

## Code-Switching And Code-Mixing In English Language Teaching And Learning At SMA Negeri 2 Kendari

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### ABSTRACT

Many people speak and switch or mix their general use of language with their mother tongues, especially in communicating with people. This study is aimed to describe the types of code-switching and code-mixing; why do teachers mix code and switch code; and reasons and impact on students of code-switching and code-mixing by teachers and students in the English as second language (ESL), SMA Negeri 2 Kendari. Accordingly, 65 students at the high school level and three of their instructors in EFL classrooms took part in the study. Data were collected through observations, questionnaires to teachers, and interviews with selected sample students. The result of qualitative and quantitative design analysis showed that code-mixing and code-switching types dominantly used by teachers were intrasentential switching and allowed intersentential switching. And teachers used more dominant of intrasentential mixing types. The reason's teachers to switching and mixing implementation were directing or conveying some explanations effectively, it is used cause forget some terms so as achieving a good learning process, to explain or give an understanding to students if they feel have not understood the lessons given so switching to Indonesian is an important communication strategy, more effective and expected to get a better relationship between them. Finally, the results of reason and impact on students by

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descriptive questionnaire analysis showed that the students that lack ability in the target language, it's difficult to get the equivalent of the words on target language or find new words or terms in the context, and they did it unconsciously from English utterance to Indonesian and make students more understand when doing of switch code and mix code in English learning process.

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## **1. INTRODUCTION**

In SMA Negeri 2 Kendari is one of the schools in Poasia sub-district, Southeast Sulawesi. Where the school is most of the teachers are bilingual and multilingual. Therefore, in teaching and learning process it is inevitable teachers teach using a switch or mix language in class when teaching. In an act of communication, especially in the communication process of teaching and learning in the classroom, teachers are bilingual often determine the choice of code which would be used to communicate. Sert (2005) asserted that code-switching can be seen as an effort to overcome the difficulties encountered in the delivery of foreign languages, especially English as a foreign language in the classroom. Codeswitching is language behavior that seemed to be not only accepted but also often encouraged by teachers in order for students participate actively in classroom interactional practices and to facilitate students comprehension (Baker,2011; Garcia, 2009).

When teachers are bilingual communication will appear the phenomenon of one of the languages of at least two languages mastered by the teachers who are able to dominate communications. It is related to the choice of language used to communicate that has been influenced by several factors. Several factors may include factors speaker, topic, or level of mastery of one of at least two languages mastered to communicate.

In Indonesia, every school from elementary to college level there are always expected and required subjects in the English language learning process plan. English is used at every school as a form of the language of instruction in English language learning process. English also is an international language that will the role of it very important in the world of education, as well as the language of instruction in learning, English as well as a global communication tool. In this issue, learning English is applied to each school teachers and students apply English inappropriately, for example, communication when they mix two or more languages is called bilingual or multilingual learning. This phenomenon is one of the factors that makes the weak ability of students English language support.

In addition, students often have difficulty in presenting any material of foreign languages, especially English as a foreign language in the learning process classroom. At the time, of presenting the material, in order to be easily understood what their ideas and arguments. Accordingly, Sert (2005) argued that the student needs some strategies, whether related to the diction (use or selection of language) or the material delivery strategy, to gain a better understanding. Associated with the use of the selection of the language used in the EFL, especially English at the school,

the student can deliver his argument or the idea, require the right strategy so easy to understand.

Based the problem is about code-switching and code-mixing teacher of English in communications during the learning process in the classroom. The phenomenon of mixing languages in question can be seen from the interaction between teachers and students in these interactions where there is any mixing of language usage by the speakers (teachers) for changing the situation. For instance, in the current context of English teachers give an explanation about the subject matter to students. In this act of communication occurs, the awareness of teachers to borrow the lexicon or word Indonesian and then mix in English communication used when explaining the subject matter of Master mix languages in communication usually has the intent or purpose of its own, both with a view to clarify communication with students in efforts to attract students. Baker (2011) gave some examples of switches between languages in conversation. He mentioned that the term „codemixing“ has sometimes been used to describe changes at the word level (e.g., when one word or a few words in a sentence change). A mixed language sentence such as "Leo un magazine" (I read a magazine) might be called codemixing. In contrast, "Come to the table. Bwyd in barod" (food is ready) (Baker, 2011, p. 107) might be called codeswitching.

