

CHAPTER II

REVIEW LITERATURE

A. Concept of perception

1. Definition of perception

Perception generally consists of observing a certain situation or environment. It can be mental images, concepts or awareness of environmental elements through physical sensations or physical sensations interpreted in light of experience and containment for understanding. This general definition can be defined as a person's ability to see, hear, feel and present or understand what they experience in their social environment physically and mentally. The following are some definitions of perception.

According to Desy (2022) Perception is the process taken by individuals to understand objects in their environment by the process, organizing and interpreting sense impressions in order to give certain meaning to their environment.

According to Natalia (2022) perception is Perception generally consists of observation of a particular situation or environment. is an act of observing particular situations with sense such as sight, hearing, touch, etc.

So, from some experts we conclude perception is It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension.

2. Indicator of Perception

Walgito (1990) has another indicator for perception there are:

- a. Absorption of stimuli or objects from outside the individual

These stimuli or gadgets are absorbed or acquired via the five senses, both imaginative and prescient, hearing, contact, odor, and flavor, individually or

together. From the results of absorption or reception via sensory gadgets to get a image, response, or affect inside the brain. these images may be single or plural, relying at the object of notion discovered. inside the mind, there are images or impressions, both antique and newly formed. clear whether or not or no longer the photograph relies upon on whether or not stimulation is clear, sensory normality and time, just or lengthy ago.

b. Understanding

After the photographs or impressions occur within the mind, the picture is organized, categorised (labeled), as compared, interpreted, in order that expertise or understanding is shaped. The method of knowledge or know-how is very precise and fast. The definition formed relies upon also at the antique pics which have been owned by way of the person earlier than (known as apperception).

c. Assessment or evaluation

After understanding or is fashioned, there's an assessment of the man or woman. people examine the knowledge or knowledge that has just been received with the standards or norms that people have subjectively. character judgments are distinctive even though the item is the identical. consequently notion is man or woman.

3. Factors affecting perception

Everyone has different tendency in seeing the same thing the difference can be affected by many factors, including the internal and external factors.

a. Internal factors

Internal factor comes from an individually, especially depend on psychological factor such as : thought, feeling, willingness, needs, sex, attention and motivation. Every human being has different characteristics and temperative are also shaped by individuals family and individuals enviroment

b. External factors

The factor come outside of an individual, the external factors are also affected someones perception, stimulus is an internal factor in monitoring process. The process stimulus through the sense of organ or receptor such as, sight, sounds, hearing. Etc. it can be concluded that the individual sense organ is as connector between individual and the object in the world.

B. The Concept of Code Mixing

1. Definition of Code-Mixing

According and Anjany (Ayu Andini, 2021) revealed that 9code mixing is the use of two languages used in a speech consecutively and According to Suwandi (Wanda,2020) code-mixing is the use of more than two languages that takes place in non-formal situations, relaxed conditions, and close relationships, there is no situation in that language that require code-mixing.

The phenomenon of blending two languages in a conversation has end up not unusual place most of the network, particularly in Indonesia itself, because Indonesia isn't any stranger to mixing numerous languages in a communication. That is precipitated due to the fact the people in Indonesia are included into the category of society which may be said to be bilingualism or multilingualism.

Through numerous definition about code mixing which brought through experts above, it can be concluded that code mixing is the capability of a person who can blend the language over doing interaction to each other, but their verbal exchange continues to be in the same situation it is just their language which they trade. In different hand, there are a few elements which can be encouraged humans mix their language, consisting of the history in their education, social, subculture, economic, surroundings, and etcetera.

2. Types of Code Mixing

According to Muysken (2009) are divided into three main types:

1) Insertion

An insertion words in different sentences called as Intra-sentential switching/code mixing. Insertion is the kind of code mixing which insert a phrase in the verbal exchange each oral and written. An insertion words in different sentences called as Intra-sentential switching/code mixing (Rafqi, 2020).

Usually, humans are using code mixing with this type because they do not recognize the that means of the word in their national language so that why they mix it with overseas language.

Example:

Rania : Sofie, kamu pasti shock denger kabar ini!

(Sofie, you definitely shock to hear this news!)

Sofie : Kabar apa ? Hoax apa enggak?

(What kind of the news ? is it hoax or not?)

From the instance of the verbal exchange, the audio system are dominant to apply Indonesian language and they insert in the middle of their utterance with English phrase. They insert the word of shock and hoax. with the aid of figuring out the instance of the communication above, it could clarified that the kind of code mixing that looks inside the conversation is the form of insertion code mixing

2) Alternation

Alternation takes place among clauses that means that alternation is used when speaker mixes his or her language with a word. As an instance:

Raka : Raisa, kamu sudah mengerjakan your home work
belom?

(Raisa, have you done your home work?)

Raisa : Belom Raka, kemaren Aku a little bit busy sama
perlombaan buat pramuka.

