

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

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 (Hornby, 2000:225). Communication can be realized with tool that called as language.

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 by the infamous search engine Google or while they checking updates

from their social media like Instagram, Whatsapp, Facebook, Twitter and much more and sometimes they learn new terms by the trending topics in the internet that often referred to as viral. Thus the people that have always been influenced by those internet terms begin to experience the mixing of languages that known as bilingualism.

In mastering two or more languages, someone usually use their mother tongue as their first language and national or foreign language as their second language. When someone able to use these languages well, he or she will be said as bilingual for mastering two languages and multilingual for more. The system of bilingualism can be seen in Indonesia. Bilingualism in Indonesian language called *kedwibahasaan* (Chaer, 2004, p. 84; as cited in Sumarsih, 2014). In Sumarsih (2014), Bloomfield (1933) stated 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 utterance 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.

During the teaching practice (Program Pengalaman Lapangan) at SMP Negeri 34 Medan, the researcher found that the teacher and some of students made code-mixing in English subject. Based on interview, it happen because the teacher wants the student understand easier. While student want to make variation of language to explain something. So, there are some reasons why the people make code-mixing. It also found when the researcher did the pre observation at SMKN 7 Medan especially in major of tourism. English has important relation with vocational school especially in major of tourism. Adnyani (2017) stated that learners especially in educational institutions or tourism and hospitality training institutions are required to be able to speak in good and right English. Unfortunately, some teachers and students in English class of SMKN 7 Medan tend to use code-mixing especially in a classroom interaction.

Based on the pre observation that conducted by the researcher in SMKN 7 Medan. The researcher got some information from the teacher-students classroom interaction while having an English class that shown code mixing process pointed by the italic words in their conversation as the following:

Teacher: Good Morning students

Students: Good Morning ma'am

Teacher: Okay, *Sekarang kita akan belajar* about English, now open your book *halaman* thirteen

Students: Yes ma'am

Teacher: *Coba dilihat disitu, apa title nya?*

Students: The legends of Malin Kundang ma'am

Teacher: Yes the legends of Malin Kundang *atau legenda si Malin Kundang, sekarang lihat itu generic structure-nya*

Students: Yes ma'am.

There are many reason why people including the bilingual speakers do either the code mixing or code switching, one of many reasons is because it looks cool when they combine the foreign language like English into their mother tongue. In Indonesia itself especially students speak in bilingualism because they are influenced by foreign language especially English. Nowadays it is a natural phenomenon people do the code mixing and code switching since the existence of bilingualism. Another reason why people or the bilinguals do the code mixing and code switching is because they lack facility in one language when talking about a particular topic. They switch when they cannot find an appropriate word or expression or when the language being used does not have the items or appropriate translations for the vocabulary needed. Also, some bilinguals remark that they usually code-mix and code switch when they are tired, lazy, or angry (Grosjean, 1982).

Based on the explanation above, the researcher wants to find out what types of code-mixing used by teacher and students and what factors causing them do the code-mixing in a classroom interaction.

## **B. The Problems of the Study**

Based on the background which has been provided and explained above, the problems of the study are formulated as the following:

1. What types of code mixing that used by the teacher and students in classroom interaction at SMKN 7 Medan?
2. Why do teachers and students use code mixing in the classroom interaction of SMKN 7 Medan?

## **C. The Objectives of the Study**

1. To explain and describe the types of code mixing which are used frequently by the teacher and students of SMKN 7 MEDAN in a classroom interaction.
2. To analyze the reason why the teacher and students of SMKN 7 MEDAN use code mixing by looking at the factors that causing code mixing itself.

## **D. The Scope of the Study**

This study focused in finding types of code-mixing and the reason why the teacher and students do code-mixing in the classroom interaction of tenth grade students at SMKN 7 Medan. The scope of this study is the utterances of the teacher and students.

## **E. The Significance of the Study**

The research finding is expected to be useful in theoretically and practically.

1. Theoretically significance

It is expected to provide knowledge and information about code mixing in classroom interaction especially for English speaking student. And also,

this study is intended to be used as a reference in linguistic studies.

## 2. Practically significance

It is expected to be a useful source of information for English teachers, learners, and future researchers.

- a. For the English teachers, this study can be a source in giving the material especially for code mixing subject in classroom interaction.
- b. For the readers / English learners, this study can be an alternative source| that will be very helpful in understanding the theory of code mixing.
- c. For future researchers, the authors hope that this study can provide important data that can be used as a reference source for those who interested in linguistic studies, especially in the context of bilingualism discussions.

