



# Code Switching and Code Mixing in English Language Learning during Online Learning in Covid-19 Outbreak

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## ABSTRAK

*Dalam pembelajaran bahasa inggris pencampuran bahasa lebih sering digunakan daripada hanya monoton menggunakan bahasa ibu. Kode adalah sejenis sistem yang digunakan dalam komunikasi antar manusia. Baik pencampuran bahasa maupun alih bahasa sering kali digunakan oleh masyarakat saat berbicara dalam dua bahasa atau lebih, terutama dalam bidang pendidikan. Oleh karena itu penulis tertarik untuk melakukan penelitian yang menyangkut penggunaan alih kode dalam pembelajaran bahasa. Dalam menentukan hasil penelitian digunakan metode kualitatif. Subyek penelitian ini adalah siswa kelas XI yang memungkinkan dalam menemukan alih kode dalam bentuk dialog sehari-hari dan proses pembelajaran. Teknik pengumpulan data menggunakan observasi. Dari hasil analisis data menunjukkan bahwa alih kode merupakan hal yang lumrah dilakukan selama proses belajar mengajar khususnya pada masa pembelajaran daring ini yang terkena dampak wabah Covid-19. Alih kode ini mau tidak mau harus dilakukan untuk menghindari kesalahpahaman dalam dialog, meningkatkan tingkat pemahaman materi, memaksimalkan interaksi kelas dan menciptakan hubungan yang baik antara siswa dan guru.*

## ABSTRACT

In learning English, language mixing is used more often than just monotonically using their mother tongue. A code is a kind of system used in communication between people. Both code mixing and code switching are oftentimes used by society while speaking in two or more languages, especially in the educational field. Therefore this study concern the use of code-switching in language learning. In determining the result of the study, the qualitative method is applied. The subject of the study is eleventh-grade students it is possible in finding code-switching in the form of daily dialogue and learning process. The techniques of data collection used observation. The result of the data analysis shows that code-switching is commonly done during the teaching and learning process, particularly for this online learning period which is impacted by the Covid-19 outbreak. This code-switching is necessary to conduct in avoiding misunderstandings in dialogue, increase the level of material comprehension, maximize classroom interaction, and create a good relationship between student and teacher.

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## 1. INTRODUCTION

Language learning nowadays has improved significantly through the years and still developing in the current situation (Komalasari & Saripudin, 2018; Manan et al., 2020). It has been developed for years which from the traditional method through the modern one. The traditional method is a teaching and learning process that is conducted in the classroom or at a specific place to study for instance laboratory, hall, etc. Material is delivered by the teacher and explained in front of the student. The student listens to it and that is how the traditional method of teaching runs (Baquier Orozco et al., 2020; Crawley et al., 2019). The relations between students and teachers influence their understanding of the material by students (Baharuddin et al., 2019; Georgieva, 2019; Susilawati et al., 2019). This traditional way has been applied for a long time in the most of education systems in the world. In the 21<sup>st</sup> century, it is constantly conducted in several countries, especially in developing countries (Alhothali, 2021; Norahmi, 2017). With the massive development and production of technological tools in this industrial revolution 4.0, online teaching can be done effectively to solve the problem of lateness in delivering material to students due to the change of classroom meetings during this outbreak (Hidayatullah et al., 2021; Krismadinata et al., 2020; Napitupulu, 2020). Coinciding with the development of technology, learning media are frequently used in language learning and another subject. Teachers are pushed to innovate in creating various kinds of teaching and learning material (Baharuddin et al., 2019; Hashim, 2018; Suntani et al., 2021).

Commonly, in some of the country which has English as their second language, language teacher teaches directly using English in every language class (Ellis, 2010; Pinter, 2011; Slabakova, 2021). Code mixing is frequently used than switching to their mother tongue. A code is a kind of system used in communication between people (Harya, 2018; Lin, 2013; Macaro, 2014). It can cause by the behavior of their civilians in using English or

can be called bilinguals or multilingual people in the daily used language (Ansar, 2017; Heller, 2020; Lee, 2016). The code or language has been used and cannot be separated from human life as an intermediary in communication (Bhatti et al., 2018; Cheng, 2013; Siddiq et al., 2020). Both code variations, code-mixing, and code-switching are applied to make teacher explanations delivered rightly to students. In addition to the main aim of the teaching and learning process, code-mixing also needs to use in achieving student comprehension (Jiang et al., 2014; Kustati, 2014; Mustikawati, 2016). Code mixing has been a habit for bilingual or multilingual which has a function in the conversation and it happens when they mix phrases or clauses of another language to support their mind (Fachriyah, 2017; Gosselin & Sabourin, 2021; Green & Wei, 2014).

