

CODE-MIXING IN ENGLISH LEARNING OF SD TELADAN YOGYAKARTA

Tri Jampi Setiyorini¹, Septiana Wahyu Setyaningrum²

¹Universitas Sarjanawiyata Tamansiswa Yogyakarta

²MA An-Nawawi Berjan Purworejo

trijampi95@gmail.com

septianaws007@gmail.com

ABSTRAK

Berdasarkan kurikulum KTSP, Bahasa Inggris adalah sebuah pelajaran wajib yang harus dipelajari siswa sekolah dasar, salah satunya yaitu di SD Teladan Yogyakarta. Untuk meningkatkan pemahaman siswa tentang materi Bahasa Inggris, guru Bahasa Inggris menggunakan *code-mixing* dalam pembelajaran Bahasa Inggris. Penelitian ini bertujuan menganalisis jenis proses *code-mixing* dan mendeskripsikan alasan penggunaan *code-mixing* dalam pembelajaran Bahasa Inggris di SD Teladan Yogyakarta. Jenis penelitian ini adalah studi kasus deskriptif. Subjek penelitian ini adalah seorang guru Bahasa Inggris, 25 siswa kelas 1A, 25 siswa kelas 1B, dan 25 siswa kelas 1C. Untuk meneliti jenis proses *code-mixing*, peneliti merekam pembelajaran Bahasa Inggris di kelas. Peneliti juga mengumpulkan data menggunakan wawancara untuk menginvestigasi alasan penggunaan *code-mixing*. Setelah itu, semua data ditranskrip dan dianalisis berdasarkan teorinya Muysken (2000) dan Hoffmann (1991). Hasil analisis menunjukkan bahwa jenis proses *code-mixing* dalam pembelajaran Bahasa Inggris di SD Teladan Yogyakarta adalah *insertion* (70.09%), *alternation* (3.42%), dan *congruent lexicalization* (26.49%). Dari hasil interview, alasan penggunaan *code-mixing* adalah untuk membicarakan topic tertentu, mengutip perkataan orang lain, mengungkapkan empati, interjeksi, repetisi untuk klarifikasi, mengklarifikasi perkataan untuk lawan bicara, dan untuk mengungkapkan identitas kelompok.

Katakunci: *code-mixing*, pembelajaran Bahasa Inggris, *insertion*, *alternation*, *congruent lexicalization*

ABSTRACT

Based on the KTSP Curriculum, English is a compulsory subject which must be learned by students of elementary schools, one of them is in SD Teladan Yogyakarta. To improve students' understanding about English materials, the English teacher uses code-mixing in English learning. This research aimed at analyzing types of processes of code-mixing and describing the reasons of code-mixing in English learning of SD Teladan Yogyakarta. The type of this research was descriptive case study. The subjects of the study were an English teacher, 25 students of class 1A, 25 students of class 1B, and 25 students of class 1C. To examine types of processes of code-mixing, the researchers recorded the English learning in the classroom. The researchers also collected the data by using an interview to an English teacher to investigate the reasons of using code-mixing. After that, all data are transcribed and analyzed based on Muysken's theory (2000) and Hoffmann's theory (1991). The result of the analysis shows that types of processes of code-mixing in English learning of SD Teladan Yogyakarta are insertion (70.09%), alternation (3.42%), and congruent lexicalization (26.49%). From the result of the interview, the reasons for code-mixing are for talking about a particular topic, for quoting somebody else, for being empathic about something, for interjections, for repetition used for clarification, for clarifying speech content for interlocutors, and for expressing group identity.

Keywords: code-mixing, English learning, insertion, alternation, congruent lexicalization

INTRODUCTION

Humans always have an interaction with each other in everyday life. To make the communication run well, people use a code to express what is on their mind. A code which is also called a 'language' is always used by people to communicate with each other in their life (Wardhaugh & Fuller, 2015). As a system of communication, a code is always used by people for social interaction with other people, and sometimes they switch their code to another code or mix their codes during the interaction.

