

Code Mixing Used by the Teacher in Teaching English at SMP Negeri 14 Baubau

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Abstract

The purpose of the study was to identify the most common types of code mixing employed by the teacher at SMP Negeri 14 Baubau, as well as the justifications for doing so. The research used a descriptive qualitative approach. One of the English teachers at SMP Negeri 14 Baubau was the subject. Interviews and observation were used as the data collection methods. Data reduction, data visualization, and conclusion drawing/data verification were the three data analysis techniques used in this study. Based on the results of this study, the teacher at SMP Negeri 14 Baubau employed insertion, alternation, and congruent lexicalization as three different methods of code mixing. The most common type of code mixing used was alternation. The results of the interview session revealed that the instructor at SMP Negeri 14 Baubau mixed codes when teaching English in the classroom because of the students' poor English proficiency and habit. It made it simpler for students to comprehend the lessons that the teacher was conveying or explaining by using code mixing when teaching English.

Keywords: *code mixing, bilingual, teaching English*

1. Introduction

In bilingual or multilingual nations like Indonesia, where two or more ethnic groups speak separate languages, speaking two languages simultaneously is fairly common. Why does this occur? People who can speak more than one language have the option to mix one language with another while conversing with others who can understand both languages. It is conducted either for a particular purpose or certain circumstance. The phenomenon can occur in casual conversations as well as official ones like speeches, lectures, and other types of instruction. The terms usually used to describe conversing in two different languages are code switching and code mixing.

When two or more people speak to one another, they use a system of communication known as a code (Aitchison & Wardaugh, 1987). The majority of the time, that code will be expressed in a language. When two codes or languages are combined without altering the context, this is referred to as code mixing. Code mixing frequently happens in sentences. In contrast, code switching is the alternation of different types or codes across sentences or clause boundaries (Meyerhoff, 2006).

The distinction between code switching and code mixing can be deduced from the foregoing explanation. Bilingual speakers first appear to apply some foreign words or phrases (parts of one language less than a clause) while using the other language (the code) as the foundation in code mixing. When neither the topic nor the circumstance change, second-language bilingual speakers are considered to be code mixing (but not switching from one to the other).

One distinction that is occasionally made between switching and mixing is that the language is determined by the clause's grammar. According to this standard, a person has mixed, not switched, languages if they utilize a term or phrase from a different one. However, if one clause is written in the grammar of one language while the next is written in the grammar of another, a code should be created. Living in a bilingual (or multilingual) environment requires people to be able to converse in at least two different languages, which leads to code switching and code mixing.

Code mixing, happens when speakers blend or insert foreign words (other codes) in the dominant language being spoken. While in switching, speakers alter a language used to other codes (including variety) for several reasons: (1) to take into account the other person, (2) the speakers themselves, (3) the presence of three speakers, (4) to develop a sense of humour, or (5) to elevate their status.

In multilingual communities where two or more languages are used, code switching and code mixing are also frequent. While the mixed code (code mixing) occurs in a primary code or code base used has function and autonomy, others involved in the use of such language is in pieces, lacking function and autonomy as a code. The distinction over the code (code switching) occurs between the language used is an autonomous individual, a conscious and deliberate, specific causes.

Three different methods of code mixing are described by Muysken in Poplack and Walker (POPLACK & WALKER, 2003): the first two types dealing with lexicalization are insertion and alternation. Insertion occurs when lexical items from one language are incorporated into another, while alternation occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical levels. The last, congruent lexicalization describes the situation where two languages share grammatical structures that can be filled lexically with elements from either language.

When switching or mixing codes, the speaker's motivation or reasoning are key factors to take into account. Hoffmann (Hoffmann, 2006) asserts that individuals who are bilingual or multilingual frequently switch or combine their languages for a variety of reasons. These include speaking about a certain subject, citing someone else, showing empathy for another person (expressing solidarity), interjecting, using repetition to clarify, wishing to make the speech's content clear to the listener, and displaying group identity.

In the current era of globalization, mastery of foreign languages is a must-have by everyone. Not only bilingual, but the direction of language acquisition development has been towards multilingualism. These demands make foreign language education at this time taught even from kindergarten level with the hope that students can master at least three languages, Indonesian, English, and Mandarin, or other foreign languages. English being used as the language of instruction in several public and private schools private sector is also a phenomenon in itself.

