

**A TEACHER'S CODE-MIXING PRACTICES  
IN A HIGH SCHOOL EFL CLASSROOM**

**A Thesis**

**Presented to the Department of English Language Education  
as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan*  
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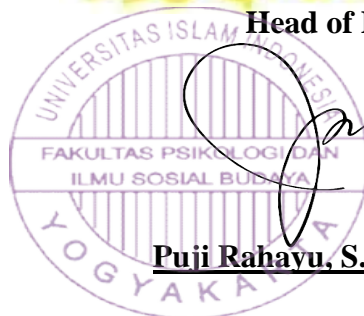
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## STATEMENT OF WORK'S ORIGINALITY

This thesis I have written does not contain the work or parts of other people's work, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 23 August 2023

The Writer,



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## **MOTTO**

“ And seek help through patience and prayer. ”  
(**Q.S. Al – Baqarah/2: 45**)

## **DEDICATIONS**

I dedicate this thesis gratefully to myself, my beloved parents and family, all of my lecturers from the English Language Education Department, and my dear friends who always motivated and guided me while writing this thesis.

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*Alhamdulillah Rabbil 'Aalamiin*, praise and gratitude to Allah SWT, the Lord of the universe, so that the author can complete this thesis and peace be upon the beloved prophet Muhammad SAW. My Endless gratitude to my parents, my family, and all the people who always supported and helped the author while writing this thesis, both in the form of contributions and encouragement in making this study finish.

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# **A TEACHER'S CODE-MIXING PRACTICES IN A HIGH SCHOOL EFL CLASSROOM**

By

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## **ABSTRACT**

This research aims to analyze the types of code mixing in the English teaching-learning process an English teacher uses in one of the private high schools in Yogyakarta. Using qualitative methods, this research used descriptive research built toward theory from observations and intuitive understandings gleaned from being in the field. The data collection was done by observation for investigated the type of code mixing .The result of this research showed three types of code mixing by Musyken (2000) applied in this EFL classroom: insertion, alternation, and congruent lexicalization. The outcome demonstrated that implications of those practices are help teacher to enhance students understanding in target language and make communication in classroom interaction easier between teacher and students.

*Keywords: Code mixing, Teaching strategy, English as a foreign language, Observational study*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

The practice of code-mixing has been shared with EFL language speakers. According to Holmes (1982), code-mixing is using two languages when speaking. The use of two or more languages within speech is referred to as code-mixing. Daily, code-mixing is a common occurrence in many communities and on informal media programs in many areas of the world, and some research on various elements of this has been undertaken in many parts of the world. Many people or communities use two languages in conversation, and this practice is inspired by the fact that people in modern societies are expected to know more than just one language (Waluyo, 2017). The speaker mixes the codes to achieve the best communication effect (Fanani & Ma'u, 2018).

Recently, a few academics have used the terms 'code mixing' and 'mixed code' to distinguish the employment of two or more languages at the discourse level from switching between clauses/words. According to Wardough (1986), code-mixing occurs when a conversation uses both languages simultaneously to the point where the fundamental changes from one language to another in a single utterance. It is positively related to people's educational attainment. According to the definitions above, code-mixing is using two more languages or between language a and language b (at the level of individual words or phrases) while discussing the

same subject.

In the teaching and learning process, teacher interaction is essential. It plays a vital role in classroom interaction because it could facilitate students to increase their comprehension level of the learning materials and enhance students' participation in learning activities (Nasir, 2018). In the EFL classroom, Villy (2018) found that the students are well involved and participate in learning in the presence of the teacher talk during the classroom activity. Concerning teacher talk in EFL classroom interaction, Siboro and Agung (2022) stated that code-mixing is frequently found in the Indonesian language learning process. According to a study by Rahmawati et al. (2022), from the analysis conducted on the WhatsApp group chat for English classes in this study, it was found that there are three types of code-mixing (i.e., insertion, alternation, and congruent lexicalization). Asrifan (2021) found three reasons why the teacher mixes and switches the code in the classroom interaction: to give clear explanations to the students, to make the students easy to understand, and make the teacher and the students close to each other. To sum up, code-mixing nowadays is used in classroom interaction for some reasons, such as a strategy of the teacher to deliver the material to students. However, the previous study is still rare to investigate code mixing along with the implication for the learning process. Therefore this study attempt to investigate both of the type and implication of the teacher's code mixing practice using the theory of Musyken.