English is included in the syllabus of the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), and all elementary schools use that syllabus to guide and achieve the learning goals, including in SD Teladan Yogyakarta. Elementary schools students must learn and master English, including students of SD Teladan Yogyakarta. In Yogyakarta elementary schools, learners learn English from the first grade to the sixth grade with different levels of difficulty. The learning goal of English subject in the first grade is to improve students' English proficiency, especially for vocabulary and pronunciation on things around the garden, school, classroom, and house. However, during teaching-learning activity, the English teacher is unable to explain the English materials in English only because English is not the first language or the mother tongue of

the first-grade students of SD Teladan Yogyakarta. In that school, English belongs to a second language (L2) because learners learn it after their mother tongue, Bahasa Indonesia and Javanese. Besides, English is not the language that is used for learners' everyday interaction.

The English difficulty level in the first grade is low to moderate because learners start to study English in the first year of elementary school. The learning emphasis for the first grade is also different from the other grades. In this case, the English teacher emphasizes English language teaching on vocabulary and pronunciation. Thus, the teacher often uses audio lingual with the instruction of *Listen and Repeat* to ensure that learners can memorize and understand vocabulary, also pronounce all vocabularies correctly. Because the first-grade students do not have an adequate vocabulary, the teacher must always enhance their English vocabulary every meeting. It is not an easy task for English teacher to do that because she must give more attention to teach vocabulary effectively to students, especially for students who have not learned English before. It means that the teacher needs a strategy to teach English efficiently. One of the strategies that the English teacher can apply to teach English is code-mixing. Code-mixing is the combination of lexical and grammatical items of two languages (Muysken, 2000). Code-

mixing occurs when people alternate the linguistic components between two different languages, so there is a language change in a sentence or an utterance (Ramadhaniarti et al., 2018; Yuniarta et al., 2014). It is the code-alternation of linguistics units from one language to another language in a sentence or an utterance (Mustikawati, 2016; Waris, 2012).

In code-mixing, there are two languages in a sentence or an utterance in which one language is more dominant than another language (Gunawan & Suparti, 2018). Code-mixing takes place when the inserted elements from another language become the inserted language, and the dominant language is the basic language, that is, the language which often appears in a sentence or an utterance (Octavita, 2016). In other words, code-mixing consists of a dominant language and an inserted language and it can give a good impression and give appropriate context to the interlocutors to make them understand the communication (Sumarsih et al., 2014). People can use code-mixing in oral and written contexts (Aziz et al., 2019).

Code-mixing involves some linguistics units and occurs within the same topic (Ansar, 2017). It deals with lexical items and grammatical features which appear when someone uses two languages in one sentence (Hanafiah et al., 2018). Thus, there are two different lexical items and grammatical elements in two

different languages (Fakeye, 2012). There will be two language grammars within a sentence if it is viewed from grammatical features; however, there is no change of grammar for each language (Mabule, 2015). The mixture of some linguistics units in code-mixing is to make communication comprehensible (Ayeomoni, 2006).

During English learning in the first grade of SD Teladan Yogyakarta, an English teacher uses code-mixing to improve their understanding of English learning materials because English is a second language for them. Learners will meet some difficulties if their English teacher always explains the materials in English during learning process. Code-mixing also supports learners' second language (L2) acquisition because learners can find new English words and improve their vocabulary acquisition. Besides, they can apply the new vocabularies they have had in English language skills such as: writing, listening, speaking, and reading. When the English teacher does the dictation in learning, students can write the vocabulary. When the English teacher plays the audio recording in listening class, students can understand the meaning. In reading class, students can answer the questions correctly based on the short text or match the pictures with their English words. In speaking class, they can also pronounce the words correctly.

Processes of code-mixing can be categorized into insertion,

alternation, and congruent lexicalization (Muysken, 2000). Here is the explanation of each process of code-mixing.

1. Insertion

Insertion relates to the insertion of lexical items or entire constituents from one language into a structure of another language. In this case, there is an inserted language or a borrowing word in a dominant language.

2. Alternation

Alternation happens between the structures from two languages that are changed. It occurs both at the grammatical and lexical levels. In this case, alternation occurs between the structures of the two languages.

3. Congruent Lexicalization

Congruent lexicalization happens when grammatical features of two languages can be inserted lexically while the insertion involves elements from those two languages. In this case, congruent lexicalization can be influenced by language dialect.

