

CHAPTER I

INTRODUCTION

A. Background of the study

Language has a very important role in social life. Language can facilitate the flow of communication, norms and also become a symbol of a nation. Human beings are also identified as a social being or zoon political because they are naturally created in the social group¹. In the learning context, language is used to convey information, build understanding, and create interaction between teachers and students. An effective teaching and learning process requires clear and easy to understand communication, so good language mastery is the key to learning. In the era of globalization that is currently sweeping the world, it requires every person, group, community or nation to relate or develop cooperation with others².

Therefore, communication in the classroom also is a very important aspect in the learning process, especially in courses that require speaking skill such as Public Speaking. Effective communication is communication that is able to produce changes in attitudes in the people involved in the communication³. In public speaking skills, there should be good communication that can influence social values and also adapt language styles that can be accepted by listeners, regardless of ethnicity, language or even culture. In Webster's New Collegiate Dictionary stated that “*communication is a process by which information is exchanged between*

¹ Suratman Dahlan, ‘*Language as a Social Instrument*’, 18.2 .2020. pp. 259–76,

² Marpaung ‘Gejala Bilingualisme Yang Berkembang Di Era Globalisasi’, Syntax Literate; *Jurnal Ilmiah Indonesia*, 7.11 (2022), pp. 17685–95.

³ Fauzi Abubakar, ‘Pengaruh Komunikasi Interpersonal Antara Dosen Dan Mahasiswa Terhadap Motivasi Belajar Dan Prestasi Akademik Mahasiswa Effect of Interpersonal Communication Between Lecturer and Students Of’, 18.1 .2015. pp. 53–62.

individuals through a common system of symbols, signs, or behavior”⁴. Thus, public speaking is an art communication that is easily recognized because of its broad communication capabilities. So in Public Speaking class, teaching and interactions often involve the use of various languages, both Indonesian and English, as a means of optimizing student understanding and skills. One of the linguistic phenomena that often occurs in communication between lecturers and students is code mixing and code switching. Code mixing refers to the use of two or more languages simultaneously in one sentence or discussion, while code switching is a change in language carried out intentionally or unintentionally in a conversation.

Code mixing and code switching are linguistic phenomena that are often found in societies where many languages or dialects are used while code mixing refers to combining words or phrases from two or more different languages or dialects in one sentence or utterance, while code switching refers to changing the language or dialect used in an utterance or conversation . Fasold said that if someone uses a word or phrase from one language, then he has committed code mixing, but if one clause clearly has the grammatical structure of one language, and the next clause is structured according to the grammar of another language, then this is code switching ⁵. The use of elements of English sometimes so insensible which it perfectly seems to fit well in speech⁶. Accordingly, in the process of learning Public Speaking, the language used by the lecturer has a big influence on the way students understand the material and develop their speaking skills. In Indonesia, where Indonesian is the main language and English is often used

⁴ Abdul Chaer, and Leonie Agustina, *Sosiolinguistik : Perkenalan Awal*. Buku, (Rineka Cipta; 2014). Edisi Revisi, p. 17

⁵ Abdul Chaer, and Leonie Agustina, *Sosiolinguistik : Perkenalan Awal*. Buku, (Rineka Cipta; 2014). Edisi Revisi, p. 115.

⁶ Ahmad Mustamir Waris, ‘Code Switching and Mixing (Communication in Learning Language)’, *Dakwah Tabligh*, 13 .(2012)., pp. 123–35.

as the language of instruction in various courses, switching or mixing languages in daily communication in the classroom is a common phenomenon. In the ideal condition, the process of teaching and learning must be done in accordance with the analysis need of the student, different with Public Speaking course that contains so many specific terms which have to be explained in original word that appears code switching and code mixing.

