

**AN ANALYSIS OF TEACHERS' PERCEPTIONS OF
CODE-MIXING IN EFL CLASSROOM**

THESIS

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**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
BANDA ACEH
2025 M/ 1447 H**

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Has been Approved and Submitted to the Thesis Munqasyah Defense
As One of the Requirements to Obtain a Bachelor's Degree
in the Field of Education in English Language Teaching

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THESIS

It has been defended in *Sidang Munagasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

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Hereby declare that in writing this thesis, I:

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express my deepest praise and gratitude to Allah Subhanahu wa Ta'ala, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, He who always blesses and gives me health, strength, and passion to accomplish this thesis. Shalawat and greetings may be poured out to the Prophet Muhammad Shalallahu 'Alaihi wa Sallam and his family and friends who have brought enlightenment in human life, who has struggled wholeheartedly to guide his ummah to the right path.

My sincere gratitude and appreciation are addressed to my supervisor Rahmi, S.Pd.I., M.TESOL., Ph.D., for her valuable guidance, advices, support, insights, and immense knowledge in completing this thesis. I also thank my Academic Advisor, Rahmi Phonna, S.Pd.I, M.A. who has helped manage the course of my lectures. Also, I would like to thank all the lecturers and the staff of English Language Education Department who have inspired and assisted me during my studies in this department. May Allah grant you *Jannah* and ease your path.

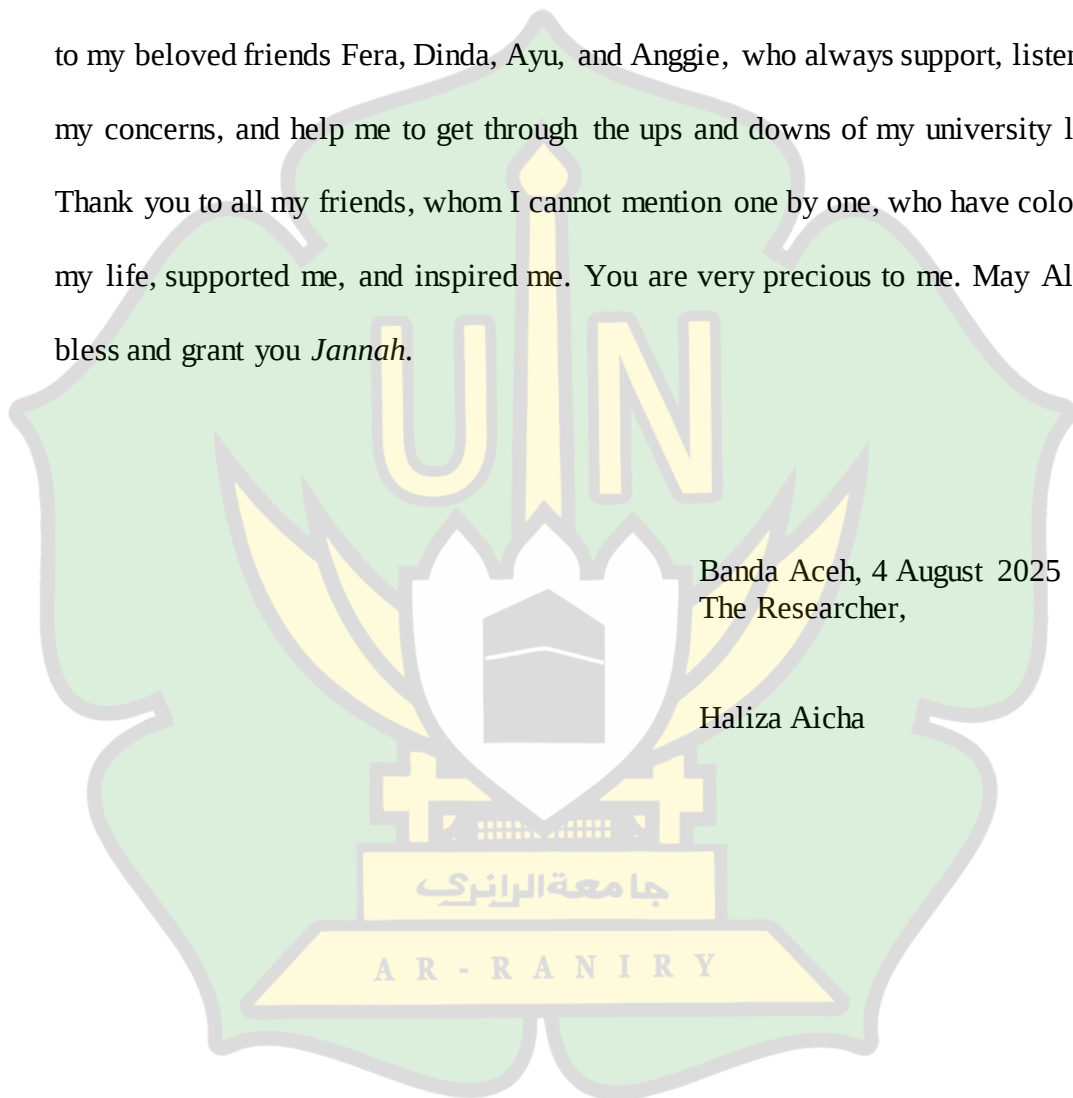
My warm gratitude and love go to my lovely family, my beloved father Mr. Razali, my beloved mother Mrs. Nurhafni, for their endless prayer, great kindness, unconditional love, and everlasting support in pursuing what I believe in. Then, for my beloved younger sisters; Nanda, Sophie, Aqila, and my little brother Sultan, who always supporting me, praying for me, and giving me the strength to live this

