SELF-MOTIVATION IN USING ENGLISH ON GROUP PRESENTATION IN STUDENT OF SMK MUHAMMADIYAH KAJEN

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Abstract
English is one of international languages. English is used in many fields mainly in the fields of science, information and technology which are vital fields to get better life for countries all over the world. The different characteristic of the language and the unawareness of the student sometimes make them fear or hate to the English lesson. Code mixing is the process of using English without a boredom and strictness. In this research, we can see the using more than one code; English, Javanese and Bahasa in learning subject based on student disciplinary field. This research is conducted to investigate the function of code mixing in order to know students' motivation, and how they are able to explore more words in English.

Keywords*:* Code mixing, students' motivation, multidisciplinary field.

A. INTRODUCTION

English is taught in many countries, both in developed and developing countries. In multidisciplinary approach, students need high motivation to build the confidence. Motivation has also influenced self-learning achievement. The student's motivation has a great influence to succeed in learning English process because it has a great influence to the attitude in English lesson. The different characteristic of the language and the unawareness of the student sometimes make them fear or hate to the English lesson. Even they find a deadlock feeling in mastering English. In this research, we will find the student motivation in speaking English by knowing the code mixing and its function.

This research is focused on answering the following questions: 1) What language varieties emerge from the conversation of the students of SMK Muhammadiyah Kajen and what 'foreign' expressions are mixed into the varieties they have selected? 2) What is the code mixing function when they produce one code they have selected? 3) What effects do the speakers expect from the hearer when hearing those varieties and or expressions?

B. THEORETICAL FRAMEWORK
1. Previous studies

There are discussions on code switching conducted by (1) two age groups of children studied by Iliana Reyes (2004); and (2) senior high school English teachers studied by Sudar (2004). The former study shows the following results:
(a) During peer interaction the children use the language with which they both feel most comfortable and have greater competence (Spanish).
(b) The functions of code switching (CS) most commonly used for the social context were *topic shift*, *clarification*, *emphasis*, and *turn accommodation*; whereas the functions of code switching during science activity were for *clarification*, *question shifts*, *emphasis* and *topic shift*.
(c) The CS conducted by the children was affected by the contexts: when they solved the problem of the task, they sometimes switched to English; but when talking about social affair, they returned to their native language (Spanish).
The latter research shows the following results:
(a) The teachers do code switching and code mixing because they want to help their students understand their teaching better.

(b)   The teachers do code switching and code mixing in order to maintain their teaching learning process to run smoothly.

2. Code-Mixing

Code-mixing occurs at the lexical level within a sentence (intra-sentential switches). On the other hand, changes over phrases or sentences (inter-sentential), including tags and exclamations at either end of the sentence, are called 'code-switches' and 'code-switching' (Hoffmann, 1991). He adds the kind of mixes reported on may involve the insertion of a single element, or of a particular or entire phrase, from one language into an utterance in another, and they can be of a phonological, morphological, syntactic, lexico-semantic, phrasal or pragmatic kind.

3. Functions of Code-Mixing

According to Kanthimathi (2007), there are some functions of code-mixing.

1) Attitudinal functions

Students consider that mixing of English with Indonesian is a matter of prestige, a mark of education, urbaneness, and sopihesitation. The speaker perceives that if he uses a smattering of English he can show himself as an educated and broadminded person.

2) Register Identification functions

In Indonesian, English is to an extent associated with the registers of science and technology, administration, education etc. for e.g.: experiment, file, convert, software, hardware, microchip, and philosophy.

3) Expressive functions

Code mixing is performed to express emotions, particularly for tension relief. For example, someone uses code-mixing to console his friend who is in a difficult situation. In this case, code-mixing can reduce tense and fear. It will improve his positive emotion, so he can think clearly in solving his problem.

4) Directive functions

Students use code mixing to direct their interlocutor's attention. They want to direct their interlocutors' impression of him and want to show off his learning. Using code-mixing will show the progress of learning, and it will make other people have a good impression to them.

5) Repetitive functions

This function includes providing definitions of terms and expressions, quoting others, and paraphrasing one's own words in another language. For example, in civil engineering department, there are many English terms which must be defined in Indonesian language to make the explanation clearer. In a paper, students can use code-mixing to paraphrase the view of experts by using their own words to make it simple and understandable.

