

An Analysis of Code Mixing in A Presentation in Tenth Grade of Vocational School at SMK Agribisnis Dangau Datuk Bengkulu

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ABSTRACT

This study looked at the many sorts of code-mixing in the tenth grade at SMK Agribisnis Dangau Datuk Bengkulu. Suwito's theories were utilized in this study. Because the researcher wanted to study verbal in the tenth grade of SMK Agribisnis Dangau Datuk Bengkulu, the researcher employed a descriptive qualitative method. Students' utterances in presentation at SMK Agribisnis Dangau Datuk Bengkulu were used as a source of data in this study. The results of this research are 50% of word insertion, 25% of phrase, 4,17% hybrid, 4,17% of idiom, 4,17% of repetition=4,17%, and 12,5% of clause. The most used type of translation is word insertion, followed by a clause.

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1. INTRODUCTION

Language and human life cannot be separated because humans communicate using language in their daily activities to receive information. Margaretta et al. (2018) argued that the process of language communication as performed by humans aims to convey and receive information. It means that humans use language to communicate what is on their minds to other humans to get information.

English is a widely used language in many fields including work and education. English acts as a lingua franca in non-English-speaking nations and contributes to the global lexicon of languages by acting as an international language (Shooshtari & Allahbakhsh, 2013). English has influenced the lexicon of other languages (Riaz & Khan, 2013), for example as a language of science and technology, and advertising discourse (Zhiganova, 2016). When someone is fluent in English, there are numerous advantages and conveniences in achieving a goal. As a result, English is important in education, particularly in Indonesia. Even though English is considered a foreign language in Indonesia, it is included in Indonesian education courses such as elementary, junior high, and senior high schools, as well as post-secondary education in Indonesia, can develop English.

Suwito (1983) in Rinawati et al. (2020) mention that word insertion, phrase, hybrid, repeat word, idioms, and clauses all have different types of code-mixing. First, word insertion is code-mixing when a speaker imparts in a particular language. Syafryadin et al. (2020) argued that nonetheless, the person incorporates a word or several expressions from another language into a single term. For example, *nanti aku reply ya (later I will reply it)*. (Rinawati et al., 2020). Second, phrase insertion. Rinawati et al. (2020) propose that when a speaker inserts a foreign language term into their utterance, this is known as phrase insertion. For example, *Thank God, kalau ternyata kita besardi tengah keluarga yang demokratis (Thank God, if it turns out that we grew up in a democratic family)*. (Syafryadin et al., 2020). Third, hybrid insertion.

According to Rinawati et al. (2018), when a speaker embeds a component of language from two other language components, this is known as hybrid insertion. For example, *dia kayaknya nge- hack akudeh, aku ga*

bisa liat Facebook-nya (*I think she hack me on Facebook, that is way I can't see her account*) (Rinawati et al., 2018). The fourth, repetition insertion is the fourth classification. It happens when a speaker repeats another language. For example, *cewek Bali beautiful beautiful ya* (*Balinese girls are beautiful, aren't they?*). The fifth type is an idiom. According to Nuraeni et al. (2018) Idiom is a word or phrase whose meaning cannot be determined directly. For example, *Saya sangat lelah fucked up.* (*Saya sangat lelah kacau.*) (Nuraeni et al., 2018). The last type is clause insertion. Nuraeni et al. (2018) argued that a clause is a part of a sentence that has both a subject and a predicate but no end-mark. When a speaker introduces a clause from a foreign language element into their native language, this kind arises. A clause consists essentially of subject and action words. For example, *Beruntung kalau kita termasuk sudah know what I want to be sejak sekarang.* (*Lucky if we include already know what I want to be from now on*) (Syafryadin et al., 2020).

Numerous researchers have studied various facets of code-mixing and switching, including gender differences, roles in literature or educational settings, the public's attitude toward mixing in advertisements, etc. These researchers include Awan and Sheeraz (2011), Riaz and Khan (2013), Humaira (2012), and Hsu (2013). Akinyi (2017) in his analysis of code-mixing in print advertisements for three telecom companies and six commercial banks in Kenya found that compound lexical items, blend forms, wholly new word usages, and free and bound morpheme combinations were common ways to use English and Kiswahili to sway or attract customers. Barus et al. (2019) analyzed the occurrence of code-mixing in students of french in the study program state university of Medan. They found that code-mixing remembered the addition of morphological components for the types of things, numerals, action words (infinitive and formation), modifiers (question and time), and descriptors; the inclusion of expressions in the types of thing phrases (articles and numerals), action word expressions, and intensifier states; the addition of a condition in the types of thing provisos, numeral conditions, action word statements, and qualifier Students joining codes in French is additionally present in the English language.

