix language. According to Muysken (2000), the constituent refers to syntactic units such as words (noun, adjective, so on), phrases and reduplication. Insertion type is the highest type used by Mts Darul Ulum, Menggala students, especially the second-grade students, intention to clarify the speech content for the interlocutor. The data that the researcher found in insertion amounted to a total of 34 data. The word “ma’am” dominates the insertion type of code mixing in this study; the researcher found twenty one data of the word “ma’am” in this type. It is in data: 1, 3, 9, 14, 15, 17, 18, 23, 25, 30, 32, 33, 38, 42, 46, 47,49, 52, 54, 62, 63 The term “ ma’am” has different reasons in each utterance. The reseacher analyzed the data as follows:

1. Data (1)

*‘Ga ada di buku **ma’am**’.*

In this case, the students used code-mixing. The bold words above are part of the students' utterances. She added English words in her utterance. The word " ma'am" used by the students means a polite and formal greeting to female English teachers in school. In the part of speech, "ma'am" include as a noun. The reason for the utterance of data 1 is the intention of clarifying the speech content for the interlocutor because she tried to participate on the answer teachers' questions.

2. Data (3)

“Ma’am ini ada”

The data above shows that the student used the word ‘ma’am’ in her utterance. In this case, code-mixing appeared in Indonesia and the English language. The meaning of the word ‘ma’am’ is a polite and formal greeting to female English teachers in school. The word ‘ma’am’ is a noun in part of speech. The utterance has a reason as the intention of clarifying the speech content for the interlocutor; in this case, she tried to give a response to the teachers’ utterances.

3. Data (5)

“Jawabannya Maria and Sari ma’am”.

In data 5, we can find that the student used words between two names of a person, and then the speaker closed with a formal greeting to the female English teacher (ma’am). The words ‘and’, ‘ma’am’ can be classified as insertion of words. In the part of speech, the word ‘ma’am’ included as a noun, meanwhile ‘and’ is included as a conjunction. The reason for the utterance is the intention of clarifying the speech content for the interlocutor. It can be seen from the first word that she used the word ‘jawabannya’, which means she answered the question from the teacher.

4. Data (9)

“Gimana ma’am?”

It can be seen in data 9 the utterance of the student shows that code-mixing appears. Adding the word ‘ma’am’ in utterance is the insertion of the

word. In this context, the word ‘ma’am’ is a formal greeting to the female English teacher. It can be classified as a noun in part of speech. The word ‘gimana’ is used by the student in her utterance. It shows that she asks for clarity on something the teacher. Thus, the reason for the utterance is being emphatic about something.

5. Data (14)

Salah kah ma’am?

In this case, the English word used by the student as a part of her utterance, the code-mixing, appears. The student used the word ‘ma’am’ in his utterance. The word ‘ma’am’ means a polite and formal greeting to a female English teacher in school. This utterance is classified as the insertion of the word. In part of speech, the word ‘ma’am’ is a noun. For this utterance, the reason is being emphatic about something. Because the use of the Indonesian word ‘salahkah’ in his utterance shows that she emphasises to ask something her teacher.

6. Data (15)

‘Ma’am mau nanya’

According to data 15, there is the phenomenon of code-mixing. The student used English and Indonesian language in her utterance. If we Look at the statement above at a glance, it looks as if the statement was made by the teacher, even though it came from the student. It is the intonation that can tell the difference. In this case, the word ma’am means a formal greeting to a female

English teacher in school. The word ‘ma’am’ is a noun in the classification part of speech. The utterance includes an insertion of the word. The reason for this utterance is to talk about a particular topic. because she wants to ask something to the teacher about the narrative text topic.

7. Data (16)

*‘‘Nomor enam jawaban nya **only one** yang ditulisnya’’*

From the data above, we can see that the student used only one word in her statement. In this case, the student used the insertion of a phrase because two English words, "only" and "one", were inserted within the sentence. This phenomenon is known as code-mixing. In this context, the phrase "only one" there is no change in meaning. The statement is included in talking about a particular topic. Because he discusses the answers to the question in his friend's book.

8. Data (17)

*‘‘Cemana **ma’am**’’*

In data 17, we can find that the pupil used the word ‘ma’am’ in her utterance. The utterance classification is the insertion of a word because there is only one word in her utterance. The word ‘ma’am’ has a meaning as a polite and formal form of greeting to female English teachers in school. The noun is classified as the word ‘ma’am’. The reason for this utterance is to be emphatic about something. Because Indonesian word used by the student shows that she emphasises asking something her teacher.

9. Data (18)

‘‘Iyah ma’am.’’

Based on data 18, it shows that the student used code-mixing in her utterance. Code mixing happens because the speaker tends to mix two languages, Indonesian and English, in one utterance. The classification type in this utterance is the insertion of a word because there is only one English word that the student uses. The word ‘‘ma’am’’ means a polite and formal greeting to a female English teacher in school. It word include as a noun in the part of speech. The reason for this utterance is the intention of clarifying the speech content for the interlocutor. Because the Indonesian word ‘‘iyah’’ means to ensure that he can understand the topic being communicated by his teacher.

