

Original Paper

Indonesian Teacher's Code Switching and Mixing in EFL

Context

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Abstract

The objectives of research are to investigate the frequency of teacher's code switching and code mixing, the function of teacher's code switching and code mixing in EFL Classroom, and teacher and students' attitude toward it. This research focuses on analyzing EFL teacher's utterances at 10th grade and by using Poplack, Musyken and Wardhaugh theory. The method of this study is case study. The data of the research is in the form of written recording utterances during teaching and learning process in the classroom, interview and questionnaire. Based on the analysis of the data, reveals that there are three major conclusions about teacher's code switching and code mixing in EFL classroom. First, code switching and code mixing exist in EFL classroom. Second, the use of code switching and code mixing in EFL classroom has various functions includes topic switch, affective, repetitive, directive and phatic function, as proposed by Sert (2005) and Apple and Musyken (2006). Third, the data from the questionnaire reflects the positive attitude toward the use of code switching and code mixing along teaching and learning activities in the classroom. While both teacher and students agreed that code switching and code mixing can promote better understanding and be effective to make students understand their teacher's practice instructions and material explanation.

Keywords

code switching, code mixing, attitude, classroom

1. Introduction

The speakers in multilingual societies use varieties of any languages when they speak, bilingualism even multilingualism. The bilingual/multilingual speakers usually mix and switch codes according to certain personal and social conditions of the communication they are involved in which called code mixing and code switching, as Wardhaugh (2010 p. 98) states that, "People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sentential) or within a single sentence (intra-sententially)". Generally, code-switching is the mixing of words, phrases and sentence from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. Code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the Participants, in order to infer what is intended, must reconcile what they hear with what they understand (Bokamba, 1989) cited in (Ayeomoni, 2006, p. 91). Based on previous statement, it is obvious that code-switching and code-mixing are part of sociolinguistics that discuss bilingual and multilingual then clearly also submitted that code-switching is a combination of two languages and more in accordance with the rules of the incorporation of the language such as merging the word with words, phrases with phrases and sentences with phrases. Code-switching was done to make the conversation more acceptable to the listener or the speaker, while code-mixing is incorporation language in accordance with the rules by which to be heard and understood by the users of these languages and this occurs because speakers of other languages and speak with a language that is not his native language so that mixing occurs naturally. In one multilingual society, Indonesia, there are many people who speak two or more languages. Therefore, linguistic phenomenon of mixing or switching languages is quite common. For example, many educated bilingual Indonesian speakers frequently mix their national language or their regional language with English. A bilingual or multilingual situation can produce still other effects on one or more of the languages involved (Wardhaugh, 2010, p. 97). Therefore, to switch one language to another, or to mix the use of two languages are common phenomena in a multilingual context. English Foreign Language (EFL) Classroom can be the small context of bilingual or multilingual setting, and at its most general, entails switching and mixing by the teacher and/or learners between the target language of teaching learning and the learners 'native language. Code-switching and code mixing is a practice that enable learners to use their native language as a learning resource (Lin, 2016, p. 2) states that, Classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide). In the past, some studies proposed first Language (L1) use contrasted the pedagogy of teaching English through English Chambers (1991) in Astrid (2015, p. 100). For those previous researches, teaching through the target

language makes the language authentic and helps learners to be familiar with the whole English environment. However, according to Tang (2002) cited in Paker and Karaağaç (2015, p. 112) moderate and judicious use of mother tongue (L1) is helpful and can facilitate the learning and teaching of target language. Paker and Karaagac (2015, p. 112) states that teacher use code switching to check understanding, to clarify and to socialize. Furthermore, Gumperz (2009) cited in Yulyana (2012, p. 2), gives possible functions of code switching, such as the reinforcement of an important message or the introduction of specific connotations linked to the other language. Therefore, code-switching has positive effect on learning processes. Therefore, in this research study, the writer is interested to focus on analyzing an EFL teacher's code switching and code mixing in English Foreign Language Classrooms of SMK Bunga Persada Cianjur. The writer limited the research on these the following research focus, 1) The frequency of teacher's code switching and code mixing exist in English Foreign Language classroom at SMK Bunga Persada Cianjur. 2) The functions of teacher's code switching and code mixing used in English Foreign Language Classroom at SMK Bunga Persada Cianjur. 3) The teachers' attitudes towards the use of code switching and code mixing in English Foreign Language classroom at SMK Bunga Persada Cianjur. 4) The students' attitudes towards the use of teacher's code switching and code mixing in English Foreign Language classroom at SMK Bunga Persada Cianjur.

