CHAPTER I
INTRODUCTION

In this chapter the writer discusses the background of the research, statement of the problem, the purpose of the research, significance of the research, scope of the research, and operational deviation.

1.1 Background of the Research

In Indonesia, English as a foreign language made teachers and students deal with issues and obstacles when it comes to language teaching and learning. Students need to get the meaning of the new vocabulary, understand grammar and the idea of the materials, and instruction on the tasks (Anggrahini, 2019). According to Diyanty & Heriansyah (2021) the main problem faced by the students was lacking vocabulary. And students' lack of vocabulary knowledge may have affected their understanding of the material (Songbatumis, 2017). As happened at SMA N 1 Kudus, based on the researcher's observation in English classroom interaction during *Pengenalan Lapangan Persekolahan* (PLP) II, some of the students were still lacking in vocabulary, so they were passive during the learning English process, hard to pay attention to the class and lost their interest while learning English.

In other side, the student teacher need to be understood by the students during English learning. Therefore, the application of the first language cannot be separated from the teaching of English. As stated on Suryani (2017), the use of Indonesian to teach perceive some benefits, i.e. their students can have better and faster understanding on the subject, show acceptable behaviour, achieve the lesson goal, and create better classroom atmosphere.

The use of different languages to translate expressions or phrases from English to Indonesian or vice versa is known as code mixing (Diyanty & Heriansyah, 2021). Code mixing is mostly used in English class as a communication tool, providing the opportunity for students to truly understand the

topics being taught. As stated by (M. A. Khan & Fareed, 2017) cited in (Novianti & Said, 2021) code mixing took a role as an alternation in classroom interaction.

The teacher's code mixing in the classroom is motivated by the students' English ability, the form of a reflex of the habit that occurs in their environment outside the class, and their relationship with the students (Lasinta, 2022). Maulidiyati (2018) mentioned that the main reasons why code mixing has occurred in teaching and learning process were teachers want to make students get a better understanding, keep the students' attention, and prevent misunderstandings. Based on that phenomenon, code mixing can be defined as a teaching strategy and it is crucial to know what are the students' perceptions of the use of it in English class.

In order to get the target language, the teacher has to take control of the use of code mixing in class. For some levels of students, the portion to use code mixing should be minimized. Code mixing should not be used extensively when teaching or learning a language because they can have a negative impact on students' proficiency with the target language (Moetia et al., 2018). As stated (Anjaniputra, 2013) by cited in (Boy Jon et al., 2021) teachers should be able to adapt their teaching methods by considering their students' abilities, characteristics, and material references of their students that are compatible with their comprehension.

Several research about the students' perception towards the use of code mixing has already been conducted. The first research was conducted by Nuraini (2022) entitled "Students' Perception on the Use of Code Mixing in English Teaching Process At Second Grade Junior High School 2 Enrekang". The result of this research shows that students feel comfortable and happy when participating in English learning process because of the teacher's code mixing method. They found it more easier to capture information from the material explained by the teacher.

The second study by Purandina et al., (2021) with the tittle "An Analysis of Students' Perception on Code Mixing Used in ELT: A Case Study at Dwijendra Primary & Secondary School". The result of this research shows that the majority of students benefited when their English teachers mixed Indonesian and English in class because it was helpful to better understand the lesson's subject and discover

new vocabulary while getting exposure to English. By mixing Indonesian and English so often, using code-mixing to acquire new vocabulary has been useful.

Several previous study has a limitation because it was done in the limited area. The previous researchers limited the study to students' perception of code mixing at the middle school level and only mention its positive impact of it. On the other side, it's crucial to learn more about the use of code mixing in English class for different levels of students. The teacher needs to get a better understanding and be more aware of the use of code mixing in English class because it can influence students' learning. And both of the research used descriptive qualitative to display the data. The first research only used interview for the data collection. On the other side, the second research used questionnaire only. This research will discuss the topic using questionnaire and interview. So, the result will be more precise.

Most of the previous studies mainly focused on the students' perception of the use of code mixing by teacher in the real context English classrooms. However, none of the earlier studies covered how student teachers used code mixing during their internship programs, particularly in English classes. It is obvious that more information and description about the perception from the student towards student teacher's code mixing while participating in an Internship or Teaching Practice at school remain necessary.

This research aims to fill the gap in order to discover about the strengths and weaknesses of code mixing used by student teacher also know about students' perception of code mixing used in English class. To enrich the data, the researcher widens the scope of the study to the high school level of students.

Based on the explanation above, the researcher was interested to do research about students' perceptions on the use of code mixing by students teacher in English class. The researcher expected that this research topic can be a resolution or a problem-solving in the educational process, especially in teaching and learning English. The researcher hopes that teachers will know more about code mixing as their strategies for learning and teaching English.

1.2 Statement of the Problems

Related to the research background above, the following problem can be formulated follow as: "How is the students' perception on the use of code mixing by a student teacher in English class?"

1.3 Objective of the Research

Based on the statement of the problems above, the objective of the research is to discover the students' perceptions of the use of code mixing by student teacher in English class.

1.4 Significance of the Research

By conducting this research, the findings of the study are expected to be useful to provide benefits for all people who are related to this research, both theoretical and practical as follows:

1.4.1 Theoretically

The result of this research expects to give contribution as a foundation for further research and can be a supportive reference to enrich the data about the use of code mixing for other researchers.

1.4.2 Practically

The researcher expects this research to be useful as a foundation for English educational purposes.

a. For the teachers

The researcher expects this research can determine how code mixing in English class might be motivated teachers to improve their teaching strategies by considering the strengths and weaknesses of code mixing.

b. For the students

The results of this research expect to be useful to students as direct benefits to be more motivated during English learning process.

c. For the readers

This research can provide the readers with more knowledge about students' perceptions of code mixing used in English teaching and learning.

d. For the researchers

The researcher expects this research can be useful for another researcher who will conduct research in the same field. The researcher hopes that the others researchers can improve, and modify the research to be the better one.

1.5 Scope of the Research

In this research, the researcher focus on students' perception of the use of code mixing by student teacher in English Class in SMA N 1 Kudus. The participants of this research were tenth-grade students of SMA N 1 Kudus in the academic year 2022/2023. However, the researcher selects one class participant to enrich the data of students' perception of the use of code mixing in English class at SMA N 1 Kudus.

1.6 Operational Definition

In order to prevent ambiguity over their meanings in this research, there are important terms need to be defined as follow:

a. Students' perception

Students' perception is the process by which students interpret or respond to the information they receive through their senses from the study delivered in the classroom.

b. Code Mixing

Code mixing is the mixing of two codes or two languages in one utterance without changing the context.

c. Students at SMA N 1 Kudus

The tenth grade students of SMA N 1 Kudus who being taught by a student teacher during *Pengenalan Lapangan Persekolahan* (PLP II).

d. Student Teacher

Student teacher in this study means an English Education Department (EED) student at Muria Kudus University who participated in the Field Training Program (PPL) at SMA N 1 Kudus in the academic year 2022/2023.