

# CHAPTER I

## INTRODUCTION

### A. Background Study

Language must have been introduced by parents to their children from a young age, but over time, the language that has been taught has changed. Parents always have to pay children's language development, because language is also a role important in the cognitive development of children.<sup>1</sup> The innate ability to utilize language is present in individuals. Initially, children communicate by employing various languages, such as non-verbal cues, sign language, and spoken language. Studies have indicated that children begin actively listening while still in the womb.<sup>2</sup> Moreover, each child is exposed to different language samples and generally without conscious instruction from their parents, but still produces essentially the same grammar. Each child quickly becomes a full member of their language community.

Environmental factors play a role in finding solutions to enhance the effectiveness of language teaching and learning endeavors. As a result, the role of the environment in language acquisition is undeniable. Firstly, it

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<sup>1</sup> W. Jaelani, A. Q., & Asfiyah, 'Development of Language and Its Implications on Learning', *A Journal of English Language Teaching, Linguistics and Literature*, 2(2).2 (2019), p. 9.

<sup>2</sup> Salwa Saeed Al-harbi, 'Language Development and Acquisition in Early Childhood', *Journal of Education and Learning (EduLearn)*, 14.1 (2020), p. 70 <<https://doi.org/10.11591/edulearn.v14i1.14209> ^>.

provides stimuli to learners. When learners respond to these stimuli, the environment offers feedback and reinforcement, shaping their language usage habits. From this perspective, linguistic input, provided by the environment, is crucial for language acquisition as it serves as a stimulus to elicit a response. Moreover, based on the learners' responses, individuals in the surrounding environment also provide feedback. Inappropriate or incorrect responses receive negative feedback, discouraging the formation of negative habits. Conversely, appropriate responses receive positive feedback, reinforcing positive habits. Consequently, language habits are formed and gradually developed.<sup>3</sup>

Particularly during teenage years, environmental factors can significantly influence language usage, resulting in an increasing mix of languages. An example of this is the growing trend of code-mixing. Code-mixing refers to the practice of combining elements from multiple languages or linguistic codes within a single conversation or communication. It involves the seamless switching between languages or mixing of vocabulary, grammar, or phrases from different languages. Code-mixing can occur in bilingual or multilingual communities, where individuals have proficiency in multiple languages and use them interchangeably in their speech or writing. It is a common linguistic

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<sup>3</sup> Wahju Kusumajanti and Raudlotul Jannah, 'Environmental Factors Promoting Learners' Language Acquisition', *Linguistics and Literature*, 1.1 (2021), p. 3.

phenomenon that reflects the cultural and linguistic diversity of a community. This trend has also influenced other teenagers to adopt similar language practices. Code-mixing among teenagers is no longer considered uncommon; in fact, it has become a necessity in daily speech. The phenomenon of code mixing has garnered attention, particularly in urban centers.

In the current smart city era, code-mixing is very commonly used in Jakarta, Indonesia. As a country that makes English a foreign language, combining languages when communicating is quite often done, in order to hone English skills. Apart from being able to hone English public speaking, mixing code during a conversation can also make speakers familiar with the foreign language used. In addition, the use of code mixing is usually used by teenagers in informal situations or in everyday conversations with their friends.<sup>4</sup> Students are more comfortable when using informal Indonesian with English code mixing in their discussions and communication. Therefore, this matter is considered highly intriguing to be further investigated regarding the extent of the influence of code-mixing usage in speaking.

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<sup>4</sup> Masda Surti Simatupang and Ni Komang Sunari, 'Code Mixing Analysis In High School Students' Conversation', *Lingua*, 17.2 (2021), p. 132 <<https://doi.org/10.34005/lingua.v17i2>>.

In daily conversations, as an EFL student, learning English, which is an international language, continues to be carried out massively, that's why the use of two languages in speaking is often done. Basically when communicating using two different languages then it is mixed, not only in English-Indonesian, but in this case Indonesian students who are EFL are the highlight. This can be referred to as bilingual, bilingual person as someone who can speak and understands two languages.<sup>5</sup>

Then there are many places to learn English besides in the classroom in the form of subjects, in the form of courses, training places and also extracurricular activities. In this case the researcher chose the English club which is one of the extracurricular activities at a school in Jakarta. Jakarta which is the capital city where the use of language mix is quite common everywhere. Likewise with the English Club, where the meeting must speak English, within a certain time a mix of languages is done because not all students fully understand vocabulary so that the meaning spoken can be conveyed as a whole.<sup>6</sup> The most common way to

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<sup>5</sup> Leni Marlina, 'Bilingualism And Bilingual Experiences: A Case Of Two Bilingualism Sebuah Studi Kasus Dua Mahasiswa Perempuan Asia Tenggara', *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 10.2 (2016), p. 183 <<https://doi.org/https://doi.org/10.24036/ld.v10i2.7429>>.

