
CODE-SWITCHING AND CODE-MIXING USED BY ENGLISH TEACHERS AT HOMY SCHOOL PALANGKA RAYA

Ipan Dwi Nata

Universitas Palangka Raya, Central Kalimantan, Indonesia
Email: Ipanwinatanata@gmail.com

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ABSTRAK

Code-switching and code-mixing become one of the issues existing not only in informal situations but also in a formal situations such as in the teaching-learning process. Homy School Palangka Raya, the teacher should speak both Bahasa Indonesia and English which trigger the use of code-switching and code-mixing because this school applied two curriculums: national curriculum K-13 and UK curriculum. So, the objectives of this research are to identify the types of code-switching and code-mixing used by the teachers of English at Homy School Palangka Raya in English class and the influences on students' understanding of the lessons. This descriptive qualitative research observed and collected the data by joining the class where the teachers were teaching. The research result showed that there were 53 (fifty-three) occurrences of code-mixing, in the form of the insertion of words (11), the insertion of phrase (29), the insertion of hybrid (10), and the insertion of idiom (2). While there were 67 (sixty-seven) occurrences of code-switching in the form of metaphorical (5) and conversational code-switching (30). Regarding the influences of code-switching and code-mixing on the students' understanding of the English, the lesson revealed that most of the students (seventy-two percents) who claimed that the use of code-switching and code-mixing in the English teaching-learning process at Homy School Palangka Raya can make them understand easily and make their communication with their teacher more effective.

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Introduction

Language and human beings are two things that cannot be separated. Language cannot exist if there are no people who use it to interact or communicate. Many varieties of language are used by various nations and ethnicities in this world. For example, Indonesia has hundreds of different local languages. It is because each tribe like Javanese, Sundanese, Betawinese, Batakese, Dayakese, etc. has its language and for some people, they put the local language as their first language or mother tongue (Alcnauerová, 2013). In Indonesia, some people are not only able to communicate in their mother tongue or local language, but they are also able to speak Bahasa Indonesia

as the national language. That is the reason why Indonesian people become bilingual even multilingual (Kridalaksana, 2013). In fact, in daily life when we are in a family community, we are more likely to speak in our mother tongue rather than speak in Bahasa Indonesia. However, in a formal situation, for example in the classroom or the office, then we will speak in Bahasa Indonesia. Therefore, it is common for Indonesians to speak more than two languages in a conversation.

In line with the above statement, English has also become a compulsory subject that is learned by students from primary level to college level. It means that teaching English as one of the subjects in the classroom is founded on the curriculum used. Although the teachers are expected to use English in the classroom, sometimes students do not understand the explanation (Maghfiroh, 2018). Teachers, especially English teachers, are considered conducting bilingual teaching both Bahasa Indonesia and English in delivering their speech. Bilingualism or even multilingualism is related to code-switching and code-mixing since they become important tools and all of them get in touch with two different languages. Many code-switching and code-mixing events occur both in Indonesian conversations, especially in English-spoken communities. Anyone in society who knows more than one language and can speak more than one language chooses between them according to circumstances. Code-switching and code-mixing are one of the issues existing in the classroom when teachers are teaching English lessons. Code-mixing and code-switching then also become a natural part of language interaction especially in the classroom (Mulyani, 2011). Although it is a natural phenomenon, this activity brings the teachers to a very dilemmatic situation. Nevertheless, the teachers should think about whether the use of code-mixing and code-switching in the classroom is effective or not on the students' understanding of the English lessons.

The research was conducted at Homy School Palangka Raya. The Homy School Palangka Raya is one of the international-based private schools in Palangka Raya which was established in 2015 and is located on Garuda Street No.14B. The school now has about 72 students divided into three groups: toddler, preschool, and primary classes. Since it is an international school, the teaching and learning process is conducted in English. There are 12 teachers at Homy school Palangka Raya and the researcher is one of the teachers there who is teaching English in Primary 1 class. Based on the preliminary research conducted at Homy School Palangka Raya, it was found that the teachers of English conducted bilingual teaching in English class. For example, during an English lesson, the teacher said "Today, we are going to learn about English pronunciation" then switches to Bahasa Indonesia "Hari ini kita belajar cara pengucapan dalam bahasa Inggris". This happens from the beginning till the end of the class for example, students were asking questions, which implies that code-switching and code-mixing were highly exposed by the teacher and students at this particular class – English lesson (Siregar et al., 2014). Besides, the teachers spoke in both Bahasa Indonesia and English in teaching and learning activities because of some reasons. First,