## **1.2 Identification of The Problems**

According to Songbatumis (2017), the problem faced by teachers in

teaching English in the classroom was a lack of students' vocabulary mastery. Limited vocabulary mastery makes students mix their language when delivering their opinions. This condition can be a problem learning activity if there is no compatibility of communication between the teacher and students. During the researcher's observation on the internship, it was observed that the teacher used code mixing in her classroom teaching practices. The teacher used code mixing in the classroom for learning activities, support during the classroom activity, and sometimes for explaining the classroom regulations. However, the type of code-mixing was not yet identified. This teaching strategy can inspire other teachers who face the same problem in the learning process if it can be further identified.

### **1.3 Limitation of the problem**

Concerning the researcher's limitations, the study focused on code mixing as the theme of EFL teachers' teaching in high school. It was considered because the teacher frequently practiced code mixing in her class, and the communication between the teacher and students went smoothly. The research assumed that code-mixing practices help teachers and students communicate in the learning process. The code mixing will be a theme used to further identify between teacher and students in the EFL classroom through observation and video recording.

### **1.4 Formulation of the problem**

. Based on the research problem above, the research question is:

- What are the types of code-mixing practices the teacher uses in a



high school EFL classroom?

### **1.5 Objective of the study**

Due to the phenomenon of teacher's code-mixing practice found in High School EFL classrooms, this research attempts to investigate the type of teacher's code-mixing in the high school EFL classroom.

### **1.6 Significances of The Research**

The result of the research aims to give implications empirically and practically in the EFL learning process, especially in the EFL classroom interaction. Empirically, this research may enhance the reader's knowledge of teachers' code-mixing practices in high school EFL classrooms. Practically, this study provides the type of teacher's code-mixing and the reason for using code-mixing that the teacher does in the high school EFL classroom to provide references to other teachers for the learning process.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Code-mixing Practice in EFL Classroom**

When people want to communicate with one another, they must use a specific code to express their feelings. A code, according to Stockwell (2002), is "a symbol of nationalism that is used by people on different occasions and for different purposes to speak or communicate in a particular language, or dialect, or register, or accent, or style.". The code is typically a variant form of the language used to communicate with the community's clear language. Because it has a tendency to interpret the source of emotions, the code word is neutral.. Different languages or styles of the same language may have different codes, according to Jacobson (2008). A code, as defined by Jacobson, is the speaker's system of speech that must be deciphered by the listener. Early studies used the term "switch" to describe bilinguals' switching between languages in response to changes in a speech situation. To objectify the learning objective, the teacher makes any strategies in the learning process. According to Pande (2013), using various methods, particularly matching the method and teaching topic, will assist teachers in establishing an effective teaching process. Furthermore, Holeninská (2006) argues that using various techniques in language teaching should be considered because it will allow teachers to create suitable conditions for students to learn English as well as assist students in dealing with their learning challenges. Teachers must use a variety of methods for teaching English language when dealing with English teaching

problems (Fatiloro, 2015). Code mixing became one of the strategies that teachers practiced in EFL classrooms. It typically occurs when a speaker speaks in more than one language. Some languages are mixed with the native or traditional tongues of the speakers. According to Bhatia and Ritchie (2004), code-mixing is the mixing of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event. In other words, code-mixing is inter-sentential and may be subject to some discourse principles. It is motivated by social and psychological factors. As stated by Muysken (2000), there are three-way classifications (insertion, alternation, congruent lexicalization) of code-mixing phenomena at the sentence level. Furthermore, the three types of code-mixing play different roles and in different ways depending on the bilingual background. Safitri et al. (2017) pointed out that the insertion of a word can be classified into some groups, such as the insertion of nouns, adjectives, verbs, adverbs, conjunctions and prepositions, and phrases. Meanwhile, alternation is about a clause, a group of words consisting of a subject and finite or predicate but does not express the complete idea. Then, congruent lexicalization refers to a situation where the participating two languages share a grammatical structure that can be fielded lexically with elements from another language. This kind of code-mixing occurs at the phonological level, as when Indonesian people say an English word but modify it to an Indonesian phonological structure. In a study conducted by Moetia (2018), She discovered that using code-mixing in language teaching and learning allows the discourse to flow communication continuously and negotiate language problems. As a result, students

with lower abilities can develop target language (L2) proficiency much faster, as maximizing L2 input is a primary goal of the EFL classroom. However, that practice can have a maximal impact if used in a well-planned strategy. According to Villy (2018), English classroom interaction, particularly verbal interaction, is expected to greatly assist students in increasing their linguistic store as they listen to or read authentic linguistic material, or even the output of what students implement in discussions, skits, joining the problem to solve the task, or dialogue. It means that the teacher's responsibility in the classroom is to increase student English ability through interaction, because the teacher knows what the students know and yet.

