

CHAPTER I

INTRODUCTION

A. Background

Language is the important aspect for interaction to each other of the world. People can't communicate to each other without using languages. However, not everyone has the same language and dialect. So, humans cannot be separated from language. Because language is a system for communicating between humans and other humans. According to Hutajulu and Herman stated that language is a communication tool that plays an important role in communicating¹. Besides that, Siti Rabiah stated that Language is a communication tool used by everyone in everyday life as a means to convey information and arguments to others². However, not everyone has the same language and dialect. So, humans cannot be separated from language. Because language is a system for communicating between humans and other humans.

¹ Hutajulu and Herman, Analysis of Illocutionary Act in the Movie "You Are My Home" English Subtitle. "Journal of English Educational Study, (Sintang: STKIP Persada, 2019), P. 29-36. Retrieved from <http://jurnal.stkipersada.ac.id/jurnal/index.php/JEES/article/view/371>

² Rabiah, *Language as a Tool for Communication and Cultural Reality Discloser*, (Makassar: Universitas Muslim Indonesia, 2018) retrieved from <https://osf.io/preprints/inarxiv/nw94m/download> accessed on October 14th 2022.

In the era of globalization and modernization, language has an important role in human life, because it is a means of communications. Language is a mediator that people use with their thoughts to other people. In language, there is communication between the sender and the receiver on the other hand. Kridalaksana stated the language is a sound symbol system that is used arbitrarily by community and identify themselves.³ The use of language is important to communicate with each other. To provide good communication with others, one must use the right language. There are various languages that humans use to communicate. The diversity of people in the world causes language variations.

Many people in the world use two or more languages in their daily life. In Indonesia, English has become a foreign language, because Indonesians usually use their mother tongue to communicate with them family and society. The link between communication and cultural life in Indonesia can be seen from our daily communication practices or interactions between individuals and groups.⁴ The language that used is definitely influenced by where we live, as well as the ethnic environment around us. The phenomenon of code switching and code mixing has

³ Abdul Chaer, *Linguistik Umum* (Jakarta: Rineka Cipta, 2007).32

⁴ Rabiah, *Language as a Tool for Communication and Cultural Reality Discloser*, (Makassar: Universitas Muslim Indonesia, 2018) retrieved from <https://osf.io/preprints/inarxiv/nw94m/download> accessed on October 14th 2022.

become a trend or style speak in society, especially among young people. This language style change is also studied in sociolinguistics.

The process of communication in society does not only take place in one language, but can also be in more than one language. When people talk to each other, those who are monolingual can only use one language, those who are bilingual can use two languages and those who are multilingual can use more than two languages. Bilingual or multilingual societies or communities usually mix their mother tongue with other languages in their daily life communication, interaction or when doing discussion. Discussion is important for learning in all disciplines because it helps students process information rather than just receive it⁵. According to Nystrand and colleagues, discussion is a vital form of participation in a democratic way of life, because students are encouraged to find their voices express and defend their views, function within the inquiry community, and learn from and respond to the ideas and opinions of their classmates.⁶

In classroom learning activities, one thing that can drive teacher wild is when their students seem unwilling to use English in class,

⁵ Indiana University Bloomington, Retrieved from <https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html> accessed on October 19th 2022.

⁶ Nystrand, M., Wu, L. L., Gamoran, A., Zeiser, S., & Long, D in Margaret, Gady and Courney, *Leading a Classroom Discussion: Definition, Supporting Evidence, and Measurement of the ETS® National Observational Teaching Examination (NOTE) Assessment Series*. (New Jersey: Educational Testing Service, Princeton, 2016) P. 3

especially during communicative activities. This is often seen as an example of a student or teacher failure. After all, if students don't use English, everyone is wasting time. However, there are many reasons why students return to their own language in certain activities.

The Phenomenon above that happened at Darul Haitam Islamic Boarding School. Darul Haitam is one of the schools in Cinangka, Serang District. In Darul Haitam Islamic Boarding School that has rules to spoken English at the Boarding School Environment. Based the result of observation the researcher found that in Darul Haitam the student mixing and switching the language when doing conversation with their friends or the teacher. This is happened because the first, students still learning to speak another language except their mother tongue. Second, when doing the conversation according to English Teacher said that the student in real life the students feel shy and they have a lack of vocabulary when they want to speak English, and are afraid to make mistakes in their conversation.⁷ So, they used code mixing and code switching to simplify and get used to using English in their conversations. was the language used by the students and the teachers was English students in the boarding school environment, during breaks in the canteen, in front of the class or in the classroom. Darul Haitam

⁷ Personal Interview with English Teacher, Cinangka, October 13th 2022

Islamic Boarding School has rules that require students to use English. Students are required to use a foreign language that has been determined when carrying out daily activities, during recess until school, at school times, sometimes some students use code switching and code mixing in their conversations. Sometimes in informal conversation there are a lot of use of code switching and code mixing which often occurs in student classroom discussion when Teaching English with many students as like in Dairul Haitam Islamic Boarding School.

