
**CODE-MIXING IN STUDENTS' SPEAKING SKILLS DURING THE
TEACHING AND LEARNING PROCESS (A Case of MAN 1 Grobogan)**

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ABSTRACT

Code mixing is a common phenomenon in bilingual or multilingual environments. The phenomenon of mixing Indonesian and English is not only seen in everyday life and on social media but has actually become a trend and is widely used and discussed in schools, especially in speaking classes. This research aims to identify the types, reasons, and factors that influence the mixing of Indonesian and English codes by students during the teaching and learning process. This research uses a descriptive qualitative method. Researchers obtained data from students' speaking skills during the teaching and learning process. The instruments used in this research were observation and interviews. The researcher transcribed the observations of MAN 1 Grobogan in tenth grade and reorganized them into written data. Then, the research identified the data into types of code-mixing. After that, the researcher transcribed the results of interviews with the teacher and several students, the researcher analyzed the data on factors that influence code mixing in students' speaking skills during the teaching and learning process. The finding showed that there are three types of code mixing used in students' speaking skills during the teaching and learning process at MAN 1 Grobogan: Intra Sentential Code Mixing 4 data, Intra Lexical Code Mixing 6 data, and Involving a Change of Pronunciation 9 data. The research found factors influencing code mixing in students' speaking skills during the teaching and learning process from interviews with the teacher and several students, such as social values, development and introduction of new cultures, limited use of code, use of more popular terms, the speaker and the speaker's personality, and talking partners.

Keywords; Sociolinguistics, Code Mixing, Teaching and Learning Process, Speaking Skills.

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INTRODUCTION

Language is an expression that contains the intention to convey something to other people. Consequently, language serves as the primary medium via which people connect and communicate with one another. According to Rosmiaty et al, (2020), because language is a means of communication, it plays a vital role in human existence. While Handayani's research also mentions language, humans require language as a tool of contact and communication, language must be utilized correctly in order for the speaker's goals to be accurately described and for the interlocutor or other people to understand it (Handayani, 2024).

Apart from that, Indonesian also has many different languages. Even though the mother tongue varies in each region, Indonesian is a unifying language. In addition, people generally use English as an international language that is taught all over the world. According to Siddiq et al, (2023), their research said, Since English is a universal language, people from all over the world including Indonesians strive to learn and utilize it.

In the current era, the influence of social media on students is becoming increasingly strong and complex. Students tend to use social media every day, They make use of social media platforms like

Facebook, YouTube, Instagram, Twitter, TikTok, WhatsApp, and so forth. According to earlier studies, social media use has been increasing yearly, which has significantly impacted language usage (Tarihoran et al, 2022).

Bilingualism is the ability to speak and comprehend two languages equally well. Many studies have shown that bilingualism has many benefits, including improving cognitive abilities, problem-solving abilities, and the ability to adapt to different cultures. Conducted by Agustin et al (2020) define, bilingualism as the capability of communicating in at least two languages. While Ayferozsen et al (2020) research also mentions bilingualism, this phrase could emerge from processes that are conscious or unconscious.

Code-mixing is the practice of using a term or phrase from one language in another. Rahmat (2020) states, that when someone speaks in two distinct languages in the same sentence, it's known as code-mixing. Additionally, The speakers convey their mood and achieve their communication goals by combining several codes. It means speakers use code mixing in conversation to achieve their communicative goals by utilizing two or more languages in one discourse (Rosmiaty et al, 2020).

Very typical for students to speak a combination of English and Indonesian when in class for instruction and learning. When students have difficulty expressing themselves in English, they may feel more comfortable using words and phrases from Indonesian. In addition, if students do not yet have sufficient English vocabulary, they tend to replace unknown words in English with words and phrases from Indonesian. Code mixing is frequently used by students who are not yet completely fluent in English to help them during presentations or chats. This happens because they may not have sufficient skills in English and find it difficult to convey ideas completely using only the language. As a result, code-mixing becomes one of the strategies used by the students to support their communication.

