

CODE-MIXING AND CODE-SWITCHING IN EFL TEACHING: THE IMPLEMENTATION AND PERCEPTION

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Abstract

Code-mixing and code-switching have become common phenomena in this multilingual era. In Indonesia, this refers to the use of English and Indonesian. This needs to be investigated regarding how the implementation of it especially in the education sector and how students perceive it. This research focused on Mathematics Education Department students whose background was non-English students, thus it can bring new understanding related to the use of code-mixing and code-switching on other departments which closely related to English itself. This research used descriptive qualitative to analyze the implementation and students' perception of code-mixing and code-switching. Observations and interviews were conducted to obtain data. Therefore, it was found that code-mixing and code-switching were implemented during English teaching and learning process, especially when the lecturer explaining material, giving information, and interacting with students. Hence, even though the students lack of English mastery, they were able to understand the material, information, and instructions conveyed by the lecturer.

Keywords: Code-mixing; Code-switching; EFL; Implementation; Perception

INTRODUCTION

Language becomes an inseparable tool for humans to interact with each other. Zai et al. (2023) stated that language is used as the main communication tool to convey messages, feelings, thoughts, and various specific purposes. Not only useful for everyday life but also crucial in relation to education since it can develop a person's intellectual abilities.

The understanding of language has increased from year to year resulting in a person consciously or unconsciously becoming bilingual. Basically, Indonesian people have been bilingual since the beginning due to the existence of local languages and national languages. The multilingual nature of Indonesian society, where various local languages with Bahasa Indonesia as the national language creates a rich environment for linguistic practices. It is even coupled with the existence of foreign languages in Indonesia. Dzulkipli Isadaud et al (2022); Kirkpatrick & Lixun (2021) both stated that English is one of foreign languages that must be mastered by Indonesians.

The existence of English as a foreign language that is widely mastered and studied by Indonesian people, triggering the occurrence of a phenomenon where people usually mix or switch English with Indonesian or vice versa. This phenomenon is called code-mixing and code-switching. Code-mixing is an act of mixing one language with another language used within the same utterances. According to Hoffmann (2014) there are three types of code-mixing including (1) intra-sentential code-mixing, (2) intra-lexical code-mixing, and (3) involving a change of pronunciation. While code-switching includes alternating between two languages that are used interchangeably in the same utterances or conversation context, usually to emphasize the first utterance. On the other hand, according to Poplack (1980) there are three types of code-switching namely (1) tag switching, (2) intra-sentential code-switching, and (3) inter-sentential code-switching.

This phenomenon is not only found in the public but also widely found in the education sector as English has been implemented in the English course. One of institutions that implements English as a course is Universitas Bhinneka PGRI. In this university, English is not only implemented in the English department but also all departments. Although English course was expected to use English as the main language of instruction, there were still many English classes that combine English with Indonesian.

Therefore, the use of code-mixing and code-switching can be found in the process of English teaching and learning process. It is very possible for lecturer to use code-mixing and code-switching in the educational activities especially in non-English departments. Khasanah (2020) stated that the use of code-mixing and code-switching as a medium of instruction by lecturer was considered as one of the coping mechanisms of a language problem that was fairly

challenging for EFL students. Obviously, this phenomenon would raise students' perceptions regarding its use in the learning process.

According to Lamatoka (2018) perception refers to a person's view of something. In this case, students definitely have certain perceptions regarding the use of first language (L1) in English class. Therefore, it was important to know how they perceive the use of code-mixing and code-switching as one of the strategies implemented in learning English. However, their perception of the language used by lecturer in English class affects how well they perform academically.

There were several previous studies regarding code-mixing and code-switching but most of them aimed to find the most frequent types of code-mixing and code-switching. Hence, there were several aspects that can be implemented in this research. The previous research conducted in English class of senior high school and English major students, while this research aimed to implement it in non-English students. This research explores more regarding code-mixing and code-switching in English classes whose students were not from the English department.

Therefore, this research emphasizes on discovering how the implementation of code-mixing and code-switching during English teaching and learning process in the Mathematics Education Department and how students' perceptions are related to these uses.

REVIEW OF LITERATURE

2.1 The Implementation of Code-mixing and Code-switching

The transformation of knowledge from lecturers to students can be defined as teaching and learning process. Munna & Kalam (2021) stated learning itself can be interpreted as a permanent change brought into students by lecturers through various learning techniques. This research focused on teaching and learning process of English in the EFL classroom, especially non-English Department. Any departments in Universitas Bhinneka PGRI, where this research was conducted, have english subject that must be taught even though not from English Education Department. Due to this background, specific strategies is needed in order to teach the english subject to non-English student properly. One of the strategies used is code-mixing and code-switching. Rakhmannia (2022); Sari (2022) both stated that these strategies can facilitate conversation in the classroom during teaching and learning process.

