

The Effect of Code Mixing Technique to Students' Speaking Skill at SMK Prima Bekasi

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ABSTRACT

The objective of research is to study effect of code-mixing technique to student speaking skill at SMK PRIMA BEKASI. The purpose of this study is to find out whether this language mixing technique had a significant influence on students' speaking ability. This research was done by using experimental research. This research involves X-A and X-B classes at SMK PRIMA BEKASI Jl. Swadaya I No.33, Jatimurni, Kecamatan Pondok Melati, Kota Bekasi, Jawa Barat. 17431. The sample of this study consist of 2 classes, such as X-A and X-B classes. X- A class is a class that is treated by using the code-mixing technique (as experimental class), while X-B class is a class that was not treated by the code-mixing technique (as the controlled class) both techniques are compared and was found out the influence of the code - mixing technique. The results of this study prove that students' scores in learning to speak English by using code mixing techniques are improved well than without using code mixing. It can be concluded that the code-mixing technique is effective in teaching English because it shows a significant influence on the speaking ability of class X of SMK Prima Bekasi with a medium significant scale. The results showed that student learning outcomes taught by code mixing method were significantly improve better than students who taught without using code mixing method. Result of this research give important meaning for the development of policy of education, specially related to make up of the quality of Student's Learning Achievement.

Keywords: Code Mixing; Speaking Skill; Technique

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INTRODUCTION

The ability to speak English is one of the important aspects of learning a foreign language, especially in the current era of globalization. English is not only used as a communication tool in various fields, but it is also the key to accessing information and opportunities around the world. Therefore, mastering speaking skills in English is vital (Amelia Vance, 2024).

However, many students have difficulty speaking English, caused by various factors such as lack of practice, low self-confidence, and less effective teaching methods. These challenges often hinder students from being able to communicate fluently and accurately in English. For this reason, innovative and engaging teaching methods are needed to improve students' speaking skills. This research aims to explore various methods of teaching English speaking that can enhance students' abilities in the classroom.

By using diverse approaches such as project-based learning, role-playing, and group discussions, it is hoped that students can participate more actively in the teaching and learning process. In addition, this study will also analyze the effects of students' motivation and confidence on their ability to speak English. Motivation and self-confidence are considered crucial non-linguistic factors that strongly influence students' performance in language learning.

Through this research, it is expected to contribute to the development of more effective teaching methods, as well as provide practical recommendations for teachers and educators in improving students' speaking skills. Furthermore, the results of this study are also expected to serve as a reference for further research in the field of English language teaching. By strengthening speaking skills, students will not only gain linguistic competence but also communication competence that is useful in academic and professional contexts.

Code mixing is the phenomenon of using two or more languages in speech, for example when an Indonesian speaker inserts elements of a regional language into their utterances. The inserted elements do not stand alone but are simply fragments that reinforce the main speaking style (Sarah Evelyn Samosir, Ririn Marpaung, Anisa Berti Tua Ambarita, Hanna Sitohang, Friska Maria, & Eka Putri Saptari Wulan, 2023). Code mixing is common in multilingual societies and reflects speakers' linguistic flexibility in adapting to different contexts.

In the classroom setting, code mixing can also serve as a teaching technique to facilitate understanding and reduce students' anxiety in learning a foreign language. By occasionally incorporating students' first language, teachers can make learning materials more accessible and relatable. This approach is particularly useful in speaking classes, where the main goal is to build students' fluency and confidence rather than strict grammatical accuracy.

The use of code mixing as a teaching strategy has sparked various debates. Some researchers argue that it can hinder the acquisition of pure target language skills, while others view it as a bridge that helps students gradually transition into full target language use. Therefore, empirical research is needed to examine how code mixing impacts students' speaking ability and whether it can be considered an effective pedagogical tool in English language teaching.

The formulation of the problem in this study is to study whether there is influence of code-mixing method to students' English-speaking skill.

METHOD OF RESEARCH

This study aims to find out whether the use of code-mixing techniques affects the speaking ability of

students at SMK PRIMA Bekasi. The independent variable in this study is the code-mixing technique, while the dependent variable is students' speaking skills, which are measured through three main aspects: fluency, vocabulary, and pronunciation. The research was conducted in classes X-A and X-B at SMK PRIMA Bekasi, located in Kampung Sawah, Jatimurni Village, Pondok Melati District, Bekasi City, West Java.

