CODE-SWITCHING AND CODE-MIXING IN ELT

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Abstract

The study aimed to analyze Code-switching and Code-mixing between English and Indonesian language used by the lecturer in teaching the subject Communicative English Grammar for the second semester students of English education department of STAI DDI Pinrang.The method applied was qualitative descriptive. The data source was the utterances of the lecturer in teaching Communicative English Grammar. The data were collected by recording what the lecturer uttered in teaching-learning process and interviewing the lecturer to gain information about the functions of switching and mixing his code in teaching-learning process. Then, the collected data were classified and analyzed based on the types of code-switching and code-mixing and the functions based on the theory of Hoffman. The results showed that:1)The types of code-switching used by the lecturer of Communicative English Grammar in teaching and learning process were: inter-sentential, intra-sentential, and emblamatic/tag switching, and establishing continuity with the previous speaker. while for the types of code-mixing were: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation; 2) The Functions or reasons of using both code-switching and code-mixing by the lecturer of Communicative English Grammar were: Repetition used for clarification, Intention of clarifying the speech content for students, and interjection. The findings implied that both code-switching and code-mixing were used by the communicative English grammar lecturer in English teaching-learning process, so it showed that both code-switching and code-mixing are necessary to facilitate ELT particularly in complicated subjets like grammar. In other words, the lecturers should consider the usage of both of them to meet the objectives of ELT.
Keywords: *Code-Switching, Code-Mixing, English Language Teaching*

Introduction

Teaching English in the country where the language is not commonly used is a challange for the English lecturers or teachers. How they should transfer their knowledge effeciently in order to make the meaning clear without bearing misunderstanding should be considered in order to meet the goals of the subject.

Teaching English subject, particularly grammar which quite difficult to understand due to its complexity patterns needs more strategies in order to make the students comprehend the material. Explaining material in English all the time for the second semester students who still have a view of vocabularies and poor basic English makes them difficult to understand the lecturer's explanation, particularly for the certain terms. The intended meaning of the lecturer' utterances is not acquired and understood well by the students. Cosequently, misunderstanding about the material can occur.

To avoid misunderstanding or miscommunication about the material, the teachers or lecturers often use code-switching and code-mixing to facilitate English teaching-learning process. In other words, in term of educational process, the lecturers or teachers have many contributions to make the goal in English language competence come true since the students usually acquire English from their lecturers' or teachers' utterances and materials.

There have been more studies about code switching and code mixing in English teaching-learning process. The studies showed that the usage of code-switching and code-mixing by teachers or lecturers in English teaching-learning process help learners to understand difficult aspects of the lesson taught and therefore are able to follow the instructions given. The teacher or lecturer often conciously and unconciously make a switching and mixing languages in providing knowledge, not only the lecturers or teachers who have lower or inadequate oral ability of English but also those of great oral ability favor to use

code-switching and code-mixing during classroom instruction. Both the codes used by the teachers or lecturers as teaching-learning strategies in order to develop the students skill in English. The lecturer started by English, explained the material by English, and then switched and mixed to Indonesian to ensure the comprehension of the students or vice versa. By switching and mixing the languages, it helps the learners to partcipate especially those with English learning difficulties. It also help the students to express themselves if they do not know how to say certain things in English. Moreover, both the codes help the teachers or lecturers manage their classrooms.

Considering the fact, the present researcher carried out the study of "Code-Switching and Code-Mixing Used by the Communicative English Grammar in English Language Teaching (ELT) for the second semester of English Education Students of STAI DDI Pinrang". Therefore. the goal of this study are to analyze the types of both code switching and code-mixing used by the lecturer of Communicative English Grammar and the functions of using the codes in English teaching-learning process.

According to Romaine, code switching is the use of more than one language variety, or style by speaker within an utterance or discourse, or between different interlocutots or situations . (Wibowo et al., 2017)

Hymes defined code-switching as a common term for alternative use of two or more languages, varieties of a language or even speech styles. While Bokamba defined code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) system across sentence boundaries within the same speech event.(Ansar Auliya, 2017)

In addition, code-switching is also defined as the phenomenon of moving one language variety to another language orally or written to adapt to a different situation (Novianti & Said, 2021). It can happen because someone understands some languages, and these variations. Moreover, code-Switching is the

interchangable used of sentence of two different langauges which was an ability to switch from one language to another language (Siddiq et al., 2020).

Code-switching is described as a skill of bilingual speakers since they sometimes get problem when they have a conversation with another bilingual, so they switched their language to another language to make the interlocutor understand. They do code switching with the same language background.

