



**ELITE: English and Literature Journal**  
Volume 11 Number 1 June 2024 Page 84-98  
Print ISSN: [2355-0821](#), Online ISSN: [2580-5215](#)  
Doi: [10.24252/elite.v11i1.47910](#)

## TEACHER'S CODE-MIXING IN AN ENGLISH CLASSROOM AT A PRIVATE VOCATIONAL SCHOOL

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### ABSTRACT

*This study aims to analyse the type of code-mixing that occur by an English teacher when teaching English lessons, and find out the reasons for the use of code-mixing. The benefits of this aim are that it helps to improve teaching strategies and can also support improved learning. This research uses descriptive qualitative to provide an in-depth and contextual understanding of the phenomenon of code-mixing. The object of this research is one English teacher in Private Vocational School in Bogor. In the data collection process, the researcher audio-recorded the English teacher's voice when teaching in class from the beginning to the end of the English lesson. The researcher also conducted structured interviews to find out the reasons why English teachers use code-mixing when teaching. The data analysis technique used Muysken's theory. In this study, it was found that there were three types of code mix used by the teacher when teaching, namely the type of insertion, alternation, and lexical congruence. The use of insertion type is about 55%, then alternation 44%, and lexical congruent 1%, from 158 total utterances obtained. The results found in this study are that teachers more often use code-mixing insertion type when teaching English. Then three reasons for the use of code-mixing by the teacher, namely because of the background of a major school, for students' understanding of the material, and the existence of limited student understanding in English. By understanding and utilizing these findings, teachers can develop more effective and adaptive teaching strategies, which not only help students understand the material but also improve their overall English proficiency.*

**Keywords:** Code Mixing; English Education; EFL

### ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis campur kode yang terjadi pada guru bahasa Inggris ketika mengajar pelajaran bahasa Inggris, dan mengetahui alasan penggunaan campur kode tersebut. Manfaat dari tujuan ini adalah membantu meningkatkan strategi pengajaran dan juga dapat mendukung peningkatan pembelajaran. Penelitian ini menggunakan deskriptif kualitatif untuk memberikan pemahaman yang mendalam dan kontekstual tentang fenomena campur kode. Objek penelitian ini adalah seorang guru bahasa Inggris di SMK Swasta di Bogor. Dalam proses pengumpulan data, peneliti merekam suara guru bahasa Inggris tersebut saat mengajar di kelas dari awal hingga akhir pelajaran bahasa Inggris. Peneliti juga melakukan wawancara terstruktur untuk mengetahui alasan guru bahasa Inggris menggunakan campur kode saat mengajar. Teknik analisis data menggunakan teori Muysken. Dalam penelitian ini, ditemukan bahwa terdapat tiga jenis campur kode yang digunakan oleh guru ketika mengajar, yaitu jenis penyisipan, pergantian, dan kongruen leksikal. Penggunaan jenis penyisipan sekitar 55%, kemudian pergantian 44%, dan kongruen leksikal 1%, dari 158 total ujaran yang diperoleh. Hasil yang ditemukan dalam penelitian ini adalah guru lebih sering menggunakan campur kode jenis insersi ketika mengajar bahasa Inggris. Kemudian tiga alasan penggunaan campur kode oleh guru, yaitu karena latar belakang sekolah jurusan, untuk pemahaman siswa terhadap materi, dan adanya keterbatasan pemahaman siswa dalam berbahasa Inggris. Dengan memahami dan memanfaatkan temuan ini, guru dapat mengembangkan strategi pengajaran yang lebih efektif dan adaptif, yang tidak hanya membantu siswa memahami materi tetapi juga meningkatkan kemampuan bahasa Inggris mereka secara keseluruhan.

**kata kunci:** Campur Code; Pendidikan Bahasa Inggris; EFL



**Received: 25 May 2024**

**Revised: 03 June 2024**

**Accepted: 06 June 2024**

*How to cite:* Ruffitriansyah.H, Siswana.(2024). *Teacher's Code Mixing in An English Classroom at A Private Vocational School*. ELITE: English and Literature Journal,11(1). 84-98.

