

## Code Mixing in The Computer Classroom Interaction

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### *Abstract*

The aims of this study are 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 computer classroom interaction. Code mixing is the combining of two or more languages or more language varieties in speech. The teacher and students used Code mixing to avoid misunderstanding when they had conversation in the class. Descriptive qualitative design was conducted in this study. The subjects of this study are the teacher and students from the Teknologi Informatika STMIK Pelita Nusantara Medan. The data were collected by doing observation and recording the teacher and students' utterances in classroom interaction. From the research, it was found the type of code-mixing used by the teacher and students were inner code mixing and outer code mixing. The factors causing teacher did the code-mixing were factors of limited use of codes, factors of function and purpose, and factors of habits. According to the percentages of the questionnaire result the data shows that out of 20 students 50% of them chose factors limited use of codes as their reason did the code mixing, 2% chose factors of function and purpose, and 48% chose factors of habits.

**Keywords:** *Code Mixing, Computer Classroom, Classroom Interaction*

## CHAPTER I INTRODUCTION

The development of language ability is very rapid in this era of globalization. Many of learners do the competition to show that they are able to reach the best place in the education. There are 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 to 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 and Code Switching occur in a communication process, especially in Indonesia. In this project, Code mixing is a phenomenon where the bilingual speaker uses more than one or more language 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.

In the high school of Pelita Nusantara Medan, the teacher found that most of the students use code mixing as a way to make their listener understand on what they are saying. They combine English and Bahasa Indonesia in one sentence in classroom interaction. To know the type of code mixing that the students uses, the writer would like to conduct the research about “Code Mixing in the Computer Classroom Interaction”

## **CHAPTER II**

### **RESEARCH METHODOLOGY**

This project is done by applying Descriptive Method because this research describes and explains something that is an accurate and systematic fact (Sugiyono, 2014). An observation was conducted to scan the classroom interaction, and the data taken 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 first semester in STMIK Pelita Nusantara.

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. The observation was done by making the transcript of the teacher and students' statements from the interview and questionnaire sessions. Next stage was identification, the writer identified the utterances which have the characteristic of code mixing. Then, classify the data based on the types of code mixing. Describe the types of code mixing that are found in utterances of the teacher and students in classroom interaction. Describe the Factors that caused the teacher and students' code mixing in classroom interaction at Pelita Nusantara. The last, draw the conclusion

### **CHAPTER III**

#### **RESULT AND DISCUSSION**

After analyzing the data in the classroom interaction at first semester students from Computer Class in STMIK Pelita Nusantara, 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, the researcher found that the type of code-mixing used by the teacher and students were inner code mixing and 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 factors of limited use of codes, factors of function and purpose, factors of habits.

The results of study show that in classroom interaction, the teacher and students at first semester from computer class in STMIK Pelita Nusantara 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 two types of codemixing. They were inner code mixing and outer code mixing. 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.

There are several factors causing the teacher and students mixing the languages. Based on the results of the study, there are 4 factors that are in line with the opinion of Suandi (2014: 143-146), namely (1) factors of limited use of codes, (2) factors of function and purpose, (3) factors of habits, (4) mixing other language codes with the intention to reinforce speech. Meanwhile, the ability of speakers to use two or more languages is in line with the factors that cause code-mixing in research conducted by Rhosyatina (2014). Teacher and students 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 codemixing. So do the students. They more easily convey their intentions to the teacher and their friends by code-mixing.

### **CONCLUSION**

Based on the analyzing some aspects of this study, the writer concluded that: (1) In the classroom interaction, the teacher and students used two types of code mixing they were inner code mixing and outer code mixing. (2) There were three factors causing the teacher and students used code mixing in the classroom interaction, they were factors of limited use of codes, factors of function and purpose, factors of habits.

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