STUDENTS' ATTITUDES ABOUT CODE-MIXING WHEN PRACTICING SPEAKING

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Abstract
Mastering the English language offers numerous opportunities to effectively communicate one's thoughts, feelings, and ideas to a broader audience. Speaking can be difficult because speakers must develop phrases on the spot. This qualitative research aimed to investigate students' attitudes towards code mixing in spoken language practice through semi-structured interviews. Five students from Jeumala Amal Islamic Senior High School were interviewed as participants because of their frequent use of code-mixing in daily conversations. The results indicated that students' positive attitudes towards code mixing helped them build confidence in speaking English and become more accustomed to using the language as a part of their regular communication habits.

Keywords: Students' Attitudes, Code-Mixing, Speaking

INTRODUCTION

Speaking English fluently opens up a variety of chances, notably for communicating and expressing an individual's thoughts, feelings, and ideas to the larger community. A good command of the English language will undoubtedly enhance the country's development for two reasons. First, growth should be aided by a command of science and technology. Second, English is one of the international languages used for numerous international communication reasons, including business, diplomacy, politics, and education, all of which are critical for students (Madya 2002). However, it challenges individuals to become more aware and interested in global issues. Because of this, being able to speak English fluently is essential. Due to the importance of speaking fluently in this foreign language, Usmonov (2020) states that for students and the general public to use English as a means of interaction, particularly in academic and professional contexts, they must achieve high proficiency in speaking the language to interact with the larger community.

The importance of English in communicating and guiding information makes learning to speak English essential for students. However, Indonesia is one of the bilingual or multilingual language speakers' countries, which makes English challenging to teach because students mostly learn English in the classroom. Because of that reason, practicing

English outside of English cases is important for students' development in speaking English. However, practicing speaking is not as simple as it seems; according to Brown and Yule (1983), "Speaking is the skill on which students will be judged the most in real-life situations." Speaking appears difficult since speakers must come up with phrases on the spot. Foreign or second language learners struggle to compose sentences without knowing grammatical structures and having adequate vocabulary knowledge; as a result, speaking is a significant barrier for EFL learners. According to Somad and Tati (1996), "Teaching English to hearing impaired students is a bigger problem because the syntactic structure of the majority spoken language is different from the structure of sign language," making learning English as a foreign language learner more difficult due to language structure differences.

Numerous techniques are presented to students to deal with this issue, including code-mixing. In this speaking strategy, students can mix English with Bahasa Indonesia when they don't know some words in English, or if they only know a few words in English, they can insert those words when speaking in Bahasa Indonesia or at a higher level, they can use more English words and only mix a few with Bahasa Indonesia. Code-mixing is a frequent strategy foreign language learners use to incorporate their first language while speaking. Code-mixing ensures that students continue to practice speaking despite obstacles such as a lack of vocabulary and ideas, avoiding misunderstandings due to mispronunciation, and so on. Because practicing is the most efficient approach to learning to speak, children mustn't be discouraged from practicing due to vocabulary constraints or other issues.

Code mixing is standard in bilingual or multilingual societies or when someone understands multiple languages. Acehnese students whose mother tongue is Acehnese and using Bahasa Indonesia as their national language are considered multilingual speakers who learn English as a foreign language. According to Paap, Schwitier, and Paradis (2019), a bilingual or multilingual person interacts with interlocutors in two or more languages. Beardsmore (1982) mentions some factors that cause code-mixing: Bilingualism, speaker, and partner speaking, social communication, situation, vocabulary, and prestige. According to Nusjam (2004), code-mixing is the constant transfer of linguistic units from one language to another, resulting in a new code of linguistic interaction, whether restricted or not.

Nevertheless, there are various strategies for learning and developing speaking skills, the most crucial of which is practice. Students will get more comfortable speaking in English as they practice more regularly. As a student, they can practice speaking with friends at school in a two-way interaction to improve their speaking skills. Practicing regularly, students develop their language structure, extend their vocabulary, improve pronunciation, and optimize their listening abilities. With practice, students will be able to communicate successfully in English. The other crucial factor in successful learning is students' motivation to learn. That is why understanding students' attitudes about a learning technique is essential since their attitudes will affect their motivation to learn. Based on the explanation above, the researcher is interested in investigating students' attitudes and beliefs on the use of code-mixing in practicing speaking

LITERATURE REVIEW
This literature review provides an overview of this study with three main sections: students' attitudes, code-mixing, speaking, and previous studies.