## **INTRODUCTION**

Language is an important part of human life, especially in communication. As a means of expressing, one's thoughts and feelings to others, language serves as a communication tool in situations when language and communication have no separation (Fanani & Ma'u, 2018; Hiver, Al-Hoorie, Vitta, & Wu, 2024; Repka, 2020). Not just one language, but two or more are used in the communication process inside society. Especially in Indonesia, the average Indonesian citizen speaks two, three or even more languages. This is because Indonesia has various tribes with different languages. As conveyed by (Peter & Simatupang, 2022), the number of languages based on language mapping in Indonesia carried out by the Language Development and of the Ministry of Education and Culture in 2019 amounted to 718 languages.

English is a foreign language for Indonesian citizens, especially for students. However, learning a foreign language is one of the best first steps to being able to communicate with others internationally. The present of English is very important because it is recognized as one of the important international languages to learn. Some countries even make English an official second language. As stated by Kahfi (2018) that most people use it in their daily activities as a way to interact with international people. That way English learning is required in the education curriculum in Indonesia. Although English language learning is required in the Indonesian education curriculum, English is still considered a foreign language. This condition is characterized by the rarity of Indonesians using English in their daily lives or as a companion language, it can be inferred from (Rizki Lukitasari, 2020; Sari, 2016)(Sari, 2016) In Indonesia, English is only learned at school but not used in everyday life. One of the main objectives of learning English in Indonesia is that students will have the ability to communicate with people from different countries and cultures. That way, they will be able to communicate to exchange ideas or work together globally easily. The goal of learning English is to enable students to communicate in the language both orally and in writing in a way that is appropriate for the social environment (Abd Rahman, Samad, & Bakar, 2020; Widyasari, 2016).

Using linguistic components from one language to another to increase the style or diversity of languages, such as the usage of words, sentences, idioms, greetings, and so on, is known as mixing code, as stated by Muysken (Muysken 2000:3). Moreover, code mixing as stated by Hoffmann (1991:110) is the process of combining one or two words when speaking with another person. Futhermore, Muysken (2000:3) classified code-mixing into three primary categories: insertion (word or phrase), alternation (clause), and congruent lexicalization (dialect). The use of code mixing in teaching English as a foreign language (EFL) in high school classes is the main concern in this study. Code mixing between languages is a phenomenon in which speakers put elements from another language into speech or writing. The fundamental question that comes up

is to what extent the use of code mixing can affect the English learning process in a high school environment.

Some of the reasons that factor into the occurrence of code-mixing are seen from who speaks, using what language, speaking to whom or for whom, when and with what purpose (Fitria, 2022; Vitriya, Luthfiyati, & Widyaaiswara, 2022). The cause of code-mixing in question can be seen from who the interlocutor is, if both understand the two or more languages that the speaker and interlocutor understand, then code-mixing will occur because both understand each other. Then seen from the goal, if in the realm of education, of course the goal is to introduce or explain something to students, in the context of adding new vocabulary or also to familiarize them with the language they want to learn.

This study focuses on the use of code mixing by teacher in Private Vocational School at the eleventh-grade. Understanding the types of code mixing that commonly occur, the context in which they are used, and their reasons of used code-mixing. Some previous studies have highlighted the use of code mixing in educational contexts, but this study focuses on the context of teaching English as a foreign language in Private Vocational School, with the research question: 1. What types of code-mixing used by a teacher in teaching English at Private Vocational School in Bogor? 2. What reasons of code-mixing used by a teacher in teaching English at Private Vocational School in Bogor?

## **LITERATURE REVIEW**

This current study has some relevant results on the code mixing that used in the English class at school. Novianti & Said (2021) showing that two of which are students and teachers use code-switching and code-mixing in the process of communication in the classroom, and the function of code-mixing is to attract students' attention in learning. The results of the research obtained were 152 utterances analyzed and then classified into two types, namely code-mixing and code-switching. Among which code-switching is more commonly used by teachers and students at 40%, then in the type of code-mixing 60% of the use of alternation, and 40% of the use of the type of insertion. Another research is from Asrifan (2023) found that the use of code-mixing and code-switching resulted in positive attitudes and roles regarding students' preferences for using code-mixing and code-switching in learning achievement. The interview results in the study showed three teacher reasons why code-mixing and code-switching were used in learning, which were to give students simple explanations with difficult words, so that students could understand, and to make teachers and students closer to each other. The third, research conducted by (Imanudin & Astutik, 2023a) found that teachers and students in online classes most frequently used alternation code mixing, which has 17 utterances, insertion code mix has 14, and congruent lexicalization code mixing has 3. The interview results then revealed that the use of code mixing can facilitate learning by making it simpler for students to comprehend English-language assignments or materials. Students can't understand the topic if the teacher speaks in complete English

