Code Switching and Code Mixing in the English Learning Process

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ABSTRACT

This research seeks to explore the function of language during the process of studying English within the classroom setting. The phenomenon of language in question is the occurrence of code switching and code mixing in classroom education. This kind of research is qualitative and descriptive. Data were collected from assertions that include code switching and code mixing during the English learning experience in the classroom. The intended conversation appears as a dialogue consisting of words, phrases, clauses, and sentences that showcase elements of code switching and code mixing, along with the functions of code switching and code mixing. The source of data was derived from dialogues occurring between students and teachers in the classroom. The method employed for gathering data involved recording techniques. The analytical method for data was applied to all speech indicating the use of code switching and code mixing in conversations between teachers and students within the classroom, specifically by condensing data, presenting data, and making inferences. According to the results of the research, different forms of Code Switching and Code Mixing occur in the process of learning English, which the researcher has detailed in the discussion.

Keywords: *Sociolinguistics; Code Switching; Code Mixing; English Language Acquisition*

INTRODUCTION

Many people converse and alternate or blend their native language with their first language, particularly when interacting with those who understand various languages. Code switching and code mixing frequently happen in environments where regular interactions unite individuals from various regions and languages. Human existence necessitates extensive communication methods and variety, enabling individuals to utilize multiple languages. Kumar (2023) defines bilingualism as the practice of using two or additional tongues by an individual or a community. Bilingualism, as a result of language contact events, is a term with a relative meaning. This happens because bilingualism evolves over time. The alterations result from varying viewpoints or fundamental interpretations of language itself (Hawkins: 2023). Overall, various perspectives on bilingualism are presented by Kridalaksana (2023); bilingualism refers to the utilization of two or more languages by an individual or by a community. Similarly, according to Weinreich (in Aslinda and Syafyahya: 2014), bilingualism refers to the practice of using two languages interchangeably (the tendency

to alternately utilize two or more languages). When a speaker alternates between two or more languages, it is described as being in a state of code switching.

According to Myres and Scotton (Zakria: 2024), Code switching refers to the shift from employing one code to utilizing another language code, Code mixing refers to the incorporation of language elements from one language into another to enhance the language style or variety, encompassing words, phrases, clauses, idioms, and greetings.

In classes for learning English, code switching is frequently utilized by both students and teachers. In Indonesia, students typically use Indonesian for formal education, while English, as a Second Language, is primarily utilized in English language classes. While learning in class, they frequently alternate and blend Indonesian and English codes. The incorporation of English elements can occasionally be unintentional. The same applies to teachers as well. Educators occasionally and unintentionally switch and mix languages while presenting educational content. Code switching and code mixing are acknowledged characteristics in the usual speech habits of bilingual individuals globally, with both being notably prevalent and frequently utilized across different languages.

Code Switching is characterized as a skill of being bilingual. Code-switching refers to a phenomenon in linguistics that denotes the use of multiple languages or dialects during a dialogue. At times, bilingual individuals face challenges when communicating with fellow bilinguals, prompting them to shift from one language to another in their sentence formation to enhance understanding.

Code switching is a technique that bilinguals employ to incorporate multiple languages in one conversation. Hymes (Tarigan: 2024)) describes code switching refers to "a broad concept for the alternating utilization of multiple languages, dialects, or even styles of speech," whereas Bokamba (Tarigan: 2024) characterizes code switching as the blending of words, phrases, and sentences from two different (sub)grammatical systems across the limits of sentences inside the same speaking occurence. As stated by Ahmad (2024), code switching represents a facet of language reliance in a multilingual community; it is nearly unfeasible for a speaker to utilize a language solely without incorporating any other language or linguistic components.

Widjajakusumah (Saleh & Mahmudah: 2017) states that code switching happens due to (a) the presence of a third party; (b) a shift in topic; (c) a change in the conversational mood; (d) the desire to appear knowledgeable; (e) the need for separation; (f) the avoidance of using either rude or polite expressions in local languages; (g) citing others' dialogues; (h) being swayed by the conversation partner; (i) being in a public setting; (j) indicating that one's primary language is not a local dialect; (k) the conversation partner being younger; and (l) altering the mode of communication.

In class, when educators teach a foreign language, code switching serves as a learning technique to enhance students' abilities in English. At the start of the meeting, teachers utilize the target language to clarify the content before reverting to Indonesian to ensure students comprehend it. Students utilize the intended language to the same extent as they can however switch to their first language for every speech aspects they are unable to express in the target language.

