ESSENCE

Exploring English Teachers' Purpose Applying Code Mixing in Classroom Interactions: Sociolinguistics Study in Educational Context

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ARTICLE INFO	ABSTRACT
	The purpose of the study is to explore the forms and purposes of code mixing applied by English teachers during classroom interactions. The study employed a descriptive qualitative method. Recorder and a structured interview used as instrument of the study. Data analysis process involved three systematic steps: data reduction, data display, and conclusion drawing or verification. The findings of this study revealed a total of 45 forms of words, 19 forms of phrases, 9 forms of hybrids, 2 forms of word repetition, and 11 forms of clauses. Additionally, the researcher found three main purposes behind the teacher's use of code mixing: the need-feeling motive, being more informative, and expressing self-emotion. Moreover, code mixing also allowed the teacher to express emotions, such as frustration or emphasis, to better convey their message. These purposes align with the identified categories of need-feeling motive, enhancing in formativeness, and self-expression. *Keywords:* *Code Mixing, Classroom Interaction, Sociolinguistics*

Introduction

People use language based on their origins and environments, which influences how they communicate. Typically, individuals speak more than one language, especially in bilingual or multilingual societies. In such societies, speakers often switch between languages or codes during conversations to communicate effectively with others. This ability to switch languages allows them to adapt to different contexts and ensures that the message is delivered clearly. Bilingualism enables individuals to use language strategically to engage with diverse communities and navigate various social situations, reinforcing the importance of code-switching as a tool for effective communication (Fishman, 2006).

In today's world, many people regularly use multiple languages, not only in casual conversations but also in formal and educational settings. This shift in language use has led to an increased occurrence of code mixing, where individuals blend different languages within a single interaction. In formal situations, such as classrooms, teachers often switch languages to ensure students comprehend the material. Code mixing in education is a practical strategy, allowing teachers to tailor their language use to students' linguistic backgrounds and ensuring more effective communication (Wardaugh, 2015). The use of code mixing bridges the gap for students with limited proficiency in the target language.

Code mixing is a linguistic phenomenon that occurs when speakers switch between languages or varieties of a language during conversation. This often involves inserting words or phrases from one language into another without altering the overall meaning of the sentence. Code mixing is prevalent in bilingual or multilingual environments, such as in educational settings, where speakers may use elements from both the local language and foreign languages. Code mixing serves as a communication strategy that helps speakers express themselves more effectively, especially when they need to convey complex ideas or emotions (Myers, 2006). This phenomenon enriches the interaction by offering more expressive potential. Code-mixing refers to the integration of linguistic elements, including words, phrases, and clauses, from one language into another, with both languages being used together in a single communicative setting (Pratapa et al. 2021):

Code mixing, indicating two main forms: Insertional Code Mixing, where words or phrases from the second language are inserted into the main language sentence structure without altering its syntax, and Alternational Code Mixing, where languages switch at the sentence or clause level(Choudhury et al. 2020). Code-mixing can be classified into two main categories Structural Code-Mixing, which happens when both languages are used in a sentence with appropriate syntax, and Situational Code-Mixing, which occurs due to the influence of the social context and the communicative goals of the interaction. (Khan, A., & Raza, M., 2021).

Inner code mixing as a type of code-mixing that incorporates elements of native languages closely related to the primary language. For example, in instances of code-mixing within Indonesian speech, elements of regional languages may be included. Outer code mixing refers to code-mixing that integrates elements of foreign languages. Hybrid code mixing is a form of code-mixing where clauses or sentences may incorporate both native language elements (regional languages) and foreign language elements (Suandi,2014)

Code mixing is not limited to the use of local and national languages like Indonesian; it also includes mixing languages such as English, which has become a common feature in many multilingual communities. Code-mixing occurs when a multilingual individual alternates between different languages within a single spoken or written statement (Srivastava et al 2021). The phenomenon can be observed in various contexts, not only in everyday conversations but also in literature, such as novels, newspapers, and magazines. Code mixing allows individuals to utilize different linguistic resources to express themselves more fully, enriching both spoken and written communication (Auer, 2013). This practice has become a significant part of daily life, reflecting the linguistic diversity of contemporary societies. The insertion of English elements in the form of words and phrases into Indonesian, reflecting the linguistic dynamics among teenagers (Nadila , 2023)

In the teaching and learning process, English teachers often mix languages to help students understand complex material. Code mixing allows teachers to clarify difficult concepts, especially when students have limited vocabulary in the target language. The use of code mixing in educational settings reflects a practical approach to teaching, where the teacher adapts language use to suit students' linguistic backgrounds and needs (Wardaugh, 2015). This strategy not only aids students in overcoming language barriers but also enhances learning experience by making the lesson more accessible. Teachers' use of code mixing thus facilitates a deeper understanding of the content, promoting student engagement.