Code-switching can occur between sentences (intersentential) or within a single sentence (intrasentential). There are four types of code switching:

1. Intra sentential switching means switching the codes within a clause or sentence boundary. For example: Can you explain, apa itu bentuk pefect?

2. Inter sentential switching means the switching of languages at sentence levels or between sentences where each clause or sentence is in one language or the other. For example: where did you put my book?, Saya mau pake sekarang.

3. Emblematic switching/ Tag switching

   It involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. Tags include interjections, fillers, and idiomatic expressions. The code's location differentiates code-switching is put, whether it is in that sentence or between the sentences.

   For example: He really loves you, *iya kan*? (He really loves you, doesn't he?)

4. Establishing continuity with the previous speaker.

The other phenomenon related to bilingualism and multilingualism is called code-mixing. It occurs in the bilingual and multilingual language community, it is changing one language to other languages in the sama sentence without changing its meaning. Code mixing happens when using words, affixes, phrases, and clauses concurrently in the same sentence and more than one language (Novianti & Said, 2021).

In addition, according to Wardhaugh, code mixing is two languages used together by the conversant to the extent that they change from one language into another in the course of single utterance.(Siddiq et al., 2020)

Hoffman divided code-mixing into three types, they are: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.

According to Hoffman, there are seven reasons or functions for bilingual and multilingual to switch or mix their languages, they are:(Linuwih & Kartika, 2018)

1. To talk about particular topic

   People often change the code when they talk since they feel free and more comfortable to express their message in a language that is not their native language. For xample: Padang...! Kamu memang hot banget (Padang...! You are so hot). In the example, the speaker describes the weather of Padang by using the English word 'hot'. The speaker may feel comfortable to express the message with Engliah rather than Indonesian.

2. Quoting somebady else

   Switching or mixing the language could happen when a speaker quotes someone's word, a famous expression, proverb, or saying of some well-known figures. For example: saya lupa namanya, What is a name? (I forgot her name, what is a name? The example shows popular quotation "what is a name?" ny Shakespeare, as a poet from England.

3. Being emphatic about something

   Switching and mixing language in the message can express our emphatic feeling towards something or somebody. Sometimes, people who are fluent in foreign language feel more powerful if they express their emphatic in foreign language rather than in first language or vice verse.

   For example: Saya sudah banyak berkorban but I get nothing malah bikin sakit hati (I have sacrificed a lot but I get nothing and it hurts me). The

example shows that the speaker dominantly uses Indonesian and then changes into English to express his emphatic feeling towards somebody. He is more convenient to express his anger in English to emphasize his emotion rather than in Indonesian.

4. Interjection (inserting sentence fillers or sentence connectors)

It can be form of words or expressions which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. They have no grammatical value. For example: Uang ku tertinggal di kelas! Shitt!. The example shows that the speaker express her emotion by using English word 'shit'.

5. Repetition used for clarification

A bilingual or multilingual sometimes uses languages (codes) that she masters to say the same message to clarify or empasize her message in order be understood by the listener. For example: Nggak papa ya? Is that ok? The example shows that firstly, the speaker said in Indonesian expression "Nggak papa ya?" then repeted the same message in English expression "Is that ok?" to clarify or empahisize her message.

6. Intention of clarifying the speech content for interlocutor

Talking between bilingual or multilingual people will have a lot of code switching and mixing. The codes are intended to smooth the message and to be understood by the listener. For example: Tolong bawain buku cara nulis proposal, Mau ta' copy. Thanks banget (Please bring me the book of the way to write proposal, I wanto to copy it. Thanks a lot). The example shows that the meaning of the word 'copy' is to photocopy. The speaker wants to clarify that he wants to ask a permission to photocopy the book. By using the English word 'copy' , the speaker hopes that the listener will understand that he does not want to rewrite the book yet to photo copy it.

7. Expressing group identity

The way of community communicates is different from one to another. therefore, code switching and code mixing can also be used to express group identity. The way of academic people communicate are obviously different from the other groups. For example: Morning Ann. Mau nanya nih, Final kapan? The example shows that the speaker mix the languages to show that she is able to speak both Indonesian and English so she shows his identity as a academic person.

In addition, based on the previous resercher showed that the use of code switching and code mixing due to some reasons, they are: to build the class mananagement efficiency, to make jokes, to clarify the speech content, and to increase students' comprehension and also to explain the lesson.(Siddiq et al., 2020)

In English teaching-learning process, lecturers often transfer language to understand the material being taught, especially in specific terms in which the lecturer must explain the terms in detail in order to make the students understand. Hymes defined that "Code mixing and code switching have become a common term for alternative use of two or more languages, varieties of language or even speech style". Both the codes were applied by English lecturers toward their students who have a few vocabuularies, especially in young English learners.

