



An Analysis of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP

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Abstract

An article entitled “An Analysis of English Teachers’ Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP” aims at determining codes mostly used by the English teachers and the functions of classroom code-switching and code-mixing. To meet the need of this research, the subject of this research was 3 English teachers at SMA Pembangunan Laboratorium UNP. The data of this research was the English teachers’ utterances which contain code-switching (CS) and/or code-mixing (CM). The instrument used was an audio-video recorder which recorded the classroom conversation. To know the codes mostly used by the English teachers, the data were analyzed to see the what codes occur in teachers’ utterances. Moreover, the data were analyzed using 3 categories of functions of classroom CS and CM proposed by Ferguson (2003) to determine the functions of classroom CS and CM. The results showed that the code mostly used by the English teachers in delivering lesson was Bahasa Indonesia. Then, the other dominant codes were English, switching and/or mixing English – Bahasa Indonesia, and switching and/or mixing Bahasa Indonesia – English. In addition, the functions of classroom CS and CM were for curriculum access, classroom management, and interpersonal relation, in which classroom CS and CM for curriculum access was dominantly found in the teachers’ CS and CM. The finding of this research was the English teachers did more code-switching and code-mixing than target language in delivering the lessons, since the classroom activities’ purpose was to transmit subject content not to develop linguistic skills.

Key words: Classroom Code-switching and Code-mixing, Teachers’ Codes, Functions of Classroom Code-switching and Code-mixing

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A. INTRODUCTION

Classroom code-switching (CS) and code-mixing (CM) are received large research attention for a long time. In an EFL context, students usually get limited exposure of English. Thus, classroom may become the only place the students have opportunity to use English. In other words, language used by the teachers is important. As Sulistiyo (2016) said that students can get benefits if English teachers speak English well in classroom. Meanwhile, in EFL context, the students do not use English in their daily life which causes lacking of English ability. Therefore, the teachers need to do code-switching and code-mixing in classroom between English, native language, and local language.

Since the English teachers possible speak in their target language, native language, and local language, the switching and mixing may be varied. Thus, the teachers can use more than three codes in the classroom. Wardhaugh (2006) noted that bilingual speakers are actually using a third code when they shift back and forth between two languages by code-switching. Therefore, language used in code-switching and code-mixing is also called as codes.

Furthermore, according to Moore (2002), doing code-switching and code-mixing in classroom helps students to understand subject content better. While, emphasizing the use of target language help students develop their linguistic skills. Classroom CS and CM in EFL classroom should be adjusted with the purpose of the teaching and learning. Some problem may be raised when the teachers mostly speak in English while delivering the knowledge about subject content. The teachers should know the teaching purpose and the functions of classroom CS and CM in order to be able to use it wisely and positively to help students learn English easier. To respond this issue, Ferguson (2003) categorized classroom CS and CM's functions into curriculum access, classroom management, and interpersonal relation.

In educational situation, teachers doing code-switching and code-mixing in classroom may be common. Suganda (2012) studied teachers' CS and CM from English, Mathematics, Physics, Chemistry, and Biology classes at SMA Kusuma Bangsa Palembang which is categorized as RSBI (*Rintisan Sekolah Bertaraf Internasional* – School with International Standard). The study aimed to know the factors of doing classroom CS and CM and students' perception toward teachers' CS and CM in classroom. Also, Abaa (2016) has conducted similar research which aimed to identify the type of code-switching and the reasons for using classroom code-switching at English Department in Sanata Dharma University in Yogyakarta. Abaa studied classroom CS and CM from six lecturers who taught Introduction to English Test, English Structure, Stylistics, Language Research Methodology, Pragmatics, History of Modern Thought, and Interpreting.

