THE USE OF CODE SWITCHING AND CODE MIXING IN ENGLISH LEARNING AT ELEMENTARY SCHOOL

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Abstract

Many people speak by switching or mixing the language they use in general with their mother tongue, especially in communicating with people who understand a different language. In the process of learning English, code switching and code mixing began to be used by teachers. In general, students who study formally in Indonesia, their first language is Indonesian and learn the second language only in the classroom. The use of code switching and code mixing in English learning at elementary schools has an impact on students' understanding of learning materials, as well as affecting their social aspects and language understanding. This study aims to find out how the use of code switching and code mixing in learning and the reasons why teachers use code switching and code mixing in English learning at elementary school. This study used descriptive qualitative methodology. This study used interviews and observations to obtain data. The research was conducted at SDQ AZZAMZAMI Talun. The findings of this study show that teachers do code switching and code mixing used by teachers alternately irregularly in carrying out the learning process at each general step of learning, namely, from the beginning of the opening, core activities to closing. The researcher also found that the reason teachers use language switching and language mixing are : a) Repitition b) Situation c) Restore student concentration d) Lake of vocabulary mastery e) Help students who were confused.

INTRODUCTION

Language is the most important aspect in the life of all creatures because it can be used to communicate with each other, express feelings and thoughts, as well as a means of conveying messages and information. Language has sounds, signs, or signs whose meaning can be understood. However, not all people and groups share the same language and dialect. Thus the use of a person's or group's language is different so that when two or more groups meet, they will switch or mix their language using language that is commonly used by many people so that it can be understood by other groups. Language that acquire for the first time is called as first language while another language that acquire after first language is called as second language. In fact, the third, the fourth language or even more also called as secondlanguage because second language is the term of language that acquired after acquiring mother language. Second language is generally

an official language that acquire for some purposes such as education, employment, and many more by immigrants who have different native language (Saville, 2006).

According to Octavia (2018) Second Language Acquisition (SLA) is the acquisition process by human about another language. Second language usually can get from two situations they are informal and formal. Informal L2 learning takes place in the natural context, for example when Indonesian kid stay in Melbourne, to communicate with native speaker, such as when he/she plays with other kids there, he/she has.

In sociolinguistics, when speakers use terms to display a style of language which is called "code" (Kultsum & Syamsudin, 2021). This code is used by someone when they are in a place of language use or language variations want to understand speech. The choice of code or language is free to be used by speakers according to their wishes and needs within the scope of the speaker and the interlocutor, it can be in the form of code switching and code mixing.

Chaer and Agustina in (Kultsum & Syamsudin, 2021) state that "Code-switching is a symptom of language use due to changing situations." Code-switching is an event of transition from one code to another with awareness or a factor that causes a situation. If a native speaker uses code A (for example, Indonesian), then switches to code B (for example, English), the use of language in code-switching events like this is called code-switching. Code switching is a term used to identify the change of language variations in the same conversation. The linguistic varieties participating in code switching may be different languages or dialects or styles of the same language. So when a speaker initially uses code or language A and then switches to using code or language B, it is called code switching. For example if a native speaker uses code A (for example, Indonesian), then switches to code B (for example, English).

Code mixing is a language situation when people mix the two (or more) languages by including each other language elements into one language the other, the inserting elements no longer has its own function (Suwito in Simatupang et al., 2018). Code mixing is tangible words, repeated words, groups of words, expressions or even in the form of clauses.

Basically the use of code mixing in the language learning process is common, and usually occurs in the process of learning foreign languages, especially English, teachers often transfer languages to convey material topics. However, it is still not widely used at the elementary school education level in Indonesia, because at this level it is considered the initial stage for students to get to know a foreign language taught in schools which at the previous level had never been taught a particular topic or language. never even been introduced to a foreign language.

The researcher raised this topic and carried it out at the SDQ Azzamzami level, where the school presented English as one of its superior programs, and in the use of learning in English classes the teacher used code mixing or code switching in delivering material, including Indonesian, English and local language. Based on the observations of researchers at the school where the research was conducted that students at SDQ Azzamzami had never studied English at the previous school level, so they only studied English at elementary school.

