STUDENTS' CODE MIXING IN SPEAKING CLASS BY THE SECOND SEMESTER OF ENGLISH STUDY PROGRAM OF UNIVERSITY OF HKBP NOMMENSEN PEMATANGSIANTAR

Leonita Maria Efipanias Manihuruk[1], Novra Melisa P. Hutabarat [2]
1. **HKBP Nommensen Pematangsiantar**
2. **HKBP Nommensen Pematangsiantar**
manihuruknita@gmail.com; hutabaratmelisa23@gmail.com

Abstrak. Tujuan dari penelitian ini adalah pencampuran kode dalam percakapan siswa dengan semester kedua Program Studi Bahasa Inggris Universitas HKBP Nommensen Pematangsianar. Dari latar belakang masalah yang akan dijawab dalam penelitian ini adalah: (1) Apa jenis pencampuran kode yang digunakan oleh mahasiswa semester kedua Program Studi Bahasa Inggris Universitas HKBP Nommensen Pematangsiantar? (2) Apa saja bentuk campur kode yang digunakan oleh mahasiswa semester kedua Program Studi Bahasa Inggris Universitas HKBP Nommensen Pematangsiantar? Transfer elemen linguistik dari satu bahasa ke bahasa lain adalah pencampuran kode. Dengan kata lain, hanya sebagian yang ditransfer bahwa unsur-unsur itu bercampur bersama untuk tujuan komunikasi. Menurut Teori Muysken (2001: 1) mendefinisikan tiga jenis pencampuran kode yaitu: Pencampuran Kode Penyisipan, Pencampuran Kode Alternatif, dan Pencampuran Kode Leksikalisasi Kongruen dan bentuk pencampuran kode yaitu: kata, frasa, klausa, dan kalimat. Metodologi penelitian ini menggunakan metode deskriptif kualitatif karena menganalisis data kata secara deskriptif. Sebagai objek untuk penelitian ini, peneliti memilih percakapan siswa. Subjek untuk penelitian ini adalah untuk mengetahui jenis dan bentuk pencampuran kode yang digunakan dalam percakapan siswa di semester kedua Program Studi Bahasa Inggris Universitas HKBP Nommensen Pematangsiantar dan jenis dan bentuk dominan pencampuran kode yang digunakan dalam percakapan siswa. Peneliti menemukan bahwa jenis-jenis pencampuran kode dalam percakapan siswa di semester kedua Program Studi Bahasa Inggris Universitas HKBP Nommensen Pematangsiatar adalah Pencampuran Kode Penyisipan, Pencampuran Kode Alternatif, Pencampuran Kode Alternatif, Pencampuran Kode Leksikalisasi Kongruen. Berdasarkan teori Muysken (2001: 1), siswa lebih dominan untuk menggunakan Pencampuran Kode Alternatif dalam 61,4% (35 data), kemudian dari bentuk, peneliti menemukan bahwa kata lebih dominan dalam 37% (21 data), dan para siswa memiliki alasan untuk melakukan pencampuran mengutip orang lain, berbicara tentang topik dan kata seru tertentu. Peneliti menyimpulkan sebagian besar siswa semester kedua menggunakan pencampuran kode dalam percakapan siswa dan peneliti berkontribusi bahwa menggunakan pencampuran kode kita dapat mengekspresikan dan memberitahu perasaan pikiran kita dengan menggunakan bahasa secara terperinci untuk membuat beberapa siswa memahami apa yang kita katakan. Itulah alasan khusus mengapa peneliti menyarankan para pembaca untuk mempelajarinya untuk mengklasifikasikan jenis pencampuran kode, menemukan dominan pencampuran kode yang digunakan dalam percakapan siswa dan menemukan alasan pencampuran kode yang digunakan dalam percakapan siswa.
Kata kunci: Pencampuran kode, jenis pencampuran kode, bentuk pencampuran kode