The researcher focuses on observing the use of code mixing by English teachers during the teaching-learning process. The choice to examine code mixing within the context of education, rather than in other social settings, is driven by an interest in understanding how teachers employ language mixing as a pedagogical tool. By studying this phenomenon in the classroom, the researcher aims to explore how code mixing supports or hinders the learning process. Code mixing in the classroom is an adaptive strategy that helps teachers communicate more effectively with students from diverse linguistic backgrounds, making the learning process smoother and more inclusive (Wei, 2018). Code mixing in the classroom provides a bridge for students, allowing them to better understand content while respecting their linguistic identity. This study thus seeks to shed light on the pedagogical benefits of language mixing (Creese et. al 2015).

Based on the statements above, the researcher conducted a study within the field of sociolinguistics, focusing specifically on education. The study aims to investigate the purpose of code mixing used by English teachers during the teaching and learning process at SMK Syabilirrosyad NW Darmasari, Lombok Timur. This research explores the role of code mixing in education, particularly its function as a teaching strategy.

Method

This study is descriptive qualitative research. The form of data in this study is in the form of words taken from conversations conducted by English teachers during the teaching and learning process of English. The data sources are taken from three English teachers at SMK Syabilirrosyad NW Darmasari, Lombok Timur. These teachers were selected based on their active involvement in teaching English. The conversations analyzed focus on the language use and teaching strategies employed by the teachers in their classroom interactions.A recorder and structured interview are used as instruments

in this study. The recorder is employed to capture all conversations during classroom activities, ensuring that every instance of code mixing and teacher-student interaction is documented accurately.. Meanwhile, the structured interview is conducted to gather information about the teachers' purpose behind their use of code mixing during classroom interactions.

Recording and Interviews are used as techniques for data collection. The recording technique is employed to identify the forms of code mixing used by the English teacher during the teaching and learning process. Meanwhile, interviews are conducted to understand the purpose of teacher's use of code mixing. The interviews provide valuable insights into the teachers' motivations and reasoning for incorporating code mixing into their teaching strategies.The procedure for data analysis consisted of three steps: data reduction, data display, and conclusion drawing/verification. Data reduction, the researcher filtered out irrelevant or unnecessary information to concentrate on the most relevant data. Data display, the researcher organized the remaining data in a structured way to make it easier to examine and identify patterns. Conclusion drawing and verification, involved interpreting the data and ensuring that the conclusions drawn were consistent with the data, providing a reliable basis for understanding the research findings.

Findings and Discussion

Form of Code Mixing

Based on the data collected, the study reveals various forms of code mixing produced by English teachers during the teaching and learning process. The most prevalent form of code mixing was at the word level, comprising 31% of the occurrences. This suggests that teachers frequently incorporated words from other languages, such as Indonesian or local languages, to enhance students' understanding of the lesson content. The second most common form was code mixing at the phrase level, accounting for 21%, where teachers mixed specific phrases from different languages to provide clearer explanations and ensure that students grasped the material more effectively.

Code mixing at the clause level was observed in 19% of the instances, indicating that teachers sometimes used sentence structures that combined elements from multiple languages to express ideas more efficiently. Hybrid forms, which involve the integration of two language elements within a single word or phrase, represented 17% of the occurrences. Additionally, repetition of words was found in 12% of the cases, often employed by teachers to emphasize key concepts or clarify meanings. These findings underscore the diverse ways in which code mixing is applied in educational contexts, serving as a tool for improving communication and enhancing the teaching-learning experience.

