

Analysis of Code Switching and Code Mixing Teacher in Teaching English Process

[Analisis Alih Kode dan Campur Kode Guru dalam Proses Mengajar Bahasa Inggris]

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Abstract : *This study aims to analyze the use of code switching and code mixing done by teachers in English learning in the classroom. The research method used is qualitative. Data were collected through direct observation of the interaction between teachers and students during the learning process as well as an interview to one of the teachers. The analysis was conducted on the types of code switching and code mixing used and the reasons why teachers used both codes. The findings of this study show that teachers have used all types of code switching and code mixing in accordance with the existing theory. In addition, the reason why teachers use code switching and code mixing is to make students understand the material presented by the teacher. besides that the teacher also wants the learning objectives to be achieved well.*

Keywords – Code Switching; Code Mixing; Teacher

I. INTRODUCTION

One of the foreign languages spoken in Indonesia is English. Instead of using English for everyday communication, people utilize Indonesian, which is the mother tongue or regional language. Since English is not widely spoken, it is not surprising that many people have trouble pronouncing it correctly. Nonetheless, some individuals speak English as a second language. There are communities in Indonesia, both in the cities and the provinces, that speak more than one language in daily life. These languages range from Bahasa Indonesia, the country's native tongue, to other languages [1]. To comprehend the process of their speech, one needs to study code-switching and code-mixing in the field of bilingualism[2].

English is one of the required languages to study in school. Since learning a language is now a requirement for everyone, rather than something novel. Both in the workplace and when interacting with foreigners. Teaching is one of the professions that uses English. Teachers frequently use English in the classroom to instruct students. Teachers want to teach English to pupils in order to improve their language proficiency [3]. While code switching and mixing are fundamental ideas of bilingualism that include an individual using two languages, code is simply a language variety or dialect used in communication [4]. Two types of codes are employed in communication and explanation of the material: code mixing and code switching. But Poplack said that code switching is the practice of switching between two languages within the same speech, sentence, or piece [5]. Muysken uses the term "code-mixing" to describe "all situations in which grammatical constructions and lexical items from two languages are used together in a single sentence"[6]

The definition of code switching and code mixing based on Bokamba [7]. Code-switching is the process of combining words, phrases, and sentences across the lines of sentences within a single speech event that belong to two separate grammatical (sub-) systems. In other words, intersentential switching is what code switching is. Code-mixing is the process of integrating various language elements—such as phrases, clauses, words, affixes (bound morphemes), and unbound morphemes—from two distinct grammar (sub-) systems into a single sentence or speech event. Put another way, code mixing is intrasentential switching.

According to Pieter Muysken [6] there are types of code-mixing. Insertion is the process of adding lexical components or whole words from one language into the structure of another. The definition of alternation is the transition between linguistic structures from different languages. Consistent lexicalization is the third type of code-mixing that can be identified. From an observational perspective, it can be defined as the fusion of words from various lexical inventories into a common grammatical framework.

Poplack said that there are three major types of code switching [5]. Tag-switching are movable components that can be added to a sentence practically anywhere without worrying about exceeding any grammar rules. Intrasentential switching, This kind involves the speaker changing languages within a single statement. Consequently, there will be

two languages in the sentence. Inter sentential when a language shift takes place at the sentence level, with each clause or sentence being in a different language.

In certain cases, it's helpful to find out what language the people in the community speak, and if one has a rudimentary knowledge of many languages, one may quickly determine what kind of speech a speaker is using at any particular time [8]. The phonological, morphological, and lexical variations between the two kinds are vast but subtle, and native speakers tend to retain the separation of forms between the two varieties. These factors set the codes apart [9]. Thus, the main obstacle that students face when learning English is a lack of vocabulary, so the learning and use of one's native tongue and English instruction are intrinsically connected [10]. Differentiating across grammatical systems is another challenge when attempting to tell the difference between code switching and mixing [11].