Based on preliminary observation of English teaching and learning process of an IPS class at SMA Pembangunan Laboratorium UNP, it is shown that the English teacher did code-switching and code-mixing in the classroom. This phenomenon led the researcher to be interested in doing a research about classroom CS and CM done by English teachers in high school. In addition, today's study is different with the previous ones in some aspects. The researcher analyzed English teachers' code-switching and code-mixing in a high school to

find out the codes used by the teachers and the functions of classroom CS and CM. Meanwhile, the previous studies focused on classroom CS and CM done by teachers of content subjects at a RSBI high school and lecturers who taught different lectures in English Department. Moreover, this study

B. RESEARCH METHOD

This research was descriptive qualitative method. These methods were used to describe the codes mostly used by the English teachers and functions of classroom CS and CM. Based on the purpose of this research, the subject was English teachers of SMA Pembangunan Laboratorium UNP. There were 3 English teachers who taught different grade were chosen as the subject of this research.

Table 2.1. *Subject of research of the English teachers at SMA Pembangunan Laboratorium UNP*

No	Teacher	Grade
1	Teacher 1	X and XII
2	Teacher 2	X and XI
3	Teacher 3	XI and XII

Audio-video recorder was used to do non-participant observation to collect the data. The data were teachers' utterances which contain code-switching and code-mixing. The observation were done twice or four teaching hours for each teacher. The data were transcribed into words which were validated by member checking done by the English teachers. The transcripts were organized and labelled for each utterance spoken by the teachers and students.

Table 2.2. *Organizing audio-video transcripts*

No.	T/S	Utterances	Codes	Function
[001]	T:			
[002]	S:			
[003]	T:			

The function of classroom CS and CM were analyzed based on categories proposed by Ferguson (2003).

Table 2.3. Analysis Guidelines of Functions of Classroom Code-switching and Code-mixing (Ferguson: 2003)

No	Curriculum Access	Classroom Management	Interpersonal Relation
1	To mediate textual meaning	To shift from lesson content toward some off lesson concern	To create greater personal warmth
2	To encourage and elicit students' participation in the lesson	To discipline students	To encourage students' involvement by speaking local language
3	To clarify the meaning of certain section of text	To attend latecomers	To make some humor
4	To demarcate reading the text	To gain and focus students' attention	To praise and scold in local language
5	To provide collaborative negotiation of the meaning of the text	To negotiate task instruction	To reduce social distance, humanize classroom atmosphere
6	To annotate key textbook	To invite students' contribution to the task	To establish a less distanced relationship with the students
7	To explicate English lexis	To praise students	To manage affective climate of the classroom
8	To clarify content taught by reviewing and explaining	To invite students by specifying a particular addressee	To navigate between different identities
9	To reformulate content initially presented in English without ignoring the English registers	To redirect students' attention in opening new topic	

C. RESULT AND DISCUSSION

1. Research Finding

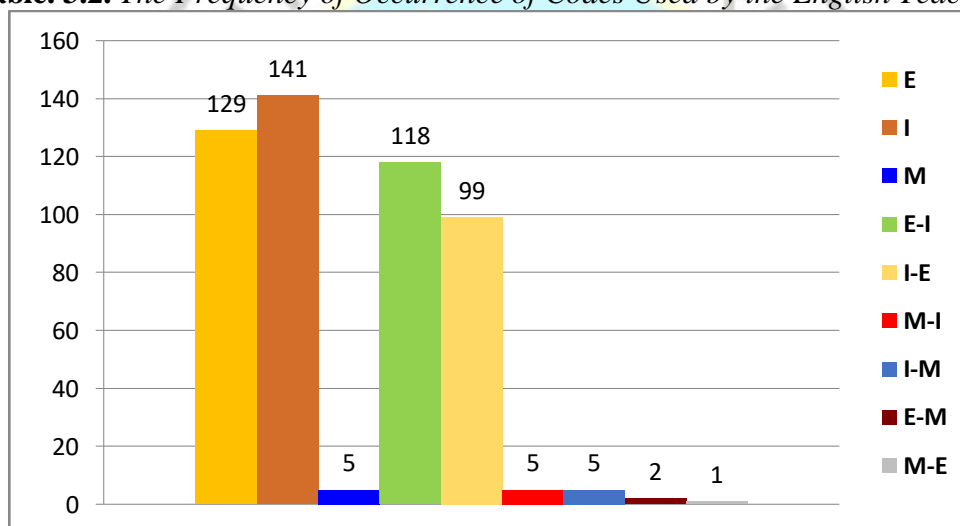
3 English teachers from SMA Pembangunan Laboratorium UNP were observed to find out the codes mostly used by the teachers.

