Review of Code-Mixing in the Last Decade

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Abstract: *The diversity of languages used by students can represent the existence of multiethnic and multilingual students. The purpose of this study reveals the choice of code in learning interactions. This research method is descriptive and qualitative using a sociolinguistic approach. Data are collected by using observation methods which include and analyzed by using the Hymes ethnographic communication method. The results of this study show that there are variations in the codes used by students, namely Indonesian (BI), foreign languages (BA), Javanese (BJ), and mixed languages (BC) in the form of code-switching and mixing codes, namely from Javanese into Indonesian, mixing Javanese codes into English. The existence of internet access also helps the process of distributing information and communication to various places quickly. the use of English in the modern era requires man to open himself up to new thoughts and ideas coming from all over the world.*

Keywords: *Code Mixing, Language Learning Strategies.*

INTRODUCTION

Language is a tool used by people to convey their feelings, speech, and thoughts in communication. Using the appropriate language is very important because the message to be conveyed will be received by listeners or people in the community without misunderstanding. In this era of globalization, many people can use more than one language. This phenomenon, in which people can speak more than one language, is called a "bilingual" or "multilingual" person, or "code-switching" and "code-mixing" which refer to the use of two languages in communication. Code-switching is the alternation between two languages or language variations in a single conversation across the boundaries of a sentence or clause". While "code-mixing" is the change of one language to another in the same speech or the same spoken or written text.

Code-switching and Code-mixing often occur in various community conversations, Code-Mixing and Code-Switching can occur in all circles of society, a person's social status cannot prevent code-mixing or code-switching or multilingual. A multilingual society arises because the community has mastered more than one different language so that they can use the choice of language in communication activities. Especially Indonesian society which consists of a variety of tribes and languages. In sociolinguistic studies, these language choices are then discussed because this is an important aspect that is studied in linguistic science. There are four types of "code-switching", and three types of "code-mixing," namely intra-centennial code-mixing, intra-lexical code-mixing, and involving a change of pronunciation.

The era of globalization that has entered Indonesia affects the complexity of the language used. English is an international language that is used in various aspects of human life. The existence of internet access helps the process of distributing information and communication to various places

quickly. In addition, the impact of globalization also affects the emergence of new dimensions in the use of English. The use of English in the modern era requires humans to be open to new thoughts and ideas from all over the world (Seken, 2015). Narayan & Kuar (2022) argue that using codes over the last decade has grown exponentially due to bilingualism and multilingualism. Thus, globalization can motivate people to learn English in their daily applications. For example, simple English vocabulary is mixed with regional languages such as Indonesian. Interpreting or mixing languages can help someone better convey language expressions in communication (Seken, 2015). Languages can help someone better convey language expressions in communication.

Interpreting and language mixing is related to a speaker's competence or linguistic intelligence in interacting with others (Dewaele & Wei, 2014; Narayan & Kuar, 2022). In the research of Madani (2019), the teacher also mentioned that the use of language translation and language mixing could help them clarify the information conveyed. However, the teacher must also pay attention to the speaking situation to explain a point of view and convince the other person. Many researchers have claimed to encourage code-switching avoidance when engaging in conversation, as it is a manifestation of careless use of language (Polio & Duff, 1994; Narayan & Kuar, 2022) which will lead to language interference and confusion (Kaschula et al., 2008; Narayan & Kuar, 2022). It is because someone does not know a word's meaning clearly or is confused in expressing an expression in interacting with other people. Thus, switching and mixing languages help speakers to express words through switching and mixing languages.

Using English in learning for second language learners is challenging to adapt to native speakers. If a second language teacher uses full English in class, students will be confused and do not understand the learning material presented. Using code-mixing and code-switching in the classroom can help students improve their English vocabulary. In addition, they can easily understand the learning material presented (Sabri et al., 2019). This study aims to review a decade-long literature review on the use of code-switching and code-mixing in education. This research is also expected to provide the information needed about code-mixing and code-switching.

