

CHAPTER I: Introduction

This chapter introduces several subtopics that will be described about this research.

This chapter is divided in to four of subtopics. They are Background of Study, Research Questions, Research Objectives, and Significances of Research.

Basic Consideration

Language is a skill that everyone has to master because language is the medium that connecting each other. In daily activities, we need to make our language can be understood by listeners, and to make this things happens we need to support that with body language, intonation moreover we mix the language and the code.

In teaching learning process the language is the important part that makes the teaching learning process successful. Language is a medium that teachers use to explain their lesson and for the students. Further, they need to analyze the lesson by language to make them know and understand things that their teachers' explain. In teaching learning process especially in teaching foreign language, the teacher must make their explanation easy to be analysed by the students.

In teaching learning process, the teachers will face the different character of students. Some of students are not interest and bored when the teacher only applies mono language in explaining the lesson. In this situation, the teacher should create strategies to make the students understand the lesson. Using code-mixing in the explanation can be strategy that can be tried by the teacher.

Code-mixing is a way to mix the code between two languages or more (foreign language and native language even the local dialect). It is the way to make students becomes accustomed with the word which is being mixed so they will know and understand moreover they will use it. Example; you have to “pastikan” this study useful for us. In this phenomenon the speaker insert the word “pastikan” to complete the sentence.

From the previous explanation, the researcher is interested in investigating the using of code-mixing in teaching English in the classroom. In this case the researcher wants to know what happens in the classroom when the teacher applies code-mixing during the explanation and the response of students.

This research will be conducted at SMA Muhammadiyah Tolangohula. The researcher chose this school because the teachers are apply the code-mixing during teaching in classroom. The researcher will observe the teaching learning process in the classroom to find the reality about the using of code-mixing on teacher's explanation. In this research, the participants (English teacher) also will be interviewed to obtain the information about the reasons why the teachers mix the code/language during the process of teaching in the classroom.

From this research, the research expected to find some reasons and the benefits about the using of code-mixing and also students' responses about the code-mixing.

Therefore the title of this research is *The Using of Code-mixing in teaching English in the Classroom*.

Research Questions

This research will answer and discuss about two questions that related to code-mixing, they are:

1. What are the types of code-mixing that the teachers use during teaching in classroom?
2. What are the reasons of the teacher in mixing the code in the classroom?

Research Objectives

The objectives of this research are divided in two categories, they are:

To find out the types of code-mixing of teacher during teaching in the classroom

To find out the reasons of teachers mix the code in their explanation

Significances of Study

The significances of this research goes for three elements are:

For the student, they will have the motivation to apply the code-mixing in their studying English

For the teacher, this research will give them information about the code-mixing itself and also how to use it in the explanation.

For future researcher, this research can be a reference for the next researcher that interest to investigate the same topic.

Delimitation of Study

This research is focused on analyzing of the types of code mixing that teacher uses during teaching in classroom. Based on Musken(2000, p.1) there are three types of code-mixing are Insertion, Alternation and Congruent lexicalization so the researcher will classify the types of code-mixing that teacher uses during teaching in classroom. Then, to classify the reasons of using code-mixing, this research will use the theory of Kim (2006, p.47)