

Code Mixing Used by English Lecturers in English Language Teaching (ELT) for Non-EFL Students

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia

Corresponding authors. tiranurfitria@gmail.com

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Abstract. This research is to know the type and reasons for code-mixing used by English lecturers in teaching non-EFL students at ITB AAS Indonesia. This research uses descriptive qualitative. The analysis shows that English lecturers use code-mixing during the English teaching and learning process by inserting Indonesian words, phrases, and clauses. In their utterances, they insert words consisting of parts of speech including pronouns, verbs, adjectives, adverbs, prepositions, and conjunction. They insert phrases including noun phrases, verb phrases, adjective phrases, and adverbial phrases. They also insert clauses including an independent clause. The lecturers use bilingualism such as code-mixing by using two languages both English and Indonesian in the delivery of learning materials and instructional instructions to avoid miscommunication. Therefore, code-mixing is felt to be very necessary to bridge communication in learning between lecturers and students. Practically, the use of code-mixing serves as a way to teach English more easily. Besides, other several reasons for using code-mixing in English language teaching are clarification of ideas and opinions, giving instructions effectively, translation points and notes, socialization and communication, showing linguistics competence, changing/shifting topics, ease of expression, emphasis, and highlighting points, checking understanding, repetitive functions, and create a sense of belonging.

Keywords: Code mixing, English lecturer; English teaching; Non-EFL students

Campur Kode yang Digunakan oleh Dosen Bahasa Inggris dalam Pengajaran Bahasa Inggris untuk Siswa Non-EFL

Abstrak. Penelitian ini untuk mengetahui jenis dan alasan campur kode yang digunakan oleh dosen bahasa Inggris dalam mengajar mahasiswa non-EFL di ITB AAS Indonesia. Penelitian ini menggunakan deskriptif kualitatif. Analisis menunjukkan bahwa dosen bahasa Inggris menggunakan campur kode selama proses belajar mengajar bahasa Inggris dengan menyisipkan kata, frasa, dan klausa bahasa Indonesia. Dalam ucapannya, mereka menyisipkan kata-kata yang terdiri dari bagian-bagian ucapan termasuk kata ganti, kata kerja, kata sifat, kata keterangan, kata depan, dan kata sambung. Mereka menyisipkan frase termasuk frase kata benda, frase kata kerja, frase kata sifat, dan frase adverbial. Mereka juga menyisipkan klausa termasuk klausa independen. Dosen menggunakan bilingualisme seperti campur kode dengan menggunakan dua bahasa baik bahasa Inggris maupun bahasa Indonesia dalam penyampaian materi pembelajaran dan petunjuk pembelajaran untuk menghindari miskomunikasi. Oleh karena itu, campur kode dirasa sangat diperlukan untuk menjembatani komunikasi dalam pembelajaran antara dosen dan mahasiswa. Secara praktis, penggunaan campur kode berfungsi sebagai cara untuk mengajar bahasa Inggris dengan lebih mudah. Selain itu, beberapa alasan lain untuk menggunakan campur kode dalam pengajaran bahasa Inggris adalah klarifikasi ide dan pendapat, memberikan instruksi secara efektif, menerjemahkan poin dan catatan, sosialisasi dan komunikasi, menunjukkan kompetensi linguistik, mengubah/mengalihkan topik, kemudahan ekspresi, penekanan, dan menyoroti poin, memeriksa pemahaman, fungsi berulang, dan menciptakan rasa memiliki.

Kata kunci: Campur kode; dosen bahasa Inggris; pengajaran bahasa Inggris; siswa non-EFL

INTRODUCTION

Language is a communication tool used by humans to communicate can relate to one another. Humans with great language are closely related to each other. Language has an essential role for humans for the sake of human survival itself. Humans send messages or information to other humans to understand the speaker's meaning and intent in the interlocutor language. Humans cannot be separated from one another (Fitria, 2021). When humans communicate, speech and language can be obtained, and experience changes from humans themselves.

There are many language phenomena; one can happen when language exists within the community that uses the vocabulary. One language phenomenon that often occurs in the community is the bilingual phenomenon (Hoffmann, 2014). This language phenomenon has a relationship between language and humans who use it to communicate. Chaer & Agustina (2004) state that bilingualism uses two languages or codes. People who can use two languages are called bilingual. So, bilingualism is a language phenomenon where every individual, even several groups, can use two languages to communicate (Nababan, 1993).