this school implements two curricula, they are national curriculum K-13 and the UK curriculum. So, for this reason, the teacher should be able to speak bilingual of Bahasa Indonesia and English. Second, some children are from abroad and cannot speak Bahasa Indonesia. Thus, the students need to learn and have a conversation in Bahasa Indonesia with their teachers and their Indonesian friends. Meanwhile, the other Indonesian students, also want to learn and speak in English. This condition then forces the teacher to speak in both Bahasa Indonesia and English during the teaching and learning process. This situation triggers the use of code-mixing and code-switching uttered by the teacher.

This unique classroom situation at Homy school Palangka Raya is interesting to be explored deeply in terms of identifying the code-switching and code-mixing used by the English teachers in their utterances. Besides, this research, therefore, strived to fill this gap and look at the influences of code-mixing and code-switching used by the English teachers on students' understanding of English lessons in the teaching-learning process.

Research Methods

A. Research Method

This research applied the descriptive qualitative method. According to (Creswell & Creswell, 2017), the qualitative method entails collecting primarily textual data and examining it using interpretative analysis. The qualitative method also involves the interpretation of the meanings, metaphors, and symbols of the social world, helping the researcher see how members of a group make sense of a situation (Cakrawarti, 2011). In short, a descriptive qualitative method was selected by the researcher because this method could describe the phenomenon happening from the communication done by the teachers during the teaching and learning process in the classroom. It was relevant to the research since the researcher did not do any treatment to the research object; rather, looking at them as they were. The qualitative method led the researcher to focus on the analysis of code-mixing and code-switching performed by English teachers at Homy School Palangka Raya and to identify the influences of code-mixing and code-switching used by the English teachers on students' understanding towards English lesson.

B. Research Instrument

The research instrument to collect the data in this research was the researcher himself. However, as the research's main instrument, he also used other tools such as voice recorder, video recording, notebook, Interview, questionnaire, table of observation, and tables of classification and frequencies of code-mixing and code-switching.

The researcher with knowledge of code-mixing and code-switching made his research process, from planning up to collecting data. The researcher played an important role in data collection because only the researcher could understand the meaning of interaction in the communication process in teaching-learning activities. As stated before however as the research's main instrument, the researcher also used

another tool. The use of a voice recorder was a proper method since this research deal with spoken language. Through the voice recorder, the researcher played the record several times so that the researcher could accurately analyze the data. Besides that, since the class was conducted in form of an online class through several applications such as zoom, google meet, or WhatsApp, the researcher also used a video recording application, so this made be easier for the researcher to analyze the data needed.

In collecting the data, the researcher joined the online class where the teachers were teaching through zoom, google meet, or WhatsApp meeting, then the researcher recorded the class and took notes started from the beginning until the end of the class. The notebook was used by the researcher to write down the teachers' utterances in the teaching and learning process. After gaining the data, the researcher transcribed the data, and the researcher identified and classified them by making some tables that consist of numbers, utterances, types of CS and CM, and the reasons why the teachers used CM and CS in their speaking. The form of every instrument has been shown in the result of the research.

C. The technique of Data Collection

The techniques of data collection employed in this research were interviews and class from direct observation to get the authentic data (Santosa, 2015). Both are discussed below.

1. Interview

The semi-structured interview was used to collect data from the teachers and students. The purpose of choosing this strategy was to obtain and get detailed information concerning code-switching and code-mixing and how they influenced the English language learning process. The interview was conducted using an interview guide which was prepared to direct the researcher in covering the issues related to the research objectives. This interview guide served as an outline with some questions added and some that were not asked. In this interview, open-ended questions were used which according to generate rich answers where interviewees used whatever words they wanted to express, what they have to say as each interviewee provides different answers. The questions were direct, clear, the language was familiar to most of the respondents and allowed them free expression.

