

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING CODE MIXING
IN THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH
ON THE STUDENTS' SPEAKING PERFORMANCE
AT THE TENTH GRADERS OF SMA N 5 METRO
IN THE ACADEMIC YEAR OF 2015/2016**



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**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
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**STATE ISLAMIC COLLEGE (STAIN)
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1438 H/ 2016 M**

**PENGARUH PENGGUNAAN CAMPUR KODE
DALAM PENDEKATAN KOMINIKATIF DALAM PEMBELAJARAN BAHASA
PADA KEMAMPUAN BERBICARA SISWA
DI SMA N 5 METRO TAHUN AJARAN 2015/2016**

ABSTRAK

Oleh:

GUNTUR TRI ATMOJO

Di Indonesia, Bahasa Inggris menjadi bahasa asing atau disebut juga EFL (English foreign language). Dengan alasan itu, Untuk mengajar siswa EFL diperlukan sebuah usaha yang sangat besar karena siswa EFL menganggap bahasa Inggris adalah salah satu mata pelajaran yang sangat sulit. Itu berbeda sekali dengan siswa ESL (English second language) yang pada dasarnya bahasa Inggris sebagai bahasa pengantar sehari-hari. Makadari itu, guru atau pengajar memerlukan teknik, strategi atau metode yang tepat untuk mengajar siswa EFL (English foreign language). Tujuan penelitian ini untuk mengetahui proses dan kemampuan siswa SMA N 5 METRO dalam pembelajaran berbicara bahasa Inggris dengan menggunakan campur kode atau code mixing dalam pendekatan komunikatif dalam pembelajaran bahasa. Peneliti berasumsi bahwa mengajar dengan menggunakan campur kode atau code mixing di dalam pendekatan komunikatif dalam pembelajaran bahasa merupakan salah satu pendekatan pembelajaran yang tepat untuk belajar berbicara bahasa Inggris. Karena hal ini berkaitan dengan karakteristik bahasa; bahwa bahasa adalah kultur, sosial dan kebiasaan. Maka dari itu siswa akan terbiasa secara tidak langsung mencampur bahasa Inggris di dalam bahasa sehari-hari dalam proses belajar mengajar. Pendekatan ini diharapkan dapat memberikan solusi dalam mengatasi masalah dalam belajar bahasa Inggris khususnya belajar berbicara bahasa Inggris di SMA N 5 Metro.

Penelitian ini merupakan penelitian kuantitatif yang telah dilakukan pada semester dua di SMA N 5 Metro yang terdiri dari 33 siswa sebagai sampelnya. Teknik sampling yang digunakan adalah *cluster-sampling*. Dalam pengumpulan data, penulis menggunakan tes, dokumentasi dan observasi. Untuk mengolah data, penulis menggunakan chi square dan uji t untuk menghitung data dalam kemampuan berbicara bahasa Inggris siswa melalui pertanyaan lesandi dalam pre-test yang berjumlah 5 soal dan sembilan soal di dalam post-test.

Peneliti menyimpulkan bahwa ada pengaruh yang signifikan dalam kemampuan siswa dalam berbicara bahasa Inggris. Ini bisa dilihat dalam hasil uji-t bahwa $t_{hitung} = 2,51$ dan $t_{tabel} = 1,67$. Ini artinya bahwa t_{hitung} lebih tinggi dari t_{tabel} ($t_{hitung} = 2,51 > t_{tabel} = 1,67$). Hal tersebut menunjukkan bahwa target dari penelitian tercapai.

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ABSTRAK

By :

GUNTUR TRI ATMOJO

In Indonesia, English becomes a foreign language or called EFL. To teach EFL students, it is needed a big effort because most EFL students think that English is a difficult lesson. It is different from ESL student who is basically English becomes a daily speech. Hence the teacher should need an appropriate technique, strategy, approach and method to teach EFL students (English foreign language). The purpose of this research is to know the process and the capability of students SMA N 5 Metro in learning speaking by using code mixing in communicative language teaching (CLT). The writer assumes that teaching by using code mixing in communicative language teaching approach (CLT) is one of the exact approach in learning speaking. Hopefully this approach is able to give the solution to solve the problem in learning English particularly in speaking at SMA N 5 metro.

This research is quantitative research conducted at the second semester of SMA N 5 Metro that involves of 33 students as the samples. The technique sampling was cluster-sampling technique. In collecting the data, the writer used test, documentation and observation. To analyze the data, the writer used chi square test and t-test to count the data of the students' speaking performance through oral questions in pre test which consisted of 5 questions and 9 questions in post test.

The writer concluded that there was any significant influence in students' speaking it can be seen from the hypothesis testing of t test. Based on the result of calculation t-test was obtained $t_{\text{count}} = 2,51$ and $t_{\text{table}} = 1,67$. This showed that $t_{\text{count}} > t_{\text{table}}$ (t_{count} higher than t_{table}). Thus it means that the target from the research is achieved

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Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis,
kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

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STATEMENT OF RESEARCH ORIGINALITY

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Metro, September 19th2016
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ANKNOWLEDGEMENT

Praise is only to Allah SWT, the Lord of the Universe, the inspiration of my life, that I can finally accomplish this undergraduate thesis entitled “*the influence of using code mixing on the communicative language teaching approach (CLT) on the students’ speaking performance at the tenth graders of SMA N 5 METRO in the academic year of 2015/2016.*”

First of all, the deepest gratitude would be addressed to my beloved parents, sudarsono and Suriyati for their endless love, for understanding and supporting me to finish the research proposal, and always pray for me to be a successful person someday (amen) and also to my old sister lilis yuliana who always supports me for everything.

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With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this research proposal can be benefit to all of us properly.

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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ۝٧٠

*O you who have believed, fear Allah and speak words of appropriate justice (qs.
Al- ahzab: 70)*

DEDICATION PAGE

*“I highly dedicate this undergraduate thesis to my
beloved parents suriyati and sudarsono,
to my beloved old sister lilis yuliana and to my special class
is gallery class”*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a group of symbols which are used by people for interacting one another in all aspects of life. It can be oral, written and gesture. Because of the importance of language, numerous people in the world focus on studying language as the need of the development of their future in order to find a good job or a good position in all sides of existence. Especially English language, so that language has significant role in human's life particularly for education in the learning and teaching process.

English is the universal language in the world. By this, people are able to verbalize one another around the world. Hence, it is very vital to study by a lot of people in many countries. Principally for Indonesian people generally gain knowledge of English since in elementary school till the university. It becomes the major lesson in formal education. Not only in formal education but also it is studied in the informal education like in a course. Because English has been officially included in National Examination (UN). For this reason, students have to study hard to pass it.

In school and in life, students face a variety of situation that requires language skills. Namely listening, speaking, reading and writing, that's why, experience with a variety of listening, speaking, reading and writing activities in school are able to help learners acquire the skills they need to be successful. So that,

the students need a big desire to study hard in order to master English chiefly in speaking.

The mastery of speaking performance in English is a priority for many second-language or foreign-language learners but many students find difficulty in mastering speaking performance. Because in school, English is taught as a subject not as a skill, thus Students study it only to pass examination. So that lots of language learners come across difficulties in speaking especially students of SMA N 5 Metro lack in speaking performance.

To facilitate, the writer is interested in discussing the problem above. Many problems are found in speaking at SMA N 5 Metro. Firstly Students lack in speaking performance. It is caused by Students feel shy speaking English because they are scared of making mistakes and to be afraid of being criticized by teachers and other students, afterward students have limited vocabularies, subsequently students seldom speak English in school area, The last Students need an effective method, approach, technique and strategy which is more various and interesting in learning speaking.

From the problem above, it will make the students getting low score. It can be seen from pre survey data which was conducted on December 16th, 2015. The writer obtained the data of speaking daily test score from English teacher, as follows:

Table 1

The Data of the Students' speaking Score at Class X.6

No.	Score	Frequency	Categories	Percentage
1.	88-100	-	Very good	0%
2.	75-87	15	good	45%
3.	0-74	18	Low	55%
Total		33		100%

Source: Tri Setiawati, s.s the English teacher of SMA N 5 Metro

Based on the pre-survey data, the writer found many students obtain not well enough result. It can be seen from the score of the students, it less than 75 as The Minimum Mastery Criteria (KKM). Occasionally, the writer wants to increase the students' speaking performance.

To solve the problem above, the writer assumes that the use of culture in method or approach in learning and teaching process is very good to do. It is related to characteristic of language; language is a social behave, language is made up habit, and language is culture based. Because one will unconsciously master language because of the use of language in the social order, habit and culture. Thus, the use of code mixing in communicative language teaching (CLT) approach is an appropriate approach to apply it in the classroom.

