

Code Switching and Code Mixing in the Teaching Process: A Case Study at Rainbow School of Joy in Medan

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Abstract. The objectives of this study were to find out the types and factors of code-switching and code-mixing done by the teachers in the teaching process and to reveal why teachers switched and mixed the utterances. It was conducted using a descriptive qualitative research method. The objects of this study were Mathematics, Science and English teachers at Rainbow School of Joy in Medan. The data were collected by video recording the teachers' utterances during the learning to find out types and factors of code-switching and code-mixing and by interviewing the teachers to reveal why they switched and mixed the codes. Data were analysed by using Cohen's technique (2018). The study's findings showed the teachers' most frequent types of code-switching were inter-sentential. The total is 46 types with a percentage of 18%. The most frequent types of code mixing were insertion (word phrase). The accommodation is 49 types, with a rate of 19%. The most frequent factor of the teachers doing the code-switching and mixing was talking about a particular topic. The total is 52, with a percentage of 21%. Finally, the most frequent reason was the genre. The accommodation is 12, with a rate of 27.2%.

Keywords: Code-Mixing, Code switching, and Teaching

1. Introduction

A study about language is never ended talk since language is a part of human life. Brown (2001) states that language is used by people to convey ideas, thought, needs and feelings. We use the language in daily life as natural as breathing. In many parts of the world, human being used more than one language to communicate with each other. Indonesia is

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a one of the countries which has multilingual languages is made up of plurality of ethnic groups, cultures and languages. So, it is common for Indonesian people to speak with another language beside their mother language (mother tongue), national language, even a foreign language during their communication in society.

Now days in globalization era, most humans are bilingual. Brown (2011) also states that people said to be bilingual because they are able to master two or more languages in their communication, for example, the person as bilingual means that besides master Batak language as their mother tongue, and also Master Indonesian as the communication language. Bilingual phenomenon can occur anywhere and anytime someone is. While the event of bilingual can find in family environment, school, village, or the other places. Auer (2002) mentioned that studies on code-switching and code-mixing events as strategy of communicating among bilingual and multilingual participants have been a concerned topic recently among linguists. As English is a foreign language in Indonesia, people who use the language can't speak and uttered the English language as well as the native talk. They sometimes switch or mix the English language to their language, for example: Bahasa Indonesia or another language. Lack of vocabulary is also one of the factors of people switch and mix the language when they speak English and there are some other factors and reasons of doing that. There is a situation where speakers deliberately change a code being used, namely by switching from one to another. The change is called code-switching. Code switching is one of the most unavoidable consequences of communication between different language varieties; it has long existed as a result of language contact widely observed especially in multilingual and multicultural communities. Code switching is a specific phenomenon and strategy of foreign language teachers received attention from the students they taught. If they still go with English but the students don't understand it, the classroom interaction will not run well. Then, code switching happened. As mentioned before that nowadays, there are some schools in Medan that use English as their first language can be found. For example: Prime One school, Singapore International school and Rainbow School. The writer chooses Rainbow school to conduct the research. Not only for communicating but also there are some subjects which use English as intermediate language (instruction). English is not the first language in Indonesia. Although it is not the first language, the globalization era brings us that we have to learn and use English. In some schools (national plus or international school), the teachers need to teach the lesson in English, for example: Science, Math, English and others. In the learning process, the teachers are explaining the lesson; sometimes they mix the language with Bahasa Indonesia as our first language. The same with the code switching, this phenomenon can be happened due to some reasons.

The sudden outbreak of a deadly disease called Covid-19 caused by a Corona Virus shook the entire world. The World Health Organization (WHO) declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode. It has affected various sectors, including education. This pandemic has also forced the Indonesian government through its Ministry of Education and Culture (Kemendikbud) to implement policies moving conventional classroom (face to face learning) to online classroom/learning to prevent the spread of the Covid 19. Online learning becomes one of the most current and potential issues this time. The government recommends teachers to use various E-learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and so on. Nowadays, those e-learning platforms achieve popularity in Indonesia because they are widely used and installed.

This study conducted in one of National Plus School in Medan named Rainbow School of Joy Medan. English is the first language for the students and the teachers use in the school for communicating and learning. The writer chose to observe and analyse the teachers who teach in grade 4 and grade 7. The writer observed some meetings of their online learning class. The teachers should teach the lesson in English since English is their intermediate language. The lesson that they teach were Mathematics, Science and English. The reason why the writer chose the school is because this school is one of the National Plus school in Medan which uses English as their intermediate language whether in communication and learning. The school is also using international curriculum from California started by this new school year while another school still uses Singapore Curriculum.

