

**AN ANALYSIS OF TEACHER'S CODE MIXING IN ENGLISH
CLASSROOM INTERACTIONS AT MTSN 3 PADANG PARIAMAN**

THESIS

*Submitted in partial fulfillment as one of the requirements for undergraduate
program in English Education the Strata one (S1) Degree*



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MOTTO

*Whoever takes a path seeking knowledge, Allah will make easy for him a path to
Paradise."(HR. Muslim)*

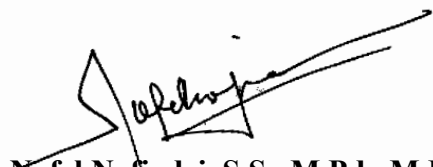
Every page I wrote was a step, and every step was worth the wait."
Trust the process, embrace the challenges, and keep moving forward until the end."
(Author)

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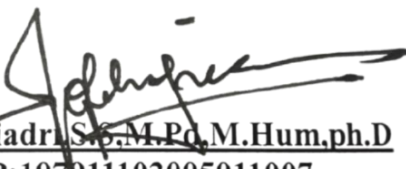
THESIS ACCEPTANCE

The thesis entitled **An Analysis of Teacher's Code Mixing in English Classroom Interactions at Mtsn 3 Padang Pariaman** written by **Nabila Lovani Putri**, student register number: 2214050027 has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang. On September, 11th 2026. Therefore, it has accepted as one of the requisites to procure Academician Degree Program of Strata One(S1) degree in English Tadris Department.

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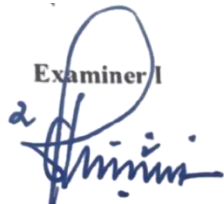

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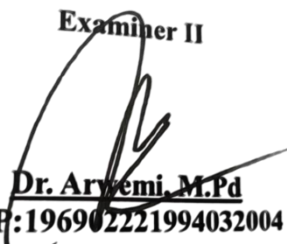

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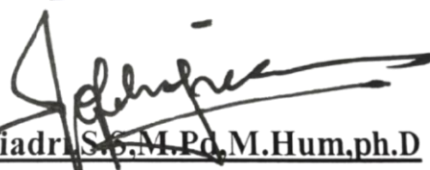
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PENGESAHAN TIM PENGUJI

Skripsi dengan judul “Analisis Campur Kode Guru dalam Interaksi Pembelajaran Bahasa Inggris di MTsN 3 Padang Pariaman.” ditulis oleh **Nabila Lovani Putri** NIM: 2214050027 telah diujikan dalam sidang Munaqasah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada tanggal 4 September 2026. Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

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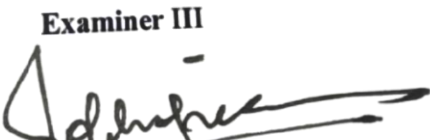
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PERNYATAAN KEASLIAN

Dengan ini, saya menyatakan bahwa skripsi yang berjudul "*An Analysis of Teacher's Code Mixing in English Classroom Interactions at Mtsn 3 Padang Pariaman*" adalah hasil karya saya sendiri. Saya mengutip beberapa teori dalam penelitian ini dari beberapa referensi dan sumber. Selain itu, apabila di kemudian hari terbukti bahwa skripsi ini bukan hasil karya saya sendiri, saya bersedia menerima konsekuensinya.

Padang, 26 September 2026

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The author realizes that this thesis could be completed with the support and assistance of various parties. Therefore, the author would like to express her sincere gratitude to all those who have directly or indirectly contributed to the completion of this thesis. On this occasion, the author would like to express her gratitude to:

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Hopefully, every word written in this thesis can provide new insights and a deeper understanding of the topic discussed. This thesis is expected to be useful for the author in particular and for readers in general. Hopefully, all the help, support, and sincerity given to the author will be regarded as an act of worship and rewarded by Allah SWT. Ameen, Ya Rabbal ‘Alamin.