There are similarities and differences between this research and the relevant research mentioned above. Both concentrate on code-mixing that occurs in the field of education, and some of them have differences in the subject, background, method, and purpose of the research. The difference in the first study by Novianti & Said (2021) is that it aims to find the function of code mixing that occurs in the learning process, then not only focuses on code mixing, but also on code switching, another difference is that researchers only analyse 2 types of code mixing. For the similarities, both conducted research in private vocational schools. Then in the second current study by Asrifan (2023) with this research, it has a difference in the background where the second previous study is conducting research on junior high school students, the subject studied by the researcher is on students and also teachers who teach science students, not in English classes, then also using mixed methods as a research design. Moreover, in the third study above, which is by Imanudin & Astutik (2023), where an online English class is examined as part of the junior high school research background. Then, in regards to the similarity, they both examine the kind of code mixing that takes place by applying Musyken's theory.

## **RESEARCH METHOD**

The descriptive qualitative is the research design that used in this research. Descriptive qualitative is the information that has been gathered using words and visuals rather than numbers, as according to Sa'diyah (2020). Moreover, as according to Thambu et al., (2021) the goal of applying the qualitative method is to gain more insight into the phenomenon under research, Here researcher described the code-mixing used by the teacher and students in teaching English. The participant in this research is an English teacher. Then, the researcher interviewed an English teacher about the reasons they use code mixing during English lessons.

In terms of collecting this data, the researcher will go directly to the research field to get valid data. Then the researcher uses the following methods: Observation, the researcher has made observations by coming directly to the field, observing naturally the occurrence of code-mixing in the classroom during English lessons. Then, have conducted documentation by recording audio for data collection. Finally, interviews were conducted to uncover more information about the reasons for code-mixing by an English teacher.

The first stage data analysis technique carried out by the researcher was to arranging the data. The researcher transcribed the recorded data one by one after collecting the recording files. The researcher will code "T" for a teacher. After transcribing the audio recordings, the researcher pointed out the code-mixing done by a teacher. The next step is categorizing the data. Researchers classified the code-mix categories after obtaining transcript data of teacher code-mix during classroom activities. The last step is to analyze the data. The researcher collected the results of audio recordings to obtain complete data for 2 meetings, and also the interview of the reason of an English teacher used code-mixing. Furthermore, the researcher explained it one by one based on the research problem.

## FINDING AND DISCUSSION

### Finding

The purpose of this study is to find out the types and reasons for code-mixing used by English teachers in teaching English to students in grade 11 of a private vocational private school. In analysing the data, the researcher analysed based on Muysken's theory of language mixing, which has three types including insertion, alternation, and congruent lexicalization (Muysken, 2000b). Code-mixing occurs when there is an alternation of single words or phrases to clauses in an utterance. Based on the analysis of code-mixing, the author found three types of code-mixing in accordance with the types of muysken's theory, which are used by English teachers when teaching. The following is the result of the total amount of data taken regarding the use of code-mixing according to its type.

