Code switching and code mixing used by teachers in teaching procedure text

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Abstract

This study aims to describe 1). Types of code switching and code mixing used by teachers in teaching procedural texts, and 2). Reasons for using code switching and code mixing in procedural text at SMK Cendekia Madiun. The method used is descriptive qualitative. The results showed, 1) types of code switching There are three types of code switching used, namely the tag switching type appears 3 times, the inter-sentential type appears 3 times and the intra-sentential type appears 5 times. Meanwhile, there are 2 types of code mixing. 2) The researcher reports that the reason teachers use language mixing and language transfer is to make it easier for students to understand instructions in procedural texts, so that students are able to make procedure texts independently. The conclusion of this study is that code switching and code mixing are usually done because of multilingualism and clarification in conveying the meaning of the material conveyed by the teacher in the procedure text. This is done by teachers and students so that learning can run smoothly, comfortably and students understand the procedure text presented.

Keywords: *Language style; Social Context; Talk Show*

Introduction

A language is a tool used by humans to communicate according to situations and social conditions that affect it. In the world of education and sociolinguistics, it teaches how to use language in actual communication, especially in language teaching. In language teaching, of course, one must be able to apply language as a means of delivering content, carrying out social processes, and interacting in learning. This statement is supported by Sociolinguistics which is the foundation of educational linguistics which consists of language variations, interactions using various languages, the existence of gender, ethnicity, and social networks as the basis for the use of diverse languages, multilingual society, and the emergence of language contact (Spolsky & Hult, 2010). In the process of learning to teach language as a medium of interaction and communication for conveying information regardless of the type of language.

The use of language in teaching and learning interactions, basically the teacher must use language that is clear and can be understood by students. Teachers must be able to provide information and knowledge following the structure and rules of language use, which are able and understood by educators and students. One of the learning strategies and methods so that information can be captured and understood by students, teachers must use more than one language in lesson interaction. Code-switching and code-mixing are a form of teacher strategy in the teaching and learning process as a choice when students find it difficult to accept the meaning of the explanations given by the teacher on each material. Opinion of Alawiya et al. (2020) code switching is a strategy of using two or more languages alternately and between styles or varieties in one language. Meanwhile, other thoughts come from Windyawati (2018) which states that code-switching is pressure to move from one language to another, with the aim of explaining in more detail the speech delivered. Meanwhile, Alawiya et al. (2020) also argues that Code mixing is the use of two languages in utterances which are usually without intentional or unintentional elements speaker awareness.

Code switching occurs due to language changes in speaking situations that involve more than two languages used in acts of communication (Alsinda & Syafyahya, 2014). Researchers use code switching and code mixing in teaching because some students have limitations in vocabulary mastery and besides that many students come from outside the province such as NTB, Bali, Kalimantan, and districts who more often use the mother tongue from their area of origin, making it difficult to understand the instructions in the procedure text. According to Ajiza (2022) Code switching is an alternative to having conversations in two different languages and is effectively able to convey clearer information to students in language classes. In addition, Sahrawi and Anita (2019) conveys 5 roles of code-switching, including: quote (delivering the conversation directly use the language of origin of the quote), addressee Specification (explains in more detail on the conversation delivered), reiteration (explaining the previous conversation), message qualification (explaining specific material and provide further explanation of the expression next), and personalization or objectification (describing about something real and personal nature of the speaker). Based on Poplack (1988) Grammatical classification produces three types of code-switching, namely tag-code switching (usually occurs at the end of a sentence or utterance, it can change a tag phrase, word, or both, from language B to language A).e.g; of switching bilingual Indonesian from English to Indonesian; Come on, don't worry, ayo lah, inter-sentence code-switching (the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language). e.g:" Ini harus lama mengaduknya, but it is very deliciou, aku tidak sabar ingin mencicipinya." and intra-sentence code-switching (switching within the clause or sentence). e.g.: Apa yang membuat kue ini enak? Ayo tebak, jika kamu tahu, you are a reliable master chef.

Sistajati (2021) stated that code mixing is mix up one language with another language in an expression or speech. On the other side, Arrizki et al. (2020) describes two types of code mixing, namely Advances in Research in

Social Sciences, Education and Humanities, volume 509;1). Inner code mixing is a code mixing which occurs because of the insertion of language element of a native or national language and its variation. For example. The mixing of speech acts of Indonesian – Javanese – Bali- NTT. 2) Outer code mixing occurs because of the insertion of language element from foreign language and all of its variation. Hence, there is mixture of native or national language with foreign language.For example, Indonesian – English, and others.

