# Types of Code-Switching and Code-Mixing Used by EFL Teachers in the Context of Pedagogical Translation at SMAN 1 Aceh Singkil

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**Abstract.** This study aims to investigate: 1) The types of code-switching and code-mixing used by EFL teachers in the context of pedagogical translation. This research was conducted in SMA Negeri 1 Singkil as the place of the research. In this research, the researcher chooses two English teachers in SMA Negeri 1 Singkil as the research subject. The English teachers conducted male and female, the teachers were WY (female) And SY (male). This research was conducted in one meeting for every teacher for around 2 hours. This study employed a qualitative descriptive method to explain teachers^ strategies in the EFL Classroom. The research data were obtained through observations and interviews. The data from the recording revealed that there are types of differences between code-switching and code blending utilized by EFL teachers in the context of pedagogical translation during classroom engagement, such as Intra-Sentential, Intra-Lexical Code- Mixing, and Random Code-Mixing.

**Keywords:** Code-Switching- Code-Mixing- Pedagogical Translation.

## 1 Introduction

The value of translation in helping students improve their English skills cannot be emphasized. Translation, along with listening, reading, speaking, and writing, is a very significant language skill, according to researcher Ross (2000), since it enhances involvement and understanding. Translation operations necessitate interaction and collaboration among students, students, and English teachers, which is good for improving students' abilities to teach foreign languages. English teachers use translation in their classrooms for applied linguistics, English instruction, and translation in a variety of settings and elements Mohamed (2014). However, the use of translation is problematic, as competing opinions usually disagree. For starters, translation is not permitted in foreign language classrooms since it disrupts the language Shiyab (2012). Translation into a foreign language might stifle thought and result in more complex bilingualism than interrelated bilingualism.

The use of translation in the classroom by English teachers at Aceh Senior High School has been recognized. The use of translation is extremely beneficial in facilitating the teaching and learning process, particularly for low-level pupils. The teacher also claimed that the translation was beneficial to SMAN 1 Aceh Singkil pupils, particularly in terms of understanding and

clarifying grammatical and lexical ideas. As a result, the teacher used translation as a means of persuading the students to use the materials provided. Furthermore, the teachers employed pedagogical translation as a tool to connect the interaction between the teachers and the students.

In the process of conveying information to students, teachers take the lead. As a result, teachers must employ communicative and easy-to-understand language for communication to be effective. It is not improbable that in the process of teaching and learning in the classroom, two or more languages will be used, with variances due to the employment of master languages by the teacher. This leads to purposeful or inadvertent code-mixing and code-switching in teacher communication behavior.

In this study, the English instructor at SMAN 1 Aceh Singkil will be examining the translational elements that she uses. The goal of this study was to utilize a methodical, scientific approach to ascertain how and why English teachers employed pedagogic translation as a teaching tool. One specific research question is specifically addressed in this study: 1. What kinds of code-switching and code-mixing do EFL teachers use in the context of pedagogical translation?

Thus, the focus of this study is on recording teachers' strategies and their opinions on interaction in their classroom using code-switching code mixing in the context of pedagogical translation by EFL teachers. The research's findings, When the researchers observed classes, they saw many instances of code flipping and code blending being used by English teachers to facilitate teaching and learning. The researcher in this study categorizes the results into two groups: code-mixing in the form of a word and code-mixing in the form of a phrase. Additionally, code-switching in terms of interlanguage (English to Indonesian and Indonesian to English) and language form (formal and informal language) as well as the variables influencing the use of code-mixing and code-switching in classroom interactions by English teachers.

