

CHAPTER I

INTRODUCTION

A. The Background of the Study

As social beings, humans need to interact with others. To be able to communicate with other social creatures, they need a tool. The tool means in this situation is the language. In communication, language is the most important thing in humans' social life. By using language, they can express or deliver their feelings, opinion, intention, etc. The study that discussed the use of language in terms of society called sociolinguistic. Holmes (2013, p.1) says that sociolinguistic is the study of the relationship between language and society. This study examining the way people use language in different social contexts and provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through their language

Sociolinguistics phenomena that occur in social life communication are bilingual and multilingual. Bilingual can be described as someone or group who master two languages and use these languages in their communication. The first language refers to the mother tongue that depends on the country where they have lived, and the second language refers to other foreign languages. Meanwhile multilingual refers to someone or people who master more than two languages. It can be two, three, or more languages mastered by them. Usually, they can communicate well by using the first language because they use that language in every daily communication.

Nowadays, many people can speak in more than one language. When they speak in more than one language in one utterance, it is called code-mixing. Everyone has the reason for using code-mixing in communication. For example, when someone said “hasil perhitungannya gak *balance* nih”. The speaker may have the reason why he/she mixed the language. Because of often used bilingual in daily conversation or just want to make the people know what he/she talking about, because not all the people understand the English.

The phenomenon of code-mixing has been an interesting topic to be researched, because it is part of development process and use multiple languages (bilingual) or a mixture of (multi-lingual). It has become a trend or style of speaking in society, especially for people in the globalization era. They mixed English with Indonesian as an embodiment of the use of English as a demand for people in that era. Many people used code-mixing in their speaking. Related with this case, actually almost all of them didn't understand the theory of speaking style like they did.

Since English becomes a language that must be taught at school, it makes all the students need to master English. In order to master English, English should be applied in the teaching and learning process. In the teaching and learning process, English can be used as an intermediate language. Teachers can begin the lesson and also start the interaction with the students by using English. But, it cannot be fully applied during the lesson because English is still a foreign language in Indonesia. English should be mixed with Indonesian in classroom activity.

In school, the interaction between the teacher and students can be seen from teaching and learning process. Especially in English lessons, teachers use both English and Indonesian to communicate and explain the material to the students. For example, the teachers say “oke semuanya open your book ya” and “jangan lupa work in group ya tugasnya”. They have the reason why they should mix the language when speak to the students. One reason is that the teachers realized that not all the students understand the English, it makes the teachers mix the language to make the students understand the language easier.

Based on the preliminary data that have been collected by the researcher, English teachers in MTsN Batu Bara also applied the code-mixing in their teaching and learning process. Two different classes were observed by the researcher in taking the preliminary data. In class A the teacher used code mixing in teaching process, and for class B the teacher used full English during the teaching process. Condition of both classes during the teaching process is quietly different. The examples of different conditions of those classes can be seen in the table 1.1 below:

Table 1.1 Teacher’s Language in Teaching and Learning Process

Class	Teacher’s Language	Students’ Response
A	T : Oke, <i>look</i> semuanya. <i>Here</i> , Mam punya <i>invitation card</i> . Jenisnya ini <i>birthday card</i> ya. <i>So</i> , <i>You</i> akan melihat dan <i>find the information</i> , tentang siapa <i>sender</i> nya, siapa yang jadi <i>invitee</i> atau yang diundang, dan <i>time</i> nya juga. Nah, tadi kan Mam sudah <i>explain</i> ya sebelumnya. <i>Now</i> , <i>I will call</i> nama kamu satu satu. Yang	S : Oke, Mam.

	namanya Mam panggil, <i>please come here</i> ya.	
	T : Iya Alma, <i>look the invitaion</i> nya. Oke, siapa <i>sendernya</i> ?	S : Ini ya, Mam. Sofia Mam.
	T : Good. Sekarang coba Rehan, siapa <i>invitee</i> dan <i>time</i> nya yang mana?	S : Time, waktu ya Mam. This Mam, 14.30. <i>Invitee</i> nya Tiara Mam.
B	T : Students, I have explained ya about our material today, that is narrative text. I want to know, do you understand my explanation or not. So, I will call your name randomly and please come here. Ok, first name Zaidan.	S : Yes, Mam
	T : Ok, Zaidan. Is fairytale included in narrative text?	S : Hmmm, Sorry Mam. Boleh pakai bahasa Indonesia Mam? Saya kurang paham Mam. Tadi saya nggak bisa fokus karena saya nggak ngerti bahasa nya, Mam.
	T : Ok, Zaidan. Kamu belajar lagi memahami bahasa Inggris ya. Ok, next. Balqis, come here. Balqis, from my explanation do you know what is narrative text, and what kind of narrative text that you understand?	S : Yes Mam. Narrative text is story. Kind of narrative text are Fairytale, legend, and folklore.

From the table above, when the teacher used code mixing in class A, the students could answer the teacher's questions. Meanwhile, when the teacher used

full English in class B, the student was confused. Even if there is a student who understands English, it should be considered that the material explained by the teacher cannot be understood by all students. The differences between class A and class B where the teachers used code-mixing and did not, give the information that the occurrences of code-mixing in the teaching process become something that is needed by many students. The phenomenon of code mixing in classroom evidently affects the teaching and learning process. It makes the researcher interested to analyze the code-mixing phenomenon in the teaching and learning process in school.

The researcher chooses this topic to be researched because not many researchers discussed this code-mixing in their research, especially in the scope of interactions conducted by teachers in the teaching and learning process. The phenomenon of code-mixing in the school environment is also important to be discussed. In addition to enriching information about code-mixing for another researcher, this research can be information for the teachers about the interaction with students by using bilingual code-mixing.

Based on the background above, the researcher will analyze the types and the dominant types of code mixing used by the teachers, also the reason why the teachers use code mixing in their interaction during the teaching process. Related with this topic, the research will be conducted under the title “Indonesian – English Code-Mixing Used by English Teachers in Teaching and Learning Process at MTsN Batu Bara”

B. The Problems of the Study

Based on the background above, the problem of study is formulated as follows. :

1. What are the types of code-mixing used by teachers of MTsN Batu Bara in the teaching process?
2. What are the reasons of teachers at MTsN Batu Bara for using code mixing in the teaching process?

C. The Objectives of the Study

Based on the problems of the study above, this research aims:

1. To find out the types of code-mixing used by teachers of MTsN Batu Bara in the teaching process.
2. To investigate the reasons of code-mixing used by the teachers of MTsN Batu Bara in the teaching process.

D. The Scope of the Study

This research focuses on the analysis of three types of code-mixing, the dominant types of code-mixing, and the reasons of English teachers used code-mixing. The types of code-mixing in this research will be analyzed based on the theory from Hoffman (1991). Those types are; intra-sentential code-mixing, intra-lexical code-mixing and involving a change of pronunciation.

E. The Significances of the Study

1. Theoretically:

The finding of this research can be referenced to other researchers who will conduct the research with the same topic as this research. The finding of this research can enrich the information about code mixing theory.

2. Practically:

For the teachers, the finding of this research can also be new information for the teachers who didn't know about this code-mixing theory. For the students, the finding of this research hopefully can help the students to start the interaction by using bilingual code-mixing in daily conversation.