Code Mixing in EFL Classroom: Views from English Teachers Side

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ABSTRACT

The objectives of this research were to find out the category of code mixing used by the English teacher and the code mixing category dominantly used by the English teacher in teaching EFL (English as a foreign language) classroom based on the category of code mixing according to Muysken (2000). This research employed descriptive qualitative research design to analyze the teacher's code mixing in teaching EFL at SMK Negeri 1 Makassar. The participant of this research was one of all the English teacher of SMK Negeri 1 Makassar, this participant was taken by using purposive sampling technique. The instruments of this research were observation and audio recording.The result showed that (1) The English teacher of SMK Negeri 1 Makassar used all of the categories that categorized by Muysken (2000, cited in Liu, 2008: 6) in teaching EFL classroom, they were: Insertion, Alternation and Congruent Lexicalization. There were seventeen examples of Insertion category, two examples of Alternation category and there were also two examples of congruent lexicalization category used by the English teacher; (2) The category of code mixing dominantly used by the English teacher of SMK Negeri 1 Makassar was insertion category in teaching EFL classroom.Therefore, it can be a positive input of the English teachers to enrich their English vocabulary to avoid using code mixing in teaching EFL classroom.

*Keywords***:** *Code mixing; English Teacher; EFL.*

A. INTRODUCTION

Indonesia is Nowadays one of all multilingual and pluralistic societies in the world over. The development of English in this country is evolving rapidly in daily life. Languages impact each other when they are in contact. Therefore variation or change in a language is a natural consequence. Code-mixing is the consequent phenomenon of language contact and a notable feature of a multilingual society. The research related to the significant linguistic phenomenon occurs not only in the conversation context of the society but also in the education context. Common bilingual people do not only do

Code-mixing, but it is sometimes deliberately used by educated people. Therefore, (Bokamba,1989:287) says "code-mixing is predominantly a communicative behavior of educated speakers."It shows that code-mixing has become a common tendency among bilinguals and multilingual. It's appropriate with (Hudson, 1996: 53) defines code-mixing as a case "where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation." He also says,"To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail. Both experts said that code-mixing in the bilingual or multilingual is educated speakers or between fluent bilingual conversations.

Code-mixing often occurs in the bilingual and multilingual society. (Wardhaugh, 1992: 106) stated that code-mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterance. It means that code-mixing occurs in a single utterance or even sentence. Code mixing is found when the speaker speaks in two languages, but it occurs in one sentence. It means that the speaker produces utterance in two languages, but these two languages occur in one sentence. In one sentence, there will be pieces or some words in other languages. Code-mixing is not only a common occurrence but also a communicational requirement. We can communicate in any language. But for clear and effective communication, code-mixing is necessary.

Naturally, while communicating feelings or messages exactly and effectively, the speaker makes use of code-mixing. It is, therefore, not the weakness of the speaker who makes use of code-mixing; on the other hand, it is the strong point of the speaker who uses such a code-mixed word, which conveys his meaning more effectively. But sometimes, the speakers use the code-mixing when the speaker has restricted vocabulary. When the speaker uses a particular language, he/she finds himself/herself in such a position that he/she does not have an appropriate word to express in that language. Therefore, he/she uses code-mixing because of his restricted vocabulary. Besides, code-mixing occurs when code-mixing is the most important feature and well-studied speech processes in multilingual communities. Definitions vary, but both utilize the term "code" adopted by linguists from the field of communication technology (Gardner-Chloros, 2009:11). On the other hand, *code-mixing* refers to "embedding of various linguistic units such as affixes (bound morphemes) words (unbound

morphemes, phrases, and clauses that participants to infer what is intended, must reconcile what they hear with what they understand (Bokamba, 1989).

