

CODE SWITCHING AND CODE MIXING USED BY INDONESIAN ENGLISH TEACHER

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Abstract

This research is attentive on the sorts of CS and CM, the frequency, and the reasons used to code switch and code mix in the class used by teacher of SMAN 7 Banjarmasin. The design is used qualitative and quantitative research. The form of percentages using a quantitative approach then discussed, analyzed, and explained using a qualitative approach. The sources of the data is the teacher utterances which contain CS and CM. In results, there are three types of CS and CM that is used by the teacher. The types of CS are intra-sentential, inter-sentential, and tag switching. The types of CM are intra-lexica, intra-sentential, and involving a change of pronunciation. The teacher always uses CS more than CM. The teacher often to use CS inter-sentential. Then, the teacher often to use CM intra-sentential. The research shows there are six reasons to use CS and CM in a classroom. They are rhetoric reason, topic of conversation, being emphatic, interjection, repetition used for clarification, and softening and strengthening request or command. Then, there are three reasons to use CS and CM in a classroom. They are rhetoric reason, repetition used for clarification, and softening and strengthening request or command.

Keywords: Code switching, Code mixing

INTRODUCTION

A code may be a basis that's developed by persons to communicate with each other. Once individuals need to talk each other, they ought to handpick a specific code to define their feeling. It may possibly be an image that's developed by persons to talk or lead into in a specific dialect, or tongue, or enroll, or emphasize, or fashion on diverse

events and for different purposes of communication. The individuals ordinarily select distinctive codes in numerous circumstance. They may select a certain code or grouping since it creates them at ease analyze a certain subject, despite where they talking. When chit-chat around work or school on household, for event, they may possibly usage the vernacular that identified with those regions more willingly than the lingo used in step by step tongue correspondence at local.

Put simply, when choose code, they sometimes mix or switch their language when they lead into the others. We can see in bilingualism and multilingualism. Bilingualism is use two languages (for example using Indonesian and Banjarese). Be that as it may, characterizing bilingualism is tricky since people with fluctuating bilingual attributes might be delegated bilingual. While, a person called themselves as a bilingualism when they used more than two language (for example using Indonesian, Banjarese and English) in their communication. Both in bilingual or multilingual, sometimes they mix or switch their language.

As one of the international languages, English is taught in almost every country in the world. In some of non-English speaking countries, English is treated as a foreign language. However, in those countries, English teaching and learning is very popular. In Indonesia, for example, English is taught since in the third grade of elementary school

until university levels. The methods of the teaching English of course vary from the lower level to the higher level.

The expanding needs of using English are additionally perceived by Indonesian government. It is prove in the educating of English which ranges from pre-school to senior high school. Thus, it has become one of the important subjects taught in schools and tested in National Final Examination (Ujian Akhir Nasional) for both junior and senior high school. Passing it is compulsory in order for the students to graduate.

In the genuine circumstance in certain schools, the utilization of Bahasa Indonesia in English language homeroom is as yet unavoidable. In Indonesia, as a multilingual society, it isn't unexpected to utilize at least two dialects in correspondence. It is in accordance with Margana (2012) who expresses that the utilization of at least two dialects in correspondence rehearses turns into a typical marvel in light of the fact that the members know about more than one language, for instance territorial dialects (Banjarese, Javanese, Sundanese and ect), first language (Indonesian language), and foreign language (English).

The site of the study is in one of the preferred schools in Banjarmasin. Which is why English enters in both ways. English is a subject and English is the language of the classroom instruction as well as the material being taught. The teacher should choose the appropriate way in delivering materials or opinion. The teacher take effective way

to make the students get the point and avoid misunderstanding. Even though she has to ignore good structure or switch and mix one language to another language.

CS and CM are a system of correspondence utilized by utterers of a specific language who move components or guidelines from another dialect to their own language, and code exchanging is a bilingual correspondence methodology comprising of the substitute utilization of two dialects in a similar expression, even inside a similar sentence (Harmers and Blanc, 1978:226). These meanings of CS and CM show that with the purpose of able to CS or to CM, a person is required to have access to two or more languages.

