

# **AN ANALYSIS ON CODE SWITCHING AND CODE MIXING USED BY THE ENGLISH LECTURERS IN THE CLASSROOM INTERACTION**

**Anis Riskiyana**

Email: Anis\_Riski@gmail.com

**Abstract:** As bilingual speakers the English lecturers give explanation and instruction by using their languages freely. They tend to switch code as well as mix code between two languages (Indonesian-English or vice versa) in order to create an effective strategy of communication in the classroom. This study described the forms of code switching applied in clause, tag, filler, interjection, and the forms of code mixing applied in word and phrase through Fasold and Holmes' theory. The implementation of them was based on the position (as translation and without translation).

Key words : Code Switching, Code Mixing

## **INTRODUCTION**

Societies use a language to share knowledge, experiences, feelings, thoughts, or ideas between one and another. In which, we may subconsciously give some clues dealing with our identities to the others while having conversation. As a social phenomenon, language is closely connected with speech community at which it occurs in interaction. Someone may realize which people can be addressed in a mixture of two languages or not. Spolsky (1998:49) states that bilinguals often switch between their two languages in the middle of a conversation. Consequently, the phenomena happened to the people or societies who use two systems of languages are they tend to use language sift dealing with code switching and code mixing.

The phenomena of switching and mixing are considered natural as strategy in conversation between one and another, or in this case, between teacher and students (Sy, 2013). It is possible to find some varieties of language dealing with code switching and code mixing used either by the teacher or the students like having conversation in formal or casual situation in the classroom. Blom and Gumperz (In Wardough, 2002:104) show that situational switching occurs when a teacher gives some kind of formal lectures in Bokmal (one of standard varieties of Norwegian) but the discussion that follows is in Ranamal as a local northern dialect of Norwegian.

As we know that Indonesian teachers certainly use Indonesian as a medium

while they are having teaching and learning process. An English language lecturer may use English to give some kind of formal lectures by using English but in the discussion of the class may be in Indonesian. As a result, when they teach by using English, they subconsciously may switch or even mix into Indonesian or vice versa. In order to capable in creating an effective communication in the classroom. As a seventh semester student of English department in Madura University, the writers finds code switching and code mixing used by the English lecturers during teaching learning process in her own classroom interaction. , the writers is interested in observing and trying to contribute sociolinguistic science dealing with code switching and code mixing. So, in this study, the writer is going to describe code switching and code mixing used by the English lecturers who teach the seventh semester students of English department in Madura University.

The writers also attempts to describe and analyze the forms of Indonesian-English code switching and code mixing or vice versa that are used by the English lecturers, the implementation of English-Indonesian code switching and code mixing or vice versa during teaching learning process, and the reasons that responsible for them.

## **LITERATURE REVIEW**

### **Bilingualism**

A person will attempt to adapt himself in communicating with others. Chaer and Agustina also define the term of bilingualism as the use of two languages or two codes of language (2004:84). when two or more languages exist in one community, speakers frequently switch from one language to another language. Wardough says “these various languages are usually acquired naturally and unselfconsciously, and the sift from one to another are made without hesitation” (2002:95).

### **Code Switching**

According to Gardner-Chloros cited in Irigiliati and Refnaldi (2007:2.12), code switching can be defined as the use of two or more languages in the same conversation or utterance. Here, a bilingual speaker speaks a language and then switching to the other one. Chaer and Agustina define “in code switching, each

language or varieties of language which are used still have their own autonomy function; it is done consciously because of a certain reason,....” (2004:114). Code switching as a term in linguistic referring to using more than one language for dialect inter-sentential.

According to Holmes (2001:35), there are four types of code switching defined by form. There are clause, tag, sentence filler, and interjection. Code switching in the form of clause is the language change in the form of clause. While that tag switching is switching a tag phrase or word from language B into language A. The third is code switching in the form of sentence. An example of this form is “Andale pues (OK SWELL), and do come again. Mm?”. Mm is a sentence filler. Then, the form of code switching is interjection. The speaker switches in the form of interjection when he says exclamatory words or sentence of another language.

### **Code Mixing**

Here, code mixing occurs when the conversant use two languages together to the extent that they change from one language to the existence of a speech situation that demand the language mixing itself. Fasold also gives further explanation about code mixing based on grammar point of view. He says that one of criterion used to differ code switching and code mixing is grammar. If someone uses a word or phrases from another language, he has done code mixing.

