

## Code-switching and code-mixing in English learning process

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### Abstract

The study was conducted in order to describe the types and the factors of code-switching and code-mixing in the English learning process of MA KHAS Kempek Cirebon. The study was a qualitative descriptive research using case study. The objective of the study was to analyse the types and the factors that caused the occurrence of code-switching and code-mixing. The subjects in the study were three English teachers who taught the XI Grade students. Then, five parallel classrooms were involved in the study and the data were gathered through a recording device. In the meantime, in order to triangulate the analysis results the researcher held a focused group discussion (FGD). The FGD was held in order to test the response validity and also the data validity. From these data, the types and the factors of code-switching and code-mixing might be identified. Furthermore, the types of code-switching were: (a) inter-sentential code-switching; (b) intra-sentential code-switching; and (c) tag-switching code-switching. On the other hand, the types of code-mixing were: (a) alternation code-mixing; (b) insertion code-mixing; and (c) congruent lexicalization code-mixing. The factors that caused the occurrence of code-switching were quoting texts, clarifying certain details, and giving instructions to students while the factors that caused the occurrence of code-mixing were being influenced by the first and the second language in the speaking habit, being unable to find established equivalence, and attaining the impression of being present-day people.

**Keyword:** language contact, code-switching, code-mixing, English learning process

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## INTRODUCTION

Language holds significant role in the life of a society as a medium of communication. Language is used as a medium of communication for delivering messages or intentions from the speaker to the listener. Thereby, the most fundamental language function is to serve as a medium of communication, socialization, and relationship from one to another so that a social system or a society might be established (Chaer & Agustina, 2010, p.14). The communication process within society does not involve one language only but also two languages or even more.

In Indonesia, both in the cities and in the regencies, there are societies that use more than one language within the daily activity and these languages span from the local or vernacular language, Bahasa Indonesia, and even until

foreign language. The use of more than one language usually takes place in the learning process of foreign language especially English. For example, the English learning process in MA KHAS Kempek Cirebon employs several codes. These codes are Arabic, Bahasa Indonesia, English, and vernacular. Despite the various codes, there is an interesting situation namely that two languages have been employed consistently by the English teachers there namely Bahasa Indonesia (as the introductory language) and English (as the target language). The use of the two languages in Linguistics is known as bilingualism.

Bilingualism refers to the use of one language or more by an individual or a society (Bell, 1983, p.135). An intensive contact between two languages or more in a bilingual situation, such as the one that occurs in the English learning

process, triggers the occurrence of language phenomena namely code-switching and code-mixing.

### **Code-Switching**

Code-switching refers to oral communication situation that involves the process of switching from one language and/or dialect to another language/dialect. Similarly, Thelander in Chaer & Agustina (2010, p.115) state that code-switching is the use of two language (or more) by a speaker in the same communication event. The statement implies that code-switching is a language material that consists of two language or more spoken by the speakers in the same conversation. In this situation, all of the involved participants also speak or at least understand both (all) languages in use.

Furthermore, Bullock & Toribio (2009, pp.1-2) state that code-switching refers to the capacity of using, replacing, or switching two languages in use. In this case, the speaker at least has the proficiency of the second language in addition to the first language so that he or she might switch from the first language to the second language and vice versa.

Romaine (1995, p.122), Poplack (1980, p.539), Appel & Musyken (2006, p.118), and other linguists divide code-switching into three categories in terms of grammatical aspect. These categories are tag switching code-switching, inter-sentential code-switching, and intra-sentential code-switching. Each category will be explained in the following sections.

Tag switching refers to the code-switching that belongs to the units of independent elements contained in a statement or a question; the tag switching usually appears in the beginning or in the end of the statement or the question. Holmes & Wilson (2017, p.35) stated that tag switching is sometimes called emblematic switching where the switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. Several examples of interjection that belong to the tag switching are wow!, OY!, D'oh!, hello!, Hi!, bye!, Ouch!, Oh!, and alike. On the other hand, the examples of sentence filler that belong to the tag switching are like, you know, well, actually, basically, literally, and alike.

### **Tag-Switching**

In addition to interjection and sentence filler, according to Poplack (1980, p.89) tag-switching is frequently found in the form of

discourse marker. Similar to sentence filler, discourse markers only serve to guide the direction of the conversation without implying certain meaning. The discourse marker that belong to the tag switching are you know, I mean, by the way, hi, okay, and alike. The example of such case is presented below.