Code-switching in ELT classrooms is used by both teachers and students. It indicates that has been a normal thing for communicating in English language learning (Fachriyah, 2017). Code-switching in language learning has brought some significant functions to actualize the ideal teaching and learning process (Cahyani et al., 2018; Fathimah, 2016; Hofweber et al., 2016). Class discussion, student feedback, material explanation, vocabulary development, checking for comprehension, and many others. Code-switching in class interaction is frequently repeated by a teacher while explaining in a meeting conference or front of the class (Bahous et al., 2014). Therefore, it is a normal thing if teachers to mix and switch their languages to make sure that the teaching and learning process will be run properly. The way teacher speaks by mixing and switching language, the level of language comprehension obtained by the student, and the influence of video meeting conferences as online learning media with the use of code-mixing and code-switching in English language learning (Moetia, 2018; Rahmat, 2020).

It is in line with a previous study conducted to study code-switching, and code-mixing, and their differences were investigated in this study (Harya, 2018). Bilinguals and multilingual people oftentimes apply this term sociolinguistic in their daily life. Both code-mixing and code-switching can be seen whether in written or spoken on many situations for instance in the daily conversation and social media interactions (commenting and video meetings). Then it is supported by other research which has conducted a study about code switching and code mixing in the classroom, their study is divided into three classes such as code-switching, code-mixing, and the factor that influence the use of both codes (Fanani & Ma'u, 2018). The factors that influence it: highlighting text, enticing attention, and commanding in the middle of a lesson. Teachers are tended to use the codes because of these things and demands. In the parts of code-switching, there are three types tag-switching, inter-sentential switching, and intra-sentential switching. While code-switching has three types, code-mixing either. In code-mixing, there are insertion, alternation, and congruent lexicalization. In explaining the definition of tag switching (Adi, 2018; Kasim et al., 2019; Mabule, 2015). Intra-sentential switching is a change in a sentence or sequence of utterances that can be placed at the head, middle, or tail (Kebeya, 2013; Koban, 2013; Van Hell et al., 2015). The change could be in the form of clauses, phrases, or words. Both code mixing and code switching are oftentimes used by society while speaking in two or more languages, this study will investigate how these codes apply in an online classroom which is held in facing nowadays issues of pandemic. How teachers speak with mixing and switching language, student language comprehension stage, and how the use of video meeting conferences as online learning media affect the application of code-mixing and code-switching in English language learning.

## 2. METHOD

A qualitative research design was applied in this study to gain information from English teachers in using code-mixing and code-switching at SMA N 2 Singaraja. The respondent of the research was two English teachers at SMA N 2 Singaraja. The data was collected qualitatively through the instrument that has been provided by the researcher. The study was concerned with the teacher experience in implementing code mixing and code switching during the online teaching and learning process, and it was collected as data in several ways for instance in the first the researcher was given a questionnaire to the teacher to gain the first data needed of the study using the theory of with five Likert Scale to collect the data (Joshi et al., 2015). After that, the researcher conducted an observation of the participant (Creswell, 2014). The researcher also done a direct observation through joined the online classes in a video conference application of the teacher to make the data more valid with the condition of the class which was taught by the English teacher in SMA N 2 Singaraja when implementing code-mixing and code-switching in their online classroom. Then, the third procedure was conducted by the researcher in this study, arranged one interview with the respondents and asked the question that had been provided before

## 3. RESULT AND DISCUSSION

### Result

In determining the result of this study, the researcher has done an observation through an online video conference meeting with the English teacher at SMA N 2 Singaraja. Besides the interview, the researcher also attended teachers' online classroom meetings through online video meetings that in here they use Zoom video

meetings and Google meet. Attended the class has the aim to observe classroom interaction between both teacher and students during the online learning session. The researcher had been interviewed and observed two classes from two English teachers in SMA N 2 Singaraja. After all, has been done, the researcher has obtained information and results as stated below.

