

AN ANALYSIS OF CODE SWITCHING AND CODE MIXING IN ENGLISH FOREIGN LANGUAGE CLASSROOM AT SMK BUNGA PERSADA CIANJUR

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ABSTRACT

The objectives of research are to investigate the extent, types, functions, teacher and students' attitude and the effects of teacher's code switching and code mixing in EFL classroom at SMK Bunga Persada Cianjur. This research focuses on analyzing EFL teacher's utterances at 10th grade and by using Poplack, Musyken and Wardhaugh theory. The method of this study is qualitative method. The data of the research is in the form of written recording utterances during teaching and learning process in the classroom, interview and questionnaire. Based on the analysis of the data, reveals that there are five major conclusions about teacher's code switching and code mixing in EFL classroom. First, code switching and code mixing exist in EFL classroom. Second, teacher's code switching and code mixing can occur in various types of switching and mixing. Third, the use of code switching and code mixing in EFL classroom has various functions includes topic switch, affective, repetitive, directive and phatic function, as proposed by Sert (2005) and Apple & Musyken (2006). Fourth, the data from the questionnaire reflects the positive attitude toward the use of code switching and code mixing along teaching and learning activities in the classroom. Lastly, teacher's code switching and code mixing can affect the students 'competency accomplishment positively. The teacher's code switching and code mixing can be effective to make students understand their teacher's practice instructions and material explanation.

Keywords: code switching, code mixing, attitude, classroom.

INTRODUCTION

In addition, the speakers in multilingual societies use varieties of any languages when they speak, bilingualism even multilingualism. The bilingual/ multilingual speakers usually mix and switch codes according to certain personal and social conditions of the communication they're involved in which called code mixing and code switching, as Wardhaugh (2010 p.98) states that,

“People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as code-switching. Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sententially) or within a single sentence (intra-sententially).”

Generally, code-switching is the mixing of words, phrases and sentence from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. Code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the Participants, in order to infer what is intended, must reconcile what they hear with what they understand. (Bokamba (1989) cited in (Ayeomoni, 2006 p. 91)

Based on previous statement, it is obvious that code-switching and code-mixing are part of sociolinguistics that discuss bilingual and multilingual then clearly also submitted that code-switching is a combination of two languages and more in accordance with the rules of the incorporation of the language such as merging the word with words, phrases with phrases and sentences with phrases. Code-switching was done to make the conversation more acceptable to the listener or the speaker, while code-mixing is incorporation language in accordance with the rules by which to be heard and understood by the users of these languages and this occurs because speakers of other languages and speak with a language that is not his native language so that mixing occurs naturally.

In one multilingual society, Indonesia, there are many people who speak two or more languages. Therefore, linguistic phenomenon of mixing or switching languages is quite common. For example, many educated bilingual Indonesian speakers frequently mix their national language or their regional language with English. A bilingual or multilingual situation can produce still other effects on one or more of the languages involved (Wardhaugh, 2010 p.97). Therefore, to switch one language to another, or to mix the use of two languages are common phenomena in a multilingual context.

English Foreign Language (EFL) Classroom can be the small context of bilingual or multilingual setting, and at its most general, entails switching and mixing by the teacher and/or learners between the target language of teaching learning and the learners 'native language. Code-switching and code mixing is a practice that enable learners to use their native language as a learning resource. (Lin, 2016 p.2) states that, Classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide).

In EFL classes in vocational high school Bunga Persada Cianjur, most of students and teachers are Sundanese where their mother tongue is Sundanese as their regional language. Sundanese language is used by Sundanese in their daily activities beside Indonesian language as the national language. Therefore, it is common for students or teachers to switch their languages from English to their national language or Sundanese or mix them all together.

Thus, the teachers consider that using code switching and code mixing in EFL classroom make teaching learning process more effectively.

In the past, some studies proposed first language (L1) use contrasted the pedagogy of teaching English through English Chambers, (1991) in Astrid, (2015 p.100). For those previous researches, teaching through the target language makes the language authentic and helps learners to be familiar with the whole English environment. However, according to Tang (2002) cited in Paker & Karağaç, (2015 p. 112) moderate and judicious use of mother tongue (L1) is helpful and can facilitate the learning and teaching of target language. Paker & Karağaç, (2015 p.112) states that teacher use code switching to check understanding, to clarify and to socialize. Furthermore, Gumperz (2009) cited in Yulyana (2012 p.2), gives possible functions of code switching, such as the reinforcement of an important message or the introduction of specific connotations linked to the other language. Therefore, code-switching has positive effect on learning processes.