The proceeding went smoothly, ba? (Tagalog)  
(The process run smoothly, doesn't it?)

### **Inter-Sentential Switching**

The second type of code-switching is inter-sentential code-switching. Appel & Musyken (2006, p.118) argue that Inter-sentential switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language or, on the other hand, means that inter-sentential code-switching occurs between a different number of sentences.

In other words, inter-sentential code-switching refers to the code-switching that occurs between two different languages. An example of this situation is provided below.

That is the book. *Aku mau membaca buku itu besok.* (Bahasa Indonesia)  
(That is the book. I would like to read it tomorrow.)

### **Intra-Sentential Switching**

The third type code-switching is intra-sentential code-switching. Poplack (1980, p.87) argue that intra-sentential code-switching refers to the switch from one language to another in a sentence that involves the syntactic units of words, phrases, or clauses. Similar definition is also proposed by Appel & Musyken (2006, p.118) who argue that intra-sentential switching occurs within a sentence or a clause. An example of intra-sentential code-switching is presented below.

This morning *saya antar* my baby.  
(This morning I drive my baby.)

### **Code-Mixing**

In relation to code-mixing, Hudson (1996, p.53) propose that code-mixing refers to the mixture between two different codes in a sentence that symbolizes the uncertainty upon which code that should be used at best. In order to attain the best communication effect, the speaker thus will mix the codes.

Furthermore, Kachru (in Soewito, 1985, p.76) define code-mixing as the use of two languages or more by means of inserting the elements of one language to another. In the code-mixing, there is a main code or the basic code in use and the code has the function of autonomy. On the other hand, the other codes that might have been involved in the conversation will be mere fragments without any function of autonomy.

Thelander in Chaer (1994, pp.151-152) state that code-mixing will occur if phrases or clauses that have been involved in a conversation consists of mixed phrases or clauses and each phrase or clause does not support their own function. For example, a speaker of Bahasa Indonesia inserts most fragments from his or her vernacular in a conversation. Thus, it might be considered that the speaker has performed code-mixing.

The apparent characteristic of code-mixing from the grammatical aspect is the mixture between two language systems into one sentence or phrase. In other words, the apparent characteristic of code-mixing is the intra-sentential code-switching. This statement is in line with the argument by Appel & Musyken (2006, p.118), who state that intra-sentential switches occur in the middle of a sentence; this type of switching is often called code-switching.

Muysken, Díaz, & Muysken (2000, p.3) proposes three types of code-mixing. The three types of code-mixing are defined by different structural requirements. In addition, the three types of code-mixing play their role in different levels and with different manners on specific bilingual background. Then, the three types of code-mixing are insertion, alternation, and congruent lexicalization. Each type will be elaborated further in the following sections.

**Insertion**

The first type of code-mixing is insertion. Insertion refers to the act of inserting the materials in the form of both lexical elements and constituents of a language into the structure of different language. The pattern of insertion might be interpreted through the Figure 1.

Based on the Figure 1, it is apparent that A and B refer to two different languages with A serves as the dominant language that shapes the sentence and B serves as the fragments that will be inserted into the dominant language or A. Each of A language and B language might be filled from the elements of A language and B language.

The ABA pattern itself might change into AAB or BAA for the sentence in A language and BAB, BBA, and ABB for the sentence in B language.

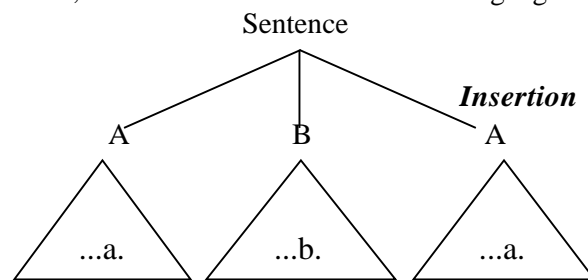


Figure 1. The Tree Diagram of Insertion

An example of insertion will be provided below and the example in this case involves the code-mixing between English and Spanish provided by Pfaff in Muysken, Díaz, & Muysken (2000, p.5).

*Yo anduve in a state of shock por dos dias.*  
(I walked in a state of shock for two days.)

**Alternation**

The second type of code-mixing is alternation. Alternation refers to the situation in which the two languages are divided into the grammatical structures that might be lexically by the elements of whichever language. This type of code-mixing divides the structure of A language and that of B language. The two different language structures are mixed into a sentence. Although the sentence is the results of the mixing between two different language structures, the sentence has good meaning clarity. The pattern of alternation might be represented through the Figure 2.

