Mixing and Switching the Codes in Kindergarten Teachers-Students Interaction: A Case Study at Northern Green School

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Abstract

The study of code mixing and code switching has grown in popularity in last decade. The studies of codes on teachers-students interaction, however, were still relatively unexplored. Thus, this study examines code-mixing and code-switching realized in the classroom interaction used by the Kindergarten Teacher in Northern Green School. The study was a qualitative descriptive research using case study. The objective of the study was to analyze the types of the codes and the factors that caused the occurrence of code-mixing and code-switching. The subjects in the study were 2 teachers and 9 students of first level of the Kindergarten. The data were gained through observation and recording. The results showed that the code-mixing and code-switching used by the teachers in the classroom interaction based on the form in many differences, such as code-mixing in the form of insertion, alternation, and congruent lexicalization. While code-switching is in the form of tag switching, inter-sentential switching and intra-sentential switching. The reason of using code-mixing and code-switching in the learning process was due to the conversational habit and the language background of Indonesia language while the school is as a national school plus using English as a means of communication.

I. Introduction

In globalization era, people involve more than one language as their communication medium in delivering message in society. They learn language since they were kids and it basically depends on the environment. The language they learn at home might possibly different from the language they use at school. This phenomenon is globally known as code-mixing and code-switching in bilingualism and multilingualism. According to Wardhaugh (2010), the abilities in languages do not have to be totally similar in bilingual and multilingual. The variety in languages might range from command of few lexical items, grammar and vocabulary. In the society of bilingualism and multilingualism, the language choices are the part of the social identity to claim.

There are some researchers had done the study about code-mixing and code-switching in teaching-learning process for the past four years, such as Al-Ahdal (2020), Fanani and Ma'u (2018), Syam, et al (2018), Kania, et al (2020), Karie and Husain (2020). The various studies which had been done, were about the types, the factors and the reasons from the use of code-mixing and code-switching. Fanani and Ma'u (2018) found that there are three types of code-mixing and three types of code-switching used in teaching-learning process in classroom. However the dominant types of code-mixing and code-switching were not explained by them. Therefore, I am going to explore more about the dominant types of code-mixing and code-switching in teaching-learning process of four-year old students in Kindergarten during the online session in which the parents also accompanied students.

II. Review of Literature

2.1 Code-Mixing

According to Hudson (1996) about code-mixing is the language use at a point in situation changes, or in some cases, when first language is used while talking in other language without any situation changed. Code-mixing symbolized to a degree of ambiguous situation in bilingual language to get the right the balance effect for the speaker in the use of other language, like the use of one language and mixed by a few words from another language then back to the first for few more words and it is randomly happened.

Muysken (2000) briefly concluded that code-mixing refers to the phenomena when lexical items and grammatical features from two languages found in a sentence. Supported by Holmes (2013) about code-mixing that suggests the speaker randomly to mix up the codes or possibly because of lacking word, besides, the process is very well motivated in the context of symbolic or social meaning of the two codes. It is exclusive conversational style in the usage among bilingual and multilingual which rich additional linguistic resource that affect the meaning as well as information.

In this case, their interpersonal communication may become a significant issue as it belongs to one of the complicated skill to acquire (Hutagaol et al., 2020). Personality and character development patterns must be carried out systematically and continuously by involving aspects of knowledge, feelings, and actions. Character education can also be instilled, both in the family, community, and school. The most ideal foundation in character education is the values of faith and piety (Siregar et al, 2020).

2.2 Insertion

The first type of code-mixing by Muysken (2000) is insertion which concerns to the terms of the lexical elements of some base or matrix structure. The process of insertion is consisted of an alien lexical or phrasal category into a given structure. The simple difference might be the comparison of the size and type of element inserted, for example, noun versus noun phrase.

The pattern of insertion is in the following trees, in which *A* and *B* are the language label for non-terminal nodes, means as fictious markers to identify entire constituents as belonging to one language. Meanwhile, *a* and *b* are the labels for terminal, such as lexical, nodes, indicating that the words chosen are from particular language.
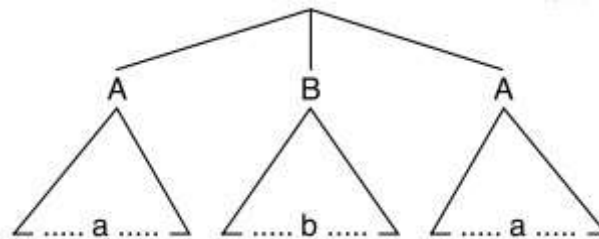
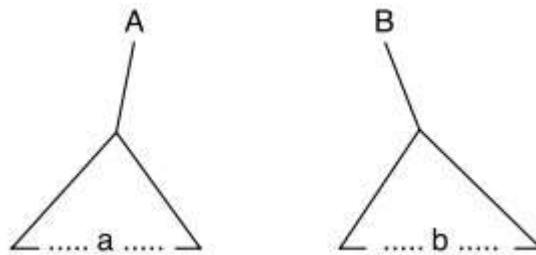(Muysken, Bilingual Speech: A Typology of Code-Mixing, 2000 p.7)