Students' attitudes
Attitude is a psychological phenomenon usually reflected in the form of action or behavior on how a person perceives an item, whether positive or negative, favorably or unfavorably

(Loudon and Bitta, 1993). According to Luna and Peracchio (2005), attitude about code-mixing indicates how much individuals believe it is a good idea. This definition aims to reveal that attitude contains students' feelings and evaluations related to a particular object, in this case, code-mixing. Besides that, attitudes mean a general lasting assessment of people, objects, or issues. Different attitudes toward code-mixing can have different impacts on language learning.

However, attitudes are affected by experience. Consequently, a key concept in bilingualism or multilingualism is attitude modification. From favorability to unfavourability, attitudes range. Indeed, everything has to do with attitude since attitude is something a person possesses that defines or promotes a particular behavior. Positive and negative attitudes are the two types of attitudes that are expressed through language. According to Kara (2009), having a positive attitude encourages students to engage in active learning by motivating them to go deeper into their studies. Consequently, students with positive attitudes will behave well and show good feelings and emotions toward the study. Meanwhile, Tchekpassi (2013) stated that negative attitudes, which can be referred to as unfavorable or lousy attitudes, are illustrated as unfavorable elements of how students behave toward various objects.

However, attitude should "refer to a general and enduring positive or negative feeling about some person, object, or issue" (Petty & Cacioppo, 1981). Attitudes are complex structures; good and negative feelings may be associated with a particular situation. The positive attitudes demonstrate students' enthusiasm for adopting code-mixing and how they believe it will help them practice speaking. Negative sentiments refer to pupils believing code-mixing is ineffective and needless to practice in schools.

Code-Mixing

Code-mixing occurs when a communication uses two codes simultaneously and changes from one to the other during a single sentence. Spolsky (1998:49) defined code mixing as using another language in phrases or words in a single sentence. Thus, when someone combines two codes in a single statement by injecting other language features, they use code-mixing (Wardaugh, 1998). Code mixing is commonly used in speech in Indonesia, combining Indonesian, local languages, and English. For example, celebrities such as singers, musicians, and content creators frequently code-mix Bahasa Indonesia (the national language) with a foreign language (English).

Code-mixing is frequently related to code-switching. Code-switching involves using two languages inside a single speech, sentence, or part. According to Pietro (Made Iwan 2010, 74), code-switching is the usage of various languages during communication. According to Hymes (Made Iwan 2010:74), code-switching uses multiple languages or speech styles interchangeably. Code Mixing is the mix of code from two or more languages in the substance of communication as a phrase. In contrast, Code-Switching is defined as a term used to signify the exchange of two or more languages or varieties of language and can also be an exchange of style (Dewi:2021).

Speaking

Some experts have proposed some definitions and perspectives on speaking. One of them is Cameron (2001:40), who states that Speaking is the active expression of meanings in language to enable others to understand them. She added that to communicate with others in a foreign language, people must pay close attention to the finer points of the language. It

means speaking is a means of communicating thoughts, information, and feelings to others. While all communication skills are essential, speaking is considered the most crucial communication skill to be mastered from the four language skills (listening, speaking, reading, and writing) since it is the most effective way to communicate. Speaking is essential for language learners because it is the first appearance of communication. The term "speaker" of a language refers to someone who can speak that language.

As an international language, English is the most critical language for communicating with people worldwide. It makes speaking the most common way to communicate essential to master, and people, especially students, need to practice speaking to get used to speaking English. Nevertheless, traditional classroom speaking classes often consist of pair exercises where one student presents a question, and another responds to it. There is typically only one right, predefined response, and both the inquiry and the response are structured and predictable. Asking and responding to the question serves as a demonstration of one's capacity to do so.

However, Speaking is an interactive meaning-construction process that includes information production, reception, and processing. The context in which it takes place, which provides for the individuals, their experiences, the physical setting, and the goals of the speech, determines its form and meaning. It frequently happens on its own and is flexible and dynamic. That is why speaking English freely without being afraid of making mistakes is important to get real-life speaking practice experience. However, students are unable to master all the vocabulary in English, and this inability to find an appropriate word or expression in English makes students change the word or phrase from English to the Indonesian language, which is considered code-mixing.

Previous Study

At present, there are studies scrutinizing people's language attitudes and beliefs towards code-mixing in specific languages. Park-Johnson, S (2020) investigated the PK-12 U.S. teachers' Attitudes and Beliefs About Code-Mixing by Bilingual Students. In this study, one hundred and twenty-eight PK-12 teachers in the U.S. rated statements about students' code-mixing. The result indicated that while teachers had positive views about code-mixing in general, they had more negative ratings for statements related to the effect of code-mixing on student performance and why students code-mix. However, this study did not investigate students' Perceptions of their use of code-mixing in practicing speaking in their daily conversation. The issues that occur around code-mixing are really fascinating to study, especially in Indonesia, where English language proficiency is still considered low.

