Teachers' Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom

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Abstract: This study aims to investigate code mixing and code switching used by English teachers in EFL classrooms. There are two major focuses in this study; the type of dominant code mixing and code switching used by the teachers. A qualitative study was used where the data were teachers' language classroom gained by observing their classroom practices and utterances obtained through in-depth interviews. The result shows that there were three kinds of code mixing found in teachers' and students' utterances in EFL classroom. They were intra-sentential code mixing, intra-lexical code mixing, and pronunciation shifting. The study also found that there were four kinds of code switching found in teachers' and students' utterances. They were random mixing, English-Indonesian translation or vice versa, English precedes Indonesian or vice versa, and English sentences precede Indonesian sentences or vice versa. It indicated that code mixing and code switching cannot be separated in English language teaching and learning process. This study has proved that the English teachers used code mixing and code switching in teaching speaking in some types.

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INTRODUCTION

Each of the community in the world tries to be able to use the language in their daily communication, including Indonesian people. They should learn the international language as their foreign language. Indonesian government decrees English as one of the school subjects and compulsory subject should be taught from Junior High school up to University (Coleman, 2011; Hawanti, 2014; Lauder, 2010; Mistar, 2005; Pratiwi, 2012; Yulia, 2014). It is hoped by studying English from the early ages, they can master English both written and spoken skills.

In the educational process, the teachers had many contributions to make the goals in English language and discourse competence came true. Students usually acquired English from their teachers' utterances and materials. The English teachers taught and asked the students to practice English in their daily communication. As an ideal classroom discourse is in line with the communicative language teaching principles in which teacher must consistently encourage students to communicate (talk, share, and express ideas) in the target language (Little, 2007; Savignon, 2008, 2018; Tanveer, 2007).

The implication for education is presumably that the English teacher needs to provide opportunity for students to learn in a way which suits their preferred style of learning. According to Atkinson (2000); Cohen (2010); Dörnyei (2000); Parks & Guay (2009); Pedersen & Liu (2003), teacher's motivation and strategies which are given to the students become as the key point to hold that process. There are many strategies to proof and floor it into the class. They are the teacher's choices. The best choices are the appropriate strategies that related to the class and whole of the educational rules.

Teacher's decision to switch the language is influenced by the cultures (Gabillon, 2012). As the focus of the study to Indonesian students who learn English as foreign language, they have many cultures. They also become part of bilingual and multilingual society (Bin Tahir, 2015; Cahyani et al., 2018, 2018; Clyne et al., 2004; Cohn & Ravindranath, 2014; Hamied, 2012; Kirkpatrick, 2011; Lamb & Coleman, 2008; Rasman, 2018; Saddhono & Rohmadi, 2014). The phenomenon of code-switching is found in bilingual and multilingual society, because they are usually required to select a particular code whenever they chose to speak, and they may also switch from one language to another language (Al-Azami, 2006; Kamiya, 2006; Wardhaugh, 2011).

According Wardhaugh (2011), 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. According to Ayeomoni (2006), Baker & Van den Bogaerde (2008), Bali et al. (2014), Berent (2004), Bernardini & Schlyter (2004), Genesee & Nicoladis (2007), Muysken & Muysken (2000), Van den Bogaerde & Baker (2005), code-mixing is a symptom of language usage in which a mixing or combination of different variations within the same clause mixed into the code could be called (inner code mixing) if this phenomenon suggests that elements of the relatives in language and if the elements did not interfere it was out (outer code mixing). Code mixing was divided into two categories.

First is inner code-mixing which is derived from the original language with all its variations (formal, standard, informal, non-standard). Second is foreign outer code-mixing, which is derived from languages.

Code switching is the interchangeable used of sentences of two different languages which was an ability to switch from one language to another language (Baker & Van den Bogaerde, 2008; Berent, 2004). Code switching can be exploited as part of actual teaching methodology. The use of code switching can be due to a kind of a language variation found in a society of bilingual or multilingual speakers. Bilingual teachers commonly used two languages to teach the students in the classroom, especially while English teachers were teaching. They switched between the languages in at least three ways; spontaneously, for direct translation intentionally (Barent, 2004).