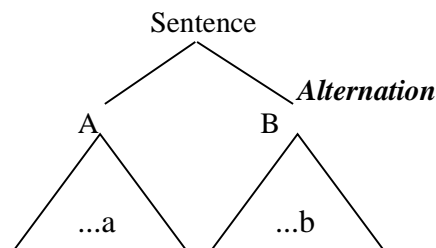


Figure 2. The Tree Diagram of Alternation

From the Figure 2, it is apparent that the sentence of alternation is divided into two different language structures. Each of the structures might be filled with the elements of both languages. The structure of A language has the elements of the a words from the A language while the structure of B language has the elements of the b words from the B language. An example on this type of code-mixing is provided

below and the example is taken from the code-mixing between French and Russian language by Timm in Muysken, Díaz, & Muysken (2000, p.6).

*Andale pues* and do come again.  
(That's alright then, do come again.)

### Congruent Lexicalization

The third type of code-mixing is congruent lexicalization. In the process of congruent lexicalization, there is a linear and structure equivalence on the syntactic level between the two languages. The pattern of congruent lexicalization might be explained through the Figure 3.

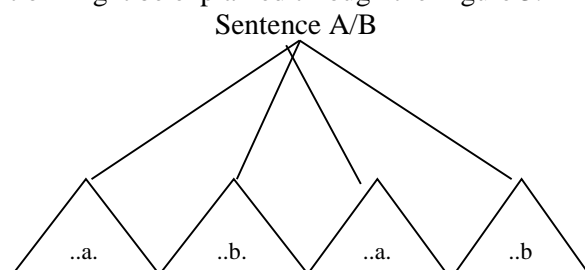


Figure 3. The Tree Diagram of Congruent Lexicalization

Based on the Figure 3, it is apparent that congruent lexicalization has linear and structural equivalence between A language and B language. An example of congruent lexicalization is provided below and the example is found from the code-mixing between Spanish and English by Pfaff in Muysken, Díaz, & Muysken (2000, p.6).

*Bueno*, in other words, *el flight* [*que sale de Chicago around three o'clock*].  
(Good, in other words, the flight that leaves from Chicago around three o'clock.)

In delivering the English lesson, the teachers in MA KHAS Kempek frequently perform code-switching and code-mixing within the learning process either from English into Bahasa Indonesia and vice versa. The teachers perform different code-switching and code-mixing in each conversation.

One of the examples from the code-switching and the code-mixing that was found in the English learning process of MA KHAS Kempek on May 6<sup>th</sup>, 2015, is as follows:

Teachers: *Ngomong-ngomong* do you still remember the material that we have learned before?  
(By the way do you still remember the material that we have learned before?)  
Students: ..... (silent)

Teacher: OK, apakah *kalian masih ingat materi yang sudah kita pelajari sebelumnya?*

(OK, do you still remember the material that we have learned before?)

Students: Yes, Miss.

Teacher: OK, *baiklah. Kita akan review sebentar tentang material sebelumnya.*

(OK, well then. We will review a little bit about the previous material.)

The conversation between the teacher and the students occurred during the English lesson when the teacher started the meeting. In the conversation, when the teacher said, "I'm fine too, *ngomong-ngomong* do you still remember the material we have learned before (I'm fine too, by the way do you still remember the material we have learned before)?" the students were just silent. The situation implies that the students do not understand the question that the teacher has given; as a result, the teacher switched the code into "OK, *apakah kalian masih ingat materi yang sudah kita pelajari sebelumnya* (OK, do you still remember the material we have learned before)?" After the teacher switched the code, the students responded to the teacher's question well.

Based on these facts, it might be concluded that code-switching and code-mixing is necessary in the English learning process in order to avoid the ambiguity in understanding the learning materials. From the results of the preliminary study on the XI Grade MA KHAS Kempek Cirebon, it is found that there are certain types of code-switching and code-mixing and the background factors behind the occurrence of the code-switching and the code-mixing. Therefore, there should be in-depth and scientific review as well as focused and systematic study on the phenomenon.

### METHOD

The study was a case study that pursued an in-depth investigation on the phenomenon of code-switching and code-mixing within the English learning process. The method was elaborated into several steps based on the design proposed by Yin (2009, p.2) as follows: (1) planning; (2) preparation; (3) data gathering; (4) data analysis; and (5) data analysis display. In order to review the topic, the problem within the study was described based on the concept of code-switching and code-mixing that the speakers performed.