There are some problems in south sulawesi especialy Kendari, which until now has not been resolved completely subjects especially the English language. Among others: the problem of educational equity, quality of education, educational efficiency and relevance of education issues. Indeed, we need to recognize that in general human Indonesia English language abilities and talents they have less. This is probably due to less conscious of the importance of science and the importance of optimizing human resources to improve the welfare of life. Implementation education English language in Indonesia, especially in SMA Negeri 2 Kendari always perform code-switching and code-mixing in learning English is from English to Indonesian or vice versa in the classroom.

The reason of researcher to choose this school is based on the learning-teaching process in the school problem that found teachers and students do code-switching and code-mixing during observation in SMA Negeri 2 Kendari. In this research only focused on the teachers and students do code-switching and code mixing during English teaching and learning process into the class.

### Question Formulation

There are different types, reason and impact in the context of the code-switching and code-mixing on teachers and students in classroom. This research focuses on answering various questions as to what types of code-switching and code-mixing are used by Teachers in teaching-learning process; why do students code-switching and code-mixing in English learning process; what are the impact on students of code-switching and code-mixing in English learning process; and finally why do teachers switch and mix codes in the classroom.

## 2. LITERATURE REVIEW

### 2.1. Bilingualism and multilingualism

The phenomenon of people having more than one code (language) is called bilingualism or multilingualism (Wardough, 1986: 101). Sometimes, the people use more than one language to communicate with the society. This moment is influenced by their lifestyle. The lifestyle is more increase and modern influenced them to use more variation language. Lately, they use more than one language to speak with another society.

A speech community that has a relationship with another speech community, it will pass language contact. Therefore, bilingualism in Indonesian language called *kedwibahasaan* (Chaer, 2004, p. 84). Of the terms proposed by Chaer, it is understood that bilingualism or relating to the use of *kedwibahasaan* by people with bilingual speakers in their daily activities. There are several definitions of bilingualism even though essentially same. Such as by Mackey (1962, p. 12) stated that the practice of bilingualism is alternately from one language to another language by a speaker. Then, Bloomfield (1933) also found that bilingualism is the ability of a speaker to use two languages equally well. In line with the previous opinion Lado (1964, p. 214) argues that bilingualism is the ability to use 2 languages by someone with as good or almost as good, which is related to the knowledge of two languages regardless of level.

### 2.2. Definition of Code-Switching

Code-switching can be defined using two or more languages in a conversation. According to Alvarez-Cáccamo (1990), code-switching is an alternation of languages that occurs during bilingual conversations in which participants have at least one language in common. To clarify, bilinguals are individuals who are proficient in more than one language. According to Milroy and Muysken (1995) and Milroy and Gordon (2003), CS is an umbrella term that subsumes different forms of bilingual behavior, it has been differentiated from code mixing (CM) and borrowing by some researchers. As Gal (1988: 247) says, 'codeswitching is a conversational strategy used to establish, cross or destroy group boundaries; to create, revoke or change interpersonal relations with their rights and obligations.' We will now look more closely at this phenomenon. Codeswitching is language behavior that seemed to be not only accepted but also often encouraged by teachers in order for students participate actively in classroom interactional practices and to facilitate students comprehension (Baker, 2011; Garcia, 2009).

Code-switching can occur between sentences (inter-sentential) or within a single sentence (intra-sentential). In inter-sentential code-switching, the language switch is done at sentence boundaries. It has seemed most often between fluent bilingual speakers. In intra-sentential code-switching, the shift is done in the middle of a sentence, with no interruption, hesitations, or pauses indicating a shift. The speaker is usually unaware of the switch (Gafaranga, 2007). Code-switching, i.e. alteration between two languages in the same discourse is a common phenomenon in the present day multilingual language classrooms where English is taught and grammatical rules are explained with the help of the native language and where

English is the predominating language and other languages function as supportive or secondary elements in explanation and comprehension.