West Sumatera is well-known as multilingual society. There were many districts, sub districts, and small areas in this province. Each of the area consists of different society, cultures and languages. When learning English, they attempt to change their mind from their *Minang* language or their vernacular language into English. In other word, they move from *Minang* language into English as a foreign language. Within this linguistic chain, the interferences of first language exist. In short, the language change happens, although the form of the language takes place in syntactical, grammatical or lexical level. Based preliminary observation in Junior School 14 Padang, many students, teachers, as well as the staffs acknowledged that they experienced with language interferences. In the learning process, teachers and students were taken along with their first language, sometimes used formal language such as Indonesia or English, in the same time they used their first language (Hawanti, 2014).

Sociolinguistic approach is relevant to explain the reasons to use code switching in society. School is a dominant place for a society to make an interaction. The members

of school interact to convey ideas, thought and sympathy with others. As members of the school, the teachers and the students are possible to switch their language, while they are communicating each other.

Code mixing and code switching are not only a matter of mixing of two particular languages; speakers are also required to acquire sophisticated knowledge of both languages and cross cultural communication norms. Therefore, those engage in code mixing and switching were acquire both languages. Junior High School 14 Padang has the classes from seventh to tenth grades that have implemented National Standard School programs. To encourage learning process, each of the classes may use some medium such as Projector, Sound systems and also computer.

Teaching English as foreign language in some schools was not an easy matter. One of the problems was the used of English as the medium of instruction in delivering the materials (Lamb & Coleman, 2014). At the Pioneering Standard School in which teaching and learning process was not yet fully conducted in English. Therefore, was not using English entirely in delivering the material in the classroom causes code switching.

We chose Junior High School 14 Padang as an object in the study to determine how English dominantly used by the English teachers while they were teaching their students in the classroom. There were some reasons why we focus on teacher's code mixing and code switching in teaching speaking at Junior High School 14 Padang. First reason is whole of the educational process successes based on teacher's ways to speak and persuade students brave to speak also. Then, the other reason is the students should master the speaking skill as main realization of language skill and the appropriate teacher's ways could enhance students English speaking skill.

We paid more attention on which one of code mixing and code switching did the teacher prefer to use in teaching speaking and why the teacher used that kind. The teachers in Junior High School 14 Padang switched their language based on the condition of the teachers themselves and also based on students' capability in English.

Based on the observation in the preliminary study, majority of the teachers used English to open the class, such as to greet the students and have a brainstorming session. In learning process, the teachers usually switched the language to Indonesian and also combine with *Minang* language in some conditions. The teachers combined English words or sentences with those of Indonesian, in four ways of code switching, regarded as the types of code switching used as medium by the teaches in classroom. They were random mixing, English-Indonesian translation or vice versa, English precedes Indonesian or vice versa, and also English sentences precede Indonesian sentences or vice versa. Besides that, there were some kinds of code mixing that usually used by the teacher; they were; intra-lexical code mixing, intra-sentential switching/ code mixing, and also involving a change pronunciation. The use of code mixing and code switching were based on some reasons, such as to build the efficiency of class management, making jokes, clarifying the speech content, and increase student's comprehension and also to explain the lesson.

It is usual for non-native EFL teacher to used code switching and or code mixing as a medium of instruction due to a number of factors such as inadequate oral ability of the teachers, complexity level of teaching topics, curriculum and poor Basic English of the students. However it is unusual if the teacher of good spoken language maximizes if not always use code switching for most of the time during instruction.

Code mixing and code switching becomes the factor of "individual preferences" as their reason why teachers of great oral ability favor to use code mixing and code switching during classroom instruction like those of lower or inadequate oral ability

users of English. In English teaching, the teacher always uses the simple words and sentences to make the students understand and can practice it well. Thus, the aim of the study is to identify the types of code mixing and switching that mostly used by English teacher at EFL classroom in Secondary school.

METHOD

A qualitative research design was used where the data taken from observation and interview in EFL classroom in form of written or oral forms. In other words, this method is based on the phenomena that evidence had been taken from the situation of the object. This design was used to understand the meaning behind certain object or situation.

Participants

The English teachers become the main participants of the study because they direct the teaching activities. In order to investigate the use of code mixing and code switching in Junior High School 14 Padang, we choose two teachers from many English teachers in Junior High School 14 Padang. The teachers had been teaching English at grade VIII junior high school 14 Padang for more than 10 years. They mixed and switched codes among *Minang*, *Indonesian*, and English languages.

Research Context

The research was held a tight grade of Junior High Schools 14 Padang. There were 72 students involved in the research. We came into the class observe some less on sand teaching activities that were given by the teachers. Observations were held for three times. The processes depend on the times of the subject of the teacher. The interview was held after the observation was done for two times.