The previous study about CS and CM was done by Fithrah (2017). She did a study on the phenomena of CS and CM in teaching learning process in Indonesia. In teaching classrooms, CS comes into deployment either in the teachers' or the substitutes' talk. For the most part the understudies whose conventional learning in Indonesia, their first language is Indonesian and adapting second language just in the class. What's more, when talking each other in the class, in English learning they regularly resort to a switch and mix code (Indonesia-English). She was said that educator here and there deliberately and unknowingly make an switching and mixing the dialects in giving information. CS and CM are notable elements in the discourse example of the normal bilingual in human over the world, where them two are the most evident and boundless

which utilized at various language.. Fithrah's study found that teacher makes CS in the class to make meaning obvious and to move the information to understudies in a proficient manner. However, it ought to be remembered that in long haul, when the understudies experience association with the local speakers of the objective language; CS might be a boundary which avoids common comprehensibility. She further recommends that through watching the utilization of CS and CM in educating learning process in Indonesia, the reader can comprehend the capacities, types, and reasons in utilizing the switching and mixing the languages.

In a foreign language classroom, the language is learnt both as the target and as the instructional, even though, in addition to the target language usually there is another language present in the classroom as well, it is language exist in the classroom, it leads situation in which codes are switched and mixed. Therefore, CS and CM are usually natural part of language classroom interaction.

The teachers need effective way as medium instruction in the teaching learning process. The teachers can use CS and CM to help the students in understanding the material being taught. Milroy and Muysken (1995) expressed that CS can be an advantage in second language learning while others believe that CS merely has drawback. The teacher can pursue open procedure in various exercises to train second language. Educators can start an exercise in one language, and afterward change to

another while endeavoring to cause the understudies to comprehend the two dialects (Skiba, 1997). Teacher ought to consider CS as advantage and that the work of first language is decent and significant to rouse second language procurement.

From the background explained above, it is necessary to seek out and explain the causes of CS and CM done by English teacher in English language classroom in Indonesia. The topic of CS and CM as one of the ways used by teachers in giving instructions and explaining learning material is still a burning issue among Indonesian researchers. Therefore, this research is aimed to investigate the CS and CM which occurs in English foreign language classroom in a public high school in Banjarmasin, focusing on the sorts of CS and CM done by competent English teacher. The competent English teacher is the important things in this research, because the subject must be authoritative.

The authoritative of the teacher that researcher concern on the teacher who must have an achievement in teaching English. In SMAN 7 Banjarmasin, there is a teacher who are very accomplished in teaching English because the teacher could increase the students' scores in UAN. In every year, the scores of English subject in UAN was very high. So, that is why the researcher interested to investigate the teaching and learning process was carried out by the teacher and the types of CS and CM found in teaching learning process used by competent English teacher. For example, the teacher uses CS

and CM as media to deliver material in order the students can get the point easily. The researcher want to investigated the types and frequency of the use of CS and CM, and to reveal the teachers' purpose about their decision to code switch and code mix. The researcher formulates the appropriate statement of the problem as follows:

1. What types of CS and CM found in English teacher?
2. How often do the teacher use CS and CM in the classroom?
3. What the teacher's motives in using CS and CM in the classroom?

This study contribute to the body of knowledge of CS and CM. Through this study, it can be the way to give more information about the using of the types and the frequency of CS and CM, and also the purpose of uses CS and CM in classroom activity. This research is expected to be useful both theoretically and practically.

METHOD

This study utilize using qualitative approach. A qualitative approach is used to discussed, analyzes and explained the types of CS and CM, and also the reasons to used CS and CM. A quantitative approach is used to calculating the percentages of used CS and CM.

The data drive gathered in three forms: in audio recording of classroom, observation, and interview while observing the class. The researcher as a passive

participant observer in this research in the classroom activity not as a student or a teacher.