As part of the strategy, the teacher should have an underlying reason. According to Hoffman (1991), there are several reasons for people to mix their languages. Those are (a) talking about a particular topic ; (b) quoting somebody else ; (c) being emphatic about something (express solidarity) ; (d) interjection (inserting sentence fillers or sentence connectors) ; (e) repetition used for clarification ; (f) intention of clarifying the speech content for interlocutor ; (g) expressing group identity. Nevertheless, Nasir et al. (2019) discovered that teachers provided reasons for doing teacher talk to continue dominating the classroom. This was because many students were still having difficulty understanding the lesson.

## **2.2 Review of Relevant Studies**

Some researchers have studied code-mixing. In formal education, Saleh. (2017) revealed that teachers use code-mixing in classroom interaction. A study

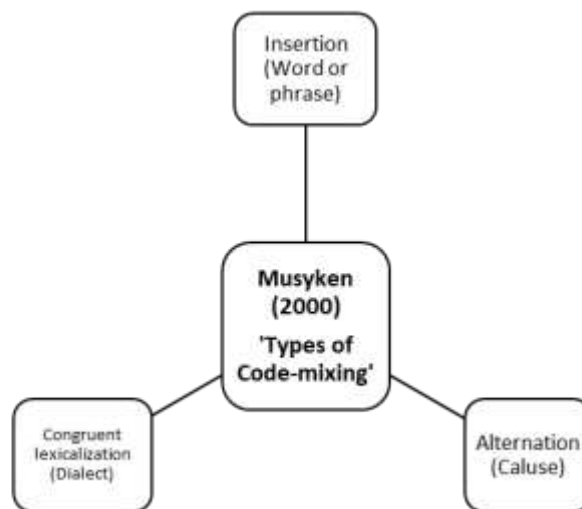
conducted by Moetia (2018) revealed that code-mixing could be an excellent strategy for emphasizing important information, such as a grammar rule, or for clarifying and effectively communicating information to students. Code-mixing is a pure and creative strategy that could be implemented for facilitating students with low English proficiency in the English foreign language classroom, as long as it is not dominantly used during language teaching and learning because excessive code-mixing may impair students' ability to use the target language effectively. There may be motivation and reasons for code-mixing when bilinguals mix two languages. Some bilinguals, for example, mix two languages when they are unable to find appropriate words or expressions or when there is no appropriate translation for the language being used. There may be motivation and reasons for code-mixing when bilinguals mix two languages. Some bilinguals, for example, mix two languages when they are unable to find appropriate words or expressions or when there is no appropriate translation for the language being used. Additionally, code-mixing is caused by their interlocutors, situations, messages, attitudes, and emotions. Bilinguals choose their language based on a variety of factors, including who (participants: their backgrounds and relationships), what (topic, content), and when and where a speech act occurs (Bhatia & Ritchie, 2004). Then related findings from studies that focused on code-mixing and code-switching, Siddiq, R. A., Kustati, M., & Yustina, L. S. (2020) revealed that there are several types of code-mixing in English teachers and students utterances in EFL classroom teaching speaking. It is found that code-mixing can also be done in the teaching and learning process in the classroom. In line with the study, Asrifan, A. (2021) pointed out that

Teachers use code-mixing in EFL classroom interaction to provide students with clear explanations that are easy to understand and to make the teacher and the students close to each other. Many researchers have studied code mixing and switching, for example, increasing students' word levels, promoting meaningful educational success, encouraging standard English mastery, and teaching in interaction with the lessons, but very little is known about how code switches are used to convey teachers' conversations.

The studies presented thus far provide evidence that a recent review of the literature on this topic used code-mixing from theory of Musyken (2000). In classroom interaction, the type token ratio in code mixing and code switching Indonesian/English varied. It reveals that the teacher's vocabulary varies. It is related to the teacher's perception of their students. In the classroom interaction, code switching the language.. The speech of the teacher in code mixing and code switching Indonesian/English when addressing students in the classroom contained longer utterances. It is related to the teacher function of speaking related to the use of code mixing and code switching the language in the classroom interaction. It means that this theory are applicable and can be used to help with the analysis in this study. They offer several sorts of code-mixing to assist the researcher in categorizing and assessing the different types of code-mixing and looking into the rationale behind why code-mixing is employed by teachers in the study's environment, which is an EFL classroom.

### **2.3 Theoretical Framework**

As an EFL teacher, explaining the material and making students understand the instructions in English can be challenging. Yanita et al. (2016) stated that The quality of a teacher's interaction with students is one factor that contributes to the success of his or her teaching. Therefore, an ideal classroom interaction should provide students with explicit language to clearly explain the material, encouraging them to understand the language, facilitating their language practice, and assigning some responsibility for their learning. In this sense, teachers can do the code-mixing appropriate to students' conditions by paying attention to the type of code-mixing practice stated in Musyken's (2000).