Code-mixing occurs when lexical items and grammatical features of two or more languages exist in the same sentence (Muysken, 2000). Muysken (2000, cited in Liu, 2008: 6) establishes three major categories of code-mixing: "(a) Insertion: the insertion of well defined chunks of language B into a sentence that otherwise belongs to language A; (b) Alternation: the succession of fragments in language A and B in a sentence, which is overall not identifiable as belonging to either A or B; (c) Congruent lexicalization: the use of elements from either language in a structure that is wholly or partly shared by language A and B".Therefore, based on these categories from the expert, the researcher is interested in searching for and finding out the code mixing used in the multilingual society. But this time, the researcher restricted the code-mixing used by the English teacher in EFL (English as a Foreign Language) classroom.

Brock-Utne and Holmarsdottir (2002) observe that teachers who have been trained in subjects than language subjects are normally more concerned about teaching the subject matter to students. They often do a code-mixing to make students understand the content. Besides that, it is similar to (Appel and Muysken, 1987: 118) said that one of the functions of Code mixing is 'referential' which implies that the motivation behind Code mixing is the lack of an appropriate word or item in a language. They also delineated 'directive function' which presupposes to include or exclude the interlocutor using a particular code, 'expressive function' to exhibit identity, 'phatic or metaphorical function' to manifest change in the talk. They also discussed 'meta-linguistic code-switching,' which has its function of impressing the interlocutors. Using Jacobson's (1960) and Halliday's (1964) works, they proposed code-mixing functions.

Some researchers have researched code-mixing, the researcher chooses some literature in the previous research relevant to this research. The first researcher is Dorina Nur Kartika Sari (2017) in her thesis entitled *"An Analysis of Code Mixing Applied by the Presenter of Black Spot Segment of Black in News Program on ANTV (A Sociolinguistics Approach)"*. In her research, she analyzed Indonesia-English code-mixing in a news program on antv. Her research also applies descriptive qualitative research and uses Muysken theory in her research, but the research object is different.

She focuses on the presenter of the black spot segment of black in a news program on antv and her research discusses the sociolinguistics context.

In contrast, this research focuses on the English teacher of SMK Negeri 1 Makassar and this research discusses the learning and teaching process context in the EFL classroom. The second researcher is namely Japhet Johannes (2017). His dissertation entitles, "The Influence of Code-Switching and Code-Mixing on Learning English Language in Secondary Schools**."** His study focuses on two terms; they are code-switching and code-mixing. He found that code-switching and code-mixing influenced student's failure to learn the English language, and the teachers were the main cause of code-switching and code-mixing because they were the ones that could have limited the situation.

Furthermore, ways to avoid code-switching and code-mixing were discussed, such as teachers not engaging in code-switching and code-mixing for students to emulate. The similarity of his study and this research is that both discuss the learning and teaching context, particularly in the English classroom. Still, this research focuses on the code-mixing term.

Some universal factors can motivate or trigger code-mixing in all contexts; therefore, Kim (2006) found out why bilinguals switch on so many factors, including interlocutors, situations, messages, attitudes, and emotions towards a particular code (Kim, 2006). According to Bhatia and Ritchie (2013), a code-mixing choice is also determined by the interlocutors' relationship. This solely determines when, where, and why a bilingual will switch code. Either to include or exclude the interlocutors for one code is more appropriate for a certain situation. In EFL classrooms as well as Code mixing is led by specific motivations and to fulfill specific functions. The studies in EFL classrooms have highlighted that Code mixing performs the functions which prove fruitful for the learning process. In this research, the researcher observes one of SMK Negeri 1 Makassar's English teacher while learning and teaching process in the EFL Classroom. The English teacher of this school uses English while teaching English in the classroom. This school is located at Jl. Andi Mangerangi No. 38, Bongaya, Makassar City, South Sulawesi.

The objectives of this research were to find out the category of code-mixing used by the English teacher and the code-mixing category dominantly used by the English

teacher in teaching EFL (English as a foreign language) of SMK Negeri 1 Makassar based on the category of code-mixing according to Muysken (2000). Hopefully, the gathered data can answer the objectives of this research to give a little contribution to the research world, particularly in the EFL classroom context.