Rinawati et al. (2020) found that the number of expression additions utilized was half, word insertion was additionally frequently utilized for 26%, hybrid insertion was 8%, repetition word inclusion was 4%, and idiom insertion was 4%, and clauses insertion was 4%. The research was done by Salamat et al. (2021). The intra-sentential classification is the most widely recognized, representing 73% of all information, trailed by intra-lexical, which represents 14% of all information. At last, change your elocution, which just contributes for 1% of all out information. As per the specialists, Agnez Mo utilizes code-mixing for four reasons: discussing a particular subject, communicating enthused about something, contributing, and showing a bunch personality. Most of the proof recommends that things are grammatical features.

Also, in a study by Asrifan et al. (2021), the objective of the review was to expand the extent of the exploration and instruct the general population about code-mixing. Internal code-mixing 115 information, external code-mixing 46 information, and level code-mixing 145 information, express level code-mixing 10 information, and provision level code-mixing 4 information, as well as baster level code-mixing 1 information, redundancy level code-mixing 3 information, and maxim level code-mixing 0 information, were found.

Furthermore, in bilingual and multilingual groups, humans can generate specific codes. They use code-mixing or code-switching when conversing. Code-switching occurs when an oral utterance moves from one language to another instead of code-mixing, when one language is mingled with another, something occurs. Observations revealed that code-mixing symptoms appeared in students during presentation activities due to the bilingual situation in the English learning process at the SMK Agribisnis Dangau Datuk Bengkulu.

The sign of code-mixing refers to an event in which a speaker inserts elements of another language into the language being used while speaking. This occurrence occurred during the presentation process of English learning for the tenth grade at SMK Agribisnis Dangau Datuk Bengkulu. Based on these findings, the use of language in the presentation process in tenth grade when English learning at SMK Agribisnis Dangau Datuk Bengkulu is intriguing and warrants further investigation. The following are the issues that are being considered: (1) What types of code-mixing are used by the tenth grade of Vocational School at SMK Agribisnis Dangau Datuk Bengkulu in the presentation of English subject? (2) Why the reason students in the tenth grade of SMK Agribisnis Dangau Datuk Bengkulu use code-mixing to do presentations in front of a class?

2. METHOD

The type of this study was descriptive qualitative. Sugiyono (2009) argued that in a descriptive qualitative study, the descriptive data could be spoken or written. The data source for this research was students' utterances in presentations. The data were code-mixing of the background of the problem in the tenth grade of Vocational School at SMK Agribisnis Dangau Datuk Bengkulu. The data was collected using two research instruments in this study, namely an observation checklist and an interview. The observation checklist was used to determine

the different sorts of code-mixing techniques employed by the student. Suwito's purpose for the objects was to differentiate the many forms of code-mixing they may use (a form of words, phrase, hybrid, repetition word, idioms, or clauses). Meanwhile, four kids were questioned. It was designed to discover why students engaged in code-mixing. The data were collected through several steps: 1) the researcher recorded the discussion from the presentation in the tenth grade of Vocational School at SMK Agribisnis Dangau Datuk Bengkulu; 2) the researcher transcribed the data of the discussion; 3) In the wake of getting the transcript of the data, the following stage was recognizing and classifying the data-dependent on the requirements of the investigation; 4) The last, the researcher analyzed the data. The following steps were followed to analyze the data: first, the table depicts the various methods of code-mixing. Second, descriptive into the narrative to propose why students in the tenth grade of SMK Agribisnis Dangau Datuk Bengkulu used code mixing when presenting in front of the class.

3. RESULT AND DISCUSSION

The study's findings were related to the study's purpose, which was to investigate the various types of code-mixing used in presentations at SMK Agribisnis Dangau Datuk Bengkulu in tenth grade. Suwito (1983) in Rinawati et al. (2020) is mentioned in the general theory of code-mixing. This research showed six types of code mixing, namely word insertion, phrase insertion, hybrid, repeat words, idioms, and clauses were revealed as six separate types of code-mixing in the presentation of tenth grade at SMK Agribisnis Dangau Datuk Bengkulu.

