# THE EFFECT OF USING CODE MIXING TECHNIQUE ON STUDENTS' SPEAKING ABILITY OF TENTH GRADE STUDENTS OF SMK SWASTA TUNAS PELITA BINJAI

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**Abstract**

This study deals with the effect of code mixing technique on students' speaking ability. The objective of this study was to find out if there was a significant effect of code mixing technique on students' speaking ability. It was conducted by using experimental research. The population of this study was the tenth grade students of SMA Tunas Pelita Binjai which consists of two classes. Two classes were taken as the sample of this research, X-I and X-2. The class of X-1 was an experimental group and X-2 was a control group. The experimental group was taught by code mixing technique, otherwise the control group was taught by using conventional method. The instrument for collecting the data was speaking task. The data were analyzed by using t-test formula. The result that was gained from the research proved the effect between students' score in learning speaking English by using Code Mixing technique and without using code mixing. According to statistical calculations, sig. (2-tailed) and with df 50 in significance level 5% t-table = 1.676 with p-value = 0.010 and $\alpha = 0.05$. which is, p-value $< \alpha$. It means that to >t-table. Therefore, it proved that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be concluded that Code Mixing technique is effective on teaching speaking English because it showed a significant effect on students' speaking ability in tenth grade of SMK Tunas Pelita Binjai with the scale of moderate significant.

*Keywords:* **Code Mixing Technique, Speaking, Skill**

## INTRODUCTION

In this era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Senior High Schools are important given other than a preparation of the globalization process but as the provision of Senior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students. As a professional teacher in language teaching, especially the teaching of English methodology for greater effectiveness in student's acquisition on English, designing and implementing materials, test, and practice. Teachers are responsible to educate the students from little or no knowledge to sufficient English speaking environment. Mostly of teaching before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching with unsatisfactory. This shows that teachers an enrichments with appropriate ways of teaching atmosphere, that why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching process would contribute more input to reach satisfied learning outcome. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of every aspects of their life. English is most widely used in teaching learning process of broader aducational occasions either formal or environment.

It is removable that English in programmed as the first foreign or second language in many countries on this earth, futhermore in present global era. That is why experts on language teaching range must be invented today English teaching and learning environment.

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As one of the basic skill of English, speaking has an important role in language learning process. Speaking is the verbal use of language to communicate with others (Fulcher, G. 2003). Speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English (Nurokhma, 2009). So, speaking is ability of people to communicate with other people by using verbal language.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy that is used less attrack students learning has focus on the teachers and put the listener.

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years.

Based on the characteristic of the problems, they can be solved by giving appropriate technique. The writer gives solutions to apply the technique in speaking English, namely code mixing technique. Code mixing is a process to mix two or more languages, usually without changing the topic. Code -mixing is a part of the study of bilingualism in sociolinguistics which has become a very popular language. English in Indonesia itself as a foreign language, so most of students who study english usually mix indonesian and english in their daily conversation, it is obvious that code mixing and code switching are part of sociolinguistics. Code-mixing is incorporation language in accordance with the rules by which to be heard and understood by the users of these languages and this occurs because speakers of other languages and speak with a language that is not his native language so that mixing occurs naturally (Dede Irawan, 2016). It is to be an influence for smooth communication in English because code-mixing uses other languages such as Indonesian and English in a particular conversation in everyday life.

In educational setting, the use of code mixing becomes a trend of English teachers when they were involved in English teaching and learning process. It happens because they were familiar with at least three languages, namely Indonesian, English, and Javanese. Bahasa Indonesia in Indonesia serves as the tool of instruction of any subjects including English. English had two fold functions, namely as the target language which was learned and as a mean of instruction in dealing with English language teaching. Javanese was one of the regional languages which were also used by some English teachers to meet some functions. The teacher uses some language in explaining one material in one topic. Not only in part of explaining material, switching and mixing code can used in doing communication in class between teacher and students too.

## LITERATURE REVIEW

### 1. The Definition of Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (David Nunan, 2003).

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Speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time fo detailed planning. Therefore, the fluency is required to reach the goal of the conversation (Harmer, J. 2001). It is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life (Cameron, Lynne.,2001).

