

CHAPTER I

INTRODUCTION

In this chapter the researcher describe about background of the research, scope of the research, statement of the problem, objectives of the research and significance of the research.

A. Background of the Research

Sociolinguistics is the study of our everyday lives – how language works in our casual conversation and the media we are exposed to, and the presence of societal norms, policies, and laws which adders language (Wardhaugh & Fuller, 2015). Language users should have good ability in understanding rule of language itself and culture competence to create a meaningful communication. There are three kinds of in language; monolingual, bilingual, and multilingual. Monolingual is people that mastery in one language. Bilingual is people that mastery two languages. The last, multilingual is people that mastery more than two languages.

Now days, there are many people who have capability to use more than one languages in Indonesia. The language which usually used well by people is their mother tongue or native language. Most of them use their mother tongue to communicate to their family and society. However during their communication with other people and because of the need of understanding other people about what their mean, this is demand for the people to able or know the other language. This condition caused many people learn another language to make their communication effective. For example English that used by English teacher to communicate learning process.

In the process of learning English the teacher has important role in making students understand. Code-mixing can be used as a tool to maintain classroom management in the sense that it serves as a powerful approach to execute orders as well as a means to emphasize important key terms. Code-mixing is crucial for language development as it allows effective transfer of ideas from the teacher to the student and vice versa. According to Fadilah et al (2019) & Wilymafidini et al (2021) stated that there are several reasons for using code-mixing in the classroom. First, students do not understand what the teacher explains in class, so the teacher must combine language with not dominant in English. Secondly, students lack of vocabulary which makes it difficult for students to understand what the teacher's explanation means. The last is to make utterance clearly. Code-mixing also occurs because of the habituation of teachers who are accustomed to using two languages in the learning process. This habituation occurs because the teacher must adjust to the students' language skills so that they can achieve learning objectives.

Based on the results of classroom observations at SMP Negeri 2 Kota Ternate 25 August 2022, it was also found that code-mixing occurred because of the teacher's adjustment to students' foreign language skills. The teacher finds it difficult in the process of explaining the material if it is explained in full English. What the teacher is worried about is that students don't understand what the teacher explains so they can't achieve the learning objectives. To overcome this problem the teacher must combine language in explaining what is conveyed in English into Indonesian so that students can understand what the teacher is saying. For this reason, code-mixing are very important in the teaching and learning process in the

classroom as a communication bridge between students and teachers so that the learning process can achieve learning objectives.

Based on the background above, the researcher would like conduct research entitled “A Study of Code Mixing in Teaching English at SMP Negeri 2 Kota Ternate”.

B. Scope of the Research

The scope of this research is focused on the code-mixing in used by teachers in teaching English at SMP Negeri 2 Kota Ternate and the reasons why they use code mixing during the English learning process.

C. Statement of the Problem

1. What are the code-mixing used by teachers during the English learning process at SMP Negeri 2 Kota Ternate?
2. Why do teachers applied code mixing in teaching English?

D. Objective of the Research

In relation to the problem statements above, the objective of this research as follows:

1. To find out the type of code-mixing that is used by teachers in teaching English.
2. To find out the reasons why teachers use code mixing in teaching English.

E. Significance of the Research

1. Theoretical Significance

The theoretical benefit of this research can enrich sociolinguistic theory, especially regarding code mixing in the teaching and learning process.

2. Practical Significance

a. For English Teachers

This study was useful to give information about code mixing and types that can be applied by teachers in the teaching learning process.

b. For Student

It is hoped that this research will add insight into code mixing in teaching English.

c. Researchers

The result of this study is expected to be useful as a comparison material for conducting similar research in a different field.