

CODE-MIXING AND CODE-SWITCHING IN TEACHING LISTENING SKILLS TO INTERMEDIATE 3 STUDENTS AT LBPP LIA BEKASI

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Abstract

This study discusses the form and function of code-switching and code-mixing used by the teacher in teaching listening skills to the Intermediate 3 students at LBPP-LIA Bekasi. The phenomenon of implementing code-switching and code-mixing codes does not only occur in multilingual societies but also in the foreign language learning process in the classroom where teacher and students use two different languages. The strategy of using code-switching and code-mixing is expected to facilitate foreign language students particularly in learning how to listen where the teacher and students engage in interaction using the language that students are learning. Qualitative method is used to analyze data. From the results of data analysis, it was revealed that the teacher often switches codes when teaching listening skills for both code-switching from English to Bahasa and vice versa. The teacher also mixes the code in the form of morphemes, words, phrases, and clauses. The aim of the teacher to change and mix codes in teaching can be seen from the functions of using code-switching and code-mixing. The confirmation function, for example, is used by the teacher so that students do not misunderstand the topic learned. Other functions also have different objectives to facilitate students learning how to listen in English interactively in the classroom.

Keywords: *code-mixing, code-switching, qualitative method*

INTRODUCTION

The use of language variations for communication often occurs in the process of teaching English in the classroom. The interaction allows the use of more than one language between teacher and students therefore the message conveyed can be understood. There are many obstacles faced by teachers in the teaching and learning process of English in achieving effective learning target. Some of the obstacles that are commonly faced by teacher and lecturer are the students do not have motivation and they do not want to cooperate in learning. Motivation and high enthusiasm to find out information from what they hear are very important to support the ability to understand language and fluency in communication in the language. Particularly in learning listening skills, the students have difficulty to understand the idea of the information they hear directly either through media such as news broadcast in English or in a conversation. This can be caused by several problems.

The first problem is that the characteristics of English are different from Bahasa Indonesia which is the main language of the students. In English, one of the characteristics of language that has the potential to make listening difficult for students

is what so called redundancy or the repetition process, for example, "I mean" and "You know" (Brown, 2000). Students may not be familiar with these forms. We often hear expressions like the example above in English conversations, so that misunderstanding of the information heard can occur.

The next problem is that the students do not have enough knowledge of the language to understand. According to Nation (2009) to understand the information conveyed by speakers, a listener needs to use his linguistic or non-linguistic knowledge/schemata, or even both knowledge can be used simultaneously. Not all students have enough linguistics and non-linguistic knowledge such as sufficient experience to be able to understand direct information such as news, dialogue in an English film, or drama. Hence, they have difficulties to comprehend the meaning of language when listening.

To anticipate these problems students need to do code-switching and code-mixing in the class room. The students will be helped to understand the learning material when doing interactive listening activities both with friends and lecturers in class. This is in line with what Sert (2005) said that "In ELT classroom, code-switching comes into use either in the teachers" or the students "discourse". The quote above reveals that code-switching occurs not only for the way students learn but also the way the teacher teaches. So it can be said that the use of code-switching and code-mixing in the learning process is one way or strategy to help students learning English. The study that discusses the use of language in certain communities or groups that tend to use different languages are called sociolinguistics.

Sociolinguistics is a field of study about the choice of language use in society. This field of science is more focused on the possibility of language choice in society regarding the use of language varieties. In public life, humans have a means of communication and interaction namely a language. In every communication, humans share information in the form of thoughts, ideas, intentions, feelings, and emotions directly so that good interaction occurs between communities. In a society that has more than one language, there will often be code-switching and code-mixing in various community conversations. Code-switching and code-mixing can occur in all circles of society of various social statuses. People cannot prevent code-switching or code-mixing in a conversation. This is because in a multi-lingual society people have and master more than one different languages so that they choose and mix the languages used in communication.

Based on the explanation previously described there are several obstacles or problems faced by students as well as teachers or lecturers in the process of learning and teaching English, particularly to make the students understand the ideas and information that they hear in conversations or dialogues such as news, films, and dramas in English. In this research, the problem that is analyzed is how the teaching and learning process carried out by the teacher who uses the code-switching and code-mixing in listening session of the intermediate 3 students.