The purpose of this language transfer is only to convey lessons or concepts in English correctly. Both code-switching and code-mixing become alterantions in classroom interaction. They can be useful in filling the linguistic gap between lecturers and students in the teaching-learning process. Lecturers explain a grammatical function in the first language (L1), that is Indonesian and then apply those codes in the target language (L2), English.

Method

The research method applied by the researcher was descriptive qualitative. " A study in which the main focus is on description, rather than examining relationships or associations, is classified as descriptive study. It attempts systematically to describe a situation, problem, phenomenon, service or programme, or provides information about the living conditions of a community, or describes attitudes towards an issue". (Kumar, 2011). Qualitative research seeks to probe deeply into the research setting to obtain in-dept understanding about how things are, why they are that way, and how the participants in the context percieve them (Novianti & Said, 2021). In addition, Fraenkel & Wellen stated that qualitative data of the research are collected in the form of words, phrases, and sentences by using description forms rather than numbers (Slamet et al., 2020).

The categories of descriptive studies are concerned with assessing attitude, opinion, condition, and procedure, in this study, code switching and code mixing which occured in English teaching-learning process in the classroom.

The subject of this research was the lecturer of Communicative English Grammar who taught the second semester students of English education departmen of STAI DDI Pinrang.

Instruments

The instruments used by the researcher were: observation and interview. The researcher used non-participant observation in which the researcher observed the participants without actively participating, staying separate from the activities being observed and watching their behaviour outside the group.

Observation was carried out to monitor the lecturer's utterances. The researcher recorded the lecturer's utterances in teaching communicative English grammar in the classroom. After that, to emphasize the data, the

researcher interviewed the lecturer to get their opinions why he used code-switching and code-mixing in teaching-learning process.

Data Analysis

Having collected all the data, the researcher analyzed them through the following steps:

1. Listening for several times to the recorded data which were taken from observation and made detail transcript about the utterances of Communicative English Grammat Lecturer which consisted of code-switching and code-mixing. In this step, the researcher only focused on the utterances of the lecturer containing both the codes.

2. Categorizing the lecturer's utterances into the types of code-switching and code-mixing. In other words, the researcher analyzed the utterances of the lecturer which belongs to the types of code-switching and which belongs to code-mixing.

3. The recorded data taken from interview were also listened and then transcripted them to get information about the reasons of the grammar lecturer used both code-switching and code-mixing in English teaching-learning process.

4. In analyzing the types of both code-switching and code-mixing and the functions of using the codes by the grammar teacher, the researcher applied the theory of Hoffman.

Findings

Utterances of the lecturer	Types	Functions
So tenses means the changing of verb form due to the time, it is about **perubahan kata kerja yang disebabkan oleh waktu**	Intra-sentential switching	Repetition used for clarification
Based on the time, **ada 3 jenis** tenses, present, past, and future	Intra-sentential mixing	Intention of clarifying the speech content for interlocutor (students)
Don't memorize **patternnya** but understand the functions and the usage!	Intra-lexical mixing	Interjection
Good job!, **masih mau ditanya**?	Emblematic/Taq-switching	Interjection
Perfect means the activity or action have already finished. **Kegitan tersebut sudah selesai dilakukan**	Intra-sentential switching	Repetition used for clarification
Can you give me one example of simple past? **Bisa** verbal **bisa** nominal.	Intersentential switching	Intention of clarifying the speech content for interlocutor (students)
So tenses is easy, **betul kan?**	Emblematic/Taq switching	Interjection
In continuous, ing-form **selalu didahului oleh** auxiliary	Intra-sentential mixing	Intention of clarifying the speech content for interlocutor
What is the past form of is and are?, **Apa bentuk lampaunya?**	Intra-sentential switching	Intention of clarifying the speech content for interlocutor
Have you understood? **Kalau belum paham**, please ask!	Intra-sentential mixing	Intention of clarifying the speech content for interlocutor
Excellent! **Berarti sudah paham kan?**	Emblematic/Tag switching	Interjection
Passive sentence is the opposite form of active sentence, **object pada kalimat aktif menjadi subjek pada kalimat pasif**	Intersentential switchingu	Intention of clarifying the speech content for interlocutor
Find three verbs in English which do not need object, **Coba sebutkan!**	Intersentential switching	Interjection

Discussion

Based on the table above, there are 13 utterances uttered by the Communicative English Grammar lecturer in teaching-learning process. 9 utterances belong to code-switching and 4 utterances belong to code-mixing. The types of both code-switching and code-mixing are provided in the following analysis:

Intrasentential Switching

In the first sentence above, the lecturer uttered "So tenses means the changing of verb form due to the time, it is about **perubahan kata kerja yang disebabkan oleh waktu".** It showed that the switching occurs within a sentence or clause boundary. Firstly, the lecturer explained the definition of tenses in English and then to make sure that the students understand the meaning of his utterance, he switched into indonesian but still in the same meaning. He repeated his utterance in different language that is from English to Indonesian in order to clarify the meaning of his utterance in English.

