
CODE SWITCHING AND CODE MIXING DONE BY TEACHERS OF SMA KUSUMA BANGSA PALEMBANG

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ABSTARCT

Code switching and code mixing here refer to the use of two languages, English and Indonesian in the context of teaching and learning. It is a case study conducted in SMA Kusuma Bangsa Palembang, in which the teachers of English, Mathematics, Physics, Chemistry, and Biology there have to use English as a medium of instruction as one of the requirements as *RSBI (Rintisan Sekolah Bertaraf Internasional – School with International Standard)*. This study tries to find out (1) what are the factors that make the English, Mathematics, Physics, Chemistry, and Biology teachers use code switching and code mixing in the process of teaching and learning, and (2) what are the students' perception towards code switching and code mixing used by those teachers. The subjects - the teachers and students who were dealing directly with the use of code switching and code mixing in the process of teaching and learning – were observed, interviewed, and given a set of questionnaire. This study yields two important results. First, the teachers use code switching and/or code mixing in order to maintain their teaching and learning process to run smoothly. The main factor why teachers code switch and/or code mix is that they want to have a better communication with their students so that the students can understand their teaching better. Second, students had a positive perception on their teachers' use of code switching and code mixing during the teaching and learning process.

Keywords: *teachers, code switching, code mixing, medium of instruction, RSBI*

INTRODUCTION

Code switching and code mixing are conversational strategies. Code switching and code mixing refer to the use of two languages, in this case is English and Indonesian in the context of teaching and learning. It is a case study conducted in SMA Kusuma Bangsa Palembang, in which the teachers of English, Mathematics, Physics, Chemistry, and Biology there have to use English as a medium of instruction as one of the requirements as *RSBI (Rintisan Sekolah Bertaraf Internasional – School with International Standard)*. However, the English proficiency of the students and teachers (whose majors are not English) creates some problems in the real application of the requirement.

Previously the teachers of Mathematics, Physics, Chemistry, and Biology in SMA Kusuma Bangsa Palembang used Indonesian as the medium of instruction; but due to the *RSBI* program they have to use English as the medium of instruction. Moreover, these teachers should have TOEFL score of at least 500. However, the results of the test show that the teachers' use of English as a medium of instruction is not as expected. The average of the teachers TOEFL score is only 453.69.

In general the students' English proficiency is average because based on the standard of the passing grade, the lowest score is 60. A preliminary observation in some classes showed that the students' proficiency of English was quite varied.

Therefore, the English proficiency of the teachers as well as the students creates some problems in the real application of the *SBI* requirement of using English instruction

in the teaching and learning process. It is unwise to use full English in the teaching and learning process. Therefore, the teachers tend to switch and/or mix English with Indonesian in the teaching and learning process.

The researcher proposes to identify and evaluate (1) the factors that make the English, Mathematics, Physics, Chemistry, and Biology teachers use of code switching and code mixing and (2) the language aspects involved in the code switching and code mixing used by the English, Mathematics, Physics, Chemistry, and Biology teachers

The medium of instruction is the language used by the teacher in teaching. Teaching the language, or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.

Code switching and code mixing have the same concept as language switch, as one of the communication strategies (Selinker, 1972) cited in Syahri (2001:13). Code-switching occurs when bilingual speakers switch from one language to another in the same discourse, sometimes within the same utterances (Myer-Scotton, 1997; cited in Silberstein, 2001:103). It involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation (Hoffmann, 1991:110). Holmes (1992:51) says, "People who are rapidly code switching tend to switch completely between two linguistic systems – sound, grammar, and vocabulary." Redlinger and Park (1980:339; cited in Hoffmann, 1991:105) say "Language mixing refers to the combining of elements from two languages in a single utterances." Code-mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterances (Wardhaugh, 1990:103).

One criterion that is sometimes offered to distinguish switching from mixing is the grammar of the clause determining the language (Fasold, 1984:182). If one uses a word or a phrase from another language, he mixes, not switches. However, if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another, a switch has occurred.

Several researchers have studied and investigated the functions, factors, characters and effects of code-switching in wide ranges of linguistics domain. For example, Ahmad and Jusoff (2009) investigated the learners' perceptions of the teacher' code switching in English Language classroom and found that teachers' code switching is strongly believed as an effective teaching strategy when dealing with low English proficient students. Kim (2006) indicates the positive factors of code mixing and code switching for language education by discussing societal factors related to the reasons and motivations for these phenomena.