Therefore, in this research study, the writer is interested to focus on analyzing teacher's code switching and code mixing in English Foreign Language Classrooms of SMK Bunga Persada Cianjur. The writer limited the research on these the following research questions, 1. To what extent code switching and code mixing exist in English Foreign language classroom? 2. What are types of code switching and code mixing used in English Foreign Language Classroom? 3. What are the functions of code switching and code mixing used in English Foreign language classroom? 4. How are the teachers' attitudes towards the use of code switching and code mixing in English Foreign language classroom? 5. How are the students' attitudes towards the use of code switching and code mixing in English Foreign language classroom? 6. How are the effects of code switching and code mixing in English Foreign Language classroom?

THEORETICAL FRAMEWORK

Code Switching and Code Mixing

According to Myers-Scotton (2006 p.239), the most general definition of code switching (CS) is; the use of two language varieties in the same conversation. Code-switching can be distinguished from other language contact phenomena such as loan translation (calques), borrowing, pidgins and creoles, and transfer or interference. In this respect, he notes that not only contextual factors play a role in the code choice, but factors such as social identity and educational background also affect the speaker's choice of code.

Musyken, (2000 p.109) defines that the term code mixing refers to all cases where lexical item and grammatical features from two languages appear in one sentence. And he also defines in code- mixing pieces of one language are used while a speaker is basically using another language.

The researcher can conclude that code mixing is a mixture between two or more languages in which there is a dominant language and inserted with different language to give appropriate context to the audience or listener in one social situation

Syafrizal and Astridyah R sari, (2017 p. 121) states that, it is not always easy to distinguish code mixing from code switching. Like code switching, code mixing is a strategy of bilingual speaker. (whereas borrowing is not), in the sense that it is a fact of language, and monolinguals can make use of it. Code mixing can of course express a lack of competence in the base language, such as lexical items, and in this case, code mixing can compensate for this deficiently. However, as for code switching, code mixing can be a bilingual's specific code which enables him to express attitudes, intentions, roles, and to identify with a particular group.

Types of Code Switching

Code switching can be viewed from a grammatical perspective, as well as from a sociolinguistic perspective (Van Dulm, 2007, p.12-15). Grammatically, there are three types of code switches. Poplack (1980), cited in Alheeti (2016, p.11) proposed a well-known framework that identifies three different types of switching which are tag-switching, inter-sentential and intra-sentential.

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of CS occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the L1 (Hamers & Blanc 2000, p.259). Inter-sentential Code Switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. Intra-sentential Code Switching, according to Poplack (1980) cited in Al Heeti (2016, p.11) , is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level.

In addition, from a sociolinguistic perspective, there are two types of code switching, namely metaphorical and situational code switching (Van Dulm, 2007, p.15). Metaphorical code switching refers to the process in which a bilingual speaker changes codes because of the change in what is being talked about. "Metaphorical code-switching occurs when a

change of topic requires a change in the language used” (Wardhaugh, 2010 p.104). The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct to what is said about the topic. Situational code switching refers to the process in which a bilingual person often switches from one code to another depending on whom that person is talking to. Wardhaugh (2010:101) also states that Situational code-switching occurs when the languages used change according to the situations in which the conversant find themselves

Types of code mixing

According to Musyken (2000, p.221) there are three types of code mixing, The first is ***Insertion***, The concept of insertion is defined as insertion of material such as lexical items or entire constituents from one language into a structure from the other language. According to him, approaches that depart from the notion of insertion view the constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal.

The second type is ***Alternation***. Approaches departing from alternation view the constraints on mixing in terms of the compatibility or equivalence of the languages involved at the switch point. Conjunctions and appositions are incorporated through adjunction rather than insertion (2000). Verbs are often incorporated through adjunction to a helping verb. Language alternation is a normal, common, and important aspect of bilingualism.

The last type is ***Congruent Lexicalization***. The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation. Congruent lexicalization is akin to language variation and style shifting: switching is grammatically unconstrained and can be characterized in terms of alternative lexical insertions.

