CHAPTER I

INTRODUCTION

1.1.   Background of the Research

Bilingualism and multilingualism are phenomenon that occurs in the field of Sociolinguistics (Wei, 2000). This phenomenon is frequently observed in society. Multilingualism is a common phenomenon in the communication process, whereby speakers employ multiple languages (Wei, 2000). Stated by Jendra (2010), as an illustration, an individual of Indonesian origin may employ the English language when communicating with a foreign tourist, but when conversing with a fellow Indonesian, they may opt to utilize the Indonesian language.

The aforementioned phenomenon typically arises within bilingual or multilingual communities wherein there exists a significant degree of interaction between two or more linguistic systems. Bilingual speakers may encounter the hardest while in conversation with other bilingual individuals.

In the case of Indonesian society, this interaction manifests in the establish of code-switchig and code-mix. In addition, it is common for language transfer to occur, whereby individuals switch or mix their first languagge with their second language in order to reinforce their intended message and prevent any potential misunderstandings or miscommunications (Sugiharto 2019).

Code mixing as sociolinguistic phenomenon that is perceive in societies that are bilingual or multilingual (Nicoladis, 2012). Hoffman (1991) specify code mixing as the practice of take turn among two languages within the same sentence. People utilize code-switching and code-mixing as ways to share their

team identification since their communication patterns with teams of their own group are very different from those with teams of other groups. (Hoffman, 1991). According to Wardhaugh (2006) assertion, code-mixing is the phenomenon whereby interlocutors employ two languages synchronously, to the spot where they change into one language to the other within a single expression. Further in case Hoffman (1991) state, one possible explanation is that individuals frequently employ a distinct linguistic code when discussing a specific subject matter, and thus transitioning to an alternative code may result in cognitive dissonance.

During the process of education, instructors frequently impart language to comprehend the subject matter being instructed, particularly in specialized terminology, where the instructor is required to explicate it thoroughly for comprehension. According to Brice (2000), there has been a growing global interest in the phenomenon of the code-mixing in EFL/ESL classrooms. The phenomenon of the mixing code is commonly observed in the process of learning and training in ESL/EFL, and can be perceive across a wide gap of competencies. According to existing research, the utilization of modified teacher code can serve as a complex form of language that can be applied for various pedagogical objectives, such as facilitating a classroom debate led by the teacher or promoting effectiveness relation among the teacher and students. In student discourse, queries posed are responded to by the student. The utilization of mixing code and code switching in the context of language acquisition frequently presents compelling evidence that learners possess a heightened level of confidence in their English proficiency, receive comprehensible input, and align with the Krashen i+1 theory (Herzegovina, 1985).

Research has shown that achieving monolingual classroom discourse can be challenging, as speakers may resort to utilizing additional languages that they comprehend, leading to frequent language switching and mixing (Martin et al. cited in Arifin and Husin, 2011). Abdullah (2011) asserts that the majority of studies on teacher code mixing has been conducted in contexts that differ significantly from those of English Foreign Language (EFL) classrooms. According to Genesee et al (1995), the concept of dominance can be understood as relative proficiency. It is suggested that multilingual kids usually mix aspects of their non-dominant language with those from their most used language, instead of the other way around. This is because the non-dominant language often lacks the necessary linguistic structures for effective communication.

The aforementioned occurrence occurred at SMP N 1 Sukasada, where the teacher employed a mixed language approach while delivering the instructional content. This was due to the reality that the students at the junior high school level were still in the process of acquiring fundamental English language skills, which resulted in a deficiency in their proficiency. According to the initial observation, it appears that the students' comprehension of the material would be hindered if the teacher were to utilize exclusively advanced English language in their explanation. The teacher in question employs a technique of code-mixing by blending his language with Bahasa or regional dialects during instructional sessions, thereby facilitating students' comprehension of the subject matter.

Therefore, the utilization of mixing code in the English as a Foreign Language (EFL) classroom has become a significant subject of discussion among sociolinguistics scholars. When researchers examine the topic of language use and

the function of the mother tongue and target language, two distinct language attitudes emerge: exclusive use of the target language and opposition to this approach. The utilization of both codes is deemed unnecessary for EFL students to fully comprehend the lessons imparted by their instructors. Furthermore, the act of interchanging and blending the first language with the target language can potentially hinder the effectiveness of the teaching and learning process (Chambers, 1992; Halliwell & Jones, 1991; MacDonald, 1993). If a teacher incorporates Code Mixing into the foreign languagge learning environment, it may result in negative transfer for the students. This is because the teacher serves as the primary linguistic model for their students (Lightbown, 2001).

Expertise of code-mixing, Cook (2001), Levine (2003), Chen (2004), and Jingxia (2010), contend that utilizing both languages as a pedagogical strategy can facilitate the acquisition of the target language by leveraging the first language. These scholars assert that the first language should be incorporated into EFL classrooms. The utilization of code mixing and change is a beneficial and efficacious approach in the context of teaching and learning English as a foreign language. Incorporating the use of students' first language in English as a Foreign Language (EFL) classroom discourse is a humanistic pedagogical strategy that enables learners to express themselves in a manner that is most authentic to their linguistic and cultural background (Jingxia, 2010).

