An Analysis Of Code Mixing Used Between Students And Teacher Interaction At The Ten Grade Of SMK Tritech Informatika Medan In 2021/2022 Academic Year

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ABSTRACT
This research is to analyze the type and which type most dominant of code mixing that used by the students and teacher in English learning process at the ten grade of SMK Tritech informatika Medan and describing the reason of code mixing during English teaching learning process. In this research the researcher used the teacher and students utterances to collect the data. The researcher used a descriptive qualitative method approach in analyzing and collecting the data. The researcher use basic technique in analyzing the data which are recording the entire content, transcribing the utterances, classifying and organizing the data, grouping 'data and the last is analyzing data. Based on the data the research showed that there are three types of code mixing 116 utterance, 67 data (60,34%) of intra sentential code mixing, 27 data (23,90%) of intra lexical code mixing, 19 data (16,81%) of Involving change of Pronunciation. And some factors that make they use code mixing in the classroom because the teacher often found out that the students confused or did not understand, the students lack of vocabulary, and English knowledge, feel afraid of being wrong in using English and they are not used to talking only in English.

Keywords	*Code-Mixing, English Learning process, Factor of using code Mixing*
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PENDAHULUAN

Human as social beings need means to interact with other humans in society both in oral and write. In order to be able to interact with other social creatures, humans need a tool which called by language. Language is the essential thing in the entire of human life. The appearance of language is quite beneficial in society. They can express their feelings, ideas, intention, and etc. Chomsky says that language can be anchored as a sound-dispensing process and grasp the meaning of what people say in a certain way. In principle, language is relate to understanding what the order person is saying and producing a signal with an intended semantic interpretation

Language is an inseparable element from daily interaction of human life to communicate with each other. Language and society are two things that cannot be separate. Language cannot exist if there are no people who use it to interact

or communicate. The human is a social creature. So, every human create communication each other in their environment. In other word, without language human will lose the ability to live as a social creature. In our daily life, we will be faced with different society who has the different language. It makes possible to us facing the problem of communication in different situation. And it also takes effect in the class when we teach foreign language for students.

In line with the above statement, English has also become a compulsory subject that is learned by students from primary level to college level. It means that teaching English as one of the subject in the classroom is founded on the curriculum used. Although the teacher is expect to use English in the classroom, sometimes students do not understand the explanation (Magfiroh, 2018: 217). Teacher, especially English teacher is consider conducting bilingual teaching both Indonesia and English is delivering speech. Bilingualism or even multilingualism is relate to code mixing since become important tools and all of them get in touch with two different languages. Many code-mixing events occur both in Indonesian conversations, especially in English-spoken communities. Anyone in society who knows more than one language and can speak more than one language and can speak more than one language chooses between them according to circumstances. Code mixing is one of the issue existing in the classroom when teacher is teaching English lessons. Code mixing then also become a natural part of language interaction especially in the classroom (Mulyani 2011). Although its natural phenomenon, this activity brings the teacher to a very dilemmatic situation. Nevertheless, the teacher should think about whether the use of code-mixing in the classroom is effective or not on the student's understanding of the English lessons. Teaching English as a foreign language is not easy for the teacher. The teacher can found problem in teaching English. Teaching English is one interaction in the classroom and study that occurred in sociolinguistic. The goal of teaching English in Indonesian are to increase student's knowledge of foreign language, make students use English in society, others teachers see value in getting students involved in interacting in English.

Interaction between students and teacher is one of determinant aspects affecting learning success. (Siregar et Al., 2014) preserves that a teacher's ability to plan and manage the interaction is necessary to achieve learning goals. The failure in interaction because misconception and failure in accomplishing studying objectives. English teachers in all levels of education in Indonesia try hard to make their students can speak and write English. To deliver their ideas or knowledge, teachers must be able to communicate effectively. The communication is effective if it can create comprehension between students and

teacher. As responsible teachers, they must have appropriate strategies to help students understand the idea or concept. To make their teaching and learning success, teacher sometimes mix English with Indonesian in their classroom instruction. When the students find it difficult to understand the explanation in English, the teacher resort to the use of Indonesian words and expressions. All language classrooms input must be in the target language. An effective model of language used can ensure that the intend learning is successful. Therefore, classroom instruction from the teacher is most valuable input for learners in English classes.