People have some reasons why they mix their language such as: talking about a specific topic (preference to talk about a particular topic in one language than in another), citing someone else's expressions (usually public figures or famous people), being emphatic about something, showing interjections, repetitions used for

clarification, the willingness of clarifying the speech content for the interlocutor and expressing group identity (Hoffmann, 1991). As Hoffmann stated, code-mixing can be used for clarifying something.

In this research, the researchers take some previous studies which are relevant to this research. The first previous study was about code-mixing found in WhatsApp and Twitter in South Jakarta Community. The research results showed that code-mixing could improve vocabularies in that community (Jimmi & Davistasya, 2019). The second previous study was a study of code-mixing of English teachers in SMP 14 Kota Bengkulu. The result of the study showed that the frequency of inter-sentential code-mixing was higher than intra-sentential code-mixing. Furthermore, the teacher applied code-mixing in pre-activity, while activity, and post-activity (Ramadhaniarti et al., 2018). The third previous study was about the use of code-mixing to teach vocabulary. The results of the research showed that introducing new vocabulary using code-mixing yielded effective and efficient learning result (Celik, 2003).

From the previous study, code-mixing can be analyzed from many aspects like in Whatsapp & Twitter and English teacher's talk in the English class. In this research, the researchers conducted the study on the use of code-mixing in English learning of SD Teladan Yogyakarta.

The researchers analyze types of processes of code-mixing based on Muysken (2000) and describe the reasons for code-mixing based on Hoffmann (1991). The subjects of this research were 75 first-grade students in SD Teladan Yogyakarta.

From the background of the study above, the statements of the problems in this study can be formulated as follows:

1. What are the types of processes of code-mixing in English learning of SD Teladan Yogyakarta?
2. What are the reasons for code-mixing in English learning of SD Teladan Yogyakarta?

In line with the statements of the problems above, the objectives of this study are as follows:

1. To investigate types of processes of code-mixing in English learning of SD Teladan Yogyakarta, and
2. To describe the reasons for code-mixing in English learning of SD Teladan Yogyakarta.

RESEARCH METHOD

The researchers used a descriptive case study to conduct the research. A descriptive case study aims only to present information on a specific phenomenon to get a deep understanding of the case (Heigham & Croker, 2009). In this study, the researchers gave detailed information about types of processes of code-mixing and the reasons for doing code-mixing in English learning. The subjects of the study were 75 first-

grade students of SD Teladan Yogyakarta. Documentation in the form of the audio recording of English learning of class 1A, 1B, and 1C was used to investigate types of processes of code-mixing. The researchers also conducted an interview to the English teacher to investigate the reasons for doing code-mixing in English learning of SD Teladan Yogyakarta. The interview consisted of 7 questions. The unit of analysis was the utterances found in English learning. The data sources of this research were documents. The documents were the transcript of the recording of English learning and the transcript of interviews between the researchers and the English teacher.

The technique of collecting data

1. The technique of collecting data 1 (audio recording of English learning)

The recording of English learning was used to know the information about the types of processes of code-mixing in English learning. The researchers recorded the English learning in class 1A, 1B, and 1C. The steps in collecting the data 1 are:

- a. Asking for permission from an English teacher to record the English learning
- b. Asking for permission from the first-grade students
- c. Preparing the mobile phone to record the English learning
- d. Pressing the 'On' button to start the recording

- e. Observing and recording English learning
- f. Saving the recording of English learning

2. The technique of collecting data 2 (interview)

An interview was used to get information about the reasons for doing code-mixing. The researchers interviewed the English teacher of SD Yogyakarta by giving 7 questions based on Hoffmann's theory and recording the interview using a mobile phone. Here, the researchers took some steps as follows:

- a. Preparing 7 questions based on Hoffmann's theory related to reasons for doing code-mixing
- b. Asking for permission from the English teacher to conduct the interview
- c. Sending the interview via email to the English teacher
- d. Asking the English teacher to answer the interview questions
- e. Asking the English teacher to submit the result of the interview
- f. Downloading and saving the result of the interview

The technique of analyzing data

1. The technique of analyzing the recording of English learning

After the data were collected, it was analyzed by using some steps as follows:

- a. Opening the files of audio recording of English learning of class 1A, 1B, and 1C
- b. Listening to the audio recording of English learning
- c. Transcribing the English learning recording
- d. Identifying types of processes of code-mixing found in English learning
- e. Highlighting the processes of code-mixing
- f. Categorizing the processes of code-mixing
- g. Explaining the types of processes of code-mixing
- h. Counting the result and putting it into the table.

