Code Mixing Used by The Teachers in Teaching English at Dharma Private English Course

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Abstract: This research is titled Code Mixing Used by The Teachers in Teaching English at Dharma Private English Course. The objective of this research is to: 1) analyze the types of code-mixing inTeaching English at Dharma Private English Course, 2) analyze the reason of code-mixing in Teaching English at Dharma Private English Course. Data were analyzed using content analysis method based on the theory proposed by Muysken (2000) to identify types and Juu's (2009) theory and interviews with teachers from Dharma Private English Course to explain the reasons for code mixing. The findings of this study indicate that there are three types of code mixing that appear in teacher utterances: insertion (subject, object, and time adverbial), alternation (clause), and congruent lexicalization (noun phrase, verb phrase, and phonological structure) based on Muysken's theory. In terms of reasons for code mixing, there are two reasons that occur during the teaching and learning process: Language Dominance and Psycholinguistic Motivation based on theory Juu's (2009). And there is one main reason why teachers at Dharma Private English Course use code mixing in teaching, which is Improved Knowledge of Vocabulary.

Keywords: code mixing, sociolinguistic, bilingualism

INTRODUCTION

Sociolinguistics is the field that studies the relationship between language and society. It focuses on the way language is used in different social and cultural contexts, and how factors like age, gender, ethnicity, socioeconomic status, and geographic location influence language variation and use. The study of language variety, attitudes toward language, and the relationship between language and society is known as sociolinguistics Spolsky (2010). Many people can communicate in two languages in a sentence or utterance. This phenomenon is often called bilingualism.

Bilingualism is someone who masters two languages. When the language English is a foreign language, it will be difficult to communicate with full English. People who live in a bilingual community tend to mix their language according to purpose and situation when they communicate with each other. People who can communicate or speak by mixing languages are called code-mixing .

Code mixing is the use of two languages at the same time or mixing one language with another language in a speech or conversation (Wardhaugh 2006). The

phenomenon of code mixing used to communicate in the teaching-learning process is influenced by many factors such as teachers knowing that some students have a low ability to speak English all the time, due to a lack of vocabulary, and are nervous when they speak English. Most of them are still confused when using English all the time. The use of code-mixing encourages teachers and students to communicate in two languages, namely Indonesian and English.

The Indonesian-English code mixing used in the teaching-learning system is important to analyze because of the phenomenon that a large number of learners need to learn English to achieve educational or business interactions. The teaching system involves familiarizing students with English. Therefore, students gradually get used to using foreign languages. However, students often use code mixing for languages with which they are unfamiliar. From this problem, teachers can use two languages or mix languages to understand the material depending on the purpose and situation. It can influence the development of the English language in communication and has become an important factor in the world of education.

Several researchers have undertaken studies on the phenomenon of code-mixing. The first, the researched was conducted by Dhea Amalia Ramadhani and Pininta Veronika Silalahi. They researched code mixing in Gita Savitri's "Beropini" Video. Based on their research, they found three types of code-mixing, such as insertion, alternation, and congruent lexicalization (Dhea et al., 2022). Second, the researched was conducted by Zawranisa Meigasuri and Putu Lirishati Soethama. They researched code-mixing in Novel Touche by Windhy Puspitadewi. In their research, they found three types of code-mixing, such as insertion, alternation, and congruent lexicalization. Based on data analysis, there were 39 data were as insertion, 36 data were as alternation, and 10 data were as congruent lexicalization. The researcher also found the factors for using code mixing in the novel are social roles and relationships of participants, situational factors, message-intrinsic factors, and language attitudes, dominance, and security (Zawranisa et al., 2020). Third, the researched was conducted by Pefri Yesa Amaliah and Diana Chitra Hasan. They research An Analysis of Code Mixing Used in Fathia Izzati's Video Youtube Channel. From their research, they were found types of code-mixing such as 42 data as insertion, 12 as alternation and 10 as congruent lexicalization. The researcher also found 63 data classified as talk about a particular topic and 1 data to express group identity in the function results (Pefri et al., 2021). Fourth, the researched was conducted by Tri Wulandari, Nita Maya Valiantien, and Chris Asanti. They researched Code Mixing in Seleb English Video Content on Youtube. From their research, there are three types of code-mixing such as insertion, alternation, and congruent lexicalization. The researcher also found the reasons for using code mixing such as talking about a particular topic, being emphatic about something (express solidarity), interjection, repetition used for clarification, and expressing group identity. (Tri et al., 2021). The last, the researched was conducted by Anastasia Chika Alvina and Nurma Dhona Handayani. They researched An Analysis Code-Mixing Found in Social Media Twitter. In the result of this study, the researcher found two categorized of code-mixing: 4 data as insertion and 6 data as congruent lexicalization. (Anastasia et al., 2022).

