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Improving English Vocabulary of Grade VIII Students Through Code Mixing at Junior High School

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Abstract

The objective of the research is to ensure whether or not employing code mixing can improve English vocabulary of grade VIII students at SMP Negeri 15 Palu. The population of this research was the eighth grade students at SMP Negeri 15 Palu. Researcher selected sample using purposive sampling technique. The sample of this study were students of class VIII B as an experimental class totaling 31 students and class VIII C as a control class totaling 33 students. The data were analyzed statistically to determine the significant difference of students achievement in pre-test and post-test. The mean score of the experimental class on the pretest was 42.19 and the control class was 43.39. Th mean score of the experimental class on posttest was 78.70 and control class was 44.72. By using 0.05 level of significance and 62 degree of freedom, the researcher get the result t-counted (9.11) was higher than t-table (1.657). It means that the hypothesis is accepted. In conclusion, the use of code mixing can improve English vocabulary of grade VIII students at SMP Negeri 15 Palu.

Keywords: *Improving, English Vocabulary, Code Mixing*

Introduction

English is a universal language because it is the primary language of most countries around the world. Furthermore, English is one of the most important international languages to understand or learn. In Indonesia, English is seen as a foreign language, yet it occupies an important position in our society. This is evident in the world of education in Indonesia. English is one of the subjects taught to students from elementary school to university level. However, when you want to learn English, the most important first step to learn is vocabulary.

Vocabulary is the list of words that a person has and understands in a language, which includes various types of words, such as general words, specialized terms, and phrases. The challenges of learning English according to research from Nurhaliza, S., et al. (2024) include students not understanding what is discussed by the teacher during the learning process, unsupportive facilities, and the influence of the surrounding environment, one of which is friends. Learning English vocabulary is very important for junior high school students because a rich vocabulary is the basis for effective communication skills. At this age, students begin to interact more in academic and social contexts, so mastery of vocabulary helps them understand lessons, participate in discussions and express ideas clearly.

During the researcher observed of some students in the VIII grade at SMP Negeri 15 Palu, some of them experienced problems in learning English. Some of these problems were memory limitations, lack of practice when finding new vocabulary, difficulty in making sentences, students not using dictionaries when studying and shyness or lack of confidence. Those are some of the obstacles experienced by some students. Therefore, students feel insecure, have difficulty in remembering new vocabulary due to lack of practice, and have difficulty responding to the teacher questions. Thus, effective strategies are needed to improve students' English vocabulary, one of which is code-mixing to train students by inserting English words into the context of daily language use, students can more easily remember new vocabulary. The vocabulary becomes more meaningful because it is connected to students' experiences.

Code mixing can be an effective solution to overcome various challenges in learning English vocabulary at the junior high school level, such as limited recall of new vocabulary, lack of practice, and difficulty in making sentences. By using code-mixing, teachers can explain new vocabulary in a language that is more familiar to students, such as Indonesian, thus helping them remember it more easily. In addition, code-mixing allows students to practice constructing sentences with more confidence, starting with simple sentences in Indonesian and gradually adding English vocabulary. It also reduces students' anxiety when speaking in English, as they know they can use Indonesian to explain if needed. With this approach, students can more actively use vocabulary in real conversations, accelerating comprehension and increasing their engagement in the learning process.

Speaking in two languages at once is known as "code mixing" (English and Indonesian). Code mixing is the practice of combining language units owned by one language with language units owned by another language in order for the speaker's language variety or style to develop (Ferdianto, 2020). This method can assist students in learning the etymologies of English words and aid in vocabulary retention. Students are directed to memorize vocabulary in a more relaxed way by using this strategy, which actively engages their brains. Students are encouraged to

engage in the learning process by utilizing active learning techniques. The code mixing technique was selected by the researcher because it helps students learn to use more vocabulary in English.

Code mixing is a common occurrence in everyday life. Mixing two codes or two languages without changing the context is referred to as code mixing. Code mixing is most common in sentences. According to Al-Ahdal (2020), code-mixing is a phenomenon that occurs in linguistic communication when someone uses one language while using another language. Code mixing is commonly used in everyday life because there are many languages that can be used in society, such as Kaili, Javanese, Bugis, Indonesian, English languages, and others. Most people mix their language with other languages by incorporating elements of the second language, which is sometimes still influenced by the first.

