



**EXPLORING CODE MIXING IN EFL TEACHING AND LEARNING CONTEXTS:
A QUALITATIVE STUDY AT SMAN 9 CIREBON**

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Abstract: Code mixing has become a common tendency among society. This research was conducted to explore all the types of code mixing utilized by EFL teachers of SMAN 9 Cirebon and find out the dominant type. This research also aims to determine the specific context and the purposes of EFL teachers utilizing code mixing in the teaching and learning process. Purposive sampling was used to take the subject. Two EFL teachers were the subjects of this research and the object of this research was the code mixing utilized by these teachers in their teaching and learning. In gathering the data, the researcher used observations and interviews. This research used the theory of Muysken (2005) to analyze the types of code mixing utilized by EFL teachers of SMAN 9 Cirebon. The findings revealed that code mixing remains prevalent at the senior high school level. Among the EFL teachers at SMAN 9 Cirebon, the types of code mixing identified in their teaching and learning contexts include insertion, alternation, and also congruent lexicalization; in which insertion emerged as the dominant type of code mixing utilized by EFL teachers at SMAN 9 Cirebon. EFL teachers utilized code mixing in the teaching and learning to ensure effective learning, proper achievement of learning objectives, and enhanced student comprehension. Overall, code mixing is still necessary at the senior high school level to support effective learning and achieve learning objectives.

Keywords: *code mixing, senior high school level, bilingualism, qualitative study*

INTRODUCTION

Code mixing often occurs in bilingual and multilingual societies. Code mixing has become a common tendency among bilinguals and multilinguals. As stated by Siska and Yeliza (2023), “Code mixing is a very natural incident for bilinguals”. It means the speakers sometimes do not even notice by themselves that they have mixed or switched their languages. Code mixing is using two or more languages or language varieties in the same sentence or utterance.

Code mixing occurs when using words, affixes, phrases, and clauses from different languages simultaneously in a sentence or utterance. According to Muysken (2005), code mixing occurs when lexical items and grammatical features from two languages are used in one sentence. Wardhaugh and Fuller (2015) define code mixing as the phenomenon that occurs when conversants use both languages together to the extent that they change from one language to the other during a single utterance. In addition, Rohati and Hidayat (2019) state that code mixing is found when the speakers mix two languages or more to achieve their purposes, such as to state their thoughts, instructions, messages, or experiences. Thus, the listeners can receive what the speakers say perfectly. In this era of globalization, everyone needs to be proficient in foreign languages, especially English.

Language plays a vital role in human life as it is the primary tool for communication that cannot be replaced. Lutfi (2023) defines language as a meaningful sound produced in the form of human speech as a means of communication for a person or a group of people. Oyewole (2017) states that language is a socio-cultural phenomenon that has the characteristic role of communication as well as being an index of a group's identity. In addition, Wardhaugh and Fuller (2015) state that the term language is used to mean a system of linguistic communication particular to a group; this includes spoken, written, and signed modes of communication.

Communication is the exchange of information between people in various languages, allowing for better interaction. Wardhaugh and Fuller (2015) state that communication among people who speak the same language is possible because they share such knowledge, although how it is shared or even how it is acquired is not well understood. Language is a wide range of academic fields such as linguistics, psycholinguistics, and sociolinguistics. Although each field focuses on a different aspect of language, they are all interconnected. This research focuses on code mixing which is a sociolinguistic phenomenon.

Sociolinguistics is the study of how language is used in multilingual speech communities and the relationship between language and society. Wardhaugh and Fuller (2015) state that sociolinguistics is the study of our everyday lives – how language works in our casual conversations and the media we are exposed to, and also the presence of societal norms, policies, and laws that address language. In sociocultural studies, there are three types of language proficiency: monolingualism, bilingualism, and multilingualism. According to Küçükler and Tosuncuoglu (2018), “Monolingualism is the state of having control over the usage of one language. Bilingualism is the state of having control over the usage of two languages. Multilingualism is the state of having control over the usage of more than two languages”. This research focuses on code mixing that occurs in bilingual contexts. In Indonesian, code mixing in bilingual contexts is often used by EFL teachers in their teaching and learning. Therefore, the study of code mixing is crucial.

