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AN ANALYSIS OF CODE-MIXING USED BY ENGLISH TEACHER IN CLASSROOM INTERACTION AT NINETH GRADE MTS ANAK BANGSA

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ABSTRACT

The research entitled "Analysis of the Use of Code Mix by English Teachers in Classroom Interaction" aims to identify the types of code mixing used by English teacher as well as the reasons behind their use in the teaching process. This research uses descriptive qualitative method, with the research subject being an English teacher at Mts Anak Bangsa. Data were gathered through observation, documentation, and interviews, and then analyzed using techniques for data reduction, data display, and drawing and verifying conclusions, as outlined by Sugiyono. The research findings show that there are three types of code mix used by teachers in classroom interactions, namely intra-sentential code mixing (77.16%), intra-lexical code mixing (12.34%), and involving change of pronunciation (10.50%). Among the three types, intra-sentential code-mixing is the most frequently used. English teachers use code-mixing due to situational factors, intrinsic messages and language attitudes which include dominance and security. The study concludes that teachers' use of code-mixing helps bridge language gaps between teachers and students, thereby enhancing students' comprehension of the subject matter.

Keywords: *Classroom interaction, Code Mixing, English Teacher.*

INTRODUCTION

A code can be described as a system that multiple individuals use for communication. When someone wants to participate in a conversation, they have to pick a particular code to communicate their emotions. As stated by Stockwell (2002), Codes are "cultural symbols employed by individuals to communicate or interact in a specific language, dialect, variety, accent, or style for different occasions and purposes". In general, code acts as an adaptation of the form of language used in the existing social context. Meanwhile, according to Jacobson, different languages or variations of language styles may have different codes.

Code-mixing refers to the use of linguistic elements from different languages in the same situation. As Abdullah (2011) explains, the use of two languages within a single conversation is known as code-mixing. In practice, code-mixing involves the use of linguistic units from one language into another, such as words, clauses, idioms, or verbs, which can

expand the variety of language styles or varieties. The primary benefit of code-mixing is that it facilitates individuals' reception and comprehension of the information shared by the speaker. Code mixing is also a characteristic of linguistic interaction in a bilingual society (Indrayani, 2017: 304). Code-mixing often arises due to language boundaries and limitations in expression, where another language may be needed to express ideas more clearly, albeit only in certain contexts. The main purpose of code-mixing is to ensure that all participants in a conversation understand the message being conveyed.

In the teaching process, teachers often need to use code-mixing when explaining materials or tasks to students. This is due to the difficulties experienced by students in fully translating English sentences or words, so teachers are encouraged to use code-mixing by combining English and Indonesian in one sentence. The goal is for students to understand what the teacher is explaining more quickly. Teachers must also be careful in choosing the right language for the students they teach and be able to determine how to make the teaching and learning process take place effectively and efficiently.

In English classroom interactions, English is employed as a communication tool. However, non-native English-speaking teachers frequently encounter difficulties in presenting material because students struggle to comprehend the English being used. As a result, classroom interactions must be conducted in a language that students understand better, namely Indonesian. This compels the teacher to use two or more languages when presenting the material, known as code-mixing in classroom interactions. This shows that students are still in the learning stage of understanding English, so the teacher applies code-mixing by using two languages, namely Indonesian and English.

LITERATURE REVIEW

Definition of Code Mixing

Code-mixing refers to the practice of mixing between languages in a conversation or utterance, including in conversations involving more than two languages or language differences. Code-mixing occurs when a person speaks by combining two languages, thus not fully using just one language. It is also a form of language variation or style used by a person, which causes language switching during a conversation. In communication, code-mixing serves as a mechanism to change some elements such as words or phrases into other forms, although not necessarily of the same kind.

Muysken (2000) describes Code-mixing as the occurrence of lexical items and grammatical features from two different languages within a single sentence. Code-mixing naturally arises when bilingual or multilingual individuals use multiple languages. The term is often used in the context of bilingualism to describe linguistic behavior in which a bilingual speaker combines words or phrases from one language to the other. Wardhaugh (2006) add that code-mixing takes place when a speaker alternates between two languages within the same conversational exchange, which results in switching from one language to another without changing the topic of conversation. Code-mixing can occur at different levels of language skills.

