# Analysis of Daily Mixed Language Conversation in Assisting the Sixth Semester Students' of English Education Department Speaking Skills at Universitas Muslim Nusantara Al-Washliyah Medan

Violanda Ajeng Pachira, Universitas Muslim Nusantara Al-Washliyah Medan,
Indonesia
Rini Fadhillah Putri, Universitas Muslim Nusantara Al-Washliyah Medan,
Indonesia

## ABSTRACT

In everyday life, people sometimes communicate with other people with mixed language and also as nowadays trend in social. There are words in English that commonly used in our daily conversation as Indonesian people to make the sentences clear and easy to be understood. This study aims to analyze the improvement of speaking skills through the habit of mixing languages in daily communication and conversation activities. The purpose of this research is to explain about the effect of mixed language in improving students' speaking skills and increasing their self-confidence. The researcher uses observation and interview approach to do the data collection of the sixth semester student in English Education Department Universitas Muslim Nusantara Al Washliyah Medan. The respondents were five students of the sixth semester students in English English Education Department Universitas Muslim Nusantara Al Washliyah Medan.

## PENDAHULUAN

Language is an arbitrary sound system used by people for communication purposes. Sudaryat (2008) said, "As a system, language is systematic, because language has a phonological subsystem, a grammatical subsystem and a lexical subsystem". In the use of language, the socio cultural aspect also plays a very important role in determining the form of language, language development, development of the use of language vocabulary and changes in meaning. In this case, words can be interpreted as markers of certain forms of ideas because language is also a tool of thinking that refers to the atmosphere of a particular reality.

From this explanation, it can be taken an understanding that the development of language in use of communication is strongly influenced by the reality of the language user, associations and thoughts as well as the atmosphere which is also an element that cannot be ignored.

As a human, people do communication and social interaction to build a connection between individuals. Language is the main thing that humans have to create such a social interaction. Humans really need language as a way to convey their thoughts and ideas with the intention of expressing them to others. The research of language is a research that will never run out to be discussed. As a means of communication and interaction that only humans have, language can be given internally or externally.

Learning English is the same as learning its cultural history. In addition to learning to use English, it indirectly grows a sense of pride in using English. In language contact there are four types of language choices, those are code switching, code mixing, word borrowing, and interference. But, in this research, the researcher only focused on code mixing. Basically, code mixing is related to the social situation of the speaker. The situation

can be based on cultural similarities and based on the level of education of the speaker. This mixing of language elements is commonly referred to as code mixing. What is meant is the use of two or more languages, but only a few words are used because of the increasingly assimilation of cultures in the era of globalization. It also makes students find new way to improve their language skills by mixing first language (L1) and second language ( L2).

Students learn foreign language especially English by following the nowadays trend, ''mixed language''. Mixing as lexical items and grammatical features from two (or more) languages that appear in one sentence (Muysken, 2000). The element of mixed language is language practice, this is how people and learners use language in daily interactions and language ideologies, referring to beliefs about language use and language general. Without realizing it, as Indonesians, people often add or replace words that should be spoken in Indonesia but instead of feel strange people automatically change or replace it into English for example, ''oh okay'' , ''thanks ya'' , ''no, tidak apa apa kok'' and so on.

People commonly do it in daily communication, direct or indirect. It can be found from many sources like social media. There are a lot of Bloggers, Vloggers, Selebgrams and many more influences which imitated by people especially learners. Also, social media as a way to know everything that is happening in the world and it also brings many benefits for EFL to practice their English. As an English learner, the researcher usually uses social media to get to know some words that are still happening. Instead of being out of date, the researcher collects more English vocabulary to master. Not everyone can speak English, but now there is a way to talk in it, at least it can be used as material to hone the skill, mixed language.

This phenomenon also occurs in general, such as in sixth semester students of the English language education research program, faculty of teacher training and education. Code mixing happens not only in the general environment, but also in discourses, novels, messages, songs and short stories. Here, the researcher conducts research only on the sixth semester of English education student environment. There are a lot of English education student that still cannot talk in their TL (target language) but they can understand when someone talk or speak in it, so that mixing languages or code mixing is the easiest and newest way to improve their language skills. Because the more often the language is used, the more fluent it will be. Like the proverb that often used by the student ''practice makes perfect''.

