

## THE USE OF CODE-SWITCHING AND CODE-MIXING IN ENGLISH TEACHING-LEARNING PROCESS

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### Abstrak

*Tujuan dari penelitian ini adalah untuk mengetahui jenis alih kode dan campur kode, fungsi alih kode dan campur kode dalam proses belajar mengajar bahasa Inggris. Metode penelitian ini adalah metode deskriptif kualitatif. Sumber data adalah ucapan guru bahasa Inggris dalam pengajaran bahasa Inggris sebagai bahasa asing, bahasa pengantar guru. Hasil penelitian ini adalah: 1) siswa dan guru menggunakan alih kode dan pencampuran kode dalam proses komunikasi di kelas; 2) dalam alih kode, mereka menggunakan inter-sentensial, intra-sentensial dan tag switching; 3) dalam pencampuran kode, mereka menggunakan pergantian dan penyisipan; 4) fungsi alih kode meliputi pengulangan, kualifikasi pesan, personalisasi, referensial, dan puitis; 5) fungsi code-mixing adalah untuk menarik perhatian siswa dalam belajar. Penemuan ini menyiratkan bahwa alih kode dan pencampuran kode diperlukan untuk memfasilitasi pembelajaran.*

**Kata Kunci:** *Alih Kode, Campur Kode, Pengajaran Bahasa Inggris*

### Abstract

The research aims to find out types of code-switching and code-mixing, the functions of code-switching and code-mixing in the English teaching-learning process. The method of this research is a qualitative descriptive method. The data source is English teachers' utterances in teaching English as a foreign language, the teacher's language of instructions. The results of the research are: 1) the students and teachers used code-switching and code-mixing in the process of communication in the classroom; 2) in code-switching, they used inter-sentential, intra-sentential, and tag switching; 3) in code-mixing, they used alternation and insertion; 4) the functions of code-switching include reiteration, message qualification, personalization, referential, and poetic; 5) the function of code-mixing is to draw students' attention in learning. The findings imply that code-switching and code-mixing are necessary to facilitate learning.

**Keywords:** Code-Switching, Code-Mixing, Teaching-Learning English

## INTRODUCTION

The phenomenon of language transfers or bilingual language is not a new thing that usually happens in Indonesian. It also often happens in developing countries, which study English as a foreign language. This phenomenon is not wrong. It can occur spontaneously in communication, where the vital communication point is the continuation of the understandable conversation. As merely, communication is one way to express ideas or thoughts. When communications happen, the speaker's ideas can be accepted and understood by the listener, and vice versa, and then communication occurs. Furthermore, language transfer, which can be in switching or mixing the first language

and the second one, is common, which is basically to reaffirm the spoken idea so that misunderstanding, or miscommunication does not occur.

Code-switching is the phenomenon of moving one language variety to another language orally or written to adapt to a different situation. Code-switching can happen because someone understands some languages, and these variations (Bhatia & Ritchie, 2012). Therefore, people who have no good understanding of language absolutely cannot switch the code of language. Most code-switching, however, is spontaneous and goes primarily unnoticed. Besides, code-switching is the alternative to bilingual of two or more languages in the same conversation; code-switching is consequently present in second language classrooms. For instance, during an English lesson in a school, English and first language, also called mother tongue, are frequently switched. In the EFL classroom, code-switching comes into use either in teachers' or students' discourses. It is a widely observed phenomenon in multilingual and multicultural communities, especially in foreign language teaching.

The other phenomenon related to bilingualism and multilingualism is called code-mixing. Code mixing is one phenomenon that occurs in the bilingual or multilingual language community. Code mixing is changing one language to other languages in the same sentence without changing its meaning. Code mixing happens when using words, affixes, phrases, and clauses concurrently in the same sentence and more than one language.

Likewise, in the learning process, teachers often transfer language to understand the material being taught, especially in specific terms, where the teacher must explain it in detail to understand it. In the translation of English into Indonesian, the language is switched and mixed in its use. The purpose of this language transfer is only to convey lessons or concepts in English correctly. Both code-switching and code-mixing become alternations in classroom interaction (Akhtar et al., 2016). They can be useful in filling the linguistic gap between teachers and students in the teaching-learning process. Teachers explain a grammatical function in the first language (L1), Indonesian, and then apply those codes in the target language (L2), English. Focusing on input and output in the target language is an important aspect of language acquisition. Since these codes are a common phenomenon in the bilingual classroom, it does not prevent students from acquiring their second language.

