

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

#### **1.1 Background of the Study**

Nowadays, most of people become interested in studying a foreign language, especially English. Hossain and Bar (2015) assert that English is the most widely taught, read, and spoken language that the world has known. English is very important in some areas especially in Indonesia such as higher level, education and in international business. With the growth of globalization and technological advancement, English also becomes a trend among people in the world especially Indonesian. English is the only language that has been spoken or used in many areas throughout for centuries, as asserted by Hossain and Bar (2015). Therefore, most of people in this world learn English today. They learn English for different purposes, such as for business, teaching, and passing examination in school.

In Indonesia, the teaching English begins from the elementary school. The students are not automatically able to master English. Thus, in mastering English, they need a long process, such as they have to try to speak English by using correct utterances or pronunciation.

To create qualified Indonesian students who can communicate with people around the world in this globalization era, the government has to prepare them in having good ability in mastering English language. In this case, the government has done several things to improve English language mastery of Indonesian students. One of them is choosing English as the first foreign language. It is taught as a compulsory subject to the students from elementary school until senior high school (Brno, 2006).

Because of English as a foreign language for Indonesian people, many Indonesian students find it is very difficult to learn English. Moreover, Indonesian students rarely practice and also speak English in their teaching learning process and also in their daily activities. Thus, when the teacher uses English to explain the lesson, the students do not understand what the teacher says to them. So that, according to Suganda (2012), the teacher tends to apply code mixing and code switching in teaching and learning process in order to make the students understand about the material.

Fasold (1984) states that “Code mixing is one of the major kinds of language choice which is subtler than code switching, in code mixing sentences; pieces of the one language are used while a speaker is basically using another language”. In addition, Scotton (1993) states that “Code switching is the selection by bilinguals of form on embedded varieties in utterances of matrix variety during the same conversation”. In the other hand, code switching has an affective dimension for a particular topic, the teacher can switch or change the language to

extend the situation- formal to informal, serious to humorous and politeness to solidarity ( Wardhaugh, 2006).

Most of the teachers believe that code mixing and code switching can help them make sure the students understand the materials. The teachers apply code mixing and code switching because they have a reason. The teachers want to have a good interaction and communication with their students, so that the students can easily understand the explanation of the teachers in teaching English (Suganda, 2012). Some of the students understand one or two words from the explanation of the teachers and some of students do not understand what the teacher says if the teachers only use English during the teaching and learning.

In the other hand, Sert (2005) argues that the use of code mixing and code switching in foreign language classroom setting will be mentioned with a critical perspective. There are many people believe that codes will add the difficulty in transferring the languages. According to Palmer (2009), due to the influence in business that the English language has across the world, many multilingual speakers believe that code switching is a sign of linguistic weakness and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms.

Based on the pro and contra of the application of code mixing and code switching in English teaching, the researcher conducted a study entitled the application of code mixing and code switching in teaching English to the XI grade students of SMA Islam Sultan Agung 3 Semarang in the academic year of 2017/2018.

## **1.2 Reasons for Choosing the Topic**

This study took consideration for the following reasons:

1. English is one of important languages to master and it is to communicate with other people around the world.
2. Students got difficulties in learning English.
3. Based on my observation during my teaching practice most of English teachers in SMA Islam Sultan Agung 3 Semarang used code mixing and code switching in the teaching learning process.
4. There were pro and contra related to the application of code mixing and code switching in teaching English.

## **1.3 Research Questions**

Based on the background of this study and the reasons for choosing the topic, this study tried to answer these following questions:

1. What were the teacher's and students' opinions on the application of code mixing and code switching in teaching English to the eleventh grade students of SMA Islam Sultan Agung 3 Semarang in the academic year of 2017/2018?
2. How did the teacher apply code mixing and code switching in teaching English to the eleventh grade students of SMA Islam Sultan Agung 3 Semarang in the academic year of 2017/2018?

#### **1.4 Objectives of the Study**

The goals of this research were to describe the teacher's and students' opinions on the application of code mixing and code switching in teaching English and the application of code mixing and code switching in teaching English to the eleventh grade students of SMA Islam Sultan Agung 3 Semarang in the academic year of 2017/2018.

#### **1.5 Limitation of the Study**

This research focused on describing the teacher's and students' opinions on the application of code mixing and code switching in teaching English the application of code mixing and code switching in teaching English to the eleventh grade students of SMA Islam Sultan Agung 3 Semarang.

#### **1.6 Significance of the Study**

The result of this research was expected to give contributions as follows:

a. Pedagogical significance

This research was expected to show to the English teachers about the application of code mixing and code switching in teaching English. Furthermore, this research also described the teacher's and students' opinions on the application code mixing and code switching in teaching English.

By understanding those points, the teachers understood when they should use code mixing and code switching in teaching English, so that they could use code mixing and code switching in their teaching English wisely.

b. Practical Significance

- For teachers

The result of this research may lead the teachers who teach English to be able to apply code mixing and code switching to the students during teaching and learning process, in order to help the students to understand the material clearly.

- For students

This research was expected to give the students understanding about the use of code mixing and code switching in teaching and learning process.

- For readers / other researchers

The researcher expected that after reading this research, the readers would get more information about code mixing and code switching. This research also could be used as a reference for other people who wanted to conduct a study related to code mixing and code switching.

## 1.7 Definition of Key Terms

a. Code mixing

According to Fasold (1984), code mixing is one of the major kinds of language choice which is subtler than code switching. The teachers can mix the language during teaching learning process

b. Code switching

According to Scotton (1993), code switching is the selection by bilinguals of form on embedded varieties in utterances of matrix variety during the same conversation.

### **1.8 Outline of the Study**

This study consists of three chapters that the researcher has to discuss. Chapter I discusses about the introduction. This includes the background of the study, the reason for choosing the topic, the research question, the objective of the study, the limitation of the study, the significance of the study, the definition of key terms and the outline of the study.

Chapter II is review of related literature. This chapter describes definition of KTSP Curriculum, teaching English in senior high school, code mixing and code switching, and review of previous studies.

Chapter III discusses research method. It explains the research design, the subjects of the study, the instrument of the study, the validity and reliability, the data collection techniques, the procedures of the study, and the data analysis technique.

Chapter IV presents research findings and discussion. It describes the analysis of the result and discussion of the research findings.

Chapter V presents conclusion and suggestion. It describes a conclusion from the data that have discussed in the previous chapters and suggestion that refers to the next action to do.