From the explanation above, in this research the researcher will focus on how teachers use code switching and code mixing in learning English in English subjects for elementary school students, who are generally new to and learning English in elementary schools. In addition, this research also focuses on how and what reasons teachers use code-switching and code-mixing in learning English.

METHOD

In this research, the researcher used a descriptive qualitative method. That is, the data collected is not in the form of numerical data, but data derived from interview scripts, field notes, personal documents, notes or memos of researchers and other supporting official documents. In this qualitative method, the researcher who becomes an instrument in research and analysis is carried out continuously from the beginning of research to data analysis. "Researchers as key instruments; qualitative researchers collect their own data through documents, behavioral observations, or participant interviews" (Creswell & Creswell, 2018).

As a key instrument the researcher made direct observations by direct observation of objects according to the scope of the research and theory to support research based on the scope of the discussion and by gathering information by interviewing English teachers at SDQ Azzamzami Talun Cirebon. The data were transcribed into written transcript, identified, selected, and also classified based on the analyzing needs which relevant to the topic of the research.

Data analysis

After collecting the data, the researcher analyzed the data. The data analysis technique in this study is document analysis by using this technique, the writer collects, Transcrip, identified, selected, organizing and presents data. Qualitative method is a type of research without using any calculations or statistical procedures (Suryana, 2012).

Data from observations and recordings were first transcribed into written transcripts. Then, the transcripts were identified to determine whether the utterances were categorized as code switching and code mixing phenomena or not. Through data reduction, utterances that were not categorized as code switching and code mixing were left and those that were considered as code switching and code mixing were identified and selected. The utterances in the English teaching and learning process were analyzed, described, and categorized as code switching and code mixing events.

Furthermore, the data were classified into certain groups based on the research focus, namely how the use of code switching and code mixing in English learning at elementary schools and the reasons for the occurrence of code switching and code mixing in learning.

To get more information about the use of code switching and code mixing in English learning at elementary schools and the reasons, after the above steps, semi-structured interviews were also used to reveal the use of code switching and code mixing in learning. These interviews became supporting data in addition to the data obtained from observation and recording. The interview also emphasizes on the teacher's awareness in using code switching and code mixixng in the classroom, and the reason why teachers use code switching and code mixing in English learning at elementary school.

RESULTS AND DISCUSSION

The use of code switching and code mixing in English learning

At the time of observation, the researcher focused on the teacher's speech how the teacher's process of code switching and code mixing in English learning. The following is a table of the results of observations that researchers made when the teacher carried out the learning step and the utterances or communication used in English learning, to help researchers communicate the findings in a more understandable way:

Table 1 Observation Sheet Results

Variabl	Learning Activities	Code usage		Code	
		Yes	No	Switching	Mixing
Use of code switching and code mixing in English learning	**Introduction / Opening**				
	The teacher prepares or conditions the readiness of students to take part in learning (Pray, Check the attendant list, ask the Students condition)by	√		√	√
	using code switching and/or code mixing.				
	The teacher asks questions about the material that was presented in the previous meeting by using code switching and/or code mixing	√		√	√
	Core Activities				
	The teacher explain the material using code switching and/or code mixing.	√		√	√
	The teacher maintains conditioned student focus in learning with ice breaking or games by using code switching and/or code mixing.	√		√	√

				√		
	The teacher gives/explains the assignments/exercise that must be done by students either in groups or individually using code switching and/or code mixing.	√		√		√
	Closing					
	The teacher reflects or recall the learning that has been done using code switching and/or code mixing.	√		√		√
	The teacher explains the moral message or conclusions about the material that has been studied using code switching and/or code	√		√		√
	mixing.					
	The teacher conveys the material to be studied at the next meeting by using code switching and/or code mixing.	√		√		√
	closing and prayer by using code switching and/or code mixing.	√		√		√

The observation results showed that the teacher used code switching and code mixing simultaneously in implementing three general steps in the learning process which is in line with