*Table 1. Results of Data and Showing Total Insertion, Alternation, and Congruent Lexicalization*

No	Type of Code Mixing	Utterances in Meeting 1	Utterances in Meeting 2	Total	Percentage
1	Insertion	31	56	87	55%
2	Alternation	24	45	69	44%
3	Congruent lexicalization	1	1	2	1%
	Total	56	102	158	100%

Based on the results of Table 1, it shows that the total number of utterances from two meetings and 3 types of code mixing there are 158 code mixing utterances that occur. There were 31 insertion-type utterances in Meeting 1 and 56 in Meeting 2, for a grand total of 87 occurrences. insertion type of code mixing was used more frequently in the meetings by a teacher in one class at 55%, out of the three types of code mixing in Muysken's theory. Some examples of code-mix type data findings will be further explained as follows:

### Type of Code-Mixing: Meeting 1

#### Insertion

Insertion is the process of blending two pieces of code, a word and a clause. Based on the research there are 31 utterances that contain insertion code mixing. Here are some of the insertion data that occurred in class. The data below are some examples of code-mixing insertion, because the data shows code-mixing between two languages, from English to Indonesian between sentences, and vice versa. The following is an explanation of Table 2:

T: “*Yang kaya biasa aja, as usuall. Ayo cepet-cepet*”

(T: “*Just like usual, as usual. Come on, let's hurry up.*”)

In the first utterance there is an insertion in English in the middle of an expression that is dominantly Indonesian. This insertion pattern is in the form of B-A-B, where 'A' “as usuall” is a language that is used as an insertion in another language or English.

T: **“Who present here you can say present. Siapa yang hadir disini you can say present”**

(T: *“Who present here you can say present. Who present here you can say present”*)

In the second utterance of the above example has the same pattern as the previous data example, this second utterance has an insertion in Indonesian between English which is more dominant.

T: **“Close the door, which one the verb? Yang mana?”**

(T: *“Close the door, which one the verb? Which one?”*)

Then in the third utterance there is an insertion at the end of the utterance in Indonesian. The utterance begins with the teacher giving an example in English, then the teacher asks a question in English, after which it is repeated in Indonesian. This code-mixing insertion dialog forms the pattern A-A-B, 'A' represents as English and 'B' as Indonesian Language.

T: **“what do you think about command that we already talk? Yang mana kamu, yang mana kamu kira kalo itu command?”**

(T: *“what do you think about the command that we already talked about? Which one of you, which one do you think is a command?”*)

In the fourth utterance, the teacher speaks in English to ask a question to the student, then the teacher repeats it in Bahasa Indonesia, then ends with a single word in English. The symbol 'A' shows the English used “what do you think about the command that we already talked about?”, “command”. Then 'B' which shows the Indonesian phrase “Yang mana kamu, yang mana kamu kira kalo itu”. It can be seen that there is an insertion in the middle of the dialog.

T: **Push straight ahead and turn right. Apa itu? Ekspresinya dulu deh, tentang apa itu?**

(T: *Push straight ahead and turn right. What is that? The expression first, what is it about?*)

In this fifth utterance there is an insertion in the English utterance located at the beginning, then continued by 2 expressions in Indonesian in one dialog.

*Table 2. Code Mixing in Insertion*

No	Teacher's Utterances
1.	T: <i>“Yang kaya biasa aja, as usuall. Ayo cepet-cepet”</i>
2.	T: <b>“Who present here you can say present. Siapa yang hadir disini you can say present”</b>
3.	T: <b>“Close the door, which one the verb? Yang mana?”</b>
4.	T: <b>“what do you think about command that we already talk? Yang mana kamu, yang mana kamu kira kalo itu command?”</b>
5.	T: <b>Push straight ahead and turn right. Apa itu? Ekspresinya dulu deh, tentang apa itu?</b>

## Alternation

Alternation has a pattern (A-B) that occurs when there is a transition from English to Indonesian in one sentence or dialog. In the observation, there were 24 utterances of alternation type code mixing in the first meeting. In this 1<sup>st</sup> and 2<sup>nd</sup> utterance based on Table 3, there are an alternation that occurs. It starts with an English utterance by the teacher, who is asking a question to the student, then continues with an Indonesian phrase as a form of repetition for the student's understanding. Then in the 3<sup>rd</sup> utterance, the teacher speaks in English first as a form of giving examples of sentences directly in English, then asks questions with phrases in Indonesian. Then, in the 4<sup>th</sup> utterance, the teacher speaks in Indonesian at the beginning of the utterance, to ask a question, then continues with English phrases to give orders to students. In the 5<sup>th</sup> utterance, The teacher is explaining the material starting with Indonesian, then continuing with English utterances in one expression.