According to Fasold cited in Chaer and Agustina (2004:115) there are two forms of code mixing namely word and phrase. Mixing in the form of phrase is the insertion of a phrase in another language.

## **METHODS**

The writers applied a descriptive qualitative method in this study. The data are analyzed in the form of phenomenon on description not numeral (Arikunto, 2006:12). The observed data is based on natural speech of lecturers who teach the seventh semester students of English department in morning class while they are giving a lecture as well as conversing with the students as classroom interaction.

In collecting the data, the writer uses some techniques such as observation, recording, taking notes, and interview. The writers observes the phenomena of

English-Indonesian code switching and code mixing or vice versa used by the English lecturers directly by using participant observation while they are giving a lecture or having conversation with the students because the writer considers that in having a language research we should be a member of speech community where the language itself is used to get a natural data. Collecting the data was also done by recording, taking notes, and interview.

After collecting the data, the writer uses some steps to analyze the data. First is transcription, transcription is the change of speech into the written form (Kridalaksana, 1993:219). After transcribing the data, the writer identifies the data. Here, it is necessary to underline all related to code switching and code mixing based on the forms (clause, tag, filler, exclamation, word and phrase), and the reasons of them. Then the writers classifies each element in term of forms (clause, tag, filler, exclamation, word and phrase), the implementations and the reasons of them. The writers then finds that there are some similar clauses, words, and phrases. So, the writer only selects one of them in each form of code switching and code mixing.

The next steps in analyzing the data is the writers clarified the data phenomena of English-Indonesian code switching and code mixing or vice versa based on the topic of speech, mood, and solidarity either in formal or casual situation in classroom interaction. Finally, The writer analyzes the collected data based on the forms of English-Indonesian code switching (clause, tag, filler, exclamation) and code mixing (word and phrase) or vice versa used by English lecturers, the implementation of English-Indonesian code switching and code mixing or vice versa while having teaching-learning process including the reasons that responsible for them.

## **RESULTS**

### **Code Switching**

As mentioned before, code switching can be in form of clause, tag, sentence filler, and interjection. The findings of code switching found in students-teacher interaction are shown in Table 1 below.

Table 1. Code Switching

<b>Code Switching</b>	
<b>In Form of Clauses</b>	<b>In Form of Interjection or Exclamation</b>
<p>“ . . . The one’s own cultural values and behavior are normal and the other cultural values and behavior are strange. <b>Jadi orang merasa kalau budayanya sendiri, sukunya dia sendiri yang paling normal, sedangkan yang lain aneh, strange. . .</b></p>	<p>“ . . . Aduh! <b>Saya berada di Amerika. With the whole things in experience about the culture or America . . .</b></p>
<p>. . . That is a kind of feeling that cannot be avoided in cultural adjustment in another culture. <b>Jadi perasaan seperti itu yang tidak bisa anda hindari . .</b></p>	<p>. . . <b>Wow!</b> New York misalnya . . .</p>
<p>. . .Orang merasa kalau budayanya sendiri, sukunya dia sendiri yang paling normal, sedangkan yang lain aneh, strange. <b>Mine is ok, mine is normal and yours is strange. .</b></p>	<p>. . . Senangnya karena anda berada di tempat yang baru dengan budaya yang baru. Pada saat pertama kali anda datang, <b>misalnya you go to Chicago and you feel happy about it. Oh! This is Chicago, with the whole thing, with the lightening . . .”</b></p>
<p>. . .Mine is always above you. Mine is always superior. <b>Jadi budaya sendiri yang dianggap superior. . .</b></p>	
<p>“ . . .Perbedaan bentuk kata yang terjadi pada pemakaian kata kerja. <b>Yes of course karena in English there are three kinds of verb.</b> Apa yang pertama? . . .”</p>	
<p>“ . . .Perhatikan! adakah perbedaan makna kata-kata pada pasangan kalimat ini, what did you see behind the tree? <b>And what do you see behind the tree?</b> . . . Jelas ada perbedaannya <b>because we are familiar with such English words. . .”</b></p>	

### **Code Mixing**

There are two forms of code mixing namely word and phrase. The findings of code switching found in students-teacher interaction are shown in Table 2 below.

