

CHAPTER I

INTRODUCTION

A. The Background of Study

Communication is important, because it is the basic instinct of every living being. Communication can be built when there are two or more people who exchange their information, ideas, opinions, or thoughts. An interactive communication often called conversation. In conversation, there must be mutual understanding between the parties involved in the conversation so that speakers and listeners can understand when communicating each other. Therefore, it takes a tool to facilitate the way of communication, which is called as a language.

Language is the main tool that is very important in every country to be able to communicate with human beings. Every country has their own mother tongue such as Japan has Japanese language, Indonesia has Bahasa Indonesia, and China has Chinese language in communicating. It will be difficult for people from these countries, even from other countries to communicate each other if they can only speak the mother tongue. Therefore, it takes a language that can be understood in all countries, that is English. English is the most widely language used in the world because English is the world-wide language.

In Indonesia, English has important roles in some aspects of life. By mastering English, the chances of getting a better job are getting bigger. English is also used as an access to promote entertainment through media such as movies and

television programs. Not only that, English is also used as an access to obtain information and knowledge through computer-mediated such as email and information resources from the World Wide Web. It is clear that English is not something new in Indonesia. People in Indonesia use English in their daily lives. This can be seen from direct conversations and indirect conversations such as social media; Facebook, LINE, BBM, WhatsApp, Instagram, even online games. They usually use bilingual language in communicating in social media.

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. A bilingualism phenomenon is often called code-switching and code-mixing. Code-switching is a phenomenon of the switch of two or more variety of languages in a conversation which is always done by bilinguals in conversation, whether it is realized or not. Meanwhile, code-mixing is a phenomenon of the mix of two or more variety of languages in a conversation which is always done by bilinguals in conversation, whether it is realized or not.

Code-mixing and code-switching are almost the same and both of them are very difficult to distinguish. The researcher gives illustration both of the different, for example: In English classroom the teachers use English in giving the explanation, sometimes they use Indonesian. The process is called code-mixing. And code-switching occurs when in a conversation there are two persons in the same background, then they speak in their language for instance, Toba language. But when the third person with Karo language comes to them, they automatically switch their language into Indonesian. They switch their language because of the

participant which is a newcomer wants to join and she or he cannot speak Toba language. The illustration above can give a bit information about code-mixing and code-switching.

In this modern era, the relation between Indonesian language and foreign language become intensive and allow inter-language entry. People in Indonesia speak in bilingualism because they are influenced by another language beside their mother tongue. The influence is reflected such in the use of Indonesian language which is inserted with foreign vocabulary. It is a natural phenomenon nowadays people use code mixing and code switching in society since the existence of bilingualism.

During the teaching practice (*Program Pengalaman Lapangan*) at SMP Negeri 34 Medan, the researcher found the teacher and some of students made code-mixing in English class. Based on interview, it happens 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 pre observation in SMK Imelda Medan especially in major of tourism. English has important relation with vocational school especially in major of tourism. Ni Luh (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 teacher and student in English class of SMK Imelda Medan tend to use code-mixing especially in classroom interaction.

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

B. The Problem of Study

Based on the background of the study defined above, the problem of the study was formulated as follows:

1. What types of code-mixing used by teacher and students in classroom interaction at SMK Imelda Medan?
2. What factors influence the teacher and students to make code-mixing in classroom interaction at SMK Imelda Medan?

C. The Objective of Study

1. To find out types of code-mixing in classroom interaction at SMK Imelda Medan.
2. To find out the factors influencing the teacher and students to make code-mixing in classroom interaction at SMK Imelda Medan.

