

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Language is the most important aspect of human interaction. People communicate and interact with others by using language. In the wide community, English has become an international language. Most of the community in the whole world uses English to communicate with others who have a different language. So, English is important to be taught and learned by the students. In *Oxford Advanced Learner's Dictionary*, "Language is the system of sounds and words used by humans to express their thoughts and feeling".<sup>1</sup>

In the same vein, Language means a system of communicating ideas or feelings by the use of conventionalized signs, sounds, gestured, or marks having understood meanings.<sup>2</sup> "Whatever else people may do, when they come together, whether they play, fight, make love or make automobiles, they talk and use a language."<sup>3</sup> Language seems to have many different functions as there are occasions for using language, but for all the apparent diversity the basic uses of language are rather limited.<sup>4</sup>

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<sup>1</sup>A S Hornby, *Oxford Advanced Learner's Dictionary*, 4<sup>th</sup> Edition (New York: Oxford University Press, 1989), p.700.

<sup>2</sup>Merriam-Webster's Dictionary. Access in: September 9th 2019. <https://www.merriam-webster.com/dictionary/language>. p.56

<sup>3</sup>Victoria Fromkin, Robert Rodman., Nina Hyams. *An Introduction to Language*, (7th ed, New York, NY: Wadsworth, Thomson and The Thomson Corporation, 2003), p.101

<sup>4</sup>D. Alan Cruse. "Meaning in Language: An Introduction to Semantics and Pragmatics". (New York: Oxford University Press, 2000), p.87

There are four language skills that need to be learned by the students, namely listening, speaking, reading, and writing. In addition, Johnson mentioned that there are two conventional ways of dividing these four skills. The first way is by dividing these skills into the medium: the spoken medium (listening and speaking) and the written medium (reading and writing). The second way is by dividing them into receptive skills (listening and reading) and productive skills (speaking and writing).<sup>5</sup>

Among the four language skills mentioned above, Leong in his research stated that speaking is considered a very important skill because generally the persons who learn a language, it is referred to be a speaker of that language.<sup>6</sup> According to Nunan, speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning.<sup>7</sup> Meanwhile, Hugles explains that there are five aspects of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>8</sup> As explained earlier that speaking is one of the most important aspects of learning English.

Among the four key language skills, speaking is deemed to be the important skill in learning a foreign or second language. Regardless of its importance, teaching speaking skills have been undervalued and the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well

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<sup>5</sup>Andrew P. Johnson. *Teaching Reading and Writing: A Guided Book for Tutoring and Remediating Students*. (USA: Roman and Littlefield Education. 2008), p.34.

<sup>6</sup>Lai-Mei Leong & Seyedem Ahmadi. *An analysis of factors influencing learners' English speaking skill*. (International Journal of Research in English Education, 2017), p. 34-41.

<sup>7</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003). p.54

<sup>8</sup>Arthur Hughes, *Testing for Language Teachers*. (Cambridge: Cambridge University, 2003), p.34

in real-life situations. In the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology. As very little priority has been given to the important elements of language such as phonological, morphological, semantic, and syntactic aspects, it has become a major impediment for the ELLs to acquire the speaking skills among the learners of English. So far, more concentration has been given to reading and writing skills. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life.<sup>9</sup>

Based on the preliminary research data obtained by observing in the field, the researcher found the fact that in the T.I.M.E Club there are still many members' lack of vocabulary. So, it makes them get trouble to speak due to they do not know what to say and do not know the meaning.

Based on the explanation above, the researcher wants to know the speaking skill by using code mixing where they can mix English and Indonesian as their national language. They will mix Indonesian when they do not know some words in English when they are speaking English. It is called Code mixing. Code mixing defines as the ability of someone who can mix the language or use more than one language in their interactions. Code mixing has been a trend or style speaking in society especially among youth people such as South Jakarta (Jaksel style speaking).

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<sup>9</sup>Srinivas Rao Parupalli, *The Importance of Speaking Skill in English Classroom*. (Saudi Arabia:Alford Council of International English & Literature Journal(ACIELJ),2019), Vol.2, Issue.2, p.7.

