

**TEACHER'S CODE-MIXING TO TEACH WRITING OF NARRATIVE TEXT  
IN 2013 CURRICULUM FRAMEWORK  
(A Case Study at the Tenth Grade of a Vocational High School in Ciamis)**

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**ABSTRACT**

This study investigated teacher's code-mixing to teach writing of narrative text in 2013 curriculum framework. It was aimed at finding out how the teacher uses code-mixing in teaching writing of narrative text in the framework of 2013 curriculum, investigating the factors which encourage the teacher to use code-mixing in teaching writing of narrative text in the framework of 2013 curriculum, and finding out the students' perceptions toward teacher's code-mixing to teach writing of narrative text in 2013 curriculum framework. The research design used case study conducting to the students at grade ten of a vocational school in Ciamis. The writer employed the observation, the interview and the questionnaire. The data analysis employed Triangulation to examine data from observation, interview, and questionnaires as adapted from Fraenkel, et al. (2012, p. 559). The findings showed that the teacher used code-mixing in teaching writing of narrative text in the framework of 2013 curriculum. It was used by the teacher and categorized into three classes, namely alternation, congruent lexicalization, and insertion. The findings showed that some factors encouraged the teacher to use code-mixing to teach writing of narrative text in 2013 curriculum framework. The findings showed that the students gave their positive responses toward how the teacher uses code-mixing to teach writing of narrative text in 2013 curriculum framework.

**Keywords:** *Teacher, Code-Mixing, Teaching Writing, Narrative Text, 2013 Curriculum*

**INTRODUCTION**

Code-mixing is a result of mastering different languages. Thus, it means a linguistic phenomenon that is commonly found in such society with different languages. Wardhaugh (2006, p.103) defines that code-mixing happens if people speak those languages all together to the scope that they switch one language to another one in every single talk. It is supported by Ho (2007) who stated, "Code-mixing means to switch one language to another both spoken and written. This phenomenon is common in such society where different languages are spoken at the same time."

In vocational high school context where 2013 curriculum is applied, English language becomes a tool in communication. When the teacher teaches the students including teaching writing narrative text, such as giving instruction or explaining the materials, English language becomes the important language for teacher to use. On the other hand, it is not possible for the

teacher to use their mother tongue or first language. It is in line with Marlan and Xiting (2016, p. 86) argued, “Most practitioners working in English education in non-English speaking countries apply code-mixing included in their teaching activity. Speakers speak their first and second language, particularly in different contexts throughout bilingual communities.” Therefore, when the teacher uses two languages in their speech, code-mixing is very likely to happen. For example, “*Ada tugas tidak?*” Collect it please!” it means, a teacher mixed two language in his instruction. “*Ada tugas tidak?*” is an Indonesian sentence, and “Collect it please!” is an English sentence.

This present study is relevant with the previous study conducted by Marlan and Xiting (2016) entitled “Code-Mixing as a Bilingual Instructional Strategy in EFL Context”. Similarly, Aeyomoni (2006) also conducted a study entitled “Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community.” In addition, Kustati (2014) also conducted a study entitled “An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context”. The writer concluded that there was a similarity between the present studies and the previous study in conducting the research on the field of code-mixing. However, the previous study was different from the present study. The previous studies only investigated the use of code-mixing between Chinese and English, the use of code mixing based on the different periods in lives, and types and reasons of code-mixing and code-switching constructed in EFL classroom.

Meanwhile, the present study filled the gap by investigating the teacher’s way in applying code-mixing, factors of code mixing, and students’ way to apply code-mixing. Besides, the previous studies used qualitative research method with no explanation of its design. Moreover, the present study filled the gap on a case study as its design. In addition, the participants in the previous studies were a Chinese student and teacher of English in Dezhou University of China, 50 respondents of secondary school teachers in Local Government Areas of Ondo State, and 2 English lecturers and 33 students of grade two of undergraduate program of English in Tarbiyah Faculty, IAIN IB Padang. Meanwhile, the participants in the present study were an English teacher and 36 students at grade ten of a vocational school in Ciamis. From the preliminary explanation, the writer proposes the following three research questions:

1. How does the teacher use code-mixing to teach writing of narrative text in 2013 curriculum?
2. What are the prominent factors that encourage the teacher to use code-mixing to teach writing of narrative text in 2013 curriculum?
3. What are the students’ perceptions toward teacher’s way of code-mixing to teach writing of narrative text in 2013 curriculum?