METHODOLOGY

This research used a qualitative case study design. It allows an in-depth analysis of the phenomena under investigation within a particular context. According to Creswell (2012), qualitative research is suitable for the researcher who wants to know about the variable of a research problem and needs to explore more detail about the research. The case study design is particularly suitable for investigating complex educational practices and interactionswithin a real-world setting, such as a classroom environment (Baškarada, 2014). This qualitative study employed case study research. In this research, the researcher surveyed five students from Jeumala Amal Islamic Senior High School to find out their attitudes about using code-mixing in practicing speaking through interviews. The researcher used a purposive sampling technique to take the sample of participants. The function of

purposive sampling was to choose the sample representative of the population. This school requires students to live in a dormitory and has regulations to speak in English and Arabic; they can also mix it with Bahasa Indonesia.

Five students were chosen to answer questions about their attitudes about code-mixing in practicing speaking to get the data. In this interview, the researcher asked the interviewees about their perceptions of code-mixing when practicing speaking. The data from the interview were analyzed using the thematic analysis method, which is a method of analyzing qualitative data. It is usually applied to texts, such as interviews or transcripts. The researcher closely examines the data to identify common themes, topics, ideas, and patterns of meaning that come up repeatedly

FINDINGS AND DISCUSSION

This research aims to determine students' attitudes about code-mixing when practicing speaking. After conducting interviews using data collection techniques, the researcher analyzed the data and got the result, which is explained below.

Emotions are significant in the classroom because they affect students' learning motivation. Emotion affects students' capacity to take in knowledge and comprehend what they come across. Some of the most crucial emotions that students need, especially when they learn to speak a new language, are confidence and the habit of talking in English.

Students' attitudes about code-mixing in practicing speaking

Based on data collection, this research found that students think that code-mixing helps them practice speaking by making them feel more confident about speaking in English.

> "I'm more confident mixing languages (English and Bahasa Indonesia) because I'm used to it."

They expressed their perception that mixing the language they already mastered (Bahasa Indonesia) with the language they are trying to learn makes them feel more confident when they speak since it is already a habit for them. Since students have to talk in English or Arabic not only in the classroom but also in the school environment and dormitory environment, speaking by mixing two or more languages was not strange for them. The habit of mixing Bahasa Indonesia with English can help students not feel awkward when they need to speak English since it is already part of their daily conversation, and they are used to it.

> "It is already a habit for us to mix between English, Arabic, and Bahasa Indonesia here, so it is just like talking normally."

It can be seen that students no longer feel strange mixing languages, and it can help them to practice speaking. Producing continuous speaking is one of the important factors in improving speaking skills; thus, the more often the students practice speaking, the more excellent the opportunity for students to develop their speaking skills. When learning a foreign language, students usually feel more discouraged than encouraged. Lack of confidence is one of the emotional states that add to the difficulties of such a process. Emotional feelings, such as a lack of confidence, might cause students to become distracted while learning a language. Students who are stressed, anxious, or tense will struggle to

operate effectively in a foreign language classroom. Confidence has a good correlation with oral performance. Students with more substantial confidence in the learning process tend to communicate more effectively, which makes them understand the material better than students who do not have confidence. Brown (2001) stated that emotions have the most fundamental impact on learning since they form the basis of learning methods and tactics. State of mind can, therefore, either promote or inhibit learning. Students, for instance, learn and perform better when they are confident, content, and enthusiastic about the material.

In practicing speaking a second language or foreign language, frequency plays an important role in students' speaking skills. To this result, Ellis stated in Yu (2015) that frequency and amount of contact are significant necessities for language learning. He emphasizes that frequency is the key factor for language learning and that a good command of language knowledge depends on the recollection of many language instances that learners use as part of their daily communication. It states that the amount of target language use in formal and informal settings influences second language acquisition. Students' speaking skills improve when they utilize the target language more frequently.

CONCLUSION

Students believe that code-mixing helps them to practice speaking, and the student's perceptions are undoubtedly helpful in improving their skills, particularly in learning to speak English. Mixing Bahasa Indonesian and English can assist students in learning to speak English by building their confidence when they need to speak English and being more familiar with the language because it has become a habit to use English in everyday discussions. The more students' confidence in speaking English grows, the more they will study it. As we all know, practice is essential while learning to speak a new language. The attitude of students who believe that code-mixing can help them with their speaking practice indicates that students have a good attitude toward using code-mixing for speaking practice. The good or bad attitude of students toward a learning technique determines their motivation to learn. This is a crucial aspect that teachers should focus on to promote learning, particularly language learning. Language acquisition. Students' speaking skills improve when they utilize the target language more frequently.

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