



Exploring Code-Switching and Code-Mixing in English and Indonesian Language Used by EFL Teachers In Classroom Interaction

(Mengeksplorasi Alih Kode dan Campur Kode dalam Bahasa Inggris dan Indonesia yang Digunakan Guru EFL dalam Interaksi Kelas)

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Abstract

This study was conducted to identify the types of code-switching and code-mixing used by English as a Foreign Language (EFL) teachers in classroom interactions, to analyze the reasons why EFL teachers use code-switching and code-mixing in classroom interactions, and to explore EFL teachers' perceptions regarding the use of code-mixing and code-switching in the classroom. Data was collected through observation and stimulated recall interviews. The results of this study show that: (1) The types of code-switching and code-mixing used by EFL teachers in classroom interactions found in MAN Ambon are all types of code-switching and code-mixing proposed by Poplack (1980) and Muysken (2000). (2) EFL teachers use code-switching and code-mixing in classroom interactions for various reasons, namely to better comprehend the teacher's words, to explain difficult concepts, to stimulate students' motivation in learning English, because of students' backgrounds, students' requests, and teachers' limited proficiency in English. (3) There are two main perspectives, namely positive and negative perceptions.

Keywords: code-switching, code-mixing, EFL teachers, classroom interaction

Abstrak

Penelitian ini dilakukan untuk mengidentifikasi jenis-jenis pergantian kode dan pencampuran kode yang digunakan oleh guru Bahasa Inggris sebagai bahasa asing (EFL) dalam interaksi di kelas, menganalisis alasan mengapa guru EFL melakukan pergantian kode dan pencampuran kode dalam interaksi di kelas, dan mengeksplorasi persepsi guru EFL mengenai penggunaan pencampuran kode dan pergantian kode di dalam kelas. Data dikumpulkan melalui observasi dan wawancara recall yang dipicu. Hasil penelitian ini menunjukkan bahwa: (1) Jenis-jenis pergantian kode dan pencampuran kode yang digunakan oleh guru EFL dalam interaksi di kelas yang ditemukan di MAN Ambon adalah semua jenis pergantian kode dan pencampuran kode yang diusulkan oleh Poplack (1980) dan Muysken (2000). (2) Guru EFL melakukan pergantian kode dan pencampuran kode dalam interaksi di kelas dengan berbagai alasan, yaitu untuk lebih memahami kata-kata guru, untuk menjelaskan konsep yang sulit, untuk merangsang motivasi belajar siswa dalam belajar Bahasa Inggris, karena latar belakang siswa, permintaan siswa, dan keterbatasan kemampuan guru dalam Bahasa Inggris. (3) Ada dua pandangan utama, yaitu persepsi positif dan negatif.

Kata Kunci: Pergantian kode, pencampuran kode, guru Bahasa Inggris sebagai bahasa asing (EFL), interaksi di kelas



1. INTRODUCTION

The practice of code-switching and code-mixing is frequently observed in classroom discussions in Indonesia (Fachriyah, 2017; Moetia, Kasim, & Fitriani, 2018; Yustina, Kustati, & Siddiq, 2020; Kurupunda, 2021; Radian, Widodo, & Andriyanti, 2023; Novianti & Sadi, 2021; Pharamita, Hardiyah, & Damayanti, 2021). This is particularly notable in the context of English, which is mandated as a compulsory subject in Indonesian schools from secondary school to higher education, as outlined in government decrees (Mistar, 2005; Hawanti, 2014). Teachers employ code-switching and code-mixing in the classroom for various reasons, including cultural considerations (Gabillon, 2012), intentional direct translation (Berent, 2006), enhancing students' comprehension by providing specific examples and information related to the subject matter (Asrifan, 2023), and many more.