The researchers calculated the percentage of each error.

The researchers calculated the percentage of each process of code-mixing used in English learning of SD Teladan Yogyakarta using the formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Note:

P = percentage of the number of each type of process of code-mixing

f = frequency of each type of process of code-mixing

n = number of type of process of code-mixing

- i. Interpreting the result
- j. Drawing the conclusion

2. The technique of analyzing the interview

In analyzing the results of the interview, the researchers did some steps as follows:

- a. Opening the interview result
- b. Reading the interview result
- c. Identifying the reasons for doing code-mixing
- d. Categorizing the reasons for doing code-mixing
- e. Describing the reasons for doing code-mixing
- f. Interpreting the result
- g. Drawing the conclusion

RESULTS AND DISCUSSION

Types of Processes of Code-Mixing in English Learning of SD Teladan Yogyakarta

To know the types of processes of code-mixing in English learning of SD Teladan Yogyakarta, the researchers recorded the English learning in class 1A, 1B, and 1C. The recordings were transcribed and analyzed based on Muysken’s theory. Below is the table of the recapitulation of types of processes of code-mixing in English learning of SD Teladan Yogyakarta.

Table 1. Types of Processes of Code-Mixing in English Learning of SD Teladan Yogyakarta

No.	Class	Processes of Code-Mixing			Total
		Insertion	Alternation	Congruent Lexicalization	
1	1A	30	-	10	40
2	1B	7	3	6	16
3	1C	45	1	15	61
	Total	82	4	31	117
	Percentage (%)	70.09%	3.42%	26.49%	100%

The table shows that the total of code-mixing in all classes (1A, 1B, and 1C) is 117. The total of each process of code-mixing is 82 for insertion, 4 for alternation, and 31 for congruent lexicalization. Then, the percentage of each process of code-mixing is 70.09% for insertion, 3.42% for alternation, and 26.49% for congruent lexicalization.

Below are the examples of types of code-mixing process in English learning of SD Teladan Yogyakarta.

1. Processes of Code-Mixing in Class 1A

a. Insertion

Here are some examples of insertions.

- 1) *“Rak yang digunakan untuk menyimpan buku itu namanya bookshelf.”*

The utterance contains an insertion as the process of code-mixing. An English word which is inserted in the utterance above is

bookshelf. The word *bookshelf* belongs to a lexical item in the form of a noun. The inserted language (*bookshelf*) is at the end of the utterance.

- 2) "Pillow itu bantal yang ada di kamar."

The utterance above contains an insertion as the process of code-mixing. It is because there is an English word which is inserted in the utterance; that is, *pillow*. The word *pillow* belongs to a lexical item in the form of a noun. The inserted language (*pillow*) is at the beginning of the utterance.

- 3) "Yang digunakan untuk duduk seperti chair tapi tidak keras itu namanya apa?"

The process of code-mixing in the utterance above is insertion because there is an English word which is inserted in the utterance; that is, *chair*. The word *chair* belongs to a lexical item in the form of a noun. In the utterance above, the inserted language (*chair*) is in the middle of the utterance.

b. Alternation

The researchers did not find the alternation in English learning of class 1A.

c. Congruent Lexicalization

Here are some examples of congruent lexicalization.

- 1) "Apakah ada clock di living room?"

In the utterance above, there are congruent lexicalizations as the process of code-mixing. It is because there are two words of the embedded language; they are, *clock* and *living room*. *Clock* and *living room* are the congruent lexicalizations in the form of lexical items of nouns. As the embedded language, the position of the lexical item *clock* is in the middle of the utterance, and the position of the lexical item *living room* is at the end of the utterance.

