

Chapter I

Introduction

1.1 Background of The Study

Language use is a phenomenon to be studied. One of phenomenon of language use that is found in a society is code mixing. In this study the researcher analyses about code-mixing which is one area in the sociolinguistic field. Code mixing commonly marks the use of language by bilingual or multilingual speakers. Wardhaugh (2006:103) states that code-mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance

In studying language in society, it is found that there is a phenomenon of language called bilingual and multilingual. Bilingual or multilingual refers to a community or individual who can use two or more languages. Spolsky (1998:45) defines bilingualism as “a person who has some functional ability in the second language”. In the other hand multilingualism refers to someone who can use more than two languages in communicating to another person. One of sociolinguistic phenomena which occurs in bilingual or multilingual society is code mixing.

Based on definitions above, it is known that code mixing is the using of one language in another language or the changing between language A and language B at the same conversation's topic.

Nowadays, code mixing is easily found in various oral communications. In education, it is very often applied by a teacher in a language to another foreign one. Based on pre-observation that has been done by the researcher in Senior High School Number 1 Gunung Talang, Sumatera Barat where the teacher often did code mixing in English teaching process.

English is an international language which is used by a number of states. It has to be learned by people for so many reasons, such as to gain an information or to introduce our culture to the abroad, etcetera. In Indonesia, English is learned by students from elementary school until senior high school or higher level. It is absolutely true that code mixing can occur in the English class of a Senior High School because English is assumed as the foreign language by Indonesian. So, in learning process, the teachers who teach English may use the mother tongue in giving explanation about English materials to their student. It indicates that code-mixing possibly occur in this situation.

In Indonesia especially, most of the teachers use code mixing in English teaching. They have the tendency to change and modify words or utterances in order to simplify or make a new style in conversation so their students are easy to understand what the teachers say. According to Wardaugh (1986:5) "No one speaks the same way all the time, and people constantly exploit the nuances of the languages they speak for a wide variety of purposes". It means that every human being have his/her own characteristic in language use to communicate. As well as the teachers, they are also having so many ways to send their ideas to the students. The following are examples of changing words or style among Indonesian and English which uttered by the teacher of Gunung Talang Senior High School;

1. Next time, *semua tugas harus dikumpul sesaat sebelum pelajaran dimulai.*
(Next time, *all of your assignment should be submitted just before the lesson is started.*)
2. *Sangat ingin menikmati weekend dirumah.*
(*want to enjoy weekend at my home*)

This thing is one of the phenomenons in communication nowadays. It is indicated exist when the teachers use manyways of language variations to express

their thoughts, ideas and feelings. One way of them is code-mixing. By using two languages or more together in communication is called as code-mixing.

The above samples give us a conclusion that changing words or style occurred if the speakers have mastered two or more languages. The persons who mastered two or more languages, can be called as bilingual or multilingual persons. Bilingualism is the ability of people to use two languages in their communication and the person involved bilingual (Weinreich ,1968:1). The bilingual people usually use their own way to communicate with each other. According to Wardaugh (1986:101), “bilingualism happens when a speaker requires a particular code in order to switch or mix one code to another and even create a new code in process”. This phenomenon of bilingualism is the cause of code mixing occurs.

People do not only use one language variety, but they may apply two or more in their communication. Because there are many language varieties exist in the universe and that indicates that speech community is not homogeny. This is ordinary thing when they talk each other in one community. They can be able to get the meaning of the speaker's utterances well. So, how about people of each community meet and make some conversation among them ? It will be an interest thing to be analyzed.

Code mixing become a popular phenomenon around us because of different linguistics backgrounds. It indicates the languages which are used will be also different. They are able to apply other language if multilingual persons have communication skills in more than one language, either it are spoken or written.

In Indonesia, people have one oneness language which is called as “Indonesian” . But this country consists of many provinces which are having different regional languages and it can be called mother tongue for example Minang language. At least they have mastered two languages or they are called as bilingual persons. According

to Bloomfield, in Chaer and Agustina (1995) said, “Bilingualism is the ability of the speaker to use two languages”. This ability can be a reason why code mixing occurs. They can mix the word(s), phrase(s) and clause(s) together from one language into another in one sentence.