METHODS

This study mainly uses a qualitative approach as it focuses on reviewing the use of code-switching and code-mixing in the classroom. Qualitative data are collected from pictures or words (Silaban & Marpaung, 2020). Qualitative approach because the problems that arise are ascribed to phenomena that occur in everyday life (Jaya & Thohir, 2020). In this study, researchers used 20 articles taken online from various platforms, such as Google Scholar, Eric, Sage Publication *J.*, etc. Researchers selected 20 research articles on code-switching and code-mixing over the past ten years from thousands of aligned research articles. The researcher analyzed the data by using the content analysis method.

RESULTS

Bilingualism can happen to anyone, there is no limit to its use in interacting with other people. The effects of globalization affect all aspects of human life. Furthermore, the use of language is also changing. Switching or language mixing in everyday life is now inevitable. The following analysis is the following Table 1 a review of 20 *J.*s that discuss code-mixing and language switching.

Table 1. A review of 20 *J.*s that discuss code-mixing and language switching

Author and research title	Conclution
Nordin, N. M., Ali, F. D. R., Zubir, S. I. S.S., & Sadjirin, R. (2013).ESL learners' actions towards code-switching in classroom settings. *Procedia-Social and Behavioral Sciences*, 90, 478-487	➤ Frequent use of code-switching can affect how learners communicate in a second language. ➤ There are times when explaining in the first language is easier. Learners will find this to be a motivating factor in learning a second language because they do not consider the language difficult to learn. ➤ Not much research has been done based on students' viewpoints on code-switching
King, J. R., & Chetty, R. (2014). Codeswitching: Linguistic and literacy understanding of teaching dilemmas in multilingual classrooms. *Linguistics and Education*, 25, 40-50.	➤ Teachers often take samples from a second language when teaching in the language in question. ➤ Teachers in Cape Town, Africa teach in English and often use short phrases or sentences in X host's local heritage language. ➤ Eighth-year cape town science class where some languages are spoken between teachers and students
Johansson, S. (2014). Code-switching in the English classroom: What teachers do and what their students wish they did	➤ Since 1945 English has been the first foreign language in Swedish schools. ➤ The teachers who are native English speakers say that they never use Swedish and that this works well for their students on the one hand. ➤ The teachers who are native speakers of Swedish say that it is important and necessary to use Swedish in different Situations.
Hasan, M., & Akhand, M. (2015). Reviewing the Challenges and Opportunities Presented by Code Switching and Mixing in Bangla. *J. of Education and Practice*, 6(1), 103-109.	➤ The use and role of L1 in class L2 at tertiary/different levels of education Among ESL learners. ➤ Code-switching (CS) and Code-mixing (CM) are most widely treated as spoken language phenomena, and In linguistics, they refer to the use of more than one language or Variation In conversation. ➤ Functional use of cross-cultural code-mixing in business names. ➤ Patterns or factors regarding CS/CM related to social class have never been studied in the context of Bangladesh so far.
Seken, I. K. (2015). Pengajaran Bahasa Inggris Glokal: Pendidikan Bahasa Asing Di Bawah Payung Budaya Nasional. *Prasi: J. Bahasa, Seni, dan Pengajarannya*, 10(19).	➤ Globalization is the spread of certain cultural institutions and products throughout the world accompanied by the spread of the use of English to several regions of the world. ➤ English has become a world language and this has been triggered by the economic and political progress of the nation's native speakers of the language over the past 200 years. ➤ The technological influence of Western countries (especially America) dominates the world, today 80 – 85% of all information about science and technology available in the world is written or abstracted in English.