In relation to the discussion of more than one language, the term bilingual is used. Bilingual is an ability that a person has in terms of using and mastering more than one language. People who have the ability and master more than one language such as local languages, Indonesian and foreign languages, and are accustoming to using these languages can be said to be "bilingualism", while people who have the ability and master more than one language such as local languages, Indonesian and foreign languages, but do not have the opportunity and are not accustoming to using these languages can be said to be "bilinguality".

There are several studies related to the use of code mixing in English language learning to improve vocabulary. One of them comes from the research of Putri et al. (2024) entitled Code Mixing Used by The Teachers in Teaching English at Dharma Private English Course. The result of their research is utilizing a mixture of local language and English in teaching is an effective method for instructing students in English language acquisition. It allows students to comprehend word pronunciation and become accustomed to listening to English.

However, teachers must employ code-mixing judiciously, in accordance with the needs and abilities of the students. This research can be conducted to all junior high school students. So it is likely that if the same research is carried out, it will get the same results as the current research. Because the researcher realizes that there are still many shortcomings in this study, in the end the results of this study are effective in improving students' English vocabulary.

One of the key components of learning English is expanding one's vocabulary, which facilitates speaking and writing. In actuality, a number of factors become barriers to reaching learning objectives, such as some of these problems were memory limitations, lack of practice when finding new vocabulary, difficulty in making sentences, students not using dictionaries when studying and shyness or lack of confidence. The researcher formulated the research question, namely: Can the use of code mixing improve English vocabulary of grade VIII students of SMP Negeri 15 Palu?

Based on this research entitled Improving English Vocabulary of Grade VIII Students at SMP Negeri 15 Palu. The researcher made a chart of the learning model using code mixing technique. It can be seen in the following chart:

Conceptual Framework

Most students lack speaking practice when finding new vocabulary
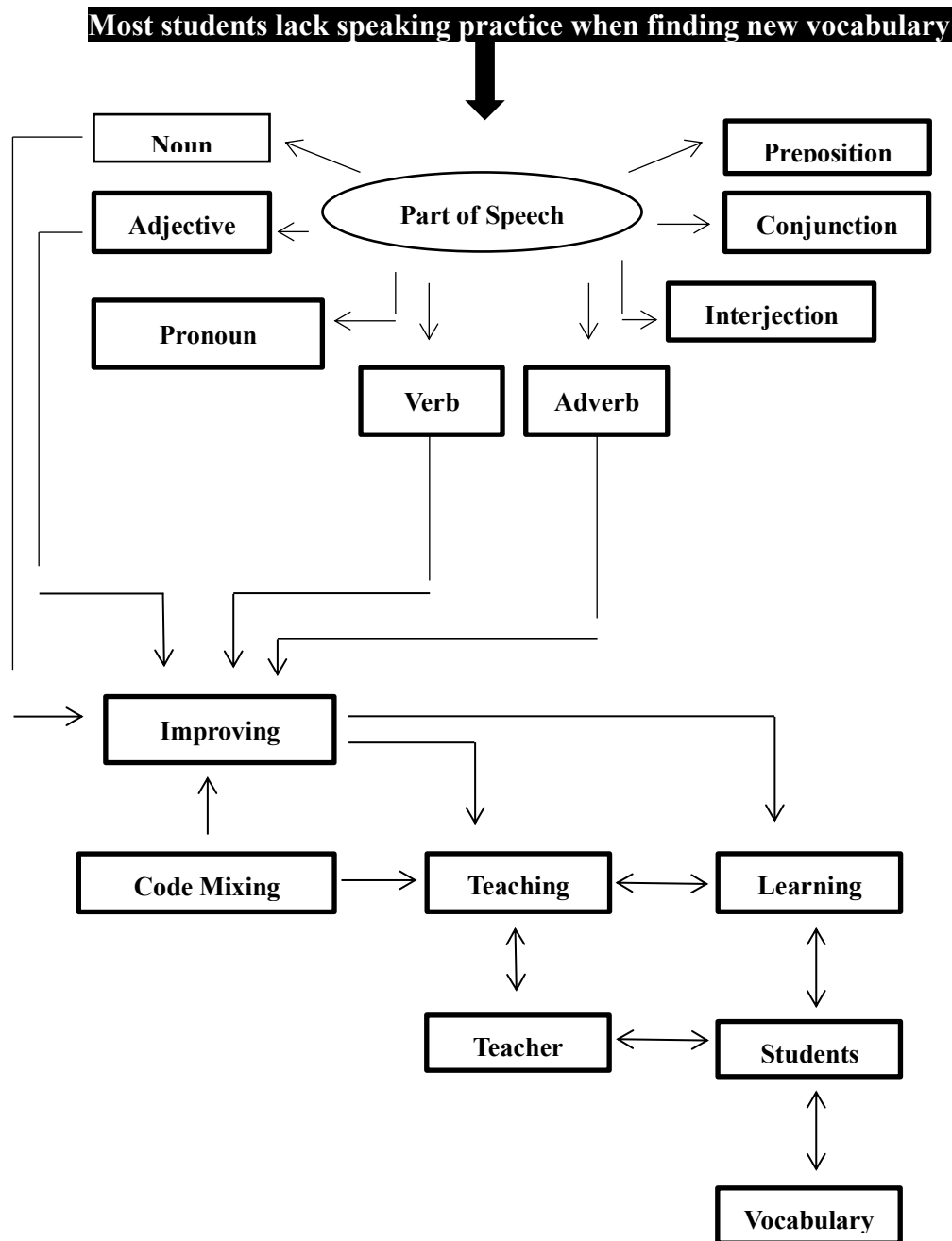
Method