- 2) "Bookcase atau bookshelf biasanya digunakan untuk menyimpan buku-buku."

In the utterance above also contains the congruent lexicalizations as the process of code-mixing. It is because there are two words of the embedded language; they are, *bookcase* and *bookshelf*. *Bookcase* and *bookshelf* are the congruent lexicalization in the form of lexical items of

nouns. As the embedded language, the position of the lexical item *bookcase* is at the beginning of the utterance and the position of the lexical item *bookshelf* is at the end of the utterance.

2. Processes of Code-Mixing in Class 1B

a. Insertion

Here are some examples of insertion.

- 1) “Armchair *itu yang seperti apa?*”

There is an insertion as the process of code-mixing in that utterance. It is because there is an English word which is inserted in the utterance; that is, *armchair*. The word *armchair* belongs to a lexical item in the form of a noun. In the utterance above, the inserted language is at the beginning of the utterance.

- 2) “Cushion *itu ada di ruang tamu.*”

The process of code-mixing above is insertion because there is an English word which is inserted in the utterance; that is, *cushion*. The word *cushion* is a lexical item in the form of a noun. The inserted language (*cushion*) is at the

beginning of the utterance.

b. Alternation

Here are some examples of alternation.

- 1) “*Siapa di antara kalian yang masih ingat* what is flower vase in Bahasa?”

Alternation is present as the process of code-mixing in the utterance above because there are embedded language and the dominant language, and each of them is in the form of a clause. The embedded language is English, while the dominant language is Bahasa Indonesia. The two clauses in the utterance are in English and Bahasa Indonesia. The clause of *Siapa di antara kalian yang masih ingat* belongs to the dominant language, and the clause *what is flower vase in Bahasa* belongs to the embedded language. The embedded language is in the second clause at the end of the utterance.

- 2) “I have a task about living room *dan kalian harus mengerjakan dengan baik.*”

In the utterance above, the process of code-mixing is alternation because there are the

dominant language and the inserted language in the form of clauses. The inserted language is English, while the dominant language is Bahasa Indonesia. The two clauses in the utterance are in English and Bahasa Indonesia. As the inserted language, the position of the clause of *I have a task about living room* is at the beginning of the utterance. Then, the clause is followed by a coordinate conjunction *dan* and the Indonesian clause of *kalian harus mengerjakan dengan baik* belongs to the dominant language.

- 3) “*Nanti kalian disuruh menjodohkan*, you have to draw the lines between the pictures and the words.”

In the utterance above, there is an alternation as the process of code-mixing because there are the use of Bahasa Indonesia in the form of a clause as the embedded language and the use of English in the form of a clause as the dominant language. The clause *Nanti kalian disuruh menjodohkan* belongs to

the embedded language and the clause *you have to draw the lines between the pictures and the words* belongs to the dominant language.

c. Congruent Lexicalization

Here are some examples of congruent lexicalization.

- 1) “*Armchair itu mirip chair tapi ada tangannya.*”

In the utterance above, the process of code-mixing is congruent lexicalizations because there are two words of embedded/ inserted language; they are, *Armchair* and *chair*. The congruent lexicalizations are in the form of lexical items of nouns. As the inserted language, the position of *armchair* is at the beginning of the utterance, and the position of *chair* is in the middle of the utterance.

- 2) “*Apa bedanya cushion dengan pillow?*”

The utterance above contains the congruent lexicalizations because there are two words of the embedded language; they are, *cushion* and *pillow*. Those are the congruent lexicalization in the form of lexical items of nouns. As the embedded language,

the position of *cushion* is in the middle of the utterance and the position of *pillow* is at the end of the utterance.

- 3) “*Apa bedanya chair dengan armchair?*”

The process of code-mixing in the utterance is congruent lexicalizations because there are two words as the inserted language; they are, *chair* and *armchair*. Those are the congruent lexicalization in the form of lexical items of nouns. The inserted word *chair* is in the middle of the utterance and the inserted word *armchair* is at the end of the utterance.

3. Processes of Code-Mixing in Class 1C

a. Insertion

Here are some examples of insertion.