## 1.1. Points to Consider about Speaking

Speaking is a form of communication, so it is important that you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across. There are some points to consider about speaking. They are:

1. Clarity
   The words you speak must be clear if listeners are to understand what you say. This means speaking your words distinctly and separately, not running them together, and slurring them.

2. Variety
   Speech has its own rhythm and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than other if the meaning is to be clear. Unimportant words tend to be spoken more quickly than important ones. Consider things like pitch, emphasis, speed, variations in volume, pauses.

3. Audience and tone
   The way you speak and the tone you use will be affected by the audience to whom you are speaking (Rhodry Jones, 1989).

In short, in speaking, speakers must consider the three points above so that they can convey meaning as effectively as possible.

## 1.2. Types of Speaking Activities

The most important feature of speaking activity is to provide opportunity for the students to get individual meanings across and utilize every area of knowledge they have. There are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak. Those activities are ranking, balloon debate, debates, describing visuals, role play, students' talk and discussion. In this study, the writer chooses students' talk as a technique to improve the students' speaking skill because it can work with any levels. With lower levels, give them a realistic context (especially if in an English speaking country) like shopping, and realistic role (i.e. the customer, not the shop assistant).

## 1.3. The Function of Speaking Skill

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. There are three functions of speaking. "…three part version of framework: talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

## 2. Teaching Speaking

## 2.1. What is teaching speaking?

What is meant by teaching speaking in Activities to Promote Speaking in a Second Language is to teach English language learners to:

a. Produce the English speech sounds and sound patterns.
b. Use word and sentence stress, intonation patterns and the rhythm of the second language
c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
d. Organize their thoughts in a meaningful and logical sequences.
e. Use language as a means of expressing values and judgements.

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    f. Use the language quickly and cofidently with few unnatural pauses, which is called as fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

## 2.2 Reasons for Teaching Speaking

There are main reasons for getting students to speak in the classroom:

    a. Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom.

    b. Speaking tasks in which students try to use any or all of language they know provide feetback for both teacher and students. Everyone can see how well they are doing: both how successful they are and language problems they are and what language problems they are experiencing.

    c. In speaking, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought (Jeremy Harmer, 2007).

Seen how speaking activities provide opportunities for rehearsal give both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically.

## 2.3 The Goal of Teaching Speaking

    The goal of teaching speaking skills is communicative efficiency. It means learners should be able to make themselves understood, using current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vacabulary and to observe the social and cultural rules that apply in each communication situation.

## 2.4  Students Speaking Achievement

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term "Speaking Achievement" here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accurancy and fluency for Senior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

## METHOD

This study was conducted in SMK Swasta Tunas Pelita Binjai. It is at JL. Perintis Kemerdekaan No.166 Kecamatan Binjai Utara Kota Binjai. The writer chose this school as the location of the study due to the fact that it is accessible near from my house and do not spend a lot of fund, furthermore there is no same research dealing with this research. This study was conducted from July 2019. This research is a quantitative research and it is an experimental research and writer wanted to find out the effect between two variables (Code Mixing Technique and speaking ability). The quantitative data was gained through pre-test and post-test as the instruments of the research.

This research involved two classes, the first class as an experimental class and the second class as the controlled class. Both of the classes are taught with different methods of teaching, the

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experimental class uses code mixing technique and controlled class uses convenstional method. The test was used as the instrument for this study. A test can be using to measure someone's ability. The instrument used by the researcher in this research was speaking task. The test was given twice, pre-test and post-test. The pre-test was intended to know initial speaking skill of the sample and the post-test was intended to check whether the task had an effect or not toward students' speaking skill.To know the validity of the instrument, the writer using content validity. A test is said to be valid if it measures accurately what is intended to measure. The reliability then refers to extent to which test scores attained. In order to attain the eability of the instrument, the writer used the rubric of speaking.The data of research collected by giving the test to students. The tests are given are pre-test and post-test. Both of experimental and control groups will be given a pre-test, in order to know students' begining in comprehending the lesson. The topic of pre-test is about "describing picture". After that, the experimental group will receive treatment namely learn to speak through code mixing technique, while students in control group will learn using the conventional method in the classroom. After giving the treatment, the writer will conduct post-test to know the differences between the experimental group and control group after the treatment was given, the topic is about "describing an animal".