Research on code mixing in the EFL context has been done by Kultsum and syamsudin (2021), Helmie (2020), Park-Johnson (2019), Lixun (2019), Al-Ahdal (2020). From the studies that has been done, it has been found that the intention of using mixing code is to facilitate communication, so that misunderstandings do

not occur and what you want to convey becomes clear (Kultsum, 2021; Helmie, 2020). Meanwhile, Park-Jhonson (2019) and Al-Ahdal (2020), found that the use of mixing code gets a positive view from teachers and also the students, where they tend to use mixing code without them knowing it. The teacher views that the use of code-mixing is fine as long as it does not interfere with or is related to students' knowledge. On the other hand, Lixun (2019) found that non-language teachers improved students' English skills more due to the use of mixing code because language teachers were not allowed to use code-mixing.

In previous research, they studied code mixing in EFL, the use of code mixing by students and teachers, and how the students and teachers view the use of code mixing. From the output that have been shown by previous researrchers and after establish observations, researchers saw code mixing used by teachers at SMPN 1 Sukasada more specifically teachers at SMPN 1 Sukasada use 3 codes in the learning and teaching process, namely English, Indonesian and Balinese. In this study, researchist want to focus on the use of code mixing used by teachers at SMPN 1 Sukasada. The teachers resort to incorporating Indonesian language into their English lessons due to the students' inadequate comprehension of English. Occasionally, local languages are employed by teachers to elucidate or translate English terms, hence facilitating students' comprehension. This phenomenon also occurs in the context of learning English in the classroom, wherein the teacher employs mixing code by alternating between English and Indonesian languages. In this study, researchers want to emphasize how and what effect code mixing has on students' English skills and see 3 code mixings, namely in English, Indonesian and Balinese. The urgency of this research as there has been no previous research

that has ever analysed code mixing applied in this school with students with specific reasons why code-mixing techniques are applied in this school, and what effect code mixing has on students' English skills.

1.2.   Identification of The Problem

The issue under study pertains to the use of two languages in teacher communication and relation, encompassing any challenges that may arise in this context. This phenomenon occurs due to the code-mixing of different programming languages Drawing from the contextual underpinnings of the issue at hand, it is evident that numerous teachers employ various languages during the pedagogical and didactic exchange within the classroom process. Initially, it is noteworthy that certain educators employ multiple languages during their interactions with the students. The linguistic mediums employed are Indonesian and English languages. This phenomenon occurs in formal settings.

During the study of English education, the teacher utilized code-mixing of Indonesian and English in the classroom interaction. The incorporation of additional languages serves to enhance students' communicative abilities during the course of English language study. Subsequently, the utilization of English language can be employed to enhance the linguistic proficiency of students. The utilization of mixed code in teacher language is observed due to its various forms.

In recent times, a significant number of students have encountered difficulties in engaging in classroom interactions in the English language. Due to difficulties in English language proficiency, some students may experience challenges in comprehending lessons delivered solely in English without the use of Indonesian-English mixing code this may be attributed to a limited vocabulary

and a lack of exposure to the languages. English is utilized as a means of communication between individuals. Some students fail to make progress in language acquisition. The utilization of both Indonesian and English languages by teachers during classroom interactions can be attributed to particle such as bilingualism, vocabulary, and prestige.

1.3. The Scope of the Research

The scope in this studies will only focus on the kind of code-mixing used in teaching and learning process and also the teacher reason to implement the code mixing in SMP N 1 Sukasada.

1.4. Research Questions

Based on the background of the research, it can be proposed the research questions as below.

1. What are the types of Code-mixing used by teachers in the teaching-learning process implemented at SMPN 1 Sukasada?

2. What are the English teacher's reasons for using code-mixing during the teaching-learning process at SMPN 1 Sukasada?

1.5. Research Objectives

In general, the objectives of conducting this research are in the mentioned below.

1. To identify the types of Code-mixing used by teachers in the teaching-learning process implemented at SMPN 1 Sukasada

2. To analyze English teachers' reasons for using code-mixing during the teaching-learning process at SMPN 1 Sukasada

1.6.   Research Significances

There are two research significances in this research, those are practical and practical significances.

1.6.1. Theoretical Significances

The result from this research is expected can be a positive contribution through the code-mixing and the function used in English learning process. Otherwise, the findings of this study offer a novel perspective on sociolinguistic research pertaining to the utilization of code mixing within educational settings.

1.6.2. Practical Significances

1. For Students

The anticipated outcome of this study is to enhance students' knowledge on code-mixing and its practical application in interpersonal communication. Furthermore, it is anticipated that this study will enhance their proficiency, particularly in the aspects of code mixing's structure and reasons of the implementation.

2. For Teacher

The result of this research is hoped to give additional knowledge for English teacher about the code-mixing types that could be implemented in the classroom and expected to give the teacher courage with full of motivation in delivering a good teaching and learning process for the students.

3. **For Universitas Pendidikan Ganesha**

   The desired outcomes of this research endeavor are projected to make an essential contribution to the practical application of sociolinguistics and may serve as a pedagogical resource in subsequent studies.

4. **For Other Researcher**

   This research with all the essential points are expected to become a source of knowledge for the future research in conducted similar research.