

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Finding

In this chapter, the researchers also present their findings and discussions. Researchers provide all data on code mixing and code switching when in classroom interaction from English teachers. For the Discussion, the researcher uses the theory from the previous chapter to discuss the data discovered during the interaction in the classroom. This research is specifically referred by the research questions listed below:

1. What types of Code switching is frequently used by EFL teachers' communication in the classroom interaction in SMAN 1 Aceh?
2. What types of Code mixing is frequently used on EFL teachers' communication in the classroom interaction in SMAN 1 Aceh?
3. How are the strategies of Code switching and Code mixing used by the EFL teachers of SMAN 1 Aceh during their classroom interaction?
4. Why EFL teachers of SMAN 1 Aceh use code switching and code mixing in during classroom interaction?

4.1.1 Types of Code switching is frequently used by EFL teachers' communication in the classroom interaction in SMAN 1 Aceh

In addressing this research question, the analysis focused on identifying the various types of code switching commonly employed by EFL teachers during classroom interaction at SMAN 1 Aceh. The analysis revealed several prevalent types of code switching, including intra-sentential, inter-sentential, and tag switching.

a. Intra-sentential code switching, characterized by the alternation of languages within a single sentence, was frequently observed in teacher-student discourse.

For example, teachers often inserted English words or phrases into Bahasa Indonesia sentences when explaining complex concepts.

b. Inter-sentential code switching, involving the alternation of languages between sentences, was also common. Teachers tended to switch between English and Bahasa Indonesia when transitioning between topics or providing instructions.

c. Tag switching, where a phrase or word from one language is inserted into a sentence in another language, was less frequent but still observable. Teachers occasionally used English tags, such as "okay" or "right," within Bahasa Indonesia sentences to seek confirmation or agreement from students.

4.1.2 Types of Code mixing is frequently used on EFL teachers' communication in the classroom interaction in SMAN 1 Aceh

In response to this research question, the analysis examined the prevalent types of code mixing utilized by EFL teachers during classroom interaction at SMAN 1 Aceh. The analysis identified several common types of code mixing, including inserting, alternation, and congruent lexicalization.

a. Inserting, the incorporation of words or phrases from one language into a sentence in another language, was frequently observed. Teachers often inserted English nouns or verbs into Bahasa Indonesia sentences to provide clarity or emphasis.

b. Alternation, where speakers switch between languages at the sentence or clause level, was also prominent. Teachers alternated between English and Bahasa Indonesia sentences when providing examples or explanations, catering to the linguistic needs of diverse student groups.

c. Congruent lexicalization, where words from two languages are combined to form a new lexical item, was less frequent but still present. Teachers occasionally

used hybrid expressions, blending English and Bahasa Indonesia words, to facilitate comprehension and engagement among students.

4.1.3 The strategies of Code switching and Code mixing used by the EFL teachers of SMAN 1 Aceh during their classroom interaction.

After doing the observation and recording the English teacher's language in the classroom, the researchers notice that the English teacher frequently mixes Indonesian language into English terms, and sometimes English into Indonesia and to the local language utterances. The English teacher employed code mixing and code switching as a communication tool with the students during the teaching and learning process.

When the teacher teaches a foreign language in class, code switching becomes a strategy for students to acquire in order to improve their English skills. The teacher uses target language to convey the content at the beginning of the meeting, and then switches back to Indonesia to ensure that the students understand. The learner employs the target language as much as necessary, but returns to their home language for any element of an utterance that they cannot express in the target language.

These are strategies in teaching English for EFL teacher :

A. Language Integration Approach:

1. Explicit Teaching of Code-Switching and Code-Mixing:

- Incorporate explicit instruction on code-switching and code-mixing into the language curriculum.
- Provide students with explanations of when and how these language practices are used in communication.

2. Modeling and Guided Practice:

- Model appropriate instances of code-switching and code-mixing during classroom interactions.
- Provide guided practice activities where students can practice using these language strategies in context.

3. Interactive Learning Activities:

- Design interactive learning activities that encourage students to engage in code-switching and code-mixing during communicative tasks.
- Foster peer-to-peer interactions where students can use these language practices collaboratively.