2.2 Language Acquisition

According to Zein et al (2020) Indonesia is one of the most populous non-English speaking country in the world but nowadays it becomes an important market for English language education. It leads to the reason why many students in Indonesia are fluent in more than one language and have or are learning a new language. In learning new language, however, the

classroom environment which is as the language environment for students need to be able to support the process of learning new language. The role of lecturer is important to lighten up the classroom atmosphere to make it comfortable and conducive for students to learn. Dulay et al (1982) stated that lecturer uses English when explaining the material, giving instructions, giving informations, and interacting with students is several things which can help them familiar with the language being learned.

2.3 Sociolinguistic

According to Holmes & Wilson (2022) sociolinguistic is the study of the interaction between language and society. In other words, in sociolinguistics we study language and society with the aim of discovering as much as we can about what kind of thing language is. Wardhaugh & Fuller (2015) also stated sociolinguistics aims to enhance comprehensive of linguistic structure and uncovering how language sheds light on social structures for better understanding through the study of language.

2.4 Bilingualism

Özşen et al (2020) defined bilingualism has a long history as humans need to communicate with people who speak different languages. In other words, bilingualism refers to a person's communication in two different languages that happens consciously or unconsciously. Budianto & Muhroji (2019) says the existence of bilingualism in Indonesia caused by the existence of many races with their vernacular languages. Hence, Indonesian people actually have been a bilingual since the very start.

2.5 Code-Mixing

A bilingual has a high tendency to mix languages they master. It indicates that the speaker consciously and deliberately incorporates two languages simultaneously in their utterances. There were two views related to its use, firstly, the use of code-mixing can make a significant perspective where the speakers look smarter since they have a great language skills, secondly, the speakers did not find a word equivalent to the intended word so they use code-mixing.

Hoffmann (2014) stated that there are three types of code-mixing. Those are intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation. Intra-sentential code-mixing happens within a phrase, a clause, or a sentence boundary. Intra-lexical code-mixing occurs within a word boundary. Involving a change of pronunciation, occurs at the phonological level.

2.6 Code-Switching

In the occurrence of code-switching, there is an interpersonal relationship where individuals switch languages in the middle of communication intentionally to adapt to the language used by the interlocutor. For instance, in English classes, lecturer tends to emphasize

what has conveyed using English with Indonesian because the students are not an English native speaker.

Poplack (1980) stated that there are three types of code-switching. Those are tag switching, intra-sentential code-switching, and inter-sentential code-switching. Tag switching occurs when a bilingual speaker insert shorts expression from different language. It includes interjections, fillers, tags, and idiomatic expressions. Intra-sentential code-switching, alternating words or phrases from different languages within a single sentence, usually in a form of verb, adjective, or adverb. Inter-sentential code-switching, alternation between languages at sentence boundaries.

METHODOLOGY

This research employed qualitative methods with descriptive analysis. According to Creswell & Guetterman (2019) theory, there were six stages of the research process where each stage has different characteristics. The data source in this research refers to mathematics education students where data was obtained by direct observation and interview. Twenty mathematics education students became participants. Direct observation was carried out for three meetings by using observation sheets. Interviews were conducted semi-structured alongside with interview guidance to obtain further informations. The data obtained was then coded to analyze the use of code-mixing and code-swithing that occured in the English teaching and learning process.

FINDINGS

Teaching Materials

The lecturer has selected the teaching material for the *Bahasa Inggris* course, and it was shared with students through WhatsApp group. Since eight-semester students need to take the TOEFL proficiency test, this course focuses on TOEFL preparation. The lecturer explained the material using a mix of English and Indonesian, occasionally using local language. Students' learning materials such as listening, grammar, and reading were presented by the lecturer well using English code mixing and code switching. Then, the students did exercises based on the lecturer's explanations and instructions.

Code-Mixing and Code-Switching Made by the Lecturer

In explaining material, the lecturer used both English and Indonesian mixed together. This combination helped students understand the material more easily. Code-mixing and code-switching were common during the process. The lecturer found ways to make the classroom atmosphere lively without burdening students with full English. Since the students in this Bahasa Inggris course were not from the English department, the lecturer understood their English

proficiency. The lecturer used code-mixing and code-switching both when explaining materials and interacting with students.

Students' Responses in the Use Code-Mixing and Code-Switching

The use of two languages, resulting in code-mixing and code-switching in the classroom, received a positive response from the students. The lecturer, mindful of the students' difficulties, used both English and Indonesian in every meetings, which increased student interest and understanding, as shown by their attentiveness during lectures.

