

The Phenomenon Of Code Switching And Code Mixing In English Learning Classroom

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Abstract: *The diversity of languages in Indonesia has sundry errors such as gaps, errors in interpreting other languages, and others. It means, it also applies when in the process of learning foreign languages at school, especially English. Thus, learning English is difficult to build a positive spirit in learning, making students active and responsive in the learning process. Therefore, this study focuses on examining the types of code-switching and code-mixing in learning English in schools. This study uses a qualitative paradigm, using a descriptive case study type of research. Therefore, the researcher sets the goal to describe the data as it occurs in the phenomenon under study. This study is the occurrence of code-switching and code-mixing events in learning English at school. In this study, the researcher used guided semi structured interviewed as a data collection technique. The data from this study was analyzed based on the steps used, namely identifying the data, classifying the data, and describing the data according to the research objectives. The results of this study are the determinants of code-switching and code-mixing from teachers or students. Then, there are types of each between code-mixing and code-switching.*

Keywords: *Sociolinguistics; Code Switching; Code Mixing; English Learning.*

I. Introduction

Language has various functions, one of which is as a communication tool between individuals so that they can interact with each other in building the meaning of speech. This is in line with the statement of Simatupang, Rohmadi, and Saddhono (2018: 119) which states that language is a communication tool used by humans to interact with each other and human language is able to use the relation and mind to regulate relationships or kinship with other people and can increase brotherhood between one another. Then, in line with the statement from Silaban & Marpaung (2020: 1) which says that language is a very important aspect of life because it will be used for communication in everyday life with other human beings. It can be said that language is an important aspect for humans to build communication by building good meaning.

In Indonesia there are various kinds of languages, such as Indonesian which has a position as the national language. Then, there are also various kinds of regional languages and foreign languages that participate in language variations. The many regions in Indonesia can make almost every region in Indonesia have a regional language as one of the regional identities. According to Alwasilah (2007) quoted by Simatupang, Rohmadi, and Saddhono (2018: 120), regional languages are often referred to as mother tongue because this language is the language that is first mastered by children as a means of communication. From the statement above, it can be said that the mother tongue for Indonesian people is between Indonesian and regional languages. Communities who use local languages as their mother

tongue are people who were born and raised in the area where the area has its own regional language, while people who use Indonesian as their mother tongue are people who were born or raised in areas where the language is the same as Indonesian. Jakarta, which has a Betawi language which sounds similar to Indonesian, also has indications that these people often move from one area to another so that they need Indonesian for communication. This indicates that in Indonesia there are many multicultural (bilingual and even multilingual) communities. Then, the emergence of foreign languages in Indonesia added to variations in understanding languages in Indonesia, such as English, Korean, German, and other languages. However, the diversity of languages in Indonesia gives rise to various errors or appearances of speech acts such as gaps, errors in interpreting other languages, and so on. Supported by the statements of Simatupang, Rohmadi, and Saddhono (2018) regional languages and foreign languages in relation to Indonesian often cause problems, including interference, integration, or errors in the function of their use and the problem of foreign languages which are languages that are not native mother tongues. Spoken and spoken in the country in addition to the national language. This also applies when in the process of learning foreign languages at school, especially English.

English is the number one language that is widely used by people in various parts of the world with around 1.13 billion speakers (Kasih, 2021). However, in the field of education in Indonesia, especially in learning at school, English is getting a change of position. This is in line with the policies of the established curriculum. Currently, the education curriculum in Indonesia is in a transition period from the 2013 curriculum to the Merdeka curriculum. According to Permendikbud 35-36 (2018) the status of English at the junior and senior high school levels, English is a group A subject whose learning references have been regulated by the center/government, while at the elementary level according to sub-point J related to Elements (2013) Curriculum Change, the role of English only as extracurricular or local content, depending on the approval decision of each school. Even though it is currently in a transition process, the impact of changing the position of English in the previous curriculum still has an impact on the sustainability of students in obtaining English learning in class. It can be interpreted that the role of English in education does not start when students are at the elementary school level, so that it can bring up various reactions, one of which is the difficulty of improving English skills. The difficulty of improving English language skills in children at school is caused by factors in the regional language and national language which are inherent in the identity of each student. According to Susmita (2015: 87) that in the language learning process, regional languages greatly influence teachers and students in speaking.

Based on the current phenomena, learning English is difficult to build a positive spirit in learning, making students active and responsive in the learning process. Based on the results of Rahmat and Jannatin's (2018: 100) observation that when learning English, students are less enthusiastic and have no motivation to learn for the reasons they are lazy, English is difficult, many assignments, and boring.