Meanwhile, procedure text is a type of text that serves to inform the reader about the steps to do something. Procedure Text aims to provide instructions on how to step or method and how to make a product, operate, or do something. Generic Structure of Procedure Text is aim/goal, material/tool, steps, Congclution .result.The characteristics of procedural text are the Imperative elements contained in the procedural text in the form of imperative sentences. The tenses structure used is the Simple Present tense and uses n, connective of sequence and numbering.

Method

The approach used in this research is qualitative research. According to Creswell (2002) states that qualitative research is a process of understanding inquiry based on different methodological traditions of inquiry that explore or human problems. This can be interpreted that qualitative research focusing on real phenomena or events. This research shows a Phenomenon in the teaching and learning process of English. Contents in this study are code-switching and code-mixing in helping students understand the procedure text. This study aims to describe and discuss the types of code-switching and code-mixing, reasons for using code-switching, and code-mixing in teaching English, and the learning process in class XI SMK Cendekia Madiun. Researchers determine the data analyzed, find research problems, design instruments to collect, analyze, and describe data based on theory.
Data was obtained from transcribing the utterances of code-switching and code-mixing of the teacher. It helped to classify the form of mode-switching or code-mixing and its types. After the data were collected, they were put down in the written form through three steps as follow: 1) The researcher Listened carefully to the natural teaching-learning process in the recorded data; 2) The researcher transcribes the recorded data as accurate as possible and arranges them as a series of the teaching-learning process; 3) The researcher classifies the data which contained code-switching or code-mixing, and each type
This research will be conducted using Classroom Observation. Where the object of research is in Eleventh Grade SMK Cedekia Madiun.

Findings and Discussion

Results and discussions based on the analysis that has been done, the main findings related to the data code-mixing and code-switching can be seen in the following table. This table proves that code mixing and code switching have a very strategic role in communication, especially to clarify the meaning of

a term in a procedure text, so that students will easily understand and make procedure text independently

Tabel 1. Results of Code Mixing and Code Switching

No	Sentence	Code Mixing	Code-Switching
1.	*Teacher: Today we are going to learn procedure text (Jadi hari ini kita akan belajar tentang procedure tex, ya) Belajar apa Bastian? Students 1 : Beta tidak tau bu Students: teks prosedur to bu, mam*		This sentence includes code-switching because it consists of various language components .:English, Indonesian, Javanese, and NTT Intra-sentential
2	**Teacher** *:Bagaiaman membuat traditional food from Indonesia. Dapatkah kalian menyebutkan some traditional food from Indonesia,hayo apa?* **Students:** *wait, wait a minute, pay a bu?* **(students are still confused and silently do not answer)**		This sentence includes code-switching because of the language component various. (inter-sentential and tag code-switching)
3	**The teacher repeats the words conveyed** *I repeat, ya*		This sentence includes code-switching because of the language component various.:English to Indonesia language (Tag -Switching)
	Students: *Ow..yes Mam, I know, Gado – Gado, Benarkah Mam, it's or not mam*?	This sentence includes code-mixing because of the use of language units from one language to another i.e. English to Indonesian "Gado -Gado dan benar kanme" Outer-Mixing	

4.	*Teacher: Very good. I think all of you have known about traditional food from Indonesia. what ingredients do you need to make "Pecel"* *Students: I know ma'am, peanut sauce, vegetables, ditambah peyel....hhaha, yes bu?*	This sentence includes code-mixing because of the use of language units from one language to another i.e. English to Indonesian "Pecel and ditambah peyek" Inner-Mixing	
5.	*Teacher: Very good. I like it. Sekarang observasi this video. Check the <u>ingredients sesuai apa yang kamu</u> sebutkan tadi. Is it true or not based on the video* *Students:Yes Mam,tapi nanti di play ping 3 ya mam…*		This sentence includes code switching because of the language component various. From English to Indonesian and Javanese." Yes Mam,tapi nanti di play ping 3 ya mam… Intra-Sentential
6	*Teacher: Well. Now observe the video again. Make a note of how to operate the ATM machine <u>Bagaimana mengoperasikan mesin ATM</u>* *After that I will ask you some questions* *<u>Setelah itu saya akan memberi pertanyaan</u>, ya, <u>sudah ngerti</u> t?* *Students: njih bu ngertos…sak niki bu?*		This sentence includes code switching because of the language component various. From English to Indonesian and Javanese. Intra- Sentential