2. Classroom Observation/Direct Observation

The direct observation was done at which the researcher used non-participant observation techniques to observe participants in their natural surroundings with the aims of looking at specific details that enhanced the researcher to verify what would be reported. The researcher only recorded utterances that were produced by the speaker without any involvement in the conversation. So, the researcher only acts as an observer who only listened fully to the words uttered by the speaker in the conversation. This technique was used

on the premise that the conversations could be understood when the speaker was in a real situation.

The period of class observation would be in each lesson which was approximately 60 minutes or two times of zoom meeting sessions, depending on how long the class would take. This being the case the researcher's brief presence in the classroom might have influenced both teachers and students to change their behavior to some extent.

D. Procedures of Data Analysis

This research employed the following procedure to obtain the data needed (Cakrawarti, 2011).

1. Transcribing the raw data collected

All the interview responses were collected and the data were recorded during the class observations. After recording the data, the researcher transcribed them into written data. To get a good transcript, the researcher did the following steps of transcribing:

a. Listening to the audio

As stated before, since the class was conducted in form of an online class through several online meeting applications such as zoom, google meet, or WhatsApp, the researcher joined the class where the teachers were teaching without any involvement in the conversation then the researcher recorded the class. After gaining the data needed, the researcher listened to the audio several times so that the researcher could accurately analyze the data and get the utterances to be written.

b. Writing the data

In the second step, the researcher wrote down the utterances of the teacher.

c. Checking the data

And the last, the researcher checked the data by comparing the transcript and the record because both of them must be the same.

2. Identifying the data

In this step, the researcher selected and arranged the utterances including the expressions to the transcript paper. The paper consisted of numbers, utterances, the types of CS and CM, and total/frequencies on how many CS and CM were used.

3. Classifying the data

Classification is the process of classifying all-sufficient data based on a category. After identifying all the data, the researcher started to make a classification based on the types of CS and CM. The data were classified code-mixing based on the type of code-mixing as follows:

a. The insertion of the word (IW)

b. The insertion of phrase (IP)

c. The insertion of hybrids (IH)

- d. The insertion of word reduplication (IR)
- e. The insertion of idiom (II)

Table 1
The frequencies of code-mixing uttered by Teacher 1 and Teacher 2

	Types	Teacher 1	Teacher 2	Total
CM	The insertion of the word			
	The insertion of the phrase			
	The insertion of hybrids			
	The insertion of idiom			
	The insertion of word reduplication			

CM classification systems, analyzing advantages and deficiencies of each system as the insertion of word, phrase, hybrids, idiom, and word reduplication. Meanwhile, for code-switching, the researcher classified the data based on:

- 1) Situational code-switching (SCS)
- 2) Conversational code-switching (CCS)
- 3) Metaphorical code-switching. (MCS)

Table 2
The frequencies of code-switching uttered by Teacher 1 and Teacher 2

	Types	Teacher 1	Teacher 2	Total
CS	Situational			
	Metaphorical			
	Conservation			

CS classification systems, analyzing advantages and deficiencies of each system. Any type of CS classification system described in sufficient detail to be understandable and replicable was accepted. Any system or model that systematically grouped or organized CS, obstetric populations, or other items (traits, characteristics, variables, attributes) potentially related to the performance of CS into categories was considered a classification.

4. Describing the Data

Next step, the researcher described the data based on the types of code-mixing and code-switching and the reasons for the use of code-mixing and code-switching that were found in the utterances of the English teachers by using some extracts.

5. Drawing conclusion.

In conclusion, all the findings are presented following the specific objectives of this research. Themes and sub-themes were created as well.

Result and Discussion

A. Research Result

In this research, code-switching, and code-mixing have done by teachers often happen intentionally although sometimes it occurred unintentionally. In the classroom, the researcher found out there were only two types of CS used by the teachers during the data collection and the data analysis. There were metaphorical code-switching and conversational code-switching. Meanwhile, for CM, the researcher found out the teacher used 4 types of CM. There was the insertion of the word (IW), the insertion of hybrid (IH), the insertion of phrase (IP), and the insertion of idiom (II).

