Chapter One

Introduction

This chapter presents the background of the study, statement of the problem, limitation of the problem, research questions, and purposes of the study. The ssignificance of the study and outline of the study are included in this chapter too.

Background of the Study

On daily life, people need to communicate with others through language. A language is something that we learn and is teachable, not something that we know by instinct (Hill & Archibald, 1969). In other words, language is the most important element that enables communication to occur within a society. According to Mukalel (2003), "language is not a simple process, it is highly dynamic, active and complex process in which several agents and components are involved" (p.1).

In a multilingual society, it is normal for the people to be in a situation where a choice between two or more codes has to be made (Jendra 2010). Acording to Rukh, Saleem, Javeed (2012) "Multilingual means a person who can use two or more than two languages for communication". Herdiati (2016) stated that a multilingual has ability in the first language as mother language as well as in the second language. Multilingualism could happen in the school environment, family environment, and society.

As people know in communication, sometimes people do not just use one language. Indonesian people have different tribes and cultures. We must

understand that they are bilingual society. It means that we deserve to master at least three languages namely the local language or mother tongue as the first language, as well as Indonesian as the communication language. The third language that we should master is English.

Through language, people can be identified by their level of education, social status, and prestige it can be seen from the conversation. According to Fuady, Anindyarini & Rohmani (2013) "Anyone who has more than one language will tend to mix the conversation into a foreign language or local language, so the flow of communication becomes not as desired, not all partner of communication understand what is the speaker means'. Acording to Adnyani, Martha, Sudiana (2013) "Effective communication would not happen if the partner does not have the same linguistic reference, for those who are from the same background will share the same way in choosing the language" (p.24).

According to Muysken (2000) code mixing refers to instances where lexical items and grammatical features of two languages appear in one sentence. Kachru (1987) defines code mixing as "the use of one or more languages for consistent transfer of linguistic units from one language into another" (p.28).

Code-mixing often occurs in a variety of societies conversations. Code-mixing could occur in all societies. That is why code-mixing called multi language oftenly. Mabule (2015) stated that "Code mixing is the phenomena that occur regularly in multilingual communities reflecting social groupmembership" (p.340). Abagi, Bunyi, Cleghom & Merit (1992) in Ariffin and Husin (2011) found that code switching/code mixing between English and the mother tongue in three Kenyan primary schools occurred when teachers want to reformulate

information, bring new content information, attract students' attention and substitute words.

Code-mixing is the use of mix languages. It causes changes in the situation. It can be seen from the interaction between teachers and students. On that kind of interaction, there is the use of mix language that occurs on the first language flakes in a second language. For example, Indonesian interspersed with English words. The speaker and listener in a particular place determine the phenomenon, such as in the process of teaching and learning at SMA Muhammadiyah 5 Yogyakarta. Based on my observation, English teacher tends to mix or insert foreign words or other codes in the dominant language. Adnyani et al (2013) stated that the purpose of teacher mix that language is to make students not feel bored and easier to understand the material.

The mastery level of English language among students and others are different because acquiring English or their second language are not the same. So, the communication that occurs in the classroom often use the language is "mix language" or it can be called code mixing. Sometimes they use Indonesian language, Javanese, or English the limited vocabulary in English that students have often resulted in a code-mixing.

Based on the researcher's experiences during her teaching practice in SMA Muhammadiyah 5 Yogyakarta, the researcher had observed that the teacher did code mixing while incorporation language in accordance with the rules by which to be heard and understood by the users of these languages. This situation occured because speakers of other language speak a language such as English that is not in their native language, so that code mixing occurs naturally. For example,

a teacher is giving a description of the material or gives same interaction to the students with Indonesian. Teachers consciously borrow the lexicon or vocabulary of English language, the vocabulary which is used in an attempt to clarify the material, or to be able to attract the attention of students in learning process. Nababan (1991) stated that "Code-mixing occurs when speakers mix two (or more) languages or language variety in an act of speaking without there is something in a situation of languages" (p.32). This situation is used by the teacher to make the learning processs be more effective than before.

