

## Chapter I

### Introduction

#### Background of Study

It is known that bilingualism is an activity when the speaker can combine two languages because the speaker understands both of languages. Moreover, the process of combining the language is not only because the speakers understand that language, but also because of the situation, style, and speakers' need. Furthermore, Muysken (2008) states that bilingualism is the phenomenon that concerns to the people ability for applying two languages in communication.

In addition, there are also term that called switching and code mixing. Coulmas (2005) states that Code switching (CS) and code Mixing (CM) occur where speaker are aware of the two varieties being distinct and are able to keep them apart, although they may not so habitually and may not be conscious of every switch they make. Moreover Grosjean (1982) state that code switching and code mixing can illustrate the relation between bilingual individuals. Additionally, Holmes (2001) says that code mixing and switching can be describe the relation between people and interlocutor.

Further, Poplack (1980) divided code switching into three types of switching there are: tag-switching, inter-sentential switching, and intra-sentential switching. Here is the example related to the code switching found in social media

- Tiba –tiba pengen nulis ini aja , *it is not about how hard you try to get me,*

*but it's about how hard you to understand me*

Based on the example, it can be classified as inter-sentential switching because the writer switches from Indonesian language to English language and it shows that the writer uses English language dominantly. In addition, this is suitable with the theory from Jail (2009) the point out of this type is switch language as dominant language used by speaker at that moment. Correlate with the explanation about code switching Malik's (1994) divided ten factors that make code switching occur there are; lack of facility, lack of registrational competence, mood of the speaker, semantic significance, to address different audience, to show identity with a group, to amplify and emphasize the a point, habitual expression, pragmatic reason, and the last is to attract attention.

Correlate with the explanation of code switching Wardhaugh (1986) also stated about code mixing were code mixing means combining word, phrase, or clause in this case the speaker combines word, phrase, or clause with different language. Moreover, Wardhaugh (1986) states that code mixing happens because the speakers use language dominantly to support an idea and interpret the meaning. Furthermore, the speaker is in code mixing situation because of the limitation of language then make the speaker must use another language. Moreover, speaker mixes the codes not only in informal situation, but also in formal situation. It can be seen on students' presentation based on the preliminary research on students of English department

1. For me this is *seharusnya* not like this
2. As a student in English department we must *membiasakan diri* to speak English

From those examples, it is found that English foreign language learner still use code mixing where a code mixing may be a language, variety of language or style of language. Besides, the reason why the students mix the codes because of some reasons such as: first, there is no exact

meaning on the language then the students combine with another language. Second, the students mix the code because they want to make the sentence sounds good. In addition, code mixing is used when the conversant use both languages together to extent that they change from one language to the other in the course of a single utterance (Wardhaugh, 1986: 103). In addition, Muysken (2000) says there are some factors that make the code mixing occur there are; competence, language mode, norm, attitudes, age, style and last is generation.

Base on Wardaugh (1986) elaboration toward code mixing, it goes to say that students in code mixing situation are not only combined the language but also the speaker understands both language that they use. Moreover, Thelander in Chaer (2004) clarifies that, code switching is different from code mixing. Code switching occurs when people are switching other language in clause but code mixing occurs when the phrase contain languages mix. This is also supported by Bokamba (1989) code switching is the mixing of words , phrase, sentence from two distinguish grammatical system in sentence boundary ,and code Mixing is inserting various linguistic units such as affixes and word formation.

Correlate with previous explanation about code switching and code mixing, this study conducted on students of English department academic year 2013/2014 about the types of code mixing which occur in students' academic presentation.

Therefore, the reasons for choosing the topics are: first, code mixing is not only occurred on people daily life conversation, but also code mixing always occurs in formal situation like students presentation in classroom. Second, this research must be conducted because it is show the reader how the code mixing occurred and happened despite they are in high level of study. Third, this research use the theory from Muysken (2000) that concern on three types of code mixing such as: insertion, alternation, and congruent lexicalization type which different with the

previous research on faculty of letters and culture state university of gorontalo that only focus on one type. Fourth, because code mixing is a phenomenon and students are not realized the occurrences of code mixing which sometimes cannot be handling.

### **Research Question**

Related to the background of study, the research questions are:

1. What are the types of code mixing that occur on students' academic presentation?
2. Why students' use code mixing on presentation?

### **Objective of Research**

The objectives of this research are particularly aims of research,

1. To find out the types of code mixing that occur on students' academic presentation
2. To find out the reason why students' use code mixing

### **Significance of Study**

The significances of this research are: first, the finding of this research gives the information about the reasons that make students in code mixing situation. Second, the result of this research for the teacher is advisable to help the students to decrease the uses of code mixing particularly in sociolinguistic subject. Furthermore, the practical contribution this research would be a reference for those students who want to conduct a similar topic.

## **Scope of Study**

The scope of study are: First, this research is only focus to students of English Department academic year 2013/2014. Second, this research identify the three types of code mixing and the reason of students use code mixing. Third, this researcher only focuses on students' presentation.