B. RESEARCH METHOD

This research employed a descriptive qualitative research design to analyze the teacher's code-mixing in Makassar's EFL classrooms. The qualitative research method was used in the condition of a natural setting, and the researcher is the main instrument (Sugiono, 2009:15). The researcher applied a descriptive method to answer the research questions. Nevertheless, this research's main purposes were to find out the category of code-mixing are used by the teacher and the code-mixing categories are dominantly used by the teacher in teaching English as a foreign language of SMK Negeri 1 Makassar. This research participant was one of all the English teachers of SMK Negeri 1 Makassar. This participant is taken by using the purposive sampling technique. It is appropriate for Sugiono to say that "purposive technique sampling is one of the technique used to determine the participants by using considering something (Sugiono,2009:124)." So the participant of this research was just a person.

The instruments of this research were observation and audio recording. In this research, the researcher used passive participation observation. Passive participation is one of the participant observation. According to Sugiyono (2009: 312), passive participation is the writer present at the scene of actions, but the writer does not interact or participate in it. Besides, the researcher also conducted a data recording by using a handphone to record the participant's voice while teaching and learning process during five meetings in the classroom. The procedures of collecting the data, firstly, the researcher asked permission to the teacher concerned. After getting permission, the researcher recorded the learning-teaching process and took some pictures of the teacher in the classrooms many as five meetings based on the teacher's schedules that were considered adequate for representing the code-mixing used by the teacher in teaching EFL. Finally, the data gathered were transcribed, classified, translated, and analyzed based on the participant's code-mixing.

C. FINDINGS AND DISCUSSION

Findings

This section comprises of result and discussion. The context of this section derived from the instruments were used by the researcher, they are observation and also audio recording. Both of these instruments conducted by the researcher while learning and teaching process in EFL classroom start from the beginning until the end of the meeting as many as five meetings at SMK Negeri 1 Makassar. The data gathered about code mixing category used by the teacher in teaching EFL classroom are as follow:

According to Muysken (2000, cited in Liu, 2008: 6) establishes three major categories of code-mixing: "(a) Insertion: the insertion of well defined chunks of language B into a sentence that otherwise belongs to language A; (b) Alternation: the succession of fragments in language A and B in a sentence, which is overall not identifiable as belonging to either A or B; (c) Congruent lexicalization: the use of elements from either language in a structure that is wholly or partly shared by language A and B". This research was conducted based on the expert above regarding with the categories of code mixing.

a. Insertion

Extract 1

Teacher	: *Yang mana disitu, where is this opinion?* **(Which one is there. Where is the opinion)**
Students	: *Gadis… cantik… kecil……* **(Girl........Beautiful........Small)**
Teacher	: *eeee…. Gini gini pemandangan opini itu.* ***Opini* you know opini**. *Cantik, cantik bagi saya itu adalah relatif. Mungkin* Ikram ya, Ikram we say that beautiful, Ica is a beautiful also I also beautiful, sometimes we say Ica is not beautiful. **(Eeee..like this, that is opinion. Opinion, do you know what is opinion? Beautiful, For me beautiful is relative. Maybe Ikram says that is beautiful, Ica is a beautiful, I'm also beautiful but sometimes we say Ica is not beautiful)**

Based on the extract one, the first language is used by the participant and the participant mixes the code by adding the target language (English) "you know" in the conversation.

Extract 2

Teacher	: Please, translate word for word. Silahkan translate kata demi kata(Please translate word by word)
Students	: I buy new TV (laughing) I buy TV new big flat datar
Teacher	: Okey, now, we make it good sentence kalimat yang bagus, ururtan yang bagus ya, good sentence. We have also like d or ed okey, eee and then. Okey, opinion I and then flat and then okey.
Students	: Ribut,,, beautiful color hahahah. I buy new thing color, bisa ditambah kata-katanya. (Noise....Beautiful color hahaha. I buy the new thing color, can be added the words)

In the extract two, the participant looks like describes the meaning of the sentence into Indonesian to the students but the participant still uses a word "translate" as belongs to English in the sentence.