The Occurance of Code-Mixing and Code-Switching in the Classroom

The lecturer had to repeat in Indonesian to help students understand what has been conveyed, as they tended to remain silent and unresponsive when spoken to in full English. The researcher also noticed that during full English lectures, students often seemed tense, avoided eye-contact, or stared blankly and nodded. However, when the lecturer switched to Indonesian, the studnets responded verbally right away.

There were many utterances that indicates code-mixing and code-switching during learning process, yet several utterances that indicates code-mixing were stated as follows.

Table 1: Classification of Code-Mixing

Utterances	Types
<i>...and Verb plus, ya.</i> <i>Biasanya disebut passive voice.</i>	Intra-sentential
<i>Mungkin letter-nya...</i>	Intra-lexical
<i>Itu di skill berapa? Skill... ini nih, present participle ya.</i>	Intra-sentential

Table 2: Classification of Code-Switching

Utterances	Types
Oke! <i>Sekarang selanjutnya</i> number eight	Tag switching
<i>Yang perlu teman-teman waspadai adalah,</i> whether the question or the sentence is, whether it is active or passive.	Intra-sentential
<i>Pertanyaan pertama saya,</i> the first question. Do you find any subjects? <i>Adakah subject disana?</i>	Inter-sentential

Students' Views Regarding Code-Mixing and Code-Switching

Students' views regarding the use of code-mixing and code-switching during the English teaching and learning process were positive. Students stated that they have difficulty if the lecturer conveys the material and interacts with them using full English. They tend to like if the lecturer used code-mixing and code-switching since in that way they were able to understand straight away what was conveyed by the lecturer. They can get a lot of new English vocabulary during the process.

DISCUSSION

The research found that code-mixing and code-switching were common during English teaching in the Mathematics Education Department. The lecturer was the main user of these practices. In the English course, the lecturer often used code-mixing and code-switching while explaining materials, interacting with students, giving instructions, asking questions, and providing information. Code-mixing and code-switching occur because the lecturer used code-mixing and code-switching as a teaching and learning strategy. This strategy was chosen to facilitate the delivery of both material, information, and intentions also objectives when interacting of both parties.

One of reasons lecturer used code-mixing and code-switching was the students' non-English-speaking-backgrounds. The researcher found that students often appeared confused or "lost" when lecturer used only English, showing their incomprehension though non-verbal cues. This occurred because English courses typically use English as the language of instruction, and the lecturer was from the English-background. As a result, students who struggled to understand the lecturer were often afraid to interact or answer questions. On the contrary, when lecturer mixed English and Indonesian, students were more enthusiastic, paid more attention, and understood the material more easily. In this context, the use of code-mixing and code-switching by lecturer helps bridge the gap between students' native language ability and academic language requirements. Thus, this emphasizes the pedagogical value of code-mixing and code-switching in a multilingual education environment.

Most students felt that the lecturer's use of code-mixing and code-switching helped them understand the material more easily. They said that when the lecturer mixed English and Indonesian, the material became clearer and easier to understand. In addition, students said that using code-mixing and code-switching made them more familiar with English. They felt more comfortable, confident, and motivated to learn English better because of frequent interactions with both languages during the teaching and learning process. Therefore, they saw code-mixing and code-switching as a strategy to improve their English skills, rather than as language decay.

The occurrence of code-mixing and code-switching helped students understand the lecturer, so they could quickly follow instructions for questions or exercises without language barriers.

Mixing English with Indonesian had a positive impact on students, giving them new insights, vocabulary, and improved in each meeting. The positive response can trigger a strong sense of desire to learn more about English.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of code-mixing and code-switching during English teaching and learning process was mostly when the lecturer explaining the materials, give information, make instructions, and during interaction with students. Practically, both lecturer and students use code-mixing and code-switching during the class, but indeed the most dominant one was the lecturer since the lecturer explains the materials. Students have a positive perception on the use of code-mixing and code-switching during English class. Students felt that the occurrence of code-mixing and code-switching was able to make English learning clearer and easier to understand. Therefore, students expressed that code-mixing and code-switching actually made them more comfortable, confident, and feel motivated to learn English.

Suggestions

There are several suggestions for the students, in order to improve English more by practicing frequently. As for the lecturer, lecturer can consider using code-mixing and code-switching as a teaching strategy in English classes especially those in non-English department, and for the future researcher, the researcher expect that the result of this research can be as reference to conduct further research to explore more about code-mixing and code-switching in English teaching and learning process.

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