Based on the description above, this study is held to know what kinds and what factors that cause the code-mixing in class XI SMA Muhammadiyah 5 Yogyakarta. The researcher was interested in obtaining a description of the direction of dominant code-mixing in speech when teacher and students are in teaching and learning process in class XI SMA Muhammadiyah 5 Yogyakarta.

Statement of the Problem

The researcher wanted to conduct the research about the kinds of code mixing teacher use in the class. Then, the study trying to find the factors that make teacher applied the code mixing in teacher-students communication at class XI IPA of SMA Muhammadiyah 5 Yogyakarta in English class. Based on my observation when the researcher did internship, phenomenon that commonly occured in English class is the English teacher usualy used code mixing between Indonesian-English and Indonesian-Javanese than English itself in a learning process.

According to Gayatri, Indriani, Sudiana (2016) code mixing aims to simplify students in order to understanding the material deliver by teacher. Based

on the statement above it can be identify from the topic of code mixing there are the reason why teacher used code mixing, code mixing used by the teacher, the effect of using code mixing toward students understanding and then the efectiveness learning proces while using code mixing.

Code mixing takes many spaces to be researched. Those kinds are the form of code mixing, the function of code mixing, the type of code-mixing and factor occurrence of code mixing.

Forms of code mixing according to Suwito (1983) based on the elements of language involved in code-mixing, it can be distinguished as Insertion of elements of intangible said, inserting elements of tangible phrase, inserting form elements baster, inserting elements of intangible words that are repeated, inserting elements of intangible expressions or idioms, inserting elements of intangible clauses (pp.78-80).

According to Budiasa (2008) in Hertanti (2014) the function of code mixing are more argumentative, more persuasive, more communicative, shorter and easier to pronounce, and more prestige (p.136).

Limitation of the Problem

This research was focused on types of code mixing. According to Jendra (2010), there are inner code-mixing, outer code-mixing, hybrid code-mixing. According to Ferguson (2009) there is three factors of using code mixing: the first is factor of code-mixing for constructing and transmitting knowledge, the second is for classroom management and the third is for interpersonal relation.

Based on the statement of the problem, the researcher focused to identify code mixing used by the teacher. The reason why the researcher doing the

research in SMA Muhammadiyah 5 Yogyakarta because based of my observations when the researcher did teaching practicum in there, the researcher found that the English teacher often insert Indonesian or Javanese in her learning process. Therefore, researcher knew the situations and conditions in the classroom already, and it would be easier for the researcher to get the data.

Question of the Research

1. What types of code mixing that the teacher of class XI IPA of SMA Muhammadiyah 5 Yogyakarta use at English class?

2. What factors that make the teacher at class XI IPA of English class SMA Muhammadiyah 5 Yogyakarta use code-mixing?

Purposes of the Study

In accordance with the outline problems, the purposes of the research are:

1. To identify what types of code mixing that the teacher of class XI IPA of SMA Muhammadiyah 5 Yogyakarta use at English class

2. To identify factors that make the teacher at class XI IPA of English class SMA Muhammadiyah 5 Yogyakarta use code-mixing

Significance of the Study

Hopefully, the finding of this research will bring some benefits for teachers, students, and other researchers.

Teachers. The researcher hope that this research can add some references on sociolinguistic studies particularly in code mixing and the teacher can find another strategy in order to deliver the material comprehensively.

The researcher. This research hopefully can add new knowledge especially in sociolinguistic and know how to apply the code mixing between Indonesian and English.

Other researchers. This research can be the references and can be inspire for other researchers in conducting the similiar objects research.

Outline of the study

Chapter One presents the description of research. This chapter presents the background of the study, statement and limitation of the problem, research questions, and purposes of the study. The significance of the study and outline of the study are also included in this chapter. Chapter Two presents about the definition of code mixing, types of code mixing, and factors of the use of code mixing. Chapter Three presents the methodology of the research. This chapter arranged as follows: research method, research setting and participants, data collection method and data analysis. Chapter Four presents findings and discussion followed by Chapter Five which presents suggestion and conclusion.