Instruments

The data of this study comprised of three data namely types of code mixing used by the teachers, types of code switching used by the teachers, and also the reasons by the teachers who use code mixing and code switching. The data in this research will be collected through an observation. The researchers also use record voices.

Data Collection

The data were taken from observations and interviews. Observations were done to monitor the teachers' utterances. We recorded teacher's utterances in teaching speaking in the classroom. After that, to emphasize the data, researcher interviewed the teachers to get their opinions why they used code mixing and code switching.

Data Analysis

After all of the data were collected, researcher analyzed them through the following steps. Firstly, we listened to the recorders several times and made a detail script about the utterances (use of code mixing and code switching) in teaching activity.

Secondly, we differentiated between the observations data with the interview data. Then, we analyzed the English teachers' utterances related to the types of code mixing and code switching based on observation data. This research was not only to show the teachers' code mixing and code switching, but also to seek the meaning behind code mixing and code switching.

RESULTS AND DISCUSSION

The Types of Code Mixing of Teachers Dominantly in Teaching Speaking at Junior High School 14 Padang

The types of code mixing used by the English teachers SMP N 14 Padang can be seen at Table 1 below:

Table 1. Code Mixing in Teachers' Utterances in Some Contexts of Interactions.

Context	Interaction	Information
When the teachers asked about the position of students in curriculum	*T: Kita Sekarang Kurtilas, Kan?* *S: Yes!* *T: Kurtilas itu bagaimana,Student senter atau teacher senter?* *S: Menalar,* *T: Student <u>Centerkah</u> atau Teacher Centerkah?* *S:Student Center*	Intra lexical Code mixing
Teachers asked the students to give an example	*T : Berikan satu contoh kata sifat.* *S : Is . . . is* *T : Is itu bukan kata sifat. Is itu adalah to be. Kata sifat itu contohnya, satu <u>Sad, Lazy</u>. Kemudian kata kerja, Verb. Kata kerjaapa? Berikan contoh dari kata kerja. Siapa yang bisa?*	Intra sentential switching/ Code mixing
When the teachers asked about the writer in the text	*T: Sebagai siapa si penulis itu menamakan dirinya?* *S: Sebaga <u>isi My</u>* *T: Iya <u>si My</u>*	Intra lexical Code mixing
When the teachers was asking about the adjective in the text	*T : Kurtilas itu bagaimana? Student center atau Teacher center?* *T & S :Student center* *T : Lai tau?* *S : Apo Buk, Siswa lebih aktif.* *T : Tolong kamu cari <u>kata Adjectivenya</u> di dalam text itu,*	Intra lexical Code mixing
When the teachers was asking about the verb in the text	*T : Apa To be yang kita pakai?* *S : Am, Is, Are. . .* *T : Kalau menggunakan <u>Verb,</u> bagaimana?* *S : Verb satu, verb two, verb dua* *T : Tidak! Dia tidak perlu menggunakan kata kerja bentuk kedua. Sudah mulai terang?*	Intra sentential switching/ Code mixing
When the teachers was asking for the material to be taught	*T : <u>Today,</u> kita akan belajar tentang Present Continuous Tense. Ada yang tahu apa itu Present Continuous Tense?* *S : Ndak Buk!*	Intra sentential switching/ Code mixing
Teachers was asking for the position word in the text	*T : kata kerja, kata benda, atau kata apadia? <u>Kemudian studying?</u> Kata benda, kata sifat atau kata kerja?* *S : Kata kerja!*	Intra sentential switching/ Code mixing
Teachers was telling students to complete the task	*T : Bagaimana bunyi kalimatnya?* *S & T: He is watering the flower* *T : Laki-laki itu sedang menyiram bunga.* *Sweep the floor* *S : Menyapu lantai.* *T : Iya, She is sweeping the floor. <u>Silahkan lanjutkan sampai listen to music!</u>*	Intra sentential switching/ Code mixing
Teachers asked about the type of text	*T : Termasuk kedalam text apa dia? Kalian sudah Ibu sebutkan Junior High School di SMP text <u>monolog</u> itu. Descriptive text, Narrative text, Recount text, Procedure. Nah, Text ini menceritakan tentang rumah.* *S : Descriptive text, Buk.*	Involving a change of pronunciation

From the table 1, it was found that there were50 utterances where they were divided in to nine code mixing happen in the interactions. Based on the classroom setting above, some types of code mixing were salient in teachers' utterances were provided in the following parts.

