CHAPTER I
INTRODUCTION

A. Research Background

Language is an equipment for communicating together with others. People use language all the time then people will never stop using language to talk to others. Using language as a tool will make it is simpler for people to comprehend what they told. Isphording & Otten (2014) offer two definitions of language as an alternative viewpoint of its definition. First of all, language is a tool that is used to influence and be affected, to shape thoughts and feelings, wants and behaviors. Second, language is a blatant indicator of a person's character, including their good and bad traits, their family and country, and their sense of human dignity. According to Rindflesch and Fiszman (2003), language is a system that communicates and reports what occurs in the neurological system.[1] Usually, people express information, ideas, and messages by using language. Language is an important tool in communication, and it is also used by people in the world. They use language to express happiness, sadness, etc. So that other people can understand how they feel. People use it not just to express their thoughts but to express what someone expects. The above statement is accordance with the opinion of Siti Rahbiah (2020) said that everyone used language as a communication tool to share information and make arguments with others daily.[2] We can see that language has an important role in the process of human

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[1] Peter V. Oviogun, and Pal S. Veerde, "Definition of Language and Linguistics: Basic Competence", 1, no. 1 (2020): 3-4.

[2] Siti Rahbiah. "Language As A Tool For Communication And Cultural Reality Discloser". 2020, p. 1.

interaction to communicate with each other. The science that studies the relationship between language and society is called sociolinguistics.

Sociolinguistics is the field of study that examines how language and society interact. The science that studies the relationship between language and society is called sociolinguistics. Holmes (2001) stated each topic offers a wealth of knowledge about how language functions, as well as about interpersonal interactions and how people use language to express different facets of their social identities.[3]Fathul Mu'in (2019) stated that the study of the interaction between language and society, it is known as sociolinguistics.[4] Sociolinguistics studies how language and society interact, and language as the main role. When studying a language in society, there are several phenomena related to language can be found, one of which is Bilingualism.

According Spolsky (1998) defines bilingual is defined as "a person who has some functional aptitude in the second language". All those who can communicate in at least two languages are said to be bilingual. The process of becoming bilingual may take place at diverse contexts, and various ages. According to Chin and Wigglesworth (2007), bilingualism is the use of two languages or the native-like command of two languages. Bilinguals must be proficient in two languages, with the non-native language sounding similar to their own tongue. Contrarily, Hamers & Blanc (1989) describe bilingualism as "the state of a linguistic community in which two languages are in contact with the result that two

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[3] Umar Fauzan, "Buku Ajar Sociolinguistics", CV. Kanhaya Karya: Mataram, (2017), p. 3.

[4] Fathul Mu'in. "*Sociolinguistics: A Language Study in Sociocultural Perspemctives*". 2019, p. 4.

codes can be utilized in the same interaction and that a bilingual person is able to communicate in more than one language".[5]

Indonesia is a multilingual country. Many languages are spoken by the people, and many people in the country speak more than one language. Almost all Indonesians like to mix from Indonesian to English. Bilingualism and multilingualism are common in Indonesia. So. as a multilingual society, Indonesians are not find it difficult to use mixed language as a habit of speaking. It happened because of the situation over there is a situation that causes different cultures and situations so that mixing languages in some situations is a natural thing. It's called code mixing.

Code mixing is the tendency of speakers in multilingual communities to mix between different codes. Based on Mujiono and his friends (2013), code mixing is a communication technique used by bilingual groups to allow for simultaneous speaking in two languages. Code mixing, according to Saputra in Wulandari (2016) is the employment of more than one language by a speaker or writer to blend two or more languages in a conversation. On the other hand, code mixing is defined by Jendra in Sumarsih (2014) as the blending of two or more codes in various combinations but still inside the same clause.[6] Grosjean (1982) defines "code mixing" is a change from one language to another in the same utterance or in spoken text or the same text.[7] As a support for this research, the researcher found three preliminary related to this research, namely: by Diana Kartini (2019) entitled "Code Mixing Used By Sheryl

[5] Eka Maulidar, Bukhari Daud, and Nurul Inayah, "Ana Analysis of Code Mixing Used By Students in Learning English", 2020, p. 80.

[6] Agung Sukrisna. "An Analysis of Using Code Mixing on Atta Halilintar's Video Youtube Channel". 2019, p. 23.