In the current era of globalization, mastery of foreign languages is mandatory and owned by everyone. Communication might challenge many non-English or limited English-speaking students (Brice, 2009). Perhaps, it can make people mix and switch languages using English and Indonesian. Code mixing and code-switching are integral parts of bilingual communication in which speakers use two languages or language variations interchangeably in one utterance or conversation.

Most code-mixings and code-switching are spontaneously formed in discourse (Muysken et al., 2000). Code mixing and code-switching are found wherever bilingual speakers talk to each other (Cook, 2016). Code mixing is one of the standard practices

in bilingual communities, and the same is true for students who are learning a second language from the surrounding community. Code-switching and code-mixing can be well received and used in such a way to enrich communication skills. In general, bilingual speakers use code-switching to cover their lack of knowledge (deficiency) in their language and express their attitudes and feelings towards the interlocutor. Sometimes, code-mixing and code-switching are language choices that show the speakers' social role. Hoffmann (2014) emphasizes that code-switching can also occur in monolingual speakers by changing their speaking style.

Besides the changing situation, this code-mixing also occurs due to several factors. Factor- Factors that cause code-switching and code-mixing include (1) who is speaking, (2) in what language, (3) to whom, (4) when, and (5) for what purpose. Cause of code-switching and code-mixing because of the factors of the speaker, the interlocutor, the context of the conversation, and the purpose to be achieved in doing code-mixing in which there are fragments of language other. A speaker, for example, in the Indonesian language slips a lot of regional languages or English and vice versa. In this code-mixing, two or more codes are used together for no reason and occur in casual situations. In a formal situation happens also code-mixing, usually because of the absence of expressions that must be used in the current language.

Suwito (1985) states that the form of code-mixing is: Word insertion (noun, adjective, verb, conjunction, pronoun, preposition), Phrase insertion (noun phrase, adverbial phrase, prepositional phrase), Idiom, Hybrid insertion (a hybrid of affixation) and Reduplication insertion (noun-noun, adjective-adjective, verb-verb). According to Stavans & Hoffmann (2015), code-mixing refers to mixing various linguistic units such as morphemes, words, phrases, clauses, and sentences from two participants in the grammatical system within a sentence. While

according to Hoffmann (2014), there are three types of code-mixing found in the bilingual speech community: intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. Intra-Sentential Code Mixing occurs within a phrase, a clause, or a sentence boundary. Intra-lexical code mixing occurs within a word boundary. While involved, a change of pronunciation occurs at the phonological level.

Therefore, the need to integrate code practice (both mixing and switching) in teaching foreign languages. It states that code-switching can contribute to creating lessons as communicative as possible. For this reason, teachers are justified in code-mixing and code-switching when explaining essential concepts, when students are not concentrating on the study, when the teacher is making revisions, or when the teacher is giving praise or warnings to their students.

There are seven reasons for bilingual or multilingual people to switch or mix their language. According to Hoffman (1991: 116). Talking about a specific topic, quoting someone else, being empathic about something, interjection, repetition used for clarification, the intention of clarifying speech content for the interlocutor, and expressing group identity. Khonakdar & Abdolmanafi-Rokni (2015) state that in their research, teachers in Iranian EFL classes have different reasons and functions for code-switching in EFL classes. Code-switching is used depending on various reasons such as time, syllabus, and subject matter.

With the opinion about code-switching, it seems necessary to see how English teachers/lecturers in Indonesia use code-switching and code-mixing in the use of language when teaching in class. Using code in the classroom can be studied from various aspects, such as a Grammatical analysis of code-mixing and code-switching analysis of forms and causes of code-mixing and code-switching (Fitria, 2020). Study of the attitudes

of language users towards the practice of code-mixing and code-switching both students and teachers, the comparison of the use of code-mixing and code-switching by teachers who teach in classes with different levels of proficiency, and the relationship between code-mixing and code-switching also the level of students' language development. The use of code-mixing used in the classroom by teachers serves the purpose of simplification of inputs but also has pedagogical purposes.