From the tree, a single constituent *B* (with words *b* from the same language) is inserted into a structure defined by language *A*, with words *a* from that language. Additionally, the example of a single constituent is inserted into a frame provided by Ptaff' in Muysken (2000 p.5).

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

In (1) the temporal expression *por dos dias* is clearly related to the verb *anduve*, encapsulating the inserted *in a state of shock*. Insertion is embedding. The English prepositional phrase is inserted into an overall Spanish structure. Insertion is related to spontaneous or in the other word, it is lexical borrowing, which is limited to one lecixal unit. In languages, considerable variation includes mostly adverbial phrase, single nouns, determiner and noun combination.

2.3 Alternation

Another type that Muysken (2000) defined is approaches departing from alternation, view the constraints on mixing in terms of the compatibility or equivalence of the languages involved at the switch point. In the phenomena of alternation, he concluded that code-mixing is the switch from one language to other language in grammar and lexicon. Alternation is also recognized as a case from code-switching because it happens between utterance in a turn or between turns. The pattern of alternation might be represented as following.

(Muysken, Bilingual Speech: A Typology of Code-Mixing, 2000 p.7)

From the tree, it represents that the sentence in alternation is shown in two different language structure. Each of the structure might be filled with the elements of both languages. The structure *A* has the elements of *a* words from *A* language while the structure of *B* language has the element from *b* words from *B* language. The following shows the example of alternation between Spanish and English language by Grumperz and Hernández-Chavez in Muysken (2000, p.5).

(2) Andale pues *and do come again*.
'That's all right then, and do come again.'

In the phenomenon of alternation, switching one language to another language involves both grammar and lexicon. From the example (2), he concluded that there is no other statement to consider that the Spanish first segment is embedded in the English second segment or vice versa.

2.4 Congruent Lexicalization

The third type of code-mixing by Muysken (2000) is congruent lexicalization which appears to a case where two languages share a grammatical structure which can be filled lexically with elements from either language. The term is akin to language style or register shifting and monolingual linguistic variation. The pattern of congruent lexicalization is presented as following.
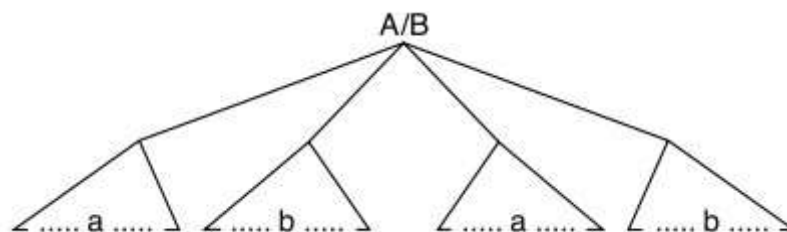
(Muysken, Bilingual Speech: A Typology of Code-Mixing, 2000 p.8)

From the tree above, it figured that congruent lexicalization shared the grammatical structure between *A* and *B* language, and the words from both languages *a* and *b* are used more or less inconstantly. An example of congruent lexicalization is presented between English and Dutch by Crama and van Gelderen in Muysken (2000, p.5) as following.

(3) Weet jij [*whaar*] Jenny is?
    'Do you know where Jenny is?' (Dutch) waar Jenny is)

The sequence *where Jenny is* could be easily structure both in English and Dutch. Moreover, *where is* close to Dutch *waar* (particularly when pronounced by bilinguals), *Jenny* is a name in both languages and *is* is homophonous.

2.5 Code-Switching

Holmes (2013) stated that code-switching refers to the case when the speaker purposely switches to another different language in talking in order to give an aimed signal. Hudson (1996) gave similar statement about the term of code-switching which is the situation when the speaker switches between the languages from one external situation to another. In choosing the languages, the speakers might be controlled by rules, which society they are talking to. According to Wardhaugh (2010), code switching exists in a conversation between speaker's turn or within a single turn. It can be also used as major identity marker from group of speakers who must use more than one language in their inquiry. Based on Appel and Muysken's (2005), there are three types of code-switching in the terms of grammatical aspect: tag switching, inter-sentential switching and intra sentential switching.