Intra-Sentential Code Switching/ Code Mixing

It was found that teachers used intra-sentential code switching/ mixing while she said "*contohnya, satu Sad, Lazy*". This clause was a combination between English

and Indonesian language. At the second context, one of teachers said "*Today, kita akan belajar tentang Present Continuous Tense*" in Indonesian utterance and also use Indonesian language "*hari ini*" in English utterance. In this conversation there were English words among Indonesian words or Indonesian word among English Words. There were some different words from different codes or language to build this clause.

Intra-Lexical Mixing

At the third context, we found the teachers mix the language within the words; the teachers used this type while they were teaching speaking. This type could see in a word that was consisted of English and Indonesian Language. The words such as *si My,describkannya, Adjectivenya* are some of the words in this type that were used.
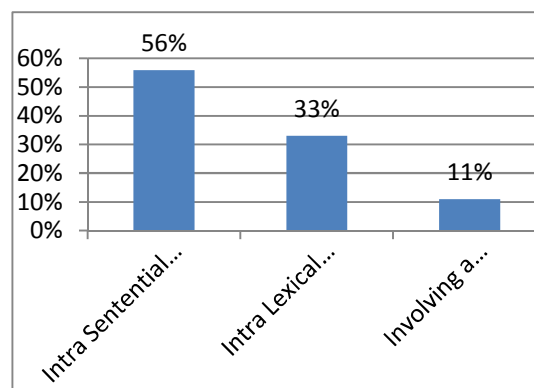
Each of the words above consisted by two codes, English and followed by Indonesian word-*nya* and *si*. The words above added by suffix-*nya* that come from Indonesian language. In Intra-Lexical Mixing the two codes have been mixed in a word to complete sentences.

Involving a Change of Pronunciation

This type was used when the teachers taught about kind of text. The teachers mixed the language at phonological level, and mix the modified words. The teachers used words monolog. Monolog as English word has been modified and used by mostly people in Indonesian. Monolog comes from mono and log.

Among the fifty utterances that are included into the types of code mixing, researcher found 9 utterances of the first-type intra sentential switching are 5 utterances with frequency about 56% for the second type-intra lexical code mixing- there are 3 utterances with frequency about 33% and for the third type-involving a change of pronunciation. There is 1utterance with frequency about 11%. Based on the frequencies above were proved that the teachers disposed use the first type of code mixing used by teacher in teaching speaking at Junior High School 14 Padang.

Graphic 1. The Frequencies of Intra-Sentential Code Switching/ Code Mixing

The Types of Code Switching of Teachers Dominantly in Teaching Speaking at Junior High School 14 Padang

The types of code switching used by the English teacher at EFL classroom are in the following.

Table 2. Code Switching in Teachers' Utterances in Some Contexts of the Interactions.

Context	Interaction	Information
Teachers explained the part of the house	T: *My house is divided into two floors. My house dibagi menjadi dua lantai* S: *Floors*	Random mixing
Teachers asked about adjective	T: *Do you know adjective? Apakah kalian tahu tentang adjective?* S: *Lai buk* T: *Bagus*	Random mixing
Teachers asked how to make something	T: *How to make omelet? Bagaimana membuat omelet?* S: *Mmmmm. . . (bingung)*	Random mixing

Teachers explained the contents of the text	T : *Everywhere we want, di mana saja kami mau. Kalau mau makan di depan TV boleh, tapi pada hari libur mereka kumoul dimeja makan. Siapa becerita disana?* S : *Writer*	English- Indonesia translation or vice versa
Teachers explained about the text	T : *My house is divided into two floors, di bagi menjadi dua lantai. In down stair dilantai bawah . I have a lot of things in inside. Saya memiliki banyak barang didalamnya. Dalam kamarnya, seperti TV kemudian PS3 and many thropies dan banyak tropi, piala. In my sister bedroom, di kamar saudari saya there is a computer and the other. ...Ada computer and the other bedrooms are for my parent and my other sister. ...di dua buah kamar lainnya adalah untuk kedua orang tuaku dan saudariku yang lain. Normally, biasanya kami makan dimana saja kami inginkan, But on Sunday kami makan in Dining room, kami makan bersama diruang makan. I really love my house, saya sangat mencintai rumah saya. The place were we could share everything together. Tempat dimana kita bias berbagi segalanya bersama.* T : *Adjective apa*	English- Indonesia translation or vice versa
Teachers explained about the text	T : *Mereka sedang bekerja. The boy is having lunch, mereka sedang makan siang.* S : *Ndak eat makan tu, Buk?*	English- Indonesia translation or vice versa
Teachers explained the next material	T : *Present Continuous Tense adalah kegiatan yang sedang sekarang, contohnya: Anisa is reading a novel right now. Anisa sedang membaca sebuah novel sekarang. Contoh lagi: They are studying together. Mereka sedang belajar besama. Contoh lagi: I am cooking for dinner. Saya sedang masak untuk makan malam. Dari ketiga contoh ini, kira-kira pola kalimatnya seperti apa?* S : *Subject. . .*	English- Indonesia translation or vice versa
Teachers explained the material	T : *Plant berubah menjadi planting. They are planting a tree. Mereka sedang menanam sebuah pohon. Lalu, laki-laki disebelahnya mengapa?* S : *Watering the flower.*	English- Indonesia translation or vice versa
Teachers asked students to give their opinions	T : *Bagaimana bunyi kalimatnya?* S & T: *He is watering the flower* T : *Laki-laki itu sedang menyiram bunga.*	English- Indonesia translation or vice versa
Teachers explained the materials again	T : *Plant berubah menjadi planting. They are planting a tree. Mereka sedang menanam sebuah pohon. Lalu, laki-laki disebelahnya mengapa?* S : *Watering the flower.*	English precedes Indonesia or vice versa