On the other hand, even EFL teachers commonly utilize code-mixing and code-switching in the classroom, there is a wide spectrum of opinions regarding its appropriateness. This issue is emphasized in the research conducted by Moetia, Kasim, and Fitriani (2018), which highlights that the utilization of code-mixing and code-switching in English as Foreign Language (EFL) classroom activities triggered significant debate among sociolinguists. On the positive side, proponents contend that using code-mixing and code-switching in educational settings can enhance the acquisition of the target language by making use of students' first language. Several researchers such as Cook (2001), Levine (2003), Chen, et al. (2010), and Jingxia (2010) have advocated for the idea that the first language (L1) can play a valuable role in EFL classrooms.

On the contrary, opponents argue that using code-mixing and code-switching during lessons can disturb students' focus on their studies. They believe that it's not essential for EFL learners to depend on both of these language codes to understand the instructional material. Furthermore, as emphasized by Halliwell and Jones (1991), Chambers (1992), and MacDonald (1993), they argue that switching to the first language can disrupt the teaching and learning process. Additionally, another viewpoint suggests that when students frequently hear the teacher using their first language (L1), they might be less inclined to focus on the target language (L2). This means that they do not fully benefit from the valuable exposure to the target language (Ellis, 2012).

In line with the background presented, this paper tries to identify the varieties of code-switching and code-mixing employed by EFL teachers during classroom discussions, to investigate the reasons behind EFL teachers' adoption of code-switching and code-mixing in classroom interactions, and to examine teachers' viewpoints about the utilization of both codes in the classroom. Additionally, this research is focusing on exploring code-mixing and switching of Indonesian and English language used by Indonesian EFL teachers in classroom interactions.

2. LITERATURE REVIEW

2.1. Types of Code-switching and Code-mixing

According to Poplack (1980), there exist three primary categories of code-switching, as follows; (1) Intra-sentential code-switching, it is the alternation of two languages within a single discourse, specifically occurring in a single sentence (Appel & Muysken in Setiawan, 2023). This form of code-switching takes place when the language utilized changes below the sentential bounds and it always comes together with code-mixing (Bokamba as cited in Setiawan, 2023). (2) Inter-sentential code-

switching, based on Hughes et al., (in Aldalbahy, 2022), it represents the adding of a whole sentence from the secondary language to a discourse in the primary language. It occurs when speakers transition between L1 and L2, Bahasa and English, in the middle of sentences or between two clauses. (3) Extra-sentential code-switching, it occurs when a bilingual appends a tag or phrase from one language to an utterance in a different language, including "Look!", "Hey!", "Well!", "you know" etc.

On the other side, Muysken (2000) pointed out several forms of code-mixing, namely; (1) Insertion (word phrase), it is the act of inserting words, phrases, or entire constituents into the structure of another language. This is the prevalent form of code-mixing that occurs in society. (2) Alternation, it refers to the switching between language-specific structures. When two languages' grammatical and lexical structures alternate without being clearly distinguishable, this is known as alternation. (3) Congruent Lexicalization (dialect), it occurs when two languages share grammatical structures that can be filled with elements from either language. In code-mixing, this can manifest as the inclusion of words or phrases whose meanings are generally understood by speakers of the primary language.

2.2. The Rationales of Using Code-switching and Code-mixing in Classroom

The use of code-switching and code-mixing during learning have served important functions in facilitating the realization of an effective teaching and learning process (Fathimah, 2016; Hofweber et al., 2016; Cahyani et al., 2018).

The presence of code-switching and code-mixing in the classroom is only possible if other circumstances drive them to do so. In general, the rationales of a teacher applying code-mixing and code-switching in classroom for the following reasons: (1) Introducing English to students; (2) Enhancing students' comprehension of the subject matter; (3) Familiarizing students with listening to and using English; (4) Assessing students' grasp of the material; and (5) Demonstrating a teacher's language proficiency. Pennington in Kim (2006) presents several motives why educators employ code variations, code-mixing and code-switching, in classroom. These include (a) assisting students in comprehending instructions that are provided in English, (b) clarification, (c) accommodating brief lesson durations, and (d) elucidating complex concepts.

