

## CHAPTER I

### INTRODUCTION

#### **A. Background of The Research**

In the daily life of humans who interact with each other, it took a tool to communicate, namely a language. When we learn a language, we approached what some people call “human essence” something that humans found very easy about being unique (Noam, Sociolinguistics The Study of Societies’ Language (Yogyakarta : Graha Ilmu, 2010)). A common language makes communication run smoothly because with the language, other people understand our intentions and desires and can produce signals with semantic interpretations that understand. in language has its beauty factors that are not fully owned by other languages, and these factors include phonetics, rhythmic, symbolic, and morphological (Edward Sapir, Language: An Introduction to the Study of Speech (New York: Harcourt, Brace, 1921)). So important is language as human communication, but there were so many languages in this world and it was very pleasant for everyone to be able to understand all the languages in the world. In Indonesia itself there were many languages, from regional languages such as Javanese and Sundanese, national languages such as Indonesian and foreign languages such as Arabic and English. The BBC's official website estimates the number of languages that exist in the world and were still in use around 7000 and the available language that was often used in the world was English. English could become a global language and was

used by the general public as David Crystal said, namely, of course, English is the language used in general, because they could use it.

In everyday life, it was normal for every individual to be able to use more than 1 language in every communication. This is a very common thing for regions that have more than 1 language in their environment, such as Indonesia. Another term for something like this is bilingualism, bilingualism itself is the capacity of each individual to communicate in his second language by following the concepts and structures of that language rather than paraphrasing his mother tongue. This made someone mix several languages into one paraphrase, mixing from one language to another. In this case, Jendra expressed his opinion that code-mixing is the use where various languages were mixed and different variations in the same clause (Sumarsih, Masitowani Siregar, Syamsul Bahri, and Dedi Sanjaya, "Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics". *English Language and Literature Studies*, Vol. 4, No. 1, 2014). In this case, code-mixing can occur when there was more than one language arranged in one clause. Nababan said that when someone mixes 2 or more languages in a speech act or discourse without being compelled to do so, it is called Code-Mixing. The opinion of Chaer (2010:115) which took from Thelander's quote, an event of speech clauses, as well as the phrases, used consist of mixed clauses and phrases (hybrid clauses, hybrid phrases), and each clause or phrase no longer supports separate functions is called code-mixing. From the various opinions that have been stated above that what was meant by code-mixing is when there was a phenomenon that made several different

languages into the same phrase or clause in every speech act or every discourse in which each language difference did not support each other's functions. In a simpler explanation, code-mixing is mixing language in every clause, phrase, or sentence.

Before planning this research, the researcher has seen the phenomena of Code Mixing used in learning English at MTSN 08 Blitar. Because there was a phenomenon like this in learning English at MTSN 08 Blitar, the researchers raised the title "Code Mixing AnEnglish Learning At MTSN 08 Blitar" aiming to analyze and find out the reasons for teachers to apply English language learning using Code-Mixing and other types of Code-Mixing. what was often used in learning English at MTSN 08 Blitar. In this study, the researcher used the guidelines of several previous studies, such as from the Proverbs study entitled "An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3 XIII Koto Kampar". It contained questions about finding types of Code Mixing in the conversations of SMPN 3 XIII Koto Kampar students. And he used the theory from Muysken which divided the types of code-mixing into 3 parts as insertion, alternation, congruent lexicalization. As the result of his analysis, he found out that insertion was the most dominant type of Code Mixing used in conversation. And in another research, namely Agung Sukrisna: 2019 with the title "An Analysis Of Using Code Mixing On Atta Halilintar's Video Youtube Channel" on this paper, the researcher focused on code-mixing utilized in Atta Halilintar's vlog. The research approach used is qualitative with human studies contracts and documentation for records series. The research goals are to discover the types and levels of code-mixing. This research uses content

evaluation that specializing in reading the types and tiers of code-mixing. And in this study, the researcher uses a different theory and a different subject from the theory used by Proverbs. Here the researcher uses Hofman's theory which divides the types of Code Mixing into 3 parts. Namely, intra sentical of code-mixing, intra lexical code-mixing, and involving a change of pronunciation. In this study the researcher will use a different formula when calculating the highest type of code-mixing in this study, researcher using a different theory, to produce a new version of the study.

### **B. Research Problems**

To accordance with the research background, the formulation of the problems raised in this study are:

1. What type of code mixing is dominantly used by teachers in the process of English learning at MTSN 08 Bitar?
2. What is the reason why teachers use code mixing in the learning process at MTSN 08 Blitar?

### **C. Objectives of the Research**

1. To find out the dominant type of code mixing used by teachers in the English learning process at MTSN 08 Bitar.
2. To find out the reasons why teachers use code mixing in the learning process at MTSN 08 Blitar.

#### **D. Significance of the Research**

The hope of this research is that it can be useful for all readers to develop and increase their knowledge of sociolinguistics, especially in the realm of code-mixing of this type, in this study there are many theories that are in accordance with code-mixing. In addition, this research can also be used for English language teachers to be a reference in developing their knowledge in code mixing and as a second source in bilingual study dialogue on code mixing. For researchers this paper can provide encouragement and motivation to look for code mixing in other ways and as a guide for conducting research on types of code mixing.

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

In this study, researchers analyzed the reasons and types of code-mixing that were dominantly used by English teachers at MTSN 08 Blitar. To analyze this teaching, the researcher used code-mixing from Indonesian to English.

#### **F. Definition of Key Term**

##### Code Mixing

Code Mixing is a phenomenon of mixing different languages into one clause, phrase, or sentence. This phenomenon is often found in areas that used more than 1 language in their daily communication. The phenomenon of code-

mixing is very common in various regions, such as Indonesia and this phenomenon does not change the topic of the ongoing speech.

### English Learning

English learning is a process to convey knowledge related to the English language, of the sciences skills and components. English learning can be found in many places, regions, and countries, because English learning had become a compulsory subject in various countries in the world, such as Indonesia. In Indonesia itself, English learning had been taught since the age of 7 years as an elementary school student.

### MTS

MTS (Madrasah Tsanawiah) is a level that is based on Islam and is at the same level as junior high school. This school is one of the institutions under the auspices of the Ministry of Religion. Schools like this will excel in their Islamic religious learning in every activity that exists. MTS-based schools like this will be very easy to find in areas of Indonesia where there were many adherents of the Islamic religion.