

# CHAPTER I

## INTRODUCTION

This chapter presents seven sub-chapter related to this study. Those include background of the study, Formulation of the research question, Objectives of the research, The significance of the study, Scope and limitation of the study, and Definition of key terms.

### A. Background of the Study

People need language for their communication in their daily life. Actually, in their daily life people like to mix and to switch their language from one language to another language when they do communicate each other. Not only when they do communicate orally, but also in a written form. It cannot avoided because all of human are bilingual. For example, when Indonesia people conduct communicate, they sometimes use two languages in one sentence or one speech. For example “*Siapa yang **not coming** hari ini?*”. We can see from this piece of daily conversation like this common happened in Indonesia, many people in Indonesia used mix their language like a habit for them. They use two languages in one sentence or speech those are Indonesian and English because it basically they have ability to use two languages.

The fact that people use more than one language encourages them to mix code whenever they speak. Code mixing occurs when conversant use both languages together to the extent that they change from language to other in the course of a single utterance (Wardhaugh, 1998:103). People often to mix their language in different situations, places and purposes. They usually mix their language like in school, home, workplace, or public place. For example a student abroad, they must adopt with the situation or the hobbit in new situation and in new culture that they get from new country that they life to study. When they life in new country that they use to study they try to adapt with the situation in there, so they will mix their language in order they can utterance their purpose or statement.

Every people who are do code mixing everytime they communicate each other always has some reason why they do code mixing. According to Hoffman (2009:16), there are a number reason for bilingual or multilingual person to mix their languages, those are: (1) If an item has been acquired in one language but not yet in the other (2) If an item temporarily unavailable (3) If an item is more complex (4) If the child exposed to mixed input he/she will often respond with mixed production.

In educational setting, used code mixing is very familiar phenomenon in teaching and learning process. It is something natural when it happens in teaching and learning process, because the teachers and the students are Indonesian people while English is

a new or foreign language for them, So in the English teaching and learning process code mixing is often use because to make easier between teacher and students to get an information about the clear explanation from the teacher. English has two fold functions, namely as the target language which is learned and as a means of instruction in dealing with English language teaching. Javanese is one the regional languages which is also used by the teachers when they meet some condition in teaching English. Firstly, they will use English to explain the material. And then, they mixed their language into Indonesian or maybe Javanese to make clarifying about whaat they say in English before. They need to do that because they want their student can accept the explanation easier, and clearer. Sometimes the students will feel confused if the teachers explain all of the material in English fully.

The researcher has chosen MTs Darul Hikmah Tawang Sari Tulungagung as a subject of the research because MTs Darul Hikmah Tawang Sari is a Islamic boarding school and in the area of boarding school and dormitory the students must use two languages namely English and Arabic, but when English lessons in the classroom between the students and the teachers accustomed to using Indonesian.

Code Mixing used in educational setting happened in MTs Darul Hikmah Tawang Sari Tulungagung, especially in second grade. The English teachers in this class uses code mixing in when

he teach English in teaching learning process. Usually the teachers uses English and mix with Bahasa Indonesia in one single utterance. Not only when explain the material but also can be used when the teachers do communicate with the students in the classroom. As we know the students in Junior High School still lack with vocabulary and the meaning in English. They still has a new vocabulary that they can master. Sometimes they are difficult to understand about the material are explained by the teachers if the teachers explain it in English fully. So, by mixing it can help the teachers to explain the material in English class. This way may be able to help the teachers to explain the material about English easier and the students can more understand what the teachers says.

The studies of the use of code mixing in the classroom conducted by some researcher. The first come from Khairunnisa (2016) analyze Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar. She also found (a) the types code mixing used by the teachers in teaching learning process and (b) reason of code mixing used by the teacher in teaching learning process and (c) students perception that used in teaching as a foreign language. The second is come from Alifiyah Nur Fariekh (2011) analyze Code Switching and Code Mixing Used by Teachers in SMPN 40 Surabaya. Has showed that several reasons why researcher choose English teacher as her subject of her study. The first reason is that English teachers are supposed to be the models

for using English in every teaching learning process in the classroom. Thirdly, the phenomenon of code mixing and code switching that happens to the teacher in SMPN 40 Surabaya remain untouched until now, in fact it frequently happens both intentionally and unintentionally. The last is come from Prastawaan, R. E (2012) in his study entitled “Code Mixing and Code Switching Used by Teachers in SMAN 16 Surabaya” has showed that there are two kinds of code mixing occurring in the class activity, they are: word type and phrase type and commonly reason of teacher used code mixing is the students did not understand well when the teacher did not mix their language ( Indonesian – English ).