Author and research title	Conclution
	➤ Non-native English speakers are much larger than the number of native speakers, which is approximately 4:1. ➤ English has been spoken in various regions of Asia for almost 200 years. Nearly 350 million Asians are fluent English users. ➤ The diversity of the English language is a reality as a result of the development of the language itself. ➤ It estimates that there is an addition of at least 5,000 new words in English each year as a result of the development of their use in different regions of the world where they adapt to local cultures in various ecologies of life of the wearer.
Simasiku, L., Kasanda, C., & Smit, T. (2015). Can Code Switching Enhance Learners' Academic Achievement?. *English Language Teaching*, *8*(2), 70-77.	➤ Globalization is the spread of certain cultural institutions and products throughout the world accompanied by the spread of the use of English to several regions of the world. ➤ English has become a world language and this has been triggered by the economic and political progress of the nation's native speakers of the language over the past 200 years the technological influence of Western countries (especially America) dominates the world, today 80 – 85% of all information about science and technology available in the world is written or abstracted in English. ➤ Learners fail to communicate through teaching media. ➤ Code Switching has been shown as an effective teaching and learning technique in schools that use a second language as a teaching medium. Code Switching brings better learning outcomes than teaching English alone among English second language (ESL) learners.
Promnath, K., & Tayjasanant, C. (2016). English-Thai Code-Switching of Teachers in ESP Classes. *PASAA: J. of Language Teaching and Learning in Thailand*, *51*, 97-126.	➤ English intermediate teaching classes have improved, especially in some specific areas in the Thai area. ➤ At Thai universities, students who choose to take English as their language subject are usually required to study at least four compulsory English courses. ➤ To create an atmosphere of the target language, many educational institutions have tried to persuade all teachers to use English as a teaching medium in the classroom, and after many years, ESP teachers have gained more experience in teaching these specialized areas.
Madonsela, S. (2016). The pedagogical enhancement of classroom interaction through the use of code switching in multilingual classrooms in South Africa. *J. of Educational Studies*, *15*(1), 126-146.	➤ Class interaction between bilingual and multilingual can be stopped by the language used and the low level of competence of learners in a second language (L2). ➤ The study of code-switching is often associated with the learning of a second language (L2) in the classroom environment and is a center of interest where bilingual and multilingual speakers are the focus of discussion. ➤ Code-switching can be an effective tool for teaching multilingual classes in South Africa

Author and research title	Conclution
Wang, H., & Mansouri, B. (2017). Revisiting code-switching practice in TESOL: A critical perspective. *The Asia-Pacific Education Researcher*, 26(6), 407-415.	➢ This multilingual sign is seen as a problem from the perspective of nationalism and monolingualism as it is claimed to cause "civil unrest, social segregation, family destruction, educational failure and financial burden for the state". ➢ Researchers at TESOL have shown a disadvantage of only English or maximum use of English in language classrooms and illuminating the potential role of code-switching in the development of learner identities, as students' mother tongues and English language are important to the maintenance of their membership in different communities. ➢ A critical view of code-switching practices is necessary because the use of language in the classroom and beyond is identity positioning, ideological, and invested in inequality and injustice.
Ng, C. W. (2018). Code-Mixing of Cantonese-English Bilingual Children with Different Language Dominance Patterns. *J. of English as an International Language*, 13, 49-80.	➢ Bilingual b education is implemented in Hong Kong, where Cantonese, English, and Putonghua languages are equally focused in basic education, for the good of individuals and societies based on globalization trends, Hong Kong's status as an Asian World City warrants English as a lingua franca for communication, and the city is the place where the East meets the west, which shows exactly the instruction about the Chinese language. ➢ One similarity between individual bilingualism and societal bilingualism is the mixing of codes. ➢ Referring to the switching between languages as well as the phenomenon that reflects the grammar of both languages working simultaneously, the mixing of codes, or the switching of codes, is a phenomenon of universal language contact that is exhibited at the individual level, as in conversations among bilingual interlocutors, as well as at the social level, as an attribute of different languages or contact languages
Hanafiah, R., Rantika, A., & Yusuf, M. (2018). The Levels of English-Arabic Code-Mixing in Islamic Boarding School Students' Daily Conversation. *Advances in Language and Literary Studies*, 9(6), 78-81.	➢ Teachers use code-switching and code-mixing to keep their teaching and learning process smooth. Previous studies involved different subjects and outcomes. ➢ The concept of code-mixing is capable of being used to identify almost any form of the linguistic mixture as a result of language contact.