Functions of code switching and code mixing

According to Sert, (2005 p.2) The functionality of code switching in teachers’ classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions. Appel and Muysken (2006) in Fong (2011, p. 14) lists six main functions of code switching and code mixing:

- 1) Referential function: Code-switching involves lack of knowledge or facility in a language. Hence, bilingual speakers switch code when they do not know the word. The speaker switches from language A to language B because he does not know one or more words in language A, or because he feels it is easier to speak about a certain theme (politics, car mechanics) in language B.

- 2) Directive function: code-switching is used as a means to either include people in the conversation, or to exclude them from it. An example would be parents switching to a language their children do not understand in order to discuss something secret;
- 3) Expressive function: code-switching is used to underline a common identity.
- 4) Phatic function: switching emphasizes a statement or comments it. This category includes the use of dialect in the punch line of a joke to allude to stereotypes.
- 5) Metalinguistic function: the change from one language to another is used to comment on the language use itself, or to show off one's linguistic repertoire.
- 6) Poetic function: language switching is used for its poetic or humorous effect.

According to Liebscher and Dailey-O'Cain (2005:235), teachers should encourage code-switching instead of forbidding it in foreign language classrooms. They also suggest that teachers should see code-switching as an advantage and that the use of L1 (first language) is good and meaningful in order to encourage L2 acquisition. They see this sort of classroom as "a community of practice".

In addition, Lin, (2016 p.46) claims the practice of code switching and code mixing as "local, pragmatic coping tactics and responses to the socioeconomic dominance of English in Hong Kong, where many students from socioeconomically disadvantaged backgrounds with limited access to English resources struggled to acquire an English-medium education for its socioeconomic value".

Arthur and Martin's (2006) cited in Ariffin, (2011 p.227) study on interactional patterns in content language integrated learning in Brunei lends support to this. They found code switching and code mixing are employed to facilitate students' comprehension and to provide bilingual support. Teachers in the study perceived the use of Code Switching and Code Mixing as hearer-oriented, that is, taking into account the students' competence in the target language. Other support for the "pedagogic validity of code switching and code mixing 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.

Hence, the decreasing level of English proficiency among students is the main reason to the need in finding out how to tackle this issue. Teachers have been applying Code Switching and Code Mixing as a means of providing students with the opportunities to communicate and enhancing students' understanding. Furthermore, Code Switching and Code Mixing help to facilitate the flow of classroom instruction since the teachers do not have to

spend so much time trying to explain to the learners or searching for the simplest words to help clearing the students' understanding.

METHODOLOGY

This study aims to identify the types and functions of code switching and mixing used by the teacher in classroom interactions, and to identify the teachers' attitude and students' attitude toward code switching and code mixing. The researcher observes one of the English teacher and two classes of ten grade students. The numbers of students are 66 students. The population of this study is tenth grade students of vocational high school Bunga Persada Cianjur. The population is taken from 2 classes; X AP 1 and X AP 3 classes.

The writer uses descriptive qualitative method. Techniques of collecting data are observation, questionnaire and interview.

The main purpose of observation was to find out the types and the functions of code switching and code mixing which are used by the teacher and students' conversations in classroom interactions. After recording the teacher and the students' activities, the researcher made video transcripts, and analyzed the types and the functions of code switching and mixing .

The interview was recorded by using tape recorder. Then the researcher listened and transcribed it. The researcher analyzed the result of transcribing process to find out the teacher and students' attitude toward code switching and code mixing in EFL classroom interaction and the effects of code switching and code mixing in EFL Classroom. The researcher distributed the questionnaire to the two selected classes of the tenth grade, to investigate the extent of code switching and code mixing which exist in EFL classroom and students' attitude toward code switching and code mixing in EFL Classroom.

RESULT AND FINDING

1. The Extent of Code Switching and Code Mixing exist in EFL Classroom.

The extent of Code Switching and Code Mixing exist in EFL Classroom were identified from the analysis of questionnaire as main source of data. The finding shows a clear pattern of language use by the teacher. It seems that the extent to which code switching and code mixing occurred in EFL classroom depended highly first, on the teacher' competence in English, and second, the students' competence in English. The following tables show the students' perceptions on the frequency of the use of teacher's code switching and code mixing in EFL the classroom.