Relating to the previous research questions, the purposes of this study covers:

1. To investigate the teacher's steps in to find out how the teacher uses code-mixing to teach writing of narrative text in 2013 curriculum.
2. To investigate the factors which encourage the teacher to use code-mixing to teach writing of narrative text in 2013 curriculum.
3. To find out the students' perceptions toward teacher's way of code-mixing to teach writing of narrative text in 2013 curriculum.

## LITERATURE REVIEW

### *The Nature of Code-Mixing*

Code-mixing is a phenomenon of such language spoken in another one. Marlan and Xiting (2016, p. 86) stated that Code-mixing can be described as a fact that such a word or an expression of a language spoken in class of words and its structure of another language." Fanani (2018, p. 69) stated that code-mixing means the combination between two distinct codes in a sentence that represents the ambiguity toward what code that ought to be best spoken. Overall, code-mixing means a language phenomenon in mixing different languages at the same time. It can be concluded that code mixing is code dissimilarity inserted and spoken by other language and two languages application which is triggered by informal setting, and multilingual community habit. It is a language phenomenon in mixing two languages or more together.

### *Types of Code-mixing*

Fanani (2018, pp. 70-71) presented three classes of code-mixing. They are alternation, lexicalization and insertion. First is insertion which means to insert the things lexically and language elements to different language structure (Fanani, 2018, p. 70). The insertion pattern could be construed on Figure 1.

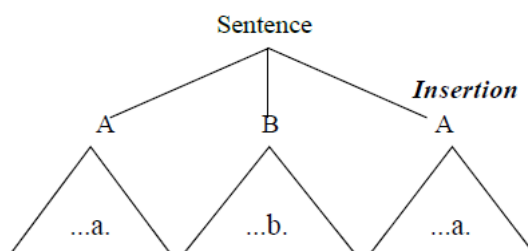


Figure 1 The Insertion of Tree Diagrams

Figure 1 displays two different languages between A and B where A acts dominantly that contours the sentence and B acts to fragmentize that will be spoken to A as the dominant one. . Each of them could be inserted by the elements of A and B language (Fanani, 2018, p. 70).

The pattern of ABA itself might be modified into AAB or BAA for the sentence in A and BAB, BBA, and ABB for the sentence in B. The insertion example will be seen latter and the

example consists of code-mixing upon English and Spanish written by Muysken, Díaz, & Muysken (2000, p.5), in Fanani (2018, p. 70). *Aku jalan* in a state of shock *dalam dua hari*. (I walked in shock for two days.)

Second is alternation referring to the situation where the division of two languages occurs upon the grammar that could be lexically by any language particles. This code-mixing type divides the structure language A and B. the structure of both of them is mixed into a sentence. Although the sentence resulted from the combination between two different language structures, the sentence is readable clearly (Fanani, 2018, p. 70). its pattern could be represented on Figure 2.

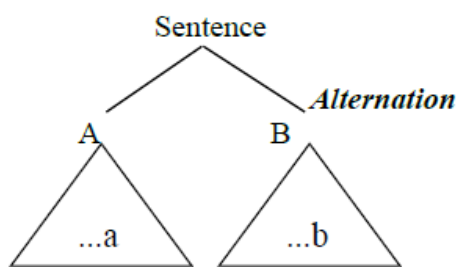


Figure 2 The Alternation of tree diagrams

From the Figure 2, it is obvious that the alternation of a sentence can be classified into two various structures of a language. Each may be constructed by both languages' elements. A language structure has word elements from language A while B language structure has word elements from B language B. The example of this type is displayed further and the example is adapted from code-mixing among Russian and French language by Muysken, Díaz, & Muysken (2000, p.6), in Fanani (2018, p. 70). *enggak apa-apa* and please come again. (It's alright, please come again.)