Several previous studies have been conducted related to code-mixing and code-switching uttered by English teachers, lecturers, or tutors in formal and informal educational institutions. First, Astutik (2014) states that the English tutor of HEC (Hidayatullah English Course) Bangkalan employed code-mixing when delivering the lesson in class because four reasons. They are the student's influence, the habitual factor, the message-intrinsic factor, the teacher's purpose (explaining factor), and the teacher's purpose (explaining factor) (situational factor). Second, Sobariyah (2017) states that English teacher SMAN 1 Seyegan switched and mixed languages during the teaching and learning process. The teacher has a reason for switching and combining languages to emphasize the issue and repeat the material. Third, Ningsih et al. (2019) state that English teachers of MTsN 2 Pontianak employ code-switching (13 %) of utterances, code-mixing (26%) of utterances, and 61% of utterances are mixes of a first and second language or foreign language. It is to establish a connection or relationship with students. The influence of social and cultural values on teachers who code switch and code mix is strongly connected so teachers can enhance the process. Fourth, Afifah et al. (2020), the teacher of MAN 1 Pidie employed three forms of code-switching: tag, inter-sentential, and intra-sentential code-switching. Topic switch, expressive function, and repetition function are the three functions of using

code-switching. Fifth Abidin et al. (2021), English teachers employ three different forms of code-switching in the teaching process at SMK Negeri 1 Banyuwangi. Tag, inter-sentential, and intra-sentential code-switching. While students' judgments of code-switching employed by English teachers were 73 %, which increased confidence by 75 %, assessed learning materials mastery by 77 %, learning motivation by 73 %, and 69 % involvement in the teaching-learning process. Sixth, Nata (2021) states that in Homy School Palangka Raya, there were 53 occurrences of code-mixing in the form of word insertions (11), phrase insertions (29), hybrid insertions (10), and idiom insertions (10). (2). In terms of students' English comprehension, the lesson revealed that most students (72 %) believe that the use of code-switching and code-mixing in the English teaching-learning process can help them understand more easily and improve their communication with their teacher. Seventh, Girsang & Saragih (2021) state that English teachers SMPN 1 Raya used 31 utterances with three categories of code-mixing and 56 utterances types of code-switching in teaching English. Social factors affecting how English teachers mixed and switched their language during the teaching, topic, participant, and setting influenced them. Eighth, Setiyorini & Setyaningrum (2021) state that in English learning at SD Teladan Yogyakarta, the use of code-mixing includes insertion (70.09 %), alternation (3.42 %), and congruent lexicalization (26.49 %). The motivations for code-mixing are: to communicate about a certain issue, quote someone else, be empathetic about something, use interjections, use repetition for clarity, explain speech content for interlocutors, explain speech content, and express group identification. Ninth, Kultsum & Syamsudin (2021) state that in Homeschooling Khalifah Jakarta, most English teachers utilized forms of code-switching and code-mixing such as Intra-Sentential (50.7 %) and alternation (46.2 %).

Teachers employ these codes to communicate easily and ensure that students grasp the subject delivered by the teacher.

The previous studies above have a similar and different point from this research. On a similar point, both previous studies and this research focus on the code-mixing and code-switching used by educators (teacher, lecturer, and tutor). But, from a different point, both previous studies and this research have a different set of the study. The first research use the setting in the English course, In the second and fourth research used the setting in Senior High School both SMA and MAN. The fifth research use setting in a vocational high school (SMK). In the sixth research, use the background in Early Childhood Education Programs or PAUD. The seventh research use setting in Junior High School (MTs). The eighth research uses the setting of an Elementary School (SD). The ninth research use setting in Homeschooling. This research uses the setting of a university (high school).

Researching phenomena of bilingualism provides advantages for researchers and research subjects to see human abilities and habits using two languages. To what extent are human abilities and habits used in two languages in certain situations? The researcher is interested in knowing the code-mixing and code-switching used by English lecturers at a university. The phenomenon of code-switching and code-mixing can occur in various environments.

One of the educational environments where there is a code-mixing phenomenon is ITB AAS Indonesia. It does not have an English education program and faculty, but English subject is taught to the students in the first semester. The explanation above results in two research questions: What are the forms of code-mixing used by lecturers in teaching English classes? Why do lecturers do code-mixing in utterances in teaching English classes? Thus, this research aims to know the type and reasons for code-mixing used by

English lecturers in English teaching non-EFL students in ITB AAS Indonesia.

METHOD

This research applies descriptive qualitative research. Qualitative research is a research method that utilizes qualitative data and is described descriptively. Siegel & Wagner (2021) state that summarizing qualitative data uses percentages that give the relative frequency of each combination of categories, one for each variable. Qualitative data can be expressed and analyzed numerically. Much like quantitative data, qualitative data can be categorized, counted, or turned into percentages and used to compare populations (Dewar & Bennett, 2014).