Due to the large number of code mixing that occurs in students' daily communication, the researcher conducts a mixed language study analysis on the sixth semester of English education students Universitas Muslim Nusantara Al Washliyah Medan with the title ''An Analysis of Daily Mix Language Conversation in Assisting Students Speaking Skill''.

## METODE

The method of this research was a descriptive qualitative method. Descriptive qualitative method is the method that allows the researcher to observe and describe the phenomenon by presenting the facts in detail (Sugiyono, 2017). Qualitative research was a descriptive research method, utilizing existing theories as supporting material by using analysis. Qualitative methods have subjective characteristics seen from the participant's perspective descriptively so the results cannot be generalized. This method was more about giving a clear picture, the problem was in accordance with the facts in the field.

Qualitative descriptive research is a research that intends to understand the phenomena of what is experienced by the research subjects, for example, behavior, perception, motivation, action, etc. Natural method (Moleong, 2007). Qualitative descriptive method is to analyze, describe, and summarize various conditions, situations from various data collected in the form of interviews or observations about problems that occur in the field (Winartha, 2006). The researcher in this research included collecting data in order to find the answer

concerned the condition of the mixed language communication in the sixth semester of English Education Department Universitas Muslim Nusantara Al Washliyah Medan.

"Qualitative research respondents are not only referred to as samples or research subjects. Rather, they are referred to as resource persons, teachers in research, informants or participants." (Sugiyono, 2017).

The presence of participant or respondent in research is very helpful for researchers to obtain research data. Participant or respondent can be in the form of adjectives that affect the validity or not of the research data which will affect the validity of the data.

This research is a field research. This research seeks to interpret the relevant facts thoroughly. Thus, researcher will collect complete data. This is because research data must be obtained from the behavior of an individual who tends to be easily influenced by various things that occur in the environment, especially the environment in which they live (Syamsuddin and Damaianti: 2006).

Thus, the field of the research is a research conducts in a particular field. So that this research takes the research setting at Universitas Muslim Nusantara Al Washliyah Medan, which is located at Jl. Garu II A No.93, Harjosari I, Kec. Medan Amplas, Medan City, North Sumatra. To be precise, this research takes place in a classroom setting at the Universitas of Muslim Nusantara Al Washliyah Medan.

The research instrument is a tool or a facility used by the researcher to collect data of the research, to make it more accurate, complete, and systematic so as to facilitate the data processing (Arikunto, 2006). The research instrument is "A tool that is used to measure the observed natural and social phenomena" (Sugiyono, 2017).

From the explanation above, it can be understood that the instrument is a tool used by researcher in using data collection method of collecting data systematically and easily. Research instruments are very important in terms of how and what to do to obtain data in the field. The research instrument used in this research will be observation and interviews to 5 respondents to determine the impact of language mixing of the sixth semester of English education department students in assisting their speaking skills.

Analyze data in qualitative research, carried out at the moment data collection. After finishing the interview, the researcher analyzed the answers of the interview. If the respondent's answer is unsatisfactory, the researcher will ask questions again, until the certain stage of the data is obtained (Sugiyono, 2017). The interview and questionnaire has been analyzed right after the certain information and answers collected with these several methods below: Data analysis in qualitative research was carried out since before entering the field, during on the field and after finishing on the field. Data analysis in this research used the Miles and Hubermen model method. During the data collection process, three important activities were carried out including data reduction, data presentation, verification.

Data reduction has the meaning of summarizing, selecting the main things, focusing on important things, looking for themes and patterns. At this stage there will also be coding activities, summarizing and creating partitions. This transformation process continues until the final report is complete. The research is fully structured (Sugiyono, 2017).

After reducing the data, the step taken by the researcher is to present the data. Presentation of data can be interpreted as a collection of information that is structured which gives the possibility of drawing conclusions

and taking action. This presentation is carried out in the form of brief descriptions, diagrams, categorical relationships (Sugiyono, 2017).