RESEARCH METHOD

In this research, the researcher used the descriptive qualitative method. Research that is descriptive and focuses more on analysis, process, and meaning is referred to as qualitative research. Analytical and descriptive research is referred to as qualitative research. Descriptive qualitative research entails presenting and characterizing the social settings, events, and phenomena under study. Analysis is the process of evaluating, evaluating, and contrasting study findings (Waruwu, 2023).

Through qualitative study, scientists can better understand phenomena and develop empathy for people's real-world experiences (Wahyu & Atsamar, 2020).

FINDINGS AND DISCUSSION

1. Findings

a. Types of Code-Mixing Use by Student.

The type of code-mixing that occurs in students' speaking abilities during the teaching and learning process is the subject of the first section of the research findings. In this study, the investigator employed the idea put out by Hoffmann (1991). There are three types of code-mixing, intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation.

Intra-Sentential Code-Mixing

Five of the 19 data or 28% of the total came from intra-sentential code mixing in the speaking abilities of the students at MAN 1 Grobogan during the teaching and learning process. Examples of intra-sentential code-mixing in students' speaking abilities during the teaching and learning process include the following: "Katanya ini what the mountain bu".

So, in the sentence "Katanya ini *what the mountain* bu", the part that shows code-mixing is "*what the*

mountain". This is an English term used in one sentence.

Intra-Lexical Code-Mixing

Five of the 19 pieces of data or 28% of the total from the intra-lexical code-mixing of students' speaking abilities

"Aku mau mendeskripsikan lesti mukanya *babyface*".

Here, the phrase "*babyface*" is an English element mixed in the Indonesian phrase.

Involving a Change of Pronunciation

9 of the 19 data or 44% of the total involved a change in pronunciation in the speaking abilities of the students during the teaching and learning process at MAN 1 Grobogan. Here are a few instances of how students can use code-mixing and pronunciation changes when speaking during the teaching and learning process:

"Marselino ferdinan is known as a professional in the world of **football**".

For the word **football** students should say ['fot.ba:l] and while students say **fotbal**, The pronunciation is not in line with how English should be pronounced.

Students at MAN 1 Grobogan come from a variety of social classes, and cultural origins, and have a restricted vocabulary. As a result, they frequently combine the teaching and learning processes. Three forms of code mixing intra-sentential, intra-lexical, and involving a change of

during the teaching and learning process at MAN 1 Grobogan were discovered by the researcher. Several instances of intra-lexical code mixing in student speech during the teaching and learning process are provided below:

pronunciation occur during the teaching and learning process, according to the research findings. The types of code mixing are categorized in the following table according to the analysis's findings.

No	Types of Code Mixing	Total	%
1.	Intra-Sentential	5	28%
2.	Intra-Lexical	5	28%
3.	Involving a Change of Pronunciation	9	44%
Total		19	100%

From the table above, it can be seen that the type involving a change of pronunciation is the most dominant type of code mixing used in speaking skill students at MAN 1 Grobogan, this is proven by the percentage of 44%. Followed by intra-lexical code mixing at 28%, and intra-sentential code mixing at 28%. This shows that in students' speaking skills at MAN 1 Grobogan, students often change their

English pronunciation during the teaching and learning process.

b. Factors Influencing Code-Mixing

Naturally, a number of factors influence the utilization of code-mixing in communication. The teaching and learning process has a similar effect on students' speaking abilities. According to the study's findings, a number of variables affect how pupils employ code-mixing in their speech.

a. Non-linguistic factors (Speaker's Attitude/Attitudinal Type)

Non-linguistic factors, particularly in the context of Speaker's Attitude/Attitudinal Type, refer to various influences beyond language that affect the use of code mixing among students. These include:

1) Social Values.

One of the factors that influences students' speaking skills to mix Indonesian with English during learning is the social values in the environment around students which influence students' use of English. So those from superior classes have better vocabulary compared to regular classes. This is by the results of interviews given by English teachers.