Because students are rarely exposed to enough clear input from nature itself, classroom instructions are consequently the most useful experience for them [12]. English instruction at technical high schools shouldn't be challenging, because English has been taught to them from elementary school through middle school. When teaching English, the instructor always starts with basic phrases and words so that the pupils can understand and practice them effectively [13]. Teachers are the conduits via which future generations will obtain information and skills, thus they will face many barriers in their role as change agents [14].

Researchers are interested in examining the code mixing and code switching of teachers in classroom learning because researchers want to know the types of the code used in learning. Researchers conducted research in one of the schools in Sidoarjo, namely SMK Antartika 1 Sidoarjo. The researchers observed how the teacher taught in class. More precisely the code that the teacher uses when teaching.

Many previous studies have discussed the types, reasons of code switching and code mixing of teachers and students in the bilingual school. However, this study focuses on discussing code switching and code mixing and reasons used by teachers in the classroom especially vocational high school. In addition, this research has never been conducted at SMK Antartika 1 Sidoarjo.

II. RESEARCH QUESTIONS

1. What is the type of code switching used by the teacher in teaching English in SMK Antartika 1 Sidoarjo?
2. What is the type of code mixing used by the teacher in teaching English in SMK Antartika 1 Sidoarjo?
3. What is the reasons of code switching and code mixing used by the teacher in teaching English?

III. METHOD

This research uses qualitative descriptive. It aims to comprehend the connection between behavior and culture, where culture is defined as the common values, attitudes, customs, behaviors, and beliefs of a particular group of people. It looks at what people do and analyzes their motivations [15]. The search for understanding and meaning, the researcher's role as the main tool for gathering and analyzing data, the use of an inductive investigative approach, and the production of a highly descriptive final result are the characteristics that define all qualitative research [16].

This case study is located at SMK Antartika 1 Sidoarjo. this research focuses on teachers who teach. The participant of this research is one teacher at SMK Antartika 1 Sidoarjo. The teacher was selected to be taken data by the researcher. The research was conducted by means of observation in the classroom where the researcher found code switching done by the teacher during the learning process. The object of this research is code switching and code mixing used in the classroom. and focus on what code switching and code mixing are used by teachers in teaching English. In addition, in collecting data, researchers conducted interviews by giving questions related to code switching and code mixing used by teachers in teaching English.

The researchers chose one of the four teachers at the SMK Antartika 1 Sidoarjo. The teacher has been teaching at the school for 20 years. She really know how to handle the students and she knows the character of each students. The reason the researchers choose her because reaserchers already knew her and had observed in the classroom. So the researchers knows how to teach her during the lesson. During learning he often uses code mixing and code switching. In addition, she is very cheerful and fun when teaching so it is not boring. During the pre-observation conducted by the researcher she often used code switching and code mixing when teaching English in class. therefore the researchers choose her as a participant in this study.

In addition, to find out whether this research is valid or not, the researchers used a method, namely by interviewing several students to ask whether the teacher taught according to what was done when the researcher observed.

For a qualitative research project, the two main sources of data are observations, and interviews [16]. In this research, the main target that is focused on the teacher. By digging up data to informants, one English teacher is needed who will become an informant. This was done because researchers conducted research in the classroom, especially

class 10. Therefore, researchers chose informants who were trusted, and sufficiently represented this research. The object of this research is: the form of code switching and code mixing used during teaching and learning activities. The languages in question are Indonesian and English. In order to understand human behavior, content analysis examines and interprets recorded material. This material can include diaries, public records, textbooks, letters, movies, cassettes, themes, reports, websites, and other types of written materials [15].

There are two kinds of data obtained in this study, namely primary data and secondary data. Primary data is data obtained from classroom observations. The data taken is during teaching and learning activities, code switching or code mixing which is focused on the teacher during the observation. Secondary data is data in the form of teacher interviews as informants in this study. In addition to digging deeper into the information needed by researchers, statements related to the object of research. To obtain data during the interview, recording, listening, and recording techniques were carried out. During the interview, there were two things that the researcher did, namely asking questions to the informant, then the researcher listened to the explanation of the informant. After that, the researcher looked for the data needed regarding code switching and code mixing used by informants. Then the researcher took notes and recorded during the interview, to facilitate the researcher in conducting the research.