## 2 Literature Review

Code-switching, as used in linguistics, describes the use of more than one language or variety in discourse. When speaking with another bilingual person who is also bilingual, they sometimes have trouble communicating, so they switch between codes in their sentence structure to make it easier for the other person to grasp. They might repeat this with the same linguistic backdrop several times. One strategy for incorporating two or more languages into a conversation is code-switching. In contrast to Bokamba (1989), who describes code-switching as "a common term for alternative use of two or more languages, varieties of a language, or even speech styles," Waris (2012) defines code-switching as "the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event." Code swapping is a teaching technique used by instructors who teach foreign languages in the classroom to help students become more fluent in English. In the beginning, the teacher explains the topic in the target language before returning to Indonesian to make sure the students have understood. While trying to speak as much in the target language as possible, the student will occasionally switch to their native tongue to complete sentences. For instance :

Good morning class….", ok students, today we will study about part of body…. "selamat pagi anak-anak…", hari ini kita akan belajar tentang bagian-bagian tubuh….. "now, listen your name! dengar namanya!! (when teacher absentees) "Present sir! hadir pak!"(student answers "good!! Bagus!!"(when the student has answered the question well).

Code-switching is generally seen from many angles. Sociolinguistics' main line of investigation is the social incentives for switching, with an emphasis on both more distant discourse elements like the speaker or group identification and relationship-building and immediate discourse factors like lexical need and the topic and location of the debate (solidarity). Code-switching may also reflect how frequently a person uses specific expressions from one or the other language in conversation.

## 2. 1  Types of Code-Switching

There are three kinds of Code-switching such as :

1. Intrasentential code-switching

Intrasentential code-switching is the alternation between two languages when the switching occurs in a sentence.

2. Intersentential code-switching

Intersentential code-switching happens between two clauses or two sentences.

3. Extra-sentential code-switching

Extra-sentential code-switching is the switching that happens in utterances. Like exclamation words: *Hei! Whatsup! Watch out!*

## 2. 2  Types of   Code-Mixing

Code-mixing is another occurrence that is very similar to code-switching. It frequently happens when speakers use both languages at once and switch back and forth between them to the point where they do so within a single phrase. Without changing the sub-code-mixing mixing might incorporate phonology, morphology, grammar, or lexical items at different levels of language. It was inevitable that the first language would have a big influence on the second. A diversity of languages is created as a result of linguistic mixing and interaction. While some people in society continue to be influenced by their first language, the bulk of people in society blend their language with others' language by borrowing or using fragments of other languages.

Code-mixing, according to Nachru in Nusjam (2004), is the constant transfer of linguistic units from one language into another using one or more languages, as well as the creation of a new, more or less restricted code of linguistic interaction as a result of such a language mixture. In keeping with what Kachru describes, we can observe the reality in the classroom when students use a combination of languages to express themselves in English when they are unable to do it in that language. For example: "have you done your home,work Jess? *Yes sir, saya sudah kerja my homework." Maaf sir, kemarin I was sick.*

Code-mixing, a more nuanced kind of code-switching, is a linguistic decision. The speaker is using a distinct language while using bits and pieces of another language in code-mixed utterances. The most prevalent "pieces" of the other language are words, but phrases and larger units can also be employed. The definition of code-mixing, as shown by the description above, is limited to code shifts that take place inside the same clause or sentence.

There are several different of type code-switching, such as :

**a) Insertation**

Insertation is the process when the speaker in the sentence when speaker f code-mixing mixes the word from borrowing. Consider the following examples:

**b) Alternation**

Alternation is the code-mixing of Indonesian and English between clauses in a sentence. Let us look at an example of Code-mixing :

**c) Congruent Lexicalization**

Congruent Lexicalization is the influence of dialect within language use.

The researcher discovered the forms of code-switching after observing the teachers' discourse in the classroom. Specifically, code-switching in the form of inter-language terminology (English to Indonesian and Indonesian to English) and code-switching in the form of the language used (formal and informal language**).**

## 2. 3    Translation

The Latin words trans, which means across, and datum, which means to carry, are combined to form the word translation. Translation, as its name suggests, is the process of connecting two different languages. Translation is the process of transmitting messages from one language (the source language) to another (the target language), and code-switching is defined by Bokamba (1989) as "a frequent word for alternative use of two or more languages, an event" (target language). It suggests that the message delivery, whether equal or not, is the most important consideration for the translator. Catford (1969:20) says that translation is the process of replacing text in one language (SL) with the same text in another language. Sugeng Haryanto (p. 12), like Zuchridin Suryawinata, asserts that the equivalent of mind that lurks behind its multiple language expressions enables translation.

