AN NALYSIS OF CODE MIXING USED BY ZAWIYAH ENGLISH CLUB MEMBERS IN ENGLISH WEEKLY CLASS

SKRIPSI

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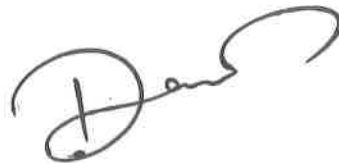Co-Supervisor

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Langsa, 27th October 2023

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Abstract

Annisaturaihan. 2023. An Analysis Of Code Mixing Used By Zawiyah English Club Members In English Weekly Class *Skripsi.* English Department, Tarbiyah And Teachers Training Faculty, State Institute For Islamic Studies (IAIN) Langsa.

Supervisor (1). Nina Afrida, **(2).** Dessy Kurniassy

This research was conducted to look types and factors the use of Code-Mixing By Zawiyah English Club members in English Weekly Class. The purpose of this research are: (1) To find out types of code mixing used in learning activities at ZEC weekly class. (2) To find out factors that influence the occurrence of code-mixing classroom learning. This research used qualitative narrative inquiry. Observation and Interview were used as the technique of data collection in this research. The observation checklist toward members were given to the two observers when the learning process on the first meeting and second meeting. Meanwhile the Interview was given to five of ten ZEC's member. The result of this research, most of ZEC's member were used outer Code-Mixing and factors that influence they used Code-Mixing in English Learning are English language skill is still poor, and mixing languages can be beneficial for their speech, spontaneous, mixing of languages occurs when members experience limitations in their English vocabulary, and help their friend understand what he is saying when they speaks.

Keywords: *Code-Mixing, Influence, English Learning*

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is something that is very important and cannot be separated from human life. In daily life human needs information, communications privately or publicly, orally or in writing, and to get all of them human needs languages to deliver the information. The existence of language can be the connector between groups of people who have differences. Language holds a significant role in the life of a society as a medium of communication.[1] Besides that Language is also said to be the identity of the nation because of the variety of regional languages used, but Indonesian people still use the National language to communicate between regions. It is the same as people who want to communicate with other countries, they use the international language, and our international is English language.

In the modern world, learning English is a must for every respectable human being. This knowledge is needed everywhere: on vacation, at work, for personal purposes.English is an international language, so the entire planet should know it.[2] The role of English in modern society is clear for students who want to receive a decent education. Thanks to his knowledge, he can study at any university. The educational

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[1] Ahmad Fanani and JARZ Ma'u, "Code Switching and Code Mixing in English Learning Process," *Ling Tera* 5, no. 1 (2018): 68–77.

[2] Sh M Tillayeva, "Learning English Language Is Essential in Today's World," *JournalNX* 6, no. 11 (2020): 354–357.

documents received are cited in all countries. Most large libraries have English books. Works such as mystery novels, novels, and poems can be read in their original text if you understand a foreign language. It is no secret that book translations are not always accurate and literal. Original copies of specialized literature are considered valuable as well.[3]From various English skills, speaking is an important English skill in this modern world. Speaking skill is one way for humans to communicate. Speaking skills are the means by which people communicate. Speaking ability is one of the most important communication skills in the world. People use it to convey important information about other people.You need to learn and use English, especially if you need to speak English and communicate with people from other countries. Speaking lessons are important for students to be able to teach language skills at school and improve their skills in the future.They learned to express something together with their friends.In the era of globalization, this is the most important way to build relationships with foreigners.[4]

According to Brown, speaking is a productive skill that can be directly and empirically observed. These observations are necessarily influenced by the accuracy and validity of the examinee's listening skills, which necessarily affects the reliability and validity of the oral presentation test. Speaking allows students to exchange information and express their thoughts and feelings. Speaking is fundamental to human communication because it is the most direct way people make contact.[5] Speaking is

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[3] Ibid.
[4] Sintya Crisianita and Berlinda Mandasari, "The Use Of Small-Group Discussion To Improve Students Speaking Skill," *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 61–66.
[5] Ibid.

also the most demanding and complex of all four skills, as it requires expertise and experience in the target language. [6]

In this era of globalization, many people can use more than one language. This phenomenon, in which people can speak more than one language, can not be separated from the term bilingualism, namely the ability to master two languages. According to Tarigan in iskandarsyah research, bilingualism means people who can speak fluently alternately in two or more languages. In addition to regional languages and Indonesian, there are also foreign languages, such as English, Korean, and Japanese.[7] Nowadays many people are already bilingual or can use two languages even though they don't fully understand them because there are many bilingual compounds where the compound bilingual person only understands better the original language or the source language even only understands the meaning, it is also classified as bilingual.

Sometimes people use language mixing because they want to look cool being able to speak two languages, some use this language mixing as a means of language practice or because the environment has made them accustomed to speaking in this mixed language style. The phenomenon of mixing two languages in a conversation has become commonplace among the community, especially in Indonesia itself, because Indonesia is no

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[6] Hebah Asaad Hamza Sheerah and Meenakshi Sharma Yadav, "An Analytical Investigation of Flipped Classroom to Improve Saudi EFL Learners' Speaking Skills: A Case Study at Applied College.," *Arab World English Journal* (2022).

[7] Iskandarsyah Siregar and Somadi Sosrohadi, "Analysis of Code Mixing in Jerome Polin Youtube Content 'Nihongo Mantappu,'" *International Journal of Linguistics, Literature and Translation* 4, no. 12 (2021): 1–8.

The use of more than one language usually occurs in the process of learning a foreign language, especially English. Therefore, what will happen if students consistently mix languages in an English class?

ZEC (Zawiyah English Club) is a student activity unit that offers English learning classes, including weekly and monthly sessions. ZEC is one of the places where code-mixing is used in English learning. When learning takes place, many languages are mixed in the English class such as English mix Indonesia,Indonesia mix region ,or even English mix with region language.Resulting in a slowdown in the process of improving their English speaking skills. In some cases, there is no progress in their speaking ability.

Initially, the teacher of the ZEC English class allowed the members to mix the language when they delivered speech because the teacher thought that mixing the language while learning English would make it easier for them to learn. However, they feel it is comfortable to mix the language so that their English language proficiency is stuck in a rut. It is important to note that this is the English Weekly class where they are required to speak in front of the class, either individually or in groups, and they must deliver entire sentences in English.

Several factors influence people's use of code-mixing in daily life even in the learning classroom. here is the problem of mixing language when speaking in daily life, because there are factors that influence them to mix it. Due to the imbalance of language between one language and another. Furthermore, language mixing can occur

during communication or transmission of information, although not all instances of language mixing are due to this cause.

learners are expected to be able to apply the English language to communicate in daily conversation, and it is the main goal of English learning at all institution levels in Indonesia National Educational Institution of Indonesia. By mastering speaking, learners can share their ideas and give some important ideas.[8] To become fluent in speaking English, they should practice speaking full English in class, that can be a good habit for the students to learn the English language and also will increase their proficiency and confidence in speaking English.