*Figure 2. 1 The theoretical framework of the research*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Design, Setting, and Context of Research**

This research used a qualitative method to gathered the data. According to Creswell (2012), qualitative method investigated phenomena related to the social or human problems being studied. The used of qualitative research in this study was to find out and identify the types and reasons for teachers' code-mixing practice in a high school EFL classroom. The design of this research was a descriptive qualitative design. The research procedures were conducted by observing the classroom interaction in the context of the private high school EFL classroom in Yogyakarta.

#### **3.2 Participant in The Research**

This research investigated type of the teacher's code-mixing practice of a high school EFL teacher in Yogyakarta. As for the participants of the study, the researcher considered the teacher and students of class X-2 that involved in classroom interactions in high school EFL classroom in one of private school in Yogyakarta that often used code-mixing in an English lesson to find out many varieties of code-mixing type and the implication for those practices.

#### **3.3. Research Instruments and Data Collection**

The data collection of this study was conducted by observation to determine



the type of code-mixing practices. In conducting the observation session, the researcher observed through two steps.

The first step was a preliminary to learn more deeply about the situations and conditions of the classroom interaction that studied. The preliminary study consisted of classroom observation for approximately four sessions to observe how the teacher interacted with the students during the learning session that involved code-mixing practices. This preliminary study did by the researcher to knowing more about the class situation then help the researcher to prepare conducted main observation. The second step was main observation that was take after preliminary study to gather the main data. Before collecting the data, the researcher asked permission from the participants. Then, the researcher started to record the learning session. The recorded data was in the form of classroom interactions between teachers and students during the learning process, which were transcribed into written data. From the several steps of collecting the data in this study, the researcher hoped to understand the research's primary focus from participants clearly.

*Table 3. 1 Observational Checklist*

<b>Types of Code-Mixing</b>	<b>Interaction</b>	<b>Time</b>
Insertion		
Alternation		
Congruent Lexicalization		

### **3.4. Data Analysis**

Data analysis processed using several steps. First, the data is determined based on its types after being transcribed into written data. This stage is accomplished by applying Muysken's (2000) theory to the data analysis. Then, using Musyken's (2000) theory, an explanation of the code-mixing type was drawn. The thematic analysis method was combined in this qualitative study. Thematic analysis is a method for organizing, identifying, and summarizing patterns in data to create a comprehensive data collection (Braun & Clarke, 2006). This indicates that the researcher considers various factors and procedures when examining the study's data for accurate results. As a result, the data is constantly examined to reach a reliable conclusion.

### **3.5 Trustworthiness**

According to Graneheim and Lundman (2004), qualitative research data should be trustworthy from the beginning of data collection. Researchers should collect data that considers all factors in upholding data credibility, transferability, dependability, conformability, and flexibility. Credibility aims to ensure the data's validity, the researcher went through several processes. The first step was a preliminary study to explore the situation and condition of classroom interaction in the EFL Classroom that will be observed. Second, the researcher gathered the data by recording the classroom interaction and interviewing the teacher. In terms of transferability, this study was conducted to determine the types and the reasons for code-mixing that the teacher practiced in classroom interaction. Therefore, this study's findings applied to other

researchers in comparable circumstances. The results of this study can also be used as a reference while conducting further research. In addition, this study assessed dependability to ensure the accuracy of the data used in the research. The thesis supervisor guides the researcher throughout the research process to ensure that the background, methodologies, and other components are in place and that the data and results are presented through the proper analysis stage. In terms of conformability, the researcher presented all the data related to the classroom interaction between the teacher and students in an EFL classroom, derived from the combination of observation and interview. All of those processes were under the guidance of the researcher's thesis supervisor. Finally, related to flexibility, the participant in this study was chosen without regard for her professional context as an EFL teacher in the senior high school where the researcher was assigned to do the pre-service English teacher internship. There is also a professional relationship between the researcher and the participant.

### **3.6. Informed Consent**

A formal consent letter is used to request consent from the participant from the researcher. The participant was advised that the researcher was conducting a study, or, to take other measures, the participant was initiated into the study so that they could choose whether or not to participate.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Findings

The context for this section is based on the researcher's observation results, such as video recording to identify the type of code mixing used by teachers. Four classroom interaction sessions were recorded, combined with observation results conducted in the preliminary study.