Abstract. The aim of the study is the code mixing in students' conversation by the second semester of English Study Program of University of HKBP Nommensen Pematangsianar. From the background of the problem to be answered in this study were: (1) What are the types of code mixing used by students of the second semester of English Study Program of University of HKBP Nommensen Pematangsiantar? (2) What are the forms of code mixing used by students of the second semester of English Study Program of University of HKBP Nommensen Pematangsiantar? The transfer of linguistic elements from one language into another is code mixing. In other word,it is only partially transferred that those elements mix

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together for communication purpose. According to Muysken's Theory (2001:1) defines three types of code mixing namely: Insertional Code Mixing,Alternation Code Mixing, and Congruent Lexicalization Code Mixing and the forms of code mixing namely: word, phrase, clause, and sentence. Methodology of this research using descriptive qualitative method beacuse it analyzes the data of word descriptively. As the object for this research, the researcher chosen the students' conversation. The subject for this research is to know the types and the forms of code mixing used in students' conversation at Second semester of English Study Program of University of HKBP Nommensen Pematangsiatar and the dominant types and forms of code mixing used in students' conversation. The researcher found that types of code mixing in students' conversation at Second semester of English Study Program of University of HKBP Nommensen Pematangsiatar are Insertional Code Mixing, Alternation Code Mixing, Congruent Lexicalization Code Mixing. Based on Muysken's theory (2001:1), the students more dominant to used Alternation Code Mixing withinn 61.4% (35 data), then from the forms, the researcher found that word more dominant within within 37% (21 data). and the students have the reason to do mixing quoting somebody else, talking about a particular topic and interjection. The researcher conclude mostly students of the second semester used code mixing in students' conversation and the researcher contribute that used code mixing we can express and tell our thought feeling by using language in detail order to make some students understand what we say. That was particular reason why the resarcher suggested the readers to study it to classify types of code mixing, find the dominant of code mixing used in students' conversation and find the reason of code mixing used in students' converstion.

Keywords : *Code mixing, types of code mixing, forms of code mixing*

INTRODUCTION

Indonesia is one of the developing countries that have many cultures in which it has many tribes in Indonesia such as Javanese, Bataknese, Sundanese, Minangnese, etc. Every tribe in Indonesia has a role to manage the community inside it. Automatically this influences all aspects in Indonesia, one of which is language.

Every region in Indonesia has a language to communicate among people inside it to get certain goal, such as when someone asks the others to do something and in order to keep politeness, for example, Javanese language is used among Javanese people, Bataknese is used among Bataknese, Sundanese is used among Sundanese, etc. Some languages above are called mother tongue.

To communicate with people among their regions, people use the national language. People need to master more than one language to communicate and to interact with others among their region. All of these show that Indonesia is multilingual or heterogeneous society.

In multilingual community, speaker tends to mix from one code to the others, in which this is commonly called as code mixing. According to Nababan in Udoro (2008: 15) code mixing happens when people mix two languages (or more) language in such speech act or discourse without any force to do mixing codes. The

description above also happens in English Study Program by the second semester students of University of HKBP Nommensen Pematangsiantar.

In university level, students of English Department should master the four language skills of English. They are listening, speaking, reading, and writing. These four skills are important to be developed by students. Speaking is the one of these skills that should be mastered by students because through speaking speakers can share ideas to another people. Mastering speaking skill is also useful for students' daily life. Students can apply it when they communicate with native speaker or Indonesian.

However, considering the background of Indonesian people which commonly use Indonesian as mother tongue, they still use Indonesian when they speak English. Sometimes they mix some Indonesian words in their speaking although they are in speaking class of English. When the speakers tend to mix one code to another, it is called as code mixing.

Moreover, English students often use code mixing in speaking class. It is natural when it happens in speaking class, because the students are Indonesian people. They have their previous language before they master English. Sometimes when they speak in English then forget or

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do not know some words, they use Indonesian to replace the words. Code mixing also can happens when students do not know what another student says. When it happens, the student who acts as a speaker will mix words from another language to make the audience understand with speaker's utterance.