The researcher will investigate the use of mixing in English class, which is in English class they learn the English language that teaches the students to be able to speak English fluently.

Therefore, this study aims to determine the types of code mixing used by members of ZEC weekly class lessons and the factors that influence them to use code mixing in the learning so that they can change the method of teaching in English weekly class and ZEC's members can reduce code mixing also improve English speaking fluency.

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[8] Paris Jiwa Karya et al., "Developing the Prototype of Picture-Based Learning Materials in the Teaching of Speaking Skills," *Journal of Language and Literature Studies* 2, no. 2 (2022): 109–116.

B. Formulation of Study

Based on the background of the problem, as well as the affirmation of the term the researcher formulates Formulation of Study the research question as follows:

1. What types of code mixing are used by members of ZEC during weekly classes at Zawiyah English Club (ZEC)?

2. What are the factors that influence the use of code mixing during the learning?

C. Purpose of Study

To the questions mentioned in the problem formulation, the objectives and applied are as follows:

1. To find out types of code mixing used in learning activities at ZEC weekly class

2. To find out factors that influence the occurrence of code-mixing classroom learning

D. Significance of Study

a. Theoretically

1) To expand members of ZEC's knowledge about code mixing.

2) To grow members of ZEC's awareness of the importance of ovoid code mixing in English learning.

3) To provide a detail description of code-mixing

4) To encourage the members of ZEC to be more motivated to learn English without using code mixing in learning activity

5) To give suggestions for the next class method to decrease mixing in English class.

b. Practically

1) To grow people's awareness of the importance of ovoid code mixing in English learning

2) To inform types of code mixing they used and to initiate them to reduce the use of code mixing in learning weekly class activity at ZEC.

3) To eliminate the use of code-mixing in English learning activity

4) Students can improve their proficiency in speaking activity

BAB IV

FINDINGS AND DISCUSSION

A. **The Research Findings by Suwito's Theory**

1. **Types of Code Mixing**

Based on my observation most members of ZEC used code mixing when they delivered their speech in front of the class.   There are two types of code mixing inner code mixing and outer code mixing.

Following is the result of the observation of member's activities in the English weekly class.

FIRST MEETING (28 November)

PARTICIPANT 1

"Assalamualaikum warahmatullahi wabarakatuh.. saya Sarah ingin menceritakan pengalaman yang paling berkesan dalam hidup saya pengalaman yang sangat berkesan bagi saya adalah ketika saya kecelakaan ketika waktu itu saya ingin pulang dari kampus ke rumah saya kecelakaan tepat di jam 4 lewat 20 menit selama beberapa menit saya kecelakaan saya sempat tidak sadarkan diri ketika saya bangun tiba-tiba saya sudah berada di rumah sakit ketika itu saya tidak ingat apa-apa tentang kejadian itu saya hanya ingat ketika acara makan-makan di waduk bersama member ZEC dan juga panitia penitia lainnya tepatnya di hari minggu besok harinya ketika saya sudah sadar kembali saya mencoba ingat ingat kembali kejadian itu because saya

ingin tahu bagaimana kejadiannya siapa yang telah membawa saya ke rumah sakit and who hit me.

Tidak lama kemudian tepatnya di jam 10 pagi teman-teman saya datang ke *hospital* untuk menjenguk saya ada yang dari satu jurusan ada dari zec tercinta dari Dayah Darul Huda *and also my friend* Dwi Maulia dia adalah sahabat sejati saya . saya sangat berterima kasih kepada mereka semua *because* sudah meluangkan waktunya untuk menjenguk saya. kalian semua itu sangat baik kalian adalah teman yang paling terbaik yang pernah saya jumpai semasa hidup saya. *Thank you. A*ssalamualaikum warahmatullahi wabarakatuh.”

PARTICIPANT 2

“Assalamualaikum warahmatullahi wabarakatuh Here I want to deliver a story It's about my memorable moment And the story was when I was a kid. When I was about 2 or 3 years I went to lhoksukon To my grandfather's village and we came to One of my grandfather's Sister or brother Like that and the story was there At the time I Played with my cousins there.

We played Near to *paret Besar* That Was In front of My grandfather's Brother's House Like that And then we played near there And Suddenly My ring Falled To the To the *paret Besar* So There's Like a There's a cover And there's a hole Like that And then I tried to reach my ring I don't know if I At the time I don't know if I I was *dikelabui*.

But at the time I see my ring was over the water Over the water And then I tried to Reach it But I can't And then I feel like I hold it And then I Still trying to grab

the ring And when I reach it I fall to the To the *paret Besar* And then my cousins Went to my father And they said that the sisters Wearing Red cloth Fall to the *paret Besar* They said like that And then my father Go I mean went to The *paret Besar* And then he tried to Take me From there, So that's my story Thank you."

PARTICIPANT 3

"Assalamualaikum warahmatullah wabarakatuh jadi *live most memorable memories* saya itu di saat saya pertama kali join ZEC because di ZEC lah saya dikelilingi oleh orang-orang yang sangat baik teman-teman yang baik dan senior-senior yang baik pula and it is lingkungan pertama yang membuat saya merasa dihargai Dan nyaman And then saya sangat senang bisa berada di ZEC *because* disinilah saya merasa sangat nyaman *because this is where I can love languages* dengan sangat baik dan nyaman dan asyik karena sebelumnya saya tidak pernah belajar dengan metode pembelajaran yang saya rasakan saat ini dan disinilah menurut saya *best place* bagi saya untuk *learn language* dengan sangat baik dan nyaman menurut saya."

PARTICIPANT 4

"Assalamu'alaikum warahmatullahi wabarakatuh .I'd love to tell my story. My memorable story, actually, it's not memorable, but more than a shameful story. It was last night. I see *cwek cantik* in the *satpam pos.* And then I saw her with a boy. They were like di *introgasi* with satpam namely pak samsul. And then I just saw them

looking at them very long time. Then all of a sudden, without me are realizing that I suddenly get crushed by the *pager*. And the *pager* is *bergeser*.

And then I I got panic last time and I feel a shameful. And then I tried to fix the the gate the *pagar*. Then the satpam all of the sudden tell me " ngopi dek " yes Sir, I don't have time for that because I am really shamefull last night and I just go home last night and try to remember it again And I feel like it's very shameful story. It's very shameful a moment that I have ever had. And then in this morning as well. I was looking at the *cwek cantik* also, and almost I crush people Again, alhamdulillah It's not happening. Thank you."

PARTICIPANT 5

Okay here I will tell you about my most memorable experience. It happened about three years ago. Me and my friends went to Takengon to pick the cafe. not only cafe, we also pick garden products as bananas, arachnids, palm oil and the others. When we were picking the coffee, the coffee cherries we saw a dog pecking back and in front of me, that dog is only *mondar mandir* the laboratory shouted at the dog . But suddenly that dog chauch it at me. We run as fast as we can but while we ran We laughed so hard and we started to manjat pohon. That is my memorable memories, not large but that is from my friend that he was passed away. I hope you get the best place by his side. Ameen Ya Rabbal Alameen. That's all. I can't tell you anything. Okay for this okay. Assalamualaikum warahmatullahi wabarakatuh."