Table 3.1. Codes Used by English Teachers at SMA Pembangunan Laboratorium UNP

Tcr.	Obs.	Code Choice									Σ
		E	I	M	E – I	I – E	M – I	I – M	E – M	M – E	
1	1st	55	25	0	28	19	0	1	0	0	

	2nd	37	36	0	29	28	0	0	0	0	
		92	61	0	57	47	0	1	0	0	258
		35,7%	23,6%	0,0%	22,1%	18,2%	0,0%	0,4%	0,0%	0,0%	100,0%
2	1st	24	35	3	26	24	4	2	0	0	
	2nd	6	19	2	22	16	1	1	2	1	
		30	54	5	48	40	5	3	2	1	188
		16,0%	28,7%	2,7%	25,5%	21,3%	2,7%	1,6%	1,1%	0,5%	100,0%
3	1st	7	21	0	11	8	0	1	0	0	
	2nd	0	5	0	2	4	0	0	0	0	
		7	26	0	13	12	0	1	0	0	59
		11,9%	44,1%	0,0%	22,0%	20,3%	0,0%	1,7%	0,0%	0,0%	100,0%

Table. 3.2. *The Frequency of Occurrence of Codes Used by the English Teachers*



Note: E : English, I: Bahasa Indonesia, M: Minangkabaunese, E-I : Switching and/or mixing English – Bahasa Indonesia, I-E: Switching and/or mixing Bahasa Indonesia – English, M-I: Switching and/or mixing Minangkabaunese – Bahasa Indonesia, I-M : Switching and/or mixing Bahasa Indonesia – Minangkabaunese, E-M : Switching and/or mixing English – Minangkabaunese, M-E: Switching and/or mixing Minangkabaunese – English

From the data above, there are four dominant codes— (I), (E), (E – I), and (I – E)—occur in the classroom. Each code occurred 141 times, 129 times, 118 times, and 99 times respectively. The gaps among the number of those four codes are not significant. It means that the teachers can balance the use of foreign and native language. Furthermore, the diagram shows that English and Bahasa Indonesia are the codes mostly used by the English teachers.

However, there were five least frequent codes— (M), (M – I), (I – M), and (M – I)—occured in the classroom. Moreover, it is shown in the diagram above that the least frequent codes are dominated by Minangkabaunese. The codes which Minangkabaunese included in occur not more than 5 times. Each of them occurred 5 times, 5 times, 5 times, twice, and once respectively. It shows that in

the class, the teachers rarely use Minangkabaunese to communicate with the students.

Furthermore, there were three major functions of classroom CS and CM found in the English class.

Table 3.2. *Statistical result of functions of classroom CS and CM*

Teacher	Functions of Classroom CS & CM			Σ
	Curriculum Access (CA)	Classroom Management (CM)	Interpersonal Relation (IR)	
1	77	27	1	105
2	57	31	11	99
3	16	9	1	26
Σ	150	67	13	230
	65,2%	29,1%	5,7%	100%

Based on the result, it inferred that classroom CS and CM done by the English teachers dominantly function for curriculum access which take 65.2%. According to the analysis, classroom CS and CM for curriculum access were to clarify content taught by reformulating, reviewing, and explaining, to annotate key textbook, to mediate textual meaning, to encourage and elicit students' responses and participation in the lesson, and to familiarize students with English terms used in the subject matter. Furthermore, 29.1% of classroom CS and CM function for classroom management. According to the analysis, most of classroom CS and CM for classroom management are to discipline students, to clarify task instructions, and to gain students' attention. Lastly, 5.7% of which function for interpersonal relation. According to the analysis, most of classroom CS and CM for interpersonal relation are to scold students using local language and to reduce social distance among students and teachers