In his book, Wardhaugh (1986:94) stated, “The language we use in everyday living is remarkably varied”. People do not always use the same variety of language, no matter how are the gender, age, social status and jobs they have. Sometimes people use their own language (mother tongue) and sometimes they use their second language in distributing and receiving information.

Conversational code-mixing involve the deliberate mixing of two languages without an associated topic change. Plaff (1979) provides the following examples of conversational code-mixing among Spanish-English bilinguals:

1. *No van a* bring it up in the meeting (Spanish is in italic)
*they are not going to bring it up in the meeting (wardhaugh, 1986; 104)
2. *Todos los mexicanos* were riled up
*all the mexicans were riled up (wardhaugh, 1986; 104)

English is an international language which is used by a number of states. In Indonesia, English is learned from students of elementary school until senior high school or higher level. It is absolutely true that code mixing can occur in the English class of a Senior High School. Because English is assumed as the foreign language by Indonesian. So, in learning process, the teachers who teach English may use the mother tongue in giving explanation about English materials to the student. It indicates that there are code-mixing in this situation. In Gunung Talang Senior High School, there are teacher who use three languages in English learning process, they are Minang, Indonesian, and English. So that the writer is interested to analyze the code-mixing which is used by multilingual person.

1.2 Identification of The Problem

This research is focused on code-mixing which is used by teacher in English class in senior high school. In this case, the research concern on the following problems:

1. What are the forms of code mixing used by the teachers of Gunung Talang Senior High School as found in learning process in the English class ?
2. What are the reasons that trigger the teachers mix the code in English teaching process ?

1.3 Objective of The Study

There are two purposes of this research, first, to describe the forms of code-mixing base on grammatical units, and second, to discuss the specific function of code mixing which used by the teachers in learning English process.

1.4 Scope of Study

The data are taken from the teacher's utterances in the English class of Gunung Talang Senior High School 1. There are three English teachers in this school they are; Mrs. Nifestri S.Pd (Mrs. NF), Mrs. Nurhamida M.Si (Mrs. NH) and Mr Rizal Ikhlas S.Pd (Mr.RI). This research is committed for three weeks with randomly class. In analyzing the data, writer focuses on the forms of code mixing and finding the reasons why speakers mix the codes. Based on Hoffman (1991:116) theory. he said that there are a number of reasons for bilingual or multilingual people to mix their languages.

1.5 Method of The Research

To conduct this research, writer follows three steps of research, they are; collecting data, analyzing data and presenting the result of analysis. In collecting the

data, writer applies observational method with participant observational technique as suggested by Sudaryanto (1988;3) , in finding the form of code-mixing, the writer is involved with the speakers and writer just listens what speakers say. Then writer applies recording and note taking technique to save the data. In finding the reasons why the speakers use code mixing, writer applies interview method as suggested by Sudaryanto (1988;7) and applies note taking as further technique. First, writer begins to enter the class room where English learning is being held and listens the speakers while the recording the speaker (English teachers of Gunung Talang Senior High School) say. Second, the writer collects the data without being involved in the conversations between the speakers (teachers and students), and the writer only records and takes notes the conversations which convey code mixing. Third, writer list all code mixing which found in conversation. The writer also use interview method by giving some question to the speakers who mix the codes and then notes directly all answers. Finally, writer can conclude the forms and the reasons of code mixing which occurred.

In analyzing data, writer uses translational technique which is adopted from Sudaryanto's "*Metode dan Aneka Teknik Analisis Bahasa*"(1993;21) to indicate code-mixing in the English class conversation. Then writer classifies the code mixing into four forms. First one is code mixing in morpheme, word, phrase and clause level. Then writer tries to conclude the reasons why code mixing is used by the speakers through data which is taken from the field.

There are two methods are applied by the writer in presenting the result of analysis. This analysis presented by using formal and informal way (Sudaryanto, 1993: 145). Formal method is to present the result of analysis by using table or

diagram form. Furthermore, the informal method is to present the result of analysis by using verbal language or natural language. In this research, the writer applies both informal and informal method in presenting the result of the analysis.