*Table 3. Code Mixing in Alternation*

No	Teacher's Utterances
1.	T: <b>"Ok who want to guide your friend to start our lesson? <i>Siapa yang mau mimpin untuk belajar?</i>"</b>
2.	T: <b>"What is the first sentence here? <i>apa kalimat pertama?</i>"</b>
3.	T: <b>"Let's go to the park, <i>disaranin untuk apa?</i>"</b>
4.	T: <b>"<i>Kalau yang terakhir itu apa?</i> Please read the last sentence."</b>
5.	T: <b>Atau bisa juga menggunakan kata <b>Let us</b> atau <b>let's</b>. For the example, such as <b>Let's we go to the?</b></b>

## Congruent Lexicalization

Congruent lexicalization is a phenomenon in code-mixing where elements from two languages are combined in the same syntactic structure, in which the lexical elements of the two languages are interchanged easily in one sentence according to Table 4.

T: **"Kaya **call the doctor immediately**. *Apa artinya call the doctor immediately?*"**  
(T: *"It's like call the doctor immediately. What the meaning of call the doctor immediately?"*)

In this first utterance, there is a type of code mixing congruent lexical, where the sentence structure pattern of Indonesian and English in this dialog does not change. It can be seen below that the last sentence has a sentence structure pattern to ask a question in the same form when fully converted into English.

*Table 4. Code Mixing in Alternation*

No	Teacher's Utterances
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- 
1. T: "**Kaya call the doctor immediately. Apa artinya call the doctor immediately?**"
- 

## Code-Mixing: Meeting 2

### Insertion

In the insertion pattern, there are constituents from another language inserted in a different language. In the insertion type, there were 56 utterances that occurred by a teacher in this 2nd meeting. The following are some of the insertion data taken by researchers in the field. Here are the explanations of **table 5** from the example data above:

T: "*kata sifatnya jangan ada yang ada di papan tulis ya. Kalian pasti udah apal. Cari kosa kata yang baru* **the new vocabulary**"

(T: "*None of the adjectives are on the board. You must already know them. Look for the new vocabulary?*")

In the first utterance there is an insertion at the end of the utterance in English "the new vocabulary", which previously began with two expressions in Indonesian. Indonesian is more dominant in this utterance, so the English phrase dialog is the insertion.

T: "*Artinya apa..?,* **Miss Nisa paling tercantik di kelas**"

(T: "*What does that mean? Miss Nisa is the prettiest in the class*")

In the second utterance, there is a single word insertion in English "miss" in the middle of Indonesian in the dialog. The word "miss" is used as a form of address for the English teacher in class. The insertion pattern in this sentence is B-A-B. Where the symbol 'A' indicates the English language which is the insertion "Miss", then 'B' refers to the Indonesian language used "*Artinya apa?*", "*Nisa paling tercantik di kelas*".

T: "*Coba,* **may I borrow?** *Saya pinjem dulu ya*"

(T: "*wait, may I borrow? I'll borrow it first*")

Then in the second utterance there is an insertion of phrases in English which is flanked by Indonesian. in this utterance the teacher is interacting with a student who is trying to borrow a pen from the student. At the beginning of the utterance the teacher uses Indonesian words "coba", then continues with the question structure in English "may I borrow?", then ends with Indonesian "*saya pinjem dulu ya*".

T: "*Ada yang udah tau artinya* **superlative and comparative means?** *Gak tau?*"

(T: "*Does anyone know what superlative and comparative means? Don't know?*")

Then in the fourth, utterances made by a teacher which begins with Indonesian speech, then continues with English phrases, and ends with Indonesian phrases. This type forms the same pattern as the third utterance, where there is an insetion in English in the middle of the expression.

T: "*iya ini kan satu nih,* **good, bad, this one.. one, two, three, four, five, six.** *Nanti pilih salah satu, contohnya mau yang mana. Ini atau ini*"

(T: "*Yes, this one, good, bad, this one... one, two, three, four, five, six. You will choose one, for example which one you want. This or this*")



In this fifth utterance, the teacher is explaining the writing on the paper for the task. It begins with Indonesian speech, then continues with English vocabulary which becomes an insertion, then ends with Indonesian expressions.