During interactions between teachers and students at school, especially during the learning process in the classroom, a bilingual teacher often needs to choose the language code that will be used in communication. This choice of code can be influenced by several factors, including the person being spoken to, the topic discussed, the atmosphere, the location, and other factors. When choosing a code, individuals who are fluent in two

languages may switch between languages or even combine language codes when communicating.

The exchange of information in the classroom involves two main languages, Indonesian and English. Therefore, language use in an educational setting often involves language variation that causes code-mixing, either consciously or unconsciously, especially among bilingual or multilingual communities. Language mixing in the learning process aims to facilitate the learning process and improve students' understanding. As a result, interactions in the school environment are not limited to the use of just one language. This results in language variation in communication between teachers and students during teaching and learning activities in the classroom. Examples of code mixing:

- a. Belajar my students, don't be lazy
- b. Semua sudah ready?
- c. Anak-anak keep silent please kelas akan segera kita mulai.

From this examples, it can be concluded that code-mixing in interaction indicates the presence of variations or different language styles in communication between the parties involved. It has previously been explained that code-mixing involves the use of two or more languages in a single conversation, by moving one or more language elements from one language to another without changing the meaning of the sentence. These elements serve to complete the sentence in the other language used.

Function of Code Mixing

According to Hoffman (1991: 116), there are several functions of code mixing, including the following:

- a. Talking about specific topics

People often mix languages in conversation because they find it easier to express themselves using a language that is not their native tongue. For example, "Solo! ini hot sekali" (Chairani, 2014), where the speaker uses the word 'hot' to describe the weather in Solo. In this situation, the speaker feels more comfortable conveying the message in English rather than Indonesian.

- b. Being emphatic about something

Using a foreign language in a message can be a sign of our understanding and empathy towards others. Sometimes, people who are fluent in a foreign language feel better able to express feelings or emphases in that language than in their native language, or vice versa. For example, in a mix of Indonesian and English: "aku sudah berkorban, but I get nothing, sakit hatiku" (I do not understand you. Your work is not professional. I have sacrificed a lot of things but I get nothing, and my hearts hurt) (Apriana, 2006:48). In this case, the primary speaker uses Indonesian but switches to English to convey empathy. Consequently, speakers might find it easier to express their anger in English rather than Indonesian.

- c. Interjection (inserting sentence fillers or sentence connectors)

Appeals are expressions or phrases inserted into sentences to convey surprise, strong emotion, or to attract attention, although they often have no meaning in grammar. Examples include: Hey! Look! Well! and so on. For example, in mixed Indonesian and English, "dompetku ketinggalan di taksi, shit!" The speaker conveys his emotion by using the word "shit."

d. Repetition used for clarification

A person who is fluent in two languages sometimes uses both languages interchangeably to convey the same message. The purpose is to provide further explanation or emphasize a message so that the listener can understand it more easily. For example, in a mixture of Indonesian and English: "Li, aku kok kangen dia ya? Enggak apa-apa ya? Kalau aku sms dia, Is it okay? Dia kan iceberg banget" (Apriana, 2006). Here, the speaker initially uses Indonesian with the phrase "enggapa apa ya?" and then repeats the same intention in English by saying "Is it okay?" This allows the speaker to clarify or emphasize the message.

e. Expressing group identity

Communication methods vary in each society. Code-mixing can also serve as a means of expressing group identity. Thus, the communication style among academics is very different from other groups. For example, in a mixture of Indonesian and English: "Night Li, mau tanya nih, kita kapan masuk? Kapan Silent week-nya? Dan kapan juga final? Thank U so much" (Apriana, 2006: 49). Here, the speaker employs a combination of Indonesian and English, which shows their affiliation with the academic community. Thus, individuals can use code-mixing to display their proficiency in English.

f. Intention of clarifying the speech content for the interlocutor.

When two bilingual individuals interact, they frequently blend the two languages. The purpose of this mixing is to make it easier for the listener to understand the message being conveyed. For example, in a combination of Indonesian and English: "tolong dong bawain buku biologi, mau aku copy. Thanks banget ya" (Apriana, 2006: 49). Here, the word 'copy' refers to photocopy. The speaker intends to request permission to make a photocopy of the book. By using the term 'copy' in English, they hope the listener understands that what is meant is making a photocopy, not copying the book manually.

g. Quoting somebody else

Code-mixing occurs when a speaker includes a quote from someone else's speech, a saying, a proverb, or a speech from a famous figure. These quotes or speeches are often included in the original language. For example, in a mixture of Indonesian and English: "dia lupa namanya, what is a name?" (Apriana, 2006:49). This example reflects the famous quote "what is in a name?" from Shakespeare, an English poet.