The last step in data collection was verification. From the beginning, the researchers looked for relationships related to existing problems, write it down, and make conclusion. Initial conclusion is still temporary and will always change during the data collection process, but if the conclusion made is supported by valid and consistent data in the field, then these conclusions are credible conclusions (Sugiyono, 2017).

## PEMBAHASAN

The data of this research was in the form of sentences that containing code mixing words and phrases occurred in conversations conducted by the sixth semester students of English education department at Universitas Muslim Nusantara Al Washliyah Medan in daily communication and interaction through group messages.

*The Form of Code Mixing at the Word Level*
a.  Code Mixing at basic words
    The ensuing is the example of code-mixing at basic words form that occurred in group chat of the sixth semester of English education at Universitas Muslim Nusantara Al Washliyah Medan in table 4.2

Table 4.2 Form of code mixing basic words

| Data | Code |
| --- | --- |
| Mintak no ms. Nazriani, ada gak? *Please* | CMBW/01 |
| Yaudah kita tunggu aja, *deadline* sampe tanggal 16 Juni kan | CMBW/02 |
| Padahal aku konsul mau ikut mbkm malah di *recommend* untuk pmm | CMBW/03 |
| Mbkm banyak peminat | CMBW/04 |
| Pmm sedikit mungkin padahal *benefit* nya banyak gitu | |
| Wahh *thanks* sri mulyaa | CMBW/05 |
| Iya kak, liat *streaming* nya tadi | CMBW/06 |
| Pengen juga sih sekalian *holiday* dibiayain kemdikbud | CMBW/07 |
| Mau *complain* tapi artinya right – right aja | CMBW/08 |
| Ada *guys* | CMBW/09 |
| Keliatan kali *nervous* nya | CMBW/10 |

The data of code mixing basic word form coded CMBW/1 to CMBW/10 was the result of group message conversations of the sixth semester students of English education department at Universitas Muslim Nusantara Al Washliyah Medan conducted by several students in the class.

b.  Code mixing at repetition words
    The ensuing is the example of code mixing at repeated words form that occurred in group chat of the sixth semester of English education at Universitas Muslim Nusantara Al Washliyah Medan in table 4.3

Table 4.3 Form of Code mixing repetition words

| Data | Code |
| --- | --- |
| Iya we biar cepet penuh kita *change – change* lah | CMRW/01 |
| Akhirnya bias *round – round* juga ygy | CMRW/02 |

| | |
|---|---|
| Di *enough – enough* in lah | CMRW/03 |
| Oh salah, *satisfied – satisfied* in lah ya | CMRW/04 |
| Mau complain tapi artinya *right – right* aja | CMRW/05 |
| *Rain – rain* go away lah aduhh | CMRW/06 |
| *Hour to hour* lah yaa | CMRW/07 |
| Kalo ga biar aku *alone – alone* aja | CMRW/08 |
| Gaya kali kau *donate – donate* | CMRW/09 |

The Form of Code Mixing at the Phrase Level

The ensuing is an example of a code-mixing form at the phrase level that occurred in the group message of the sixth semester of English education department at Universitas Muslim Nusantara Al Washliyah Medan in table 4.4

Table 4.4 Form of Code Mixing Phrase Level

| Data | Code |
|---|---|
| *She's not here* | CMPL/01 |
| *The presenter looked so nervous* we sumpah | CMPL/02 |
| Yaudahlahya, itung – itung *to donate time or money* | CMPL/03 |
| Yakan *such an honorable thing* juga loh itu | CMPL/04 |
| Kayaknya. Tapi memang dosen terbaik sih mam itu kek *the love of my life* lah wkwk | CMPL/05 |

*Causative Factors of Code Mixing*

Code mixing or mixed language in daily communication and interaction which is the main discussion of this research is the adoption of a foreign language that is English which is adapted to the Indonesian sentence structure. Thus, the second language that is mixed with the first language undergoes a process of entry and acceptance among communicators and communicants who use it. This process has finally become a new communication cultural phenomenon that is widely used by the millennial generation.