Table 1 The frequency of teacher's code switching and code mixing in EFL classroom

Item	SA (5)		A (4)		NAE(3)		D (2)		SD (1)	
	N	%	N	%	N	%	N	%	N	%
1	20	40%	25	50%	4	8%	0	0%	1	2%
2	12	24%	30	60%	1	2%	6	12%	1	2%
3	20	40%	25	50%	3	6%	1	2%	1	2%
4	35	70%	12	24%	3	6%	0	0%	0	0%
5	7	14%	12	24%	7	14%	19	38%	5	10%
6	27	54%	23	46%	0	0%	0	0%	0	0%
-	SA(1)		A (2)		NAD(3)		D (4)		SD (5)	
7	0	0%	1	2%	7	14%	21	42%	21	42%
8	0	0%	4	8%	2	4%	35	70%	9	18%
9	0	0%	4	8%	7	14%	32	64%	7	14%
10	0	0%	5	10%	8	16%	22	44%	15	30%
11	3	6%	12	24%	8	16%	22	44%	5	10%
12	0	0%	1	2%	2	4%	18	36%	29	58%

Table 1 illustrates the use frequency of code switching and code mixing in EFL classroom at SMK Bunga Persada during teaching and learning activities. The researcher made questionnaire with positive and negative statements. Number 1-6 are positive statements and number 7-12 are negative statements.

From the table, the first statement of the questionnaire stated that mixing English and Indonesian language/ first language is a common phenomenon in the class they have attended in. It can be seen that 23 students (46%) strongly agreed and 20 students (40%) agreed. The opposite statement on the 7th statement stated that Mixing English and Indonesian language/ first language is not a common phenomenon in the class English teacher has attended in. There were 21 (42 %) students that strongly disagreed and 21 (42%) students disagreed. This data was supported from the interview to several students who claimed that the use both English and Indonesian are common practice in EFL classroom.

The second statement of the questionnaire stated that the English teacher's main language when delivering material is not always English, it can be inferred that most of students; 12 students (24%) strongly agreed and 30 students (60%) agreed. The opposite statement, number eight of the questionnaire stated that the English teacher's main language

when delivering material is always English. There were 35 (70%) students disagreed and 9 (18%) students strongly disagreed.

The third question of the questionnaire stated that the English teacher frequently mixes Indonesian language/ first language with English in his/her lectures. There were 20 (40%) students strongly agreed and 25 (50%) students agreed. The opposite statement, number nine of the questionnaire stated that the English teacher frequently uses English in his/her lectures. There were 32 (64%) students disagreed and 7 (14%) students strongly disagreed.

The fourth statement of the questionnaire stated that The English teacher usually maintains the English terminology but uses Indonesian language/ first language to give further explanation. There were 35 (70%) students strongly agreed and 12 (24%) students agreed. The opposite statement, number ten of questionnaire stated The English teacher usually maintains the English for terminology and also for further explanation. There were 22 (44%) students disagreed and 15 (30%) students strongly disagreed.

The fifth statement of the questionnaire stated that The English teacher has any difficulty in delivering materials, if it is only in English. There were 7 (14%) students strongly agreed and 12 (24%) students agreed, 7 (14%) students neither agreed or disagreed and 19 (38%) students disagreed. The opposite statement, number eleven stated that The English teacher does not have any difficulty in delivering materials in English. There were 22 (44%) students disagreed and 5 (10%) students strongly disagreed.

The sixth statement of the questionnaire stated The English teacher always switches to Indonesian language/ first language when we do not understand the materials. There are 27 (54%) students strongly agreed and 23 (46%) students agreed. The opposite statement, number twelve stated that The English teacher doesn't always switch to Indonesian language/ first language when we do not understand the materials. There were 22 (44%) students disagreed and 15 (30%) students strongly disagreed.

Based on the data, the teacher usually switched and mixed the code from English to Indonesian or vice versa. The frequency of code switching and code mixing done by teacher seem to be influenced by student's English proficiency. Students who are still in learning condition are still influenced much from their native language, and in order to cope the problems, they tend to use code switching and code mixing. The finding is suitable with Lin, (2016 p.2) which states that, Classroom code-switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide).