Author and research title	Conclution
Moetia, M. (2018). Code mixing and code switching in the classroom interaction. *English Education J.*, *9*(2), 229-242.	➢ The use of this code mixing and switching code as a strategy in teaching and learning can make the first language drive the learning of the target language and this L1 should have a contribution in the EFL classroom. ➢ The use of code mixing and switching is a good and effective strategy for learning to teach foreign languages in English. ➢ Students who are used to listening to the teacher speak the first language (L1) tend to ignore the target language (L2) and this does not entirely benefit from the valuable input of the target language. ➢ When teachers create a natural environment of foreign languages for students because teachers are the only linguistic model for their students, mixing codes and switching codes will provide a negative transfer in foreign language learning. ➢ The use of these two codes is not necessary for students in EFL classes to understand everything taught by their teachers, and mixing and switching to the first language undermines the teaching process and learning process.
Sabri, M., Zainuddin, M., Pratolo, B. W., & Basopi, P. (2019). How Daily Code Mixing Becomes a New Strategy for Teaching Vocabulary Mastery. *J. of Education and Learning (EduLearn)*, *13*(4), 534-542.	➢ The importance of the role of vocabulary in language learning as a means of communication. ➢ Using daily code-mixing will be a new strategy in learning English word cosmetics, students are directed to memorize vocabulary more casually. ➢ Mixing codes helps students to improve their vocabulary in English and familiarize students when communicating with stated friends or teachers. ➢ Using a mixture of English, making every English word spoken by the student can stimulate the student's interest in finding new words in English and can use them at any time in the classroom or outside the classroom. ➢ Language change must have a purpose, such as quoting someone, meeting the requirements of the message, reinforcing or emphasizing, conveying confidentiality, anger, and distraction, and marking and emphasizing the identity of the groups.
Tefeh, J. B. (2019). Examining the Role of First Language in Learning a Second Language: An Overview of Code Switching in the English Language Classroom. *Nairobi J. of Humanities and Social Sciences*, *3*(4), 145-156.	➢ Teachers who want to use English as early as possible as a school language restrain children's 'mental power'. ➢ The 1987 reforms made the study of local languages compulsory and checkable at all levels of basic and senior schools in Ghana. ➢ Learning both languages simultaneously will allow children to acquire. ➢ Ghanaian language is not feasible because stakeholders, especially teachers, are not adhering strictly to the policy.
Siddiq, R. A., Kustati, M., &	➢ It was found that there were 50 utterances where they were

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Yustina, L. S. (2020). Teachers' code mixing and code switching: insights on language barriers in efl classroom. *Al-Ta lim J.*, *27*(1), 80-91.	divided into nine code mixing happened in the interactions. ➤ Intrasentential Code Switching/Code Mixing it was found that teachers used intrasen. ➤ Tential code-switching/mixing while she said "for example, one Sad, Lazy". ➤ 9 utterances of the first-type intra-sentential switching are 5 utterances with a frequency of about 56% for the second type intra lexical code Mixing there are 3 utterances with a frequency of about 33% and for the third type- involves a change of pronunciation. There is 1utterance with a frequency of about 11%. ➤ Sentence the teacher combines Indonesia language: My. This case also could find when the teachers used a translation in a sentence; Normally. Usually in this type, the speaker which was the teacher used the sentence in the dining room to emphasize the first information, in dining room. ➤ The teachers used this second type in code-switching except at the last meeting.
Jaya, I. W. K., & Thohir, L. (2020). A Code Mixing Used By Lecturer and Student in Teaching and Learning Process at YouTube Videos. *J. Lisdaya*, *16*(1), 12-19.	➤ In addition, based on the researcher's experience, he found out that his lecturers employed bilingualism in the classroom while giving lectures. ➤ They mixed their national language which was Indonesia with English. ➤ Several videos show the language phenomenon of Code Mixing that happened in the classroom during the teaching and learning process took place. ➤ Three kinds of Code Mixing were used by the lecturers and students during the data collection and the data analysis. There was the insertion of the word (IW), the insertion of hybrid (IH), and the insertion of phrase (IP).
Zainil, Y., & Arsyad, S. (2021). Teachers' perception of their code-switching practices in English as a foreign language classes: The results of stimulated recall interview and conversation analysis. *SAGE Open*, *11*(2), 21582440211013802.	➤ The high use of the target language in the EFL class is significantly correlated with the student's high language output. ➤ Careful use of L1 can help students in learning a foreign language. the use of L1 should be minimized but the target language should mostly be used in the classroom as a means of communication. ➤ The extent to which it should be minimized is still an open question. ➤ The way L1 is used determines whether it is detrimental or beneficial. ➤ There is almost a consensus that teachers should try to make the most of TL.