[7] N Novedo and E R Linuwih, "Code Switching and Code Mixing Used By Sarah Sechan and Cinta Laura in Sarah Sechan Talk Show," *Seminar Nasional Ilmu Terapan* (2018): p. 2, https://ojs.widyakartika.ac.id/index.php/sniter/article/view/94.

Sheinafia's Followers (Case Study of Anak Jaksel Language Trend). The result there are four forms of words namely: noun, verb, adjective, and phrase. So, there are two reasons sherly followers used code mixing, dominance attitude and language attitude. Besides, a study conducted by Salmawati (2020) entitled "An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang". The results are the English teachers at SMA Negei 5 Pinrang employing two different types of code mixing (inner code-mixing and outer code-mixing) and three different types of code switching (tag code switching, inner code switching, intra code switching).The teacher's use of code switching and code mixing in the classroom is important since it helps students understand the topic and the factor situation like limited vocabulary and topic changes. Another preliminary was done by Arniati Arfan (2019) entitled "An Analysis of Code Mixing Used By The Seventh Semester Students of English Department of Muhammadiyah University of Makassar (Descriptive Research). The results are: types of code mixing used in the students' classroom (insertion, alternation, congruent lexicalization) and there are four factors the students used code mixing such us: participation role and relationship, situational factor, message intrinsic factor, security factor.

The phenomenon of code mixing often used on social media like instagram, twitter, whatsapp, etc. It also often used by the teachers. It has spread to the school environment. Speakers affected by this language are students at SMAN 2 Kota Serang. Many students follow the current trend: language development from Indonesian mixed with English. The researcher need to analysis the code mixing in different situation. Then, this research analysed code mixing used by students in teaching and learning process. However, high school students only use code mixing in

conversations in certain situations, such as hanging out. They use a mixed language to communicate with friends who are in the same group. The existence of this phenomenon is a unique phenomenon in the school environment, especially in English subjects. English is taught as a subject at SMA Negeri 2 Kota Serang to help students become more proficient in it. The school also offers an English Club to help students become more fluent in the language. English is one of the crucial courses to master in senior high school, in accordance with Kurikulum 2013 (K13). English is a required course for all SMA Negeri 2 Kota Serang students. The majority of sessions meet twice a week to study English, and all instructors are experienced professionals who follow Rancangan Perencanaan Pembelajaran-approved textbooks and teaching techniques (RPP). The goal is that all students can improve their abilities more than students from another school.

The events that students experience in everyday conversations, they are shy when they want to speak, they lack the vocabulary they have, and they are afraid of making mistakes in speaking. So students think that using code mixing in speaking can make it easier and familiarize students to use English in their conversations. Based on pre-observation conducted by researchers on 2nd grade students at SMA Negeri 2 Kota Serang. The reality that occurs in the school environment is really interesting and prospectively observed. This triggers the author to conduct research on this phenomenon. There are several problems related to this research, namely: (1) students still mix Indonesian and English in their conversations at school, (2) students use code mixing in their English conversations, (3) students rarely speak fully the Indonesian language. English in their conversation. According to these problems, the authors are fascinated in doing research entitled "An Analysis of

Indonesian English Code Mixing Found in Banten (A Study of 2nd Grade Students at SMA Negeri 2 Kota Serang).

B. Statements of the Problem

This study analysis various types of Indonesian-English code-mixing, the factors that influence 2nd grade students of SMA Negeri 2 Kota Serang using it in their conversation, and the reasons why they used code mixing. There are three research problems from this research formulated as follows:

1. What are the types of code-mixing are employed by SMA Negeri 2 Kota Serang students in 2nd grade?

2. What are the factors caused the students used code mixing?

3. What are the reasons of students used code mixing?

C. The Objectives of the Research

According to the research background, the research problems can be determined as below:

1. To analysis the types of code-mixing used by 2nd grade students of SMA Negeri 2 Kota Serang.

2. To know the factors of students used code mixing.

3. To know the reasons of students used code mixing.

D. Significance of The Research

There are two benefits of this research, namely theoretical benefits and practical benefits:

1. Theoretical benefits

The findings of this study will be used to apply the theory from Bhatia and Ritchie (2008) regarding the different types of code mixing, the factors code mixing, and the reasons why the students used code mixing in. Because there are numerous theories linked to code-mixing in this

study, it is anticipated that readers of this study will leave with a basic understanding of sociolinguistics, particularly in the area of code-mixing.

