

Code Switching and Code Mixing in Teaching-Learning Process

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Abstract. *Many people speak and switch or mix their general use of language with their mother tongues, especially in communicating with people who understand the different languages. In English Language Teaching classrooms, code switching comes into use either in the teachers' or the students' discourse. Generally our students whose formal learning in Indonesia, their first language is Indonesian and learning second language just in the class. And when talking each other in the class, in English learning they often resort to a swithched and mixed code (Indonesia-English). The use of the elements of English is sometimes unconscious. It is also same with the teacher. Teacher sometimes conciously and unconsciously make a switching and mixing the languages in providing knowledges. Code-switching and code-mixing are well-known traits in the speech pattern of the average bilingual in any human society the world over, where both of them are the most obvious and widespread which used at different language. Through observing the use of code switching and code mizing in teaching-learning process in Indonesia, the reader can understand the functions, types, and reasons in using the swithing and mixing the languages..*

Key words: *Sociolinguistics; code switching; code mixing; and teaching-learning process*

A. DEFINITION OF CODE SWITCHING AND CODE MIXING

In our daily life, we will be faced with different society who has the different language. It makes possible to us facing the problem of communication in different situation. And it also takes effect in the class when we taught foreign language for students. Code switching is a widely observed phenomenon in

multilingual and multicultural communities especially in foreign language teaching.

Numan and Carter (2001:275) briefly define the term as “a phenomenon of switching from one language to another in the same discourse”. From this definition, “*discourse*” will be handled as the students’ and teachers’ naturally occurring language use in classroom. Additionally, the languages between which alternation is performed are the native language of the students, and the foreign language that students are expected to gain competence in.

Terms in sociolinguistics for language and especially speech that draws to differing extents on at least two languages combined in different ways, as when the students in the class (Indonesian/English bilingual) says: *Ms I want to pergi to the toilet (pergi go, toilet kamar mandi)*. A *code* may be a language or a variety or style of a language; the term *code mixing* emphasizes hybridization, and the term *code-switching* emphasizes movement from one language to another. Mixing and switching probably occur to some extent in the speech of all bilinguals, so that there is a sense in which a person capable of using two languages.

While putting the phenomenon of code switching in context, the functions of code switching will be introduced in various aspects.

1. Its function in bilingual community settings will briefly be explained by giving a sample authentic conversation which will help the reader deduce ideas about its possible applications in educational contexts.
2. The functionality of code switching in teachers’ classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions.
3. The focus will shift to students’ code switching by introducing some basic functional perspectives as: equivalence, floor holding, reiteration, and conflict control.

From the function above, generally, code switching occur not only in social community but also it always occur in the class situation. And it has the big advantages especially for the teacher in order to give the knowledge of foreign language for the students, through this alternative way the students is requires to use target language while speaking or discussion to develop their skill in foreign language learning.

Code Switching

Code Switching is described as a skill of the bilingual speaker Code-switching is a term in linguistics referring to using more than one language or variety in conversation. Sometimes the bilingual speakers getting problem when they having a conversation with another bilingual, so they switches their language from code to another in the construction of sentence to make the interlocutor understand, sometimes they do it with the same language background and it may do so many times.

Code switching is the one of alternative way to bilingual of two or more languages in the same conversation. Hymes (1974) defines code-switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles” while Bokamba (1989) defines code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event.

In the class, when the teacher teaches a foreign language code switching also become strategies learning in order to develop the students skill in English language. In the beginning of meeting the teacher uses target language when they explain the material and then they switch again into Indonesia to make sure understood for the students. The student uses the target language as much as

possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language.

For example:

“Good morning class....” , well my students, today we would like to study about Code switching.... (the beginning of the class)

“Selamat pagi kelas (anak-anak)...”, hari ini kita akan belajar tentang alih bahasa.....

Excuse me ms... I want to ask some question! (students asking)

Permisi bu..saya ingin bertanya!

“Actually I agree about your statement, but I think it is better if....”

Saya setuju dengan pendapat kamu, tapi mungkin lebih baik jika..”