2. The Types of Code Switching and Code Mixing in EFL Classroom.

2.1. Types of Code Switching occurred in EFL Classroom

Table 2: Types of code switching based on the structure of the switching process.

Meeting/ Class	Types of Code Switching		
	Inter-sentential	Intra-sentential	Tag
X AP 3	13	16	2
X AP 1	10	22	1
Total	23	38	3
Percentages	36%	59%	5%

Table shows that teacher used all types of code switching based on the structure of switching process including inter-sentential, intra sentential and tag switching. Based on the frequency of occurrence, the frequency of inter-sentential switching was around 36%. It was followed by Intra-sentential switching (59%) and tag switching (5%). Further explanations about types of code switching based on the structure of switching process that have been used by the EFL teacher are discussed in three following sub sections.

2.2. Types of Code Mixing in EFL Classroom

Table 3. Types of code mixing based on Musyken (2000) classification.

Meeting/ Class	Types of Code Mixing		
	Insertion	Alternation	Lexical Congruent
X AP 3	17	14	0
X AP 1	20	7	1
Total	37	21	1
Percentages	63%	36%	2%

There were three types of code mixing found in EFL classrooms at SMK Bunga Persada Cianjur. They were insertion, alternation, and congruent lexicalization. From 59 data (2 meetings), 63% belong to insertion, 36% belong to alternation, and 2% belong to congruent lexicalization. On the category insertion, there are four types of insertion such as insertion of word, insertion of hybrid, insertion of word reduplication, and insertion of

phrases. On the category alternation, there are two types of alternation such as alternation of clause and alternation of sentence.

3. The function of code switching and code mixing in EFL Classroom.

The function of code switching and code mixing used by teacher and students in EFL classroom is the third research question in this paper. Those functions were investigated through analysis of data which were mainly gained from the transcripts of classroom observations.

Table 4. Function of Code switching and code mixing in EFL Classroom

Function of CS/CM	Meeting			
	1st	2nd	Total	Percentages
Topic Switch	20	15	35	29,41 %
Affective/ Expressive function	12	15	27	22,69 %
Repetitive function	15	13	28	23,53 %
Referential function			0	0,00 %
Directive function	3	2	5	4,20 %
Phatic Function	6	8	14	11,76 %
Metalinguistic Function	4	6	10	8,40 %
Poetic Function.	0	0	0	0,00 %

The functions of code switching and code mixing which were mainly found in EFL Classroom were Topic switch, affective, repetitive Referential, directive, expressive, Phatic, metalinguistic, and Poetic Function. In addition to that, repetitive function was also found in several utterances. Hence, it will be briefly included for discussion in the following chapter.

4. The Teachers' Attitudes towards Code Switching and Code Mixing in EFL Classroom.

The Teachers' Attitudes towards Code Switching and Code Mixing in EFL Classroom was the fourth research question which was investigated mainly through teacher's interview. There were 7 sets of questions which were asked to the EFL teacher.

The first question was to know whether she switched her language from English into Indonesian/ Sundanese language or conversely in classroom. She responded that sometimes she often switched her language from English to Indonesian language and conversely, because if she didn't mix/switch, the students can't understand.

The second question was to find out why she switched the language. She explained two reasons, the first is she didn't switch, the students cannot understand the materials, second is the students will have addition vocabularies.

The third question was to investigate what language should be used in teaching English. The teacher said, ideally EFL teachers should use only English language but the problem was the students can't understand if EFL teacher used only English

The fourth question was to figure out what language she used more comfortable while she was teaching. As an EFL teacher, of course she was very comfortable using English, but there were several problems if she just used English, so she would be more comfortable to switch and mix the language.

The fifth question was whether there were any special situations that she had to switch her language in the classroom and how English and Indonesian language she used during teaching. Actually, she taught ten grade students, they didn't have many vocabularies. So when she taught grammar, listening, she used English first after that she translate into Indonesian.

The sixth question was to know how the students' respond to language she used during teaching learning process. Some students thought what she was talking; some students understood what she was talking to them. Sometimes they didn't know the meaning, even they didn't understand what she explained to them, so she translate into Indonesia or mix English, Indonesian and Sundanese.