Extract 3

Teacher	: Okey, please check it, a good sentence. Okey, for English one, which one in there opinion, yang mana disini yang kamu anggap opini dulu **(Okay, Please check it, a good sentence. Okay, for English one, which one is the opinion there?)**
Students	: Hmmmmm
Teacher	: **Apakah flat, apakah big, apakah new** **(Is it flat?, Is it big?, Is it big?)**
Students	: TV…. Baru…. New…
Teacher	: Okay, kalau didapat opininya bilang ya, kalua tidak ada tinggalkan and then move to the next formula **(Okay, if you get the opinion, please say, if the opinion is not exist, leave it and then move to the next formula)**

In Extract three, the participant uses two words in the sentence, one word is Indonesian and one word is English. Beforehand, the participant uses English fully in the conversation. It means that, the participant mixes the first language into the target language.

Extract 4

T	: **Okay coba, please mention the good sentence, coba I buy a good**
S	: I buy a good TV flat, new TV, big, Bahasa inggrisnya. I buy a good TV flat new big
T	: Could you write it? Bisa kamu tulis,, ya,, bisa ini
T	: Bukan, bukan, buang saja itu, Nda usa pake Y **(No, No, waste it. Don't use Y)**

The participant uses English in the sentences. But the words "coba" as many as two times as belong to Indonesian are inserted in the sentences.

Extract 5

Teacher	:Okey, ada yang mau bertanya bagaimana cara mengurutkan benda-benda atau hal-hal yang berhubungan dengan describing .Apa sudah mengerti semua, okey we just remember the formula okey. Kamu hanya mengingat saja rumusnya supaya itu akan memudahkan kamu untuk membuatnya atau membuat kalimat yang bagus like this, susunan yang bagus. Okey, gimana Andi, any question Andi, any question for my explanation. **ada example maybe…..** **(Okay, any students want to ask about how the way to sequence the things and somethings are regarding with describing? Do you already understand? Okay, we just remember the formula. You just remember the formula in order to make you easy in making or creating the good sentence. Okay how about you Andi? Any question Andi? Any question for my explanation? There is an example maybe)**
Students	: Table… eee mana bisa, hahaha. Perfect, table, aaaa saya Andi.. wiiii ko memang, masa I put a table.. from Java, masa dari jawa **(Table... eee How can? Hahaha. Pefect, table, aaaaa I'm Andi. Wiii You indeed, how can I put a table. From java)**
Teacher	: Okay

In the extract five, the participant uses the word "ada" as belongs to Indonesian in the sentence. So the participant mixes the code of the first language into the target language.

Extract 6

Teacher	: Eeee tulis cepat itu PR. Please write your homework and then we can go home **(Eee Please write your homework quickly)**
Students	: Pulang sir, (Ribut) **(Come back Sir)**
Teacher	: **Okay, tomorrow, tomorrow bisa, listen** Every body I mean please bring a poster , actris poster.
Students	: Berapa sir? **(How many Sir?)**
Teacher	: Ya depends on you, you buy on market, at home

In this extract, the participant mixes the first language into the target language. The word "bisa" is inserted by the participant as belongs to Indonesian in the sentence.

Extract 7

Teacher	: Karang-karang saja. Err, maybe you can add, **tambah mungkin birth place, tanggal lahir atau tempat tanggal lahir.** (Write down based on your mind. Maybe you can add, adding birth place or date)
Students	: Pake hape sir, utk translateji. **(Using handphone sir for tranlating)**
Teacher	: Boleh boleh. Ok, nah sekarang gini. Jadi, listen listen. Your assign, yah you have.. **(Yes okay. Like this, so listen carefully. You have an assignment**
Students	: (noisy)

In the extract seven, the participant uses the first language in the sentence. But, the participant mixes the code by using the word " birth place" as belongs to the target language in the sentence.