In this code-switching phenomenon is referred to as code switching and code mixing. It is known that code switching and code mixing of several foreign languages including English have occurred in the communication process and has become a common sign in our country Indonesia, people not only use two languages simultaneously. Indirectly they use code switching and code mixing. This is especially true for the Darul Haitam Islamic Boarding School, where students sometimes use code switching and code mixing in English in their classroom discussion when Teaching English.

Based on the researcher explained, the researcher is interested in conducting research with the title: **“Analysis of Code Switching and Code Mixing in English Classroom Discussion used by Teacher and**

Students at Darul Haitam Islamic Boarding School (A Case Study at the Tenth of Darul Haitam Senior High School)”.

B. Statement of Problem

In connection with the background above, the research problem can be stated as follows:

1. What type of code mixing and code switching that are used teacher and students in classroom discussion at Darul Haitam Islamic Boarding School?
2. What are the factors that influence the teacher and students to use code mixing and code-switching in their classroom discussion at Darul Haitam Islamic Boarding School?

C. Objective of the Research

1. To analyze type of code mixing and code switching that are used teacher and students in classroom discussion at Darul Haitam Islamic Boarding School.
2. To analyze the factors that influence the teacher and students to use code mixing and code-switching in their classroom discussion at Darul Haitam Islamic Boarding School.

D. Significance of the Research

First, to fulfill one of requirements for the researcher to complete her undergraduate degree program at Departement of English Education

of Faculty of Education and Teacher Training of State Islamic University of Sultan Maulana Hasanuddin Banten.

Second, the researcher can be as English Department Students additional information of code switching and code mixing that occurs in bilingual community, especially at Islamic Boarding School.

Third, the researcher can help lecturer to know students factors why they often switch and mix their language, so teacher can diminish the switch and mix language by giving the material which is concern at expression in context for daily life for begginer specially in speaking class.

E. Scope of the Research

Code-Swithing and Code-mixing typology is really a big study. Things that effect of code switching and code mixing are very common such as random words, phrases, and language pessages. Moreover, students generally use Indonesian. Then, to minimize the scope of the problem, the researcher focused on analyzing the factors and types used by Darul Hitam Islamic Boarding School Students.

F. Previous Research

The researher reviewed some reports of related researchers to strengthen the data about code mixing and uses some related studies, such as:

The first researcher for Adisti Aulia Maryam has conducted research on language choice in her thesis entitled “*A Brief Description of Code Switching and Code Mixing in Informal Conversation Used by Students of the English Departement Class of 2009 at the University of North Sumatra*”.⁸ In this thesis, she found that there are two types of code switching used by students of the English Departement of North Sumatra University class of 2009 namely intersentetial swithing and intra-sentential swithing. And the most dominant used is intrasentential swithing. The types of code mixing found are word insertion, phrase insertion, and reduplication insertion. And the most dominant used is word insertion. These studies may have the same theory to solve the problem, but they have differences in subject, place, and data collection techiques.

The second from Sri Setyaningsih has conducted research in her thesis entitle “*Descriptive study of Code Mixing Demonstrated by Pedicab Drivers on Jalan Malioboro Yogyakarta*”.⁹ She used the communication of the pedicab driver community on Jalan Malionor. The most common code-mixing phenomenon, they switch language to

⁸ Adisti Aulia Maryam, “*A Brief Description of Code Switching and Code Mixing in Informal Conversation Used by 2009 Batch Students of English Departement University of Sumatra Utara*”. Thesis (Sumatra: The Degree of Education in English Departement, 2010)

⁹ Sri Setya Ningsih, “*Descriptive Study of Code Mixing Demonstrated by Pedicab Drivers on Jalan Malioboro Yogyakarta*”. Thesis: Yogyakarta: The Degree of Education in English Departement, 2005)

English to talk to tourist on Jalan Malioboro. She took several rickshaw drivers as samples of his research to find out their satisfaction when they mixed up their language. This research is not relevant to the title, the title talks about analysis, but the result is that she is satisfied that the rickshaw drivers use English to talk to tourism even through they mix their languages. Meanwhile, the researcher will analyze the types of code mixing used by students.

Third, research conducted by Muhammad Husni Mubarak in 2007 with the title "*Code Switching and Code Mixing in KH Zainuddin MZ Sermon*".¹⁰ The study of code switching in KH Zainuddin MZ's sermon is a study that tries to reveal the types of code switching and the factors behind the occurrence of code switching. He analyzed the data using the theory of code switching and code mixing by Hudson (1980) and Soewito (1985). He found that in the three sermons of KH Zainuddin MZ there was a main code and a second code. The main code is formal Indonesian and the second code is Betawi, Arabic, Informal Indonesia, Sundanese, and Malay dialects. Due to the high frequency of the Betawi dialect and informal use of Indonesian, 42.69% of the 178 codeswitching in three sermons analyzed were included in internal code

¹⁰ Muhammad Husni Mubarak, "*Code Switching and Code Mixing in KH Zainuddin MZ'S Sermons*". *Thesis*: (Jakarta: The Degree of Education in English Departement, 2007)

switching. The use of many axioms of Hadith and Al-Qur'an in Arabic causes the number of external codes-switching is higher than internal code switching. About 53.7% of the 178 code-switching in sermons included external code-switching. He also analyzes the factors that influence code switching, namely participants, destination, and place.