Generally, there are different perspectives on code-switching. A major approach in sociolinguistics focuses on the social motivations for switching, a line of inquiry concentrating both on immediate discourse factors such as lexical need and the topic and setting of the discussion, and on more distant factors such as speaker or group identity, and relationship-building (solidarity). Code-switching may also be reflective of the frequency with which an individual uses particular expressions from one or the other language in his daily communications; thus, an expression from one language may more readily come to mind than the equivalent expression in the other language

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

- (a) Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another.

For example:

Teacher: “benar, that’s a good answer”!

Tabipun, Now we come to the sociolinguistics class.

“Bagus, good job Santi”!

Write geh, do not only read!

The words “that’s a good answer” can be considered a tag. Sometimes, emblematic code-switching or tag switching can take the form of intrasentential switching where categorical equivalence exists between the two languages involved.

- (b) Intrasentential switching, in which switches occur within a clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations.

For example:

Menurutku that’s a good idea!

“open your matrik book and kerjakan page 10”!

Can you please tell me kalimat apa ini?

I’ll give you a gift kalau kalian bisa jawab

From example above includes code-changing or complete shifts to another language system at major constituent boundaries.

- (c) Intersentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other.

For example:

T : “Have you done your homework, Aul”?

S : Sudah, Ms!

T : May I see?

S : ini Ms!

T : look at the picture and fill the blanks.

S : yang mana Ms?

T : On page 30

From example above intersentential code switches was to relate speech that had already occurred in other conversations in English. And it more frequent than intrasentential.

(d) Intra-word switching, in which a change occurs within a word boundary.

For example:

ujian hari ini open book!

Listeningnya pake speaker Jurusan

Lesson Plan kamu dah siap belum?

Scoring system IAIN seperti itu 50% final test, 30% mid test, dan 20% daily performances

In other hand, Milroy and Pieter (1995: 8) define code switching “as a term ‘intra sentential’ used for switches within the sentence, in contrast with ‘intersentential’ used for switches between sentences”. Although some commentators have seen code-switching as reflecting a lack of language ability, most contemporary scholars consider code-switching to be a normal and natural product of interaction between the bilingual or multilingual speaker’s languages.

Code Mixing

Code-mixing is the other phenomenon closely related to code-switching. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items.

We could not avoid that the first language is a big effect in second language. Interaction and mixing between languages result in various languages. Most of the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language.

Kachru in Nusjam (2004) defines code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

Related to Kachru defines above, we can see the reality in the class, when students saying something in English, they mix some language in the sentence that they don't know how to say in English it means combine the language between Indonesia and English.

For example:

“have you done your homework hasan? Yes Ms, saya sudah kerja my homework.”
Excuse me mom, kemarin I was sick.

From example above, the student use the peace of English word to answer the teacher's question, it because the student does not know how to say in English. But grammatically the sentence of students is also suitable for grammar in English.

Mixing Points :

V & Obj. NP

Find the best answer dan lanjut ke next page

NP & NP

Kalau mau lulus, *Listening skill* dan *speaking skill*nya harus bagus

Prep & Obj. NP

Baca teksnya *on the previous page*

Ind bound morp & Engl free morpheme

T: Ayo Didi *di-mix* aja dengan bahasa Indonesia

S: Maaf Ms, saya sudah *nge-blank*

N & V

Lihat *task 1 and do it*

Conj & NP

Judul *and content jurnalnya* menarik

Eng Adj & Ind Adj

Simple dan sederhana tulisannya

Blom and Gumpers as quoted by Gibbons (1987:80) they say that code mixing is behavior element from one code become to some extent integrated into another. One code, the base code, is normally dominant, and speakers use the second code in additive fashion. Elements from the latter code tend to be some extent assimilated and consequently are used less consciously. Jacobson (1990: 15) has proposed a number of formal and functional constraints on mixing two or more codes. He says that the constraint relate to the Sociological (context situation), psychological (cognition, production, and processing of the mixed code), and linguistic (interaction of the two or more grammar) dimension of code mixing.