Based on the phenomenon above about the debate among researchers about code mixing used in the classroom, the researcher find something that have not answer yet about the certain reason why the teacher uses code mixing in the class, because every person has different reason to use it and the researcher need more explanation about it. So the researcher decided to conduct a researcher under title “CODE MIXING USED BY THE TEACHERS IN ENGLISH TEACHING LEARNING PROCESS IN SECOND GRADE OF MTs DARUL HIKMAH TAWANGSARI TULUNGAGUNG”. By using code mixing in English teaching and learning process can help the teachers to explain the material maximally, effectively and it can help the students understand about what the teachers says. So, they can get a good achievement.

## **B. Formulation of the Research Question**

Based on the background of study, the researcher formulates some statements of the problems as follows :

1. What type of code-mixing are used by the teacher in English teaching learning process in second grade of MTs Darul Hikmah Tawang Sari?
2. What reasons does the teacher have in using code mixing in English teaching learning process in the second grade of MTs Darul Hikmah Tawang Sari?
3. What are the students' perceptions on code mixing used by the teacher in English teaching learning process in second grade of MTs Darul Hikmah Tawang Sari?

## **C. The Objective of the Research**

Based on the problem statements above, the researcher aims:

1. To know the types of code mixing used by the teacher in English teaching learning process in the second grade of MTs Darul Hikmah Tawang Sari.
2. To describe the reasons of the teacher in using code mixing in English teaching learning process in the second grade of MTs Darul Hikmah Tawang Sari.
3. To describe the students' perception on code mixing used by the teacher in English teaching learning process in the second grade of MTs Darul Hikmah Tawang Sari.

#### **D. Significance of the Study**

##### **1. English Teacher**

By understanding the result of this study, it can be used by the teachers to teach their students easily. Hopefully, the teachers can be effective and easier by applying code mixing in the classroom. Additionally, the teacher gives good achievement about the material to the students.

##### **2. Students**

The result of the study can be used by the students to learn about code mixing. They can also apply code mixing in the classroom and it can make the students easier to understand the material that is given by the English teachers.

##### **3. For future researchers**

This study will contribute to other researchers in conducting further research of similar topics by being one step to explore more about languages used in the classroom such as code mixing in schools in all levels of school. So, it can be additional reference information about code mixing in the classroom for them.

#### **E. Scope and Limitation of the Study**

In this study the researcher focused and limited her study on the scope of use code mixing spoken by English teachers in second grade at MTs Darul Hikmah Tawangsari Tulungagung. The researcher describes the types of code

mixing that commonly used by teachers and also reasons triggering the teacher use code mixing and students' perceptions of the teacher use code mixing. The limitation of this study states as follows : First reasoning in performing code mixing was only taken by having interviewing. Second, this research couldn't cover any other language used phenomenon that occur inside or outside of the classroom except the proposed question which has been formulated by the researcher.

#### **F. Definition of Key Terms**

The title of this research is “Code Mixing Used in English Teaching Learning Process at Language Class in Second Grade of MTs Darul Hikmah”. In understanding the topic of this research easily, the writer would like to present the definition of key terms, there are :

1. Code mixing is a language phenomenon where the speakers uses two or more languages in a single utterance, one language is normally more dominant and the second language is just an addition.
2. Teacher is person which is giving a lesson to the students in the classroom
3. Teaching and learning process is a process that contains a series of actions of teachers and students on the basis of the reciprocal relationship that takes place in an educational situation to achieve certain goals where the interaction and relationship



between teachers and students is a key for the continuity of teaching and learning process.