challenging life. They are my precious people who make me keep moving forward and not give up.

I owe great gratitude to all research participants and the school administrators for kindly helping me in this research. Also, I am extremely grateful to my beloved friends Fera, Dinda, Ayu, and Anggie, who always support, listen to my concerns, and help me to get through the ups and downs of my university life. Thank you to all my friends, whom I cannot mention one by one, who have colored my life, supported me, and inspired me. You are very precious to me. May Allah bless and grant you *Jannah*.

Banda Aceh, 4 August 2025
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ABSTRACT

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Thesis title : An Analysis of Teachers' Perceptions of Code-Mixing in EFL Classroom
Supervisor : Rahmi, S.Pd.I., M.TESOL., Ph.D.
Keywords : Code-Mixing, Teachers' perceptions

This study aims to identify types of code-mixing used by English teachers and to discover the perceptions of the teachers about the use of code-mixing in EFL classrooms. To achieve the goal of this study, the researcher used a qualitative design. The research data were collected through observations and semi-structured interviews with three English teachers at MAS Jeumala Amal in Pidie Jaya, Aceh. The participant was taken by using purposive sampling technique. The observational data were transcribed and categorised based on Muysken's theory (2000), while the interview data were analysed to understand the teachers' perceptions. The findings of this study showed that the types of code-mixing used by the teachers were found in three types: insertion (105), alternation (60), and congruent lexicalization (24). Moreover, teachers viewed the use of code-mixing positively. The teacher considers code-mixing as an effective practice in the EFL classroom. The use of code-mixing reduces students' comprehension constraints, makes students more responsive, and helps students understand the explanations more quickly. The results of this study contribute to strengthening the legitimacy of code-mixing as an effective pedagogical strategy in EFL teaching to improve student comprehension and create an inclusive learning environment.