Meanwhile, this study focuses on five factors of code switching and/or code mixing proposed by Liu (2003). The five factors are closely related to the context of teaching and learning process, especially to the teachers' use of code switching and code mixing. They are:

- (1) Owing to teacher's linguistic competence and insecurity
- (2) For ease of expression, i.e. when an English word or expression finds its equivalent in several Indonesian terms or when its Indonesian equivalent is not easy to retrieve
- (3) For translation of new and unfamiliar words and expressions

- (4) Repetitive functions, i.e. when teachers convey the same message in both languages for clarity
- (5) Socializing functions, i.e. when teachers turn to the students' first language to signal friendship and solidarity, including for joking.

METHODOLOGY

It was a case study in which the characteristics of the teachers of English, Mathematics, Physics, Chemistry, and Biology in SMA Kusuma Bangsa Palembang were observed in terms of their use of code switching and code mixing during the teaching and learning process. This study investigated the use of code switching and code mixing phenomenon in SMA Kusuma Bangsa Palembang, and some possible advantages or disadvantages of that phenomenon in relation to the implementation of *RSBI* program in SMA Kusuma Bangsa Palembang.

Participant

There were two kinds of participants in this study, namely the students and the teachers of SMA Kusuma Bangsa Palembang. Ninety students from three different classes were the subjects, and the rest were two English teachers, two Mathematics teachers, two Physics teachers, two Chemistry teachers, and two Biology teachers. There were ten teachers all together. Tables 1 shows the participants students of this study.

Table 1. The Sample of the Students

No.	Class	Number of Students
1.	X5	29
2.	X6	27
3.	XI Natural Science 2 (XI IPA 2)	34
	Total	90

Source : SMA Kusuma Bangsa Palembang Academic Year

2009/2010

Language Proficiency of Participants

For all the participants, first language (L1) is their national language and target language or second language is English (L2). The proficiency of English for this study was measured on the basis of their standardized test scores of Test of English as Foreign Language (TOEFL). The range of the teachers' TOEFL score is between 410 to 619. Three teachers (two English teachers and one Biology teacher) secured the highest range 550-619, whereas four teachers (one Mathematics, one Chemistry, one Physics, and one Biology teachers) got in the range of 480-549 and another three teachers (one Chemistry, one Physics, and one Mathematics teachers) recorded in the range of 410-479.

Data Collection

Design and Procedure

The data were collected through class observation, interview, and questionnaire. There were two kinds of data: primary and secondary data. The primary data were collected through the observation, while the secondary data were collected through the interview and the questionnaire.

The observation was carried out in three sample classes which the ten subject teachers were teaching. Each sample teacher who taught in the three sample classes were being observed and recorded for approximately 180 minutes within the schedule of two or four teaching hours.

There were twelve aspects which were asked to the teachers in the interview, namely: (1) their teaching experience, (2) their relationship with the students, (3) their perception on their students' competence in English, (4) the *RSBI* (*Sekolah Bertaraf Internasional*) – school with International Standard program, (5) their perception of their own English competence, (6) the use of English as the medium of instruction in their class, (7) the language they use in the class, (8) the reasons why they use the language, (9) the switching and/or mixing English and Indonesian in their class, (10) the factors of their code switching and/or code mixing in teaching, (11) the students' reaction to their use of code switching and/or code mixing, (12) their students' performance related to their code switching and/or code mixing.

The data about students' perception in relation to their teachers' use of code switching and code mixing during the teaching and learning process were obtained from a set of questionnaire. The questionnaire consisted of 14 questions about students' motivation in English, the *RSBI* program, the medium of instruction that the teachers used in the class, and the use of code switching and code mixing by teachers during the teaching and learning process.

DATA ANALYSIS AND INTERPRETATION

Several steps were involved in this data analyses. First, the writer searched the transcripts to identify all utterances which consist of the consistent use of code, code switching and code mixing. Second, each extract which consists of code switching and code mixing was grouped based on their potential factor in the checklist. Finally, the data from the transcriptions were re-examined again in order to see the students' perception because they were also used to show the students actual response to the language their teachers used.