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the opinion of Hosnan (2014) which states several steps in carrying out the learning process in the classroom, which are divided into three processes 1.) Initial Activities (Opening) 2.) Core Activities (Core) 3.) Final Activity (Closing).

a) **Opening**

    This process is carried out by the teacher before starting learning in class, first of all, based on the results of the researcher's observation of the teacher, the teacher takes several steps in accordance with the indicators in the learning carried out before starting the learning such as, a.) The teacher conditions the readiness of students to take part in learning, b.) Pray, c.) Check the attendance list, d.) ask about the condition of the students e.) review the material that has been learned by using code switching and code mixing. From the observations the teacher always uses code switching and code mixing in this step alternately but the alternation is not conceptualized, meaning that it is irregular. In this step the teacher uses more code switching than code mixing. As an example in the utterance below:

    "Assalamualaikaum Hallo everyone, good morning, how are you today? *Apakah semua sehat?*"
    "*Sekarang*, before we going to start this class, sebelum mulai belajar lets pray togehter. pray begin!"
    "Now, Who still remember what the material we learned at the last meeting?
    tentag apa ya materi kemarin?"

b) **Core Activities**

    This process is carried out by the teacher after completing the opening process and conditioning students, based on the results of the researcher's observations, at this stage the teacher explains the material and then gives exercises to students by using code switching and code mixing by alternating irregularly. However, from the observation results, in this step the teacher is more dominant in using code mix than code switching.

    The results of researcher observations at this step the teacher also did ice breaking where this ice breaking activity where this activity aims to restore student concentration, in this activity the teacher uses two codes, namely code switching and code mixing irregularly but two codes As an example in the utterance below:

    "*Halo semuanya*, eyes on me!" "*Coba pegang* your
    head*, kepala!*"
    "*Semua perhatiannya kesini dulu.* Today we are going to learn about Our Body. *Ada yang tau* Our Body *itu artinya apa?*"

c) **Closing**

    This process is the last step in learning, after the teacher has finished learning in the classroom delivering material, doing exercises, using code switching and code mixing, in this closing stage the researchers also found that the teacher used two codes in this stage where at this stage the teacher carried out several activities such as: a.) The teacher reflects or recalls the learning that has been done, b.) The teacher gives a moral message or conclusion from the material that has been learned c.) The teacher conveys the material or agenda that will be carried out at the next meeting, then d.) closing and prayer. From the series of activities in the closing step, the researcher found that the teacher used two codes in the implementation of the closing, namely the teacher used code switching and code mixing alternately and irregularly, where the use was more dominant in using code switching than code mixing. As an example in the utterance below:

    "Okay everything is done. *Kalau sudah selesai semua* let's remember *dan sebutkan*

what we have done, *yang sudah kita lakukan dari awal pembelajaran."* "So, Our activity
started with Prayer, then, *terus ngapain lagi ?"*
"For the next week, you will come to mention the parts of the body, *jadi nanti minggu depan maju*
one by one *sebutin* our body *dengan bahasa inggris."*
"Let we closs this class with pray together, *kita tutup mari berdo'a mulai.."*

The following are English teachers' utterances based on the types of code- switching
according to Poplack's theory in (Novianti, R., & Said, M. 2021) and code- mixing based on Muysken
& Diaz's theory in (Kahfi, A., & Faturusi, M. A. 2018) Table 2 Category of code switching and code
mixing

No	Teacher Utterance	Code	Type
	Opening		
1	Assalamualaikaum Hallo everyone, good morning, how are you today? *Apakah semua sehat?*	Code Switching	Inter
2	*Sekarang*, before we going to start this class, sebelum mulai belajar lets pray togehter. pray begin!	Code Switching	Intra
3	*Oke yang lain*, Silent Please!	Code Switching	Inter
4	*Yang namanya di panggil*, please *angkat tangan lalu bilang* present. *Angkat tangannya yang tinggi.*	Code Mixing	CL
5	*Alhamdulillah, kalau* everyone is very well. *Ibu juga* very well. *Sekarang,* before we going to start this class, lets pray togehter. pray begin! Finish.	Code Mixing	Alternation
6	Haaai now, the previous class, *kelas sebelumnya, kita ada PR*, right?	Code Mixing	Alternation
7	Have you done? *siapa yang belum mengerjakan?*	Code Switching	Inter
8	Hhhm... Suliwa Don't be like that *yah, jangan suka gitu.*	Code Switching	Inter
9	Okey, After the study is over, the homework will be collected in front of. *Dikumpulin di meja ibu setelah belajar selesai.*	Code Switching	Inter
10	Now, Who still remember what the material we learned at the last meeting? *tentag apa ya materi kemarin?*	Code Switching	Inter
11	What are *binatang* in English?	Code mixing	Insertion
12	Okey, Agli and Subhan. Wahat are binatang in English? *Dari tadi ngobrol aja nihh..*	Code Switching	Inter