2.6 Tag Switching

Appel and Muysken (2005) briefed that tag switching refers to an exclamation, a tag or a parentical in another language than the rest of the sentence. Poplack (1980) in Appel and Muysken (2005) mentioned that tag switching is also the type of *emblematic* switching. Holmes (2013) has the similar point of view that it refers to an interjection or a linguistic tag in other language which serves as an ethnic identity marker.

According to Fanani and Ma'u (2018 p.2), tag switching refers to the code-switching that belongs to the units of independent elements contained in a statement or a question; the tag usually appears in the beginning or in the end of the statement or the question. Additionally, Holmes and Wilson (2017) mentioned that tag switching is emblematic by the turn simply in interjection, sentence filler or other language which serves as ethnic identity marker. There are the example of simple tag switching in Englis language given by Fanani and Ma'u (2018), such as: wow!, OY!, D'oh!, hello!, Hi!, bye!, Ouch!, Oh!, and alike. Additionally, the example of sentence filler will be as following: you know, well, actually, basically, literally and alike.

The examples of tag switching by Holmes (2013 p.35) are as following:

(a) Tamati   : *Engari* [SO] now we turn to more important matters.
                         (*Switch between Maori and English*)

(b) Ming   : Confiscated by custom, *dà gài* [PROBABLY]
                         (*Switch between English and Mandarin Chinese*)

(c) A   : Well, I'm glad I meet you. OK?
   M   : *Ándale pues* [OK SWELL], and do come again. Mm?
                         (*Switch between English and Mandarin Chinese*)

In (a), there is the usage of Maori tag in the beginning of the English sentence while in (b), the speaker used a final tag. In this case, the emblematic switching or tag switching is shown by the speaker to show as an ethnic identity marker. On the other hand, the switch in (c), appeared between two Mexican Americans or Chicanos in the USA. The Spanish tag is used to mark the relevance of similar ethnic background to show the solidarity between two minority ethnic group members which the entire conversation in English.

2.7 Inter-Sentential Switching

Based on the explanation from Appel and Muysken (2005), inter-sentential switching occurs between sentences. Holmes (2013) suggested that only fluent bilinguals do the switching within sentences, instead people who less fluent switch at sentence boundaries or only use fixed phrase in one language on the end of sentences in other language. The example of inter-sentential switching between English and Spanish by Poplack (1980) cited by Romaine (1995) in Nguyen (2015) is as following.

"Sometimes I'll start a sentence in Spanish *y termino en espangnol*"

2.8 Intra-Sentential Switching

According to Appel and Muysken (2015), intra-sentential switching is also known as code-mixing which occurs in the middle of a sentences. Intra-sentential switching completes the changes as the form of the example in the following between German and English by Clyne (2003).

    Der Farmer's got *Schafe*.
   (The farmer's got sheep)

Despite the syntax is not completed, in German 'Der Farmer hat Schafe', is also considered as code-mixing type congruent lecixalization.

III. Research Methods

The study was about the learning process of Kindergarten students in Northern Green School, which is located in Medan, North Sumatra-Indonesia. It focused to the use of code-mixing and code-switching in the online learning session. The school aimed the participants to use English language in communicating each other. The background of the students was variation from different ethnic and mother language such as Mandarin and Indonesian. The students' first language variation would enable the occurrence of code-mixing and code-switching in online learning session. The study was conducted from 14-15 July 2021. There were nine students and two teachers; main teacher and teacher assistant, during the online learning session.

In order to gather the data, the technique of recording had been done. The recording contains the activity during the learning session in 90 minutes in one time meeting. The

activities during the learning session were performed by video, so that the learning process can be analyzed by the situation how the class runs. After recording of learning process, the video was transcribed into the text. In analyzing the data, the transcribed text was gathered in tables of code-mixing and code-switching which has been divided in to three types each.

In order to discover the investigation on the phenomena of code-mixing and code-switching, descriptive qualitative study was chosen. The objects of the data are types of code-mixing and code switching used during the learning session and the factors affected the usage of code-mixing and code-switching. The data were analyzed in the form of words and sentences based on the existing linguistics theory, including making the transcript of the audio recorded, selecting the data from among all available data, focusing on the study of code-mixing and code-switching, grouping data by the type and explaining the data based on the theory. The data of the factors of using code-mixing and code-switching will be collected by interview with the teachers after the learning session done.