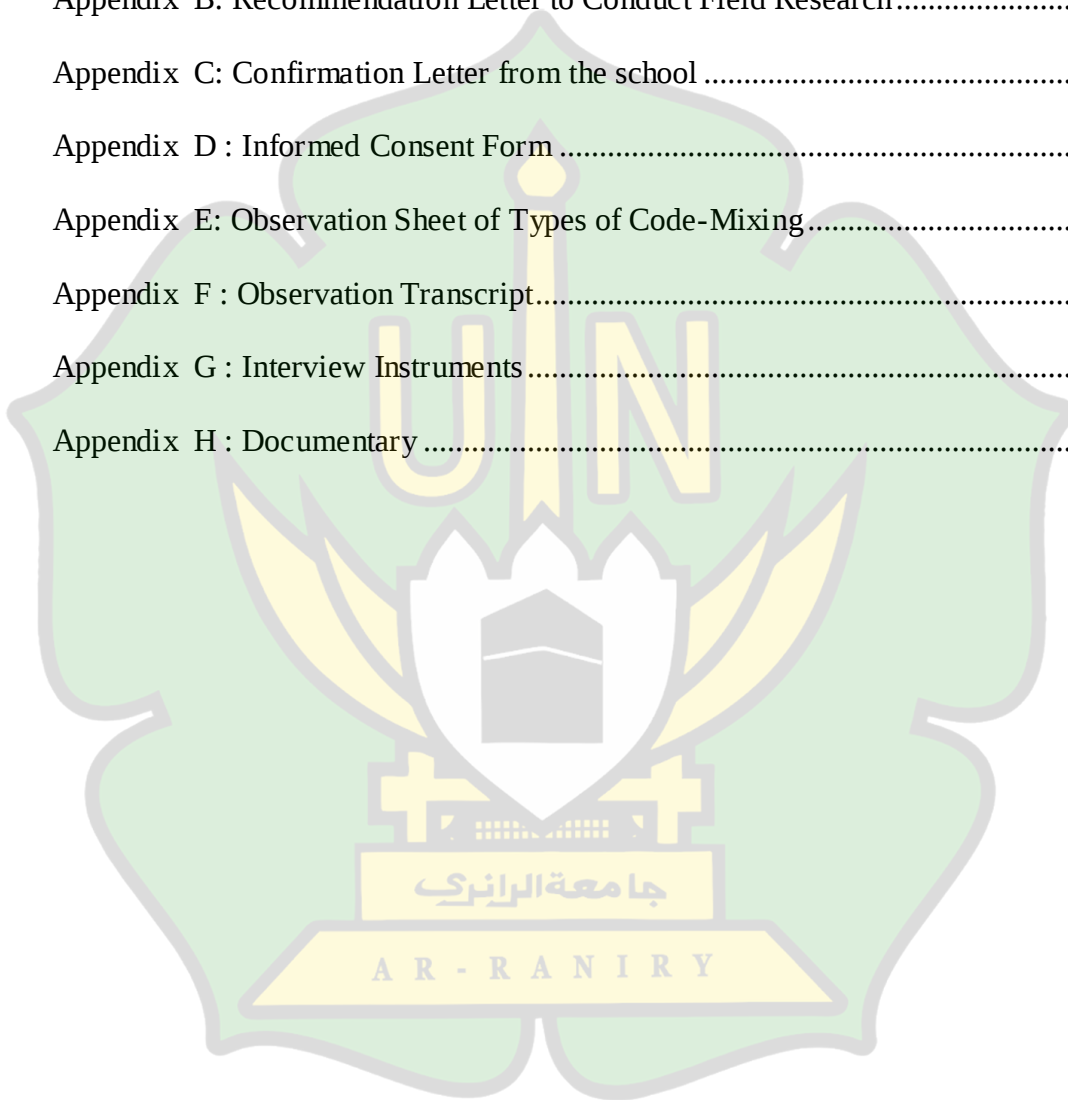
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CHAPTER I

INTRODUCTION

This introductory chapter describes the reason for conducting the research. It discusses the background of the study, research questions, aims of the study, its significance, and terminologies.

A. Background of Study

Language is an important aspect of human life, not only as a tool for communication but also as a pillar of culture, identity, and knowledge. In the current era of globalization, many societies have access to more than one language, which often creates bilingual or multilingual situations. Bilingualism refers to an individual's proficiency in speaking and comprehending two languages, enabling effective communication in both linguistic domains. This sociolinguistic phenomenon is widespread in various regions across the globe (Grosjean, 2010).