13	what animals, *yang kita bahas kemarin?*	Code Switching	Inter
14	Oke That Right! *Lebih tepatnya adalah* an animals that have four legs. *Binatag yang berkaki empat.*	Code	Alternation
15	There are our body, *bagian tubuh kita ada apa saja?*	Code Switching	Inter
16	Suliwa where your head? *Mana kepalamu coba pegang.*	Code Switching	Inter
17	How about this. *Yang ibu angkat apa?*	Code Switching	Inter
18	what this is in English? *Yang ibu pegang apa niih?*	Code Switching	Inter
19	Yes, it's a head, *tapi apa yang berwarna hitam di atasnya?*	Code Switching	Inter
20	*Ada yang tau* Our Body *itu artinya apa?*	Code Mixing	Insertion
21	What *Rambut* in English?	Code Mixing	Insertion
	Core Activities		
22	*Semua perhatiannya kesini dulu.* Today we are going to learn about Our Body. *Ada yang tau* Our Body *itu artinya apa?*	Code	Alternation
23	That right,good job Rahma, *betul sekali.*	Code Switching	Tag
24	Our Body is *Tubuh Kita*. There are our body, *bagian tubuh kita ada apa saja?*	Code Mixing	Alternation
25	How about this? Look at the picture, *lihat gamabar apa ini?*	Code Mixing	Alternation
26	Haii Arif, clap your hand!	Code Switching	Inter
27	*Ayo semuanya berdiri.* Hold your head, hold your chin, *pegang tangan*, hold your nose, *pegang perut*, hold your nose, *pegang kaki, pegang dagu*, hold your feet, hold your nose.	Code	Alternation
28	*Hayo dimana hidungnya.* where your nose agli?	Code Switching	Inter
29	Okay, Clamp your hand, *tepuk tangannya sau kali.*	Code Switching	Inter
30	*Oke*, applause *yang banyak*	Code Mixing	CL

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31	*Halo semuanya*, eyes on me!	Code Switching	Inter
32	*Coba pegang* your head, *kepala!*	Code Mixing	Insertion
33	*Baca* and *hafalkan kosakata tentang* our body.	Code Mixing	Insertion
34	Okay Now, open your book on page 33, *halaman 33.*	Code Mixing	Alternation
35	*Kerjakan sendiri-sendiri, pasangkan dan tulis ulang dalam bahasa inggris sesuai* picture, *gambarnya.*	Code	Insertion
36	*Boleh,* write the date on the top, *di atasnya boleh.*	Code Switching	Alternation
37	And then, on the next page there is a task about body parts, pair and rewrite in English according to the picture. *Kerjakan sendiri-sendiri, pasangkan dan tulis ulang dalam bahasa inggris sesuai* picture, *gambarnya.*	Code	Alternation
	Closing		
38	Okay everything is done. *Kalau sudah selesai semua* let's remember *dan sebutkan* what we have done, *yang sudah kita lakukan dari awal pembelajaran.*	Code Mixing	Alternation
39	*Iyap,* what is *absen* in English? *Ada yang ingat*	Code Mixing	Insertion
40	*Iya,* learning about our body, *terus* and than, *kita kerjain* exercises, *ngerjain tentang apa?*	Code Mixing	Insertion
41	So, Our activity started with Prayer, then, *terus ngapain lagi ?*	Code Switching	Inter
42	*Pesan ibu, belajar yang semangat* and take care of health.	Code Switching	Inter
43	*Jajan makanan yang sehat dan teratur,* okey ..	Code Switching	Tag
44	Of Course, *boleh dong.*	Code Switching	Tag
45	For the next week, you will come to mention the parts of the body, *jadi nanti minggu depan maju* one by one *sebutin* our body *dengan bahasa inggris.*	Code	Alternation
46	*Jadi nanti minggu depan maju* one by one *sebutin* our body *dengan bahasa inggris.*	Code Mixing	Insertion