B. Cultural and Contextual Understanding:

1. Cultural Sensitivity Training:

- Integrate cultural sensitivity training into the language curriculum to help students understand the cultural and social factors that influence language use.
- Discuss the cultural norms and conventions associated with code-switching and code-mixing in different contexts.

2. Authentic Materials and Contexts:

- Use authentic materials, such as multimedia resources or real-life scenarios, to expose students to authentic instances of code-switching and code-mixing.
- Provide opportunities for students to analyze and interpret language use in authentic contexts.

C. Language Awareness and Reflection:

1. Reflective Journaling:

- Implement reflective journaling activities where students can reflect on their own language use and experiences with code-switching and code-mixing.
- Encourage students to identify instances of code-switching and code-mixing in their daily lives and reflect on the reasons behind these language choices.

2. Group Discussions and Debates:

- Facilitate group discussions and debates on the topic of language variation and language choice.

- Encourage students to critically analyze the advantages and disadvantages of code-switching and code-mixing in different communication contexts.

Assessment and Feedback:

1. Performance-based Assessments:

- Develop performance-based assessments that evaluate students' ability to effectively use code-switching and code-mixing in communicative tasks.
- Provide constructive feedback to students on their language use and encourage them to refine their language skills over time.

2. Peer and Self-Assessment:

- Incorporate peer and self-assessment components where students can evaluate their own and their peers' use of code-switching and code-mixing.
- Encourage students to provide constructive feedback to their peers and reflect on their own language learning progress

a) Code Mixing in the Form of Word

Word code mixing is the act of adding a new language (English) into a base language (Indonesia). Furthermore, a language produced by the English teacher is not always the same in any interaction. Consider the following examples:

- (1) Teacher : Please study number.. number one... number two..
 Students : Number three... four... five
 Teacher : Four ... five... six... seven... eight... nine... ten.. Very good
 Category four... plus... minus... and *bagi*... and *kali*. Okay
- (2) Teacher : Seventeen minus ... in english... ten. Seventeen minus ten it is? You know?
 Students : **Responding*

Teacher : *Sama dengan... Equal is Sama dengan. Jadi... is... Number two... how this?*

The example (1) and (2) above, occur codemixing in the phrase of word by the English teacher. It happens when the teacher gives a command for one of the students and the teacher mixed or combined words said in a sentential codemixing because there is a mixing of phrases such as mind mapping and words such as chapter in the sentence.

(3) Teacher : *Di tulis... one thousand... one hundred... H.u. n.. d..r..e...d. One hundred minus ya minus... twenty four equal is seventy eight*

(4) Teacher : *Jangan yes yes aja. Try... coba... Try again ... Coba lagi. DIVIDED Looking in the whiteboard.. lihat ke papan tulis I write what is?*

Students : *twenty five... fifty five*

The example of (3) and (4), occur code switching in communication between teacher and students in teaching and learning process. When the teacher, mixed or combined clause "what the mean about that?" in Indonesia sentence, it can be said intra sentential code mixing.

(5) Teacher : *Ok my student.. How.. siapa yang bisa maju ke depan? Next next yang lain... other student*

(6) Teacher : *Taufik.. You come here. You are writing in the white board. The answer you are writing... Ok come. Hurry up*

Apa hurry up? Cepat

Ok slowly mantong

Students : **Nodding*

The example of (5) and (6), occur code switching in communication between teacher and students, mixed or combined word or combined phrase it can be said intra sentential code mixing because there is a mixing of phrase such as mind mapping and word such as chapter in the sentence.

(7) Students : Ten Ten ... is five
Teacher : Okay.. uh. *Siapa* yang bisa memperbaiki? Can you... are you...
Can you try answer?

(8) Teacher : Ayo... *Who?* Kamu siapa? What is your name?
Students : Chandra

The example of (7) and (8), occur code switching in communication between teacher and students, the English teacher's inserts Indonesia or English phrase when they need certain term in Indonesia or English which hard to be stated in the base language

(9) Teacher : Ayo... yang lain yang lain. Ok please your name?
Students : Arif
Teacher : ya *please*.. silahkan .. please. Ok look in whiteboard.
Apakah is this right?

(10) Teacher : Right.. This is baru *right*. Ini baru benar Next..
Students : **Smiling*

The example of (9) and (10), occur code switching in communication between teacher and students, When the Teacher mixed or combined clause, "Ayo... yang lain yang lain. " in Indonesia sentence, it can be said intra sentential code mixing.

