ANALYSIS OF CODE MIXING PHENOMENA DURING STUDENTS' SPEAKING PRACTICE AN EFL CLASSROOM

THESIS

By

Dayu Sabita Adiyati

2010231037

UNIVERSITAS MUHAMMADIYAH JEMBER

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH LANGUAGE EDUCATION PROGRAM

2025

ANALYSIS OF CODE MIXING PHENOMENA DURING STUDENTS' SPEAKING PRACTICE AN EFL CLASSROOM

THESIS

Present to

Muhammadiyah University of Jember
in partial fulfillment on the requirement for
the degree of *Sarjana* in English Language Education

By

Dayu Sabita Adiyati

2010231037

UNIVERSITAS MUHAMMADIYAH JEMBER

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH LANGUAGE EDUCATION PROGRAM

2025

LOGO

MOTTO

”Yang patah tumbuh, yang hilang berganti

Yang hancur lebur akan terobati

Yang sia-sia akan jadi makna, yang terus berjuang suatu saat henti”

(Banda Neira)

“Terlambat bukan berarti Gagal, Cepat bukan berarti Hebat

Terlambat bukan alasan untuk menyerah”

(Edwar Satria)

“We planned, but Allah also planned

And Allah is the best of planners”

QS. Al-Anfal:30

UNIVERSITAS MUHAMMADIYAH JEMBER

STATEMENT OF ORIGINALITY OF SARJANA THESIS

The Undersigned:

Name	: Dayu Sabita Adiyati
Place, date of birth	: Banyuwangi, 2 September 2002
Student Number	: 2010231037
Program	: English Language Education

I hereby solemnly declare that this thesis that I have written, titled: Analysis of Code Mixing Phenomena on Student Speaking Practice in EFL Classroom, is entirely my own work and is not and appropriation, plagiarism, or the writing or ideas of others that I claim as my own.

If, at any time in the future, it is proven or can be proven that my statement is untrue, I am willing to accept the applicable academic sanctions.

Acknowledged by
Head of English Education Program

Indri Astutik, M.Pd
NPK. 0408639

Jember, June 4th, 2025
Who make a statement

METERAI TEMPEL
42577AMX358144980

Dayu Sabita Adiyati
NIM. 2010231037

APRROVAL SHEET

This is certify that the *Sarjana's* thesis of Dayu Sabita Adiyati has been approved by the Board of Examination as the requirement for the Board of Examination as the requirement for the degree of *Sarjana* in English Language Education in 4th June 2025.

Board of Examiners,

Dr. Indah Werdiningsih M.Pd. , Chair
NPK. 1503633

Fitrotul Mufaridah, M.Pd , Member
NPK. 0312446

Muhlisin Rasuki, M.Pd., M.A., Ed.D. ,Member
NPK. 0907731

Acknowledged by
Dean
Faculty of Teacher Training and Education

Dr. Fitri Amilia, M.Pd
NPK. 19850625107094477

AGREEMENT SHEET

This is to certify that the *Sarjana* thesis of Dayu Sabita Adiyati has been approved by the thesis advisors for futher approval by the board of Examiners.

Jember, 2nd May 2025

Advisor 1

Fitrotul Mufaridah, M.Pd
NPK. 0312446

Advisor 2

Muhlisin Rasuki, M.Pd., M.A., Ed.D.
NPK. 0907731

ACKNOWLEDGEMENT

Glory to Allah SWT, Most Merciful, Most Compassionate that blessed the researcher with health and tremendous power to finish this research as a partial requirement for getting Sarjana Degree of English Education of Muhammadiyah University of Jember.

The researcher would express appreciation to those who have helped, namely:

1. Dr. Fitri Amilia, M.Pd, as the Dean of Teacher Training and Education Faculty Universitas Muhammadiyah Jember.
2. Indri Astutik, M.Pd, as the Head of English Education Program of Faculty of Teacher Training and Education Muhammadiyah University of Jember
3. Fitrotul Mufaridah, M.Pd as my first advisor, who has patiently guided me in writing my thesis
4. Muhlisin Rasuki, M.Pd., M.A., Ed.D as my second advisor who taught me to write patiently.
5. Anita Fatimatul Laeli, M.Pd who has given permission to conduct research in responsive speaking classes.
6. All lectures of Teacher Training and Education who have taught me and given me valuable knowledge.
7. Staff of FKIP. Thank you for your best service.

DEDICATION

My thesis is honorably decicated to:

1. For myself, who has been willing to persevere and become a strong woman in facing all life processes, until this thesis is completed. Failure is an opportunity to be better in the future. Thank you very much for being responsible for writing this thesis until it is finished. I'm soo proud of you.
2. For my parents, Ayah Adi Suroso and Mama Susiati, who have given all their love, prayers, and support. You are my motivation to do my best in life. Your difficulties, tears, and extraordinary patience are my motivation to do my best in this thesis.
3. For my beloved sister, Rara Adi Viana, thank you very much for your support and prayers, for encouraging me to do my best.
4. For all my family and siblings, who have prayed for and encouraged me so that this thesis can be completed.
5. For all of my friends friends whose names cannot be mentioned one by one, who have taken the time from the beginning of college until now.
6. To Vannesia Aura Tahta, Syahda Ayu W , Brillian N, Lely Ayu Pitaloka, who have become friends who are always there when the author needs your time. Even if it's just drinking coffee and playing billiards together, that's one of the reasons the author can finish this thesis and forget a little bit of his stress. Your jokes and laughter are one of the encouragements in this process.
7. For Fadia Nur A and Fita Afaita Y, who have been my best friends, as well as the best listeners from before college until now. Your advice and

encouragement are one of the reasons I remain sane at this stage. Thank you, you are one of the reasons behind the completion of this thesis.

