CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the institution where human communicate and interact between each other by means of habitually used oral auditory arbitrary symbols. Language as a communication mean is necessary to be mastered.Many people in the world routinely use two or more languages in their daily life. This also happens to the indonesian people who are multilingualism. Indonesia as one of the country that have many cultures and many languages of each tribes such as; Bataknese, Javanese, Minangnes and so on. Because of that, Indonesian people can master at least two languages there are Bahasa and their tribe's language. In multilingual community, speaker tends to use two or more languages and mix it from one code to the others. In sociolinguistics, bilingualism and multilingualism are the interesting phenomena to be sudied. Bilingualism is condition where people can use more than one or two languages. Bilingualism and multilingualism have contribution to raise code mixing. Code mixing is condition when speaker mixes one language with another in their speaking activities.

According to Abdullah (2011) the condition where people use two or more languages in the same sentence or discourse is called code mixing. Code mixing can be seen in spoken and written language. Code mixing in written language can be found in newspaper, magazine, novel, etc. The code mixing can also found in spoken language such as radio program, television program, teaching and learning process. Students and the teachers often use code mixing in teaching and learning process. That is natural when it happens in teaching and learning process, because the teacher and the students are Indonesian. Suwito (1983:76) states that code mixing is

the use of two language or more by putting elements of one language into another language consistenly.

According to Spolsky (1998) people often develop code mixing when they learn a new language. When they speak, they often use many words from their new language in their old language because they speak to know both languages, the case above is same as the student's and teacher's classes. They often mix their code in their utterance in teaching and learning process and use many words from their new language in trheir previous language. Generally, with several motives, code mixing performs in daily life. Professions, social class, economy level, age and sex and the like are certain motives for people to have code mixing communications as sentenced by Patteda (1987 :1). For example, when students explain something to another one, there are parts of language – words, phrases, clauses that suddenly come from their own language into Indonesian or English into Indonesian. The support aspect that can be reason to make an observation related the phenomenon. They are the students with different ethnic, social and cultural background. This cannot be seperated from the bilingual or multilingual society because each ethnic has its own language. Moreover, they use Indonesian and they learn English. It means that each of them has three languages namely regional language (mother language) national language and English.

The writer who is the student of English Education Department has done her teacher practice program in SMKN 11 Medan for 3 months. The writer see how the interaction between techer and students there on teaching learning process. When the teacher was speaking either in formal situation (in the classroom during the teaching and learning process). From there, the writer get the utterance namely code mixing. This is not only experienced by the writer but also

the teacher at language class in SMKN11 Medan. The teacher sometimes use code mixing in teaching and learning process.

So, in this study entitled **" An Analysis of Code Mixing In Classroom Interaction at SMKN 11 Medan"**the writer have analyzed the types of code mixing that occur in the class in SMKN11Medan based on Suwito's theory.

1.2 The Problem of the Study

Based on the background of the study, the problems formulated as follow:

"What are the types of code mixing usedby the teacher and the students of SMKN 11 Medan?"

1.3 The Objective of the Study

Based on the problem statements above, the writer aim:

"To find the types of code mixing used by the teacher and the studentsof SMKN 11 Medan."

1.4 The Scope of the Study

The writer focused her study on describingtypes of code mixing which is used in Indonesian-English code mixing in the forms of word level, phrase level, clause level, baster level, reduplication level and idiom level which are used in SMKN 11 Medan.

1.5 The Significant of the Study

The result of the study are expected to gave theoritical and practical significant as follows.

Theoritically

This study is expected to give contribution for the English education, especially related to the use of code mixing in English teaching learning process.

Practically

The practical benefits of this research are for the teachers, for the students and also for the writer.

1) For the English Teachers : Through this study, the teacher can recognize the types of code mixing when teaching English in SMKN 11 Medan.

2) For the Students : Through this study, the student can realize that actually English has become a common language nowadays, they can understand what is code mixing actually and can improve their speaking through this code mixing.