Code mixing is the mixing two or more languages for interacting in socialization one another. Numerous publics often use for interacting and transacting each other in the daily activities. In that case communicative language teaching (CLT) approach is an approach to language teaching that emphasizes interaction in the real situation. The activities usually consist of communication among student and teacher also student and student.

Based on the situation above the writer will conduct a research entitled ***the influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking performance at the tenth graders of SMA N 5 metro in the Academic Year of 2015/2016.***

B. Problem Identification

Referring to the background above, the problem can be identified as follow:

1. Students lack in speaking performance.
2. Students need an effective method, approach, technique and strategy which are more various and interesting in learning speaking.

C. Problem Limitation

From the problems identification above, the writer focuses on The Influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking performance at the tenth graders of SMA N 5 Metro in the Academic Year of 2015/2016.

D. Problem Formulation

Based on the background of study, the researcher formulates the problem as follow: Is there any a positive and significant influence of using code mixing in the communicative language teaching (CLT) approach in the students' speaking performance at the tenth graders of SMA N 5 Metro in the Academic Year of 2015/2016?

E. Objectives and Benefits of the Study

1. Objectives of the study

The objective of this research is to find out whether there is a positive and significant influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking performance at the tenth graders of SMA N 5 Metro in the Academic Year of 2015/2016.

2. Benefits of the study

a. For the Student

The writer hopes that this research can help the students to solve their problems in speaking performance by using code mixing in the communicative language teaching approach (CLTA) in teaching and learning process in the class.

b. For the Teacher

This study is hopefully will be able to make the teacher more innovative in using method and approach in teaching speaking to solve the problems that are faced by the students.

c. For the head master

This study is hopefully will be able to give a positive contribution in teaching speaking at SMA N 5 Metro.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Speaking performance

a. The Definition of Speaking performance

There are many definitions of speaking that have been proposed by some Experts in language learning. According to Brown, in his book “*Language Assessment Principles and Classroom Practices*”, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.¹

On the other hand, Lucy pollard said that speaking is one of the most difficult aspects for student master. This is hardly surprising when one consider everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.²

Then, speaking as interaction, and speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people’s daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a

¹H.DouglasBrown, *Language Assessment Principles and Classroom Practices*, (New York:Longman,2001), p.140.

²Lucy Pollard,*Guide toTeaching English*. (Copyright @ Lucy pollard, 2008), p. 33.

language and then transfer this understanding to the design of tasks and rating criteria.³

In addition, Speaking can be seen from two perspectives: performance and ability. Performance is defined as actual instances of language use in real time which is something that can be observed. On the other hand, ability is an underlying entity that is relatively stable and can be inferred from performance.⁴

From some definitions above, the writer terminates that speaking performance is always related to communication. Speaking performance itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the actual instances of language use in real time.

b. Types of Speaking Performance

Brown says that there are five basic types of speaking. They are:

- 1) Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.
- 2) Intensive. This second type of speaking frequently employed in assessments context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.

³Sari Luoma, *Assessing Speaking*, (Cambridge University Press, 2004), p. 9.

⁴Rielkoizumi, *Relationships Between Productive Vocabulary Knowledge and Speaking Performance of Japanese Learners of English at the Novice Level*, (University of Tsukuba), p.2.

- 3) Responsive. This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.
- 4) Interactive. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
- 5) Extensive. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.⁵

The writer concluded that the type of speaking is related to the daily live communication like repeat what someone said, greeting, communicating with other people, make negotiation and presentation to the public.

c. Functions of Speaking Performance

⁵H. Douglas Brown, *language assesment.*, p,141.

The interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

1) *Talk as interaction*

Talk as interaction is normally known as conversation. Like greeting, telling recount experiences that has function for social communication.

2) *Talk as transaction*

Talk as transaction refers to situations where the focus is on what is said or done in order to get specific information. The point that making oneself understood clearly and accurately.

Examples of talk as transaction are:

- a) Classroom group discussions and problem-solving activities.
- b) Making a telephone call to obtain flight information.

3) *Talk as performance*

This refers to public talk that transmits information to the audience, such as classroom presentations, public announcements and speeches. Talk as performance tends to be in the form of monolog rather than dialog.⁶

However, the writer finishes off that function of speaking is to share something (voice produce) one to another. Those could be information, stories, joke and many again. Moreover, speak is not

⁶Jack C . Ricards, *Teaching Listening and Speaking from Theory to Practice*, (Newyork: Cambridge University Press, 2008) p. 21.

about perfection, it's about how to make listener understood what speaker says.

d. Strategies for Developing Speaking performance

To increase the students' speaking performance, the teacher should have some strategies like to complete a task, such as obtaining information, developing a travel plan, or creating a video to complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

Effective instructors teach students speaking strategies as follows:

1). Using Minimal Responses

Language learners who lack confidence in their ability to participate successfully in oral interaction may use the minimal response to interact each other because Minimal responses are predictable, often idiomatic phrases that conversation participants used to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying without having to simultaneously plan a response.

2). Recognizing Scripts

Some communication situations are related with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, like, dislike, and other functions of expression. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

3). Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. The teacher can explain that this situation often happens in the communication. To solve it, we may use other word or phrase or the easy vocabularies which the participant knows it. ⁷

The writer summarizes that the strategies for developing speaking performance is can be done by using a simple response like using an idiomatic phrase, recognizing the script and changing the difficult lexical to the easy lexical. Because In communication the lexical can be predictable so that the teacher has to supply a varieties of expressions, vocabularies and idioms in different function.

e. Elements of Speaking performance

⁷MarriamBashiret.al, *Factor Effecting Students' English Speaking Skills*, (British Journal Publishing), Volume 2 No 1, 2011, p. 39.

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot.'

1) Language features

Among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example), are the following:

- a) Connected speech: as effective speakers of English need to be able not only produce the individual phonemes of English but also to use fluent 'connected speech'. It is for this reason the teacher should involve students in activities designed specifically to improve their connected speech.

Example: (as in saying I would have gone)

(as in I'd've gone).

- b) Expressive devices: in communication not only use parts of utterance like vary volume and speed but also use the mimicry and gesture to express meaning in order to make an interesting communication.
- c) Lexis and grammar: In communication often appears a common lexical, idiom, expression, so the teacher must supply a variety of that in different function. Such as agreeing or disagreeing, expressing surprise, shock, or approval.

- d) Negotiation language: as effective communication, we use to look for clarification and show the structure of what we are saying. To clarify, the speaker should use other phrase or lexical in the same function.

Example: have you finished? -Have you done?

Do you understand? - do you get it?

2) Mental/ social processing

If a part of speaker's productive ability involves the knowledge of language skills such as those discussed above, successes is also dependent upon the rapid processing skills that talking necessitates.

- a) Language processing: as effective speakers need to be able to process language in their own heads and put it into coherent order of communication so that it conveys the meaning acceptably.
- b) Interacting with others: most speaking involves interaction with one more participants. It means that in communication should become a good listener in order to understand to what speaker saying and feeling.
- c) (On the spot) information processing: as effective speakers should fast or instant in response one another. However, it should know that this instant response is very culture specific

and is prized by speaker in many other language communities than the longer response.⁸

The writer brings to a close that the element of speaking performance is related to the language feature and social process. To make a good communication, the speaker must take care in using language feature and social process like using connected speech, using mimicry and gesture, using coherent sentence, becoming a good listener and using instant response. It would create an interesting communication one another.

f. Classroom Speaking performance Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities.

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. In acting the dialogue, the students will be very helped if they are given time to practice their dialogues before the performance. The students will increase much more from the whole experience in the process.

2) Communication games

⁸Jeremy Harmer, *The Practice of English Language Teaching*, 4th Edition. (England Pearson Education Longman, 2007), p. 269.

Games will help the students to create a communication to their partner in order to finish or solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. They are informal discussion and formal discussion (debate). First that is informal discussion: the students have to give a simple comment from the statement or give the solution from the problem which can train students to respond fluently and immediately. The last is formal debates. Students prepare arguments in favor or against various propositions.

4) Prepared talks

Students present their note in front of the class which is prepared before. Better the students memorize their note than read the script.