The dynamic nature of language makes language development very fast so that sociolinguistic studies including code switching and code mixing are still very much studied and are still developing today because speech events still occur a lot today in society. According to Blom & Gumperz (2008: 9) quoted by Silaban & Marpaung which defines that code switching is a situation where speakers switch from one language to another and may not switch back or will return after using that language for a long time. Then, it is supported by Nilep's statement (2006: 1) which defines code switching as the practice of selecting or changing linguistic elements to contextualize speech in interaction. It can be concluded that code switching is a change in the use of language from one language to another in a

conversation. There are two types of code switching, namely Internal Code Switching and External Code Switching. Internal Code Switching is a language switch with the same regional language, for example from Indonesian to Sundanese. Meanwhile, External Code Switching is a regional language switching from a foreign language, for example from Indonesian to English or German. Furthermore Code mixing according to Pardede (2006: 36) which defines that code mixing is the transfer of some linguistic elements to mix with each other for the purpose of communicating. It means, code mixing is a term for people who build communication using bilingualism and insert linguistic elements to mix with variety of languages for communication purposes. The types of code mixing are word insertion, phrase insertion, clause insertion, idiom insertion, and regional language mixing with foreign languages.

Research that examines code switching and code mixing in language learning has been carried out by several previous researchers. The first was carried out by Sudarja (2019) with the title *Alih Kode dan Campur Kode dalam Proses Pengajaran Bahasa Indonesia: Penelitian Etnografi di Kelas III SD Lentera Internasional*, the results of the study stated that code switching and code mixing were carried out by teachers and students in teaching and learning interactions. Then there is the act of inserting English elements such as fragments of English words and phrases into Indonesian when studied in class by students. Then, there are factors that influence students in code-switching and code-mixing from Indonesian into English, namely, the ability of bilingualism/multilinguality, dependence on the dominant language, and students not finding equivalent words to express. There is a phenomenon of code-switching and code-mixing carried out by Indonesian language teachers during the teaching and learning process. Then, the teacher inserts elements of English such as fragments of English words and phrases into Indonesian. Finally, there are causes for teachers to do code switching and code mixing, namely wanting to emphasize something, switching codes helps teachers explain concepts more easily, and wants to convey ideas appropriately. Similar research was conducted by Azis & Rahmawati (2021) with the title *Alih Kode dan Campur Kode dalam Pembelajaran Bahasa Indonesia* with the results of the research showing that there was code switching from Indonesian to Javanese and code switching from Javanese to Indonesian. The form of code mixing that occurs in learning Indonesian is in the form of: (1) code mixing in the form of word insertion, (2) code mixing in the form of phrases. However, the researcher found a gap where the researcher wanted to examine the phenomenon of code switching and code mixing in English learning classes with a background of students and teachers having their mother tongue, namely Sundanese. Then, the purpose of this study is to describe the phenomena of the types of code switching and code mixing in learning English in the classroom.

II. Research Methods

This study used a qualitative descriptive research design with the aim of identifying and describing the types of code switching and code mixing in learning English. According to Moeloeng (2002) quoted by Subandi (2011: 176) who defines that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words or from the form of policy actions. Therefore, this type of research design is in line with the purpose of this study, namely to describe the types of code switching and code mixing in speech acts that are built in communication between students and teachers or students and other students in English learning classes. This research was conducted in one of the high schools in West Java, the selection of participants was done through sampling. Researchers made observations with a purposive sampling technique. According to Nugrahani (2014: 101) states that the purpose of purposive sampling is to gather as

much information as possible which will be used as the basis of a predetermined theoretical design. Sampling is done based on the willingness of the class that is ready to become a research subject. The instrument used to obtain data is by observing and assisted by a recording device.

Then, after collecting the data, the researcher analyzed the data using descriptive techniques. This is in line with the aim of this research, which is to describe findings related to the types of code switching and code mixing in speech between students and teachers when learning English in class. According to Huberman & Miles (1994) there are three paths in qualitative data analysis including data reduction, data presentation, and drawing conclusions. After the data was collected, the researcher reduced the data to see what data is needed and data that is not needed. Then, the researcher presented data in the form of analysis results in accordance with the guidelines of the specified instrument. Finally, the researcher submitted the results of the report and discussion related to the results of the analysis that has been carried out.

III. Results and Discussion

Language mixing and switching often occur among people who have mastery of more than one language. This can also happen in the field of education where the communication between teachers and students or students with other students. Language mixing itself has various types, in this study researchers will describe and identify the results of code switching and code mixing when learning English in class.

4.1 Result

a. Types of Code Switching in English Learning

Based on the results of the data analysis that has been done, the researcher found that there are two types of code-switching in the process of code-switching in learning English, namely external code-switching and internal code-switching.