Meanwhile According to Poplack (1980) who distinguishes there are three types of code-switching. They are:

1. Tag switching

In this of switching Poplack in Romaine, 1995:121 stated the switch involves the insertion of a tag in language into an utterance which is otherwise entirely in another language, e.g. *you know, I mean*, etc. Tags may be easily inserted into a number of points in monolingual utterance without disturbing syntactical rules since tags are subject to minimal syntactic restriction.

For example:

Teacher: "benar, that's a good answer"!

Tabipun, Now we come to the sociolinguistics class.

"Bagus, good job Santi"!

Write geh, do not only read!

The words "that's a good answer" can be considered a tag. Sometimes, emblematic code-switching or tag switching can take the form of intrasentential switching where categorical equivalence exists between the two languages involved.

2. Intra-sentential code-switching

According to Poplack (in Romaine, 1995:122-123) stated "Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another".

For example:

Menurutku that's a good idea!

"open your matrik book and kerjakan page 10"!

Can you please tell me kalimat apa ini?

I'll give you a gift kalau kalian bisa jawab

From the example above includes code-changing or complete shifts to another language system at major constituent boundaries.

3. Inter-sentential code-switching

Intersentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other. Intra-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but most fluent bilinguals. This view has been put forward by Poplack, who claims, in effect, the opposite relation between competence and switching from that implied in Weinreich's (Cited romaine, 1995:123), characterization of ideal Bilingual. In this kind of code-switching, switches occur within the clause or sentence boundaries as in this example from TokPisin-English: what's so funny? Come be good. Otherwise, yubai go long kot (what funny? Come, be good. Otherwise, you'll go to court).

For example:

T : "Have you done your homework, Aul"?

S : Sudah, Ms!

T : May I see?

S : ini Ms!

T : look at the picture and fill the blanks.

S : yang mana Ms?

T : On page 30

From the example above intersentential code switches was to relate speech that had already occurred in other conversations in English. And it more frequent than intrasentential.

### 2.3. Defenition of Code-Mixing

Code-mixing is mixing of two or more language or have language varieties used in conversation same utterance. Code-mixing is a symptom of language usage in which "a mixing or combination of different variations within the same clause. Code mixing occurred when the people mix two or more language in their spoken. Code mixing often found in one sentence or one element spoken in language. According to Muysken (2000), CM refers to instances where lexical items and grammatical features of two languages appear in one sentence. Kachru (1978) defines CM as "the use of one or more languages for consistent transfer of linguistic units from one language into another" (p.28).

Code mixing is a condition when speaker mixes one language with another in their speaking activities. Code-mixing is a symptom of language usage in which "a mixing or combination of different variations within the same clause. Mixed into the code could be called (inner code mixing) if this phenomenon suggests that elements of the relatives in language and if the elements do not interfere it is out (outer code mixing). In addition, the mixed code (code mixing) described in (<http://callhavid.wordpress.com>) that the sentence: "*This morning I sudah bawa my baby tu near babysitter lah*". Based on this example occurs code mixing due to mixing speakers of both languages (code) in a mixed sentence. On code means there is a dominant language used, e.g., in the predominantly English-speaking.

Hoffman (1991:112) shows many types code mixing based on the juncture or the scope of mixing where languages take place. Those are intra-sentential mixing, intra-lexical code mixing, and involving a change of pronunciation. Each type will be describe bellow:

#### 1. Intra-sentential switching / code mixing

This kind of code mixing occurs within a phrase, a clause or a sentence boundary, as when a French-English bilingual says: "I started going like this. Y *luego decla* (and then he said), look at the smoke coming out my fingers." Another example is from Wardaugh (1986:108) "*Estaba training para pelar*" : "He was training to fight."

#### 2. Intra-lexical code mixing

This kind of code mixing which occurs within a word boundary, such as in *shoppā* (English *shop* with the Panjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning 'to').