From 50 utterances were found about eleven code switching utterances. We just present some of the data. Based on the classroom setting above, some types of code switching were salient in teachers' utterances were provided in our analysis below.

Random Mixing

We found the teacher combined the different words within the sentence, the teacher combines Indonesian language; *My house dibagi menjadi dua lantai*, *Apakah kalian tahu dengan adjective?* and *"Bagaimana membuat omelet?* ". There was no part of the sentence as a repetition in a translation form. The teachers also did not violate the grammar for each language. This analysis was also used and valid to the next context.

English-Indonesian Translation or Vice Versa

For the next context of classroom setting researcher found the teachers gave an exercise in the worksheet and help students to practice their daily conversation. The teachers used a combination where on English sentence preceded its translation into Indonesian, or vice versa.

Di mana saja kami mau, this sentence was the translation form of the first sentence which was in English, *Everywhere we want*. In English-Indonesian Translation or Vice Versa, the teacher translated the English sentence into Indonesian sentence. It was used to emphasize or to strengthen the information that built in the sentence.

This case also could find when the teachers used a translation in sentence; *Normally, biasanya kami makan dimana saja kami inginkan, But on Sunday kami makan in Dining room, kami makan bersama diruang makan*. As usually in this type the speaker which was the teacher used the sentence *diruang makan* to emphasize the first information, *in Dining room.* The teachers used this second type in code switching except at the last meeting.

English Precedes Indonesian or Vice Versa

The English teachers also used different form of code switching. Researcher found that there was no part in this sentence which was a translation to signal a repetition. One of teachers said some sentences in Indonesian language, and continued the sentences used English; *Plant berubah menjadi planting. They are planting a tree. Mereka sedang menanam sebuah pohon.* An English sentence precedes an Indonesian sentence or the other way Indonesian sentence precedes an English sentence but for different ideas or intentions.

The types of code switching discussed above show that the use of code switching performed by the teachers of English in classroom setting is for avoiding long pause, telling the meanings of words, and for easy understanding on the part of the students.

English Sentences Precede Indonesian Sentences or Vice Versa

For the next context, we did not found that. The teacher used the first language to explain the idea of the target language. In other words, the different form in this type was to conclude the first language. Among the ten utterances that were included into the types of code switching found the first type-random mixing are three utterances with frequency about 30% (thirty percent). For the second type-English-Indonesian translation or vice versa-were found six utterances with frequency about 60% (sixty percent).

The third type English precedes Indonesian or vice versa were found 1 (one) utterance with frequency about 10% (ten percent), and for the fourth type-English sentence precede Indonesian sentences or vice versa-were did not found utterance. Based on the frequencies above were proved that teachers disposed use random mixing, the first type of code switching in teaching in teaching speaking at Junior High School 14 Padang. It is concluded that the type dominantly of code switching used by teacher in Junior High School 14 Padang is English Indonesia translation or vice versa.
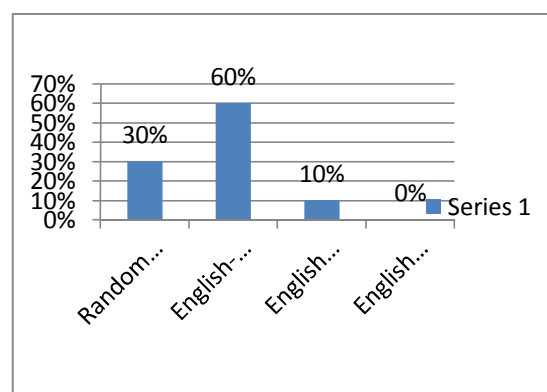