Based on the explanation above, it can be concluded that code mixing is a crucial factor in achieving foreign language learning objectives. This research used the theory proposed by Muysken (2005) which were: insertion, alternation, and congruent lexicalization. Insertion is the case when lexical items from one language are incorporated into another. As stated by Muysken

(2005) insertion is akin to (spontaneous) lexical borrowing, which is limited to one lexical unit. There is considerable variation in what is or can be inserted: in some languages, this consists mostly of adverbial phrases, in others mostly single nouns, and in yet others again determiner and noun combinations. For example: from Muysken (2005).

“*Yo anduve in a state of shock por dos dias*”. (Spanish/English)

(“I walked in a state of shock for two days”)

Based on the example above, the temporal expression “*por dos dias*” is clearly related to the verb “*anduve*”, encapsulating the inserted “in a state of shock”. With insertion, there is embedding. The English prepositional phrase is inserted into an overall Spanish structure.

Alternation is just a special case of code switching, it seems that halfway through the sentence, one language is replaced by the other, then alternated. For example: from Muysken (2005).

“*Andale pues and do come again*”. (Spanish/English)

(“That’s all right then, and do come again”)

Based on the example above, in the case of alternation, there is a true switch from one language to the other, involving both grammar and lexicon. Thus, there is no reason to assume that the Spanish first segment is embedded in the English second segment or vice versa. Alternation is just a special case of code switching, as it takes place between utterances in a turn or between turns.

Congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language. For example: from Melansari et al., (2023).

“*Saya harap semua students tolong you tulis paragrafnya on the whiteboard!*”.

Based on the example above, it can be concluded that when two languages share grammatical structures that may be filled lexically with words from either language, this is referred to as congruent lexicalization.

In a second set of cases, as stated by Muysken (2005) it appears that there is a largely (but not necessarily completely) shared structure, lexicalized by elements from either language. For example: from Muysken (2005).

“*Weet jij [whaar] Jenny is?*”. (English/Dutch)

(“Do you know where Jenny is?”)

Based on the example above, the sequence “Where Jenny is?” could as easily be English in structure as Dutch. Furthermore, “where” is close to Dutch “*waar*” (particularly when pronounced by bilinguals), Jenny is a name in both languages and is homophonous.

The term congruent lexicalization could be interpreted as a combination of alternations and insertions, but the going back and forth suggests that there may be more going on and that the elements from the two languages are inserted, as constituents or as words, into a shared structure. In this perspective, congruent lexicalization is akin to style or register shifting and monolingual linguistic variation. The latter would be the limiting case of congruent lexicalization.

Previous researchers have discussed several relevant studies on code mixing in EFL teaching and learning contexts. The first research was conducted by Gunawan (2023) entitled “*Code Mixing in EFL Classroom: English Teacher’s Perspective*”. The result of this research revealed that English teachers at Junior High School 12 Kota Cirebon utilized code-mixing to facilitate the explanation of course material. The teachers at this school primarily employed substitution, insertion, and congruent lexicalization in their lessons. Teachers and students alike benefit from code-mixing since not every student will grasp concepts at first glance.

The second research was conducted by Risna (2021) entitled “*Code Mixing in Teaching English at Junior High School 3 Dumai*”. The result of this research revealed that there are three forms of code-mixing in ESL instruction: 107 involving changes in sentence structure, 11 involving changes in vocabulary, and 17 involving changes in sound. Teachers utilized code-mixing for five reasons: to make the material more accessible, to help students better grasp the work at hand, to make the class more fun, to accommodate students from a variety of backgrounds, and to ensure that all students understood the material.

The third research was conducted by Dewiana (2020) entitled “*An Analysis of Code Mixing in the Classroom Interaction at SMKN Pertanian Terpadu Pekanbaru Provinsi Riau*”. The result of this research revealed that the researcher was able to identify the following types of code mixing: data involving 49 words, data involving 41 phrases, data involving hybrid 4, data involving clause 10, data involving idiom 2, and data involving hybrid 3. There are a total of 105 mixed codes used during class discussions. In addition, the researcher discovered that students' limited vocabulary in English and low interest in English are the reasons why teachers mix code.

