CODE MIXING IN THE CLASSROOM INTERACTION
OF SMKN 7 MEDAN

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ABSTRACT

The objective of this study is to find out the type of code-mixing used by the teacher and students and the factors causing the teacher and students mix the language in classroom interaction. Code-mixing is a bilingualism phenomenon which has become very popular in society. It is used to prevent misunderstanding such the teacher and students in classroom interaction. This study was conducted by using descriptive qualitative design. The subjects of this study were the teacher and students from tenth grade of hotel accommodation in SMKN 7 Medan. The data were collected by recording the teacher and students' utterances in classroom interaction, the interview result of teacher and questionnaire of students. From the research, it was found the type of code-mixing used by the teacher and students were word insertion, phrase insertion, and clause insertion. All of data belongs to outer code-mixing and the factors causing teacher did the code-mixing were speaker partner, bilingual or multilingual, and absence of vocabulary. And for the students, according to the percentages of their questionnaire result the data shows that out of 24 students 45,8% of them chose speaker partner as their reason did the code mixing, 8,3% chose bilingual or multilingual, and 45,9% chose absence of vocabulary.

Keywords: Code-mixing, Classroom interaction

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INTRODUCTION

Hornby (2000) states that Communication has a very important role as it is the act or a way of conveying intended meanings from one entity or group to another, also as a matter of letting other people know what we think, The activity of process of expressing ideas and feelings or giving information is called communication

Language is used only to refer to human's way of communicating; language has an important role in human life and has several usages for human as a means of communication and interaction in community life. Language is an inseparable element from daily interaction of human life to communicate with each other. There is a wide variety of languages spoken around the world, and from those languages there is one language that becomes a global language or language that can be spoken in different parts of the world which is known as English.

In this era of globalization which is an era where a lot of new influences are coming substantially like the internet with all of its kinds such as social medias and other activities that categorized as online which basically all such information from the internet often written in English. Therefore, people become more familiar with English that they often see while they are browsing through the internet, Thus the people that have always been influenced by those internet terms begin to experience the mixing of languages that known as bilingualism.

Sumarsih (2014), Bloomfield (1933) state that bilingualism is the ability of a speaker to use two languages equally well. The society of Indonesia can speak at least two languages, their ethnic language and the national language. The English itself is not something new to Indonesian, they have already been introduced to English since the primary school, and also quietly popular among the Indonesian teenagers that often put English either in their direct conversation or indirect conversation through the social medias, this leads to the phenomenon that arise from the bilingualism which is generally called as code mixing and code switching.

Code mixing is a phenomenon where the bilingual speaker use more than one or more languages in a single utterence below the clause level within one social situation. Meanwhile, code switching is a phenomenon where the bilingual speaker alternates between two or more languages, or language varieties, in the context of a single conversation.

REVIEW OF LITERATURE

Sociolinguistics

Fishman (1972) stated that sociolinguistics as the study of characteristics of language varieties, the characteristics of their function, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community. Also Holmes (2013) stated that sociolinguistics is the study of the relation between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the way it is used to convey social meaning.

Bilingualism

Mackey and fishman as quoted by Chaer and Agustina (1995) stated that in general, bilingualism sociolinguistically means the use of two languages in the same time back and forth by the speaker in his/her speech to other people.

Umar and Napitupulu Dirgeyasa (1993) stated that there are some factors that govern someone to become a bilingual. The factors are divided into four: the mobility of society, the nationalism movement, education and culture, and religion.

Saragih (2002) stated that bilingualism based on language acquisitions is divided into three categories: equal bilingualism, receptive bilingualism, and dormant bilingualism. And based on the process bilingualism is categorized into two types such as natural or primary bilingualism and secondary bilingualism.