PARTICIPANT 6

"The most memorable experience of me is when I was junior high school I go with my mother to *pulang kampung* sumatera barat,and then saya pergi bersama keluarga ibu saya pulang kampung ke padang. in the car. My mother sleep with My *keluarga, tinggal* me with the *supir*. The supir is my brother ,my brother *menghidupkan* music the playlist with music. And then he don't know the Music is DJ so when my brother play the music, my mother and then *semua keluarga terbangun dan memarahi* my brother. So just like that,I pun *tertawa melihat itu.* Thank you."

PARTICIPANT 7

"The most memorable experience for me *ketika* my friend and I were still playing Mobile Legends and we took part in a coffee shop tournament, where the distance between our kampung and that location was about an hour and a half, and that night there was a lot of drama, which was wrong. one of my friend's vehicles was damaged, and fortunately in that tournament we won, thank God, first place, even though we came home in the rain, not long after the tournament we all went our separate ways because we went to *kuliah*, and that was the most memorable experience."

PARTICIPANT 8

"Hello. I will share a little story about my memorable experience. The most unforgettable experience or memory was when I was sick. *Tidak lama belakangan ini* There I realize that I had very good friends who really care about each other, I was

grateful to help them. When I was sick for 3 days, my friend always had food delivered to me. I almost didn't live to wording house to buy food. They took the initiative to ask if I had eaten And I if I answer not, they would send me food. I'm very grateful to have friends like them. For me, every second, every minute, every hour, and every time with them, for me is an unforgettable experience. For me, they are like a home to return, to a place to complain together, tried together. I have it to part of them.

Thank you for the experience so far. I don't know how long our friendship will last. Maybe until the end of the arrangement, we will rarely l get together to *becanda,* share stories and so on together. Because we will face our own lives and our respective busy life. But I hope that no matter how busy we are, we'll never be strangers. Hopefully, we will always try not to lose contact and meet the next good thing. I always pray the best for all of you guys. Let's eat chicken for its hand."

PARTICIPANT 9

"Here I would like to tell my memorable experience. My memorable experience in myself is when I go to the beach with zec at banda aceh that I really love beach, I really love beach. I love to seeing a *ombak* in that beach. So at that time, last year, I went to banda aceh, and we visited to lampuuk beach, and I forgot about one more. So that was a really, really happy from us from me. Not only because I visited to a beach, but also I went to the beach with my most lovely people. Those are zec I really love zec people also.

For me, that was really memorable beside of that. When we went to beach that beach at banda aceh, we have a lot of activities that we did there, like we live together.

We spend 24 hours together. For 2 days. We visited some places. We eat together, We did many activities together. So that was really, really means a lot for me. Yes, that really means a lot for me. And that is I was sure I was really, really happy when at that time. So I can't forget about this because not only I love the beach, but also I love the people when I visited the beach."

PARTICIPANT 10

"I will tell you about my memorable experience. One day I went aboard to the province of aceh. And I live for the first time in house in aceh. One day I experienced a very boring day where I really did not have anything at that time, food, money and even friends. And One day I first time meet very good men in Langsa. And as time went by, I felt *nyaman* with this man. And no he is very good friends with me. And also I *bersykur* that I have him."

RESEARCH OBSERVATION SHEET MEETING-1

NO	NAME	CONVERSATION/SENTENCE	INNER CODE MIXING	OUTER CODE MIXING	BOTH OF THEM
1.	PARTICIPANT 1	• Hospital • And also my friend		✓	
2.	PARTICIPANT 2	• Paret besar • Di kelabui		✓	

3.	PARTICIPANT 3	- Live most memorable memories - Because - Because this is where I can love language		✓	
4.	PARTICIPANT 4	- Cewek cantik - Satpam pos - Bergeser		✓	
5.	PARTICIPANT 5	Mondar mandir		✓	
6.	PARTICIPANT 6	- Pulang kampung - Keluarga - Tinggal - Menghidupkan - Semua keluarga terbangun dan memarahi - Tertawa melihat itu		✓	
7.	PARTICIPANT 7	- Ketika - kuliah		✓	

8.	PARTICIPANT 8	• tidak lama belakangan ini • bercanda		✓	
9.	PARTICIPANT 9	• Ombak		✓	
10.	PARTICIPANT 10	• Nyaman • bersyukur		✓	

Based on the table could be described indicated that activities member of ZEC used outer code mixing.

1) Participant 1 used word " Hospital " and " And also my friend " Which is code mixing that absorbs elements of foreign languages,and that is include outer code mixing because she used Indonesian language that mix with English language.

2) Participant 2 used word " Paret besar " and " Dikelabui " Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

3) Participant 3 used word " Live most memorable memories" , " Because ", " Because this is where I can love language " Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used Indonesian language that mix with English language.

4) Participant 4 used word " Cwek cantik " , " satpam pos " , " bergeser ", Which is code mixing that absorbs elements of foreign languages, and that is include outer

code mixing because she used English language that mix with Indonesian language.

5) Participant 5 used word " mondar-mandir "Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

6) Participant 6 used word " Pulang kampung ", " Keluarga ", " Tinggal " , " Menghidupkan ", " Semua keluarga terbangun dan memarahi "dan " Tertawa melihat itu "Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

7) Participant 7 used word " ketika " and " kuliah "Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

8) Participant 8 used word " Tidak lama belakangan ini " and " Bercanda " Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

9) Participant 9 used word " ombak "Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

10) Participant 10 used word " Nyaman " and " Bersyukur "Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language.

RESEARCH OBSERVATION SHEET MEETING-2

SECOND MEETING (1 Desember 2023)

PARTICIPANT 1

"Assalamualaikum warahmatullahi wabarakatuh, my name is sarah nurul fazila. I will tell you about my dream. One of my dreams is to buy blue Honda ZX25R. if only someone give me a Honda ZX25R as *a hadiah,* I *akan tentu saja* be very happy. And my *lain* dream is to *membuat* my parents and my *saudara* happy in *apapun* way that is all. And thank you."

PARTICIPANT 2

"Hello. I'm here to tell you about my dreams, my dreams. It's not only one, because I since I was a kid, I have so much dreams. But now the one I that I want to reach is only I want to have a like dessert or like bakery. A dessert store or bakery like that. Because I really, I have a big interest in baking and cooking. So I hope that one day I can have my own bakery like that.

And also I want to be like craft store also because I love crafting, I love making things like wall hanging or some accessories, like pressman, like ring, like necklace or something like that. Because I like to I like crafting, working with my hand, like baking, cooking and crafting also.And also I want to be like craft store also because I

love crafting, I love making things like wall hanging or some accessories, like pressman, like rain, like necklace or something like that. Because I like to, I like crafting, working with my my hand, like baking, cooking and crafting also.

And then I my dream is I want to and also for now, I want to continue my study to Yangtze university in South Korea. But I don't know if I can't write it, maybe I will put big efforts to reach my dreams that which I I want to have my own bakery."