The fourth research was conducted by Kahfi (2018) entitled “*Code Mixing Used by the Teachers in Teaching English at SMKT Somba Opu (A Descriptive Research)*”. The result of this research revealed that the research found that SMKT Somba Opu teachers used three forms of code mixing: insertion, alternation, and congruent lexicalization. The teachers at SMKT Somba Opu reported using code mixing to help their students better understand the lessons they taught.

The fifth research was conducted by Ivana (2018) entitled “*An Analysis of Code Mixing Used by English Teachers in Teaching Learning Process at MAS PAB 2 Helvetia*”. The result of this research revealed that English language instructors employ three distinct forms of code mixing in the classroom: intra-sentential code mixing, intra-lexical code mixing, and pronunciation change. With 170 utterances involving intra sentential code mixing, 12 involving intra lexical code mixing, and 14 involving change of pronunciation, English teachers primarily utilized intra sentential code mixing in their lessons. Teachers resorted to code mixing in the classroom due to a lack of language and the circumstances.

Judging from the books and articles that the researcher read about code mixing in the EFL teaching and learning process, there is a continuity between the previous studies and this research under the title, “Exploring Code Mixing in EFL Teaching and Learning Contexts: a Qualitative Study at SMAN 9 Cirebon”. The researcher conducted this research because wanted to find out more about whether code mixing remains prevalent at the senior high school level and find out the reasons and causative factors; as well as the purpose of EFL teachers using code mixing in their teaching and learning contexts.

METHODOLOGY

This research used a descriptive qualitative method to describe code mixing used by EFL teachers in teaching and learning at SMAN 9 Cirebon. According to Creswell (2023), qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem. On the other hand, Punch (2016) states that qualitative data are most likely to be words that we get by asking (meeting), observing (perception), reading (records), or a few combinations of these three activities.

The researcher has chosen the descriptive qualitative method because it is the most suitable to describe the phenomenon of the usage of code mixing by EFL teachers in the teaching and learning process. According to Creswell (2023), a descriptive method in qualitative research is an approach to analysis where the researcher stays close to the data, uses limited frameworks and interpretations for explaining the data of the research, and catalogs the information into themes.

Therefore, this method is used to discover, identify, analyze, and describe the usage of code mixing by EFL teachers in the teaching and learning process.

The object of this research is code mixing used by teachers in EFL teaching and learning contexts. The subjects of this research were 2 EFL teachers at SMAN 9 Cirebon. The reason why this research took EFL teachers as subjects is that the researcher found that EFL teachers at SMAN 9 Cirebon often used code mixing between English and Indonesian or Indonesian and English in their teaching and learning process. This research used purposive sampling to choose the subjects. According to Creswell and Poth (2018), purposeful sampling refers to choosing participants and sites for data collection because they will inform understanding of the research problem and phenomenon under study. Etikan et al., (2016) state that purposive sampling shares some limitations which include nonrandom selection of participants, that is to say, the researcher is subjective and biased in choosing the subjects of the study. As adapted from Nurpiana and Fithriani (2023) journal, table 1 below provides anonymized demographic information for 2 EFL teachers at SMAN 9 Cirebon who participated in this research.

Table 1. The Demographic Information for Teacher Participants

Participants	Sex	Language Spoken	Education	Teaching Experience
EFL Teacher 1 (T1)	F	Indonesian, English	Bachelor's Degree	17 years
EFL Teacher 2 (T2)	F	Indonesian, English	Bachelor's Degree	3 years

In gathering the data, the researcher used observations and interviews. Observation is an act or process of observing something or someone to obtain information or prove the truth of the research. As stated by Creswell and Poth (2018), observation is the process of collecting information directly by monitoring places and people at the research site. In this research, the researcher was a non-participant, in which the participant is an EFL teacher. The researcher used several supporting instruments such as a voice recorder, a pen, and a notebook, and also used an observational checklist to collect the data. The observational checklist used is adapted from the paper of Ivana (2018). In collecting the data from observation, the researcher did the procedures as follows: (1) the researcher asked permission to SMAN 9 Cirebon and the EFL teachers to do research; (2) the researcher arranged the schedule with the EFL teachers to do class observation; (3) the researcher recorded the EFL teachers' utterances by using voice recorder when they were teaching in the class; (4) the researcher took several pictures of the EFL teachers during the teaching and learning process; (5) the researcher replayed the utterances of the teachers in a voice recorder to make sure the data and wrote it down in the observational checklist. It was to identify code mixing that was used by EFL teachers in SMAN 9 Cirebon especially to identify the types and dominant type of code mixing that was used.