1. Internal Code Transfer

Research data shows that internal code switching occurs between teachers and students in informal situations, where these situations occur on the sidelines of the learning process. This is revealed in the data as follows.

Table 1. Excerpt 1

<p>Student: <i>bapak mah oleh-oleh wae ih.</i> Teacher: <i>kan biasanya dikasih oleh-oleh teh seneng, ini mah naha engga? Yaudah sekarang mah ga ada oleh-oleh dulu</i></p>	<p>Sundanese to Indonesian</p>	<p>Internal</p>	<p>When student protest to teacher about homework.</p>
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The data above shows that students and teachers are negotiating regarding assignments, this shows that students are protesting the teacher's desire to give assignments using Sundanese. Students spontaneously used their mother tongue in the protest, but the teacher changed their answers to use Indonesian with a mixture of some vocabulary from Sundanese. But the teacher's efforts to use Indonesian until the end of the response.

2. External Code Switching

Based on the results of data analysis, the researcher found seven external code switching events so that this external code switching phenomenon became the most data found by researchers in the code switching study. The occurrence of external code switching is based on the teacher trying to use English as the language of instruction but will switch to only Indonesian if the situation requires switching languages. The following data is collected based on the results of the analysis.

Table 2. Excerpt 1

<p>Teacher: I'll check your attendance. If I call your name, what's the answer? Student: Present Teacher: and If there is someone who didn't come today, <i>kalian jawabnya apa?</i> Student: Sick? Teacher: Absence <i>atau</i> sick <i>kalan orang tersebut sakit.</i></p>	English to Indonesian	External	To help student to remember how to responses while teacher check students' attendance
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The data shows the language transition from English to Indonesian. In this event, before starting the lesson the teacher told students to check attendance using English. Then there is a language switch to Indonesian when explaining if a student is absent.

b. Types of Code Mixing in English Learning

In the next study, namely about code mixing. Based on the results of data analysis conducted by the researcher, it was found that there were four types of code switching which included words, phrases, clauses, and sentences. The following is an explanation of each type of code switching.

1. Words

There are various types of code mixing at the words level. The following data obtained.

Table 3. Excerpt 1

<p>Teacher: Absence <i>atau</i> sick <i>kalan orang tersebut sakit.</i></p>	English	- Absence - Sick	Two words that describe a person's state in the presence of a forum
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Based on the results of the analysis at the word level code mixing, the researcher found a lot of data obtained. The data includes code-switching at the word level in various languages such as English, Indonesian and Sundanese. Code mixing at the word level is dominated by English, this is because words containing English are terms in the material presented. So this is done to support the learning process.

2. Phrase

The next level is Phrases. At this level the researcher found a form of code mixing including Indonesian and Sundanese. Following are the results of the data obtained.

Table 4. Excerpt 2

<p>Student: <i>bapak mah oleh-</i></p>	Sundanese	- Bapak mah	Student protest to
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<i>oleh wae ih.</i>		oleh-oleh wae ih	teacher about homework
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At the level of code mixing phrases used by the teacher to provide clear confirmation to students regarding the material to be delivered. Then, students use language mixing in expressing responses to the teacher's ideas in giving assignments.

3. Clause

The third level is the clause. At this level the researcher found code mixing which included Indonesian and English. The following data obtained.

Table 5. Excerpt 3

Teacher: Ok, attention please, <i>karena waktunya sudah mau habis.</i> I think most of you, <i>sudah pada paham ya.</i> So, I want give you <i>oleh-oleh.</i>	Indonesian	- Karena waktunya sudah mau habis - Sudah pada paham ya	Teacher make sure student understand about the materials
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At the level of the code mixing clause it is used in the process of delivering material, opening classes, and closing classes. Students and teachers actively use code mixing by showing sentence structures consisting of subjects and predicates.

4. Sentence

The last level is sentences. At this level, code mixing includes two languages, namely English and Sundanese. The following data has been obtained.

Table 6. Excerpt 4

Teacher: <i>Jadi yang sakit hari ini ada tiga orang ya.</i> Ok, before we start our lesson, first have you ever heard about passive voice?	English	- Ok, before we start our lesson, first have you ever heard about passive voice?	The code switching used in sentences is the teacher's attempt to familiarize students with English by starting learning with English in remembering the previous material. Then the art of Words refers to emphasized the material that will be presented that day, including tenses with more specifics, namely Passive Voice
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At the sentence level, active code mixing is used to support the delivery of material so that teachers and students are active in using code mixing at the sentence level. Then this code mixing is the teacher's effort to maintain English as the language of instruction in class. So that students are not too dominated by their mother tongue, this is intended so that the acquisition of English as a foreign language in class can be carried out in accordance with the learning objectives.