The data of the transcripts showed that the occurrence of code switching within the teachers was 51.51%; while the occurrence of code mixing within the teachers was 49.49%.

Factors of Code Switching and Code Mixing

The results of the transcripts showed that there were several main factors in terms of purpose for teachers to use code switching and code mixing during the teaching and learning process, namely:

(1) *Repetitive functions*

One of the very old concerns of teachers' is how to get the meaning conveyed and understood by students. Repetition is one of the important techniques for clarification or emphasis in the teaching practice. It can be done in either language or both. In many cases, the teacher conveys the same message in both languages for emphasis or clarity. By code switching and/or code mixing, the teacher repeats what has been said, usually in the form of translation or approximate translation.

Extract 1

T2: For those who have questions about ..ehm... Conditional, please ask your friends. *Jadi kalau belum jelas kemarin, silakan tanya temannya.*

The English teacher (T2) was giving information to the students about having an exam about Conditional Sentence on the next meeting. He wanted to make sure everybody knew about the exam, so he repeated his sentence in Indonesian for emphasizing. He switched from English to Indonesian; here a code switching (CS) from English to Indonesian occurred.

Extract 2

T6 : *Nah ini pengertiannya. Pengertiannya tidak ada ... there is no heat entering or coming out ya. Jadi tidak ada kalor yang masuk dan keluar.*

A code switching (CS) from Indonesian to English occurred first since the Physics teacher (T6) was reading his note written in English on the whiteboard. Then, a code switching (CS) from English to Indonesian occurred since the teacher translated the definition from English to Indonesian. The teacher (T6) translated the definition for clarifying and emphasizing on the important point he wanted to focus on.

(2) *For translation of new and unfamiliar words and expressions*

Teachers' concern for unfamiliar vocabulary or expression often prompts them to code switch. When the teacher is not sure whether the students know the meaning of the target language word or expression in question, it is common for him/her to offer the Indonesian translation for clarification.

This factor was mostly found conducted by the teachers of Mathematics, Physics, Chemistry, and Biology, especially when translating certain concepts either from English to Indonesian or from Indonesian to English. It was also found that the teachers translated Indonesian to English utterances since they had to expose their materials in English.

Extract 3

T10: *Segitiga sama sisi atau equilateral triangle.*

A code mixing (CM) of Indonesian and English is shown in this extract. Here, the mathematics teacher (T10) introduced the mathematics term, both in Indonesian and

English using the translation method, because she wanted to expose the English term to the students.

Extract 4

T5: The red colour of bromine persists *artinya warna merah dari brominnya tetap ada. Persist itu artinya tetap ada.*

The Chemistry teacher (T5) first translated the clause 'the red colour of bromine persists' into Indonesian. Then she mentioned the translation of the word 'persist' again to emphasize on the important content of the concept being discussed. Here, a code switching (CS) from English to Indonesian occurred.

(3) *For ease of expression.*

The teachers may switch and/or mix from Indonesian to English for ease of expression. It is when an English word or expression finds its equivalent in several Indonesian terms or when its Indonesian equivalent is not easy to retrieve.

Extract 5

T5: *Nama trivial tidak mengikuti aturan UPAC ya.*

The Chemistry teacher (T5) inserted the term 'UPAC' in her utterance. This showed the occurrence of code mixing of English and Indonesian. The term 'UPAC' was pronounced /jupék/, and it was the common and specific term found in chemistry.

Extract 6

T1: You don't need the *kisi-kisi*, you just learn.

The English teacher (T1) inserted the Indonesian word '*kisi-kisi*' to his English utterance for convenience purpose, instead of searching for the English equivalent. The insertion of the word '*kisi-kisi*' showed the occurrence of code mixing (CM) of English and Indonesian.

(4) *Socializing functions*

Teachers may switch and/or mix from English to Indonesian for interpersonal purpose. In the course of instruction, teachers sometimes code switch and/or code mix from English to Indonesian in order to develop or maintain solidarity or friendship between teacher and students. They switch to show concern for the students or to show their understanding of their problems. Some teachers also switch and/or mix English and Indonesian to joke or to warn their students.

Extract 7

T1: Oh *ya*, it's our last meeting for this semester. I'm very sorry if I ... *ya pasti saya pernah marah ya ... membentak ya*. I'm so sorry *ya*. *Misalnya ada yang tersinggung* [smiling].