2. Discussion

The Codes Mostly Used by the English Teachers

As reported in findings, there are nine codes used by the three English teachers at SMA Pembangunan Laboratorium UNP. The codes are Bahasa Indonesia (I), English (E), Minangkabaunese (M), switching and/or mixing between E – I, switching and/or mixing between I – E, switching and/or mixing between I – M, switching and/or mixing between M – I, switching and/or mixing between E – M, and switching and/or mixing between M – E. These findings are similar with the result of the previous related study by Lusiani (2016) that became the reference of this research. She found six codes used by the characters of a movie entitled “Marry Riana-Mimpi Sejuta Dollar”. Furthermore, in her research, she categorized the data based on different domains (friendship, family, and office). Meanwhile, this research which only takes place in the classroom categorized the data based on teaching context or lesson.

Furthermore, Bahasa Indonesia is the most dominant code used by the teachers. It occurs because Bahasa Indonesia as native language is used as official

language in teaching and learning process at school. The second dominant code is English. It is common that the teachers communicate in English since they teach English to the students. The third and fourth dominant code are switching and/or mixing between English – Bahasa Indonesia and Bahasa Indonesia – English. It happens because the teachers give enough English exposure to the students without ignoring their native language which can help them understand the foreign language.

The Functions of Classroom Code-Switching (CS) and Code-Mixing (CM)

Based on the analysis, the classroom CS and CM function as curriculum access, classroom management, and interpersonal relationship. The function as curriculum access is the most dominant with 65.2%. It is followed by classroom management and interpersonal relationship which are 29.1% and 5.7% respectively. The findings are similar to Abaa (2016) who found the reasons of why the lecturers used code-switching in the classroom. His findings are: code switching to ice breaker, repetition, be more familiar with the students, to explain difficult material, to express particular terms, to talk about particular topic, and to express feelings. Additionally, this research's findings are also similar to the study done by Suganda (2012). He found the factor why teachers code switch and/or code mix is that they want to have a better communication with their students so that the students can understand the lesson better.

Furthermore, in this research, the functions of classroom code-switching and code-mixing which are laid under curriculum access are classroom code-switching and code-mixing to reformulate English utterances in Bahasa Indonesia, to mediate the explanation of subject content which is spoken in English, to familiarize the students with English terms and words, to provide collaborative learning, and to elicit or encourage students' responses. The functions which are laid under classroom management are: to gain students' attention, to invite students' contribution to do the task, to clarify task instructions, to discipline the students, and to move to a new topic. Lastly, the functions which are laid under interpersonal relation are: to scold students using local language (Minangkabauese) and to establish a less distance relationship with the students.

Considering Moore (2002) who said that the use of classroom code-switching and code-mixing should be adjusted to the teaching purpose, the results of this research show that the English teachers use code-switching and code-mixing wisely and positively. The teachers often used code-switching and code-mixing in transmitting knowledge about English, in this case the knowledge is about Relative Pronoun, Recount Text, Spoof Text, and Review Text. Thus, the students are helped to comprehend the knowledge about subject content and getting language exposure from the teachers.

D. CONCLUSION AND SUGGESTIONS

Conclusion

This study investigated codes mostly and the functions of classroom code-switching and code-mixing used by English teachers at SMA Pembangunan Laboratorium UNP. The result revealed that the teachers used nine different codes

which were dominated by English and Bahasa Indonesia. Therefore, the students were expected get enough exposure of target language. In addition, codes which included local language, Minangkabau language, were rarely used by the teachers. Lastly, the classroom CS and CM dominantly function for curriculum access, followed by classroom management and interpersonal relation. In other words, the teachers often did code-switching and code-mixing to help students understand the lesson.

Suggestions

Based on the findings of the research, some suggestions are proposed to the English teachers for using code-switching and code-mixing wisely since it is considered beneficial for the students to enrich knowledge about subject content. The teachers should pay attention to the proportion of the language they use in the class. In other words, it can be adjusted to the students' English ability. Therefore, the students can get benefits from the teachers' code choices. Furthermore, future researchers are suggested to study more about the language used by the teachers in case for better English as foreign language teaching and learning.

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