**The way teacher use code mixing and code switching during online classroom via online video conference.**

In the beginning, the teacher will open the class through greeting and brainstorming. The results are shown in [Table 1](#).

**Table 1. The Way Teacher Used Code-Mixing and Code-Switching in Pre-Activities**

Pre-Activities		
No.	expression used	Types of Code
1.	Hello, good morning, class. Bagaimana semuanya, sehat?	Switching code from English to Bahasa Indonesia
2.	Now we will learn about asking and giving suggestions or offers. Apakah kalian sudah membaca atau siapa yang ingin memberi example?	Switching code from English to Bahasa Indonesia
3.	Okay, kali ini kita akan belajar tentang asking and giving suggestion or offer. Let's go further.	Switching code from Bahasa Indonesia to English

Then, in the middle of the lesson, there are lots of interactions and discussion happened, but this section was just written for the teacher's side only. The result is shown in [Table 2](#).

**Table 2. The Way Teacher Used Code-Mixing and Code-Switching in Main Activities**

Main Activities		
No.	expression used	Types of Code
1.	Kalian ada yang bisa menjelaskan sedikit the example of asking and giving suggestion or offer?	Switching code from Bahasa Indonesia to English
2.	Yes, that's it. Benar sekali jawaban dari kalian semua!	Switching code from Bahasa Indonesia to English
3.	Bagaimana, is it clear all?	Switching code from Bahasa Indonesia to English
4.	Kalian akan babu buat room, setiap room ada 2 orang. Kalian akan membuat dialog tentang asking and giving suggestion and offer, got it guys?	Switching code from Bahasa Indonesia to English
5.	Bagaimana, how do you feel after joining the room?	switching code from Bahasa Indonesia to English
6.	Ya, mungkin ada beberapa dari kalian yang bu lihat masih canggung, mungkin karena tidak bersama teman akrabnya atau bagaimana, but overall that's okay, guys. Good job!	Switching code from Bahasa Indonesia to English

And then the last session in class is the closing of the class meeting. In this session, the number of code-mixing and code-switching used by the teacher was less than in the previous session. The result is shown in [Table 3](#).

**Table 3. The Way Teacher Used Code-Mixing and Code-Switching in Post Activity**

Post Activities		
No.	expression used	Types of Code
1.	Okay, "anak-anak". Is there any question before I leave the class?	Switching code from Bahasa Indonesia to English

Besides being observed in that session, this result also shows code-mixing and code-switching that are used by the teacher when giving feedback to students. Feedback and correction types are provided in classroom interaction by the teacher. In the two classes, the teacher made kinds of feedback and correction in the interaction. As shown in [Table 4](#).

**Table 4.** The Way Teacher Used Code-Mixing and Code-Switching in Giving Feedback

Feedback and Correction		
No.	expression used	Types of Code
1.	Bagus sekali, Dita. Good job!	Switching code from Bahasa Indonesia to English
2.	Apakah kalian bisa mendengar babu, layar babu, are they clear enough for you?	Switching code from Bahasa Indonesia to English
3.	Nice, kalian bisa lanjutkan.	Switching code from Bahasa Indonesia to English

**Students respond and comprehension**

This section of the result discusses students' responses to teacher statements which contain code-switching and code-mixing. Students' responses were taken from the same session as the teacher above. In the first class, Class X IPS 1 there are two students' responses to the question but it is frequently in the role of students such students to students when they are discussing the topic which is given by the teacher. The response of students is shown in Table 5.

**Table 5.** Students' Response to Questions in X IPS 1 Class

Students Response		
No.	expression used	Types of Code
1.	I will give example about suggesting to him dan juga giving an offer.	Code mixing English and Bahasa Indonesia
2.	That's all my example, mungkin ada yang mau menambahkan?	code mixing English to Bahasa Indonesia
3.	In my opinion itu sangat excellent, bu.	Switching code from Bahasa Indonesia to English
4.	Saya akan menjelaskan about asking and giving sugesstion seperti yang sudah dijelaskan, Dedek	Code mixing Bahasa Indonesia English

The role of students in class X MIPA 5 is different from the first class. Clearly, in this class, there are many students' responses that occur either from student to student, or student to teacher. The result can be seen in Table 6.