PARTICIPANT 3

"I will tell you my future dream. Talking about dreams about me. I have *Banyak* dreams that I want to make come true. Maybe if everything can come true, I am the happiest person in the world, but I can't make it happen. But there is a saying that nothing is impossible. I hope that's come true.

There is one things that I have to make come true. I have a dream a to become a businessman that has been my dream since I was little becoming a businessman seen cool to me and with my fashion. That's why I am studying now majoring in Syria, economy and the faculty of Islamic economies and business. I want to become a entrepreneur on Islam. That's why I choose IAIN Langsa as my campus. in the korean era, many business people are starting to enter a work based on Syria, Islam. I think that's very good, because apart from being successful in this world each other, in the of the life, because everything is based on Islamic sharia Islam.

Apart from that, I also have a dream to send my mother to Tanah suci. This is my Vegas wish not willing with all my prayers and effort. It will come true. For me,

my umi is everything, umi is my word for me, is the only one I have now. I really I really love her as much as she love me.

My last dream is that I want to have the partner and family that I think love. I believe that Allah has prepared the best for me. I think that's not. Thank you very much for listening for listen me.Thank you very much for listening to me. I hope my dream is come true."

PARTICIPANT 4

"Actually, I have a lot of dreams to achieve. I really want to achieve that in *beberapa tahun*. I don't really know, can I achieve that or not? But for sure, the first one is, I wanna be a rich person *orang kaya* that has a lot of money that has a lot of business. And I want to build a what I could say, *perusahaan* by my own. And I wanna make people work with me, and I want to pay them with *gaji yang bagus*.

And also the second one is I want to Mary, I want to marry, I want to marry a person. I could not mention the name, but for sure, I will definitely make it in, I don't know, for some years, but I will definitely get it. And the last one is I want to make my parents *bangga* all my achievements. And I want to show them that I can leave dengan diri sendiri. I can do something by my own. I want towant to make sure that they will be happy. They will have get kehidupan yang bagus,They will have something that they really one to see me, I to see in me. That's why I gotta work a lot. I gotta work very, very hard for that.

So that I can *bikin* itu like happen. I can prove to everybody that I can do everything *sendiri*, not by the help of people to make me rich or whatever, I will try to make myself rich. I will try to achieve my dreams all by myself, even though in the middle of the journey, I will need help of people, help from people. But I will make sure a good. I'll try to do it alone. First. That's all my dreams. In some years, I don't exactly know how many years, but I wouldn't that will happen, but for sure, I will achieve that."

PARTICIPANT 5

"Here I wanna tell you about my dreams. It when I was a little kid, I dream of being a very rich person where I could buy whatever I want. And then I don't need to think about the money, because I'm rich. When I want something valuable. Yes. Look it,It take it and paid no need to *menawar* of the price of the item. And just buy without thinking and *membayar*, for two pemilik toko, if after I become rich, I will help the people around me. One of which is opening up lots of Lapangan pekerjaan by creating various new business. Why is that? Because if I'm rich, I'm not afraid if I fail in that business, if the business grows, then is good.

And then if the business fail, I will not regret, because I still have a lot of money and can open a new business, more *lebih berguna* untuk masyarakat. I will also to visit a new country every month. And I I hope I can live in that country. If I was rich, I will need to work anymore and just enjoy my life. Whatever I want, someone is real prepared to me if I hungry, There's a chef who will cook for me. And I won't to go out

the country already. I have a private jet to take me whatever and wherever. If I become rich, I will buy a beautiful, private island. Thank you."

PARTICIPANT 6

"Jadi balik lagi bersama saya ya *guys* ya. *Ok, so*, sekarang *I will tell you about my dream future* artinya cita-cita atau keinginan di masa depan. *So, I have many dreams, but I will tell you* yang lebih ke atas lah pokoknya yang lebih menjadi keinginan. Jadi mimpi saya ini. *So I want to be President maybe or* kepala …. yang paling kecil yaitu kepala rumah tangga lah karena umur dan makin tua. Jadi cita-cita tertinggi jadi presiden udah itu aja sih. Tapi Banyakin doa aja lah supaya bisa.

Jadi mimpi yang kedua adalah *I want to bring my mother to Mekah to* melaksanakan ibadah haji *together with my parents. So I will working hard* pokoknya begitulah, to get money. And jika saya sudah mendapatkan *money* tersebut ya udah pergi ke Mekah to melaksanakan ibadah haji. *And then*, ya hidup sederhana, *happy* ya begitulah… *Ok thank you."*

PARTICIPANT 7

"My dream in the future is to become a pro esports player, because I failed in my dream, so I changed my dream to become a CEO in a large company, for example an oil company or a mining company, and my dream after that is to become a good person. , honest, diligent in worship and diligent in saving, oke *sekian terima kasih."*

PARTICIPANT 8

"I wanna tell you about my dreams or my Future drams. "First, I dream of becoming a dedicated lecturer who provides teaching and inspiration to students. Education plays a crucial role in shaping character and opening doors of opportunities for the next generation. As a lecturer, I aim to offer positive guidance, motivate them to pursue their dreams, and help them develop practical skills for the real world.

Not only that, I look forward with great hope to embark on the pilgrimage to Umrah with my parents. Umrah is not just a spiritual journey but also a way to express gratitude for the love and sacrifices of my parents throughout the years. I dream of providing this valuable experience to them, supporting each other, and strengthening our family bond.

With this dream, I hope to unite my career journey and family values. Becoming a lecturer and going on Umrah together with my parents is a manifestation of my determination to make a positive impact, both in the field of education and in fostering a harmonious family relationship. I hope May this dream come true, and through this journey of life, I aim to continue contributing to creating a better and more meaningful world."

PARTICIPANT 9

"So I will talk about my dream. One day. I hope I can be a good wife for my husband. That is my biggest dream because for me, personal, being at home, being a good wife is something big. It is something special for me. There's something awesome for me because I'm making love and then I can share everything and then for me,

personal home is everything. So that's why I hope that one day I can be a good wife and having a pretty good husband. And then I will put my sweetie home and then just like that. So I hope that it would be something that will be happen in the future."

PARTICIPANT 10

I have a dream for the next *lima* years to become *seorang* successful entrepreneur. And I *juga* dream menjadi the psychology. I have been my own psychological clinic. I want to have a husband who is good and *Sholeh*. And I bisa achieve everything together. I *bisa* make my parents happy ,I can always go anywhere with my family."

