

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Schools in Indonesia become the place where code switching and code mixing happened often. It happened because the teachers and the students apply code switching and code mixing especially in English class. Code switching is a linguistic phenomenon where a person can use more than two languages to communicate. Switching of mother tongue or national language with other languages such as English. Code switching is defined as a situation where a speaker changes a commonly used code from one language to another. Sometimes the use of code switching is because bilingual speakers want to show their foreign language skills in communicating to society or when fellow bilingual speakers have difficulty in communicating so they change the language they use to another language that is easier to understand. So that code switching becomes an alternative way of using two or more languages when communicating. "When we want to use code switching, we change our native language to the target language. This may have a vital and positive effect on foreign language learning." (Astrid, 2015:103).

According to Meyers (2014:113), code switching can occur relatively regularly in an informal discussion between persons who are familiar and share a common educational, cultural, and socioeconomic background. It is avoided in formal speaking situations among people, especially those who share little in terms of social rank, linguistic allegiance, and formality. Code switching, on the other hand, is defined as "the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations" (Iswanto, 2017:15).

In its most basic form, code-switching is connected to bilingualism in that it requires bilingualism (the use of two languages) in order to code-switch between two languages. Code-mixing as "the process through which speakers engage in code switching between languages with such speed and density, even within sentences and phrases, that it is impossible to determine which language they are speaking at

any one time." "Both oral and written language exhibit code-mixing." 2012:27 (Üstünel).

Code mixing is a phenomenon related to code switching. When individuals engage with one another and blend one language with another. Some people in Indonesia combine their mother tongue with a target language such as English. They use bits and pieces of English terminology or phrases and combine them with Bahasa. They are, nonetheless, impacted by their mother tongue and even the dialect. We couldn't ignore the fact that the mother tongue has a significant impact on the second language. Kachru in Nusjam (2004) describes code mixing as the employment of one or more languages for the consistent transfer of linguistic units from one language into another, and the development of a new restricted or not so restricted code of linguistic interaction as a result of such a language mixture. (Auliya, 2017:35).

"Code mixing and code switching are sociolinguistic phenomena that occur during the process of communication and have become a trend in Indonesian language style." (Indah, 2021:10). The majority of the population in Indonesia are bilingual. Many Indonesians are fluent in two or more languages, such as Bahasa and English. As a result, the phenomena of conversing in two languages or switching languages is fairly frequent in Indonesia. Many educated multilingual Indonesian speakers, for example, frequently confuse the native language (Indonesian) with English. Switching from one language to another when speaking, or mixing the usage of two languages, is a regular occurrence in multilingual environments.

Phenomenon of code switching and code mixing exist in various conditions. Starting from within the government or entertainment. Many artists consciously or unconsciously use code switching and code mixing in various activities. For example, BCL used code mixing and code switching in her IG video. She said "Happy Father's Day. *Terimakasih telah memberikan banyak sekali tawa dan kebahagiaan untuk Noah....*" She switched the language from English to Bahasa. (Indah, 2021:12). Besides that, code switching and code mixing often occurs in education too. Such as in classroom activities. Almost every school in Indonesia

apply English as one of their required programs. So, in English classroom, code switching and mixing is one of the biggest phenomenon in teaching-learning process.

Likewise, in the learning process, teachers often transfer language to understand the material being taught, especially in specific terms, where the teacher must explain it in detail to understand it. In the translation of English into Indonesian, the language is switched and mixed in its use. The purpose of this language transfer is only to convey lessons or concepts in English correctly.

In the classroom, especially in English classroom, when the teachers teach a foreign language to their students, code switching and mixing can be a way or technique for them so that students can understand what is being taught and also how the form of the English sentence is. The teachers first explain the material in English then they switch into Bahasa to make sure the students understand the material. In addition, the teacher can also give orders to students so that they use English as much as possible even though they use code switching and mixing in the process so they will be able to produce English better. Code-switching is a regular phenomenon in language classes. "The language classroom environment is similar to that of a multilingual community." It is a well-known fact that, regardless of the class type—EFL, ESL, or "English as an Academic Language" (EAL), the language of teaching is frequently supplemented with the target language. (Üstünel, 2012:27).

This study was conducted in MAN 1 Medan. Many English teachers in Indonesia, including at MAN 1 Medan, only focus on formulas for tenses and the correctness of grammar, so they forget that students also need to master English for communication skills in daily activities. Most of the English students who have studied English from junior even senior high school still have not mastered the skill of communicating in English well because their teachers only teach the monotonous formula of tenses and grammar till them unwilling to use english in the classroom, especially during communicative activities.

It can be seen in Hendra (2012:38) that stated about some causes of English students still have not mastered the skill of communicating in English well. There

are (1) students often have no ideas about what to say, so they tend to keep silent, (2) they are also shy and uncomfortable as well as not confident if they make mistakes., (3) the students are afraid of making errors in class as they will be laughed at by their friends., and (4) the students are not used to talking in class since their pronunciation and vocabulary are poor and confined. Because if students do not use English, then everything is just a waste of time. But, some teachers do not apply such a thing. The English teacher and his students use Code Switching and Code Mixing in the teaching and learning process such as quiz time, asking the teacher, presentation and etc.

Code switching and code mixing can attract attention from the students to learn English. Students can be successful in learning English in class, not only in tenses or grammar skills but also in communicating with each other. My purpose of conducting this research was because I want to reveal whether these codes are useful for students in learning English; to know and describe whether the occurrence of code-switching and code-mixing in the learning process of English in the classroom include the types and the functions of the codes. It indicates that English must be used as the only means of classroom interaction; presentation and communication in English classroom. For that reason, this way can potentially improve the students' ability.

Based on my view, English students have significant reason of using code switching and code mixing in English classroom. I am interested in studying the perception from students after using code switching and code mixing in English classroom. Because this research is phenomenon of code switching and code mixing on English students in MAN 1 Medan therefore the research problem is specially on the subject. I do this study because the I want to understand this issue academically to the right object.

1.2 Research Question

1. What are the types of code-switching and code-mixing used by the teacher and the students in English classroom?

2. What are the functions of Code-Switching and Code-Mixing used by English students?
3. What are the reasons students to code-switch and code-mix their languages in their daily conversation in English classroom?

1.3 The Aimes of study

In general, the aims of the study as follow

1. To find out the types of code-switching and code-mixing used by the students in English classroom.
2. To describe the functions of Code-Switching and Code-Mixing used by English students.
3. To know the reasons students to code-switch and code-mix their languages in their daily conversation in English classroom.

1.4 The Scope and Limitation of the Problem

The problem is limited on the analysis of code switching and code mixing in sentences which are taken from students activities in English classroom. In this case, the study is focused on student's code-switch and code-mix in their English classroom.

1.5 The Significance of Study

The study is considered significant if it may provide scholarly information which theoretical. It will give scholarly information to the code-switching and code-mixing theory and can increase knowledge about the experience of using code switching and mixing. Through this study, the pattern of code-switching and code-mixing of Indonesian students in English classroom can be clearly found out because I will publish this research with accessibility to everyone .