The researcher choose one of the senior high schools in Banjarmasin because this school is one of the international schools and favourite schools in Banjarmasin. Besides that, in this school, there is a teacher who are competent in teaching English lessons. The data sources of this research is one teacher of English in Banjarmasin. This is expected to be available in order to get the data needed. There is one teacher that very competent in English lesson, because the fact on the field was said that teacher can improve the student's national exam in English lesson. It means that teacher has good skill and knowledge about English.

The data of this study were the utterances which contained CS and CM. Collects the data by observation and recording the activities during teaching and learning process. The researcher recorded the utterance of the competent teacher in English activities.

The instruments of the data are observation, recording, and interview. In light of observations including the collection both oral and visual data, the researcher used notes and a powerful recording device whilst engaging in observations. Notes were taken during the present study as they provide a detailed of the observed scene. It allowed the researcher to delineate the physical setting of the research site, the English

teacher in the situation, the specific actions that teacher is carrying out and the languages that the teacher use. These descriptive notes could be used to facilitate analysis of audio recording. The observation will be carried out for one month. The researcher defined role as a complete observer; the main task for the researcher when observing the classes was to observe, listened and took notes with the focus on the teacher verbal interaction.

Besides taking notes, audio recording will also made. In order to avoid the loss of data needed, the researcher employed classroom recording session using audio recorder device. CS and CM paid strict to systematic qualitative analysis natural data and so there is a strict policy within CS and CM with regard the materials collected from natural conversations basic the data which recording.

In order to complement the objective of the data collection through observation for the present study, the interview technique is use to probe participants' viewpoints and to lessen the subjectivity of the researcher. The interview is conduct to one competent English teacher at the end of the class after doing observation and outside the class.

For gaining the data that needed, the writer transcribed the utterances from recording, then selected the utterances contained CS and CM by open coding in order to make easier in analysing the data. The researcher used open coding because the

data is from observation, recording, and interview, so, the data are group into conceptual categories. In analysing, the data will be aim at distinguishing forms of CS and CM and explaining the frequency the usage of CS and CM in the conversation occurred in English class. The transcription data will be explain by his expression in using forms of CS and CM contain English-Indonesian. The frequency the usage of CS and CM will be explain using percentage by giving the reasons. The data from interview is done to the competent English teacher is use to know the reason for the use of CS and CM.

The conclusion can be described after analysing the types of CS and CM and the frequency the use of CS and CM that often used by competent English teacher. Based on the researcher taught that the hypothetical data in this study are the code switching occurred when a teacher taught that students have difficulties in understanding the teacher talk so code switching helped them to understand what the teacher said. By using code switching, the students knew what she was saying at that time. Then, the code mixing occurred when a teacher think sometimes there are phrases or maybe words that they never know so the teacher has to translate to their mother tongue or Indonesian and the teacher would like to improvement and better understanding of some unclear instructions, ambiguous explanation, and emphasizing the word or sentence for request or command.

Considering the validity of the research, the researcher used data triangulation. The researcher examine and compare the data from the notes, recording, transcripts, and interview. The researcher compare the data that are obtain from one data source with the other. The researcher also met the competent English teacher once more handling the results of the coding process and ask the competent English teacher, as the sources of the data, to verify the researcher's interpretation on reason for CS and CM employ in her class. The researcher also use detail description. This technique needed the researcher deliver the researcher result deeply and meticulously, thus it possible describe the research context.

RESULTS

Three types of CS are found in this study: Inter-sentential Code Switching, Tag Switching, and Intra-sentential Code Switching.

Inter-sentential Code Switching

Based on the study, the researcher found that the English teacher's utterances used inter-sentential at the level of sentences or clauses. The study found in table 1 shows that is recorded 75 cases out of 108 it means 69.4% the teacher used inter-sentential code switching. The results was shown that inter-sentential is the first place of the frequent forms of code switching occurred in the English class.