Nowadays even many playgroups and kindergarten have made English the language of instruction in daily teaching and learning process. The use of language in teaching and learning interactions, basically must use language that is clear and can be understood by students. The teacher must be able to give information in accordance with patterns and rules of language use that can be captured and understood by educators and students. One of strategies so that the information can be captured by the participants students, teachers use more than one language in learning interactions.

In the learning process teachers have difficulties when teaching English is how to explain the material or describe letters in English. Therefore, in explaining the teacher using code mixing so that students are able to understand the teacher's intentions. It is important to pay attention to the use of language in activities education, especially during learning interactions. By paying attention to the use of language, the teaching and learning process can run effectively and efficiently. As the consequence, it will make students understand the material presented. However, in the early grades, especially the elementary school, teachers have difficulty when fully using English. That matter due to the background of students who still use Indonesian language in addition to teachers have difficulty finding the level of words in Indonesian that used to explain the material, so that in teaching the teacher mixes the code so that learning objectives can be achieved optimally.

People frequently mix up codes when learning a new language (POPLACK & WALKER, 2003). They usually introduce new terminology when speaking in their native tongue from their second language. Since they talk in both languages, using it comes effortlessly to them. The aforementioned situation occurs in both the teachers' and students'

classes. Teachers and students commonly mix codes while teaching and learning. Because English is a new or foreign language to the teachers and pupils, who are both Indonesian, it is normal for it to happen during the teaching and learning process.

The use of code mixing in communication has previously been studied in the past. The methods of code switching and code mixing employed by K-Poppers on Twitter were outlined by Wulandari and SusyLOWATI (Wulandari & SusyLOWATI, 2021). Inter-sentential, intra-sentential, and emblematic switching, as well as two types of code mixing—internal and external code mixing—were discovered to be the most common types of code switching and code mixing. Inter-sentential switching and external code mixing are the two most commonly employed types.

In the relation to the teaching and learning, Moetia et al. (Moetia et al., 2018) conducted study to identify the most common types of code switching and mixing as well as to evaluate the advantages and disadvantages of doing so in EFL classroom interactions. The subjects of the research were the English teacher and 28 students at SMA Negeri 11 Banda Aceh. It was found that inter-sentential code switching happens often in classroom engagement and that insertion is the most common sort of code mixing used. The benefits of using code switching and mixing are to disguise students' limited skill in the target language and to facilitate efficient and effective knowledge transmission in the classroom. While the disadvantages of using disproportionate mixing and switching in Indonesian and communicating less in English cause students difficult to read and spell English words well and make them unconscious and idle to speak English during the process of teaching and learning. Also, Kahfi (KAHFI, 2018) performed study to look at the kinds of code mixing that English teachers used at SMKT Somba Opu and why they did it. He discovered that three different types of code mixing are employed: congruent lexicalization, alternation, and insertion. It is utilized since it is necessary for pupils to quickly understand the lesson.

In order to learn more about the many kinds of code switching and code mixing as well as their roles in the English teaching and learning process, (Novianti & Said, 2021) performed research. The English teachers and students at SMK Plus Pelita Nusantara and SMK Metland Bogor are the study's subjects. The findings demonstrated that code switching and code mixing were used by both students and teachers to communicate in the classroom. Inter-sentential, intra-sentential, and tag switching are the three types of code switching that have been found, whereas alternation and insertion are the two types of code mixing. Code switching serves the purposes of repetition, message qualification, customization, referentiality, and artistic expression. Whereas code mixing was developed to grab students' interest in the classroom. To aid learning, code switching and code mixing are both required.

In a research conducted by Pharamita et al. (Pharamita et al., 2021), it is focused on the forms of code switching and code mixing employed by teachers, the justifications for these practices, and how students see the employment of these techniques in the classroom. This study employed descriptive qualitative research methods. By categorizing the sorts of code switching and code mixing employed in Poplack and Hoffman's theories, the research's results were examined. According to the findings of this study, English teachers

used tag code switching, inter-sentential code switching, and intra-sentential code switching in English classes. The researchers discovered that just two of the three types of code mixing, namely intra-sentential and intra-lexical code mixing, were utilized by the teachers. Participation in a change in pronunciation was the type that did not show up. According to this study, the teachers use code switching and code mixing to aid students in learning English and to increase their level of concentration during class. The majority of students believed that the usage of code switching and code mixing in English language learning class aids in their understanding of the materials.