In the observation, the researcher records or transcribes the teacher's code switching and code mixing that appear during the learning process. In addition, researchers also analyzed what types of code switching and code mixing the teacher used in the learning process. to facilitate research, researchers can also record during the learning process for the needs of researchers. Then, after having analyzed the code switching and code mixing used, the researcher analyzed which of the two codes was more dominantly used by the participant. After that, researchers interview the teacher and giving questions why the teacher using the both of the code. In a way, the results of the researcher's transcript were examined, then which of the two codes was more dominant to use. The observation and interview instruments used by researchers used checklists and questions that had been adopted from one of the existing articles. Observation and interview instruments adopted from [17].

IV. FINDINGS AND DISCUSSION

In this section the researcher has conducted research and found results from observations and interviews in class. Data about teachers' usage of code switching and code mixing during the English language learning process, as well as the justifications for its use, have been gathered. Researchers discovered 52 code-switching and code-mixing phrases that English teachers employ when instructing students in classroom observations. Code-switching techniques English teachers employ. The data pertaining to the various code switching techniques employed by English teachers is presented by the researcher in this section. To categorize the many forms of code switching, scholars employ Poplack's theory.

In this section there are underlined and italicised words. The underlined words or sentences indicate that the words or sentences are code switching or code mixing. Whereas the italicised words or sentences are Indonesian language switches.

1. Types of Code Switching

a. Tag Switching

Tag-switching is a type of code switching wherein a short statement from a different language is introduced into an utterance in one language, along with tags and certain predetermined phrases. When short expressions (tags) are added to sentences that are provided in the original language, they usually do not violate syntactic rules since they have few syntactic restrictions.

Teacher :*Sudah, are you sure?*

Student : *Yes Bu*

The word are you sure is the tag switching because this is a short expression from a different language.

Teacher : *Bagus, oke good job*

Student : *Oke Bu*

The word please oke good job is the tag switching because this is a short expression from a different language.

b. Intra Sentential Switching

Intra-sentential speech occurs when a speaker changes languages within a single sentence. Consequently, there will be two languages in the sentence. When a word, phrase, or clause from a foreign language appears in a sentence written in the base language, it is known as an intra-sentential displacement.

Teacher : *Menceritakan to tell the reader about tentang apa ya....*

Student : *Tentang kisah*

The word to tell the reader about is the intra sentential switching because after the teacher use 2 language in the same sentence and reasearcher found a phrase in a sentences after word of bahasa Indonesia.

Teacher : who want to do this or this one yang mana ...

Student : *yang ini*

The word who want to do this or this one is intra sentential switching because in one sentences teacher use 2 language, the clause was found in the base language another.

c. Inter Sentential Switching

Inter-sentential: This kind of language change happens at the sentence level. The speaker alternates between languages in between sentences. This suggests that if a person were to talk in two sentences, one statement would be in one language and the other would be in a completely different language.

Teacher : *Pesan apa yang kalian ambil dari Malin Kundang, what is the moral value*

Student : *Jangan melawan sama ibu kita*

The sentence of what is the moral value is the inter sentential swiyching because in one sentence teacher switch the sentence into different language. So in 2 sentences use 2 languages.

Teacher : *Pemainnya siapa, how many players*

Student : *Iya Bu*

The sentence of how many players is inter sentential switching because the teacher in sentence 1 using Bahasa Indonesia, an then teacher switch the language into different sentence using another language.

Based on [18], Code-switching is the phenomenon of moving one language variety to another language orally or written to adapt to a different situation. Based on Poplack's theory, researchers found all types of code switching done by teachers, namely between Indonesian and English. The teacher used code switching because if the teacher used full English then the students would have difficulty understanding the material presented.

2. Types of Code Mixing

a. Insertion

This kind of insertion involves changing the language by inserting text (lexical words or complete sentences) from one language into a structure in another.

Teacher : *Ada score nya yang mau maju*

Student : *ayo maju*

The word score is the insertion because in one sentence there is a word change into other language.