The interview is the step for getting and gathering the data by giving questions to the participants. According to Creswell and Poth (2018), a qualitative interview is when the researchers give one or more general questions and open-ended questions and record the answers from participants. The researcher used several supporting instruments such as a voice recorder, a pen, and a notebook to collect the data. In this research, the researcher used semi-structured

interviews by preparing a question list and conducting interviews with 2 EFL teachers of SMAN 9 Cirebon. The semi-structured interview is an exploratory interview; as stated by Magaldi and Berler (2020), further explain that the semi-structured interview is generally based on a guide. In addition, Magaldi and Berler (2020) argue that “the semi-structured interview, despite its topical trajectories provided before the interview, enables the researcher to go deep for discovery”.

The researcher used the help of an interview guide to facilitate and focus on the questions to be asked. The interview guide is adapted from the paper of Ivana (2018). In collecting the data from interview, the researcher did the procedures as follows: (1) the researcher arranged the schedule with the EFL teachers to do interview; (2) the researcher interviewed the EFL teachers used semi-structured interview based on the interview guide adapted from Ivana (2018) paper; (3) the researcher recorded the interview section with the EFL teachers by using voice recorder; (4) the researcher took several pictures during the interview section; (5) the researcher replayed the voice recorder to make sure the data and wrote it down in the notebook. It was to determine the specific context and the purposes of EFL teachers utilizing code mixing in the teaching and learning process. Overall, based on the data collected from interviews and observations; the researcher used tables, charts, and descriptive explanations to reach the objectives of this research outlined in the findings and discussions below.

FINDINGS AND DISCUSSIONS

This part presented all the data that have been found from the class observations and the interview sections of both EFL teachers. The data to be presented is to answer the research questions, there are about the usage of code mixing performed by EFL teachers in their teaching and learning at SMAN 9 Cirebon, which discussed the types and the dominant type; and then the specific contexts; such as the reasons and the causative factors, as well as the purposes of EFL teachers at SMAN 9 Cirebon utilized code mixing in their teaching and learning.

The Usage of Code Mixing Performed by EFL Teachers in Their Teaching and Learning at SMAN 9 Cirebon

The EFL teachers often performed code mixing in their teaching and learning process. The researcher has conducted research at SMAN 9 Cirebon; two EFL teachers were the subject and two classes from the second grade were the class observation; and the researcher found the use of code mixing by EFL teachers in their teaching and learning contexts. This part presented and discussed the types of code mixing and the dominant type of code mixing used by EFL teachers in their teaching and learning; which is elaborated into two parts as follows.

Types of Code Mixing

The researcher utilized observations to gather the data from two classes, XI-MIPA 5 and XI-MIPA 1, both from the second grade of SMAN 9 Cirebon. During these sections, the researcher utilized a voice recorder to document the utterances of the EFL teachers throughout the teaching and learning activities. The recorded audio was later transcribed and structured into an observational checklist table, adapted from Ivana (2018). The utterances structured in the observational checklist table were then discussed in the findings and discussions. The collected data on code mixing was subsequently categorized into various types, following the theory proposed by Muysken (2005), who classified code mixing into three distinct categories: insertion, alternation, and congruent lexicalization. As seen in Table 2 below, there are some utterances of EFL Teacher 1 and EFL Teacher 2 of SMAN 9 Cirebon including code mixing.