The third type of code-mixing is compatible lexicalization. In the process of compatible lexicalization, there is lined and structure similarity on the syntactic stage among the two languages (Fanani, 2018, p. 71). The pattern of compatible lexicalization might be illuminated through the Figure 3.

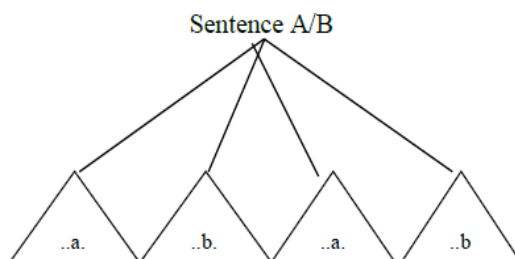


Figure 3 The Tree Diagram of Compatible Lexicalization

The Figure 3 seems that compatible lexicalization has linear and structural equivalence between language A and language B. An example of compatible lexicalization can be seen further below and the example can be found from the code-mixing between Spanish and English by Muysken, Díaz, & Muysken (2000, p.6), in Fanani (2018, p. 71). *Hebat*, in other word, *plane nya* [*meninggalkan* Chicago about three o'clock]. (Awesome, in other word, the plane that departs from Chicago about three o'clock.)

### ***Factors of Code-Mixing***

Bhatia and Ritchie (2004) in Kim (2006, p. 49) stated that there are some factors generating code-mixing such as quotations, repetition, topic-comment/relative clauses, evading, exclamations and idioms and deep-rooted cultural understanding. Direct quotation or reported speech causes language mixing/switching among bilinguals cross-linguistically.” Also, Bhatia and Ritche (2004) in Kim (2006, p. 49) said, “Repetition or paraphrasing put mark on another usage of mixing and topic-comment function triggers bilinguals mix languages”. It means that the factor of code-mixing generated from quotations, reiteration, topic-comment/relative clauses, evading, exclamation, idioms, and cultural understanding.

Language approaches, control, and security regulate the qualitative and quantitative stuffs of language mixing. As for the approaches, the frequency of code-mixing of bilinguals counts on whether a society considers code-mixing positively or negatively. As mentioned, control also marks code-mixing. Genesee, Nicoladis and Paradis (1995, p.615) as written in Kim (2006, p.50) stating that control related to relative ability is a common inclination for children with mixed languages to combine elements from their primary language in speaking their non-primary language, instead of vice versa, because many linguistic structures for communication lack of non-primary language.

Also, bilinguals' safety relates to code-mixing. As reported in Grosjeans (1982, p. 150) as cited in Kim (2006, p. 50), “If I talk to another Russian person with bilingual English, it is not like speaking with good care the language frequently blends. This also occurs when I am exhausted or happy or irritated.” It happens when people with bilinguals do not feel confident. They incline to blend mores languages. Moreover, language approaches, authority and confidence are the factors inducing code-mixing usage. It can be concluded that the factors of code-mixing covers the participants' social role and connection, situational factor, language approaches, authority and confidence. All of them impact on how people blend the language.

### ***The Overview of Narrative Text***

In Curriculum 2013, narrative text is learnt in the English lesson. It is such an important material for the students to learn. It is because through narrative text, learners can tell the story to amuse the readers and display the moral value to those who listen or read narrative text.

Cooper (2007, p. 4) explains, “the social role of narrative text is to please, amuse and to engage to problematic cases leading to a crunch or turning point of some kind, in turn taking, finds a resolution.” In this case, narrative is simply about pleasing readers with a powerful social part out of being an entertainment medium (Knap & Watkins, 2005, p. 220). In accordance with this, Wolfe and Mienko (2007, p. 542) outline that narrative text is defined as events occurring throughout time and it related through a causal or thematic series. Best, Ozuru, Floyd, and McNamara (2010, p. 1) define “narrative texts usually present reoccurring topics (e.g., friendship, love, parting with a friend) in a specific context involving particular characters, settings, and times.” It means that narrative text is a text that describes events in a specific context involving particular characters, settings, and times. It means that narrative text is a text that describes events in a specific context involving particular characters, settings, and times. Thus, narrative text is a text for entertainment.