10. Data (22)

‘‘Yes ma’am but hanya sekilas saja.’’

According to the student's utterances, he mixed English and Indonesian language. Mixed one language with another in one statement is called code-mixing. Adding "yes ma'am but" before Indonesian utterance is known as insertion of phrase because it consists of more than one word. In that context, the phrase does not change the meaning. The statement shows that he wants to participate in answering his teachers' questions. Thus, the reason for the statement is to talk about a particular topic.

11. Data (23)

‘‘Saya ma’am.’’

In the utterance above, the phenomenon of code-mixing appears because the student employs words in Indonesian and English language. The student used the word “ma’am” in her utterance, which is a polite and formal form of greeting to female school teachers. The word “ma’am” is classified as a noun in part of speech. The reason for students’ utterances is to clarify the speech content for the interlocutor. Because of fact that she participated in teachers’ question.

12. Data (25)

“Saya ma’am.”

In the utterance above, the phenomenon of code-mixing appears because the student employs the word Indonesian and English. The student used the word “ma’am” in her utterances which means a polite and formal form of greeting the female teacher in school. The word “ma’am” is classified as a noun in part of speech. The reason for students’ utterances is to clarify the speech content for the interlocutor. Because she has participated in teachers’ question.

13. Data (30)

‘Ma’am saya jugak mau tanya.’

The phenomenon of code-mixing appears in the utterance mentioned above because the learner uses both Indonesian and English words. The student used the word "ma'am" in her utterance, which is a courteous and formal way of addressing a female teacher at school. In part of speech, the term "ma'am" is a

noun. The reason for this utterance is to talk about a particular topic. in this case, she wants to ask something to the teacher about the narrative text topic.

14. Data (31)

*“Kenapa harus ada **moral value in narrative text?**”*

It can be seen in data 31 the students' questions were classified as insertion of phrases because the pupil used English phrases in his utterances. In that context, the phrase ‘moral value in narrative text’ does not change the meaning. The reason for this question is to talk about a particular topic. Because he wants to ask the teacher a question on the theme of narrative text.

15. Data (32)

*“Wiih.. siap **ma’am**..”*

Based on utterance in data 32 above, because the learner utilizes both Indonesian and English words, the phenomenon of code-mixing occurred in the utterance mentioned above. In her utterance, the pupil used the word "ma'am," a polite and formal method of greeting a female teacher at school. The term "ma'am" is a noun in part of speech. The reason for this question is Inserting sentence fillers (interjection). Because the word "with" inserted by the student into her utterance expressed shock as well as a strong emotion.

16. Data (33)

*“Saya tau **ma’am**”*

In data 33, it can be seen the learner utilizes both Indonesian and English words. Thus code mixing occurs in the utterance as mentioned earlier. In her utterance, the youngster addressed a female teacher as "ma'am," which is a polite and formal way of greeting a female teacher at school. The term "ma'am" is a noun in part of speech. The reason for students' utterances is to clarify the speech content for the interlocutor. Because she has participated in teachers' question.

17. Data (35)

*“Pertama **fairy tale**, kedua misteri, ketiga fiksi, keempat fabel,”*

In the utterance above, the student used the word fairy tale in the statement. The fairy tale is one kind of narrative text. The meaning of the words fairy tale is the fantasy story with a magical setting or magical influences within the story that is often intended for children. The word fairy tale includes the category of adjective. The reason for this statement is to talk about a particular topic. Because the student talks about kind of narrative text in her statement.

18. Data (36)

*“Yang kelima **myth and legend**,”*

According to the student's utterances, he mixes Indonesian and English language. He used the word myth and legend that has a meaning; all kinds of the story originally shared in spoken form. The words myth and legend are classified into a noun. The reason for this statement is to talk about a particular topic. Because the student mentions kind of narrative text in her statement.

19. Data (38)

“*saya ma’am.*”

The phenomenon of code-mixing appears in the utterance above because the learner uses both Indonesian and English words. The student used the word "ma'am" in her utterance, which is a courteous and formal way of addressing a female teacher at school. In part of speech, the term "ma'am" is a noun. The reason for the students' utterances is to clarify the speech content for the interlocutor. Because she took part in the teachers' question.

20. Data (39)

“*Snow white dan tujuh kurcaci*”

In data 39, the pupil used the word “snow-white” in her utterance. It can be classified into the insertion of phrases. The English phrase put by the pupil before the Indonesian language means one of the fairy tale stories. The word snow-white include as an adjective. The reason for this statement is that it is talking about a particular topic. Because the student refers to narrative content in her statement.

21. Data (42)

“*Ma’am saya mau jawab*”

The phenomenon of code-mixing appears in the utterance mentioned above because the learner uses both Indonesian and English words. The student used the word "ma'am" in her utterance, which is a courteous and formal way of addressing a female teacher at school. In part of speech, the term "ma'am" is a

noun. The reason for this statement is the intention of clarifying the speech content for the interlocutor. Because the utterance shows that she took part in the teachers' question.