NO	NAME	CONVERSATION/SENTENCE	INNER CODE MIXING	OUTER CODE MIXING	BOTH OF THEM
1	PARTICIPANT 1	• Hadiah • Akan tentu saja		✓	
2	PARTICIPANT 2	-			
3	PARTICIPANT 3	• Banyak		✓	
4	PARTICIPANT 4	• Beberapa tahun • Orang kaya • Perusahaan		✓	

		• Gaji yang bagus • Bangga • Bikin Sendiri			
5	PARTICIPANT 5	• Menawar • Membayar • Lebih Berguna		✓	
6	PARTICIPANT 6	• Guys • Oke,so • So I want to be president maybe or • I want to bring my mother to mekkah to • Together with my parents • So I will working hard • Money • And then • Happy • Thank you		✓	
7	PARTICIPANT 7	• Sekian terimakasih		✓	
8	PARTICIPANT 8	-			
9	PARTICIPANT 9	-			

| 10 | PARTICIPANT 10 | • Lima

• Seorang

• Juga

• Bisa

• Sholeh | | ✓ | |

Based on the table meeting-2 observation could be described indicated that activities some members of ZEC used outer code mixing.

1) Participant 1 used the word " Hadiah" and " akan tentu saja "Which is code-mixing that absorbs elements of foreign languages, and that includes outer code mixing because she used the English language that mixed with the Indonesian language.

2) Participant 2 did not use mixing when delivering the speech

3) Participant 3 used the word " Banyak " Which is code-mixing that absorbs elements of foreign languages, and that includes outer code mixing because she used the English language that mix with the Indonesian language.

4) Participant 4 used the words "Beberapa tahun" "Orang kaya" "Perusahaan" "Gaji yang bagus" "Bangga" "Bikin Sendiri" Which is code-mixing that absorbs elements of foreign languages, and that includes outer code mixing because she used the English language that mixes with the Indonesian language.

5) Participant 5 used the words " Menawar ", " Membayar " , and " Lebih berguna " Which is code-mixing that absorbs elements of foreign languages, and that is includes outer code mixing because she used English language that mix with the Indonesian language.

6) Participant 6 used the word "Guys" "Oke,so", "So I want to be president maybe or", "I want to bring my mother to mekkah to Together with my parents" , "So I will working hard" , "Money" , "And then" , "Happy", "Thank you" Which is code mixing that absorbs elements of foreign languages,and that is include outer code mixing because she used Indonesian language that mix with English language.

7) Participant 7 used word " sekian terimakasi "Which is code mixing that absorbs elements of foreign languages, and that is include outer code mixing because she used English language that mix with Indonesian language

8) Participant 8 did not use mixing when they delivered speeches in front of the class.

9) Participant 9 did not use mixing when they delivered speeches in front of the class.

10) Participant 10 used the word "lima", "seorang", " juga ", " bisa " , " sholeh " Which is code-mixing that absorbs elements of foreign languages, and that includes outer code mixing because she used the English language that mixes with the Indonesian language.

The finding Analysis of observation results are members of ZEC in using code mixing are used outer code mixing.

2. **Types of Code Mixing by Hoffman's Theory**

Meet-1

NAME	SENTENCE	SENTENTIAL CODE MIXING	INTRA-LEXICAL CODE MIXING	INVOLVING A CHANGE OF

				PRONUNCIATION
Participant 1	• Datang ke hospital • And also my friend Dwi Mulia sahabat sejati saya • Because sudah meluangkan waktu	✓		
Participant 2	• Paret besar • Di kelabui	✓		
Participant 3	• Live most memorable memories • Because • Because this is where I can love *(lenjuit)*language	✓		✓
Participant 4	• Cewek cantik • Satpam pos	✓		

		✓		
	• Bergeser			
Participant 5	• Mondar mandir	✓		
Participant 6	• Pulang kampung • Keluarga • Tinggal • Menghidupkan • Semua keluarga terbangun dan memarahi • Tertawa melihat itu	✓		
Participant 7	• Ketika • kuliah	✓		
Participant 8	• tidak lama belakangan ini • bercanda	✓		
Participant 9	• Ombak	✓		
Participant 10	• Nyaman • bersyukur	✓		

Based on the table meeting-1 observation could be described indicated that activities some members of ZEC used sentential code mixing and involving a change of pronunciation :

1) Participant 1 used word " Hospital " and " And also my friend " that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries.

2) Participant 2 used word " Paret besar " and " Dikelabui "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries,because she used English language that mix with Indonesian language.

3) Participant 3 used word " Live most memorable memories" , " Because ", " Because this is where I can love language "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries,because she used Indonesian language that mix with English language,and she also said " lenjuit " it is include involving a change of pronunciation code mixing. which is involves changes in pronunciation, occurs at the phonological level, such as when an Indonesian says an English word but adapts it to the Indonesian phonological structure.

4) Participant 4 used word " Cwek cantik " , " satpam pos " , " bergeser ", that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language.

5) Participant 5 used word " mondar-mandir "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs

within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language.

6) Participant 6 used word " Pulang kampung ", " Keluarga ", " Tinggal " , " Menghidupkan ", " Semua keluarga terbangun dan memarahi "dan " Tertawa melihat itu "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language.

7) Participant 7 used word " ketika " and " kuliah "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language.

8) Participant 8 used word " Tidak lama belakangan ini " and " Bercanda " that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language.

9) Participant 9 used word " ombak "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language.

10) Participant 10 used word " Nyaman " and " Bersyukur "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing

occurs within phrases, sentences, or sentence boundaries because she used

English language that mix with Indonesian language.

Meet-2

NAME	SENTENCE	SENTENTIAL CODE MIXING	INTRA-LEXICAL CODE MIXING	INVOLVING A CHANGE OF PRONUNCIATION
Participant 1	• Hadiah • Akan tentu saja	✓		
Participant 2	-			
Participant 3	• Banyak	✓		
Participant 4	• Beberapa tahun • Orang kaya • Perusahaan • Gaji yang bagus • Bangga • Bikin Sendiri	✓		
Participant 5	• Menawar • Membayar	✓		

	• Lebih Berguna			
Participant 6	• Guys • Oke,so • So I want to be president maybe or • I want to bring my mother to mekkah to • Together with my parents • So I will working hard • Money • And then • Happy • Thank you	✓		
Participant 7	• *Fusyer* (Future) • Sekian terimakasih	✓		✓
Participant 8	-			

Participant 9	-			
Participant 10	- Lima - Seorang - Juga - Bisa - Sholeh	✓		

Based on the table meeting-2 observation could be described indicated that activities some members of ZEC used sentential code mixing and involving a change of pronunciation :

1) Participant 1 used the word " Hadiah" and " akan tentu saja "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used the English language that mixed with the Indonesian language.

2) Participant 2 did not use mixing when delivering the speech

3) Participant 3 used the word " Banyak "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used the English language that mix with the Indonesian language.

4) Participant 4 used the words "Beberapa tahun" "Orang kaya" "Perusahaan" "Gaji yang bagus" "Bangga" "Bikin Sendiri" that is include intra-sential code

mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used the English language that mixes with the Indonesian language.

5) Participant 5 used the words " Menawar ", " Membayar " , and " Lebih berguna "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with the Indonesian language.

6) Participant 6 used the word "Guys" "Oke,so", "So I want to be president maybe or", "I want to bring my mother to mekkah to Together with my parents" , "So I will working hard" , "Money" , "And then" , "Happy", "Thank you" that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used Indonesian language that mix with English language.