Although the lecturer requires the students to speak only in English when they want to ask something or share ideas, in reality students find it is not easy to speak in English all the time. Because of anxiety and nerves, they tend to forget some vocabularies and change the vocabularies into Indonesian. Not only because of those feeling, sometimes students are also afraid to make mistakes in speaking English. It makes them start using code mixing when they hesitate what words should be used. Instead trying to find another word in English, they use Indonesian to replace the word.

Those phenomenon happens because students still lack of vocabulary. They have to mix two languages in speaking because they do not know what word that should be used. It usually happens in speaking 1 class of English Department student of the 2nd semester. The students who is still in low proficiency level often use code mixing in their speaking. Based on the above explanation, the writer tried to carry out a research about students' code mixing. Therefore, the researcher proposed the title *"Students' Code Mixing in Speaking Class by the Second Semester of English Study Program of University of HKBP Nommensen Pematangsiantar "*.

REVIEW OF RELATED LITERATURE

Code

In every interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home. A code is a system that used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling.

Stockwell (2013: 36) defines that code is a symbol of nationalism that is used by people to speak or communicate in particular language, or dialect, or register, or accent or style on different occasions and for different purposes. Meanwhile, Wardhaugh (2006:101) says that code can be define as a system used for communication between two or more parties used on any occasions.

When two or more people communicate with each other in speech, we can call the system of communication that they employ a code.

Code Mixing

The ways of communicating among the people are various due to the supporting situations. There are two general ways of people to have communication. They are written and spoken way. Written way uses some equipments to transcribe the language, word by word into transcription such as pen, paper, etc, and spoken one uses speech organ formed sounds and directly transformed. Although the way is different but the goal is just the same – make something known.

Background the happening of code mixing can be classified in two, that is (1) attitude (type attitudinal): attitude background of speaker, and (2) Language (linguistics of type): background limitation of Language, so that there is reason role identify, manner identify, and desire to explain or interpret.

According to Hudson's idea (1996: 51), code mixing is a case, where a fluent bilingual talking to another fluent bilingual changes language without any change at all. Chaer and Agustina (2003: 114) also adds that code mixing occurs when a speaker uses dominant language to support his or her utterance that is inserted with some elements of other language.

In relation to the language and social groups, code mixing is a phenomenon of bilingual or multilingual society. Bilingual or multilingual speakers as involved persons in using two or more languages are involved with two or more cultures, and of course, it is not separated from the result of the language use. The using of two or more languages, personal or social group, commonly named

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bilingualism or multilingualism. The result can be mentioned as "chaos" of the language system.

Moreover, it is also possible for the bilingual or multilingual people to use more than one code or language in a communication. One of the language phenomena especially in the study of bilingualism problem is called code mixing.

Wardhaugh in Henie (2008: 2) stated that code mixing occurs when speakers use both languages together to the extent that they change from one language to the other in the course of a single utterance. Deuchar (2005: 2) differed the terms that code switching is changing languages between sentences and code mixing is changing languages within a sentence.

Additionally, in code mixing situation, to keep the speaker's prestige can be mentioned, because there are no proper words to express the speaker's mean.

Types of Code Mixing

Code mixing has some form; (1) word insertion (in fixation), (2) phrase insertion, (3) clause insertion, (4) expression/ idiom insertion, and (5) baster insertion (combining of original and foreign language). Muysken (2000:1) explained more that code mixing is typically divided into three main types – insertion (word or phrase), alternation (clause) and congruent lexicalization (dialect)- and the most common occurrence of code mixing variants in society is insertional code mixing. Muysken in Daucher (2005:609) suggested that there are three main patterns of intra-sentential code mixing which may be found in bilingual speech community – insertion, alternation, and congruent lexicalization. In another hand, the types of code mixing are:

1. Insertion Code Mixing

Insertion occurs when lexical items from one language are incorporated into another. Insertion is the constraint in the terms of structural properties of some base or matrix structure. The process of code mixing is conceived as something skin to borrowing ant the insertion of an alien lexical or phrasal category into a given structure. The difference is simply the size and type of element inserted–

noun, adjective, verb, and the like. Here is the `examples:

*"jangan suka nge-**judge** gitu dong. orang kan beda-beda"* (note that "judge" is the English word inserted in the Indonesian utterance).