22. Data (43)

“Because narrative text bersifat menceritakan kembali cerita dimasa lalu ,”

In this case, the student used code-mixing in his utterance. He used the English phrase “because narrative text”. Thus, the utterance is classified as an insertion of a phrase. In this context, the phrase there is no change in meaning. The reason for the statement is to talk about a particular topic. Because the student expressed his point of view on the topic being discussed in her statement.

23. Data(44)

“Jadi personal experience atau pengalaman seseorang dimasalalu kemudian diceritakan kembali.”

From the situation, the student used code-mixing between Indonesian and English language. The English word is inserted within the sentence. The word “personal experience” is the insertion of a phrase. In part of speech, personal experience includes as a noun. The reason for this statement is to use repetition for clarification. Because after the phrase “ personal experience”, the student repeated the phrase with Indonesian words in her statement.

24. Data (46)

“Biasanya berisi siapa dimana kapan suatu cerita ditetapkan ma’am.”

Because the learner uses Indonesian and English words in the utterance mentioned above in data 46, the occurrence of code-mixing happened. The student used the word "ma'am" in her utterance, which is a courteous and formal way of addressing a female teacher at school. In part of speech, "ma'am" is classed as a noun. The statement is to discuss a particular topic because the student expressed his point of view on the topic discussed in her statement.

25. Data (47)

“Ma’am saya boleh jawab lagikan.”

The phenomenon of code-mixing appears in the earlier utterance because the learner uses both Indonesian and English words. The student used the word "ma'am" in her utterance, which is a courteous and formal way of addressing a female teacher at school. In part of speech, the term "ma'am" is a noun. The reason for this statement is the intention of clarifying the speech content for the interlocutor. Because the utterance shows that she took part in the teachers' question.

26. Data (49)

“Ma’am saya tau.”

In data 49, it can be found the phenomena of code-mixing is evident because the learner employs both Indonesian and English words in the statement mentioned above. In her statement, the youngster used the phrase "ma'am," a

polite and formal method of greeting a female teacher at school. The term "ma'am" is a noun in part of speech. The reason for this statement is the intention of clarifying the speech content for the interlocutor. Because the utterance demonstrates that she participated in the teachers' question.

27. Data (51)

“apakah sad ending or happy ending?”

In this section, some words in the utterance are classified as code-mixing insertion of phrases. In this case, the phrase "sad ending or happy ending" means genre classification that ends from a story. That phrase includes an adjective in part of speech. The reason for this utterance is to talk about a particular topic. Because the utterance demonstrates that she participated in the teachers' question.

28. Data (52)

“Saya ma’am tau.”

In data 52, it can be found the phenomena of code-mixing is evident because the learner employs both Indonesian and English words in the statement as mentioned earlier. In her statement, the youngster used the phrase "ma'am," a polite and formal method of greeting a female teacher at school. The term "ma'am" is a noun in part of speech. This statement intends to clarify the speech content for the interlocutor because the utterance demonstrates that she participated in the teacher's question.

29. Data (53)

*“Seperti **moral value** contohnya.”*

According to the students' utterances, the Indonesian and English languages are mixed by him. He used the word "moral value", which meant the lesson that can take that in a story of narrative text. These words are classified into a noun in part of speech. Inserted a phrase in this utterance called the insertion of phrase because it consists of two words moral and value. The reason for this utterance includes talking about a particular topic. Because the student refers to narrative content in her statement.

30. Data (54)

“Ma'am saya tau.”

According to data 54, it can be found the phenomena of code-mixing is evident because the learner employs both Indonesian and English words in the statement as mentioned earlier. In her statement, the youngster used the phrase "ma'am," a polite and formal method of greeting a female teacher at school. The term "ma'am" is a noun in part of speech. The reason for this statement is the intention of clarifying the speech content for the interlocutor. Because the utterance demonstrates that she participated in the teachers' question.

31. Data (55)

*“menurut saya **the moral value is** jangan lah durhaka kepada kedua orang tua kita.”*

The bold word above shows that the student used code-mixing in the statement. The students mixed Indonesian and English language. The words "the

moral value is" are classified as insertion of phrase because there is some English word in the statement. There is no change of meaning in the phrase "the moral value is". It phrase is classified as an adjective in this statement. The reason in data 55 is talking about a particular topic because the utterance indicates that the student participated in the teachers' question.

32. Data (59)

“for example *kancil dan buaya.*”

Based on data 59 above, it shows there code-mixing occurs. The student tends to mix Indonesian and English language in the utterance. The English words are put first by the pupil in her utterance. Two English words make the above utterance into the insertion of phrase types. The phrase "for example" does not change the meaning in this context. The part of speech is classified as an adverb. The reason for this utterance is to talk about a particular topic. Because the expression demonstrates that the student participated in the teachers' question.

33. Data (62)

“*Ga bisa ditambah lagi ma’am.*”

According to data 62, the phenomenon of code-mixing is visible, Because the learner in the above statement uses both Indonesian and English. The pupil used the term "ma'am" in her statement, which is a courteous and formal way of greeting a female teacher at school. In part of speech, "ma'am" is

classed as a noun. The reason for this utterance is to be emphatic about something. Because the Indonesian word he used emphasizes something.