From describing above we can say that code mixing is using two or more language in the same sentence or discourse but one language more dominant, and it related with the social context as a function of choosing the code.

B. THE DIFFERENCES CONCEPT BETWEEN CODE MIXING AND CODE SWITCHING

When we discuss about the differences between code switching and code mixing, both of them have the strong similarities, even we are difficult to find the difference between them.

The similarities of them just it the function when we use two or more languages as a variant language in speech community. But the differences are in code switching, switch language event or variety of languages by the bilingual because of certain reason and consciously. While code mixing, the use of pieces of another language to one language that is needed probably, has the function and it is not considered as a wrong or deviation. Like in our country, a bilingual sometimes slipped a pieces of language in conversation it can be said he or she did code mixing.

Thelander quoted by Chaer and Leony (2004:115) tried to differ between code switching and code mixing. He said that code switching is speech event is became there is a switched from one clause of language to clause of other language. While, when speech event become, the clauses or phrases is consist of hybrid clauses and hybrid phrases and all of they are not support each other is called as Code mixing.

From the previous study of experts to differ between code mixing and code switching it is difficult to make differentiation both of them, because there are still the some concepts of rule that have to paid attention to make it clear.

C. THE REASONS FOR SWITCHING AND MIXING

Crystal (1987) give a reason about the number of possible reasons for the switching from one language to another and these will now be considered. According to Trudgill, “speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention” (2000:105). Drawing upon this quotation, it may be suggested that code switching can be used for self expression and is a way of modifying language for the sake of personal intentions.

Below, there are several reasons in doing code switching and code mixing in the class:

To convey his/her attitude

I’ve told you, dibaca dulu kemudian di tulis
Disimak please!

Talking About Particular Topic

Kalau ngajar Micro teaching enak, anak-anak yang *practice* buat *lesson planning*.
Sekalian ngajar mereka *perform* depan kelas.
Siap-siap dengar *conversationnya*. Di *Short conversation* TOEFL, satu *audio* satu pertanyaan

Quoting Somebody Else

udah buat aja jurnalnya sekarang kata Om ipin “ *Don’t be late* ”
kata mba Isti which one do you prefer *reading* or *writing*?

Being Emphatic about Something (Express Solidarity)

Alright, gak usah takut salah kalau ngomong bahasa Inggris
It’s ok kalau mau kumpul jurnalnya hari minggu

Interjection (Inserting Sentence Fillers or Sentence Connectors)

Go, go, go semangat belajarnya

Oh man, jangan melamun aja, Kerjakan!.

Repetition Used for Clarification

Bahasa Inggris tidak ada apa-apanya tanpa latihan. *English will be nothing without practice*

Kalian mengerti? *Do you understand?*

Kalian memang yang terbaik. *You are the best.*

Intention of Clarifying the Speech Content for the Interlocutor

Improve ability kalian dengan *practice listening* kalian tiap hari

Banyak *vocabularies* yang bisa kalian dapatkan di kamus

Expressing Group Identity

Kalau debat *ESA (English Students Association)* memang Juara.

LCDnya mba isti udah di *take over 6A*

Be Triggered into speaking in the other language for a while

Doesn't matter, collect aja. Then tulis di white board jawaban yang benar.

Kenapa pada *absent*? Sudah tau kan kalian kalau saya selalu cek *attendance list*?

Well-known/popular English expression

Ujian mid sociolinguistics kalian *open book!*

Oh my God. Skor writingnya keren

Lack of good equivalence of meaning in Indonesian

Jadi *point of view* pelajaran hari ini apa?

Nge-blank aku

Emphasize the message

Dipelajari pembahasannya. *Don't waste your time!*

Kecil sekali suaramu. *Raise your voice please!*

Inject Humor

S1= *Hey, finish your task Aul!*

S2= *Ya Buuu (Laughingly)*

Arousing Attention

Well apa kabar everybody!

Help, ada yang punya materi sebelumnya?

Hedging

A: "Where do you want to go?"

B: "I don't know."

A: "Do you want to write the listening script?"