The seventh question was to find out the functions of switching/mixing the language in the classroom for the students. She explained that the function of code switching and code mixes to make the students understand, to comprehend the materials and to add vocabularies for them.

The eighth question was to figure out if there were any beneficial for the students if she switched the language. The benefit of switching the language is make the students more understand, to add their vocabulary, to improve their knowledge also.

In addition, the teacher felt that students should be exposed to the correct structure of English Language when dealing with the contents. She seriously claimed that students might have not realised that their explanation of certain concepts could become wrong or confusing because of the wrong language structure used. Thus, she should be responsible in providing the correct model of structure in the classroom. However, the teacher also admitted that it was impossible to avoid code switching and code mixing because of the students' low proficiency in English, they were still x grade students. Thus, code switching and code

mixing might seem to be a strategy to promote fast and easy understanding among the students.

Code switching can have a positive attitude, when the speakers switch the code, they build a bridge from the known (our native language) to the unknown (target language) Sert, (2005 p.2). Liebscher and Dailey-O’Cain (2005) and Lin, (2016 claim that code switching and code mixing in foreign language classrooms is useful

5. The Students’ Attitudes towards Code Switching and Code Mixing in EFL Classroom.

The students’ Attitudes towards Code Switching and Code Mixing in EFL Classroom are the fifth research question, which was investigated mainly through questionnaire and students’ interview. There were 12 items of questionnaire which were asked to the students, 6 items were positive attitude and 6 items were negative attitude of code switching and code mixing. They were asked to give response based on Likert scale (strongly agree = 5, Agree = 4, Nether agree or disagree=3, Disagree = 2, and strongly disagree = 1).

Table 5. Students’ Attitudes towards teacher’s Code Switching and Code Mixing in EFL Classroom. Students (N=50)

Item	SA (5)		A (4)		NAE(3)		D (2)		SD (1)	
	N	%	N	%	N	%	N	%	N	%
1	23	46%	20	40%	2	4%	3	6%	2	4%
2	22	44%	19	38%	8	16%	1	2%	0	0%
3	16	32%	25	50%	5	10%	4	8%	0	0%
4	18	36%	25	50%	6	12%	0	0%	1	2%
5	34	68%	16	32%	0	0%	0	0%	0	0%
6	17	34%	29	58%	2	4%	1	2%	1	2%
-	SA(1)		A (2)		NAD(3)		D (4)		SD (5)	
7	2	4%	17	34%	14	28%	11	22%	6	12%
8	1	2%	0	0%	6	12%	23	46%	20	40%
9	2	4%	4	8%	6	12%	21	42%	17	34%
10	2	4%	1	2%	6	12%	17	34%	24	48%
11	1	2%	3	6%	3	6%	17	34%	26	52%
12	4	8%	7	14%	13	26%	19	38%	7	14%

From the table, the first statement of the questionnaire stated that I would like the teacher to use Indonesian language/ first language and English in EFL Classroom. It can be seen that 23 students (46%) strongly agreed and 20 students (40%) agreed that their EFL teacher uses Indonesian language/ first language and English in EFL Classroom. In the opposite, 11 (22%) students disagreed and 6 (12%) students strongly disagreed if English teacher to minimize their use of Indonesian language/ first language in EFL Classroom, but 17 (34%) students agreed with this statement. based on the supported from the interview from several students who mentioned that because they are non-native students, they need the teacher to switch or mix the language English-Indonesia, and conversely. But one student claimed that English teacher should use more English to make them learn about English vocabulary.

The second statement of the questionnaire, they would prefer their EFL teacher use Indonesian /first language and English in EFL Classroom, it can be inferred that most of students; 22 students (44%) strongly agreed and 19 students (38%) agreed. The opposite statement, number eight stated that I would prefer my teacher to use only English in EFL Classroom. There were 23 students disagreed and 20 students agreed with. From the interview, some students said that it is much more convenient for them if the teacher switch or mix the language between English and Indonesian/ first language.

The third statement of the questionnaire stated that they feel happy when English teacher uses both Indonesian/ first language and English during his/her teaching, it can be interfered that most students; 16 (32%) students strongly agreed and 25 (50%) students agreed, They could feel much more relaxed from thinking all the time to interpret the message from their lecturers.