**Table 6.** Students' Response to Questions in X MIPA 5 Class

Students Response		
No.	expression used	Types of Code
1.	Miss, can you explain sedikit soalnya?	Code mixing Bahasa Indonesia English
2.	Miss, saya tidak bisa dengar explanation Miss.	Code mixing Bahasa Indonesia English
3.	Miss, bisa saya satu room sama temen saya?	Code mixing Bahasa Indonesia English
4.	Saya, Miss. Saya bisa jelasin tapi little bit aja.	Code mixing Bahasa Indonesia English
5.	Kalau misalnya do you want to eat ice cream, apakah masuk suggestion apa offer Miss?	Code mixing Bahasa Indonesia English

**The influence of using video conference meeting platform in supporting online learning with the implementation of code-switching and code-mixing in classroom interaction.**

This section of results will discuss the impact of using video conference meeting platforms in supporting online learning with the implementation of code-switching and code-mixing in classroom interaction. As the researcher had observed on the previous occasion, some students had a problem with their connection and their gadget. It made the teacher need to give them more time to fix it and waited for them. Sometimes, it came from the tools error for instance the audio connection, camera problem, and overheated gadget. Although it had been fixed at the beginning of the lesson, these problems continually happened during the lesson run. Certainly, it was disturbing and interfere teaching and learning process that impacted the flow of communication and interaction obstructed. Many times, the teacher and students need to clarify their sentences twice or more which impacted the time allocation that had been planned by the teacher before. This might impact the use of code-switching and code-mixing in the classroom more frequently than before because they need to make their sentence clear enough and understandable for everyone in the video conference room.

## Discussion

Based on the result it is known that English teachers in SMA N 2 Singaraja are common with those two codes. They oftentimes use it during the class which can be separated into several class sessions that could be grouped by the frequency of teacher spoke and explained with code-mixing and code-switching. The first is at the beginning of class. It is brainstorming and an opening session, then in the middle of learning which is the main session contains material explanation and class discussion and for the last session is ending up the class. The teacher also blends the language to achieve learning and changes it. The writer has conducted an interview. It means that the writer asks questions before the instructor is interviewed. The results of the interview show the teacher three reasons why mixing codes and changing codes are used in learning, especially in class interaction, namely to give students simple explanations in harsh words (technical terms), and to make students understand each other and close together. The use of code and code mixing in learning often gives strong signs that students have better faith in English and students have a better understanding of English. If the English language is to be used in the fields of science in bilingual lessons, the teacher requires a mix and a change in the language to clarify the words of the lesson. The students love to combine the teachers with changing learning conditions to respond directly to teacher questions.

It is in line with a previous study conducted to study code-switching, and code-mixing, and their differences were investigated in this study (Harya, 2018). Bilinguals and multilingual people oftentimes apply this term sociolinguistic in their daily life. Both code-mixing and code-switching can be seen whether in written or spoken on many situations for instance in the daily conversation and social media interactions (commenting and video meetings). Then another previous study found that changing or switching a language into another in a series of speech (Fanani & Ma'u, 2018). These reasons can be the factor that influences people to use code-switching and code-mixing. A similar case happens in a language classroom when the teacher explains the material. Teachers often speak in English and Indonesian consecutively to convince them about the material has been conveyed clearly to students. Most of the students in the country that use English as a foreign language like Indonesia are not that fluent in speaking English. So it is possible if teachers to mix and switch their languages to make sure that the teaching and learning process will be run properly.

## 4. CONCLUSION

From the results and discussion above about those three points of the problem question, it can be concluded that teachers frequently use both code-mixing and code-switching in their classrooms. They used to apply it before the outbreak spread in their classroom using the traditional method. In today's conditions, they have adapted to this for almost a year and stick to applying code switching and code mixing in their online classroom. This new regulation has brought many impacts on the teaching and learning process no exception for class interaction and communication. The difference is that before the outbreak, the teacher was now more frequently using code mixing and code switching due to the problems that have been happening in the online classroom.

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