

CHAPTER 1

INTRODUCTION

1.1 Background of Study

As an international language, English is used to communicate with other people around the world. The demand for English has created a social consciousness that realizes how important and useful this language is in the era of globalization (Arfan, 2019). In this globalization era, mastering more than one language has become very important, especially for those who live in countries where English is not the mother tongue, one of them is Indonesia (Rahmani, 2023). In Indonesia, English is considered a third language because Indonesians generally use their mother tongue or local language more when communicating with family and social environments (Darmawan, 2021). The absence of English as an official language in Indonesia means that the country is recognized as an EFL country (Taufik et al., 2024).

As an EFL country, in Indonesia English is known as a very popular and desirable foreign language to learn (Arfan, 2019). Indonesians learn English as a means to communicate internationally in order to connect with people from all over the world (Mulida, 2023). Many people study English as a foreign language, so it has become one of the important subjects for education taught in both formal and informal learning contexts (Maziyya, 2024). People from various non-English speaking countries, such as Indonesia, learn English as a second or foreign language (Sekar Mentari, 2021). Language is very influential in human interaction, for example, in the world of education (Khoiriyah, 2018). Language is one of the most important aspects in the lives of all beings, as it serves as a tool of communication between us, one of them is education, where language plays an important role (Pratiwi, 2022). Language plays an important role in the learning and teaching process, to be well understood by both students and teachers (Ngugi, 2015).

In Indonesian education, many people are trying to improve their ability to use and understand foreign languages, especially English (Ilmiana, 2022). This fact encourages people in Indonesia to create bilingual or multilingual environments,

and this can happen because they speak more than one language beyond their mother tongue or official language, this phenomenon is referred to as “bilingualism” (Arfan, 2019). A person who can speak and write well in two languages is referred to as a “bilingual” (Darmawan, 2021). Bilingualism is the term used for speaking one or more languages (Kautsar, 2022). Bilingualism is the ability to learn and use two languages that comes from people mastering another language besides their mother tongue and first language, but not all bilinguals have completely mastered it (Saputra, 2023).

An interesting phenomenon often found in bilingual societies is the use of code-switching and code-mixing (Saputra, 2023). The use of two or more languages in communication encourages individuals to use code switching and code-mixing, which is a common phenomenon in bilingual societies (Harahap, 2023). Based on the statement above, code-switching and code-mixing are commonly observed phenomena in bilingual and multilingual communities, especially in foreign language teaching (Auliya et al., 2017). Code-switching and code-mixing in a bilingual society do not only occur in social environments but also in academic environments. (Saputra, 2023). In foreign language classes, the language to be learned not only serves as the target language, but it is also used as the language of instruction, so this created a situation where code-switching and code-mixing happened (Isnawati, 2019). The situation where a person moves from one language variety to another to adjust in different situations is known as code-switching (Maziyya, 2024). Code-switching refers to the act of speaking in different languages or dialects, while code-mixing is the incorporation of two or more linguistic elements from different languages in one sentence (Andini, 2024).

Nowadays, it is highly rare to find schools in Indonesia that fully adopt English as a tool of communication in the teaching and learning process (Harahap, 2023). From the statement of the problem above and as an effort to improve the quality of learning and teaching in English at educational institutions, several educational institutions in Indonesia have implemented the ICP program (International Class Program), which is one of the international programs used by several schools in Indonesia that uses full English as a means of communication

when learning takes place (Indriani, 2023). One of the educational institutions in Ponorogo that implements the ICP program is MTsN 2 Ponorogo.

There were some previous studies related to this research. First, a journal article entitled “*Code-Mixing and Code Switching in The Process of Learning*” written by (Diyah, 2016). This study aims to describe specific forms of code switching and code mixing found in teaching and learning activities at the Al Mawaddah Islamic Boarding School, as well as the prominent determining factors that influence code switching and code mixing events. The research method used is descriptive qualitative, and the results show that code-mixing and code-switching in learning activities at the Al Mawaddah Islamic Boarding School involve shifts in the use of Javanese, Arabic, English, and Indonesian. Factors influencing code-mixing in learning include knowledge of function, the desire to explain or interpret, originating from the native language and its variations, and originating from a foreign language.

The second journal article (Nabighah et al., 2021) are titled “*Code Switching and Code Mixing in EFL Classes at Khalifah Homeschooling.*” This study aims to determine the types of code switching and code mixing used, the functions of code switching and code mixing used by teachers and students, and the reasons teachers and students use code switching and code mixing. This study uses a qualitative descriptive method and the research take palce in EFL classes at Khalifah Home schooling with the results shows the types of code-switching sentences accounting for 50.7%., code-mixing accounts for 46.2%. The function of code-switching and code-mixing used by teachers and students is for ease of communication, accounting for 42.5%. Teachers and students use code-switching and code-mixing to facilitate communication in the classroom and understand the material presented by the teacher.