In this study, just as in prior research, will examine code-mixing. However, the focus of this research is the types of code mixing that occur during the teaching-learning process and the reasons why it occurs at Dharma Private English Course. The data in this study is different from the data used in previous research. Most researchers take data in the form of videos,

novel, and social media. Because there is a lot of data that has been researched, such as the data above, the data used in this research is different. This research will certainly add new insights and findings. The phenomenon of code-mixing often occurs anywhere and anytime, such as in the teaching and learning process at the Dharma Private English Course. It is a place that focuses on one subject, namely English. There are many methods for this learning, such as speaking, listening, writing, and discussions with other students.

Dharma Private English Course uses different methods in teaching English from other courses. Another course just uses the Indonesian language in the teaching-learning process meanwhile, the Dharma Private English Course uses two languages, Indonesian and English. Instead of using only one language for teaching and learning, it incorporates code-mixing. This research aims to identify the specific types of code mixing utilized and find out the reasons behind code mixing occurrences in the teaching and learning processes at Dharma Private English Course.

RESEARCH METODOLOGY

In this research, used a qualitative method to explain the type of code-mixing by Muysken (2000). It is also using qualitative observations. In qualitative observation, researchers carry out direct observations in the field to observe the behavior and activities of the research subject (Cresswell 2010).

The data source in this research was taken from a recorded conversation by the teacher in Dharma Private English Course in the teaching-learning process which is located on Jaya Giri Street V No.29 Denpasar City.

The data collection was carried out in four steps. First, make an appointment with the teacher to take the data during the class. Second, recorded the conversation in the teaching-learning process using a phone recorder. Third, transcribed the recording that contain code-mixing. Fourth, interviewed the teacher to find out the reason for code-mixing the teaching-learning process.

The data is categorized and analyzed one by one based on the type of conversation. The analysis of this involved three steps. First, the collected data is classified according to the types of code-mixing based on the theory used. Second, after being classified, the data is analyzed and explained based on the theory. Third, the interviewees provide a detailed explanation of the reason.

The method applied in this research to present data is a qualitative method in an informal way. Analysis was carried out using descriptive words.

RESULTS AND DISCUSSION

According to Musyken (2000) there are three different kinds of code-mixing found in the Dharma Private English Course namely insertion (subject, object, and adverb of time), alternation (clause) and congruent lexicalization (grammatical structure, phonological structure)

A. Insertion.

Insertion is the process of inserting material in the form of both lexical elements and constituents of one language into the structure of another language. Muysken (2000;60) states that the process of code-mixing can be understood as borrowing, the insertion of foreign lexical phrase categories into a given structure. The distinction lies in the dimensions and nature of the inserted element, for example, the contrast between a noun and a noun phrase. Muysken also mentions that the structural features of insertions typically consist of single words and content words (such as nouns and adjectives) that are morphologically integrated. The simple data of insertion to be analyzed is written below:

1) Teacher: okedeh, kita latihan

listening untuk minggu depan ya, biar gak bosan

In the utterance above, the teacher mixes the Indonesian language and the English language. The teacher started the utterance in the Indonesian language "okedeh, kita latihan", then inserted the English word *"listening"* into it, and ended it with the use of Indonesian language "untuk minggu depan ya, biar gak bosan". In the Indonesian language the word *"listening"* means "*mendengar*". The term *"listening"* when analyzed structurally, is supported as an insertion because it forms a complete constituent, occupying the object function within the sentence.

Second, the reason given in the conversation above is due to language dominance, as the teacher of the private class Dharma English said she could not completely use English because she was afraid that students would not understand what she was saying. So, the teacher of Dharma Private English Course combines Indonesian with English which most of her students have heard or learned before.

   2) Student: lanjut ke pola kedua miss.

     Teacher: tunggu ya, *miss* mau kasi latihan kalimat buat kamu tentang materi hari ini.