<sup>6</sup> Komala Dwi Syaputri and Rika Yeni Yustita, 'The Effect of Joining English Course Program To Eleventh Grade Students' English Vocabulary Mastery', *Jurnal Ilmiah Bina Bahasa*, 14.2 (2021), p. 162 <<https://doi.org/https://doi.org/10.33557/binabahasa.v14i2.1559>>.

improving skills and the understanding of English vocabulary is through English course program.

During pre-observations at the English Club, several significant challenges faced by students have come to light. First, a lot of students report having trouble learning English vocabulary, which makes it difficult for them to communicate effectively and affects their participation in discussions as well as their confidence when trying to express their thoughts in English; Second, students have a widespread fear of saying the wrong word, which causes them to hesitate when speaking because they are afraid of making mistakes in front of their peers, which can lead to decreased engagement and a reluctance to practice; and finally, a number of students report a lack of proficiency in the target language, which aggravates their worries.

Based on some of the explanations above, researcher are interested in researching code mixing, the reason for choosing code mixing as research material is because they want to know how code-mixing is used in everyday conversation, then what are the examples, what type of code mixing is used and How is code-mixing influence student's confidence. This problem researchers take with the title *"The Correlation Between Students' Code-Mixing in Improving and Their Self-Confidence in*

*Speaking (A Correlational Study At English Club Senior High School 17 Jakarta)''.*

## **B. Identifications of the Problem**

Based on the explanation of the background study above, several problems can be identified, as follows:

1. Difficulty in mastering English vocabulary: Students face difficulties in mastering English vocabulary, which can hinder their speaking abilities. They may lack adequate knowledge of the appropriate words to use in conversation contexts.
2. Fear of saying the wrong word: Students may feel afraid to pronounce words incorrectly or misunderstand words in English. This can reduce their confidence in speaking and make them reluctant to communicate in English.
3. Lack of proficiency in the target language: Students may not have fully mastered the target language, in this case, English. They may have limitations in grammar, sentence structure, or proper pronunciation. This lack of proficiency in the target language can be a barrier to fluent and confident communication.

In this study, the identification of these problems will be the main focus to understand the challenges faced by students in speaking English.

By understanding these problems, the study will seek appropriate solutions to help students overcome their difficulties in mastering vocabulary, overcoming speaking fears, and improving overall proficiency in the target language.

#### **D. Research Questions**

Based on the problem background above, the problem can be identified as follow :

1. How is the students' code-mixing at English Club Senior High School 17 Jakarta?
2. How is the students' confidence in speaking at English Club Senior High School 17 Jakarta?
3. Is there any significant correlation between students' code-mixing and their confidence in speaking?

#### **E. The Objective of The Study**

Based on the problem mentioned above, the objectives that wants to be achieved by the researcher in these study are :

1. To know how the students' code-mixing at English Club Senior High School 17 Jakarta.

2. To know how the students' confidence in speaking at English Club Senior High School 17 Jakarta.
3. To find out is there any significant correlation between students' code-mixing and their confidence in speaking at English Club MAN 17 Jakarta

#### **F. Significances of The Study**

The results of this study are expected to be useful for us as English users, especially as speakers of English as a foreign language and improving their confidence while speaking in English.

1. Contribution to language learning research: This study adds to the existing body of knowledge on language learning strategies by specifically focusing on code-mixing and its impact on students' confidence in speaking. It provides valuable insights into the effectiveness of code-mixing as a strategy for language improvement.
2. Practical implications for language educators: The findings of this study can inform language educators and English Club facilitators about the potential benefits of code-mixing in fostering students' confidence in speaking. It could help them develop more effective teaching approaches and activities to enhance students' language learning experience.