34. Data (63)

*“Heheh canda **ma’am.**”*

The phenomenon of code-mixing can be seen in data 63 because the student uses both Indonesian and English words in the preceding statement. In his utterance, the pupil used the phrase "ma'am," a courteous and formal way of greeting a female teacher at school. "Ma'am" is a noun in part of speech. The reason for the utterance is Inserting sentence fillers. Because the Indonesian words of the utterance above shows expresses draw attention.

3.2.2 Alternation

Alternation is a constraint on mixing in terms of compatibility or equivalence of the languages involved at the time of mixing, and the clause is a constraint on mixing (Muysken 2000). Alternatively, alternation takes place between utterances in turn or between turns. The data found that the research in alternation types of code-mixing amounted to 26 data. The researcher analyzed the data as follows:

1. Data (6)

*“jawabannya adalah **About music they like ma’am.**”*

According to student utterances, it can be seen there is two languages are alternated indistinctively. Phenomena code-mixing above is referred to as

alternation. The words "about music they like ma'am" were classified into clauses because there is a subject and predicate in the sentence. The meaning of the sentence "about music they like ma'am" is a music genre that they like. The reason for using the sentence is to talk about a particular topic. Because the expression shows that the student took part in the teachers' question.

2. Data (7)

"jawabannya **Yes, there are four expressions of giving opinion.**"

From the situation, it can be seen he mixes English and Indonesian language. This phenomenon is called code-mixing. In his utterance, the English words are more dominant than Indonesian words. They used some English words classified as a clause. Adding the sentence "yes there are four expressions of giving opinion" in the student statement is called alternation. The reason for this statement is to talk about a particular topic. Because the expression demonstrates that the student participated in the teachers' question.

3. Data (8)

"kalok jawaban nya **there only two ma'am**"

In data 8, we find the student doing code-mixing in her sentence. The type of code-mixing in data 8 is alternation because the student used a clause in her statement. The sentence "there only two ma'am" means the friend's book that he checked; the answer was only two. The reason for this statement is to talk about a particular topic. because he asks about a specific subject with his teacher.

4. Data (10)

*“kalok **only one ma’am** salah apa bener “*

From the situation, they are clearly mixing English and Indonesian. The phenomenon of code-mixing above is called alternation because the student put an English clause in her statement. The word “only one ma’am” is a dependent clause since the clause cannot stand alone. The reason for this statement is being emphatic about something because he emphasizes inquired about something.

5. Data (11)

*“ini jawaban nya **three ma’am**”*

The student used "three ma'am" in her statement. It shows that the student is doing code-mixing in this context. The English word above is the clause. But, that clause cannot stand alone or be known as a dependent clause. Dependent clauses need another clause to be a complete sentence or combined with independent clauses to make them have a reasonable or understandable meaning. The reason for this statement is to talk about a particular topic. Because the expression shows that the students showed interest in the teachers' question.

6. Data (12)

*“nomor **five ma’am.**”*

Based on data 12 above, a phenomenon of code-mixing can be found in the statement. Adding the words "five ma'am" in her statement shows that the types of this code-mixing are alternations because the English words are clauses

that cannot stand alone or call a dependent clause. The reason for this statement is the intention of clarifying the speech content for the interlocutor. Because the utterance shows that he took part in the teachers' query.

7. Data (13)

“ini yang saya periksa dia answer Yes, you’re right.”

A phenomenon of code-mixing in the statement can be identified by data 13 above. The English words above are called clauses. However, that clause cannot stand alone and is a dependent clause. Dependent clauses require another clause to be a complete sentence or to be coupled with independent clauses, To have a logical or understandable meaning; the type of this code-mixing is alternation. The reason for this statement is to talk about a particular topic. Because the statement indicates that the pupil was intrigued by the teacher's question.

8. Data (20)

Ma’am ini submit di meja ma’am?

From the situation, it can be seen he mixes English and Indonesian language. In his utterance, the English words are more dominant than Indonesian words. The kind of code-mixing in his utterance is an alternation because the students mix and switch languages simultaneously. An utterance is emphatic about something because he used the Indonesian statement to emphasise things.

9. Data (21)

“i’m sorry ma’am halaman berapa tadi ?”

In data 21 above, the student mixed Indonesian and English languages. This phenomenon is called code-mixing. Alternation detected in the statement above. Because "i'm sorry ma'am" is classified as the clause in view of the fact that there is a subject and predicate in the sentence. The reason for this statement is the intention of clarifying the speech content for the interlocutor because he asked about the teacher's statement, which is unclear.

10. Data (24)

“ i think narrative text is a text yang menceritakan kejadian masalah maybe ma’am.”

From the situation, it is clear that he is mixing English and Indonesian. English words predominated over Indonesian words in his utterance. The learner is mixing and switching languages at the same time. The code-mixing in his utterance is classified as alternation. Because the sentence “I think the narrative text is a text” is an English clause. After using the clause, the student suddenly switched to the Indonesian language and closed with the English words “maybe ma’am”. The reason for this statement is to talk about a particular topic. Because the student participated in answering the question of the teacher .

11. Data (26)

“kenapa story in movie disebut narrative text ma’am?”