"Sangat berpengaruh, terhadap kosakata yang di terima oleh siswa, contohnya seperti di kelas unggulan dan

kelas reguler itu sangat berbeda, di kelas unggulan itu rata rata baground sosialnya lebih bagus, dari segi orang tuanya sudah mengarahkan nanti akan kuliah dimana rata rata kosakatanya lebih bagus beda dengan kelas yangq reguler yang juga mempunyai keterbatasan kosakata bahasa Inggris"

From these reasons, it is clear that students' social status can influence the use of code-mixing, so students who mix English words or terms in the teaching and learning process are more likely to be in superior classes than in regular classes.

2) Development and Introduction New Cultures

The use of code mixing in students' speaking abilities is significantly impacted by the emergence of new customs or cultures in a community. The outcomes of interviews with English teachers demonstrate this.

"Sangat berpengaruh saya sebagai guru dan saya sudah mengajar selama 19 tahun, itu dari tiap tahun apalagi setelah masa corona mereka mempunyai culture yang sangat berbeda, mungkin kayak tadi yang kamu lihat mereka sedikit dikit megang hp dan rasa ingin tahu nya itu juga berbeda dibandingkan dengan murid yang dulu, kebiasaan dulu mereka kayak diem, anteng di kelas, dengerin gurunya itu kalo dulu, kalo sekarang bisa di lihat sendiri

kayanya mau cari anak yang anteng itu susah mungkin juga karena terpengaruh kayak yang di media sosial juga sangat mempengaruhi behavior mereka”.

This is clear from this statement that kids might be encouraged to use code mixing in their interactions by being exposed to various cultures and innovations. Students at MAN 1 Grobogan also experienced a similar situation. The development and introduction of new cultures and customs is one of the reasons they use Indonesian words in the teaching and learning process.

b. Linguistic Factors (Linguistic Type)

Linguistic factors, or Linguistic Type, refer to the intrinsic characteristics of the languages involved that influence code mixing among students. These factors include:

1) Limited Use of Code

According to student responses gleaned from the interview results, the students' limited vocabulary caused them to code mix throughout the learning process, which in turn led to the creation of English phrases during the teaching and learning process. Interviews with tenth graders at MAN 1 Grobogan provide evidence of this.

“Pernah, kadang kan saat berbicara menggunakan bahasa inggris nah itu ada kosakata yang tidak saya

ketahui, jadinya saya mix menggunakan bahasa indonesia. contohnya seperti ketika saya mengucapkan warna kulitnya tan maybe”

Here are a few instances of students using code sparingly throughout the teaching and learning process.

“Katanya ini what the mountain bu.”

One of the reasons why students' speaking abilities at MAN 1 Grobogan engage in code-mixing during the teaching and learning process is the restriction of utilizing the same code or equivalent words between English and Indonesian.

2) Use of More Popular Terms

The usage of more widely used terminology is one of the things that contributes to code-mixing in students' speaking abilities during the teaching and learning process. Students frequently utilize social media in their daily lives, and their social media homepages frequently contain English terms. Because they are accustomed to hearing it, MAN 1 Grobogan pupils frequently use this terminology. The findings of student interviews conducted at MAN 1 Grobogan demonstrate this.

“karena sering mendengar orang bule menggunakan bahasa inggris atau istilah yang lewat beranda fyp di tik tok dan instagram”

Here are a few instances of how students use more common terminology during the teaching and learning process.

"Aku mau mendeskripsikan lesti mukanya babyface."

According to this assertion, MAN 1 Grobogan students utilize English words more frequently during the teaching and learning process because they are more recognizable and common in their daily lives.

3) The Speaker and The Speaker's Personality

Code mixing in the teaching and learning process is also influenced by the speaker's habits or personality. The student's assertion that they frequently combine many languages when learning serves as evidence for this. Students reported feeling more at ease when they mixed codes while conversing. The findings of student interviews conducted at MAN 1 Grobogan demonstrate this.

"karena saya lebih merasa nyaman saat menggunakan bahasa yang campur"

Following are some examples of use of the speaker and the speaker's personality which students said during teaching and learning process.

"Saya suka artis ini because he is very popular."

These findings make it abundantly evident that the personalities of students

have an impact on the prevalence of code mixing in discussions.