7) Participant 7 used word " sekian terimakasi "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used English language that mix with Indonesian language and she also said fusyer (future) it is include involving a change of pronunciation code mixing. which is involves changes in pronunciation, occurs at the phonological level, such as when an Indonesian says an English word but adapts it to the Indonesian phonological structure.

8) Participant 8 did not use mixing when they delivered speeches in front of the class.

9) Participant 9 did not use mixing when they delivered speeches in front of the class.

10) Participant 10 used the word "lima", "seorang", " juga ", " bisa " , " sholeh "that is include intra-sential code mixing which is Intra-sentential code mixing a type of code mixing occurs within phrases, sentences, or sentence boundaries because she used the English language that mixes with the Indonesian language.

B. Factors of the use of Code Mixing

Five factors influences member of ZEC to use code mixing in English learning class

a. first, some participant of the interview said that their English skills are still poor even though they lack vocabulary and forced to mix with the Indonesia language when delivering the speech.Their English language proficiency is still poor. This means that the individuals in question have not yet developed a strong command of the English language. They may struggle with various aspects of language, such as grammar, pronunciation, and comprehension. One specific area of weakness is their limited vocabulary; they may not possess an extensive range of words to express themselves effectively in English. It can seen that in the first participant during her speech in front of the class, the initial participant included phrases like *"Hospital"* and *"And also my friends"*

in her English expression. This led the observers to perceive that she found English challenging, evident from her inclination to incorporate more Indonesian language into her speech.

Furthermore, due to their inadequate English skills, they find themselves compelled to mix in Indonesian language elements when delivering a speech. This mixing of languages suggests that individuals are using Indonesian words or phrases alongside their attempts at English communication. This could be a result of their limited English vocabulary or a lack of confidence in expressing themselves purely in English. Including a deficiency in vocabulary and the tendency to incorporate the Indonesian language into their speech, particularly when delivering presentations or speeches.

b. In addition, several members also mentioned that mixing languages can be beneficial for their speech, especially when they encounter difficulties recalling specific vocabulary. in this case, mixing the Indonesian language with English serves as a helpful strategy. The primary advantage they attribute to this mixing is its utility in moments when they forget or have difficulty recalling English vocabulary. Essentially, the use of both languages provides a workaround for vocabulary gaps or lapses, aiding them in maintaining fluency and communication when faced with linguistic challenges.

As observed in the case of the sixth participant, a substantial amount of Indonesian language was employed during the delivery of an English speech. The participant incorporated phrases such as *"Pulang kampung," "Keluarga," "Tinggal," "Menghidupkan," "Semua keluarga terbangun dan memarahi,"* and *"Tertawa melihat itu."* This practice of blending languages was perceived by the participants as advantageous, suggesting that the members felt that incorporating a mix of languages could be beneficial in delivering their speeches.

c. On the other hand, some members feel that the use of Indonesian in their speech is spontaneous. This perception arises from the fact that, at times, they may forget specific English words. Additionally, the words they need might be foreign or rarely used, making it challenging for them to recall the precise vocabulary at the moment. As a result, they find it more spontaneous and natural to incorporate Indonesian words into their speech. The spontaneity here stems from the need to express themselves promptly and effectively, even if it means resorting to their native language when faced with difficulties in finding the appropriate English terms.

In the statement of the fourth participant, who mentioned, *"And then I tried to fix the gate, the pagar,"* it is evident that the researcher can infer spontaneity in the participant's language use. The conclusion drawn is that the participant employed the term *"pagar"* spontaneously, as he initially mentioned *"gate"* in the

sentence. The use of *"pagar,"* an Indonesian term with the same meaning as *"gate"* natural incorporation of the local language in the participant's expression.

This suggests that the use of the Indonesian language in their speech is not necessarily a deliberate choice but rather a spontaneous response to linguistic challenges.

    d. As observed in multiple participants, there is a tendency to blend languages during their speeches. For instance, the second participant incorporated the phrases *"Paret besar"* and *"Dikelabui."* This suggests that the members face constraints in their vocabulary, prompting them to mix in the Indonesian language. Similarly, the fifth participant used the term *"Mondar mandir,"* indicating a limitation in vocabulary that led to the incorporation of the Indonesian language. In essence, these instances highlight the participants' challenges in vocabulary, resulting in the utilization of a mix of languages to express themselves effectively.

Furthermore, the mixing of languages occurs when members experience limitations in their English vocabulary. Despite being aware that this practice may not be ideal, they acknowledge that it would be better to speak entirely in English when addressing the class. Due to a restricted English vocabulary, members resort to incorporating elements of their native language into their speech. However, there is an awareness among them that relying on this mixed-language approach

is not optimal. They recognize the importance of speaking in full English, particularly when presenting in front of the class. The acknowledgment of the suboptimal nature of language mixing implies a desire for improvement and an understanding that a more proficient use of English would be preferable in academic or formal settings.

    e. But there is one reason why member ZEC stated that he wants to help his friend understand what he is saying when he speaks. This statement implies that one of the members ZEC has a specific motivation for incorporating elements of language mixing. The reason mentioned expresses a desire to assist his friends in comprehending his speech. This suggests a consideration for the audience's understanding and a willingness on his part to make the communication process more accessible for those around him. It indicates a sense of interpersonal communication and a desire to bridge potential language gaps or challenges, emphasizing a communicative intention beyond individual language preferences.

As observed in the case of the third participant, phrases like *"live most memorable memories," "Because,"* and *"Because this is where I can love language"* were intentionally inserted. Despite being proficient in English, the participant deliberately chose to incorporate a significant amount of Indonesian language, motivated by a desire to assist and support their friends in understanding the content.

D.   Discussion

Types of code mixing in English weekly class

According to Perliana and Agustinah, code-mixing is a methodology of communication in bilingual bunches where colonies can talk using two languages.[46] Suwito categorized code-mixing into two types, such as: 1. Inner code mixing Inner code mixing occurs as a result of the addition of a language element of the native or national language and its variations. Moreover, regional or local languages may be affected. 2. Outer code mixing The presence of the language component of foreign languages causes outer code-mixing.

Overall, this means that the speaker's first language, in this case, the national language, is inserted into his language (native language or mother tongue) or foreign language from the speaker's background.[47]

Based on my observation most members of ZEC used code mixing when they delivered their speech. Meanwhile no one member of ZEC used inner code mixing. Which is inner code mixing the use of Indonesia which contains regional languages in it or mixing between L1 and L2 speakers.

In my research observation, the most participants used outer code mixing when they informed their speech. As is well known outer code mixing is code mixing that

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[46] Mia Perlina and Mita Agustinah, "Code-Mixing by a Content Creator Gita Savitri Devi: How and Why?," *Rainbow: Journal of Literature, Linguistics and Culture Studies* 11, no. 2 (2022): 1–8.

[47] Selamat Tumpal Manurung and Agus Riadi, "An Analysis Of The Use Of Code Mixing In Evermore Novel By Cecillia Wang," *ELSA* 4, no. 1 (2023): 20–31.

absorbs elements of a foreign language, for example, Indonesia which contains a mixture a foreign languages such as English, Japanese, Korean, and so on. The majority members of ZEC used outer code mixing which is mixing the English language with the Indonesia language or vice versa. It can be seen when a member of ZEC speech in front of the class the researcher found the formation of outer code mixing.