3. Understanding students' language use: By analyzing students' code-mixing practices, this study provides a deeper understanding of how students utilize different languages in their speaking interactions. It sheds light on their language preferences, patterns, and strategies, which can be valuable for language educators and researchers.
4. Enhancing students' confidence: The study explores the connection between code-mixing and students' confidence in speaking. By identifying the positive impact of code-mixing on confidence, the study offers a potential avenue for educators to support and encourage students in their language development journey.
5. Contextual relevance: The research focuses on English Club activities at Senior High School 17 Jakarta, providing insights into the specific language learning context of students in that particular setting. The findings can be valuable for similar educational institutions or English Club organizers in designing language programs and activities tailored to their students' needs.

## **G. Previous Study**

Previous study has been a valuable source for developing and extending the theory used in this study. Although the researcher could not identify earlier studies with the same research title, the researcher build

the discussion in this study from other perspectives. There are some previous studies that have been conducted by several researchers: *First study*, entitled “*An Analysis Of Code-Mixing Used by The Seventh Semester Students Of English Department of Muhammadiyah University of Makassar (Descriptive Research)*”. By Arniati Arfan (2019). The aims of this research to analyze the type of code-mixing that used by the students in classroom discussion, in Muhammadiyah University of Makassar. The research used qualitative method. In order to achieve its research aims, Researchers carried out the following research procedures: data (students Conversations composed in two languages are classified into three types code mixing based on Musyken theory. Then, analyze the data regarding this matter factors that motivate students to code mix their conversations in class discussion based on Eunhee Kim's theory. After carrying out several research procedures, it can be shown that the first type of code-mixing included thirty-three sentences with insertion, twenty-three sentences with alternation, and five sentences with congruent lexicalization. The second Two sentences deal with participant roles and relationships, six talks deal with situational factors, twelve conversations deal with message-intrinsic variables, and just one conversation deals with security as it comes to the factors of code-mixing.

*Second study*, is “*Students’ Perception of Code-Mixing Used in Suhay salim Youtube Videos Towards Students Confidence in Speaking English*”. By Irsa Karina Mandasari (2022). This research explores the influence of the use of code mixing in YouTube videos by Suhay Salim on students' confidence in speaking English. Using qualitative methods, researchers analyzed the experiences of English Language Education students at Pekalongan University who watched the video. In this research, several findings were found from Student Views: Most students agreed that the use of English terms in videos increased the effectiveness of conveying information. Linguistic Aspects: Students reported that code mixing helped them enrich linguistic aspects such as vocabulary and grammar understanding. Confidence: Watching the video encourages students to be more courageous in speaking English, even if they mix Indonesian. Most respondents felt that the language mix made them more comfortable and confident.

*Third study*, is “*Code Mixing Analysis in High School Students’ Conversation*”. By Masda Surti Simatupang dan Ni Komang Sunari (2021). This research paper aims to examine the phenomenon of code-mixing in conversations among students at SMA 99 Jakarta. The study focuses on analyzing the types of English utterances incorporated into Indonesian language discourse. A descriptive qualitative methodology

was employed, involving 15 participants. Data collection was conducted through online interviews using the Zoom video call platform. The interview questions were posed in informal Indonesian, covering topics such as favorite movies, activities during the Covid-19 pandemic, preferred music streaming applications, and vacation experiences. The recorded conversations served as the primary data source for analysis. The findings revealed the presence of 49 distinct English words integrated into the students' Indonesian conversations. Additionally, the study provided contextual explanations for the code-mixed words, phrases, and clauses observed in the data. The results demonstrated that students at SMA 99 Jakarta frequently engage in code-mixing, incorporating English into their informal Indonesian conversations. This practice is prevalent within their community due to their exposure to English and their habit of code-mixing. Furthermore, most of the students displayed proficient English speaking skills.

There are several connections with this research based on previous studies that have been presented. Most previous studies focused on the types of code-mixing. Whereas researcher in this study tries to discuss and explore what is the extent to which code-mixing affects students self-confidence when speaking English.

## **H. Organization of The Study**

This study is divided into five chapters, which contains some points that describe the chapter.

**Chapter I Introduction**, it is including of background of the study, identification of the problem, scope and limitation of problem, formulation of problem, objective of study, significance of study and writing organization.

**Chapter II Theoretical Review**, it is including the theory of code mixing, the theory of self confidence and the theory of speaking

**Chapter III Method of The Research**, it is including of the methodology of the research which includes of research method, instrument, method of collecting data, and method of data analysis.

**Chapter IV Research Finding and Discussion**, this part consist of result and data discussion of code mixing use of student and their confidence in speaking.

**Chapter V Conclusion and Suggestion**, this part consist of the conclusions of all the data and theory of the research and also the suggestions given by the researcher to the readers.