In line with the first utterance, the sentence, "Perfect means the activity or action have already finished. **Kegitan tersebut sudah selesai dilakukan",** it showed that the lecturer started explaining the perfect tense in English and then switched into Indonesian to ensure the meaning and the usage of perfect tense were understood by the students.

In the sentence, "What is the past form of is and are?, **Apa bentuk lampaunya?",** the lecturer also did switching from English to Indonesian with the same meaning which functioned as meaning clarification of English in order to facilitate the students in understanding the lecturer question about the past form of to be "is and are".

Intersentential Switching

"Can you give me one example of simple past? **Bisa** verbal **bisa** nominal". The utterance showed that the lecturer uttered by involving a switch at a clause or sentence boundary, where each clause or sentence is in different language. He started his question in English, "Can you give me example of simple past?" and then to specify the intended example, the lecturer continued his utterance in different clause or sentence by switching to Indonesian "Bisa verbal bisa nominal". By uttering the Indonesian sentence, the lecturer intended to clarify that the example could in verbal

or nominal sentence. They were free to choose. This switching functioned as Intention of clarifying the speech content for students.

Moreover the utterance "Passive sentence is the opposite form of active sentence, **objek pada kalimat aktif menjadi subjek pada kalimat pasif".** Based on the two sentences above, it was found that at first sentence, "Passive sentence is the opposite form of active sentence", the lecturer started explaining in English about passive sentence as the opposite of active and then continued his explanation by switching his utterance to Indonesian " object pada kalimat aktif menjadi subjek pada kalimat pasif". The utterance was intended to specify or clarify the word meaning of opposite itself. Therefore, the students could understand that the meaning of opposite is the exchanging of subject and object from active to passive sentence. In other words, the lecturer intended to emphasize the word meaning of opposite because the word was still new for them, they were familiar with the word antonym.

Find three verbs in English which do not need object, **coba sebutkan!**
Based on the sentences above, it showed that the lecturer asked a student to find out three verbs in English and then to make the instruction clear for the student, the lecturer switched his code in Indonesian by uttering "Coba sebutkan!". Therefore, the intended meaning of the first sentence in form of imperative "Find three verbs in English which do not need object" uttered by the lecturer is "to mention orally not to write the verbs". So, the lecturer used the kind of code-switching to clarify the meaning of the word "find" as a speech content for the student in order to avoid misunderstanding.

Emblematic/Tag Switching

Good job!, **masih mau ditanya**?

So tenses is easy, **betul kan?**

Excellent! **Berarti sudah paham kan?**

Based on the three sentences above, it showed that each of first sentence was stated in English (Good job!, So tenses is easy, Excellent!) and then switched into Indonesian by involving the insertion of tags and exclamation (masih mau ditanya?, betul kan, berarti sudah paham kan?). All the emblematic/ tag switchings were used by the lecturer to show interjection for the students.

Intrasentential Mixing

Based on the time, **ada 3 jenis** tenses, present, past, and future
In continuous, ing-form **selalu didahului oleh** auxiliary
Have you understood? **Kalau belum paham**, please ask!
In relation with the utterances above, it showed that the lecturer used code-mixing in teaching communicative English grammar in form of intrasentential mixing, in which the lecturer started his explanation in English words and then mixed with Indonesian to clarify the speech content for students.

Intra lexical mixing
Don't memorize **patternnya** but understand the functions and the usage!

The utterance above showed that the lecturer used the English word "pattern" by mixing with the Indonesian word which showed "possession". Therefore, the code-mixing used within the English and Indonesian word. Moreover, the lecturer intended to show interjection by inserting exclamation.

Conclusion

The present study shows that there are three types of code-switching found in lecturer's utterances in teaching communicative English grammar. Those were intrasentential switching, intersentential switching, and emblematic/tag switching. Meanwhile for the code-mixing, there were two types found, those were: intrasentential mixing and intra lexical mixing. The lecturer switched and mixed the languages between English and Indonesia and vice verse in teaching communicative English grammar due to some reasons, they were:Intention of clarifying the speech content for students, Repetition used for clarification, and as Interjection. Furthermore, the lecturer used both the codes as teaching-learning strategy to emphasize important messages or to explain difficult content during lessons.

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