In the learning process at the University, especially in courses related to speaking skills such as Public Speaking, the use of two or more languages often occurs. This is not only influenced by the level of language skills of students and teachers, but also by the aim of communication that is more effective and appropriate to the academic context. Having English skills is a plus because someone is required to have good English skills, especially in the world of public speaking⁷. In the fourth semester, students are at the stage of sufficient language mastery and begin to develop communication skills, both Indonesian and English. Lecturers often use code mixing and code switching in teaching to help students understand the material better, especially in complex teaching situations such as Public Speaking. This is related to the statement that it is important to develop ways of communicating using basic public speaking learning techniques to help increase self-confidence and mastery of vocabulary and language⁸. Researcher chose a Public Speaking class as a research object to explore how this technique is common used to improve student understanding, clarify explanations, or make communication more effective in the classroom. The

⁷ Shinta Laura Dewani, 'Pelatihan Public Speaking Bahasa Inggris Untuk Menggali Potensi Siswa Baru Melalui Program Guru Tamu Pada SMKN 2 Kediri', *Eastasouth Journal of Positive Community Services*, 2.02 . 2024. pp. 57–74,

⁸ Defa Bkti Sartika, 'Peningkatan Kepercayaan Diri Siswa Melalui Public Speaking Training Dengan Teknik Perbendaharaan Kata', *At-Tawassuth: Jurnal Ekonomi Islam*, (2023) , 1–19.

phenomenon of code mixing and code switching has become an important concern in linguistic studies, especially in the context of language teaching. In academic environments, this phenomenon is often influenced by factors such as the instructor's level of language proficiency, cultural background, and communication goals in the classroom. In the Public Speaking class at the fourth semester of UIN Banten in English Education Department, the use of code mixing or code switching does not only occur between students, but also between lecturers and students as part of the process of delivering material, interaction, and creating a more dynamic learning atmosphere.

At the fourth semester in English Education Department of UIN Banten, Public Speaking students often face situations where they interact with lecturers using two different languages. The lecturer who teaches this course may use Indonesian as the main language of instruction, but often switch to English to convey certain concepts or to practice students' speaking skills in English. Although, the use of code switching and code mixing in Public Speaking lessons often occurs, there has not been much research that specifically analyzes this phenomenon in the context of teaching in higher education, especially at UIN Banten. Thus, this research not only has academic relevance in the field of applied linguistics, but also provides practical contributions in the development of teaching methods in higher education, especially in courses that require active and communicative language skills such as Public Speaking.

In Public Speaking courses, lecturer often uses these two phenomena to help explain materials that contain many English terms or concepts that related to the specific terms in Public Speaking, such as “eye contact”, “speech”, “intonation”, “gesture”, “vocal” and others that can not be uttered in original language. So that students can understand more easily and avoid misunderstandings. Public Speaking not only makes it easier for students to

understand the material, but also contributes to improving their overall speaking skills, including mastery of English vocabulary and pronunciation. The use of code switching and code mixing is not arbitrary, but has certain patterns and functions that are worthy of analysis, including their types and factors that influence their use during the learning process. Therefore, this study aims to identify the types of code switching and code mixing used by lecturers and the factors that encourage these practices in Public Speaking classes for fourth-semester students in the English Education Department of UIN SMH Banten. By observing and understanding how the lecturer integrate language in the content, the researcher can get a clearer picture of the dynamics of communication in the field of education, as well as the role of language in building interactions and relationships in teaching and learning context. This phenomenon leads the researcher to analyze “CODE SWITCHING AND CODE MIXING USED BY THE LECTURER IN PUBLIC SPEAKING CLASS AT THE FOURTH SEMESTER IN ENGLISH EDUCATION DEPARTMENT OF UIN SMH BANTEN “. This study aims to analyze the type of code-switching and code-mixing used by the teacher in Public Speaking class at the fourth semester in English Education Department of UIN Banten, the factors that encourage the lecturer to use code switching and code mixing based on relevant theories.

