**ANALISIS PENGGUNAAN CODE MIXING ANTARA INTERAKSI SISWA DAN GURU DI KELAS SEPULUH SMK TRITEC INFORMATIKA MEDAN TAHUN PELAJARAN 2021/2022**

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**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis jenis dan tipe campur kode yang paling dominan digunakan oleh siswa dan guru dalam proses pembelajaran bahasa Inggris di kelas sepuluh SMK Tritech informatika Medan dan mendeskripsikan alasan campur kode selama proses belajar mengajar bahasa Inggris. Dalam penelitian ini peneliti menggunakan percakapan antara guru dan siswa untuk mengumpulkan data. Peneliti menggunakan pendekatan metode deskriptif kualitatif dalam menganalisis dan mengumpulkan data. Peneliti menggunakan teknik dasar dalam menganalisis data yaitu merekam seluruh isi, menyalin ucapan, mengklasifikasikan dan mengatur data, mengelompokkan data dan yang terakhir menganalisis data. Berdasarkan data penelitian menunjukkan bahwa ada tiga jenis campur kode 116 ucapan, 67 data (60,34%) campur kode intra kalimat, 27 data (23,90%) campur kode intra leksikal, 19 data (16 ,81%) dari melibatkan perubahan Pengucapan. Kemudian, beberapa faktor yang membuat mereka menggunakan campur kode di dalam kelas karena guru sering mengetahui bahwa siswa bingung atau tidak mengerti, siswa kekurangan kosa kata, dan pengetahuan bahasa Inggris, merasa takut salah dalam menggunakan bahasa Inggris dan mereka tidak terbiasa untuk berbicara hanya dalam bahasa Inggris.

*Kata kunci: campur kode, proses belajar mengajar bahasa inggris, faktor penggunaan campur kode*

***ANALYSIS OF THE USE OF CODE MIXING BETWEEN STUDENT AND TEACHER INTERACTIONS ON THE TENTH GRADE OF SMK TRITEC INFORMATIKA MEDAN IN ACADEMIC YEAR 2021/2022***

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***ABSTRACT***

*The objective of the research was to analyze the kinds and types of code mixing that were most predominantly used by students and teachers in the English learning process on the tenth grade of SMK Tritech Informatika Medan and describe the reasons for mixing codes during the English teaching and learning process. In this research the researcher used conversations between teachers and students to collect data. The researcher used a qualitative descriptive method approach in analyzing and collecting data. The researcher used basic techniques in analyzing data, namely recording the entire content, copying speech, classifying and organizing data, grouping data and finally analyzing data*. *Based on research data shows that there were three types of code mixing of 116 utterances, 67 data (60.34%) intra sentence code mixing, 27 data (23.90%) intra lexical code mixing, 19 data (16.81%) of involving pronunciation changes. Then, some of the factors that made them use code mixing in the classroom because teachers often knew that students were confused or did not understand, students were lack of vocabulary, and knowledge of English, felt afraid of being wrong in using English and they were not used to it to speak only in English.*

*Keywords: code mixing, English teaching and learning process, factors of using code mixing*