The purpose of the writer conducting this research was because the writer wants to prove whether these codes are useful for teachers in teaching English; to know and describe whether the occurrence of code-switching and code-mixing in the teaching-learning process of English in the classroom include the types and the functions of the codes. It indicates that English must be used as the only means of classroom interaction; Indonesian does not allow it in English. For that reason, this way can potentially improve the students' ability. Moreover, the students are provided by the English facilitation only, such as learning sources.

## **RESEARCH METHOD**

The research was conducted to investigate the types and functions of code-switching and code-mixing in the teaching-learning process of English in the classroom at SMK Metland School, located at Kota Taman Metropolitan Cileungsi, and SMK plus Pelita Nusantara, which is located at Golf Ciriung Cibinong district of Bogor. The research time is scheduled for the first semester in the school year of 2019/ 2020, starting

from August. Here is the table that shows the schedule in detail. The activities of the research are drawn in the table below:

Tabel 1 Research Activities

No	Schedule	Activity
1.	August 2019	Making a thesis proposal
2.	September 2019	Research instrument
3.	October 2019	Collecting data
4.	November 2019	19

Sumber: The researcher's data

The writer used qualitative descriptive research methodology and worked based on sociolinguistics' point of view. Qualitative research seeks to probe deeply into the research setting to obtain in-depth understandings about how things are, why they are that way, and how the participants in the context perceive them (Creswell, 2009; Hammersley, 2012; Shepherd, 1997). The categories of the descriptive studies are concerned with assessing attitude, opinion, condition, and procedure, in this case, code-switching and code-mixing, which occurred in English's teaching-learning process in the classroom.

The research subjects are English teachers and students of SMK Plus Pelita Nusantara and SMK Metland Bogor. According to Miles and Huberman (2014), the primary of qualitative data is in the form of words; that is, the language in the form of extended text. Qualitative data also can appear as still or moving images. Therefore, the data of the research were the English teacher's utterances. Data are a source of well-grounded, rich descriptions, and explanations of human processes. With qualitative data, one can preserve chronological flow, see which events led to consequences, and derive fruitful explanations.

Data collection is defined as the procedure for collecting, measuring and analyzing accurate research insights using standard validated techniques. A researcher can evaluate their hypothesis on the basis of the data collected. In most cases, data collection is the primary and most important step for research, regardless of the field of research. The approach of data collection is different for different fields of study, depending on the information required. The technique of collecting data that will be used in this study is observation, non-participant observation. The writer took the sources of data research from English teachers while teaching and learning English in the classroom. The writer collected the data by observing the participant's communication in the English teaching-learning process through audio-visual recording; then, the writer transcribed the observation as documentation. Teachers and students who speak the utterances in the teaching-learning process will be recorded. Besides, the English teachers' utterances of English in teaching English, i.e., the language of instruction or the language that the English teachers use while the teacher and students in teaching English, were also analyzed.

In this research, the researcher use Miles and Huberman (2014) research framework in analyzing the data, namely data reduction, data display, and concluding;

1. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and converting data into written field notes or transcripts. In this research, the data is in the form of video and transcription of English teaching learning in the classroom. In this step, the writer analyzed the data by watching the video, listened carefully, and

checked the data by reading the transcription to see the context. Next, the writer selected the English teacher's sentences or utterances, which contained the code-mixing and code-switching, to be analyzed. After that, the writer categorized the data based on the types of code-switching and code-mixing and their function. The writer also took some notes related to the theory and utterances found, which contain code-switching and code-mixing in the transcription of the English teaching-learning process in the classroom, and made summaries to make it easy analyze the data and continue the next steps.

2. In general, data display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the writer showed or displayed the data that was contained the code-switching and code-mixing, not only as generally but also specifically and clearly. The writer showed which sentences or utterances contained the codes, what categories of code-switching in those sentences, why it was categorized as its category of code-switching, and then extract the meaning of the code found in the teaching-learning process English in the classroom.

