

CHAPTER I

INTRODUCTION

This chapter presents research-related topics. The topics include background of the study, formulation of research question, purpose of the study, significant of the study, scope and limitations of the study, and definition of key terms.

A. Background of the study

Language is one of the communication tools used by humans to communicate or share ideas, thoughts, feelings, emotions, and so on. In various communities in the world, there are some people who have the ability to use more than one language. Such events are known as bilingual or multilingual. Such people are likely to change the language they speak while they speak. Everyone is born to master their first language. When someone uses another language to communicate, this is a practice of communication in a second language in order to make communication with people who do not use the same language possible. The one who communicate in their second language is called bilingual person, and therefore has ability to mix and switch the languages properly. The statement is reinforced by Spolsky (1998) states that someone is bilingual when they have several functional abilities in the second language. Then this is also said by Wardhaugh (2006) that the phenomenon of people having more than one code is called bilingualism or multilingualism.

In sociolinguistics, there are many phenomena which can be analyzed, one

of which is code mixing. According to Crystal (2008: 83), code mixing involves the transfer of linguistic elements from one language into another: a sentence begins in one language, then makes use of words or grammatical features belonging to another. In this globalization era, it is possible for people to speak in two or more languages. As bilinguals, they would tend to mix their own language with words or phrases from other languages which they often use when they want to express themselves. If the use of language units from one language to another to expand the style of language or variety of language. This includes the use of two words, clauses, idioms, greetings, etc. This phenomenon is called code mixing.

In the school, it was evident that the teaching and learning process involved a lot of interaction where teachers and students produced a number of words. Especially during English class in teaching learning process, usually teachers mixed some words in Indonesia and English languages to explain the material or even to communicate in the classroom. Sometimes, teachers said “Please, open your English halaman book 22”, “tolong close the door” in the class. Teachers have some reasons why they used it in teaching learning process. One of the reason why the teachers used it because the teachers realized that all of the students didn’t understand about English, so based on that situation teachers mixed the languages to make them more understand about that.

The researcher interested to analyze the used of code-mixing in the school especially in teaching learning process. The researcher would analyze what the types, the dominant type and what the reasons of teachers used code mixing in teaching learning process.

Previous research was conducted by Nurlaila (2019), entitled "Code Mixing Used by The Teachers in English Teaching Learning Process in Second Grade at Mts Darul Hikmah Tawang Sari ". This study also analyzed the use of code mixing, but this study focus on the use of code mixing in second grade. The difference with my research is that I took a research subject at an senior level where perhaps teachers would use English vocabulary more in explaining and, I added what dominant language that use when teaching in the classroom. Another study was conducted by Novianti (2013) Entitled " The Use of Code Switching in Twitter (A Case Study in English Education Department)". This study aims to (1) identify code switching types in the tweets, (2) explore the reasons why the respondents choose to switch their language in Twitter, (2) to analyze by some steps, the code switching occurrences from the tweets, (3) making classification of the code switching occurrences in the form of tables, while in this research by Novianti the research focuses on changing code switching on Twitter. In this study, code mixing changes in every changes in code mixing in every teacher's words in explaining the subject matter. The last study by Zakiah, (2019)" Code Switching and Mixing Used in Vlog (Nebeng Boy)" in Zakiah's research, combining code mixing and switching, so that the discussion is also wider, while this study only focuses on code mixing. This study examines the use of code mixing that occurs in teachers and students in the classroom when the teaching and learning process takes place.

B. Formulation of Research Question

According to the background of the study discussed above, the researcher formulates the problem as follow :

1. What are the type of code mixing used by English teachers in teaching learning process at SMK Tamansiswa Kediri?
2. What is the dominant type of code mixing used by English teachers in teaching learning process at SMK Tamansiswa Kediri?
3. Why did the English teachers use code mixing in teaching learning process?

C. Purpose of the study

Based on the formulation of research question, the purpose of the study as follow:

1. To describe the type of code mixing used by English teachers in teaching learning process at SMK Tamansiswa Kediri?
2. To find out the dominant type of code mixing that used by English teachers in teaching learning process.
3. To know the reasons of English teachers used code mixing in teaching learning process

D. Significance of the study

This research is expected to be useful theoretically and practically. The writer It is expected that research can be used in reference for other writers who concent on using code mixing in teaching learning process.

1. Theoretically In this study, Researchers conducted this study to find out the existence of code mixing used by teachers in conducting learning in the classroom, so that it would be easier for all sociolinguistic learners to do the same research as a reference and an example, especially in code mixing.
2. Practically This research is expected to be useful for those who are interested in learning code mixing :

- a. English Learners

By understanding the form of code mixing, English learners can improve their abilities, related to writing skills. This study directs English learners to understand based on the context of speech; by understanding who the speaker and the interlocutor are, and what media is used. Then, English learners can understand the meaning of the conversation clearly based on the code mixing used. So, English learners can build a good understanding in taking notes and comparing reports based on the context of the situation.

- b. English teachers

English teacher is one of the main caregivers in learning English. A good English teacher should know how to organize learning materials according to the needs of English learners. The English teacher will also know the types of code mixing by understanding the code mixing used in this study. Then, it is hoped that taking several samples in this study, is able to create various learning materials

c. Other Researchers

This research will contribute to other researchers in conducting further research on similar topics by being one step to explore more about the language used in the community and school. So, it can be additional reference information about code mixing in their research.

This makes it easier for other researchers to find information.

E. Limitation of the study

In this study, the researcher focuses and limits his research in order to make it more detail and focus. This research focused on the use of code mixing between Indonesian mixed with English. This research presenting data that teacher used Indonesian utterance mixed with English in the teaching and learning process in the classroom. This research is limited to discuss types of code mixing, dominant type and the reasons of English teachers used code mixing in teaching learning process at SMK Tamansiswa Kediri. The researcher took some notes from one classroom observation and the reason why teacher do code mixing by interview one teacher and as well as from interviews with 3 grade 12 students of TKJ SMK Tamansiswa Kediri.

F. Definition Of Key Terms

In order not to confuse the reader, it is important to provide an explanation of the terms used in this study. These terms are as following:

1. Sociolinguistic

Sociolinguistics is a branch of study that is focused on the relationship

between language and society. Sociolinguistics derives from the words “social” and “linguist”. The word “social” means of society and the word “linguist” means of language. Sociolinguistics divided into three characteristics such as characteristics of their function, characteristics of their speaker, and characteristics of language varieties. They constantly are able to interact and change one another in the speech community (Fishman in Sukrisna, 2019).

2. Language

Language is one of the communication tools used by humans to communicate or share ideas, thoughts, feelings, emotions, and so on. In various communities in the world, there are some people who have the ability to use more than one language. Language "It is a social product of the speech faculty and a collection of necessary conventions which they have been adopted by a social body to permit individuals to exercise that faculty". The Arbitrary Nature of the sign means that it has been made in convention for a speaking community (Ferdinand de Saussure).

3. Code Mixing

Code-mixing is the mixing of two or more languages or language varieties in speech. Code-mixing is similar to the use or creation of pidgins; but while a pidgin is created across groups that do not share a common language, code-mixing may occur within a multilingual setting where speakers share more than one language.