As other kinds of texts, narrative has also schematic structures and the grammatical features. Therefore, the students are expected to master the schematic structures and the grammatical features of narrative text. In this case, the schematic structures of a narrative are orientation, evaluation, complication climax, resolution, and re-orientation (Christie & Derewianka, 2010, p. 32). First is orientation that presents character(s) in a time or place framework or both, and beside that, they are distinct. Second is assessment that answers and/or reflects on the Impediment provided (although the language might come up in other elements). Third is the resolution of the problem. The search was carried out in accordance with the test, the protagonist being informed of the origin. The significance of the narration of the various schematic schemes includes the orientation, currency, climax complications, resolution and orientation.

The points of grammatical narrative are particularly specific to the individual and the solitaire, the verbal material, the relational process, the temporal congruence and the temporal congruence (Knapp & Watkins, 2005, p. 221). These interpretations of the narrative test are based on grammatical values, false and imperative part of the determinants, the temporal passages, the relative relational processes, the temporal congressional contexts and the temporal conventions.

### ***2013 Curriculum Framework***

The Indonesian curriculum changes from time to time. In 2013, the national curriculum known as the 2013 curriculum (K-13) was launched. The main objective of this curriculum is to train people who are faithful to God, of good character, confident, successful in learning, responsible citizens and who contribute positively to civilization (Ministry of Education and Culture, 2012). This structure was supported by Government Regulations No. 32, year 2013 (Revision of Government Regulations No. 19, year 2005, according to National Education

Standards). This regulation is interpreted by the Ministerial Education and Culture Regulations No. 67, 68, 69 and 70 on the Basic Structure and Structure of the Curriculum from Secondary Education to Senior Secondary Education and Vocational School. (Ahmad, 2014, p.7).

The 2013 curriculum bears values containing character building. The values can be trailed from the main Competences, abbreviated with KI-1 to KI-4. KI-1 and designed for spiritual competence. KI-2 for social competence, KI-3 related to knowledge and KI-4 means for learning process through with the KI-3, KI-2 and KI-1 that can be perceived. This paradigm learning embrace direct and indirect model of learning, and indirect learning model related to KI-1 and KI-2. These kinds of competences don't have specific learning materials as it is integrated into cognitive and psychomotor domains. This formulation is aimed at reducing or eliminating verbalism in learning. Primary Competence which stand for KD is the guidance for teachers to improve indicators for indicators. KD in KI-1 and KI-2 is the development of KD in KI-3 and KI-4. KD in KI-3 is lined with KD in KI-4 and the number of KD in KI-3 has the same measurement with the number of KD in KI-4. Based on the map, KD3.1 for example is with KD4.1, KD3.2 is linked with KD4.3, etc. The learning material in KD3.1 is given in KD4.1 and for this reason the number of KD in KI-3 should be the same with the number of KD in KI-4. But, to some certain extents, KD in KI-3 is not always congruent with KDs in KI-4 as the learning steps in KDs of KI-4 cover some KDs in KI-3.

In this research, the competencies were the context to observe code mixing usage is KD 3.8 in KI 3 where expect the students to differentiate the social role, text structure, and language features of several spoken narrative texts and written by giving and asking for the information dealing with simple legend that is appropriate with the context of it usage.

## **METHOD**

This study used a case study to observe and to explain teacher's code-mixing to teach writing of narrative text in 2013 curriculum framework at the tenth grade of a vocational school in Ciamis. Furthermore, the case study emphasizes on each individual or groups, and tries to comprehend their insights of every case (Cohen, et al. 2007, p. 253). Purposive sampling technique was used to select the participants in this study. In line with this, Cohen, et al. (2007, p. 114) also add "in purposive sampling, often the sample has been chosen for a specific purpose." Thus, the writer selected an English teacher and 36 students as the participants at grade ten of a vocational school in Ciamis.