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Patmasari, A., & Kamaruddin, A. (2022). An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions. *ELS J. on Interdisciplinary Studies in Humanities*, 5(2), 230-239.	➢ Teachers use code-switching to translate unknown words or phrases, ask for equality, give instructions, and clarify messages. In general, teachers use code-switching because they see the anxiety of their students. ➢ Using the learner's first language can be used as a tool to help students learn a foreign language in an effective and useful way. ➢ The students mostly prefer to switch from English to L1 because it makes them understand and participate in classes. They only like English when their teachers give test instructions, students get test results, and when they learn grammar concepts. ➢ Most students believe that in some way, teachers and students can apply L1 as much as possible to facilitate their interaction. ➢ Teachers also believe that code-switching can be a communication strategy to solve the difficulties faced by students in English classes. Students' attitudes toward code-switching in ESL or EFL classes are largely positive or neutral. ➢ The teachers and students consider the switching of codes to be useful in communication in the classroom.
Topić, A. A. (2022). Code-Switching in Second Language Teaching of English: Does it Matter?. *MAP Education and Humanities*, 2(1), 8-17.	➢ Code-switching is often used to enhance or organize a person's speech. By adding phrases from other languages to the conversation, code-switching can fill in the gaps in the speaker's speech and compensate for the lack of appropriate expressions. ➢ Learners of a second language have two linguistic units but only one unit of meaning in their brains. As a result, although second language learners can communicate in a second language (L2), they still think there. ➢ First language (L1). generally, though not always, the students will have the same L1 and share this with their teacher. ➢ Considerable attention and discussion" is required in any attempt to develop a "post communicative" method of teaching English to adults and adolescents
Narayan, R., & Kuar, M. (2022). Code-switching as a Conversational Lubricant in the Literature Classrooms: An Explanatory Study Based on the Opine of Fijian High School ESL Teachers. *International J. of Linguistics, Literature and Translation*, 5(1), 157-172.	➢ A large number of studies have reported on the repertoire of linguistic benefits of practicing code switching during class interactions, which also includes improved learning outcomes in ESL classes. ➢ Codeswitching in an educational environment has attracted significant interest among many graduate students and some researchers over the past few years. ➢ The studies that have been carried out in the last decade have largely focused on the linguistic features of the occurrence

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	➢ Latin is used as an assisted contact language for others. This suggests that one cannot simply escape the use of L1 when studying L2, and both tongues are equally important to each other.

Given the trends over the past ten years, Language switching and code mixing in the EFL class help students understand and remember their English vocabulary. With first language mastery, students become aware of the many purposes of using language and the various forms necessary to serve a specific purpose and audience appropriately. So in learning English as a foreign language, teachers need to do language transfer or mix languages by helping students improve vocabulary (Sabri et al., 2019). This is in line with Johansson's (2014) research which found that students prefer bilingualism by using their mother tongue and English compared to other language combinations.