According to Apriana and Sutrisno (2022), bilingualism is common among Indonesian people. Most Indonesians tend to master more than one language from an early age. Indonesian is the country's official language, while regional or tribal languages are also commonly used in daily life. This phenomenon of bilingualism arises due to Indonesia's cultural and linguistic diversity, allowing individuals to grow up in a multilingual environment. With this diversity, the practice of code-mixing, i.e., mixing between languages, often occurs in everyday communication as a strategy to convey ideas, unify identity, or adapt to the context of communication (Waris, 2012).

Code-mixing is a linguistic phenomenon that occurs when a person uses elements from two or more languages in a single piece of discourse or conversation. It can involve borrowing words, phrases, or grammatical structures from one language for use in the context of another (Ezeh, et al. 2022). Kasoema and Amri (2016) state that code-mixing often occurs naturally in everyday interactions and can provide a sense of communicative flexibility.

According to Diyanty and Heriansyah (2021), code-mixing has a significant impact in educational contexts. One of the impacts of code-mixing in education is that it can assist students in better understanding the material being taught, especially if the concepts given are easier to understand in another language (Sari, 2022). Maszein, Suwandi, and Sumarwati (2019) also describe another impact in their research, stating that the usage of code-mixing can assist students in improving their vocabulary and understanding the structure of the foreign language used. In a classroom setting, students often have diverse language backgrounds. This includes differences in mother tongue, level of mastery of the target language (the language being taught), and language experience. Teachers and students often mix the target language (the language being taught) and their mother tongue or another language they are proficient in. Code-mixing practices in the classroom can vary in terms of intensity, type of code-mixing, and reasons for use. Fanani and Ma'u (2018) state that teachers have flexibility in deciding when and how to use code-mixing in language learning contexts.

Zainil and Arsyad (2021) state that understanding teachers' perceptions of the use of code-mixing or code-switching in language teaching is very important.

Teachers have a central role in helping students understand, master, and use language. They are the main facilitators in the language learning process. Therefore, their views on code-mixing can influence their teaching practices as well as students' learning outcomes (Xu, 2012). Some teachers may see code-mixing as an effective tool for explaining difficult concepts to students or aiding students' comprehension, while others may perceive it as a distraction or a sign of a lack of language proficiency (Siddiq, et al. 2020).

Before further examining the context of this study, it is important to look at the findings of previous studies that provide theoretical and practical foundations related to teachers' perceptions of code-mixing. Research by Park-Johnson (2020) and Wahyuni, Aeni, & Hasriani (2023) is particularly relevant as it highlights the complexity and nuances in educators' perceptions of the phenomenon of code-mixing in language education settings. Park-Johnson (2020) in his study entitled "Teachers' attitudes and beliefs about code-mixing by Bilingual students". The findings shows that teachers' overall attitudes and beliefs seem positive when taken as a whole; however, when comes to the statements about code-mixing are broken down by category, teachers tend to have more negative attitudes toward code-mixing, particularly when it is related to student performance and reasons for code-mixing. Furthermore, the findings revealed that factors that constantly performed a significant predictive role in overall assessments and assessments for categories of statements related to teacher preparation (having taken ESL/bilingualism classes or having credentials to teach ESL and bilingual students) significantly predicted positive attitudes toward code-mixing.

Another study was conducted by Wahyuni, Aeni, and Hasriani (2023). The study aims to assess teachers' perspectives on incorporating code-mixing in English instruction. The findings revealed that the teachers held positive perceptions regarding the use of code-mixing in English teaching. The positive perception among teachers stems from the belief that code-mixing enhances student engagement in English lessons. The use of L1 or Indonesian by teachers is considered beneficial in aiding students' comprehension of instructions, subject matter, assignments, and assessments. Furthermore, students can enhance their vocabulary and pronunciation through the incorporation of code-mixing in the teaching and learning process.