Table 2. Types of Code Mixing Utilized by EFL Teachers

No.	Teachers Utterances	Types of Code Mixing		
		Insertion	Alternation	Congruent Lexicalization
1.	<i>Jadi, recount text itu adalah sebuah teks bacaan yang menjelaskan tentang pengalaman kita.</i>	✓		
2.	<i>Oke nak langsung discuss saja ya.</i>	✓		
3.	<i>Yuk make your group.</i>	✓		
4.	<i>Okay, give applause for Rizky dong.</i>	✓		
5.	<i>Misalnya kamu punya percobaan tentang ikan so you must observe about the fish.</i>		✓	
6.	<i>I will play this video only once, hanya satu kali jadi kalian dengarkan dengan baik.</i>		✓	
7.	<i>And then the last lalu lembar berikutnya you can match kolom A and kolom B based on the video also.</i>			✓
8.	<i>Oh iya last one, resolution, biasanya resolution itu ada di end of the text atau di akhir paragraph, di akhir cerita.</i>			✓

(The observation checklist was adapted from Ivana's (2018) paper)

Based on the data on the findings which can be seen in Table 2 above, EFL teachers at SMAN 9 Cirebon utilized all the types of code mixing classified by the theory of Muysken (2005) there were; insertion, alternation, and congruent lexicalization.

Concentrated on the initial case, which included the insertion code mixing. In Table 2 there are two cases of insertion code mixing; the first one is the insertion of English words or clauses into Indonesian utterances, and the second one is the insertion of Indonesian words or clauses into English utterances. In the utterance in number (1), EFL teacher 1 said, “*Jadi, **recount text** itu adalah sebuah teks bacaan yang menjelaskan tentang pengalaman kita*”. From that utterance, the English noun “recount text” is inserted within Indonesian utterances. In the utterance in number (2), EFL teacher 2 said, “*Oke nak langsung **discuss** saja ya*”. From that utterance, the English verb “discuss” is inserted within Indonesian utterances. In those two utterances, there is an insertion of English words or clauses into Indonesian utterances. Moving forward to the utterance in number (3), EFL teacher 1 said, “***Yuk** make your group*”. From that utterance, the Indonesian term of solicitation “yuk” is inserted within English utterances. In the utterance in number (4), EFL teacher 2 said, “*Okay, give applause for Rizky **dong***”. From that utterance, the Indonesian slang “dong” is inserted within English utterances. In those two utterances, there is an insertion of Indonesian words or clauses into English utterances.

Concentrated on the second case, which included the alternation code mixing. In the utterance in number (5), EFL teacher 1 said, “*Misalnya kamu punya percobaan tentang ikan* so you must observe about the fish”. In the utterance in number (6), EFL teacher 2 said, “I will play this video only once, *hanya satu kali jadi kalian dengarkan dengan baik*”. From those two utterances above, it can be concluded that in this situation, a constituent from language A (English) is followed by a constituent from language B (Indonesian). The language of the constituent dominating English and Indonesian is unspecified. Based on the above explanation, it can be inferred that alternation code mixing is often used by the EFL teachers of SMAN 9 Cirebon. Although its occurrence is still not as frequent as insertion code mixing, alternation is quite often found and used by EFL teachers at SMAN 9 Cirebon.