The research objective to be achieved based on the problems found is to find out the form of code-switching and code-mixing used when learning to how to listen to English and to find out the function of code-switching and code-mixing used. It is hoped that this research will be useful for improving the learning ability of students to listen to English particularly at LIA Bekasi. It will provide advantages for the teacher teaching at LIA Bekasi to develop their teaching skills.

REVIEW OF LITERATURE

As a strategy, the use of code-switching and code-mixing is still a subject of controversy. Mazlin (2015: 86) states that "One of the beliefs is the use of code-switching as a tool in the teaching and learning in a classroom" which means that the use of CS / CM in learning can be a means and provide benefits. However, differences of opinion regarding the use of CS / SM were also expressed by some experts.

Lightbown (2001) quoted in Liu Jingxia (2010) said that the use of this code-mixed code-switching strategy will not have a positive effect on the learning process and is a bad example. Good language is the language used by native speakers of that language, and the practice of code-switching and code-mixing is considered to be the use of forms of language with low prestige, is incorrect and bad, and constitutes a lack of proficiency in the language (Giyatmi, 2004). This is contrary to what experts see from a sociolinguistic point of view.

The use of language code variations in a multilingual society is a very interesting phenomenon to study. Wardahaugh (2006) states that code-switching is a system used to communicate between two or more speakers in the form of a particular dialect or language. According to Milroy (2003) code-switching is the use of an alternate use of two or more languages alternately in speech. Meanwhile code-mixing is the process of mixing languages or various languages in an act of language without anything in the language situation which demands the mixing of languages (Musyken, 2000). The difference between the two lies in the situation that demands the mixing of languages.

There have been several researchers who have conducted previous research relating to the use of code-switching and code-mixing such as the research conducted by Arifin and Husin (2011) from the MARA University of Technology Pahang, Malaysia. Their research is related to code-switching and code-mixing with the title "Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classroom: Frequency and Attitudes. The research was conducted at the MARA University of Technology, Malaysia, which uses English and Malaysian as a means of communication. The findings show that both lecturer and students use English and Malaysian as a habit. The use of CS and CM in the classroom can help students improve their language skills, but for students with good English, this does not affect them in increasing their competence in English.

Susmita (2015) in her research entitled "Code Transfer and Code Mixing in Indonesian Language Learning at SMP Negeri 12 Kerinci" found that in the learning process, especially Indonesian language learning, teachers and students tend to use code-switching and mixed regional language codes (Kerinci, Jambi Malay and Minangkabau). Furthermore code-switching and code-mixing used include Indonesian, English, and regional languages (Kerinci, Minang, Jambi). From the findings, it was found that the factors that caused code-switching was changing the situation, wanting to be considered educated, and being influenced by the interlocutor. And the factors that cause code-mixing are habits, mastery of vocabulary, situations, and humor. The function of code-switching is explaining, asking, reprimanding, affirming, and reminding. Meanwhile the function of code-mixing is to insert sentences and to familiarize them.

Ansar (2017) comes from UIN Raden Intan Lampung. Ansar studies teachers and students learning English in the city of Lampung with the title of his research is "Code-Switching and Code Mixing in the Teaching-Learning Process. According to Ansar code-switching and code-mixing often occur during the learning process in the classroom. Both students and their teacher often do code-switching and code-mixing in communication whether intentionally or unintentionally. This research aims to know and

understand the functions, types, and reasons for using code-switching and code-mixing in language learning particularly in learning English. The results of his research show that the teacher in communicating using code-switching and code-mixing during the learning process in the classroom to convey messages to the students is very helpful in achieving the target of learning the language. While for students the use of code-switching and code-mixing can improve their speaking ability in English.

Another researcher related to the function of using code-switching and code-mixing was carried out by Gilzar from Pakistan in 2010. The focus of the study identified the function of code-switching in teaching English. The data was collected by asking the teachers for the special function of using code-switching. The findings show that the code-switching function carried out by the teachers is for giving clarification and instruction to students, translating, changing topics, socializing, emphasizing meaning, and students' language competence.