The researcher applied the quasi-experimental design method in this study. The same test was given to both classes, but only one class received treatment or participated in the experiment which is class VIII B, while class VIII C only be the control class. This research design refers to the opinion of Arikunto (2013).

The researcher used tests as research instrument. Pretest and posttest are the names of two parts of the test. A pretest was given before the treatment to test the students' English vocabulary ability. The researcher instruct the students to improve their vocabulary based on the given material. After six treatment, the researcher given the posttest after the treatment to the students to compare the result of each test before and after the treatment.

In this study, the treatment was conducted after conducting the pre-test. This activity was carried out during English class hours according to the school schedule. The time required during the treatment is 3 lesson hours. The material used is in accordance with the learning material at school, namely using the "English For Nusantara class VIII" package book. The following is the learning process in the classroom conducted by researcher in several meetings:

➢ Experimental class
1. The researcher gave the students a litle time to pray.
2. The researcher checked the students' attendance.
3. The researcher explained the purpose of the researcher's goal, namely to improve English vocabulary through the use of code mix.
4. Asked students to make groups.
5. The researcher instructed the students to open the topic page that had been determined in the package book and explained the topic.
6. Students were asked to observe the pictures or illustrations in the book. Then the researcher ordered the students to look for any words in the picture.
7. The researcher gave an example and then followed by students looking for several words.
8. Students discussed the new words they found.
9. Students are asked to make sentences about the topic they have learned using the new words they found.
10. Students present their work using code mixing so that the researcher can measure the level of achievement of students' understanding.
11. After finishing the lesson, the researcher asked students whether there were any difficulties in learning English during the learning time given and provided solutions or motivation to students.

➢ Control class
1. Ensure that the control class only receives standard teaching without any special treatment.
2. Use the same materials as the experimental class, without any additions.
3. Set the same schedule as the experimental class which is 6 meetings.
4. Observe students' development during the learning process.

Results

In this research, the researcher provides data from the research that has been done to see the improvement of students' vocabulary. Data collection was conducted in August 2024 of grade VIII at SMP Negeri 15 Palu. The research instrument used were pre-test and post-test. Researcher used two classes, namely class 8 B as the experimental class and class 8 C as the control class.