In order to uncover the problems within the study, the descriptive qualitative study was selected. Through the descriptive qualitative study, the data were described in the form of words or sentences based on the existing linguistic facts or phenomena that the speakers empirically possessed (Sudaryanto, 1992, p.142). The data were analysed in their original form gradually so that each unit should be scrutinized one by one. In the meantime, the words, phrases, or clauses were involved as the data that had been provided by the oral source so that the meaning of these words, phrases, or clauses might be grasped (Moleong, 2007, p.9). The study was not intended to administer certain treatment on the subject under investigation; instead, the study was limited to observing, reviewing, and scrutinizing the actions that the subject performed within the daily learning activities.

The study on the use of code-switching and code-mixing within the English learning process was conducted in the senior high school level within the Regency of Cirebon. Then, the research site was selected based on the following criteria. First, 90% of the students in the school should come from external region in which they also held the status as *santri*. Second, there should be various background among the students so that the languages would also be various. The language variation would enable the occurrence of code-switching and code-mixing within the English learning process. Based on the two criteria, Madrasah Aliyah Kyai Haji Aqiel Siradj (later would be abbreviated into MA KHAS) Kempek located in the Regency of West Cirebon was selected. The study was conducted in MA KHAS from August until September 2015.

Within the study of code-switching and code-mixing, the subjects were selected based on the accidental sampling or the convenient sampling based on the convenience or the practicality. The sample was selected spontaneously, meaning that anyone who had been met accidentally would be selected as the sample as long as the person fitted into the characteristics (Sugiono, 2008, p.60). Thus, the sample in the study was five parallel classrooms of Grade XI MA KHAS namely XI Science 1, XI, Science 2, XI Science 3, XI Social 1, and XI Social 2. On the other hand, the subject in the study was three Grade XI English teachers (1 male teacher and 2 female teachers) who taught the Grade XI students. On the other hand, the object in the study was the teachers' words, phrases, and

clauses that contained the code-switching and the code-mixing during the learning process.

In order to attain the necessary data for the study, the data were gathered by means of recording technique. The recording activities were performed by using the video recorder during the English learning process so that the situations within the learning process might be described and therefore the necessary data might be attained.

After the English learning process had been recorded, the record was transcribed into the recording minutes. The recording minutes then served as the documentation on the events that occurred during the recording activities. The recording minutes consisted of four notes. The first note was on the recording setting namely the intention that contained the date, the grade, the number of students, the recording device, the recording duration, and the recording notes. Next, the second note was on the events that took place during the recording activities.

After the recording data had been transcribed into the written data, the written data were analysed. The data analysis was conducted by using the inductive analysis; the inductive analysis was descriptive and did not measure the appropriate language use by the speakers (Sudaryanto, 1992, p.62). In this case, two sequences of analysis were performed in order to solve the problem statements namely the types of code-switching and code-mixing that had been involved and the background factors that encouraged the selection of code-switching and code-mixing. The case would be elaborated further in the following sections.

### **Analysis on the Types of Code-switching and Code-mixing**

In analysing the types of code-switching and code-mixing, three steps were performed namely identification, classification, and description. In the first step, the situations that contained the case of code-switching and code-mixing were identified.

After the data with regards to the case of code-switching and code-mixing were identified, the data were classified based on the existing criteria. The cases of code-switching and code-mixing were classified according to the type and the form of the code-switching and the code-mixing. The classification thus was based on the data case, data number, and data class.

After the classification process had been completed, a description on the case of code-

switching and code-mixing was presented. The data were described through brief explanation. In other words, the results of the analysis on the code-switching and the code-mixing within the English learning process were presented in narrative text using informal presentation. The informal presentation method was intended to describe the data using the casual words (Sudaryanto, 1992, p.145).

### Analysis on the Factors of Code-switching and Code-mixing

In order to identify the factors that caused the occurrence of code-switching and code-mixing, the texts should be associated to the contexts (Halliday, Ramlan, Hasan, & Tou, 1992, p.112). After the factors behind the occurrence of code-switching and code-mixing had been identified based on the researcher's perception, the similar data were screened and were selected as the data representation.