Extract 8

Teacher	: Okay listen. I forgot that we have two meetings in a week. Okay we have two meetings in a week yah. Okay we have two meetings in our class. Friday and Saturday. So, the first presentation you must be ready for the first name until tenth yah, the tenth name. **Jadi kamu harus siap nama pertama sampai yang kesepuluh., yah hari jumat. From ananda until ndk tahu spa namanya.**

In the extract eight, the first language is used by the participant in the sentence. But,there are two words in the target language "from" and "until" are inserted in the sentence as a code mixing.

Extract 9

Teacher	:Good. A paper .. selembar(ada siswa yang masuk tanpa salam) **Hei, if you enter the class please say**salam. I dont hear. Keluar dulu baru salam **(Good. A paper..a piece (There is a student come in to the classroom without greeting) Hai, if you enter the class please say greeting)**
Student	:Sudah ka sir **(I'm already do that sir)**

Based on the extract nine, the word " salam" as belongs to the first language is mixed in the sentence of the target language.

Extract 10

Teacher	:**I dont hear. Berdiri di pintu sana five minutes.**
	(I don't hear. Please stand up five minutes there, in the door)
Students	:Beh sir, jangan sir
	(Beuh Sir, don't do that sir)
Teacher	:**If you enter the class dont forget to say salam, please.**
Students	:Salamualaikum sir...

In the extract ten, the participant uses the first language in the sentence but the participant mixes the the code by using "five minutes" as belongs to the target language in the conversation.

Extract 11

Teacher	:Yup, you must use "a" to this word become a cat.
Students	:A cat, owh jadi selain a,i,u,e,o pake "a" yah sir
	(A cat, oughh so beside a,i,u,e,o use "a" sir?
Teacher	:Oke good.Now we move to plural. How to change singular to plural. **Oke, bagaimana caranya mengubah dari singular ke plural**
	(Okay good) Now we move to plural. How to change singlar to plural? Okay, how to change from singlar to plural)

In the extract eleven, the participant translates the meaning of the sentence into the first language but during the translation, the participant still using English as the target language in the sentence.

Extract 12

Teacher	:Nah ada lagi noun yang berakhiran "x"
	For example box menjadi boxes
	(there is noun with ending 'x')
Students	:Bagaimana kalaw sh sir?
	Wash,,, wash mencuci sir
	(How about 'sh' sir?
Teacher	:**It is not noun yah,,,Wash is kata kerja.**
	(It's not noun, wash is verb)

In the extract twelve, the participant answers the question from the students. The participant explains well in English but mixing the code between the first and the target language in the sentence.

Extract 13

Teacher	:And then if you find noun in the end letter double ss you must add "es".
	Contohnya glass ,, menjadi
Students	:Glasses...
Teacher	:What else???
	City menjadi cities. Y berubah menjadi i dan di tambah es.
	(City becomes cities. Y change become i and added es)

In the extract thirteen, The participant uses English as the target language. But the word "menjadi" as belongs to the first language is inserted in the sentence. So, the code is mixed in the conversation.

Extract 14

Student	:Assalamualaikum warahmatullahi wabarakatuh
Teacher	:Waalaikum salam
	Oke the next lesson is command and request expression.
	anyone knows what is command and request ?
	Who is can answer it, I will give you score.
Student	:Apa sir ... command?Command itu komentar sir and request itu permintaan.
	(What is sir, command? Command is comment sir and request is permintaan
Teacher	:**Oke good. Your answer satu benar.**

In the fourteen extract, the participant inserts the first language in the target language. The words " satu benar" as belongs to the first language is mixed with the target language in the sentence.