Some experts define translation as the expression in a different language or target language of what has been conveyed in a different source language while maintaining semantic and stylistic equivalents (scientific, literary, conversational). Bell, Nida, and Taber (1974:12) say that the closest natural equivalent of the message in the source language is copied into the receptor language, first in terms of meaning and then in terms of style. Brislin (1976, p. 43) adds that "translation" is a general term that refers to the transfer of ideas from one language (the source language) to another (the target language), regardless of whether the languages are spoken or written, have established orthographies or not, or whether one or both languages are based on signs, such as the deal's sign languages.

According to the experts' definitions of translation, translation is the process of replacing textual material in one language with a target language that is the closest natural equivalent of the source language.

## 2. 3 Pedagogical Translation

For readers to access the final product, textual material in one language is replaced with similar content in another language (Marqués Aguado & Sols-Becerra, 2013; N. J. Ross, 2000). This process is known as "translation." However, translation will only be taken into account as a potential teaching tool in an EFL classroom in this article; it will not be taken into account as a way to train tr translators. Delisle (1984: 41–42), Nord (1991: 140), Holmes (1994: 77), Hurtado Albir (2001: 52), and Pastoriza–Santos et al. (2009) have all drawn attention to the difference between translation and so-called educational translation. According to Holmes, the requirement to distinguish between two sorts (or applications) of translation—translation in translator training courses and translation as a general activity in any FL teaching and learning (FLL) setting—seems to be the root of this differentiation. he blames the absence of translation on the mix-up between the two (1996: 108).In a similar vein, Marqués Aguado and Sols-Becerra (2013), echoing Klaudy (2003: 133), have recently proposed that differentiating pedagogical from practical translation in terms of function, subject matter, and the addressee is an essential criterion for recognizing translation as an acceptable teaching tool. The most useful aspect of educational translation allows students the opportunity to use the translated text as a tool to advance their proficiency in a second language (L2).

As a result, rather than being a goal in and of itself, it acts as a tool. True translation, on the other hand, has the translated text as it all. The information that can be acquired through instructional and authentic translated texts differs significantly in terms of the subject: while the former provides information about the language proficiency of the learners, the latter provides information about reality (i.e. content). The language teacher, who may utilize the translated information as an assessment tool, is the only audience for educational translation. 2 Real translation, on the other hand, has the potential to reach a larger audience, particularly readers in the target language who are hungry for news. However, the target audience for any educational translation could be widened: Depending on the strategy, classmates might be added to the list of people who would benefit from a work that one of their peers translated. Following Klaudy (2003: 133), Vermes (2010: 84) makes a distinction between two types of pedagogical translation: translation used to teach and learn an FL and translation used in translator training courses. However, each focuses on learning about L2 proficiency and translational competence, with each having a different goal in mind.

## 2. 3 The role of Pedagogical Translation in foreign language learning

Translation has evolved through three stages in the teaching and learning of foreign languages: hegemony, rejection or absence, and increasing reinstatement (Canga Alonso & Rubio Goitia, 2016). During the hegemony stage, translation was a very valid method of teaching and learning classical languages like Greek and Latin. The Grammar-Translation Method was used to teach grammar and vocabulary, but it neglected to speak and listening abilities, leaving most students unable to use the language for communication. As a result, the

use of this method, which has not been as well-liked when it comes to learning modern languages, has led some people to believe that using the mother tongue and translation to teach and learn a second language is not a successful tool for doing so (Atkinson, 1987; Duff, 1989; Cuellar Lázaro, 2004).