Code Switching and Code Mixing, According to Myers-Scotton (2006, p. 239), the most general definition of Code Switching (CS) is the use of two language varieties in the same conversation. Code-switching can be distinguished from other language contact phenomena such as loan translation (calques), borrowing, pidgins and creoles, and transfer or interference. In this respect, he notes that not only contextual factors play a role in the code choice, but factors such as social identity and educational background also affect the speaker's choice of code. Musyken (2000, p. 109) defines that the term code mixing refers to all cases where lexical item and grammatical features from two languages appear in one sentence. And he also defines in code- mixing pieces of one language are used while a speaker is basically using another language. The researcher can conclude that code mixing is a mixture between two or more languages in which there is a dominant language and inserted with different language to give appropriate context to the audience or listener in one social situation. Syafrizal and Astridyah R sari (2017, p. 121) states that, it is not always easy to distinguish code mixing from code switching. Like code switching, code mixing is a strategy of bilingual speaker (whereas borrowing is not), in the sense that it is a fact of language, and monolinguals can make use of it. Code mixing can of course express a lack of competence in the base language, such as lexical items, and in this case, code mixing can compensate for this deficiently. However, as for code switching, code mixing can be a bilingual's specific code which enables him to express attitudes, intentions, roles, and to identify with a particular group. Code switching can be viewed from a grammatical perspective, as well as from a sociolinguistic perspective (Van Dulm, 2007, pp. 12-15). Grammatically, there are three types of code switches. Poplack (1980), cited in Alheeti (2016, p. 11) proposed a well-known framework that identifies three different types of switching which are tag-switching, inter-sentential and intra-sentential. Tag-switching

involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of CS occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the L1 (Hamers & Blanc, 2000, p. 259). Inter-sentential Code Switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. Intra-sentential Code Switching, according to Poplack (1980) cited in Al Heeti (2016, p. 11), is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level. In addition, from a sociolinguistic perspective, there are two types of code switching, namely metaphorical and situational code switching (Van Dulm, 2007, p. 15). Metaphorical code switching refers to the process in which a bilingual speaker changes codes because of the change in what is being talked about “Metaphorical code-switching occurs when a change of topic requires a change in the language used” (Wardhaugh, 2010, p. 104). The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct to what is said about the topic. Situational code switching refers to the process in which a bilingual person often switches from one code to another depending on whom that person is talking to. Wardhaugh (2010, p. 101) also states that Situational code-switching occurs when the languages used change according to the situations in which the conversant find themselves

According to Sert (2005, p. 2) The functionality of code switching in teachers’ classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions. Appel and Muysken (2006) in Fong (2011, p. 14) lists six main functions of code switching and code mixing:

- 1) Referential function: Code-switching involves lack of knowledge or facility in a language. Hence, bilingual speakers switch code when they do not know the word. The speaker switches from language A to language B because he does not know one or more words in language A, or because he feels it is easier to speak about a certain theme (politics, car mechanics) in language B.
- 2) Directive function: code-switching is used as a means to either include people in the conversation, or to exclude them from it. An example would be parents switching to a language their children do not understand in order to discuss something secret;
- 3) Expressive function: code-switching is used to underline a common identity.
- 4) Phatic function: switching emphasizes a statement or comments it. This category includes the use of dialect in the punch line of a joke to allude to stereotypes.
- 5) Metalinguistic function: the change from one language to another is used to comment on the language use itself, or to show off one’s linguistic repertoire.
- 6) Poetic function: language switching is used for its poetic or humorous effect.

2. Method

2.1 Aim of Study

It aims to identify the frequency and the functions of teacher's code switching and code mixing in EFL Classroom, and to investigate the teacher's and students' attitude toward code switching and code mixing in EFL classroom. The researcher observed one English teacher and two classes of ten grade students. The number of students is 66 students. The writer uses case study, the techniques of collecting data are observation, questionnaire and interview. The observation was conducted on 1 teacher and 50 students from two classes chosen. The main purpose is to find out the functions of teacher's code switching in EFL classroom. After recording the teacher and the students' activities, the researcher makes video transcripts, and analyzes the types and the functions of code switching and mixing.

2.1.1 The Interview Is Recorded by Using Tape Recorder

Then the researcher listens and transcribes it. The researcher analyzes the result of transcribing process to find out the teachers' attitude toward code switching and code mixing in making conversations with their students and drawing the conclusion from the English teacher's answers. The researcher distributes the questionnaire to the two selected classes of the tenth grade, to investigate the frequency of teacher's code switching and code mixing which exist in EFL classroom and students' attitude toward teacher's code switching and code mixing in EFL Classroom.