In collecting data, this research uses observation and questionnaires. Li et al. (2008) state that observation help the researcher understand what is happening within a research participant. In this research, the researcher observes the teaching and learning process. According to Gillham (2008), questionnaires consist of a range of ways of getting information from people usually by posing direct or indirect questions. The type of questionnaire used in close-ended questions using the Likert Scale. In this research, the researcher shares a questionnaire with English lecturers at ITB AAS Indonesia.

In analyzing data, this research employs several ways of analyzing data qualitatively including reducing data, displaying data, and concluding (Miles et al., 2018). The researcher needs to reduce data because in general, qualitative data is very much, especially from the results of interviews and observations.

After doing data reduction, then proceed to the data. Then, researchers display the data in the form of narratives, tables, pictures, charts, flow charts, and others. After carrying out the data processing stage above, the next thing is to conclude.

RESULTS AND DISCUSSION

The objective of this research is to know the type and reasons for code-mixing used by English lecturers in English teaching for non-EFL students in ITB AAS Indonesia. In analyzing the data, the researcher analyzes based on the theory of Hoffmann (2014) about intra-sentential mixing may range from the alternation of single words or phrases to clauses within a single sentence or utterance. Based on the analysis of the code-mixing, the writer finds some kinds of code-mixing found used by English lecturers. The researcher uses the observation technique. The writer immediately observes the class to collect data. The researcher takes data from the start of the process of learning begins until the learning ends. After the data is collected, then describe the recording in written form. For more clearly the data in the form of code-mixing will be classified in the table as follow:

Insertion of Word

Words are elements of language that are spoken or written by embodying feelings and thoughts that can be used in language. In linguistics, the word is the smallest unit that can stand alone.

For example:

Table 1. Code Mixing in Word

No	Lecturer's Utterances
1.	Good morning <i>mabasiswa</i> , how are you today?
2.	Thank you very much for attendance <i>kalian</i> .
3.	Please, turn on your video now. <i>Jadi</i> , I can see your attendance
4.	I hope, all students <i>hadir</i> in this meeting.
5.	Can you give me <i>contob</i> Verb?. <i>Contobnya</i> Verb 1, Verb 2 and V3?
6.	Let's we discuss Simple Present Tense. Simple Present Tense <i>digunakan</i> to show habitual action in daily

	activity, tell about <i>fakta</i> , general truth or events happening <i>saat ini</i> .
7.	This sentences shows the adverb of frequency “usually” (<i>biasanya</i>), and use Verb 1 <i>yaitu</i> “go’ without ending -s. In this verb, <i>subyek</i> pronoun “I” without using <i>akhiran</i> -s.
8.	Now, please write <i>masing-masing</i> five examples of Simple Present Tense, <i>khususnya</i> refers to habitual action and general truth or <i>fakta</i> .
9.	Don’t forget to use right verb <i>berdasarkan</i> subject of the sentence.
10.	Then, next <i>materi</i> , we will make sentences <i>bentuk</i> positive, negative <i>dan</i> interrogative.
11.	<i>Ketika</i> in positive form, the formula is “Subject+Verb 1”.
12.	<i>Misalnya</i> : pronoun “I, you, we, they” <i>tanpa</i> ending -s or -es.
13.	I will give 2 sentence of Simple Present Tense, change these sentence <i>menurut</i> positive, negative and interrogative form. We will discuss <i>jawaban</i> that you have written.
14.	We will discuss <i>setiap</i> sentences that you have made.
15.	<i>Disini</i> , we use helping verb “do/does” <i>sebelum</i> main verb. <i>Penggunaan</i> “do/does” refers to subject <i>kalimat</i> .
16.	And pronoun “she, he, it” <i>dengan</i> ending -s or -es.
17.	<i>Dalam</i> negative form, the formula is “Subject+Do/Does+Verb 1”.
18.	This sentence shows the use of Verb 1, <i>yaitu</i> rise. In this verb, the verb “rises” <i>diikuti</i> ending -s. In this verb, <i>subyek</i> pronoun “sun” using <i>akhiran</i> -s because “sun” <i>merujuk</i> pronoun “it” which is followed by ending -s.
19.	<i>Sedangkan</i> , in an interrogative form, the formula is “Do/Does+Subject+Verb 1?”.
20.	Any questions related to the material <i>hari ini?</i>
21.	Don’t forget <i>berlatih</i> making simple present tense to improve <i>kemampuan</i> tenses.
22.	Okay, we will meet again <i>di</i> next meeting <i>menggunakan</i> Zoom <i>dan</i> Live YouTube.
23.	<i>Minggu depan</i> , we will learn about Simple Past Tense.