Tag Switching

Tag switching usually happens in the English class when the teacher wanted to emphasize something with tag question. It also happened because the teacher always says tag in the last of her Indonesian utterance in her daily conversation, so, it influenced when she talk in English. The study was found in table 1 that tag switching occurred to be third form used by the English teacher, there are 4 cases out of 108 it means 3.7% the teacher used tag switching.

Intra-sentential Code Switching

One of the forms of CS that appeared in the English teacher utterances is intrasentential. It was often ensues in the classroom when the teacher said some English words that already familiar in Indonesian and usually unaware of the shift. The study was shown that there were 29 utterances out of 108, it means 26.9% the teacher used intrasentential code switching. The results was shown that intra-sentential is the second place of the frequent forms of CS occurred in the English class.

Table 1 the percentage of CS used by the teacher

The forms of code switching	Frequency	Percentage
Intersentential code switching	75	69.4%
Tag switching	4	3.7%
Tag switching	29	26.9%

Intrasentential code	108	100%
switching		
Total		

As can be seen in table 1 , intersentential seemed to be the most frequent forms of CS that occurred in the English teacher's utterances is about 69.4%, the second form is intrasentential is about 26.9%, and the last is tag switching is about 3.7%. Unfortunately, establishing continuity with the previous speaker was not found. The students were rarely to asking some questions and if they were established a communication, they were speak only in Indonesia or English. Those numbers show that the teacher often to use inter-sentential code switching.

Three types of code mixing are found in this study: Intrasentential, Involving a Change of Pronunciation, and Intralexical.

Intra-sentential Code Mixing

The teacher used intrasentential code mixing to stress or to emphasize the word in order the students paid attention. The study found in table 2 that there were 8 cases out of 16. It means 50% the teacher used intrasentential code mixing. The results was shown that intra-sentential is the first place of the frequent forms of CM occurred in the English class.

Intra-lexical Code Mixing

The teacher used this form was to show the fellowship relation with the students. The study found in table 2 that there were 6 cases out of 16. It means 37.5% the teacher used intralexical code mixing. The results was shown that intra-lexical is the second place of the frequent forms of CM occurred in the English class.

Involving a Change of Pronunciation

The teacher used this form of CM in a classroom during the lesson. The teacher was said English word but used Indonesian Pronunciation. The teacher use this word because it is common use in daily conversation and familiar to the students. The study found in table 2 that there were 2 cases out of 16. It means 12.5% the teacher used involving a change of pronunciation. The results was shown that involving a change of pronunciation is the third place of the frequent forms of code mixing occurred in the English class.

Table 2 the percentage of CM Used By The English Teacher

The forms of code mixing	Frequency	Percentage
Intrasentential code mixing	8	50%
Intralexical code mixing	6	37,5%
Involving a change of pronunciation	2	12.5%
Total	16	100%

As can be seen in table 2 , intrasentential code mixing seemed to be the most frequent forms of code mixing that occurred in the English teacher’s utterances is about 50%, the second form is intralexical code switching is about 37.5%, and the last is involving a change pronunciation is about 12.5%. Those numbers show that the teacher often to use intrasentential code mixing.

In finding the reason of used CS by the teacher during the English lesson. This study uses Holmes’s theory (2013) and Hoffman (1991) that concerned about the reason for code switching. The explanation about six reasons for the English teacher to switch code are as follows:

Table 3 the Reasons for the uses of CS for the English Teacher

No	Reasons	Data	Frequency	Precentage
1.	Rhetoric reason	1,3,5,6,7,14,21,22,33,40,44,48,49,52,56,67,69,79,80,87,88,90,94,97,98,99	26	24,30%
2.	Topic of conversation	4,8,9,17,18,19,20,23,24,25,27,30,35,37,41,42,43,45,46,47,53,54,55,	36	33,64%