3. Result

3.1 The Frequency of Teacher's Code Switching and Code Mixing in EFL Classroom

The frequency of teacher's Code Switching and Code Mixing exist in EFL Classroom were identified from the analysis of questionnaire as main source of data. The finding shows a clear pattern of language use by the teacher. It seems that the extent to which code switching and code mixing occurred in EFL classroom depended highly first, on the teacher's competence in English, and second, the students' competence in English. The following Tables show the students' perceptions on the frequency of the use of teacher's code switching and code mixing in EFL the classroom.

Table 1. Questionnaire Result of Students' Attitudes Towards Teacher's Code Switching and Code Mixing in EFL Classroom Students (N=50)

No	Statement	Strongly Agree(5)	Agree (4)	Neither or disagree (3)	Disagree (2)	Strongly Disagree (1)
1	Mixing English and Indonesian language/first language is a common phenomenon in the class I have attended in	20	25	4	0	1
8	The English teacher's main language when delivering material is always English	0	4	2	35	9
3	The English teacher frequently mixes Indonesian language/first language with English in his/her lectures.	20	25	3	1	1
4	The English teacher usually maintains the English terminology but uses Indonesian language/first language to give further explanation.	35	12	3	0	0
5	The English teacher has any difficulty in delivering materials only in English.	7	12	7	19	5
6	The English teacher always switches to Indonesian language/first language when we do not understand the materials.	27	23	0	0	0

Table 2. The Frequency of Teacher's Code Switching and Code Mixing in EFL Classroom

Item	SA (5)		A (4)		NAE(3)		D (2)		SD (1)	
+	N	%	N	%	N	%	N	%	N	%
1	20	40%	25	50%	4	8%	0	0%	1	2%
8	0	0%	4	8%	2	4%	35	70%	9	18%
3	20	40%	25	50%	3	6%	1	2%	1	2%
4	35	70%	12	24%	3	6%	0	0%	0	0%
5	7	14%	12	24%	7	14%	19	38%	5	10%
6	27	54%	23	46%	0	0%	0	0%	0	0%

3.2 The Function of Teacher's Code Switching and Code Mixing in EFL Classroom

The function of code switching and code mixing used by teacher and students in EFL classroom is the third research question in this paper. Those functions were investigated through analysis of data which were mainly gained from the transcripts of classroom observations.

Table 3. Function of Code Switching and Code Mixing in EFL Classroom

Function of CS/CM	Meeting		Total	Percentages	
	1st	2 nd			
Topic Switch	20	15	35	29,41	%
Affective/Expressive function	12	15	27	22,69	%
Repetitive function	15	13	28	23,53	%
Referential function			0	0,00	%
Directive function	3	2	5	4,20	%
Phatic Function	6	8	14	11,76	%
Metalinguistic Function	4	6	10	8,40	%
Poetic Function.			0	0,00	%

3.3 The Teachers' Attitudes towards Teacher's Code Switching and Code Mixing in EFL Classroom

In addition, the teacher felt that students should be exposed to the correct structure of English Language when dealing with the contents. She seriously claimed that students might have not realised that their explanation of certain concepts could become wrong or confusing because of the wrong language structure used. Thus, she should be responsible in providing the correct model of structure in the classroom. However, the teacher also admitted that it was impossible to avoid code switching and code mixing because of the students' low proficiency in English, they were still x grade students. Thus, code switching and code mixing might seem to be a strategy to promote fast and easy understanding among the students. Code switching can have a positive attitude, when the speakers switch the code, they build a bridge from the known (our native language) to the unknown (target language) Sert (2005, p. 2). Liebscher and Dailey-O'Cain (2005) and Lin (2016, claim that code switching and code mixing in foreign language classrooms is useful.

3.4 The Students' Attitudes towards Teacher's Code Switching and Code Mixing in EFL Classroom

The students' Attitudes towards Code Switching and Code Mixing in EFL Classroom are the fifth research question, which was investigated mainly through questionnaire and students' interview. There were 12 items of questionnaire which were asked to the students, 6 items were positive attitude and 6 items were negative attitude of code switching and code mixing. They were asked to give response based on Likert scale (strongly agree=5, Agree=4, Nether agree or disagree=3, Disagree=2, and strongly disagree=1).