1. Code-switching and Code-mixing used by English teachers at Homy School Palangka Raya

Table 2
The frequencies of code-mixing and code-switching expressed by English Teachers at Homy School Palangka Raya

	Types	Teacher 1	Teacher 2	Total
CM	The insertion of word	6	5	11
	The insertion of phrase	7	22	29
	The insertion of hybrid	4	6	10
	The insertion of idiom	-	3	3
	The insertion of word reduplication	-	-	-
				Total: 53
CS	Situational	-	-	-
	Metaphorical	5	-	5
	Consevational	32	30	62
				Total: 67

Table 2, above showed that there were 11 occurrences of CM for the type IW (1st participant =6, 2nd participant = 5). Meanwhile, for IP, there were 29 occurrences happened (1st participant =7, 2nd participant =22) then there were 10 occurrences that happened for IH (1st participant =4, 2nd participant =6), and the last, there were only 3 idioms found by the researcher who produced by the second speaker.

From CS, it was found that there were two types of CS; there were 5 metaphorical code-switching, all of them produced by the first participant and there were 63 occurrences (1st participant =32, 2nd participant =30) happened for conversational code-switching.

To sum up, the type of CM which was frequently used by the teachers was the insertion of phrase, there were 29 occurrences while for CS was conversational code-switching, there were 62 occurrences.

2. Form of Code-mixing

The teachers often mix English terms into Indonesian utterances when they were discussing the lesson. From six kinds of CM, there were only 3 kinds of CM that were found from all the participants. They were IW, IH, and IP. In this research, there was no datum for CM on the insertion of word reduplication because reduplication is a concept from the Indonesian language so it would not be produced by the speaker who has a high proficiency in English.

3. The insertion of the word (IW)

In this research, it was found that several words were inserted in utterances, the word classes were adjective, noun, and verb but most of them were a noun. The following shows several examples of the IW from the English teachers' utterances.

a) Extract 1

“Hari ini seperti biasa, kita akan melakukan kegiatan kelas secara online.”

In extract 1, there were two languages used by the teacher when she was giving an introduction to students. They were Indonesian and English language. This utterance belongs to code-mixing the insertion of the word (IW) because the teacher inserted another word that is “online” in her utterance. “Online” is a word that comes from the English language. The researcher assumed that the teacher said “online” in English because it is easier to pronounce in English than in Indonesian. The meaning also become hazy or vague if “online” translated into Indonesian become “daring or dalam jaringan)

b) Extract 2.

“.....cara berpenampilan itu juga bagian dari culture.”

In extract 2, “Culture” was an English word that mixed in this utterance. At that time, the teacher was giving a Cross-Cultural Understanding (CCU). She said that the way of appearance is a part of the culture. She explained the topic by using Indonesian but when talked about “culture”, the teacher mixed her language into English. This extract belongs to IW because the teacher inserted the word “culture” in her utterance.

c) Extract 3.

“Dengar penjelasan kakak sampai finish dulu, baru setelah itu kalian berbicara ya”

In extract 3, there was more than one language used by the teacher but the dominant language used was the Indonesian language. It could be seen that the teacher wanted students to listen to her explanation until it finished then the students can speak. At the time, the teacher inserted the word “finish” because she wanted to show her emotion. After all, the students were impatient to speak dan did not listen to the explanation.

4. The insertion of phrase (IP)

Based on the data got from all participants, IP had the biggest portion used by the English teachers, especially the second participant (23 phrases were inserted). The phrases found in the data mostly came from the English language because they were common terms that were often be used in daily conversation. The following example is IP used by English teachers.

a) Extract 4

“Ingat jadwal kalian, hari ini kita akan mengadakan kegiatan art and craft bersama -sama.”

“Art and craft” were the name of the activity that was going to do in the class. When the lecturer was instructing how to do their homework/project she used Indonesian but when the lecturer emphasized the name of the activity, she used Indonesian (Kesenian dan kerajinan) and English language. It was assumed that “art and craft” belong to IP because “art and craft” is a noun phrase. Besides that, there was no subject and there was no predicate that constructs that words.

b) Extract 5

“Salah satu tujuan dari kegiatan kita hari ini adalah untuk melatih listening skill kalian”

The situation of class in this extract was the same as the situation in extract 2 the teacher was teaching and she was explaining to the students about the aim of the activity. She used the Indonesian language but then mixed an English phrase namely “listening skill” into her utterance. This datum belongs to CM because “listening skill” does not break the grammatical structure of the first language. This extract belongs to IP because “listening skill” is a noun phrase.

c) Extract 6

“kakang mau next time, semuanya dapat menghargai saat ada orang lain yang sedang berbicara”

The teacher inserted code-mixing in the form of phrases because at the moment the students were in the nuance relaxed. The teacher wanted on the next meeting, the students to appreciate someone else who was speaking so that they could get the point of what she said.

