Code Mixing and Switching Performed by Teachers in Efl Classroom

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Abstract: *This paper systematically aims to determine the usage of code-mixing and code-switching as the communicative strategy employed by EFL teachers. Discovering the existing types of both codes and the affected teachers' factor of using both explicitly became the concern of this research. Thus, in-depth interviews and non-participant observation were occupied to complete the answer to this qualitative research. The findings draw that intra-sentential and inter-sentential fall as the type of code-mixing, and inter-sentential, lexical, and phonological have remained as the depicted types of code-mixing. Other findings also mentioned that upbringing factors fall into three categories: translating the words or phrases, repeating the comprehension, and simplifying certain expressions. The significance of this research is to frame up the existing phenomena of language variety in language teaching and the motives that can enhance teachers' understanding of using both codes as communication strategies in teaching language.*

Keywords: *Code Mixing, Code Switching, EFL Teacher*

Abstrak: Penelitian ini secara sistematis bertujuan untuk melihat penggunaan *code-mixing* dan *code-switching* yang digunakan oleh guru EFL sebagai strategi komunikasi. Penelitian ini difokuskan untuk melihat jenis dan faktor apa yang mendasari guru untuk menggunakan *code-mixing* dan *code-switching*. Penelitian ini merupakan penelitian kualitatif yang teknik wawancara dan observasi dalam pengumpulan datanya. Hasil dari penelitian ini menjukan temuan menarik bahwa intra-sentential dan inter-sentential masuk kedalam jenis *code-mixing*, inter-sentential, leksikal, dan fonologis tetap sebagai jenis *code-mixing*. Temuan lain juga menyebutkan bahwa faktor lain terbagi menjadi tiga kategori: menerjemahkan kata atau frasa, mengulang pemahaman, dan menyederhanakan ekspresi tertentu. Pentingnya penelitian ini adalah untuk membingkai fenomena ragam bahasa yang ada dalam pengajaran bahasa dan motif yang dapat meningkatkan pemahaman guru dalam menggunakan kedua kode tersebut sebagai strategi komunikasi dalam pengajaran bahasa

Kata kunci: *Code-Mixing, Code-Switching, Guru EFL*

Introduction

Language teaching in EFL classrooms often meets the impact of two cultures in delivering the language; target language and mother tongue. Two cultures cannot be separated from the element of EFL learning, especially regarding communication systems. Therefore, teaching language is often done by combining two languages determined by a bilingual community's influence. In this case, the variety of languages, such as code-mixing and code-switching, is often detected – and used by the teacher in classroom language teaching. Code mixing and code-switching are used as conversation strategies between teachers and students to deliver the material's understanding.

Code-mixing and code-switching refer to using two or more languages in one communication system. According to (Hudson, 1996.),code mixing is defined as a condition where the fluent bilingual is talking to another fluent bilingual and changes language without any change at all in the situation. Code-mixing is also described as mixing utterances of two or more

languages in various speeches. It occurs when you incorporate small units (words or short phrases) from one language to another. It is often unintentional and is often in the word form. Code-switching can be defined as the use of language with more than one type variety, mostly delivered in a conversation or discourse in the form of sentences. According to (Milroy, 1995), code-switching is the alternative communication method used by bilinguals of two or more languages in the same conversation.

In teaching English as a foreign language, both code mixing and switching are tools teachers apply as the communication strategy happens in the classroom. It becomes significant using when the usage of it hints at the level of acquisition, especially when the language is started to be introduced. Modupeola (2013) states that assisting codes can be comprehensible input, making students feel less stressed and more comfortable learning. In this paper, EFL classes at the University of Musamus are chosen to be investigated due to its existing policy that all students, from the entire fresh students, are obligated to learn English in the first semester. Both codes are often detected in language classroom interactions, especially in the communication between teachers and students. Teachers sometimes use the Indonesian language to introduce the material and sometimes mixed or switch their language to clarify the meaning of the language.