Extract 15

Teacher	:Bagi dua bukunya yah
	Now open your book on page sixty eight. **Untuk exercise nya**
	(Divide your book becomes two parts)

In the extract fifteen, the participant uses the first language (Indonesian) in the sentence but the participant mixes "exercise" as the target language (English) in the sentence.

Extract 16

Students	:Halaman enam delapan sir?
	(Page sixty eight sir)
Teacher	: **Ayoo** open on page sixty eight. And exercise thirty four,,,
	There are ten numbers and then you move to...

In extract sixteen, the participant uses the target language in the sentences, the words " ayoo" as belong to the first language are mixed in both of sentences.

Extract 17

Students	:Jadi bagaimana sir?
	(So, How is that, Sir)
Teacher	:Jadi yang benar, please empty the basket in the kitchen.
	(So, the true one, please empty the basket in the kitchen)
Students	:Owh,,,
Teacher	:**Yang** di thirty seven like tidy, rack, living room

In extract sixteen, the participant uses the target language in the conversation but the participant adds the word "yang" as belongs to the first language in the sentence.

b. Alternation

Extract 1

Teacher	:Eeeeeee….OkeyeeeeBismillahirahmanirahim.Assalamualaikum Wr.Wb
	: Walaikumsalam Wr.Wb.
Students	
Teacher	:Okey ya eeee. **We start our lesson today ya**. Okey like this. Ya when we describe eeee something eeee like age or people okey. There are something we must know okey and next week we study about how to describe something okey and there are something that we must know the basic how to describe. **The first, we study about eeee okey weeee how to mention about color ya**, what is this, (?), material, profession, physical of experience. **And today we eeee study how to make eeee sentences using them ya okey**. **There are three times to describe ya**. **Like this ya**. Okey.

Based on extract 1, the participant/the teacher mixes the first language (Indonesian) into the target language (English) in one sentence. The participant often adds "ya" in the end of the sentence as belong to the first language. In the extract 1, as

many as five times mixes the two languages in the sentences and most of the conversation during the meeting the participant uses "ya" in the end of the sentence.

Extract 2

Teacher	:Okay, look at this. **This is pattern nya dia.Pleaseduluan**, **trus kata kerjanya langsung.**For exampleplease, turn on the light. Tolong nyalakan lampunya. **(Okay, look at this. This is the pattern. Please is first and the the verb is next. For example: Please. Turn on the light!)**
Students	:Apa itu,, ahh susahna.Tunggu dulu sir **(What is that, Ah it's so difficult. Wait sir)**

There are two sentences in extract two. In the first sentence, the participant inserts the first language "nya dia" into the target language and the participant uses the target language "please" to mix the first language in the sentence.

c. Congruent Lexicalization

Extract 1

Teacher	: **Okey, please silence.okey ya lets' look the long sentence**. Silahkan liat kalimat yang ketiga. **(Okay, please silence, okey ya. Let's look the lomg sentence. Please look at the third setence)**

Based on the extract one, the participant mixes the words "okey ya" in the target language or English sentence. The word of "okey ya" as a code mixing here is not clear in the sentence whether its belong to the first language or the target language.

Extract 2

Student	: Apa itu…. TV itu kak, saya membeli yang baru besar berbentuk datar. (What is that...That's TV elder brother, I bought the new one, big and flat form)
Teacher	: You make it, okey. I have Indonesian sentence make it English sentence okey, **saya membeli sebuah TV yang baru besar berbentuk datar**

In the extract two, the participant commands to the students in ordert to translate the first language into the target language. But in the sentence, the participant uses an abbreviation "TV", The word is not clear, whether the word is abbreviation from "Television" as belongs to the target language or just abbreviation from "Televisi" as belongs to thefirst language.

Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings are based on the research questions of this research. The research questions are regarding with the code mixing category according to Muysken (2000, cited in Liu, 2008: 6). He said that "there are three major categories of code-mixing: "(a) Insertion: the insertion of well defined chunks of language B into a sentence that otherwise belongs to language A; (b) Alternation: the succession of fragments in language A and B in a sentence, which is overall not identifiable as belonging to either A or B; (c) Congruent lexicalization: the use of elements from either language in a structure that is wholly or partly shared by language A and B".