In data 26 above, we can find that the participant employs both Indonesian and English in the question. This phenomenon is called code-mixing. The student used the Indonesian word “kenapa” after that, he mixed it with the

English words “story in movie” and mix again with “disebut”, which is the Indonesian word. Suddenly the participant switched to the English words “narrative text ma’am”. It can be that the participants’ question is called alternation because the structure of two languages is alternated indistinctively. The reason for this question is to talk about particular topics. Because he asked about the details of the topic being discussed.

12. Data (27)

*“apakah **every story** memiliki **moral value** ?”*

In this topic, the student is doing code-mixing in her question, which is classified as alternation. Because she used the word “ apakah”, which is the Indonesian language, then mixed it with the English language “ every story”, suddenly the student switched to “memiliki”, which is an Indonesian word and close to the English language “Moral value”. The two languages alternate indistinctively. The reason for student questions is to talk about a particular topic. Because she inquired about the specifics of the topic under discussion.

13. Data (28)

*“Ma’am yang dimaksud **conjunction** apa?”*

Based on data 28 above, the type of code-mixing of this question can be classified as alternation, and Even the English words are single words in view of the fact that students mix and switch at the same time in one statement. The structures of the two languages are alternated indistinctively. The reason for this

question is to talk about a particular topic because he asked about the details of the topic under discussion.

14. Data (29)

“yang ma’am mentioned in characteristics of narrative text tadi apa ya saya kurang faham?”

In data 29, it can be seen that there are phenomena of code-mixing. In the inquiry, the individual uses both Indonesian and English. Adding "ma'am mentioned in characteristics of narrative text "in her question is classified as alternation. Because in this session, the English language is a clause. The reason for this question is the intention of clarifying the speech content for the interlocutor, in view of the fact that he questioned the teacher's unclear assertion.

15. Data (34)

“mmm in my opinion ma’am jenis-jenisnya adalah...”

In this session, there are two languages used by the student. It is a phenomenon called code-mixing. The type of code-mixing in this session is alternation because the English words “in my opinion ma’am” are classified as a dependent clause. To have a logical or understandable meaning, dependent clauses require another clause to be a complete sentence or to be coupled with independent clauses. The reason for students’ statements is talking about a particular topic. Because he is trying to express his opinion about something discussed.

16. Data (37)

“*dan yang terakhir history ma’am.*”

According to data 37, we can find phenomena of code-mixing in the statement. Alternation is indicated in this statement. Because the student used a dependent clause in the end part of her statement, the clause can not stand alone. It needs another clause to be a complete sentence or coupled with independent clauses to have a logical or understandable meaning. The reason for this statement is talking about a particular topic because the student discusses the details of the subject topic.

17. Data (40)

“*and then putri tidur and the litle mermaid,*”

From the situation above, it is clear that he is mixing English and Indonesian. English words heavily dominated Indonesian words in his utterance. Because the student is mixing and switching languages simultaneously, the code-mixing in his utterance is an alternation. The reason for this statement is to talk about a particular topic. Because the student talks about the example of narrative text in his utterance.

18. Data (41)

“*I think itu aja sih ma’am.*”

Data 41 shows that the person addresses questions in both Indonesian and English. It is referred to as code-mixing. The type of code-mixing in students’ utterances is alternation. Because the student added the English word

“i think”, which is classified as a dependent clause. Then, the student switches to the Indonesian language “itu aja sih” and mixes it with the English word “ma’am”. The reason for this statement is to be emphatic about something because the student confirmed his answer .

19. Data (45)

“i wanna answer ma’am tapi boleh liat buku dikit kan.”

In data 45, it is visible from the situation that he is combining English and Indonesian. In his discourse, English words predominated over Indonesian terms. At the same time, the learner is mixing and switching languages. His utterance's code-mixing is characterized as alternation. Because the student used "i wanna answer ma'am", which is classified as a clause, In view of the fact that there are subject and predicate in his clause. The reason for students' sentences is the intention of clarifying the speech content for the interlocutor. Because he wanted to answer teachers' question.

20. Data (48)

“Complication adalah konflik yang terjadi pada sebuah cerita ma’am.”

In this case, the student tends to mix Indonesian and English language. Mixing two languages in one statement is referred to as code-mixing. Even if the student put single words, The type of code-mixing in the students' sentence above is alternation. Because the participants mix and switch at the same time. The reason for the sentence is to talk about a particular topic. Because he talks about a certain issue in narrative text.

21. Data (50)

“Menurut saya resolution is the problem or the crisis is resolved either in,”

According to data 50, it can be seen the participant employs both Indonesian and English in the statement. Thus code mixing occurs. The student used an English clause in her statement, classified as alternation. The reason for this statement is talking about a particular topic. Because the student delivers her point of view about a certain object.

22. Data (56)

“Ma’am saya mau answer.”

In data 56, it is visible from the situation that he is combining English and Indonesian. At the same time, the learner is mixing and switching languages. Thus, his utterance's code-mixing is characterized as alternation. The reason for this utterance is the intention of clarifying the speech content for the interlocutor. Because he wanted to try to answer teachers' question.