Figure 1

Form of Code Mixing
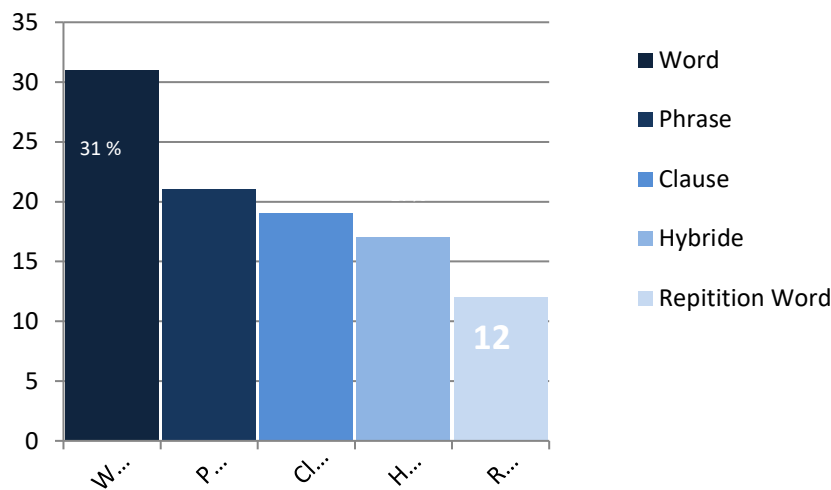
Code mixing divided into six classification, they are form of words, phrases, clauses, word repetition, hybrids and idioms. (Swito, 2015)

Word

Word are form of code mixing that occurs in this study. Word is the smallest unit of language consists of a morpheme or more than a morpheme. Words do not always constitute the smallest meaningful units in a language. Instead words are sometimes constructed of smaller parts. These parts are called morphemes. The insertion word spoken by the teacher like *(1) Alright* perhatikan semuanya. (2) Waaw *you* sakit karena titik. (3) Kalau *being* itu untuk *continuous*. (4) Kemaren kan sudah nulis *him* berubah menjadi ***he*** apa namanya. (5) Kemaren kan ibu guru sudah bilang kalau dia menggunakan kata kerja ketiga otomatis ada *have* atau has didepannya itu baru menggunakan kata kerja ketiga.

Phrase

Phrase are form of code mixing that occurs in this study Phrase is grammatical analysis to refer to a single element of structure typically containing more than one words, and lacking the subject and predicate structure typical of clauses. Phrase insertion here a sequence of words which is semantically and often syntactically restricted, and functioning as a single unit.

A phrase does not include both subject and verb at a same time and does not make a complete sense, hence a phrase cannot stand as a sentence on its own. The insertion phrase spoken by the teacher like in (1) Yang mana belum mengerti ***about passive voice.*** (2) Rumusnya ***passive voice*** kemaren apa?. ***(3) White powder*** itu satu kata atau begabung, nah kalau ***in bedroom*** itu baru keterangannya. (4) Itu kalimatnya dalam bentuk apa dulu apakah ***past perfect*** atau ***presents tense***. (5) Astaga ***Second grade*** tidak tau nama hari allohuakbar

Hybrid

Hybrids are form of code mixing that occurs in this study. Hybrid is the composed parts of words. This type is formed from two components, they are Indonesian affixes and English word. This kind of hybrid must contain English and Indonesian elements in order to form transformational word. The insertion phrase spoken by the teacher like (1) Kalau ini kan _**objectnya**_ orang. (2), Kan ibu udah kasi tau _**objectnya**_. (3) Yasudah liat materi _**meetingnya**_ itu disana ada listeningnya. (4) Itu sudah menjadi kalimat bagus tapi masukkan _**adverb-nya**_. (5) kita sampai menghapal _**opening-nya**_ sampai enam bulan aja mau?

Repetition Word

Repetition Word are another form of code mixing that occurs in this research. Repetition word is a word formed because of reduplication. Reduplication is a morphological process by which the root or stem of a word, or part of it is repeated. Reduplication is used in inflections to convoy a grammatical function, such as plurality and intensification. The insertion Repetition Word spoken by the teacher like Amizan janji janji sama ibu guru itu _do not smile smile_, _Yes mom yes mom_ doang tapi ndak dikerjain

Clause

Clause are form of code mixing that occurs in this research Clause is a unit of grammatical organization smaller than the sentence, but larger than the phrases, words or morphemes and clause having a subject and predicate. The insertion clause spoken by the teacher like (1) _I just write i am student_ kan ibu bilang, (2) Sekali lagi _I will read_ ya perhatkan makanya, (3) Jadi saat kita mengatakan kita baik baik saja kita tidak hanya memakai _I am fine_ ya banyak yang lain tidak hanya itu, _(4) how do you do_ ini khusus kita pakai apabila kita pertama kali bertemu dengan orang lain, (5) Misalnya _you want to ask Ariadi about your perform today_

Purpose of Using Code Mixing.