Code Mixing

Code-mixing occurs when people mix two languages between mother tongue and other language. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items. Suwito (1983) explained that traits code-mixing is the elements to insert language or variations in other language no longer having its own language. Those elements have been fused with the inserted language and overall supports only one function. Wardhaugh (1986) stated that code-mixing occurs when conversant use both languages together to extent that they change from one language to the other in the course of a single utterance. Further, Sumarsih (2014) stated that code-mixing is a mixture between two or more languages in which there is a dominant language and inserted with different language to make it sound cool and give appropriate context to the audience or

listener. Suwito (1983) classified the types of code mixing based on the origins of the languages into two types, they are: Inner code mixing and outer code mixing. And based on the language form insertion Suwito classified the insertions into six types which are: word insertion, phrase insertion, hybrid clause insertion, reduplication insertion, idiom insertion and clause insertion.

Wardhaugh (1992) stated that there are six factors that influence someone to use code mixing in their communication, which are: speaker partner, bilingual or multilingual, prestige, absence of vocabulary, situation, and quoting. Wardhaugh also stated that there are some functions of code mixing for bilingual or multilingual speakers which as: Identify marking, communication strategy, and expression of personality or community.

The difference between code mixing and code switching is code switching occurs when the speaker switch his/her language within the level of sentence or above which caused by the lack of knowledge and facility in a language. While code mixing occurs when the speaker mix his/her language below the sentence class and usually used by the speaker in order to make the conversation sonud cool and appropriate context to the listener.

Classroom Interaction

Allwright (1984) stated that make students become active is very important in the classroom. Classroom interaction is the social relationship of teacher and students in the classroom to interact, to express opinions, to share information and to deliver thought. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback Chaudron (1988). Dagarin (2004:129) has categorized some interactions conducted by the participants in the classroom. These are the most frequent ways of organizing classroom interaction, depending on who communicates with whom: teacher-learner, and learner-learner

Vocational school

Vocational school is a school which has function to teach and prepare the students so that they have ability and are ready to work when they have graduated. By the letter of Decision Number 7013/D/KP/2013 about the Competences Spectrum on Vocational School, Indonesia's National Education Department have specified that there are 9 competencies major in vocational school which are: 1) Technology and

Engineering, 2) Information Technology and Communication, 3) Health, 4) Agribusiness and Agro – technology, 5) Fisheries and Marine, 6) Business and Management, 7) Tourism, 8) Arts and Crafts, 9) Performing Arts. The students will be taught any forms of education, practicing, training and retraining to make sure that they are ready to compete with other job seekers by using their ability.

Tourism competency major is subdivided into *Kepariwisataan, Tata Boga, Tata Kecantikan, dan Tata Busana.* Then the major *Kepariwisataan* sub divided into travel agency and hotel accommodation. In this case, the writer will focus on hotel accommodation. Tourism facilities business such as the provision of accommodation is the business of providing rooms and other facilities and services needed (Wibowo, 2008). In providing facilities and services, students in vocational school will do communication with others, in other words they need to mastery English. SMKN 7 Medan is one of public vocational schools in Medan which has tourism as a very good major. SMKN 7 Medan tries to fulfill their students' needs in every major including hotel accommodation major. They prepare the students to ready to deal in every situation in hotel accommodation such as provide rooms that are ready to be occupied operate and maintain hotel equipment, and prepare food and drinks inside the hotel.

METHODOLOGY

This study was conducted by using descriptive qualitative design. which seemed to draw conclusion from observation and description of the phenomena of study. Sugiyono (2014) stated that qualitative method is a research method which is used to observe natural object situation.

The data of this study were the results of utterances that contain code mixing used in classroom interaction and the result of interview and questionnaire session from the English teacher and some students of tenth grade at SMKN 7 Medan.

1. The instruments used for collecting data were audio/video recording, questionnaire and interview. The techniques of analyzing data were as follows: Observe the transcript of the utterances from the teacher and students in classroom interaction.
2. Observe the transcript of the teacher and students' statements from the interview and questionnaire sessions.
3. Identify the utterances which have the characteristic of code mixing.
4. Classify the data based on the types of code mixing.