In the first participant inserted the phrases *" Hospital "* and *" and also my friends"* in his speech. It is called outer code mixing because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, in this case, the participant used Indonesian a lot so his L1 is Indonesian and his L2 is English because she includes elements of English in his Indonesian presentation.

In the second participant inserted *" Paret besar "* and *" Dikelabui "* in his English speech, because outer code-mixing is the insertion of language elements from a foreign language and all of it is a variation or mixing between L1 and L2 speakers, but in this case because English weekly class learning they required to speak in English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

In the third participant inserted *" live most memorable memories ", " Because "* and *" Because this is where I can love language "* in his speech. It is called outer code

mixing because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, in this case, he used Indonesian a lot so his L1 is Indonesian and his L2 is English because he includes elements of English in his Indonesian presentation.

In fourth participant inserted *" Cewek cantik " , " Satpam pos " and " bergeser "* in his speech, because outer code-mixing is the insertion of language elements from a foreign language and all of it is a variation or mixing between L1 and L2 speakers, but in this case because English weekly class learning they required to speak in English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

In fifth participant inserted *" mondar mandir "* in his speech. because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, but in this case, because English weekly classes learning they required to speak in the English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

In the sixth participant inserted *" Pulang kampung ", " Keluarga ", Tinggal ", " Menghidupkan ", " Semua keluarga terbagun dan memarahi " , " Tertawa melihat itu "* in his speech, because outer code-mixing is the insertion of language elements from a foreign language and all of it is a variation or mixing between L1 and L2 speakers,

but in this case because English weekly class learning they required to speak in English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

In the seventh participant inserted the phrases " *ketika* " and " *kuliah* " in his English speech. It is called outer code mixing when he said " *ketika* " and " *kuliah* " in his English speech because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, but in this case because English weekly class learning they required to speak in English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

In the eighth participant inserted " *Tidak lama belakangan ini* " , and " *Bercanda* " in his speech. because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, but in this case, because English weekly classes learning they required to speak in the English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

In ninth participant inserted " *Ombak* " in his speech. because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, but in this case, because English weekly classes learning they required to speak in the English language and they mix English

with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

And in the last participant inserted *" Nyaman "* and *" Bersyukur "* in her speech. because outer code mixing is the insertion of language elements from a foreign language and all of it is variation or mixing between L1 and L2 speakers, but in this case, because English weekly classes learning they required to speak in the English language and they mix English with Indonesia language. Therefore In this case English is L1 speakers and Indonesia is L2 speakers.

From several data above the researcher can conclude that all members of ZEC used outer code mixing.

The factors of using code mixing in English weekly class

Code mixing happens when speakers blend or insert foreign words (other codes) in the dominant language being spoken. While in switching, speakers alter a language used to other codes (including variety) for several reasons: (1) to take into account the other person, (2) the speakers themselves, (3) the presence of three speakers, (4) to develop a sense of humor, or (5) to elevate their status.[48] In Fanani and Ma'u research there are three factors behind the use of code-mixing have been found and these factors are conversational habit, the absence of or the difficulty in finding established equivalence, and the impression of being modern.[49]

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[48] Melansari, Adu, and Narni, "Code Mixing Used by the Teacher in Teaching English at SMP Negeri 14 Baubau."

[49] Fanani and Ma'u, "Code Switching and Code Mixing in English Learning Process."

In this research, The researcher found five factors that influence code mixing in English Learning. English language skill is still poor, and mixing languages can be beneficial for their speech, Spontaneous, mixing of languages occurs when members experience limitations in their English vocabulary, and help his friend understand what he is saying when he speaks.

a. English language skill is still poor

The first factor was participants' English language skill is still poor. As we can see from the first and third participants, The researcher concluded that participants were sill poor at English skills because they used more Indonesia language than English Language. The first participant just inserted *" Hospital "* *and " And also my friends "* in her English utterance when delivering the speech in front of the class. It can be seen the members felt that the English language was still hard for her because that she used more Indonesia language. In other words, the third Participant inserted the words *" live most memorable memories ", " Because "* and *" Because this is where I can love language "* in her English utterances when delivering the speech in front of the class. It can be seen the members felt that the English language was still hard for her because that she used more Indonesia language.

The poor English skills of the participants were shown by their tendency to use more Indonesian when presenting English speeches. This difficulty can be seen from certain examples where participants inserted Indonesian phrases into

their English utterances, indicating challenges in expressing themselves effectively in English.

b.   Mixing languages can be beneficial for speech

The second factor was Mixing language can be beneficial for their speech. It means that mixing can help the members to say what they want to say, it can help clarify the meaning being discussed. As we can see at sixth participant used a lot of Indonesia language when delivering an English speech, the participant inserted *" Pulang kampung ", " Keluarga ", " Tinggal ", " Menghidupkan ", " Semua keluarga terbangun dan memarahi " , " Tertawa melihat itu "*. It can be seen the members felt that mixing the language can be beneficial for delivering their speech.

Embracing a diverse linguistic approach by incorporating a mix of languages can prove to be advantageous for individuals in enhancing their speech abilities. The practice of blending languages offers a unique opportunity for individuals to draw upon a rich linguistic repertoire, fostering flexibility and creativity in their communication. This dynamic use of multiple languages not only broadens their expressive range but also cultivates a nuanced understanding of language nuances and cultural contexts. Ultimately, mixing languages can serve as a valuable tool for individuals seeking to enrich and refine their speech skills in various linguistic settings.

c.   Spontaneous

The third factor was spontaneous. As we can see in the fourth participant sentence, he said that " And then I tried to fix the *gate the pagar* " From that sentence the researcher can conclude that the participant used that word because of spontaneously,because he said gate in the sentence but he is also used pagar as we know that is Indonesia language the meaning of gate.

d.   The mixing of languages occurs when members experience limitations in their English vocabulary

The fourth factor was limitations in their English Vocabulary. As we can see several participants mixed the language when delivering their speech. In the second participant inserted *" Paret besar "* and *" Dikelabui "*. It can be seen the members have limitations of vocabulary so they mix with the Indonesia language. In other words the fifth participant inserted the word *" Mondar mandir "* It can be seen the member has limitations in vocabulary so that mix with the Indonesia language.

The phenomenon of language mixing becomes evident when individuals encounter constraints in their English vocabulary. When faced with limitations in expressing certain ideas or concepts in English, individuals may instinctively incorporate words or phrases from another language to convey their intended meaning more precisely. This mixing of languages often arises as a natural response to linguistic gaps, allowing speakers to articulate themselves more effectively. It signifies a dynamic and adaptive use of language, demonstrating the

speakers' resourcefulness in overcoming vocabulary limitations. In such instances, language mixing becomes a pragmatic strategy, enabling individuals to communicate with greater nuance and accuracy, even in situations where their English vocabulary might fall short.

e.   Help his friend understand what he is saying when he speaks

The fifth factor was to help his friend understand what he is saying when he speaks. One of the members ZEC stated that he mixed the language when delivering his speech to make his friends understand about what he talked.

which is the speaker's intention to help his friends understand what he is saying during a speech. According to a member of ZEC, the participant in question intentionally incorporates a mix of languages while delivering his speech. The primary goal behind this linguistic blending is to facilitate better comprehension among the speaker's friends.

