

CHAPTER I

INTRODUCTION

In this chapter, researcher is going to present the basic consideration about this research and including of problem identification, research question, scope of research, the objective of research, and significance of research.

1. Basic Consideration

We do not deny that language plays an important role in human life. It is used to interact one and each other in order to access the information or to understand the utterance happened in communication. As we know in communication interaction, people usually use language variety. It depends on situation and context. In this case Muysken (in Lau Sau Kia article “Code-Mixing of English in the Entertainment News of Chinese Newspapers in Malaysia”, 2011, p.3) stated code-mixing occurs when lexical items and grammatical features of two or more languages exist in the same sentence. Two or more languages exist in the same sentence means every individual is going to use more than two languages to give information to another, when they want to make the receivers or another individual easier to understand what they want from the receivers message itself. According to Nababan (1993, p. 32). Code mixing means give illustration about speaking situation when someone mixes two or more languages in speaking by inserting others elements of language (language variety).

This case also occurs in teaching activity simplistically; Related to this case, Wardhaugh (1988, p. 102) stated that code mixing is usually found in a discourse. The function of language variation is usually to be a background that

may consist of clauses or sentence which are from other languages or varieties. Conversational code mixing involves the deliberate mixing of two languages without any associated topic change. In another hand every individual, in this case is a teacher and student can use code mixing in teaching and learning process with one acceptance, both of teacher and students understand the language they use in teaching and learning process itself, because it is going to be worse if teachers or students use another language, code mixing that they cannot understand, it means teachers and students must see the background first from students for the teacher, and from teacher for the students. Insertion code mixing in a teaching activity demands creativity. As the background, the teacher makes use common words in order can be understood and remembered easily for students. Besides that, the teacher should try to introduce the specific terms into language among others as a mixing code. It should be done such that way in order the message that is presented goals can be achieved. Like I stated before that teachers or students must see the background first so insertion code mixing is going to be very useful and I realized that by using insertion code mixing in teaching and learning activity is very useful because teacher make the students easier to understand and to learn English and the students are more comfortable to ask or to make sure something that they do not understand from the materials.

In pre-observation, I found the fact that, it is hard for the students to understand Indonesian language when I facilitate them to learn English therefore would overcome this problem by using mother tongue to facilitate the students in learning English. In the following, there was a successful example of code mixing

produced by the researcher while being a teacher in the first grade at junior high school SMP 2 satu atap ipilo at Durian village of North Gorontalo Province in 13th of February 2012.

“Good morning students.....Now we going to learn about Wololo caralio mohinthu habari to bahasa lo enggeleti! So for the first saya akan menanyakan “how are you?” yang artinya “Wololo habari?”

(Good morning students, now we are going to learn about how the to ask someone’s condition in English! So for the first I will ask how are you? Means how are you?)

In this situation teacher taught the students by using insertion code mixing, with inserting English, gorontalo language, and Indonesia language, and spontaneously, one of the students said:

“Ooodito... jadi Sir: how are you itu “wololo habari!?”

(I see sir, so how are you? is how are you?)

From the example above, we can see that insertion code mixing is used in the materials of teaching English. English and Indonesian even mother tongue, (in this case gorontalo language) words are mixed, and they are understood and acceptable by students because it sounds specific, intelligible and amusing.

In another school in this case first grade in SMPN 3 Nusa Tabukan, I found the specific case related with insertion code mixing that is:

*Teacher : ku kera, seng me **start** e kite eng?*

(So should we start now?)

*Student : ore **sir start** e!*

(Yes sir please)

Teacher : *ok!*

Student : *sir ku pukure pira me game over?*

(Sir, what time this going to game over?)

Teacher : *barine game over, mapele ke finish aro done, mebera nasue to?*

(That is no game over, the good one is finish or done, want to say when the meeting done right?)

Student : ore **sir!**

(Yes sir)

In this situation, the teacher inserted foreign language in local language in this case Sangihe language, and got a good respond from the student by following to insert foreign language in local language. The languages used are spoken forms that made by the teacher. They have their own style to change the raw material of teaching from written language into spoken language. It is significant for the teacher to improve the row material of teaching to be fixed and extended to the students. By doing this case the teachers needs skills and specific knowledge to develop the quality of their teaching, because the teacher is not just going to teach English but indirectly teacher teaches regional or traditional language to the students, and teacher watches over the culture.

Based on the explanation above, it is very interesting to investigate how to teach with code mixing as one of special style of language that is used in teaching activity, the special style may not be owned by every teacher because every city, Provinces, event villages in Indonesia have a different mother tongue. So it is

going to be better if teacher has a same culture, in this case is able to speak by using the same mother tongue as the students, so that the teacher can convert to make conversation and make good information through teaching clearly without making the students bored because I realized if the teacher does not use insertion code mixing to facilitate the students while learning English it is hard for the students to accept the materials that the teacher gave to them, it happens because the students more convert to speak and to make conversation by using mother tongue (sangihe language) than Indonesia language, in other words, without using insertion code mixing the teacher and students will face obstacle in teaching and learning English process.

Finally based on explanation above, the researcher would analyze insertion code mixing occurs in teaching English at SMPN 3 Nusa Tabukan located on the island of north Sulawesi. This formalized in the title. "The occurrence of insertion code mixing in facilitating English instructions in SMPN 3 Nusa Tabukan."

2. Problem Identification

Language variety does not only occur in mass media but also in teaching activity. Concerning to this case, the communication between the teacher and the students is connected by a specific language. However, code mixing as a language variety sometimes appears in teaching process, especially in producing some materials. Mixing words occurs from many languages, such as English, Indonesian language, Javanese, Gorontalo language, etc. Teacher utters the mixing words to convey information to the students. Teacher used the mixing words in order to understand easily. This activity is the same like talking directly,

face to face with each other. It makes indirectly a close relationship between the teacher and students.

As a matter of fact that there are many codes mixing phenomena occur in a society, for example is in radio work to produce the advertisement. The occurrence of code mixing can be influenced by many factors and it also happens in the school in this case teaching and learning process, and finally become a normal phenomenon in human life. Because of that, researcher conducted the research at Junior High School SMPN 3 Nusa Tabukan with the focus on insertion code mixing.

3. Research Questions

The research questions can be formulated in the following questions:

- a. What are the kind's insertion code mixing that teacher and students use in class?
- b. What are the factors that cause the occurrence of insertion code mixing?

4. Scope of research

In this research, I focused on the research of insertion code mixing between English, Indonesian language, Manado language and Sangihe language and factors that cause of insertion code mixing in teaching and learning English process.

5. The objectives of research

The researcher conducted this study to fulfill some objectives that can be formulated as follow:

- a. To find out the kind of insertion code mixing occurs in SMPN 3 Nusa Tabukan.
- b. To find out the factors that cause of insertion code mixing in SMPN 3 Nusa Tabukan

6. Significance of Research

- a. For English teachers especially in SMPN 3 Nusa Tabukan, hopefully this research will be contributive suggestion to use insertion code mixing in teaching process, because the teacher still has an obstacle to facilitate students in teaching English.
- b. For Students especially in SMP N 3 Nusa Tabukan, hopefully this research will make the students easier to learn English. Because the student it is easy to understand local language than Indonesian language
- c. For other researchers. The result of this research could be used as reference by other researchers who intend to do a research that relate to the study of English or similar study.