5. The insertion of Hybrid (IH)

The occurrences of IH had fewer portions than code-mixing the insertion of the word (IW) and phrase (IP). There were only 10 hybrids used by English teachers. All hybrids are contained with the suffix “-nya”. From all the participants, the second participant used code hybrid as the most.

a) Extract 7

“...kadang-kadang nama yang ada di email-nya itu salah, akibatnya gak terkirim.”

The teacher asked her students' email addresses to send the final project. She was telling the students that the name of the email should not be difficult to write because sometimes the message could not be delivered. She used Indonesian but mixed email in her utterance. This utterance belongs to IH because "email-nya" comes from the combination of English and the Indonesian language. The email comes from English while the suffix "-nya" was the concept of the Indonesian language. The researcher thought that the lecturer used "email" because Indonesian people have been familiar with email than "surel or surat elektronik"

b) Extract 8.

"....Jadi, pelajaran ini sangat mempengaruhi language skill-nya."

From the extract above, it can be seen the dominant language used by the lecturer was the Indonesian language. The lecturer mixed "language skill-nya" in her utterance. Same with extract 7, "language skill-nya" belongs to hybrid because there was Indonesian suffix "nya".

6. The Insertion of Idioms (II)

Type II had the least portion of than others that used by teachers. Based on the data gathered, only the second participant used idioms in her utterances. There were only three idioms that the researcher got from the result of the transcription.

a) Extract 10

".....Miss berharap kalian bisa mengikuti pelajaran selanjutnya dengan baik, Good luck."

"Good luck" is an idiom that is used by the teacher to wish her students luck for the next lesson. She is often using this idiom when the class is ended. That was all the classification types of CM uttered by the English teacher at Homy School Palangka Raya. The types of CM which have been found were IW, IP, IH, and II. From all code-mixing produced by the teachers, IP was the highest occurrence, while IH was the lowest occurrence. The participants used code-mixing because sometimes there was no equivalent word to replace it in Indonesian languages such as online, email, listening skills, and many more. Besides that, the meaning became hazy or vague if all those code-mixing were translated into the Indonesian language. They also might use English because almost all the phrases used by participants are the common terms used in English class. So, the sounds would be strange if the terms were used in the Indonesian language. Also, the researcher was thinking that sometimes, it was easier for the participants to used English words than the Indonesian language.

7. Form of Code-switching

In the terms of code-switching, the researcher found three forms of code-switching that happen in the class. They were situational, conventional, and metaphorical code-switching. There were 67 cases of using code-switching by the

teachers in the class, 5 cases of using code-switching in the form of metaphorical, 62 cases of using code-switching in the form of conventional and there was no case of using code-switching in the form of situational.

8. Conventional Code-switching

The portion of conversational code-switching was bigger than the other types of code-switching. In this data, it was provided some examples of conversational code-switching were found in the classroom.

a) Extract 11

“Kalian tolong perhatikan bahwa you have to submit online via email your task. You also need to mention your name in your email because we have so many students, and I will get confused if you don't mention your name in your email or your task. Ini tugas siapa nanti miss yang bingung, namanya siapa ini, tugas punya siapa..”

The teacher told to the students to submit their project or assignment via email. This extract belongs to conversational code-switching because both English and Indonesia used to have complete grammatical structures. Additionally, there was only one topic that was talked about at that time. Besides that, the situation also did not change. It still talked about the task that should be submitted via email.

b) Extract 12

“...You can find some story books in the internet, then you can sum up the story and find the message of the story. Saat kita membaca buku, kita bukan hanya sekedar membaca, tapi kita juga harus mengerti apa yang diceritakan serta kita bisa mengambil pesan atau pembelajaran dari cerita yang kita baca tadi.”

