

CHAPTER I

INTRODUCTION

This chapter covered the background of the study, problems of the study, objectives of the study, significances of the study, scope and limitation of the study, definition of key terms, and framework of the study.

A. Background of the Study

Language is a means of communication since it is very important in our life. People are able to know each other because they have language, and people know how to use and manage it by creating and developing it. It cannot deny that by using language people can express their ideas, feelings, and opinions. It is difficult to understand the other people if there is no language. So, it has the main role in the society¹. And the language is an important part of our live. It is impossible if we do not use language to communicate with the other as a social person.

We have many languages in the world. People have varieties of their languages, for examples English, Indonesia, Korean, French, Arabic, Japanese, Mandarin, and so on. English is an international language, almost people from all over the world use English for their communication that is why English is very important language. For that reason, in Indonesia English is regarded as a foreign

¹ Jonathan, Crowter. *Oxford Advanced Learners' Dictionary of Current English*, England:Oxford University Press, 1995, p .662.

language taught at formal schools starting from kindergarten level to the university one. Therefore, mastering English is something very essential for everybody who wants to increase his or her knowledge and technology.

In learning English, listening, speaking, reading, and writing are four basic skills in English², each skill has important role in English learning. Kanchani states that listening is the ability to identify and understand what other says. This involves understanding a speaker's accent or pronunciation, his grammar and his meaning.³ In Oxford Advance Dictionary, the definition of speaking is to express or communicate opinions, feelings, ideas, etc by talking.⁴ Fauziati states that reading is an understanding a message conveyed by the writer thought visual and non-visual information.⁵ Writing is a process to produce something in written form so the people can read, perform, or use it; or, to state the information in the words mentioned.⁶ Writing is also a system of human visual communication using signs or symbols in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may have symbols for such things as punctuations and numerals.

The main purpose of English teaching in Indonesia is to enable students to use English in real situation. Most English teachers try hard to teach English in

² Depdiknas, *Kurikulum Sekolah Menengah Pertama (SMP)*, Jakarta:Depdiknas, 2004, p. 34.

³ Mohammed Khancani, *Developing the Teaching of Listening Comprehension in English at Middle School*, 2005.

⁴ Oxford Advanced Dictionary, p.13.

⁵ Endang Fauziati, *Teaching of English As A Foreign Language (TEFL)*, Surakarta, Muhammadiyah University Press, 2002, p. 139.

⁶ Oxford Advanced Learner's Dictionary, p.1722.

order to motivate their students to get the real situation. They use available aids as effectively as possible and think the alternative way to teach creatively. Besides, they try to be a good model for their students so that they are able to learn English easily.

In using language there are some capabilities needed. In daily conversation, we find some problems in using language. One of the most striking phenomena in a bilingual's linguistic performance is the code mixing and code switching of two languages, both within the two utterances, during a conversational exchange. This linguistic behavior not only attracts scholarly attention but also raises questions about the various types and functions of a phenomenon itself. There are two kinds of code. They are code mixing and code switching. Muysken used the term 'switching' for language interaction between clauses, and 'mixing' for intra-clausal phenomena. On the other hand, switching is alternation and mixing is insertion. Code mixing and code switching are the consequence of bilingualism or multilingualism.

Code switching and code mixing exist because of the impact of the ability and skill of people to speak more than one language. In a bilingual class, teachers often switch from one language to another in their daily teachings and conversations. This phenomenon is well known in sociolinguistics study as terms code mixing and code switching. To switch and to mix to a particular language in the bilingual discourse can also be employed as an effective vehicle to signal ethnic identity.

As we know, there are copies of research studies arguing that the strategy of using code mixing and code-switching can be a useful tool in assisting English language teaching and learning process. Code mixing and code-switching help the senders (teachers) to transfer the information to the receivers (students) effectively. Thus, code-switching has positive effects in learning processes. Code mixing and code-switching could be a strategy used by teachers to help learners. Various positive functions of code-switching, such as explaining new vocabulary, grammar, and new concepts or relaxing learners would improve the learners' comprehensible input during the learning process. When students are unable to conceive an appropriate word within a limited amount of time, code-switching, in some cases, allows them to express themselves more fluidly.