The implementation of the research followed a structured timeline, beginning with the submission of the research title in January, the preparation of the introduction in February and March, and the literature review in March. The research methodology was completed in April, followed by the preparation of instruments in May. Data collection and analysis were carried out in June, while the writing of research results and discussion was conducted in July. The preparation of conclusions, implications, and suggestions was also completed in July, followed by thesis arrangement in August and revisions in September. This timeline ensured that every stage of the research process was completed systematically and within the academic schedule.

The study applies a quantitative approach with an experimental research design in order to determine the effect of code mixing on students' speaking skills. The design employed is the Non-equivalent Control Group Design, where two groups of students were involved. The experimental group was given treatment in the form of learning with code mixing, combining Indonesian and English during classroom instruction. In contrast, the control group was taught to speak using only English, without any code mixing. Both groups were given a pre-test and a post-test to measure the improvement of their speaking abilities before and after the treatments.

The population of this research consisted of class X-A and class X-B students at SMK PRIMA Bekasi. The samples were taken using purposive sampling, with consideration of the similarity of initial ability, number of students, and readiness to participate in the study. Class X-A was designated as the experimental group and received treatment with code mixing, while class X-B was the control group and received instruction entirely in English without code mixing. This design enabled the researcher to directly compare the outcomes between students who were exposed to code-mixing techniques and those who were not.

In this research design, the experimental class was subjected to pre-tests, treatments, and post-tests (Y1a-X1-Y1b), while the control class underwent the same sequence without code-mixing treatments (Y2a-X2-Y2b). Through this process, the researcher sought to measure the extent to which the code-mixing technique influenced students' speaking performance. A quantitative approach was considered appropriate for this study as it allows the researcher to obtain measurable results expressed in numbers and statistical data. By using an experimental design, the researcher was able to provide two different treatments and objectively observe the impact of code mixing compared to full English instruction.

RESULT AND DISCUSSION

This study was conducted to determine the effect of code mixing on students' speaking skills at SMK PRIMA Bekasi. The research subjects consisted of 60 students from two classes: Class A with 30 students who received treatment using code mixing, and Class B with 30 students who were taught without code mixing. To measure the effect, the frequency of code mixing elements in students' speaking was observed, recorded, and analyzed systematically.

The independent variable in this study was code mixing, which was analyzed through 100 speech samples collected from students' interactions. Measurement was based on the number of code-mixing

elements, such as words or phrases from a foreign language, embedded in Indonesian sentences. The results indicated that code mixing occurred quite significantly in everyday conversations, particularly in informal contexts. The most dominant form of code mixing involved Indonesian and English.

Quantitative analysis showed that 65% of the total speech examined contained code-mixing elements. The most common form was insertional code mixing at 48%, followed by alternational code mixing at 30%, and congruent lexicalization at 22%. The mixed elements most frequently involved nouns such as “deadline,” “content,” and “meeting,” verbs such as “upload,” “chat,” and “follow,” as well as idiomatic expressions and jargon like “no comment,” “make sense,” and “by the way.” These usages served functions such as enhancing social prestige, expressing solidarity, or filling lexical gaps.

The frequency distribution analysis showed that in Class A, which received treatment with code mixing, students tended to produce more utterances containing code mixing at medium to high intervals. Meanwhile, Class B, which was taught fully in English, showed a higher frequency at the lower intervals, indicating minimal code mixing. Interestingly, both classes showed the highest distribution in the 6–8 code mixing range, although it was more pronounced in Class A. This finding reflects that exposure to code mixing increased students' likelihood to apply it.

Descriptive statistics revealed clear differences between the two groups. In Class A, the mean score was 8.50, with a median of 8.40 and a mode of 8.50. Meanwhile, Class B recorded a mean of 6.00, a median of 6.00, and a mode of 6.00. The standard deviation for Class A was 3.92, smaller than that of Class B at 4.28, indicating more consistent performance among students in the experimental class. Variance analysis further confirmed that the control class displayed greater variation, likely due to differences in individual English proficiency and willingness to mix languages even without explicit permission.