Table 2. Code Mixing

<b>Code Mixing</b>	
<b>In the Form of Words</b>	<b>In the Form of Phrase</b>
“. . . Jadi kalau <b>depression</b> , ada perasaan <b>down</b> , tertekan . . .	“. . . Sama seperti itu kadang <b>up and down</b> , kadang naik-turun. . .
. . . <b>Symptom</b> itu gejala. Maka jika ada sesuatu yang tidak enak pada diri anda, kenali symptoms-nya. . .	. . . Misalnya anda adjust, tinggal disana <b>for about five years</b> , selama lima tahun. . .
. . . Jadi kalau misalnya anda seperti itu, berarti anda punya <b>problems</b> atau masalah . . .	. . . And then, up to some period, <b>setelah beberapa saat</b> you will touch with the whole thing. . .
“. . . <b>Yes of course</b> karena <b>in English there three kind of verbs</b> . .	. . . Atau <b>your biological thing</b> , sistem biologis kalian. Kalau disana pagi, disini malam. . .
. . . Bila <b>context</b> waktunya dinyatakan secara <b>explicit</b> di dalam wacana sumber, penerjemahannya dapat disesuaikan dengan memberikan keterangan waktu . . .”	. . . Jadi anda <b>withdraw and isolate yourself</b> , menarik dari dan mengisolasi diri sendiri. . .”
. . . kalau disana pagi, disini malam, yang biasanya anda <b>stay up</b> disana tidur. . .	. . . Aduh! saya berada di Amerika <b>with the whole things in experience about the culture of America</b> . Pasti anda akan merasa senang. . .
. . . That is why, you might feel down <b>lagi</b> . . .	. . . Pernah ke Dufan, naik <b>roller coaster</b> ? . .
. . . Jadi normalnya kalau orang <b>survive</b> , dia akan mencapai keberhasilan. . .	. . . The proses of adjustment <b>yaitu berusaha</b> adapt with another culture. . .
. . . Then, you go to America, and you try to adjust <b>disana</b> . . .	. . . Kalau ada yang belum bayar, bisnya ‘nggak berangkat, <b>counting like that</b> . . .
. . . Pada saat anda <b>adjustment</b> di Amerika, anda mengalami perasaan senang. . .	. . . Karena anda harus beradaptasi, mungkin anda akan merasa <b>culture shock</b> ..

## DISCUSSION

### Code Switching

There were two forms of code switching which were presented by the English lecturers here. Firstly, code switching in the form of clause which occurred while the English lecturers were teaching and having interaction with the students. Secondly, code switching in the form of interjection or exclamation.

The writers analyzed the reasons of using code switching after the switched code had emerged either in an utterance or interaction. As have already shown in Table 1, those are the examples of code switching found in classroom

activities.

*“ . . . The one’s own cultural values and behavior are normal and the other cultural values and behavior are strange. **Jadi orang merasa kalau budayanya sendiri, sukunya dia sendiri yang paling normal, sedangkan yang lain aneh, strange. . .***

*(Taken from the speech of the lecturer Y in CCU (Cross Cultural Understanding) class)*

*. . .Orang merasa kalau budayanya sendiri, sukunya dia sendiri yang paling normal, sedangkan yang lain aneh, strange. **Mine is ok, mine is normal and yours is strange. . .***

*. . .Mine is always above you. Mine is always superior. **Jadi budaya sendiri yang dianggap superior. . .***

The lecturers used those clauses to explain about something that had already been mentioned. Besides, the lecturers attempted to clarify the statement that had been delivered before.

*“ . . .Perbedaan bentuk kata yang terjadi pada pemakaian kata kerja. **Yes of course karena in English there are three kinds of verb. Apa yang pertama?. . .**”*

The lecturer above discussed the subject by using Indonesian. Then, she switched into English in order to give a comment about the learned subject itself. After that, she switched again from English into Indonesian to continue the discussion, because she began teaching by using Indonesian.

*“ . . .Perhatikan! adakah perbedaan makna kata-kata pada pasangan kalimat ini, **what did you see behind the tree? And what do you see behind the tree?. . . Jelas ada perbedaannya because we are familiar with such English words. . .**”*

To give an explanation of the learned subject, the lecturer used Indonesian “what did you see behind the tree? And what do you see behind the tree? are not code switching phenomena. Those are just the examples of the learned subject. The switching phenomenon above is written boldly. She switches from Indonesian to English because of her status as an English lecturer. So, she subconsciously switched from Indonesian into English or vice versa, while she was giving an explanation.

