

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Previous Research Finding

2.1.1 Nirwana in her thesis, “Code Mixing Used between Student and Teacher Interaction at the Forth Semester of English and Literature Department of Adab and Humanities Faculty of UIN Makassar”. She found that there are 101 data of code mixing interaction in classroom interaction and the research also found three types of code mixing such us intra sentential code mixing, intra lexical code mixing, and involving change of pronunciation. The types of code mixing were :73 data of intra sentential code mixing, 20 data of intra lexical code mixing and 8 data of involving change of pronunciation.¹

2.1.2 The research was written by Maria Jose Garcia Vizcaino is Associate Professor of Spanish at Monclair State University, Spain in 2011. Entitled: Humor in Code-Mixed airline advertising. In her research concerned to humor in code-mixing that existed in airline advertising, that is Spanish airline company Vueling. It explored the analysis of structural, phonetic, and visual of its humor. It conducted by using qualitative descriptiv. The differences with the research exist on the structural utterances which just explain about the form of ungrammatical utterances while this research explores the types and functions of code-mixing.²

2.1.3 The research was written by Ukhfiyatul Karimah in from Department of English Education Faculty of Training and Education, University of Kudus, Indonesia in 2011. Entitled: English Code-Switching and Code-Mixing Found in Advertisement of Kompas in The first Week of July Edition 2011. It concerned to the

¹Nirwana, Code Mixing Used Between Student and Teacher Interaction at the Fourth Semester of English and Literature department of Adab and Humanities Faculty of Alauddin State Islamic University (UIN) of Makassar. (Skripsi UIN 2015) P.15

types and functions of codes that in the advertisings. The differences exist on Code-Switching and Code-Mixing analysis, while this research only will analyze Code-Mixing.³

The similarity of the researcher above with this research is that they all discuss about code mixing between English and Indonesian, and some of those use Hoffman's theory as the theory of her research.

Besides the similarity of the research with this research, the differentiation of this research with the previous findings above is the object of the research, the researcher took the teacher of MTs DDI Palirang the object of the research.

2.2 Some Pertinent Ideas

2.2.1 The Definition of Speaking

Speaking is one of the skills which see to measure the English students' ability. It is known as oral skill that plays essential role in human interaction and communication when people communicate their ideas, minds, and feeling to the others.

Speaking is known as oral skill that plays essential role human interaction and communication when people communicate their ideas, mind, and feeling to the others, to deal so far with concept oral skill. There are some definitions of speaking given by linguist as following:

Harmer states that speaker have a great range of expressive possibilities at their command. A part from the actual words they use they can vary their intonation and stress which help them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey

their attitude to what they are saying, too, they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously.⁴

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1. Introducing new language
2. Practice
3. Communicative activity.⁵

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark

⁴Jeremy Harmer. The Practice of English Language Teaching. New Edition .Produced by Longman (Singapore: Publisher Pte Ltd,1991).P.126

⁵Jeremy Harmer,The Practice of English Language Teaching (London: Longman Press, 1991), p. 225.

in Ubaydillah said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language functions as a system for expression meaning.

“As Nunan states that the successful in speaking is measured through someone ability to carry out a conversation in the language.⁶ We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.”

Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Speaking is the way to communicate that influence our daily life. It means that speaking as the way of communication influences our individual life strongly⁷.

From the explanation above the researcher concluded that speaking is saying something orally and by the speaker to the listener about their idea, feeling, and opinion. So speaking is not about how many vocabularies that we have had and how good we have written them well, but speaking is about how to say something orally that contains meaning.

2.2.2 The Types of Speaking

According to Brown, there are six speaking categories that students may carry out in the classroom.

⁶David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1991) p. 37.

⁷Ubaydillah Ibnu Sholihin, “Defenition Of Speaking Skill,” 13th Juny 2013. <http://rujukan.scripsi.blogspot.com/2013/06/definition-of-speaking-skill.html>, Accessed on August 5th 2018.

2.2.2.1 Imitative Speaking

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be concluded in the criterion performance.

2.2.2.2 Intensive Speaking

Goes a step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language

2.2.2.3 Responsive Speaking

Responsive speaking refers to students' speech production in the classroom in the form of short replies or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues which can be meaningful and authentic.

2.2.2.4 Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This type of speaking is more responsive nature than negotiate as in conversation.

2.2.2.5 Interpersonal Speaking

Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. This interactional speaking is a little trickier for some learners because it can involve some of the following factors:

1. Casual register
2. Colloquial language
3. Emotionally charged language
4. Slang
5. Ellipsis
6. Sarcasm

2.2.2.6 Extensive Speaking

Extensive speaking may be the highest level of speaking since this can only be carried out by students at intermediate to advanced levels. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here, the register is more formal and deliberative. These monologues can be planned or impromptu.