Type of Code Mixing

Hoffman (1991) classifies code mixing into types based on syntactical patterns: Intra-sentential code mixing, Intra-lexical code mixing, and involving change of pronunciation.

a. Intra-sentential code mixing

The first type of code-mixing is intra-sentential code-mixing, which occurs when a phrase, clause or part of speech in a sentence includes elements from another language. An example is in a mixture of English and Indonesian: "Never mind, jawab saja yang kamu ketahui, saya tidak akan marah" (Never mind, just answer what you know. If I'm wrong, I won't be angry). In this example, the speaker uses a mixture of Indonesian and English in one sentence, which is characteristic of intra-sentential code mixing.

b. Intra-lexical code mixing

The second type is intra-lexical code-mixing, which occurs within the boundaries of the word itself. For example, in a mixture of English and Indonesian: "kalian harus baca buku setiap hari untuk meng-update pengetahuan tentang masalah-masalah yang terjadi saat ini" (You must to read books every day to update your knowledge on current issues). In this example, code-mixing occurs at the word level, combining English and Indonesian, so it is referred to as intra-lexical code-mixing.

c. Involving change of pronunciation

The third type involving change of pronunciation at the phonological aspect, where Indonesian speakers modify English words to align with the phonological patterns of Indonesian. Examples include the pronunciation of "telephone" as "telepon" and "strawberry" as "stroberi" by Indonesian speakers.

Reasons for Using Code Mixing

The use of code-mixing is shaped by a range of factors and motivations. Bilingual individuals may blend languages for various reasons, such as when they cannot find the appropriate word or expression in one language or when a proper translation is not available. Furthermore, the decision to mix languages can be influenced by the participants in the conversation, the context, the content of the message, and the attitudes and emotions of the speaker. According to Bhatia and Ritchie (2004), there are four main reasons why a person used code mixing, as outlined below:

a. Participant Role and Relationships

The roles and relationships of participants are crucial in determining bilinguals' implicit decisions about language use. Essentially, bilinguals' choice to engage in code mixing is influenced by their conversation partners.

b. Situational Factors

Some languages are seen as more appropriate for specific participants, social groups, contexts, or topics compared to others. Social factors like class, religion, gender, and age can impact both the frequency and nature of language mixing and code-switching.

c. Message-Intrinsic Factors

Various factors contribute to code-mixing, such as quotations, repetition, topic-comment or relative clauses, hedging, interjections, idioms, and profound cultural knowledge. For instance, using direct quotes or reported speech frequently leads bilinguals to switch or blend languages across different linguistic boundaries.

d. Language Attitudes, Dominance, and Security

Attitudes, dominance, and security on language influence both the extent and characteristics of language mixing. Specifically, the prevalence of code-mixing among bilinguals is impacted by how positively or negatively society perceives it.

Definition of Classroom Interaction

Classroom interaction throughout the instructional process is crucial and fundamental. It helps student in developing their language and social skills. Therefore, educators need to strive to maximize opportunities for interaction in the classroom. Interaction does not happen automatically during the teaching process; instead, it should be considered and planned before starting the lesson. Interaction involves the collaborative exchange of ideas, feelings, or thoughts between the educator and students, or between students themselves (Brown, 1994: 159).

The interaction between educators and students can be considered a form of deep and structured social contact, so the role of the educator is very important in building relationships between students as well as with students. Therefore, educators need to be creative and flexible, even when facing challenging classroom situations. In addition, effective interaction in the classroom helps to create a more conducive learning environment, which is the main goal of the teaching and learning process. Positive interactions in the classroom are crucial in building a good learning environment and supporting students in using English effectively, thus contributing to their language development.

The interaction between students and teachers is a crucial aspect of the teaching and learning process in schools. During this process, students develop and mature, and this is greatly influenced by how teachers teach and build good relationships with students. The teaching process requires a pleasant environment and an atmosphere of friendship between teachers and students. Conversely, students who dislike their teachers tend to lose interest in the subject. In learning, the role of teachers is very important, so they must have the necessary competencies to provide direction, guidance and support to students. Educational interaction requires active participation from both parties, namely teachers and students; the interaction will not be effective if only one party is actively involved.