#### 3. Involving a change of pronunciation

This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word 'strawberry' is said to be 'stroberi' by Indonesian people.

#### **2.4. Code-Switching and Code-Mixing**

The differences between code switching and code mixing, both of them have the strong similarities, its difficult to find the difference between them. The similarities and differences between the code-switching and code-mixing lie in changing the language used by speakers who *are bilingual*. Hudson, (1996: 53) provides an explanation that the switch of the language used by the bilingual speaker is due to a change of situation, while the mixed language change code is not accompanied by a change of situation. According to the code mixing done by speakers is not solely for reasons of the situation at the time of the occurrence of verbal interaction, but by the causes of language.

According to Thelander in Chaer & Agustina (2004) has asserted as previously mentioned that, if in an event said a transition from one clause of a language to another is called code-switching. But if in a speech clause or phrase used composed of a clause or mixed phrases and each clause or phrase that no longer supports its own function is referred to as code mixing.

#### **2.5. The Functions of Code-Switching and code-mixing**

Code-switching in a bilingual community context means that code-switching can be used for self-expression and is a way of modifying language for the sake of personal intentions, and may be used in order to build intimate interpersonal relationships among members of a bilingual community (Muysken, 2000). The function of teachers' code-switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code-switching process. These functions are listed as the topic switch, effective functions, and repetitive functions by Lyon (1996).

The function of students' code-switching; The first function of student code switch is equivalence, The next function to be introduced is floor-holding, The third consideration in students' code-switching is reiteration, which is pointed by Miller (1984) as: "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood". The last function of students' code-switching to be introduced here is conflict control.

#### **2.6. Reasons why do and Code-Switching and code-mixing during teaching English language**

Teachers CS to clarify a concept: teachers switch from the language one (L1) in order to make clear what they have said in language two (L2). Switching is often triggered by the teacher's assumption that the class (or specific learners) have not understood on the basic, for instance, of a marked lack of response (Probyn 2006, Altinyelken, 2010). CS and CM can also help teachers to guide learners' conception of curricular concepts in order to guide subsequent teaching (Rollnick and Rutherford, 1996).

In a study in Zanzibar Rea-Dickens and Afitska (2010, personal communication) reports that, teacher observed using CS, did so some of the time

20% of lesson observed, most of the time in 11% and rarely in 18%. Most teachers who CS-CM do so because they are free to do so as McGlynn and Hardman (2009) in Gambia found out that, teachers have right to CS in their classrooms, despite an English only policy but learners do not. In addition, According (Suwito, 1983:77) describes that there are three reasons code mixing occurs:

1. Role identification such as social, educational and register role.
2. Variant identification refers to the kinds of language used by the user.
3. Social status identity that refers to the sense for people to recognized as educated people when they use certain language.

## **2.7. Attitudes towards Code-Switching and Code-Mixing**

Luna and Peracchio (2005) claimed attitudes towards CS/CM as the extent to which individuals perceive CS/CM to be a desirable practice. Although in some communities CS/CM has been the norm rather than the exception (Grosjean 1982), studies have shown that there are varying attitudes towards this communicative behaviour (Kachru, 1978; Grosjean 1982; Gumperz, 1982). For example, Sanchez (in Cheng & Butler 1989, p. 298) argued that CS/ CM could “take away the purity of the language”. On the other hand, Poplack (1979, p. 72) felt that it is “a verbal skill requiring a large degree of competence in more than one language, rather than a defect arising from insufficient knowledge of one or the other”.

In addition, Lin (2005, p. 46) claims the practice of CS/CM as “local, pragmatic coping tactics and responses to the socioeconomic dominance of English in Hong Kong, where many students from socioeconomically disadvantages backgrounds with limited access to English resources struggled to acquire an English-medium education for its socioeconomic value”. Arthur and Martin’s (2006) study on interactional patterns in CLIL in Brunei lends support to this. They found that CS/CM is employed to facilitate students’ comprehension and to provide bilingual support. Teachers in the study perceived the use of CS as hearer-oriented, that is, taking into account the students’ competence in the target language. Other support for the “pedagogic validity of CS/CM” (Arthur & Martin, 2006, p. 907) are increasing students’ inclusion, participation and understanding in learning process, as well as developing relationships between the participants, conveying ideas more easily and accomplishing lessons (Lin & Martin, 2005; Arthur & Martin, 2006).