Teacher : *Yang tidak bisa dibuktikan secara science*

Student : (students silent)

The word science is the insertion because in one sentence there is a word change into other language.

b. Alternation

Alternation, this type of code mixing takes place at the beginning, end, or phrase of a statement. When there are modifications to the vocabulary and grammar systems of two distinct languages, this type of mixed code manifests.

Teacher : *And then Dewi Anjani*

Student : (students silent)

The words and then is alternation because there is a clause in a sentence that is mix into other language. So the language in one sentence change into two different language.

c. Congruent Lexicalization

This type of code-mixing is known as congruent lexicalization, and it describes the circumstance in which two languages have similar grammatical structures that can be filled lexically with vocabulary from either language. Put differently, congruent lexicalization refers to a type of code mixing where a range of terms from different languages are used in an utterance yet are still available.

Teacher : *Banyak story yang mengandung moral value*

Student : (students silent)

The word story and moral value is congruent lexicalization because there is two word that is use in one sentence, but a form of code mixing in an utterance that contains a variety of words from different languages but can still be available.

Researchers found that English teachers have used code mixing in the classroom. Based on [10] Code mixing generally happens since the speaker speaks using more than one language. In accordance with Pieter Muysken's theory, researchers found all types of code mixing done by English teachers, namely Indonesian and English. According to [19], most of the people in the society mix their language with other languages by borrowing or using pieces of foreign languages even sometimes they are still influenced by the first language.

3. The reason of teacher using code switching and code mixing

Researchers found that English teacher have used code mixing in the classroom. Based on [10] Code mixing generally happens since the speaker speaks using more than one language. In accordance with Pieter Muysken's theory, researchers found all types of code mixing done by English teacher, namely Indonesian and English. According to [19], most of the people in the society mix their language with other languages by borrowing or using pieces of foreign languages even sometimes they are still influenced by the first language. The target language is studied alongside the instructional language in a foreign language classroom, frequently with the involvement of another language that can result in code-switching and mixing conditions.[20]. In this study, the English teacher used code switching and code mixing at the same time. Both were done when the English teacher delivered and explained the material to the students. Thus, code switching can be considered an essential language learning aid when teaching a second language, particularly when teaching language tasks [4].

Researcher : What is your reasons for using code switching and code mixing in language?

Teacher : because there are those who enter without a test so it is impossible for us to have 100% smart children: because the students enter without a test so it is impossible for us to have 100% smart children so there are those from the lower, middle, and upper abilities so that the learning objectives that I want to achieve can run well are achieved, so I have to combine the two languages which is important for students to understand and understand.

Based on the teacher's answer, the reason for using code switching and code mixing is to make students understand the material presented by the teacher. Besides that the teacher also wants the learning objectives to be achieved well. Therefore, the teacher combines two languages with code switching and code mixing in every English lesson in class. Other reasons can be seen from the results of the interview.

The researchers found several reasons why those teachers do code switching and code mixing in the classroom, such as, The ability of students is different so that the teacher combines 2 languages, The teacher uses code switching and code mixing as a strategy and learning objectives to be achieved in order to run well. According to the teacher, students are accustomed to using English which is a language that will be needed someday. However, the teacher hopes that students can understand and understand English when learning in class. Related on the results of the interview, the reason the teacher uses code switching and code mixing is so that students understand the material presented by the teacher.

V. CONCLUSION

This study found that English teachers' utterances in SMK Antartika 1 Sidoarjo during classroom learning used several types of code switching and code mixing. The types of code switching are tag switching, intra sentential, and inter sentential. And the types of code mixing are insertion, alternation, and congruent lexicalization. All types of code switching and code mixing have been used by the teacher during the lesson. Then the reason why the teacher uses code switching and code mixing is to make students understand the material presented by the teacher. Besides that the teacher also wants the learning objectives to be achieved well. This article emphasizes the need of using code switching and code mixing in English language instruction in a balanced way that takes to consider the needs of the students to meet their learning objectives as well as the setting of the classroom.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.