Thus, the researcher is interested in research by analyzing code-mixing. Related to the student speaking fluency. The researcher will investigate T.I.M.E Club members as an object of the research as T.I.M.E Club is a club where the students of HMPS TBI learn and share about English one to another.

### ***B. Research Questions***

Based on the previous background, the researcher formulates the research questions as follow:

1. What are the types of code-mixing which appear in speaking activities at T.I.M.E Club of HMPS TBI of IAIN Bone?
2. What are the levels of code-mixing which appear in speaking activities at the T.I.M.E Club of HMPS TBI of IAIN Bone?

### ***C. Definition of Terms***

The title of this research is “Code Mixing Analysis in Speaking Fluency Activities: A Study at T.I.M.E Club of HMPS TBI of IAIN Bone”. To make it clear, the researcher tries to explain some keywords, they are:

Code mixing is the use of two languages together with the conversant to the extent that they change from one language to another in the course of a single utterance.<sup>10</sup> In this research, the researcher focus on types and level of code-mixing. Where the types of code-mixing by Hoffman and the levels of code-mixing by Suwito.

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<sup>10</sup>Ronald Wardaugh, *An Introduction to Sociolinguistic* (Oxford: Basil Black Well, 1986), p.103.

The analysis is a process as a method of studying the nature of something or determining its essential features and their relations.<sup>11</sup> It means analysis is an investigation of an event to know the true condition.

Speaking fluency is the ability to speak naturally, accurately, spontaneously, and comprehensibly with a few errors that may distract the listener from the speaker's message.

T.I.M.E Club of HMPS TBI of IAIN Bone is an abbreviation from TBI Millennial English Club. Be founded by HM-PS TBI IAIN Bone on August 15<sup>th</sup> 2020 as the community to study English together especially for students of the English study program.

#### ***D. Objective and Significance of the Research***

Based on the problem statement above, the objective of the research is “to analyze the types and level of code-mixing in speaking fluency activities by the members at T.I.M.E Club of HMPS TBI of IAIN Bone”.

The result of this research is expected to provide the following benefits:

1. Theoretically, this research is primarily useful for the reader to enlarge their knowledge about sociolinguistics, especially in code-mixing because this research contains many theories that are related to code-mixing.
2. Practically, this research is expected to give sources of knowledge and more information for all people :

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<sup>11</sup> <https://www.dictionary.com/browse/analysis> access on march 1<sup>st</sup> 2021 at 08.02

- a. For college students, the result of this research can deeply understand about code-mixing and they directly can apply to their daily life. They can also improve their ability in speaking.
- b. For the lecturer, the result of this research can be used as guidance to enrich their comprehension of code-mixing.
- c. The further researchers, The result of this research can give the motivation for the next researcher to look for code-mixing in another thing and the next researchers can use this research as the reference if they want to research code-mixing.

#### ***E. Previous of Related Findings***

The researcher reviews the previous research which has a correlation with this research in the term of the problem and also finding. The previous researcher are conducted by:

Novarita in her journal “The Analysis of Code Mixing Used by Agnez Monica in Commentating the Participants of The Voice Indonesia Contest”. The research intended to figure out why Agnez Monica did code-mixing when she commented on the participant in the voice Indonesia contest. The research applied qualitative method to investigate the types of code-mixing and the reasons for doing code-mixing. The data were taken from the video that are published on youtube. The comments selected were mainly focused on technique vocal. The data analysis

reveals that code-mixing is mostly found when someone talked about music, art, and comment about vocal technique.<sup>12</sup>