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47	Any Question? *Ada Yang mau bertanya lagi?*	Code Switching	Inter
48	Let we closs this class with pray together, *kita tutup mari berdo'a mulai..*	Code Switching	Inter
49	Oke, now, *sekarag kegiatan kita sudah selesai,* lets say hamdalah together	Code Switching	Intra
50	Finish. Thank you for today and *mohon maaf.* Wassalamualaikum Wr Wb	Code Switching	Inter

From tables above, the percentage of code switching and code mixing done by teachers in the teaching and learning process can be taken. The following is a table of the percentage of code switching and code mixing in English teaching in the classroom.

Table 3 The percentage of code switching and code mixing

Category	Frequency	Perecentage
Code Switching	28	56%
Code Mixing	22	44%
Total	50	100%

The table above shows the percentage of code switching and code mixing by teachers in the classroom. The table shows that code-switching dominated at 56% compared to code-mixing which only 44% occurred in the classroom.

Based on the results of the research obtained by the researchers, it was found that the use of code switching and code mixing in English learning in elementary schools, teachers use two codes, namely code switching and code mixing alternately irregularly in carrying out the learning process in all learning steps from the beginning of opening to closing with the use of code switching more dominant, more used than code mixing, this is in accordance with the answers to the teacher interview questions that say:

Teacher:

"Iya saya sadar selalu mencampur kode atau mengalih kode bahasa antara bahasa Inggris dan bahasa Indonesia selama mengajar. karena Kalo ful bahasa Inggris itu anak kurang paham, jadi saya kadang langsung mengalihkan ke Indonesia. Ataupun kalaupun memang saya mencampur antara bahasa Inggris dan Indonesia pun mereka juga masih kurang faham jadi. Hhmm untuk anak seusia sekolah dasar mungkin lebih ke alih kode dibandingkan campur kode gitu."

"Yes, I am releaze that I always code switch or switch my language between English and Indonesian during teaching. Because if it is full English, the children do not understand, so I sometimes immediately switch to Indonesian. Or even if I do mix English and Indonesian, they still don't understand so. Hhmm for elementary school age children, maybe it's more about code switching than code mixing." (I/Q4)

The Reasons of English teacher used code switching and code mixing in English learning

There was 7 potential reasons of Code Switching and Code Mixing based on Hoffman's theory in (Harya 2018), they are as follow: (a) Talking about a particular topic, (b) Quoting

somebody else, (c) Be emphatic about something, (d) Interjection (Inserting sentence fillers or sentence connectors), (e) Repetition (f) Intention of clarifying the speech content for interlocutor, (g) Expressing group identity.

After analyzing the data, Based on the interview data, the researcher found that code switching and code mixing used by the teacher had reasons. The researcher could conclude that there are One reasons based on the theory above the teacher used CodeSwitching and Code-Mixing as follows:

1. Repitition

Based on the data obtained from the interviews, the teacher said that he used code switching or code mixing for the reason of repetition of words where the teacher wanted to clarify his speech so that it was easier for students to understand and understand, by saying the same utterance (the utterance was said repeatedly). As expressed by the teacher:

"Alasan lain yang lebih mendominasi menggunakan alih kode atau campur kode selain alasan-alasan yang disebutkan itu pertama, untuk sebagai pengulangan

sebagai pengulangan kata dengan tujuan memperjelas dan apa ya namanya ya, hmm,, mungkin lebih ke pengulangan omongan itu sih. jadi mau ada kode mixing atau switching intinya sih sama-sama untuk menjelaskan, sama mengulang biar paham gitu si siswanya sama penjelasan saya gitu."