(11) Teacher : Number four. Do you know *Kali*?
What english? Apa bahasa inggris nya?
Students : Plus?

(12) Teacher : *No.. kategori matematis.. symbol matematis. This is multiplied... Okay multiplied*

The example of (11), (12), occur code switching in communication between teacher and students, When the teacher mixed or combined word "No " it can be said sentential code mixing.

(13) Teacher : *Walaikunsalam Wr. Wb*

Students : *Sit down please*

Teacher : *Try Alfatihah*

Teacher : *Okay terima kasih.. Thank you for you. Next time we study English together. Belajar.. okay. Yang penting tetap *spirit**

The example of (11), (12), occur code switching in communication between teacher and students, mixed or combined word "Okay **terima kasih**" in Indonesia sentence, it can be said **intra sentential code mixing**.

b) Code Mixing in the Form of Phrase

Furthermore, in addition to code mixing in the form of a word, English teachers frequently used codemixing in the form of a phrase. According to the Oxford dictionary, a phrase is a small group of words that stand together as a conceptual unit, usually comprising a component of a sentence. This indicates that a phrase is a group of words that do not have a finite verb or a group of words that have a specific meaning when used together. Let us look at an example of code mixing in the form of a phrase:

(1) Teacher : *Number two... how this?*

Students : *Seratus*

(2) Teacher : *Iko saratus... this seratus. One thousand. Bapak menguji*

...

Students : *Jawabannya pak?*

The example (1) and (2) above, occur code mixing in the phrase of word by the English teacher. When the teacher mixed or combined phrase *Iko saratus...* this seratus it can be said intra sentential code mixing. It consists of two words, *Iko saratus*

(3) Teacher : yes... seventy... berarti ... *Be serious*
Ayo... Next... Siapa yang lain?

Students : Seventy six

Teacher : Yes seventy six

(4) Teacher : Di tulis... *one thousand... one hundred...* H..u.. n..
d.r.e...d
One hundred minus ya minus... twenty four equal is
seventy eight

Ok check you answer ... false or right. Betul apa salah?

Students : Betul

The example (3) and (4) above, occur code mixing in the phrase of word by the English teacher, When the teacher mixed or combined phrase, ... *one thousand... one hundred.* It can be said intra sentential code mixing. It consists of two words

(5) Teacher : Are you spirit? *Because English question* ini membangkitkan
gairah... semangat. Spirit

(6) Teacher : Ya please.. silahkan .. please. Ok look in whiteboard.
Apakah *is this right?*

(7) Students : Burung

Teacher : *what is Burung? Do you know* burung apa di bahasa inggris?

Students : Bird

(8) Teacher : *How your study* pelajaran kita. Study English number it is. What do you mean ... Apa apa yang kamu dapatkan?

Students : Bisa dalam bahasa inggris

The example (7) and (8) above, occur code mixing in the phrase of word by the English teacher, in the phrase of word by the English teacher *Do you know* burung apa di bahasa Inggris in Indonesia sentence, it can be said intra sentential code mixing

- (9) Teacher : Study with smile, spirit.. smile itu apa?
Students : Ismail...
Teacher : Noo ini smile not ismail.. Hey you...

- (10) Teacher : Okay Terima Kasih.. Thank you for you. *Next time we study english together* belajar okay. Yang penting tetap spirit
The example (9) and (10) above, occur code mixing in the phrase of word by the English teacher, in the phrase of word by the English teacher “*Next time we study english together* belajar okay. in Indonesia sentence, it can be said intra sentential code mixing

1. The Form of Code Switching

The researcher discovered the forms of code switching after observing the teachers' discourse in the classroom. Specifically, code switching in the form of inter-language terminology (English to Indonesian and Indonesian to English) and code switching in the form of the language used (formal and informal language).

Code-switching can occur between sentences (intersentential) or within a single sentence (intrasentential). Code switching can be classified into four types: Tag-switching is the process of inserting tags and certain specified phrases from one language into an utterance that would otherwise be in another. For example:

- (1) Teacher : *Mathematics English*. Pas nya tulisannya ini?
Students : Pas...

- (2) Teacher : Tunggu... *Example... What is the number? Seventeen minus ... in english... ten*
Students : Yess...

