



## THE ANALYSIS OF USING CODE MIXING BY ENGLISH TEACHER AT MAKALE CHRISTIAN HIGH SCHOOL

**Marselina Ponglimbong**

*Jurusan Pendidikan Kristen Anak Usia Dini, Sekolah Tinggi Agama Kristen Protestan Negeri Sentani*

*Email: [chelin@stakpnsentani.ac.id](mailto:chelin@stakpnsentani.ac.id)*

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#### **Korespondensi:**

#### **Marselina Ponglimbong**

*Jurusan Pendidikan Kristen Anak Usia Dini, Sekolah Tinggi Agama Kristen Protestan Negeri Sentani*  
Email:

[chelin@stakpnsentani.ac.id](mailto:chelin@stakpnsentani.ac.id)

### ABSTRAK

Campur kode dapat menjadi instrumen yang bermanfaat untuk meningkatkan keterlibatan siswa, memperjelas konsep, dan membuat pembelajaran menjadi lebih bermakna. Tujuan dari penelitian ini adalah untuk mengevaluasi jenis dan dampak campur kode dalam praktik pengajaran bahasa Inggris di SMA Kristen Makale melalui perbandingan dengan institusi lain. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif, dengan instrumen penelitian dalam bentuk wawancara dan observasi untuk menghasilkan hasil penelitian yang kemudian diolah seperti yang diuraikan dalam pembahasan. Ada beberapa tahapan yang dilakukan dalam mengelola data analisis yaitu Reduksi data, penyajian data dan Penarikan Kesimpulan dan Verifikasi. Dalam proses pengajaran, terdapat 2 jenis campur kode yang digunakan oleh guru bahasa Inggris di SMA Kristen Makale, yaitu campur kode sisipan dan campur kode peralihan. Dengan menggunakan campur kode maka guru dapat membantu siswa untuk lebih mudah memahami apa yang sedang dijelaskan. Namun dalam hal ini memberikan dampak bukan hanya positif tetapi juga negatif terhadap hasil belajar seperti siswa yang lebih terbiasa menggunakan bahasa lokal akan susah meningkatkan bahasa yang lain.

### ABSTRACT

*Code mixing can be a useful tool for increasing student engagement, clarifying concepts, and making learning more meaningful. The purpose of this study was to evaluate the types and effects of code-mixing in English language teaching practices at Makale Christian High School through comparison with other institutions. This study used a qualitative method with a descriptive approach, with research instruments in the form of interviews and observations to produce research results which were then processed as described in the discussion. In the teaching process, there are two types of code mixing used by English teachers at Makale Christian High School, namely internal and external code mixing. By using code mixing, teachers can help students to more easily understand what is being explained. However, in this case, it has not only a positive but also a negative impact on learning outcomes, such as students who are more accustomed to using the local language will find it difficult to improve their other languages.*

## INTRODUCTION

In this era of globalization, it is an absolute necessity to acquire proficiency in English. English is crucial in a variety of spheres of life, including education, due to its status as an international language. In Indonesia, English is taught as a foreign language (EFL) from primary education to university.

A teacher is an individual who is responsible for the transmission of knowledge, skills, and values to students, and assumes the role of an educator. The majority of educators possess a pertinent educational background and are adequately prepared to supervise the teaching and learning process at a variety of educational levels, including primary, secondary, and tertiary institutions. For the most part, educators are the cornerstone of education and significantly impact the growth of both individuals and society. English instruction encompasses a variety of strategies and methodologies that are designed to facilitate students' comprehension and efficacy in the language. There is more to teaching English than merely imparting grammar and vocabulary; it also involves cultivating communication skills and comprehending related cultures. The acquisition of English can be both enjoyable and effective for pupils when they adopt the appropriate methodology. In teaching, A teacher should prioritize these four elements when instructing English like reading, writing, speaking, and listening.

Teachers are obligated to demonstrate creativity in their teaching and to comprehend the requirements of their students. Teachers have the option of employing code combining in their instruction. In this investigation, instructors and students alike indicated that they favor the utilization of code mixing in the classroom. This is extremely beneficial for pupils who are not yet proficient in English and does not appear monotonous.