5) Questionnaires

Questionnaires will make both questioner and respondent have something to say to each other. Students can make questionnaires

on any topic that is appropriate. And then the teacher can help them in making the questionnaires. The results gotten from questionnaires can then form the basis for written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to support general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. It will make the students more enjoy and feel fun in learning English.⁹

The writer concludes that the classroom speaking performance activities will help the students to train speaking with their friends in many activities like acting from the script, communication games, discussion, prepared talk, questionnaires, simulation and role play. This activities will make the students tends to practice in oral test than in written test in order to add the vocabularies, to be good in fluency and to be good in pronunciation.

g. Types of speaking performance test

Many types of speaking performance test can be used by the teacher to assess the students' speaking performance, they are:

1) Interview

⁹*Ibid.*, p.271.

This type of test is easy to do by the teacher. The teacher can prepare the class to make an interview. The class can be set some speaking, writing or reading task while students are called out, one by one, for their interview.

2) Live monologue

The students prepare and present a short talk on a pre-selected topic by the teacher. Then the students present their note in front of the class and will be measured by the teacher.

3) Recorded monologues

Learners can make their recording based on their theme, it can be talk about hobby or past event, the advantage of recorded tests is that the assessment can be done after the event, and can be done at home.

4) Role plays

Most students will be used to doing at least simple role plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or another student; but again, the influence of the interlocutor is hard to control. The role play should in simple performance skills or a lot of imagination.

5) Collaborative task and discussions

The teacher gives some problem or theme which must be solved by the students. The students simply respond with their own opinions to a set of statements relevant to theme. These activities

will help the students to explore their knowledge not only in English language but also in another lesson like science, history and so on.¹⁰

The writer terminates that to measure the students' speaking performance; the teacher can use the types of speaking performance test. In this type of test, the teacher can use in different function and situation. It will make the students are not bored in their learning process.

h. Assessment criteria of speaking performance

To make the assessment of the teacher will not objective; the teacher should know how to measure the speaking performance based on the assessment criteria of speaking performance. They are:

1) Grammar and vocabulary

On this level, the teacher measures the students for the accurate and appropriate use of syntactic form and vocabulary in order to meet the task requirements at each level.

2) Discourse management

On this scale, the teacher is looking for evidence of the students' ability to express ideas and opinions in coherent, connected speech.

3) Pronunciation

¹⁰Scott Thornbury, *How To Teach Speaking*, (Newyork: Longman, 2001), p.125.

This refers to the students' ability to produce comprehensible utterances to fulfill the task requirements; it refers to the production of individual sounds, the appropriate linking of word and the use of stress and intonation to convey the intended meaning. L1 accents are acceptable provided communication is not impeded.

4) Interactive communication

This refers to the students' ability to interact with interlocutor and other students by starting and responding appropriately and at the required speed and rhythm to fulfill the task requirements.¹¹

The writer concludes that the assessment criteria of speaking performance will help the teacher will objectively to assess the students' speaking performance. As good speakers must master in syntactical, coherent, connected speed, pronunciation and good in interactive communication with another one.

2. The Concept of Code Mixing

a. The Definition of Code Mixing

Everyday interaction, people usually choose different codes or languages in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, despite where they are speaking. When talking about work or school

¹¹*Ibid.*, p. 127.

at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home.

Some experts define that Code-mixing serves as a strategy of 'neutrality' in order to neutralize the two impressions; one of showing off and the other of being anglicized. They develop the understanding that in order to meet complex communicative demands and to communicate fluently, effectively and successfully, they must use this characteristic of language. So, they don't consider it harmful and start to exploit this feature as a communicative strategy. They rather consider it 'a communicative resource.

Different experts try to define the term code and code mixing. Some of the definitions are:

- 1) Code will be taken as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language.
- 2) Code-mixing refers to the transfer of linguistic units from one language into another and the units may be morphemes, words, phrases, clauses or sentences.
- 3) Code-mixing is an admixture of linguistic elements of two or more languages system in the same utterances at various levels.¹²

¹²Furrah Abbas et al. *Code – Mixing As Communicative Strategy Among The University level Students In Pakistan*, Volume 11:1 January 2011, p.97

Additionally, Code mixing also called intra-sentential code switching or intra-sentential code-alternation occurs when speakers use two or more languages below clause level within one social situation.¹³Besides, Code mixing is distinguished from borrowing on the following grounds. Borrowing may occasionally involve a few set words, phrases, clauses, sentences, expressions, noun, adjectives and others category constituent type in grammar.¹⁴

From illustration above, we can say that code is a language then code-mixing is a mixture between two or more languages in which there is a dominant language and inserted with different language to make it sound cool and give appropriate context to the audience or listener.

b. Types of code-mixing

Muysken defines there are three types of code mixing. They are: insertion, alternation, and congruent lexicalization.

1) Insertion

Insertion occurs when lexical items from one language are incorporated into another.

Example of insertion (Indonesian/English)

¹³Monica Stella Cardenas- Claros and Neny Isharyanti, *Code Switching and Code Mixing In internet Chatting Between : "Yes" "Ya" and "Si" a Case Study*, jatcall journal, Vol.5, No.3, 2009, P.69.

¹⁴Sandra lee Mc Kay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (Newyork:Cambridge University Press, 2009), p.58.

(Tergantung team, terusjugatergantung event).

(It depends on the team and on the event).

2) Alternation

Alternation occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level.

Example of alternation (English/Indonesian)

(I mean gantikekalimatlaen).

(I mean, change it to another sentence).

3) Congruent Lexicalization

Congruent lexicalization refers to the situation where two languages share grammatical structures which can be filled lexically with elements from either language.

Example of Congruent lexicalization (Indonesian/English)

(GWkonekpakecellpGW)

(I connected using my cell phone.)

Example Congruent lexicalization (Indonesian/English)

(Softwareguabuat convert file wav jadi mp3 guauda expired).

(My software for converting wav files to mp3s has expired).¹⁵

From explanation above the writer concludes that the types of code mixing are insertion, alternation and congruent lexicalization. Insertion is to put the lexical or phrase from other language in dominant language. Alternation is to switch the communication with other language involves the clause and grammatical structure and

¹⁵Monica Stella and Neny Isharyanti, *Code Switching.*, P.71.

congruent lexical is to use other language which is the structure already used in dominant language like the word *konek* from connect, *stroberi* from strawberry and *revitalisasi* from revitalize.

c. Functions of code-mixing

Appel and Muysken distinguish the following functions of code-switching:

- 1) Referential – when speakers mix the languages due to ‘lack of one language or facility in that language on a certain subject’.
- 2) Directive – when speakers switch to a different language to exclude certain persons out of the conversation.
- 3) Expressive – when speakers want to emphasize a mixed identity by using two languages.
- 4) Phatic – when speakers want to indicate a change in tone of the conversation.
- 5) Metalinguistic – when the speakers want to impress other interlocutors with a show of their linguistic skills.
- 6) Poetic – to create puns, jokes, etc.

Considering code-mixing as a subtype of code-switching, it seems justifiable to apply some of these terms to describe the former. Nevertheless, only the referential, phatic and metalinguistic functions seem to account for code-mixing since the remaining ones involve too high a degree of cognitive processing and conscious choice.¹⁶

¹⁶Janusz Arabzki, *cross linguistics Influences in the Second Language Lexicon*, (British: Cromwell Press, 2006), p.179.

The writer finishes that the function of code mixing is to emphasis identity, to make fun in communication, to exclude someone in group of communication and to explain in another language because lack in one language.

d. Functions of Code mixing in Classroom

In a classroom following functions can be recognized to code switching and code mixing.

- 1) It accounts for many linguistic deficits: things or concepts for which there is no equivalent word in another Language.
- 2) It accounts for social appropriateness as one thing which cannot be explained in one language is explained in another language.
- 3) On a psychological level the switch to or a heavy mixing from a prestige language can point to change in the domain or the nature of relationship. Similarly, switching to a prestige language or using heavy mixing from prestige language can be done for certain functions with students in a classroom.
- 4) Some teachers also point out that switching and mixing of language give an additional flexibility to their teaching style and hence have positive pedagogical implications.

These functions at linguistic and extra – linguistic levels can be related different argument which our informants made about switching

and mixing of languages. Some arguments which they put forth for using code switching and code mixing were:

- 1) It is a normal means of communication.
- 2) It is unconscious, but it can be used unconsciously as well if and when the need arises.
- 3) Most the times, it is inevitable and somewhat unavoidable.
- 4) If used properly, it can serve comprehension purposes well.
- 5) Stylistically, it can be very appropriate.
- 6) It can be used as the language of instruction with very realistic and practical implications.¹⁷

The writer ends that the use of code mixing is very useful in learning and teaching process in the classroom. It can be seen from the psychological level, teacher mix the language in order to focus on pointing to make students more receptive and interest in learning process. Besides the mixing language will make the solidarity closer between the teacher and the students.

e. The Reason of using Code Mixing

According to pardede and kisno, there are 7 (seven) main reasons of why bilinguals mix their language. The reasons are:

1. Talking about a particular topic

People sometimes prefer to talk a particular language in one language rather than in another. Sometimes a speaker feels free

¹⁷Manish A. Vyas and Yohgesh L Patel, *Teaching English as a Second Language a New pedagogy For a New Century*, (New Delhi: Learning private limited, 2009), p.316.

and more comfortable to express their emotional feeling in language that is not in their everyday language.

