CHAPTER I
INTRODUCTION

A. Research Background

Humans use language as a tool for communication. Language itself has a duty to fulfill one of the human social needs, also connect people to one another in particular social events. The important role of language in human life today is recognized as the primary living in the social life of the human beings themselves. Besides, in the education field, teaching and learning language become one of the programs that must be applied in a school. Because in today's globalized world, language has an important position in communicating between people from all over the world. Especially in English, which is an international language that is studied all over the world, including in Indonesia.

In the government regulations, English subject as a foreign language is being taught in an Indonesian school, even in a university. The schools or universities provide English as a vehicular language in the instructional process in class. The international class is even introduced in preschool or kindergarten schools. Those facts show that English is more common and well-known in this country.

In the process of teaching and learning the English language, which in Indonesia, especially a foreign language, the use of two or more languages in an utterance or by linguists called code-switching/code-mixing, is quite common, especially between the two languages most widely used in the country these are the national language (Indonesia) and the international language (English). Even more, than two languages, it is possible to use the mother tongue (the language of each region). Languages classrooms are fundamentally interactive. However, the nature and quality of the interaction vary according to the ways in which it is understood and constructed. In the teaching and learning process of the English language, basically have to use language that is clear and understandable to learners. Every lecturer has a

different view on the use of language in learning interactions. But clearly, the lecturer should be able to provide information in accordance with the patterns and rules of the use of language that is able to be grasped by educators and learners. Lecturers use more than one language in teaching and learning interactions so that information can be captured by the learners. The term using more than one language in one utterance is called code-mixing.

Code-mixing is the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction (Kachru, in Waris, 2012:127). Code-mixing is common in multilingual Asian countries such as Indonesian, where English, as well as other foreign languages (EFL), are mixed in an utterance. According to Wardhaugh (in Sutrismi, 2014:1), it is easy to find people who speak different languages at the same time. The phenomenon of people having more than one code (language) is called bilingualism or multilingualism. Related to the statement, Weinreich (in Da Silva, 2014:52) notes that a bilingual is able to switch from one language to another smoothly. Yet, such circumstance is only possible when one has a lot of exposure to the two languages, a condition of which will make him able to speak the languages interchangeably.

Code-mixing happens in the language classroom in Indonesia. It happens because English is not the first or second language. Lecturers who teach English to Indonesian students do the code-mixing so that students can understand all the conversations delivered by the teacher. This is done in addition to students' understanding of what is presented, as well as to make the process of learning to be interesting and not boring.

In a pandemic situation like this, even though face-to-face learning is eliminated, code-mixing can still be done in the form of online class material explanations. Basically, code-mixing does not have to be done in the teaching and learning process that is intended for learning in the classroom, but it is broader than that. Code-mixing can take place in online classes. Code-mixing is used in online classes because it allows students to be able to understand

what is delivered by lecturers so that the process of interaction among English lecturers and students can be established well and learning becomes interesting.

Code mixing is the phenomenon of the study which has been conducted by some researchers. Many researchers believe that code-mixing will happen in the process of teaching-learning language, especially in cases in which the language is a foreign language. That is why it has been shown that code-mixing can be found in the teaching-learning English process in the classroom or even in online classes. In this situation of COVID-19, the government of Indonesia decides for the teaching-learning process is done by online-class. With the implementation of online learning, the researcher believes that there will be many language barriers among English lecturers and students. In this case, it would be interesting to be debated by everyone about the frequency of using code-mixing in the teaching-learning English process through an online class, the types of code-mixing that the lecturer used, and the kind of functions that occur through code-mixing.