Kustati titled “An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context”. The objective of the paper is to determine types of code-mixing and code-switching made by teachers and students in EFL cross cultural communication class and to identify reasons for the emergence of code-switching and mixing in the classroom. The data was obtained through observation and in-depth interviews of the second year students of undergraduate program of English in Tarbiyah Faculty, IAIN IB Padang. The finding showed that tag-switching, intra-sentential, inter-sentential, and intra-word were commonly used by EFL teachers and students in the classroom. It was also found that the teachers used code-mixing and switching in the process of clarifying certain issues to make them more comprehensible to students. Teachers also do these kinds of switching during their attempt to promote relationship with students, to switch the topic, and to persuade or motivate students to be more engaged in learning English. Meanwhile, the students mix and switch their language to overcome their lack of knowledge of English. It is expected that this study provided empirical evidence to advise on their optimal uses in EFL teaching of State Institute for Islamic Studies.<sup>13</sup>

Syafradin and Haryani titled “An Analysis of English Code Mixing Used in Indonesian Magazine”. This study investigated the types of code-mixing used in one of teenage magazines in Indonesia, namely Aneka Yess! magazine. The research

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<sup>12</sup>Paulina Novarita, The Analysis of Code Mixing Used by Agnez Monica in Commentating the Participants of The Voice Indonesia Contest. *International Journal of Language and Linguistics*, Vol. 6, No. 2, June 2019.

<sup>13</sup>Martin Kustati, An Analysis of Code-Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context. *Al-Ta'lim Journal*, Vol 21, No 3, 2014.

question was “what types of code-mixing used in Aneka Yess! magazine”. The objective of this study was to find out the types of code-mixing used in Aneka Yess! magazine, especially in “Palls Issue” rubric. The design of this study was descriptive qualitative. The techniques of data collection were: 1) collected the magazine during a month which consisted of two editions, namely 14 – 27 March dition, and 28 March – 10 April edition, 2) decided the rubric as an object of the study, 3) read the rubric, 4) underlined English code mixings, 5) identified the forms of code-mixing. The result of this study showed that there were five forms of code mixings that used in the magazine, namely code-mixing of word insertion that consist of 64 data, phrase insertion consist of 29 data, clause insertion consist of 10 data, reduplication insertion consist of 1 data, and idiom insertion consists of 4 data. The code mixings in word insertion was most frequently used in the magazine rather than the other types of code mixings, while the most rarely used was code-mixing in reduplication insertion. It can be concluded that the using of code-mixing was influenced by the capability or the knowledge of the speaker or interlocutor in using English language.<sup>14</sup>

Cakrawarta in her thesis, “Analysis of Code Switching and Code Mixing in the Teenlit Canting Cantiq by Dyan Nuranindiya”. She found that there are six types of code-switching and code-mixing which exist in the novel. The most type of code-switching and code-mixing that she found in the novel is inter sentential code-switching because the novel use several statements in English and traditional language. In the other hand she found there are ten causes of the code-mixing and

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<sup>14</sup>Syafryadin &Haryani, An Analysis of English Code Mixing Used in Indonesian Magazine. *Journal of Languages and Language Teaching*, Vol. 8, No, 4, 2020.



code-switching; the most dominant which was found in the novel is expressing group identity.<sup>15</sup>

Amellia K.S., *et al*, titled “An Analysis of Code Mixing Used In Instagram By The Students Of English Language Education”. This study aimed to analyze the types of code-mixing, specifically found in the social media, especially in Instagram as well as to find out the reasons underlying the use of code-mixing by the students of English Language Education in daily conversation. The design of this research is descriptive qualitative study since it focused on a single case of phenomenon of code-mixing. Related with that, in this study, the researcher only focused on Indonesian-English code mixing used by the students. Moreover, the data were collected through observing on the students’ Instagram account and interviewing the selected subjects by using an interview guide. Furthermore, the collected data were analyzed by using Ho’s theory and Hoffman’s theory. Based on the data analysis, the result of the study showed that the dominant type of code-mixing used by the students was lexical word with the total number of 54 items (34.6%). Meanwhile, the dominant reason underlying the use of code-mixing by the students was talking about a particular topic, where all of the selected subjects picked that reason. However, the researcher found three additional reasons out of Hoffman’s theory namely: vocabulary limitation, prestige, and practicing English mastery.<sup>16</sup>

Those previous researches are different from this present research. The differences are the first research used an indirect object. She just observed the video