Additionally, Guthrie and Guthrie (as cited in Hughes et al., 2006) highlighted that teachers typically use code-mixing and code-switching for five specific objectives during reading lessons: (a) translating, (b) creating a "we code", to foster camaraderie and group solidarity, (c) providing instructions and guidelines, (d) clarifying, especially when introducing new vocabulary, and (e) assessing pupils' comprehension. Wardhaugh and Fuller (2021) and Gross (as cited in Kustati, 2014) also provide insights into the various rationales behind teachers employing code-switching and code-mixing in the classroom. These are building solidarity, selecting discussion topics, negotiating power dynamics through linguistic choices, and recognizing social and cultural distinctions.

Siddiq, Kustati, & Yustina (2020) further elucidated that the utilization of code-mixing and code-switching in classroom were based on several reason, such as enhancing the effectiveness of classroom management, injecting humor, providing clarification of speech content, improving student comprehension, and elucidating lesson materials.

2.3. The Perception of using Code-switching and Mixing in classroom

The utilization of code-mixing and code-switching in activities within EFL classrooms has emerged as a notable topic of debate and contention among experts in sociolinguistics. When examining the matter of incorporating or the native language role alongside the target language, two distinct language perceptions emerge: one advocating exclusive use of the target language and the other taking an opposing stance.

According to Bhatia and Ritchie (2012), a substantial portion of bilingual individuals typically hold a negative view of code-mixed speech. They view language mixing/switching as an indication of "laziness," an unintentional speech act, an introduction of "impurity," a manifestation of linguistic decline, and a potential threat to their own linguistic competence. Moreover, research conducted by Chambers (1992), Halliwell and Jones (1991), and MacDonald (1993) suggests that employing both of these language codes is not necessary for students in EFL classrooms to grasp all the content presented by their teachers. In fact, the practice of mixing and switching to the native language can undermine the effectiveness of teaching and learning processes. Lightbown (2014) further highlights that as teachers create a natural environment for foreign language immersion, serving as the primary language sample for their students, code-mixing and code-switching can result in detrimental effects on foreign language acquisition. Consequently, Ellis (2012) contends that learners accustomed to hearing their teachers speak in their native language may possibly neglect the learned language, missing out on valuable exposure to the target language.

On the contrary, scholars who endorse the practice of code-mixing and code-switching, such as Cook (2001), Levine (2003), Chen (2010), and Jingxia (2010), argue that employing both these techniques as teaching and learning strategies can aid in language acquisition and promote the use of the target language. Jingxia (2010) further pointed out in his research that employing code-mixing and code-switching is a valuable and efficient approach in English instruction. Allowing students to use their first language in EFL classroom interactions is viewed as a humanistic approach that enables them to express themselves more authentically. Furthermore, Code-switching also serves the purpose of encouraging active student participation and providing repetition, which is appreciated by bilingual or multilingual students who prefer instructions in both languages to enhance their comprehension (Paramesvaran & Wei Lim, 2018). As for the code-mixing, it is employed to maintain student engagement in the classroom and can additionally function as a means to enhance the teacher's instructions and message clarity (Khan, Ahmed, & Gul, 2023).

3. RESEARCH METHODOLOGY

In this research, the descriptive qualitative approach was chosen because the primary aim of this research is to delve deeply into a specific phenomenon, be it related to the environment, a process, or a belief. Additionally, this approach is suited for collecting and analysing data aligned with the research's objectives, which involves exploring teachers' perspectives on the use of code-mixing and code-switching in the classroom, examining the various forms of code-switching and mixing, and understanding why teachers employ these language practices in classroom interactions. Furthermore, to provide readers with comprehensive information, the research findings are presented in the form of descriptive paragraphs.

The setting of the research was in MAN Ambon. By the same token, the subject of the research was the EFL teachers in this Islamic senior high school. The decision to select this particular school

stemmed from the researcher's firsthand observations and direct interactions with the teachers. The teacher was observed to frequently engage in both conscious and unconscious code-switching and code-mixing during classroom sessions. Witnessing this phenomenon prompted the researcher's curiosity to further investigate this aspect within the school.