2. Practical benefits

For English teachers, students, and other researchers, the researchers expect that this research will be beneficial and have a positive impact.

> a. For English teachers
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>> In their teaching efforts, teachers can refer to this research. Because it is a new culture that students find interesting and distinctive, teachers can teach pupils utilizing code-mixing. With fresh linguistic variations, they can enjoy and engage in class activities with greater enthusiasm.
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> b. For students
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>> The students learn more about code-mixing and have a deeper comprehension of it. They can enhance their English skills by utilizing code-mixing. Additionally, they can use it in normal discourse.
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> c. For additional researchers
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>> For those who want to conduct their research on code-mixing, the findings of this study can serve as a guide and source of inspiration. This study can serve as a general framework for future studies on code mixing in the Indonesia.

E. Previous Studies

The researcher found there are several studies that was conducted related to this research. There are: the first previous study was conducted by Diana Kartini (2019) entitled "Code Mixing Used By Sheryl Sheinafia's Followers (Case Study of Anak Jaksel Language Trend). The objectives of this study are to find out forms code-mixing used by Sheryl Sheinafia's on her twitter and to find out the reasons for using code-

mixing that used by Sheryl"s followers. She uses descriptive qualitative method. The result of Diana's research there are four forms of words that appear in sentences from Sheryl's uploads and the comments column, namely: noun, verb, adjective, and phrase. So, there are two reasons sherly followers used code mixing, dominance attitude and language Attitude. The similarities between the first previous study and this study is the objective and the method of research. But, the differences are the object of the research; the first study used sources from the written word on twitter as its sources while the object of this research is 2nd grade students of SMAN 2 Kota Serang.

The second previous study was conducted by Salmawati (2020) entitled "An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang". The objectives of this study are to explain the types of code-switching and code-mixing that made by teacher in the classroom and to explain the factors are causing the process of code-switching and code-mixing in English learning process at SMA Negeri 5 Pinrang. She used qualitative and descriptive types of research. The result of second previous study, the English teachers at SMA Negei 5 Pinrang employ two different types of code mixing (inner code-mixing and outer code-mixing) and three different types of code switching (tag code switching, inner code switching, intra code switching). The teacher's use of code switching and code mixing in the classroom is important since it helps students understand the topic and the factor situation like limited vocabulary and topic changes. The similarities between second previous study and this study is the objective and method of the research. While the differences are subject and object of study, subject of second previous study is code-mixing and code switching and the object teaching English process at SMA Negeri 2 Pinrang. While the subject this

study is code mixing and the object is 2nd grade students of SMA Negeri 2 Kota Serang.

The third previous study was conducted by Arniati Arfan (2019) entitled "An Analysis of Code Mixing Used By The Seventh Semester Students of English Department of Muhammadiyah University of Makassar (Descriptive Research). The objectives are to find out the type of code-mixing used by the seventh semester students in Muhammadiyah university of Makassar and to find out the factor of code mixing used by the seventh semester student in Muhammadiyah university of Makassar. She used qualitative method. The researcher found that there are three types of code mixing used in the students' classroom (insertion, alternation, congruent lexicalization) and there are four factors motivated the students to mix their conversation in classroom discussion, such us: participation role and relationship, situational factor, message intrinsic factor, security factor. The similarities of the third previous study and this study were field studies, the objective of study, and the method of study. But the differences is the object of study the prior study is more focused on code-mixing by seventh-semester students while this study has focused on code mixing used by 2nd grade students at SMA Negeri 2 Kota Serang.

F. Organization of Writing

For making the readers easy to understand of the content of the study, the researcher divides it into three interrelated chapters and systematically arranged. The first chapter is an introduction which contains an introduction to the whole research about research background, statements of the problem, the aims of the research, research benefits, previous studies, organization of writing.

The second chapter is a study related to literature review which explains the previous explanation relates to this research which consist of code mixing, conceptual framework.

The third chapter is method of research consisting of research method, location and time of study, subject and object of study, data collection technique, data analysis technique.

The fourth chapter is finding and discussion. It contains the finding and discussion of the research as the answer of the research problem.

The fifth chapter is conclusion and suggestion which explains the conclusion of the research and provides some of suggestion for the teacher, the student, and the future researcher.