2.2.3 The Component of Speaking

There are some components in speaking that had to be considered by the speakers as follow:

1. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without sufficient vocabulary we cannot communicate effectively and cannot express our ideas in both oral and written form. It means that vocabulary is the most important thing to be mastered for the students to help them easily to speak.

2. Grammar

Grammar is one of components in speaking that should be known by students. To help them find the message of the written or oral language, so they have a self confidence to practice their language with a good grammar they have. It is needed for the students to arrange a correct sentence in conversation. It is in line

with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is correct way to gain expertise in language oral and written form.

3. Pronunciation

Pronunciation is the way for students to produce the word clearly when they are speaking. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.⁸

So, from the all of components above, there are many aspects of speaking that researcher to attend in teaching speaking. According researcher speak naturally can represent the students' understanding about the subject and Object.

⁸H. Douglas Brown, Teaching By Principle An Interactive Approach To Language Pedagogy, (New York, Longman, Second Edition, 2001), P.267-269

2.2.4 The Difficulties of Speaking

The ability to speak a second or foreign language is often equated with proficiency in the language. Indeed, one frustration commonly voiced by learners is that they have spent many years studying English, but still can't speak it. One of the main difficulties is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency. On the other hand, if the speaker's attention is directed on production, it is likely that accuracy will suffer.⁹

Penny Ur describes some difficulties in speaking activities that faced by the learners as below:

1. Inhibition. Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation. Only one participation can talk a time if he/she is to be heard; and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

⁹Scott Thornbury, *An A – Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching*, (Oxford: McMillan, 2006) .P. 208

4. Mother-tongue use. In classes where all, or a number of the learners share the same mother-tongue. They may tend to use it: because it is easier, because it feels natural to speak to one another in a foreign language and because they feel less” exposed” if they are speaking their mother-tongue. If they are talking in a small group, it can be quite difficult to get some classes – particularly the less disciplined motivated one – to keep to the target language¹⁰

Some difficulties in speaking activities above, the researcher can conclude that speaking is not easy to do, because it needs some ways how to master in speaking. Speaking has to be always practiced than the other skill of the language because we have some problems when we are speaking English. To be successful in speaking can be explained above.

2.2.5 Successful in Speaking

There were things that have to be master by the speaker if they want to reach on successful in speaking which involve developing:

1. The ability to articulate phonological features of the language comprehensibly.
2. Mastery of stress, rhythm, intonation patterns.
3. An acceptable degree of fluency.
4. Transactional and interpersonal skills.
5. Skills in taking short and long speaking turns.
6. Skill in negotiating meaning.
7. Conversational listening skills (successful conversations require good listeners as well as good speakers).
8. Skills in knowing about band negotiating purposes for conversations.

¹⁰Penny Ur, A Course in Language Teaching: Practice and Theory, (London: Cambridge university Press, 1996), p. 121

9. Using appropriate conversational formulate and fillers.¹¹

2.3 Bilingualism

Nowadays Bilingualism have become a phenomenon that has taken place in many parts of the world. We can find many people speak two or more language. They are able to speak the language in informal or formal situation. This usually happens to people who move from another place, visitors, or children where parents are from different cultures.

According to Harimurti Kridalaksana, “Bilingualism (*kedwibahasaan*) adalah penggunaan dua bahasa atau lebih oleh seseorang atau oleh suatu masyarakat”¹²Bilingualism is interrelated with the individual and society by two languages, how both of language used and how they studied. While the people that interrelated in, it called bilingualism or bilingual. One bilingual individual using a word from language A in language B is a case of switching, but when many people do, even speakers of B who don’t know A are likely to pick it up. At this stage, especially if the pronunciation and morphology have been adapted, we can say the word has been borrowed.¹³

Someone who uses two languages look at bilingualism as a personal and social problem, because of the different culture and structure of two languages. They are difficult to be learnt and acquire bilingualism in their life.

One of the factors that cause someone to come to be a bilingual is educational background. For Indonesians, the language used at home is often different from the language used at school. For example, they use regional language when they are at

¹¹David Nunan, *Designing Tasks Forthe Communicative Classroom*, (Printed In Great Britain Cambridge University Presss, Firts Published, 1989), P.32.

¹²Harimurti Kridalaksana , *Kamus Linguistik*,(Jakarta : PT .Gramedia , 1982), P. 26

¹³Bernard Spolky. *Sociolinguistics*.(New York: Oxford University Press, 1998), P. 49

home, while Indonesian is used at school. Not only educational background is the cause of bilingual, but also mixed marriage and immigration.