"Another reason that dominates the use of code switching or code mixing besides the reasons mentioned is first, for repetition as a repetition of words with the aim of clarifying and what's the name, hmm,, maybe it's more about repeating the words anyway. so whether there is code mixing or switching, the point is the same to explain, as well as repeating so that students understand my explanation."(I/Q8/T)

Based on interview data researcher also found 4 other reasons teacher use code switching and code mixing as follows :

1. Situation

Based on the data collected through interviews, the researcher can find that the reason why teachers use code-switching and code-mixing is due to the situation. Where the teacher said in learning, there is a serious time in the sense that when explaining the material and there is a relaxed time where this situation has the potential for the teacher to code switch and code mix. However, apart from the situation, the teacher also said that the learning situation in elementary schools, in general, the remaining students are just learning a foreign language, so it is necessary to use their mother tongue or first language in presenting the material in English learning. As expressed by the teacher:

"Karena kita itu kan hidup di negara Indonesia yang bahasa utamanya bahasa Indonesia dan kurikulum saat ini itu tidak menwajibkan yang namanya bahasa inggris dalam pembelajaran sekolah dasar Baru kurikulum merdeka saja gitu kan, dan itupun kurikulum 2013 ga semua nya ada bahasa Inggris. Jadi melihat dari situasi dan kondisi juga makanya diharuskan adanya campur kode atau alih kode dalam pembelajaran bahasa Inggris gituu. Karena anak sekolah dasar itu kan baru masuk, baru masuk sekolah Belum paham ke bahasa asing jadi harus di awalin dengan kosakata dari dasarnya dulu, beda halnya kalau misalkan mereka yang sekolah TK nya itu sudah didasari dengan pembelajaran bahasa Inggris di dalamnya, baru itu tidak bisa ga campur kode atau alih kode gitu. Jadi lebih ke pemahaman kosa kata, situasi dan kondisi, dan penggunaan kurikulum yang ada dan bahasa juga."

"Because we live in an Indonesian country where the main language is Indonesian and the

current curriculum does not require English in elementary school learning, only the independent curriculum, and even then the 2013 curriculum does not have all English. So looking at the situation and conditions, that's why code mixing or code switching is required in English learning. Because elementary school children are just entering, just entering school, they don't understand foreign languages yet so they have to start with the vocabulary from the basics first, it's different if for example those whose kindergarten school is already based on learning English in it, then it can't be code-mixing or code-

switching. So it's more about understanding vocabulary, situations and conditions, and using the existing curriculum and language as well."(I/Q7/T)

2. **Restore student concentration**

According to the teacher, teaching learning conducted in the morning is very good. If there is an English lesson in the afternoon, students lack concentration and students need maximum help from the teacher in order to restore their concentration so that they are able to concentrate. As expressed by the teacher:

"Karakteristik siswa SD kurangnya konsentrasi dan kefokusan dalam pelaksanaan pembelajaran artinya konsentrasi siswa tidak bisa full dari awal pembelajaran sampai akhir pembelajaran, anak-anak masih sering terganggu konsentrasinya dengan hal-hal yang sepele ataupun juga seperti yang sudah saya katakan tadi ketika anak tidak mengerti pembelajaran materi dalam suatu pembelajaran bahasa mereka akan bosan dan jenuh yang akan berdampak jadi menurunnya konsentrasi untuk mengatasi itu Saya biasanya melakukan ice breaking di sela-sela pembelajaran tentunya dengan tidak semuanya menggunakan bahasa Inggris tapi saya mix atau switch dengan bahasa Indonesia."