2. Alternation Code Mixing

Alternation occurs when structures of two languages are alternated indistinctively. Alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause.Here is the example:

Teacher   : What's your activities at home?

Ratna   : **Activities**, e… saya sekarang kan kost pak. Disana gak **comfort** gitu. **No time for study**, soalnya pulang sekolah gak bisa istirahat. Banyak kerjaan. Mau tiduran aja ga bisa. Segen sama yang punya rumah.

Teacher   : Everyday?

Ratna   : Iya, **everyday**. Malemnya **when I sleepy** ya ga bisa belajar. **Planning**-nya sih mau pindah gitu. Mungkin **next month**, sir.

3. Congruent Lexicalization Code Mixing

Congruent Lexicalization refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language. The processes above happen inside a sentence. So, there is a changing in one sentence performed by speaker. Here is the example:

Example by B. Van Den Bogaerde & A.E. Baker (2006:3) in Netherlands language.

Gee mi een kiss

(Give me a kiss)

Van Den Bogaerde & A.E. Baker (2006:3) the last type, congruent lexicalization, is most often present in mixing between dialects and between languages, which are close to each other in structure.

Meanwhile, according to Chaer and Agustina's theory (2003: 114), there are forms of code mixing, they are word and phrase.

The Forms of Code Mixing

Language is divide into two parts: spoken laguage and written language. Zyegentsev (1976) a machine that processes natural language must first be able to categorize, the wide variety of

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form components which are morpheme/word, phrase, clause and sentence.

1. Word

Word is the smallest element that may be uttered in isolation with literal or practical meaning. Leonard Bloomfield introduced the concept of "Minimal Free Forms" in 1926. Words are thought of as the smallest meaningful unit of speech that can stand by themselves.

This contrasts with a morpheme, which is the smallest unit of meaning but will not necessarily stand on its own. A word may consist of a single morpheme (for example: *oh!, rock, red, quick, run, expect*), or several (*rocks, redness, quickly, running, unexpected*), whereas a morpheme may not be able to stand on its own as a word (in the words just mentioned, these are *-s, -ness, -ly, -ing, un-, -ed*). A complex word will typically include a root and one or more affixes (*rock-s, red-ness, quick-ly, run-ning, un-expect-ed*), or more than one root in a compound (*black-board, rat-race*). Words can be put together to build larger elements of language, such as phrases (*a red rock*), clauses (*I threw a rock*), and sentences (*He threw a rock too but he missed*).

The term *word* may refer to a spoken word or to a written word, or sometimes to the abstract concept behind either. Spoken words are made up of units of sound called phonemes, and written words of symbols called graphemes, such as the letters of the English alphabet.

Here some example of code-mixing in English and Indonesian langauge in word:
1. Kita *sue* mereka.. (We sue them).
2. Kadang-kadang kita *help* mereka mencarikan buku mereka (sometimes we help them to find out their book).
3. Saya *select* sedemikian rupa (I select them in such a way).

2. Phrase

In everyday speech, a phrase may refer to any group of words. In linguistics, a phrase is a group of words (or sometimes a single word) that form a constituent and so function as a single unit in the syntax of a sentence. A phrase is lower on the grammatical hierarchy than a clause (http://en.wikipedia.org/wiki/Phrase).