Within the context of senior high school (SMA) English language learning, instructors frequently implement code mixing strategies as learning facilitators. Code mixing is the process of converting a sentence from one language to another within the same sentence without altering its meaning (Novianti & Said, 2021). In the present day, code blending is extremely common among speakers who are bilingual or multilingual, rather than a deviation (Al-Ahdal, 2020). Code-mixing is a phenomenon that can occur throughout various levels of language, including phonology, morphology, grammatical structures, and lexical items, without a change in topic (Ansar, 2017). Code mixing is a linguistic phenomenon in which speakers employ two or more languages simultaneously in a single interaction or sentence. English teachers may employ code mixing as a result of a variety of factors, including the necessity to elucidate learning materials, establish a rapport with students, or address their inadequate language abilities.



A teacher's favorable assessment of code blending in English instruction is attributable to their belief that it can induce students to engage more actively in their English lessons (Wahyuni & Aeni, 2023). The reasons for code mixing include the following: discussing a specific topic, emphasizing a point, using interjections, repetition for clarification, expressing group identity, and elucidating the content of the speech for the audience (Sinulingga, 2023). The subject of code-mixing is highly enthralling to investigate, as it has become an unquestionable option for specific speech communities worldwide (Menggo et al., 2023). The factors that contribute to code blending include the capacity of speakers to use two or more languages, habit, function, and purpose, as well as the constraints of code use (Khatimah & Anwar Korompot, 2023). It frequently transpires in bilingual or multilingual settings, where speakers alternate between various languages without altering the context of the conversation. While code mixing is frequently perceived as a form of "jumbling," it can serve significant social purposes and convey significant meanings in interactions.

As a secondary education institution in South Sulawesi, Makale Christian High School is an intriguing location for the investigation of the phenomenon of code mingling in the acquisition of the English language. The students' multilingual characteristics, which include their mother tongue (local language), Indonesian as the national language, and English as the foreign language they have

studied, result in a complex linguistic situation during the learning process.

This investigation is designed to evaluate the utilization of code mixing by English instructors at Makale Christian High School, with an emphasis on the specific varieties of code mixing employed and its influence on the English learning process. From the results of observations found in the field, there are two types of code mixing used when teaching, namely: alternating code mixing and insertional code mixing. Both types of code mixing have positive and negative impacts on learning, but the positive impacts are more dominant.

The findings of this investigation are anticipated to make a theoretical contribution to the field of sociolinguistics, particularly in relation to the phenomenon of code mixing in the context of English learning in Indonesia. Additionally, they will offer practical information for the development of effective English learning strategies.

## METODOLOGY

The method used in this study is qualitative with a descriptive approach to explore in depth and understand what is happening in the field according to the facts. In the social sciences and the humanities, qualitative research methods are frequently employed; however, they can also aid in the development of quantitative research methodologies for clinical applications (Bhangu et al., 2023). Research instrumen that use in here is observation and interviews.



In this investigation, data analysis methodologies were implemented in a series of phases. The initial step is data reduction, which involves the selection, focusing, simplification, abstraction, and transformation of the raw data that was collected during the research. second, data presentation in the form of a narrative that systematically organizes and presents data or findings. The third step is to derive conclusions and verify them.

## RESULT AND DISCUSSION

Before discussing the results of this study in more detail, the following table summarises the findings from the observations made regarding the use of code mixing in English teaching practices at Makale Christian High School:

**Table 1. Observation of code mixing usage**

No.	Kinds of Code Mixing	Effect of Code Mixing
1	Insertional code mixing	1. Increasing Student Engagement (Positive impact)
2	Alternation code mixing	2. Adding Creativity to Learning (positive impact) 3. Enriching Vocabulary (positive impact)

### a. Kinds of Code Mixing

The implementation of code-mixing in the teaching of the English language not only facilitates elucidation but also enhances student engagement, accommodates their capabilities, and establishes a connection between the material and the local cultural context. By doing so, a more inclusive and effective learning environment is established. There are 2 kinds of code mixing discussed in this study according to the observations found in the field. The following will be presented as follows:

#### Insertional code mixing

In the process of insertional code-mixing, stems from one contact language (embedded language) are frequently incorporated into sentences that are framed by the other contact language (matrix language) and acquire morphosyntactic marking from that language (Hakimov, 2016). Currently, there is no empirical evidence to support the insertion in code-mixing phenomenon on WhatsApp Group Chat of university students. According to the evidence, the incorporation of code-mixing is an effective strategy for demonstrating the speaker's intimacy, limited linguistic competence, and communication strategy (Menggo et al., 2023).