##### a. Insertion

The discovered insertion type refers to the phenomenon of code-mixing as an Indonesian utterance that is inserted using English components. For example, the code-mixing was found in the sentence *“Nah, boleh liat E-Learningnya kalau ada yang lupa, supaya mengingatkan.”*. E-Learning were applied as the type of code-mixing insertion types. Besides that, one case in which an English utterance was inserted using an Indonesian components sentence was also founded.

Extract 1

Teacher : “Silakan kalian membaca ini ya, kalian kan sudah **speaking** ya, sudah mendengarkan detailnya, sudah **fill in the blanks**, sudah dijawab, kita jawab sama-sama.”

**(Read this, please. You have spoken, listened to the details, filled in the blanks, answered, we will answer together.)**

In extract one, the teacher inserted the word '*speaking*' and the phrase '*fill in the blank*' as the target language (English) in the sentence that mixed with the first language (Indonesia) in the whole sentence. This is one of type of code-mixing called insertion that used by teacher as the strategy to help students understand the instruction that given by teacher in classroom interaction.

Extract 2

Teacher : “Kalian sudah belajar teks recount mengenai **biographical**, kalian sudah belajar **personal experience** juga. Sekarang kita akan belajar satu jenis lagi yaitu mengenai **historical** atau sejarah.”

**(You guys have learned recount text about biographical, you have learned personal experience as well. Now we will learn one more type, that is historical.)**

In extract two, the teacher used the terms '*biographical*,' '*personal experience*,' and '*historical*' belonging to the target language (English) to be inserted in the sentence, so in this condition, the teacher mixed the code of the first language (Indonesian) into the target language (English). This is one of type of code-mixing called insertion that used by teacher as the strategy to help students understand the term in target language (English) that mentioned by teacher in conveying the material.

### Extract 3

Teacher : “Materi kita hari ini adalah **listening** dan **speaking**, pertama dengarkan dulu deklarasinya dari Presiden.”

**(Our material today is listening and speaking, first you can listen to the President's declaration.)**

In extract three, the teacher used ‘*listening*’ and ‘*speaking*’ as the target language (English) that mixed with the first language (Indonesian) while instructing the students. This is one of type of code-mixing called insertion that used by teacher as the strategy to help students understand the teacher instruction. When the teacher mixed the first language with the target language, the students who still have difficulty in understanding target language can be helped.

### Extract 4

Teacher : “**Kamu** pretended as President Delano.”

**(You pretended as President Delano.)**

In extract four, the teacher used ‘*kamu*’ (First language) as the word form of insertion code-mixing that combined in English utterance. This is one of type of code-mixing called insertion that used by teacher as the strategy to help students in understanding the teacher instruction in classroom activity. As the impact of this strategy, students got the less

difficulties in studying English.

### **b. Alternation**

According to Muysken (2000), alternation involves a physical switch between languages involving grammar and lexicon. This study found that the target language (English) was inserted as a clause in the first language (Indonesian) sentence.

Extract 1

Teacher : “Okay, thank you guys for today, jangan lupa minggu depan ulangan, tinggal dua pertemuan lagi.”

**(Okay, thank you guys for today, don't forget next week we will have test, there are only two meetings left.)**

Based on extract one, the teacher mixed the target language (English) ‘*okay, thank you, guys, for today*’ into the first language (Indonesia) in Indonesian utterance. This practice known as alternation type of code-mixing because target language (English) in a form of clause was mixed in a whole sentence of Indonesian utterance. This strategy help teachers to enhance students’ understanding in English communication that occurred in EFL classroom interaction.

## Extract 2

Teacher : “Kalian masih ingat, di our first meeting, kalian belajar recount text jenis apa?”

**(Do you still remember, in our first meeting, what kind of recount text did you learn?)**

In extract two, the teacher mixed the target language (English), ‘*our first meeting*,’ and ‘*recount text*’ in the first language (Indonesian) in Indonesian utterances. Because the target language (English) was mixed in the form of a clause in a whole sentence of Indonesian utterance, this practice is known as alternation type of code-mixing. This strategy assists teachers in improving students’ understanding of English communication in EFL classroom interactions.

## Extract 3

Teacher : “Kita akhiri dulu ya, thank you very much for your attention today, wassalamualaikum warahmatullahi wabarakatuh.”

**(Time is up, thank you very much for your attention today, wassalamualaikum warahmatullahi wabarakatuh.)**

Based on extract three, the teacher mixed ‘*thank you very much for your attention today*’ (English clause) in Indonesian utterances. This condition categorized as an alternation type of code-mixing. This practice is known as alternation code-mixing because the target language (English) was



mixed in the form of a clause in a whole sentence of Indonesian utterance. This strategy assists teachers in improving students' understanding of English communication that occurs in EFL classroom interaction.

