

CODE-SWITCHING AND CODE-MIXING PHENOMENA IN ENGLISH LEARNING PROCESS AT THE DEPARTMENT OF ENGLISH EDUCATION

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Abstract

Based on the preliminary research, the researcher found that English students commonly used code-switching and code-mixing during the English learning process at the Department of English Education UIN Suska Riau. The researcher aimed: 1) to investigate the types of code-switching and code-mixing, and 2) to find out why the students used those codes in the English learning process. This research used a qualitative descriptive method. The data was collected from the fifth semester of English Education students selected based on purposive sampling technique. The finding of this study showed that the students uttered three types of code-switching, such as inter-sentential, intra-sentential, and tag switching. Then, there are two types of code-mixing uttered by the sample, such as intra-sentential mixing and intra-lexical mixing. Furthermore, the reasons for uttering those codes are: 1) talking about a particular topic, 2) repetition for clarification, 3) the intention of clarifying the speech content for the interlocutor, 4) English as a foreign language, and 5) the student less confidence when speaking.

Keywords: Code-Mixing; Code-Switching; Reasons Used Code-Switching And Code-Mixing.

INTRODUCTION

There are many methods used by English students to improve their speaking skills, especially to speak fluently as a candidate of English future. One of the methods is speaking by using code-switching and code-mixing. According to Grosjean & Li (2013) The code-switching is the alternate use of two languages; the speaker makes a complete shift to the other language and then reverts back to the base language. It can happen “between two or more languages simultaneously or interchangeably within one conversation”. A speaker can replace words, chunks or a whole sentence to keep the conversation flowing. According to Trudgill (1992) cited in Udoro (2008), code-mixing as “the process whereby speakers indulge in code-switching between languages of such rapidity and density, even within sentences and phrases that are not possible to say at any given time which language they are speaking”.

According to Poplack (1980) there are three types of code-switching, namely; tag switching, inter-sentential code-switching and intra-sentential code-switching. Intra-sentential code-switching is the shift of words or phrases from another language in one sentence. The word class that usually comes in intra-sentential code-switching/mixing is verb, adjective, and adverb. Tag code-switching/mixing happens when a bilingual or multilingual speaker inserts short expressions (tags) from a different language. Tag code-switching includes interjections, fillers, tags, and idiomatic expressions. Inter-sentential

code-switching is the switch between sentence boundaries, where one sentence is in one language and another.

Furthermore, there are three types of code-mixing based on Hoffman (1991). Those types are Intra-sentential, Intra-lexical, and Involvement in a change of pronunciation. Intra-sentential code-mixing means that the occurrence of code-mixing is within a word or phrase boundary. Intra-lexical code-mixing means that the occurrence of code-mixing is in a word boundary. This type can be seen in affixes. In this type, the position of the affixes is either in the initial or in the final position of the words. Involvement in a change of pronunciation occurs at the phonological level, for example when Indonesian people say an English but modify it to an Indonesian phonological structure.

According to Hoffman (1991), there are some reasons why code-switching and code-mixing are used, such as talking about a particular topic, quoting somebody else being emphatic about something (express solidarity), interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, the intention of clarifying the speech content for interlocutor, expressing group identity. These reasons sometimes occur whether in formal or non-formal utterances. In the academic environment, especially in teaching English as a foreign language, the teacher often applies code-switching and code-mixing to discuss a specific topic or clarify the students' understanding.

Department of English Education at the Islamic State University of Suska Riau has been applying the 2015 curriculum based on the university KKNI (*Kerangka Kualifikasi Nasional Indonesia*) in which the students not only need to learn about speaking from basic to the next level, but also need to understand grammar from basic, intermediate, and advanced level. However, most of the students in this university often used code-switching and code-mixing in the English learning process. It happened as the curriculum policy that requires the lecturers to use English in the class, thus, making them not understand the lecturers' explanation and find it difficult to convey their opinion. Based on this fact, the researcher intended to discuss the types and reasons why students used code-switching and code-mixing in the English learning process.