Herawati & Fitriani's study (Herawati & Fitriani, 2021) sought to understand how code switching by teachers supported low proficiency learners in learning English as well as the advantages of code switching used by teachers in EFL learning. Participants in the study were 60 eighth-grade students from MTsS Darul Ihsan Krueng Kalee in Aceh Besar and two English teachers. The findings indicated that teachers employed code switching for clarification, elucidating challenging grammatical concepts, fostering a relationship with their students, quoting specific terms that are not available in English, adding specificity, repeating messages that had already been stated in English, elucidating message qualification, and emphasizing a particular issue. The results of the surveys revealed a number of advantages for students of using code switching, including enjoying communication during educational activities, feeling satisfied and at ease in the learning environment, feeling less tense and rigid, concentrating more on the lesson, improving their ability to understand new words, and assisting them in understanding challenging concepts and English grammar.

In their 2019 study, Sabri et al. (Sabri et al., 2019) examined the effectiveness of a daily code-mixing technique for acquiring English vocabulary in the second grade of senior high school. The results demonstrate that the amount of student proficiency with the method has an impact. Additionally, it was discovered that students with higher vocabulary levels tended to participate in interactive class lessons, which made learning fun and enabled students to motivate themselves. These students typically succeeded in learning by asking questions, keeping track of their progress, and evaluating their learning habits. The results also indicate that students with low language skills frequently opt to reject guidance and engage in minimal engagement, indicating that they are unconcerned with the teacher's plan and continue to exhibit unfavorable classroom behaviors. The results of this study help advance code-mixing theory as well as knowledge about vocabulary learners and learning techniques. This study focuses on the advantages of classroom practice in the Indonesian setting, particularly in raising EFL teachers' awareness in order to encourage them to focus less on tried-and-true tactics and more on local phenomena in order to develop fresh approaches to teaching English.

This is likewise the situation at SMP Negeri 14 Baubau, where the majority of students use the local language and Indonesian language to communicate in their daily lives. In the classroom, students mostly communicate with teachers and other students in Indonesian. Moreover, students never had English lesson in elementary school. So that they just started to learn English in junior high school. Teaching English to beginners is really

challenging. In one hand, the teachers want the students to be exposed with English often, while in the other hand, the students just started to learn English and there are many vocabularies the students do not know. Teachers frequently have to employ code mixing to communicate lessons or assignments to students during the learning process. This is due to the fact that students have trouble understanding English sentences or words, which forces teachers to translate English concepts into Indonesian in order for students to understand what the teacher is saying more quickly. As a result, code mixing in the classroom increases.

The problems need to be solved are: (1) what is the most dominant type of code mixing used by the teacher at SMP Negeri 14 Baubau; and (2) what are the reasons of employing it at SMP Negeri 14 Baubau? The current study is intended to find out the most dominant type of code mixing used by the teacher, the reasons of employing it at SMP Negeri 14 Baubau, and the explanation of code mixing considered as a teaching strategy.

2. Methodology

2.1. Design of the Research

It applied a qualitative descriptive method to describe the code mixing used by the teacher of SMP Negeri 14 Baubau in teaching English and the reasons of employing it. A video-audio recorder device was used to record the teacher's speech.

2.2. Time and Place of the Research

The time of this research was carried out in even semester of academic year 2021/2022, and the place of implementation is at SMP Negeri 14 Baubau.

2.3. Research Subject

The subject of this research was an English teacher at SMP Negeri 14 Baubau.

2.4. Instrument

Instrument used in this research is human instrument. The term of human instruments in qualitative research means that in qualitative research the researchers themselves act as research instruments, meaning that humans as the key instrument are researchers as the main data collectors.