7.	*Teacher: Okay Dony, What is the first step to operating the ATM? Student :Sebentar, sorry mam ada yang belum kelar, vocabnya sulit bu…bikin beta pusing*	This sentence includes mixed code because of "sebentar. Ada yang belum finish dan sulit. Occurs because the words in foreign languages are easier to remember and more stable meaning (Inner-Mixing)	
8.	*Coba dony your answer my question, step pertama?*	This sentence includes code-mixing because of the use of language units from one language to another i.e. English to Indonesian "coba and pertama" Outer=Mixing	
9	*Insert your ATM card into the Mesin , ya gitu Bu?*		This sentence includes code switching because of the language component various. From English to Indonesian Tag-Switching
10	*Machine, le cah bagus, please repeat after me, diulang ya*		This sentence includes code-switching: English, Indonesia, Java language Intra-Sentential

| 11 | *Teacher: Select the Transaction You Want To Make*
 Student: Reapeat bu, alon-alon, masih di nules bu | This sentence includes code-mixing because of the use of language units from one language to another
 Outer-mixing | |
| 12 | We're going to step 3, ada yang tau? | | This sentence includes code-switching: English, Indonesia, Java language
 Inter-switching |

From the results of the reduction by classifying the many code-switching and code-mixing found in learning English about procedure text. Code-switching and code-mixing analysis In learning, code-switching is often encountered because teachers often encounter students having difficulty understanding instructional texts and some new vocabulary. This is because students often use their mother tongue or Indonesian.

There are several types of code-switching used in learning English, one of which is

a) Taq code-switching

In this study, tag switching is when a tag is placed in a different part of a file saying. This is because tags have no syntactic constraints, they can move freely, and they can be inserted almost anywhere in a phrase without violating any grammatical rules" for example :

➢ I know ma'am, peanut sauce, vegetables, ditambah peyek….hhaha, yes bu?

➢ Insert your ATM card into the Mesin , ya gitu Bu?

➢ I repeat,ya

From the two statements above students use tag-code switching at the beginning of the speech using English and then switching to Indonesian and even Javanese.

b) Intra-Sentential

The data showed that this type of code-switching are:

➢ Teacher: Today we are going to learn procedure text (Jadi hari ini kita akan belajar tentang procedure text, ya) Belajar apa Bastian?

➢ Teacher: Very good. I like it. Sekarang observasi this video. Check the ingredients sesuai apa yang kamu sebutkan tadi. Is it true or not based on the video

➢ Students: Yes Mam,tapi nanti di play ping 3 ya mam…

The data above shows that the code-switching type is dominated by English as the language matrix, in other words, English as the instruction and the other language as embedded, in one expression there are two languages.

c) Inter-Sentential

The data showed that this type of code-switching is:

➢ Teacher: Bagaiaman membuat traditional food from Indonesia. Dapatkah kalian menyebutkan some traditional food from Indonesia,hayo apa?

➢ Students: wait, wait a minute, apa ya bu?

➢ We're going to step 3, ada yang tau?

The code-switching in the data above shows code-switching between sentences because the speakers change their language based on between sentences. From English to Indonesian

d) Inner Code-Mixing

The data showing this code-mixing are:

➢ Teacher: Okay Dony, What is the first step to operating the ATM?

➢ Student :Sebentar, sorry mam ada yang belum kelar, vocabnya sulit bu…bikin beta pusing

The data above shows code-mixing where there are many variations of the language from the original language, namely English-Indonesia-Java and NTT

e) Outer Code Mixing

The data showing this code-mixing are:

➢ Coba dony your answer my question, step pertama?

The data above shows a mix of foreign language variation codes, namely English to Indonesian.

Based on the results of the research above, it shows that the forms of code switching and code mixing used by teachers to explain text procedures at SMK Cendekia Madiun consist of several types, namely 1) types of code switching There are three types of code switching used, including the type of code switching tags, the type between sentences and types of intra sentences. Meanwhile, there are two kinds of code mixing. 2) the teacher's reason for using language mixing and language transfer is to make it easier for students to understand the instructions in procedural texts, so that students are able to make procedural texts independently.

This is in line with previous research conducted to study code switching, code mixing, and others with several the difference (Pratama, 2022) is that there are more teachers now use code mixing and code switching to overcome comprehension problems that occur during online classes. It is also different from the results of previous research (Syamsuddin, 2022) code switching and code mixing are used in teacher and student interaction at SMK 1 Palu only examined in detail general information about form, function and factors cause of code switching and code mixing the code that affects the occurrence language use.

Conclusion

It can be concluded that code-switching is carried out by teachers and students so that learning can run smoothly and students understand the procedural text presented. Code-switching is usually done because of multilingualism and clarification in conveying the meaning of the material presented by the teacher. Miscommunication can lead to unsatisfactory results for students. So for Melt the tense atmosphere, there are times when the teacher changes and use several languages in their mother tongue so that students are comfortable in learning.

This research only examines specific about the types and reasons teachers use code switching and code mixing in explaining the procedure text instructions that affect the occurrence language use. For other researchers actionable code switching and code mixing research with a wider scope.Other researchers can also develop for other fields of research or subjects as in social media, markets, the environment where many immigrants come from certain areas, even the environment government and so on.

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