

THE IMPLEMENTATION OF CODE MIXING AND CODE SWITCHING IN EFL CLASS

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Received: October 6, 2022 Revised: October 10, 2022 Accepted: November 29, 2022

ABSTRACT

Language plays a crucial role in communication. English is regarded as a foreign language and is a required subject, particularly in Indonesian secondary schools. Every citizen spoke at least two languages, namely their mother tongue or regional language (B1) and Indonesian (B2). Despite the fact that they also use mother tongue or regional language in daily life to express respect and familiarity with interlocutors from the same group, Indonesian is typically used in both formal and informal contexts. This means that Indonesian students have limited exposure to English because English is only used in formal contexts and is rarely used outside the classroom. In language classrooms, code-switching is a strategy used to facilitate conversation. However, code-switching and code-mixing can help students improve their English speaking skills. The purpose of this study was to investigate how teachers and students implement code switching or mixing in EFL classrooms. This research method employs qualitative research by describing and identifying patterns directly associated with particular phenomena. The outcome demonstrated that code switching or code mixing in EFL classrooms can be an effective educational strategy.

Keywords: Code Switching, EFL Classroom, English Language Learning

INTRODUCTION

Language is the most important part in communication. the goal of communication is delivery an important message. also, in communication may contains gesture, intonation, accent and etc. from both speakers. According (millions, 2021) in 2021, there were around 1.35 billion people worldwide who spoke English either natively or as a second language, slightly more than the 1.12 billion Mandarin Chinese speakers at the time of survey. Hindi and Spanish accounted for the third and fourth most widespread languages that year. it means that there are many people in the world that use English as a tool of communication. however, In Indonesia, English is regarded a foreign language and it is a required topic to acquire, particularly in Indonesian secondary schools. This means that Indonesian students have limited exposure to English because

English is only used in formal settings and is not generally utilized outside of the classroom (Yoestara & Putri, 2019). In addition, Indonesia is a big country that comes from many languages. Every citizen at least spoke 2 languages, namely the mother tongue or regional language (B1) and Indonesian (B2) as the second language. Usually, Indonesian is used both formal and informal context despite they also use mother tongue or regional language in daily life such as express respect and familiarity towards interlocutors from the same group. Moreover, English in Indonesia known as a Foreign language so most of student's might feel that English is hard to learn. Based on the problems stated before, in field education teachers. To avoid miss communication and miss understanding. The teacher use code mixing and code switching.

Code switching is a term for code exchanging, which is one of the alternative methods for bilingualism of two or more dialects within the same discussion. code-switching is a frequent word for the alternative use of two or more dialects, variants of a dialect (Hymes, 1974). While code mixing transfer of linguistics element from one language into another, in other words, only incompletely transferred that those rudiments mix together for communication purpose (Pardede, 2006).

There are several previous studies relegated to code switching and code mixing in teaching learning process. First, Code switching was discovered to be preferred by teachers as an effective medium of teaching, particularly in language classes. The findings show that switching from L2 to L1 has no negative impact on students' L2 learning.

Code-switching is a language strategy used in language classrooms to help facilitate conversation (Shafi, S., Kazmi, S. H., & Asif, R., 2020). Second, on research with title "Code Switching and Code Mixing in Teaching-Learning Process" this research contains two participants, teacher and students. Based on this research the teacher and students often use code switching and code mixing in communication wither in purpose or not. The results of his research show that

teachers are very helpful in communicating with code-switching and code-mixing during the classroom learning process to convey a message to students to achieve their language learning objectives. increase. While for students, code-switching and code-mixing can improve their speaking skills in English (Ansar, 2017).

METHODOLOGY

In this research, the writer will be used qualitative research. This research will be use Qualitative research. This research will be focusing on understanding, describing and discovering patterns directly tied to specific phenomena. Arya et al (2006) stated that, “The ultimate goal of (qualitative) inquiry is to portray the complex pattern of what is being studied in sufficient depth and detail so that one who has to experienced it can understand” (p. 476). Moreover, Creswell (2008:3) states that the research is process of step used to collect and analysis information to increase our understanding of a topic or issue.

The data came from of field notes and interview.

To obtain the correct analysis results, the following steps must be taken: (1) gathering data, (2) processing data, (3) analyzing data, and (4) objectively presenting data on code switching and code mixing in speaking class.

The participant was 2 teachers and 2 students on 7th of Ibnu Sina Junior High School. The place and setting on online class and in the Ibnu Sina Junior High.

The data collection techniques were the first teacher teaches student in speaking class later the writer made a noted related to code switching and code mixing. Later, after finished the materials, the writer interviewed 2 students from different class and asks some questions about their perspectives on the teacher used code switching and code mixing (recorded the interview)

There are 2 step of data analysis. For the note, the writer read about the noted, then categorized the data based on code switching or code mixing and then presented the result and explained the result related to the theory.