Table 4. Questionnaire Result of Students' Attitudes towards Teacher's Code Switching and Code Mixing in EFL Classroom (Students (N=50))

No	Statement	Strongly Agree (5)	Agree (4)	Neither or disagree (3)	Disagree (2)	Strongly Disagree (1)
1	I would like the teacher to minimize their use of Indonesian language/regional language in EFL Classroom.	2	17	14	11	6
2	I would like the teacher to use Indonesian language/first language and English in EFL Classroom.	23	20	2	3	2
3	I would prefer my teacher to use only English in EFL Classroom.	1	0	6	23	20
4	I would prefer my teacher to use Indonesian/Regional language and English in English Foreign Classroom.	22	19	8	1	0
5	I feel frustrated when the teacher uses both Indonesian/regional language and English during his/her teaching.	2	4	6	21	17
6	I feel happy when the teacher uses both Indonesian/regional language and English during his/her teaching.	16	25	5	4	0
7	Teacher's mixing of English and Indonesian language/first language is not a problem to me	18	25	6	0	1
8	When the teacher mixes Indonesian language/first language and English in his/her teaching, I pay attention.	17	29	2	1	1

Table 5. Students' Attitudes towards Teacher's Code Switching and Code Mixing in EFL Classroom

Item	SA (5)		A (4)		NAE (3)		D (2)		SD (1)	
	N	%	N	%	N	%	N	%	N	%
1	2	4%	17	34%	14	28%	11	22%	6	12%
2	23	46%	20	40%	2	4%	3	6%	2	4%
3	1	2%	0	0%	6	12%	23	46%	20	40%
4	22	44%	19	38%	8	16%	1	2%	0	0%

5	2	4%	4	8%	6	12%	21	42%	17	34%
6	16	32%	25	50%	5	10%	4	8%	0	0%
7	18	36%	25	50%	6	12%	0	0%	1	2%
8	17	34%	29	58%	2	4%	1	2%	1	2%

4. Discussion

The frequency of teachers uses code mixing and switching illustrates the use frequency of code switching and code mixing in EFL classroom at SMK Bunga Persada during teaching and learning activities. The researcher made questionnaire with positive and negative statements. Number 1-6 are positive statements and number 7-12 are negative statements. From the table, the first statement of the questionnaire stated that mixing English and Indonesian language/first language is a common phenomenon in the class they have attended in. It can be seen that 23 students (46%) strongly agreed and 20 students (40%) agreed. This data was supported from the interview to several students who claimed that the use both English and Indonesian are common practice in EFL classroom. The second statement stated that the English teacher's main language when delivering material is always English. There were 35 (70%) students disagreed and 9 (18%) students strongly disagreed. The third question stated that the English teacher frequently mixes Indonesian language/first language with English in his/her lectures. There were 20 (40%) students strongly agreed and 25 (50%) students agreed. The fourth statement of the questionnaire stated that The English teacher usually maintains the English terminology but uses Indonesian language/first language to give further explanation. There were 35 (70%) students strongly agreed and 12 (24%) students agreed. The fifth statement of the questionnaire stated that The English teacher has any difficulty in delivering materials, if it is only in English. There were 7 (14%) students strongly agreed and 12 (24%) students agreed, 7 (14%) students neither agreed or disagreed and 19 (38%) students disagreed. The sixth statement of the questionnaire stated The English teacher always switches to Indonesian language/ first language when we do not understand the materials. There are 27 (54%) students strongly agreed and 23 (46%) students agreed. Based on the data, the teacher usually switched and mixed the code from English to Indonesian or vice versa. The frequency of code switching and code mixing done by teacher seem to be influenced by student's English proficiency. Students who are still in learning condition are still influenced much from their native language, and in order to cope the problems, they tend to use code switching and code mixing. The finding is suitable with Lin (2016, p. 2) which states that, Classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide).

Second one is the functions of code switching and code mixing which were mainly found in EFL Classroom were Topic switch, affective, repetitive Referential, directive, expressive, Phatic, metalinguistic, and Poetic Function. In addition to that, repetitive function was also found in several utterances. Hence, it will be briefly included for discussion in the following chapter. The Teachers'