The techique of data collection in this research uses quantitative data. Data of the research is collected by giving the test to students. The aim of the test is to measure students' ability in speaking English. The technique of data analysis in this research is using a t-test, in order to know the differences between students pre-test and post-test both in experimental and control class. The writer conducted preliminary data analysis such as normality and homogenety test to prepare it for further actual analysis. The normality and homogeneity of these data are analyzed using statistical package for social science (SPSS).

## RESULTS AND DISCUSSION
### A. Research Finding
### 1. Data Description

In accordance with the instrument of the research that is pre-test and post-test that already explained above, therefore, the following description would present the research finding obtained from the participants' pre-test and post-test score. In other words, this section mainly describes the gathered data taking from the research sample and analysis.

a. The Score of Pre-test and Post-test from the Experimental Class

The experimental class of the study was class X.1 of SMK Tunas Pelita Binjai. It consisted of 26 students taught by using Code Mixing in the teaching speaking English through describing picture. They were tested with writing test before receiving the treatment.

It can be seen that from 26 students in the class, the mean of pre-test was 59.19 and the mean of post-test was 68.12. The smallest score in the pre-test was 51 and the highest score was 72. Meanwhile, the lowest was 60 and the highest post-test score was 80. Those scores obtained before applying Code Mixing technique as a treatment in teaching speaking English.

b. The Score of Pre-test and Post-test from the Control Class

The control class in this study was class X.2 of SMK Tunas Pelita Binjai. This class also had to completes the same pre-test as the experimental class in the begining and learned to speak English. However, the difference is that this class did not receive any treatment like the experimental class which is using Code Mixing technique in the teaching speaking English. Then, after the teaching phase completed, the speaking post-test was conducted. It can be seen that the mean score of the pre-test conducted in the control group was low. It means that the students obviously had difficulty in comprehending the speaking test as experienced by the previous class. Then, after the teaching phase finished, the speaking post-test was consucted. It could be seen that from 26 students in the class, the mean of pre-test was 62.08 and the mean of post-test was 64.58.

Based on the two tables above the average score of both experimental and control group increased. However, the experimental class's score increased more significantly rather than the control class. This can be seen though the range points gained by the two groups. The experimental

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group incresed 8.93 points, from 59.19 to 68.12 while the control group increased only 2.5 points, from 62.08 to 64.58. The progress of both classes can be seen in the diagram bellow:
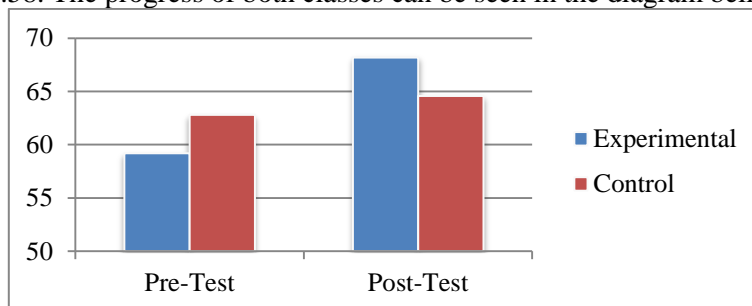


Figure 1. The Process Diagram of Experimental and Control Class

## 2. Data Analysis

In this research, the normality test is performed before the calculation of t-test value. It is so determine if the data set is well modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normaly distributed. The data is analyzed by the use of IBM SPSS Statistic 2.0. The result of the test can be seen as follows:

a. Normality of the Test

The normality test is conducted before calculating the t-test. The normality test is conducted to know whether the data from the two classes have been normally distributed or not. The Kolmogorov-Smirnov and Shapiro-Wilk were used to do the normality test. SPSS was used to analyze the data. The result can be seen as follow:

The result of normality test from the pre-test

Table 1. Normality Test of Pre-test

| students | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| experimental | .102 | 26 | .200* | .961 | 26 | .419 |
| Control | .145 | 26 | .166 | .963 | 26 | .458 |

\*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

If the data is higher in a significance $\alpha = 0.05$ the data was normally distributed. Based on the data in Table 1 above, the result showed $p > \alpha$ (0,200 > 0.05) and (0.166 > 0.05) meaning that the pre-test data in this study were normally distributed. The scores of p can be checked through the Sig. in the table of Kolmogorov-Smirnov columns.