In collecting the data, the researcher used Observation checklist and Stimulated Recall Interview (SRI) as the method to collect the data. The researcher applied direct observation to identify the forms of code-switching and mixing that EFL teachers use in class. According to Ciesielska, Boström, and Öhlander, (2018), direct observation is defined as a subset category that is frequently employed in conjunction with ethnography and in which the researcher serves as the primary instrument for monitoring and data collecting. Furthermore, the researcher proposed the use of Stimulated Recall Interview (SRI) to gain a more profound insight into the motivations behind teachers' language combination and alternation, as well as their perceptions of this practice. Nguyen (2013) highlighted that this qualitative research method involves using stimuli to aid participants in recalling their thoughts, feelings, and experiences. These stimuli can take various forms, such as videos, audio recordings, photos, objects, or written descriptions of events.

4. FINDINGS AND DISCUSSION

The data in this study were gathered through two methods, such as classroom observation and stimulated recall interview. The observation and interview sessions encompassed all four English teachers at the school. To ensure confidentiality, pseudonyms were employed by the researcher to safeguard the privacy of the participants.

- The types of code-switching and code-mixing used by EFL teachers in classroom interaction. The researcher utilized an observation checklist and recording tools to collect the data. Based on the research conducted at MAN Ambon, the findings revealed that English teachers at MAN Ambon employ a comprehensive range of code-switching and code-mixing when engaging with their students in the classroom. The types are described as follows:

- Types of code-switching

In accordance with Poplack's classification in 1980, there are three forms of code-switching: Intra-sentential, Inter-sentential, and Extra-sentential. Moreover, the researcher's observational data reveals that every EFL teacher at MAN Ambon employs all these forms of code-switching while interacting with students in the classroom. Moreover, the data obtained during the observation were as follows:

P1

(22/01/2024)

"....Biasanya generic structure from news item itu tadi, itu pertama newsworthy event, yang kedua itu ada background event, dan terakhir itu source."

(Usually, the generic structures of news item are first the newsworthy even, then background event, and the last is source)

Based on the extract above, "*Biasanya*", "*itu pertama*", "*yang kedua itu ada*" and "*dan terakhir itu*" represent instances of intra-sentential code-switching derived from Indonesian

language into English. It is evident that both languages share a common grammatical structure in the single sentence.

P3

(18/01/2023)

*"Because today we're going to talk about narrative text, **berarti kita fokus ke verb kedua**."*
(Because today we're going to talk about narrative text, means we focus on verb 2)

In the extract above, the first part of the sentence, the P3 communicates in English: "Because today we're going to talk about narrative text." Then, there is a clear switch to Indonesian language in the second part: "**berarti kita fokus ke verb kedua**," which translates to "means we focus on verb two." This change in language occurs at the boundary of the sentence, and each part maintains grammatical and semantic coherence within its designated language. The linguistic alternation observed, wherein different languages are employed in separate sentences or clauses, is identified as inter-sentential code-switching.

P2

(17/01/2024)

*"So I want you to learn all of them, many to you need learn many chapters, **yaa!**"*

P4

(19/01/2023)

*"Okay, do it now, **yaa!**"*

In the statements spoken by P1, P2, and P4 mentioned earlier, there is the use of the Indonesian tag "**ya**" in each English sentence. A tag is a small word or phrase added to the end of a statement to show additional meaning, nuance, or emotion. Furthermore, the sentences above are categorized as extra-sentential code-switching because the main sentence remains in English, and the addition of the tag "**ya**" at the end serves as a way to emphasize the given command and to engage the students in a particular manner.

○ Types of Code-mixing

Muysken (2000) classifies that there are three types of code mixing, namely insertion, alternation, and congruent lexicalization. Furthermore, based on the observational data obtained by the researcher, it was found that all EFL teachers at MAN Ambon use all types of code-mixing when interacting with students in the classroom. Moreover, the following is the data obtained during the observation.

