An Analysis of Code-Mixing and Code-Switching Used By An English Teacher and Students In EFL Classroom in Sumedang

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Abstract

Code-switching and code-mixing are phenomenon which is influenced by the bilingualism of someone or a speech community. The bilingualism is also affected by globalization which makes a lot of information and knowledge available to everyone in the world. The study background is the code-switching and code-mixing phenomenon occurs both in formal or informal situation, including in English for Foreign Language classroom where people learn English to gain more wide information and knowledge. The aims of this research are to identify the types of code-switching and code-mixing and which type is dominantly used by teacher and students in EFL classroom. The study used a descriptive qualitative method to analyse the choice code phenomenon used by teacher and students in EFL classroom under study. The theory used to analyse the code-switching and code-mixing are the three types of code-switching by Poplack (1980) and the three types of code-mixing by Muysken (2000). As the result there are found that the type of code-switching mostly used is the inter-sentential switching in case to clarify the meaning of target language by switching to the first language. And the type of code-mixing mostly used is the insertion which occurs consciously to mention some point in target language.

Keywords: code-switching, code-mixing, bilingualism, EFL classroom

Abstrak

Code-switching dan *code-mixing* merupakan fenomena yang dipengaruhi oleh kedwibahasaan seseorang atau suatu masyarakat tutur. Kedwibahasaan ini juga dipengaruhi oleh globalisasi yang membuat banyak informasi dan pengetahuan tersedia bagi semua orang di dunia. Latar belakang penelitian ini adalah fenomena alih kode dan campur kode yang terjadi baik dalam situasi formal maupun informal, termasuk di kelas Bahasa Inggris untuk Bahasa Asing dimana orang belajar bahasa Inggris untuk mendapatkan informasi dan pengetahuan yang lebih luas. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis-jenis *code-switching* dan *code-mixing* serta jenis apa yang dominan digunakan oleh guru dan siswa di kelas EFL. Penelitian ini menggunakan metode deskriptif kualitatif untuk menganalisis fenomena kode pilihan yang digunakan oleh guru dan siswa di kelas EFL yang diteliti. Teori yang digunakan untuk menganalisis *code-switching* dan *code-mixing* adalah tiga jenis *code-switching* menurut Poplack (1980) dan tiga jenis *code-mixing* menurut Muysken (2000). Hasilnya ditemukan bahwa jenis *code-switching* yang paling banyak digunakan adalah peralihan antar kalimat untuk memperjelas makna bahasa sasaran dengan beralih ke bahasa pertama. Dan jenis *code-*

mixing yang paling banyak digunakan adalah penyisipan yang terjadi secara sadar untuk menyebutkan suatu hal dalam bahasa sasaran.

Kata Kunci: code-switching, code-mixing, bilingualisme, kelas EFL

1. INTRODUCTION

English as the international language is important in communication in this globalization era. Nowadays, there is so much information and knowledge written in English even those is not found out in a country using English. Hence, learn English is needed for almost people in the world to gain wide information and knowledge. English which has a role as the most lingua franca used in this world is learned by many countries. For people whose mother tongue is not English, they will find English as something new in their life. Increasing knowledge of a new language is very influential on life, especially in communication because the new language usually greatly influences the choice of language and cause a phenomenon where people use more than one language in a conversation.

English in Indonesia is a foreign language learned by students from lower to higher degrees. For Indonesians, learning English also means gaining a new language that can be used in their life. They could mix and switch the language they used. The process of switching one language to other language known as code-switching, and the process of mixing one language with other language called code-mixing, with the understanding that the code here is referred to language, dialect, sociolect, or variety of language (Sahrawi, et al: 2019). This phenomenon can be found in many situation, both formal and informal, such as at home, at restaurant, at school, at office, etc (Rahmina: 2016, Nusantari: 2016).

Since code-switching and code-mixing also occur in foreign language classroom where it is a formal situation, in English Foreign Language (EFL) teaching and learning process, sometimes teachers and, mostly, students cannot immediately understand every words and its meaning. Thus, during this teaching and learning process, both of teacher and learners often switch or mix English with their mother tongue, Bahasa Indonesia. Many things affect the occurrence of code-switching and code mixing in EFL class. The occurrence of code-switching and code-mixing in the EFL class is also influenced by the condition of bilingualism and multilingualism of teacher and students.