Here the English teacher (T1) was trying to apologizing to the students since it was the last meeting of the academic year. He switched from English to Indonesian (CS) for developing a closer feeling with the students.

Extract 8

T2: I'm sorry, I dial the wrong number. *Kasian deh lu...*

A code switching (CS) from English to Indonesian occurred in this utterance. The English teacher (T2) was explaining the material about making a phone call and what to say when dialing a wrong number. He directly switched to Indonesian in order to joke and to make the students laugh, since the expression '*Kasian deh lu*' was a famous Indonesian expression which is used for making people laugh.

(5) *Owing to teacher's linguistic competence and insecurity.*

All the subject teachers of this study are native speakers of Indonesian. Rather than true bilinguals who can choose freely between different codes or languages, they are, more accurately, monolingual individuals who only have skills and knowledge in the target language, English. It is possible that they are sometimes unable to recall the required target language word at the moment of speaking. This factor was mostly done by teachers with low English proficiency.

Extract 9

T8: Don't forget to write the *satuan ya*.

Extract 10

T8: We must write the *satuan ya*. What is *satuan*? Maybe the state ya?

Extracts 9 and 10 showed that the Chemistry teacher (T8) did not know the word '*satuan*' in English, since the word '*satuan*' were mentioned several times. The used of the word '*satuan*' in the utterances showed the occurrence of code mixing (CM) of English and Indonesian.

(6) *Students' response*

The data from the observation showed another important factor that made the teachers code switched and/or mixed, namely the students' response. Students' response here refers to the students' direct reaction on their teachers' use of code switching and/or code mixing during the teaching and learning process.

Extract 11

S1 : *Air sungai?*

T8 : *Air sungai...* Okay if you want to

S2 : *Indonesia be, Bu.*

T8 : Okay, maybe kalo *menjelaskannya dalam Bahasa Inggris ya ...*

S2 : *No, no. Indonesia*

T8 : *Indonesia. Pengolahan air bersih, misalnya raw material-nya dari air sungai, air sungai yang kotor yang*

Extract 12

S : *Indonesia be, Bu.*

T8 : *Kalo Indonesia ... beku. Kalo if we call in Indonesia is penurunan titik beku*

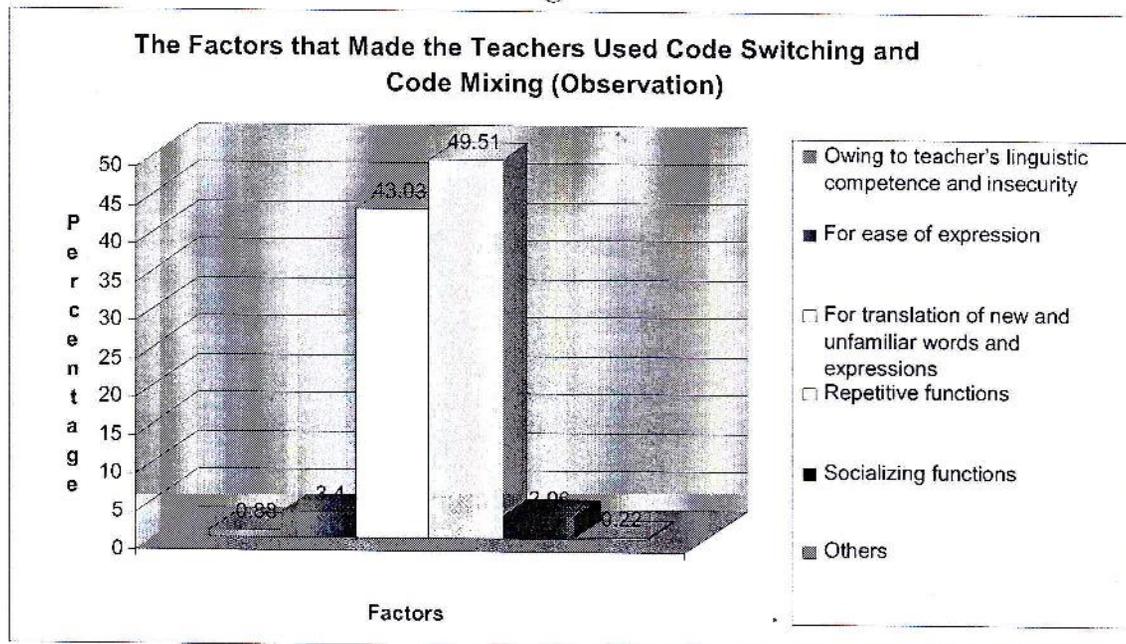
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As shown in Extract 11 and 12, the Chemistry teacher (T8) kept trying to explain in English, while the students gave response in Indonesian, then the teacher tried to