This research investigates low proficiency levels in which students have average scores. The level is considered the purposive event of the usage of code mixing–switching in EFL classroom interaction. More specifically, this research limits the study only to teachers' verbal utterances due to its functioning communication strategy happening by the reason. Therefore, this research explores how two language varieties are getting adjusted and became the assisting tool for teaching language in EFL classrooms.

Along with this paper and the existed of both codes phenomena in EFL classes, the writer aims to determine the type of code-switching and code-mixing used by the teacher in teaching language in EFL classrooms and the factors that make teacher use both language varieties as the communication strategies in teaching target language. Besides, the findings of this research can purposively give tons of beneficial information about the usage of code mixing and switching occupied in EFL classrooms.

Methodology

This study implies a qualitative research method. Observation and interview are pretended as the vehicles to reach the qualified data of this research. The writer used non-participant observation at one class of speaking subject in the Physical Education, Health, and Recreation (PJKR) department and investigated how the teacher deals with code-mixing and code-switching in her teaching. The writer used field notes and video recordings to maintain the

data of what type of both variety languages existed in EFL classroom language teaching. To attain the factors of using both variety languages, the writer used a semi-structured interview which combines a set of open-ended questions then allows the writer to explore particular items found in their responses. The subjects were one of ESP's English teachers, considered a non-native English speaker.

In analyzing the data, several steps were involved in this process. In the beginning, the writer searches and identifies the presence of both codes mixing and switching that frequently occur in teacher verbal utterances. Transcribing all those identified utterances and categorizing all the findings into displayed answers. Then, the data is tabulated based on the requested item mentioned in the previous chapter for interview results.

Finding and Discussion

Finding

This finding declares two objectives of this research: the type of both codes mixing and switching and the factors that made the teacher use this communication strategy in her teaching.

The types of code-mixing and code-switching.

Based on the observation, the types of code-mixing and code-switching were sixteen for code-mixing and five for code-switching. Thus, based on the type of code-mixing, it is found that intra-sentential accumulated as four, lexical is found as five, and phonological is none in the findings. Meanwhile, in the type of code-switching, two items are found as intra-sentential, two are intra-word, and three are tag-switching.

Table 1. Type of code-mixing

Type of code-mixing	Teacher verbal utterances
Intra- Sentential	• …. Di akhir sebelum pulang, what do you say? • Say good bye itu apa namanya? • Nah itu kenapa announcementnya must be direct and go straight? • Do you get it? Any question? Ada pertanyaan?
Intra- word	• Setelah registration, payment, what else? • Apa lagi? What else? • You don't need bocoran, what you need is just to … ya tadi itu .. struggle more • Ada yang tahu meaningnya allegiance? • At least, dalam membuat announcement harus jelas itu buat siapa.

Table 2. Type of code-switching

Type of code-switching	Teacher verbal utterances
Intra- Sentential	• Sekarang kalian tau kalau about reservation itu ada greeting, ada finding about the information, so the last is closing • Terus silahkan buat conversation, please do conversation in pairs
Intra- word	• Please do make a pair, berpasang-pasangan, prinka dan grondong … prinka and

	galang.
	• Kamar nomor....room number bla bla bla bukan number room; nomor telepon saya adalah ....my phone number are bukan phone number
Tag switching	• Dibuat reversasi dimulai dari greetings, terus informasi, informationnya about the round, this thing, and also closing. Make it now?
	• Nah itu kenapa announcementnya must be direct and go straight?
	• Yes .. This announcement specifictnya apa?

Factors of using code-mixing and code-switching.

Based on the interview result, it is mentioned that the weight of factors falls into the three kinds of situations; translating new words or phrases, ease of expression, and repetitive function.