Based on table 1, shows that the speakers use code-mixing in the teaching and learning process, especially in words. There are several insertions of Indonesian words in the English speakers’ utterances. The 1st example shows insertions of the word “mahasiswa” which refers to the noun. The 2nd example show insertions of the word “kalian” which refers to the pronoun. The 3rd example shows an insertion of the word “jadi” which refers to the conjunction. The 4th example shows insertion of the word “hadir” refers to the verb. The 5th example show insertions of the word “contoh” which refers to the noun, and “contohnya” which refers to the adverb. In the 6th example show insertions of the word “digunakan” which refers to the verb (passive form), the word “fakta” refers to the noun”, and the word “saat ini” refers to the adverb. In the 7th example show insertion of the word “biasanya” and “yaitu” refers to the adverb, the words “subyek” and “akhiran” refers to the noun. In the 8th example show insertions of the word “masing-masing” refers to the

adjective, the word “khususnya” refers to an adverb, and the word “fakta” refers to the noun. In the 9th example show an insertion the word “berdasarkan” refers to the verb. In the 10th example show insertions of the word “materi” and “bentuk” refers to the noun, then the word “dan” refers to conjunction.

The 11th example shows the insertion of the word “ketika” refers to the adverb. The 12th example shows the insertion of the word “misalnya” which refers to the adverb and the word “tanpa” which refers to the preposition. The 13th example shows the insertion of the word “menurut” refers to the preposition and the word “jawaban” refers to the noun. The 14th example shows the insertion of the word “setiap” refers to the adjective. The 15th example shows the insertion of the word “disini” and “sebelum” refers to the adverb, and the words “penggunaan” and “kalimat” refer to the noun. The 16th example shows the insertion of the word “dengan” refers to the preposition. The 17th example shows the insertion of the word “dalam” refers to the

preposition. The 18th example shows the insertion of the word “yaitu” refers to the adverb, the word “diikuti” refers to the verb (passive form), and the word “merujuk” refers to the verb (active form), also the words “subyek”, “akhiran” refer to the noun. The 19th example shows an insertion of the word “sedangkan” which refers to the conjunction. The 20th example shows the insertion of the word “hari ini” refers to the adverb. The 21st example shows the insertion of the word “berlatih” refers to the verb (active form) and the word “kemampuan” refers to the noun. The 22nd example shows the insertion of the

word “menggunakan” refers to the verb and the word “dan” refers to the conjunction. Then, the 23rd example shows the insertion of the word “minggu depan” which refers to the adverb.

Insertion of Phrase

Phrases are grammatical units in the form of non-predicative word combinations, or commonly called word combinations that fill one of the syntactic functions in a sentence.

For example:

Table 2. Code Mixing in Phrase

No	Lecturer's Utterances
1.	Do you remember, <i>materi Bahasa Inggris</i> that we have discussed <i>kemarin</i> ?
2.	Okay, may I ask <i>satu pertanyaan</i> about Verb? Or we can say “ <i>kata kerja</i> ”?.
3.	Today, we will discuss <i>tentang TENSES dalam Bahasa Inggris</i> .
4.	I will give <i>lima menit</i> for making sentences.
5.	Okay, <i>jawaban yang bagus</i> . Thanks for your answers!
6.	Don't forget to use punctuation mark <i>diakhir kalimat</i> .
7.	You can study <i>banyak buku</i> related to tenses <i>atau</i> grammar.

Based on table 2, shows that the speakers use code-mixing in the teaching and learning process, especially in the phrase. There are several insertions of Indonesian phrases in the English speakers' utterances. The 1st example shows the insertion of the phrase “materi Bahasa Inggris” which refers to the noun phrase. The 2nd example shows the insertion of the phrase “satu pertanyaan” refers to the adjective phrase, and the phrase “kata kerja” refers to the noun phrase. The 3rd example shows the insertion of the phrase “dalam bahasa Inggris” which refers to the adverbial phrase. The 4th example shows the insertion of the phrase “lima menit” refers to the

adjective phrase. The 5th example shows the insertion of the phrase “lima menit” which refers to the noun phrase. The 6th example shows the insertion of the phrase “diakhir kalimat” which refers to the adverbial phrase. Then, the 7th example show the insertion of the phrase “banyak buku” which refers to the adjective phrase.