Figure 2. Frequency of English Precedes Indonesian or Vice Versa

Researcher found three kinds of code mixing; intra-sentential switching/code mixing, intra-lexical code mixing, involving a change of pronunciation. There were four kinds of code switching; random maxing, English-Indonesian translation or vice versa, English precedes Indonesian or vice versa,

and English sentences precede Indonesian sentences or vice versa.

The Types of Code Mixing

An insertion words in different sentences called as Intra-sentential switching/code mixing as shown in the teacher's utterances; "*Today, kita akan belajar tentang Present Continuous Tense.*" The code mixing occurs within a phrase, a clause or a sentence boundary. The teachers mix to combine their words to give a variation situation in teaching and learning process.

Intra-lexical code mixing, as shown in the teacher's utterances; "*Tolong kamu cari kata Adjectivenya di dalam text itu.*" The code mixing which occurs within a word boundary is intra-lexical code mixing. The last one is the involving a change of pronunciation. The code mixing occurs at the phonological level, as when Indonesian people say an English word, but monolog it to Indonesian phonological structure, as shown as in the sentence; "*apa saja jenis monolog teks itu?*"

The finding proved the result of the research which conducted by (Adjei & Ewusi-Mensah, 2019; Akhtar et al., 2016; Ansar, 2017; Pasaribu, n.d.; Waris, 2012) that the teacher dominantly used Intra Sentential Switching/ Code Mixing. Indah (2017) classifies it into words insertion, phrase insertion, repetition insertion, idiom insertion and clause insertion.

The Types of Code Switching

The combination of different words within a sentence is mostly used by the teacher during teaching and learning process. The teachers mix up English words with Indonesian words in a sentence randomly, Random Mixing, as shown in the insertion of words in the sentence"*My house is divided into two floors. My house dibagi menjadi dua lantai.*"

English Precedes Indonesian or Vice Versa, as shown this situation was shown in the sentences; "*Everywhere we want, di mana saja kami mau. Kalau mau makan di depan TV boleh, tapi pada hari libur mereka kumoul dimeja makan. Siapa becerita disana?*" An English sentence precedes its translation into Indonesian.

English Precedes Indonesian or Vice Versa, as shown in the sentence; "*Plant berubah menjadi planting. They are planting a tree. Mereka sedang menanam sebuah pohon.*" An English sentence precedes an Indonesian sentence but for different ideas or intentions. This type agree with Hoffman's types of code switching, Establishing Continuity with the Previous Speaker.

English Sentences Precede Indonesian Sentences or Vice Versa, more than one English sentence precedes more than one Indonesian sentence. The teachers dominantly used the second type of code switching. Ansar (2017); Muysken & Muysken (2000) state English Indonesia translation or vice versa is also called Intra Sentential switching according to Romaine. Teachers used this second type to confirm the principle materials or the significant explanation. To explain the concept well, in order to help the students to comprehend the materials, he teachers automatically change their codes into the first language such in Indonesian language even in *Minang* language.

CONCLUSIONS AND RECOMMENDATION

The current study shows that there are several types of code mixing and code switching found in English teachers' and students' utterances in teaching speaking at EFL classroom. Those were intra-sentential code mixing, intra-lexical code mixing, and pronunciation shifting. Meanwhile, there were four kinds of code switching found in teachers' and students' utterances. They are random mixing, English-Indonesian translation or vice versa, English precedes Indonesian or vice versa, and English sentences precede Indonesian sentences or vice versa. In short, it is a way to make the

communication between teachers and students in EFL classroom are successful and understood in well-manner.

The English teachers are expected to think more critically about the phenomenon in teaching and learning context. From this study, it is found that code switching and code mixing can also be done in teaching and learning process in the classroom. The teachers themselves should improve the research about code switching and code mixing in educational progress.

We are aware of the using of code switching and code mixing can help both of the teachers and the students in teaching and learning English speaking at EFL classroom, especially at secondary EFL classroom schools. Especially to enrich foreign language teaching and learning, hopefully the next researcher can explore the various situations. Besides, the result of this study will also expect to give more information about code switching and code mixing.

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