Attitudes towards Code Switching and Code Mixing in EFL Classroom was the fourth research question which was investigated mainly through teacher's interview. There were 7 sets of questions which were asked to the EFL teacher. The first question was to know whether she switched her language from English into Indonesian/Sundanese language or conversely in classroom. She responded that sometimes she often switched her language from English to Indonesian language and conversely, because if she didn't mix/switch, the students can't understand. The second question was to find out why she switched the language. She explained two reasons, the first is she didn't switch, the students cannot understand the materials, second is the students will have addition vocabularies. The third question was to investigate what language should be used in teaching English. The teacher said, ideally EFL teachers should use only English language but the problem was the students can't understand if EFL teacher used only English. The fourth question was to figure out what language she used more comfortable while she was teaching. As an EFL teacher, of course she was very comfortable using English, but there were several problems if she just used English, so she would be more comfortable to switch and mix the language. The fifth question was whether there were any special situations that she had to switch her language in the classroom and how English and Indonesian language she used during teaching. Actually, she taught ten grade students, they didn't have many vocabularies. So, when she taught grammar, listening, she used English first after that she translate into Indonesian. The sixth question was to know how the students' respond to language she used during teaching learning process. Some students thought what she was talking; some students understood what she was talking to them. Sometimes they didn't know the meaning, even they didn't understand what she explained to them, so she translates into Indonesia or mix English, Indonesian and Sundanese. The seventh question was to find out the functions of switching/mixing the language in the classroom for the students. She explained that the function of code switching and code mixes to make the students understand, to comprehend the materials and to add vocabularies for them. The eighth question was to figure out if there were any beneficial for the students if she switched the language. The benefit of switching the language is make the students more understand, to add their vocabulary, to improve their knowledge also.

The Students' Attitudes towards Teacher's Code Switching and Code Mixing in EFL Classroom. From the Table, 11 (22%) students disagreed and 6 (12%) students strongly disagreed if English teacher to minimize their use of Indonesian language/first language in EFL Classroom, but 17 (34%) students agreed with this statement. On the other hand, the second statement of the questionnaire stated that I would like the teacher to use Indonesian language/first language and English in EFL Classroom. It can be seen that 23 students (46%) strongly agreed and 20 students (40%) agreed that their EFL teacher uses Indonesian language/first language and English in EFL Classroom. Based on the supported from the interview from several students who mentioned that because they are non-native students, they need the teacher to switch or mix the language English-Indonesia, and conversely. But one student claimed that English teacher should use more English to make them learn about English vocabulary. The second

statement of the questionnaire, stated that I would prefer my teacher to use only English in EFL Classroom. There were 23 students disagreed and 20 students agreed with. The opposite statement number four, they would prefer their EFL teacher use Indonesian/first language and English in EFL Classroom, it can be inferred that most of students; 22 students (44%) strongly agreed and 19 students (38%) agreed. From the interview, some students said that it is much more convenient for them if the teacher switch or mix the language between English and Indonesian/first language. The third statement of the questionnaire stated that they feel happy when English teacher uses both Indonesian/first language and English during his/her teaching, it can be interfered that most students; 16 (32%) students strongly agreed and 25 (50%) students agreed, they could feel much more relaxed from thinking all the time to interpret the message from their lecturers. Moreover, from the data list on table 5, it can be seen that most of students; 18(36%) strongly agreed and 25 (50%) Students agreed, if teacher's mixing of English and Indonesian language/first language is not a problem to them. From the interview, some students said that it is much more convenient for them to listen the explanation that mixed the language between English and Indonesian/first language. When the teacher mixes Indonesian language/first language and English in his/her teaching, I pay attention in point 6, most students; 17 (34%) students strongly agreed. Finally, most of students claimed that they would respect the teacher who teaches the class by using full English and they will be respect more if they teacher use code switching/ mixing in English and Indonesian. The obtained data from the classroom observations, the teacher's interview, the students' interview and the students' questionnaires reveal that there are three major conclusions which can be drawn from the present research about an analysis of code switching and code mixing in EFL classroom at SMK Bunga Persada Cianjur. First, code switching and code mixing exist in EFL classroom for low proficiency students. Second, the functions commonly used by the English teachers in the foreign language classroom purposed also for some motive, these functions are: (a) topic switch, (b) affective function, and (c) repetitive function, (d) directive function and Phatic function. Third, based on the questionnaire, teacher and students have positive attitude toward code switching and code mixing in EFL classroom. In general, code switching and code mixing are increasing students' inclusion, participation and understanding in learning process, as well as developing relationships between the participants, conveying ideas more easily and accomplishing lessons. Beside as the strategies used by people who live in bilingual/multilingual countries, Code switching and code mixing also can be used by students and teachers/lecturers in EFL (English as a Foreign Language) classes. In the multilingual communities, people usually have certain considerations in order to choose the language to use in communication. Therefore, people have consideration on switching or mixing the code in communication. The way people switch or mix the languages in multilingual communities can also be seen in EFL classes.

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