

## A Comparative Study Of Using Code Switching And Code Mixing Method On Eleventh Grade Students' Speaking Ability At SMK Tunas Pelita Binjai

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### ABSTRAK

Tujuan dari penelitian ini adalah 1) untuk mengeksplorasi jenis masing-masing metode yang sering digunakan oleh siswa kelas sebelas SMK Tunas Pelita Binjai, 2) untuk mengidentifikasi metode mana yang lebih sering digunakan oleh siswa kelas sebelas SMK Tunas Pelita Binjai. Data dianalisis dengan menggunakan metode deskriptif kualitatif. Data diperoleh dari tes berbicara yang diberikan kepada siswa secara berkelompok di depan kelas. Jenis-jenis alih kode, yaitu Tag-switching, Inter-sentential, dan Intra-sentential, dianalisis berdasarkan teori Appel dan Muysken. Hasilnya, siswa sering menggunakan jenis alih kode Intra-sentential sebesar 72%, Inter-sentential sebesar 40,4%, dan terakhir menggunakan Tag-switching sebesar 0%. Jenis-jenis campur kode, yaitu Penyisipan, Pergantian, dan Leksikalisasi Kongruen, dianalisis berdasarkan teori Muysken. Hasil penelitian menunjukkan bahwa 70,2% siswa sering menggunakan jenis campur kode Inseri, sedangkan tingkat Alternasi sebesar 21,2%, dan tingkat Congruent Lexicalization sebesar 0%. Di atas semua itu, hasil penelitian menunjukkan bahwa siswa lebih sering menggunakan alih kode selama tes percakapan dengan total 112,4%, sedangkan campur kode menunjukkan total 91,4%.

**Kata kunci:** Alih Kode, Campur Kode, Berbicara

### ABSTRACT

The aim of this research 1) to explore the type of each method that frequently used by the eleventh-grade students of SMK Tunas Pelita Binjai, 2) to identify which method is more often used by the eleventh-grade students of SMK Tunas Pelita Binjai. Data were analysed using descriptive qualitative methods. Data were obtained from speaking tests administered to students in group in front of the class. The types of code-switching, namely Tag-switching, Inter-sentential, and Intra-sentential, were analysed based on Appel and Muysken theory. As a result, students frequently used Intra-sentential type of code-switching at a rate of 72%, Inter-sentential at a rate of 40,4%, and finally used Tag-switching at a rate of 0%. Types of code-mixing, namely Insertion, Alternation and Congruent Lexicalization, were analysed based on Muysken theory. The results showed that 70,2% of the students frequently used the Insertion type of code-mixing, while the rate of the Alternation was 21,2%, and the rate of Congruent Lexicalization was 0%. Above all, the results showed the students used code-switching more frequently during the conversation test with total 112,4%, while the code-mixing showed the total 91,4%.

**Keyword:** Code Switching, Code Mixing, Speaking.

## **I. PENDAHULUAN**

### **1. Latar Belakang**

Panjaitan (2021) explained that people who can speak English can communicate with citizens of most countries in the world without causing confusion when expressing their feelings and thoughts. The fundamental importance of learning English can be seen from the government's introduction of English education at school level. From elementary school, junior high school, high school to university. As time passes, many people still offer English courses for students or non-students who want to improve their English skills a little due to their own knowledge, professional requirements, or other reasons. English is made up of four skills. The study is significant because it can help educators and policymakers to understand the benefits of code-switching and code-mixing in ESL contexts. It can also help to inform the development of more effective teaching methods and strategies for multilingual learners. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Holmes (2001: 1) explained that sociolinguistics is the study of the relationship between language and society. It is about explaining why we speak differently in different social contexts, and sociolinguistics identifies the social functions of language and the ways in which language is used to convey social meaning. Verplatse, L.S.E. Schmitt (2010) states that bilingualism is defined as a speaker's ability to use two languages for communication. According Nilep (2010:2) defines code-switching "as the use of language alternation or of code choice in order to contextualize an utterance". According to Appel & Muysken (2006:118), there are three types of code-switching, which are Tag Switching, Inter-sentential switching, and Intra-sentential switching method. Yultisa (2018) stated code-mixing is a process to mix two or more languages, usually without changing the topic. According to Muysken (2000:3), code-mixing divided into three types, which are Insertion, Alternation, and Congruent lexicalization.