3) For the Writer : This study can be one of the reference for the writer to know how to use code mixing and classify the types of code mixing that they use or the other around them use.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In conducting the study, a basic from some theories are needed to avoid misunderstanding between writer and reader. To strengthen the study, the following terms are neccessary to discuss so the writer and readers can have the same perception of the topic.

2.2 Sociolinguistics

One of the function of language is to communicate. It is also to estabilish and maintain the social relationship. It can also be used to indicate membership of different social group of speech community. Talking about language and society, there is a branch of linguistics study, which is studied all aspect of language and society, it is called sociolinguistics. There are some linguists who define about sociolinguistics with the some perspectives.

Wardraugh (2006:3) defines that sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language and how language functions in communication. The similar definition is stated by Fishman (1972:7) sociolinguistics is the study the characteristic of language varietes, the characteristic of their functions and the characteristics of their speakers as these three constantly interact, change and changes one another within a speech community. Then, Spolsky (1998:3) defines a sociolinguistics is the field that study correlation between language and society, between the uses of language and the social structures in which the users of language live. From the statement above, sociolinguistics is the study of how language and social factor interact, study of how language and social factor interact, study of language speakers in connection with it as a member of society.Whereas, Trudgill cited in Jendra (2012:10) mentions that sociolinguistics is that part of linguistics which is concerned with language as a a social and

cultural phenomenon. Chaika (1982:2) states that sociolinguistic is the study of the ways people use language in social interaction of all kinds. Then, Fasold (1990:1) defines sociolinguistics is a science that combines linguistic and societal concern in varying degrees. The similar definition is stated by Hymes (1989:1), he emphasizes the definition in relationship between language and society, he states that sociolinguistics is correlations between language and society, and between particular linguistics and social phenomena. From the statement above, sociolinguistic is one phenomenon of language dealing with the society.

Another definition is stated by Ager (1990:3) who defines that sociolinguistic is mainly concerned with systematic measurable linguistic variation and its relationship to social group. Similar with Ager's statement, Chaklader (1990:3) define a sociolinguistics concentrates its study upon the society patterned variation in language usage. Then, Lubis (1994:131) states that sociolinguistics is the branch of linguistics that studies about the relationship and interplay between language and the user or speakers. The similardefinition is stated by halliday in Giyoto (2013:7) that sociolinguistics deals with language linkage with the people who use that language. The similar definition is stated by Suwito (1983:2) sociolinguistics puts language position in relation to its use in society. Moreover Hudson (1996:5) states that sociolinguistic's study is the study of society in relation to language. The last, Holmes (1992:2) defines sociolinguistic is concerned with the relationship between language and the context in which is used. According to those statements, it can be concluded that sociolinguistics notice the social function of the language in relation to its user.

Sociolinguistics is a combination between sociology and linguistics. In order to know sociolinguistics, it is important to discuss about sociology and linguistics. Suhardi (1995:2) states that sociolinguistics is an interdisciplinary sciences, the term itsef indicates that the

sociolinguistic consist of sociology and linguistics. In sociolinguistics, said sociology is a branch of science that studies the structure of the embodiment of society as a whole. While linguistics is a science that involves himself with the language, and its structure can only thrive in a given society. Then, same with Suhardi's opinion, Rokhman (2013:1) states that sociolinguistics is an interdisciplinary science between sociology and linguistics, two areas of empirical science which has closely linked. Sociology is the study was objective and scientific about the people in society. Linguistics as a study of the language and take it as an object of the study. Thus, it can easily be said that sociolinguistics the interdisciplinary science that study the language in relation to the use of language in society. From the statement above, sociolinguistics is one phenomenon of language dealing with society. Sociolinguistics notice the social function of the language in relation to its user.

2.3 Code

In everyday interaction, people usually choose different codes in dofferent situation. They may choose a particular code or variety because it makes them easy to discuss a particular topic, regardless where they are speaking. When the people are doing the conversation, they sent code to their hearer. Code refers a variety of language. The writer tries to explain about code, before she explains more about code mixing. Code is a term for any variety of language said by Suwito (1983:67). Whereas Richards (2002:79) states that code is a term which is used instead of language, speech variety or dialect. It is sometimes considered to be a more neutral term than the others. People also use code when the want to stress the uses of language or language variety in a particular community.

