

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of The Study

Language is the key to communicate with other people. A language is a system of conventional signal used for communication by a whole community Gimson (1989:64). Communication is the way to exchange and share information either two people or more. Communication is important for human life as a social creature. This is important because every people has different needs that should be fulfilled. Hutton (2009:22) states that “the minimal primitive language is used in a hierarchical society”. The language makes society more colorful with their community. Thus, language is the main tool that is an irreplaceable aspect in communication.

Communication has been developed into many languages in order to have good interaction among people in the world. English has been used by common people in communication because English is known as international language. Most of people used it in daily activity as a way to interact with international people. Most of the language used to communicate and it also happens in social context. Holmes (1972: 78) define sociolinguistics as “the study of language as part of culture and society. It means that the language users should have linguistic and culture competence in their communication.

Language and society are two things that cannot be separated. Language users must have good ability in understanding rule of language itself and culture

competence to create a meaningful communication. In sociocultural, there are three kinds of mastery in language; monolingual, bilingual, and multilingual. Monolingual is people that mastery in one language. Bilingual is people that mastery two languages. The last, multilingual is people that mastery more than two languages. Bilingual is “an individual who has native like control of two (or more) languages According to the statement that the users of language should have ability and knowledge in both languages. This statement is hard to apply, because there is a little people that can mastery in two languages natively. In contrary, Mackey (1962: 52) defines bilingualism as “the ability to use more than one language. It means that, if the users of language understand about what they are talking. It can be called as bilingualism.

There are some factors, that cause people do code mixing according to Kim (2006:43). Some of them are: 1) Bilingualism. It cannot be avoided that the ability to use to speak more than one language is a basic factor of code mixing. Most of the world’s population is bilingual or multilingual. Code mixing by bilingual or multilingual speakers with the primary objective to be the meaning of the message in the communication can be received by more effectively. 2) Speaker and partner speaking. Communication is the process of expressing ideas between two participants of conversation. Speaker needs partner speaking to communicate and code mixing could appear if both use and understand it well. In a speech event, speakers sometimes accidentally switch code for language partner because he has a purpose and a specific purpose. Viewed from private speakers, there are a variety of purposes and objects move between other code talkers want to change

the situation of the hearing, for example, from formal situations that are bound to space and time non-formal situations which are not bound space and time. x 3.

Social community. An individual lives and cooperates in one community either in monolingual or bilingual community. Now most communities are bilingual that use two languages in their interactions. In this case, an individual will be influenced by social community directly. Interlocutors that the same linguistic background of speakers usually turn over the code in the form of variance and if the said partner different linguistic backgrounds tend to be code rather than language. To neutralize the situation and respect the presence of a third speech partners, speakers and partners usually said switch code, especially if they are of different linguistic backgrounds. In this situation, sometimes over the code is also used to convey messages that do not want to be understood by all three speakers.

4. Situation. Usually code mixing occurs in relax or informal situation. This situation is closer with daily conversation and for writers is also describe as their habitual communication. Purpose of conversation is a means by which to speak. Oral mode (face-to-face, by telephone, or via audio-visual) use more variety compared to non-formal mode of writing (letter agencies, newspapers, scholarly books) that typically use formal x variety. With the more common oral mode code switching and mixed code than using write mode. The subject or topic of discussion is the dominant factor in determining the occurrence of code switching. Formal subject is usually expressed with a variety of standard, neutral style and serious subject of informal language is not delivered with raw, emotional style, and completely arbitrarily. Instead the subject of formal scientific and frequent

mixed code when a speaker does not find expression or equivalent capable of representing ideas in the language of instruction or intervention is often done when the code is deliberately to emphasize the speaker's personality. 5. Vocabulary. There is not appropriate word or when there is a lack of vocabulary in one language. The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it can be combined together. some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. 6. Prestige. Globalization era has led people must able to speak more than one language, especially English. For many young x people code mixing become sawn style which is hoped to be modern and educational one. They mix language because of prestige. Speaker is not seldom do plus a language code into other languages because of habit or because taste would like to highlight its identity

In the multilingual community, speaker tends to mix from one code to the others, in which this is commonly called as code-mixing. According to Nababan in Melansari (2024) code-mixing happens when people mix two languages (or more) language in such speech act or discourse without any force to do mixing codes. Trudgill in Melansari (2024) defined "Code Mixing as the process whereby speakers indulge in code-switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking". Code-mixing can be seen in a spoken and written language.

Code mixing is changing one language to other languages in the same sentence without changing its meaning. Code mixing happens when using words, affixes, phrases, and clauses concurrently in the same sentence and more than one language.

Likewise, in the learning process, teachers often transfer language to understand the material being taught, especially in specific terms, where the teacher must explain it in detail to understand it. In the translation of English into Indonesian, the language is switched and mixed in its use. The purpose of this language transfer is only to convey lessons or concepts in English correctly. Both code-switching and code-mixing become alternations in classroom interaction (Akhtar et al., 2016). They can be useful in filling the linguistic gap between teachers and students in the teaching-learning process. Teachers explain a grammatical function in the first language (L1), Indonesian, and then apply those codes in the target language (L2), English. Focusing on input and output in the target language is an important aspect of language acquisition. Since these codes are a common phenomenon in the bilingual classroom, it does not prevent students from acquiring their second language.