The conversation happened between the teacher and student in teaching teaching-learning process. The teacher wants to ensure the student really understands the material that has been explained through sentence exercises. The teacher at Dharma Private English Course mixes English language and Indonesian language in the class. In the example above, the teacher inserted the English word **"***miss***"** in the utterance "tunggu ya, *miss* mau kasi latihan kalimat buat kamu tentang materi hari ini". In this statement, the phenomenon of code-mixing is referred to as insertion. This occurs when the teacher combines two languages by inserting the English word *"miss"* into an Indonesian utterance.

First, she started the utterance with the Indonesian languace "tunggu ya", then inserted the English word *"miss"* and ended it with the use an Indonesian language "mau kasi latihan kalimat buat kamu tentang materi hari ini" to "tunggu ya, *miss* mau kasi latihan kalimat buat kamu tentang materi hari ini. In the Indonesian language the word *"miss"* means "*Nyonya*" for women who are single or unmarried. The term *"miss"* when analyzed structurally, is supported as an insertion because it forms a complete constituent, occupying the subject function within the sentence.

Second, the reason of the conversation above occurred is a psycholinguistic motivation. The teacher Dharma Private English Course employs English during teaching when unable to find a fitting word in their native language. When expressing thoughts becomes challenging in one's own language, individuals may occasionally blend in terms that are more familiar to them, and vice versa.

In the given illustration, teachers resort to using English due to the absence of equivalent words. Throughout the teaching and learning process, educators frequently encounter challenges in articulating thoughts with words, phrases, or sentences. Hence, English is employed by teachers to effectively communicate meanings that prove difficult to express otherwise.

"tunggu ya, *miss* mau kasi latihan kalimat buat kamu tentang materi hari ini" in the utterance, the word *"miss"* is often used in schools, educational settings or random encounters with strangers (tourist). In indonesian the term *"miss"* is used to address an unmarried woman, while in English, it refers to managing or overseeing. Consequently, teachers opt for the name *"miss"* as it aligns with their role and avoids potential linguistic confusion.

   3) Teacher: Kita sudah belajar materi kedua *last week,* jadi sekarang ke materi ketiga. Sebelum itu kamu punya pertanyaan gak tentang materi yang kemarin?

The teacher at Dharma Private English Course mixes English Language and Indonesian Language in the class. In the utterance above, the teacher inserted the English phrase *"last week"* in "Kita sudah belajar materi kedua *last week,* jadi sekarang ke materi ketiga. Sebelum itu kamu punya pertanyaan gak tentang materi yang kemarin?". The teacher employed code-mixing through insertion in this statement, blending languages by incorporating the English phrase "last week" into an Indonesian phrase.

First, she started the utterance in the Indonesian language "Kita sudah belajar materi kedua", then inserted the English phrase *"last week"* into it, and ended it with the use of Indonesian language "jadi sekarang ke materi ketiga. Sebelum itu kamu punya pertanyaan gak tentang materi yang kemarin?" to "Kita sudah belajar materi kedua *last week*, jadi sekarang ke materi ketiga. Sebelum itu kamu punya pertanyaan gak tentang materi yang kemarin?". In Indonesian language the phrase *last week* means *minggu lalu.* The term *insertion* for the phrase *last week* is justified as it fulfills the role of an adverb of time within the sentence structure.

Second, the reasons in the conversation above is indicated as language dominance because the teacher at Dharma Private English Course said that she could not use the English language fully because she was afraid that her student would not be able to understand what she said. Therefore, the teacher at Dharma Private English Course mixes the Indonesian language with the English language, which most of her students had heard or studied before

4) Teacher: silahkan kamu *open* buku itu, cari halaman 28.

In the conversation, the teacher asked the student to open the book to be discussed. In this case, the teacher at Dharma Private English Course mixes English language and Indonesian language in the class. In the example above, she inserted English word *open* in the utterance

"silahkan kamu *open* buku itu, cari halaman 28". In this statement, the phenomenon of code-mixing is reffered to as insertion. This occurs when the teacher combines two languages by inserting the English word *open* into an Indonesian utterance, blending elements from both languages within a single.

First, she started the utterance in Indonesian language "silahkan kamu", then insert English word **"*open*"** into it, and end it with the use of Indonesian language "buku itu, cari halaman 28" to silahkan kamu *open* buku itu, cari halaman 28. In Indonesian language the word **"*open*"** means "*buka*". The term *"open"* when analyzed structurally, is supported as an insertion because it forms a complete constituent, occupying the verb function within the sentence.

Second, the data mentioned above suggests language dominance due to the teacher's hesitation at Dharma Private English Course. She fears her students might not fully grasp her if she solely uses English, so she blends Indonesian and English, as most students are familiar with both languages.