**c. Congruent Lexicalization**

According to Muysken (2000), congruent lexicalization refers to the circumstance where two languages share grammatical structures that can be lexically filled with material from either and can be words or phrases whose meanings are commonly understood by people in their first language.

Extract 1

Teacher : “Siapa yang belum bisa **log-in** ke E-Learning?”  
**(Who hasn't been able to log-in E-Learning yet?)**

Based on extract one, the teacher mixed the code by adding the English phrase 'log-in' in Indonesian utterances. This is categorized as a congruent lexicalization type of code mixing because Indonesian people often use the phrase 'log-in,' and the phrase's meaning is familiar to many people. This is one of type of code-mixing called congruent lexicalization that used by teacher as the strategy to help students in understanding the teacher instruction in classroom activity. As the impact of this strategy, students got the less difficulties in studying English.

Extract 2

Teacher : “Buka dulu di YouTube, **searching**, pilih yang atas sendiri.”

**(Open it on YouTube first, then searching, choose the top order.)**

In extract two, the teacher used the word ‘*searching*’ as the target language (English) that mixed with the first language (Indonesian) in Indonesian utterance. The meaning of the word ‘*searching*’ is already understood by Indonesian people, who have often used this word in daily life, so this condition is categorized as a congruent lexicalization type of code-mixing. This is a type of code-mixing strategy used to assist students in understanding teacher instruction in a classroom activity. As a result of this strategy, students have less difficulty learning English.

Extract 3

Teacher : “Yang punya **headset**, kalau nggak jelas suaranya pecah, bisa dipakai **headsetnya**.”

**(Those who have a headset, you can use the headset if the sound is not clear.)**

In extract three, the teacher inserted the word ‘*headset*’ as the target language (English) that mixed with the first language (Indonesia) in Indonesian utterance. The word ‘*headset*’ is often used in Indonesia, and many people already understand the meaning, so this condition is

categorized as a congruent lexicalization type of code-mixing. This type of code-mixing is known as congruent lexicalization because the target language (English) was mixed in the form of a dialect in a whole sentence of Indonesian utterance. This strategy helps teachers improve students' comprehension of English communication in EFL classroom interactions.

#### 4.1.1 Observational Result

##### 4.1.1.1 Type of Code Mixing

In this part, the researcher found the type of code mixing based on Muysken's (2000) theory that the teacher used. The following are the sample of observational result categories:

*Table 4. 1 Observational Result*

<b>Types of Code-Mixing</b>	<b>Interaction</b>	<b>Time</b>
<b>Insertion</b>	“Silakan kalian membaca ini ya, kalian kan sudah speaking ya, sudah mendengarkan detailnya, sudah fill in the blanks, sudah dijawab, kita jawab sama-sama.”	I (0:18 – 0:29)
<b>Alternation</b>	“Kalian masih ingat di our first meeting, kalian belajar recount text jenis apa?”	II (1:20 – 1:27)

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<b>Congruent Lexicalization</b>	“Buka dulu di YouTube, searching, II (3:44 – 3:49) pilih yang atas sendiri.”
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As presented in the table above, there are three types of code mixing based on Muysken's (2000) theory that the teacher applied: insertion, alternation, and congruent lexicalization. The result showed that insertion is the dominant type of code-mixing that the teacher used most during the English lesson in the classroom. Meanwhile, the teacher's least frequent type of code-mixing is congruent lexicalization. Besides that, the result showed that the teacher uses alternation as a type of code-mixing, which is often due to learning activities in the class. The teacher applied those types of code mixing in the classroom for learning activities, support during classroom activities, and sometimes for explaining the classroom regulations.

## **4.2 Discussion**

### **4.2.1 The Type of Code Mixing in EFL Classroom**

This section discusses how the study's findings should be interpreted in light of the research questions. In explaining the findings, the researcher has analyzed the data based on theory. The researcher presents the types of code-mixing. According to Musyken (2000), there are three types of code mixing, namely insertion, alternation, and congruent lexicalization.

The data were analyzed based on classification related to the types of code-mixing. The data were gathered through an video recorder in an EFL Classroom at one of the private senior high schools in Yogyakarta. Before doing the primary research, the researcher conducted a preliminary study to collect initial information and data before conducting further research.