Fachriyah from Serang Raya University, Banten (2017) conducted a research entitled "The function of code Switching in an English Language Classroom". The research objective is to explain the code transfer function used by the lecturer in teaching English to students in the classroom. The method used is the ethnography method of communication. Based on the results of the study, it was found that several code-switching functions were effectively used for learning English and it could help lecturers and students to improve their language competence, for example in explaining or conveying messages, class discussions, and responding.

Even though there are differences of opinion and the results of studies related to the use of code-switching and code-mixing in language learning English, this strategy (code-switching and code-mixing) is often used and is also a common practice of using language bilingual both by teachers and lecturers, and the students as well. Referring to the reasons of using the code-switching and code-mixing strategy above, the researcher is interested in seeing and researching how code-switching and code-mixing in learning English are carried out in teaching listening skills to the intermediate class 3 students at LIA Bekasi.

METHOD

The research carried out is descriptive qualitative in which the data is obtained by observing and recording. The data consists of the teacher interviews and questionnaires given to the students. It is proceed with the following steps to get the correct analysis results, namely: (1) collecting the data (2) processing the data, (3) analyzing data, and (4) presenting data objectively regarding code-switching and code-mixing during the interaction of learning listening skills in an informal institution LBPP-LIA Bekasi.

According to Creswell (2010) data derived from qualitative research is descriptive. The purpose of descriptive qualitative research is to reveal an event or a state of fact when the research is carried out by explaining and describing the data according to conditions that occur at that time in a society or group which explains the relationship between two or more situations and their effects on a condition and so on.

The research method used is a case study in communication research. Hymes' theory developed by Saville-Troike (2003: 473) will be used as a pragmatic approach. The research procedure is in the form of research steps. First, determining the problem, finding out the problems that exist in students and teachers in learning English. Second, finding and collecting the data related to the problems to be analyzed in the research. Third, after obtaining the required data, the data is analyzed according to research

methods and theories related to research. Furthermore, after analyzing the obtained data, conclusions are drawn regarding the results of the data analysis.

The data collection technique used in this research is library research, observation and transcript of dialog during the interaction. Observations were made in one class that was learning how to listen in the Intermediate 3 class at LBPP-LIA Bekasi.

The data is taken from the interactions that occur between the teacher and intermediate students 3. The interaction process is in the form of recorded conversations. A written transcript is made for the purposes of communication analysis developed by Savile-Troike (2003). Other data is the result of interviews with 25 intermediate class 3 students and a teacher at LBPP-Lia Bekasi. Interviews were recorded to be used as supporting data. This research was conducted from August 2019 to July 2020.

FINDINGS AND DISCUSSION

The findings and discussion of the research results are described in this fourth chapter. The data consists of data on the form of code-switching and code-mixing used in learning to listen to English and data on the function of code-switching and code-mixing used when learning listening to English in class.

Forms of Code-switching and Code Mixing in Learning how to listen in Intermediate 3 Classes

Code-switching Form

According to research data, it is found that the teacher does code-switching both from English to Indonesian and vice versa. This can be seen in the speech fragments in the figure of transcript below:

Student: "Cerita"

Teacher: "Cerita, jadi ia ada alurnya, ada plot nya, ada character nya, beda dengan argumentative tho? So it is a story, right?. You're going to listen to the story first, kuncinya, if you know the key it will help you to understand the story. Ni yang paling gampang (write the theme on the board) "theme nya kayak apa sih, nyari nya di mana, what are they talking apa, that's all. Ngomong apa sih, gitu. Second one, to make it better, to make you understand better, you will understand it better, you will find main ideas (teacher writes the words main idea on the board). Yang penting-penting aja, ngerti ngak alur ceritanya, gitu kan?, intinya itu. Last one ni yang baru, agak-agak susah (write the words supporting details on the board), find the details, sama kayak paragraph right? Normal paragraph, semua paragraph juga ada main idea nya kan? normal paragraph biasanya main idea menjadi apa?"