4.2 Discussion

Based on the description of the results of the study above. The researcher found that the use of code switching occurs in people who have a multilingual background or who master three or more languages. In this study, three languages were involved in code switching, namely English, Indonesian, and Sundanese. This was agreed based on the statement of Sukmana, Wardarita, and Ardiansyah (2021: 209) which stated that code switching is a dialect or language switch to a dialect

or other language mastered by each speaker between intentional and unintentional, so as to build communication. Therefore, someone who masters more than two languages or more when establishing communication with the interlocutor who has the same mastery of the language will provide a high possibility of code switching.

Then, in the results above the researcher found two types of code switching, namely internal code switching and external code switching. Internal code switching includes switching from Indonesian to Sundanese (regional) or vice versa, while external code switching includes switching from Indonesian to English (foreign language) or vice versa. This phenomenon is in line with the explanation from Silaban and Marpaung (2020: 15) which states that internal code switching occurs between regional languages or local languages while external code switching occurs between foreign languages and local languages. Internal code switching is started by students where students have mastery of Sundanese as their mother tongue. Then the teacher responds because they have the same mastery of the language. So that internal code switching occurs because both speakers and speech partners have the same mastery of Sundanese so that when there is a language switch from Indonesian to Sundanese or vice versa, there are no obstacles in establishing communication. According to Alawiyah, Agustiani, and Humaira (2021: 201-202) which states that the factor in the occurrence of code-switching is due to the mastery of the same language by speakers and speech partners. Furthermore, external code switching occurs which includes English as a foreign language and Indonesian as the national language. External code switching occurs when the teacher delivers material and then the process of transferring the code to Indonesian to support the learning process and delivery of material to assist students in achieving teaching targets. The code switching found included translation or between English and Indonesian to precede each other and then followed by the next language. This is in line with the results of research conducted by Siddiq, Kustati, and Yustina (2020: 87) which states that external code switching occurs when a foreign language (English) and a regional language (Indonesia) are used as a translation or precedence.

Furthermore, regarding the mixing of languages that occur when there is mixing of languages in a communication starting from the level of words, phrases, clauses, and sentences without changing the topic of discussion and communication situation. According to Kartika, Harida, and Arifin (2020: 203) who concluded that code mixing is not code switching when the topic and situation of the conversation do not change. The code mixing above occurs when the teacher assists students in explaining material, remembering material, familiarizing students with speaking English, and giving examples for practice. This is in line with the statement of Irohman and Rokhman (2021: 57) who concluded that one of the factors for the occurrence of code mixing includes identifying roles and wanting to explain. Therefore the results of the data above show that there is an identification of roles where the teacher is an important role in learning English in the classroom so that he has full responsibility so that students understand the material presented. Then code mixing is done so that students are not controlled by their mother tongue. Then the desire to explain is in line with the results of the data above where the teacher mixes the code so that the material delivered to students is easy to understand.

Based on the results of the research that has been carried out by researchers, it is found that there is an influence from the geographical layout. Indonesia has many tribes and each tribe has its own regional language. In the case raised by the researcher is a Sundanese tribe which means that it has Sundanese as a regional language so that geographical factors determine the influence on the occurrence of code switching and code mixing events. The geographical layout is determined by the people in the area. When people in the region master Sundanese as the first language until it is used for daily use, then this has an influence on students in the growth and development of their language mastery. Therefore, it is in line with the statement from Indriyani (2019: 691) which

concludes that a person who can use two or more language variations in communication can be influenced by the social context in which they live and with whom they speak. So, this study is in line with sociolinguistic theory which examines the relationship between language and society.

V. Conclusion

Based on the results and discussion above, it can be concluded that multilingual communities have indications of code-switching and code-mixing especially in building communication between speakers and interlocutors. Code switching and code mixing that appear are of various types but this does not reduce the understanding of speech between the speaker and the interlocutor so that the communication process still runs smoothly. In the field of education, especially in language learning, it is very clear that there is a phenomenon of code-switching and code-mixing especially in English classes where students still determine the position of English as a foreign language so that they still encounter obstacles in learning it. However, code switching and code mixing have an impact on students in helping the communication process during English learning takes place. For researchers the use of code switching and code mixing in communication has an impact on language acquisition. On the one hand, a person can learn the acquisition of a new language starting from informal to formal situations, from the level of words to sentences. However, on the other hand, this phenomenon can become a person's dependence and unfamiliarity in using one complete language in communicating when the situation requires it. To support further studies, future researchers are expected to examine more deeply the impact of code switching and code mixing in language acquisition.

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