2. Quoting somebody else

People sometimes like to quote a famous expression or saying of some well-known figures. In Indonesian, those well-known figures are mostly from some English-speaking countries. Then, because many of the Indonesian people nowadays are good in English, those famous expressions or sayings can be quoted intact in their original language.

3. Being emphatic about something (express solidarity)

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, he switches from his second language to his first language because he feels more suitable to be emphatic in his second language rather than in his first language.

4. Interjection (inserting sentence fillers or sentence connectors)

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is an exclamation like: Darn! Hey! Well! Look! Etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing.

5. Repetition used for clarification

When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he /she can sometimes use both of the language that he masters saying the same utterance (the utterance is said repeatedly).

6. Intention of clarifying the speech content for interlocutor

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code mixing occurs. It means to make the content of his speech runs smoothly and can be understood by the listener.

7. Expressing group identity

Code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

Saville-Troike also gives some additional reasons, these are:

1) To soften or strengthen request or command

For Indonesian people, mixing Indonesian into English can also function as a request because English is not their native tongue, so it does not sound as direct as Indonesian. However, code mixing and also strengthen a command since the speaker can feel more

powerful than the listener because he can use a language that everybody cannot.

2) Because of real lexical need

The reason is due to the lack of equivalent lexicon in the languages. When an English- Indonesian bilingual has a word that is lacking in English, he will find it easier to say it in Indonesian.

3) To exclude other people when a comment is intended for only a limited audience sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or interference objected to their communication by people, they may try to leave out those people by using the language that no everybody knows.¹⁸

The researcher concludes that some reasons of people mixing two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also, their interlocutors, situations, messages, attitudes, and emotions will create code-mixing in communication.

3. The Concept of Communicative Language Teaching (CLT)

a. The Definition of Communicative Language Teaching (CLT)

According Scott Thornbury in book *An A-Z of ELT* states that Communicative approach also known as communicative language

¹⁸Puguh Trilestari et al, *REAL Research In English And Applied Linguistics volume 1: Action ,Not Words*, (Jakarta: Halaman Moeka And LCC Publishing, 2012), p. 428.

teaching (CLT), the communicative approach is an umbrella term used to describe a major shift in emphasis in language teaching that occurred in Europe in the 1970s. Essentially, the shift was away from teaching language systems (such as vocabulary and grammar) in isolation to teaching people how these systems are used in real communication.¹⁹

Based on some other experts define that the communicative approach is a learner centered approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally important. Thus an effective use of language needs to produce grammatically well formed.

The "term communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English language teaching, the teacher tries to develop communicative ability in students or learners. Communicative capability is also known as communicative competence includes the following competences.²⁰

In that case, Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number

¹⁹Scott Thornbury, *An A-Z of ELT*, Macmillan Books for Teachers, p.36.

²⁰Dr.M.F.Patel&PraveenM.Jain,*English Language Teaching(Methods,Tools&Techniques)*,(Jaipur: sunrise publisher, 2008), p.94.

of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.²¹

From the definition above the writer concludes that communicative language teaching is an approach that emphasizes to the students communicating for real situation in using grammatical structure, vocabularies, fluency and accuracy.

b. The Characteristics of communicative language teaching (CLT)

H. DouglasBrown explains that there are four characteristics of communicative language teaching approach (CLT). It will be explained bellow:

- 1) Classroom goals are focused on all of the components of communicative competence and not limited to grammatical or linguistic competence.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purpose
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have

²¹[www.elcWorldNet](http://www.elcWorldNet.com) David's English Teaching World The Community for Teacher of English, p.3.

to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

- 4) In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

CLT suggests that grammatical structure might better be included under various functional categories. In CTL we pay significantly less attention to the obvious presentation and discussion of grammatical rules than we traditionally did. A great deal of use of authentic language is implied in CTL, as we try to build fluency.²²

Richards and Rodgers also explain the characteristic of CLT as follows:

- a) Language is a system for the expression of meaning.
- b) The primary function of language is to allow interaction and communication.
- c) The structure of language reflects its functional and communicative uses.
- d) The primary units of language are not only its grammatical and structural features, but categories of functional and communicative meaning.²³

²²H. Douglas Brown, *Teaching by Principles, An Interactive Approach to language Pedagogy*, (San Francisco: Longman, 2000), Fourth Edition, p.266.

²³Jack. C. Richards and Theodore S. Rodgers, *Approaches and Method in language Teaching*, (New York: Cambridge University Press, 1986), p.71.

So the communicative approach analysis language as a system through which the meaning is expressed perfectly. Its main function is to permit interaction and communication; the primary elements of language are not only grammatical and structural features but also the functional and communicative meaning.

c. The Aim of Communicative Language teaching (CLT)

The aim of communicative language is to develop the communicative competence among learner. Functions communicative language teaching is below:

- 1) Instrumental function of language is using Language to get things.
- 2) Regulatory function of language is using language to control the behavior of others.
- 3) Interaction function of language is using language to create interaction with others.
- 4) Personal function of language is using language to express personal feeling and thoughts.
- 5) Imaginative function of language is using language to create the world of imagination.
- 6) Representational function of language is using language to communicate.²⁴

Taken from the book of Richards and Rodgers. According to Piepho the objectives of CLT are:

²⁴Dr.M.F.Patel&PraveenM.Jain, *English Language*.P.97.

- 1) An integrative and content level: language as a means of expressions.
- 2) A linguistic and instrumental level: Language as a semiotic system and an object of learning.
- 3) An effective level of interpersonal relationships and conduct: language as a means of.
- 4) Expressing values and judgments about one and others.
- 5) A level of individuals learning needs: remedial learning based on error analysis.
- 6) A general level of extra-linguistic goals: language learning within the school curriculum.²⁵

The researcher forms that this communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that admit the interdependence of language and communication. It promotes activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process.

d. The Principles of Communicative language teaching (CLT)

Communicative Language Teaching approach is an approach that emphasizes to make communication in real life situation. It will be

²⁵Jack C.Richard and Theodore s.Rodgers, *Approaches and Method.*,P.73.

explained in principle of communicative language teaching approach as follow:

- 1) How to use the language is basic principle of this approach. The communication is soul of the human lives. People use communication for verbal communication.
- 2) Communicative approach is based on natural acquisition of language. So this second principle of this approach. Natural Acquisition is principle of this approach. When learner learns any language naturally then that is real and true.
- 3) The teaching should be related to real life situation so that students could understand the reality of the life. The teaching without relating real life situation is useless and vague.
- 4) We should not take language as a subject. In school it is taught as a subject. Student study it only to pass examination but it not proper. Teacher should teach it as a skill. He should make his students to speak perfectly so that they could use it in their real life. So it should be accepted as skill.
- 5) In this approach teacher is a main hero and his role is different than conventional teacher teaching other subjects. The teacher should teach with heart but not the brain.
- 6) Developing communication ability is other principle of this approach. Four sub skills are main key of this approach. The four

sub skills are LSRW which should be developed in student orderly.

It combines active and passive skills to design learning tasks.²⁶

The writer makes a conclusion that the principle of CLT is related to the teaching in real life situation and teaching English as skill not as subject, because one will unconsciously master language because the use of language in their daily activities. So that the students will naturally get the lexical without memorizing.

e. The Procedure of Communicative Language Teaching (CLT)

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities.

Finocchiaro and Brumfit offer a lesson outline for teaching the function" making a suggestions for learner beginning level of secondary school program that suggest that CLT procedures are evolutionary rather than revolutionary:

- 1) Presentation of a brief dialog or several mini – dialogs. The students present a dialog with their friend in front of the class. And the teacher asks to the student to discuss together about the function and situation – people roles, setting, topic, and the informality of the language which the function sand situation demand.

²⁶Dr.M.F.Patel&.PraveenM.Jain, *English Language.*, P.100.

- 2) Oral practice by presenting a simple dialog that can be done individual or groups. If mini dialogs are used, engage in similar practice.
- 3) Questions and answer based on the dialog s topic(s) and situation itself. (Inverted WH or, questions).
- 4) Questions and answers related to the students' personal experiences but centered on the dialog theme.
- 5) Study one of the basic communicative expressions in the dialog by using pictures, simple real objects, or dramatization to clarify the meaning of the expression of structure.
- 6) Learner discovery of generalizations or rules underlying the functional expression or structure. This should include at least four points "how about + verb + ing?"); its position in the utterances: its formality of informality. In the utterance and in the case, its grammatical function and meaning.
- 7) Oral recognition, interpretative actives (two to five depending on the learning level, the language knowledge of students, and related factors).
- 8) Oral production activates proceeding from guided to freer communication activates.
- 9) Copying of the dialogs or mini dialogs or modules if they are not in the class text.

10) Sampling of the written homework assignment If given by the teacher.

11) Evaluation of learning oral only), e.g. “how would ask your friends to.....? And how would you ask me to.....?”.²⁷

So the procedure of CLT is the use of oral practice, presentation of simple dialog, learning expression, learning WH question, and copying of the dialog. The procedure of CLT creates the learning process that focus on the oral practice to create the fluency and accuracy of students’ speaking performance.

f. The role of Communicative Language Teaching (CLT)

There are two roles of Communicative Language Teaching (CLT).

They are:

1) Role of the Teachers in Communicative Language Teaching (CLT).

According to Breen and Candlin in article “The essentials of a communicative curriculum in language teaching” there are two main roles of a teacher in CLT class rooms. The first is to facilitate

²⁷Jack. C Richard and Theodore S. Rodgers, *Approaches and Methods*, P.81.

the communication process among all the students in the classroom, and between the students and the different type of activities and texts. The second is the teacher has to act as an independent participant within the learning teaching groups. The teacher is also expected to act as a resource, an organizer of resources, a motivator, a counselor, a guide and a researcher.

2) The role of Learners in communicative language teaching (CLT).

As the importance in communicative language teaching on the process of communication rather than mastery of language forms, there are different roles of learners in classroom. Learners should contribute as much as they achieve, and thus learn in an independent way. They interact within the groups and within the classroom.²⁸

The writer summarizes that the teacher facilitates communication in the classroom. In this role one of his major responsibilities is to set up situation likely to promote communication. During the activities he acts as adviser answering students' questions and monitoring their performance. And the rule of students is to contribute what they get and learning in independent way for interacting in a group.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

²⁸Ibid.,P.76.

There are two variables in this research. They are one *Independent Variable*(X) and one *Dependent Variable* (Y). The *Independent Variable* (X) is using code mixing in the communicative language teaching (CLT) approach and the *Dependent Variable* (Y) is speaking performance.

Now days, Many problems are still found in English teaching and learning process in Indonesia. One of the crucial problem is the pupils are not able to speak English as good as their everyday language. Because in school or university English is put as a subject. So that teacher and pupils only focus how to pass the examination well not how to master English language mainly speaking. Moreover in senior high school and junior high school pupilshave to pass the national examination where English subject is being examined.

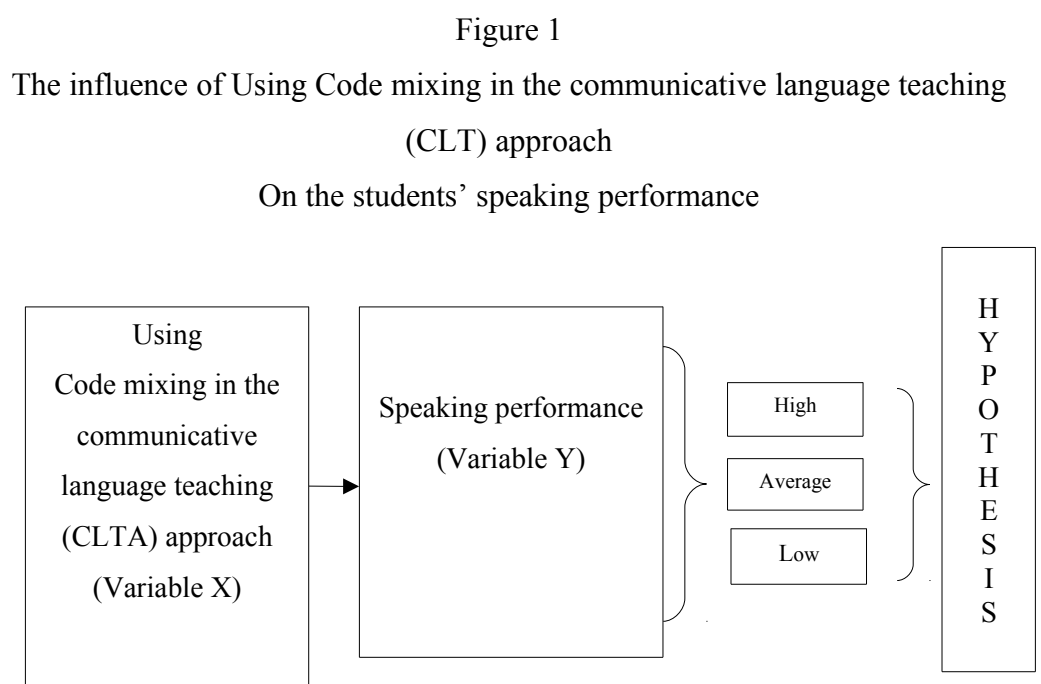
Based on the problem above, the researcher assumes that teaching by using code mixing in communicative language teaching approach (CLT) is a good choice to solve the problem above. Because mastering language mainly speaking need more practices in order to make the pupils are used to speak English in the real daily communication. It is correlated to the principle of communicative language teaching (CLT) approach that promotes the pupils to make interlocutory in the real time and situation.

In that case using code mixing will help the pupils to continue their communication when they are finding difficult vocabularies. They may use their everyday language in the middle of the English communication.

Because pupils will stop speaking English when they are finding difficult vocabularies.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:



C. Hypotheses formulation

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.²⁹

²⁹Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, AsgharRazavieh, *Introduction to Research in Education*. 8th Edition.(USA: Wadsworth, 2010), p. 90.

The writer used in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena's.

The formulation of the hypothesis as follows:

1. Alternative Hypothesis (Ha)

Ha : There is a positive and significant influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking Performance at the tenth graders of SMA N 5 METRO in the Academic Year of 2015/2016.

2. Null Hypothesis (Ho)

Ho: There is no a positive and significant influence of using code mixing n the communicative language teaching (CLT) approach on the students' speaking Performance at the tenth graders of SMA N 5 Metroin the Academic Year of 2015/2016.

Based on the frame of theory and assumption, the writer formulated hypothesis as follows:

There is a positive and significant influence of using code mixing in the communicative language teaching approach (CLTA) on thestudents' speaking Performance at the tenth graders of SMA N 5 METRO in the Academic Year of 2015/2016.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a quantitative experiment research type, and it had been conducted at the tenth graders of SMA N 5 Metro In the Academic Year of 2015/2016 where the address is on Wolter Monginsidi Street, Hadimulyotimur Village of Central Metro district, Lampung.

According to Daniel Muijs, quantitative research is the research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics)³⁰.

The writer used the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as 'the scientific method' due to their popularity in scientific research where they originated.³¹

This research involved two variables; they were one independent variable (X) and one dependent variable (Y). The independent variable (X) was using code mixing in the communicative language teaching (CLT) approach and dependent variable (Y) was speaking performance. In conducting the research, the writer will use pre-experimental design with one group pre-test and post-test.

The pre-test had been given before the experimental treatment and the post-test had been carrying out after the experimental treatments. This research was intended to investigate whether there was a positive and significant influence of using code mixing on the communicative language teaching the students' speaking performance. 43 tenth graders of SMA N 5 metro in the Academic Year of 2015/2016.

B. Population Sample and Sampling Technique

1. Population

³⁰Daniel Muijs, *Doing Quantitative Research in Education*. (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1.

³¹Ibid., P.13.

Daniel Muijs defines the population is the group that want to generalize your discover.³²Moreover, the population of this research is the students of the tenth graders of SMA N 5 Metro in the Academic year of 2015/2016. It will be illustrated in figure bellow:

Table 2
The Quantity of Population

No	Grade	Numbers
1.	X.1	30
2.	X.2	31
3	X.3	32
4	X.4	31
5	X.5	32
6	X.6	33
7	X.7	33
8	X.8	32
Total Numbers		254

Source: The School Archives, taken on December 16th, 2015.

From the table above, the population consists of 8 classes where the total number of the tenth graders is 254 students.

