

CHAPTER I

INTRODUCTION

A. Background of the Study

In English language education in Indonesia, which is characterized by a multilingual society, the learning process does not only take place within the framework of using a single and isolated language. Classroom interaction instead shows the use of two or more languages simultaneously. This aims to make the learning process easier to understand and to accommodate students' varying levels of competence. In addition, in certain contexts, students also use local languages that coexist with Indonesian in daily communication.

In relation to this condition, the use of language does not only occur side by side, but also mixes within a single utterance. This phenomenon, in sociolinguistic studies, is known as code mixing. Code mixing is understood as the combination of elements from different languages within a single utterance without changing the main structure of the language being used. In the context of English as a Foreign Language, code mixing is not only used due to students' limited language proficiency, but also to ensure that the teacher's delivery of the material can be more effective. Therefore, the use of code mixing cannot be separated from the process of classroom interaction.

The presence of code mixing in the learning process does not appear in a single form, but has several types based on how language elements are combined within an utterance. In general, code mixing is classified into insertion, which refers to the insertion of elements from another language into

the main language structure; alternation, which involves the use of two language structures within a single utterance; and congruent lexicalization, which shows the use of elements from two languages within relatively similar structures (Muysken, 2000). These differences indicate that the use of code mixing in the classroom is varied. This variation needs to be considered because it reflects the language patterns used in the learning process.

The variation of code mixing that appears in classroom interaction is closely related to current communication conditions. Students who are accustomed to using more than one language, including in digital environments, tend to bring this habit into the classroom. This influences how code mixing emerges in learning interaction. On the other hand, teachers also adjust their language use so that the material can be well understood by students. This condition makes code mixing a natural part of classroom interaction. This phenomenon has also been observed in other Indonesian EFL settings although studies at the junior high school level in West Sumatra remain limited. Therefore, this phenomenon is interesting to be further studied in order to examine how its forms and usage appear in English language learning

This research aims to examine English classroom interaction among eighth grade students at MTsN 3 Padang Pariaman. The main focus of this study is on the phenomenon of code mixing that occurs in classroom interaction, particularly related to the types of code mixing and their use in the

learning process. The analysis of this phenomenon is expected to provide a clearer understanding of the dynamics of English classroom interaction.

Based on the background described above, the researcher is interested in conducting a study entitled: **“AN ANALYSIS OF TEACHER’S CODE MIXING IN ENGLISH CLASSROOM INTERACTIONS AT MTSN 3 PADANG PARIAMAN”**

B. Focus of the Study

This study examines the phenomenon of code mixing used by teachers in English classroom interactions at MTsN 3 Padang Pariaman, particularly in the eighth grade. The study focuses on identifying the types of code mixing that occur and how they are used during classroom interaction. This is important to provide a clearer understanding of language use in the context of English language learning.

C. Formulation of the Problem

Based on the background of the study, the researcher formulates the problems of this research as follows:

1. What types of code mixing are used by the teacher in teaching English?
2. What are the socio-functions of code mixing used by teacher in teaching English?
3. How does teacher’s code-mixing influence English classroom interaction at MTsN 3 Padang Pariaman?

D. Purpose of the Study

The purposes of this research are:

1. To identify the types of code mixing used by the teacher in the English classroom,
2. To examine the socio-functions of code mixing used by the teacher, and
3. To investigate how the teacher's code mixing influences classroom interaction.

E. Significance of the Study

This study is expected to provide both theoretical and practical contributions. Theoretically, it is expected to enrich the study of code mixing in English classroom interaction. Practically, it is expected to provide insight for teachers regarding the use of code mixing in the classroom. In addition, this study can help students understand language use in English learning. The findings of this study are expected to be beneficial for the teaching and learning process in the classroom.

F. Definition of Key Terms

1. Code Mixing

Code mixing is the use of elements from two or more languages within a single utterance without changing the topic of conversation. This form may involve the insertion of words or expressions from another language into the main language used in communication (Harya, 2018). In this study, code mixing refers to the use of mixed languages by the teacher in English classroom interaction.

2. Classroom Interaction

Classroom interaction is the process of communication that occurs

between teachers and students during classroom learning activities, both verbally and non-verbally (Richards, 2008).