For the interview, first, the writer listened the interview. Followed as

transcript the audio, categorized the data, presented and discuss the data.

FINDINGS

1) Field note

During the implementation of code switching and code mixing, 2 teachers shows different results.

Teacher A, on the field not she often uses code switching. For example:

On descriptive text, we can menggambarkan about something, someone or a thing. So in note teacher A use code switching. The way she switch the language on certain occasion such as meaning or definition.

Teacher B

He rare use code mixing or code switching because he want the students know better on learning foreign language. However, he use Bahasa as the last option on the process of input.

2) Interview

First Transcript

I: Interviewer

S: Student

I: Good morning

S: Good morning

I: thank you for time. My name is Emita. Do you mind if I asks you some questions related to my research. Is it okay?

S: No, miss. I'm fine. It's okay miss. My pleasure. I try my best.

I: Thank you it means a lot for me. So, first question. Could you introduce yourself.

S: My name xxx. I am 14 years old. Now I'm on 7th A grade of Junior High school.

I: thank you. So first question, when did you start learn English?

S: When I was on elementary I think miss. I know English because my mom she often played song in English miss.

I: Wow, know English long time. What kind of song that your mom used to play?

S: from a band miss. If I not mistaken, from Coldplay. Something like that.

I: Wow, so do I. I like Coldplay. So second questions, could you describe you English? I mean your level.

T: so so miss. Not to good but not so bad.

I: Did you remember, how your teacher teaches you and your friends in the class?
S: yes, miss, sometimes mam xxx very patient teaching us miss. Because some of student have difficulties in learning English.
I: okay thank you, based on your experiences what your teacher do if the students find difficulties?
S: Sometimes my teaching changes the language miss from English to Bahasa and also, she often mixes language miss. Like the combination between English and Bahasa.
I: how do you feel about that? Is good for students? Are you happy or something?
S: Actually I'm okay with that miss. Because not every student knows and understand English right, so when my teacher combines with Bahasa or change the world to Bahasa I completely agree.
I: In the future would you asks your teacher more English or Bahasa or combine.
S: well I hope in the future I hope that my teacher will use more English rather than mix with other language because we learn English miss. If we do not practice it will very difficult to us (improve)
I: thank you for your participation. I hope you can improve your English better, stay healthy and be happy
S: thank you, I hope best for you too miss.

Based on the result from students A, the teacher used switch or mix the language if the students didn't understand. For example, on the explanations of the materials, the instruction of the exercise that make student confused or to student asks the confirmation of the answer. From the transcription, the students feel happy when his teacher mix the language or combine the language.

Second Transcript

I: Interviewer
S: Student

I: Good morning
S: Good morning

I: thank you for time. My name is Emita. Do you mind if I ask you some questions related to my research? Is it okay?

S: No, miss. I'm fine. It's okay miss. My pleasure. I try my best.

I: Thank you it means a lot for me. So, first question. Could you introduce yourself.

S: My name xxx. I am 14 years old. Now I'm on 7th D grade of Junior High school.

I: thank you. So first question, when did you start learn English?

S: I know English since I was on 4th of elementary miss. I know because Korean from movie miss. I like Korean Drama so when I watch Korean Drama I used English subtitles.

I: What kind of Korean Drama that you like?

S: Nowadays I like tiler and drama miss, like Squid Games

I: Wow, so do I. I cried on ep 7. So first question, how you described your English?

T: I would say that I am quite good miss. On scale 1 to 10. I would rank on 6.5 until 7.

I: Did you remember, how your teacher teaches you and your friends in the class?

S: my teacher always used English miss in the classroom. He rarely used Bahasa miss.

I: okay thank you, based on your experiences what your teacher do if the students find difficulties?

S: Sometimes my teacher changes the language miss. For example, use the easiest English or the simple word miss but if the student still didn't understand my teacher use mix it with Bahasa.

I: how do you feel about that? Is good for students? Are you happy or something?

S: Actually if for me it okay miss, but since not all my friend has same ability in English it will better that he uses Bahasa too in teaching miss

I: In the future would you asks your teacher more English or Bahasa or combine.

S: well I hope in the future my teacher will use 25% Bahasa miss because not all my friend is smart so I hope he consider that situation. However, not all the time use Bahasa miss just on certain cases like on instructions or something.

I: thank you for your participation. I hope you can improve your English better, stay healthy and be happy

S: thank you, I hope best for you too miss.

CONCLUSION

Based on the result and discussion suggests that code mixing and code switching can be a good strategy for teaching and learning language because using too much code mixing and code switching can have a negative impact on students' ability to use the target language effectively.

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How to Cite (APA style):

Rakhmannia, E.D. (2022, November) The Implementation of Code Mixing and Code Switching in EFL Class. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(2),466-472. <https://journal.unismuh.ac.id/index.php/exposure/article/view/8644>