The result of normality test from the post-test

Table 2. Normality Test of Post-test

| students | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| experimental | .110 | 26 | .200* | .943 | 26 | .156 |
| Control | .100 | 26 | .200* | .953 | 26 | .273 |

\*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the data in Table 2. above, the result revealed that $p > \alpha$ (0,200 > 0.05) and (0.200 > 0.05). In other words, the post-test data that was obtained from the research was considered normal. If the data is higher in a significance $\alpha = 0.05$ the data was normally distributed. It can be concluded that the data is normally distributed because both classes' significances are above 0.05.

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## b. Homogeneity of the Test

After doing the normailty test, the homogeneity test was conducted in order to test the similarity of the sample in both classes. The Levene's statistic test was used to calculate the homogeneity test, therefore the result are presented as follows:

Table 3. Homogeneity Test of Pre-test

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .137 | 1 | 50 | .713 |

The result of the data in the Table 3 showed that the significance of pre-test between experimental class and control class was 0.713. Therefore, the data of pre-test was homogeneous because it was higher than 0.05.

Table 4. Homogeneity Test of Post-test

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 3.590 | 1 | 50 | .064 |

Based on the data in Table 4, the significance of post-test between experimental class and control class was 0.064. Therefore, the data of post-test was homogeneous because it was higher than 0.05.

## c. Statistical Hypotesis Text

After finishing the normality and homogeneity test, the data was calculated by using t-test to know the significant effect between students' speaking ability in experimental class and students' speaking ability in control class. The data from post-test of experimental and control classes, and gained score from both classes were used to conduct the statistical calculation score. The calculation result of the gained score of the experimental class (X) and the control class (Y) is presented as follows:

Table 5. The Statistical Calculation Score of the Experimental and Control Class

| No. | Students (X) | Students (Y) | X-MX | Y-MY | (X-MX)^2 | (Y-MY)^2 |
|---|---|---|---|---|---|---|
| 1 | 9 | 1 | 0.08 | -1.71 | 0.01 | 2.92 |
| 2 | 13 | 2 | 4.08 | -0.71 | 16.65 | 0.50 |
| 3 | 12 | 4 | 3.08 | 1.29 | 9.49 | 1.66 |
| 4 | 19 | 1 | 10.08 | -1.71 | 101.61 | 2.92 |
| 5 | 4 | 5 | -4.92 | 2.29 | 24.21 | 5.24 |
| 6 | 4 | 2 | -4.92 | -0.71 | 24.21 | 0.50 |
| 7 | 6 | 6 | -2.92 | 3.29 | 8.53 | 10.82 |
| 8 | 14 | -5 | 5.08 | -7.71 | 25.81 | 59.44 |
| 9 | 7 | -1 | -1.92 | -3.71 | 3.69 | 13.76 |
| 10 | 10 | 6 | 1.08 | 3.29 | 1.17 | 10.82 |
| 11 | 13 | 10 | 4.08 | 7.29 | 16.65 | 53.14 |
| 12 | 0 | 0 | -8.92 | -2.71 | 79.57 | 7.34 |
| 13 | 9 | -5 | 0.08 | -7.71 | 0.01 | 59.44 |
| 14 | 1 | 7 | -7.92 | 4.29 | 62.73 | 18.40 |
| 15 | 7 | 5 | -1.92 | 2.29 | 3.69 | 5.24 |
| 16 | 24 | 2 | 15.08 | -0.71 | 227.41 | 0.50 |
| 17 | 19 | 1 | 10.08 | -1.71 | 101.61 | 2.92 |
| 18 | 5 | 0 | -3.92 | -2.71 | 15.37 | 7.34 |
| 19 | 8 | -10 | -0.92 | -12.71 | 0.85 | 161.54 |
| 20 | 10 | 13 | 1.08 | 10.29 | 1.17 | 105.88 |
| 21 | 0 | -1 | -8.92 | -3.71 | 79.57 | 13.76 |
| 22 | 5 | 8 | -3.92 | 5.29 | 15.37 | 27.98 |
| 23 | 9 | 2 | 0.08 | -0.71 | 0.01 | 0.50 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 24 | **6** | **6** | **-2.92** | **3.29** | **8.53** | **10.82** |
| 25 | **8** | **5** | **-0.92** | **2.29** | **0.85** | **5.24** |
| 26 | **10** | **1** | **1.08** | **-1.71** | **1.17** | **2.92** |
| **SUM** | 232 | 65 | 0.08 | -5.46 | 829.94 | 591.54 |
| **MEAN** | **8.9** | **2.5** | **0.003** | **-0.21** | **31.92** | **22.75** |

Based on the data in Table 5 above, it can be concluded that the total score of the experimental class was 232 and the control class was 65. Furthermore, t-test formula was used to get empirical evidence about the effect of implementing Code Mixing technique on students' speaking ability.