METHOD

This research used descriptive qualitative as the approach. According to (Creswell 2012), qualitative research focuses on describing the researcher's interest in processing and understanding the meaning through words or pictures. The method used in this research is as follows.

Population and Sample

The population of this research was the fifth-semester students of the Department of English Education at UIN Suska Riau. It has 5 classes consisting of 125 students. To determine the number of samples in this study, Arikunto (2006) said that if the population is less than 100, we can take all of it but if more than 100 populations, we can take 10% - 15% or 20%-25% or 50% of them. In this research, the researcher took 20 % (25 students) of the population. The technique used was purposive sampling based on the subjects that can best help the researcher understand the phenomenon. In particular

research situations, there is the tendency for the researcher to not know the subject that has the best quality and can provide qualified information.

Data Collecting

In collecting the data the researcher used observation and interviews. Observation is a way to get information on human behaviour by watching and recording indirectly. In conducting this research, the researcher observed code-switching and code-mixing uttered by students followed by gaining information on their reasons through one-on-one interviews on December 2022.

Data Analyzing

In analyzing the data, the researcher used the theory from Miles, Matthew B. (1992) using table as follows:

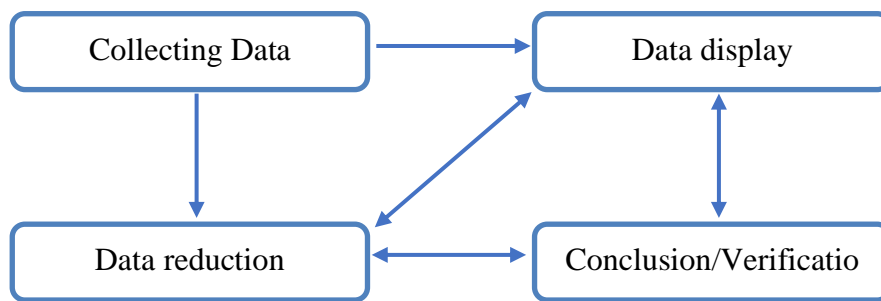


Figure 1 Technique of Data Analysis

First, the researcher collected the data through the observation. Then, the collected data will be sorted and reduced to ensure the real data from the raw. Next, the real data will be displayed and tabulated based on the type. Last, the researcher will conclude the final data to have the pattern from the result.

FINDINGS AND DISCUSSION

In this research, the students used three types of code-switching based on Poplack’s theory. They were Inter-sentential switching, intra-sentential code-switching, and tag switching. Based on the gained data, the most common type uttered is inter-sentential switching. The deepest data is presented below.

Table 2 Types of Code-Switching

No	Types of Code-Switching	Total	Percentage
1	Inter-sentential	29	54,7
2	Intra-sentential	10	18,9
3	Tag-switching	14	26,4
TOTAL		53	100

The table above classifies the types of code-switching uttered by the students during observation. There are 53 utterances as the code-switching data uttered by the students. The often type of code-switching uttered by students is Inter-sentential with 54,7%

followed by tag-switching with 14%. Meanwhile, the rare type uttered is Intra-sentential with only 10% of all the data.

Furthermore, the complex data is also found in the types of code-mixing uttered by the students based on Hoffman's theory; intra-sentential mixing, intra-lexical mixing, and involvement in a change of pronunciation. The students mostly uttered the intra-sentential mixing within a word or phrase boundary. Meanwhile, there is a type that was not uttered by the students during the class; a change in pronunciation.

Table 3 Types of Code-Mixing

No	Types of Code-Mixing	Total	Percentage
1	Intra-sentential	70	79,5
2	Intra-lexical	18	20,5
3	Involving a change pronunciation	0	0
TOTAL		88	100

The above table classified the types of code-mixing uttered by students during observation in the English learning process. Based on Table 2, intra-sentential is the most frequent type being uttered by the students, followed by intra-lexical with 20.5%. However, the researcher did not find other types of change in pronunciation.