P1

(22/01/2024)

*"Jadi hari ini materi yang dipelajari adalah **news item**."*
(So, today the material being studied is a news item)

In the extract above, the sentence is grouped as insertion because words or phrases from another language are incorporated within a sentence primarily expressed in a different language. In the sentence above, the whole sentence is in Indonesian language, but the addition of the term "**news item**" in English serves to specify the type of material under study. This introduction of the English term enhances clarity and precision within the Indonesian language sentence.

P2

(17/01/2024)

“**So, the** kompetensi dasar... kita belajar lewat lagu, dimana, kalau kita belajar lewat lagu atau **music**, kita belajar manfaatnya.”

(So, the basic competence... we learn through songs, where, if we learn through songs or music, we learn its benefits)

The sentence above is classified as alternation due to the interchange between two languages: Indonesian and English. The inclusion of English words such as "**So**" and "**the**," followed by a transition to Indonesian with "*kita belajar lewat lagu, dimana, kalau kita belajar lewat lagu atau,*" then back to English with "**music**," and ultimately reverting to Indonesian with "*kita belajar manfaatnya*," illustrates the alternation type. In this instance, English terms are integrated into a sentence predominantly in Indonesian.

P3

(18/01/2023)

“...sementara **ma'am** bilang kalimat **narrative** itu, kata kerjanya harus diubah bentuk kedua.”

(While ma'am said that, the verbs in narrative sentences should be changed to verb 2)

In the sentence above, the English word "**ma'am**" is smoothly integrated into the structure of the Indonesian language, maintaining grammatical and syntactical coherence. The term "**narrative**" aligns with the rules of Indonesian, making it an instance of congruent lexicalization.

- The rationales why the EFL teachers do code-switching and code-mixing in classroom interaction.

Based on the stimulated recall interviews conducted with the teachers, the researcher discovered several reasons why teachers usually employ code-switching and code-mixing in classroom, as follows:

- To better comprehend the teachers' words

It is a well-known fact that one of the responsibilities of a teacher is to make students comprehend the presented material. As these variations in language use during learning have served important functions in facilitating the realization of an effective teaching and learning process (Fathimah, 2016; Hofweber et al., 2016; Cahyani et al., 2018). To achieve effective communication, teachers frequently incorporate both English and Indonesian languages in the classroom.

Hoffman (1991) explains that one of the rationales for using code-mixing and code-switching in this class is to enhance the comprehensibility of speech content for the listener. Additionally, some researchers, such as Bautista (2004), Mustafa and Al-Khatib (1994), and Sridhar and Sridhar (1980), have identified the creation of an efficient and straightforward means of conveying a message as a motivation for individuals to engage in language mixing and switching.

2. To explain difficult concept

The EFL teachers at MAN Ambon also use a combination of code-switching and code-mixing in both Indonesian and English to make complex concepts clearer. Employing these

techniques helps simplify intricate ideas, making it easier for students to grasp difficult concepts during classroom instruction. Hoffman (1991) supports this notion, emphasizing that individuals often resort to code-switching and code-mixing when discussing specific topics and emphasizing key points. Furthermore, according to Pennington in Kim (2006), teachers frequently use code-switching and code-mixing to clarify complex concepts in the classroom.

3. To stimulate students' motivation in learning English

The EFL teachers use Indonesian and English code-switching and code-mixing to boost students' motivation for learning English. By incorporating both languages, teachers establish a lively and interesting learning environment that accommodates the linguistic diversity of students. This linguistic flexibility helps overcome comprehension challenges, making the content more accessible and engaging. The purposeful use of code-switching and code-mixing acts as a motivational strategy, fostering a positive attitude towards learning English by enabling students to better understand and participate in class discussions. As noted by Kustati (2014), teachers employ code-switching and code-mixing to encourage students to actively take part in learning English, contributing to an enhanced language learning experience.