Three instruments were administered in the form of interview, observation and questionnaire. The process of teaching and learning writing of narrative text was conducted. Furthermore, the observation was conducted for one meeting which was on August 07<sup>th</sup>, 2019. In conducting the interview, the English teacher was interviewed by using six questions which

were adapted and edited from Bathia dan Ritchie (2006). At the same time, all the interview conversation was recorded. The interview was conducted on August 07<sup>th</sup>, 2019. After that, she distributed the questionnaire that consisted of ten statements to 36 students at grade ten of a vocational school in Ciamis. In doing the questionnaire, the students ought to put checklist checklist [√] on the responses column that consists of five response categories. They are “Strongly Agree”, “Agree”, “Neither Agree nor Disagree” or “Neutral”, “Disagree”, and “Strongly Disagree” responses. The questionnaire was conducted on August 14<sup>th</sup>, 2019.

Triangulation analysis was used by the writer to triangulate the data of the observation, the interview, and the questionnaire. Fraenkel, et al. (2012, p. 559) assert that “triangulation engage various methods and types of data to examine such research question.” Furthermore, the observation, the interview, and the questionnaires were triangulated with the theories in the second chapter to answer research question number one, two, and three.

## **FINDING AND DISCUSSION**

### **Findings**

After bringing the data all together from the observation, the interview, and the questionnaire, data analysis of each instrument was dexamed as follows:

#### ***How the Teacher Used Code-Mixing to Teach Writing of Narrative Text in 2013 Curriculum Framework***

The first research question that the writer formulated was as follows: “How does the teacher use code-mixing to teach writing of narrative text in 2013 curriculum framework?”. Based on the aforementioned chapter, the results of the observation from the first meeting were triangulated with the results of the interview from the first to the third questions to answer the first research question. The results of data analysis were aimed at finding out how the teacher uses code-mixing in teaching writing of narrative text in the framework of 2013 curriculum.

In summary, the observation result had been analyzed and interrelated with the interview result from first to third questions at responding to the first research question. The findings display that the teacher used code-mixing to teach writing of narrative text in 2013 curriculum framework. It was used in every stage of teaching, namely pre-activity, main-activity, and post-activity. It was also used in teaching writing of narrative text by focusing on students’ center. Meanwhile, the teacher was only acted as a facilitator who facilitated them to write. Besides, she also started to prepare teaching media, explained the framework of narrative text, and encouraged them to explore their ideas, thoughts, and knowledge of narrative text into well-formed sentences. Likewise, Hyland (2003, p. 3) states that “writing is a tool to reinforce



language forms through habit construction and examine learners' skill to produce well-constructed sentences.”

However, code-mixing was not directly used by the teacher to explain the words whose meaning is implied in teaching writing narrative texts. It was done in order to build the students' curiosity by giving the questions referring to the materials. Likewise, the teacher is not directly teaching the students by explaining the material, but the process starts by asking the students to observe something related to the material. The teacher can give the stimuli for the students to ask the questions (Permendikbud No. 81 of 2013, cited in Jaedun, et.al. 2014, pp. 19-20). Furthermore, code-mixing applied by the teacher has three categories, namely insertion, alternation, and congruent lexicalization. This was in line with the theories proposed by Fanani (2018, pp. 70-71).

The first type of code-mixing used by the teacher in teaching writing of narrative text was insertion. There were 27 sentences which were categorized into insertion. Moreover, the teacher used insertion because there is one language in two languages. In this case, the sentence structure consists of two structures from Bahasa Indonesia and one structure from English or vice versa. Furthermore, English elements insert bahasa Indonesia or vice versa. Therefore, English acts its dominance on the language to shape the sentence and Bahasa Indonesia acts as the fragments that will be inserted into the dominant language or English. Similarly, A acts as the dominance on the language to form the sentence and B acts as the parts inserted to A as the dominant language (Fanani, 2018, p. 70).