		57,61,68,70,73,74,75,7 6,82,84,104,105,107		
3.	Being Emphatic	39	1	0,93%
4.	Interjection	10,64,83	3	2,80%
5.	Repetition used for clarification	2,12,26,29,31,32,51,59 ,60,62,65,71,72,78,81, 86,89,91,92,93,100,10 1,103,108	24	22,43%
6.	Softening and strengthening request or command	11,13,15,16,28,36,38,5 0,58,63,66,77,85,95,,9 6,102,106	17	15,90%
	Total		107	100%

In brief, the numbers show that the most frequent reason used by mostly the teacher to do code switching is because of topic of conversation (33.64%). The reason seems to be the fundamental reasons that stimulates the most to do code switching. It could be happened because the students did not comprehend or confused what the teacher meant, so that she tend to use topic of the conversation. The transition of the topic of conversation between

English and Indonesian can also trigger the occurrence of code switching. Then, it is followed by rhetoric reason (24.30%). The teacher used rhetoric reason because she wanted to create close relationship with students in order to the the students could enjoy in learning English. Next, it is followed by repetition used for clarification (22.43%) The teacher clear up her speech so that it could be understood by students. After that, it is followed by softening and strengthening request or command (15.90%). Then, it is followed by interjection (2.80%). Inserting sentence filler or sentence connector will influence when we speak English, it was happened to the teacher because the teacher always used sentence filler or connector in daily conversation. Although the teacher speak English, she still used Indonesian sentence filler because it was difficult to avoid. The last, it is followed by being emphatic about something (0.93%). The teacher give an emphasis to the students who were confused about the place of their apprenticeship.

In finding the reason of used code mixing by the teacher during the English lesson. This study uses Holmes's theory (2013) and Hoffman's theory (1991) that concerned about the reason for code mixing. The explanation about three reasons for the English teacher to mix code are as follows:

Table 4 the Reasons for the uses of CM for the English teacher

No.	Reasons	Data	Frequency	Percentage
1	Rhetoric reason	101,118	2	13,33%
2	Repetition used for clarification	112,122	2	13.33%
3	Strengthening and softening request or command	109,111,113,114,115,116, 117,119,120,121,123	11	73.34%
	Total		15	100%

Based on the table above, this study was found out that three reasons that the English teacher to used code mixing. The numbers show that the most frequent reason used by mostly the teacher to do code mixing is because of softening and strengthening request or command (73.34%). Then rhetoric reason and repetition used for clarification, those had the same frequency, that was (13.33%). The English teacher seemed to concern mostly on emphasizing, efficiency, style, and expression in conducting the teacher's teaching learning process and to make the students understand.

DISCUSSION

In this study, the researcher found three forms of CS that used by the English teacher, they are intersentential, tag switching, and intrasentential. This finding is related with the theory Hoffman (1991) because he stated that there are four forms of CS, they are intersentential, tag switching, establishing continuity with other speaker, but the researcher just found three forms of CS. This finding is different with the research of Aeyomi (2006) because her research found two forms of CS, they are intersentential and intrasentential, but this research found three forms of code switching.

The form of CS that mostly happened in the English lesson that used by the teacher was intersentential code switching because the teacher realized that the students did not understand and confused what the teacher speech. This finding is similar with the theory of Musyken (1985) notice that CS as the rotation of two dialects inside a solitary talk, sentence, or constituent. It is related because these CS that found in this study occurs outside the sentence and between the sentences of two language used as alternation when the students did not understand in English. This finding also similar with the research of Chahayani (2009) because her research found three CS, they are intersentential, tag switching, and intrasentential. But this finding is different with Listyowati (2017) because her research found four CS, they are intersentential, tag switching, establish continuity with speaker, and intrasentential.

This study found three forms of CM used by the English teacher, they are intrasentential, intralexical, and involving a change of pronunciation. This finding is not similar from the research of Sihite (2016) because her research only found one CM is insertion. This study is different with the research of Bailey (2011) mention that the teacher used CS and CM because of the students' anxiety. Bailey emphasize that the teacher used CS and CM was to overcome the students' anxiety. In this research, the teacher used CS and CM to make easier the students understand what the teacher said. This research is in line with the research of Kustati (2014) because she found that the teachers used CS and CM in the process of expounding certain issues to make them more comprehensible to students.

