

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Humans are social creatures that depend on one another and cannot thrive without their fellow human's help. It implies that language is necessary for humans to communicate with one another. Language is a tool of communication that is an essential part of communication (Herman, 2019). Language is also the most critical aspect of all beings' lives because it can be used to communicate with each other. Silaban & Marpaung (2020) state that humans cannot communicate in any real sense without language. As a form of communication, language has sounds, gestures, or marks having understood the meaning. Nevertheless, only some people speak the same language or dialect. Humans cannot be isolated from language, therefore. The fact that language serves as a communication between people.

There are many kinds of languages in the world, for example, Japanese, Korean, Mandarin, English, and many others. English is a global language used as a communication device between nations of different languages. Rogers (2014) explained that many countries have more than one national or official language, with any number of smaller linguistic groups within them. In today's world, English is the language of communication used by people worldwide. Crystal, cited in Purba & Herman (2020), stated that English is a global language. A similar view is stated in the book "English as a Global Language (Crystal & others, 2003)" that English is now the most widely taught as a foreign language.

Based on research conducted by Hayatun Nufus in her thesis entitled "An Analysis of Teachers' Code-Switching in Teaching English as a Foreign Language (EFL) in the Classroom" stated that English has been split into three major categories as an international language: English as a native language (ENL), English as a second language (ESL), and

English as a foreign language (EFL). There are two terms to describe English in language classrooms: English as a second language (ESL) and English as a foreign language (EFL). Students learning English as a second language (ESL) in a classroom are expected to comprehend and communicate in it, and they must practice in it, and they must practice it in context. In addition, in an English as a foreign language (EFL) classroom, students study the language in a setting with little natural language use, even if they are expected to apply the target language for conversation and language teaching. This teaching method is intended to improve students' speaking habits and speaking abilities (Hayatun, 2017).

In Indonesia, English is considered a foreign language. Even though there is normally a second language present in the language classroom in addition to the target language, it is typically the native language of the teachers and the students. The language to be learned serves as both the target and the teaching in a foreign language classroom (Ginting, 2019). For Indonesian students' it is not easy to master English because it is not used to communicate in their daily activities. For daily conversation, they speak Bahasa Indonesia, their mother tongue. Speaking is one of the most challenging when studying a foreign or second language. It meant that learning to speak is more challenging than learning to interpret spoken language (Tatham & Morton, 2006)

Bilingualism is the condition of a linguistic society in which two languages are in contact, leading to the employment of two codes in the same interaction and a significant proportion of Bilingual people (Hamers et al., 2000). In Indonesia, bilingualism is a widespread phenomenon. For instance, children learn languages sequentially. This phenomenon can be observed all around us, including in media like television, movies, YouTube videos, and music as well as in classroom interactions or the teaching-learning process. It is known as Code Switching and Mixing when people choose more than one language and use them alternately (Utomo, 2015). There are several communicative purposes for employing

it, which leads to the different types of Code Switching and Code Mixing that happen in conversation.

Code-switching happens when a speaker changes from one language to another or from one code to another (Gardner-Chloros & others, 2009). It explains that Code-switching, which includes changes in accent, intonation, and other aspects of speech can also happen when a person changes their language. In our social lives, the other phenomenon of code mixing also occurs. According to Hudson (cited in Bhatia & Ritchie, 2012), Code Mixing happens when a fluent bilingual person conversing with another fluent bilingual person switches languages without the scenario itself changing at all. It explains that Code Mixing happens when a bilingual speaker switches between languages in a given circumstance. Additionally, Code Mixing has a purpose. It can be used as a symbol for someone to demonstrate their mastery of a second language in speaking skill's ability. It can serving as an indication of their identity.

The researcher also knows that the phenomenon of Code Switching and Code Mixing does not only occur in situations where people speak more than one language; rather, it has developed into a necessity in Modern society as a result of the difficulty some people have in expressing themselves in their mother tongue or the scarcity of words in that language. This also occurs during speaking class learning exercises. The teachers decide to employ broad vocabulary in a language different than their native language for communication to flow smoothly for pupils to comprehend the material (Harahap, 2020).

Based on the preceding explanation, the researcher attempts to conduct a study on students' Code Switching and Code Mixing in speaking classroom activities. As a result, the researcher purposes the title "AN ANALYSIS OF ENGLISH CODE SWITCHING AND CODE MIXING USED IN NARRATIVE STORY DURING SPEAKING CLASS".

1.2. Research Question

The problem of the research was formulated as the following questions:

- 1) What types of Code Switching and Code Mixing are used in the narrative story during speaking class activities?
- 2) What is the advantage of Code Switching and Code Mixing which is being used in narrative stories during speaking class activities?

1.3. The Purpose of the Research

Related to the following question of the research, the purpose of this research:

- 1) To find out the types of Code Switching and Code Mixing that used in Narrative stories during speaking class activities
- 2) To analyze what is the advantage of Code Switching and Code Mixing used in the narrative story during speaking class activities.

1.4. Limitations of the Research

This research focused on the types and advantages of Code Switching and Code Mixing used in narrative stories during speaking class activities. The emphasis of the research is on the types and the advantages of Code Switching and Code Mixing used in narrative stories during speaking class activities.

1.5. The Significance of the Research

The researcher hopes that the reader will profit in some way from this research. Some benefits of the study include the ones listed below:

- 1) Theoretically

The types of Code Switching and Code Mixing used in narrative stories during speaking class are known. The result of this research can be added to sociolinguistic research and also in education research, especially in the area of Code Switching and

Code Mixing. Furthermore, these codes can offer more details on Code Switching and Code Mixing in-class exercises, particularly in lessons on speaking narrative stories.

- a) For the Teachers: It can provide some useful information to help the teachers about bilingualism in terms of Code Switching and Code Mixing Theory, and literary contributions on the subject. The researcher hopes that this offers practical data for assessing the development of the teacher's English performance in the classroom and that it will increase students, awareness of the importance of engaging in class discussion and achieving lesson objectives, particularly for the Narrative story lesson in the speaking class.
 - b) For the Students: it helps the students to learn and understand more about bilingual, Code Switching, and Code Mixing theory.
 - c) For the other Researcher: The result of this study can increase the knowledge about Code Mixing and Code Switching and also the result can be used reference to conduct further research.
- 2) Practically

The result of this research can be used as a guide for students, teachers, and other researchers interested in evaluating and creating Code Switching and Code Mixing studies. It can be utilized to generate better utterances while serving as the sample for analysis. Then, in the speaking class assignment, improve your understanding of Code Switching and Code Mixing.

1.6. Definition of Key Terms

There are some explanations about key terms in this research:

1. Analysis

Analysis is the process of obtaining data, describing things as they are, compiling and recording examples, creating lists, and other

activities. The analysis is the activity of making analytical sketches to find out something.

2. Code Switching

Code-switching is a language-switching process that is carried out at one time and in one sentence, it can occur in one variety of languages or across languages such as Indonesian-English.

3. Code Mixing

Code mixing is the process of mixing languages that are carried out at one time and in one sentence. This mixing can occur by inserting phrases, the influence of changes in sentence structure, or even the influence of the local language (dialect).

4. Narrative Story

A narrative text is such as story, so a narrative story is a part of narrative text. The narrative text is a kind of writing that tells a tale. Essays, fairy tales, movies, and many others.

5. Speaking classroom activity

Speaking classroom activity is a teaching and learning activity in the classroom that focuses on speaking skills, in which students are focused on speaking English in a good and correct way.



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