4. The students' diverse backgrounds

One of the rationales of the EFL teachers at MAN Ambon employing code-switching and code-mixing in classroom is due to the diverse backgrounds of their students. Recognizing that students hail from various linguistic and cultural contexts, teachers opt for a bilingual approach to accommodate this diversity. The implementation of code-switching and code-mixing is seen as a strategy to overcome communication barriers and ensure that instructional content is accessible to students with varying language proficiencies. Additionally, insights from Wardhaugh and Fuller (2021) and Gross (as cited in Kustati, 2014) provide perspectives on the multiple reasons teachers try to use code-switching and code-mixing in the classroom, with one of these reasons being the acknowledgment of social and cultural distinctions.

5. The students' request

The EFL teachers frequently do code-switching and code-mixing also in response to students' needs. This method takes into account the diverse language proficiency levels and preferences among students. The adaptable use of language reflects an instructional approach centered on students, where teachers adjust their methods based on the learners' preferences and requests, ultimately improving their understanding and involvement in the English language, as well as fostering a sense of unity between teachers and students. According to Guthrie and Guthrie (cited in Hughes et al., 2006), teachers commonly employ code-mixing and code-switching for specific objectives during the teaching process, with one being the establishment of a "we code" to promote camaraderie and group solidarity. Kustati (2014) also explains that teachers use code-switching and code-mixing in the classroom to establish a stronger connection with students and to motivate them to actively participate in English learning.

6. Teachers' limited proficiency in English

When EFL teachers confront restricted English proficiency, they turn to code-switching and code-mixing as a teaching approach. This adjustment arises from practical considerations, recognizing that teachers may face difficulties explaining complex concepts exclusively in English. By integrating elements of their native language, the EFL teachers strive to improve clarity, ensuring effective comprehension of intricate subject matter. This method aligns with the communicative competence theory, highlighting the importance of linguistic flexibility and adaptability in language instruction.

- The EFL teachers' perceptions regarding the utilization of code-mixing and code-switching in the classroom

Based on the results of stimulated recall interviews with the teachers, the researcher found diverse opinions among them regarding the use of code-switching and code-mixing in the class. However, the researcher categorized these opinions into two main parts: positive and negative perceptions, which were then further divided into sub-parts that fell under these two main categories.

7. Positive perception

All EFL teachers at MAN Ambon have a positive outlook on the use of code-switching and code-mixing in this classroom. They express the opinion that implementing code-switching and code-mixing in this setting yields various benefits.

The first positive perception is to foster students' comprehension. This term refers to the degree of understanding that students attain regarding a specific subject, topic, or piece of information. The EFL teachers previously explain that through code-switching and code-mixing, students can more easily comprehend what the teacher is saying, as the English material is explained using what they are familiar with, namely, the Indonesian language. This finding is supported by the opinions presented by Cook (2001), Levine (2003), Chen (2010), and Jingxia (2010), who argue that incorporating these techniques as teaching and learning strategies can facilitate language acquisition and encourage the use of the target language. Jingxia (2010) further emphasizes in his research that employing code-mixing and code-switching is a valuable and effective approach in English instruction.

The second positive perception is that the implementation of code-switching and code-mixing in the classroom can enhance students' motivation to learn English. Students' learning motivation pertains to the internal aspects that prompt and influence students to participate in the learning process. By incorporating a mix of languages in the classroom, students find it easier and become more enthusiastic about learning English. As highlighted by Paramesvaran and Wei Lim (2018), code-switching is also employed to actively encourage student participation and provide repetition. Additionally, regarding code-mixing, it is utilized to sustain student engagement in the classroom and can serve as a method to improve the clarity of the teacher's instructions and messages (Khan, Ahmed, & Gul, 2023).

The third positive perception is that students find it easier to learn new vocabulary. This is because the teacher initially explains in English and then clarifies it again in Indonesian, or the teacher incorporates English words into Indonesian sentences in a way that the context

of usage is easily understood. This approach allows students to grasp the meaning of English words and vice versa.