Hypothesis test in this research was done by using SPSS 20. The data that was input was from the mean score of both experimental and controlled class. The significance value was 0.05. The result of hypothesis test by using SPSS 20 could be presented as follows:

Table 6. The Result of T-Test Calculation

| Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Score    experimental | 26 | 68.17 | 5.679 | 1.114 |
| Control | 26 | 64.58 | 3.787 | .743 |

It could be seen from the table above the result of post-test in both experimental and controlled class. Each class had similar total of students which is 26. The table showed that the mean score of experimental class was 68.17 meanwhile the mean score of controlled class was 64.58. It proved that the mean score of experimental class was higher than the mean score of controlled class.

Table 7. The Result of Independence Sample Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Sig. (2-t) | Mean Diference | Std. Error Diference | 95% Condidance Interval of the Diference | |
| | F | Sig. | 1 | Df | | | | Lower | Upper |
| score equalivariences assumed   equal variancesnot assimed | 3.590 | .064 | 2.678 | 50 | .010 | 3.585 | 1.339 | .898 | 6.273 |
| | | | 2.678 | 43.586 | .010 | 3.585 | 1.339 | .868 | 6.283 |

Based on the data in Table 7, the df (Degree of Freedom) was calculated from the total number of students minus 2, therefore the df is 50 since all the students in both experimental and controlled class were 26. Sig. tailed or (p) value was 0.010. It was explained that Ha would be rejected if p > α. Based on the result in the Table 4.9, p < α, whice is 0.010 < 0.05. it proved that Ho was rejected and Ha was accepted. Therefore, it could be concluded that there is an effect of Code Mixing technique on students' speaking ability.

d.    **Test of the Effect Size**
This formulation was used in order to see the effect size level of this study. As the formula below:

$$d = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{Pooled Standard Deviation}}$$

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Mean score of group A (experimental class) = 68.17
Mean score of group B (control class) = 64.58
Mean score of group A – Mean score of group B = 3.59
Standard deviation of group 1 = 5.679
Standard deviation of group 2 = 3.787
Pooled standard deviation = 4.733

$$d = \frac{(68.17 - 64.58)}{4.733}$$

$$= \frac{3.59}{4.733}$$

$$= 0.75$$

Where as the criteria of the effect size level are:
0 – 0.2 = weak effect
0.21 – 0.5 = modest effect
0.51 – 1.00 = moderate effect
>1.00 = strong effect

Based on the criteria above, it can be concluded that this study had large effect size. This can be seen from the d score reached by the data which was 0.75 which the scale is moderate.

### 3. Data Interpretation

In data described above the data was taken from 26 students in a group of pre-test and post-test. Presented the pre-test of experimental group mean score was 59.19. The students' lower score archived was 51 and the maximum was 72. After treatment, the mean score achieved was 68.12 and the minimum score of post-test was 60 and the maximum was 80. Meanwhile, Table 4.2 presented the pre-test of the control group was 62.08. The students' lower score achieved was 52 and the maximum was 71. The mean score post-test of the control group was 64.58. The students' lowes score of post-test was 59 and the maximum was 73.

From the scores of both groups, there is a significant effect between the students' archivement of scores in pre-test (experimental group and control group) the experimental group got the higher mean score of pre-test than the control group. In post-test, experimental group and control group was increased better than in pre-test. It means that there is a significant score of experimental group group and control group.

The minimum gained score of the experimental group was 1 and the minimum gained score of the control group was 1. The average gained score of the experimental group was 5.69 and for the control group was 2.58. It proves that using Code Mixing technique is effective to improve students' speaking ability.