2. Sampling Technique

SamyTayie explains that a sample is a subset of the population that is taken to be representative of the entire population.³³ In this case, the writer will use cluster-sampling technique. Cluster sampling involves an initial

³²Muijs, Daniel. *Doing Quantitative Research.*, P. 37.

³³SamyTayie, *Research Method and Writing Research Proposal.*(Cairo: CAPSCU. 2005), p. 32.

stage where in sampling is done from groups of elements that are called clusters³⁴

In this research, the writer had taken one class. It is class X6 as experimental class which consists of thirty three (33) students of SMA N 5 Metro in the Academic year of 2015/2016.

C. The Operational Definition of Variables

John W. Creswell stated that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied.³⁵

There are two variables in this research which consist of using code mixing in the communicative language teaching (CLT) approach and speaking performance. The operational definition of variables in this research as follows:

1. Independent Variables

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.³⁶ In this research, there is one independent variable.

The independent variable of this research was using code mixing in the communicative language teaching (CLT) approach (X). Code mixing is the mixing two or more languages in which there is a dominant language inserted by another language. Besides, CLT is an approach that emphasize

³⁴Gray Paul S et.al, *The Research Imagination An Introduction To Qualitative And Quantitative Methods*, Crambridge University Press, 2007, P.110.

³⁵John W. Creswell, *Educational Research.*, p. 112.

³⁶*Ibid.*, P. 116.

to real life communication. Moreover, the indicator of this variable as follows:

- a. The students are able to get new vocabularies from the utterance of teacher and other students.
- b. The students will traditionally use code mixing in English language and everyday language in daily live communication.
- c. The students are able to speak English fluently and actively.
- d. The students are able use the language, productively and receptively.
- e. The students are able to speak English in the real situation.

2. Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables.³⁷

The Dependent Variable of this research is speaking ability (Y). To measure speaking performance of students, the writer took speaking test by giving an oral question which consists of five questions in each student. It will make a simple conversation between the researcher and the student as an instrument to know the mastering students' speaking performance at the tenth graders of SMA N 5 Metro. The indicators of oral test in this variable are:

³⁷*Ibid.*, p. 115.

- a. The students are good in comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.
- b. The students are good in grammar. It is needed for students to arrange a correct sentence in conversation.
- c. The students are good in vocabulary. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary.
- d. The students are good in pronunciation. Pronunciation is the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.
- e. The students are good in fluency. Fluency can be defined as the ability to speak fluently and accurately.

D. Data Collection Method

The writer had used some methods to obtain the accurate data at SMA N 5 METRO. In collecting the data, the writer used the method such as:

1. Test

Test is a way that is used to measure a person ability or knowledge in a given domain.³⁸

a. Pre-test

³⁸H. DouglasBrown, *Teaching by Principles.*,P. 384.

To know students' speaking performance before treatment, researcher had used pre-test to get an information or data. The data would be analyzed after the treatment which had been given to the students.

b. Post-test

The post-test had been given in the last meeting after treatment in order to find out whether any a positive and significant influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking performance at the tenth graders of SMA N 5 metro in the Academic Year of 2015/2016.

2. Documentation

The writer used English teacher's documentation who competences in it to collect the data in which to measure the students' speaking performance at the tenth graders of SMA N 5 metro in the academic year of 2015/2016.

3. Observation

According to C.R Khotari, the observation method is the most commonly used method especially in studies relating to behavioral sciences. In a way we all observe things around us but this sort of observation is not scientific observation.³⁹ So the researcher concludes that observation is an activity where something around us is observed.

By observation, the researcher would know the condition of English teaching and learning process in SMA 5 N Metro in order to observe the

³⁹C.R Khotari, *Research Methodology Methods and Techniques*, (New Delhi: New Age International (p) Ltd, 2004), p.31

problem that faced by the students in learning English. So the writer assumed that by using code mixing in the communicative language teaching (CLT) approach would help the students to solve the problem that faced by the students.

E. Research Instrument

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.⁴⁰ It means that, the instrument is the tool for assessment based on the theory which use to measuring phenomena.

The research instrument in this research is oral test which will be explained as follows:

1. Instrument Blueprint

The test was oral test which has some indicators as follows:

The indicator of code mixing is the students were able to get new vocabularies from the utterance of teacher and other students. The students were able to traditionally use code mixing in communication. Next, the indicator of communicative language teaching (CLT) approach is the students are able to communicate orally and actively with the teachers, and other students. The last, the indicator of Students' speaking performance is the students can be good speakers in comprehension, grammar, vocabularies, pronunciation, and fluency.

⁴⁰David Colton & Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p.5.

2. Instrument Calibration

Instrument calibration is used to know the validity. In that case Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.⁴¹

The researcher used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the tenth graders of SMA N 5 metro in Academic Year of 2015 / 2016.

F. Data analysis Technique

To investigate whether there is a positive and significant influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking performance at the tenth graders of SMA N 5 metro in the Academic Year of 2015/2016.

The writer had used the formulation of t-test. According to Tuluswinarsunu the formulation as follows:

t- test formula :

$$t - test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{N_1 - 1}\right) + \left(\frac{SD_2^2}{N_2 - 1}\right)}}$$

⁴¹Daniel Muijs, *Doing Quantitative Research.*, P.66.

Note: t = t- ratio

\bar{x}_1 = Score average of post test

\bar{x}_2 = score average of pre test

n_1 = total participant of post test

n_2 = total participant of pre test

sd_1 = the variants of post test

sd_2 = the variants of pre test



CHAPTER IV

RESULT AND DISCUSSION

A. Description of data

1. Research setting

a. The Profile of SMA 5 N Metro

Since the government of metro has decelerated that metro will be made as the education city, so that the government plans to develop the quality of the school and also to build many new schools in metro. One of the plans is to build SMA N 5 metro.

SMA N 5 Metro is located on Walter Monginsidi Street Hadimulyotimur Village of Central Metro district, Lampung. It had established on 2006. It was a long journey to be a good institute like this one which has a building stand in the own land more than 1, 5 ha.

The buildings and the facilities has been existed with the headmaster, 14 definite teachers, 4 honorarium teachers, 3 staffs, and 2

school supervisors. Furthermore, all the infrastructures have also completed which made the institute easier in achieving the purpose of the vision and mission from region environment “Today Must Be Better than Yesterday and tomorrow Must be Better than Today”.

All big families in SMA N 5 Metro from Headmaster up to the students always hope the best thing for the better continuance of this institution so that it can be such a place which always gives a good impression for accompanying the students to achieve their dreams.

Amiin.

52

SMAN 5 Metro has vision and mission. *Vision*: to be superior in religious and achievement based on the nation, and have a conception of life environment. *Mission*: Increasing the discipline of the teacher, staff and students, creating a conducive, effective, and innovative learning condition, motivating the students and empowering the academic achievement optimally, bringing the quality of graduation with the higher standard more than national graduation competence standard, constructing the students based on the religion and good attitude, completing the infrastructure of teaching and learning maximally, and increasing and developing the extra curricular activity.

b. The Teachers and Staffs

SMA N 5 Metro has 51 teachers. The data of the teacher's educational background and the staff of SMA N 5 academic year 2015/2016 can be seen through this table as follow

Table 3

The data of the teachers and staffs at SMA N 5 Metro in the academic year of 2015/2016

Educational Background	Teacher		Staff		Staff Administration	
	Civil Servants	From another School	Library	Laboratory	Fixed	Not fixed
S2	2	3	1	3		
S1	46					
D3						2
D2						
D1						
SLTA					3	8
SMK						
TOTAL	48	3	1	3	3	10

c. The Condition of Students

SMA N 5 Metro consists of 24 classes from X to class XII and it can be seen on the table below:

Table 4

The data of the students at SMA N 5 Metro academic year 2015/2016

No	Grade	Σ Classes	Σ Students
1	X	8 Classes	254
2	XI	8 Classes	198
3	XII	8 Classes	209
Total		24Classes	661

d. The Building Condition of SMA N 5 Metro

Table 5

The Building Condition of SMA N 5 Metro

No	Rooms	Total	Wide	No	Rooms	Total	Wide
1	Class	15	1774 M	12	SHU	1	18 M ²
2	Headmaster office	1	4 M ²	13	OSIS	1	18 M ²
3	Vice-office	1	4M ²	14	Pantry	1	12 M ²
4	Staff office	1	4 M ²	15	Toilet	14	33 M ²
5	Teacher office	1	56 M ²	16	Parking area	1	24 M ²
6	BK office	1	18 M ²	17	Ceremony field	1	300 M ²
7	IPA laboratory	1	56 M ²	18	Committee Room	1	56 M ²
8	Cooperation	1	20 M ²	19	Canteen	3	20 M ²
9	Computer laboratory	1	80 M ²	20	Sport field	1	408 M ²
10	Mosque	1	56 M ²	21	Kitchen	1	12 M ²
11	Library	1	96 M ²	22	Fence	1	• ²