Student: "Topic sentence"

The speech fragment (a1) of the transcript above shows the teacher switches the code from Indonesian to English. This code redirection occurs repeatedly. This is in line with what Milroy (2003) said that code-switching is the alternative use of two or more languages alternately in speech. It can be seen that the use of Bahasa Indonesia is more dominant than English even though at the beginning of teaching the teacher has started using English. The next code shift is at the following figure of interactions:

Student: "Topic sentence"

Teacher: "Topic sentence, that's it, tapi main idea tidak selalu menjadi topic sentence, kalo ia di suatu paragraph, ada di atas atau di bawah, gitu kan? Tapi main

idea tidak hanya satu, jadi alurnya itu tidak akan berjalan tanpa main idea, jalan ceritanya, udah ngerti ya? Yang mensupport main idea?

Students: "Supporting details"

Teacher: "Details (writes the words on the board), kedengarannya susah gitu, jadi supporting detailnya kayak apa kira-kira? Yang ditanya di supporting details kira-kira apa?"

Students: (silent)

Teacher: "Nyari karakter di mana? Where can you find characters?" Students: "Supporting details"

Teacher: "Supporting details, how does she look?, misalnya, nggak penting kan itu? Nggak penting diemin aja, nggak ada, nggak apa-apa, it doesn't change the story, tapi supporting detail ya itu, akan will help you to understand the story, the whole story".

The same code-switching pattern occurs in the transcript (a2). The teacher explains more in Bahasa Indonesia and then followed by English, such as the sentence "Nyari karakter di mana? Where can you find characters?". Then the students answer in English in the last sentence of the interaction. It is clear that the teacher switches the code several times in long sentences. In subsequent transcripts code-switching occurs in short sentences as seen as follows:

Teacher: (teacher reads the statement in the book) "Prambanan is the biggest Hindu temple in Indonesia. Main idea or not?"

Students: (unclear voice)

Teacher: "Penting banget nggak sih di cerita itu?"

Students: "Ngak"

The teacher's question, "Main idea or not?", is the transition of code from bahasa Indonesia to English and then to bahasa again. The same is more often for the short sentences in the transcript (a4) as seen as follows:

Teacher: "Is it important? Ya? Ya, a thousand temple"

Students: (silent)

Teacher: "C, Rorojongrang was a daughter of a giant king?"

Students: (unclear voice)

Teacher: "Main ideas or not? Kalo itu dihilangkan, kira-kira ceritanya aneh nggak?"

Students: (unclear voice)

Teacher: "Emang siapa Rorojongrang?"

Student: "Cewek itu"

Teacher: "Cewek itu, ya siapa? When you are asked who is Rorojongrang?"

Students: (unclear voice)

Teacher: "She is the daughter of the king, right?" Students: "Ya"

Teacher: "So, is it important or not?"

Students: "Yes"

Teacher: "It is important, that's main idea. Last one, Rorojongrang did not want to marry Bandung Bondowoso?"

Students: "Yes"

Teacher: "Penting ya? Penting, so which one is not?"

Students: "a", (the first number)

Teacher: "Main idea beres kan? Cari garis besarnya".

In the speech transcript (a4), code-switching is carried out one after another. Students also respond by using code-switching in turn and the answers are unclear. In the speech fragment of the next transcript (a5), it can be seen that the teacher uses English more often and switches code to Bahasa Indonesia only at the end of the speech.

Teacher: "Have you known the answers without listening again? Or you need to listen again?"
 Students: "Listen again"
 Teacher: "Read first, what happen to the giant king? Who's the giant king?"
 Students: "The father of Rorojongrang"
 Teacher: "Who helps Bandungwondowoso?"
 Students: "The spirit"
 Teacher: "The spirit, how many temples did they finish?"
 Students: "999"
 Teacher: "999, you knew it. You heard it from that or you knew it?"
 Students: "Knew it"
 Teacher: "You knew it already right? That's good, itu juga help your background knowledge namanya, pengetahuan yang sudah ada itu juga help your understanding". What happened to Rorojongrang? Finally?"
 Students: "She becomes statue"
 Teacher: "She becomes statue, yang gak terjawab yang mana dong."
 Students: "Number 4"
 Teacher: "What made the roosters crow?, what is roosters?"
 Students: (guess the meaning)
 Teacher: "Now listen again and check your answer again"

Code-mixing form

The form of code-mixing that occurs in interactions when learning listening skills takes place can be divided into two categories namely mixing internal codes and mixing external codes. The two forms can be morphemes, words, phrases, and clauses as seen as follows:

- (1). Teacher: "Normal paragraph, semua paragraph juga ada *main idea nya kan?* Normal paragraph biasanya main idea menjadi apa?"
- (2). Teacher: jalan cerita nya, udah ngerti ya? *Yang mensupport main idea?*
 Tacher: "Iya, tapi beda sama folksong, song! *Itu song nya*"
 Students: "Folksong" (unclear voice)
- (3). Teacher: "What do you think the topic?"
- (4). Students: "Prambanan Temple"
 Teacher: "*Very easy kan?* Prambanan Temple. What' else do you know?"

In the speech fragment of transcript no (1), it can be seen that the teacher mixes the code of the morpheme form, which is the addition of the ending and the English phrase and the idea. Then the same thing happens to the transcript of the speech fragment (2), namely by adding the prefix *me* to the word support. In the following transcripts (3) and (4) the teacher adds the ending words 'song' and 'very easy'.

- (5). Teacher: "There will be another folktale for you., later try to find topic first, main ideas", "*Part one dulu*, you know what to do?"
 Students: "Choose the main idea"
- (6). Student: "Mengabulkan"
 Teacher: "Terkabul itu lho, artinya lho. Emerge?"
 Student: "Emergency"
 Teacher: "No..no... iya, tapi different meaning, emerge?" Students: (silent)

In the speech fragment of transcript (5), the teacher mixes the code by using the word first after the word part one and continues with the sentence 'you know what to do?'. Furthermore in the speech fragment of the transcript (6), the teacher uses the word 'ya' and but after two words no and before the phrase of 'different meaning'. Code-mixing in

term of phrases is seen as follows:

- (7). Teacher: "Write down the number, urutannya aja, then circle the topic"
Students: (silent and keep staring at the teacher)
- (8) Students: (unclear voice)
Teacher: "Done?, complete satu sampai sebelas"

In the speech fragment of the transcript (7), the teacher uses only the phrases 'urutannya saja' after the sentence 'writes down the number' and before the sentence 'circle the topic'. Then the teacher again mixes the code which is seen in the speech fragment of transcript (8), where the teacher uses phrases 'satu sampai sebelas' after the word 'complete' which is an incomplete command sentence. Code-mixing in term of clause is seen as follows:

- (9). Teacher: "No, they want their own child, udah ya, now the second one and find the reason." (plays the recording),
- (10) Teacher: "He suddenly emerges...apa ya, muncul"
Students: "Muncul?"
Teacher: "Iya muncul, itu verb. Descendant?"
Student: (silent)

In the speech fragment of transcript no (9), code-mixing was done using the phrase 'udah ya', then in (10) 'frase apa yang muncul'. Then the students answer with the word 'muncul'. Again, the teacher uses the phrase 'ya muncul', itu verb'. It is a verb which in term of a complete sentence means a verb.

Functions of Code-Switching

The teacher and students do code-switching when teaching takes place. Based on the speech fragments of the conversational transcripts in (a1), (a2), (a3), (a4), and (a5) above, several code-switching functions can be found as the following.