2.5. Technique of Data Collection

Techniques of data collection in this research used observation and interview.

a. Observation

It's crucial to observe classes to determine whether code mixing took place there and to identify the different types of code mixing that could happen during the teaching and learning process. Unstructured observation is the type of observation that was employed in this study, and the researcher is acting as a third-party observer. As a result, in order to obtain the data of the teacher's utterances that involve code mixing and to record the class activities, the researcher observes the class while utilizing a video-audio recorder device.

The purpose of this observation was to identify and gather information regarding the different types of code mixing instructors employ when teaching English at SMP Negeri 14 Baubau. The target of this observation was the English teacher at SMP Negeri 14 Baubau. This observation was conducted with the intention of learning more about the many types of code mixing teachers employ when instructing English in the classroom.

b. Interview

The purpose of the interview was to learn the rationale behind an English teacher's usage of code mixing when instructing the students in the language. The interview gives the researcher the opportunity to collect more necessary data. The target of this interview is the teacher who teaches English at SMP Negeri 14 Baubau and the purpose is to collect the required data regarding the reasons teachers use code mixing in teaching English.

An important part of qualitative research is interviewing and observation. The researcher watches the teacher while documenting the teaching-learning process. She then conducts a brief interview with the teachers using the following guidelines:

1. Before entering the classroom, the researcher first sought permission from the teachers.
2. The researcher inquired about the teacher's class schedules.
3. Direct observation was the first method the researcher employed to collect data. The teacher's usage of code mixing during the teaching and learning process was primarily observed during the observation conducted in the classroom. In order to prevent losing the necessary data during observation, the researcher keeps a record of all teaching and learning activities in the classroom.
4. The interview was conducted following the identification of the data from the observation and recording. Some previously prepared questions were posed by the researcher. So, using an audio recorder, the researcher conducted a direct interview with the English teacher.

2.6. Technique of Data Analysis

Miles and Huberman in Sugiyono (Sugiyono, 2016), mentioned flow analysis models as one of the qualitative data analysis methodologies. This model was used by the researcher in this study. Data reduction, data display, and conclusion drawing/verification are the components of this analysis.

a. Data Reduction

Data reduction is the process of choosing, concentrating, simplifying, abstracting, and manipulating data that occurs in written-up field notes or transcriptions. Reducing data while retaining as much information as you can is the aim of data reduction. The data analysis technique begins with the researcher collecting data using a data collection instrument such as an interview or observation. In this step, the researcher conducted an interview with the research subject. The researcher also observed the class and take notes while the data is being collected.

b. Data Display

At every level, data visualization is used to indicate how far along the analysis is. It also provided the framework for additional analysis. Display, in its broadest meaning, refers to a streamlined, structured collection of data that enables action and conclusion-making. In this stage, the researcher completes the code mixing that was utilized in the classroom to obtain the data display. The justification for code mixing by teachers in the teaching and learning process

c. Conclusion Drawing/Verification

The Miles and Huberman data analysis technique's final step is to draw and confirm findings. It serves as the basis for data display and reduction. After decreasing and showing the data, the researcher came up with a conclusion based on the outcomes of earlier data analysis steps. The conclusion would be a succinct description of the solutions to the research questions. The data's accuracy will then be confirmed.

3. Result and Discussion

3.1. The Types of Code Mixing Produced by the English Teacher at SMP Negeri 14 Baubau

Through observation in the classroom, the three types of code mixing suggested by Muysken (POPLACK & WALKER, 2003) are identified: insertion, alternation, and congruent lexicalization. The findings will be followed immediately by the discussion.

1) Insertion

Insertion occurs when lexical items from one language are incorporated into another. Based on the observation there are 14 utterances identified as the type of insertion, they are as follow:

Table 1. The teacher's utterances identified as Insertion type of code mixing

No	Utterances
1	<i>Kemudian hari ini kita lanjutkan pelajaran kemarin, on page 174.</i>
2	<i>Kemarin, we talking about there is a dialogue between three students. Silahkan dilihat kembali, karena kita akan melakukan practice today.</i>
3	<i>Kemarin ada satu dialogue yang terdiri dari tiga orang siswa di halaman 174.</i>
4	Okay class, berikan mereka applause.
5	<i>Masih ada lagi yang mau maju? Kalau masih ada, please ada nilainya.</i>
6	<i>Ini ada questions, terdiri dari 4 numbers.</i>
7	<i>Tadi sudah saya sampaikan pertanyaanya itu ada 4, four questions.</i>
8	Okay jangan cerita with your friends.
9	<i>Saya akan memberikan kamu waktu some minutes.</i>
10	<i>The answer number one ini jawabannya sudah lebih baik from Miss. Zulaikha.</i>
11	<i>Silahkan lanjutkan jawab number two.</i>
12	Next, nomor tiga How high did the plane flight?
13	<i>Number four: how did Andi feel? Apa yang dirasakan andi? Andi was excited.</i>
14	<i>Kita lanjutkan pelajaran kita next week yaa.</i>

The first type found in the research field was out of the researcher's prediction. At the first, insertion was predicted to be the more dominant but after the results of observation insertion is the second more dominant type used by the teacher when teaching English in class.

When lexical terms or whole constituents from one language are combined into another, code mixing of this kind takes place. According to some theories, insertion is dependent on languages and resembles unintentional lexical borrowing. It might only be made up of words or short phrases. Insertion is typically a one-way language influence. According to Muysken's definition of insertion (Muysken, 2000), insertion is the process of incorporating a word or phrase from one language into the grammatical framework of another. The subjects can be considered bilingual in English and Indonesian because they are enrolled in an English language education program.

For more details, the researcher would take utterance from the teacher as an example, "*Saya akan memberikan kamu waktu some minutes*". In this utterance, the English words "some minutes" was inserted into an Indonesian phrase "*Saya akan memberikan kamu waktu...*". Therefore, this utterance was identified as insertion.

2) Alternation

When the grammatical and lexical structures of two languages alternate without being clearly distinguishable, this is known as alternation. Based on the observation there are 18 utterances identified as the type of alternation, they are as follow:

Table 2. The teacher's utterances identified as Alternation type of code mixing

No	Utterances
1	Don't be noisy please , <i>ketua kelas siapkan!</i>
2	<i>Kemarin, we talking about there is a dialogue between three students.</i> Silahkan dilihat kembali, <i>because kita akan melakukan practice today</i>
3	All students attention please , <i>jangan dulu cerita dengan temannya.</i>
4	<i>Sebelum saya mulai, I will call your name one by one</i> jawab dalam bahasa inggris.
5	Are you ready? This time practice the dialogue in front of the class , <i>silahkan cari pasangannya 3 orang.</i>
6	<i>Kemudian I call three boys of this class</i> , <i>yang mau dapat nilai silahkan maju kedepan.</i>
7	<i>Saya menginginkan tiga laki-laki di kelas untuk</i> practice in front of the class.
8	Yeah thank you very much , <i>silahkan duduk kembali</i>
9	You must answer essay text , <i>ada 4 nomor ini.</i>
10	Okay <i>jangan cerita</i> with your friends.
11	In indonesian say "apa yang telah dipikirkan Andi tentang pramugari"?
12	Number two: who flew the flight? In indonesian say "siapakah yang telah menerbangkan pesawat"?
13	<i>Silahkan cari didalam paragraf</i> , number one is four sentence.
14	The answer number one ini jawabannya sudah lebih baik from Miss. Zulaikha.
15	The stewardess was kind , <i>jadi pramugarinya itu adalah baik.</i>
16	Next, <i>nomor tiga</i> : how high did the plane flight?
17	In indonesian can say : <i>berapa tinggi pesawat terbang?</i>
18	<i>Jawabannya Zulaikha Yatfa</i> altitude 28.000 feet , <i>ada 28.000 kaki di atas ketinggian itu.</i>

Alternation is the second form that the teacher employs. The process of alternation is expressed in the utterances. This is because data gathered from observation showed that the alternation type, which was distinct from the prior type, was employed more frequently by English teachers during the teaching and learning process in the classroom.

According to Muysken (Muysken, 2000), alternation is the indistinguishable interchange of two languages' grammatical and lexical structures as well as their respective tongues. Bidirectional alternation is thought to be a trait of less proficient bilinguals.

As can be seen the utterances in the table 3 of alternation type, the teacher starts the sentence using Indonesian, but ends in English and vice versa. This fact shows that the type off all code-mixed in teacher utterances is alternation.