’The third study was conducted by (Pratiwi, 2018), with the title “*An Analysis Of Code Switching And Code Mixing In English Foreign Language Classrooms at Smk Bunga Persada Cianjur*” The purpose of this study is to investigate the types, functions, attitudes of teachers and students, and the impact of code-switching and code-mixing by teachers in English as a Foreign Language

(EFL) classes at SMK Bunga Persada Cianjur, focusing on the analysis of EFL teachers' speech in class X using the theories of Poplack, Musyken, and Wardhaugh, with a qualitative research method. The results of this study show that code switching and code mixing do occur in EFL classes and occur in various types of transitions and mixtures. The use of code switching and code mixing in EFL classes has various functions, including topic transition, affective, repetition, command, and phatic functions. Furthermore, it was found that teachers can positively influence student competency achievement and can help students understand the practical instructions and material presented by the teacher.

Referring back to the previous research above, this research has differences with research from (Diyah, 2016), (Nabighah et al., 2021), (Pratiwi, 2018). These three studies are an analysis of code-switching and code-mixing in one of them in boarding schools, high schools and home schooling that use English in learning communication and teaching that is not fully English, while in this study the researcher analyzes code-switching and code-mixing in schools that implement the International Class Program (ICP), which incidentally uses full English in communication. This research focuses on analysis the use of code-switching and code-mixing in International Class. This study will conduct research on teachers in the International Class Program. Based on the statement above, the researcher wants to analyze the use of code-switching and code-mixing by teacher in the International Class.

1.2 Statement of the Problem

1. What are the type of code-switching and code-mixing used by teacher in the teaching and learning process in the international class at MTsN 2 Ponorogo?
2. What are the factor for the use of code-switching and code-mixing by teachers in the teaching and learning process in the International Class at MTsN 2 Ponorogo?
3. How does the use of code-switching and code-mixing by teachers affect students' understanding of the material in the learning process in the International Class at MTsN 2 Ponorogo?

1.3 Purpose of the Study

1. To find out the type of code-switching and code-mixing used by teacher in the teaching and learning process in the International Class at MTsN 2 Ponorogo.
2. To describe the factor for using code mixing and code mixing in the teaching and learning process by the teacher in the International Class at MTsN 2 Ponorogo.
3. To analyze the effect of teachers' use of code-switching and code-mixing on students' understanding of learning materials in the learning process in the International Class at MTsN 2 Ponorogo

1.4 Significance of the Study

1. For the teachers, the result of this research can be used as a guide to enrich their understanding of code-switching and code-mixing that they use in the teaching and learning process in the international class.
2. For the students, the result of this research will encourage students' enthusiasm and confidence in speaking English. Even if they have not yet fully mastered English, students can still convey their arguments and opinions using code-switching and code-mixing techniques.
3. For future researchers, the result of this research will help become a reference for further research.

1.5 Scope and Limitation

This research only focuses on the use of code-switching and code-mixing by teachers in international classes at MTsN 2 Ponorogo. The researcher focuses on the types of code-switching and code-mixing as well as the factors that influence teachers in the use of code-switching and code-mixing and analyzes the effect of the use of code-switching and code-mixing by teachers on students' understanding of learning materials in the learning process. Furthermore, this study is limited to teachers who are not native English speakers teaching only in international classes and students in international classes.

1.6 Definition of the Key Terms

There are some terms involved in this study, the following terms are necessary defined as follows:

Code Switching : Code-switching is defined as the ability of a person who is bilingual, which is a term in the field of linguistics that indicates the use of more than one language in a dialog, and it is also one of the alternative methods for a bilingual in two or more languages in the same interaction. Hymes (p. 04) cited in (Liu, Ping., 2006).

Code Mixing :Code-mixing as “the use of two languages in such a way that a third new code emerges, in which elements of both languages are combined into a structurally definable pattern”. Bokamba (1989, p. 4), cited in (Liu, Ping., 2006) state that code-mixing is a phenomenon that where one language changes to another in a sentence without distorting the meaning, and it occurs when affixes, phrases, and clauses are used simultaneously in the same sentence and involve more than one language.

International Class Program : International Classroom Program is a program of the Cambridge curriculum that focuses on learning a foreign language, which in its application uses English as a means of communication when learning takes place. Supriyoko et al., (2024, p. 823)