Basically, education is an interaction between educators, often referred to as teachers, and learners, with the aim of achieving educational outcomes in a particular context. This interaction, known as educative interaction, involves mutual influence between educators and learners. In this process, educators have a very important role due to their maturity, experience, and mastery of better values, knowledge, and skills.

Code Mixing in Classroom Interaction

Code mixing occurs when teachers try to optimize the teaching and learning process. By using code-mixing, students can more easily understand the subject matter. Johansson (2013) states that when teachers explain the reasons and situations behind the use of code-mixing, they show that this habit is related to what they teach. The use of code-mix often aims to improve teaching effectiveness and help students understand the material better.

In a classroom for a second or foreign language, the phenomenon of code-mixing is quite common. For example, during English lessons at school, there is often a mix between English and the native language. In the foreign language classroom, code-mixing has started to be seen from both teachers and students. Although some teachers may not like it, it is important to understand the functions and reasons behind mixing mother tongue and foreign language. This understanding will increase teachers' awareness concerning the use of code-mixing in the classroom and can lead to more effective teaching by regulating the frequency of its use during foreign language learning. Good interaction between teachers

and students is essential in the teaching and learning process, as this will help reduce misunderstandings and increase the effectiveness of English language learning.

Therefore, the implementation of code-mixing in the classroom has a significant effect on the effectiveness and efficiency of learning, especially in situations where there is language mixing and students who have not mastered English well. The establishment of good interactions between teachers and students, which aim to increase mutual understanding, can support the learning process so as to achieve beneficial results for both parties.

RESEARCH METHOD

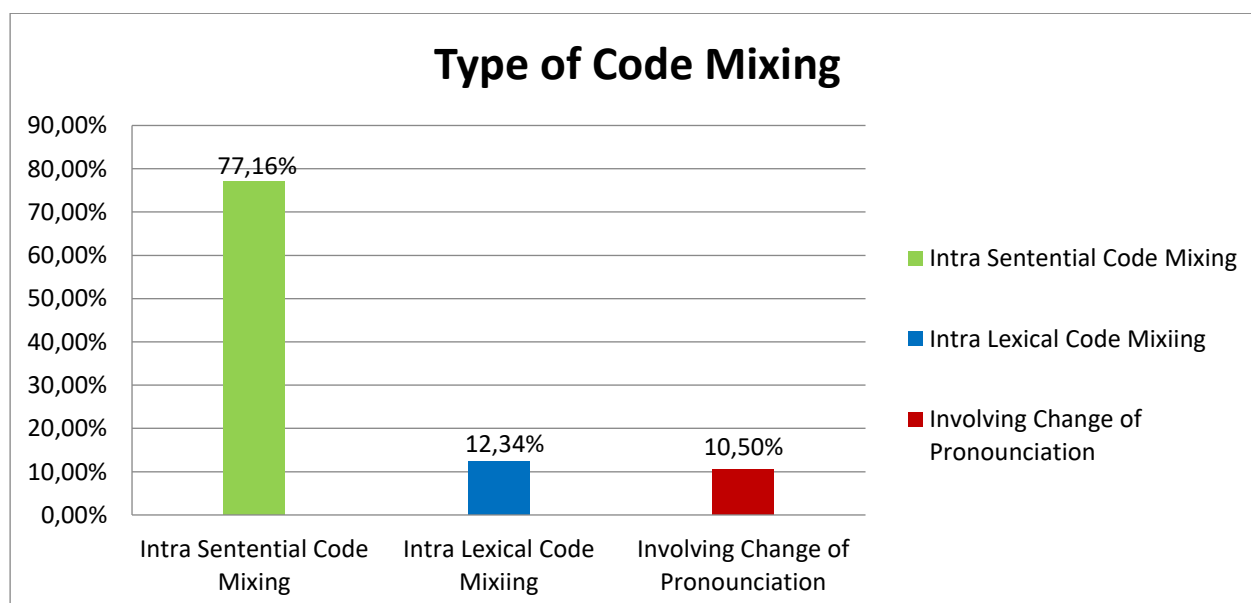
In this research, the approach used is descriptive qualitative, which aims to understand and describe various phenomena that exist in reality as their characteristics. The research participant was an English teacher at Madrasah Tsanawiyah Anak Bangsa located in Huta 1 Bandar Siantar. The researcher collected data through documentation, observation, and interviews. Documentation included recordings and transcriptions, while observation was conducted by following the class during lessons to analyze and identify the teacher's utterances in classroom interactions. In-depth interviews were used to explore the reasons behind teachers' use of code-mixing during classroom interactions. In this study, data analysis pertains to the method proposed by Sugiono (2008), including data reduction, data display, and conclusion drawing/verification.