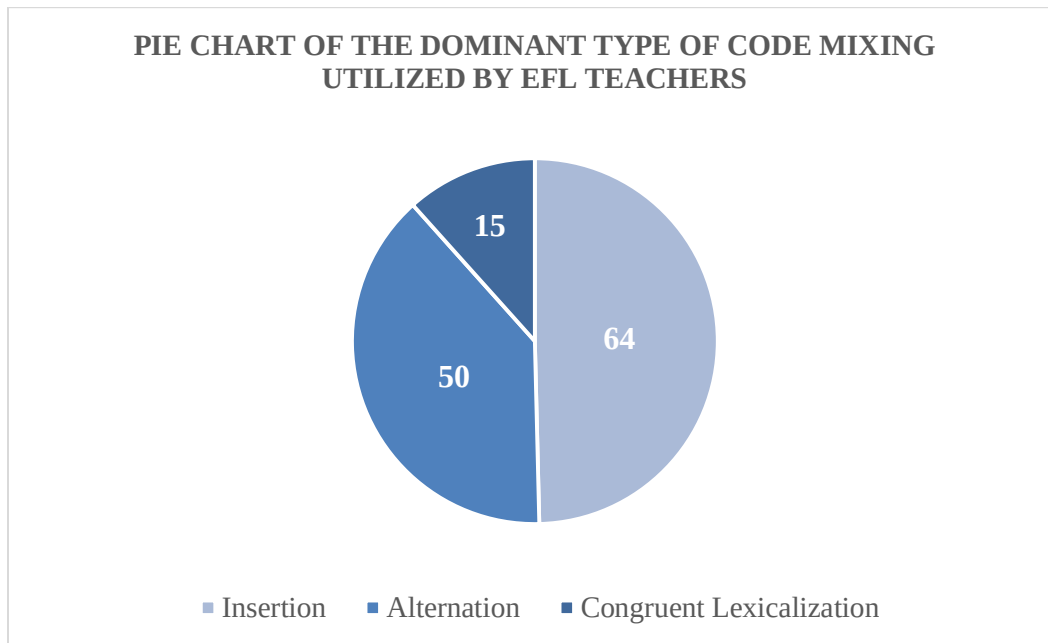
Concentrated on the third case, which included the congruent lexicalization code mixing. In the utterance in number (7), EFL teacher 1 said, “And then the last *lalu lembar berikutnya* you can match ***kolom*** A and ***kolom*** B based on the video also”. From that utterance, the sequence “*kolom*” could as easily be English in structure as Indonesian and the word “*kolom*” is close to English “column”. In this situation, the grammatical structure is shared by English and Indonesian, and words from both languages are inserted more or less randomly. In the utterance in number (8), EFL teacher 2 said, “*Oh iya* last one, resolution, *biasanya* resolution *itu ada di* end of the text *atau di akhir paragraph, di akhir cerita*”. From that utterance, the sequence “*paragraph*” could as easily be Indonesian in structure as English, and the word “*paragraph*” is close to the Indonesian “*paragraf*”. In this situation, the grammatical structure is shared by English and Indonesian, and words from both languages are inserted more or less randomly.

Moreover, the researcher has found the result of the dominant type of code mixing used by EFL teachers at SMAN 9 Cirebon. Based on the data in the findings, the researcher found that there were 48 types of code mixing from 47 utterances of EFL teacher 1 in which insertion was the dominant type. There were 22 utterances included in insertion code mixing, 19 utterances included in alternation code mixing, and 7 utterances included in congruent lexicalization. Thus it could be concluded that the EFL teacher 1 often used insertion code mixing in the teaching and learning process. In addition, the researcher found that there were 81 types of code mixing from 80 utterances of EFL teacher 2 in which also insertion was the dominant type. There were 42 utterances included in insertion code mixing, 31 utterances included in alternation code mixing, and 8 utterances included in congruent lexicalization. Thus it could be concluded that the EFL teacher 2 also often used insertion code mixing in the teaching and learning process. Furthermore, the researcher combined both of the data and presented in Table 3 below.

Table 3. The Dominant Type of Code Mixing Utilized by EFL Teachers

No.	Types of Code Mixing	Frequency
1.	Insertion	64
2.	Alternation	50
3.	Congruent Lexicalization	15
Total		129

Figure 1. Pie Chart of The Dominant Type of CM Utilized by EFL Teachers



Based on Table 3 and Figure 1 above, there were 129 types of code mixing found of which 64 utterances included in insertion code mixing, 50 utterances included in alternation code mixing, and 15 utterances included in congruent lexicalization. Thus, it could be concluded that both EFL teachers at SMAN 9 Cirebon often used insertion code mixing in their teaching and learning process.

The Specific Contexts and The Purposes of EFL Teachers at SMAN 9 Cirebon Utilizes Code Mixing in Their Teaching and Learning

The researcher conducted an interview session to the EFL teachers with the intention of finding out the specific contexts such as the reasons and the causative factors, as well as the purposes of EFL teachers at SMAN 9 Cirebon utilizes code mixing in their teaching and learning. The researcher used a semi-structural interview with the question based on the interview guide as adapted from Ivana (2018). The researcher used a voice recorder to record the utterances of EFL teachers during the interview sessions. The results of the voice recording of the interview sessions were then converted into transcripts. The transcripts were then discussed in the findings and discussions.