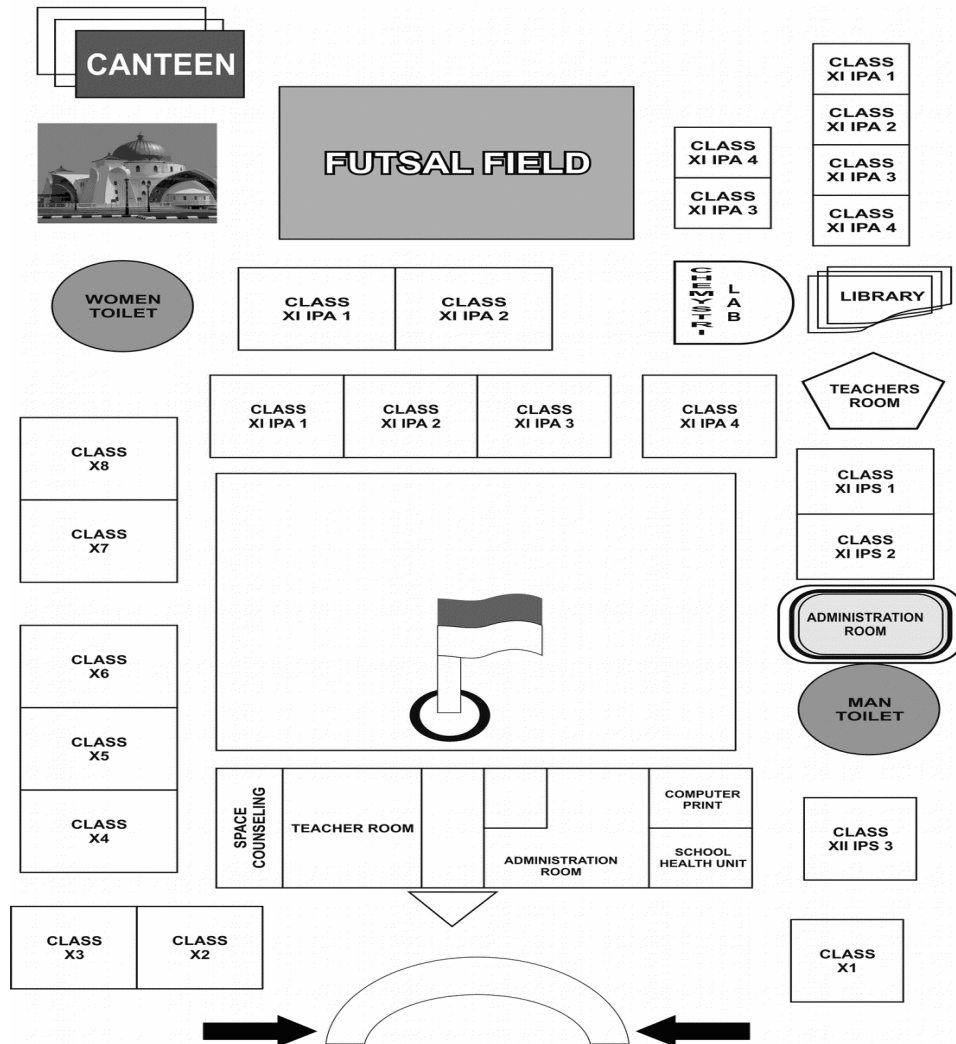
e. The Location Sketch of SMA N 5 Metro

Figure 2

SITE PLAN SMAN 5 METRO

ACADEMIC YEAR 2015/2016

SITE PLAN SMAN 5 METRO ACADEMIC YEAR 2014/2015



2. Research Data

a. The Data Analysis of Pre test Score of Experimental Class

1) List of Experimental Class Pre Test score

Table 4.1
The Pre-Test Score of Students' Speaking Performance
In Experimental Class

No	Initial Students	Grammar 25	Discorse management 25	Pronoun -ciation 25	Interactive 25	Score 100
1	A SYA	16	14	13	15	58
2	ADM	18	15	17	15	65
3	ADLA	19	18	17	16	70
4	ASYH	18	14	15	13	60
5	AKNS	20	18	19	18	75
6	ALD	15	12	20	13	60
7	ANDK	18	18	19	15	70
8	ALA	20	18	19	18	75
9	EVD	17	14	14	14	59
10	FRA .	15	14	14	15	58
11	FBY	21	20	20	19	80
12	FNT	14	14	14	13	55
13	FRDS	15	12	13	12	52
14	DJHN	17	15	15	13	60
15	HRND.	14	13	13	15	55
16	IMM	16	14	16	14	60
17	MRLS	14	12	15	13	54
18	PTR	19	18	17	16	70
19	RHMD	19	18	18	20	75
20	RJB .	22	20	21	22	81
21	RND	21	19	20	20	80
22	RAS	19	18	19	19	75
23	RDO	16	17	17	15	65
24	RFN	17	19	16	18	70
25	RFK	19	18	20	18	75
26	RZK	17	17	16	20	70
27	RZKY	15	15	18	17	65
28	RZQ	21	21	18	20	80
29	SLY	20	19	20	21	80
30	SLY	17	18	17	17	75
31	SHL	16	16	17	16	65
32	STI	18	16	18	18	70

33	YSSY	15	13	14	13	55
Sum						2221
n						33
\bar{X}						67.30303
Variants (Sd ²)						84.343

From the table above, the writer got the data of the total of the score of pre test: 2221, the total participants: 33, the average score of pre test: 67.30303 and the variants: 84.343.

2) The Normality of Experimental Class of Pre Test

The normality test was used to know whether the data that obtained was normally distributed or not. Based on the table above, the normality test was:

The formula was used:
$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Note: χ^2 = value of chi square
 fo = observed frequency
 fe = expected frequency

The computation of normality test:

Maximum score = 81
Minimum score = 52
K/ class interval = $1 + (3,3) \log 33 = 6.001 = 6$
n = 33
Range = $81 - 52 = 29$
Length of class = $29 / 6 = 4,83 = 5$

Table 4.2

The Frequency Distribution of the Experimental Class Pre Test

Class interval	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
52 – 56	5	54	2916	270	14580
57 – 61	7	59	3481	413	24367
62 – 66	4	64	4096	256	16384
67 – 71	6	69	4761	414	28566
72 – 76	6	74	5476	444	32856
77 – 81	5	79	6241	395	31205
Sum	33			2192	147958

From the table frequency distribution above, the data would be put to the table frequency observation in order to get the normality of the score of pre test.

The Frequency Observation of the Experimental Class Pre Test

Class interval	LC	Z_i	$P(Z_i)$	Wide area	Fe	Fo	$\left[\frac{(Fo - Fe)}{Fe} \right]$
	51.5	-1.74	0.4590	-			
52 – 56				0.0827	2.7	5	1.8874
	56.5	-1.16	0.3763	-			
57 – 61				0.1593	5.3	7	0.5779
	61.5	-0.57	0.2170	-			
62 – 66				0.2205	7.3	4	1.4753
	66.5	0.01	0.0035				
67 – 71				0.2194	7.2	6	0.2124
	71.5	0.59	0.2229				
72 – 76				0.1569	5.2	6	0.1302
	76.5	1.17	0.3799				

7	81				0.0807	2.7	5	2.0519
7	-	81.5	1.76	0.4605				
$X^2 = 6.34$								

For $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi square distribution table, it was obtained $X^2_{table} = 7.81$. Because $X^2_{count} = 6.34$ was lower than $X^2_{table} = 7.81$ ($6.34 < 7.81$) so the distribution list was normal.