5) Teacher: okedeh, kita latihan *listening* untuk minggu depan ya, biar gak bosan

The conversation above happened between teacher and student in teaching learning process. The student was bored with sentence practice, so the teacher invited the student to practice listening next week. The teacher mixes English language and Indonesian language in the class. In the utterance above, the teacher inserted English word *"listening"* in "okedeh, kita latihan *listening* untuk minggu depan ya, biar gak bosan". In this statement, the phenomenon of code-mixing is reffered to as insertion. This occurs when the teacher combines two languages by inserting the English word *"listening"* into an Indonesian utterance.

First, the teacher started the utterance in Indonesian language "*okedeh, kita latihan*",

then insert English word *"listening"* into it, and end it with the use of Indonesian language "untuk minggu depan ya, biar gak bosan". In Indonesian language the word *"listening"* means "*mendengar*". The term *"listening"* when analyzed structurally, is supported as an insertion because it forms a complete constituent, occupying the object function within the sentence.

Second, the reason given in the conversation above is due to language dominance, as the teacher of the private class Dharma English said she could not completely use English because she was afraid that students would not understand what she was saying. So, the teacher of Dharma Private English Course combines Indonesian with English that most of her students have heard or learned before.

B. Alternation.

According to Muysken (2000:94) states that alternation is an approach involving the interchange of language use with constraints on mixing, particularly in terms of compatibility or suitability of languages at the switching point. Alternation occurs when the structures of two languages switch indistinctively, both at the grammatical and lexical levels, between structures and from one language to another. Alternation is described as a characteristic of less fluent bilingual individuals and tends to be bidirectional. Muysken also notes that alternation occurs when two languages can replace each other's functions, both grammatically and lexically. Alternation is a common strategy in code-mixing, where two languages are presented in a single clause but remain relatively separate. The simple data of alternation to be analyzed is written below:

1) Teacher: *Cheers up Ratna*, jangan sedih, nanti kita latihan lagi biar makin mantep.

In the utterance above, the teacher at Dharma Private English Course used two different language, English language and Indonesian language. The utterance "*Cheers up Ratna*, jangan sedih, nanti kita Latihan lagi biar makin mantep" comprises two clauses written in two distinct languages. Based on the teacher utterance above, it is classified as alternation due to the complete switch from one language to another. It starts with English code and ended with Indonesian code.

Second, the reason why teachers use English is because they want to improve their students' vocabulary. Increasing your English vocabulary can be done with less. As long as this method is effective, it's okay for her to add just one or two new vocabulary words a day. Dharma Private English Course provides students with the opportunity to carry out teaching and learning processes in English to increase their vocabulary. Teachers hope that by reviewing vocabulary each session, students will continue to remember and understand how to use the words.

2) Teacher: Ratna pinter banget ya buat contoh kalimatnya, *you did a great job Ratna!*

The utterance above occurred when the teacher asked her student to make several examples of positive, negative, and interrogative sentences in previous material, and her student succeeded in making these sentences well. The teacher used two different languages, the Indonesian language and the English language. In the utterance above the teacher said "Ratna pinter banget ya buat contoh kalimatnya, *you did a great job ratna!*".

The utterance "Ratna pinter banget ya buat contoh kalimatnya, *you did a great job ratna!*" comprises two clauses written in two distinct languages. Based on the teacher utterance above, it is classified as alternation due to the complete switch from one language to another. It starts with Indonesian code and ended with English code.

Second, the reason why teachers use English is because they want to improve students' vocabulary knowledge. Increasing English vocabulary can be done in smaller

amounts, as long as the method is effective, it doesn't matter if you only add one, two, or three new vocabulary words a day.

Dharma Private English Course applies the method of conducting the teaching and learning process in English to improve students' vocabulary knowledge. By repeating vocabulary each time, teachers hope students will continue to remember and understand how the words are used.

3) Teacher: *That's enough for today*, terimakasih sudah datang hari ini. Sampai jumpa minggu depan.

The conversation occurs between the teacher and the student in the class. The teacher used two different languages, English language and Indonesian language. In the utterance above the teacher said "*That's enough for today*, terimakasih sudah datang hari ini. Sampai jumpa minggu depan."

The utterance "*That's enough for today*, terimakasih sudah datang hari ini. Sampai jumpa minggu depan" comprises two clauses written in two distinct languages. Based on the teacher utterance above, it is classified as alternation due to the complete switch from one language to another. It starts with English code and ended with Indonesian code.