This research is focused on the teaching and learning process of English through online classes conducted by English lecturers and students of IKIP PGRI Pontianak. To describe all the debates as mentioned above, the researcher will present all the descriptions in the next chapter and aim to provide information about the frequency of using code-mixing in the teaching and learning process of English through online classes, the types of code-mixing that the lecturer applied and the kind of functions occur through code-mixing. Therefore, the researcher will conduct the research entitled **"An Analysis of Code Mixing in Teaching English for the Fifth Semester Students of English Education Study Program of IKIP-PGRI Pontianak in the Academic Year of 2021-2022".**

B. Research Questions

In order to achieve the objective of this research, the researcher formulates the problems into specific questions as follows:

1. Why are the frequencies of code-mixing applied in the teaching-learning process through online classes?

2. What is the type of code-mixing applied by English lectures of IKIP-PGRI Pontianak?

3. What is the function of code-mixing applied by English lectures of IKIP-PGRI Pontianak?

C. Research Purposes

The purposes of conducting this research are:

1. To find out the frequency of code-mixing applied in the teaching-learning process through an online classes.

2. To find out the type of code-mixing applied by English lectures of IKIP-PGRI Pontianak.

3. To find out the function of code-mixing applied by English lectures of IKIP-PGRI Pontianak.

D. Scope of Research

The scope of research needs to be stated to get the clarity of this research to avoid ambiguity and misinterpretation. There are two essential matters in the scope of research; research variables and terminology.

1. Research Variable

Variables are things that have varied or different values. In research, the variable is the thing that is going to be measured (Cresswell, 2014). Variable, to put in layman statement is something that can change and or can have more than one value (Kaur, 2013). This research applies the study of the whole of what be researched. It is only one variable or dependent variable. In this case, it is researching the code-mixing applied by English lecturers in the teaching-learning process through an online class.

2. Terminology

The terms applied by this research is explained as follows:

a. The analysis is the process of breaking up a concept or problems from the research.

b. Code-mixing is the practice of alternating between two or more languages or varieties of language in conversation.

c. The online class is the activity of teaching and learning English as a foreign language in the online class which means the process is done online.

d. English lectures of IKIP PGRI Pontianak are lecturers who teach through the online class of the fifth-semester students of the English study program.

E. Significance of Research

Generally, this research gives information on the frequency of using code-mixing in the teaching-learning English process through an online class, the type of code-mixing applied by English lectures, and the kind of functions of code-mixing applied by English lecturers. Furthermore, this research also gives the information as a benchmark or guidance of the frequency in using code-mixing in the teaching-learning English process, the types of code-mixing applied, and the functions of using code-mixing.

F. Previous Study

In this study, the researcher did the research about the analysis of code-mixing in teaching English for the fifth semester students of the English education study program of IKIP PGRI Pontianak. There is some previous research that has discussed code-mixing in teaching English, they are:

Firstly, the other research in a journal is from Purnama sari (2012) in her thesis, "code-mixing used by radio broadcaster" she found two types of code-mixing that occur on the broadcaster speech utterances were outer code and inner code-mixing. And the result of her research showed that when Ardan radio broadcasters were broadcasting music programs, they used outer code-mixing (54,32%) and inner code-mixing (45,68%) in their conversation.

Secondly, the other research in a journal is from Azmarahani (2003) in her thesis "A Study On Code Mixing used By Members Of Scouting At UIIS

Malang". In her thesis, she observed about kinds of code mixings do members of scouting at UIIS Malang use and the reason they use the code-mixing. In the method, she used descriptive qualitative because she took the data are in the form of words or utterances rather than the number.

Last, the other research in the journal from Prastyawan (2012) in his thesis "Code mixing and code-switching used by the teacher in SMAN 16 Surabaya" investigated the phenomenon of teachers who use code-mixing and code-switching during the class activity. The Result of his research showed that the form of code-mixing which occurs in-class activity is code-mixing in the form of word and phrase Based on the previous research above, the researcher found similarities in this research. In this case, have the sameness of the previous research finding was investigated and analyzed about the type and form of code-mixing. However, the researcher found the sameness, but actually, the researcher also found the difference. In this research, the researcher investigates the frequency of code-mixing applied in the teaching-learning process through an online class, the type of code-mixing applied by English lecturers of IKIP PGRI Pontianak, and the function of code-mixing applied by English lecturers of IKIP PGRI Pontianak.