23. Data (57)

“I consider ma’am it is legend of narrative text types ma’am karena itu cerita asal usul suatu tempat.”

From the situation, it is clear that she is mixing English and Indonesian. It is referred to as code-mixing. In her speech, English words predominated over Indonesian words. Some English terms used above are clauses because the sentence consists of subject and predicate. By adding “I consider ma’am it is

legend of narrative text types ma'am" in the statement, classified as an alternation. The reason for this statement is talking about a particular topic. Because the student explains a specific issue.

24. Data (58)

*"Fabel adalah **the story** yang menceritakan kehidupan hewan yang berperilaku **like human**."*

In this case, the pupil is doing code-mixing. Because two languages are used by the students in her statement, even with no English clause, the types of code-mixing in students' utterance is alternation due to the student mixing and switching simultaneously in one sentence. The student used the Indonesian word "fabel adalah" and then mixed it with "the story," an English word. Suddenly, the student switched to Indonesian "yang menceritakan kehidupan hewan yang berperilaku" and closed with the English words "like human". The reason for this sentence is talking about a particular topic. Because the student describes a specific subject.

25. Data (60)

*"Ma'am hari ini kan ga ada setoran **vocabulary** berarti pertemuan berikutnya setorannya tetep tujuh kan **ma'am**."*

In this situation, the student is combining codes because she utilized two different languages in her statement. Even when no English clause is present, the types of code-mixing in students' utterances include alternation since the student mixed and switched words in the same sentence. The student used the English

words " Ma'am" then mixed it with the Indonesian phrase " hari ini kan ga ada setoran" then abruptly switched to English words " vocabulary," then mix again with the Indonesian words " berarti pertemuan berikutnya setorannya tetep tujuh kan." And close with the English words "Ma'am". The reason for this sentence is talking about a particular topic. Because the student discusses a certain topic.

26. Data (61)

“Yaaah **ma'am it's too much.**”

A phenomenon of code-mixing in the statement can detect in data 61 above. The addition of the words "ma'am it's too much" to her statement demonstrates that the type of code-mixing is alternation because the English words are clauses that cannot stand alone, also known as dependent clauses. The reason for this statement is Inserting sentence fillers. Because the Indonesia interjection "Yaaah" that is interjected into a sentence to express surprise.

3.2.3 Congruent Lexicalization

Congruent Lexicalization is when two languages share grammatical structure, which can fill lexically with elements from either language. The data found that the research found in Congruent Lexicalization types of code-mixing amounted to a total of 3 data. The researcher analyzed the data as follows:

1. Data (2)

“*questionnya dari ma'am*”

Data 2 shows that the participants employ Indonesian and English in this sentence. The student inserted the word "questionnya" here to include the category of congruent lexicalization. The word "questionnya" consists of two languages combining the word "question" in English. The word "-nya" is an Indonesian suffix with a grammatical structure that can fill lexically with items from either language. The reason for this statement is the intention of clarifying the speech content for the interlocutor. Because he wanted to try to answer teachers' question.

2. Data (4)

“dialoguenya dibaca jugak atau langsung soal nomor satu.”

Data 4 demonstrates that the participants use Indonesian and English in this sentence. The student included the word " dialoguenya " in this category of congruent lexicalization. The term "dialoguenya" comprises two languages: the English word dialogue and the Indonesian suffix "-nya," which share grammatical structure and can be filled lexically with elements from either language. The reason for this statement is talking about a particular topic. because the student asks the particular thing that he does not know.

3. Data (19)

“ini jawabnya jugak cumak satu”

Data 19 shows that participants in this sentence use both Indonesian and English. The student included the word " jawabnya "in this category of congruent lexicalisation. The term "dialoguenya" combines two languages: the

English word dialogue and the Indonesian suffix "-nya," which share grammatical structure and can be filled with material from any language. The reason for this statement is talking about a particular topic because the student's answer talks about a particular subject.

3.3 Reasons of Code Mixing used in speaking class activity

In this session, the researcher presents the reason for code-mixing used by the students in the classroom activity. In social interaction, someone who mixes two languages when communicating has his reasons. Code mixing is the most important and well-studied process in a bilingual or multilingual community. However, in this study, the researcher identified 5 reasons for code-mixing used by the students in speaking class activity, such as 1) Talking about a particular topic, 2) Being emphatic about something, 3) Inserting sentence fillers (interjection), 4) Repetition used for clarification, 5) Intention of clarifying the speech content for the interlocutor. It explains in detail as follows:

These are the reasons:

1. Talking about a particular topic

According to Hoffman (1991) cited in Kurniawan, (2016) explained Talking about a particular topic indicates that people prefer to talk about a certain issue on any subject that allows them to communicate their circumstances, particularly in an informal setting. There is the example of code-mixing in data 4, such as:

“dialoguenya dibaca jugak atau langsung soal nomor satu.”

The reason for this statement is talking about a particular topic because the student asks the particular thing that he does not know.