Here are some examples of code-mixing in English and Indonesian language in phrase:
1. Tina mengikuti *private course* selama tiga bulan (Tina takes some privates course as long three months).
2. Dia meletakkan buku itu *on the table* (he puts the book on the table).
3. *To donate* waktu atau uang adalah hal yang terpuji (To donate time or money is an honorable thing).

3. Clause

Clause is a syntactic unit sequence constructed predicate words. That is, in the construction of the existing components, in the form of words or phrases, which serves as the predicate and the other serves as a subject, as an object, and a description (Abdul Chaer 2007:231).

Based structure can be divided into two types. Firstly, independent clause is a clause that has the complete elements that have subjects and predicates. While, secondly dependent clause that begins with the subordinating conjunctions usually known by the name of a subordinate clause, or subordinate. While another clause that comes along with the subordinate clauses in a compound sentence is called a superior clause or main clause. In English is called the main clause with the main clause or the principal clause, while the subordinate clause subordinate clause. As a subordinate clause, dependent clause can not stand alone (Abdul Chaer 2007:235).

Here are some examples of code mixing in Indonesia and English in clause:
1. *Life moves pretty fast*. Jika kamu tidak berhenti dan melihat sekeliling, *you could miss it* (Life moves pretty fast. If you don't stop and look around once in a while, you could miss it).
2. *I gave him my address,* tetapi dia tidak menghubungi saya (I gave him my address, but he didn't contact me).
3. *Harry put the phone down* dan dia berdiri (Harry put the phone down and he stood up).

4. Sentence

According to Frank (1972:220), sentence defines in two ways. By meaning: According to this definition, a sentence is a "complete thought". By function: According to this definition, a sentence consist of a subject and a predicate. The defenition includes both

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functional and a formal characteristic of a sentence is a full predication containing a subject plus a predicate with a finite verb.

Here are some examples of code mixing in Indonesia and English in sentence:

1. *"I wanna to be with you"*, ujar Ray dengan perlahan ("I wanna to be with you", said Ray slowly).
2. Aku tiba-tiba menarik nafas. *"He has everything, I don't like it"* (I suddenly take breath. . *"He has everything, I don't like it"*).
3. Aku mendengus kesal. *"Did you know?"* (I snorted in disgust. "Did you know?").

The Cause Factors Of Code Mixing

There are some factors that cause people do code-mixing as presented by Beardsmore (1982 in Wardah Daulay and Sumarsih 2012) :

1) Bilingualism

The ability of the speaker of using more than one language is a basic factor of codemixing. Most of the world's population is bilingual or multilingual.

2) Speaker and partner speaking

Speaker needs partner speaking to communicate and code-mixing could appear 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 social community directly.

4) Situation

Code-mixing occurs in relax or informal situation. This situation is closer with daily conversation and for writers is also describe 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 to another language.

6) Prestige

For many young people code-mixing becomes own style which is hoped to be modern and educational one. They mix because of prestige.

Utterance

Hurford (1983: 15) states that an utterance is any stretch of talk, by person; before and after which there is silence on the part of that person. An utterance is the use by a particular speaker, on a particular occasion, of a piece of language, such as sequence of sentence, or a single phrase, or even a single word. Briscode (2011:4) also adds that an autterance conveys for more that propositional contents. Utterances are social acts by speakers intended to bring about some effect on hearers.

Speaking

Brown (2000: 140) defines that speaking is an interactive process of constructing meaning that involves producing and recieving and processing information. As stated by Fulcher (2003: 115), speaking is a verbal use of language to communicate with others. Its function is to convey message which lies in the structure and meaning of all languages, whether this written or spoken.

River in Ann (1999) added that outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing. Inside the classroom, speaking and listening are the most often used. Ur (1996) describes that of all the four skills of language (listening, speaking, reading, and writing), speaking intuitively the most important. People who know a language are referred to as 'speaker' of that language. Speaking is fundamentally an instrument act (Clark 1977). Speaker talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them provide information.