Pramesti (2019) says that people who have mingled with two or more languages often lead to bilingualism. Lado (Chaer: 2004) describes bilingualism as the ability to use two languages equally or almost as well in communicating. It is measured at the level of knowledge of two languages by a person. Indonesia which has many ethnic groups and languages causes most Indonesians use two languages, tribal language and Indonesian as the national language. By learning a new language, English, the ability and knowledge of teachers and students in the language will also increase. Therefore, the languages mixing in EFL classroom may take place more than two languages.

This bilingual condition makes it more possible for teachers and students to carry out language switching and language mixing. This is not a problem if all the people involved can understand what is meant by a sentence that is experiencing a transition or mixing. However, this is not always good because it is not in accordance with the rules of the language, where each language has its own

rules. So it will be very unfortunate if learning English cannot use good English and continue to depend on CS and CM in learning English materials.

Various researchers respond to this case by stated the pros and cons of code-switching (CS) and code-mixing (CM). Sridhar (1996) and Brown (2006) state that code-switching and code-mixing in the classroom are considered as weaknesses and laziness in the learning and teaching process (in Nurhamidah et. al.: 2018). According to this contra opinion, CS and CM represent the weak competence possessed by students in mastering the material in a new language. Still, in reality CS and CM have provided positive benefits in the EFL classroom. As claimed by Syam et. al. (2018) that CS and CM can be used by teachers when giving advice and explaining difficult material so that students can better understand and the learning and teaching process is carried out well.

In addition, based on research that has been done by Nurhamidah et. al. (2018) regarding code-switching in the classroom, this phenomenon occurs because code-switching is examined to be able to help teachers and students in the process of transferring knowledge for the better. Some other reasons are because students still have a lack of vocabulary in English. Meanwhile, the teacher wants the students to understand the material being taught.

Seeing the advantages and the disadvantages of CS and CM, many researchers have raised this issue. "Code-Switching in EFL classroom: Is It Good or Bad?" which examines the disadvantages and benefits of CS in EFL classroom has been carried out by Nurhamidah et. al. (2018) in an EFL class and resulted an answer that CS is very helpful for teacher in teach the students, CS also helps students in understanding the material being taught. However, this study did not identify what types of CS were used in this EFL classroom. A research on code-mixing entitled "Code Mixing in EFL classroom: Views from English Teachers Side" by Rahmat (2020) also only focuses on the use of CM by English teachers while the use of CM by students is not considered.

Thus, the two previous studies above become the foundation for researcher to conduct research on the use of code-switching and code-mixing in EFL classrooms. This research involves teacher and students whose use of CS and CM as the subjects of the research. This research identifies the types of CS and CM used by teacher and students. By identifying the types of CS and CM, this research shows the dominant percentage occurring in the classroom. The result of this study hopefully will be a reference for people to pay more attention to the use of code-switching and code-mixing both in the classroom and in social life because even though they provide benefits, especially in the classroom, CS and CM which are not in accordance with English rules can affect the meaning and structure of English in its use.

2. RESEARCH METHOD

This research employed a descriptive qualitative research design to analyse the choice code used by teacher and students in EFL classroom under study. According Nassaji (2015: 129) descriptive qualitative method is concerned with the subject study in describing a phenomenon and the characteristics of it, and is often comprised a rich collection of data to gain more understanding of each participant, including the opinions, perspectives, and attitudes which gained from numerous resources. The researcher uses a descriptive qualitative method to fulfil the aims of the study

because the subjects of this study are analysed in the form of sentences to identify the types of code-switching and code-mixing occurred in EFL classroom.

This study was carried out in an English speaking class of a private university in Sumedang. This class was chosen because there were a lot of interactions between the lecturer and the students since the students had to speak more on speaking class to increase their ability on speaking skill. The lecturer who teaches speaking class of this university was chosen as participant. The students from the fourth semester were also chosen as participant in contemplation that they are students who have a speaking class that is higher than the second semester students.

The collection data process was started by collecting relevant data to find out the reason why code-switching and code-mixing occur from many resources in internet and observation. The researcher chose observation to see how the code-switching and code-mixing occurred in the EFL classroom. The observation was carried out in online classes via Zoom Meeting. Every meeting was recorded in the form of video and audio due to troubles during the learning process such as connection problem and noises. During the process, the researcher was randomly moved to the divided groups one by one by the lecturer so there are some interactions are focus on several people. The data which has been collected were replayed and transcribed into a form of text.

This research analysed with descriptive qualitative method. After collecting the data there are an analysis of every data that has been collected by observation. In this progress, the researcher were listening the recordings, watching the video, reading the materials which were being discussed in the class, transcribing the audio to the text form, and analysing the script used the type divisions of code-switching by Poplack (1980) which consist of inter-sentential switching, intra-sentential switching, and tag-switching and the analysis of code-mixing used the classification by Muysken (2004).