4) Talking Partners

One of the things that leads to the usage of code mixing in the teaching and learning process is the interlocutor or conversation partner's familiarity with English terminology. This is especially true if the other person in the conversation is a fellow student from the same background. Because when the discussion partner comprehends what the speaker is saying, it will be simpler to communicate the message. An interview with a tenth-grade student at MAN 1 Grobogan produced this outcome.

"karena saat saya menggunakan istilah dari bahasa inggris teman saya juga memahaminya"

Following are some examples of talking partners that students say during the teaching and learning process.

"You kalah."

These findings make it evident that the interlocutor has an impact on the incidence of code mixing in discussions among tenth-grade students at MAN 1 Grobogan.

2. Discussion

This research investigates the phenomenon of code-mixing in students' speaking abilities during the teaching and

learning process at MAN 1 Grobogan. The findings show that students actively use a combination of English and Indonesian codes throughout learning activities, especially during group discussions and interactions with the teacher. Three forms of code mixing intra-sentential, intra-lexical, and involving a change of pronunciation occur during the teaching and learning process. This study suggests that code-mixing is a useful strategy for overcoming language barriers and improving understanding while learning. Students can more easily and flexibly negotiate linguistic dead ends and convey their thoughts more effectively when mixed language is used.

Previous research was conducted by (Wahyu & Atsamar, 2020), this looked at how teachers used code-mixing when speaking. The study's findings demonstrate that educators employ code-mixing in a more methodical and organized way. Teachers frequently mix up English phrases when explaining the material for example, "Okay, kita start ya." This research differs from the prior research in that it looks at teachers' code-mixing, whereas the previous study looked at students' speaking abilities. Students typically employ code mixing more casually and freely in the classroom.

Apart from that, research from Astri (2020) and Br Siahaan, (2020) looked into YouTube's usage of code-mixing. The examination of code-mixing in podcasts reveals that content producers typically employ code-mixing freely and imaginatively. In addition to providing information, it also seeks to establish a more casual and personal environment with the audience.

Code-mixing in students' speaking abilities during the teaching and learning process is influenced by a variety of circumstances. Referring to Suwito (1985) hypothesis, in this study, The study found that examples of nonlinguistic factors include social ideals, cultural introduction, and development. Limited usage of code, the use of more widely used terminology, the speaker and their personality, and conversation partners are examples of linguistic influences. Thus, this research relating to code-mixing in students' speaking skills can strengthen Hoffmann's (1991) and Suwito's (1985) ideas by offering factual data demonstrating how and why code-mixing happens during the MAN 1 Grobogan teaching and learning process.

CONCLUSION AND IMPLICATION

Based on the research findings and discussion in the previous chapter, the researcher concluded that there are three types of code-mixing that take place in the speaking abilities of tenth-grade students at MAN 1 Grobogan during the teaching and learning process. They involve a shift in pronunciation and are classified as intra-sentential and intra-lexical code-mixing.

Although code-mixing occurs in both formal and informal settings, the researcher focused exclusively on the formal setting of the teaching and learning process for the purposes of this study.

Social values, development, and the introduction of new cultures are examples of nonlinguistic factors. Based on interviews with the teacher and multiple students, the researcher discovered six reasons why students use code mixing when learning English, two of which are related to nonlinguistic factors and four of which are related to linguistic factors. The speaker and their personality, talking partners, the use of more common terminology, and the limited usage of code are further linguistic aspects.

Through interviews with the teacher and several students, the researcher found six reasons why pupils employ code-mixing when learning English, two of which are

nonlinguistic and four of which are linguistic. Social ideals, cultural introduction, and development are examples of nonlinguistic variables. Other linguistic factors include the speaker's personality, their restricted use of code, their use of more common terminology, and their conversation companions.

Code-mixing has significant implications for students. In general, this phenomenon can enrich their language skills by expanding their vocabulary and ability to communicate in various contexts. However, if not managed well, code-mixing can confuse and hinder mastery of the formal language required in academic and professional contexts. Students may also become overly dependent on the mix of languages used daily, affecting their ability to use language in a structured and consistent manner. Therefore, it is important to ensure that students receive balanced practice between the use of formal and informal language in their education.

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