The writer chooses the teachers who teach in grade 4 primary level and grade 7 for the junior high school. The reason why the writer chooses these levels was because the teachers who teach in these levels are not come from English background, but they need to handle and teach in English. Another reason of the writer chooses the level was because it is the base level of primary students and the primary students. In delivering the materials, teachers need to pay attention whether they got the lesson or not. Since the lesson is using foreign language (English) the teachers need to make sure that the students are familiar or understand with the language uttered by the teachers. The ability of the students in understanding the lesson is different one to another. Especially in this online learning, there would be some problems found by the teachers. This level is having the independence in overcoming network problems without the help of parents (for some students). Here is the job of the teachers on how to communicate well with the students by uttered the language that they understand. Therefore, sometimes the teacher chooses to mix or even switch the language into Indonesian language in order to make the students understand what the topic is about or what does the teachers mean. This proof that the code is mixing, and code switching is unavoidable.

Here are some problems of the research:

- 1) What are types of code-switching and code-mixing uttered by the teachers in teaching process in classroom interaction?
- 2) What are the factors that caused the code-switching and code-mixing in the online learning process used by the teachers?
- 3) Why do the teachers switch and mix their language in their teaching process?

2. Methodology

The study designed with descriptive qualitative research methods which described and interprets what it is. The sample of this research were 3 teachers. Each of them teaches Mathematics, English and Science. The data were collected by video recording. The teachers were recorded in their teaching activity. Their utterances were transcribed and analysed based on the theory of Hoffman.

2.1 Data Collection and Analysis

2.1.1 Observation and Interview

Observation and interview with video recording are the techniques used to find the data in this research.

2.1.2 Data analysis

The transcription of the data and interview were analyzed by using qualitative research model found by Cohen (2018). The analysis consists of seven current flows of activities which are;

1) *Preparing and organizing the data*

Preparing the data means putting them into a format that lends itself to analysis. For example, it may be a matter of creating: (a) word files/text files of observational data, interview data, questionnaire data, memos, field notes and suchlike; (b) visual data files (e.g., of pictures, graphics, images, videos); (c) audio files; and (d) files of graphs and numerical data. All of these are prepared with ease of access, overall organization and data analysis in mind. This might mean putting files into a common format (layout, font size, organizational sequence, chronology, key features etc.). Putting the data into formats, documents, maybe computer files, and an organization system that make for ease of management and analysis. This might involve transcribing and/or summarizing the data and bringing order into the data. In this research, the researcher prepared and organized the data, which are interview data (with three teachers), videos (zoom meeting recording), audio files.

2) *Describing and presenting the data*

Presenting the data helps the researchers to study and explain the data thoroughly. As mentioned, that the data of the research is the transcription of teachers' utterances in the teaching process. These activities really helpful in the process of analyzing the data.

3) *Analyzing the data*

Exploring and making meaning of the data, for example, organizing and categorizing data into key concepts; identifying the units of analysis; coding; inductive processes; identifying and refining key concepts and key points; identifying linkages and relationships between the data; summarizing; thematic analysis; creating typologies (e.g. by combining categories – the qualitative equivalent of factor analysis from variables in quantitative research); case summaries and cross-site analysis; patterning; constant comparison methods; discourse analysis; writing a narrative, conversational analysis etc. In other words, it involves data assembly and re-assembly, recombining them in new ways, synthesizing and integrating data in order to create a meaningful account and analysis.

4) *Interpreting the data*

The process of using diverse analytical methods to review data and arrive at relevant conclusions. The interpretation of data helps researchers to categorize, manipulate, and summarize the information in order to answer critical questions.

5) *Drawing conclusion*

Drawing conclusions from qualitative data can be undertaken by counting, patterning (noting recurrent themes or patterns), clustering (of people, issues, events etc. which have similar features), relating variables, building causal networks and relating findings to theoretical frameworks. In this research, the researchers draw the conclusion by describing it.

6) *Reporting the findings*

Answering the research question.

- 7) Ensuring accuracy, reliability, coherence, corroboration, validity and reliability
Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure.

3. Findings

Some findings are found after analyzing the datas. The findings in this research are as follow:

Table 1: Types of code switching made by the teachers in the teaching process

No	Types of code switching	Total	Percentage
1	Inter sentential code switching	46	18%
2	Emblematic code switching	4	1.6 %
3	Establishing continuity with the previous speaker	1	0.4%

Table 2: Types of code mixing made by the teachers in the teaching process

No	Types of code mixing	Total	Percentage
1	Insertion (Word Phrase)	49	19%
2	Alternation (clause)	28	11%
3	Congruent lexicalization (dialect)	7	2.8%

Table 3: Factors and Frequency of Code Mixing and Code Switching made by the teachers in the teaching process

No	Factors of code switching	Total	Percentage
1	Talking about particular topic	52	21%
2	Quoting somebody else	-	-
3	Being emphatic about something	5	2%
4	Interjections	-	-
5	Repetition used for clarification	27	10.7%
6	Clarifying the speech content for the interlocutor	32	13%
7	Expressing group identity	1	0.4%

Table 4: The reasons why did the teachers switched and mixed the language in the teaching process

No	Reason of code switching and code mixing	Total	Percentage
1	Setting and scene	10	23%
2	Participants	9	20%
3	Ends	3	7%

4	Act sequence	1	2.2%
5	Key	1	2.2%
6	Instrumentalities	5	12.5%
7	Norm of interaction	3	7%
8	Genre	12	27.2%

5. Discussion

Diyah (2016) researched about codeswitching and code mixing in the process of learning. She analysed the form of code switching and code-mixing specific form found in the teaching and learning activities in the classroom as well as determining factors influencing events stand out that form of code switching and code mixing in question. Her research was done in Al Mawaddah Boarding School is in between the use of either language Java language, Arabic, English and Indonesian, on the use of insertion of words, phrases, idioms, use of nouns, adjectives, clauses, and sentences. Code mixing deciding factor in the learning process include: Identification of the role, the desire to explain and interpret, sourced from the original language and its variations, is sourced from a foreign language. While deciding factor in the learning process of code, includes speakers (O1), partners speakers (O2), the presence of a third person (O3), the topic of conversation, evoke a sense of humour, and just prestige. In her research, she found the factors of the code switching and code mixing happened in the learning process while in this study the writer will find out not only the factors but also the types and the reasons why do the teachers switch and mix the language in learning process.

Another research done by Kustari (2014) in the study found that the teachers used code-mixing and switching in the process of clarifying certain issues to make them more comprehensible to students. Teachers also do these kinds of switching during their attempt to promote relationship with students, to switch the topic, and to persuade or motivate students to be more engaged in learning English. Meanwhile, the students mix and switch their language to overcome their lack of knowledge of English.

This research found that the teachers were teaching Mathematics, Science and English. They were teaching the lesson by using English as the language. Based on the data found there are 103 data of the teachers' utterances during the teaching learning process. The data were classified into the kinds of code switching and code mixing. The theory used to analyse the code-switching type is Muysken (2000) while for code mixing is Hoffman (1991). The most frequently types of code mixing done by the teacher was insertion (word phrase) while the most frequently types of code switching done by the teachers was Inter sentential code switching. There were some factors of the teacher doing the code switching and code mixing in the classroom. There are 7 factors found by Hoffman (1991). By analysing the data can be found that the most frequently factors were talking about the particular topic. Especially in Mathematics and Science lesson, there were some specific terms can be found in the teaching learning process, so in this case the teacher sometimes switched the codes or mixed it. In Mathematics the students learnt degree. The students learnt in how to convert in degree to another degree. In Science class the students learnt about food chain. They have to understand the specific term about the topic and so does the English class.

The underlying reasons of the teachers doing the code switching and code mixing were found by doing interview to the teachers. There are 8 reasons why did teacher switch and mixed language found by Hymes (1964). There are 13 data found by the writer by the process of interviewing the teachers. The data were analysed then finally it can be found the most frequent reasons are the genre. The genre is referred to the type of utterances whether it is in the form of a poem, a proverb, a prayer, a lecture.

6. Conclusion

Based on the analysis of the types and the factors of code switching and code mixing did by the teachers in the classroom interaction, the reasons of the teachers did it, the conclusions were stated as follows:

There are three teachers being observed in this research, they are English teacher, Mathematics teacher and the last is the science teacher. The aspects being observed were the types, factors and the reasons of them doing the code switching and code mixing in the classroom interaction. By doing analysis from the teachers' utterances in 2 meetings for each can be concluded that:

- 1) The most frequent types of code switching done by the teachers in the classroom interaction is *extrasentential code switching*. The total is 46 types with percentage 18% over 100%.
- 2) The most frequent types of code mixing done by the teachers in the classroom interaction is *insertion (word phrase)*. The total is 49 types with percentage 19% over 100%.
- 3) The most frequent factors of the teachers did code switching and code mixing in the classroom interaction is *talking about particular topic*. The total is 52 with percentage 21% over 100%.
- 4) The most frequent reasons why did the teachers mix and switch the language in the classroom interaction is the genre. The total is 12 with percentage 27.2 % over 100%.

In relation to the conclusion, suggestions were offered as follows:

- 1) In teaching the lesson in the classroom interaction especially in the lesson with English language, the teacher used to mix and switch the language. The teachers should learn to transfer the knowledge with English. Regarding to the meaning or definition, they can deliver it in English too. So, it will be English to English communication.
- 2) The knowledge of the teachers in teaching the lesson should be improved in order to make them teach in appropriate ways.

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