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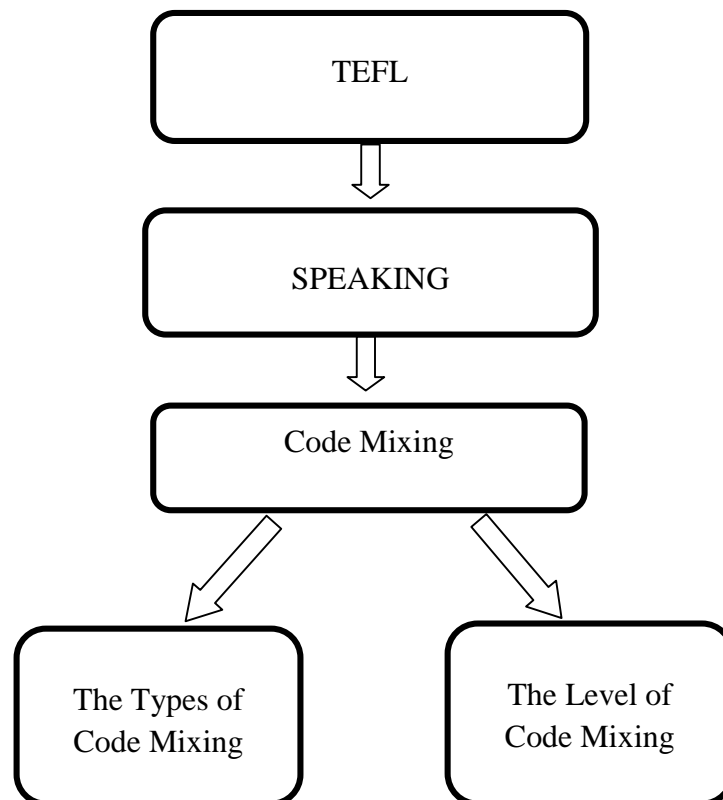
<sup>15</sup>Cakrawarta, Analysis of Code Switching and Code Mixing in the Teenlit Canting Cantiq by Dyan Nuranindiya. (Semarang:Diponegoro University, Unpublish Thesis) 2011.

<sup>16</sup>Mashita Amellia Kartika Sari, I Wayan Suarnajaya, Kadek Sintya Dewi. An Analysis Of Code Mixing Used In Instagram By The Students Of English Language Education (Singaraja: Universitas Pendidikan Ganesha).

of the object. Meanwhile, the difference with the second research is the object of the second research not only the students but also involved the teacher. Then, the difference between the third and fourth research is both types of research used magazines and novels as the data source. The last, the difference with fifth research is the fifth research investigated the students through the students' Instagram accounts. The similarity of this research among those previous researches are all of them were using descriptive qualitative as the methodology of research. The advantage of this research is the researcher analyzes the object directly in the field with the real situation related to students speaking.

#### ***F. Conceptual Framework***

Based on the theoretical framework explained before, the conceptual framework is concluded by the researcher as follows:



Based on the conceptual framework theory above, it can be understood that the focus in this research is to analyze code-mixing toward the speaking fluency of students at the T.I.M.E club of HMPS TBI of IAIN Bone. The second column means that the researcher is conducted the speaking fluency activities, then the third column means the researcher will analyze the code-mixing that the students use which covers the types of code-mixing and the level of code-mixing (third and fifth columns).

## ***G. Methodology***

### **1. Research Method**

In this research, the researcher used qualitative research. The qualitative research was used to develop the concept of sensitivity to the problem faced explained the realities associated with the search of grounded theory.<sup>17</sup> The descriptive research was used to find out a collection of instances from the data on the hope of the issue of the problems occurred.

### **2. Location of the Research**

This research was conducted in the secretariat of T.I.M.E Club of HMPS TBI of IAIN Bone that is located in First college IAIN Bone, Jln. Hos Cokroaminoto, Kab.Bone. It is quite a strategic place for the researcher.