However, the study would examine how the utterance "**...next nomor tiga....**" differs from insertion. The beginning and end of this statement were both in English. Instead of being included in alternation, it was included in the type of insertion. Because it did not include the grammar of both languages as an alternation utterance should, it was included in insertion. Only the English word "next" was added to the Indonesian language's structure. And for substitution "**Are you ready? This time to practice the dialogue in front of the class, silahkan cari pasangannya 3 orang**". That sentence started out in one language and ended up in another. As a result, that statement is an alternation.

3) Congruent Lexicalization

When two languages share grammatical structures that may be filled lexically with words from either language, this is referred to as congruent lexicalization. Based on the observation there are 4 utterances identified as the type of congruent lexicalization, they are as follow:

Table 3. The teacher's utterances identified as Congruent Lexicalization type of code mixing

No	Utterances
1	<i>Kita continue materinya di chapter 11 tentang text recount.</i>
2	Read teksnya carefully lalu answer pertanyannya!
3	<i>Saya harap semua students tolong you tulis paragrafnya on the whiteboard.</i>
4	<i>Nomor dua disini answer nya Miss. Zulaikha, adalah pilot.</i> The plane was flight by Mr. Ferda.

In contrast to the earlier varieties, this type was used very sparingly. The results show that the teacher only employed this type four times. Even though this type frequently arose during the teaching and learning process in the classroom, only the same phrases were employed. For example, the English teacher frequently used the words "text" and "oke" when explaining the content.

The researcher would give several instances to make sure that the utterances in table 4 were categorised into congruent lexicalization. The researcher would first go over the first statement from the teacher's utterance, "**Read teksnya carefully lalu answer**

pertanyaan!" It is evident that the utterance's two languages have grammatical structures that can be lexically filled with words from either language.

The researcher would next talk about the teacher's remark that "*Saya harap semua students tolong you tulis paragrafnya on the whiteboard*". The two languages' lexical elements can be shown to fit their respective grammatical structures. It was categorized as a congruent lexicalization type because both languages shared grammatical structure.

According to classroom observations of second-graders in class VIII B at SMP Negeri 14 Baubau, alternation—a sort of code mixing that takes place within a phrase, clause, or sentence boundary—was determined to be the most prevalent method employed by the teacher in the teaching and learning process.

3.2. The Reasons of Using Code Mixing in teaching English

Based on the interview conducted, there are some reasons why the English teacher used code mixing in teaching English:

1) Low ability of English

The first is that pupils generally have poor English skills. From first to second grade, the pupils were taught by the same teacher, yet their English proficiency remained low. For over two years, the teacher has assessed the kids' aptitude. When the teacher began speaking in English to the class, a few kids were remained silent.

This is supported with a snippets of answers from the results of interviews that have been carried out as follows:

The researcher : *Mengapa Bapak melakukan code mixing ketika mengajar?*

(Why do you do code mixing when teaching?)

The teacher : *"Saya melakukan pencampuran bahasa dalam mengajar karena siswa-siswi belum terbiasa dengan Bahasa Inggris, apabila saya menggunakan full English banyak siswa-siswi yang tidak paham dan tidak mau bertanya. Akhirnya mereka tidak mengikuti pelajaran dengan baik, disamping itu banyak pelajaran lain yang mereka pelajari sehingga menyebabkan mereka tidak fokus dalam mempelajari Bahasa Inggris."*

(I mix languages in teaching because the students are not familiar with English. If I use full English, many students don't understand and don't want to ask questions. In the end they didn't follow the lesson well, besides that they learned many other lessons, causing them not to focus on learning English.)

The English proficiency of many SMP Negeri 14 Baubau students is poor. To make the subject easier to understand, the teacher combines Indonesian and English. If the teacher spoke only in English while instructing them, the students would not grasp anything the teacher said and would remain mute. There may be a miscommunication between the

teacher and the students. Students gained self-confidence as a result of the mingling. It implies that they performed the same thing when an instructor mixed two languages. For instance, students can mix up a code when they ask a question concerning the course contents. This finding similar with Kahfi (KAHFI, 2018), he also used Hoffman's theory on his research. Based on the interview conducted, the reasons of the teacher used code mixing in teaching English are because of the students' need. It was used to make students get easily comprehend the lesson. The research results are also in line with Salmawati (Salmawati, 2020) that the reasons behind the teacher's code switching and mixing are that the students are more understanding of the teacher's explanation and their requests and intents.