Insertion of Clause

A clause is the core of a sentence which usually consists of a subject (S) and a predicate (P). Clauses are usually completed by using objects, complements, and adverbs.

For example:

Table 3. Code Mixing in Clause

No	Lecturer's Utterances
1.	When we want to tell about general truth. "The sun rises from the east" (<i>Matahari terbit dari arah barat</i>).
2.	<i>Misalnya</i> : I do not read a book (<i>Aku tidak membaca sebuah buku</i>). <i>Sedangkan</i> , in negative form, the formula is "Do/Does+Subject+Not_Verb 1?".
3.	Good job! You did it! <i>Kalian sudah bisa memberikan contoh yang benar</i> .
4.	<i>Misalnya</i> : I read a book (<i>Aku membaca sebuah buku</i>). <i>Dalam</i> positive form, the formula is "Subject+Do/Does+Verb 1".

Based on table 2, shows that the speakers use code-mixing in the teaching and learning process, especially in a clause. There are several insertions of Indonesian clauses in the English speakers' utterances. The 1st example shows the insertion of the clause "Matahari terbit dari arah barat" which refers to the independent clause. In the 2nd example show an insertion of the clause "*Aku tidak membaca sebuah buku*" which refers to the independent clause. . In the 3rd example show an insertion of the clause "*Kalian sudah bisa memberikan contoh yang*

benar" refers to the independent clause. Then, the 4th example shows an insertion of the clause "*Aku membaca sebuah buku*" which refers to the independent clause.

To know the lecturers' perception of their use of code-mixing, the researcher uses a questionnaire. The results gathered through the questionnaire adapted from (Gulzar, 2011) were listed below to clarify the possible reason:

Table 4. Reason for Doing Code Mixing

No	Reason	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Clarification ideas and opinions	4 (57.1 %)	3 (42.9 %)	0 (0 %)	0 (0 %)
2.	Giving instructions effectively	4 (57.1 %)	3 (42.9 %)	0 (0 %)	0 (0 %)
3.	Translation points and notes	2 (28.6 %)	5 (71.4 %)	0 (0 %)	0 (0 %)
4.	Socialization and communication	4 (57.1 %)	3 (42.9 %)	0 (0 %)	0 (0 %)
5.	Linguistics competence	2 (28.6 %)	5 (71.4 %)	0 (0 %)	0 (0 %)
6.	Changing/shifting topic	1 (14.3 %)	5 (71.4 %)	1 (14.3 %)	0 (0 %)
7.	Ease of expression	5 (71.4 %)	2 (28.6 %)	0 (0 %)	0 (0 %)
8.	Emphasis and highlight points	5 (71.4 %)	2 (28.6 %)	0 (0 %)	0 (0 %)
9.	Checking understanding	6 (85.7 %)	1 (14.3 %)	0 (0 %)	0 (0 %)
10.	Repetitive functions	3 (42.9 %)	4 (57.1 %)	0 (0 %)	0 (0 %)
11.	Create a sense of belonging	5 (71.4 %)	0 (0 %)	2 (28.6 %)	0 (0 %)

Based on table 4 above, shows there are several reasons of English lecturers doing code-mixing in English language teaching they are: clarification of ideas and opinions, giving instructions effectively, translating points and notes, socialization and communication, showing linguistics competence, changing/shifting topics, ease of expression, emphasis, and highlight points, checking

understanding, repetitive functions, and create a sense of belonging.

In the first reason of clarification ideas and opinions, 4 English lecturers respond "strongly agree" (57.1 %), 3 English lecturers respond "agree" (42.9 %), then there are no English lecturers who responded "disagree" and "strongly disagree" toward the reason. In the second reason for Giving instructions

effectively, 4 English lecturers respond "strongly agree" (57.1 %), 3 English lecturers respond "agree" (42.9 %), then there are no English lecturers responded "disagree" and "strongly disagree" toward the reason. In the third reason of translation points and notes, 2 English lecturers respond "strongly agree" (28.6 %), 5 English lecturers respond "agree" (71.4 %), then there are no English lecturers responded "disagree" and "strongly disagree" toward the reason. In the fourth reason of socialization and communication, 4 English lecturers respond "strongly agree" (57.1 %), 3 English lecturers respond "agree" (42.9 %), then there are no English lecturers responded "disagree" and "strongly disagree". In the fifth reason for showing linguistics competence, 2 English lecturers respond "strongly agree" (28.6 %), 5 English lecturers respond "agree" (71.4 %), then there are no English lecturers responded "disagree" and "strongly disagree" toward the reason.