In addition Widdowson in Zaifuddin (2004), an act of communication through speaking is commonly performed in face to face interaction and occurs as a part of a dialogue or other form of verbal exchange. What is said, therefore, is dependent on an understanding of what else been said in the interaction. In this further discussion, the proposes the term 'speaking' for the manifestation of language as usage and refers to realization as 'talking'. 'talking' involves the use of gesture facial expression, other paralinguistic phenomena "talking" also have a productive part, and this productive part, and this productive aspect of 'talking' is referred to as 'saying'. Its form and meaning are dependent on the context in which

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speaking occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

METHODOLOGY

The Subject and Object of the Research.

The subject of the study was the students of the second semester in English Study Program of University of HKBP Nommensen Pematangsiantar, while the object is the use of code mixing in conversation.

The Data and Source of Data

The data of this study were the utterances in terms of sentences in conversations by the second semester in English Study Program which contain code mixing are in Group D consist of 35 students. It was taken from the recording of conversations during observing the students' were girls from 19-20 years old and students' were boys from 19-20 years old. The researcher took the data in the speaking class of Group D. The data was transcribed in the written transcription. It was intended to describe the variable or condition that really occurred in a certain situation. Source of this research had been taken from the conversations recorded in conversation by the students which contain code mixing in speaking at English Study Program of University of HKBP Nommensen Pematangsiantar.

The Technique of Data Analysis

The method of analyzing data that is used in this research related to Creswell's theories (1994:145) by doing following steps.

1. Transcribe

This involves transcribing recording of students' utterances that contained "code mixing". In transcribing the recording, the writer uses S to represent student and T to represent teacher.

2. Coding

Coding is the process of organizing the material into chunks or segments of the text before bringing meaning to information.

3. Classifying the types of code mixing

The writer classified the types of code mixing used in students utterances from the data based on Muysken (2000:1) theory.

4. Classifying the forms of code mixing

The writer classified the forms of code mixing in students utterances from the data based on Chaer and Agustina (2003:114) theory.

5. Describes the types and forms of code mixing

After the classification was done systematically, the writer described the types of code mixing and the forms of code mixing that used by students of the second semester of English Education Department in speaking class.

6. Calculating the types of code mixing

The writer calculated the types of code mixing used by students using the formula:

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

P = percentage of a particular type of code mixing

N = the number of particular type of code mixing

T = total number of code mixing

7. Calculating the forms of code mixing

The writer calculated the forms of code mixing used by students using the formula:

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

P = percentage of a particular form of code mixing

N = the number of particular form of code mixing

T = total number of code mixing

FINDINGS AND DISCUSSION

The researcher analyzed students' code mixing in the speaking class of the second semester of English Program Study. The data was taken during teaching and learning process in Speaking class. To analyze the data, the researcher uses Creswell's idea (1994: 145). In the data analysis, the researcher classifies types of code mixinf using Muysken's theory (2000: 1) and forms of code mixing using Chaer and Agustina's theory (2003: 114). .

In order to make the data clearer, the researcher displayed the data into the following tables:

1. Types of code mixing used by the students

To know the proportion of types of code mixing used by students in

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speaking class, it can be seen in the following table.

Table 4.1 The Types of Code Mixing

No.	Types of Code Mixing	Total	Percentage (%)
`1.	Insertion	17	29.8
2.	Alternation	35	61.4
3.	Congruent Lexicalization	5	8.8
	Total Utterance	57	100

Table 4.1 above shows the description of types of code mixing used by students in speaking class. The finding shows that there are three types of code mixing used by students, they are Insertion 29.8% (17 data), Alternation 61.4% (35 data), and Congruent Lexicalization 8.8% (5 data).

2. Forms of code mixing used by the students

To know the proportion of forms of code mixing used by students in speaking class, it can be seen in the following table.

