CHAPTER I

INTRODUCTION

1.1 Research Background

In everyday life, language is used as a tool to communicate with other people. Many people can master more than one or two language, whether it's their mother tongue, the language of their country, and even the language of another country. According to Gorys Keraf (1997), language is a means of communication or interaction used between individuals in the form of a symbol in a society. Every country has a different language, so that it becomes the identity of every country in the world. But in the world there is one language that has become an international language or is used as a language that can be used to communicate throughout the world, that is English. Therefore, in every school in the country around the world, there must be English lessons taught to students, one of which is in Indonesia.

Lie (2007) stated that in Indonesia, English language is taught in every school and it used as a foreign language. Although taught for many years in formal schools, the results that are expected are still not satisfactory. Only a few graduates that are able to communicate well in English, because the competence of this foreign language is generally still low. He also added that only people with middle to upper economic class have easy opportunities to improve their English skills, such as through private courses, language teaching through technology assistance such as computers or laptops, foreign films, and others.

Kamwangamalu (1989), stated that code-mixing is the use of linguistic units from two or more languages within the same situation. People can speak more than one language, and who speak more than two languages are usually called multilingual or bilingual. Moreover, according to Abdullah (2011), when someone communicates or uses more than one language in one sentence, it is called code-mixing. In addition, according to Hoffman (1991) stated that code-mixing is an act of language switching from one language to another language used within the one sentence. In Indonesia, most and even all Indonesian people use at least two languages, there are the mother tongue or local language and also the Indonesian language. The use of local languages and the Indonesian language itself can make it easier for individuals to provide information or communicate between individuals, both with fellow local communities and with people outside their area. Everyone can use two ore more languages to communicate with other people in the environment.

According to Spolsky (1998), people who are just learning a new language tend to mix up code in communication. This means, that when they speak, they will add new words from the foreign language they are learning into their old language. It is normal for them when they mix up the language they use to understand the two languages. Code-mixing were often used by the students and also teachers when in the teaching process in the classroom. The teachers used code-mixing in the learning process differs depending on the student's level, situation, topic, and the participants themselves. When using code-mixing, the teacher must know when to emphasize language so

that students understand the context sentence. Code-mixing is an example of a strategy that supports the students to increase their language skills, especially in a foreign language.

According to Ruiz (2014), code-mixing is very useful to find out more about students' knowledge and facilitate students to learn the foreign language in a fun way, and the learning process becomes more effective and efficient, such as in translating, understanding directions, using certain codes, and also to check students' understanding of the learning material being studied.

The phenomenon of code-mixing is usually encountered when communicating between two people who are bilinguals or multilingual, where they can mix their language depending on the situation they are in communication. The phenomenon of code-mixing can occur automatically and unconsciously used when communicating. This phenomenon can not only occur in informal situations but can also occur in formal situations. Code-mixing can used and found in spoken and written language. In spoken can found on television, radio, and in the teaching and learning process. While in written language, it can be found in books, novels, comics, magazines, newspapers, and others. In the classroom, teachers and students often use code-mixing to facilitate the teaching process. Because teachers and students are Indonesian people who use the Indonesian language in their daily life, while they study English, and it is a foreign language or a new language that may never use in everyday communication.

Related to previous research on the code-mixing phenomenon, there are several researchers who have conducted this research before. First, there is a researcher named Amsal, Amsal (2011) conducted research on the use of code-mixing based on Muysken's (2000) theory. From the results of his research, it was found that the insertion type was the most dominant type used in communicating. Insertion is the first type of code-mixing from Muysken's theory. Then, the research from Saldi Ady Saleh (2017). In his research, he used the theory of Hoffman (1991). This has similarities with researchers who use Hoffman's theory in their research. From the results, the researcher found that intra-lexical code-mixing did not exist in his research.

According to Lie (2007), in general, foreign language competence in high school and college graduates is still low. He also added, only the students from the upper-middle socioeconomic class have the opportunity to improve their English language skills, whether it's by taking private courses, technology-assisted language teaching, or through films in foreign languages.

Based on the problems and explanations above, the researcher was interested and wants to research more clearly the used of code-mixing by the teachers in the classroom. Therefore, the researcher made a study entitled *"An Analysis of Code-Mixing Used By The English Teachers At SMA Negeri 1 Kubu".* The novelty of this research was in the research setting, which is this research was conducted at one of the schools in Karangasem Regency, that is SMAN 1 Kubu. The school has three main majors, there are Science major, Social studies major, and a language major. The curriculum applied at SMAN 1 Kubu, in addition to focusing on compulsory English learning that must be

taken by every student, there are also English literature lessons (peminatan).
Therefore, the frequency of English subjects that students have to take every
week is relatively high at SMA Negeri 1 Kubu. In addition, the phenomenon
of code-mixing was still often used by teachers in delivering material in the
process of teaching English in the class at SMAN 1 Kubu.

1.2 Problem Identification

Based on the background of the problem, the phenomenon of code-
mixing was still very often used in the English learning process in class at
SMAN 1 Kubu. The high intensity of English learning makes the use of code-
mixing phenomena often used until now by teachers when carrying out
English learning. There are various teachers' reasons for using code-mixing
in the teaching process, where most students cannot understand the meaning
of the teacher's explanation when using English as a whole. In addition, using
code-mixing is considered to make it easier for teachers to provide
instructions and teaching materials. Therefore, code-mixing is used to make
the students can easier to understand the topic or material described and also
make it easier for teachers to deliver learning materials. The code-mixing by
teachers tends to be done unconsciously so that the teacher does not care
about the type used and also the teacher's factors or reasons for using code-
mixing in the learning process. Therefore, the teacher's factors for using
code-mixing are not clearly and completely defined in the classroom. Based
on this, the researcher is interested and wants to research more deeply to
determine the use of code-mixing by teachers by analyzing the types of code-

mixing and also the factors or reasons for the teacher in using code-mixing in the classroom learning process at SMAN 1 Kubu.

1.3 Research Questions

1.   What are the types of code-mixing used by the teacher in English teaching at SMA Negeri 1 Kubu?

2.   What are the teacher's reasons to use code-mixing in English teaching learning process at SMA Negeri 1 Kubu?

1.4 Research Objectives

Based on the research questions above, the objectives of this research are as follows:

1.   To analyze the types of code-mixing used by the teachers in English teaching learning process at SMA Negeri 1 Kubu.

2.   To analyze the teacher's reasons to use code-mixing in English teaching learning process at SMA Negeri 1 Kubu

1.5 Research Significance

From this research, there are two research significance: theoretical and practical,

1. Theoretical Significance

The theoretical benefit of the research was that it contributes, especially to the uses of code-mixing. This research was interested in being discussed of the dynamics and human behavior of the different social environment, it influenced by internal or external factors.

2. Practical Significance

- For Students

    The researcher is expected to be able to help students in learning process and help students to be more participate in learning process while teachers explain about the topic or material. The students can also improve their ability by mixing the languages.

- For EFL Teachers

    This research is expected to help teachers or students who want to be a English teacher as a reference to teach used this strategy.

- For other Researchers

    This research is expected to be a reference to assist other researchers to explore more deeply related to code-mixing to enrich and update related this research.

1.6 Research Scope

The proposed research focused on the code-mixing used by the two teachers in their utterances in the teaching process in the 10th and 11th of the language program (IBB) at SMA Negeri 1 Kubu.

1.7 Assumption Limitation

The proposed research findings were limited to the type and teacher's factors or reason for using code-mixing in the teaching and learning process of English as a foreign language at SMAN 1 Kubu.