Based on the description of the data collection through recorder instrument while learning and teaching process in EFL classroom. It shows that there are sixteen insertion category of code mixing used by the teacher in EFL classroom during five meetings in the classroom. This category is the most dominant used by the teacher among others. There are eight examples of insertion category which insert the chunks of the target language (English) into Indonesian sentence. It's different with the insertion of chunks from Indonesian into the target language (English), there are nine examples of insertion category. The insertion of Indonesian into English is more than the target language (English) into Indonesian in the sentence used by the teacher in teaching EFL classroom.

It's appropriate with Huang (2004) reports that insertion of words, especially nouns, accounted for the highest number of code switches and code mixes in the emails exchanged by his participants. Moreover, given the chatting characteristics of the MSN Messenger© program where written language follows the features of spoken language (short sentences, grammatically incorrect sentences, individual words used in response to complete utterances, among others). The similarity of Huang reports that the insertion category is the highest number of code mixing but Huang's reports focus on the chatting in the email while this research focuses on the interaction in EFL classroom.

While the alternation category, there are two examples of code mixing in this category, The fragments of Indonesian "Yah" and "Nya" are always inserted in the target language (English) in teaching EFL classroom. It's also similar with the last

category, there are also two examples in the congruent lexicalization categories. The words of "okey" and the abbreviation of "TV". The word "okey" here is not clear weather "okay" in English or "oke" in Indonesian and also the abbreviation of "TV" it's not clear also that "TV" here the abbreviation of "Television" in English or "televisi" in Indonesian. Both of examples of congruent lexicalizations are not clear weather it belongs to Indonesian or the target language (English).

This study is relevant to the findings of Huang (2004) in which he reported that the possibilities for categories such as alternation and congruent lexicalization to occur are limited. The findings of alternation and congruent lexicalization are limited in learning EFL classroom context because both of them need a high skill in speaking, it's relevant with Ritchie and Bhatia (2013) state that code-switching and code-mixing are marked by 'creativity and complexity' and 'innovative multi-functions' thus leading to the idea that there might be some societal basis for mixing language. This is in contrast with the strongly held perceptions of people who regard any type of language mixing a threat to the purity of the concerned language and think that it is due to linguistic difficulty and lack in lexical treasure that leads bilinguals to switch or mix code. Such a perception attributes 'language-mixing' a negative light and bilinguals are merely seen as incompetent speakers who are not better in any of the languages. Ritchie and Bhatia (2013) dismiss such a view and conclude that there might be other motivations behind 'language mixing'.

D. CONCLUSIONS

Based on the research findings and discussions, the researcher concludes that he English teacher of SMK Negeri 1 Makassar used all of the categories that categorized by Muysken (2000, cited in Liu, 2008: 6) in teaching EFL classroom, they are Insertion, Alternation and Congruent Lexicalization. There are seventeen examples of Insertion category, two examples of Alternation category and there are also two examples of congruent lexicalization category used by the English teacher in teaching EFL classroom. The use of Insertion category is the highest number than others. At the same time, the type of alternation and congruent lexicalization need a creative and innovative speaker to produce some sentences like that. However, Ritchie and Bhatia (2013) dismissed such perception that the code-mixing occurs because of the incompetent of

the speakers. The category of code-mixing dominantly used by the English teacher of SMK Negeri 1 Makassar is insertion category in teaching EFL classroom. This finding is similar with Huang (2004) reports that the insertion category is the highest number of category in chatting from the email and this research in learning EFL context also found that this category is the first level among others.

The results of this study are limited to the dominant categories and uses of code-mixing. Further research is suggested to explore information on the reasons and motivation of English teachers doing code-mixing in the classroom as well as its effect on students' English skills.

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