1. INTRODUCTION

1.1 The Background

The title of this paper is A TECHNIQUE PRACTICED BY THE STUDENTS OF ENGLISH DEPARTMENT TO STUDY ENGLISH AS A FOREIGN LANGUAGE. This title is relatively new since there is no senior or former student has ever written or published the same topic. The theory used to write a paper like this is Education and Linguistics. It cannot be denied by anyone that the process of teaching and learning a foreign language is difficult but is quite interesting and always relatively new in remembering that the learners will be new time by time.

Linguistics has been defined as the scientific study of language. A more modest definition would be the systematic study of human languages. Scientific study is today commonly associated with such natural sciences as physics, chemistry, and biology, whose conclusions lend themselves to objective verification more readily than those arrived at by investigators of human behavior. Since speech is a uniquely human phenomenon, the systematic study of it remains, despite the assistance received from other disciplines, a humanistic study, a study whose ultimate objectives are based on humanity values. Linguistics is scientific, nevertheless, both in the rigor and objectivity of its methods and in the technical help it has received from the natural and social sciences.

Any language with the variety of examples is drawn mainly from English—is an extraordinarily complex phenomenon. The more thoroughly
languages are analyzed, the more astonishing their complexity becomes. This complexity suggests a structure, and even the earliest ancient Greek investigators of language recognized the existence of a structure.

Since language is sequences of sound, and sound is invisible, we cannot see its structure as we can, for example, see the bony structure of a body—its skeleton. As we recognize the basic elements of the linguistic structure we invent names for them and attempt to describe the total structure part by part. It is one of the great beauties of plane geometry that its structures can be seen in their entirety. Though the native speaker seems to have a full grasp of the total grammatical structure of his/her language, we have no way of describing that structure so that it can all be seen at once. Instead we must break it up into what seems to be its most significant or at least its most conveniently describable parts and present them one after another. This is a most exasperating approach. All the parts are interrelated and necessary to the functioning of the whole, and a native speaker controls them all, utilizes them simultaneously, and never gives a conscious thought as to how he is using the structure to communicate his/her ideas. We know English but we seldom know how the language works. So we find it irritattingly hard to learn a lot of names for what we do so easily and unconsciously. It is the function of linguistics to discover the structure, to find names for its parts, and to use those names to explain how the system operates. Some of the basic areas of linguistic investigation are briefly defined below:

(1). Phonology studies and attempts to describe the primary sound units of speech.

Two related approaches are made in phonetics and phonemics.
(2). Morphology studies and attempts to describe the primary meaningful units of speech; these are called morphemes.

(3). Syntax studies and attempts to describe the arrangement of morphemes in meaningful utterances, usually called sentences.

(4). Grammar is a term with a number of senses. Linguistics is concerned with the first two which are defined in the article.

(5). Semantics studies and attempts to describe meaning. In this definition “meaning” is not used in the same sense as discussed above. Morphological meaning is restricted to the linguistic unit itself; the s on cats means “plural” and is recognized as such even though we don’t know what a cat is. For example, if the sentence “I saw a dat” is changed to “I saw some dats,” we know that dats is plural though we have no notion of what a dat is. Semantics studies the relationship between the word and what it stands for; the relationship between cat and the concept of a feline which it represents or use is its meaning.

Semantics gets us into what is called meta-linguistics—studies that go beyond linguistics—matters that involve more than the language itself. Most of the concern of this book is meta linguistic because it deals with such matters as spelling, dictionaries, rhetoric, dialect, jargon, as well as the lexical meanings of words. The structures of meaning, in so far as they exist, are certainly far less apparent than the structures examined in phonology, morphology, and syntax. The modern linguist has therefore given most of his attention to these more obvious aspects of language. There is an irony in this because the layman is far more
interested in what an utterance means than in how it is structured. And his attitude is right to this extent: Language does have as its primary purpose the communication of meaning. But the educated layman tries to have some understanding of all the more significant aspects of his environment. Language is the most important things of these and he should therefore have some understanding of it. This linguistics tries to provide anything to be practiced.

The techniques of learning which the students practiced are code-mixing and code-switching. The codes which they play are English and Indonesia.

1.2 The Problems

(1) What are the descriptions of the code-mixing used by the students?

(2) What are the descriptions of the code-switching made by the students?

(3) What are their reasons to make the code-mixing?

(4) What are their reasons to make the code-switching?

1.3 Objectives of Writing

Based on the statements of the research of course the objectives of this writing is to try out finding the answers of the four questions mentioned above. They are:

(1). To find out the descriptions of code-mixing used by the students,

(2). To find out the descriptions of code-switching used by the students,

(3). To find out their reasons to make the code-mixing while they are talking at the campus park, and

(4). To find out their reasons to make the code-switching while they are talking at the campus park.
1.4 The Scope of Writing

When we are talking about techniques or strategies in learning English as a foreign language of course there will be a tremendous things to be discussed, but according to the knowledge and competent owned or studied by the writer of this paper during his study at the English Department at the Faculty of Culture Study he wants to limit his discussion deals with the data taken from the students of the English Department while they are talking and talking outside their classroom and they are spending their leisure time around the parks.

1.5 The Significances of Writing

This type of writing is very important because it can be made as addition to those who are interested in writing a language deals with its users. The writer hopes very much that the report of this writing can be added to the collections of the Department, Faculty, and University library. The writer also hope that it can be useful for the students who are interested in discussing ways or strategies to study and learn English as a foreign language.