## **3. METHODS**

The type of this research is both quantitative and qualitative data (mixed method). Mixed method is a method which focuses on collecting and analyzing the data by combining between quantitative and qualitative (Creswell, 2013).

### **3.1. Technique of Data collection**

This research conducted at SMA Negeri 2 Kendari in English Language Study Program, located on Jl.Sisingamangaraja No. 41 Kel. Rahandouna Kec. Poasia, Southeast Sulawesi. The sample of the research is 5 of the population with take sampling about 3 teachers in that school. Furthermore, the sample of this research was all of English teachers who teach English in the school of SMA Negeri 2 Kendari second semester of 2018/2019 academic year, wherein this research the participant



is 3 English teachers. The researcher selected participant or unit, such as the school for the sample. In addition, for students as sample the researcher use the technique of purposive sampling. It means that in determining the sample class is based purpose of the study. In this research, the researcher used two class as sample namely class XI-IPA<sup>1</sup> and XI-IPS<sup>1</sup> (XI-IPA<sup>1</sup> 32 as students) and (XI IPS<sup>1</sup> 32 as students).

This research aims to investigate the use of code-switching and code-mixing in the classroom. There are four research questions, in order to answer the first research question "What type of code-switching and code-mixing are used by Teachers in learning English ?" the researcher used observation and record in the classroom when they do interaction in the classroom. The second research question distribute an interview and record with handphone HP (handphone) to the teachers of English "Why do they switch and mix codes in the classroom?". After that, for the third research question "What are the impacts students of the use code switching and code mixing in English learning process ?" so, to measure this case the researcher used to an interview and record too. Finally, in order to answer last research question "What are the reason of students towards the use of code-switching and code-mixing in classroom?" the researcher distributed an interview sheet to the students. The interview questionnaire consists of three open-ended interview in order to assess students opinion of code-switching and code-mixing used in teaching-learning activities in classroom.

a. Observation

As Mason (2002) defines it, "observation usually refer to methods of generating data which entail the researcher immersing herself or himself in a research 'setting' so that they can experience and observe at first hand a range of dimensions in and of that setting" (p.80).

b. Video Recordings

The main data in this study were collected by means of recording the whole lessons. The rationale behind choosing video recording as a major source of data collection procedure is that there are many advantages of video recordings (Dufon, 2002). First of all, video recordings provide the researchers with a dense data reflecting an authentic and a real-life situation. Since this study focuses on code-switching in the classroom discourse, recording the whole class hours provided the researcher with huge linguistic information than any other methods of data collection. It is also an advantage of video recordings (at least over audio recordings) that the researchers might easily see the posture, gesture of the participants; replay the video as many times as they would like by rewinding and forwarding to catch little details, and actually see the participants speaking which provide an easier analysis.

c . Interview

According to Heigham and Croker (2009, p. 184) there are three different types of interviews: the structured interview, the open interview, and the semi-structured interview. In my research using the semi-structured interview. In a semi-structured interview, the interviewer has a clear picture of the topic that needs to be covered, but he is also prepared to allow the interview to develop in unexpected directions where these open up important new areas (Heigham & Crocker, 2009, p. 185-186).

### **3.2. The technique of data analysis**

In doing data analysis, researchers conducted only one phases of analysis with Miles and Hiberman models, (1994):

1. The datta of reduction

Reduce means summarizing the data, choose the basic things, focus on the things that are important, look for themes and patterns and discard unnecessary data. Thus the reduced data will provide a clearer type or form and facilitate researchers to conduct data collection further, and look for it when necessary.

2. Display Data

In qualitative research, data presentation can be done in the form of a brief description, chart, relations between categories, flowcharts and the like. With a display the data, it will be easier to understand what is happening, to plan further work based on what has been understood that.