Translation as a way to learn and teach a language has been ignored and called "a pariah in almost all of the popular high-profile ideas about language education of the 20th century" (Cook, 2010, p. 15). the emphasis of language-teaching approaches has been on teaching reading, writing, speaking, and listening (Vermer, 2010). Accordingly, translation and the learners' native language were seen as detrimental and counterproductive to successful foreign language learning since FLT posits that people learn a language to thrive in a monolingual environment. Because of this, many language teachers have to use old methods that only work for teaching one language. Despite the persistent efforts of some authors to do away with translation as a teaching tool, all of their arguments might be disproven because none of them has ever been proven through practical research (Malmkjaer, 1998).

Additionally, it has been established that the first languages of learners cannot be entirely separated from language acquisition since "the mother tongue is the womb from which the second language is born" (Deller and Rinvolucri, 2002: 4). In this way, it is normal for people to mentally convert a foreign language into their native tongue when they encounter it (Duff, 1989; Widdowson, 1990; House, 2009; Cook, 2010; Leonardi, 2010; Marqués Aguado and Sols Becerra, 2013). Therefore, if students naturally want to utilize their mother tongue and translate it to their L1, it is fair to encourage translation in the FL classroom. Due to the advantages translation offers for FL learners, such as enhancing verbal agility and boosting students' L2 vocabulary, teachers have restored the use of L1 and translation methods in the classroom.

 So, in a few years, translation might be seen as the fifth skill in FLT. the consolidation and comprehension of structures in the target language by pupils are also aided by pedagogical translation (Schäffner, 1998).
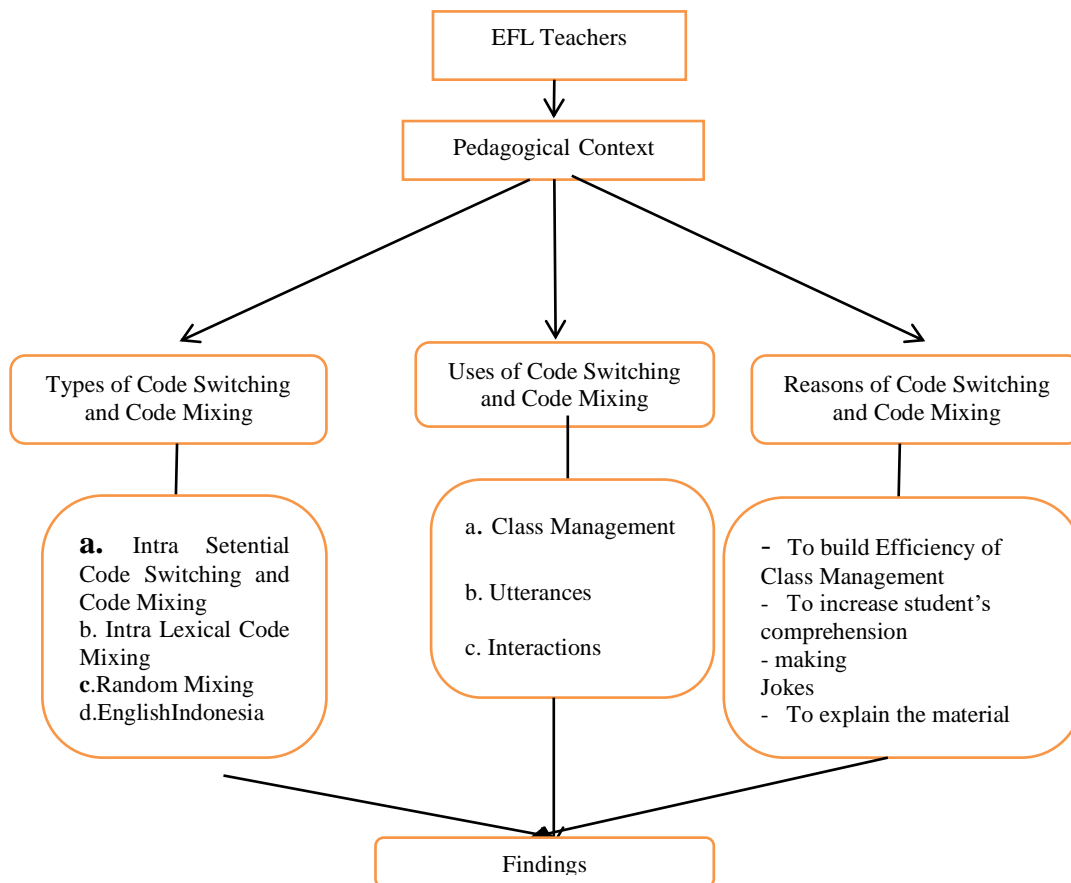
**Fig. 1.** Conceptual Framework