The researcher investigates code-mixing in tenth-grade presentations at SMK Agribisnis Dangau Datuk Bengkulu in this chapter. The data provide a comprehensive account of how speakers employ code-mixing as a personal communication approach. It was obtained from the interview and analyzed by the researcher. The researcher analyzed the main distinctions established to indicate the different sorts of code-mixing based on Suwito's theory researcher then went on to explain why code-mixing is used. All of the data comes from transcripts of speeches given by students at the Dangau Datuk Bengkulu Agribusiness Vocational School on April 15, 2022. The information is presented in a tabular format. There are six categories of code-mixing, according to the data: words, phrases, hybrids, repeat words, idioms, and clauses. Word insertion code-mixing, on the other hand, appears to be the most common sort of code-mixing in presenting activities. The results are shown in the table below.

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Table 1. Types of Code Mixing

No.	Types of Code Mixing	Percentage (%)	Total
1.	Word Insertion	50%	12
2.	Phrase	25%	6
3.	Hybrid	4, 17%	1
4.	Idiom	4, 17%	1
5.	Repetition	4, 17%	1
6.	Clause	12, 5%	3

In conclusion, the students prefer to utilize word insertion in presenting English subject matter in front of the class, as evidenced by the two recoverable four different code-mixing sentences given in the table above. Furthermore, they frequently utilize phrase insertion since they are more comfortable with Indonesian terms and phrases. Code-mixing is employed less frequently on hybrid insertion, repetition word insertion, idiom insertion, and clause insertion than on phrase and word insertion. Students have done various examples of code-mixing classification in front of the class when presenting English subjects based on Suwito's theory:

Word insertion

Examples:

- a) The activity or *tindakan*.....
- b) the purpose of recounting text is to *menghibur* the reader

Phrase insertion

Examples:

- a) Recount text is one type of text in English *yang berisi* a story.....
- b) the experience of the author *yang diungkapkan* through recount text
- c) used *dengan kebutuhan* in telling a story.

Hybrid insertion

Example: Read a vocabulary book every day *ngebantu* to increase vocabulary.

Repetition word insertion

Example: based on facts or *benar-benar* happened.

Idioms insertion

Example: my team and I already *satu suara* to divide each part of the explanation.

Clauses insertion

Examples:

- a) Personal recount is a recount text that tells about *pengalaman pribadi penulis*.
- b) Informasi *yang diberikan oleh penulis* is expected to provide.....

The following information gives a thorough explanation of why code-mixing is used in front-of-class presentations during English classes. This is based on the researcher's interview analysis. The data reveals how presenters use code-mixing methods like repetition for clarity and the aim of clarifying presentation content when explaining issues in front of the class to structure, derive, and extend their presentations. These findings are discussed in the following section:

- 1) Due to a deficiency in vocabulary.
They have fewer words in English, according to all pupils in the presentation exercise in English classes. Then it will be easier for them to say it in Indonesian. As they stated in an interview on April 15, 2022, "I mixed up my language because there was a vocabulary that I didn't know and forgot." The other individual can combine their language with another language to give a clear message and prevent unclear meaning.
- 2) During the presenting session, some students inadvertently jumbled up the codes.
Students, for example, stated in an interview on April 15, 2022, that "I used mixed languages by accident." This indicates that they use Indonesian unwittingly in their presentation.

Every multilingual group in the world uses discourse structures with code-mixing characteristics. Code-mixing involves combining linguistic components, such as morphemes, words, phrases, and clauses, from two different grammatical structures, within a single utterance or sentence. It is important to understand how bilinguals behave when using two languages (Sumarsih, 2014). According to Grosjean (2001), one way to examine it is to look at the language from its point of view. This approach incorporates evaluation of language choice as well. The language choice demonstrates the competence of bilinguals in their utterances. In fact, the choice made here depends a lot on how well the listener speaks the language. If the listener is a monolingual, the speaker must speak in that tongue. The speaker may freely switch between two languages if the listener is multilingual.

Code-mixing is the conversion of a single expression or a related spoken or written content from one language to another. Communities that function in two or more languages frequently experience this. Studies of code-mixing deepen our comprehension of language's nature, rules, and constraints (Riaz, 2019), as well as the relationship between language use and one's self-worth, communicative planning, language outlooks, and roles with specific sociocultural backgrounds (Genesse, 2009; Alhourani, 2018).

4. CONCLUSION

Given the exploration result, the scientist might want to give a few proposals as pursues. First, for the students, the analyst trusts that this exploration will give more data about code-mixing in Presentation as a significant aspect of educating and learning Activities. The analyst anticipated that this study would be helpful as an additional academic reference, especially if they were to lead a comparative field investigation. Second, other constraints, such as code-mixing events between sexes, code-mixing circumstances between two distinct nationalities, and so on, are investigated and broken down by the analyst. Looking forward,

increasingly broad and escalated research on the introduction exercises in the presentation of English at SMK Agribisnis Dangau Datuk Bengkulu.

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