

STUDENTS' PERCEPTION OF CODE MIXING USED IN SUHAY SALIM YOUTUBE VIDEOS TOWARDS STUDENTS CONFIDENCE IN SPEAKING ENGLISH

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Abstract

Bilingualism is the state in which people are forced to acquire and utilize a foreign language in addition to their native language. It connects them to a broader sense of knowledge and engagement. One of the ways that have proven to assist learners in increasing their second language skills and confidence is code-mixing. However, obstacles in foreign language acquisition and application in effective language engagement are unavoidable. The English language understanding is separated into numerous parts, with speaking being the most difficult to grasp. For an individual to speak English effectively, it is vital to pay attention not only to the structural component of the language but also to the issue of self-confidence, which strongly impacts someone to speak English regardless of the situation. This study aims to determine how the code mixing used by Suhay Salim in the selected YouTube videos affected the viewers' confidence in speaking English and whether code mixing videos impact students' English skills using the qualitative method. The participants were the English Education Department students at Universitas Pekalongan who are also the viewers of Suhay Salim's YouTube video. After analyzing five participants' interview and questionnaire answers, this study has some results. The first result showed students' good perspectives on using code-mixing videos. The following finding in this study was about the impact of code-mixing videos on their linguistic aspect, and they feel more confident using code-mixing in speaking English.

Keywords : *Code-mixing, speaking, students' perception*

Abstrak

Bilingualisme adalah keadaan di mana orang dipaksa untuk memperoleh dan menggunakan bahasa asing selain bahasa ibu mereka. Ini menghubungkan mereka dengan rasa pengetahuan dan keterlibatan yang lebih luas. Salah satu cara yang terbukti membantu pembelajar dalam meningkatkan keterampilan dan kepercayaan diri berbahasa kedua adalah code mixing. Namun, kendala dalam penguasaan bahasa asing dan aplikasi dalam keterlibatan bahasa yang efektif tidak dapat dihindari. Pemahaman bahasa Inggris dipisahkan menjadi beberapa bagian, dengan berbicara menjadi yang paling sulit untuk dipahami. Agar seseorang dapat berbicara bahasa Inggris secara efektif, sangat penting untuk memperhatikan tidak hanya komponen struktural bahasa tetapi juga masalah kepercayaan diri, yang sangat memengaruhi seseorang untuk berbicara bahasa Inggris terlepas dari situasinya. Penelitian ini bertujuan untuk mengetahui bagaimana code mixing yang digunakan oleh Suhay Salim dalam video YouTube terpilih memengaruhi kepercayaan diri pemirsa dalam berbicara bahasa Inggris dan apakah video code mixing memengaruhi kemampuan bahasa Inggris siswa menggunakan metode kualitatif. Setelah menganalisis lima responden wawancara dan jawaban kuesioner, penelitian ini memiliki beberapa hasil. Hasil pertama menunjukkan perspektif siswa yang baik tentang penggunaan video code mixing. Temuan berikut dalam penelitian ini adalah tentang dampak video code mixing terhadap aspek kebahasaan mereka, dan mereka merasa lebih percaya diri menggunakan code mixing dalam berbicara bahasa Inggris.

Kata kunci : *kode-campur, kemampuan berbicara, persepsi murid*

INTRODUCTION

English is used in practically every facet of life since it allows for a broader range of communication without worrying about language obstacles. According to Myers-Scotton (2006), Bilingualism is speaking more than one language, with the first language as the mother tongue and the other as a second or foreign language. People are compelled to acquire another language to widen their communication possibilities due to this predicament. Many Indonesians who are called bilinguals are a prime example of this. According to Moetia, Kasim, and Fitriani (2018), Indonesia is a bilingual and multilingual society since individuals have the same inclination to speak more than one language, such as English.

In the case of EFL students and casual speakers, this causes them to lose further their confidence in speaking other than their mother tongue as they get used to only speaking in their first language despite having the capability of the second language. Code-mixing is one way to assist learners in increasing their second language skills and confidence.

People classified as bilinguals are not always proficient in their primary and second languages. Fluency is affected by things such as intensity and understanding. Myers and Scotton (2006) identified two broad reasons bilinguals are only proficient in one language, including the fact that they are exposed to all languages in their everyday lives but do not have the opportunity to use all languages in the same circumstances or intensities. As a result, persons labeled bilinguals only speak in their mother tongue more strongly than while chatting in the second language.

Several types of code mixing have been defined. Hoffman (1991) recognized three types of code mixing: intra-sentential, intra-lexical, and change of pronunciation. Intra-sentential code-mixing is code-mixing within a phrase, such as adding certain words or concepts from a foreign language to better express the intended meaning. According to Hoffman (1991), intra-lexical code-mixing is a process that happens inside word structure.

Based on this phenomenon, the researcher aims to determine the impact of code mixing represented from one of the videos from Suhay Salim's YouTube channel with the title The Favorite and More. The investigation includes discovering English speaking confidence of the students.

RESEARCH METHOD

Because this study contains data collected from a specific population based on the participants' genuine experiences, the qualitative research methodology allows the study to give the data and analysis with adequate information and descriptions. Creswell and Creswell (2018) explained that the qualitative research method is applied to scientific studies with a specific procedure designed to answer an emerging question based on the data gathered from the participants' setting.

Participants were asked to complete surveys based on their experience viewing Suhay Salim's YouTube videos, with code-mixing employed throughout the engagement. According to Young (2016), questionnaires record participants' behavior in response to certain scenarios or difficulties. The participants were the English Education Department students at Universitas Pekalongan, who are also viewers of Suhay Salim's YouTube video.