## 3. Research Method

This research will be descriptive and qualitative in nature. Qualitative research involves obtaining and analyzing non-numerical data to comprehend thoughts, opinions, or experiences (e.g., text, video, or audio). The purpose of qualitative research is to understand how people see the world. Deven through qualitative research employs a wide range of approaches, it always centers on preserving rich meaning when analyzing data. Common methodologies include grounded theory, ethnography, action research, phenomenological research, and narrative research. Despite certain similarities, they have very different mindsets and agendas.

A descriptive qualitative design was used in this project. The research was dubbed descriptive because it detailed the use of code-mixing and code-switching English teachers in classroom

interactions at SMA N 1 Aceh Singkil Senior High School. The author will select twenty students and two English teachers.

In this study, the technique of collecting the data was done by asking the students via interview and observation. The data was acquired by capturing the teachers' words in the classroom interaction, and the results were subsequently recorded into field notes. The researcher recruited two English teachers from SMAN 1 Aceh Singkil as the research subjects for this study. The English teachers were Wahyuni, S. Pd. (female) and Syarifuddin,S.Pd.I. (male), who taught in class XI 20 IPA on Thursday from 13.00 p.m. to 14.00 p.m. On Saturdays, from 13.00 p.m. to 14.00 p.m., Syarifuddin, S.Pd.I (male) teach in class XI IPS. Every teacher spends about 2 hours in the classroom.

All equations and formulas should be referred to in the text using consecutive numbers in parentheses; for example, consider equation (1). Equations or formulas that are displayed should be centered and placed on a separate line with extra space above and below. For easy reference, they should be numbered, with the next number wrapped in parentheses and aligned to the right margin.

***Table 1****. Demographic Summary of Teachers.*

| No | Participants | Gender | Age | Level of Education | Major | Duration of Teaching English |
|----|--------------|--------|-----|--------------------|-------|------------------------------|
| 1 | A | Female | 32 | Bachelor | English Education | 8 years |
| 2 | B | Male | 38 | Bachelor | English Education | 13 years |

## 4. Results and Discussion

The researchers also present their findings and discussions. Researchers provide all data on code mixing and code switching when in classroom interaction from English teachers. For the Discussion, the researcher uses the theory from the previous chapter to discuss the data discovered during the interaction in the classroom.

**Findings**

During the researchers' classroom observation, the researcher discovered numerous examples of code mixing and code switching employed by English teachers in the process of teaching and learning. In this study, the researcher divides the findings into two categories: code-mixing in ihe form of a word and code-mixing in the form of a phrase. While code-switching terms of interlanguage (English to Indonesian and Indonesian to English) and language form (formal and informal language), as well as the factors influencing the usage of code-mixing and code-switching classroom interaction by English teachers

**1. The Form of Code Mixing**

After monitoring and recording the English teacher's language in the classroom, the researchers note that the teacher regularly combines Indonesian and English phrases, as well as translating English into Indonesian and local expressions. During the teaching and learning process, the English teacher utilized code-mixing and code-switching as a communication tool with the students.