3) List of Experimental Class post Test score

Table 4.4
The Post-test Score of Students' speaking performance
In Experimental Class

No	Initial Name	Grammar 25	Discourse 25	Pronoun- ciation 25	Interactive 25	Score 100
1	A SYA	21	19	20	20	80
2	ADM	20	17	19	19	75
3	ADLA	17	15	18	15	65
4	ASYH	21	19	20	20	80
5	AKNS	16	15	19	14	64
6	ALD	21	19	21	19	80
7	ANDK	17	15	16	16	64
8	ALA	17	15	15	17	64
9	EVD	18	15	17	15	65
10	FRA .	21	20	22	20	84
11	FBY	21	21	19	19	80
12	FNT	21	20	20	19	80
13	FRDS	17	15	17	15	64
14	DJHN	19	20	19	17	75
15	HRND.	17	18	16	19	70
16	M. IMM	14	13	14	14	55
17	MRLS	20	20	21	19	80
18	PTR	18	14	17	16	65
19	RHMD	19	18	17	16	70
20	RJB .	20	19	19	17	75
21	RND	21	19	20	20	80
22	RAS	18	19	20	18	75

23	RDO	18	18	18	16	70
24	RFN	17	19	15	15	65
25	RFK	20	18	18	19	75
26	RZK	17	16	19	19	71
27	RZKY	18	15	16	16	65
28	RZQ	19	17	16	18	70
29	SLY	19	18	19	19	75
30	SLY	19	20	19	20	80
31	SHL	20	18	18	19	75
32	STI	19	19	21	21	80
33	YSSY	18	20	19	18	75
Sum						2390
n						33
\bar{X}						72.42424
Variants (Sd ²)						49.06439

From the table above, the writer got the data of the total of the score of post test: 2390, the total participants: 33, average score of post test: 72.42424 and the variants: 49.06439.

4) The normality of experimental class of post –test

The normality test was used to know whether the data that obtained was normally distributed or not. Based on the table above, the normality test was:

The formula was used:
$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Note χ^2 = value of chi square

fo = observed frequency

fe = expected frequency

The computation of normality test:

Maximum score	= 83
Minimum score	=55
K/ class interval	= $1 + 33, \log 33 = 6.001 = 6$
n	=33
Range	=83-55 = 28
Length of class	= $28/6 = 4, 66 = 5$

Table 4.5

The frequency distribution of experimental class post –test

Class interval	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
55-59	1	57	3249	57	3249
60-64	4	62	3844	248	15376
65-69	5	67	4489	335	22445
70-74	5	72	5184	360	25920
75-79	8	77	5929	616	47432
80-84	10	82	6724	820	67240
Sum	33			2436	181662

From the table frequency distribution above, the data would be put to the table frequency observation in order to get the normality of the score of post test.

Table 4.6

The Frequency Observation of the Experimental Class Post Test

Class interval	LC	Z_i	$P(Z_i)$	Wide area	Fe	F _o	$\left[\frac{(F_o - F_e)}{F_e} \right]$
	54.5	-2.55	0.4946				
55 – 59				0.0241	0.8	1	0.0528
	59.5	-1.89	0.4705				
60 – 64				0.0801	2.6	4	0.6967
	64.5	-1.23	0.3904				
65 – 69				0.1749	5.8	5	0.1036
	69.5	-0.57	0.2154				
70 – 74				0.2512	8.3	5	1.3064
	74.5	0.09	0.0358				
75 – 79				0.2373	7.8	8	0.0037
	79.5	0.75	0.2731				
80 – 84				0.1474	4.9	10	5.4249
	84.5	1.41	0.4205				
$X^2 =$							7.59

For $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi square distribution table, it was obtained X^2 table $= 7.81$. Because X^2 count $= 7$, 59 was lower than X^2 table $= 7$, 81 (7, 59 < 7, 81) so the distribution list was normal.

B. Hypothesis Testing

After applying the test, the writer analyzed the data by using analysis of t_{test} in order to prove whether there is the influence of using code mixing in the communicative language teaching (CLTA) approach on the students' speaking performance at the tenth graders of SMA N 5 Metro in the Academic Year 2015/2016, as follows:

Formula:

$$t - test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{N_1 - 1}\right) + \left(\frac{SD_2^2}{N_2 - 1}\right)}}$$

Note: t = **t- ratio**

\bar{X}_1 = Average score of post test

\bar{X}_2 = Average score of pre test

n_1 = Total participant of post test

n_2 = Total participant of pre test

sd_1^2 = variant of post test

sd_2^2 = variant of pre test

Table 4.7

The average test of experimental class pre test and pos test

Variation source	Post – test	Pre–Test
------------------	-------------	----------

Sum	2390	2221
$\frac{N}{X}$	33	33
	72,424	67,303
Variants (sd ²)	49,064	84,343

$$t-test = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SD_1^2}{N_1 - 1}\right) + \left(\frac{SD_2^2}{N_2 - 1}\right)}}$$

$$t-test = \frac{72,424 - 67,30}{\sqrt{\left(\frac{49,064}{33 - 1}\right) + \left(\frac{84,343}{33 - 1}\right)}}$$

$$t-test = \frac{5,124}{\sqrt{1,53325 + 2,6357}}$$

$$t-test = \frac{5,124}{2,04}$$

$$t-test = 2,51$$

For $\alpha = 5\%$ and $dk = 33 + 33 - 2 = 64$ it obtained $t_{(0.05)(64)} = 1,67$

Figure 3.7

The average similarity of post test

Ho accepted area

1,67 2,51

Since $t_{\text{count}} > t_{\text{table}}$ meant that there was a significant difference from pre test and post test in experimental class. The post test was higher than pre test.

Based on the commutation above, by $\alpha = 5\%$ of significance and $dk = 33 + 33 - 2 = 64$. It was obtained $t_{\text{table}} = 1,67$ while $t_{\text{count}} = 2,51$. So it can be concluded that H_0 was rejected because t_{count} was higher than the critical score on $t_{\text{table}} (2,51 > 1,67)$.

Based on the result, the hypothesis in this research could be concluded that there was significance difference in the achievement score of speaking between pre test and post test in experimental class (X.6) which was taught by using code mixing in communicative language teaching approach.

C. Discussion

1. ~~The score of initial speaking performance (pre test)~~

Based on the calculation of normality test from class X.6 as experimental class was normal distribution.

2. The score of final speaking performance (post test)

The result of this research was obtained the average score of pretest was 67,303 which was lower than the result of post test was 72,424. The average score of pre test was 67,303 and (Sd) standard deviation was 9,184.

Teaching speaking in experimental class by using code mixing on the communicative language teaching approach can encourage the students will more active and will be used to speak English in their daily live activity. They were also easy to obtain the new vocabularies from their friends and teacher. It can be seen from the result of average score of post test that there was difference from the score of pre test.

Based on the result of calculation t- test was obtained $t_{\text{count}} = 2,51$ and $t_{\text{table}} = 1,67$. This showed that $t_{\text{count}} > t_{\text{table}}$ (t_{count} higher than t_{table}). Thus it means that there was significant difference from speaking achievement score of students whom taught speaking by using code mixing on the communicative language teaching approach.

D. Limitations

Researcher realized that this research had not been conducted optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge of teaching and learning. It made the implementation process of this research was less smooth. But the researcher tried as maximal as possible to do this research.
2. The research was limited at SMA 5 N metro in the Academic Year 2015/2016. When the same research is conducted in other school,it was still possible that will be gained different score.

Considering all those limitations, there was a need to do more researchers about teaching speaking using the same method or different method. Hopefully, there will be better and has an optimal result.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the quantitative experiment research and interpretation, it could be taken the conclusion as follows:

There is influence of using code mixing in the communicative language teaching (CLT) approach on the students' speaking performance significantly at SMA N 5 Metro in the Academic Year of 2015/2016.

Using code mixing in the communicative language teaching approach (CLTA) contributed a positive effect on the students' participation in the class because of implementation of Using code mixing in the communicative language teaching (CLT) approach, the teacher formulated an approach that can arise the students' interest. For instance, the students will speak English actively because it is created a real communication the entire hole of students in class by mixing the code English and Indonesia. It will make students easy to speak or answer and will not stop speaking because they will find a difficult words or vocabularies in speaking process.

The use of Code mixing in the communicative language teaching (CLT) approach could influence the students' achievement in speaking performance, it can be seen from the result of pre test and post test speaking at the tenth graders of SMA N 5 Metro in Academic Year of 2015/2016.

B. Suggestions

Considering the result of the research, I would like to give some suggestions as follows:

1. The researcher suggests that the English teacher in general and SMA N 5 Metro in particular apply using code mixing in the communicative language teaching (CLT) approach in their teaching because it can improve students' speaking performance.
2. The researcher suggests that it is better for the teacher who uses or will use code mixing in the communicative language teaching approach (CLTA) to always speak English or mix the language in teaching and learning process. From that, the students will traditionally listen and get new vocabularies from the teacher and other students.
3. The researcher also suggests for the teacher who uses or will use code mixing in the communicative language teaching (CLT) approach in the process of Teaching and Learning to create the material as interesting as possible since interesting material can easily attract the students' attention and arise their participation in asking or even in giving commands.

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