3. FINDINGS AND DISCUSSIONS

This chapter consists of the findings and discussion from the observation data which is being analyzed by the types of code-switching and code-mixing classifications by Poplack (1980) and Muysken (2004). Based on the data analysis from audio recording in the observation, it shows that lecturer and students did use more than one language to communicate in the classroom. During the learning and teaching process, the lecturer was found out used two languages, there are English and Indonesian. Whilst the students were found out used three languages, there are English, Indonesian, and Sundanese as their tribal language. The following transcriptions are showing the code-switching and code-mixing used by teacher and students in one meeting of observation and has been classified according to its types, but the researcher just focus on two languages they use, English and Indonesian.

3.1 The analysis of Code-Switching Types
3.1.1 Intra-Sentential Switching
      Extract 1

Lecturer:	*Or maybe you are who give recommend to them?/* Atau kalian mungkin yang ngerekomendasiin? /*What it is?*
Student R:	Yes, Sir. The quality of the foods, first.
Lecturer:	Yes.

This type of code switching occurred at the beginning of learning activity while the lecturer was reviewing the topic on the picture. Here is the lecturer switched from English to Indonesian twice. In this excerpt the lecturer did the switching in terms of intra-sentential "Or maybe you are who give recommend to them?" and "What it is?" in a single utterance which was obviously to make his students understand what he asked them about the topic.

Extract 2

Student RR:	The spaghetti looks really good.
Student RM:	It is! I had it the last time I was here.
Student LW:	How is the pizza, Alice?
Student RM:	It's good, but I think the pasta is better. What would you recommend?
Lecturer:	Waitperson? /*Waitperson-nya ini siapa?/* (laugh) Hello??

The extract two occurred during conversation practice, everyone focus on English language. When one of the characters of the dialogue is missing, the lecturer called his students to make sure they are realized that the waitperson is missing and the conversation cannot be continued.

Extract 3

Lecturer:	Okay, number five. How often do you eat snacks between meals? /*Yang suka ngemil*./ How often? Very often?
Students:	Very often. Every day. Every minutes.
Lecturer:	Every minutes? Hahaha..

In extract three the lecturer used Indonesian between two sentences in English to make the question simple to be understood by his students. The emotion of the lecturer is also good and relaxing so the students do not feel pressed.

Extract 4

Teacher:	Hahahha betul! Harus tetep banyak cemilan! /*Do you ever skip breakfast?/* Okay, sering gak nih temen-temen? Oke, jujur nih temen-temen.
Students:	Seriiiiing! Often!

In extract 4 the lecturer found out switch the language from Indonesian to English by asking "Do you ever skip breakfast?". This question is same as the material text on the screen that time.

Extract 5

Student 1:	*I haven't eaten, haven't, I haven't. I have never eaten, hehe. I have eaten? I haven't eaten, hehehe.*

	*Eat? /**Masa begitu?**/ I have never been eat it. /**Ck, aneh.**/ I haven't eaten.*
Student 2:	*I have…*

In extract five, the student 1 were trying to answer the question and discuss it with her group mate. There are found that she switched the language from English to Indonesian twice to make sure herself and her friends about the answer.

3.1.2 Inter-Sentential Switching

Extract 1

Student 1:	*Describe a traditional meal that you prepare in your country on special occasions. /**Sama semua.**/*

Extract 1 shows the inter-sentential switching when the switching occurred outside of the sentence. The student 1 was reading the questions in English and expressed her opinion in Indonesian because she was confused. It also proves that code-switching is used based on the mood of the speaker.

Extract 2

Student 1:	*Added the vegetables. Why you like it? I don't know why, uh, but seblak is always be my favorite food.*
Student 2:	*That's all? Okay, good. Good job.* Akueun yah. /**Ternyata milih seblak, ya**./ Ehehehe..
Student 1:	Hehehe
Student 2:	*Okay, so, a… describe a food item you often eat! So basically I often eat cereal- cereal- so cereal basically is a good that is generally eat as breakfast. And these foods are generally eat cold and eaten with milk, water, or yoghurt. But I usually eat, a…, by myself- I mean, uh, ah- with milk. And then how you prepare it? So the first step is to get the supplies for it- the ingredient. So, the bo- I… I… I prepared, I prepared the bowl and then spoon, milk, and a box of cereals so it's basically… uh, first I get the bowl and then place it to the counter of the top of table and then add, add the cereals and milk. Ah… when you add milk.Uh, I… I- uhm, what is that? Remove the cap and then pour into the cereal and then put cap back on the milk. And finally add a spoon of cereal and enjoy it. And… what ingredients are used to prepare it? Ah… so it's just a box of cereals and milk and bowl and spoon. That's all. And… explain why you enjoy it? Why? Ahh.. I really like the simple meal so that's why I choose cereal as my usually, eh, my everyday-, everyday breakfast. So basically it's because simple. So simple and it gives me energy in the morning. Thank you. /**Silakan F**/ (refers to Student 3).*

The extract 2 shows the switching was occurred twice by student 2 in their discussion about favorite food. The first switching shows a response or giving a comment. And the second switching is to give another person turn.

