CHAPTER I
INTRODUCTION

A. Background

Knowledge of foreign languages especially English language is becoming one of the most significant requirements on the modern stage of the development of the system of education in any country in the world. It is the result of constant reforms and innovations in the sphere of education caused by scientific, political and economic changes taking place in the modern society as education serves to integration of nations to the world community and promotes to the solution of many global problems. Consequently, to achieve better results in modern science and technology, learn a foreign languages become an important and even in some cases crucial in the system of education. The process of learn foreign language especially English language at school in Indonesia actually start in elementary school, but when curriculum 2013 was publish, English subject become not mandatory in elementary school. This

is the new ideas of minister of education and culture Indonesia at that time.

Therefore, today many English teachers in senior high schools are fully teaching English to students starting from an early level. The English teacher's in senior high school have very important role. There are many tasks that must be done by a teacher in the success of the teaching and learning process. One of them is make students understand with the instruction in learning process because many of them do not get english subject in Elementary school. There are so many high school level english teachers from language, especially english subject, they teach and teacher in there using full english. If the analysis is not all students understand about english, especially when the teacher presentation the material using full english, this make students difficult to understand the material delivered and I was talking with them through smarthphone about the use code mixing in classroom, and them said have limited vocab even them from language major. So this is the reason i want to research in SMAN 1 Bengkulu Tengah.

The need of understandable language instruction is very important in learning a new language because if the students do not feel clear enough about what teacher explains to them, they not get any kind of information then make learning process fail. Acording to Gusti Ayu (2020) to achieve optimal english skills, it is necessary professional laguage instructors in order to produce quality students. And statements from Yosi et.al (2020) language is the important role especially for communicate each other. People can use language for expree thoughs and feelings.Including in the school environtment where students learn English as a subject the students rarely use English to communicate each other.

They tend to use Indonesian or local language to communicate with each other inside or outside the classroom. About the conditions mention before affect the teacher language in teaching English in the classroom, the teacher who are supposed to use English in the classroom may now use Indonesian to make the students understand and for conducting the class especially to teach the students in the beginning level of

English language proficiency in which at this level the students do not have much knowledge about English. Thing students at beginning level is seen as the most challenging level of language instruction, because at this level students only have little or even do not have prior knowledge of the target language and Brown also say that the use of students' first language in foreign language classroom situations is becoming an option, as long as it islimited by the need of the first language itself and gives some distinct advantages in learning the English language.

In addition, Nazary (2008) also says that it is common for EFL teachers to use the students' mother tongue as a tool for conveying meaning as a means of interaction both in English language institutes and in the classroom. Existing students' native language in an EFL classroom influence the classroom dynamic and suggestions, because first language provides a sense of security and validates the learners' live experiences, allowing them to express them selves (Schweers, 1999).

In accordance with the previous statements, some teachers may think that teaching foreign language to students and bringing

their first language to take a part in the learning process may be effective for them to learn the foreign language, especially for the students in the low level proficiency of English because allowing students to be close to their native speaker help them to learn and to acquire a new language (Cook, 2001). Teachers only determine language use based on their beliefs or the approach they use for language learning. Language instruction in English language learning classroom is only determined by the teachers who teach English as the learning subject. Teachers only determine the language use based on their belief or their used approach to language learning. Furthermore, in order to determine the language use for conducting their classroom, teachers actually have two kinds of language instruction alternative; whether to use (1) English only or (2) English is incorporated with Indonesian language or students' first language. Therefore researchers use this title according to Hoffman to investigate students perceptions about the use of code mixing.

Based on an interview with several students at 11 grade culture and language in September 2022, the researcher obtained

information that the english teacher at SMAN 1 Bengkulu Tengah use code mixing when teach them, but them too said there are one teacher using full english when teach them eventhough them only must use full english when discussion group. That things greatly affects them in process of eng;ish learning. Vocabulary in starting english learning is the main key in english learning, several of them said constrained on vocabulary even though they were in language class

In order to deal with the condition and situation mentioned above, the use of code mixing approach in English learning process especially for teaching students in senior high school needed to be investigated. Regarding this, this study investigate The Student Perceptions on the Use of Code Mixing In English Teaching Process at SMAN 1 Bengkulu Tengah Academic Year 2022/2023

B. Identification of Problems

Based on the background above the problem of this research can identify as follow:

1. Teacher speak full english at class

2. Students do not understad what the teacher presentation material at class

3. Students can not communicate english

4. Limited vocabulary

C. Limitation of Research

To ensure the accurate data collection and also to avoid vague and over broad research the writer limited some pointers of this research, and the limitations are the writer analyzes the use code mixing and what benefit of code mixing for students in teaching process at SMAN 01 01 Bengkulu Tengah, academic year 2022/2023.

D. Research Questions

The identification of problems in this study are as follows :

1. What is the students perception teacher`s code mixing method use in english classroom ?

2. What is the benefit teacher`s code mixing method use in english classroom ?

3. How is the students perception about using Hoffman code mixing in the classroom ?

E. Objective of the Research

1. To investigate the students perception on the use of code mixing method in english classroom

2. To investigate the students' perception the benefits of code mixing method in english classroom

F. Significance of the Research

In this research the researcher expected the significance of this research in theoretical and practical to field of the teaching.

1. Theoretically, it expectand find of the research can give our knowledge on the use of code mixing in teaching process, then to provide us in insight on the benefit of code mixing in teaching process for students English performance.

2. Practically, this research importance for teacher and students in teaching and learning process of the classroom and addition their knowledge in interact between teacher and student

3. For researcher This research can increasing the insight of sociolinguistic, especially code switching aspect in teaching learning process.

4. For students The results of this study are expected to be of direct benefit to students in giving their perception about the use of code switching by English teachers. Therefore the teaching learning process can run well because in this chance the students can explain what their wants and needs are during the learning process. This is also expected to have a contribution as guiding information for linguistic students who are interested in the study of code switching.

5. For teachers This research can help the teachers know about the student's perception toward code switching, so the teachers can build good relationship and communication with their students. It also can be used as guidance in using code switching in EFL classroom