

CHAPTER I

INTRODUCTION

A. The Background of the Study

Communication is very important because communicating is a way to convey something from one person to another or from group to group, and also because communicating means that we can convey the contents of our thoughts. Communication is the activity of expressing our ideas or feelings to others or providing information. Holmes (2013) said, sociolinguistic learn about social function and meaning behind the language because in this world people speak with a different language, background, and culture. Thus, it can be concluded that sociolinguistic is an important part to learn language because sociolinguistic related to daily life. Language is a tool that can be used to communicate.

English has become an international language used by many countries as a communication tool, even making English as a second language or a foreign language in their country. Based on Lauder (2010) Indonesian government decrees English as one of the school subjects and compulsory subject should be taught from Junior High school up to University. According to Pamungkas in Purnamasari (2016), it is something natural when the teachers use code mixing between English-Bahasa Indonesia, because the teachers and students are Indonesian people, so Bahasa Indonesia is the mother tongue for most Indonesian students. The real examples that can be seen are students who sometimes use mixed languages in writing captions on social media, students who use mixed

languages when speaking in their daily lives, and even teachers when carrying out the learning process using mixed languages. Teacher,s decision to switch the language is influenced by the cultures (Gabillon, 2012).People become more familiar with the English that they often see while browsing through the internet on the infamous search engine Google or while checking updates from their social media accounts like Instagram, WhatsApp, Facebook, and much more. Thus, people who have always been influenced by those internet terms begin to experience the mixing of languages known as “bilingualism.”

When someone can use two languages like in the example above, it is called being bilingual or multilingual, depending on whether they can master more than two languages. Bilingualism is about the use or mastery of two languages. This often occurs in communication between groups or even between two people. We know that Indonesia has thousands of languages, so bilingualism is common in every conversation. Specifically in this study which described bilingual use in the learning process, communication between teachers and students in a lesson where several languages that teachers and students have mastered are used. Based on Artini and Nitiasih (2014), "bilingualism" can refer to a phenomenon that occurs in the world, especially in the use of language. With two or more languages, humans can interact well and communicate appropriately. In general, the real-life examples above lead to phenomena that arise from bilingualism that are generally referred as “code mixing” and “code switching.”

Yao (2011) argues that one or more languages that mix and change in the same expression or conversation are called code-mixing or code-switching. On the

other hand, Siregar (2016: 3) states that the linguistic behavior of a bilingual speaker who combines words or phrases from one language to another is called “code-mixing.” Meanwhile, in terms of code-switching, it refers to a transfer of language that varies from one language to another orally or in writing to adapt to different situations (Bhatia & Ritchie, 2012). He emphasizes the reasons for using code mixing rather than its definition. He states that code-mixing can occur because the speaker of a particular language does not find suitable terms that can be used in that language. Therefore, in informal situations, it often occurs especially to express or make meaning in another language. In this case, code-mixing is considered as an alternation of two languages, both Indonesian and English, including grammatical and lexical elements in a sentence.

Based on preliminary observations at SMP Swasta Maju Besitang, the researcher obtained the following information from a teacher-student classroom interaction during an English class that demonstrated code-mixing as indicated by italicized words in their conversation:

Student: Good morning mam

Teacher: Good morning everybody. Before start our lesson, we will do pretest about there is and there are. What is the meaning of there is? *apa itu* there is?

Student: Ada

Teacher: What is the meaning of there are? *apa itu* there are?

Student: Ada

Teacher: what is the difference between there is and there are? *apa perbedaan dari there is and there are?*

By implementing code mixing in English class, it helps students to understand the explanation of the teacher. In addition, code mixing can also help teacher to communicate with students. They become motivated and active during class activities when students understand the material delivered by the teacher.

Related to the discussion about code mixing during classroom interaction, the previous research conducted by Winda Elva Yuanita, Ratmanida, and Fauzia Rozani Syafe'i (2019) revealed that the teachers used nine different codes, which were dominated by English and Bahasa Indonesia. In addition, codes that included the local language, Minangkabaunese, were rarely used by the teachers. Lastly, the classroom CS and CM dominantly function for curriculum access, followed by classroom management and interpersonal relations. In other words, the teachers often did code switching and code mixing to help students understand the lesson.

Furthermore, in relation to the code mixing in teaching English, in this research the researcher interested in analyzing the use of code mixing in teaching English with class VIII students at SMP Maju Besitang. The differences that can be seen between the previous research and this research, namely the previous research's focused on analyzing English teachers' code-switching and code-mixing in a high school to find out the codes used by the teachers and the functions of classroom CS and CM using the theory of Ferguson (2003). Whereas in this research, Musyeken in Wibowo (2017:18) theory used to discuss the types of code mixing in English teaching and Hoffman's in Puan (2021) theory used to

discuss why teacher used code mixing. Based on the previous research, it found that previous researchers had not divided the types of code mixing into three categories. Based on this phenomenon, it was difficult for readers to identify code mixing according to its category. Therefore, the researcher had the decision to conduct further research on code mixing according to the division of three categories of code mixing types based on Musyeken's theory.

Based on the explanation above, the researcher interested in conducted research with the title "Code Mixing Used by An English Teacher in Teaching English to the Second Grade Students of SMP Maju Besitang"

B. The Problems of the study

1. What types of code-mixing are used by the teacher in teaching English to the eighth grade students of SMP Maju Besitang?
2. What are the reasons for the teacher to use code-mixing in teaching English to the eighth grade students of SMP Maju Besitang?

C. The objectives of the study

Based on the problems of the study above, this study is aimed to analyze:

1. The types of code-mixing are used by the teacher in teaching English to the eight-grade students of SMP Maju Besitang
2. The reasons for teacher using code-mixing in teaching English to the eighth-grade students of SMP Maju Besitang

D. The Significances of the study

This research is expected to make a significant theoretical and practical contribution as follows:

1. Theoretically

It is expected to convey knowledge and information on code mixing in English language instruction. Additionally, this research is meant to serve as a reference for linguistic studies.

2. Practically

- a. For English teacher, this study is expected to be useful in order to assist the English teacher in presenting her subject when the teacher wishes to elaborate on the lesson.
- b. For students, this study is expected to be useful in order to assist them in becoming more adaptable to learning foreign languages and expanding their vocabularies.
- c. For other researchers, this study is expected to help them to use this research as a reference for their research.
- d. For other readers, this study will give some contributions to enrich their knowledge about code mixing in teaching.

E. The Scope of the study

The scope of this research is restricted to code-mixing used by teacher in teaching English at SMP Maju Besitang, and also the reasons for teacher to use code mixing during two meetings in teaching English to the second grade students of SMP Maju Besitang. The researcher describes the three types of code-mixing- insertion, alternation, and congruent lexicalization- mixing that are used or spoken by the teacher in teaching English and the reasons why the teacher mixes their language when teaching English.