The provision of this code form consist of four things, i.e. Thecode as a language., code as a speech, code as dialect and code as diversity said by Suhardi (1995:69). We have observed that the particular dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties said by Wardraugh (2006:99)

2.3.1 Code Mixing

Code mixing occurs in bilingual or generally in multilingual situation. Code mixing occurs when a person uses a language speakers are dominant, supporting a speech interspersed with elements of other languages. It is usually associates with the characteristics of the speaker, such as social background, education level and religious sense. There are many linguists who make a definition about code mixing. They are Kachru in Suwito (1983:76) states that code mixing is the use of two language or more by putting elements of one language into another language consistenly. Another definition provided by Muysken in Jendra (2012:78) states that "using the term code mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence."

The other linguist Kridalaksana in Purwanto (2002:27) states that code mixing is interference, and the use of language units from one language to another to expand the style of language or language variety: it concludes the use of the word, clause, greeting and so on. Richards (2002:80) states that code mixing is amixing of two code or language, usually without a change of topic. Whereas Nababan (1993:69) states that code mixing is the use of more than on language or code in a discourse according to patterns that are still unclear. And the Nababan (1993:32) states that code mixing can occur because the speaker of the language does not find

the suitable terms that can be used. In informal situation it is allowed to mix a code, especially terms that can be expressed in other language.

From the definition above, it can be seen that almost of those definition have the same understanding ofcode mixing that it is uses two or more language or mix from one code to another even within sometimes very short utterances without any change at all situation. Code mixing usage depends of what language that the speaker master and what the aim of the speakers. It may occur because the speaker does not find suitable terms that can be used.

2.3.2 Element Code Mixing

Suwito (1983:75-76) states that elements of code mixing can be divided into two categories, namely: inner code mixing: code mixing is sourced from the original language with all its variations. Outer code mixing: code mixing is sourced from foreign languages.

2.3.3 The Characteristic of Code Mixing

Purwanto (2002:27-28) states that there are some characteristic of code mixing. As follows: There is inter-independent aspect that is showed by the speakers and the function of the language. Both of the languages become a unit. It has one function. Code mixing in maximal condition is a language convergence, where each of elements of the language has taken of the function of the language mixed.

The use of code mixing usually shows social level and individual indentity in a society. The form and component of code mixing never sentence form, but it's just in the form of word,

phrase, clause, baster, reduplication and idiom. Suwito in Purwanto (2002:28) states that the background may occur of code mixing. Basically, there are two types: they are a type which has a background in language (language type).

2.3.4 The Types of Code Mixing

Suwito (1983:78-80) says that there are many types of code mixing level, as follows:

1. Code mixing of word level

The word is the smallest unit that can be uttered as a free form or a unit of a language that can stand alone going from the morpheme single (ex: rock, house, come) or morpheme combination (ex: fighters, follow, omnipotent) said Kridalaksana (2008:110). Code mixing of word level is insertions word of Indonesian language into English sentence. For example: "We can sent the *tugas*through email."

2. Code mixing of phrases level

The phrase is a combination of two or more words that are non-predictive. For example: high mountain, called the phrase is non-predictive construction said Anton (1989:244). Code mixing of phrases level is insertions phrase of Indonesian language into English sentence. For example: "When teacher can monitor their student, he can gave *skor yang valid*, so the score is from the students in fact."

3. Code mixing of clauses level

A clause is a grammatical unit in the form of a group of words, at least consist of subject, predicate and potentially into sentences said Kridalaksana (2008:124). Code mixing of clauses level is insertions clause of Indonesian language into English sentence. For example: "Bilingual can make we burden because*kita juga diberi tugas oleh dosen lainnya.*"

4. Code mixing of baster level

Baster is the result of a combination of two elements of different languages to form one meaning said Kridalaksana (1993:92). Code mixing of baster level is insertions clause of Indonesian language into English sentence. For example: "Facebook for the teacher just *memonitor* the students."