Extract 3

Lecturer:	Gimana, F?
Student 3:	Udah F, Pak.
Lecturer:	LW?
Student 1:	Udah, Pak.
Student 2:	Selesai, Pak.
Lecturer:	Oh, udah beres? */Okay. See you again at main session. Thank you, ladies./*

In the extract 3, the switching was occurred in the end of the breakout room. The lecturer was asking this group in Indonesian and close it with English.

Extract 4

Lecturer:	RR. Yeah. Okay. Thank you, ladies. And… what is each person probably going to order? Come on. Guys? */Jadinya mereka pesen apa nih?/*
Students:	Lasagna and beer.
Lecturer:	Lasagna. Lasagna.. Lasagna and…? Beer.
Student RM:	Beer… Alice
Lecturer:	Okay. Lasagna and beer.

In the extract 4, the lecturer try to explain his question by switch the languages from English to Indonesian because there was no one answer his question for several minutes. This is also proves that code-switching in the classroom can be help the students more understand about what the lecturer says.

Extract 5

Student 5:	Ngemie di malam hari hahahaha..
Lecturer:	Ngemie di malam hari hahaha. */The instant noodle in the evening before, before sleep./* (laughing)
Student 5:	Lagi *diet* pake, makan pake itu ya, Pak? Makan */banana, eat banana./*
Lecturer:	*Banana. Ya, fruits. Fruits, yes. Next number two. How many portions of fruit and vegetable do you eat a day? /***Kalian ada yang suka makan buah gak di sini?/**
Student 5:	Jarang.

There are can be found three switching of inter-sentential type in the same topic in extract 5 both from lecturer and the student.

Extract 6

Lecturer:	Do you ever find yourself eating snacks while you are working? Or while you are doing assignment? */Pernah gak sambil ngerjain tugas gitu ngemil?/*
Students:	Ya. Ya, harus ngemil.
Teacher:	Cemilannya abis, tugasnya belum kelar.
Students:	Hahahaha iya, Pak, betuuul!

In the extract 6, the lecturer asked his students again after asked them in English.

Extract 7

Lecturer:	*Do you ever skip breakfast? If yes, how often do you skip breakfast? /**Seberapa sering sih kalian?**/*
Students:	*Often, often. /***Hampir setiap hari.**/
Lecturer:	*Often* hampir setiap hari? /***Almost every day. Ya, okay. The last question. What things could you do to improve your diet?**/
Student 2:	I never diet.

In the extract 7 the lecturer used code-switching again to make the students understand and answer his question. The students also switched the language to make their answer clear.

Extract 8

Lecturer:	*Okay, nice. Thank you, LW and RM. When we talk about a period of time that continues from the past until now. We use the present perfect have been, example, have been traveled. Here Dave and Jane are talking about the places Jane has visited in her life which is the period, it continues until now. /**Pasti temen-temen udah pada belajar ya sama Mrs. RS tentang present perfect? Ada yang masih bingung?**/*
Student RM:	Udah jelas.

In the extract 8, the lecturer used code-switching again to make sure that his students are know well about the topic being discuss.

Extract 9

Lecturer:	*How about number three? Can you play chess?*
Student RM:	Aku, aku! /***Yes, I've been playing chess for ages.**/
Lecturer:	*But?*
Student RM:	*But I have not…*
Lecturer:	*Haven't?*
Student RM:	*Haven't play… been playing for ages.*

In the extract 9, the student used switching to answer a question related the topic in the picture showed by the lecturer.

3.1.3 Tag-Switching

Extract 1

Student 1:	Are you enjoyed your holiday? Yes, it's the best holiday… have been happened?
Student 2:	Have been…
Student 1:	Have been happened. Yes, it's the best holiday have been, /*apa tadi?*/

The extract 1 shows "apa tadi?" as a question tag related to the topic they were being discussed.

