

ABSTRACT

Nurhasanah, Dewi (2025): Teachers' Practices of Code-Mixing and Code-Switching in English Language Teaching to Students of Islamic Junior High School (A Case Study of EFL Teachers at MTs Kifayatul Achyar)

Teachers frequently encounter learners with diverse levels of English proficiency, which presents a significant challenge in delivering the material in a classroom. Mixing and switching languages to cater to their learners' linguistic needs is necessitated, as the sociolinguistic field recognizes code-mixing and code-switching (Wardaugh, 2015).

This study aims to investigate the utilization of code-mixing and code-switching by teachers in classrooms, focusing on three primary objectives: to identify the specific types of code-mixing employed, to categorize the instances of code-switching applied, and to explore the underlying reasons teachers use this strategy in language classrooms.

This research employs a qualitative methodology and is framed within a case study design. The data were gathered through classroom observations and structured interviews with English as a Foreign Language (EFL) teachers. Both observation notes and interview transcripts were systematically analyzed using Muysken's (2000) framework for types of code-mixing and Poplack's (1991) classification of code-switching types, integrating relevant pedagogical and socio-affective theories.

The findings of this study reveal that teachers utilized three distinct types of code-mixing: insertion, alternation, and congruent lexicalization. Meanwhile, code-switching identified three forms: intra-sentential switching, inter-sentential switching, and tag switching. In addition, the teacher predominantly employed code-switching – particularly inter-sentential switching. These strategies served several pedagogical functions, including explaining specific topics, reiterating key points, and clarifying lesson content, significantly enhancing students' comprehension of the material.

Additionally, this research offers valuable insights into the pedagogical implications of code-mixing and code-switching in English language teaching, highlighting their role in facilitating improved learning outcomes for students at diverse proficiency levels.

Keywords: English Language Teaching, English as Foreign Language, Code-Mixing, Code-Switching.