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4) Teacher: Materi hari ini sampai disini aja, *do you have any questions?*

The conversation occurs between the

teacher and the student in teaching learning process at Dharma Private English Course. The teacher makes sure and asked the student if they have any questions or no before the lesson closes with prayer. The teacher used two different language, English language and Indonesian language. In the utterance above the teacher said "Materi hari ini sampai disini aja, *do you have any questions?*".

The utterance "Materi hari ini sampai disini aja, *do you have any questions?*" comprises two clauses written in two distinct languages. Based on the teacher utterance above, it is classified as alternation due to the complete switch from one language to another. It starts with Indonesian code and ended with English code.

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5) Teacher: *Do you understand?* masih ada yang ngeganjel dipikiran kamu?

The conversation occurs between the teacher and the student in teaching learning process. The teacher re-explains the previous material and asks whether the student understand or not. The teacher used two different language, English language and Indonesian language. In the utterance above the teacher said "*Do you understand?* masih ada yang ngeganjel dipikiran kamu?".

The utterance "*Do you understand?* masih ada yang ngeganjel dipikiran kamu?" comprises two clauses written in two distinct languages. Based on the teacher

utterance above, it is classified as alternation due to the complete switch from one language to another. It starts with English code and ended with Indonesian code.

Second, the reason why teachers use English because they want to improve their students' vocabulary. Increasing your English vocabulary can be done with less. As long as this method is effective, it's okay for her to add just one or two new vocabulary word a day.

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C. Congruent Lexicalization.

Muysken (2000;122) state that, congruent lexicalization may be particlarly associated with second generation migrant groups, dialect/standard and postcreole continua, and bilingual speakers of closely related language with roughly equal prestige and no tradition of overt language separation. Congruent lexicalization refers to the situation where two languages share grammatical structure, which the structure can be filled lexically with elements from their language. The form of code-mixing can be word or phrases whose meaning are generally known by people in their first language. The simple data of congruent lexicalizationn to be analyzed is written below:

1) Teacher: Sulumi, untuk minggu depan tolong kamu cari satu gambar tentang kebun Binatang atau bandara atau lapangan olahraga lalu di-*print*. Minggu depan kamu deskripsikan gambar tersebut.

The teacher at Dharma Private English Course used the Indonesian language "Sulumi, untuk minggu depan tolong kamu cari satu gambar tentang kebun Binatang atau bandara atau lapangan olahraga lalu" then inserted English word that is grammatically combined with prefix "di" it is *"di-print"* exchanged the Indonesian language "Minggu depan kamu deskripsikan gambar tersebut". The statement demonstrates congruent lexicalization through the term "di-*print*", where the Indonesian prefix "di-" combines with the English verb *print* to form a verb phrase. Similarly, "di-*print*" exemplifies this blending of linguistic elements while also demonstrating shared grammatical structure between the Indonesian and English languages.

Second, the reason of the utterance above occurred is a psycholinguistic motivation. Teacher at Dharma Private English Course resort to using English when they encounter difficulties in finding suitable equivalents in Indonesian. Throughout the teaching process, they often face challenges in articulating certain concepts, leading them to resort to English to effectively convey complex meanings that are hard to express in Indonesian.

The term "*print*" in Indonesian means *"cetak"* or *"mencetak"*. The word *"print"* is infrequently used in Indonesian and is more commonly spoken in English, especially in the field of school or education.

2) Teacher: Kita *focus* pola pertama dulu biar kamu bener-bener paham.

At the beginning of the utterance, the teacher used the Indonesian language "kita" and then inserted an English word that involves a change of pronunciation "*focus*" which has a similar meaning in the Indonesian language it is "fokus" and ended with language "pola pertama dulu biar kamu bener-bener paham". the word *"focus"* exemplifies congruent lexicalization because has the same pronunciation or meaning in the Indonesian language as "fokus". This type of code-mixing occurs at the phonological level, such as when Indonesians say an English word but convert it into the phonological structure of Indonesian.

Second, the reason why teachers use English is because they want to improve students' vocabulary knowledge. Increasing English vocabulary can be done in smaller amounts, as long as the method is effective, it doesn't matter if you only add one, two, or three new vocabulary word a day. Dharma Private English Course applies the method of conducting the teaching and learning process in English to improve students' vocabulary knowledge. By repeating vocabulary each time, teachers hope students will continue to remember and understand how the words are used.