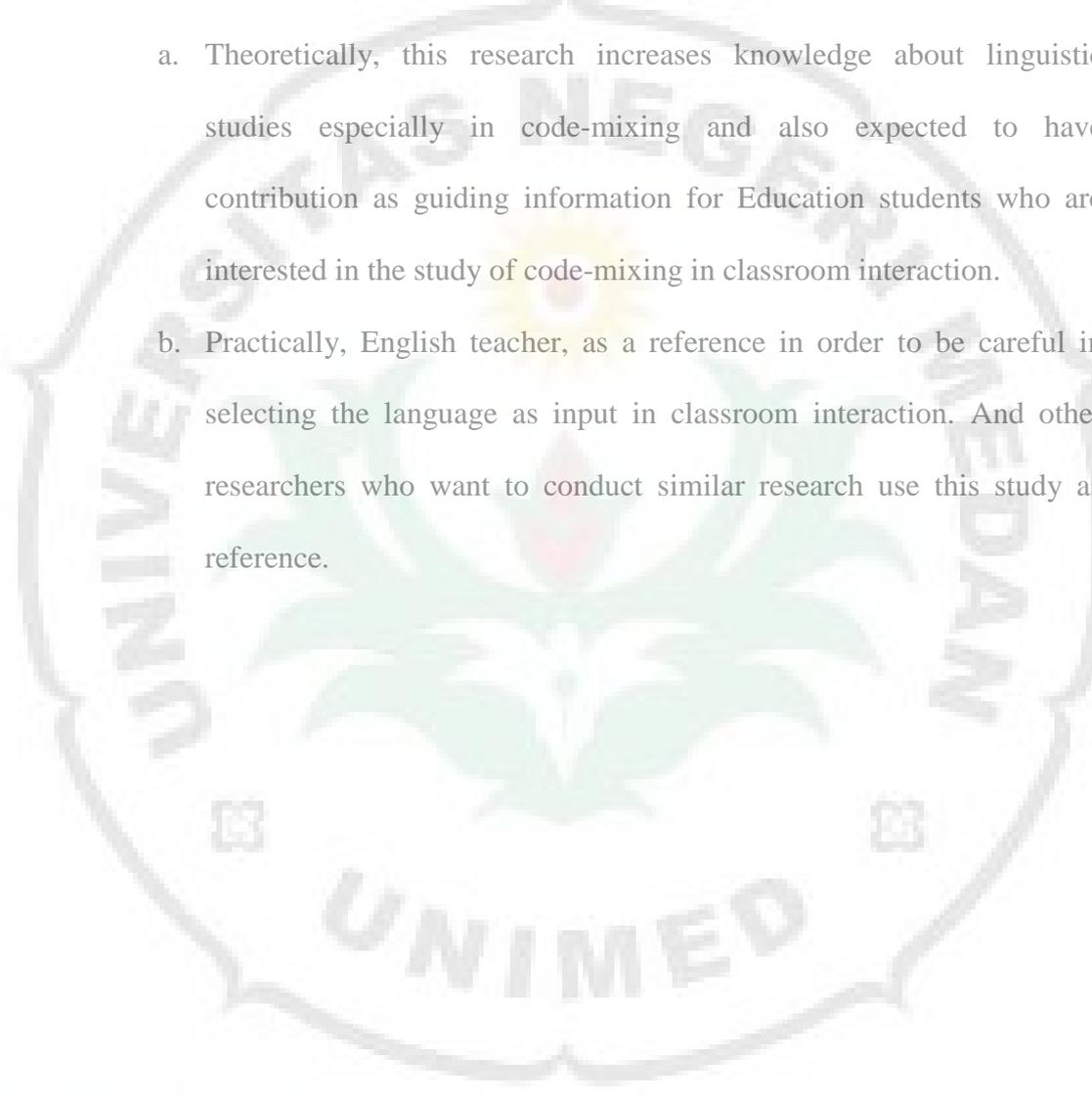
D. The Scope of Study

In this study, the research focused on finding types of code-mixing and the factors influencing the teacher and students to make code-mixing in classroom interaction at SMK Imelda Medan. The scope of this study was the utterances of the teacher and students from the eleventh grade of tourism major at SMK Imelda Medan.

E. The Significance of Study

The finding of the study expects to be useful for:

- a. Theoretically, this research increases knowledge about linguistic studies especially in code-mixing and also expected to have contribution as guiding information for Education students who are interested in the study of code-mixing in classroom interaction.
- b. Practically, English teacher, as a reference in order to be careful in selecting the language as input in classroom interaction. And other researchers who want to conduct similar research use this study as reference.



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