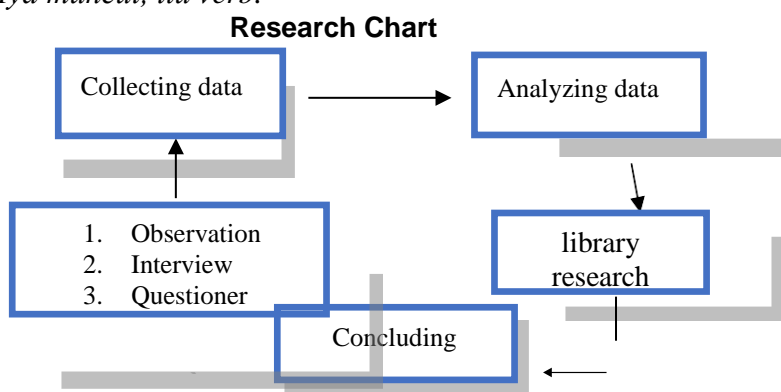
1. In transcript (a1) the code-switching function can be said as an explanation. The sentence "Cerita, jadi ia ada alurnya, ada plot nya, ada character nya, beda dengan argumentative tho" shows that the teacher explains to students the difference between a narrative essay and an argumentative essay. Then in the sentence "kuncinya, if you know the key...", the teacher returns to switching the code for explanation. Then in the sentence "Normal paragraph, semua paragraph juga ada main idea nya kan? normal paragraph biasanya main idea menjadi apa?" The teacher checks students' understanding of the main idea.
2. In the transcript (a2) the teacher switches the code on the sentence "Topic sentence, that's it, tapi main idea tidak selalu menjadi topic sentence...shows the teacher confirms the student's answer to the main sentence. Still in the speech in the transcript (a2), the teacher again confirms the sentence "Details (writes the words on the board), kedengarannya susah gitu, jadi supporting detailnya kayak apa kira then the teacher also checks the students' understanding of main ideas, as in "Supporting details, how does she look?, misalnya, gak penting kan itu?"
3. In the speech fragment of the transcript (a3), it can be seen that the teacher does code-switching to check students' understanding, namely "Prambanan is the biggest Hindu temple in Indonesia. Main idea or not? " "Penting banget gak sih di cerita itu? "
4. In the speech fragment of the transcript (a4) the teacher also performs the confirmation function "Main ideas or not?". "Kalo itu dihilangkan, kira- kira ceritanya aneh

function "Main ideas or not?". "*Kalo itu dihilangkan, kira- kira ceritanya aneh ngak?*". The teacher switches the code with the aim of reiteration or repetition to emphasize certain language elements or to align the meaning of two different languages, such as the following quote "It is important, that's the main idea. Last one, Rorojongrang did not want to marry Bandung Bondowoso? " "Penting ya"? "Penting". The teacher also switches the code with the function of asking (a4), "Cewek itu, ya siapa?". When you are asked who is Rorojongrang? " The teacher underlines an inference function or makes a conclusion on the sentence "*Main idea beres kan? Cari garis besarnya*".

Functions of Code-Mixing

Teacher often do code-mix with the consideration when teaching in class therefore the students can understand what the teacher is saying. Code- mixing used by the teacher has a different function. The fragment of speech in the following transcript shows the code-mixing function. In the speech "*Normal paragraph, semua paragraph juga ada main idea nya kan? normal paragraph biasanya main idea menjadi apa?*". The teacher mixes the code with the intention or function of asking. The teacher asks to find out whether students already know about the form of the main idea. In the following speech the teacher asks whether the students understand, "*Done?, complete satu sampai sebelas*". Code-mixing with the asking function can be at the beginning, middle, and end of teaching.

The next function is for clarification which is intended to confirm questions and answers in order to anticipate misunderstandings in interactions. In the speech "*No..no... iya, tapi different meaning, emerge?*" it seems the teacher gives confirmation of the student's wrong answer. The function of confirmation or clarification can be seen again in the speech "*Iya muncul, itu verb*".



CONCLUSIONS

Code-switching and code-mixing are linguistic phenomena that occur frequently in multilingual societies. The same phenomenon can also occur in a language classroom when teacher and students interact each other. Code-switching and code-mixing are strategies that the teacher uses therefore the students can understand the subject matter quickly. Based on data analysis in the form of speech transcripts between students and teacher during interaction, the researcher found several forms of code-switching and code-mixing together with their functions.

The form of code-switching carried out by the teacher and students during the interaction in the classroom consists of code-switching from English to Bahasa Indonesia

and vice versa from Bahasa to English. The form of code-mixing occurs in the form of morphemes, words, phrases, and clauses. Meanwhile, the code-switching functions carried out by the teacher and students are for explanations, confirmation, checking, reiteration, or repetition to reinforce the purpose. Confirmation is carried out when the teacher wants to know more about students' understanding of the subject matter. Finally, the code-mixing function performed by the teacher and students during the interaction are for asking questions and clarification.

From the findings obtained based on the analysis of all the data obtained, it can be said that the use of code-switching and code-mixing in learning by teacher and students in the classroom often occurs either on purpose and spontaneously. It helps the students understand the message conveyed and finally they can achieve the goal of learning.

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