3. Conclusion drawing/verification

The third step in the analysis of qualitative data is the conclusion and verification. Initial conclusions presented still provisional and will change if no strong evidence supporting the next phase of data collection. But if the conclusions put forward in the early stages, supported by evidence of valid and consistent when researchers returned to the field to collect data, the conclusions presented a credible conclusion.

## **4. FINDINGS AND DISCUSSION**

The results of the data show that the teachers who use code switching in the speech describe several types of code, the type of code-switching that is often used is the type of intra-sentential switching (about 69.04%), after that a few of teachers uses the type of inter-sentential switching (about 30,95%) and the type of emblematic switching is not found in the research. Ten, they showed 35 data of code mixing, the type of code mixing that they used were intrasentential code mixing (about 94.28%) and involving a change of pronunciation (about 5.71%), and they never used intralexical mixing while doing research.

Based on the table bellow between code switching and code mixing found by researchers, the results for code-switching indicate that the intra-sentential type of code-switching is more dominant with a high percentage (about 69.04%), followed by the type of inter-sentential code-switching showed a low percentage (about 30,95%) performed by the teacher in the learning process. Based on all data from all teachers (42 data), they never used emblematic switching in a speech in their learning process while doing research in the classroom. The teacher inserts sentence boundary into English and switches to the Indonesian sentence in the form of a sentence. According to Myers- Scotton (1993), "inter-sentential code-switching occurs when an interlocutor switches from one language to the other between sentences, so an entire sentence may be generated before there is a switch back to another language. In the case of intra-sentential code-switching, it occurs within a sentence.

**Table of Frequency Types of Code-Switching**

NO	Types of code-switching	Frequency	Percentages
1	Intersentential Switching	13	30,95%
2	Intrasentential Switching	29	69.04%
3	Emblematic Switching	0	0%
Total		42	100%

After that, the use of code-mixing above showed that the dominant types of code mixing used teachers was intra-sentential code mixing which a high percentage ( about 94.28%) followed by involving change of pronunciation used was only two data with a low percentage (about 5.71%) and intra lexical code-mixing did not find. Those finding can be seen in the table data below.

**Table of Frequency Types of Code-Mixing**

NO	Types of code-mixing	Frequency	Percentages
1	Intersentential Mixing	33	94.28%
2	Intralexical Mixing	0	0%
3	Involving a change of Pronunciation	2	5.71%
Total		35	100%

#### **4.1. Impact on students of code-switching and code-mixing in English language teaching**

There are some questions to measure the impact on student of the use code-switching and code-mixing, which include :

1. Do you think that there are any advantages with code-switching and code-mixing in the classroom ?
2. Do you think that there are any disadvantages with code-switching and code-mixing in the classroom?
3. Do you code-switch and code-mix, when and why?

The result of an interview sheet above, it indicated that most of the students' responded quite positively of the use of code-switching and code-mixing in English learning and teaching processing. In other words, the impact of using code switching and code mixing especially English is very useful in the teaching-learning process, most of them think English is a difficult language, when the teacher or they carry out the teaching and learning process, for example regarding the emphasis of the teacher must use English without explaining with the help of Indonesian, students will be difficult to understand the lesson. Code-switching and code-mixing in terms of learning are very useful, helping speech opponents to understand the message and the situation of the listener.

#### **4.2. Students Reason towards the use of code-switching and code-mixing in teaching and learning process**

There are some questions to measure the impact on student of the use code-switching and code-mixing, which include :

1. What is the main reason of use code-switching and code-mixing?

2. You do code switching and code mixing while forgetting any term in your language target ?
3. What circumstances will you do code switching and code mixing?

The results of these questions illustrate some the students' responses, where almost all students say it is needed for switch code and mix code in bilingual learning, especially regarding English subjects. This indicates useful code-switching and code-mixing in EFL and it has positive value in the teaching and learning process in the classroom. The use of code switching and code mixing in the teaching and learning process cannot be avoided with various student reasons when the teacher applies the teaching only in English automatically students will find it difficult to understand the learning to provided by the teacher. Students will also find it difficult to deliver messages or information in English to the teacher or theme.