(Not yet Raka, yesterday I was a little bit busy
with my scout competition.

The conversation above is speaking about the home work. The primary speaker asked to the second speaker that he had executed his home paintings via using Indonesian language but the first speaker blended Indonesian language with English language in his utterance with the aid of pronouncing your own home work. Then, the second speaker replied to the query of the primary speaker with the aid of replying “Belom Raka, kemaren Aku a little bit busy sama perlombaan buat pramuka”. From the responding of the second speaker, he combined Indonesian language with English, the English phrase which identify as blending the language is “a bit bit busy” The code mixing that the primary speaker and second speaker covered in kind of alternation code mixing due to the fact they jumbled in phrase.

3) Congruent lexicalization

Congruent lexicalization is the impact of dialect inside language use. It means, whilst the speaker speaks

in utterance the phrases which come out from his or her mouth it is miles like foreign language. For example, Indonesian legit language has some dialect with English phrase. Normally, it occurs in spoken shape. Here the instance of the communique:

Fajar : Jim, kamu lama sekali mengangkat telephone saya, kamu lagi sibuk? (Jim, you are very long to accept my telephone, are you still busy?)

Jimi : Maaf Jar, Saya lagi ngerjain tugas di computer dan tidak focus ke hp. (Sorry Jar, I am doing my task on computer and I do not focus to my phone)

The instance of the communique suggests that among the primary speaker and 2nd speaker did congruent lexicalization, due to the fact the words which identify as congruent lexicalization seem in their communique including telephone, The ones words are recognized as congruent lexicalization.

While Hoffman in Luke (2015) categorizes code-mixing into three types: Intra-sentential, intra-lexical, and involving a change of pronunciation :

1) Intra-sentential

The meaning of intra-sentential code mixing is the arrival of a phrase, clause, or a sentence boundary in a communication each oral and written, as an instance Indonesia – English:

A : Besok saya ada final examination, mata kuliah mam Fifi. (Tomorrow I will final examination it is mam Fifi's subject)

B : Ehmm. Ya kamu harus semangat dan study hard, supaya nilai kamu bagus.

(Ehmm. You should keep spriting and study hard in order your score will be good)

From the example of the conversation among A and B, the speakers A and B mix the language

between Indonesia and English. The speaker A says “Besok saya ada final examination, mata kuliah Mam Herlina” and the speaker B replies “Ehmm. Ya kamu harus semangat dan have study hard”. So, the combination that they do of their verbal exchange it's miles known as by means of Intrasentential code mixing due to the fact they mix the languages in a sentence boundary.

2) Intra-lexical

Intra-lexical code mixing appears within the conversation while the audio system attach a word boundary of their utterance, as an example Indonesia - English.

Aini : Nur, kamu sudah menge-save nomer Whatsapp Saya belum? (Nur, have you saved my whatsapp number?)

Nur : Belum Aini, kamu juga belum nge-follow Instagram Saya. (Not yet Aini, You do not follow my Instagram yet too)

Based on the instance above, it is able to be said the conversation between first speaker and second speaker do form of code mixing in intra-lexical code mixing due to the fact the primary speaker offers the addition of phrase “save” with “menge” and the second one speaker says “nge-follow” whereas it must be “comply with”. So, it may be concluded that the first audio system and the second speaker blend the language between English and Indonesian language at the extent of phrase and it's far known as with intralexical code mixing.

3) Involving a change of pronunciation

This kind of code mixing that occurs at the phonological level. In manner, when Indonesian human beings speak in English, the word that they say is modified to Indonesian phonological shape. 26 as an example, the word of “whats up” is stated “halo” or the word “television” is said “televisi”. This phenomenon happens to the actress from

Indonesia, she is Cinta Laura. whilst Cinta Laura speaks in Indonesian language, she nevertheless looks like communicate in English, because her pronunciation when communicate in Indonesian language is a piece identical with English pronunciation.

In line with Abdullah in his book, she states that there are three types of code mixing, they are; Intra sentential code mixing. In this type the English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjective, phrases. The second is Intra lexical code mixing. In this type, the speaker mixes their language by using English words and then combines with Indonesian grammatical forms. The last is involving a change of pronunciation, this kind of code mixing occurs at the phonological level, as when the speaker say in English word but modify it to Indonesian phonological structure.

Based on the types of code mixing above, the code involved in the language is in pieces (words or phrases) and the code does not have the automatic function of one language. Furthermore, one of these types or patterns usually dominate, although not necessarily with the exception of other patterns or types.