The second type of code-mixing applied by the teacher is alternation. There were 35 sentences which were categorized into alternation. Moreover, the teacher used alternation because of using one sentence consisting of two languages. In this case, the sentence structure consists of one structure from Bahasa Indonesia and another one from English or vice versa. Furthermore, there is a combination between the sentence of Bahasa Indonesia and English elements or vice versa. Therefore, the sentence was divided into two different language structures which were English and Bahasa Indonesia. Similarly, it seems that the sentence of alternation is separated into two distinct language structures. Each might em both language elements (Fanani, 2018, p. 70).

The third type of code-mixing applied in teaching writing of narrative text was congruent lexicalization. There were 57 sentences which were categorized into congruent lexicalization. Moreover, the teacher used congruent lexicalization because of applying one sentence consisting of two languages. In this case, sentence structure consists of linear and equivalence structure between Bahasa Indonesia and English or vice versa. Likewise, it seems that congruent lexicalization has linear and structural equality between language A and language B (Fanani, 2018, p. 71). Furthermore, Bahasa Indonesia sentence was mixed by the English elements or vice versa. In this case, the structure of the sentence consists of two elements from Bahasa

Indonesia and two elements from English or vice versa. Therefore, the sentence was divided into four different language structures which were English and Bahasa Indonesia.

### ***The Factors Which Encouraged the Teacher to Use Code-Mixing to Teach Writing of Narrative Text in 2013 Curriculum Framework***

The second research question that the writer formulated was as follows: “What are the factors that encourage the teacher to apply code-mixing in teaching writing of narrative text in the framework of 2013 curriculum?”. As stated in previous chapter, the results of the interview from the fourth to the sixth questions were triangulated with the theories in the second chapter to answer the second research question. The results of triangulation could reveal the factors which encourage the teacher to use code-mixing to teach writing of narrative text in the framework of 2013 curriculum.

To sum up, the results of the interview from the fourth to the sixth questions had been analyzed and correlated with the theories in the second chapter at answering the second research question. The findings showed that some factors encouraged the teacher to use code-mixing to teach writing of narrative text in 2013 curriculum framework. Firstly, code-mixing was used by the teacher when teaching writing of narrative texts by using video because the video was full English. Moreover, the students really do not know about some vocabularies. Moreover, she tried to explain the vocabularies that they really did not seem familiar and difficult by using code-mixing. Likewise, the teaching process in 2013 curriculum can be done by observing through giving the students stimulate, such as picture or video than the students will observe what they see (Permendikbud No. 81 of 2013, cited in Jaedun, et.al. 2014, pp. 19-20).