Table 1 Students score of the experimental class

No	Initials	Students scores		Deviation (X_2-X_1)	Square deviation (x^2)
		Pre-test (X_1)	Post-test (X_2)		
1	AA	36	72	36	1296
2	AAK	48	80	32	1024
3	AI	36	76	40	1600
4	AP	56	60	4	16
5	AR	44	76	32	1024
6	ARS	52	92	40	1600
7	FA	48	64	16	256
8	FE	52	76	24	576
9	FR	48	92	44	1936
10	FY	32	84	52	2704
11	IPR	32	72	40	1600
12	KA	52	80	28	784
13	LPM	28	68	40	1600
14	MA	52	88	36	1296
15	MHS	36	72	36	1296
16	MJ	44	84	40	1600
17	MN	36	84	48	2304
18	MR	48	84	36	1296
19	MRP	16	64	48	2304

20	NA	24	64	40	1600
21	N	56	64	8	64
22	NN	28	88	60	3600
23	PR	28	80	52	2704
24	QJ	40	72	32	1024
25	RAM	52	80	28	784
26	RAP	60	88	28	784
27	RKL	48	84	36	1296
28	RS	52	88	36	1296
29	SA	60	96	36	1296
30	SAH	20	72	52	2704
31	S	44	96	52	2704
TOTAL		**1308**	**2440**	**1132**	**1281424**
MEAN		**42,19**	**78,70**		**36.51**

Table 2 Students scoreof the control class

No	Initials	Students scores		Deviation (X_2-X_1)	Square deviation (x^2)
		Pre-test (X_1)	Post-test (X_2)		
1	A	32	36	4	16
2	AF	32	52	20	400
3	AM	56	52	-4	16
4	ANA	60	56	-4	16
5	ES	32	44	12	144
6	GZ	44	44	0	0
7	I	12	16	4	16
8	IWPM	56	52	-4	16
9	K	44	48	4	16
10	MAAR	56	56	0	0
11	MD	36	36	16	256
12	MF	52	60	8	64
13	MH	40	32	-8	64
14	M	44	36	-8	64
15	MN	60	52	-8	64
16	MRSQ	16	20	4	16
17	MSY	52	52	0	0

18	MS	52	48	-4	16
19	NA	52	48	-4	16
20	NIP	40	44	4	16
21	NPR	28	36	8	64
22	NSR	48	28	-20	400
23	NW	52	52	0	0
24	RF	56	52	-4	16
25	RIO	40	28	-12	144
26	RJ	28	48	20	400
27	RPA	24	28	4	16
28	RS	44	56	12	144
29	RSA	48	56	8	64
30	S	48	44	-4	16
31	SAP	28	44	16	256
32	W	52	36	-16	256
33	ZH	68	68	0	0
TOTAL		**1432**	**1476**	**44**	**2992**
MEAN		**43.39**	**44.72**	**1.33**	

After knowing the results of the experimental class and control class, the researcher calculated the square deviation using the formula proposed by Arikunto (2013, p. 355):

Experimental class

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum X^2 = 1281424 - \frac{(1132)^2}{31}$$

$$\sum X^2 = 1281424 - \frac{1281424}{31}$$

$$\sum X^2 = 1281424 - 4133625$$

$$\sum X^2 = 12400.88$$

Control class

$$\sum Y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\sum Y^2 = 2992 - \frac{(44)^2}{33}$$

$$\sum Y^2 = 2992 - \frac{2992}{33}$$

$$\sum Y^2 = 2992 - 90.66$$

$$\sum Y^2 = 2901.34$$

Based on the result above, it can be presented that the squared deviation the score of the experimental group is 12400.88 and the score ia the squared deviation of the control group is 1877.34. furthemore, the researcher applied the t-count formula. This a formula is used to indicate how effective the treatmeant is. Researcher use the formula proposed by Arikunto (2013,p.354):