2.4 Code Mixing

Ronald Wardaugh said code mixing occurs when conversations use both languages together to the extent that they change from one language to the other in the course of a single utterance.¹⁴ According to Nancy Bounvillain, code mixing is a linguistic process that incorporates material from a second language into a base language, adding morphological markers of the base to introduced elements.¹⁵

Code mixing is the use of a language or language variety in relaxing situation between the speaker and listener who have an intimate relationship. Code mixing means a mixing of two codes or languages, usually without a change of topic. Code mixing often occurs within one sentence, one element is spoken in language A and rest in language B. In formal situation, the speaker tends to mix it because there is no exact idiom in that language, so it is necessary to use words or idioms from other language.

One criterion that is sometimes offered to distinguish mixing from switching is the grammar of clause determine of language. The norms of code selection tend to be relatively stable. Unlike a less stable bilingualism, language choice behavior is relatively more predictable, i.e. language choice normally occurs between languages rather than within a single matrix language. Therefore questions of who speaks what to whom and when are more appropriate in language choice investigation than question of syntactic or grammatical constrain. But if one clause has the grammatical

¹⁴Ronal Wardaugh, *An Introduction To Sociolinguistics*6th, (UK: William Blackwell, 2010), P. 103

¹⁵Nancy Bounvillain. *Language, Culture, and Communication, The meaning Messages*, (New Jersey ; Prenties Hall, 2003), 4thedition., P. 360

structure of one language and constructed according to grammar of another a switching has occurred.

2.5 Types of Code Mixing

Hoffman shows that there are three types of code mixing based on syntactical patterns. Those are intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.¹⁶

2.5.1 Intra-sentential Code Mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, for example English-Indonesian:

A : Never mind, aku bisa paham kok (Never mind, I understand).

B : Hasilnya tergantung team work dan juga lucky (the result depends on team work and also lucky).

In the example above, the speakers A and B mix the language between Indonesian and English, the mixing is called Intra-Sentential code mixing because they mix the languages in a sentence boundary where the speaker A mix “never mind” in she/he utterance, and speaker B says “team work” and “lucky” in she/he utterance.

2.5.2 Intra-lexical Code Mixing

This kind of code mixing occurs within a word boundary. For example English-Indonesia:

A: Syarat pertama ikut lomba itu ya harus nge-follow instagramnya dulu. (the first requirement to join the competition is to follow the instagram first.

B: Kamu harus baca koran setiap hari untuk meng-update pengetahuanmu tentang masalah-masalah yang terjadi di negara kita (you have to read the news paper

¹⁶Hoffman, C. An Introduction to Bilingualism., (New York: Roudledge Tailor and Francis Group , 1991), 4thedition., P. 181

every day to update your knowledge about the problems that happen in our country).

In the example above, the speakers A and B mix the language between English and Indonesian at the level of word, so it is called intra-lexical code mixing.

2.5.3 Involving The Change of Pronunciation

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word “telephone” is said “telpon” or the word “television” is said “televisi” in Indonesia.

2.6 Reasons of Code Mixing

When code switching or code mixing occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman, there are number of reasons for bilingual or multilingual person to switch or mix their languages. Those are : talking about a particular topic, quoting somebody else, being empathic about something (express solidarity), interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity.¹⁷

A. Talking About Particular Topic

People often prefer to talk about a particular topic in one language rather than in another. Sometimes, the speaker feels free and more comfortable inexpressing his/her though and emotional situation by using a language which is not their everyday language.

¹⁷Hoffman, C. An Introduction to Bilingualism., (New York: Roudledge Tailor and Francis Group , 1991), 4thedition., P. 19

B. Quoting Somebody Else

Code Mixing happens when a speaker switches codes to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said.

C. Being Emphatic About Something (Express Solidarity)

As usual, when someone who is talking using a language and suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch one language to another language. Or, on the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his first language.

D. Interjection (Inserting Sentence Fillers or Sentence Connectors)

Language switching and language mixing among bilingual or multilingual people can sometimes be marked by an interjection or sentence connector. Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Duh!, Hey!, Oh!, Shit!, etc. Interjection has no grammatical value, but the speaker usually uses them in the conversation.

E. Repetition Used For Clarification

When a speaker wants to clarify his/her speech so that it will be understood better by the listener, he/she can sometimes use both of the languages (codes) that he/she masters to say the same message. when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he or she can sometimes use both of the languages that he or she mastered by saying the same utterance (the utterance is said repeatedly). The repetition is not only to clarify the speech but also to emphasize the message.

F. Intention of Clarifying The Speech Content for Interlocutor

When a bilingual person talks to another bilingual, there will be lots of code-switching and code-mixing occurs. The speaker will repeat a message in one language to another language with the purpose of making the speech run smoothly or clarifying the ideas to make the conversation more understandable.



2.6 The Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follows:

