# Code-Switching and Code-Mixing on EFL Classroom at Fifth Semester of English Education Department in Giving Presentation

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**Abstract**.*The research was conducted to find out a phenomenon of code-switching and code-mixing that happened in the EFL classroom. The method used in this research is qualitative research methods The writer collected the data from the fifth semester of English education department in giving presentations. One class that has 28 students were observed to have the phenomena of code-switching and code-mixing. A set of questionnaire was given to all the fifth semester of English education in order to assess their attitude and feedback toward the use of code-switching and code-mixing. The Results of the research study showed that the student's employed code-switching and code-mixing in the interactions which happened along with teaching and learning activities with various patterns and considerations. The data from the questionnaire reflects the positive attitude toward the use of code-switching and code-mixing along with teaching and learning activities in the classroom.*

*Keywords: Code-switching, Code mixing, EFL, Learning activities*

## 1. INTRODUCTION

Indonesia a multilingual society. Many people in Indonesia have knowledge of two or more languages. Thus, the linguistic phenomenon of mixing or switching languages is quite common. For example, many educated bilingual Indonesian speakers frequently mix their national language (Bahasa Indonesia) with English. It is in line with Gysels (1992; cited in Duran, 1994) who states that when fluent bilingual speakers of various languages make conversation, they often include words, phrases, clauses, and sentences from different languages in a single discourse. Therefore, to switch from one language to another, or to mix the use of two languages are common phenomena in a multilingual context. Where, in general, code-switching and code-mixing occur in the community for two reasons: first, the speakers can merely communicate with the target language, and second, the diverse communication objectives. EFL Classroom can be the small context of bilingual or multilingual settings, and at its most general, entails switching and mixing by the teacher and/or learners between the language of learning and teaching and the learner's main language. Code-switching and code-mixing is a practice that enables learners to harness their main language as a learning resource.

The writer limited the research on these the following research questions: 1) To what extent does code-switching/mixing exist in the language of instruction? 2) What are the students' attitudes towards the use of code-switching in giving presentations in the classroom? 3) What are the teachers' feedback and attitudes toward the use of code-switching to giving presentations in the classroom?

## 2. LITERATURE REVIEW

### 2.1. *Code-Switching*

The term code-switching is used to refer to the choice to alternate between two or more codes within the same sentence or conversation, or the use speakers make of more than one language in

the course of a single episode (Heller 1988:1). Nunan & Carter (2001: 275) define it as a phenomenon of switching from one language to another in the same discourse. This behavior implies the use of one main, host, or matrix language, and a secondary, guest, or embedded language (Sridhar 1996 In Mc Kay, Hornberger 1996: 57). Some researchers claim that code-switching can be an advantage in L2 (second language) learning while others think that code-switching only has disadvantages. Code-switching has been regarded by some members of the ELT community, as negative, undesirable behavior, a failure to use and learn the target language or unwillingness to do soǁ (Elridge, 1996:303). It has even been considered a —sign of laziness or mental sloppiness and inadequate command of the languageǁ (Sridhar 1996 in McKay, Hornberger 1996: 59). Meanwhile, Gumperz and Hernandez-Chavez (1972: 586) claim that people think that those who code switch make a mess out of the conversation and cannot speak the language properly.

Finally, Thomas (2001:137) maintains that in some communities code-switching is even seen as something unacceptable. However, In EFL contexts where students share the same L1 and only use English inside the classroom, exclusive use of L2 in class is unrealistic, as the two languages are active inside the learners' heads and will influence each other. Furthermore, learners tend to converse inside the class in their mother tongue as naturally as they would outside the class because their sense of identity is inevitably bound with their native language. Finally, There are researchers who see code-switching in a positive light. Sert (2005) suggests that code-switching can have a positive effect. When we code-switch we build a bridge from the known, our native language to the unknown, target language. He claims that this may have a vital and positive effect on foreign language learning. Sert thinks that code-switching in foreign language classrooms is useful. He states that —it is a tool for creating linguistic solidarity, especially between individuals who share the same ethno cultural.

## 2.2  *Code-Mixing*
Code-mixing is a symptom of language usage in which —a mixing or combination of different variations within the same clause.ǁ According to Myers-Scotton (1993) 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 do not interfere it is out (outer code mixing). For example, the mixed code (code-mixing) described in the sentence: —This morning I Sudah bawa my dictionary at least lah. Based on this example occurs code-mixing due to mixing two languages in a mixed sentence.

According to Wardhaugh (2010:98), code is defined as the particular dialect or language one chooses to use on any given occasion, and the communication system used between two or more parties. He asserts, most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingual. It is thus the norm for speakers in multilingual societies to mix and switch codes according to certain personal and social conditions of the communication they are involved in. These two processes of code alternation are called code-mixing and code-switching. Generally, code-switching describes any switch among languages in the course of a conversation, whether at the level of words, sentences, or blocks of speech, such as what often occurs among bilinguals who speak the same languages, whereas code-mixing describes the mixing of two languages at the word level (i.e., one word in the sentence is in a different language) (Baker & Jones, 1998).

In EFL classes in Bogor, especially in English Education Study Program, English is used as a medium of instruction. Most students and lecturers are Bolognese where their mother tongue is the Sundanese language. Therefore, it is common for students or lecturers to switch their languages from English to Bahasa or Sundanese or mix them all together. Since the 1990s, a number of studies started to examine an issue related to the target (L2) and native (L1) use in an EFL classroom. In the past, some studies proposed L1 use contrasted the pedagogy of teaching English through English (Chambers, 1991). For those studies, teaching through the target language makes the language authentic and helps learners to be familiar with the whole English environment. This statement supports Krashen (1981) is comprehensible input and natural order hypothesis. However, recently, this English-only pedagogy has been questioned and some research studies show that L1 is also beneficial in English learning classrooms. Guthrie (1984) has early questioned whether the fact that class is conducted entirely in the target language

results in greater intake by those learners. It seems that the debate between L1 and L2 use has existed for a long time. There are copies of research studies arguing that the strategy of code-switching can be a useful tool in assisting the English language teaching and learning process.

Code-switching helps senders transfer the information to the receivers effectively (Skiba, 1997). Thus, code-switching has a positive effect on learning processes. On the other hand, Ellis (1994), Cook (2001), and Richards and Rodgers (2001) who are specialized in second language acquisition stated that although the exposure to the target language (L2) can help learners to achieve success, this exposure may not always work effectively in every context. There are still lots of factors affecting the learning success.

### 2.3 Concept of Presentation

Presentation is a structured communication based on the actual audience's need in order to achieve a certain purpose within a given timeframe, where the overall goals are providing information and promoting ideas (Tonc, A. 2002). According to Noer, stated that Communication in the presentation can be implemented through sound, images, and body language. A presentation is a form of communication (Muhammad Noer.2012). The presenter is one who presents something to the audience: (1) Media. Media is a tool for delivering presentation (2) Audience. An audience is a person who receives the message from the presenter.

A presentation also defined as the act of formally giving something to someone or formally demonstrating or showing something. There are three types of presentation: (1) Informative. A piece of information provides new information, new insight, or new ways of thinking about a topic, in this presentation may be an explanation of a concept of practice; a description of a person, place, or event; or a physical demonstration of how something works. (2) Persuasive. The goal of persuasive in the presentation is to influence the attitudes, beliefs, values, and acts of others, some persuasive in presentation attempt to modify audience attitudes and values so that they move in the direction of the speaker's stance. (3) Speaking on Special occasions. A Special occasion in the presentation is one that is prepared for a specific occasion this type of presentation can be either informative or persuasive, and sometimes, a mix of both, the goal of this type is to entertain, inspire, or set social agenda (O'hair, D., Rubenstein, H., & Stewart, R. 2010).

Based on the statements above, the writer can conclude that a presentation is a formal talk from someone to which giving something about promoting ideas, showing something, or demonstrating something to the audience. Thus, in this research study, the writer was interested to focus on code-switching/ mixing used as a strategy in EFL classes in giving presentations at fifth semester of the English education department in STKIP Muhmammadiyah Bogor.

### 3. METHODS

The method used in this research is qualitative research methods. Kirk and Miller (1986: 9) define that qualitative research is a particular tradition in social science that fundamentally depends on the observations of humans in its own region and in touch with these people in a language and in its idiom. The participants of the study were students of the fifth semester of English education. Department in STKIP Muhammadiyah Bogor. There was one class researched by the writer. Each class consisted of 28 students. The step for collecting the data. In order to answer the first research question to what extent does Code-switching/ Code mixing exist in the language of instruction? The writer used recorded classroom, to research phenomena which happened along with the teaching and learning activities.

The writer made guidelines for the research as follows, research items: How common did Code-switching/ Code mixing happened in giving presentations in class? What languages are being switched/ mixed? What condition did the students switch/ mix the language? Moreover, in order to answer the second research question. What are the students 'feedback and attitudes towards the use of code-switching in class? The writer distributed a questionnaire to students in the fifth semester. In order to know their attitudes toward code-switching/ mixing done in the classroom during teaching and learning activities.

## 4. RESULT AND DISCUSSION

The result from research to answer the first research question to what extent does Code-switching/ Code mixing exist in giving presentations? The examples of Code-Switching / Code mixing done by lecturers or students in EFL classroom in giving presentations are as follows:

**Code-switching was done by the students:**
1) Pragmatic is the study of the speaker 's meaning...
   *Ilmu tentang makna penuturan berbicara*
2) The effect of my utterance is called perlocutionary act ...
   *Yaaa.. the act...the act of an utterance...efek dari penuturan...*
3) Is not irony *yaa..makna sindiran ..*
4) Let you consider this. I don't like the students who consider my class as a supermarket .....
   *Saya tidak suka siswa yang menganggap kelas saya sebagai supermarket*
5) In your imagination if you see locutionary act, it is only an utterance ..
   *Pada tataran* illocutionary *ini hanya tuturan biasa*
6) What kind of lexical change here...
   *Ada perubahan kata disini*
7) Why man speech differ from woman speech
   *Misalnya di salon anda bisa mengamati mengapa tuturan pria itu berbeda dengan tuturan  wanita.*
   For example, if women come to the saloon what will they ask*...mau motong rambut apa? Yang kayak artis itu...bla bla..*and the conversation take longer but if you come to the men saloon..what will they say? *Saya mau potong rambut* that's it and after that pay...
8) Semiotics is the study of sign of language ...
   *Ilmu tentang tanda bahasa..*
9) It is called sound wave ...
   *Ini dinamakan gelombang bunyi...*
10) But you have to focus on English first
    *Tapi anda akan fokus bahasa Inggris saja... nanti kalo bahasa lain kalo kalian masuk S2.*
11) You know what I mean the jungle like farm..
    *Agak2 cak hutan...*
12) So my question why not one of the options is seeming? *Kira2 kenapa ya?*

**Code Mixing done by students:**
1) Adjective is to explain about noun....*menjelaskan* Noun dan Pronoun,..
2) As we know that in phonetics there is two...*eh* divided into two..
3) Because..people come..*emmm sifat manusia itu berbeda2 jadi..eh..so..human is ada dua.*
4) If they work together it will make good relationship *akan membuat hubungan yang baik dan bila tidak* and if they dont make relationship *maka biasa-biasa saja ya begitulah...*
5) *Jadi* the pollution can be made for farmer...
6) And the other *sumber daya...*
7) We can *kita bisa...*
   We can think about positive and negative....
8) Because of that *selalu ada saja* problems...
9) What do you think about the mafia..*dimana-mana mafia itu ada...*
10) We can make the zoo or *taman kecik2an....*

Based on the research that code-switching/code-mixing happened in all classes. The lecture who was observed by the writer employed code-switching in the class while delivering instruction or interacting with their students. Meanwhile, the students employed code-mixing.

**Chart 1. The Summary of students toward code-switching which happened
in giving a presentation in class during teaching and learning activities**
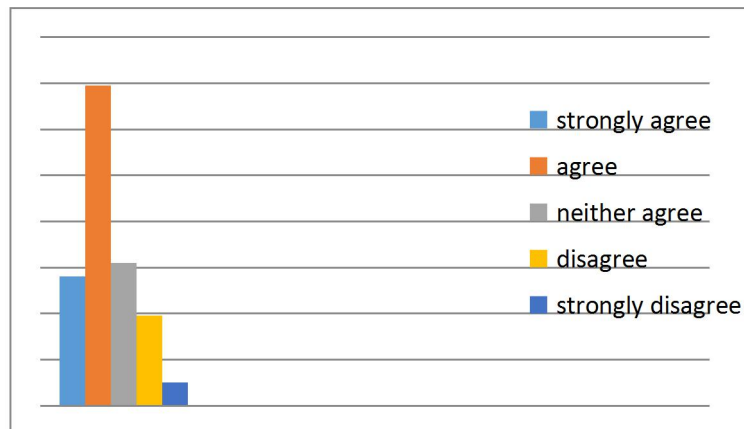


From the chart, it can be seen that 17 students (17.5%) strongly agreed and 13 students (13.5%) agreed that whenever their lecturers teaching the students only in English, it would be beneficial for them. This data was supported by the interview with several students who mentioned that because they are students from the English Education Department, it would be very beneficial for them to be frequently exposed to English. Therefore, they are okay if the lecturer teaches the subjects only in English. Some of the students also mentioned in the interview that whenever their lecturer talk in English, it will make them practice more to get used to comprehend what their lecturers intended to say. However, most of the students; 9 (9.5%) students strongly agreed and 19 students (19.8%) agreed that whenever their lecturer taught them in Indonesian and English is much more desirable for them. From the interview, some students said that it is much more convenient for them to listen to the explanation that mixed the language between English and Indonesian. They could feel much more relaxed from thinking all the time to interpret the message from their lecturers. From the students' response to item 3 of the questionnaire, it can be inferred that most of the students; 12 students (12%) strongly agreed and 26 students (26.5%) agreed that it would be much easier to understand the lesson by having the lecture switched/ mixed between English and Indonesian.

The results of the informal interview also emphasize that by having the instruction in English and in Indonesian, would be much easier for the students to get the point of the lesson and understand uncommon words in English. Moreover, from the data listed in the table, it can be seen that 12 students (12,6%) agreed and 9 students (9.6%) strongly disagreed that mixing the instruction in English and Indonesian, would make them confused to understand the lesson. Even, most students; 7 students (7.2%) disagreed, and 18 students (18.5%) neither disagreed that it would make them much more confused if their lecturers only use English in teaching in the class. Additionally, most of the students; 6 students (6.4%) disagreed and 9 students (9.3%) strongly disagreed with the statement that mixing of Indonesian and English leads to the weakness of their English. Even, most of the students; 10 students (10.6%) strongly agreed, and 18 students (18.5%) agreed that having the lecturers who usually employed code-switching/ mixing in teaching and learning ability could strengthen their English ability. Finally, most of the students claimed that they would respect more the lecturers who teach the class by using full English and by employing code-switching/mixing in English and Indonesian compared to lecturers who only teach in Indonesian.

**CONCLUSION**

This research of code-switching and code-mixing among at fifth semester in the English education department proved that code-switching and code-mixing as the strategies used by people who live in bilingual/ multilingual countries also can be employed by students and teachers/lecturers in EFL (English as a Foreign Language) classes. In multilingual communities, people usually have certain considerations in order to choose the code/ language to use in communication. Therefore, people have a consideration of switching or mixing the code in

communication. The way people switch or mix the languages in multilingual communities can also be seen in EFL classes. Students and lecturers have different purposes for why they have to switch or mix between two languages or more. The fifth semester of the English education department in STKIP Muhammadiyah Bogor is doing well enough of code-switching and code-mixing in their daily life. They combined their mother tongue and English as a language of their tool for communication in giving presentations. And it will be better for the students to speak more English in doing code-switching and code-mixing in their daily life when they are in English class.

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