In the sixth reason for changing/shifting topic, 1 English lecturer responds "strongly agree" (14.3 %), 5 English lecturers respond "agree" (71.4 %), 1 English lecturer responds "disagree" then there no English lecturer responded "strongly disagree" toward the reason. In the seventh reason of ease of expression, 5 English lecturers respond "strongly agree" (71.4 %), 2 English lecturers respond "agree" (28.6 %), then there are no English lecturers responded "disagree" and "strongly disagree" toward the reason. In the eighth reason of emphasis and highlight points, 5 English lecturers respond "strongly agree" (71.4 %), 2 English lecturers respond "agree" (28.6 %), then there are no English lecturers responded "disagree" and "strongly disagree" toward the reason. In the ninth reason of checking to understand, 6 English lecturers respond "strongly agree" (85.7 %), 1 English lecturer responds "agree" (14.3 %), then there are no English lecturers who responded "disagree" and "strongly disagree" toward the reason. In the tenth reason of repetitive functions, 3 English lecturers

respond "strongly agree" (42.9 %), 4 English lecturers respond "agree" (57.1 %), then there are no English lecturers responded "disagree" and "strongly disagree" toward the reason. In the eleventh reason of creating a sense of belonging, 5 English lecturers respond "strongly agree" (85.7 %), 1 English lecturer responds "agree" (14.3 %), 2 English lecturers respond "disagree" (28.6 %), then there are no English lecturers respond "strongly disagree" toward the reason.

DISCUSSION

In one language used in it, there are fragments of the language other. A speaker, for example, in the Indonesian language slips a lot of local languages, or the Indonesian language slips a lot of English and vice versa. So the speaker can be said to have mixed the code. The code-mixing event is motivated by the code-mixing event that is, it occurs without a cause. In this code-mixing, two or more codes are used together for no reason and occur in casual situations. In a formal situation happens also code-mixing, usually because of the absence of expressions that must be used in the current language.

Code mixing is one of the language phenomena that occur in the presence of change from one language to another in the conversation of language speakers. Not only changes from one language to another but also language changes vary from one language to another. Code mixing at the word level is the most common code-mixing in every language. Code mixing at the word level can be in the form of basic words (single words), can be complex words, repeated words, and compound words.

A speaker often performs mixing code. A speaker sometimes consciously tries to switch codes to the opponent he said for a reason. A lecturer in learning activities for example teaching by using code-mixing between English and Indonesian. Supposedly, the Lecturer should be an English speaker because he is currently there in official

situations, for example in teaching English courses. However, this speaker knows that his interlocutor uses Indonesian in communicating the same as him, so it appears that the speaker's efforts are as good as possible maybe mixing the code into Indonesian so that the current discussion discussed will be more easily understood by students.

In the English teaching and learning process, there is the insertion of elements in the form of words, phrases, and clauses. While function mixed code found that is to know, understand, give information, and provide confirmation or explanation. Excerpt from the following conversation can be used as an example of the use of code-mixing, as well as used by teachers and students in the teaching and learning process. Based on the findings, it shows the speakers use code-mixing in the teaching and learning process in words, phrases, and clauses.

First, insertions of Indonesian words in the English speakers' utterances. The words consist of several class words or parts of speech. In pronoun such as the word *kalian*, in noun such as the word *mahasiswa*, *contoh*, *fakta*, *subyek*, *akhiran*, *materi*, *bentuk*, *jawaban*, *penggunaan*, *kalimat*, *kemampuan*. In verb such as the word *hadir*, *berdasarkan*, *diikuti*, *merujuk*, *berlatih*, *menggunakan*. In pronouns such as the word *jadi*. An adjective such as the word *masing-masing*, *setiap*. In adverb such as the word *contohnya*, *saat ini*, *hari ini*, *minggu depan*, *biasanya*, *khususnya*, *misalnya*, *disini*, *yaitu*. In preposition such as the word *di*, *dari*, *menurut*, *dalam*, *dengan*. Then, in conjunction such as the word *dan*, *ketika*, *sebelum*, and *sedangkan*. Second, insertions of Indonesian phrases in the English speakers' utterances. The words consist of several kinds of phrases. In noun phrases such as the phrase "materi Bahasa Inggris", "kata kerja". In an adjective phrase such as the phrase "satu pertanyaan", "lima menit" and "banyak buku". In adverbial phrase such as the phrase "dalam bahasa Inggris", "diakhir kalimat". Third, insertions