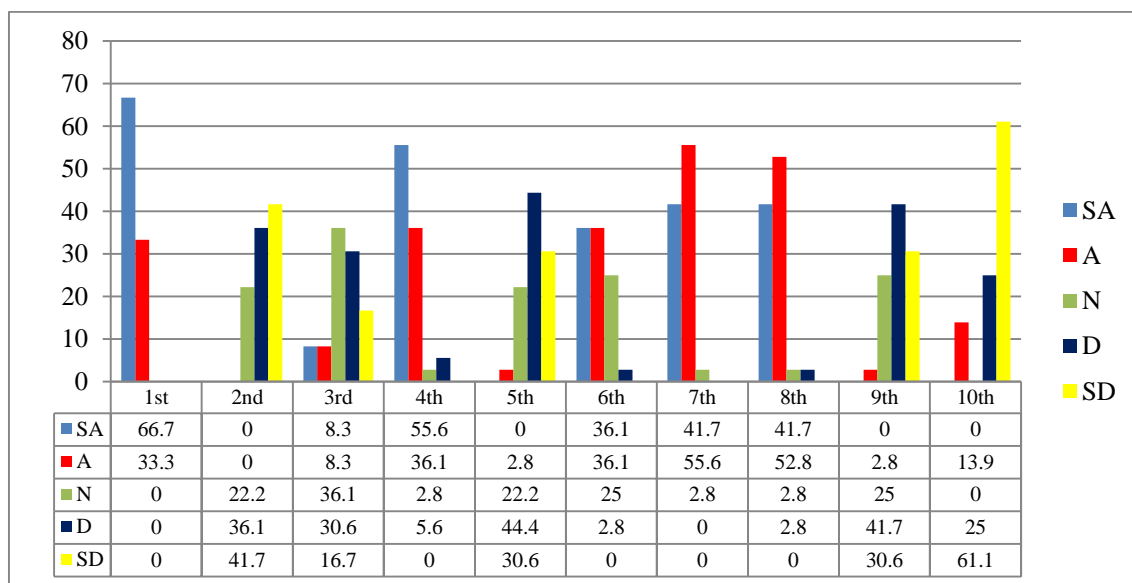
Secondly, code-mixing was applied by the teacher because English was not dominantly used by the students. Therefore, they were lacking of using English for communication because their dominant daily languages were Sundanese and bahasa Indonesia. Besides, the students’ background is different because English is also not their first language. Furthermore, the teacher used code-mixing to achieve the learning objectives and to make them understand the material easily. Lastly, code-mixing was used by the teacher because of situational factors related to discourse topic such as students did not understand the material. Likewise, situational factors, discourse topic, and language allocation were some factors why people mix language in their utterance (Bhatia & Ritchie, 2006, p. 339). In contrast, the teacher used English if the students have understood it.

### ***The Students’ Perceptions toward the Use of Code-Mixing by the Teacher to Teach Writing of Narrative Text in 2013 Curriculum Framework***

The third research question that the writer formulated was as follows: “What are the students’ perceptions toward teacher’s way in applying code-mixing by the teacher to teach

writing of narrative text in 2013 curriculum framework?”. As stated in previous chapter, the questionnaire result from statement one to ten were triangulated along with the theories in the second chapter to find the answer of the third research question. The results of triangulation could reveal the students’ perceptions toward the use of code-mixing by the teacher to teach writing of narrative text in 2013 curriculum framework.

After analyzing the students’ responses from statement one to ten. The percentage of each statement was elaborated displayed on Figure 4.



**Figure 4 The Percentages of Students’ Responses to each Statement**

To summarize, the questionnaire result from statement one to ten had been analyzed and correlated with the theories in the second chapter at answering the third research question. The findings showed that the students gave their positive responses toward the use of code-mixing by the teacher to teach writing of narrative text in 2013 curriculum framework. They perceived code mixing was used by the teacher in teaching English because they did not want English to be fully used during teaching English. However, they wanted the use of English language to be balanced with Indonesian language during teaching English. They did not decrease the use of English language although the teacher used code mixing between Indonesian language or vernacular language. Conversely, the application of code mixing made them easier to understand the lesson and could increase the use of English language. As a result, they respected to their teacher when she used code mixing because it could help her in explaining the materials and could make them easy in understanding of what the teacher explained. Moreover, the use of code mixing does not imply that the teacher cannot speak English. Similarly, situational factors, discourse topic, and language allocation were some factors why people mix language in their utterance (Bhatia & Ritchie, 2006, p. 339).

## Discussion

This research has investigated the teacher's code-mixing to teach writing of narrative text in 2013 curriculum framework at grade ten of a vocational school in Ciamis. In this case, the observation result had been analyzed and correlated with the interview result of question one to three at answering research question number one. The findings indicated that the teacher used code-mixing to teach writing of narrative text in 2013 curriculum framework. It was used by the teacher and classified into three categories, namely alternation, insertion, and congruent lexicalization. This was in line with the theories proposed by Fanani (2018, pp. 70-71).