T: “**Who is the happier? Ok, Jangan, jangan. Who is the happiest in your family?**”  
(T: “*Who is the happier? Ok, no, no. Who is the happiest in your family?*”)

In this sixth utterance, there is a single word insertion in Indonesian, which is preceded by an English phrase, and ends also in English. This type forms an A-B-A pattern, symbol 'A' in English “Who is the happier?”, “Who is the happiest in your family”, and symbol 'B' in Indonesian “Jangan, jangan”.

*Table 5. Code Mixing in Insertion*

No	Teacher's Utterances
1.	T: “ <i>kata sifatnya jangan ada yang ada di papan tulis ya. Kalian pasti udah apal. Cari kosa kata yang baru</i> <b>the new vocabulary</b> ”
2.	T: “ <i>Artinya apa..?,</i> <b>Miss Nisa paling tercantik di kelas.</b> ”
3.	T: <i>Coba,</i> <b>may I borrow?</b> <i>Saya pinjem dulu ya.</i>
4.	T: “ <i>Ada yang udah tau artinya</i> <b>superlative and comparative means?</b> <i>Gak tau?</i> ”
5.	T: “ <i>iya ini kan satu nih,</i> <b>good, bad, this one.. one, two, three, four, five, six.</b> <i>Nanti pilih salah satu, contohnya mau yang mana. Ini atau ini</i> ”
6.	T: “ <b>who is the happier? Ok, Jangan, jangan. Who is the happiest in your family?</b> ”

### Alternation

There are 45 utterances that fall into the type of code-mixing alternation that occurs by a teacher during English lessons. This type of code-mixing occurs when someone speaks by combining 2 phrases in different languages.

Based on the examples from the data in Table 6, in the first, second, third utterances, this code-mixing alternation begins with a phrase in English, then continues with Indonesian to complete the dialog in one utterance. Then in the fourth and fifth utterances this code-mixing alternation begins with Indonesian then continues with English phrases in one utterance.

*Table 6. Code Mixing in Alternation*

No	Teacher's Utterances
1.	T: “ <b>Do you see any differences?</b> <i>Ayo apa, apa yang berbeda dari si Alfan dan Rafi?</i> ”
2.	T: “ <b>what is it, apa aja?</b> ”
3.	T: <b>then? Ihh no! braver comparative, comparative</b> <i>berarti ngebandingin satu dengan yang lain.</i>

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4.	T: <i>Terus, udah ya? Give me the example.</i>
5.	T: <i>“iya siapa, who is the happiest person in your family?”</i>

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### Congruent Lexicalization

This type of code mixing congruent lexical is very rare, there is only one data obtained. This type occurs when mixing two languages into one and does not affect the grammar of the two languages.

T: **“Curlier atau more curly. Siapa yang curlier?”**

(T: *“Curlier or more curly. Who is curlier?”*)

Based on the data in Table 7, the grammar form in the first utterance has the same grammar pattern in both English and Indonesian. It can be seen in the second phrase which is a question sentence. The question sentence pattern in English begins with a question word, auxiliary verb, and adjective. Then the question sentence pattern in Indonesian is the same.

*Table 7. Code Mixing in Congruent Lexicalization*

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No	Teacher's Utterances
1.	T: <b>“Curlier atau more curly. Siapa yang curlier?”</b>

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### Reasons of using code mixing

Based on the interviewed with the English teacher in class 11 of Industrial Automation Engineering, there are three reasons that can be concluded;

1. Because it is a vocational school

Based on what the English teacher said, it can be concluded that the importance of using code-mixing in teaching, because of the background of a school that is majored, where English is also important for students for their career path later.

2. For material understanding

Code-mixing is done intentionally to help students understand and get an explanation in the English context, which is related to the topic of the material. In addition, code-mixing also has the ability to directly add new words and phrases. Students can understand the lesson explained by the teacher more easily when code-mixing is used.

3. Limited student understanding in English

When a teacher utilizes code-mixing instead of full English when explaining subjects in class, students will understand it more readily because their levels of English understanding varied. Since English is a foreign language rather than a first or second language, students' comprehension of the language is limited. Therefore, using code-mixing is more effective.