The researcher found that there are three reasons which can be analyzed based on Hoffman's theory and two other reasons found based on the interview, as follows:

Talking About Particular Topic

The first reason is when the students do a presentation discussing a particular topic and asking or giving opinions to the lecturer about the material. Based on the interview, 14 students stated this reason to help them deliver the material in the English learning process. The students feel comfortable and confident when uttering the code in front of the class.

“Mungkin yang switch yang lebih sering, itu pas misalnya lagi tampil presentasi, when we explain the material, I used switch.” (Interview, AZ; December 2022)

“When I want to tell something or wanna give an opinion to my lecturer or my friends, but I don't know the vocabulary of that thing, then I'll mix it with my own, that's Indonesian language. Then, the second time I mix my language is when I present the discussion” (Interview, BLD; December 2022)

Repetition Used for Clarification

The second reason for uttering the switch is repetition to clarify their speech and make the audience understand their explanation. Based on the interview data, 14 students stated this point as their reason.

“Alasannya yang pertama karena supaya audiencenya memahami yang mau kita sampaikan, karena kan kadang gak semua mahasiswa bahasa Inggris ngerti bahasa inggris, apalagi kalau misalnya bahasa inggrisnya menggunakan yang advance, jadi

agar lebih audience nya bisa memahami apa yang kita sebut apa yang kita bilang.” (Interview, ADL; December 2022)

Some students stated that this switching also applied when the lecturer delivered the material.

“Ya because English is not our language, at some moment we need to change it to make us understand what the lecturer said to us, to make them understand, sometimes teachers also code-mixing and code-switching, so, we can understand it.” (Interview, MT; December, 2022)

Intention of Clarifying the Speech Content for the Interlocutor

The third reason for uttering the switch is content clarification for the interlocutor. Based on the interview results, 12 students stated this point as their reason. The students confessed that they tend to mix or switch their language when they forget some words or vocabulary in speaking.

“Biasanya sih karena saya ngerasa kalau ngomong itu sering nge stuck gitu, jadinya kalau dalam bahasa Inggris kata – katanya lebih duluan muncul di kepala, itulah yang diomongin dulu. Gitu juga kalau lagi ngomong bahasa Inggris, kalau ngestuck juga kan apa yang muncul di kepala duluan bahasa Indonesia yaudah pakai itu dulu aja.” (Interview, NN; December 2022)

English as a Foreign Language

The fourth reason, some students think that code-switching and code-mixing occur because English in Indonesia is a foreign language and is rarely used in informal situations. It is usually used only in formal situations such as in education. Based on the interview 4 students stated about this point as their reason.

“Karena, in Indonesia, english language itu adalah language ketiga kita, bahasa ketiga kita, yang mana ya mungkin itu gak bahasa yang sering kita gunakan, tapi bahasa ini itu kita pelajari, untuk kita aplikasikan sehari – hari. Jadi, di Indonesia ini kan bahasa mother tongue nya itu kan mungkin ada yang bahasa daerah, ada yang bahasa Indonesia. Jadi, English language ini bahasa ketiga kita.” (Interview, AG; December, 2022)

Less Confidence When Speaking

The fifth reason, the researcher found is that the students often less confidence when speaking English, especially in the learning process. Based on the interview 7 students stated about this point as their reason. Because of it, they use code-switching and code-mixing to help them.

“Gak pede sama bahasa Inggrisnya itu, less confident. Karena, waktu itu rasa – rasanya kayak kurang vocabnya, ini pas gak ya gitu, ini cocok gak ya, bagus gak ya kalimatnya, jadi mikir tersampaikan gak apa yang mau kita tanya.” (Interview, JH; December, 2022)

CONCLUSION

The results can be concluded that the students used three types of code-switching, such as inter-sentential switching, intra-sentential, and tag switching. The most frequent

code-switching uttered by students in this research was inter-sentential. Furthermore, two types of code-mixing frequently being uttered are intra-sentential mixing and intra-lexical mixing. There are five reasons why students use code-switching and code-mixing in the English learning process, such as talking about a particular topic, repetition for clarification, the intention of clarifying the speech content for the interlocutor, English as a foreign language, and having less confidence when speaking.

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