ABSTRACT

**Nabila Lovani Putri, 2026: An Analysis of Teacher's Code Mixing in
English Classroom Interactions at Mtsn 3
Padang Pariaman**

This study aims to analyze the use of code mixing by the teacher in English classroom interaction at MTsN 3 Padang Pariaman, focusing on its types, socio-functions, and influence on classroom interaction. A descriptive qualitative design was employed, with the data consisting of the teacher's utterances collected through classroom observation, audio recording, and an interview. The analysis was based on Muysken's (2000) theory of code mixing and Holmes' (2013) theory of language functions. The analysis identified 21 instances of code mixing, consisting of 12 instances of insertion and 9 instances of alternation. The findings showed that the code mixing was predominantly Indonesian-based, in which English words and phrases were embedded into Indonesian utterances, rather than English utterances mixed with Indonesian elements. This indicates that Indonesian functioned as the dominant language of the teacher's classroom talk, while English was used as an embedded language, mainly for lesson-related terms and instructions. The use of code mixing served referential and affective functions. The referential function was associated with the teacher's efforts to support students' understanding, particularly in response to their limited vocabulary, while the affective function was reflected in the teacher's linguistic background and language habits, as well as her effort to create a comfortable classroom atmosphere. Code mixing occurred most frequently during the main activity, particularly when the teacher explained materials, gave instructions, asked questions, and responded to students. Its use influenced classroom interaction by supporting students' understanding, maintaining communication, and creating a more comfortable and flexible interaction. Thus, code mixing formed part of the teacher's language use in supporting the teaching and learning process and classroom interaction.

Keywords: code mixing, classroom interaction, Insertion, Alternation

ABSTRAK

Nabila Lovani Putri, 2026: *Analisis Campur Kode Guru dalam Interaksi Kelas Bahasa Inggris di MTsN 3 Padang Pariaman*

Penelitian ini bertujuan untuk menganalisis penggunaan campur kode oleh guru dalam interaksi kelas Bahasa Inggris di MTsN 3 Padang Pariaman, dengan fokus pada jenis, fungsi sosial, dan pengaruhnya terhadap interaksi kelas. Penelitian ini menggunakan desain deskriptif kualitatif, dengan data berupa tuturan guru yang dikumpulkan melalui observasi kelas, rekaman audio, dan wawancara. Analisis data didasarkan pada teori campur kode Muysken (2000) dan teori fungsi bahasa Holmes (2013). Hasil analisis menemukan 21 data campur kode, terdiri dari 12 data insersi (insertion) dan 9 data alternasi (alternation). Temuan menunjukkan bahwa campur kode yang muncul didominasi oleh tuturan berbasis bahasa Indonesia yang disisipi unsur bahasa Inggris, bukan tuturan berbasis bahasa Inggris yang disisipi unsur bahasa Indonesia. Hal ini menunjukkan bahwa bahasa Indonesia berperan sebagai bahasa dominan dalam tuturan guru di kelas, sedangkan bahasa Inggris digunakan sebagai bahasa sisipan, terutama untuk istilah materi dan instruksi pembelajaran. Penggunaan campur kode berfungsi sebagai fungsi referensial dan afektif. Fungsi referensial berkaitan dengan upaya guru untuk membantu pemahaman siswa, khususnya sebagai respons terhadap keterbatasan kosakata siswa, sementara fungsi afektif tercermin dari latar belakang linguistik dan kebiasaan berbahasa guru, serta upayanya menciptakan suasana kelas yang nyaman. Campur kode paling sering terjadi pada kegiatan inti, khususnya saat guru menjelaskan materi, memberikan instruksi, mengajukan pertanyaan, dan merespons siswa. Penggunaan campur kode ini memengaruhi interaksi kelas dengan mendukung pemahaman siswa, menjaga kelancaran komunikasi, serta menciptakan interaksi yang lebih nyaman dan fleksibel. Dengan demikian, campur kode menjadi bagian dari penggunaan bahasa guru dalam mendukung proses belajar-mengajar dan interaksi di dalam kelas.

Kata kunci: campur kode, interaksi kelas, insersi, alternasi

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