switch and/or mix her languages. One of the students even asked her to explain in Indonesian in order to make the students more comprehend. When the teacher kept insisting to explain in English, the student also insisted her to explain in Indonesian. This showed that the students' direct response and needs were also the factors that made the teacher code switch and/or code mix.

All the six factors above were listed based on the frequency of occurrences of each factor. The data of the frequency and the comparative occurrence of the factors that made the teachers used code switching and code mixing in the teaching and learning process is shown in Figure 1.

Figure 1



The data showed that 49.51% of the teacher code switched and/or code mixed for repetitive function, and 43.03% of the teacher code switched and/or code mixed for translation of new and unfamiliar words and expressions. These two functions had a very similar function namely to clarifying and emphasizing the utterances and the explanation of the teachers. Meanwhile, 3.40% teacher code switched and/or code mixed for ease of expression, and only 0.88% teacher code switched and/or code mixed due to his/her linguistic competence and insecurity. Finally, 0.22% teacher used code switching and/or code mixing during the teaching and learning process because of the students' responses, in which usually the students asked the teacher to explain in Indonesian rather than English.

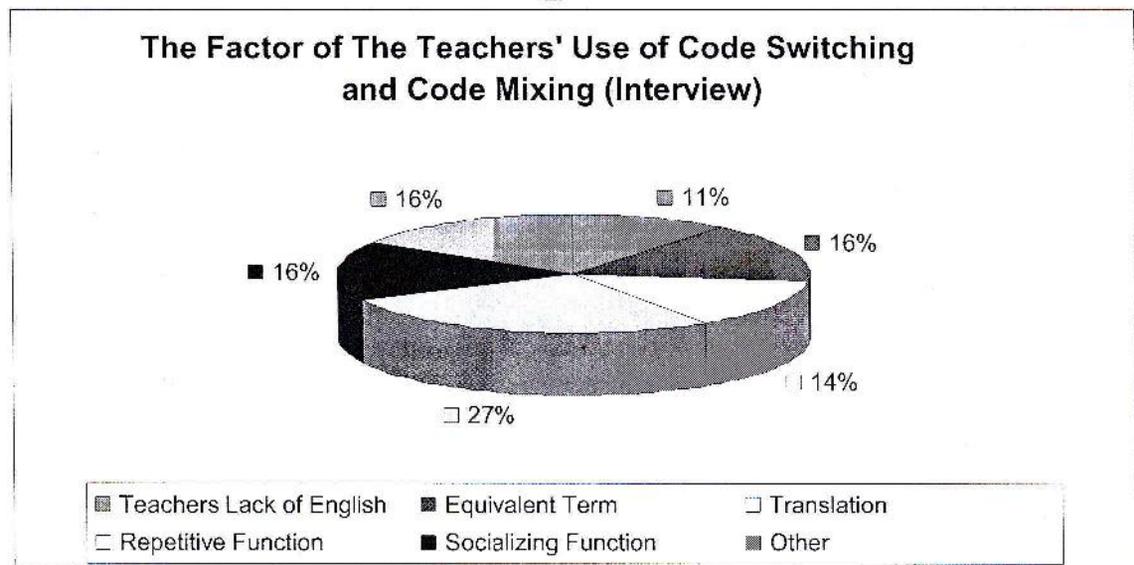
According to the collected data from the interview, the first and most important factor or reason of code switching and code mixing for the teachers is the repetitive function, in which 27% teachers agreed that they switch and/or mix the language in the classroom is for clarifying the explanation and for emphasizing their utterances in the teaching learning process. All teachers agreed on this factor.

Meanwhile, 16% teachers said that they switch and/or mix English and Indonesian in the classroom for socializing function, namely for joking. Another 16% teachers said that they switch and/or mix English and Indonesian because of the equivalent terms both in English and Indonesian that they used. The teachers agreed on these two factors were varied from those with high, medium, and low English proficiency.