The researcher got the reasons why EFL teachers utilized code mixing in their teaching and learning, through the interview sessions with both EFL teachers regarding the reasons for utilizing code mixing in their teaching and learning. Based on the interview sessions with EFL teacher 1, the reason for utilizing language mixing in the teaching and learning process is to ensure that students understand what the teacher is explaining, which in turn motivates them to be interested in learning English. EFL teacher 1 emphasized the importance of word repetition for expanding students' vocabulary. Based on the interview sessions with EFL teacher 2, the reason for utilizing language mixing in the teaching and learning process is to ensure effective learning, proper achievement of learning objectives, and better understanding among the students. The researcher concluded that the reasons EFL teachers utilized code mixing were because of participant roles and relationships; and also based on situational.

The researcher got the causative factors of why EFL teachers utilized code mixing in their teaching and learning, through the interview sessions with both EFL teachers regarding the factors for utilizing code mixing in their teaching and learning. Based on the interview sessions with EFL teacher 1, the causative factors of utilizing language mixing in the teaching and learning process are primarily due to the environment, whether it's the place of residence, family environment, or daily habits. In addition, the lack of facilities and infrastructure significantly affects students' motivation to learn, especially when it comes to English, a foreign language that they may consider less important. Based on the interview sessions with EFL teacher 2, the causative factors of utilizing language mixing in the teaching and learning process are influenced by environmental factors and habits, such as the use of the mother tongue. Some students whose mother tongue is not Indonesian, but Cirebonese and Sundanese, may feel embarrassed because their accent resembles their mother tongue. Therefore, self-confidence and the ability to master vocabulary are important factors as well. Social status may not be a factor, but rather the association of students. For example, if a student associates with academically successful peers, they are likely to be influenced in a positive way. The researcher drew a conclusion that the causative factors of EFL teachers utilizing code mixing were because of speaking and partner speaking; based on the situation; and also vocabulary.

The researcher got the purposes why EFL teachers utilized code mixing in their teaching and learning, through the interview sessions with both EFL teachers regarding the purposes of utilizing code mixing in their teaching and learning. Based on the interview sessions with EFL teacher 1, the purposes of utilizing language mixing in the teaching and learning process is to increase students' motivation to learn English. It is intended for them to comprehend, at least the basic concepts, so they can be applied to everyday needs like greetings, self-introductions, and presentations. Based on the interview sessions with EFL teacher 2, the purposes of utilizing language mixing in the teaching and learning process is to facilitate students' learning and assist teachers, ultimately helping achieve learning objectives and student comprehension. The researcher concluded that the purposes of EFL teachers utilizing code mixing was to achieve learning objectives and student comprehension.

CONCLUSION

Observations indicated code mixing remains prevalent at the senior high school level. The researcher identified instances of code mixing utilized by EFL teachers over the teaching and learning contexts. The collected data on code mixing were subsequently categorized into various types based on Muysken's (2005) theory. Muysken (2005) classified code mixing into three types, which are: insertion, alternation, and also congruent lexicalization. Among the EFL teachers at SMAN 9 Cirebon, the types of code mixing identified in their teaching and learning contexts include insertion, alternation, and also congruent lexicalization.

The researcher identified 48 types of code mixing in 47 utterances from EFL Teacher 1, with insertion emerged as the dominant type. In addition, 81 types of code mixing were identified in 80 utterances from EFL Teacher 2, where insertion also emerged as the dominant type. Furthermore, by combined the findings from both EFL teachers, the researcher drew a conclusion that insertion is the dominant type of code mixing utilized by EFL teachers at SMAN 9 Cirebon.

Considering the outcomes of the interview sections, the researcher concluded that EFL teachers utilized code mixing in the teaching and learning to ensure effective learning, proper achievement of learning objectives, and enhance student comprehension. In addition, the causative factors of EFL teachers utilizing code mixing in their teaching and learning contexts are largely influenced by their partner speaking, then the situation and also the environment, which includes

aspects such as the locality of their students reside in, their students family background, and their students daily habits. Furthermore, EFL teachers utilized code mixing as a means to facilitate students learning and support themselves in EFL teaching and learning, ultimately contributing to the attainment of learning objectives and improved understanding among students.

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