

## CHAPTER I

### INTRODUCTION

This chapter begins with outlining the background of the research. It then presents information about the problem of the research, objectives of the research, operational definition of key terms, significance's of the research, and scope of the research.

#### 1.1 Research Background

In learning English there are four skills that must be mastered, namely listening, speaking, reading and writing. Speaking English is more challenging to practice than listening or reading skills. This is because speaking includes productive skills and pronouncing words. However, speaking practice is a very important thing to use for daily as a means of communication with someone even native speakers. Speaking practice is also very necessary as communication between friends or teachers in English classes. By using speaking practice, students can express feelings, experiences, opinions, criticisms, suggestions etc. English, as one of the main subjects, was very important for students to master because it was used globally all over the world (Ramadhan, 2021)

Indonesia has a wide variety of ethnic cultures and languages. This has a positive impact on Indonesian society, where each region has a different culture and language. Especially in the current development of the digital era and globalization in Indonesia. Most of them mastered more than one language, namely their first language (L1) and second language (L2) (Nur Aziza, 2020). This makes those who master two or more languages communicate using the languages in their speaking, namely code mixing. Either mixing between local dialects or international dialects (English) mix with the national language that we have (Indonesian).

Most Indonesians students are familiar with English as a foreign language or second language (L2) especially during the EFL classroom. Code-mixing was the other phenomenon closely related to code-switching. It usually occurred when conversant used both languages together, mixing between two languages to the extent that they changed from one tongue to the other in the course of a single utterance (Mustamir Waris, 2012). The phenomenon of code mixing can not only be found during the EFL classroom, but also during daily conversation, business, food, movies, and even in music. This indicates that the phenomenon of code mixing is very often encountered without us realize that this is one of the language phenomena.

However, many Indonesian students do not know what is code mixing. Therefore, this research is important because it provides information for readers and provides knowledge about a language phenomenon that we often encounter. The researches in this study focus on types of code mixing, the reason use code mixing and when do the students use code mixing in speaking practice. The theory in this study is take code mixing types from Suwito, 1985. The previous research

according to (Nur Aziza, 2020) who researched the used of code mixing in the fifth semester of English language education at Kolaka University, there were four types of code mixing used out of the six existing types. The novelty in this research lies in the participants, location, research media, participants' reasons, and when partisipant use code mixing to practice speaking.

Students and teachers use code-mixing in conversations in EFL classes. This aims to clarify and simplify communication, so that there is no misunderstanding in explaining something. When a speaker chose code-mixing in a conversation, it did not mean that the user conveyed unclear communication, but it was one way to clarify the message to be conveyed (Fahrudiningrum, 2019). This is very helpful for students if they forget the vocabulary to be used in (English) L2 not only for students but also for teachers.

### **1.2 Research Problem**

To achieve focus of the study, this study addressed the following research question:

1. What types of code mixing do the students use in speaking practice?
2. When do the students mostly use code mixing in speaking practice?
3. Why do the students motivate use code mixing in speaking practice?

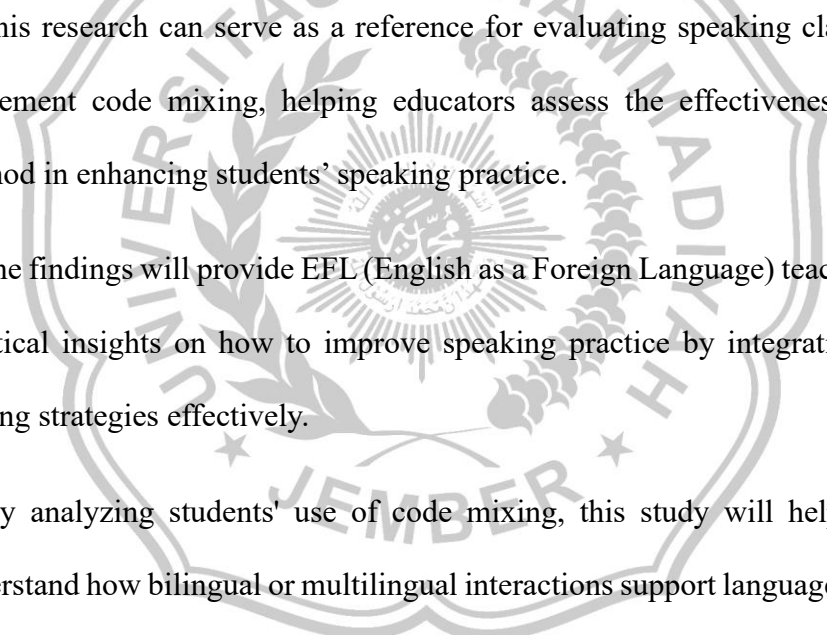
### **1.3 Research Focus**

This research aims to analyze the types, frequency, and reasons for code mixing in students' speaking practice.

### **1.4. Research Objective**

This research aims to be used as a source of information to learn about speaking practice, especially in terms of code mixing phenomena.

### **1.5 Research Benefit**

- 
- a) This research can serve as a reference for evaluating speaking classes that implement code mixing, helping educators assess the effectiveness of this method in enhancing students' speaking practice.
  - b) The findings will provide EFL (English as a Foreign Language) teachers with practical insights on how to improve speaking practice by integrating code-mixing strategies effectively.
  - c) By analyzing students' use of code mixing, this study will help readers understand how bilingual or multilingual interactions support language learning and communication in real classroom settings.
  - d) This research can encourage further academic exploration by offering a foundation for future studies on code mixing in speaking practices, especially at different educational levels and learning environments.

## **1.6 Research Scope**

The scope of this study is determined by how the researcher observes there are any types of code mixing that students use most often. Then, in what contexts or classroom situations do they use code mixing. Does this code mixing help students become more fluent in speaking English in the classroom or not. The data of this study was taken from the Responsive Speaking class in English Department of Universitas Muhammadiyah Jember.

## **1.7 Definition of the Key Terms**

### **1.7.1 Code Mixing**

Code mixing refers to the use of two or more languages within a single conversation or utterance, commonly involving a speaker's first language (L1) and a second or target language (L2). It is often used as a communicative strategy to facilitate understanding and language learning. Suwito (1985) identifies six types of code mixing: word insertion, phrase insertion, hybrid forms, word repetition, idiomatic expressions, and clause insertion.

### **1.7.2 Speaking Practice**

Speaking practice is a learning activity aimed at developing students' ability to communicate effectively in the target language (L2), particularly in English as a Foreign Language (EFL) classrooms. As a productive skill, speaking requires continuous practice and the integration of vocabulary, grammar, and pronunciation to achieve fluency and accuracy (Ramadhan, 2021).