Based on the Table 6, it showed that the experimental class (mean = 68.17, Standard Deviation = 5.679) and the control class (mean = 64.58, Standard Deviation = 3.787). Furthermore, in Table 4.9 it can be seen that the result of  is 2.678 followed by the sig. (2-tailed) 0.010. The tvalue is compared to the ttable to know whether Code Mixing technique has an effect to improve students' speaking ability or not. The ttable of 0.05 as the significance level is 1.676 with 46 the degree of freedom (df). Then, it can be concluded that tvalue (2.678) > ttable 1.676). In addition, based on the calculation of the t-test that Ho was rejected and Ha was accepted if $p < \alpha$. However, if $p > \alpha$, Ho was accepted and Ha was rejected. Based on the calculation, it was obtained that Sig. (2-tailed) the score was 0.010 which was lower than the determined significance value 0.05. As the result, it can be seen that $p > \alpha$; (0.010 < 0.05) it means that null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Thus, there is significant effect between the students' score in speaking test that using Code mixing technique and the students' score in speaking test without using Code Mixing technique at the tenth-grade students of SMK Tunas Pelita Binjai. It means students who learn speaking English by using Code Mixing technique had a significant effect in speaking English compared to those who did not learn speaking English by using Code

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OPEN ACCESS

**Volume 1 No. 3 (2020)**

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Mixing technique. According to the research, there is a significant effect of using Code Mixing technique on students' speaking ability.

### B. Discussion

In data description above the data was taken from 26 students in a group of pre-test and post-test. Presented the pre-test of experimental group mean score was 59.4. Moreover, the students' lower score achieved was 51.8 and the maximum was 72. After treatment, the mean score achieved was 65.1. It pointed that the mean score of post-test was higher than pre-test. The students' lowest score of post-test was 56 and the maximum was 74.6. Meanwhile, Table 4.2 presented the pre-test of the control group was 62.3. The students' lower score achieved was 52.2 and the maximum was 71. The mean score post-test of the control group was 64.9. The students' lowest score of post-test was 59 and the maximum was 72.8.

From the scores of both groups, there is a difference between the students' achievement of scores in pre-test (experimental group and control group) the control group got the higher mean score than the experimental group. In post-test, experimental group and control group was increased better than in pre-test. But, the experimental group score increased more significantly rather than the control group. It means that there is a significant score of experimental group and conrol group.

The minimum gained score of experimental group was 0.4 and the minimum gained score of control group was 1. The average gained score of experimental group was 232 and for control group was 65. It proves that using Code Mixing technique is effective to improve students' speaking ability.

Based on the result in Table 7, it was obtained that Sig. (2-tailed) the score was 0.010 which was lower than the determined significance value 0.05 As the result, it can be seen that $p < \alpha$; $(0.010 < 0.05)$ which meant that null hypothesis (H0) was rejected and the alternative hypotesis (Ha) was accepted. Thus, there is a significant effect bertween the students' score in speaking test that using Code Mixing technique and the students' score in speaking test without using Code Mixing technique at the tenth-grade students of SMK Tunas Pelita Binjai. It means students who learn speaking English using Code Mixing technique had a significant effect in comprehending and accuracy in speaking English compared to those who did not learn speaking English by using Code Mixing technique. According to the research, there is a significant effect of using Code Mixing technique on students speaking ability.

Furthermore, this research supported the previous studies that teaching learning tchnique such as Code Mixing is found very helpful and effective to teach speaking English. In addition, Code Mixing can also be implemented in all subject but it depends on students' level and needs. It can be summed up that using Code Mixing is effective to improve students' speaking ability, especially for the tenth-grade students at SMK Tunas Pelita Binjai.

### CLOSING

**Conclusion**

The chapter described the writer's conclusions about the result of study in the field research as follows:

1. Using code mixing strategy for speaking in English subject to the students can be interesting for studens in speaking because not only in part of explaining material but mixing can be used to do communication in class between teacher and students too.
2. Teaching English by using code mixing technique for speaking increased their knowledge especially in speaking comprehension.
3. By using code mixing for speaking the students be able to make themselves to get more understanding about what the teacher say or what the ideas of some material .
4. Using code mixing for speaking can make the students know that listening consist of some elements and they need to know the elements when they want to understand it.
5. From the result of the study the writer gets the information that code mixing technique is something new for then and easy to understand it.

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