As we can see the third Participant inserted the *words " live most memorable memories ", " Because " and " Because this is where I can love language",* actually he is knows well about English, but he decided to speak a lot of Indonesia language because he would help his friends.

In essence, the speaker recognizes a need to bridge potential communication gaps and enhance understanding among his peers. By interweaving different languages, he aims to make his speech more accessible and comprehensible to his friends. This deliberate choice to mix languages suggests a thoughtful and strategic approach to communication, emphasizing the importance

of effective conveyance of ideas and ensuring that the audience can grasp the content of the speech more easily.

This factor sheds light on the social aspect of language use, highlighting how individuals may adapt their linguistic choices to create a more inclusive and understandable communication environment, especially when addressing friends or a specific audience.

Code-mixing refers to a communication approach within bilingual groups, allowing members to converse using two languages. There are two types of code-mixing, inner code-mixing, and outer code-mixing. Almost all members of ZEC use code mixing in English weekly class. The kind of code-mixing that they used is outer code-mixing, As commonly understood, external code mixing involves incorporating elements from foreign languages. For example, Indonesian exhibits a blend of foreign languages like English, Japanese, Korean, and others. Most members of ZEC is used English language that mixes with the Indonesia language or vice versa.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded:

1. This research analyzed types of code mixing that were used by members of ZEC in English Weekly class. The researcher concluded that the types of code mixing used by members of ZEC is outer code mixing.

2. This research also examined the factors influencing ZEC members' use of code-mixing in their English weekly class presentations. Based on participant interviews, and considering instances of code mixing, the researcher concluded that individuals mix languages due to limitations in vocabulary. Participants mentioned that mix languages help their speech when they encounter vocabulary gaps. On the contrary, some members view this as spontaneous, explaining that they may forget certain words or encounter foreign or infrequently used terms, prompting them to incorporate Indonesian into their speeches.

B. Suggestion

Based on the conclusion above, There are some suggestions given as follows :

1. This research is expected to be useful to sharpen the reader's understanding of code-mixing especially in the type of code-mixing

2. This study aims for ZEC members to reduce code-mixing in their English weekly class, thereby fostering favorable progress in their language development.

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AUTOBIOGRAPHY

Annisaturaihan is the name of the author of this thesis. The author was born to a father Mr.Muhammad Nasir Usman and Mrs. Ina Ulfah, S.Pd who are the first of 6 children. The author was born in Langsa, 27 June 2002. The author's address is Jl.h. Agussalim, lr. Bata, Aluebrawe, Langsa Kota District, Langsa City, Aceh Province. The author can be contacted via email annisaturaihan2002@gmail.com. In 2008 the author started formal education at MIN 1 Langsa (2008-2014), MTSs Ulumul Qur'an Langsa (2014-2017), MAS Ulumul Qur'an Langsa (2017-2020). After completing upper secondary education, the author continued his Teacher Education (S1) English Language Education Study Program, Tarbiyah Faculty and Teacher Training at IAIN Langsa (2020-2023). With perseverance, high motivation to continue learning, trying and praying to complete his undergraduate education (S1), the author succeeded in completing the study program he was pursuing in 2023, with the thesis title "An Analysis of Code Mixing Used By Zawiyah English Club Member in English Weekly Class". I hope that by writing this final thesis assignment we will be able to make a positive contribution to the world of education and add to the treasures of knowledge and be useful and beneficial to others.

DOCUMENTATION OF RESEARCH

KARTU KEGIATAN BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

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ALAMAT MAHASISWA : NINA AFFIDA . M.Pd
JUDUL SKRIPSI : Langsa, Anebrawe.

NO	HARI/TANGGAL	KEGIATAN BIMBINGAN	CATATAN KOREKSI PEMBIMBING	PARAF
1-	Jum'at 27 Okt 2023	Chapter II & III	Revisi Theoritical Flamework Revisi chapter III	
2-	Jum'at 03 Nov 2023	Chapter III	Revisi Technique of analysis date	
3-	Senin 06 Nov 2023	Instrument	Acc Instrument	
4-	Senin, 04 Des 2023	Chapter IV	Findings & Discussion	
5	Jum'at 08 Des 2023	Chapter IV	Findings & Discussion	
6-	Jum'at 15 Des 2023	chapter IV & V	Acc chapter VI & V	

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Dr. Fathrurazi . M.Hum
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Langsa, 27-12 2023.
Pembimbing I

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This is to certify that:

ANNISATURAIHAN
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has taken **English Proficiency Test –TOEFL Prediction Test** organized by IAIN Langsa Language Development Center On 16 November 2023

Below are the scores obtained:

SECTIONS	TOTAL POSSIBLE	TOTAL CORRECT	CONVERTED SCORE
LISTENING COMPREHENSION	50	47	65
STRUCTURE AND WRITTEN EXPRESSION	40	18	42
READING COMPREHENSION	50	17	37

Total TOEFL Prediction Score : **480**

Langsa, 30 December 2023
Head of LDC

Cut Intan Meulia, MA
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Ref. No : 76 /in.24/PBH/PP.01.1/11/2023

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Lampiran	: -
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Di –
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Dengan hormat,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Langsa, dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

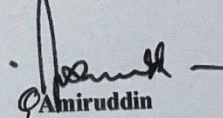|		
N a m a	:	**Annisaturaihan**
Tempat / Tanggal Lahir	:	Langsa, 27 Juni 2002
N I M	:	1042020004
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Bermaksud mengadakan penelitian di wilayah yang Bapak/Ibu pimpin, sehubungan dengan penyusunan skripsi yang berjudul : *"An Analysis Of Code Mixing Used By Zawiyah English Club Member In English Weekly Class"*.

Untuk kelancaran penelitian dimaksud kami mengharapkan Kepada Bapak/Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Langsa, 04 Desember 2023
Dekan,

Amiruddin

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Lampiran : -
Perihal   : **Izin Penelitian Ilmiah**

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Sehubungan dengan surat dari UKM Zawiyah english Club IAIN Langsa Nomor 04/A/PAN-PEL/ZEC/IX/2023 Tanggal 28 November 2023vtentang permohonan izin Penelitian Ilmiah kepada :

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Benar yang namanya tersebut diatas telah melakukan penelitian sebagaimana mestinya di UKM kami pada Tanggal 28 November 2023.

Demikianlah surat Hasil Penelitian umtuk penulisan Skripsi atas nama tersebut diatas diperbuat, agar dapat dipergunakan seperlunya, terima kasih.

Wassalamu'alaikum Wr. Wb.

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