8. To the owner of NIM 1910231033 who has contributed a lot in writing this thesis, spending both energy, time, thoughts, and materials to the researcher. And always accompanying the researcher in going through various life processes that occur during the lecture period. The time given is one of the best encouragements for the researcher. Whatever will happen in the future, the author would like to express his gratitude for still being a part of the beginning of the college journey until now.

UNIVERSITAS MUHAMMADIYAH JEMBER

PREFACE

Thanks to Allah SWT for all His blessings and loves. He gave me power to finish my thesis. This research was conducted as part of my final assignment in completing my Bachelor's program at Universitas Muhammadiyah Jember. This research aims to understand the phenomenon of code mixing in students' speaking practices in EFL classes, and how this can affect the process of learning English.

I would like to thank my parents who are very supportive mentally and financially with extraordinary patience, hopefully this can make them proud. Also to my supervisor, who has provided guidance and support during the process of this research. I would also like to thank my friends who have helped me in collecting data and analyzing the results of the study.

This research is expected to contribute to the development of English education in Indonesia, and can help improve students' speaking skills in EFL classes. I hope the results of this study can be useful for educators, researchers, and students who want to understand the phenomenon of code mixing in the context of English learning.

Jember, 4th June 2025

Dayu Sabita Adiyati

CURRICULUM VITAE

Dayu Sabita A was born in Banyuwangi on September 2nd 2002. She is the first child of two siblings from Mr. Hadi Suroso and Mrs. Susiati. She has a daughter who is currently studying in high school right now. Since she was little, she was required to be a strong figure in her family.

She studied in kindergarten in her hometown, TK Aisyiah 10 Tlogosari. After that, she continued her elementary school at SDN 2 Tegalarum. Then, she continued her junior high school at SMP Muhammadiyah 7 Sempu. In high school, she studied at SMA Muhammadiyah 2 Genteng. After graduating from high school, she continued her education at Universitas Muhammadiyah Jember, majoring in English Education.

Since she was in junior high school, she really liked organizing, she became the general treasurer of IPM (Muhammadiyah Student Association) and the administrator of HW (Hizbul Wathan). After that, she continued IPM and HW during high school. During college she also liked to be involved in organizations, she became an administrator of Excello (study program association) for 3 periods until she became the Head of the cadre division. She was also active in BEM (Student Executive Board) at the faculty. Until she was once the chairman of the committee for the faculty's PKKPIMB event, even became the chairman of the KPRF committee when he served as the Head of the transportation division at BEM.

TABLE OF CONTENT

COVER i
TITLE SHEET ii
LOGO iii
MOTTO iv
STATEMENT OF ORIGINALITY OF SARJANA THESIS v
APRROVAL SHEET vi
AGREEMENT SHEET vii
ACKNOWLEDGEMENT viii
DEDICATION ix
PREFACE xi
CURRICULUM VITAE xii
ABSTRACT xiii
TABLE OF CONTENT xiv
CHAPTER I 1
INTRODUCTION 1
1.1 Research Background 1
1.2 Research Problem 3
1.3 Research Focus 4
1.4. Research Objective 4
1.5 Research Benefit 4
1.6 Research Scope 5
1.7 Definition of the Key Terms 5
1.7.1 Code Mixing 5
1.7.2 Speaking Practice 5
CHAPTER II 6
LITERATURE REVIEW 6
2.1 The Definition of Code Mixing 6
2.2 Types of Code Mixing 7
2.3 Definition of Speaking 8
2.4 The Use of Code Mixing in Speaking Practice 9
2.5 Hypothesis of The Research 11
CHAPTER III 12
RESEARCH METHOD 12

3.1 Research Design 12
3.2 Research Area and Participants 12
3.3 Procedure of the Research 13
3.4 Technicques and Instrumen Data 14
3.4.1 Observation 14
3.4.2 Interview 15
3.5 Data Analysis 16
3.5.1 Data Reduction 16
3.5.2 Data Classification 16
3.5.3 Interpretation of Observation Data 17
3.5.4 Analysis of Interview Data 17
CHAPTER IV 18
RESEARCH RESULT 18
4.1 The Data Describtion 18
4.1.1 Code Mixing Analyze in Observation 18
4.1.2 Analyze of Code Mixing in Interview 20
4.1.3 Analyze the Reason Code Mixing Use in Speaking Practice 20
4.2 Summary of the Result 21
CHAPTER V 24
DISCUSSION 24
5.1 Types of Code Mixing Used by Students in Speaking Practice 24
5.1.1 Insertion 25
5.1.2 Phrase Insertion 25
5.1.3 Hybrid 26
5.1.4 Clause 27
5.2 Situational Contexts of Code Mixing Usage in Speaking Practice 28
5.3 Reasons for Using Code Mixing 29
CHAPTER VI 32
CONCLUSION AND SUGESTION 32
6.1 Conclusion 32
6.2 Sugestion 35
6.2.1 Integrating Code Mixing in Learning 35
6.2.2 Improving Teachers' Skills 35
6.2.3 Creating a Conducive Learning Environment 35

6.2.4 Developing Relevant Learning Materials 35
REFERENCE 37
APPENDIX 39
Appendix 1 Documentation in Observation 39
Appendix 2 Doccumentation in Interview 39
Appendix 3 Data Observation 40
Appendix 4 Data Interview 40
Appendix 5 PPT in Observation 40
Appendix 6 Research Instrumen 40
Appendix 7 Research Data Interview (When Question) 41
Appendix 8 Research Data Interview Practice (Why Question) 44
Appendix 9 Data of Respondent 49

UNIVERSITAS MUHAMMADIYAH JEMBER