This research about bilingual students in SMK Tritech Informatika . There are three reasons why someone becomes bilingual, namely membership, education, and administration (Hoffman, 2011: 3). One of the examples of membership reason is the use of sophisticated words of youth, while the example of education and administration reasons are the use of English by Indonesian for international or bilingual school and an inter-state meeting to discuss social issues, technology etc. Moreover, with social background, culture, and the situation, the speech community can determine their usage of the language. In view of sociolinguistics, linguistic situation in the bilingual or multilingual is very interesting to study. The selection of language use by speakers do not occur randomly, but must consider several factors, including who is the speaker, who is the interlocutor, what is the topic which is discussing, and in which context the conversation occur. Because of the bilingual phenomenon, the students tend to use code mixing and code switching in a particular reason. This research conduct to identify what kinds of code mixing will use by them, what are the factors and what the impacts of the listeners.

In the school, it will evident that the teaching and learning process involve a lot of interaction where teachers and students produce a number of words. Especially during English class in teaching learning process, usually teachers mixed some words in Indonesia and English languages to explain the material or even to communicate in the classroom. Sometimes, teachers said "Open your LKS book halaman thirty two", "tolong voice-nya dikecilkan", "kumpulkan assignment nya diatas meja" in the class. Teachers have some reasons why they use it in teaching learning process. One of the reason why the teachers use it because the teacher realize that all of the students don't understand about English, so based on that situation teachers mixed the languages to make them more understand about that.

Based on the background above, the researcher interest to analyze the phenomena of code-mixing in the school especially in teaching learning

process. The researcher will analyze what the types, the dominant type and what the reasons of teachers use code mixing in teaching learning process. So the researcher take the title of the research is "An Analysis of Code Mixing used Between Students And Teacher Interaction At The Ten Grade of SMK Tritech Informatika Medan In 2021-2022 The Academic Year".

METODE PENELITIAN

In this research, the researcher use qualitative method and specified into descriptive qualitative research design that describes the phenomenon that happens in the field. According to Gall, Gall and Borg (2013: 19), the goal of descriptive research is to describe a phenomenon and its characteristics. This research more concern with what rather than how or why something has happened.

Here, the researcher will come to school and enter the class as a non-participant researcher to observe directly and then take the data from recording the activities of student's speaking to know how many vocabularies of students who understand after using code mixing in conversation through the naturalistic occasion in teaching learning process. The final write report has a flexible writing structure. The result like the word from the people that observe and data of research like descriptive data. Based on the statement above, it can be conclude that descriptive qualitative research is a direct observation are made human behavior in everyday life.

According to (Arikunto,2016) stated that the subject of the research is to limit the subject of the research as an object, things or person where the data for the research variable is inherent, and at issue. Subject in this research are students in Ten grade of SMK Tritech Informatika Medan and the researcher decide to take 26 students that is conduct in X TKJ 1.

HASIL DAN PEMBAHASAN

In this chapter consists of research findings and discussions. In the research findings the researcher presented all the data that found in the English four discussions "classroom interaction at X TKJ 1 of SMK Tritech Informatika Medan and directly divide them into three parts by using audio-visual recording and explained them in the discussion.

In this part, the researcher explained all the data that have been found in teaching learning process by Hoffman's theory about the three types of code mixing. The three types of code mixing were Intra Sentential Code Mixing means code mixing within a phrase, clause or a sentences boundary. Intra lexical Code Mixing means code mixing occurs within word boundary and the

last involving change of pronunciation means code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it into Indonesian phonological structure.

CONCLUSSION

Based on the findings and discussions, the researcher concludes as follows:

1. There were three types of code mixing that used by teacher and students interaction in the classroom. There were intra sentential code mixing, intra lexical code mixing and involving change of pronunciation.

2. The researcher found the dominant types that used in teaching learning process was intra sentential code mixing

3. The researcher found the factors of using code mixing in teaching learning process were situation and lack of vocabulary

4. The researcher conclude that teacher used code mixing because their students need, how to make then get comprehend the lesson which presented and explained by the teacher and enrich their English vocabulary more so that there is improvement from time to time

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