Based on the description of the data collection through a series of methods that have been implemented in the learning and teaching process in the EFL classrooms, it showed that the teacher applied code-mixing in the teaching processes. It is in line with Wardhaugh (2010) that states there are no strict or explicit guidelines for which language to speak in most multilingual settings. People must select a code whenever they want to speak, and they can switch between codes or mix codes even within very short utterances. As a result, the speaker may select small units of utterance to mix the language. Based on the observation, there were fourteen insertion categories of code mixing used by the teacher in the EFL classrooms which identified in the classroom. This category was the most dominant used by the teacher among other categories. It was related to Kurniawan (2016) that code-mixing is accomplished by inserting sentence fillers or connectors. Then the researcher also found the application of alternation and congruent lexicalization type of code-mixing that applied by teacher in classroom interaction, but those practice was less frequent than insertion. Because both of the type require a high level of speaking skill, the findings of alternation and congruent lexicalization are limited in the learning EFL classroom context. It was related to study that conducted by Ritchie and Bhatia (2013), code-switching and code-

mixing are characterized by 'creativity and complexity' and 'innovative multi-functions,' implying that there may be some societal basis for mixing languages.

English is considered a foreign language in Indonesia, and it is a required subject to learn, particularly in Indonesian secondary schools. This means that Indonesian students have little exposure to English because it is only used in formal settings and is rarely used outside of the classroom (Yoestara & Putri, 2019). Code mixing is a phenomenon of bilingual or multilingual society in terms of language and social groups. Bilingual or multilingual speakers who use two or more languages are involved with two or more cultures, which cannot be separated from the result of the language use. Bilingualism or multilingualism refers to the use of two or more languages by a person or social group. Because there is no exact idiom in that language, the speaker tends to mix it in a formal setting. As a result, words or idioms from another language must be used. As a result of the code-mixing, there is an interdependence between the role of the speaker, the language form, and the language reason.

These findings further support the study of Moetia et al. (2018). They identified the use of code-mixing and code-switching in classroom interaction. The results revealed that the teacher did these codes to cover students' lack of target language proficiency and make transferring knowledge run effectively in the class.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study concludes that there is code-mixing that a teacher practices in a private high school EFL classroom. This practice identifies three types of code mixing: insertion, alternation, and congruent lexicalization. Insertion was the most frequently used that the teacher implemented during the classroom interaction. Although the three types have different frequencies in use, these types were equally essential to be implemented, significantly to enhance students' understanding of English conversation in the learning process in the form of an EFL classroom. Those practices. In addition, students are also supported with the videos as the teacher strategies to make students more interested in both understanding and practicing English. All the discussion indicates that code-mixing practice is quite helpful in the learning process in the EFL classroom. It can be seen from the implementation of all of the types of code mixing practice.

#### **5.2 Suggestion**

English teachers are supposed to approach the issue in the context of teaching and learning more critically. According to the results of this study, code mixing is possible in the classroom throughout the teaching and learning process. The teachers themselves need to improve the study of code-mixing to advance education. We know that adopting code mixing while teaching and learning English

speaking in EFL classrooms, particularly at secondary EFL classroom schools, can benefit teachers and students. The future researcher should examine the numerous scenarios significantly to enhance foreign language teaching and learning. Additionally, this study's findings are anticipated to provide more information concerning code-mixing.



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## APPENDICES

### *Appendix 1 Observational Result*

Types of Code-Mixing	Interaction	Time
<b>Insertion</b>	“Silakan kalian membaca ini ya, kalian kan sudah speaking ya, sudah mendengarkan detailnya, sudah fill in the blanks, sudah dijawab, kita jawab sama-sama.”	I (0:18 – 0:29)
	“Ayo Azzahra, next.”	I (0:39 – 0:42)
	“OK. Time is up ya, sudah selesai waktunya. Silakan kalian beres-beres, dirapikan.”	I (6:30 – 6:39)
	“Apa sih arti recount text itu sendiri?”	I (7:21 – 7:25)
	“Nah, boleh liat E-Learningnya kalau ada yang lupa, supaya mengingatkan.”	II (1:29 – 1:34)
	“Kalian sudah belajar teks recount mengenai biographical, kalian sudah belajar personal experience juga. Sekarang kita akan belajar satu jenis lagi yaitu mengenai historical atau sejarah.”	II (1:45 – 2:07)
	“Nah itu ya, salah satu history atau Sejarah Indonesia.”	II (3:00 – 3:06)
	“Sekarang kalian bisa buka E-Learningnya. Di situ Miss El sudah memposting apa?”	II (3:14 – 3:22)