So, based on the background above, the writer is interested in conducting a study entitled **CODE MIXING AND CODE SWITCHING IN BILINGUAL TEACHING CLASSROOM INTERACTIONS.**

B. Problems of the Study

Based on the background of the study, this study wants to answer the problems below:

1. What are the types of code mixing and code switching used in bilingual teaching classroom interactions?
2. What are the functions of code mixing and code switching used by the teachers in bilingual classroom interaction?

C. Objectives of the Study

The objectives of the study are:

1. To find out the types of code mixing and code switching used in bilingual teaching classroom interaction.
2. To elaborate the functions of code mixing and code switching used by the teachers in bilingual classroom interaction.

D. Significances of the Study

The result of this study has two significances:

1. Theoretically, the result of this study could give a contribution to support theories of code mixing and code switching in bilingual classroom interaction, especially to find out any forms and functions of code switching and mixing in bilingual classroom interaction.
2. Practically, the study is able to describe sociolinguistics phenomena of code mixing and code switching of teaching English in bilingual classroom. In addition, this study could be useful as a source of information for the library of the State Islamic Institute of Palangkaraya, and other future researchers who use the result of this study as an additional reference in carrying out further research.

E. Scope and Limitation of the Study

The study conducted in the third semester of bilingual classes of State Islamic Institute of Palangka Raya. This study is focused on the use of code mixing and code switching occurred in teaching and learning process especially when

the lecturer teaches Reading subject. Besides, this study is limited to the bilingual teaching interactions in English learning. This study also limited the utterances into two types; the first is English as matrix language and *Bahasa* as embedded language, or *Bahasa* as matrix language and English as embedded language. Where matrix language means the base language and embedded language means the contributing language.

F. Definition of Key Terms

1. Code Mixing and Code Switching: Poplack and Meechan in Iwan Fauzi define Code Switching as the ‘juxtaposition of sentences or sentence fragments each of which is internally consistent with the morphological and syntactic rules of its lexifier language’.⁷ Grosjean in Iwan Fauzi observes that Code Switching is an extremely common characteristic of bilingual speech and defines it as ‘the alternate use of two or more languages in the same utterance or conversation’.⁸ Kachru in Iwan Fauzi defines Code Mixing as a strategy used for the ‘transferring’ of linguistic units from one language to another. Hock and Joseph propose that Code Mixing occurs when content words are placed or inserted into the grammatical structure of another language consensus among researchers that Code Mixing is a kind of ‘transfer’ of linguistic items, in most instances ‘content words’ or ‘constituent insertions’ from one language to another suggesting an asymmetrical

⁷ Iwan Fauzi, *Sociolinguistics*, Palangkaraya:STAIN Palangkaraya, 2012, p.50.

⁸ *Ibid.*

involvement of languages in the bilingual lexicon.⁹ On the other hand, Myers-Scotton differentiates between the two terms, stating that code switching occurs when bilinguals alternate between two languages during one interaction with another bilingual person while code mixing is the use of words, affixes, phrases and clauses from more than one language within the same sentences.

2. Bilingual: Using or able to use two languages, especially with equal or nearly equal fluency, using two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other language.
3. Interaction: Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Communication of any sort, for example two or more people talking to each other, or communication among groups.
4. Teaching: An academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. A process that elevates students to a level where they learn deeply and remarkably because of teacher attributes.

⁹ *Ibid.*,p.51.

G. Frame Work of the Discussion

The systematic of the discussion of the study as follows:

1. Chapter I: Introduction, it consists of background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, definition of key term and framework of discussion.
2. Chapter II: The review of related literatures consists of previous study, the definition of Code Mixing and Code Switching, definition of teaching, and teachers' interaction in a bilingual classroom.
3. Chapter III: Research method that consists of research design and approach, place and time of the study, subject and object of the study, source of data, data collecting procedure, endorsement of the data.
4. Chapter IV: Result of the study that consists of data presentation, data analyzing, and discussion.
5. Chapter V: Closure that consists of conclusion and suggestion.