5. Describe the types of code mixing that are found in utterances of the teacher and students in classroom interaction at SMKN 7 Medan.
6. Describe the Factors that caused the teacher and students' code mixing in classroom interaction at SMKN 7 Medan.
7. Draw the conclusion

FINDINGS

After analyzing the data in the classroom interaction at tenth grade of hotel accommodation of SMKN 7 Medan, findings of this research can be presented as follows:

1. Based on the analysis of transcription of the teacher and students' utterances in classroom interaction at tenth grade of hotel accommodation, SMKN 7 Medan, the researcher found that the type of code-mixing used by the teacher and students was only one namely outer code-mixing

2. The researcher analyzed factors that influencing the teacher and students made code-mixing in classroom interaction. There were three factors causing them made code-mixing. They were speaker partner, bilingual or multilingual, and absence of vocabulary.

DISCUSSIONS

The results of study show that in classroom interaction, the teacher and students at tenth grade of hotel accommodation program in SMKN 7 Medan used code-mixing. The first problem of this research is to find out the types of code-mixing that used by the teacher and students in classroom interaction.

Researcher also found that the teacher and students used three types of code-mixing. They were word insertion, phrase insertion, and clause insertion. In classroom interaction, the teacher and students mix their language or national language with foreign language. They never used their own language in mixing language. Suwito (1983) stated that there are two types of code-mixing; inner code-mixing shown, if the speaker inserts the element of own language into national language, the element of dialect into own language, or elements of varieties and style into own dialect, outer code-mixing is language mixed from nation language to foreign language. Based on the language form insertion, Suwito (1983) also classified code mixing into six types; word insertion, phrase insertion, hybrid clause insertion, reduplication insertion, idiom insertion, and clause insertion.

In teaching learning process, there are several factors causing the teacher and students mixing the languages. Wardhaugh (1992) stated that there are six factors causing code-mixing; speaker partner, bilingual or multilingual, prestige, absence of vocabulary, situation, and quoting. In this study, researcher found three factors of them. One of the factors that influencing the teacher made code-mixing is bilingual or multilingual. She used two languages; English and Indonesian in classroom interaction to make her students more understand of what she said. Second is the teacher and students used code-mixing in order to make interlocutor more easily understood. The teacher said that she convinced that the students more understood quickly what she said when she made code-mixing. So do the students. They more easily convey their intentions to the teacher and their friends by code-mixing. The last one factor causing students made code-mixing is the absence of vocabulary. They sometimes do not find or know what word that they should use in conveying their intentions.

CONCLUSIONS AND SUGGESTIONS

Referring to the discussion of the research in the previous chapter, the researcher comes to this following conclusion: (1) Based on the analyzed transcript of the data in classroom interaction, it was found that the type of code-mixing used by the teacher and students were word insertion, phrase insertion, and clause insertion from 52 utterances. All of utterances also belongs to outer code-mixing (2) There were three factors causing the teacher and students mix the language in classroom interaction. Three factors were matched with the factors causing code-mixing by Wardhaugh's theory (1992), speaker partner, bilingual or multilingual and absence of vocabulary.

Related to the conclusion, the researcher humbly suggests: (1) For the English teacher, The English teachers need to know that the phenomenon of code mixing in classroom interaction was a natural phenomenon. Students also have several factors influencing them to mix their language in classroom interaction and these factors may help them to be more active and get interested in building communication while the teaching learning process conducted. By mixing the languages, the student can also deliver their ideas based in appropriate context for both other students and the teacher. (2) For further research, this study can be observed in another context, especially in the context which may found bilingual and multilingual phenomenon. For those who are interested in investigating the phenomenon of code mixing in classroom interaction, the researcher also suggests

for observing not only in English class but also in another language class such: Arabic, Chinese, Japanese, Indonesian or, etc.

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