Moreover from the data list on table 7, it can be seen that most of students; 18(36%) strongly agreed and 25 (50%) Students agreed, if teacher's mixing of English and Indonesian language/ first language is not a problem to them. Point 5, they need the teacher to use both Indonesian language and English to better understand the materials, most of students; 34 (68%) strongly agreed and 16 (32%) agreed with that statement. From the interview, some students said that it is much more convenient for them to listen the explanation that mixed the language between English and Indonesian/ first language. When the teacher mixes Indonesian language/ first language and English in his/her teaching, I pay attention in point 6, most students; 17 (34%) students strongly agreed and

Finally, most of students claimed that they would respect the teacher who teaches the class by using full English and they will be respect more if they teacher use code switching/mixing in English and Indonesian.

6. The Effects of Code Switching and Code Mixing in EFL Classroom.

The effects of code switching and code mixing in EFL classroom were identified through analysis of data which were mainly got from classroom observations and also supported by the data from teacher's interview students' interviews and students' questionnaires.

The findings revealed that the use of code switching and code mixing affected students to accomplish English competency in EFL classroom. Based on classroom observation, when the teacher delivered verbal instructions, the teacher used Indonesian and English purposively in her code switching. Indonesian as one of students' understandable languages was used to directly give understandable instructions of actions that the students had to do. Teacher also used code switching check students' comprehension on grammar, structure and pronunciation.

Based on the teacher's interview, code switching and code mixing had positive effect in EFL classroom. She believed that Code-switching and mixing also helped improve their L2 proficiency and to make them understand what is delivered. Based on the students' interview, they claimed that they would have difficulty if the teacher only speak English during the explanation, thus, using code switching and code mixing helps the students to understand the classroom instructions, helps the students to understand meaning of words and, ultimately, helps the students to improve their English. Therefore, they wanted the teacher to switch or mix the language during teaching learning activity. However two students claimed that the teacher should use English more especially in speaking to practice the students to have English speaking competence.

The researcher who found that the majority of the students strongly supported the use of code-switching and mixing due to several reasons; Lessons were easier to understand, The teachers provided more words of encouragement and better feedback to the students, The learning atmosphere became more interactive, and Teacher who switched and mixed the language was more intimate with the students.

In addition to this, the researcher's findings were also able to match the findings of the study done by Sert (2005) and Bista (2010) which revealed that code switching can be a useful tool in the classroom for both teachers and students.

CONCLUSIONS

The obtained data from the classroom observations, the teacher's interview, the students' interview and the students' questionnaires reveal that there are five major conclusions which can be drawn from the present research about an analysis of code switching and code mixing in EFL classroom at SMK Bunga Persada Cianjur. First, code switching and code mixing exist in EFL classroom for low proficiency students.

Second, code switching and code mixing can occur in various types. There were five types of code switching proposed by mentioned experts Poplack (1980), Hamers & Blanc (2000) and Wardaugh (2010) which the teacher used in EFL classroom. From a grammatical perspective, there are three types of code switching; tag-switching, inter-sentential and intra-sentential, and from sociolinguistic perspective there are three different types of switching which are situational code switching and metaphorical code switching. Moreover, there are three types of mixing according to Musyken (2006) that the teacher used; insertion, alternation and congruent lexicalization.

Third, the functions commonly used by the English teachers in the foreign language classroom purposed also for some motive, these functions are: (a) topic switch, (b) affective function, and (c) repetitive function, (d) directive function and Phatic function.

Fourth, based on the questionnaire, teacher and students have positive attitude toward code switching and code mixing in EFL classroom. In general, code switching and code mixing 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

Fifth, code switching and code mixing can affect students' English competency. Majority of the students strongly supported the use of code-switching and mixing due to several reasons; Lessons were easier to understand, The teachers provided more words of encouragement and better feedback to the students, The learning atmosphere became more interactive, and Teacher who switched and mixed the language was more intimate with the students.

Beside as the strategies used by people who live in bilingual/ multilingual countries, Code switching and code mixing also can be used by students and teachers/ lecturers in EFL (English as a Foreign Language) classes. In the multilingual communities, people usually have certain considerations in order to choose the language to use in communication. Therefore, people have consideration on switching or mixing the code in communication. The way people switch or mix the languages in multilingual communities can also be seen in EFL classes.

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