Departing from the data representation, an FGD (Focus Group Discussion) was held. Through FGD, the reasons, motivations, argumentations, or bases for an individual or a group of individuals to commit an action might be identified (Koentjaraningrat, 2005, p.7). With regards to the study, the FGD that involved the subjects was held in order that the results of the analysis might be trustworthy and might not be disturbed by other perceptions.

## RESULTS AND DISCUSSIONS

The results of the study are classified into three categories namely: (a) code-switching; (b) code-mixing; and (c) factors behind the use of code-switching and code-mixing. Each type of both code-switching and code-mixing is analysed from the grammatical aspect in accordance to the theory that has been previously elaborated.

In the English learning process of Grade XI MA KHAS Kempek, the use of code-switching and code-mixing by the English teachers is different depending on each conversation. The difference on the use of code-switching and code-mixing implies the types of code-switching and code-mixing that the English teachers use in the learning process. The types of code-switching are identified based on the grammatical analysis.

### Types of Code-switching

Grammatically, there are three types of code-switching namely inter-sentential switching, intra-sentential switching, and tag switching.

### Inter-Sentential Switching

Teacher: Where is my book now? *Ok, kita lihat. Coba, Salimah!*  
(Where is my book now? Ok, let's see. Please try, Salimah!)

The above code-switching situation occurs in the sentence level of Bahasa Indonesia that appears after the sentence level of English language. The code-switching is shown by the sentence in bold. At the beginning, the teacher said, "Where is my book now?" Then, the teacher switched the code from the conversation in English language into the conversation in Bahasa Indonesia, which is written in bold, "*OK, kita lihat. Coba Salimah! (Ok, let's see. Please try, Salimah!)*" The code-switching occurs by using two languages in different sentences.

### Intra-Sentential Switching

Teacher: Number eight *siapa?* Who wants number eight?  
(Who works on number eight? Who wants number eight?)

In the above sentence, the code-switching is aimed at the use of *siapa* or who. *Siapa* is a word from Bahasa Indonesia that appears in another language namely English. The position of *siapa* in the English sentence above is a sentence complement. In the meantime, the position of English in the sentence "Number eight *siapa* (Who works on number eight)?" is a compound noun as the subject of the sentence. Therefore, it might be concluded that the sentence in the above code-switching is an English one since English has dominated the formation of the sentence.

### Tag Switching

Tag switching might appear in the form of interjection, sentence filler, and discourse marker. The data that represent the use of tag switching by the English teachers in the learning process will be elaborated in the following sections.

### Interjection

Teacher: *Sekarang kalian ...* you have to turn around the class *yah!*  
(Now, all of you ... all of you have to turn around the class *yep!*)

The above code-switching is part of short interjection in Bahasa Indonesia. The interjection

is shown by the word *yah* that appears after the sentence *you have to turn around the class*.

#### Sentence Filler

Teacher: Well, *nanti habis ini diambil ya jawabannya kemudian kita bahas satu per satu*.

(Well, after this please take your answer and then we will discuss it one by one.)

The type of the above code-switching is tag switching. The above code-switching is categorized into tag switching because the teacher makes use of short English idiom, which is shown by the use of the word *well*. The short idiom is spoken before the sentence in Bahasa Indonesia *nanti habis ini diambil ya kemudian kita bahas satu per satu* (after this please take your answer and then we will discuss it one by one). Then, the short idiom *well* is said to be the sentence filler because the short idiom only serves to fill the gap before the conversation is initiated. In other words, the use of the word *well* does not have significant meaning and thus does not change the meaning of the sentence.

#### Discourse Marker

Teacher: Alright ... *Luar biasa ... Salam sebelah sini kok sebelah sini ga!*

(Alright... Excellent... Where is the greeting from this side!)

The above code-switching situation belongs to the tag switching as well. In this sentence, the teacher involves a short idiom in the form of discourse marker shown by the word *alright* that appears before the sentence in Bahasa Indonesia *Luar biasa... Salam sebelah sini kok sebelah sini ga!* (Excellent... Where is the greeting from this side!). The discourse marker in this sentence only serves to direct the conversation without implying any significant meaning.

#### The Factors Behind the Use of Code-switching

In the study, three factors are found to be the influence behind the use of code-switching within the English learning process. The three factors are quoting text, clarifying intention, and instructing students.

#### Quoting Text

Teacher: *Jadi bagaimana penjelasan analitikal ekposisi itu, apa itu atau mengapa itu?* ... Social function of the

analytical exposition is to persuade the readers or the listeners that something is the case. *Jadi bertujuan untuk mengajak si pembaca*.