The teacher was explaining how to read storybooks on the internet and find the message of the story. Firstly, the teacher used English but then she switched her language to Indonesian so that the intention of the teacher was easier to understand by the students. This extract belongs to conversational code-switching because the topic and the situation did not change at that time. It still talked about the same topic.

9. Metaphorical Code-switching

Metaphorical code-switching occurs when there is a change in the perception, or the purpose, or the topic of the conversation. It is the changing of what the speaker talking about. It means that there is more than one topic discussed at the same time. Bilinguals that code-switch metaphorically perhaps try to change the participant's feeling towards the situation. The topic changes depend on the perception's change; formal to informal, official to personal, serious to humorous, and politeness to solidarity.

a) Extract 13

“So, at the end of this month, maybe around 28th of octo... (mic is suddenly off) Eh, sebentar tadi kayanya suaranya ya, nah udah bisa. yeaah, I will not be in Palangka Raya.”

The teacher told the students that she will not be available at the end of this month. She used the English language at that time. When she was explaining that, accidentally, the microphone was muted and the students could not hear what she said. Then she unmutes it by herself so the teacher changed her language from English into Indonesian. It happened because the teacher changed her utterance based on the formal situation to informal. So this data belongs to metaphorical code-switching because there were two topics discussed at the same time.

b) Extract 14.

“So, I hope that after this lesson, you can be more confident in speaking English. Kok gak bisa kepindah ya slide nya (Trying to go to the next slide of the powerpoint)”

There were two topics discussed at that time. The first, was about the materials of the study and the second was about the slide power point. Same with before, this extract belongs to metaphorical code-switching because the topic was changed. After all, the teacher spoke from formal into the informal situation.

In conclusion, there were only two types of code-switching that were found used by the English teacher. The first was conversational code-switching and the second was metaphorical switching. From all code-switching produced by the teachers, conversational code-switching has a bigger portion than metaphorical code-switching. It was because the speaker reiterated their speech content to the student, so the student could understand what the teacher was trying to explain.

B. Discussions

1. Code-mixing

Table 3
The Insertion of Word by Teacher 1 and Teacher 2

The Insertion of word	
Teacher 1	Teacher 2
1. Online	Sport
2. Miss	Ability
3. Project	Language
4. Respect	Creativity
5. Forward	Background
6. Weather	
Total: 11 occurrences	

The table 3, in the learning activities there were two languages used by teachers, they were Indonesian language and English language. As long as the teachers were explaining, sometimes they mixed their language from Indonesian with English. Based on the data above, all the words inserted were the English language. Most of the data for the insertion of words used by the teachers were the topics discussed during the learning activities, such as miss, culture, online, respect.

Table 4
The Insertion of Phrase by Teacher 1 and Teacher 2

The Insertion of Phrase		
	Teacher 1	Teacher 2
1.	Storytelling	Art and craft
2.	Two books	As English teacher
3.	There is	Sunny day
4.	There are	Wet grass
5.	Your favorite food	A very comfortable life
6.	Your name	A very nice smile
7.	Your laptop	With her
8.		By the river
9.		Beautiful blue
10.		From your home
11.		For a few minutes
12.		How quickly time passed
13.		Must be
14.		Playing with the caterpillar
15.		Looked around
16.		The brown shirt
17.		The grocery store
18.		Write quickly
19.		Above the table
20.		On the corner
21.		Super-market
22.		Language skill
Total : 29		

Table 4 as the table showed the frequency of data for code-mixing in the insertion of the phrase was bigger than others. There were 29 phrases used by the teachers most of them were the English common key terms which are usually used in English class. The table above also showed that the English language more dominant than the Indonesian language (Ariffin & Susanti Husin, 2011). Both teachers and students were more familiar with English terms than Indonesian when saying such as Art and craft, Listening skill, storytelling, and many more (Ansar, 2017). Besides that, most of the key terms would become hazy or vague if the key terms were translated into the Indonesian language. For example: Story

telling become “membaca cerita”, listening skill “keahlian mendengarkan” and etc.