This was in line with the opinion and also the result of the researcher's interview with Ferdy Hasan, a sixth semester student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan who was willing to become a respondent with the following utterance:

> *"Mmm.. karena terikut zaman dan sekitar sih menurutku, terutama social media kek instagram, youtube, gitu – gitu lah kak. Jadi, sebagai pengguna social media itu juga jadi sering lihat dan dengar bahasa campuran Indo – Inggris itu terus yauda kebawa aja."*

Another explanation was also added by Fitria Ramadhani, the sixth semester student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and was disposed to become the research respondent:

> *"Of course globalisasi dan internet sih kak, jadi pengetahuannya terasa lebih luas aja terus bahasa juga jadi terekspansi gitu. Makanya bahasa campuran Indo – Inggris ini kan udah jadi hal biasa sekarang."*

So as the utterance from Iwan Rizky Daulay, the sixth semester student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and also one of the research respondents:

> *"Personally sih karena social media kak, video – video kek podcast, tik-tok, vlog itu bener – bener berpengaruh di aku jadi terikut."*

Another opinion was added by Siti Aminah Sheikh as a student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and one of the respondents:

> *"Internet dan social media. Karena ya itu, kan both of it udah kek jadi kebutuhan manusia in nowadays life kan. Sering nonton dan dengerin orang – orang di Instagram, tik-tok, youtube kebanyakan pakai mixed language. As the user jadi kek naturally terikut dan terbawa sampai ke real life"*

A similar expression was expressed by Tania Pratiwi as a student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and one who was willing to become one of the respondents as follows:

> *"Lingkungan dan social media, menurutku ya. Karena sering lihat dan dengar, di real life juga banyak yang menggunakan mixed language ya akhirnya hamper semua orang jadi terikut."*

*The Usage of Mixed Language Assists Speaking Skills*

Mixed languages is currently becoming a trend nowadays, because almost all millennial use mixed languages which can help them to collect and enrich their vocabulary and learn to speak English in practice, especially for students who are not fluent in English. The use of mixed language makes students more confident to continue practicing to communicate in English. The use of mixed languages can improve students' language skills as expressed by Ferdy Hasan as a student and one of the respondents as follows:

> *"Of course. Bahasa campuran itu ngebuat jadi lebih pede aja sih, terus juga ngebantu nambah vocabulary ya walaupun kadang aneh di lihat mahasiswa – mahasya iwa jurusan lain tapi itu bener – bener ngebantu keterampilan bahasa aku sebagai mahasiswa pendidikan jurusan bahasa inggris".*

Another explanation was also added by Fitria Ramadhani, the sixth semester student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and was disposed to become the research respondent:

> *"Iya bener, aku salah satu pengguna mixed language dan seringnya emang dalam komunikasi dan kegiatan sehari – hari sih. Inikan sekarang udah jadi trend ya, kek hamper semua anak milenial tuh kalau ngobrol pasti banyak kata – kata yang dicampur or even diganti pake English. Sebagai mahasiswa bahasa inggris, of course lah ini ngebantu aku banget untuk increase my speaking skills. Selain jadi makin terbiasa untuk gunain bahasa inggris, mixed language ini juga ngebuat aku lebih kepacu untuk mastering English biar bisa lebih fluent, gitu."*

So as the utterance from Iwan Rizky Daulay, the sixth semester student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and also one of the research respondents:

> *"Yes. Kan awalnya itu cuma jadi mindset ajasih, kek anak bahasa inggris tuh harus bisa talking in English gitu kan. Tapi di aku nya sendiri itu susah banget. Sampe akhirnya pas masuk kuliah itu udah mulai trending tuh mixed language, liat sosmed juga rata – rata seleb – seleb medsos itu pake bahasa yang dicampur antara Indo – Inggris, yauda langsung ngerasa nemu jalan alternatif untuk speaking skills aku".*

Another opinion was added by Siti Aminah Sheikh as a student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and one of the respondents:

> *"Absolutely, yes. Over all aku suka sih mixed language Indo – Inggris ini bahkan sekarang udah jadi trend, jadi lebih gampang buat aku paham dan ngerti bahasa inggris dengan kosakata – kosakata yang sering ada dipakai disetiap kalimat obrolan gitu. Malah sekarang fun fact nya akibat kebiasaan itu, aku lebih sering pake English dibanding Indonesianya , kek kalau ngomong gitu lebih banyakan English dibanding Indonesianya. Ngerasa lebih pede, chill and enjoy sih. Jadi kalau ditanya ngebantu speaking skills, of course ngebantu lah."*

A similar expression was expressed by Tania Pratiwi as a student of English Education Department at Universits Muslim Nusantara Al Washliyah Medan and one who was willing to become one of the respondents as follows:

> *"Of course it helps me a lot. Selain itu ngebuat aku jadi lebih pede, itu juga ngebantu aku nemuin vocabulary baru and know how to use it like when and where. Karena sering dan udah jadi kebiasaan juga, speaking skills aku jadi kek otomatis meningkat sih. Sejauh ini aku ngerasainnya kegitu."*

The process of data analysis in the form of code-mixing went through three stages. The first stage, the data were classified into three categories of code-mixing forms, those were code-mixing forms at the basic word code, code-mixing forms at the repeated words and code-mixing forms at the phrase level. The second stage, the data was coded according to the form. The third stage, the researcher did the mark reading technique to mark the form of code mixing that contained in the daily conversations of the sixth semester students of English education department at Universitas Muslim Nusantara Al Washliyah Medan through group messages using the WhatsApp application. According to Sudaryanto (2015), the mark reading technique is a data analysis technique by reading marker(s) in a sentence construction. These markers indicate certain lingual or constituent entities.

## SIMPULAN

Based on the result and discussion of the research, the conclusion can be taken as follow: The use of mixed language or in linguistics known as code mixing in daily communication and interaction which was conducted by the sixth semester students of English education department, Universitas Muslim Nusantara Al Washliyah Medan can help their speaking skills by collecting and adding vocabulary so that they can be able to continue to be developed through the habit of using mixed language. The cause of the occurrence of mixed languages was mostly due to the influence of globalization and the accommodation of communication between Indonesian and English. In addition, the increasingly widespread use of the internet and social media has caused millennial especially the sixth semester students of English education department, Universitas Muslim Nusantara Al Washliyah Medan, to find the newest and easiest way without having to feel awkward to practice their speaking skills through mixing code or mixed language.

## REFERENSI

Ahmad, J. (2021). *Fenomena Campur Aduk Dalam Bahasa Indonesia*. Diakses dari https://www.kompasiana.com/lirikkata/fenomena-campur-aduk-dalam-bahasa-indonesia pada 13 Juli 2022.

Alwi H, dkk. (2003). *Tata Bahasa Baku Bahasa Indonesia (Edisi Ketiga)*. Jakarta: Balai Pustaka.

*Amankwaa*, L. (*2016*). *Creating Protocols for Trustworthiness in Qualitative Research*. Journal of Cultural Diversity, 23, 121-127.

Arrifin K, Husin M. S. (2011). *Code Switching and Code Mixing of English and Malaysian Language in Content Based Classrooms: Frequency and Attitude.* Frequency and Attitudes. The Linguistics Journal, 5, 220-247.

Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Camp, W.G. (2001). *Formulating and Evaluating Theoretical Frameworks for Career and Technical Education Research.* Journal of Vocational Education Research, 26, 1-17. doi:10.5328/JVER26.1.4

Cameron, Deborah. (2001). *Working with Spoken Discourse.* Oxford: SAGE Publications, Ltd.

Chaer, Abdul. 2012. *Linguistik Umum (Edisi Revisi).* Jakarta: Rineka Cipta.

Creswell, John W. (2015). *Penelitian Kualitatif & Desain Riset.* Yogyakarta: Pustaka Pelajar.

Departemen Pendidikan Nasional. (2004). *Kurikulum Berbasis Kompetensi.* Jakarta: Depdikbud.

Ilyas, (2007). *Campur Kode Bahasa Indonesia dan Bahasa Makassar dalam Acara Tenda Gamasi di Radio Gamasi* (Skripsi). Universitas Hasanuddin, Makassar.