Mixing of the language is the insertion of a word or phrase of one language to other language where one language as a base or matrix language . A phenomenon known as insertional code mingling occurs when words or phrases from one language are inserted into

the sentence structure of another language. When speakers are at ease with the simultaneous use of two languages, it typically entails the incorporation of vocabulary from the second language into sentences in the first language.

During the classroom lesson, the researcher observes the teacher and subsequently records their input. Students can acquire new vocabulary and comprehend the content more effectively when the teacher employs insertional code blending. Teachers who instruct English at the institution furnished the researcher with this rationale during interviews. The examples of insertional code mixing used by English teachers at SMA Kristen: Teacher said that “*Teks narrative itu can be funny, ada juga sadnya tetapi tujuan utamanya adalah untuk menghibur pembaca*”, After that the teacher said to student “*kita akan membaca sebuah story narativ bersama*”. After read the text, the teacher to student like “*please cari kata yang menurut kalian difficult to study*”.

### **Alternation code mixing**

Alternation is the process by which the two languages are divided into grammatical structures that may be lexically represented by the elements of one of the languages. The structure of A language and that of B language are divided by this form of code-mixing (Fanani & Ma’u, 2018). The results of data analysis explain that the type of code mixing that is often used in EFL classes is alternation which is 46.2% (Kultsum & Syamsudin, 2021). Alternation code blending is a phenomenon in

which speakers alternate between two or more languages after sentences or clauses. It is frequently observed in multilingual conversations, where speakers are at ease transitioning between languages and can do so with ease in accordance with the context of the conversation.

Alternation code blending is frequently observed in bilingual or multilingual communities, where speakers employ a combination of languages to more effectively communicate or to conform to the social environment. A speaker may resort to a different language in order to communicate their message when they are unable to locate the appropriate words in one language. The example of alternation code mixing:

Teacher : *Coba Adelia berikan contoh expressing of love.*

Student : I need you.

Teacher : god.

Teacher : *coba Sela berikan satu contoh tentang expressing Of emberassment.*

Sela : *I’m so feel emberassing because saya terlambat ke Sekolah.*

### **b. The effect of code mixing in English learning process**

Code-mixing and code-switching are factors that the teacher perceives as a result of the students' incapacity to comprehend the English sentences that the teacher speaks. Therefore, the instructor is required to alternate between English and Indonesian (Nur &

Astutik, 2020). There are two impacts of using code mixing in the English learning process at Makale Christian High School, namely positive impact and negative impact. *First*, the positive impact. The instructors employed code mixing in the teaching and learning s to facilitate the students' comprehension of the lesson, considering that they were at the beginning level (Wilymafidini, 2021) . The influence of code switching and code mixing on students at SMPN 1 Peukan Pidie, facilitated through the bilingual instruction methodology, is that it enhances students' comprehension of the material, enables them to articulate their identity, fosters a comfortable learning environment, and promotes closer interpersonal connections among students both within and beyond the classroom setting (Nofiana S et al., 2023).

One of the advantages of code switching and code mixing is that students are more likely to comprehend the subject matter that is presented by the instructor. The use of code mixing can help students better understand learning for those who are not yet fluent in English. Beside that the use of language that is familiar to students can increase their involvement and activeness in class, create a more dynamic learning atmosphere and Teachers can easily adjust teaching materials according to student needs, using terms from various languages to explain complex ideas.

*Second*, the negative impact. Although there are negative attitudes toward code-switching and code-mixing and their impact on language proficiency, they have emerged as

linguistic behaviors that demonstrate linguistic competence and are employed to enhance the speech of Albanian/English bilinguals (Sejdiu et al., 2023). Excessive use of the local language may result in students being deprived of exposure to the target language being taught, which could impede the development of their language skills. Certain pupils or parents may believe that the teacher's use of code mixing indicates a lack of professionalism, which could potentially impact the teaching profession's image.

From the two impacts above, researchers found that the use of code mixing had a more dominant positive impact on both teachers and students, although there were still some students who were confused when the teacher was teaching. The positive impacts obtained were increased student engagement, increased creativity in learning, and enriched vocabulary.

## CONCLUSION

From the above explanation, it is clear that the use of code-mixing in the educational process can facilitate communication between students and teachers. In addition, it can help students master new vocabulary in English. Teachers at Makale Christian High School only use two of the various types of code-mixing that exist: alternating code-mixing and inserted code-mixing. Of course, the use of code-mixing has both positive and negative effects but the results obtained in the field show that code-mixing has a more dominant positive effect because most students are more enthusiastic



about learning when teachers use code-mixing in their teaching.

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