"Characteristics of elementary school students lack of concentration and focus in the implementation of learning means that students' concentration cannot be full from the beginning of learning to the end of learning, children are still often disturbed by trivial things or also as I said earlier when children do not understand the learning material in a language learning they will be bored and bored which will have an impact on decreasing concentration to overcome that I usually do ice breaking in between lessons of course by not all using English but I mix or switch with Indonesian."(I/Q5/T)

3. **Lake of vocabulary mastery**

Based on the teacher interview, the teacher concluded that the reason the teacher used code switching and code mixing because of the lack of vocabulary the student had. So that when the teacher uses full English, student fo not undersatandwhat the teacher says. So that using of code switching and code mixing can help students understand learning material, besides that using code switching and code mixing can increase their vocabulary. As expressed by the teacher:

"*Karena kita itu kan hidup di negara Indonesia yang bahasa utamanya bahasa Indonesia dan kurikulum saat ini itu tidak menwajibkan yang namanya bahasa inggris dalam pembelajaran sekolah dasar Baru kurikulum merdeka saja gitu kan, dan itupun kurikulum 2013 ga semua nya ada bahasa Inggris. Jadi melihat dari situasi dan kondisi juga makanya diharuskan adanya campur kode atau alih kode dalam pembelajaran bahasa Inggris gituu. Karena anak sekolah dasar itu kan baru masuk, baru masuk sekolah Belum paham ke bahasa asing jadi harus di awalin dengan kosakata dari dasarnya dulu, beda halnya kalau misalkan mereka yang sekolah TK nya itu sudah didasari dengan pembelajaran bahasa Inggris di dalamnya, baru itu tidak bisa ga campur kode atau alih kode gitu. Jadi lebih ke pemahaman*

kosa kata, situasi dan kondisi, dan penggunaan kurikulum yang ada dan bahasa juga."

"Because we live in an Indonesian country where the main language is Indonesian and the current curriculum does not require English in elementary school learning, only the independent curriculum, and even then the 2013 curriculum does not have all English. So looking at the situation and conditions, that's why code mixing or code switching is required in English learning. Because elementary school children are just entering, just entering school, they don't understand foreign languages yet so they have to start with the vocabulary from the basics first, it's different if for example those whose kindergarten school is already based on learning English in it, then it can't be code-mixing or code- switching. So it's more about understanding vocabulary, situations and conditions, and using the existing curriculum and language as well."(I/Q7/T)

4. **Help students who was confused**

Through interviews, researcher can conclude that the reason teachers used Code Switching and Code Mixing is because to help students who was confused. If there ware a vocabulary and the type of sentence in learning was unfamiliar, the teacher must switch or mix to help the students by the switching or mixing also help students in improving their vocabulary and many more. As expressed by the teacher:

"Kadang ada siswa ketika dalam proses pembelajaran itu bingung dan tidak memahami materi yang baru saja di sampaikan, entah itu karena siswa tersebut kurang fokus atau tidak mengerti kerna tidak faham dengan kata-kata yang saya ucapkan dalam banhasa inggris. Disamping permasalahan itu saya mengatasinya dengan Menjelaskan ulang materi dengan bahasa yang mudah dipahami oleh siswa tentunya dengan menggunakan alih kode dan campur kode, dan dengan diberi contoh yang berhubungan dalam kehidupan sehari-harinya jadi sehingga akan mudah di pahami."

"Sometimes there are students during the learning process who are confused and do not understand the material that has just been conveyed, either because the student is not focused or does not understand because they do not understand the words I say in English. Besides that problem, I overcome it by re-explaining the material in a language that is easily understood by students, of course by using code switching and code mixing, and by giving examples related to their daily lives so that it will be easy to understand."(I/Q9/T)

CONCLUSION

This study has two main findings, namely to find out how the use of code switching and code mixing in English learning at elementary schools, and then to find out the reasons why teachers use code switching and code mixing in English learning in elementary schools. The findings of this study show that the use of code switching and code mixing in English learning in elementary schools, used by teachers alternately irregularly in carrying out the learning process at each general

step of learning, namely, from the beginning of the opening, core activities to closing. Where in the use of these two codes, code switching is more widely used by teachers in carrying out English learning in the classroom. The use of code switching and code mixing in English learning in elementary schools can help students in understanding the speech and material delivered by the teacher.

While the second finding based on the data from the interview shows some of the reasons teachers use code switching and code mixing in English learning in elementary schools are: a)

Repitition b) Situation c) Restore student concentration d) Lake of vocabulary mastery e) Help students who were confused.

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