B: "Entah. I'm still thinking." (*I don't know...*)

Showing Respect

Excuse me Ms, saya boleh bertanya

Morning Students, kita mulai belajar lagi yah!.

Expressing Opposition

A: "How is your Task?"

B: "baaaaguuus." (Nice but not really nice)

A: "owh Lucky you?"

B: "Hemm." (*not really actually...*)

Fisherman in Chaer and Leony described that to know the reason of code switching it based on point of view of sociolinguistics such as

1. The speaker
2. The listener or participant
3. The changing condition because of the third person
4. The changing from formal into informal
5. The changing of topic.

From describing above, we can conclude that many reasons why people make code switching and code mixing to make clear what they want to expressed to the listener, it relation to the situation and the topic.

D. THE FUNCTION OF CODE SWITCHING IN THE CLASS

The Functions of Teachers' Code Switching

These functions of teachers' code switching are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult (1999:61).

In topic switch cases, the students' attention is directed to the new knowledge by using of code switching from native tongue to their second language. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language) is constructed by using code switching. It is also suggested by Cole (1998): "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2".

Affective function means serving expression of emotions. In this aspect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. It is not always a conscious process on the part of the teacher. For instance, the teacher uses English suddenly because she/he knows that the student feel shy to speak English so that the teacher tries to develop student's emotion and willingness in learning English trough switching the languages.

The last function of code switching for teacher is its repetitive function. In this case, the teacher uses code switching in order to *transfer the necessary knowledge*. The teacher code switches to native language in order to *clarify meaning*, repetition sometimes needed in this situation. The tendency to repeat the instruction in native language may lead to some undesired student behaviors.

The Functions of Students' Code Switching

Eldridge names the students' code switching functions as: equivalence, floor-holding, reiteration, and conflict control (1996:305-307).

The first function of students' code switching is equivalence. In this case, the student uses of the native equivalent of a certain lexical item in target language or sometimes they don't know how to say in second language, so they code switches to his/her native tongue with the similar quantity of language used. The students try to speak the second language but probably they find the difficulties so they change the language into their mother tongue even though they still talk about the same topic of conversation.

The next function is floor-holding. During a conversation in the target language, the students fill the stopgap with native language use. It is related to fluency the students will change the language used in to his/her mother tongue in order to avoid gaps. Which means to make the conversation still going on. The learners performing code switching for floor holding generally have the same problem which is they lack of target language vocabularies.

The other function is reiteration, which is pointed by Eldridge (1996:306). as: "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood". In this case, the message in target language is repeated by the student in native tongue through which the learner tries to give the meaning by making use of a repetition technique.

The last function of students' code switching is conflict control. It means the language use of a student as a mean that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes.

E. TEACHERS' CODE SWITCHING AND CODE MIXING

Crystal (1987) suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person.

A similar system may also be used whereby the teacher uses code switching by starting the lesson in the first language and then moving into the second and back and this makes the lesson as communicative as possible. Cook (1991) describes the Institute of Linguistics' examinations in Languages for International Communication test as one which utilizes code switching.

1. At beginners level, students may use the second language for obtaining information from material to answer comprehension questions in the first language.
2. At advanced stages, the student may be required to research a topic and provide a report in the first language.

This approach is one which uses code switching as a foundation for the development of a second language learner who can stand between the two languages and use whichever is most appropriate to the situation rather than becoming an imitation native speaker.

Many teachers make code mixing and code switching in different level of students. It the depend of situation, topic and participant, but in reality teacher dominantly make code switching in advance of student than in low level.

The teacher should know and understand when they should emphasize the language in order the students understand what he/she means by code switching and code mixing. Finally, code switching and mixing is as a strategy to support the student to develop their ability in foreign language learning.

F. CONCLUSION

Code-switching is a term in linguistics referring to using more than one language or variety in conversation. While other expert stated that code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event.

Code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.

Teacher makes code switching in the class to make meaning clear and to transfer the knowledge to students in an efficient way. Yet, it should be kept in mind that in long term, when the students experience interaction with the native speakers of the target language; code switching may be a barrier which prevents mutual intelligibility.

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