The conclusion may not appear until data collection is over, depending on the size of the corpus of field notes, coding storage, and the funding agency's retrieval methods. However, they often have been prefigured from the beginning, even when a researcher claims to proceed inductively. In this step, the writer concluded the research result based on the research questions and code switching and code-mixing theory used. The figure below showed the analysis by Miles and Huberman (Miles et al., 2014).

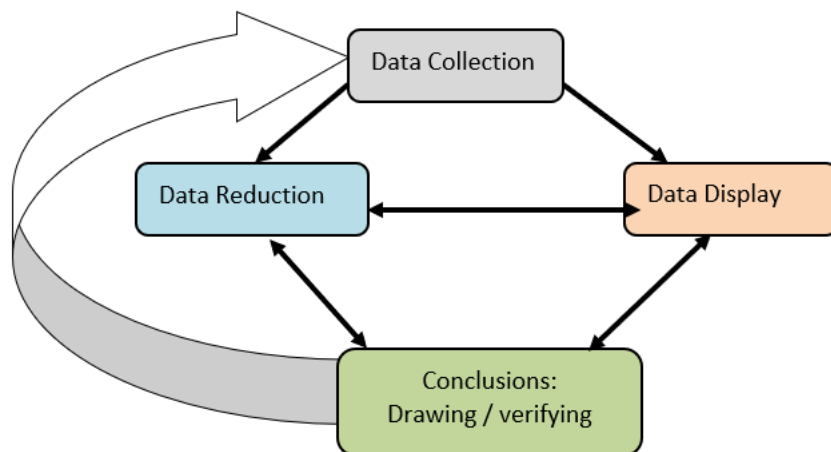


Figure 1. Research Framework

## RESULTS AND DISCUSSION

After conducting the study of code-switching and code-mixing in the teaching and learning process, teachers and students did code-switching and code-mixing. There were 152 utterances analyzed, and these utterances were classified into two kinds of codes, namely code-switching and code-mixing, as shown in the following figure:

Based on the figure above, it is found that the most occurred kind of code is code-mixing, which is about 60% of the data. The teacher mixed English and Indonesian and vice-versa in doing the communication in the class with the students. The second most common kind of teaching and learning is code-switching; it is about 40% of the data. The teacher did the code after he uttered a sentence using one language, and after that, he

changed to another language (Appel & Muysken, 2006; Holmes, 2013; Romaine, 2000). Here were some utterances categorized into code-mixing:

1. So complimenting is pujian. (*So complimenting is compliment statement*)
2. Iya ini coloring, jelas yah? (*This is colouring, is it clear enough, right?*)

Here were some utterances categorized into code-switching:

3. It's rest time, do you want to go out for some meals? *Mau makan keluar dulu?* (*It's rest time, do you want to go out for some meals? do you want to lunch out*)
4. *Nanti bunyi bel kita sambung lagi,* please, you may go out.  
(*We will continue it later, please, you may go out*)

### ***Types of Code-switching***

After conducting the study of code-switching in the classroom, the writer found three types of code-switching along the process of teaching and learning, and they are as follow:

- a) Inter- sentential
- b) Intra- sentential
- c) Emblematic/tag switching.

The English teacher used code-switching to make the learning content and classroom interaction can be understood well. As shown in the following figure:

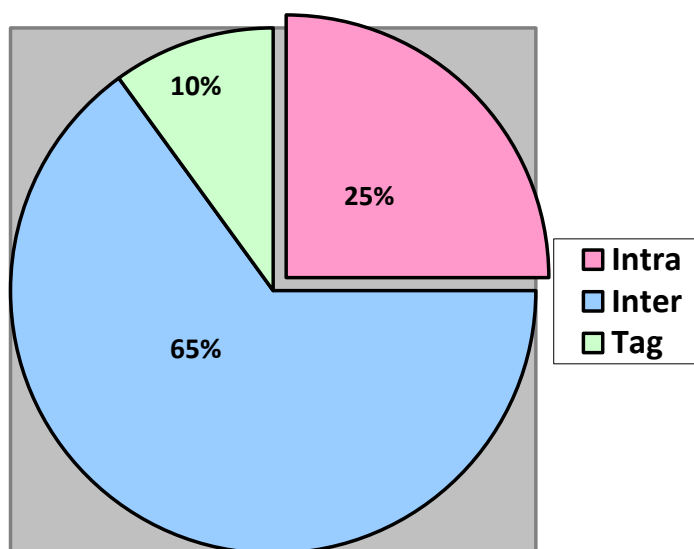


Figure 3 The types of code-switching

It is found that the most occurred types of code-switching are inter- sentential types of code-switching, which is about 65% from the data. The teacher did the code after he uttered a sentence using one language, and after that, he changed to another language. The most second type that occurred during teaching and learning is intra -sentential types; it is about 25% from the data; the code happens within the sentence. Moreover, the last type is emblematic or tag switching. It is only about 10% of the data.

### ***Inter- sentential switching***

This kind of code-switching occurs between clauses or sentences, where each clause or sentence is in one language or other. The utterance consists of two different

sentences in two different languages. It involves switching to sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. In inter-sentential switches, a switch happens outside of complete sentences or between the sentences, but still in the same topic. Example:

He is sick also. Please tell Benhard that he already missed our meeting twice because of sick, last week he didn't come also and today.

*Nanti tolong bilangin yah*

*(He is sick also. Please tell Benhard that he already missed our meeting twice because of sick, last week he didn't come also and today. Please tell it to him, ok)*

The data above is categorized as inter-sentential switching because this data shows a switch between two languages, from English to Indonesian between sentences. The teacher said, "He is sick also. Please tell Benhard that he already missed our meeting twice because of sick, last week he didn't come also and today". These utterances above used English, followed by the Indonesian utterance, "*Nanti tolong bilangin yah.*" This data included inter-sentential switching because the speaker used English in the first utterances; after that, she switched to Indonesian in the second utterance.

### ***Intra- sentential switching***

This kind of code-switching occurs within a clause or sentence boundary. This kind of switching occurs when two or more lexical items in one code are inserted in one grammatical form or a sentence of another code in which an alternation occurs below sentential boundaries. It is possibly the most complex type among the three, as it can occur at clausal, sentential, or even word level. Example:

*Pertama kita belajar tentang talking about ourself, right?*  
*(First, we learn about talking about ourselves, right?)*

The utterance above belongs to the intra-sentential type of code-switching. The code happens in 2 clauses; (1) in Indonesian "*Pertama kita belajar tentang*" And (2) in English "talking about ourselves." The first utterance is Indonesian, but the teacher switched with a different language, English, without any interruption in the following utterance.

### ***Emblematic/Tag Switching***

Tag-Switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of CS occurs the most easily because tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence given in the L1. Tags include interjections, fillers, and idiomatic expressions. In this kind of code-switching, tags, exclamations, and individual set phrases in one language are inserted into an utterance otherwise in another. The code's location differentiates code-switching is put, whether it is in that sentence or between the sentences.

*It describes about the present continuous tense, ya kan?*  
*(It describes about the present continuous tense, doesn't it?)*

The italic word performed code-switching as emblematic switching or tag switching. "ya kan?" is the short expression that used the teacher to switch the code in his utterance. The teacher made the stressed tone to clarify the statement, and there is a question word.

These findings are compatible with previous research outcomes (e.g., Romaine 1995, p.122; Appel & Musyken 2006, p.118; Tira 2014; Mahmabul 2016; Fanani and Jeans 2018) clearly stated that there were three types of code-switching which divide into three categories in terms of grammatical aspect. These categories are tag switching, inter-sentential, and intra sentential switching.

### The Types of Code-Mixing

Code-mixing refers to the situation when the speaker mixes the language in one sentence. It can mix the word, phrase, or clause within one sentence. The mixed language is done between the first language and the target language. Code-mixing occurs without a change of topic and can involve various language levels such as phonology, morphology, grammatical structures, or lexical items. There are three types of code-mixing in EFL teaching that is explained by the experts. Nevertheless, the writer only found two among three types of code-mixing, namely:

- a) Insertion
- b) Alternation

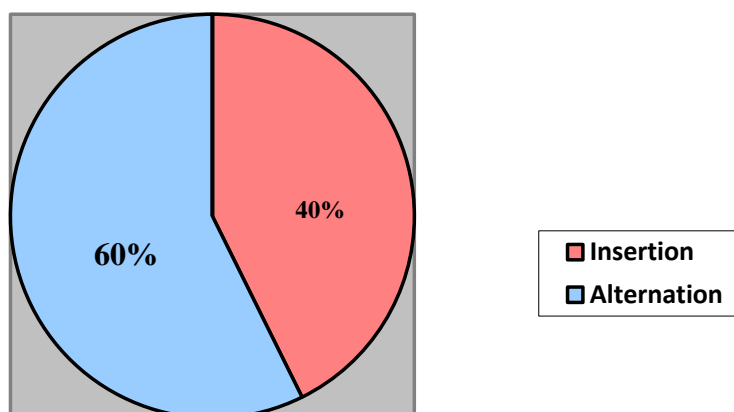


Figure 4 The types of code-mixing

After analyzing the transcript of the recording process of code-switching and code-mixing along the process of teaching and learning in the classroom, the writer found the most occurred type is the alternation type. It is about 60%. This type is almost used by the teacher in the process of teaching and learning. The second type is the Insertion type. It is about 40% occurred along the teaching and learning process. The writer found that both English teachers and students also did code-mixing in the process. The English teacher used code-mixing in order to catch the students' attention to learning.

#### a) Insertion

In the insertion pattern, one language determines the overall structure into which constituents from the other language are inserted.

*Jadi lebih banyak "teeth, with", anginnnya dirongga mulut bagian depan*

*(Thus, it more in “teeth, with” the wind in the front of the oral cavity)*

The utterances above belong to the insertion type of code-mixing. The code happens within a clause; “*Jadi lebih banyak “teeth, with.”* The teacher inserted English words into Indonesian utterances.

**b) Alternation**

Alternation occurs when two languages are alternated indistinctively both at the grammatical and lexical level. It is the alternation between structures from languages. Alternation is the constraint of mixing in terms of compatibility or equivalence of the languages involved at the mix point, and clause and the characteristic of alternation code-mixing usually from Indonesia into English sentence. A standard language is mixed with a regional or social dialect in a continuously variable fashion.

*Di sini to reply to someone complimenting kalau kamu dipuji in English, jawab nya bisa kayak gini...It’s nice to see you say so*

*(Here, to reply to someone complimenting if you are praised in English, the answer can be like this ... It's nice to see you say so)*

The utterances above belong to the alternation type of code-mixing. The code happens in a clause; “*Disini to reply to someone complimenting kalau kamu dipuji in English.*” The teacher alternated a phrase in English utterances. Some earlier studies also found a similar result where it was found two among three types of code-mixing in their study (Akhtar et al., 2016; Rohmadi & Sulisty, 2014). It is also added by another study (Dwi, 2016) which found five types of code-mixing, one of them is a similar result with this study: insertion type. It is also supported by Yuliana (2015) which stated that there were found two types of code-mixing in Indonesian celebrity which the insertion type was the most occurred in their conversation.

**The Functions of Code-Switching**

Based on the research done in SMK Plus Pelita Nusantara and SMK Metland School Bogor, the writer found several functions of practicing code-switching in the classroom interaction between English teacher and students. They can be seen as follow:

- 1) Reiteration
- 2) Message Qualification
- 3) Personalization
- 4) Referential
- 5) Expressive
- 6) Poetic

Based on the observation in the class, the writer found that there were six functions of code-switching found in the teaching and learning process at the SMK Metland and SMK Plus Pelita Nusantara Bogor, as shown in the following figure:



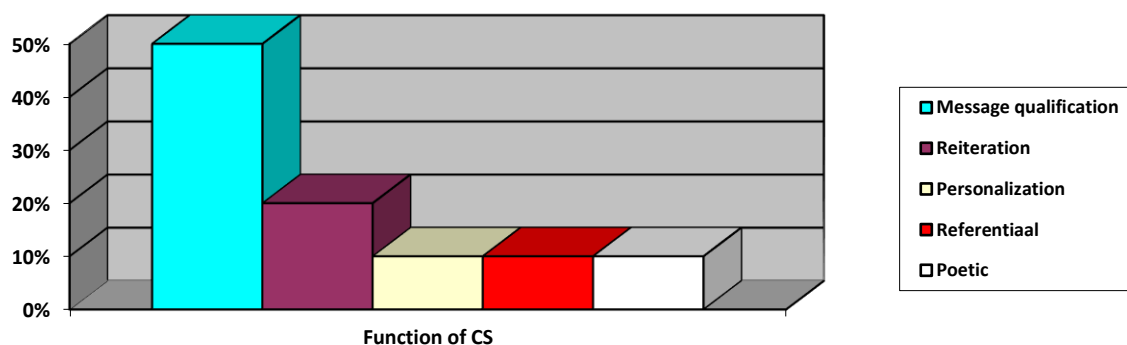


Figure 5 The functions of code-switching

Based on the diagram above, the writer found five code-switching functions found in the teaching and learning process at the SMK Metland and SMK Plus Polite Nusantara Bogor. The most occurred function of code-switching found is the Message qualification function. It is about 50%. It means that teacher used code-switching for clarifying to the students about the lesson. The second is the Reiteration function. It is about 20% of the data. The teacher used repeating or translate the lesson to the students in order to give a clear explanation. The third is the personalization function. The fourth is the referential function, and the last is the poetic function. The last three types seldom occur along the process of teaching and learning. They are only 10% used by the teacher along the process of teaching and learning.

This finding corroborates with Nur 'Ain (2018) who stated seven functions of code-switching: a) Expressive function b) Directive function c) Poetic function d) Contact function e) Metalinguistic function f) Referential function g) Contextual (Situational) function. Furthermore, three of them were similar to this research finding: expressive, poetic, and referential function. The findings supported Mujiono (2013) argument that The English teachers made switching for 1) linguistics factor, 2) to continue speaker's pronouncement, 3) addressee specification, 4) information clarification, 5) intimacy, 6) affected with the addressee, 7) unpleasant feeling, 8) to create humor, 9) repetition used for clarification reiteration of a message, 10) to strengthen request or command, 11) to make questions, 12) to give advice, 13) to balance the addressee's language competence, 14) to make it easier to convey speaker's message, 15) discourse marker. Furthermore, three of it was similar to the finding of this research: information clarification, humor, and repetition used for clarification reiteration of a message. The findings also supported Indah (2018) argument that using code-switching in the teaching and learning of a second language facilitates learning.

### The Functions of Code- Mixing

Based on the schools' data, the writer only found one function of code-mixing. The function is to draw the attention of the students to talk about a particular topic. The teacher used code-mixing in the teaching-learning process in the classroom in order to get or to catch the students' attention to learn. When the teacher mixed his language in delivering the lesson, the students gave more attention to the lesson being taught. It helps the students to understand the lesson easily. Then, the teacher used it to make a warm situation in the class; thus, it helps the teacher build a relation to learning with the students. Thus, it is hoped that the students felt they enjoy learning English. The other

function of code-mixing to show off, impress personal purposes, impress the opposite sex, and eliminate a group from the conversation was not found in this research.

“*Nanti saya akan re-explain ya.*”  
(*I will re-explain it later, okay*)

The code happens within the sentence; “*Nanti saya akan re-explain ya.*” The teacher inserted an English word into an Indonesian utterance. The teacher did the code in order to catch the students’ attention. The teacher did the code to certain words that have not been familiar to the students. Thus, it would make the students felt anxious; thus, they would pay attention to the teacher. This finding is proved by other studies about teacher’s code-switching to the first language in the EFL classroom, which found many functions of using code-mixing; one of it is the same with this result; to draw the students’ attention to talk about a particular topic.

## CONCLUSION

In teaching-learning English, the teachers and the students switch and mix the language, i.e., mix English and Indonesian and switch English into Indonesian or vice versa. There are three code-switching types in the teachers’ and students’ utterances in the teaching and learning process, namely inter-sentential, Intra sentential, and tag switching. There are two types of code-mixing identified in English’s teaching-learning process, i.e., alternation and insertion. The functions of switching from Indonesian into English or vice versa include reiteration, message qualification, referential function, expressive function, and poetic function. The function of mixing between Indonesian into English or vice versa is to draw students’ attention in learning.

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