Table 5
The Insertion of Hybrid by Teacher 1 and Teacher 2

The Insertion of Hybrid		
	Teacher 1	Teacher 2
1.	Email-nya	Culture-nya
2.	Project-nya	Summary-nya
3.	Background-nya	Mic-nya
4.	Skill-nya	Picture-kan
5.		Marker-nya
6.		Colour-nya
Total : 10		

As has mentioned in chapter two, hybrid means that a combination of two elements of different languages creates a single meaning (Mabule, 2015). From table 5 above, it can be seen that all code-mixing the insertion of hybrid comes from the English language combines with suffixes of Indonesian language. All the data were adding with -nya, but only one datum was adding with -kan. The English words which were combined with -nya were nouns.

Table 6
The Insertion of Idiom by Teacher 1 and Teacher 2

The Insertion of Idiom		
	Teacher 1	Teacher 2
1.		Good luck
2.		Give it a shot
3.		Hit the book
4.		
5.		
6.		
Total : 3		

Based on the data gathered, the insertion of the idiom has the lowest portion than others. There only 3 occurrences for code-mixing the insertion of the idiom which was uttered by teacher 2.

2. Code-switching

As shown in appendices, the total number of code-switching was much more than code-mixing. There were 112 occurrences for code-switching and there only 94 occurrences for code-mixing. For the types of code-switching, conversational code-switching more dominant than others because as long as learning activities, the situation and the topic of the conversation did not change because the teachers switched their language to reiterate their speech content or

their intention to the students so that the student understands well what the teachers mean (Poedjosoedarmo et al., 2013).

- a. The influences of code-switching and code-mixing used by the English teachers on students' understanding of English lesson

The second objective of the research is to identify how code-mixing and code-switching influence the students' understanding of English lessons. Besides using interviews, the researcher also used a questionnaire to strengthen the data (Sutrismi, 2014). By giving a questionnaire to the students, it can also be known the students' perception of using code-mixing and code-switching during English lessons. Here are the responses of the primary 2 and 3 students of Homy School Palangka Raya. The finding regarding how code-switching and code-mixing influence the students' understanding of learning English through the questionnaire given, showed that most of the students agreed when the teacher used code-switching and code-mixing in the English teaching-learning process (Siregar et al., 2014). They think that using code-mixing and code-switching is necessary to explain complex content, define new vocabulary, practice translation and provide instruction if teacher mixed her language (Indonesian and English) to explain the content they will learn easily, using code-mixing is very helpful for them and they claimed that 72% should the teacher used code-switching and code-mixing in English teaching-learning process (Norlaili, 2012).

Therefore, it can be concluded that most of the students agreed that code-mixing and code-switching can make them understand easily and make the English teaching-learning process more effective.

Conclusion

From the result of the analysis of the code-mixing and code-switching used by English teachers at Homy School Palangka Raya and several types of code-switching and code-mixing. After analyzing the types and the following reasons, it could be taken some conclusions as in the following: 1) It was found there were 4 types of code-mixing used by the English teachers at Homy School Palangka Raya. There was the insertion of the word (11), the insertion of phrase (29), the insertion of hybrid (10), and the insertion of idiom (2). There were 2 types of code-switching; metaphorical (5) and conversational code-switching (30). The insertion of phrases has the biggest portion because there are so many English common terms which usually used when learning English in the classroom. Besides that, if the terms are translated into Indonesian, the meaning becomes hazy or vague. 2) The total number of code-mixing was 53 occurrences, meanwhile the total number of code-switching overall 67 occurrences. It could be concluded the teachers tend to do code-switching than code-mixing because the teachers had high proficiencies in English. 3) From the interview with the teachers, the researcher found four reasons why they used code-mixing in the English teaching-learning process, they are because: students have a low level in English, making joking,

more relax, and habit. 4) Regarding how code-switching and code-mixing influence the students' understanding of learning English through the questionnaire given, it showed that most of the students agreed when the teacher used code-switching and code-mixing in the English teaching-learning process.

They think that using code-mixing and code-switching is necessary to explain complex content, define new vocabulary, practice translation and provide instruction if teacher mixed her language (Indonesian and English) to explain the content they will learn easily, using code-mixing is very helpful for them and seventy-two percents (72%) of the students claimed that the teacher should use code-switching and code-mixing in English teaching-learning process. Therefore, most of the students agreed that code-mixing and code-switching can make them understand easily and make the communication with their teacher more effective.

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