#### **4.3. What are the teachers reason towards the use of code-switching and code-mixing in the class**

This one of research questions is why do teachers use switc code and mix code in the clasroom, the researcher gave a questionnaire sheet to measure it.

The result of the question reveal that the reason the teacher's desire to use code switching and code mixing to the learning process more efficient and balance students' language skills was done so that students could more easily understand the material being studied, they used code-switching in situations when he wanted to concentrate on getting the students to understand the message that he was trying to convey. The teacher switches or mixes to explain or give an interpretation to students if they feel did not understand a particular purpose in the learning process. So, switching to Indonesian is an important communication strategy for the effectiveness of studying and so that it is expected that between the two speech actors get a meaning relationship.

The reason parts for teachers use of Indonesian to give praise to the students considered capable give rise psychological effect more fun for opponents said. To attract students' attention, the teacher conducts code-switching and mixed code using Indonesian in the form of reprimand so that the student's attention is directed back to the topic being discussed. It suitable with what Sert (2005) said that the teacher uses code-switching in order to transfer the necessary knowledge for the students for clarity.

## **5. CONCLUSION AND RECOMMENDATIONS**

### **5.1. Conclusion**

First, based on the description of the research results and discussion, the following conclusions can be expressed. Type of code-switching carried out by teachers in English learning, namely intra-sentential code-switching, and inter-sentential code-switching, while emblematic code-switching was not found in the study. The results showed that teachers were often or more dominant using the type of intra-sentential switching with a high percentage about 69.04%, teachers were also found a lot of using inter-sentential switching with percentage about 30,95% and for emblematic switching was not found in the research. Furthermore, in this case, the act of teacher-student communication during the teaching and learning process in the classroom, it

is known that teachers tend to use English more than Indonesian. This is because the learning to provide at that time is learning English. While, the type of code mixing done by the teacher in English learning is intra-sentential code mixing, intra-lexical code mixing and the involving change of pronunciation. The dominant type of code mixing is the intra sentential mixing with a high percentage about 94.28%, they are rarely used involving a change of pronunciation mixing with percentage 5.71% and they have never used intralexical mixing in teaching and learning process while doing research.

Second, the reason students use code-switching and a mixed code is more dominated by the speakers themselves. In detail, the reason for coding switching and code mixing occurs because speakers are less targeted language vocabulary or phrases, perceiving the need to insert or borrow some lexicons from other codes. Besides that, the reason for using code-switching and mixing code is to attract attention in the form of asking questions or asking explanations for teachers or friends in learning.

Third, to imply the use of code switching and code mixing by students in the teaching and learning process in the classroom. The positive impact of the use of code-switching and mixed code in English language learning is to facilitate students in understanding the information conveyed by the teacher. The use of mixed codes can help the language acquisition process in the targeted language.

For the negative effects of using code switching and code mixing in learning in class, most of the students where the findings in the study there is no profound impact on English learning, especially in the bilingual context, namely from English to Indonesian utterance or vice-versa. There are several main reasons the teacher conducts code switching and code mixing that is to convey the learning process effectively, when the teacher does not use code-switching or code mixing then learning will be difficult for students to understand. After that, the teacher uses code-switching and mixed code to encourage students to become better, both from encouragement and motivation in learning. Then, the teacher also uses code-switching and mixed code because usually, new terms appear in English learning. So that there is no misunderstanding in delivering the material the teacher mixes the language, from English to Indonesian.

## **5.2. Recommendations**

1. For the English teachers specially the teachers and students of SMA Negeri Kendari of learning to use code switching and code mixing more often because it could help the students understand and increase their vocabularies in a language, so both the lecturer and the students can consider code-switching as a strategy to reduce difficulties in English teaching-learning process, and also you could use code-switching to make the students easy to understand the language.
2. For the next researcher who wants to research about code switching and code mixing to investigate code switching and code mixing in different object situation for example in daily conversation, in the discussion's forum or event in social media.

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