

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is the most important medium to communicate with the other people. By using language, people will be able to talk with the other easily and efficiently. There are many languages which are used by people around the world, as stated in one of the verses in Holy Qur'an here:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ السِّنِّكُمْ وَالْوَنُكُمَا إِنَّ فِي ذَلِكَ  
لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

This verse means *and of His signs are the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge (Ar-Rum: 22)*. It describes that everything in this universe is different and diversity is the sign of blessing from God. The people, the races, and the languages are different from each other. Thus, we as the humankind with various colors, races, and languages should appreciate each other. We bound strong connection and communicate in good way besides all those diversities.

The differences of languages affect the communication between people who has different mother tongue. It is also caused many people live as bilinguals since they are able to master two or more languages triggered by the variation of languages and dialects in the place they live. Moreover,

language also built strong bound between people who share the same language and make people appreciate the other people's languages especially in this globalization era.

In this modern time, the communication in this universe is getting broader and easier. People from different country can easily communicate not only by meeting each other directly but also through internet and social media. Therefore, people with different backgrounds, races, and languages are able to communicate to each other, and it indirectly had people to be able to master more than one language.

When people master more than one language, they are called bilingual or multilingual. It happens when people are in the place where their mother tongue is not the language that is understood by most people. It also can be triggered by the education that they take which is required them to talk in another language beside their mother tongue. And sometimes, it happened when people think it sounds cool talking in mixed language. Bilingualism and multilingualism cause the phenomenon called code switching and code mixing.

Developing communicative competence in two or more languages gives individuals opportunities to express their feelings and thoughts and form their identity. It also helps them satisfy their individual and social needs in the different contexts of the languages used. The tendency of using various languages at one certain time in sociolinguistics is called code

switching and code mixing. The phenomena of code switching and code mixing of languages have long intrigued scholars who have examined what triggers such occurrences (Muysken, 2000; Wei, 2005). Code-switching and code-mixing have become an interesting phenomenon to study in particular of language usage in society because it is part of development process and use multiple languages (bilingual) or a mixture of (multi-lingual).

Code switching and code mixing phenomenon often happens in a situation where people talking in the language beside their native language, such as in a formal speech, when talking with another person who does not share the same native language, or when people are in a foreign language lesson class.

In most of the bilingual and multilingual cases, most people who understand more than just one language, usually master English language as one of the languages that they master. It is caused by the fact that English is the universal language. People are desired to master English as the connecting language to communicate. English is the universal language that is commonly understood by most people in the world, as the language of education, social, economy, and the other fields. As the universal language, English is taught in almost all education fields, and it also makes English become the major in several universities.

Many universities have English as the major. And some of the classes in this major require the students to talk only in English, such as in a

speaking class. In the speaking class, the lecturer requires the students to talk only in English when they want to ask something, share their opinion, and so on. But in reality, students find it is not that easy when they should talk only in English all the time. And it makes code switching and code mixing happen in this kind of situation.

The writer as one of the students of English major, and already finished several levels of Speaking classes, ever experienced this phenomenon. When she and her classmates were in the speaking class, they were all required to talk only in English, but the fact, it was not as smooth as they expected. Caused by anxiety and nerves when they talked in English, they tended to forget some vocabularies and changed the vocabularies into their native language. And instinctively, code switching and code mixing happened.

Hence, by seeing the experience of the writer herself, she would like to analyze the code switching and code mixing produced by the lecturer and the students of English department during interactions in one of speaking classes at IAIN Antasari, Banjarmasin. The research is held in Speaking I class and the students of this class are the third semester students of English department. Speaking class I is the first level of speaking class in English department at IAIN Antasari. The writer chooses this class since most of the students are still in the beginning to intermediate level of English speaking. Most of them are never been in a speaking class that requires the students to talk only in English before (except for them who studied in bilingual high

school or them who are from boarding school). As the writer observed from pre-observation and her own experience when she took several levels of Speaking class, she found the students are still confused, use incorrect grammar and pronunciation, and also sometimes unconsciously use their native language to say some words that they cannot find in English. We know, In English department, the students learn to use English when they speak, and in the speaking class, the students are required to talk only in English, but in reality, most of them are still confused when using English all the time, sometimes they use Banjarese or Bahasa to say something when they find it difficult to say it in English. And the other subject, the lecturer, even though they are capable to speak in English properly, sometimes they need to use Banjarese or Bahasa for some reasons, such as when the students cannot understand about something important that he or she says, and so on. Therefore, the writer would like to conduct a thesis entitled **AN ANALYSIS OF CODE SWITCHING AND CODE MIXING USED BY THE LECTURER AND THE STUDENTS IN SPEAKING I CLASS OF ENGLISH DEPARTMENT AT IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2015/2016**, to find out the occurrences of code switching and code mixing used in the class by the lecturer and the students, and also reason why they happen and the benefit by using code switching or code mixing in Speaking I class.