Table 4.2 The Forms of Code Mixing

No.	Types of Code Mixing	Total	Percentage (%)
`1.	Word	21	37
2.	Phrase	11	19
3.	Clause	16	28
4.	Sentence	9	1
	Total Utterance	57	100

Table 4.2 shows the description of forms of code mixing used by students in speaking class. The finding shows there are three forms of code mixing used by students, they are code mixing in the form of word 37% (21 data), code mixing in the form of phrase 19% (11 data), code mixing in the form of clause 28% (16 data), and code mixing in the form of sentence 1% (9 data). Based on the finding, the most used type is Insertion and the most used form is word. It shows that the students still lack of vocabulary because they commonly mix Indonesian in their speaking English.

From the data above that has been analyzed in code mixing as found the students discourses were collected and counted as the analyzed of frequently of code mixing some codes mxing are found

by the researcher after analyzing the data such as :

1. There are three types of code mixing used in Students, conversation at the Second Year in University of HKBP Pematangsiantar namely, Insertional Code Mixing, Alternation Code Mixing, and Congruent Lexicalization Code Mixing.
   a. There are Insertional Code Mixing in Data 2, 3, 4, 5, 6, 7; within 29.8% (17 data)
   b. There are Alternation Code Mixing in Data 1,2,3,4,5,7; within 61.4% (35 data)
   c. There are Congruent Lexicalization Code Mixing in Data 2, 3, 6, 7; within 8.8% (5 data).

   The dominant type of code mixing which occurs in students' conversation is Alternation
   Code Mixing (61.4%).

2. There are four forms of code mixing used in Students, conversation at the Second Year in University of HKBP Pematangsiantar namely, word, phrase, clause, and sentence.
   a. There are word in Data 2, 3, 4, 5, 6, 7; within 37% (21 data).
   b. There are phrase in Data 1, 3, 4, 5, 6; within 19% (11 data).
   c. There are clause in Data 2, 3, 5, 6; within 28% (16 data).
   d. There are sentence in data 3, 4, 7; within 1% (9 data).

   The dominant form of code mixing which occurs in students' conversation is clause (28%).

CONCLUSIONS

Based on the result of the study, some conclusion are drawn as the following:

1. a. The types which are used in code mixing are Insertional Code Mixing, Alternation Code Mixing, and Congruent Lexicalization Code Mixing
   b. The forms which are used in code mixing are word, phrase, clause, and sentence.

2. There are 57 utterances are used in code mixing. Firstly, the data are analyze based on the types of code mixing and the result of the percentage of code mixing in Insertion 29.8% (17 data), Alternation 61.4% (35 data), and Congruent Lexicalization 8.8% (5 data). And the dominantly occur in the

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Alternation 61.4%. Secondly, the data are analyze based on the forms of code mixing and the reslut of percentage of code mixing in word 37% (21 data), code mixing in the form of phrase 19% (11 data), code mixing in the form of clause 28% (16 data), and code mixing in the form of sentence 1% (9 data). Based on the finding, the most used type is Insertion and the most used form is word. It shows that the students still lack of vocabulary because they commonly mix Indonesian in their speaking English.

SUGGESTION

Related to conclusion above, the suggestion are formulated as the following:

1. The lecturer should emphizes the material of code mixing and pay more attention to their conversation.

2. The students can communicative well, especially to people from abroad but the negative effect the ordinary people may be less of knowing English language so, the speaker is better to know with whom her or the speak to and in what condition, so that there will be no misunderstanding.

3. It is recommmended for the teachers and parents to have a positive attitude toward code alternation and not to see code alternation as a sign of linguistic competence. Code alternation provides a crucial means of accomplishing lessons across the curriculum and management problem of working with texts that are mostly written in English. It hereby recommended that code alternation should be used judiciously in learning of new vocabulary in their conversation.

4. The researcher also want to suggest the students of FKIP UHKBPNP especially who care in English Study Program to concrete on amazing the language according to factors that influenced of it.

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