Another phenomenon closely linked to code switching is code mixing. Code mixing happens without altering the subject and can encompass different levels of language, including phonology, morphology, grammatical forms, or vocabulary items. The primary language significantly impacts the secondary language, and this influence is

unavoidable. The interaction and combination of languages create different languages. Many individuals in society blend their tongue with another language through integrating or employing aspects of an overseas language, and they can still be affected by their native language.

Code-mixing signifies to the occurrence of incorporating elements from another language when individuals blend two (or more) languages or dialects during a linguistic event (such as a speech act or discourse), even when there are no specific circumstances in the language context that necessitate this mixing (Nababan: 2007). Rokhman (Ulfiani, 2014: 97) defines code mixing as the incorporation of elements from one language into another, involving the use of two or more languages to enhance language style. Kridalaksana (2023) states that code mixing involves incorporating language elements from one language to another to enhance linguistic style or diversity.

Code mixing occurs when an individual incorporates elements from multiple languages or dialects within a language act (such as speech or discourse) without any external factors necessitating this language blending (Nababan: 2007). Rokhman (Ulfiani, 2014: 97) states that code mixing involves the integration of two or more languages by mixing elements of one language with another to enrich language expression. Kridalaksana (2023) defines code mixing as incorporating language elements from one language into another to enhance linguistic style or variety.

Blom and Gumpers, as cited by Desmi (2025), stated that code mixing involves the integration of the behavioral features of one code into another to some extent. Typically, one code, referred to as the basic code, prevails, while speakers utilize the secondary code as an addition. Components of the latter code are often absorbed and, as a result, utilized with less awareness. Blom ad Gumpers also has suggested several formal and functional limitations regarding the blending of two or additional codes. They mentioned that the constraints relate to the sociological (context of the situation), psychological (cognition, creation, and handling of hybrid codes), and linguistic (interplay of several grammars) dimensions of code mixing.

METHOD

This research employs Qualitative Descriptive, which aims to comprehend the phenomenon of a research topic through intensive fieldwork, articulating it using words or written descriptions (Miles & Huberman: 2020; Moleong: 2021). The data collected in this research will consist of utterances that include code switching and code mixing noted in English acquisition, originating from both students and teachers. Information is gathered through observation. Researchers document and monitor actions throughout the educational process. In this observation, researchers also utilize research tools, such as cameras, to document activities throughout the learning process.

This research employs Qualitative Descriptive, aimed at comprehending the phenomenon of a research topic through intensive fieldwork, articulated in verbal or written form (Miles & Huberman: 2020; Moleong: 2021). The study will gather data consisting of utterances that include code switching and code mixing in English learning, originating from both students and teachers. Data is gathered through observation. Researchers document and monitor actions during the educational

process. In this observation, researchers utilize research tools, such as cameras, to document activities throughout the learning process.

FINDINGS AND DISCUSSION

According to the findings of the research, there are numerous expressions in learning English. The researcher sought to minimize the data by choosing utterances that contain code switching and code mixing. Following the data reduction by the researcher, here are several statements that fall under Code Switching and Code Mixing.

1. Types of Code Switching in Interactions in English Learning Process

The kind of code switching observed in the interactions within English learning classes is language switching manifested as code switching. Language switching as a variation of code switching is frequently observed in English learning interactions. Code switching happens as language alternation, involving a transition from Indonesian to English or from English to Indonesian.

a) *Tag-switching*

Example:

Teacher: "Tepat, that's a good answer!"

"Pagi, we will learn about descriptive text now."

"Hebat, Rani, good job!"

"Write, don't just read geh!"

The phrase "that's a good answer" can be regarded as a tag. At times, emblematic code switching or tag switching may manifest as intrasentential switching, where there exists categorical equivalence between the two languages involved.

b) *Intrasentential switching*

Example:

Menurut pendapatku, that's a great suggestion!

"unlock your textbook and selesiakan page 10"!

Could you kindly inform me jelaskan apa itu descriptive text?
I will present you a gift jika kalian mampu menjawab.

The instances mentioned above involve modifications to the code or total transitions to another language system at the edges of the primary components.

c) *Intersentential switching*

Teacher	: Have you done your homework, Keo?
Student	: Sudah, Miss.
Teacher	: Can I take a look?
Student	: ini Miss!

Teacher   : look at the picture and fill the blanks.

Student   : yang mana Miss?

Teacher   : page twenty.

In the intersentential code example above, the switch serves to link the previously spoken utterance from another English conversation. And it happens more frequently than intrasentential.

d) *Intra-word switching*

kuis kita open book!

Listeningnya memakai speaker prodi.

Descriptive text kalian sudah selesai belum?