RESULT AND DISCUSSION

The Types of Code Mixing Used by English Teacher in Classroom Interaction

This study explores how English teachers use code-mixing in classroom interactions. The researcher observed how the teacher engaged with students through code-mixing and analyzed the various forms of code-mixing employed. Observations made at MTS Anak Bangsa in Bandar Siantar, particularly in class IX-2, revealed that the teacher utilized three types of code-mixing: intra-sentential code mixing, intra-lexical code mixing, and involving changes of pronunciation.

The Types of Code Mixing Used by English Teacher in Classroom Interaction



After analyzing the teacher's utterances, the available graph shows that there are 162 utterances containing code mix in the teacher's interaction with students. From the data, the researcher identified three types of code mix used by the teacher in the classroom, namely intra-sentential code mix 125 times (77.16%), intra-lexical code mix 20 times (12.34%), and involving change of pronunciation 17 times (10.50%). These percentages show that intra-sentential code mix is the type of code mix most often used by teachers during classroom interactions, with a proportion of 77.16%. The types of code mix applied by English teachers at MTS Anak Bangsa can be seen in the following details.

Intra Sentential Code Mixing

The first type, intra-sentential code-mixing, occurs within the boundaries of a phrase, clause, or sentence and is observed in classroom interactions by teachers. The researcher recorded 125 instances of intra-sentential code-mixing used by the English teacher in class IX-2. Examples of intra-sentential code-mixing utilized by the English teachers at MTS Anak Bangsa are as follows:

"Please memories rumusnya ya."

In this sentence is a fragment of a conversation spoken by the teacher. The teacher says "please memories" at the beginning of the sentence which is a phrase in English then followed by the Indonesian pronunciation "rumusnya ya", so this event is called intra-sentential code mixing used in Indonesian and English.

"Before we study about narrative text kita sudah pernah belajar procedure text"

In the sentence fragment the teacher mixes one sentence using two languages, namely English and Indonesian. "Before we study about narrative text" is an English sentence then mixed with Indonesian "kita sudah pernah belajar" then mixed again into English "procedure text".

"Because dia tidak mengakui ibunya dia di kutuk menjadi sebuah batu"

In that utterance, the teacher uses the beginning of the utterance, "because" as an English word. The teacher says "because" first in English and then continues the complete utterance with another language which is Indonesian.

Intra Lexical Code Mixing

The second type is intra-lexical code-mixing, which involves mixing languages by adding affixes or endings from other languages to words. This code mix occurs within the word boundary. The researcher noted that the English teacher performed intra-lexical code-mixing 20 times in class IX-2. An example of the teacher's use of intra-lexical code-mixing is when affixes are added at the beginning or end of a word. Here are examples of intra-lexical code-mixing applied by English teachers at MTS Anak Bangsa:

*"Ada berapa generic **structures-nya**?"*

In this Utterance the teacher speaks Indonesian first and then mixes it with English and there is an affix word at the end of the sentence "sturcture-nya" the sentence contains intra-lexical code mixing because it occurs within the word boundary In addition, it appears in the suffix of another language, namely Indonesian -nya. The use of intra lexical that the teacher uses to make it easier and not feel too awkward in teaching and so that students understand more.

*"So, from the text yang mana **Orientation-nya** tadi?"*

In this utterance the teacher mixes English into another language, namely Indonesian then at the end of the word "orientation-nya" mixes the word with the suffix -nya. Meaning that the speaker applies intra lexical code mix in her sentence. The final word -nya is inserted because it has become a habit of the teacher in explaining the material so that she often uses the suffix -nya in her conversation.

*"Cari **difficult word-nya** kemudian kalian tulis dan hafal"*

In this utterance, the teacher inserts an English word by giving the suffix -nya in Indonesian so that the word "difficult word-nya" is formed in the sentence then followed by another language, namely Indonesian " kemudian kalian tulis dan hafal " meaning that the speaker applies intra lexical code mix in her sentence.