When a teacher teaches a foreign language in the classroom, code-switching becomes a tactic for improving English proficiency. At the beginning of the meeting, the teacher employs the target language to impart the content, then switches back to Indonesian to confirm that the pupils comprehend. The student uses the target language as much as is necessary but reverts to his or her native tongue for any utterance element that cannot be expressed in the target language.

**a) Insertion**

Insertation is the process when speaker in the sentence when speaker f code-mixing mixes the word from borrowing. Consider the following examples:

*When* aku balik kesini ke indonesia, dan dengan *support* ayah dan ibu yang sepertinya *never ending*, aku jadi semangat untuk melanjutkn studi aku diIndonesia

**b) Alternation**

Alternation is the code-mixing of Indonesian and English between clauses in a sentence. Let us look at an example of code-mixing :

Saya rencana mengambil jurusan *focus on Language Art*, *Classic Art, Traditional Art,* pokoknya yang berhubungan dengan seni

**c) Congruent Lexicalization**

Congruent Lexicalization is the influence of dialect within language use.

The researcher discovered the forms of code-switching after observing the teachers' discourse in the classroom. Specifically, code-switching in the form of inter-language terminology (English to Indonesian and Indonesian to English) and code-switching in the form of the language used (formal and informal language**).**

Code-switching is also possible between sentences (intersentential) and within sentences (intrasentential). Code-switching can be divided into four distinct categories: Tag switching is the technique of incorporating tags and specific phrases from one language into an otherwise foreign utterance. For instance:

(1)     Teacher : Mathematics English. Pas nya tulisannya ini?

        Students: Pas…


(2)     Teacher : Tunggu… Example… What is the number?

        Students: this is number *dua* sir

Intrasentential switching occurs when switches take place within a phrase or sentence boundary. It can include code-switching, code-mixing, insertion, and congruent lexicalizations. For example:

(1)     Teacher: Bapak menguji your focus… What's number is this?

        Students: One hundred plus two

Intersentential switching occurs when a change of language occurs at the sentence level, with each clause or sentence being in one of two languages. For example:

(1)     Teacher: Good Morning

        Students: Morning sir

        Teacher: Ok now, you are standing up.

        Students: Stand up, please… Greeting to our teacher.

        "Assalamualaikum Wr Wb…

        Teacher :Waalaikum salam wr. Wb

        Students : Sit down

        Teacher : Let's Pray

Intra-word switching is the occurrence of a change within the confines of a single word. As an example:

(1)     Teacher: Okay Terima kasih.. thank you for you. Next time we study English together. Belajar.. okay. Yang penting tetap spirit


## 5. Conclusion

This study aims to investigate: 1) The types of code-switching and code-mixing used by EFL teachers in the context of pedagogical translation. This research was conducted in SMA Negeri 1 Singkil as the place of the research. Two English instructors from SMA Negeri 1 Singkil were chosen as the research subjects in this study. The instructors for the English classes were WY (a girl) and SY (a male), the two subjects in this study. The instructors for the English classes were WY (a girl) and SY (a male). Each teacher participated in this study in a single meeting, which lasted around two hours. This study employed a qualitative descriptive method to explain teachers^ strategies in the EFL Classroom. The research data were obtained through observations and interviews. The data from the recording revealed that there are types of differences between code-switching and code blending utilized by EFL teachers in the context of pedagogical translation during classroom engagement, such as Intra Sentential, Intra Lexical Code Mixing, Random Mixing, and English Indonesia translation or vice versa. The findings of this study reveal that the participants hope the EFL Classroom must focus on the pedagogical translation of the teachers using types of code-switching and code-mixing with an emphasis on drilling their skills into four types of categories. In addition, it also shows that teachers use Intra Sentential, Intra Lexical Code Mixing, Random Mixing, and English Indonesia translation or vice versa. The study's conclusions also said that the EFL classroom should concentrate on the many types of code-switching and code-mixing used by

English teachers in the process of teaching and learning in a pedagogically relevant setting. During the researcher's observation of the classroom, multiple instances were found. English teachers use many types of code-switching and code-mixing.

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