(So, what is the definition of analytical exposition; what is it and why does people write about it? Social function of the analytical exposition is to persuade the readers or the listeners that something is the case. Therefore, analytical exposition aims at involving the readers.)

The sentence in English refers to the code-switching used by the teacher. The code-switching occurs in the English sentence that appears in the middle of the two sentences in Bahasa Indonesia. Based on the context of the data, the code-switching might be caused by the fact that the teacher quotes the reading text that serves as the discussion material within the learning process. The reason behind the code-switching might be found in both the text and the context. At the beginning, the teacher spoke in Bahasa Indonesia while he was asking the students about the message that had been contained in the given analytical exposition. The situation was implied by the sentence *Jadi bagaimana penjelasan analitikal ekposisi itu, apa itu atau mengapa itu?* Then, he switched his code to English in order to provide the answer for the question by quoting the reading text: Social function of the analytical exposition is to persuade the readers or the listeners that something is the case. The definition can be found in the learning materials from *Bahan Ajar SMA/MA Kelas XI Semester 1*.

#### Clarifying Intention

Teacher: *Ya, ketika masalah dimulai ... Problem start until climax; sampai klimaks, sampai puncak, sampai pada puncaknya*.

(Yes, when the problem starts ... Problem starts until climax; until climax, until the peak, until the tipping point.)

In the above sentence, the teacher switches code from Bahasa Indonesia into English and then into Bahasa Indonesia again. At the beginning, the teacher spoke in Bahasa Indonesia, "*Ya, ketika masalah dimulai ...* (Yes, when the problem starts...)" and he switched into English, "Problem start until climax (Problem starts until climax)" and then he switched again into Bahasa Indonesia "*Sampai klimaks, sampai puncak, sampai pada puncaknya* (Until climax, until the

peak, until the tipping point).” Based on the context in the data, the teacher switches the code in order to clarify the intention. The intention that wants to be clarified in the sentence is the term *climax*. In this case, the teacher wants to emphasize the explanation on the term *climax* by using the word *puncak* (*peak, tipping point*) in Bahasa Indonesia.

#### Instructing the Students

Teacher: *Ayo siapa yang mau ini, nanti Ibu kasih bintang di langit, hehe, ... apa itu naratif? Raise your hand...!*

(Come one, who wants to work on this number, I'll give you one of the stars in the sky (giggling) ... What is narrative? Raise your hand...!)

The above data of code-switching shows that the teacher switches code from Bahasa Indonesia to English. At the beginning, the teacher spoke in Bahasa Indonesia, “*Ayo siapa yang mau ini, nanti Ibu kasih bintang di langit, hehe, ... apa itu naratif? (Come one, who wants to work on this number, I'll give you one of the stars in the sky (giggling) ... What is narrative?)*” and then he switched to English, “*Raise your hand...!*” In this context, the code-switching that the teacher performs aims at instructing the students. The teacher asks the students to raise their if they want to answer the question in his quiz. In this case, the teacher instructs the students to use English because English has been the classroom language that the students already understand.

#### Types of Code-Mixing

In addition to the types of code-switching, several types of code-mixing have also been found in the study. The use of code-mixing might be classified into three categories namely: insertion, alternation, and congruent lexicalization.

##### Insertion

Teacher: *Iya Malin Kundangnya dikutuk. Iya... Ya... Dikutuk... Terus habis resolution ada apa?*

(Yes, Malin Kundang was cursed... Yes... Yes... Was cursed... Then, what comes after resolution?)

The above code-mixing situation refers to the code-mixing phenomenon that appears on the level of Bahasa Indonesia; the Bahasa Indonesia sentence was inserted by the English elements. In this kind of code-mixing, the main code or the

basic code is Bahasa Indonesia and therefore Bahasa Indonesia holds its autonomy function. The Bahasa Indonesia code is found on the sentence, “*Iya Malin Kundangnya dikutuk. Iya... Ya... Dikutuk... Terus habis (CM) ada apa?*” In the meantime, the insertion of the word *resolution* in the above sentence only serves as a fragment without any autonomy function that should be held by the main or the basic code.

##### Alternation

Teacher: We learn about narrative *nanti hari Kamis*.

(We learn about narrative later on Thursday.)