Table 3. Factors of using code-mixing and switching

Codes-used factors	Teacher's verbal language	Teacher's reason
Repetition factor	"Terus silahkan buat *conversation*, *please do conversation in pairs*,"	Teacher wants to emphasize the meaning of her instruction is became understandable by the students.
Translation factor	*Kamar nomor*....room number bla bla bla bukan number room; nomor telepon saya adalah ....my phone number are bukan phone number.	Teacher wants to emphasize students' linguistics' competence in term of noun phrase.
Expression factor	At least, dalam membuat announcement harus jelas itu buat siapa",	Because the teacher wants to ease the act-out of a certain expression in which similar with Indonesia language

Discussion

Above displays the raw picture of how EFL teachers use code mixing and switching in the classroom. As it is stated by(Hasan & Akhand, 2015; Jalilian et al., 2016; Jamshidi & Navehebrahim, 2013; Jingxia, 2010; Johansson, 2014; Selamat, 2014; Simasiku et al., 2015; Tayjasanant, 2016), Code-switching and code-mixing have the same concept as language switch as one of communication strategies. It happens not in a single utterance but mostly in one complete discourse. The findings reveal that the discourse is taken in the teacher's conversation during teaching language. The way of clarifying students' understanding, strengthening students' memorization, and simplifying the fluent stream of conversation is described as how discourse is unconsciously turned on. For instance, utterances such as "Sekarang kalian tau klo about *reservation* itu ada *greeting*, ada *finding about the information,* " *last is closing.* Two codes are existed in this part of classroom discourse and play the same concept as a communication strategy in delivering teaching material. Even though another expert mentions that switching and mixing are differentiated by grammar Myer-Scorttort, and Silberstein pushes their argumentation that can occur when bilingual speakers switch from one language to another in the same discourse, sometimes within the

same utterances.

Using code-mixing and code-switching in language teaching phenomena can be useful as a communication strategy in bilingual language interaction. Modupeola (2013) states that assisting codes can be comprehensible input, making students feel less stressed and more comfortable learning. Some of the benefits claimed by the teacher are mentioned in three factors; repetitive, ease of expression, and translation function. Two factors are not detected: the teacher's linguistics competence and socializing effect.

In the EFL context, especially in teaching language, those three reasons are reasonable for being employed by EFL teachers. Repetitive factors emphasize the instruction for teaching language or conveying words or phrases taught during the learning. The teacher repeats what they said to clarify the important point of his instruction or the meaning of certain words or phrases. In translation factors, the teacher tries to brighten students' exposure to memorizing vocabulary that is given to the students. The teacher found that the students need to extend their opportunities to listen to something in order to scale up students bottom-up process in memorizing the sound of the words. The last factor uttered by the teacher is to ease the way of giving expression. Teachers may switch or mix the language between Indonesian and English to find some of the equivalent expression that easily can give a direct effect on understanding the topics.

However, as it is mentioned that two factors are not detected in EFL class, but it has no reason to be not existed in the social community. People who are less capable in linguistics competence often play the language by utilizing those two communication strategies; code-mixing and code-switching. Moreover, the solidarity factor is shown when people in same age are trying to use language by using code mixing and switching strategy to be familiarized in a certain topic of interest. (Ja'afar & Maarof, 2016) mentions the motives of using two codes can be found in four different situations; fluency factors, formal situation factors, specific interest factors, and family factor. Those situations refer to the social interaction in which language plays as the code of their identity.

Conclusion

Briefly, to the objective of this study, the type of code-mixing found in EFL teacher utterances falls into two types; intra-sentential and lexical word mixing. It can be said that all of the code-mixing types exist in EFL teacher performance. For code-switching, three types, intra sentential, intra words, and tag switching are found along with teacher verbal utterance. In the aspect of factors uttered by the teacher, the situation why the teacher implied mixing and switching is dropped into three aspects; repetition factor, ease of expression, and translation

factor. It is indicated that the use of various languages – mixing and switching, is conditioned to improve students' awareness in linguistics gaps.

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