Intrasentential switching, in which switches occur within a clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations. For example:

(1) Teacher : Bapak menguji *I am trying your focus...* this is one hundred... okay just kidding. One hundred minus this... what it is...

Students : Jawabannya pak?

(2) Teacher : DIVIDED. *Looking in the* papan tulis. I write what is?

Students : twenty five... fifty five

(3) Teacher : fifty five divide ten is.. what your answer? Make your answer.. *make* *buat.. make your answer.. buatlah jawaban mu..*

Intersentential switching occurs when a change of language occurs at the sentence level, with each clause or sentence being in one of two languages. For example:

(1) Teacher : Good Morning

Students : Morning sir

Teacher : Ok now, you are stand up.

Students : Stand up please... Greeting to our teacher.

"Assalamualaikum Wr Wb...

Teacher : Waalaikum salam wr. Wb

Students : Sit down

Teacher : Now Pray

Intra-word switching is when a change occurs within the limitations of a single word. For example:

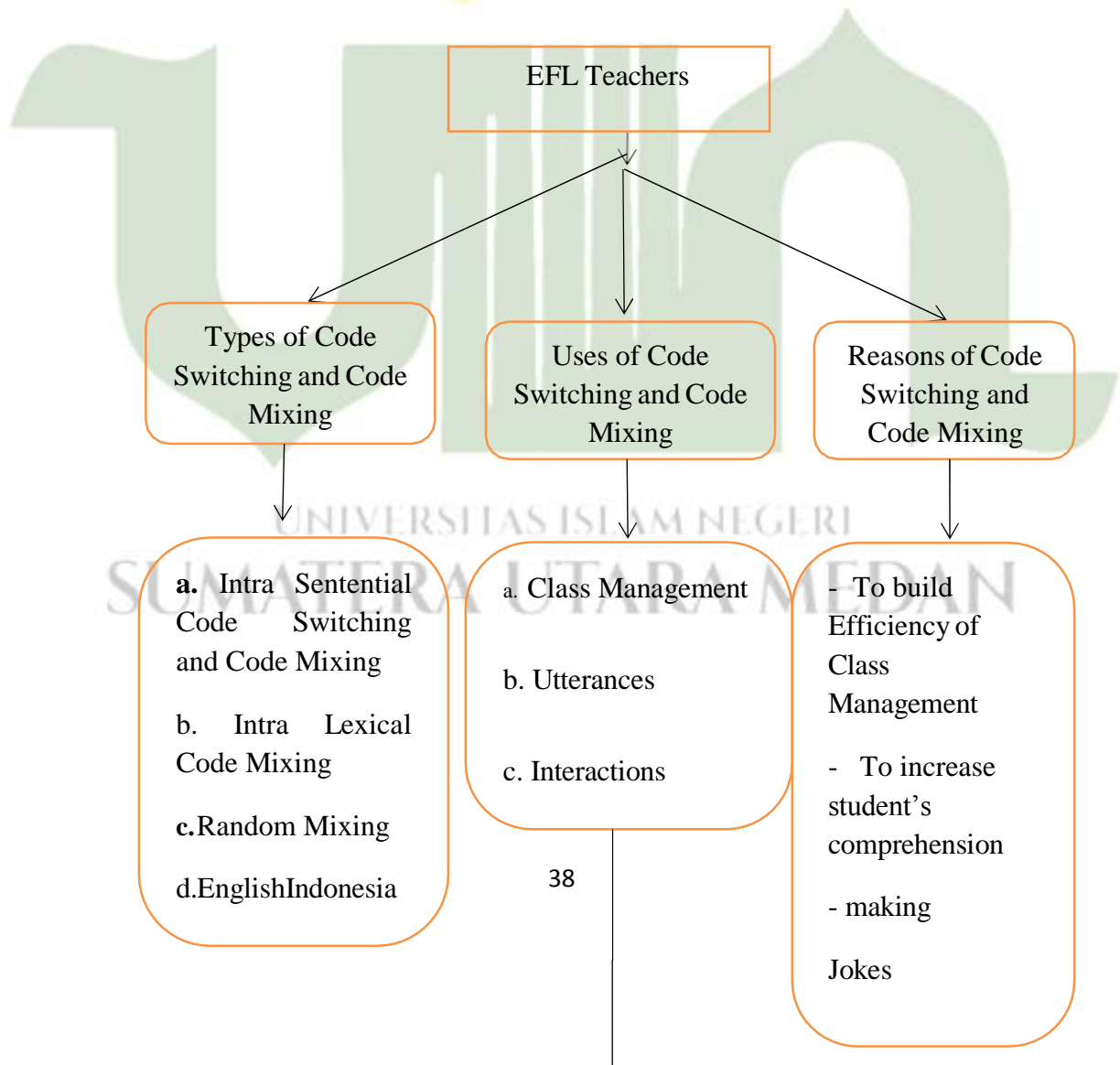
(1) Teacher : Okay terima kasih.. thank you for you. Next time we study english together. Belajar.. okay. Yang penting tetap *spirit*