This type of code-mixing shows that the teacher makes use of two languages in one sentence; the structure of the sentence consists of the structures from Bahasa Indonesia and English. In the first structure the teacher makes use of English as having been shown by the sentence “*We learn about narrative,*” while in the second structure the teacher makes use of Bahasa Indonesia as having been shown by the phrase “*nanti hari Kamis (later on Thursday).*” The different structure from both languages become a meaningful sentence unit.

##### Congruent Lexicalization

Teacher: *Kamu lagi chatting sama hantu di Facebook gitu?*

(Were you texting with ghost in Facebook?)

The above code-mixing example has the pattern a b a b. The element a is found in the phrase “*Kamu lagi (were you)*” and “*sama hantu di (with ghost in),*” which are the phrases from the main language namely Bahasa Indonesia. Then, the element b is found in the word “*chatting*” and “*Facebook,*” which are the terms from language B as the second language namely English. The word “*chatting*” serves as predicate while the word “*Facebook*” serves as adverb of place. In the meantime, the position of Bahasa Indonesia in the sentence is subject and object. Therefore, it might be identified that the word “*chatting*” and “*Facebook*” serve as fragments. These English words appear in the Bahasa Indonesia sentence which dominantly shapes the sentence.

#### Factors behind the Use of Code-mixing

The code-mixing phenomenon that occurs in the English learning process of Grade XI MA



KHAS Kempek Cirebon is not apart from the background factors based on the context of the speaker's conversation. With regards to the code-mixing phenomenon, in this study three factors behind the use of code-mixing have been found and these factors are conversational habit, absence of or the difficulty to find established equivalence, and impression of being modern.

#### Conversational Habit

Teacher: And then *setelah itu* orientation, complication, resolution, and then?  
(And then afterward orientation, complication, resolution, and then?)

From the above example of code-mixing, the teacher mixes the code in his conversation without any specific consideration. When he asked the students about the paragraph structure of narrative text in the sentence "And then *setelah itu* orientation, complication, resolution, and then? (And then afterward orientation, complication, resolution, and then?)" he inserted the phrase "*setelah itu* (afterward)" in the English sentence without certain reason. It seems that the teacher has been accustomed to use code-mixing in his conversation.

#### Absence of or Difficulty to Find Established Equivalence

Teacher: OK, what is banner in your *LKS*?  
Can you read it one people please up your hand please. ... Any one read it what is banner.  
(Okay, what is the definition of banner in your student worksheet? Can you read it?  
One of you please raise your hand and read what is the definition of banner.)

The above conversation shows that the teacher mixes the code of Bahasa Indonesia "*LKS* (student worksheet)" into the code of English. Based on the context in the sentence, it might be inferred that the teacher has difficulties to find the established equivalence of the code "*LKS*." The reason is that the code "*LKS*" in Bahasa Indonesia has already been a commonly used term; actually, the code "*LKS*" is an abbreviation that stands for "*Lembar Kerja Siswa* (Student Worksheet)." The code "*LKS*" actually might even be translated into English; however, due to certain concern the teacher was not sure that he would like the established equivalence of "*LKS*" and thus the meaning might be distorted.

#### Impression of Being Modern

Teacher: *Kamu lagi chatting sama hantu di Facebook gitu?*  
(Were you texting with ghost in Facebook?)

In this conversation, the teacher mixes the code of English "*chatting*" and "*Facebook*" into the code of Bahasa Indonesia due to the impression of being modern. The term "*chatting*" and "*Facebook*" refers to the English term that society might accept as part of new terminology. The two terms are related to the rapid technological development that has occurred recently in the daily life. Therefore, the use of the term "*chatting*" and "*Facebook*" gives an impression that the speaker, in this case the teacher, is up to date.

#### CONCLUSIONS

The results of the study in overall will be concluded as follows. First, the code-switching phenomenon that occurs within the English learning process in Grade XI of MA KHAS Kempek Cirebon consists of inter-sentential switching, intra-sentential switching, and tag switching. Second, the code-mixing phenomenon that occurs within the English learning process in Grade XI of MA KHAS Kempek Cirebon consists of insertion, alternation, and congruent lexicalization. Third, there are three factors behind the use of code-switching within the English learning process in Grade XI of MA KHAS Kempek Cirebon namely: (a) quoting texts; (b) clarifying intention; and (c) instructing the students. Fourth, there are three factors behind the use of code-mixing within the English learning process in Grade XI of MA KHAS Kempek Cirebon namely: (a) conversation habit (the influence of the first and the second language); (b) absence of or difficulty to find established equivalence; and (c) impression of being modern.

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