- 1) “*Apa itu dining room?*”

The process of code-mixing in that utterance is insertion because there is an English word that is inserted in the utterance; that is, *dining room*. The word *dining room* belongs to a lexical item in the form of a noun phrase. In the utterance above, the inserted language (*dining*

room) is at the end of the utterance.

- 2) “*Armchair itu kursi kecil yang ada pegangannya.*”

In that utterance, process of code-mixing is insertion. It is because there is an English word which is inserted in the utterance; that is, *armchair*. The word *armchair* belongs to a lexical item in the form of a noun. The inserted language (*armchair*) is at the beginning of the utterance.

- 3) “*Kalau pillow itu yang ada di kamar.*”

The process of code-mixing in that utterance is insertion because there is an English word which is inserted in the utterance; that is, *pillow*. The word *pillow* belongs to a lexical item in the form of a noun. The position of the inserted language (*pillow*) is in the middle of the utterance.

- 4) “*Napa artine armchair?*”

The process of code-mixing above is insertion because there is an English word which is inserted in the utterance; that is, *armchair*. The word *armchair* belongs to a lexical item in the form of

a noun. In the utterance above, the inserted language is at the beginning of the utterance.

b. Alternation

Here is the example of an alternation.

“Tolong hubungkan antara gambar dengan kata-katanya, draw the lines, ditarik garis dengan penggaris.”

In the utterance above, there is an alternation as the process of code-mixing. It is because there is the use of the embedded language; that is, English, in the form of a clause. As the embedded language, the position of the clause of *draw the lines* is in the middle of the utterance.

c. Congruent Lexicalization

Here are some examples of congruent lexicalization.

1) *“Benda yang di kamar pillow atau cushion?”*

In the utterance above also contains the congruent lexicalizations because there are two words of the embedded language; they are, *pillow* and *cushion*. Those are the congruent lexicalization in the form of lexical items of nouns. As the embedded language, the position of *pillow* is in the middle of the utterance, and the

position of *cushion* is at the end of the utterance.

2) *“Pillow itu di ruang tamu atau di bedroom?”*

In the utterance above, the congruent lexicalizations are present because there are two words of the embedded language; they are, *pillow* and *bedroom*. Those are the congruent lexicalization in the form of lexical items of nouns. As the embedded language, the position of *pillow* is at the beginning of the utterance, and the position of *bedroom* is at the end of the utterance.

3) *“Kalau blanket di bathroom atau di bedroom?”*

The process of code-mixing above are congruent lexicalizations because there are two words of the embedded language; they are, *cushion* and *bedroom*. Those are the congruent lexicalization in the form of lexical items of nouns. As the embedded language, the position of *blanket* and *bathroom* is in the middle of the utterance and the position of *bedroom* is at the end of the utterance.

Reasons for Code-Mixing in English Learning of SD Teladan Yogyakarta

To answer the second research question, the researchers used an interview to the English teacher of SD

Teladan Yogyakarta. The interview consists of seven questions, and it is an open-ended interview. Here is the list of the questions.

Table 2. The Interview about The Use of Code-Mixing in English Learning of SD Teladan Yogyakarta

No.	Questions	Responses
1	Do you use code-mixing in English learning to talk about a specific topic? Why?	
2	Do you use code-mixing in English learning to cite somebody else? Why?	
3	Do you use code-mixing in English learning to be emphatic about something? Why?	
4	Do you use code-mixing in English learning for interjection? Why?	
5	Do you use code-mixing in English learning for repetition? Why?	
6	Do you use code-mixing in English learning to clarify something to students? Why?	
7	Do you use code-mixing in English learning to express a group identity? Why?	

Below is the explanation of the research results taken from the interview between the researchers and the English teacher. Based on the interview, the English teacher used code-mixing in English learning for some reasons.

1. Talking about a specific topic

The English teacher usually used code-mixing to talk about all English materials, especially for difficult materials, to discuss exercises, to talk about activities at school such as extracurricular, competition, daily tests, mid-term tests, and final tests.

2. Citing somebody else

The English teacher usually used code-mixing to quote Ki Hajar Dewantara (*ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*). For

example, 'You must have great learning spirit in learning English, and I will always motivate you to learn, like what Ki Hajar Dewantara said, *Tut wuri Handayani*.