Besides code switching in the form of clause, the English lecturer also used code switching in the form of interjection or exclamation. The lecturer switched in the form of interjection when she said exclamatory words. according to Kridalaksana (1993:89) exclamation or interjection is short sound (s) or word (s) which express sudden surprise, pain, etc. such as oh!, look out!, or ow!.

Let us pay attention to the examples below!

*“ . . . **Aduh!** Saya berada di Amerika. With the whole things in experience about the culture or America . . .  
 . . . **Wow!** New York misalnya . . .  
 . . . Senangnya karena anda berada di tempat yang baru dengan budaya yang baru. Pada saat pertama kali anda datang, misalnya you go to Chicago and you feel happy about it. **Oh!** This is Chicago, with the whole thing, with the lightening”*

### **Code Mixing**

Some examples of Code Mixing in form of words are shown below

*“ . . . Jadi kalau **depression**, ada perasaan **down**, tertekan . . .  
 . . . **Symptom** itu gejala. Maka jika ada sesuatu yang tidak enak pada diri anda, kenali **symptoms**-nya. . . .  
 . . . Jadi kalau misalnya anda seperti itu, berarti anda punya **problems** atau masalah . . .*

In those examples above, the English lecturers used Indonesian-English code mixing or vice versa in the form of word of their utterances while they were teaching. the mixing which is meant is between free and bound morpheme on one language to another language bound morpheme. The English lecturers used not only Indonesian-English code mixing or vice versa in the form of word, but also in the form of phrase while they were having teaching and learning process.

Let us pay attention to these following examples!

*“ . . . Sama seperti itu kadang **up and down**, kadang naik-turun. . .  
 . . . Misalnya anda **adjust**, tinggal disana **for about five years**, selama lima tahun. . .*



*. . . And then, up to some period, setelah beberapa saat you will touch with the whole thing. . .*

There were some reasons of using code mixing in the form of word and phrase which were used by the English lecturers in teaching. Firstly, the lecturers wanted to express their class-structural position or to maintain their status power and prestige as an English lecturer. Secondly, they attempted to show their competence of mastering many languages (both English and Indonesian). Thirdly, they had desire to enrich their language style by inserting words and phrases from Indonesian into English or vice versa or even they constantly and subconsciously did it while they were teaching. Finally, it emerged in order to keep the smoothness and effectiveness of teaching process.

## **CONCLUSION**

Code switching and code mixing in this study were classified based on the forms or grammatical units. Code switching and code mixing used by the English lecturers who taught the seventh semester students in Madura University were mostly in the form of clause, interjection, word, and phrase which were implemented as translation, and without translation.

There were a number of reasons for the switching or mixing used by the lecturers while they were teaching. Firstly, they wanted to express their class-structural position or to maintain their status, power and prestige as an English lecturer. Secondly, they attempted to show their competence in using both English and Indonesian (mastering many languages). Thirdly, they had desire to enrich their language style to make the students understand about the learned subject by inserting code switching and code mixing or even they constantly and subconsciously did it while they were teaching. Fourthly, it emerged in order to keep the smoothness and effectiveness of teaching process. Fifthly, code switching and code mixing certainly used by the lecturers here primarily as social reasons to indicate solidarity, respect, humor, seriousness, and sincerity in giving a lecture. Finally, it was influenced and supported by one of the eight components of ethnography of communication which is familiarly known as the acronym of "SPEAKING" namely "E-Ends" (Purpose).

## REFERENCES

- Chaer, Abdul and Agustina Leoni, 2004. *Sociolinguistic: Perkenalan Awal*. Jakarta: PT Rineka Cipta.
- Graddol, David, et al. 1997. *English, History, Diversity and Change*, New York/London: The Open University.
- Iragiliati, Emalia and Refnaldi. 2007. *Sociolinguistics*, Jakarta: Universitas Terbuka
- Moleong, Lexy. J. 2005. *Metode Penelitian Kualitatif*. Bandung: Remaja Karya CV.
- Spolsky, Bernard. 1998. *Sociolinguistics*. New York: Oxford University Press.
- Sy, Evha Nazalatus Sa'adiyah. 2013. *An Analysis of Figurative Language in Doo-Woops and Hooligans As A Strategy In Improving Reading Comprehension*. *Interaksi* 8 (no 1), 44-46, 2013.
- Trudgill, Peter. 1974. *Sociolinguistics: An Introduction*. England: Pinguin Books. Ltd.
- Wardough, Ronald. 2002. *An Introduction to Sociolinguistics*. USA: Blackwell Publisher Ltd.