The purpose of the writer conducting this research was because the writer wants to prove whether these codes are useful for teachers in teaching English; to know and describe whether the occurrence of code-switching and code-mixing in the teaching-learning process of English in the classroom include the types and the functions of the codes. It indicates that English must be used as the only means of classroom interaction; Indonesian does not allow it in English. For that

reason, this way can potentially improve the students' ability. Moreover, the students are provided by the English facilitation only, such as learning sources. Muysken (2000) explained that based on intra-sentential, contextual and situational conversation, code-mixing is expressively purposing languages that are combined to increase social status or to keep the speaker's prestige in the society. For example, when students explain something to another one, there are parts of language – words, phrases, and clauses - that suddenly come from their own language into Indonesian or English into Indonesian.

People who master in two languages have a different ability in mastery between two languages or varieties. Although the differences were hard to find. The choice of code mixing depends on location (city or country), formality, gender, status, intimacy, seriousness, and type of activity, Wardhaugh, (2020:99). Situation also becomes one aspect that affect in occurrence of code mixing. In the learning process especially for learning English, the teacher can use Bahasa Indonesia to teach the student. Freeman (2000:102) aims that "to make the purpose of the words clear, and to conduct relation between people in the classroom is the function of the native language of the student in the classroom".

Foreign language is a language which does not use as a language communication in a country and does not use as a tool of the teaching process in school but taught in a school as a subject (Richards, Platt & Platt, 1998:221). English as a foreign language uses as a subject in Indonesia. A foreign language in Indonesia is only learned in formal education. It means that learning and teaching English usually happens in the classroom, rather than for daily communication.

English is a foreign language that should be learned by the students in Indonesia but most of the students are difficult to understand what is explained by the teacher.

Thus, to use English as an instrument to communicate for their daily lives outside the classroom, learners do not have ready access. To upgrade their belief in showing ideas by using L1 (Atkinson, 1987). Therefore the English cannot make the student be able to show their opinions easily. Code-mixing may be seen as a useful tool to help English language teaching. State SMP Parulian 2 is one of the Junior High School in Medan. As a formal educational institution, this school also provides English to students. Based on the curriculum in 2013 in SMP Parulian 2 Medan, English is taught twice in a week, each of them for two hours and the learning objectives is to (Observing, Asking, Collecting data, Associating and Communicating) students can apply social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve appreciating performance and responding to them, following context of their use, by showing polite and responsible nature.

Based on the researcher observation and interview with the English teacher in the SMP 2 Parulian Medan, the researcher found some problems. Mostly students use the local language or Bahasa Indonesia in communicating. This also affects the learning process in the classroom especially in English subjects. Some of the teachers are not express their ideas in teaching by using English all the time and in the learning process, teachers often have to use code mixing in explaining the lessons or tasks assigned to the students. This is because students have

difficulties in translating sentences or English words and this is what encourages teachers to use Indonesia to translate English words which aims to enable students to more quickly understand what is explained by the teacher and with the use of code mixing, the class becomes more interactive.

Based on the problem problems the researcher explains above researcher feel interested in investigating the problem above into research entitled "Code Mixing Used by English Teacher in Teaching Speaking at SMP PARULIAN 2 Medan."

### **1.2. The Problems of The Study**

This research would focus on the following problem :

1. What are the types of Code mixing used by the teacher in teaching speaking at SMP Parulian 2 Medan?
2. Why is code mixing used by the teacher in teaching speaking at SMP Parulian 2 Medan?

### **1.3. The Objectives of the Study**

1. To find out about types of Code mixing used by the teacher in teaching speaking at SMP Parulian 2 Medan
2. To find out why code mixing used by the teacher in teaching speaking at SMP Parulian 2 Medan

### **1.4. The Scope of The Study**

The scope of this research is restricted to code mixing used by teacher in teaching English at SMP Parulian 2 Medan. The researcher describes the three



types of code mixing. They are intra sentential code mixing, intra lexical code mixing, and involving a change of pronunciation.

### 1.5. The Significances of The Study

The significances of the study presents its contribution to a research field and how others will benefit from it. There are two significant outcomes that are expected in this study, namely theoretical significance and practical significance, each of which is described as follows:

#### 1. Theoretical Significance

The outcome of the study may advance knowledge at a theoretical level that revises or creates new knowledge. The outcome is primary useful for the reader to enlarge their knowledge about sociolinguistics especially in code mixing, because this research contains many theories that related with code mixing

#### 2. Practical Significance

The outcome of the study might contribute to the solution to the practical problem that many people are facing now in the field.

##### a. For Teacher

The outcome of the study is expected to help the English teacher in presenting their subject when teacher want to explain more about the lesson. Hopefully, the outcome of the study can be used as an alternative way for teachers

b. For the students

The outcome of the study is intended to increase students' interest and motivate them to learn English. Moreover, students will be able to learn new words and expand the range of their communication through mixing code.

c. For the other researchers

The outcome of the study is expected to be useful for other researchers who are interested and ambitious in contributing and conducting relevant studies with various research object.