6) Socializing functions

It when the speaker wants to signal friendship or solidarity to a group. For example, a research conducted by Joice Yulinda Luke in 2015 showed that Pamonanese group preferred to mix Indonesian and Pamonanese to improve solidarity in a group.

7) Referential functions

Code mixing is used to express referential functions in the following categories: lack of readily available Indonesian equivalents, terms with which the speakers are more familiar in English than in Indonesian. It also helps the speaker communicate effectively when the speaker cannot find appropriate expressions in the base language.

8) Instrumental functions

Mixing English with Indonesian is also done for instrumental reasons. Students prefer to code mix to achieve proficiency in English. They want to have good ability in speaking English, and they have a better mark for English. For occupational purpose, people tend to use code-mixing because most of job fields need the people who master English to improve the quality of work.

9) Role of exposure to English

There are some situational factors related to a society such as interlocutors and physical setting. A speaker will prefer to use code-mixing with his friends, siblings, and parents. He can feel more relaxed with using code-mixing during the conversation. He can talk a particular topic and express his thoughts freely.

3. Context

Context of situation refers to the things going on in the world outside the text that make the text what it is (Butt, David et.al., 2001). These are extralinguistic features of a text which are given substance in the words and grammatical patterns that the speakers and writers use consciously or subconsciously to construct texts of different varieties, and that their audience uses to classify and interpret. Within the context of situation we can identify three different aspects: field, tenor and mode.

1. *Field* refers to what is going on which includes activity focus (the nature of social activity), and object focus (the subject matter).
2. *Tenor* refers to the social relationship between those taking part. This includes *status* or *power* (agent roles, peer or hierarchic relations), *affect* (degree of like, dislike or neutrality), and *contact* (frequency, duration and intimacy of social contact).
3. *Mode* refers to how language is being used whether the channel of communication is spoken or written, and whether the language is being used as a mode of action or reflection.

In accordance with the speaking of Javanese, Satriya (2004) classifies the varieties of Javanese based on the relationship of the speakers, as follows:

(a) *Symmetry – asymmetry relationship*

The relationship between the first and second speakers is called symmetry when both speakers have the same social status; and it is called asymmetry when one (each) of the speakers has different social status.

(b) *Close – distant relationship*

When the relationship between the first and second speakers is close, both speakers tend to use the Ngoko variety. This is applied by close friends whatever the social status is. When the relationship is distant, however, such as one between strangers, both speakers tend to choose the Krama variety.

(c) *Formal – informal relationship*

In a formal situation, neither symmetry – asymmetry nor close – distant relationship is taken into account because they are considered unimportant and a speaker tends to use the Polite Krama variety to anybody.

C. RESEARCH METHODOLOGY

This study deals with describing a phenomenon arising from the conversation of pesantren students. As such, this is an empirical study of a real life phenomenon. An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and its context are not clearly evident; and in which multiple sources of evidence are used is a case study.

1. Subject of the Study

The subjects of this study are the students of SMK Muhammadiyah Kajen. They are from 2classes studying in different subject; computer-web and automotive. Each class divided into 3-4 groups of presentation. The automotive groups talked about the process of releasing car engine and computer-web discussed about how to use *delphy*.

2. Techniques for Collecting Data

There are two kinds of data: primary and secondary data. The former will be collected through observation, and the latter will be collected through interview. Observation will be done to the classes when they are having a presentation. It will be recorded on camera. And interview will be conducted to the students as well as the teachers. Again, these interviews will also be recorded.

3. Observation and interview

Observation technique will be accompanied by audio-taping of the conversation.topics and issues which arise and flow 'naturally' determine the course of the interview. For this purpose the researcher will need a guide which does more than simply lists the questions to be asked. To help the researcher get more accurate data, the interview will be recorded.

4. Techniques for analyzing the data
a. Units of analysis

It concerns with identifying and naming the recurring patterns in the conversation of the students. In spoken interactive data there are two facts that need to be accounted for one person speaks at a time; it is suggested that conversation be analyzed in units called Turn Constructional Units (TCU-s), which is defined as "a grammatically complete unit of language, such as a sentence, clause or phrase, the end of which represents to the interact ants a point at which it is possible for speaker transfer to occur."

b. Transcribing the recorded data

The transcribing process involves the following series of stages and tasks:
(1) Listening to the complete audio-visual at least twice through without attempting to write anything down.
(2) Using the headphone in order to get closer to the data and to eliminate any distracting extraneous background noise.
(3) Transcribing properly and noting down: playing and replaying the audio-visual backwards and forwards in order to get an accurate transcript.
(4) Correcting the first draft of the transcript by watching to the data again as a whole while going through its own transcript.