Irene. (2011). *Desentralisasi dan Partisipasi Masyarakat dalam Pendidikan.* Yogyakarta: Pustaka Belajar.

Jendra, M.I.I. ( 2001). *Sosiolinguistics.* Yogyakarta: Graha Ilmu.

Kachru. (2004). In *Indonesian-Englsih Code Mixing in Tourism Context.* Hasanuddin University.

Kamus Besar Bahasa Indonesia. [Online]. https://kbbi.kemdikbud.go.id/entri/kata. Diakses pada 8 Mei 2022.

Kamus Besar Bahasa Indonesia. [Online]. https://kbbi.kemdikbud.go.id/entri/dasar. Diakses pada 13 Juli 2022.

*Leung*, L. (2015). *Validity, Reliability, and Generalizability in Qualitative Research, Research and Audit.* Vol. 4, No. 3, pp. 324-327,

Moleong, Lexy J. (2007) *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.

Moleong. (2018). *Metode Penelitian Kualitatif.* Bandung: PT. Remaja Rosdakarya.

Muharram. (2008). *Alih Kode.* [*Online].* Diakses dari http://muharrambanget.blogspot.com 8 Mei 2022.

Muysken, P. (2000). *Bilingual Speech: A Typology of Code Mixing.* Cambridge: Cambridge University Press.

Nugroho, A. (2011). *Alih Kode dan Campur Kode pada Komunikasi Guru-Siswa di SMA Negeri 1 Wonosari Klaten.* (Skripsi). FIB, Universitas Negeri Yogyakarta.

Nurhayati, M. (2010). *Analisis Penggunaan Campur Kode Dalam Majalah Seventeen.* Skripsi Universitas Widayatama. 12, Hal. 11-18. Diakses dari https://repository.widyatama.ac.id/xmlui/handle/123456789/1203 pada 13 Juli 2022.

Polit, D. F., & Beck, C. T. (2014). *Essentials of Nursing Research: Appraising Evidence for Nursing Practice.* 8th ed. Philadelphia: Wolters Kluwer Health.

Purwaningrum E and Radyanita H. *Pencampuran Bahasa ( Indonesia – Inggris ) Dalam Penyampaian Makna Dalam Komunikasi Sehari – Hari.* Politeknik Negri Jakarta.

Reni, Septa E. (2017). *Alih Kode dan Campur Kode pada Gelar Wicara Ini Talkshow di Net TV dan Implikaisannya Terhadap Pembelajaran Bahasa Indonesia di SMA.* Lampung: Universitas Lampung.

Rahardi, Kunjana (2010). *Sosiolinguistik, Kode dan Alih Kode.* Yogyakarta: Pustaka Pelajar.

Rahardi, Kunjana. (2010). *Kajian Sosiolinguistik: Ihwal Kode dan Alih Kode.* Bogor: Ghalia Indonesia.

Risnadedi. (2001). *Developing Students`Speaking Ability.* Journal of SMP Negeri 17 Pekan Baru. (7). 56-57.

Rizka, Layinuvar Anggia. dkk.(2021). *Komunikasi Budaya Penggunaan Bahasa Campur Kode Pada Generasi Milenial Jakarta.* Institut Komunikasi dan Bisnis London School of Public Relation.

Siahaan. (2008). *Issues in Linguistics.* Yogyakarta : Graha Ilmu.

Spradley. (2007). *Metode Etnografi.* Yogyakarta: Tiara Wacana.

Stockwell. (2002). *Sociolinguistics: A Source Book for Students.* Oxford: Blackwell.

Suandi. (2014). *Sosiolinguistik.* Yogyakarta: Graha Ilmu.

Sudaryat. (2008). *Makna Dalam Wacana.* Bandung: Yrama Widya.

Sudaryanto (2015). *Metode dan Aneka Teknik Analisis Bahasa.* Yogyakarta: Duta Wacana University.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta, CV.

Syamsuddin and Damaianti. (2006). *Metode Penelitian Pendidikan Bahasa.* Bandung: PT. Remaja Rosdakarya.

Winartha. (2006). *Metodologi Penelitian Kuantitatif dan Kualitatif.* Yogyakarta: Graha ilmu.