3.2 The analysis of Code-Mixing Types
3.2.1 Insertion
Extract 1

Student 2:	Iya. Iya, aku ke yang *card* yang nomor satu, ya
Student 1:	Yang A?
Student 2:	Iya.

In extract 1, the student used English in the sentence. The words "card" belongs to the target language (English) and mixed to Indonesian in the sentence.

Extract 2

Student 2:	Aku lagi *diet*, Pak.
Lecturer:	Atau ada yang bilang *diet* mulai besok?
Student 2:	Aku, Pak. Lagi *diet*, biar *body goals*.
Student 1:	Aku *diet*, besoklah, gitu.
Student 3:	Terus aja gitu, hahaha..
Lecturer:	Iya. Sampe tahun depan.
Students:	Hahahahaha
Lecturer:	Kalian kalo lagi *diet* nggak makan apa nih? Ada pantangannya pasti, ya. Gak makan nasi.

In extract 2, the participants were mentioning "diet" and pronounce it in English. The other phrase is "body goals" as the result of "diet". Those words are belong to the target language (English) and inserted in the middle of Indonesian sentences.

Extract 3

Lecturer:	Langsung ya kalau makanan pasti kalian jadi laper. Ya, gak? Apalagi yang belum sarapan, hehehe.
Students:	Hehehe…
Lecturer:	Langsung lapar. Okay, go on. How to eat better? Kita ke *listening* ya di sini, *listening*.

In extract 3, the lecturer inserts word "listening" twice between the first language in one sentence which the word is belong to the target language.

3.2.2 Alternation
Extract 1

Student:	Berarti ini milih ya, Pak?
Lecturer:	Gimana?
Student:	Di-*describe*-in semua?
Lecturer:	Ya, nggak pilih salah satu aja.
Student:	Oh, baik.

In the extract 1 the student used the target language (English) in the middle of the sentence and put the word "describe" with the prefix and suffix of the first language.

Extract 2

Student 2:   Oh, kalo GForm nya gimana? Aku belum punya *link*-nya.
Student 1:   Oh, ntar aku cari dulu ya.
Student 3:   Nah, ini ada RM (Student 2) Google Form nya.
Student 2:   Boleh sok di-***share***.

In extract 2, the participants used some of target language words in their mother tongue conversation. "link" and "share" are belong to the target language. It is also mixed with the prefix and suffix of the first language.

3.2.3 Congruent Lexicalization

Extract 1

Student 1:   Aku lagi ***diet.***
Student 2:   Aku lagi diet, Pak.
Lecturer: Atau ada yang bilang diet mulai besok?
Student 2:   Aku, Pak. Lagi diet, biar body goals.

In extract 1, one of the participant pronounced "diet" in its mother tongue way. And word "diet" is one of lexical item modified from English to Indonesian.

3.3 The Percentages of Every Type of Code-Switching and Code-Mixing

Based on the analysis of the data, the following is a result of the type analysis of code-switching and code mixing.

Table 1. Types of Code-Switching in EFL Classroom

No	Types of Code-Switching	Total	Percentage
1	Intra-sentential switching	5	29,4
2	Inter-sentential switching	11	64,7
3	Tag-switching	1	5,9
	TOTAL	17	100

Table 2. Types of Code-Mixing in EFL Classroom

No	Types of Code-Mixing	Total	Percentage
1	Insertion	20	74,1

2	Alternation	6	22,2
3	Congruent Lexicalization	1	3,7
	TOTAL	27	100

The result on the tables show that inter-sentential switching is the most type occurred in the EFL classroom with 64,7% for code-switching type, and insertion is the most type occurred in the classroom with 74,1%. Compared to the number of the percentages, code-mixing becomes the most phenomenon happened in EFL classroom. In some extracts which have been showed above, there are many words could be inserted to the sentences.

Conclusion

Based on the research findings and discussion, the researcher found out all of the types of code-switching and code-mixing classified by Poplack and Muysken occurred in the EFL classroom of this speaking class. From this study, it could be seen that in EFL classroom, code-switching and code-mixing are still often occurred. Especially, when the teacher is not watch the students' discussions, in the transcript could be found that students preferred to use their tribe's language and Indonesian than use English.

Even code-switching and code-mixing help student to understand more about the materials being learned, it will be better if the teacher give a rules to not to speak in other language except English. The students can use their phone if they are confused or lack of vocabularies to say their ideas in the classroom. Seeing this result, hopefully there will be improvements by the students in the future to be better in using English as it is the language of their major. Further research is suggested to compare EFL classroom with using code choice and EFL classroom without using code choice to find out the differences of learning English with and without using code choice.

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