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right)\left(\frac{1}{Ny}\right)}}$$

$$t = \frac{36 - 1}{\sqrt{\left(\frac{12400.88 + 2901.34}{31 + 33 - 2}\right)\left(\frac{1}{31}\right)\left(\frac{1}{33}\right)}}$$

$$t = \frac{35}{\sqrt{\left(\frac{15302.22}{62}\right)\left(\frac{1}{31}\right)\left(\frac{1}{33}\right)}}$$

$$t = \frac{35}{\sqrt{(246.81)\left(\frac{64}{1023}\right)}}$$

$$t = \frac{35}{\sqrt{(246.81)(0.06)}}$$

$$t = \frac{35}{\sqrt{14.8}}$$

$$t = \frac{35}{3.84}$$

$$t = 9.11$$

In order to know whether the hypothesis is accepted or rejected, the researcher needed to test it based on the result of the data analysis. If the t-count is higher than the t-table, then the hypothesis is accepted. This study accepts that the use of code-mixing has a significant effect on students' vocabulary improvement. Meanwhile, if the t-count is smaller than the t-table, it means that the hypothesis in this study is rejected or the use of code-mixing does not have a significant effect on students' vocabulary improvement. To determine whether the hypothesis was accepted or rejected, the researcher did the following calculation:

Degree of freedom (df) = Nx + Ny – 2

$\qquad$ = 31 +33 -2

$\quad$ = 62 (60-120)

Level of significant = 0,05

40 = 1.684

60 = 1.671

$$\frac{a}{b}\ x\ c$$

Where :

a = the value of the amount of the students subtract with the df (60)

b =the value of the df (120) subtract with the df (60)

c= the value of value df (60) subtract with the value of df (120)

a = 62 -60 = 2

b = 120-60 = 60

c = 1671 – 1658 = 13

$$\frac{a}{b}\ x\ c = \frac{2}{60}\ x\ 13 = 0.43$$

$$\text{Df (62)} = 1658 – 0.43$$

$$t-_{table} = 1.657$$

The results of the data analysis showed that the t-count is 9.11. Then, using a significance level of 0.05 with degree of freedom (df = 62), the researcher found that (t-count = 9.11) is higher than (t-table = 1.657). This shows that the hypothesis in this study is successful or accepted. In short, the use of code mixing can improve students' vocabulary of grade VIII at SMP Negeri 15 Palu.

Discussion

$\quad$ This research decided differences between previous studies. Starting off, previous research used qualitative, meanwhile this study employed quantitative methods with pre-test and post-test instruments. Then, there are differences in research location and time. The similarity with previous research is the use of code mixing during English language learning.

$\quad$ In a research that directed students to use code mixing for six meetings to improve their English vocabulary, the researcher applied an approach that encouraged students to combine Indonesian and English in the learning process. At each meeting, the researcher instructed them to look up a word in English, then asked the students to try to use the word in a sentence by adding Indonesian elements if needed. For example, when learning the word "independence" in English, the researcher can direct students to make sentences such as, "every 17th of august ditetapkan sebagai independence day".

During the six meetings, the researcher encouraged the students to use Indonesian as a bridge so that they could remember and apply the English vocabulary more quickly in daily conversations. They pronounce the word, spell the word and say the meaning of the word. In this way, it can help students remember new vocabulary in a more natural way, and reduce the fear of speaking incorrectly. Although the first meeting they felt a little confused, especially if they were not familiar with the concept. However, as time goes by, they can feel more confident in improving their vocabulary.

The researcher encountered obstacles when giving the treatment, such as some students did not bring dictionaries when learning English and also did not have other translation aids such as cellphones that could access translator websites and some other students were not confident in their vocabulary pronunciation. However, the researcher looked for ways to keep the learning running smoothly by instructing students to work in groups or discussions, the researcher utilized audio media for students to listen to the correct pronunciation of vocabulary and also pronounce the words together. In this way, no student felt cornered because the experimental class students received the same treatment from the researcher.

The researcher provides some suggestions for improvement in the teaching and learning process, especially in vocabulary. First, teachers should create a classroom environment that requires students to use English. Second, the teacher can ask students to make sentences or stories using the newly learned vocabulary. This helps students understand the meaning of words and how to use them in everyday situations. Finally, the researcher hopes that this study can be useful and interesting for other researchers who want to conduct similar research and can be a reference for them.

Conclusion

The use of code mixing can improve students' vocabulary. It is proven by the significant difference between the average score of Pretest is 42.19 and Posttest is 78.70. The results showed that the t-count was 9.11 higher than the t-table value of 1.657, proving that the hypothesis was accepted and there was an improvement in students' English vocabulary pronunciation after the researcher gave the treatment. In other words, the use of code mixing has a positive effect on English learning in improving vocabulary.

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