5. Analyzing the data

Qualitative data analysis involves making sense of the data. The task is initially one of sorting the data into manageable units. Qualitative research can generate huge amounts of data from different sources and when the analysis begins it is quite important to remember what went into the interview design, the nature of the field observations or whatever since this too will provide keys to the analysis of the material.

The first step in the data analysis is categorizing the data. This involves coding and use of codes and categories. Coding is analysis. It usually is attached to 'chunks' of varying size—words, phrases, and sentences or whole paragraphs, connected or unconnected to a specific setting. The use of codes and categories in this way not only helps to break the data down into manageable pieces, but it also allows for the identification of relationship between units of meanings. Codes are used to retrieve and organize the chunks mentioned earlier. Here is the format used:

Turns	Speakers		Discourse Boundaries	Notes *)		Origin
				CC	CM	
1.	Vol	(1)	[Coughing]			
2.	S-1	(1)	Mulai, Pak?	*V*		Ind
3.	S-2	(1)	Ladies and gentlemen….	*V*		Eng
4.	S-1	(1)	Sik, sik, pak guru rung siap.	*V*		Ind
5.	S-2	(1)	Ready, Pak?		*V*	Jav

Notes:
S1, 2 = Student 1, 2, etc.
Vol   = Volunteer   Jav = Javanese Variety
(1)   = Number of unit of analysis   Ind = Indonesian word /expression
[ ]   = Used to show an action.   Arb = Arabic word and or expression
CC   = Code Choice   Eng = English word and or expression
CM   = Code Mixing

D. RESEARCH FINDINGS AND DISCUSSION
1. Research findings

The result of the research contains two different types of data: primary and secondary data. The primary data, being the conversation between the students and the volunteer, are analyzed in the following order:
(1)   code identification;

(2) speech act function of the events, whether each performs locutionary, illocutionary and perlocutionary acts.

Based on the research, students did code-mixing with the functions as follows.

a. Attitudinal functions

By using code-mixing for performing presentation, students showed that they had good ability in English pronunciation. Yet they presented in English, Javanese and Bahasa.

b. Directive functions

As non-English students, students did code-mixing to attract the participants in the classroom. When they tried to present their topic in code-mixing way, the other students would admit at communicative competence; that is, they could speak three languages proficiently.

c. Instrumental functions

Based on the interview, students prefer to code mix to achieve proficiency in English. They wanted to have good ability in speaking English, and they hoped to have a better mark for English. They also believed that having a good ability in English would improve their quality of life because they could reach a brighter future by getting a good position at their workplace.

d. Role of exposure to English

Students could feel more relaxed with using code-mixing during the presentation. Because they performed their presentation in front of their friends, they also felt that they had a freedom to explain the topic by using their own way. They could explain a topic and express their thoughts freely. They also chose code-mixing because it was very suitable for their topic, and it made their presentation understandable.

Table 1. Frequency of Code-Mixing and Non Code-Mixing

Types of CM	Group 1	Group 2	Group 3	Total	Percentage (%)
Code-Mixing	32	80	7	119	33,90 %
Non Code-Mixing	99	100	33	232	66,10 %
Sentence	131	180	40	351	

The effect of the utterances on the hearer matches the functions of the utterances and is mostly another speech act:

Directives: functioning as attempts by the speaker to get the hearer to do something. For example: Hearing a question, the hearer performs another speech act of asserting (of representative type). For utterances with Javanese expressions, the expected effect is, based on the interviews, specific, i.e. the awareness of the addressee of the closeness relationship among them.

E. CONCLUSION

The discussion on the conversation between the students of SMK Muhammadiyah Kajen and the speakers used more than one variety when they presented their topic in two languages (English, Javanese and Indonesian). They also felt satisfied because they could show ability in speaking English to audience in the classroom. The use of code-mixing (Indonesian and English) is very suitable. The hearers also did not face a trouble in capturing the message. Communicating in Javanese, involved purposefully choose a certain code to initiate the conversation: This means that they put themselves in an asymmetry relationship, where students feel that he has a higher social and educational status.

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