The above two previous studies have shown that teachers' perceptions of code-mixing tend to vary. This is influenced by various factors, as stated in the Park-Johnson (2020) study, such as the teacher's educational background, teaching experience, and views on the effectiveness of code-mixing. Understanding how teachers perceive code-mixing is an important aspect of improving the quality of language teaching and can help create a learning environment that is more inclusive and responsive to students' needs. It can provide insight into the factors that influence teachers' decisions to use code-mixing.

While the two previous studies above examined teacher perceptions of code mixing only, the researcher is interested in conducting a follow-up study by analyzing code mixing in EFL classes to expand and update the variables studied, which include: analysing the type of code mixing used by teachers in the teaching process and perceptions of teachers who use code mixing in EFL classes as well.

Moreover, the two studies above were conducted abroad and outside the province of Aceh, so this makes the researcher even more interested in conducting this research in Aceh. The anticipated outcomes of this study aim to enhance the development of teaching strategies that are not only more effective and efficient but also deepen our comprehension of how code-mixing operates within the dynamics of classroom interaction in the context of language teaching.

B. Research Questions

Based on the explanation above, this research focuses on two research questions, as follows:

1. What are the types of code-mixing used by the EFL teacher in the teaching-learning process?
2. What are the teachers' perceptions toward code-mixing in classroom interaction?

C. The Aims of Study

There are two aims in this research, as follows:

1. To identify the type of code-mixing used by the teacher in the teaching-learning process in EFL classrooms.
2. To analyze the teachers' perceptions of code-mixing in EFL classroom.

D. Significances of Study

1. To the teachers

Offering educators additional insights into the applications of code-mixing helps mitigate language use constraints within the classroom. Consequently, teachers

can employ it as an alternative means of communication between themselves and their students.

2. To the learners

It is hoped that this study can help language learners, especially English Language Education students, to understand the sociolinguistic concept of code-mixing better and provide a better understanding of how code-mixing is used in foreign language learning to help them understand the material, participate actively, motivate them to develop their language skills, and reduce challenges in learning English.

3. To the other researcher

This research is also expected to complement the literature on code-mixing in language teaching by deepening our understanding of this practice in the context of foreign language teaching. Then, this research can offer helpful references and be used as a resource to develop better research for future researchers who are interested in analyzing and exploring code-mixing.

E. Terminologies

In order to elucidate the essential terms utilized in this study, the definitions of the terminologies relevant to the research are presented below:

1. Perception

According to Robbins (2001), perception is the cognitive process through which individuals interpret and comprehend information derived from their surrounding environment. It encompasses the utilization of the senses and cognitive functions to receive, organize, and interpret external stimuli. Perceptions are

influenced by internal elements like personal experiences, beliefs, and values, as well as external factors such as the physical environment and context. The subjective nature of perception is evident as it is shaped by individual filters, leading to variations in how people perceive the same thing. Perception significantly influences an individual's understanding, decision-making, and interactions with the world.

2. Code-Mixing

Code-mixing refers to the phenomenon of combining or mixing two or more languages in a single sentence or conversation. In these situations, individuals switch spontaneously from one language to another without adhering to strict linguistic boundaries. Code-mixing often occurs in bilingual or multilingual environments, where individuals have language skills in more than one language. This phenomenon can appear in a variety of situations, both formal and informal, and includes the simultaneous use of words, phrases, or sentences from different languages. Code-mixing can be used as an effective communication strategy to express certain ideas or nuances that may not be fully expressed in one language alone. This phenomenon reflects the linguistic richness and communicative flexibility that individuals have in dealing with multilingual environments (Sumarsih, et al. 2014).

3. English Foreign Language (EFL) Classroom

An English as a Foreign Language (EFL) classroom refers to a setting where the process of learning and teaching English occurs for individuals whose native language is not English. In such a classroom, the teacher is responsible for

presenting the curriculum, fostering English communication, and aiding students in comprehending aspects such as grammar, vocabulary, and other facets of the English language (Sulistiyo, 2016). Students in EFL classes often have multilingual backgrounds, using their mother tongue or other languages outside of English. This environment creates both challenges and opportunities for learning, where creative and inclusive teaching strategies are important to help students acquire better English language skills in a non-English speaking environment.