of Indonesian clauses in the English speakers' utterances. The words consist of the independent clause. In independent clause such as the clause "Matahari terbit dari arah barat", "*Aku tidak membaca sebuah buku*", "*Kalian sudah bisa memberikan contoh yang benar*" and "*Aku membaca sebuah buku*" refers to the independent clause.

There are several reasons of English lecturers doing code-mixing in English language teaching with the Indonesian language, they are clarification of ideas and opinions, giving instructions effectively, translating points and notes, socialization and communication, showing linguistics competence, changing/shifting topics, ease of expression, emphasis, and highlight points, checking understanding, repetitive functions, and create a sense of belonging.

In the first reason of clarification ideas and opinions, most English lecturers respond "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for clarifying ideas and opinions., it can be said that code-mixing was done by the lecturers to clarify the ideas and opinions because the learner may have problems understanding the points in the target language. In the second reason for giving instructions effectively, most English lecturers respond with "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for giving instructions effectively. State the points and instructions of the material in EFL classes can be important for English lecturers. In the third reason of translation points and notes, most English lecturers respond "agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for translation points and notes. In the fourth reason of socialization and communication, most English lecturers respond "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for socialization and communication

with the students. In the fifth reason for showing linguistics competence, most English lecturers respond "agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for showing their linguistics competence. In the sixth reason for changing/shifting topic, most English lecturers respond "agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for changing/shifting topics in explaining the English materials. In the seventh reason of ease of expression, most English lecturers respond "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for ease of expression during teaching. In the eighth reason of emphasis and highlight points, most English lecturers respond "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for emphasis and highlighting points of English materials. In the ninth reason of checking to understand, most English lecturers respond "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for checking to understand the students. In the tenth reason of repetitive functions, most English lecturers respond "agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for repetitive functions especially repetitive important materials. In the eleventh reason or create a sense of belonging, most English lecturers respond "strongly agree". It shows that most English lecturers agree and have a positive toward teachers doing code-mixing for creating a sense of belonging in class.

This study indicated several possible causes for code flipping, as well as which ones are most frequently loved in EFL classrooms by the teachers who took part in the study, and which ones are least enjoyed by these teachers. Considering the points and data collected in this study, it can be concluded that code-mixing can be a facilitator in some

situations, such as checking learners' understanding of EFL points, and that teachers can do code-mixing to translate some challenging points and structures; however, it should be noted that code-mixing is not always feasible in EFL classes, and it may be harmful to transferring points because of Indonesian and English have a different rule.

In learning English, lecturers use bilingualism such as code-mixing by using two languages in learning English, which is also using Indonesian. This is done especially in the delivery of learning materials and instructional instructions. So that there will be no miscommunication in the learning process. Therefore, code-mixing is felt to be very necessary to bridge communication in learning between lecturers and students. Practically, the use of code-mixing serves benefits for both educators and students. The educators will find it easier to transfer their knowledge while students will be easier to understand the material being studied and acquire knowledge and English skills.

CONCLUSION

In learning English, lecturers use bilingualism such as code-mixing by using two languages in learning English, which is also using Indonesian. The speakers (English lecturers) use code-mixing in the teaching and learning process in words, phrases, and clauses. First, insertions of Indonesian words in the English speakers' utterances. The words consist of several class words or parts of speech such as pronouns, verbs, adjectives, adverbs, prepositions, and conjunction. Second, insertions of Indonesian phrases in the English speakers' utterances. The words consist of several kinds of phrases such as noun phrases, verb phrases, adjective phrases, and adverbial phrases. Third, insertions of Indonesian clauses in the English speakers' utterances. The words consist of the independent clause. There are other several reasons English lecturers do code-mixing in English language teaching are clarification of

ideas and opinions, giving instructions effectively, translation points and notes, socialization and communication, showing linguistics competence, changing/shifting topics, ease of expression, emphasis and highlighting points, checking understanding, repetitive functions, and create a sense of belonging.

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