The findings of this study indicate that the primary purpose of code mixing employed by English teachers at SMK Syabilirrosyad Darmasari Lombok Timur is to address the need-filling motive, which represents 45%. This suggests that teachers often use code mixing to bridge gaps in students' vocabulary or comprehension. By incorporating elements from students' native language, teachers ensure clearer communication and facilitate better understanding of the lesson.

The second purpose, representing 37%, is to enhance informativeness. Teachers utilize code mixing to make the material more accessible and easily understood by students. By integrating students' first language, teachers can simplify complex concepts, ensuring that the information is delivered in a way that aligns with students' linguistic backgrounds and enhances their grasp of the subject matter.

The third purposes representing 18% of code mixing serves the purpose of expressing self-emotion. Teachers use this form of code mixing to convey emotions such as frustration or emphasis, thereby making the learning environment more engaging and dynamic. This emotional expression fosters a closer connection between the teacher and students, encouraging a more interactive classroom atmosphere. Through this approach,

teachers effectively create an environment that is both educational and emotionally resonant for the students.

Table 1
Purpose of Using Code Mixing

Fields	Percentage
Need Feeling Motive	45 %
More Being Informative	37 %
Expressing Self-Emotion.	18 %

Firstly purpose of the teacher did code mixing to make students easier to understand the material or what the teacher conveyed because the students still lack of English vocabulary. According to teacher's statement if the teacher only use one language in teaching English for example the teacher use English only in teaching English as foreign language, the students will not understands what the teacher convey because the students still lack of English vocabulary and also if the teacher only uses Indonesian language only the students will not know new vocabulary of English. English teacher is the source for students to get new English vocabulary. Such as (**_Adverb _**adalah kata keterangan yang menjelaskan bagaimana dimana dan Kapan suatu kejadian itu terjadi).

From the example above the teacher used English word (adverb) than used Indonesian language to explain the definition of adverb itself. If the English teacher used English to explain the definition of adverb the students get difficulties to understand it. That is why the teacher mix their language Indonesian and English so that the students understand the material easily. This purpose of code mixing belongs to more being informative purposes (Suwito, 2015).

Secondly purpose of the English teacher did code mixing in teaching and learning process is to avoid misunderstanding because the teacher could not find the word has similar meaning in Indonesia language such as (1) *Shirt* bukan *sir,* kalau *shirt* itu baju atau pakaian tapi kalau *sir* itu bapak Artinya. (2) *Place* sama *palace* itu berbeda, kalau *place* itu keterangan tempat dalam bahasa inggris. akan tetapi kalau *palace* itu mungkin tempat yang begitu indah mungkin tentang istana atau perumahan yang bagus.

From the examples above, the teacher mix their language when they explain that word (shir, shirt, place and palace) to give brie explanation and to avoid the students misunderstanding during the teaching ans learning activities. This purpose belongs to need feeling motive (Suwito, 2015).

Thirdly purpose of the English teacher did code mixing in teaching and learning process was to show or express what the teacher's feeling to the students. Here the teacher express her fury feeling by mix language. Such as (1) Amizan janji janji sama ibu guru hutangmu *itu don not smile smile, (2) Yes mom yes mom* doang tapi ndak di kerjain.

From the examples above the teacher mix the language to express her fury feeling to the students because students make the teacher feel piqued. This purpose belongs to express self-emotion purposes (Suwito, 2015).

Conclusion

Code mixing refers to the use of two or more languages within a sentence, conversation, or even a single utterance. This phenomenon is not only common in everyday communication but also frequently occurs in educational settings, especially during the teaching and learning process. In the context of English teaching, code mixing allows teachers to adapt their language use to the linguistic backgrounds of their students. The researcher found 86 sentences that were classified into various forms of code mixing, based on Swito's theory, which identifies different ways in which languages can be mixed within a conversation.

Additionally, the primary purpose of English teachers using code mixing was to facilitate students' understanding of the material. By incorporating elements of the students' native language, teachers were able to ensure that complex concepts were communicated more clearly. Code mixing also helped avoid misunderstandings between teachers and students regarding the lesson content. Moreover, it allowed teachers to express their emotions, particularly when they were frustrated or needed to emphasize certain points. This use of code mixing can be understood in terms of different motivations, such as the need to fill linguistic gaps, provide more comprehensive information, and express personal emotions. These factors highlight the multifaceted role of code mixing in the classroom, not only as a tool for enhancing comprehension but also as a means of fostering a more engaging and interactive learning environment.

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