2) Repetition used for clarification

The second is a repetition that serves as clarification. This justification was based on the (Hoffmann, 2006) which explained that a bilingual or multilingual individual can occasionally utilize both of the languages (codes) that he/she masters to communicate the same message. This helps the listener understand the speaker's message better. This is supported with a snippets of answers from the results of interviews that have been carried out as follows:

The researcher : *Bahasa apa yang dominan Bapak gunakan ketika mengajar di kelas?*
(What language do you predominantly use when teaching in class?)

The teacher : *"Tergantung kelasnya, kalau kebanyakan siswa-siswi mampu, saya gunakan Bahasa Inggris. Jika kebanyakan siswa/siswi belum mampu saya gunakan Bahasa Indonesia. Biasanya saya menggunakan full English dulu, baru kemudian saya translate lagi ke Bahasa Indonesia."*
(Depending on the class, if most students are capable, I use English. If most of the students are not able I use Indonesian. Usually I use full English first, then I translate it again to Indonesian.)

This justification was founded on Hoffman's idea (Hoffmann, 1991), which said that a bilingual or multilingual individual might occasionally employ both of the languages (codes) that he/she mastered to communicate the same message and improve listener comprehension. Based on Hoffman's idea, the situation that the researcher encountered in the research field at the time is appropriate. The lesson was presented by the teacher in English, and it had to be repeated or explained in Indonesian, word for word. The teacher does this rather frequently.

The incident took place during a lesson's teaching and learning process. According to the teacher's admission during the interview, one of the reasons they mixed codes was to help them explain their content so that by doing so, the pupils would find it simpler to understand the explanation or message the teacher was trying to convey. Additionally, because pupils did not take a long time to understand the lesson, the teaching-learning process goal would be achieved.

3) Habit

The third one is habit. The teacher has taught English at SMP Negeri 14 Baubau for thirteen years since 2009. He has more experiences in teaching and learning process. It is something natural when he speaks by mixing his languages. This is supported with a snippets of answers from the results of interviews that have been carried out as follows:

The researcher : *Bahasa apa yang dominan Bapak gunakan ketika mengajar di kelas?*
(What language do you predominantly use when teaching in class?)

The teacher : *“Bahasa yang saya gunakan dalam mengajar itu Bahasa Indonesia dan Bahasa Inggris. Kalau misalnya masuk, salam, menyapa, dan penutup menggunakan bahasa Inggris, mereka sudah paham. Tapi ketika menjelaskan pelajaran dengan full English, mereka tidak paham. Jadi saya campur campur. Kalau kata-kata yang mudah saya pake bahasa inggris. Kalau penjelasannya lebih mendetail, saya campur dengan bahasa Indonesia.”*

(The languages I use in teaching are Indonesian and English. If, for example, entering class, greeting, and closing are in English, they already understand. But when explaining lessons in full English, they don't understand. So I mixed. For familiar words, I use English. If the explanation is more detailed, I mix it with Indonesian.)

English is a foreign language that students just learned in the school. They did not have extracurricular practice. Some pupils successfully complete the English mastery course while the rest do not. At SMP Negeri 14 Baubau, both the teacher and the pupils speak Indonesian as their native tongue. For them, interacting naturally comes easy when they speak to one another, especially for the teacher who teaches English in the classroom. The teacher has a propensity of mixing codes because he taught English at that school for thirteen years. Due to the students' lack of lexicalization, the teacher also used code mixing in his teaching methods.

4. CONCLUSIONS

Based on the results and discussions, the most dominant types of code mixing are used by the teacher at SMP Negeri 14 Baubau in the second grade students is alternation. While Congruent Lexicalization was the type of code mixing that is least used in the teacher's utterances during teaching in class. Moreover, it was found that there are four reasons why the English teacher at SMP Negeri 14 Baubau used code mixing in the classroom, they are low ability of English, repetition used for clarification and habit. By using code mixing when the teacher teaches English, so that it was easier for students to understand the lessons convey.

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