### Discussion

Based on the result of data analysis, the code-mixing insertion type has a total result of 55%, so this type of code mix is more often used by teachers when teaching English. This finding of insertion type code mixing data is in line with the findings by Purnamasari et al., (2018) who found that the insertion type of code-mixing was more dominantly used by teachers in interactions with students in class, during English lessons, which amounted to 84 utterances with a total of 62%. However, this result is different from what was found by (Novianti & Said, 2021; Melansari et al., 2023) which reported more code-mixing utterances of the alternation type than those of the insertion type. Moreover, alternation totalled 69, occurring in 44% of all utterances, making it the second most common type of code-mix found. The results of this finding are still the same as Purnamasari et al., (2018) where alternation is the second type that is often used. However, it is different from the findings by Riantini & Kadek (2023) who found that insertion is more often used than other types. Then there is the congruent lexical type of code mix which rarely occurs with a result of 1%. The results of the findings regarding the use of congruent lexical types are also the same as the results of (Purnamasari et al., 2018; Imanudin & Astutik, 2023b; Widianingsih, 2023) where this type rarely occurs by teachers in the form of code mixing.

Insertion type occurs when one or more words, phrases, or sentences from one language are inserted into a sentence dominated by another language. Based on the insertion type utterances above, there are short word and phrase inserts “as usual” and “Miss”. This finding is in line with the findings by Riantini & Kadek (2023) who found the insertion of one word in English “accent” by saying that a tiny sentence unit, such as a word, phrase, or clause, is typically inserted. Furthermore, a single word or phrase will typically have this kind of code combination. Then in the alternation type in results are in line with Muysken's theory and findings by (Rahmawati, Sholeha, & Rizka, 2022; Riantini & Kadek, 2023) that alternation occurs when there are two phrases in one dialog with two different languages. Then in the third type of code-mixing, namely congruent lexicalization, from the findings obtained that this type occurs when an idea or concept is communicated in two or more spoken languages using similar or alike words or phrases, this phenomenon is known as congruent lexicalization. The results of this type are also in line with research by (Melansari et al., 2023; Nurpiana & Fithriani, 2023).

Based on the results of interviews with English teachers who are the object of this research, there are two reasons that can be concluded about the reasons for using code-mixing when teaching English lessons, namely because of their vocational school background, for understanding the material being taught, and limited student understanding in English. Regarding the reason for Limited student understanding in English, this is in line with research findings by Andas (2020) which states that when teachers use full English students find it difficult to understand the material explained, it is also stated that more than 50% of students struggle with their English language skills to understand the explanation of the material. then The same finding by Widianingsih (2023) the reason that the use of code-mixing rather than full English when teaching is because English is not the first language, which the students in that findings only communicate with Indonesian and Sundanese. Therefore, the teacher's use of mixed codes to help the students understand the material becomes more effective. Then the findings of the reasons why teachers use code mixing

in teaching, are also in line with the findings by Abidasaria & Lestaria (2020) which states that the use of code mixing makes it easier for students to understand the material, then because students in the class come from various countries so the use of code mixing is stated to be more appropriate.

## CONCLUSION

This research study focuses on the use of code-mixing by English teachers in teaching English to grade 11 students in a private vocational school in a Bogor. The teacher uses a code-mixing of English and Indonesian language when teaching English lessons in class. The study found that there are three types of code-mixing used by teachers: insertion, alternation, and congruent lexicalization. The most common type of code-mixing used was insertion, followed by alternation and congruent lexicalization. The reasons for the use of code-mixing by teachers include the background of the school, the importance of English in the world of work, and limited student understanding in English. The study highlights the importance of code-mixing in facilitating students' comprehension of the English language.

Recommendations for future research include expanding the research sample to include more teachers and various teaching settings. In addition, further research could explore the effectiveness of insertion type compared to other teaching methods in different contexts. Overall, this study makes a meaningful contribution to the understanding of strategies for teaching English as a foreign language. Although limited to one subject, the results still provide valuable insights and can serve as a basis for more extensive research in the future.

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