IV. Results and Discussion

The results of the study are divided into three categories, as follow: (1) types of code-mixing; (2) types of code-switching; (3) factors affected the usage of code-mixing and code-switching. The types of code-mixing and code-switching were reviewed based on the theory which implies to the usage during the learning session. In the online session of kindergarten students in Northern Green School, the teachers used the mixing and switching depend on the situation of conversation.

The identified data of code-mixing and code-switching were classified based on the criteria from the previously reviewd theory. The cases were divided into the type and the form of code-mixing and code-switching based on the grammatical order. After the process finished, the data of code-mixing and code-switching were presented through the brief explanation in narrative text by the table of data

Another research done by Fanani and Ma'u (2018), all types of code-mixing and code-switching was used by the teachers who taught the XI grade students in classroom. Similarly, in this research, all types were also found. The most dominant type of code-mixing from this research is insertion, found in 3 cases, followed by alternation and congruent lexicalization with 1 case each type. Meanwhile, the most dominant type in code-switching is inter-sentential switching, found in 18 cases. Tag switching is in 13 cases and intra-sentential is in 3 cases.

4.1 Types of Code-Mixing
Based on the analysis, the types of code-mixing will be elaborated into three categories, as follow: insertion (3 cases), alternation (1 case) and congruent lexicalization (1 case).

a. Insertion
Ms Adel: Mommies*, boleh minta tolong ga, agar kameranya* face down a little bit *ke bawah, jadi Ms Adel bisa lihat cara mereka kerjakan, kayak Jaden.*

Ms Adel: (Mommies, can you do a favor, please let the camera face down a little bit, so that Ms Adel can see how they do the paper, like Jaden.)

The data is categorized as code-mixing type insertion as the *face down a little bit* is a verb phrase. The phenomenon that appears in the code-mixing is on the level of Bahasa Indonesia which was inserted by the English elements. The pattern of insertion is BABA. B is as second language while A is the first language. B: "Mommies," A: "boleh minta tolong ga, agar kameranya," B: "face down a little bit," A: "ke bawah, jadi Ms Adel bisa lihat cara mereka kerjakan, kayak Jaden."

The teacher switched from English to Bahasa Indonesia in talking to the parents who accompany the students during online learning session. It is done to show the politeness and respect to the parents as not all of them know English language well. On the other hand, Bahasa Indonesia is used to show the ethnic of Indonesian people.

b. Alternation

Ms Adel: *Kalo ini petok-petok*, what is that?

Ms Adel: (If there is petok-petok, what is that?)

The data is categorized as code-mixing type alternation as the pattern is AB divided into the grammatical structure. A is the first language as dependent clause in Bahasa Indonesia, while B is the second language as English sentence. A: "Kalo ini petok-petok," B: "what is that?" this type of code-mixing shows that the teacher makes use of two languages in a sentence consist of structure from Bahasa Indonesia and English.

Petok-petok here is Bahasa Indonesia, the sound of chicken. The teacher duplicated the voice to direct the students in guessing alphabet name based on the animals picture shown on the screen. The situation describe that without more explanation in Bahasa Indonesia, the students do not understand the question given. The result of switching helps the students to know what the teacher meant for them to do.

c. Congruent Lexicalization

Ms Adel: Jaden, warnai sayang, diwarnai. *Not* kakak, *not* mbak *the one who do it*.

Ms Adel: (Jaden, colour it darling, do the colouring. Not your sister, not your nanny, the one who do it.)

The data is categorized as code-mixing type congruent lexicalization as there is a linear and structure equivalence on the syntactic level between the two languages. The pattern of congruent lexicalization might be described as BABAB. B is the second language and A is the first language. B: "not", A: "kakak", B: "not", A: "mbak", B: "the one who do it." In the meantime, the position of Bahasa Indonesia in the sentence is the verb, subject and object. Therefore, it might be identified that the word "not" and the phrase "the one who do it" serve as fragments. These English words appear in the Bahasa Indonesia sentence which dominantly shape the sentence.

The teacher mixed the words in Bahasa Indonesia, to help the student understand what the teacher meant. It meant for the students to do the activity of colouring by theirself without the other person's help.

4.2 Types of Code-Switching

Based on the theory reviewed, they are three types of code-switching: tag switching (13 cases), inter-sentential switching (18 cases), and intra-sentential switching (3 cases).

a. Tag Switching

> Ms Adel: *Wah*, James, good job, very good James, but make sure when you following the line, don't out from the line, ok?