Implementing language translation and mixing the language used by teachers in the classroom is done unconsciously (Polio & Duff, 1994; King & Chetty, 2014) because language switching and code-mixing are one of the unity of language that cannot be separated from learning foreign languages (Siddiq et al., 2020) and (Narayan & Kuar, 2022). Globalization is the spread of certain cultural institutions and products throughout the world accompanied by the spread of the use of English to several regions of the world. As Seken (2015) states that globalization affects the complexity of language. The rapid dissemination of global information involves the use of simple English mixed into mother tongue interactions. Given the trends over the past ten years, language switching and code mixing in EFL classes help students understand and improve their English vocabulary. Teachers who want to use English as early as possible as the school language resists children's 'mental power'.

The current theoretical discussion of code-switching in TESOL aims at challenging the ideological assumption of linguistic purism and developing learners' critical awareness of language use and power relations. In this section, we provide teaching strategies that problematize notions of language as neutral, education as apolitical, and method and theory as Western driven. Informed by Critical Pedagogy, we discussed the relevance of identity and capital in code-switching practice for ELLs and the benefits of a participatory classroom setting in which students are invited to express their language needs, views on codeswitching, and share their life history with others. In the following section, we provide some reflections on the importance of creating code-switching space for ELLs. In addition to the above, it is interesting to note here in Lee (2015), the study of the teacher's perception of code-switching in English as a Second Language class, the perception of the teacher (Lee, 2015) is slightly lower compared to the perception of students (current study) in items [4] and [6]. Many studies have argued for the need to use a child's mother tongue in second language classes. These studies are of the view that L1 (first language) serves as a bridge between home and school and children still consider teachers acting "*loco parentis*" (on behalf of parents) because they speak their language. The school of thought that believes in the use of L1 affirms that L1 in the classroom allows the child to express himself freely and consequently, will not feel a negative impression about the school.

CONCLUSIONS

Current studies show that there are several types of code-mixing and code-switching found in the speech of Teachers and English students in teaching speaking in EFL classrooms. It was intra-sentential code-mixing, intra-lexical code-mixing, and pronunciation shifting. Meanwhile, there are four types of code-switching found in the speech of teachers and students. They are random mixing, English-Indonesian translations or vice versa, English precedes Indonesian or vice versa, and English sentences precede sentences Indonesian or vice versa. three kinds of code-mixing are used by lecturers and students. They are the insertion of the word (8), the insertion of these phrases (20), and the

insertion of hybrids (9). The insertion of phrases has the largest portion because there are so many general English terms that are usually used when learning English. And another reason why the insertion of phrases has the greatest portion is that if the terms are translated into Indonesian, their meaning becomes blurred or vague. The effective function of teacher code-switching was found to be effective in helping to cope with their students' limited English skills, providing feedback, maintaining the flow of lessons, and saving time. The experience of watching their performance in teaching languages was found to be a powerful agent of change to provide a professional learning experience in the classroom that revealed aspects of code-switching that they had not previously considered. The use of L1 in the L2 classroom by both teachers and students can be beneficial in the language learning process and may even be necessary for increased comprehension and acceptance of the new language by the language learners. L1 should be used only for purposes of clarification and should not be the primary mode of communication either by the students or teacher (s) in an L2 classroom. When an appropriate balance between L1 and L2 is achieved, the use of L1 may enhance an L2 classroom. in learning English as a foreign language, teachers need to make language transfers or mix languages by helping students improve vocabulary (Chan & Gibbsons, 2006; Sabri et al., 2019). This is in line with Johansson's (2014) research which found that students prefer bilingualism by using their mother tongue and English compared to other language combinations. Implementing language translation and mixing the language used by teachers in the classroom is done unconsciously (Polio & Duff, 1994; King & Chetty, 2014) because language switching and code-mixing are one of the unity of language that cannot be separated from learning foreign languages (Siddiq et al., 2020; Narayan & Kuar, 2022). This essay, however, discusses arguments in favor of English-only in English classrooms and arguments against the use of English only in English classes.

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