5. Code mixing of reduplication level

Reduplication is similar to repetition. Repetition of a syllable, a morpheme, or a word said Richards (2002:450). Code mixing of reduplication level is insertions reduplication of Indonesian language into English sentence. For example: " Iam disagree with your argument, because the material is not specific but *campur-campur*.

6. Code mixing of idiom level

Idiom is a combination form of the language that the meaning of the words cannot be derived from the meaning of the combined elements said Anton (1989:320). So, code mixing of idiom level is insertions reduplication of Indonesian language into English sentence. For example: the student can tell about their difficulty to the teacher *empat mata.*

2.3.5 The Factors Causing Code Mixing

Suwito (1983:72-74) says that there are some factors that cause the people to do code mixing. Some of them are :

1. Speaker

Sometimes, speaker try to mix their language for a hearer to a purpose or in a particular situation, For example: usually code mixing occurs in relax or informal situation. This situation is closer with daily conversation and for writers is also describe as their habitual communication.

2. Hearer (Speaker and Partner speaking)

Communication is the process of expressing ideas between two participants of conversation. Speakers adjust the language when they talk to their hearer. For example: if the can't get the meaning of a sentence clearly, then the speaker will mix the language into regional language so that the hearer can understand what the speaker have said.

3. Social community or background

An individual lives and cooperates in one community either in monolingual or bilingual community. Now, most communities are bilingual that use two languages in their interactions. In this case, an individual will be influenced by social community directly.

4. Vocabulary

There is not appropriate word or when there is a lack of vocabulary in one language. The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it can be combined together .

5. Prestige

In this globalization era, people must be able to speak more than one language, especially English. For many young people, code mixing become the style which is hoped to be modern andeducational one. They mix language because of prestige.

2.3.6 Code Mixing in the Classroom

According to Abdullah (2011) most research on teacher code mixing has been originated in context quite different in English Foreign Language (EFL) classroom. English is taught in Indonesia manly as a subject at school and seldom practice in the broad social environtment. 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.

2.4 Previous Research

The first taken from Khairunisa (2016) entitle "Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar". In her research, she state that there are four reasons of using code mixing in English teaching learning process; (1) students have low level in English, (2) making joke, (3) more relax and (4) habit.
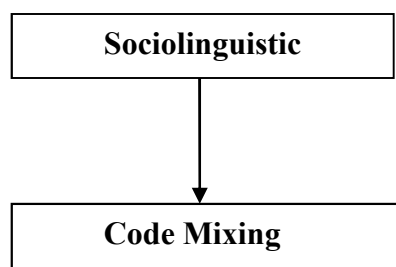
The second is from Amsal (2011) entitle "An Analysis of Code Mixing in Conversation of the Students at State Junior High School (SMPN) 3 XIII Koto Kampar". He found that the most inserted words are noun 164 words (52,9%) and adjective and exclamation are the least

(12,8%). It shows that noun is the most inserted words than others and conclude that on the category 56%-75% categorized into "enough".

The third is indah (2017) entitle "A Sociolinguistics Analysis of Code Mixing Between English and Indonesian Used by the Students in Bilingual Program (A Case Study in Bilingual Program of the Sixth Semester Students of IAIN Surakarta in Academic Year 2016/2017)". She found that the highest number of code mixing's usage in the bilingual program are code miing word level which attains 39 data with 44.8% and the fewest number of code mixing's usage in the bilingual program is code mixing in baster level, reduplication level, and code mixing of idioms level in which each of them only 1 data with 14%. The research also found the reason of code mixing. The researcher found that the highest reason of code mixing's usage by the students that they have less vocabulary.