Scoringnya itu 50% final exam, 30% mid examination, dan 20% your daily performances

Milroy and Peter describe code-switching "as an 'intrasentential' concept referring to switching within a single sentence, unlike 'intersentential,' which denotes switching between different sentences." While some observers see code-switching as an indication of insufficient language skills, the majority of current scholars consider it a typical and natural outcome of the interplay between the languages of bilingual or multilingual individuals.

2. Forms of Code Mixing in Learning the English Learning Process

"Did you complete your homework hasan? Yes, Miss, sudah saya kerjakan my

task." Pardon me miss, pekan lalu I was sick.

In the example provided, the student replies to the teacher's inquiry using the English term peace, as they are unsure how to pronounce it in English. Nonetheless, the student's sentence is also consistent with English grammar rules.

Verb + Noun Phrase:
"F*ind the best answer* dan silahkan lanjutkan ke next task."

Noun Phrase + Noun Phrase:
"*Listening* dan *speaking* skillnya harus bagus, kalau kalian mau lulus."

Preposition + Noun Phrase Object:
"Silahkan baca teksnya *on the next page.*"

Bound morphemes + Free morphemes of English:
Teacher   : "Segera Didi, *di-mix* dengan Indonesia saja."

Student   : "Miss, maaf. Saya mulai nge-blank."

Noun + Verb:

"Lihat *task 1 and do it*"

Conjunction + Noun Phrase:
"Judul *and content teksnya* menarik"

English Adjectives + Indonesian Adjectives:
"*Simple* dan sederhana tulisannya"

Several reasons for engaging in code switching and code mixing in the classroom are listed below:

To express his perspective:
"I've told you, sebelum ditulis dibaca dulu. Please disimak!"

Citing Others:
"sudah dibuat saja teks deskriptifnya kata Miss Ani sekarang" *Don't be late*"

"Kata Miss Ani *which do you enjoy more, reading or writing*?"

Expressing Empathy about Something:
"*Well*, jangan takut salah kalau mau ngomong Bahasa Inggris".

"*It's okay* kalau kirim tugasnya mau hari minggu".

Interjections (Inserting Sentence Fillers or Sentence Connectors):
"Bahasa Inggris tanpa latihan tidak ada apa-apanya. *English without practice is nothing. Kalian paham? Do you understand?* Kalian memang hebat. *You are the best*".

Purpose of Clarifying Speech Content for the Interlocutor:
"Improve skill kalian dengan praktik writing setiap hari."

"Di kamus,banyak vocabularies yang bisa kalian dapatkan."

Activated to communicate in a different language temporarily:
"*It's okay, collect* saja. Then, jawaban yang benar ditulis di white board ya!".

"Kenapa banyak yang *absent*? Kalian kan sudah tau kalau *attendance list* selalu saya cek.

Lack of good synonyms in Indonesian:

"Jadi *point of view* pelajaran hari ini apa?"

"Nge-*blank* aku"

Emphasizing the message:

"Dipahami pembahasannya. *Don't waste your time!*"

"Suaramu lirih sekali. *Please raise your voice!*"

Terrible focus:

"*Morning, apa kabar everyone?*"

"*Help,* siapa yang punya materi sebelumnya ya?"

Showing Respect:

"*Excuse me,* boleh saya bertanya *Miss?*".

"*Morning all,* mari kita mulai belajar ya!"

Crystal (1987) outlines potential reasons for transitioning from one language to another, and these will be examined now. Trudgill states that "speakers change their language to shape or control situations to their preference and to express subtle meanings and individual intentions" (2000: 105). From this quote, it can be inferred that code switching serves as a means of self-expression and is a method of altering language for individual purposes.

Fishman in Chaer and Leonie discusses that understanding the reasons for code switching is grounded in a sociolinguistic viewpoint, including:

a. Speaker
b. Listener or participant
c. Condition changes due to a third person
d. Change from formal to informal
e. Change of topic.

Based on the description provided, we can deduce that there are numerous reasons for individuals to engage in code switching and code mixing to elucidate their intentions to the listener, which pertains to the context and subject matter.

CONCLUSION

Code switching is a concept in linguistics that denotes the utilization of multiple languages or varieties during a dialogue. Other specialists assert that code switching involves blending words, phrases, and sentences from two distinct (sub)grammatical systems across sentence limits within the same speech situation. Code mixing describes the practice of employing one or more languages for the continual exchange of linguistic elements from one language to another, resulting in a limited or more extensive code for linguistic communication.

In the classroom, teachers employ code switching to clarify meanings and effectively convey knowledge to students. Nonetheless, it is essential to remember that over time, as students engage with native speakers of the target language, code-switching might act as an obstacle to achieving mutual comprehension.

ACKNOWLEDGMENTS

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