

## **CHAPTER I**

### **INTRODUCTION**

This chapter outlines the rationale of the study. It elaborates on the justification for conducting the study, the objectives, scopes, and limitations, and the significance of the current study.

#### **1.1 Background of the Study**

This study discusses the experience of teachers in using code-mixing when teaching English at a junior high school. For researchers, bilingual ability is very important to communicate. The reason the researcher took this topic was that at that school it was still very difficult to use full English, and there was still a lack of vocabulary that students understood. Thus, code-mixing has an important role in teaching English. According to Moradi (2014) Bilingualism can be defined as the use of at least two languages either by a group of speakers or by an individual to speak, interact, read, or understand two languages.

Code-mixing is a symptom of language usage in which —a mixing or combination of different variations within the same clause. According to Mujiono et al (2017:5), code mixing is a communication process which combines two or more languages by mixing the core language with a second or third language without changing the meaning and function of the language to be conveyed because the second and third languages are only used as supporting languages for communication to achieve the desired goal. According to Wardhaugh (2010:98), code is defined as the particular dialect or language one chooses to use on any given occasion and the communication system used between two or more parties. He asserts, most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than bilingualism. To find out the use of code-mixing in the classroom, the researcher conducted this research with the hope that this research could be used to assist teachers in carrying out code-mixing in subsequent lessons.

Perspective is the point of view used to understand or interpret certain problems. An individual certainly has different opinions and views when dealing with something. Therefore, the emergence of different perspectives results in differences between the opinions or views of each individual. Ni Komangs's (2018) journal entitled *Perspective* explains that every human being has a different point of view, both when solving problems, seeing an event that occurs, and perspective in understanding various phenomena that occur based on the beliefs of people who study the object. The point of view or point of view is called perspective.

In other words, code-mixing is the transition of one word from one language to another in one sentence. EFL (English Foreign Language) class activities using code mixing can help teachers to help improve students' understanding of using and understanding language. Using the teacher's perspective also makes it easier for researchers to obtain information obtained from the experience and knowledge of a teacher towards an individual. With the above phenomenon, the authors intend to conduct research entitled "**Code-Mixing in EFL Classroom: Perspective of English Teachers**".

### **1.2 Scope of Limitation**

This study aims to explore the use of code-mixing in EFL classroom at a state school in Cirebon. Furthermore, this study tries to find out how the use of code-mixing is from the perspective of the English Teacher's. Where the scope of this research is the internal factor of the use of code-mixing in the EFL classroom.

### **1.3 Research Question**

Based on the background above, this research is interested in finding the answer the following question: How did the English teacher's experience the use of code-mixing in English Teaching?

#### **1.4 Objective of the Study**

The purpose of this research is to find out the use of code-mixing in EFL classroom from the perspective of an English Teacher's.

1. What are the types of code-mixing in EFL Classroom?
2. What are the teacher's perspective on using code-mixing in EFL Classroom based on the teacher's experience?

#### **1.5 Significance of the Study**

The findings of this study expected can contribute to teachers being able to develop students' understanding of language learning.

1. English Education; Based on these research findings, the benefits of using code-mixing are helping and improving students' understanding of language. Thus, communication between teachers and students will continue to run well during English learning activities.
2. Further researchers; making students understand the language, in terms of the teacher's teaching style will be a good foundation for future research.
3. Readers; for general readers, the results of this study are expected to add to their insights. Furthermore, it can be more enthusiastic in increasing student understanding and is expected to increase student motivation with language.
4. For the researcher; as a prospective English teacher, the benefits for researchers are communication and the ability to use code-mixing which is very influential in learning activities both from students' understanding and attracting students' attention.