The data is categorized as tag switching as it appears in the form of short interjection in Bahasa Indonesia. The interjection is shown by the word "wah" that appears in the beginning of sentences. The situation occurs in the sentence level of English Language. In the case of tag switching above, the teacher express the appreciation for the students' work by showing a shot interjection.

b. Inter-Sentential Switching

> Ms Adel: Wow, very good. *Lanjut ya, ini huruf apa*?
> Ms Adel: (Wow, very good, let's go on, what letter is this?)
> Jaden: *b buku*.
> Jaden: (b book)

The data of code-switching situation occurs in the sentence level of Bahasa Indonesia that appears after the sentence level of English Language. At the beginning, the teacher said, "Wow, very good." Then the teacher switched the code from the conversation in English Language to Bahasa Indonesia, "Lanjut ya, ini huruf apa?" (let's go on, what letter is this?) The code-switching occurs by using two languages in different sentences. The teacher switched the language into Bahasa Indonesia as they were learning the subject of Bahasa Indonesia in recognizing alphabet.

c. Intra-Sentential Switching

> Ms Adel: Jaden, what animal that you colour black? That one, hedgehog or koala? Is it the hedgehog, *landak*? is it?
> Ms Adel: (Jaden, what animal that you colour black? That one, hedgehog or koala? Is it the hedgehog, hedgehod? Is it?)

The data of the code-switching is aimed at the use of *landak* or hedgehog. The position of *landak* in the sentence is a sentence complement as noun in English Language of Hedgehog. The data of code-switching is an English one since English has dominated the formation of the sentence. The teacher used the mixing in Bahasa Indonesia to interpret the meaning of word in English for the student to understand well.

4.3 The Reason of Using Code-Mixing and Code-Switching

Some researcher, like Kania, et al (2020) and Al-Ahdal (2020) found that code-mixing and code-switching happen by the situational factors. Moreover, Kania, et al (2020) explained that the topic of discussion and speech partner affect to the use of code-switching. Supported by Karie and Husain (2020) that the use of code-mixing and code-switching by the student as speaker is because they have motivation to learn other language despite using code-mixing and code-switching help them to understand well the message delivered. Other study by Syam, et al (2018) concluded that there are three factors that influence the presence of code-mixing and code-switching. They are social factors, cultural factors and individual factors used by English teachers in teaching-learning process related to situational factors.

In this study, there is an informal interview done with the teacher to identify the reason of using code-mixing and code-switching. The phenomenon of code-mixing and code switching occurs in kindergarten learning process because of the teacher's first

language which is Bahasa Indonesia. Similarly, Fanani and Ma'u (2018) concluded that code-mixing happens by convensational habit. They also found that one of the factors of code-switching are giving instruction to the students. Their statement refers to the explanation by kindergarten teachers in Northern Green School that most of the students do not have a good English to communicate besides their first languages is not English as the school aimed to be national plus school with English language as communication. Kania et al (2020) added that the difference background of the speaker might affect to the presence of code-mixing and code-switching.

V. Conclusion

Based on the analysis done by the author in descriptive qualitative design, the types of code-mixing and code-switching are used in kindergarten learning session. The usage of code-mixing and code-switching depends on the situation during the teaching session which determine the language choice by the teachers. The phenomenon of code-mixing and code-switching is commonly happened in multilingual society in the use of more than one language, especially in the school that aimed to use the English language which might not be students/teachers' first language.

The most dominant type of code-mixing occurs in kindergarten learning process in insertion with 3 cases, followed by alternation and congruent lexicalization in one case each. In code-switching, inter-sentential is the most dominant types used by the teachers, then the usage of tag switching is in 13 cases and the usage of intra-sentential is the least type used in this session with 3 cases.

In using English language, the speaker might sometimes mix or switch the language into Bahasa Indonesia, for example in a case of talking to the students who do not know English well. The teacher then will switch the language purposed the students could understand more about the material discussed.

Based on the fact, it is concluded that code-mixing and code-switching is important in the learning process of Kindergerten students with different language background especially in avoiding ambiguation by the material given. Therefore, there sould be in-depth and scientific review as well as focused and systematic study on the phenomenon.

The author hopes that by this research, the English teacher to improve the quality in convey the material in learning session in the future as the teacher is the spearhead in the process of giving lesson for students. The teachers also need to emphasize using more English control the conversational ability in English for the students accustomed with that language. The author hopes that other researchers might focus in the future about code-mixing and code-switching, the aspects related to learning and teaching process which might not be discussed in this research.

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