Furthermore, the participants are questioned to determine their opinion about using YouTube videos with code-mixing representation to increase their English-speaking confidence. In qualitative research, interviews are frequently employed as survey designs. Interviews can be unstructured, in which the participant is free to talk about whatever they like, or highly planned, in which the participant's responses are limited to direct questions. (Fox, 2009) In other words, the writer will be able to learn from the interview how participants' ways of thinking and feeling about the videos might impact their drive to get much confidence when speaking English. The results' conclusion was formed from examining the data collected from the participants.

RESULTS AND DISCUSSION

a) Students' Perspective

The findings on students' perspectives are shown by the questionnaires' statement, "The use of English terms in the video help the information delivery to be more effective." Of five students, 4 of them agree with this statement. The next statement supports this finding, "The method of mixing language in the video makes it more informative." All students agree that mixing code in the video helps them understand the content better and more effectively.

This first finding is also supported by the two questions in the interview section. The students claimed that the delivery of the mixing code in the video helped them find the video more interesting and made them easily understand the video.

“I think that the use of code mixing in Suhay Salim's speaking style gives an interesting impression in his own conveying of information. so that it becomes personal branding for Suhay salim it self. The use of code mixing used by Suhay Salim can make people who have not studied English have an interest in learning English “ (Students 1)

Hence, the tudents stated that intra-lexical is beneficial since there is still word addition in Indonesia, making it simpler to communicate in Indonesian.

“I think, intra lexical code mixing because there's still addition of word in indonesia so it's make indonesian easier in communication.” (Student 2)

Table 1. Interview Result of Students' Perspective on Suhay Salim's YouTube video.

Indicators	Question	Themes	Codes
Code mixing contained within Suhay Salim's YouTube video.	What do you think of the code mixing usage involving Indonesian-English languages in Suhay Salim's selected YouTube video?	the use of code mixing in video are helpful for the students.	Students said that it help them understand the video easily, make it more fun and interesting.
	type of What code mixing that you think is the most helpful for the clarity of communication practices?	Intra-lexical code mixing is the most helpful for the students.	Students claimed that intra-lexical is helpful because there's still addition of word in indonesia so it's make indonesian easier in communication practice.

b) Code mixing Effect on Students' Linguistic Aspect

The finding on the effect of code mixing on students' linguistic aspects is shown in the questionnaire and interview results. The questionnaire statement, "The use of code mixing in the video is beneficial to enrich the linguistic aspect of speaking (pronunciation, word orders, grammars, meaning comprehension)," supports this finding. All students agreed that the code-mixing video helped them improve their linguistic aspects. This finding is supported by the interview result, where the students indicated that code-mixing helps them increase their vocabulary and comprehend word order better.

“The using of the sentence is understandable, so it can increase / improve my linguistic aspect especially word order and meaning comprehension” (Student 4)

Table 2. Interview Result of Code mixing Effect on Students' Linguistic Aspect

Indicators	Question	Themes	Codes
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Participants' attitude in watching the video.	How does the use of code mixing in Suhay Salim's selected YouTube video help you to improve the linguistic aspect such as meaning comprehension, word order, and grammar of your speaking skill?	The use of code mixing in the video help students in linguistic aspect.	Students stated that by using code mixing, it helps them improve their vocabulary and understand better the word order.
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c) Code mixing Video Effect on Student's Confidence in Speaking English

The following finding of this study is that the students feel motivated to speak English more after watching the video. This finding is supported by the third statement result in the questionnaire. The statement was, "The use of code mixing in the video encourages me to speak more English language." Of 5 students, 4 agree that watching the video encourages them to speak more in English. However, the statement "Code mixing used in the video helps to build confidence by introducing more English words and phrases with meaning comprehension in Indonesian." Also, support this finding. Of 5 students, 4 of them agree with this statement.

Hence, this finding is also supported by the interview results. Students said that they feel more confident using code-mixing in speaking English. By watching the video, the student also feels that it is okay to mix Bahasa Indonesia when they speak in English. *"Because it is useful and can motivate me that it is okay to mix languages so i guess it is okay to start speaking english by mixing it with bahasa"* (Student 4)

"Honestly, I personally prefer to speak indonesian or english without mixing it but sometimes I do it to say words that are hard to explain in indonesian. For example like I prefer say "deadline, save, it's okay, etc." (Student 3)

"Suhay salim use the code mixing in very confident ways, and she delivered the word without any doubt. So thats why the code mixing that suhay salim used makes me more confident to improve the non-linguistic aspect." (Student 1)

"Same as the 4th answer it is also help me to improve the non linguistic aspect it motivate me to be more confident in speaking english" (Student 2)

Table 2. Interview Result of Code mixing Video Effect on Student's Confidence in Speaking English

Indicators	Question	Themes	Codes
Participants' attitude in watching the video.	How does the use of code mixing in Suhay Salim's selected YouTube video affect your confidence in speaking English more often?	The use of code mixing in the video help students increase their confidence to speak english.	Students said that they feel more confident using code-mixing in speaking English.

How does the use of code mixing in Suhay Salim's selected YouTube video help you to improve the non-linguistic aspect such as self-esteem, confidence, and motivation of your speaking skill?	The use of code mixing in the video, it helps them boost their confidence when speak English.	By watching the video, the student also feels it is okay to mix Bahasa Indonesia when speaking in English.
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CONCLUSION

After describing and reviewing the available information and based on the outcomes of interviews with students about their opinions of the use of code-mixing in video they watch, the researcher can draw conclusions. The results revealed that the students thought Suhay Salim's code-mixing film was fascinating and helped them grasp the topic better. The students also stated that employing code-mixing in the film increased their confidence in speaking English. They also claimed that they believe that using code-mixing video helps them improve their language skills, such as word order and vocabulary.

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