8. Negative perception

Apart from positive perceptions, it turns out that some teachers also have negative views regarding the use of code-switching and code-mixing in classroom.

The first negative perception conveyed by a teacher is the repetitive explanations, which leads to students feeling bored. By employing code-switching and code-mixing in the classroom, teachers occasionally shift from using English to explaining the content again in Bahasa Indonesia. The repetitive nature of these explanations can lead students to become bored with the teacher's discourse. The repeated explanation by the teacher is actually a process of translation, which is different from the practice of code-switching and code-mixing. However, in this context, it is also known that this is a relatively new concept in code-switching and code-mixing. Turnbull and Arnett (2022) highlighted that the use of code-switching and code-mixing is a valuable strategy for teachers to avoid negative transfer by switching between languages within a single sentence. This deliberate translation approach plays a significant role in providing detailed input and simultaneously drawing students' attention to particular aspects of the target language, ultimately enriching their vocabulary. As elucidated by Chen-on and Ting (2011), one particular purpose of teachers' use of code-switching and code-mixing in content and language classrooms is to reiterate or translate information. Hence, the relationship between code-switching, code-mixing, and the translation strategy in English teaching is quite intricate.

The second negative perception is the teacher deviates from the language norms that should be used. In this context, it signifies that teachers are expected to possess strong linguistic competence and teach using an appropriate language. This implies that educators should instruct in the target language using the designated target language to make students familiar with and comprehend that particular language. Moreover, Grosjean (1982) highlighted that negative perceptions regarding code-switching and code-mixing are linked to perceived rudeness, language pollution, and linguistic incompetence. Regarding the notion of deviating from language norms, it is actually more related to the scaffolding process when viewed in the concept of translanguaging. In the perspective of code-switching and code-mixing, this usage refers to someone's inability to master a language. This is contrary to translanguaging, which sees the use of two languages as an advantage in linguistic competence for an individual. Translanguaging, unlike code-switching, is a pedagogical approach that fosters the natural development of bilingualism without imposing a "functional separation." According to Lewis et al. (2012), code-switching views linguistic transfer as a form of language separation, whereas translanguaging advocates for the integration of linguistic resources into a unified whole. If translanguaging is utilized as a pedagogical tool, it serves as a scaffold (Carstens, 2016; Garcia & Wei, 2015; Gort & Sembiente, 2015).

Seeing the many positive responses from teachers and the active participation of students when teachers teach using code-switching and code-mixing at MAN Ambon, as well as several findings from previous research, the use of code-switching and code-mixing can indeed be used as a technique for teaching English in class. This is because the teacher sees that Students experience increased comfort and engagement when they are able to

utilize their native language alongside English, particularly during discussions on culturally specific topics or concepts. This approach can also be strategically employed to elucidate intricate concepts or instructions, thereby ensuring comprehension among students. Furthermore, code-switching and code-mixing also help in the development of language skills by exposing students to various linguistic structures and vocabulary in context. Additionally, this practice can foster cultural competence by acknowledging and appreciating students' linguistic and cultural backgrounds.

5. CONCLUSIONS

From the results of the observation and stimulated recall interview, the data shows that all of the EFL teachers at MAN Ambon employ all types of code-switching and code-mixing. The rationales of the teachers do code-switching and code-mixing are various, such as to better comprehend the teachers' words, to explain difficult concept, to stimulate student's motivation in learning English, because of students' background, students' request, and teachers' limited proficiency in English. (3) There exist two main perspectives, such as positive and negative perception. Several positive perceptions from the EFL teachers are that by implementing code-switching and code-mixing in class, it can help to increase students' comprehension, to enhance students' learning motivation, and even to make it easier for students to learn new vocabulary. On the other side, negative opinions voiced by some teachers in relation to this phenomenon include concerns about repetitive explanations during the use of code-switching and code-mixing, leading to student boredom, as well as deviation from the expected language norms by the teacher.

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