2. Language used in the classroom by teachers to code-switch and code-mix.

The researcher of this study demanded to discover what languages they used to code switch or code-mix in the classroom. The researcher aims to discuss the terminology used by teachers to code-switch or code-mix while teaching in the classroom.

Furthermore, based on an analysis of code-switching and code-mixing utterances made by teachers in various disciplines of classes, they all code-switch and code-mix from English to Indonesian.

The forms of code-switching and code-mixing used by teachers in various disciplines are divided into two categories: words and phrases. It signifies that all code-switching and code-mixing utterances have been thoroughly checked. In these findings, utterances in the form of sentences are the most common type of code-switching and code-mixing.



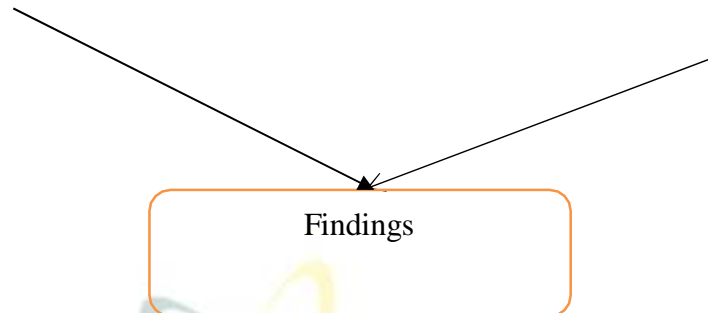


Figure 1. Conceptual Framework

4.1.4 The Reason EFL Teachers of SMAN 1 Aceh use code switching and code mixing.

4.5.1 Teacher's Interview

Interviewee: [Guru Bahasa Inggris 1]

- **Name** : SF
- **Years of teaching experience** : 20 years
- **Current position** : English Teacher
- **Educational background** : S.1 (English Department)

1. Can you describe your experience teaching English as a Foreign Language (EFL) at SMAN 1 Aceh?

- **Response:** Certainly. I have been teaching English at SMAN 1 Aceh for [insert number] years. During this time, I have encountered diverse student backgrounds and language proficiency levels, which have influenced my instructional strategies and approaches.

2. How often do you find yourself using code switching (CS) in your classroom interactions with students?

- Response: I frequently utilize code switching as a pedagogical tool to enhance student comprehension and engagement. On average, I incorporate code switching into classroom interactions multiple times during each lesson.
3. Could you provide examples of situations or contexts where you typically use code switching during your English language classes?
 - Response: One common scenario is when explaining complex grammar rules or vocabulary definitions. I often switch to Bahasa Indonesia to clarify concepts before reverting back to English for reinforcement.
 4. What types of code switching (e.g., intra-sentential, inter-sentential, tag switching) do you commonly employ, and why?
 - Response: I primarily utilize intra-sentential and inter-sentential code switching. Intra-sentential switching helps bridge gaps in student understanding, while inter-sentential switching assists in transitioning between topics seamlessly.
 5. How do you believe code switching contributes to the effectiveness of your teaching approach?
 - Response: Code switching facilitates smoother communication and promotes a supportive learning environment where students feel comfortable asking questions and seeking clarification in their native language.



Interviewee: [Guru Bahasa Inggris 2]

- **Name** : WY
- **Years of teaching experience** : 12 years
- **Current position** : English Teacher
- **Educational background** : S.1 (English Department)

1. Can you please introduce yourself and briefly describe your experience as an English language teacher at SMAN 1 Aceh?

- **Response:** Certainly. Hello, my name is Wahyuni, and I have been teaching English at SMAN 1 Aceh for 12 years. I have had the opportunity to work with students from diverse linguistic backgrounds, many of whom have limited proficiency in English and are more comfortable communicating in the local dialect or Acehnese.

