

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Humans are essentially social beings who cannot live alone. This causes humans to live in groups and interact with each other to fulfill their life needs. On the other hand, to communicate properly, a means known as language is needed. Language is also quite useful in society where through language we can express our feelings, ideas, and intentions. In this study, researchers took one part of learning about language, namely sociolinguistics. The science of sociolinguistics examines the application of different languages in different social contexts. The sociolinguistic phenomenon that discusses how language and society are related. In this instance, where a large number of people can speak more than one language, it is often known as bilingualism and multilingualism. Previously, let's discuss bilingualism and multilingualism. Bilingualism is someone who can use two languages in speaking, while multilingualism is someone who can use more than two languages in speaking. One of the phenomena related to bilingualism and multilingualism is often called the code-mixing phenomenon.

This incident has been proven in a study at SMA Free Methodist 2 Medan which is one of the schools located in Medan District, Medan Helvetia. This is supported by the background of the teacher and the school environment so that during English lessons, teachers and students often mix English with Indonesian. Teachers and students use English and Indonesian languages in teaching interactions at school which can lead to the phenomenon of code mixing. When learning English, all students and teachers must change their grammar from Indonesian to English. Of course, it's not easy to change the language, sometimes without them knowing it they often even mix the language in one sentence. In other words, they do code-mixing from English to Indonesian. SMA Free Methodist 2 Medan as an object and research to determine how English is used predominantly by English teachers when they teach in class. Several reasons underlie us to focus

on code-mixing research in teaching interactions in schools, namely because all success in the educational process is based on the way teachers speak in conveying material and invite students to have the courage to speak up in expressing their opinions.

Code-mixing is the practice of mixing between two languages in a single statement without altering its meaning. Code-mixing is the practice of mixing between two languages in a single statement without altering its meaning. In the last five years, a number of researchers have published studies on the application of code-mixing in classroom interactions during the teaching and learning process (Ezeh et al., 2022), (Moetia et al., 2018), (Novianti & Said, 2021), (Khaerati Syam et al., 2018), (Diyanty & Heriansyah, 2021). Where the benefits of previous relevant studies are to show that code-mixing is important and can have a positive impact on educational achievement, as well as the benefits of previously relevant studies for this study to support and produce high-quality study. In the process of learning a foreign language, namely English, both teachers and students must use the target language when they want to interact in teaching in class so that the message to be conveyed can be understood properly and correctly. But when interacting in English class there are still many who use the phenomenon of code-mixing, which is often done by the teacher. (Khaerati Syam et al., 2018).

Code mixing usually occurs because speakers use more than one language. Speakers combine several languages with their mother tongue. This is supported by Kim (2006) who argues that code-mixing are widespread phenomenon in a bilingual community where speakers use their mother tongue and second language in different domains. (Diyanty & Heriansyah, 2021). According to the Musyken theory (2000), The kinds of code mixing are insertion, alternation, and congruent lexicalization, and also the forms of code-mixing are word, sentence, and repetition. The reason for the incidence of code mixing in teaching interaction in school can be concluded according to the Hoffman theory (1991) that talking about a particular topic in the class that requires the teacher to use code-mixing, the teacher does several repetitions in a sentence to clarify the words being discussed so that students

can understand the topic, the teacher decides to speak in another language for a while, the teacher wants to convey a message from this topic uses code-mixing, the teacher wants to focus student's attention by using code mixing, and the teacher wants to show respect for the students. In this case, we know that this phenomenon has made researchers interested in investigating the reasons for code-mixing, various kinds of code mixing that are applied in teaching interactions, and even the form of code-mixing. This is often the case in classrooms around the world where teachers teach in a foreign or second language. In addition to knowledge in the world of education, schools are an excellent place for students from various nations and languages to develop different languages. (Melysa et al., 2022)

The examples of teacher code mixing in interactions at SMA Free Methodist 2 Medan are below :

### **Data 1**

Teacher: But, *tetapi, kalau kita mau pakai yang too*, in the end of the sentence *yaitu diakhir dari sebuah kalimat. Jadi contoh kalimat tersebut yaitu?*

Student: Three boys are a handsome student and he is too

Teacher: *Nah itu tadi* when the same positive sentence, *ketika kalimatnya sama-sama positif.*

### **Data 2**

Teacher: So if the tobe is different, *jadi kalau tobe nya berbeda*, then you have to use tobe the second sentence.

Teacher: Look at the example! We are a student, she is a student. Where is a tobe? *mana tobe nya disitu ?*

Student: Are and is

Teacher: *Walaupun dua-duanya berbeda*, still both of them, *dua-duanya tetap digunakan*

The teacher combines two languages in teaching in the classroom. Code mixing has been considered a medium for teachers to teach in class. The use of code-mixing is based on several reasons such as to build management efficiency, to attract students' attention, so that attention is more directed when the teacher is

explaining, to make jokes so that learning is not boring, to clarify the contents of the conversation, to increase student understanding and also to explain learning. Therefore the researchers focused this research on teacher conversations during interactions that took place in SMA Free Methodist 2 Medan. When there is a conversation between the teacher and students, the code-mixing phenomenon occurs. Therefore, In light of the aforementioned description, the researcher hopes to carry out a study named "The Use of Teacher English Code Mixing in Teaching Interactions at SMA Free Methodist 2 Medan".

## **1.2 Identifications of Problem**

According to the background of the problems that have been stated previously, it can be identified several problems can be studied, as follows: There is mixing from one language to another in teaching interactions at school, The occurrence of this various kinds and forms of code-mixing in teaching interactions at school, There are reasons that affect the likelihood of code mixing in teaching interactions at school.

## **1.3 The Scope of the Study**

Based on the identification of the problem that has been stated above, it can be concluded that the limiting problems in this study, are: kinds and forms of code mixing, Reasons that affect the likelihood of code mixing in teacher in teaching interactions at school.

## **1.4 Formulations of the Problem**

Based on the background of the problem above, the formulation of the problem is formulated as follows :

1. What are the kinds of code mixing in teacher conversations in teaching at school?
2. How are the forms of code mixing in teacher conversation in teaching at school?

3. Why can code mixing in teacher conversations in teaching interactions at school occur?

### **1.5 Problems Goals**

On the basis of the problem statement presented above, the following research objectives can be deduced:

1. To Find the kinds of code mixing in teacher conversations in teaching interactions at school.
2. To describe the form of code mixing in teacher conversations in teaching interactions at school.
3. To analyze the reasons that affect the likelihood of code mixing in teacher conversations in teaching interactions at school.

### **1.6 Significances of Study**

Based on the research objectives that have been stated above, it can be concluded that the benefits of the research are as follows :

#### **1. Theoretical Significance**

- a. In this study it is expected that the research can add to knowledge and be useful in the sociolinguistic study, especially in code mixing in teacher conversations in teaching interactions at school because code-mixing is very effective and efficient in conveying things that are important but not understood by student.
- b. It is anticipated that this research will be a reference to add understanding regarding the use of code-mixing.

#### **2. Practical Significance**

- a. For students of English education study programs, the findings of this research can be useful so that students are more confident in conveying important things using English
- b. The findings of this study can be utilized as reference material to be developed further, the discussion of language.