2. Being emphatic about something

Combining languages is employed in an empathy and sympathy situation. When someone speaking in a language that is not their original language wants to be emphatic about something, they will frequently move from their second language to their first language, either consciously or unintentionally. The data found as follows:

“I think itu aja sih ma’am.” (Data 41)

The reason for this statement is being emphatic about something because the student confirmed the answer he gave.

3. Inserting sentence fillers (interjection)

Interjections are words or statements interjected into a sentence to express surprise, strong emotion, or draw attention. People prefer to mark the interjection or sentence connector when language switching and mixing, either mistakenly or consciously. The found as follows:

“Yaaah ma’am it’s too much.” (Data 61)

The reason for this statement is Inserting sentence fillers. Because the Indonesia interjection “Yaaah” is interjected into a sentence to express surprise.

4. Repetition used for clarification

When a bilingual or multilingual person wishes to clarify their research, the audience will understand it better. They can sometimes use both languages (codes) to convey a message. There is an example of code-mixing in data as follows:

*“Jadi **personal experience** atau pengalaman seseorang dimasalalu kemudian diceritakan kembali.”(Data 44)*

The reason for this statement is to use repetition for clarification. Because after the phrase “ personal experience”, the student repeated the phrase with Indonesian words in her statement.

5. Intention of clarifying the speech content for interlocutor

There will be a lot of code-mixing when one bilingual or multilingual person talks to another bilingual or multilingual person. It involves ensuring that the audience can understand the topic of their communication. The data found as follows:

*‘‘Ga ada di buku **ma’am**’’.*

The reason for the utterance of data 1 is the intention of clarifying the speech content for the interlocutor because she tried to participate on the answer teachers’ question.

From the explanation above, The researcher concluded that the students in Mts Darul Ulum, Menggala used code-mixing in the context of speaking class

activities. The research findings showed that students used code-mixing only five of seven reasons' for Hoffman's theory. The five reasons used by the students are: Talking about a particular topic, Being emphatic about something, Inserting sentence fillers (interjection), Repetition used for clarification, and Intention of clarifying the speech content for the interlocutor.

3.4 The Factors of Code Mixing used in speaking class activity

In this section, the researcher presents the results of interviews with students about the factors in code mixing that they used. The researcher used three questions list to interview seven students. Several factors led to the student's use of code-mixing. In this study, the researcher found three factors as follows:

1) Speaker and partner speaking

According to Beardsmore, cited in Wardah Daulay & Sumarsih, (2012), To communicate, the speaker requires a partner to talk, and code-mixing may occur if both use and understand it well. In the classroom activity, speaking interaction between students and teacher trigger the phenomenon of code-mixing. This assertion is backed by the findings of the interview with Student 3:

“Yes sis. Because sometimes the teacher explains it is mixed like that.

Let us understand.” (Student 3)

It can conclude that students use code-mixing because the teacher sometimes explains a material used in code-mixing. Thus, the factor classified as speaker and partner speaking in this statement.

2) Vocabulary

The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language. Then, what they want to deliver can be conveyed through code-mixing. The factors in students' speaking class activity show that students lack vocabulary. This statement is supported by the result of the interview with student 1:

“ Because there are some English words that I don't know, so when I talked to the teacher, I mixed Indonesian and English. ” (Student 1)

Furthermore, the data identified the factors from the student statement above, and it can be seen that the English words they don't know, they express in Indonesian or vice versa. It is also expressed by student 3, student 5 and student 6. They mix Indonesian and English because they lack vocabulary. Mastering vocabulary and grammar is very important to improving speaking skills. Students can talk fluently in a class by mastering a wide vocabulary.

In reality, pupils do not master a wide many vocabulary and grammar. Only seven vocabularies have every meeting, and they can make a memorization deposit because the subject in school is not only about English. Thus, the teacher does not want to overload his students with vocabulary. In this session, there is another result for the first question; when they wish to speak complete English, especially in front of their friends, they are terrified of being mocked and laughed at because the students are wrong when they pronounce a few words whose pronunciation level is a little convoluted. This statement is supported by the result of the interview with students 2 and 4:

“Because there are some words that are difficult to pronounce, sis, instead of being laughed at by friends because they are wrong, you use Indonesian sometimes too.”(student 2)

In addition, the result of interview with student 4:

“Because there are words that are a bit convoluted, sis, after all, I'm Indonesian, sis, hehehe, so when i speak English class activities, the Indonesian language is still used.” (student 4)

It can be conclude that the factors of code mixing used by students refers to vocabulary.

3) Prestige

For many young people, code-mixing becomes their style which is hoped to be modern and educational. They mix because of prestige. They want to look cool in front of many people. This point is verified by the findings of the interview with Student 1:

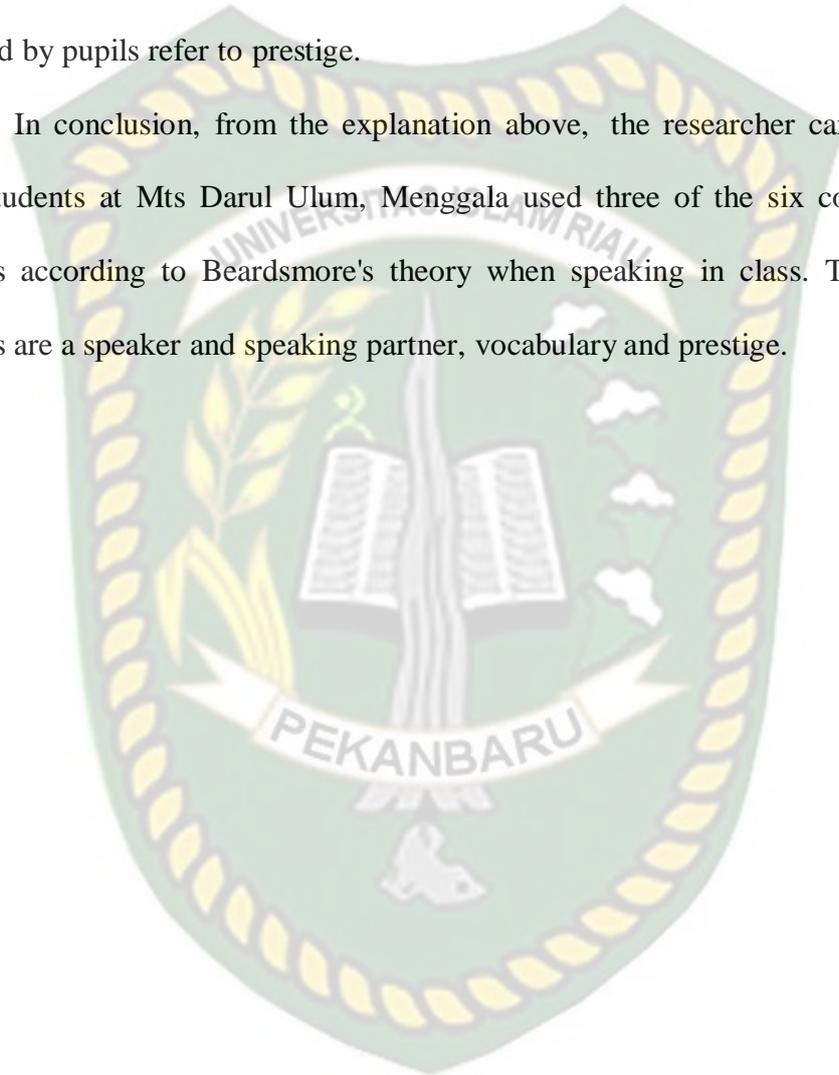
“Then just to make it look cool, sis, hehe, especially in front of girls, I feel like the damage increases when I speak English.”(student 1)

In addition , the result of interview with student 2:

““yes Sis often, what I said earlier, there are words which complicated when I say I changed it to Indonesian. I'm embarrassed if I say the wrong thing in front of other friends, or they will laugh at me Then, is there sis. Follow trends on tiktok, ig, youtube. The artist that I saw often spoke in English, it looks cool.” (Student 2)

Based on the statement of student 2, they often mix Indonesian and English cause they want to look cool in front of many people. Another student also said the same thing. It is possible to conclude that the code-mixing factors utilized by pupils refer to prestige.

In conclusion, from the explanation above, the researcher can conclude that students at Mts Darul Ulum, Menggala used three of the six code-mixing factors according to Beardsmore's theory when speaking in class. These three factors are a speaker and speaking partner, vocabulary and prestige.



CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

The researcher described three types of code-mixing identified in students speaking class activity based on the research findings and discussion in the previous chapter. In this research, the researcher took 2A classes of students at MTS Darul Ulum, Mangala. The author can conclude several conclusions from the analysis. Insertion, alternation, and Lexical Congruence are the code-mixing investigated in this study. In this research, the insertion code-mixing type was proven to be more widely used with a percentage of 53,9 % compared to the type of congruent lexicalization, which used lower than 4,8 %.. However, most of the data are also found on the alternation with a percentage of 41,3 %.

Then, from the interview with the students, the researcher found some relevant reasons and factors that students used code-mixing in their speaking class activity. They are: talking about a particular topic, being emphatic about something, inserting sentence fillers (interjection), repeating used for clarification, and intention to clarify the speech content for the interlocutor. Then, the factors of code-mixing are speaker and partner speaking, vocabulary and prestige.

4.2 Suggestion

After completing the investigation, the researcher makes some hopefully useful suggestions. Analysis of code-mixing is interesting because various requirements can be studied. Following the conclusion, the researcher suggests the following:

1. For English department students, it is hoped that by knowing the results of this study, they will know the types and reasons for code-mixing between Indonesian and English that MTS Darul Ulum Menggala students use, especially second-grade students, in speaking class activities, and students can enhance the knowledge of sociolinguistic.
2. For future researchers, this study does not cover every facet of code-mixing. It is envisaged that the next researcher can encompass all aspects of code-mixing and study it from a different perspective. Then, as a guideline for every reader, people should employ code-mixing appropriately because language is flexible and can adapt to new situations.
3. For the learning process, this research can be as students' additional information on code-mixing from student speaking class activity. The students hope to increase their vocabulary to decrease the code-mixing used, and the teachers are expected to improve teaching by training students to string words using English according to the situation and ability of each student.

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