The interpretation of these descriptive results suggests that code mixing provided students with more opportunities and confidence to practice language. Students in Class A consistently integrated Indonesian elements while speaking English, thereby boosting their fluency. In contrast, Class B, which adhered to full English instruction, showed less frequent and more varied use of code mixing, with some students refraining completely and others using it occasionally. This divergence underscores the positive influence of explicit exposure to code mixing.

Before hypothesis testing, normality and homogeneity tests were carried out. The results of the Kolmogorov–Smirnov test indicated that the data in both groups were normally distributed, with p-values greater than 0.05. Similarly, Levene's test showed that the variances were homogeneous with a p-value of 0.223. These findings confirmed that the assumptions for parametric testing were met, allowing the use of the Independent Sample T-Test.

Hypothesis testing was conducted to evaluate whether the differences between the two groups were statistically significant. The null hypothesis (H_0) stated that there would be no difference between the speaking abilities of students taught with or without code mixing. The alternative hypothesis (H_1) predicted a significant difference in speaking skills between the two groups. The Independent Sample T-Test analysis produced a t-value of 2.36, which exceeded the t-table value of 2.001 at the 5% significance level with 58 degrees of freedom.

The rejection of the null hypothesis and the acceptance of the alternative hypothesis confirmed that code mixing significantly improved students' speaking ability. The experimental class (Class A) showed a notable increase in average scores from 5.90 in the pre-test to 8.50 in the post-test. In contrast, the control class (Class B) improved only slightly, from 5.90 to 6.00, demonstrating minimal impact from full English instruction. This contrast highlighted the effectiveness of code mixing as a teaching technique.

Overall, the findings of this study indicate that the use of code mixing has a significant influence on students' speaking performance. Students who were exposed to code-mixing instruction demonstrated better fluency, vocabulary usage, and pronunciation than those who were not. Moreover, the consistency of results in Class A shows that the technique not only improved average scores but also reduced variability among learners. In conclusion, code mixing can be considered an effective teaching strategy to enhance speaking skills, offering practical implications for English language teaching in similar contexts.

The results of this study show that students who learn through code mixing—namely by mixing Indonesian and English—demonstrate better communication skills than students who learn without using code mixing. The experimental group achieved an average score of 8.50, while the control group only reached 6.00. Statistically, this difference is significant, with a p-value of 0.015, which is smaller than the standard threshold of 0.05.

These findings suggest that the use of code mixing helps students become more fluent in English. They tend to be bolder, more confident, and more expressive in communication. One possible reason is that students do not feel pressured to always be grammatically perfect. When they encounter difficulty in finding the appropriate English vocabulary, they can temporarily insert Indonesian words, allowing the conversation to continue smoothly without interruption. This process creates a more natural and human learning atmosphere.

The classroom reality also supports this conclusion. Many students feel anxious, shy, or hesitant when required to speak entirely in English. However, when code mixing is allowed, they feel more understood and comfortable, especially when expressing opinions or answering questions. In this way, code mixing provides a "safe space" for students to build their confidence and gradually prepare themselves to eventually communicate fully in English.

This study also aligns with previous research that highlights the effectiveness of code mixing as a teaching strategy, particularly in bilingual contexts like Indonesia. As long as its use is kept under control and not excessive, code mixing can serve as a valuable pedagogical tool. It bridges the gap between students' existing language repertoire and the target language, enabling smoother transitions in the process of foreign language acquisition.

In conclusion, code mixing should not be seen as a barrier but rather as a bridge to support the development of students' speaking skills. For high school students, such as those at SMK PRIMA Bekasi, code mixing provides a practical and effective method to foster communication, enhance confidence, and build fluency in English. Properly implemented, it can serve as a meaningful strategy to strengthen language learning outcomes in similar educational contexts.

CONCLUSION

Based on the results of the research on the effect of code mixing to students' speaking skill at SMK PRIMA BEKASI, it can be concluded that the use of code mixing has a positive impact on improving students' speaking skills, especially in increasing confidence and fluency in speaking English. Students who are accustomed to using a mixture of Indonesian and English in daily communication show significant progress in speaking skills compared to students who do not use code mixing. The use of code mixing can help students speak more confidently, expand vocabulary, and facilitate the delivery of ideas orally. In addition, code mixing makes it easier for students to express themselves without being hampered by the limitations of vocabulary or the target language structure.

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