## **B. Statement of Problem**

This research intends to analyze the use of code switching and code mixing between English and Bahasa/Banjarese in speaking I class by the lecturer and the students of English department at IAIN Antasari, using the questions below:

1. What is the type of code switching and code mixing found in the speaking class?
2. How often they lecturer and the students use code mixing and code mixing in the speaking class?
3. Why do the lecturer and the students use code switching and code mixing in the speaking class?
4. What is the benefit of using code switching and code mixing in speaking class?

## **C. Objective of the Study**

The purposes of this study are:

1. To collect the type of code switching and code mixing in the speaking class
2. To analyze the frequency of using code switching and code mixing in the speaking class
3. The find the reason why the lecturer and the students use code switching and code mixing
4. To reveal the benefit of using code switching and code mixing in speaking class

#### **D. Significance of Study**

The result of this study is expected to give some contribution for teaching and learning English as follows:

1. For Lecturers

The result of this research is expected to be useful for the lecturers in IAIN Antasari Banjarmasin. The lecturers will be able to make further investigation regarding to code switching and code mixing in a speaking class, or the other classes in English department.

2. For Writer

The result of this research is hoped to give the answers of the writers' research questions as stated in problem statement, thus the writer will be able to obtain many new findings related to code mixing, code switching and sociolinguistics field, and hopefully will be able to give the new analysis regarding to the subjects.

3. For the Students

The study is expected to be useful for the students of IAIN Antasari. This study can be one of the references of their future study and as the references for their campus task. Also, the writer hopes this study especially for English Department students of IAIN Antasari can make them be more aware of the language that they use or they listen every time.

## E. Definition of Key Terms

The word *analysis* is derived from the Greek *analyein* means to break up, *analysis* means a careful study of something to learn about its parts, what they do, and how they related to each other. In Oxford dictionary, *analysis* means the detailed examination of the elements or structure of something. Thus, *analysis* is an activity to examine something carefully by parting it into parts so it can be studied in detail.

Code switching and code mixing are the terms in sociolinguistics which describes the phenomena of the tendency of using two or more languages in the same moment at specific time. Specifically, code switching and code mixing refers to the situation where people change between different languages within the same communication activity. This can be done by using a different language in a different sentences or different part of the communication, it also can be done by using two languages within the same sentence. The code may be a language or a variety or style of a language. In other word, code is a system of speech whose elements of language has special characteristic and it is proper to the background of the speaker, the relation of the speaker and the situation. Moreover, code switching and code mixing are used to call the dependence upon aspect of language. Also mixing and switching probably occur to some extent in the speech of all bilinguals, so that there is a sense in which a person capable of using two or more languages. In this thesis, the code switching and code



mixing are the phenomena of using two or more language at same moment or situation which happen in speaking class.

Speaking is one of the subjects in English department. The subject specializes in learning and practicing to speak in English in order to make the students become more fluent in English speaking. The students of English department are obligated to join the class since speaking is one of the main elements of English learning program in English department.

#### **F. Organization of the Content**

This thesis is separated into five chapters, in this way:

The chapter one consists of introductions, which includes background of study, problem statements, objectives of the study, significance of the study, definition of key terms, and organization of the content.

The chapter two consists of theoretical review, which includes sociolinguistics, code switching and code mixing, the type of code switching and code mixing, the reasons of using code switching and code mixing, and the benefits of using code switching and code mixing in speaking class.

The chapter three consists of methodology, which includes research design, research setting, subject and object, source of data, data collection procedure, and data analysis.

The chapter four consists of findings and discussions, which present the findings found from research and the result of the discussion.

The chapter five consists of closure, which includes conclusion and suggestion.