3) Teacher: Jadi, materi kemarin memiliki *dua pattern* yang berbeda. Pola pertama menggunakan kata kerja sedangkan pola kedua menggunakan kata sifat.

The utterance above occurs when the teacher re-explains material from last week that the student did not understand. At the beginning of the utterance, the teacher used the Indonesian language "Jadi, materi kemarin memiliki dua" then the teacher inserted English word *"pattern"* and switched to the Indonesian language "yang berbeda". Pola pertama menggunakan kata kerja sedangkan pola kedua menggunakan kata sifat".

First, the utterance demonstrates congruent lexicalization since it shares grammatical structure in both languages. For instance, the Indonesian adjective "dua" aligns with the English noun "*pattern*", forming a noun phrase.

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Dharma Private English Course provides students with the opportunity to carry out teaching and learning processes in English to increase their vocabulary. Teachers hope that by reviewing vocabulary each session, students will continue to remember and understand how to use the words.

4) Teacher: Ratna tolong *pronouncation*-nya ditingkatkan lagi ya.

The utterance above occurs when the teacher asks her student to improve her pronouncation because her student's pronouncation is not good enough. At the beginning of the utterance, the teacher at Dharma Private English Course used the Indonesian language "Ratna tolong" then inserted an English word that is grammatically combined with the suffix "nya" it is *"pronouncation*-nya" exchanged the Indonesian language "ditingkatkan lagi ya".

First, the utterance demonstrates congruent lexicalization since "*pronouncation*-nya" function as a noun phrase, combining an English noun "*pronouncation*" with the Indonesian suffix "nya". The suffix ``nya" in the word means something was done or happened, and when combined with the word ``pronunciation," the word ``pronunciation nya" becomes a verb phrase. Similarly, "*pronouncation*-nya" exemplifies this blending of linguistic elements while also demonstrating a shared grammatical structure between the Indonesian and English languages.

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Dharma Private English Course provides students with the opportunity to carry out teaching and learning processes in English to increase their vocabulary. Teachers hope that by reviewing vocabulary each session, students will continue to remember and understand how to use the words.

5) Teacher: Ratna Materi hari ini di-*memorized* ya. Minggu depan kita latihan pola kedua.

The utterance above occurs when the teacher reminds her student to memorize the material that had been given before going home. The teacher at Dharma Private English Course used the Indonesian language "Ratna materi hari ini" then inserted English word that is grammatically combined with the prefix "di" it is "di-*memorize*" exchanged Indonesian language "ya. Minggu depan kita latihan pola kedua".

First, the statement demonstrates congruent lexicalization through the term "di-*memorize*", where the Indonesian prefix "di-" combines with the English verb *memorized* to create a verb phrase. This combination suggests a passive meaning, indicating that the subject is the recipient of the memorization. Similarly, "di-*memorized*" exemplifies this blending of linguistic elements while also demonstrating a shared grammatical structure between the Indonesian and English languages.

Second, the reason why teachers use English is because they want to improve students' vocabulary knowledge. Increasing English vocabulary can be done in smaller amounts, as long as the method is effective, it doesn't matter if you only add one, two, or three new vocabulary words a day.

Dharma Private English Course applies the method of conducting the teaching and learning process in English to improve students' vocabulary knowledge. By repeating vocabulary each time, teachers hope students will continue to remember and understand how the words are used.

CONCLUSION

Based on the analysis conducted in the previous chapter, it is evident that the discourse of teachers at Dharma Private English Course encompasses various types and reasons for code-mixing. Through the examination of teacher utterances, three types of code-mixing emerged: insertion (subject, object, and adverb of time), alternation (clause), and congruent lexicalization (noun phrase, verb phrase,

and phonological structure). These findings indicate that teachers at Dharma Private English Course apply code-mixing techniques in the classroom, enabling smooth transitions between languages. This practice is utilized to enhance students' English language proficiency, facilitate understanding, and optimize teaching effectiveness.

From the perspective of code-mixing functions, three reasons occur during the teaching-learning process: language dominance, psycholinguistic motivation, and vocabulary knowledge improvement. Based on the results of teacher interview sessions, vocabulary knowledge improvement emerges as the primary reason why teachers at Dharma Private English Course integrate one language with another.

Utilizing a mixture of local language and English in teaching is an effective method for instructing students in English language acquisition. It allows students to comprehend word pronunciation and become accustomed to listening to English. However, teachers must employ code-mixing judiciously, in accordance with the needs and abilities of the students.

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