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“Materi kita hari ini adalah listening dan speaking, pertama dengarkan dulu deklarasinya dari Presiden.”	II (4:12 – 4:21)
“Diisi langsung di E-Learning boleh, kalian tulis di buku dulu boleh.”	II (7:39 – 7:43)
“Karena ini Miss El ada trial try out, maka nanti jam Sembilan Miss El akhiri ya.”	II (14:08-14:14)
“Kita diskusikan kira-kira potongan speechnya akan seperti apa saja.”	III (0:09-0:17)
“Listening sudah selesai, sekarang giliran yang speaking. Speakingnya apa tadi? Kamu pretended as Presiden Delano.”	IV (1:25 – 1:46)

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<b>Alternation</b>	
“Kalian masih ingat di our first meeting, kalian belajar recount text jenis apa?”	II (1:20 – 1:27)
“Okay, thank you guys for today, jangan lupa minggu depan ulangan, tinggal dua pertemuan lagi.”	I (7:51 – 8:02)
“Nanti kalau sudah selesai kita cocokkan sama-sama, and then after that you have to practice pretending as President Delano.”	II(9:37 – (9:53)
“Make a recount text about your personal experience atau pengalaman saat liburan.”	II (0:58-1:06)
“Kalian masih ingat, di our first meeting, kalian belajar recount text jenis apa?”	II (1:20 – 1:27)
“Berapa yang harus kalian isi? Ya, there are ten declarations.”	II (4:29 – 4:38)
“Nanti kalau sudah selesai kita contohkan sama-sama and then you	I (7:51 – 8:02)

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practices pretended as President Delano.”

“Five minutes left, lima menit lagi, yang belum selesai silakan diselesaikan.” II(13:33–13:41)

“Kita akhiri dulu ya, thank you very much for your attention today, see you next time, wassalamualaikum warahmatullahi wabarakatuh.” IV (11:56 – 12:04)

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**Congruent  
Lexicalization**

“Buka dulu di YouTube, searching, pilih yang atas sendiri.” II (3:44 – 3:49)

“Yang punya headset, kalau kurang jelas suaranya pecah, bisa dipakai headsetnya.” II (5:54 – 6:01)

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## Appendix 2 Informed Consent

### INFORMED CONSENT FORM

Thank you for agreeing to participate in this study, which will take place on May 10, 2023. This form details the purpose of this study, a description of the involvement required and your rights as a participant.

The purpose of this study is:

- to gain insight into teacher's code mixing practices in an EFL classroom.

The benefits of the research will be:

- to identify types and reasons of teacher's code mixing practices that could help in development of future EFL learning.

The methods that will be used to meet this purpose include:

- Observation
- In-depth interview

You are encouraged to ask questions or raise concerns at any time about the nature of the study or the methods I am using. Please contact me at any time at the e-mail address or telephone number listed above.

Our interview will be recorded to help me accurately capture your insights in your own words. The recording will be heard by me for the purpose of this study. If you feel uncomfortable with the recorder, you may ask that it be turned off at any time. You also have the right to withdraw from the study at any time. In the event you choose to withdraw from the study all information you provide will be destroyed and committed from the final paper.

Insights gathered by you will be used in writing a qualitative research report. Though direct quotes from you may be used in the paper, your name and other identifying information will be kept anonymous.

By signing this consent form I certify that I Sri Lestarningsih, Spd agree to the terms of this agreement.



May 10, 2023

### Appendix 3 Letter of Research Permission



FAKULTAS  
PSIKOLOGI &  
ILMU SOSIAL BUDAYA

Gedung Dr. Soekarno Wijaya  
Kampus Terpadu Universitas Islam Indonesia  
Jl. Kaharudin bin 14.3 Yogyakarta 55584  
T: 02741 89844 ext. 1106, 2114  
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E: [psikologi@iui.ac.id](mailto:psikologi@iui.ac.id)  
W: [iui.ac.id](http://iui.ac.id)

Tanggal : Kamis, 15 September 2022  
Nomor : 1698/Dek/70/DURT/IK/2022  
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada Yth.  
Bapak/Ibu Pimpinan  
SMA U11 YOGYAKARTA  
Jalan Tamansiswa 158, Wirogunan, Kec. Mengantasan, Kota Yogyakarta, DIY 55151

Assalamu'alaikum wr. wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : SANAZILA ZAKKAHA  
Nomor Induk Mahasiswa : 19322065  
Program Studi : Sarjana Pendidikan Bahasa Inggris  
Pembimbing Skripsi : Astri Hapsari, S.S., M.TESOL  
Judul Skripsi :

**"Teacher's Code-mixing Practices in High School EFL Classroom"**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamu'alaikum wr. wb

Yogyakarta, 21 Safar 1444 H  
18 September 2022 M  
Dekan Fakultas Psikologi dan Sosial Budaya,

Dr.Phil. Qurotul Uyun, S.Psi., M.Si.