### **3. Participants of the Research**

In this research, the researcher used purposive sampling technique to determine the subject of the research. So, the subject of this research are 10<sup>th</sup> participants who were using the Buginese and Indonesian language in their daily communication. The participants were taking foreign language courses at the

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<sup>17</sup> Burhan Bungin, *Metodologi Penelitian Kualitatif*, (Jakarta: Raja Grafindo Persada,2001), p.250.

Institute of Islamic Studies (IAIN) Bone. These participants were chosen from the students who are covered in the T.I.M.E Club of HMPS TBI IAIN Bone. Some criteria why the researcher chooses them were their speaking ability is almost the same and they are active in every activity of T.I.M.E Club.

#### **4. Data and Source of Data**

the data would be collected by the researcher herself, the data is included information collected through observation and recording.

#### **5. Instrument of the Research**

Two instruments that would be in this research were:

##### a. Observation List

The researcher used an observation list as an instrument of the research. In this observation, the researcher determined the motion of discussion topic in speaking activities. The instrument was used to observe the type and the level of code-mixing during speaking activity.

##### b. Recording

The researcher took records and notes by using the recorder as a smartphone about the process of activities, then the researcher made the transcript of the participant utterances.

#### **6. Data Collection Technique**

##### a. Observation

The researcher took the data through observation during the activities and took some utterances of participants. Then, the researcher analyzes the code-mixing that participants use.

b. Recording

In this stage, the researcher collected the recording of the activities of speaking activities.

## 7. Data Analysis Technique

In the data analysis technique, the researcher applied content analysis. Because the researcher not only collected the data but also analyzed the data to get the research's result. According to Leedy and Ormrod that a content analysis could be an elaborated and systematic examination of the contents of a specific body of fabric for the aim of distinguishing patterns, themes, or biases. Content analysis was usually performed on styles of human communication, as well as books, newspapers, personal journals, official documents, film, television, art, music, videotapes of human interactions, transcript of voice communication, and net journal and bulletin board entries.<sup>18</sup> Therefore, the researcher would use content analysis in the technique of data analysis because the researcher analyzed the video and read the transcript that the researcher had written.

In this research, there are some steps that the researcher has done in analyzing the data, as follow:

Steps in types of code-mixing

- a. First, the researcher analyzes the types and levels of code-mixing. In the types of code-mixing, the researcher used Hoffman's theory such as intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. Meanwhile, in the levels of code-mixing, the researcher

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<sup>18</sup>Paul D. Leedy and Jeanne Elis Ormrod, *Practical Research Planning and Design* (11th ed), (England: Pearson Education Limited, 2015), p. 275

used Suwito's theory such as word, phrase, baster, repetition, idiom, and clause;

- b. Second, the researcher makes a table to classify every type and level of code-mixing that appears on the record;
- c. Third, after the researcher analyzes the type and level of code-mixing that appear on the record. Next, the researcher concludes the highest types and level of code-mixing on the record;
- d. Fourth, the researcher explains the types and levels of code-mixing which appear on the record.

To make the classification of data analysis, the researcher would develop a coding system for each datum. Code is to reduce the data into the symbol that represents it. Code could be a word or phrase used to identify and outline researchers' sentences, paragraphs, or blocks of text.<sup>19</sup> The researcher would make a code for types and levels of code-mixing. The following are the data coding:

a. Types of code-mixing

The alphabetic capital letters were employed to classify the types of code-mixing. It was presented as follows:

ISCM: Intra-sentential Code Mixing

ILCM: Intra-lexical Code Mixing

ICP: Involving Change of Pronunciation

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<sup>19</sup>Bambang Rustanto, *Penelitian Kualitatif: Pekerjaan Sosial*. (Bandung: PT. Remaja Rosdakarya, 2015), p. 73.

b. Levels of code-mixing

The alphabetic capital letters were employed to classify the levels of code-mixing. It was presented as follows:

WLCM: Word Level of Code Mixing

PLCM: Phrase Level of Code Mixing

BLCM: Baster Level of Code Mixing

RWCM: Repetition Level of Code Mixing

ILC: Idiom Level of Code Mixing

CLCM: Clause Level of Code Mixing