After examining and ordering the forms of CS and CM, the researcher identified the following reasons why the English teacher used these CS and CM in their utterances. In this study the researcher was found there were only six reasons why the English teacher switched or mixed their utterances. Those are the rhetoric reason, topic of the conversation, being emphatic about something, interjection or inserting sentence filler or sentence connector, repetition used for clarification, and to soften or strengthen request or command.

CONCLUSION

The researcher would like to draw some conclusion. From the result of the analysis of the CS and CM used by the teacher. This study was conducted to find the forms of CS and CM; to analyse the frequency; and to be acquainted with the reasons for using CS and CM in English class.

The Code Mixing Used by the Competent English Teacher

From the result, it very well may be presumed that there are three CS found in this study, they are intersentential, tag switching, and intrasentential. Intersentential is the most form occurred in classroom. The teacher, despite their excellent mastery of English, as still Indonesian native speaker. Therefore, it is very natural if the influence of their first language is still very strong. The teacher used code switching when she understood that the students did not comprehend or befuddled what the teacher said.

On the other side, the form of code switching that used by the English teacher occurs the least is tag switching. It is mainly because there is actually happen when the teacher wanted to emphasize something with tag question. Sometimes, unconsciously the teacher was used tag switching in the last of her Indonesian utterance in her daily conversation. For example "All of you finish, Let's we check *ya*" the teacher used tag question in Indonesian utterance. This usually happened because those tag questions was used in her daily conversation.

The Code Mixing Used by the Competent English Teacher

They are three forms of CM; Intrasentential, intralexical, and involving a change of pronunciation. The teacher code mix mostly under the form of intrasentential. This is mainly because the teacher believe that it is very important to emphasize or stress the word or phrase shows request or command in order to get the students attention and understand what the teacher said. Therefore, when the teacher see a necessity to mix to Indonesian, which is more easily understood by the students, in order to make sure that the students can understand better what the teacher was explaining, she have no hesitation to code mix.

On the other hand, involving a change of pronunciation which occurs the least is rare used by the teacher. It is because the teacher have good English pronunciation, so she would say English word with the correct pronunciation. The teacher sometime used involving a change pronunciation when she wanted to build intimacy with the students since she feel that it sounds more friendly to say it in the students' native tongue.

The Reasons For CS and CM by English Teacher

The reason for CS by the competent English teacher which the most is topic of conversation. This reason was used because the students were unable to understand and confused what the teacher means which is showed no response given by the students. It also seemed at the students' face that they did not understand what the

teacher said. It is mainly because the teacher believed it is now very important to explain the content of the course or to give instruction what the students must do very clearly. The teacher wanted the students understand the concept of material she is teaching. And also the appearances of the topic which is easier to be discussed it can help the students to understand what the teacher said. Therefore, when the teacher see a necessity to code switch into Indonesian, which is more easily understood by the students, in order to make sure that the students can understand better what the teacher is explaining, she has no hesitation to do code switch.

On the other side, the reason for CS which occur the least are interjection and being emphatic. The used for those reasons is under five percent, while rhetoric reasons, repetition used for clarification, and softening and strengthening request or command is above ten percent. It happened because the teacher and students must talk in English, whether they were able or unable, they must try to speak English.

The reason for CM which the most is strengthening and softening request or command. This is mainly because the teacher wanted the students easier to understand the teacher instruction or command. On the other side, the reason for CM which occurred the least in the English class are rhetoric reasons and repetition used for clarification.

Frequency for Using CS and CM by English Teacher

From the finding, it very well may be seen that the frequency of using CS and CM by the competent English teacher, the teacher often uses CS and CM than uses full English, it is influenced by the ability of the students. The goal for using CS and CM by teacher is the students capabilities are more increase. If the capabilities are increase so that the usage of CS and CM is fewer.

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