### **2. Perumusan Masalah**

The formulation of the problem in this study is to see how research on A Comparative Study Of Using Coffee Switching And Code Mixing Method On Eleventh Grade Students' Speaking Ability At SMK Tunas Pelita Binjai

### **3. Tujuan Penelitian**

This research aims to find out the results of research regarding The formulation of the problem in this study is to see how research on A Comparative Study Of Using Coffee Switching And Code Mixing Method On Eleventh Grade Students' Speaking Ability At SMK Tunas Pelita Binjai.

### **4. Manfaat Penelitian**

The results of the research are useful for providing information for the world of education regarding This research aims to find out the results of research regarding The formulation of the problem in this study is to see how research on A Comparative Study Of Using Coffee Switching And Code Mixing Method On Eleventh Grade Students ' Speaking Ability At SMK Tunas Pelita Binjai.

## **II. METODE PENELITIAN**

In this study, the researcher used descriptive qualitative research methods. Creswell & Guetterman (2018: 46) pointed out that qualitative research is a process in which researchers use a wide range of objects and information from participants, ask common questions, and collect data primarily from text and participants' words. It is described as a type of dependent research. Describe and analyse subjectively collected texts. This

research uses data collection techniques through test, observation and documentation. The type of sampling used is simple random sampling. The sample used totalled 28 students taken from one class of eleventh grade students at SMK Tunas Pelita Binjai. Data analysis techniques used in this study include descriptive qualitative data analysis techniques, the data will be described in the form words or sentences and percentages. This research analysed the types of code-switching referring to Appel & Muysken (2006) : 1) Tag switching, 2) Inter-sentential, and 3) Intra-sentential. And the types of code-mixing referring to Muysken (2000) : 1) Insertion, 2) Alternation, and 3) Congruent Lexicalization and counted them by using the percentage formula from Sugiono (2006:246). The subject of this study is the eleventh-grade students at SMK Tunas Pelita Binjai. The researcher takes one class namely XI-OTKP with total 28 students. The researcher takes them because those classes have the potential in speaking English with both methods: code-switching and code-mixing.

**Table 1.** Subject of the Study

Class	Female	Male	Total
XI-OTKP	27	1	28

In this research, while the data process a cellular phone is used to record the dialogues between students during the test. The researcher will record the students' dialogues in front of the class. The speaking test is giving to the students after the researcher give the students treatment of explaining and elaborating about the code-switching and code-mixing method. After the treatment, the students require to watch a YouTube video about Danau Toba and then the test is giving by talking about the topic of the video by using code-switching or code-mixing in groupwork method with total four groups. After the data from recording are obtained, the researcher will analyse the types of code-switching and code-mixing used by the students during the test to determine which methods and types are more often used by the students. Each of the utterances were put into a table, classified and analysed types of code-switching and code-mixing with reference to Appel & Muysken (2006) and Muysken (2000) and count using the percentage formula of Sugiono (2006:246). In this study, the data presented using tables and pie charts.

The formula of the percentage from Sugiono (2006:246):

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

P = percentage

F = frequency

N = number of cases

### III. HASIL DAN PEMBAHASAN

#### 1. The Result of Group 1

**Table 2.** Code-Switching of Group 1

Code-Switching		
Tag Switching	Inter-Sentential	Intra-Sentential
0%	16,6%	91,6%

Intra:  $11/12 \times 100 = 91,6$

Inter:  $2/12 \times 100 = 16,6$

Tag: 0

**Tabel 3.** Code-Mixing of Group 1

Code-Mixing		
Insertion	Alternation	Congruent Lexicalization
75%	25%	0%

Insertion:  $10/12 \times 100 = 75$

Alternation:  $2/12 \times 100 = 25$

Tag: 0

Based on the results of group 1, students switched and mixed languages 12 times. The most commonly used type of code switching was Intra-sentential. On the other hand, the type of code mixing was Insertion

## 2. The Result of Group 2

**Table 4.** Code-Switching of Group 2

Code-Switching		
Tag Switching	Inter-Sentential	Intra-Sentential
0%	66,6%	40%

Intra:  $6/15 \times 100 = 40\%$

Inter:  $10/15 \times 100 = 66,6\%$

Tag: 0

**Table 5.** Code-Mixing of Group 3

Code-Mixing		
Insertion	Alternation	Congruent Lexicalization
42,8%	57,1%	0%

Insertion:  $6/8 \times 100 = 50\%$

Alternation:  $3/8 \times 100 = 37,5\%$

CL: 0

Based on the result of group 2, students switched language 15 times and mixed it 7 times. The most commonly used type of code switching was Intra-sentential. On the other hand, the type of code mixing was Alternation.