2.5 Conceptual Framework

The condition where people having or able to speak more than one language encourage them to mix their language whenever they speak and the condition where people mix two or more languages in the same sentence or discourse is called code mixing. Based on the theory of Suwito, they are the types of code mixing : word level, phrase level, clause level, baster level, reduplication level and idiom level. And then there are five factors causing code mixing according to Suwito (1) speaker, (2) hearer, (3) social community or background, (4) vocabulary and (5) prestige. In this research, the writer analyzed the types of code mixing based on Suwito's theory.
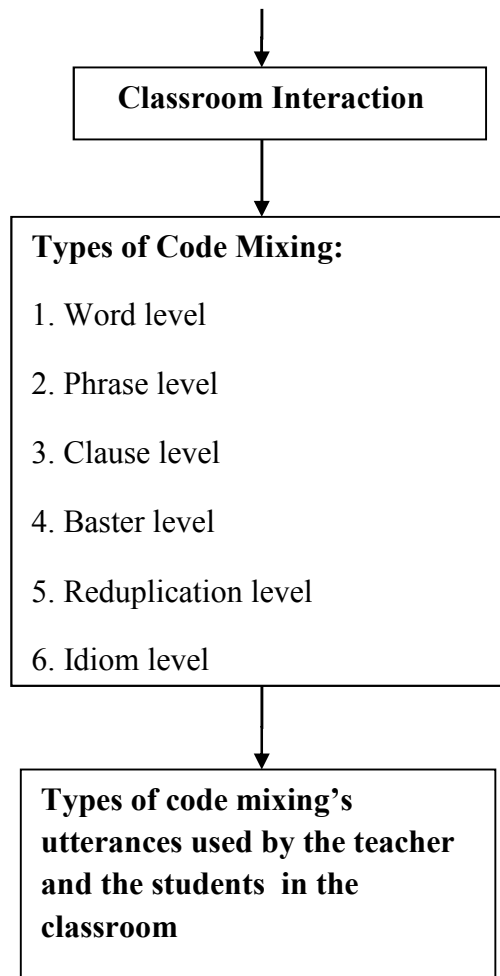
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│ Types of Code Mixing:        │
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│ 3. Clause level              │
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│ 4. Baster level              │
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│ 6. Idiom level               │
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│ Types of code mixing's       │
│ utterances used by the teacher│
│ and the students  in the     │
│ classroom                    │
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Figure 2.5 The conceptual framework of An Analysis of Code Mixing in Classroom Interaction

Between Teacher and Student (Nadya Nababan: 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The writer have used descriptive qualitative design for this sudy. This study described how the teacher used code mixing while teaching. Moleong (2010) in Muhammad (2014:30) defines qualitative research as a research produce that produce descriptive data in the form of written or oral words of people and behaviour available tobe examined.

Lincoln in Emzir (2012:1) adds that : qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings the people bring to them. Qualitative research involves the studies and collection of a variety of empirical material-case study, personal experience, introspective, lifestory, interview, observational, historical, interactional, visual text that describe routine and problematic moment and meaning in individual's life.

Heinghamand Croker (2009:14-15) says that that case study creates an in-depth description and analysis of a "bounded system" one individual, institution or educational context by concentrating on a single (few) case (s), this approach can describe a particular learning on teaching process or research setting in great detail. Case studies uses multiple sources of data and data collection methods, and it is often combine with other qualitative and quantitative research approach.

3.2The Subject of Research

The writer collected the data from the second grade of SMKN 11 Medan. Because there were four classes of the second grade, so the writer limited the place only in the class of XI^C. The writer collected the data from the teacher and the sudents there in the English class.

3.3 Instrument of Collecting Data

In this research, the instrument was observation and Recording. The writer asked for permission to joined in the class and the writer observed the class for 2xJP. During the observation, the writer listed and recorded the utterance of teacher and the students by using a video recorder.

3.4Technique of Collecting Data

The writer come to the class to seen and heared the activities of teacher while teaching process and its called observation. The writer had observed the teacher's and the student's activity when the teaching learning process begin. The writer recorded the teacher and students utterances while teaching and learning process in order to know what are the types of code mixing used by the teacher and the students in teaching and learning process.

3.5 Technique of Analyzing Data

After collected the data, the data have been analysed descriptively by using the following steps:

1. Transcribed the data by underlining the code mixing.

2. Analyzed the data

3. Identified the code mixing based on the types of code mixing.

4. Counted the percentage of code mixing based on types of code mixing which is found in students and teacher conversation during teaching and learning process in SMKN 11 Medan.

5. Concluded resesarch findings.