3. Be emphatic about something

The English teacher used code-mixing to understand learners' feelings. When students got good scores, they felt so elated, so the English teacher said, "*Nilai kamu 100, great!*" When students felt sad, she would say, "*Don't be sad, kamu pasti bisa mengerjakan.*" When students felt sleepy, she would say, "*Kamu sleepy ya ?*"

4. Interjections

The English teacher in SD Teladan Yogyakarta used code-mixing to give corrective feedback

to her students to improve the quality of teaching-learning activity during the lesson. For example, when she discussed the exercises with her students, she spoke in English and Bahasa Indonesia, so students can understand the materials well. She also used code-mixing to appreciate students' work. For example, there were some students who got 100 on their English test and the teacher said, "*Kalian murid yang smart!*"

5. Repetition used for clarification

The teacher usually used code-mixing (English and Bahasa Indonesia) to repeat her explanation about the materials to improve students' competence and students' English mastery. In most of the lesson, Bahasa Indonesia is used by the English teacher because it is a national language in Indonesia that the teacher always applies as a means of instruction. The teacher used code-mixing for making repetition (saying the same utterances repeatedly by using English and Bahasa Indonesia) to emphasize the lesson points and to enhance learners' materials comprehension. Because SD Teladan Yogyakarta is an inclusive elementary school, the teacher also applied code-mixing to students with special needs to make emphasis of the lesson

today, so they could follow the lesson well.

6. Willingness to clarify the speech content for interlocutor

Code-mixing is used to clarify the English teacher's explanation. For example, "Today we will learn about things in the living room, *jadi hari ini kita akan belajar tentang benda-benda di ruang tamu.*" The teacher also used code-mixing to review the materials at the end of the lesson. For example, "*Jadi, benda-benda di ruang tamu itu ada chair, table, clock, flower vase, carpet, cushion, and photograph.* She also used code-mixing to emphasize the points of the materials and to repeat the materials explanation.

7. Expressing Group Identity

The English teacher used code-mixing; that is, Bahasa Indonesia and English. The use of English indicated that the teacher taught English. By speaking English during English learning, the teacher showed that learners must learn and use English in the classroom. Code-mixing also helped to improve the good rapport between the teacher and students because every student had different ability in speaking and understanding English. Code-mixing was also used to emphasize that English was one of the excellent programs in SD Teladan Yogyakarta. Besides, code-mixing could improve

learners' English proficiency because they could find many English words in code-mixing. The teacher mostly explained the materials in Bahasa Indonesia because it is the first language that students use to communicate with other people. It is also a medium of instruction of the class which is always used by other teachers. Sometimes, the teacher also used Javanese as an embedded language, especially for the day that the school used Javanese for interaction and instruction.

CONCLUSION

From the result of the research, all types of processes of code-mixing are included in English learning of SD Teladan Yogyakarta. The types of processes of code-mixing in English learning are insertion, alternation, and congruent lexicalization. The total of each type of process of code-mixing in English learning of SD Teladan Yogyakarta is 82 (insertion), 4 (alternation), and 31 (congruent lexicalization). The percentage for each type of code-mixing is 70.09% (insertion), 3.42% (alternation), and 26.49% (congruent lexicalization). The use of code-mixing found in English learning is English and Bahasa Indonesia and English and Javanese. Most of the learning processes use English as an inserted language and use Bahasa Indonesia as a dominant language. Sometimes the teacher

uses Javanese as the dominant language and uses English as an inserted language. From the result of the interview, the reasons for code-mixing are for talking about a specific topic, for citing somebody else, for being empathic about something, for interjections, for repetition used for clarification, for clarifying speech content for interlocutors, and for expressing group identity. The researchers suggest that the English teacher improves code-mixing in other forms (alternation and congruent lexicalization) to enhance learner' English vocabulary. The English teacher can often insert some English words in each utterance during teaching-learning activity, so learners' language acquisition can develop quickly. The teacher can also often apply alternation by saying one clause in English and one clause in Bahasa Indonesia in each utterance to enhance students' understanding about English utterances.

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