2. What are your thoughts on the use of code-switching and code-mixing in the classroom?

- Response: In my experience, code-switching and code-mixing play a crucial role in facilitating communication and comprehension among students with varying levels of English proficiency. I often find myself using code-switching and code-mixing strategically to clarify concepts, provide scaffolding, and foster a supportive learning environment.
3. Could you share some specific strategies or techniques you employ to incorporate code-switching and code-mixing into your teaching ?
 - Response: Some of the strategies I employ include providing bilingual explanations, incorporating familiar vocabulary from the local dialect into English lessons, and encouraging students to use code-switching and code-mixing themselves as a bridge to understanding.
 4. In your opinion, what are the potential benefits of incorporating code-switching and code-mixing into language instruction ?
 - Response: One challenge I encounter is ensuring that code-switching and code-mixing are used purposefully and do not impede students' English language development. However, I believe the benefits outweigh the challenges, as these language practices promote inclusivity, cultural relevance, and active engagement in the learning process.
 5. How do you balance the use of code-switching and code-mixing with other language teaching methodologies and approaches ?
 - Response: I strive to balance the use of code-switching and code-mixing with other pedagogical approaches, such as communicative language teaching and task-based learning. By integrating these strategies thoughtfully, I aim to create a dynamic and learner-centered classroom environment.

4.6 Discussion

4.6.1 Interpretation of Findings

The findings of this study shed light on the prevalent use of code-switching and code-mixing strategies among English as a Foreign Language (EFL) teachers at SMAN 1 Aceh. Through classroom observations and interviews with educators, it became evident that code-switching and code-mixing are frequently employed as pedagogical tools to facilitate language comprehension and communication in an environment where students' English proficiency levels vary widely.

4.6.2 Implications for Language Instruction

The observed use of code-switching and code-mixing in the EFL classroom has significant implications for language instruction at SMAN 1 Aceh. Firstly, the findings underscore the importance of recognizing and accommodating students' linguistic diversity to promote inclusivity and equity in the learning environment. By acknowledging and validating students' linguistic repertoires, educators can create a supportive atmosphere where all learners feel valued and empowered to participate actively in language learning activities.

Furthermore, the strategic integration of code-switching and code-mixing into language instruction can enhance students' comprehension and engagement by scaffolding their learning experiences. Teachers play a pivotal role in modeling and guiding students' use of these language practices, thereby facilitating meaningful interaction and communication in the target language. By incorporating authentic language variation into the curriculum, educators can foster a deeper understanding of language as a dynamic and contextually-bound phenomenon, enriching students' language learning experiences.

4.6.3 Pedagogical Considerations

Incorporating code-switching and code-mixing into language instruction requires careful consideration of pedagogical principles and practices. While these language strategies offer valuable benefits in terms of accessibility and

inclusivity, educators must exercise discretion to ensure that their use aligns with instructional objectives and supports students' language development goals. Balancing the use of code-switching and code-mixing with other teaching methodologies requires ongoing reflection and adaptation to meet the diverse needs of learners in the classroom.

Moreover, educators should be cognizant of the potential challenges associated with code-switching and code-mixing, such as overreliance on the native language or confusion among students. By addressing these challenges proactively and providing guidance on effective language use, teachers can optimize the benefits of code-switching and code-mixing while mitigating potential drawbacks.

4.6.4 Future Research Directions

This study provides a foundation for future research endeavors aimed at further exploring the role of code-switching and code-mixing in language instruction at SMAN 1 Aceh. Areas for future investigation may include longitudinal studies to examine the longitudinal effects of code-switching and code-mixing on students' language proficiency and communicative competence, as well as comparative analyses of different pedagogical approaches to language instruction in diverse linguistic contexts.

Additionally, research focusing on teacher professional development and training initiatives could offer valuable insights into effective strategies for integrating code-switching and code-mixing into language curriculum design and implementation. By fostering a culture of inquiry and innovation in language education, SMAN 1 Aceh can continue to enhance its pedagogical practices and promote the linguistic empowerment of its students in an increasingly interconnected world.