C. Reasons and Factors of the Use Code Mixing

Reasons and Factors of Code-Mixing Code-mixing may occur for a number of reasons. Grosjean (in Eunhee: 2006) suggests some reasons for code mixing. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also, their interlocutors, situations, messages, attitudes, and emotions generate code mixing. Then, Hoffman in Asror (2009: 16) state that there are some reasons to Code-mix such as:

- a. If an item has been acquired in one language but not yet in the other, the child may use the one device he/she has

available to express a certain lexical or grammatical meaning

- b. If an item temporarily unavailable, the subject is likely to resort to an equivalent form in the other language or what he/she thinks one.
- c. If an item is more complex, or less silent, in one language, the young bilingual may make use of the corresponding one from the other.
- d. If the child exposed to mixed input he/she often respond with mixed production. Hoffman in Asror (2009: 16) presents the factors from his point of view that cause to Code-mix. There are at least three factors: Language input, linguistics development, and the general cognitive development.

D. Code-Mixing in the Classroom

According to Abdullah (2011) most research on teacher code mixing has been originated in context quite different in from English Foreign Language (EFL) classroom. English is

taught in Indonesia mainly as a subject at school and seldom practiced in the broad social environment. Most English language teachers are native speakers of Indonesian and they vary considerably in terms of their mastery of the English language. In particular, we should bear in mind that these foreign language teachers perhaps should not be regarded as true bilinguals who can choose freely between different codes or languages. Instead, they are more accurately monolingual individuals who have skill and knowledge in a foreign language and whose task is to teach this language to the monolingual learners

E. Previous of Related Research Findings

This research has been review some previous research like journals and article which relevant to the study. The first relevance study comes from Khairunnisa (2016) with title of her study Code Mixing in English Teaching Learning Process at Senior High School 1 Takalar. Her study is focuses on the reason of teacher use code mixing in the class and the students

perception on it. As a result of this research, it can be concluded that the teacher use three types of code mixing and have four reasons of using code mixing in English teaching learning process; students have low level in English, making joke, more relaxed and habit. For students' perception, most of them agreed that using code mixing in English teaching process is necessary to help them understand the complex content and the teaching learning processes can run well.

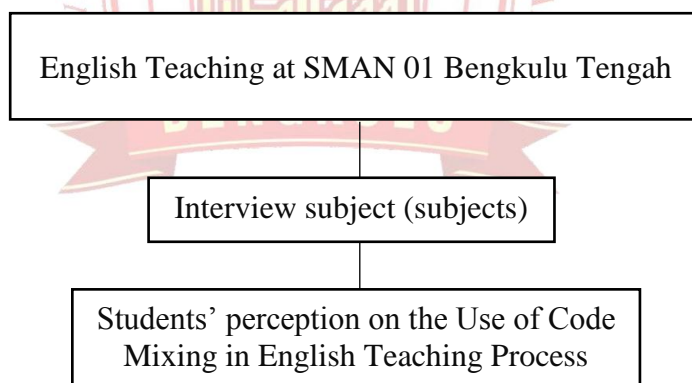
The second relevance study comes from Saldi Ady Saleh (2017) with the title of his study *An Analysis of Code-Mixing Used by Teachers of Zarindah House of Learning in the Teaching Learning Process*. The idea of his study is to find out the type of code-mixing, percentage using code-mixing and reason of using code-mixing on the teaching process. The study revealed there were two types of code-mixing used by the teachers they were Intra Sentential Code-Mixing and Involving Change of Pronunciation, the dominant type that the teachers used was Intra Sentential Code-Mixing and the reason of using 7 code-mixing were Quoting Somebody Else,

Interjection, Repetition Used for Clarification and Real Lexical Need. The other relevance study comes from Dea Ivana (2018) with the title of her study an analysis of code mixing used by English teachers in teaching learning process at MAS PAB 2 Helvetia. The research methodology that used in this research was descriptive qualitative method by applying naturalistic design. The result showed that there were three types of code mixing that used by English teachers in teaching learning process, namely intra sentential code mixing, intra lexical code mixing and involving change of pronunciation. While the reasons of teachers used code mixing in teaching learning process were situation and lack of vocabulary.

The third comes from Salmawati (2020) with her journal An Analysis of Code Switching and Code Mixing in Teaching English Process at SMAN 5 Pinrang. Her study use the descriptive qualitative method, and also use observation to know the type and also questionnaire to know the factor. The result of her study show that the English teacher at SMA Negeri 5 Pinrang use three types of code switching and two

code mixing. The factor of teacher to do code switching and code mixing in the class because the students is more understand if their teacher explain with switch and mix her language. With the description of those previous studies above, the references for the researcher in this research to have more detailed study of the use code mixing method in teaching process at SMAN 5 Pinrang

F. Conceptual Frame Work



Based on the conceptual framework above, researchers want to find out the students' perception of the effectiveness of code mixing in English teaching process at SMAN 1 Bengkulu Tengah. To find out the students' perception of the use of code

mixing in English teaching process at SMAN 1 Bengkulu tengah the researcher used interview and documention. Through these steps the researcher can find out that the students' perception of the effectiveness of code mixing in teaching process at SMAN 1 Bengkulu Tengah