In addition, another 16% teachers mentioned other factor which led to their concern with their students' competence. They claimed that they switch and/or mix English and Indonesian because of their students' lack of comprehension, especially if they just used full English instruction during the teaching and learning process.

Moreover, 14% said that they switch and/or mix in terms of the translation they did during the teaching and learning process. The teachers agreed on this factor were varied from those with high and medium English proficiency. The last 11% teachers claimed that they switch and/or mix the language in the classroom because of their lack of English competence. The teachers who agreed on this factor were mostly from those with low English proficiency. However, one teacher with medium English proficiency also agreed on this factor.

Figure 2



In general, the teachers (especially the Mathematics, Physics, Biology, and Chemistry teachers) mostly switched and/or mixed from Indonesian to English for introducing certain specific terms related to the lesson. On the other side, most of the teachers switched and/or mixed from English to Indonesian while (1) having daily general English talks and (2) explaining or clarifying their utterances related to the lessons.

Students' Perceptions

Students had a positive perception towards their teachers' use of code switching and code mixing during the process of teaching and learning. The results of the questionnaire showed that 45.56% students agreed and 44.44% students strongly agreed with the statement "Switching and/or mixing English and Indonesian in teaching is one of the effective learning strategies".

CONCLUSIONS

First, the major factor of the teachers' use of code switching and code mixing in the teaching and learning process is for clarifying explanation. Teachers often code switch and/or code mix to translate or elaborate the important message during the process of explaining new points, to reduce the overall comprehension burden, and to make it easier for students to concentrate on the core message conveyed. Teachers' maintaining of solidarity and expression of emotional understandings by switching and/or mixing from English to Indonesian also contributes to the smooth flow of classroom interaction and communication.

Second, the occurrence of code switching and code mixing involved in the language aspects, such as pronunciation, vocabulary, and grammar. This involved the combination of two linguistic systems, English and Indonesian.

Third, the students had a positive perception on their teachers' use of code switching and code mixing during the teaching and learning process. They believed that switching and/or mixing English and Indonesian in teaching is one of the effective learning strategies.

Next, the use of code switching and code mixing between English teachers and content teachers (Mathematics, Physics, Chemistry, and Biology) was different. The content teachers used code switching and code mixing as one of the strategies to clarify their lessons or contents of study. Meanwhile, English teachers used code switching and code mixing as one of the strategies both to clarify the lesson and to build solidarity among teachers and students.

Then, the use of code switching and code mixing during the teaching and learning process represents one of the strategies that the teachers often use to accommodate the students' level of foreign language proficiency. The lower the level, the more switching and/or mixing occurred.

Finally, the teachers of SMA Kusuma Bangsa Palembang realized that they had to prepare their students in order to be able to survive in the global world. Their use of code switching and code mixing in their oral conversation during the class is one of their ways to prepare their students for that. Although some teachers neglected the use of English as their medium of instruction, all of the teachers still provided written materials, such as textbooks, notes, presentations, worksheets, and examination questions, in English and Indonesian.

In conclusion, the teachers were mostly considered the use of code switching and code mixing as one of the effective strategies in teaching, since it could accommodate the two objectives at once, namely teaching the content of the lesson as well as having more English exposure or environment in the school.

In relation to the status of SMA Kusuma Bangsa Palembang as an *RSBI* school, it would be suggested that the application of *RSBI* program in the school need to focus more on three aspects, namely (1) the teacher readiness, (2) the student readiness, and (3) the school commitment. The program needs more support from the teachers and the students in terms of getting themselves more familiar with English. Teachers as well as students need to have more exposure and higher motivation to use English in their daily conversation. And the school will have to have commitment in supporting them to have more exposure with English. Some English programs, such as teacher training, student internal competition, and English Day could be useful for exposing English environment for everybody in SMA Kusuma Bangsa Palembang.

The use of code switching and code mixing, as one of the communicative strategies inside as well as outside the classroom, would help to increase the motivation of using English more often in order to make SMA Kusuma Bangsa Palembang as an *SBI* school. Of course there are still many aspects contributing to the status of *SBI*, at least the switching and/or mixing English and Indonesian would be one of the good ways to make SMA Kusuma Bangsa Palembang ready to face and are ready to be called the school with international standard.

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