B. Identifications of Problem

Based on the explanation of background of the study above, the identifications of problems are following below :

1. Code mixing and switching are very familiar and are often used in public speaking classes.
2. There are many lecturers absorb English in the words they use in teaching and learning process

3. There are lots of strange words or sentences used in the lecturer's utterances in public speaking class
4. The lecturers and the students have to know the use of code switching and mixing to avoid incorrect language elements in communication

C. Research Questions

Based on the background description above, the researcher will examine the following research questions :

1. What are the types of code switching used by the lecturer in public speaking class at the fourth semester of UIN SMH Banten?
2. What are the types of code mixing used by the lecturer in public speaking class at the fourth semester of UIN SMH Banten?
3. What are the factors that encourage the lecturer to use code mixing and code switching in public speaking class?

D. Objectives of The Study

The researcher formulated the objective of the study related to the problem associated to the problem above as follow :

1. To know the type of code switching and code mixing used by the lecturer in public speaking class at the fourth semester of UIN SMH Banten
2. To know the type of code mixing used by the lecturer in public speaking class at the fourth semester of UIN SMH Banten
3. To identify the factors that encourage the lecturer to use code mixing and code switching in public speaking class

E. Scopes and Limitation of The Research

This research will focus on analyzing code-mixing and code-switching used by lecturers in the Public Speaking course in the fourth

semester in the English Education Department Program at UIN Banten. This research will identify various types of code-mixing and code-switching used in teaching and examine the factors that influence the use of these linguistic phenomena in the classroom. This research is limited to analyzing the utterances used by lecturers in the Public Speaking class in the fourth semester at UIN Banten, so the results may not be generalizable to other classes or different departments.

F. Significances of The Study

This research has important significance in several aspects that can be a study that is useful for the researcher and the reader generally for the mostly students of the English Education Department.

Theoretically

This research contributes to sociolinguistic studies, especially in understanding the dynamics of the use of code-mixing and code-switching in public speaking class which continues to develop. By studying the types of code switching and code mixing used by lecturer as an English lecturer uses two languages interchangeably in his teaching process, this research can provide new insights to know certain patterns and functions that are worthy of analysis, including the types code switching and code mixing and factors that influence their use during the learning process.

Practically

1) For the readers

The readers can use this study to increase knowledge to explore the phenomenon of sociolinguistics in social context and apply it in bilingual communication.

2) For students

Students can learn more deeply about the sociolinguistics of code mixing and code switching so that they can be practiced in everyday informal communication especially in public speaking

3) For other researchers

This research can be used as additional information and knowledge about code mixing and code switching which can be used as a reference in reinforcing further research.

G. Data Coding

The Researcher determined classification of data analysis by offering the code for each data below :

1. The use of code number in the last for the sequence list in the validation sheet
50 means the datum is number 50
2. The use of abbreviation with Roman word in Capital to show the types of Code Switching
 - a. TAG CS means Tag Code Switching
 - b. INTERS CS means Intersentential Code Switching
 - c. INTRAS CS means Intrasentential Code Switching
3. The use of abbreviation with Roman word in Capital to show the types of Code Mixing
 - a. INTRAS CM means Intrasentential Code Mixing
 - b. INTALEX CM means Intralexical Code Mixing
 - c. INVOLV CM means Involving a Change of Pronunciation

H. Writing Organization

This writing is organized into 3 chapters which contain several points that will be explained in each chapter.

Chapter I Introduction. This chapter consists of background of the study, identification of problem, research question, objective of the study, scopes and limitation of the research, significances of the study, data coding and writing organization of the study.

Chapter II Theoretical framework. This chapter contains:, the Definition of code-switching and code mixing, The types of code mixing and code-switching, The factors causing code mixing and code switching, definition of public speaking, Previous studies.

Chapter III Research methodology. This chapter contains: Research Design, Subject of Study, Source of Data, Research Instrument, Data collection procedure, Data analysis procedure.

Chapter IV Findings and Discussion. This chapter consists of the results of the research and analysis described in the discussion which is separated in three parts: Object of The Research, Data Description and Discussion.

Chapter V Conclusion and Suggestion. This chapter is a conclusion from the research results and data analysis accompanied by suggestions as a result of recommendation.