The first type of code-mixing used by the teacher was insertion. There were 27 sentences which were categorized into insertion. Moreover, the teacher used insertion because of using one sentence consisting of two languages. In this case, the sentence structure consists of two structures from Indonesian language and another one from English or in vice versa. Furthermore, Indonesian sentence was inserted by the English components or vice versa. Therefore, English shows dominance to form the sentence and Indonesian language acts as the parts that will be combined into English. Similarly, A shows dominance to form the sentence and B acts as the parts that will be combined to language A (Fanani, 2018, p. 70).

The second type of code-mixing used was alternation. There were 35 sentences categorized into alternation. Moreover, the teacher used alternation because of using one sentence consisting of two languages. In this case, sentence structure consists of one structure from Indonesian language and another one from English or vice versa. Furthermore, Indonesian sentence was mixed with English components or vice versa. Therefore, the sentence was divided into two different language structures which were English and Bahasa Indonesia. Similarly, it seems that alternation sentence is divided into two distinct language structures. Each might be set with both languages' elements (Fanani, 2018, p. 70).

The third type of code-mixing used by the teacher was congruent lexicalization. There were 57 sentences categorized into congruent lexicalization. Moreover, the teacher used congruent lexicalization because of using one sentence consisting of two languages. In this case, the sentence structure consists of linear and equivalence structure between Bahasa Indonesia and English or vice versa. Likewise, it seems that congruent lexicalization has linear and structural equivalence between language A and B (Fanani, 2018, p. 71). Furthermore, Indonesian sentence was combined by English components or vice versa. In this case, the structure of the sentence consists of two structures from Indonesian language and two structures from English or vice versa. Therefore, the sentence was divided into four different language structures which were English and Bahasa Indonesia.

Meanwhile, the interview result from the fourth to the sixth questions had been analyzed and correlated with the theories in the second chapter at answering the second research question. The findings showed that some factors encouraged the teacher to use code-mixing to teach

writing of narrative text in 2013 curriculum framework. Firstly, code-mixing was applied by the teacher when teaching writing of narrative texts by using video because the video was full English. Moreover the students really do not know about some vocabularies. Moreover, she tried to explain the vocabularies that they really did not seem familiar and difficult by using code-mixing. Likewise, the teaching process in 2013 curriculum can be done by observing through giving the students stimulate, such as picture or video than the students will observe what they see (Permendikbud No. 81 of 2013, cited in Jaedun, et.al. 2014, pp. 19-20).

## **CONCLUSIONS**

After analyzing the data, the writer has drawn three important conclusions to answer the research questions in this research dealing with teacher's code-mixing to in teach writing of narrative text in 2013 curriculum framework at grade ten of a vocational school in Ciamis. Firstly, the conclusion revealed that code-mixing was applied in 2013 curriculum framework. It was used to teach writing of narrative text by focusing on students' center. Meanwhile, the teacher only acted as a facilitator who facilitated them to write. Code-mixing was applied by the teacher classified into three categories, namely; alternation, insertion, and congruent lexicalization. This was in line with the theories proposed by Fanani (2018, pp. 70-71). Among three types of code-mixing, the one that was mostly used was congruent lexicalization, while insertion was rarely used by the teacher.

Secondly, the conclusion also revealed that some factors encouraged the teacher to use code-mixing. First, code-mixing was applied by the teacher when teaching writing of narrative texts by using video because the video was full English. Moreover the students really do not know about some vocabularies. Second, code-mixing was applied by the teacher because English was not dominantly used by the students. Besides, the students' background is different because English is also not their first language. Furthermore, the teacher used code-mixing to achieve the learning objectives and to make them understand the material easily. Lastly, code-mixing was applied by the teacher because of situational factors related to discourse topic such as students did not understand the material.

Third, the conclusion also revealed that the students gave their positive responses toward the use of code-mixing by the teacher. They perceived it was applied by the teacher. They did not decrease the use of English language although the teacher used it between Indonesian language or vernacular language. Conversely, it made them easier to understand the lesson and could increase the use of English language. As a result, they respected to their teacher when she used it because it could help her in explaining the materials and could make them easy in understanding of what the teacher explained.

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