Involving Change of Pronunciation

The third type of code-mixing involves changes in pronunciation at the phonological level. This occurs when an English word is pronounced using Indonesian phonological rules or when a word from another language is modified to match a different pronunciation pattern. The researcher observed that this type of code-mixing was used 17 times by the English teacher in class IX-2. Below are examples of pronunciation adjustments made by English teachers at MTS Anak Bangsa:

*"Kamu nanti ma'am to make a **paragraf (pharagraph)** deskripsi"*

The teacher will ask the students to create a text description. In the teacher's utterance, there is a mixture of English and Indonesian. In the sentence, the speaker says "paragraf" instead of the word "paragraph" looks the same but the pronunciation is different. This shows a code mixing involving change of pronunciation in the sentence because the teacher changes sound of the word mention which should be English into Indonesian.

*"Kita **cek (Check)** together"*

The teacher tells the students to check together. In the teacher utterance there is a mixture of English and Indonesian. In the sentence, the speaker pronounces "cek" instead of "check" in the sentence. The means that is applied by involving change of pronunciation code mixing in the sentence. The teacher uses the word "cek" because that is how he pronounces the word in Indonesian and so that students enjoy learning more.

*"We **test (Test)** dulu Dongeng in Indonesian"*

The teacher as the speaker orders the students to try to read the fairy tales, from the sentence above there is a mixture of languages used by the teacher. The sentence contains involving change of pronunciation the word "test" changes to "tes" in the teacher's pronunciation. This happens because the speaker is influenced by her mother tongue, Indonesian.

The Reason of English Teacher Used Code Mixing in Classroom Interaction

From the interview with the English teacher, the researcher identified several reasons for using code-mixing that align with Bhatia and Ritchie's theory. Bhatia and Ritchie (2004) outline four primary reasons for code-mixing: participants role and relationships, situational factors, message intrinsic factors, language attitudes, dominance, and security. However, the interviews revealed that teachers at MTS Anak Bangsa primarily cited three key reasons for their use of code-mixing.

- a. Situational factors: Teachers said that the occurrence of situational factors towards students having diverse background knowledge, with some of them attending extra English classes outside of class hours.
- b. Message Intrinsic Factors: Teachers often repeat the material in Indonesian when students have difficulty understanding the instructions in English.
- c. Language Attitude, Dominance and Security: Teachers felt that the use of code-mixing contributed positively to students' learning development, indicating that this approach improved their progress in learning.

From the interview, it was uncovered that the teacher use of code-mixing during classroom interactions also caused by the students' limited lexical ability. Teachers use code-mixing as part of their teaching methods. This is in line with Sindy Dewlana's (2022) findings, which show that teachers often apply code-mixing because students often lack information and vocabulary, so teachers need to mix languages to convey material more effectively. Teachers utilize code-mixing when students do not understand the explanation in English so that they can follow the lesson better. Although some students may be familiar with the vocabulary or material in English because they take extra classes, students who do not take such classes need code-mixing to understand the material being taught. The use of code-mixing helps them learn new vocabulary and understand the material more easily. This opinion is also supported by Ashabul Kahfi (2018), who states that code-mixing is used to meet students' needs, make it easier to understand lessons, and enrich their English vocabulary, which in turn contributes to improving their language skills over time.

Based on the findings, it can be concluded that English teachers use three types of code mixing: intra-sentential code mixing, intra-lexical code mixing, and involving change of pronunciation. Among the three types, intra-sentential code-mix is the most frequently used. The use of code-mixing in classroom interaction proves to be effective as it has a positive impact, creates a more comfortable learning atmosphere, and helps student feel more relaxed in understanding the subject matter.

CONCLUSION

In classroom interactions, teachers employ three types of code-mixing: intra-sentential code mixing, intra-lexical code mixing, and involving change of pronunciation. These types involve integrating English with Indonesian or the reverse. The distribution of each type is as follows: intra-sentential code-mixing accounts for 77.16%, intra-lexical code

mixing for 12.34%, and involving change of pronunciation for 10.50%. Among these, intra-sentential code-mixing was the most prevalent, comprising 77.16% of the code-mixing observed throughout the lesson, from start to finish.

English Teacher use code-mixing in English instruction because some students lack sufficient comprehension and vocabulary, which makes it difficult for them to be taught entirely in English. The reasons behind this use of code-mixing include situational factors, message intrinsic factors and language attitudes, dominance and security. At Mts Anak Bangsa, teachers' use of code-mixing becomes an effective alternative method to help students understand English materials better and make them more familiar with the language.

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