## 3. The Result of Group 3

**Table 6.** Code-Switching of Group 3

Code-Switching		
Tag Switching	Inter-Sentential	Intra-Sentential
0%	33,3%	100%

Intra:  $12/12 \times 100 = 100\%$

Inter:  $4/12 \times 100 = 33,3\%$

Tag: 0

**Table 7.** Code-Mixing of Group 3

Code-Mixing		
Insertion	Alternation	Congruent Lexicalization
58,3%	41,6%	0%

Insertion:  $12/12 \times 100 = 100\%$

Alternation:  $5/12 \times 100 = 41,6\%$

CL: 0

Based on the result of group 3, students switched and mixed language 12 times. The most commonly used type of code switching was Intra-sentential. On the other hand, the type of code mixing was Insertion.

#### 4. The Result of Group 4

**Table 8.** Code-Switching of Group 4

Code-Switching		
Tag Switching	Inter-Sentential	Intra-Sentential
0%	37,5%	62,5%

Intra:  $\frac{5}{8} \times 100 = 62,5\%$

Inter:  $\frac{3}{8} \times 100 = 37,5\%$

Tag: 0

**Table 9.** Code-Mixing of Group 4

Code-Mixing		
Insertion	Alternation	Congruent Lexicalization
100%	0%	0%

Insertion:  $\frac{5}{5} \times 100 = 100\%$

Alternation: 0

Tag: 0

Based on the result of group 4, students switched language 8 times and mixed it 5 times. The most commonly used type of code switching was Intra-sentential. On the other hand, the type of code mixing was Insertion.

#### 5. The Analysis of the Data

##### - Code-Switching

Intra-sentential: 34

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

$$P = \frac{34}{47} \times 100\%$$

$$P = 0,72 \times 100\%$$

$$P = 72\%$$

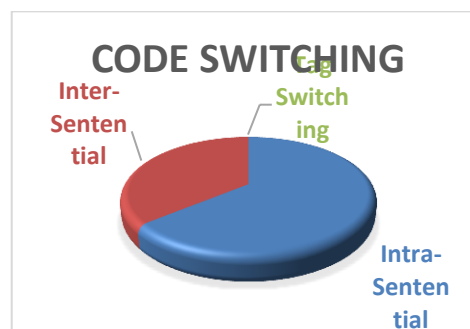
Inter-sentential: 19

$$P = \frac{19}{47} \times 100\%$$

$$P = 0,404 \times 100\%$$

$$P = 40,4\%$$

Tag switching: 0



**Picture 1.** The Findings of Code-Switching

- **Code-Mixing**

Insertion: 33

$$P = \frac{33}{47} \times 100\%$$

$$P = 0,702 \times 100\%$$

$$P = 70,2\%$$

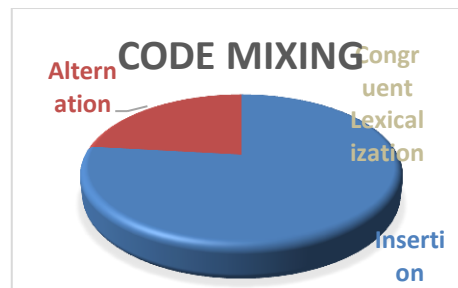
Alternation: 10

$$P = \frac{10}{47} \times 100\%$$

$$P = 0,212 \times 100\%$$

$$P = 21,2\%$$

Congruent lexicalization: 0



**Picture 2.** The Findings of Code-Mixing

Researcher used Appel and Muysken's theory to classify types of code switching. According to Appel & Muysken, there are three types of code switching: Tag switching, Inter-sentential switching, and Intra-sentential switching. Based on this study, researchers found that students used intra-sentence change types more frequently. These results also revealed that intra-sentential switches were used most frequently in Yuliana's (2015) study. However, Juliana's study was about Indonesian celebrities, and this study was about students. Researcher used Muysken's theory to classify types of code mixing. According to Muysken, there are three types of code mixing: Insertion, Alternation, and Congruent Lexicalization. Based on this study, researcher found that students use print insertions more often when speaking

**IV. KESIMPULAN**

From the findings above, the researcher conclude that the students frequently used the type intra-sentential in code-switching with the percentage 72% and frequently used the type insertion in code-mixing with the percentage 70,2%. The results also showed the students more frequently used the code-switching than used the code-mixing. It can be seen from the total percentage of each method. The total percentage of code-switching showed 112,4%, while the total percentage of code-mixing showed 91,4%. Based on these, the ability of students' speaking using code-switching more dominant than using the code-mixing.

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