Codes across languages at Kedai Inggris Coffee Shop: An autoethnography story

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Abstract
This article discusses the successful methods used in English speaking classroom at Kedai Inggris Coffee Shop Sampit, a coursework taught by Andra Fakhrian. Thereof, the purpose of this research is to observe and learn the journey of the teacher got the admission and brought the students to be distinguished and fluent in performing English. A descriptive qualitative method and autoethnography approach are the tools to draw the analysis as this research is a self-study, that the analysis is elaborated in the form of narrative. Throughout the results of Autoethnography description, moreover, this article has found: 1) a role play model is the key to the technique used in the classroom, 2) code switching and mixing are often got through in order to build the engagement between teacher and students, yet it results the clear understanding towards the material.

Keywords: *Autoethnography; Codes; English-Speaking Teacher*

INTRODUCTION

Borrowing a case from Japanese government towards the school's report; English classroom's issues at high school, in Indonesia we call it MGMP team, found a report that "The Japanese government's English education reform efforts faced difficulties; many critics reported the new guidelines were not followed and Japanese secondary schools still relied on the grammar-translation methods for century (Tokunaga, 2021). However, to be aware, in Indonesian's school, to have a clear and an up-to-date method of teaching is very fundamental, for example Hadi (2021) revealing the changes of teaching strategy during pandemic is relatively high, he states, now many teachers use devices, such as mobile device, as a tool to support and facilitate the teaching and learning environment and emphasizing as well as recalling the materials for more often, virtually (issues on virtual learning by status quo).

The nuance to understand from the problem above is demonstrating a prepared and up to date methods is indeed needed. Moving on to my personal

case, I concern, there are many to be the catalysts of key-success of teaching learning process, for example in teaching speaking; language instruction is totally matter. Like in Java, mixing the codes (local language) while teaching with 'a brand-new method' helps the students really is. The use of Javanese language brings positive effect for the process of learning. Teacher who teaches with Javanese and Indonesian language is more understood by students because not all students understand Indonesian language used by the teacher. Thus, the use of both Javanese and Indonesian language is more effective to deliver information and knowledge to students (Saddhono, 2018). Applying local elements (language) has characteristics related to the daily life of students that enable the implementation of field learning by visiting learning resources. Another characteristic is the abstract nature because it could not be described using the sense of sight (Syafitri, 2018); hence to grasp the meaning, the learning itself tends to be more effective.

Normally to be known, now on, as to live in the virtual classroom during pandemic covid-19, prepared methods and language instruction are significant to be noticed. Research by Faradilla and Rukmini (as cited in Aziza, 2021) revealed that besides the approaches applied in the classroom, there are some linguistics' elements that becomes the cause of the teaching strategy meets the goals. Come up with this, based on my personal experience in teaching English speaking skill; it is eventually comprehended that conventional method (GMT) in teaching does not contribute well in advancing the students' English-speaking skill till I, a teacher develops some of the methods in the class room for the advancement of speaking purpose; language instruction I use, like codes play an important role too.

The appropriate instructional methods (codes) can help students think critically because they will understand the how things are connected, why certain interventions and action and it brings together past concepts of learning to current situations, engaging student learning (Chang, 2018). To these nuances, presenting a structured and mastered methods; neglecting the less is indeed becomes the first to pay attention at, it scopes to the design of lesson plan, teaching medium as soon in the classroom.

This research has two main problems to discuss: 1) what is the finding strategy of the language learning strategy based on the autoethnographical experience? 2) what are the significances of the codes used in the Kedai Inggris coffee shop) with the purpose to present a retelling story on methods as well as the language instruction use in the classroom, an English survival class at Kedai Inggris Coffee Shop, Sampit. To conduct the research, it is needed to get to know on Autoethnography approach research, this is a unique approach in conducting research since it presents exceptional perspectives and believing, and helped individuals sort out themselves as well as other people, it is comprehended that the examination has connections between writers, crowds, and messages. Moreover, to correlate those teaching stories and the theory of Autoethnography, I (the subject) by one way or another need to relate individual or relational experience viewpoint brought to this investigation; to my extraordinary specialist's discoveries on my English instructing experience. I will later begin to depict my effective post and ongoing showing technique, as a

source of perspective, more, the centrality is to see the effect of the use of code switching and mixing itself as a pedagogical goal.

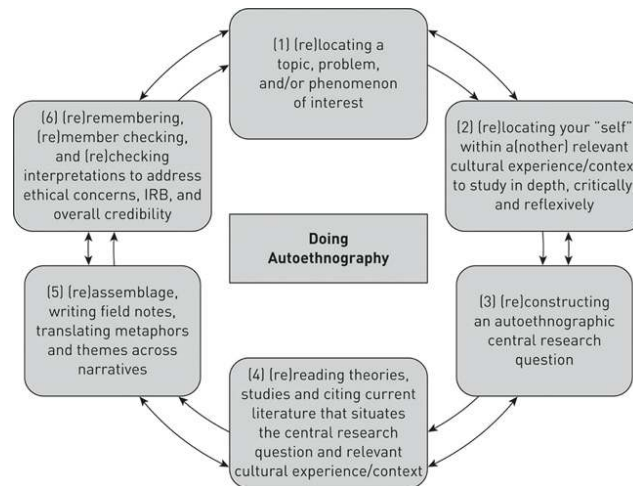## The concept of autoethnography

Figure 1. Cycles of doing an autoethnography research (Ellis et al., 2011)

Autoethnography is setting a scene, recounting a story, weaving complicated connections among life and craftsmanship, experience and hypothesis, inspiration and clarification... and afterward giving up, expecting perusers who will carry the equivalent cautious attention to your words with regards to their own lives (Douglas & Carless, 2013). To draw and take the examination, it is utilized subjective methodology with assisted the creator with portraying the story into a narrating of involvement, since it centers around investigating "...into an experience..." (Clandinin & Connelly, 2004, p. 50). As per Clandinin and Connelly, account composing permits scientists to address interior conditions, for example, sentiments and feelings, outer conditions, for example, the climate and the fleeting elements of past, present and future. Subsequently, autoethnography was first used to investigate my passionate encounters in my language learning history all together sharpen myself to the subject of my examination and furthermore to look into members' inspiration and the manner in which enthusiastic encounters formed it (Méndez 2012; Méndez & Peña, 2013). Autoethnographies or individual stories have been utilized in language homerooms to look into future instructors' character, self-idea and inspiration (Macalister, 2012; Masako, 2013; Ruohotie-Lyhty, 2013). Despite the fact that autoethnography as an exploration technique was an obscure and troublesome device for me to utilize, understanding my own experience was a phase of the examination cycle that later permitted me to decipher my members encounters and address them through composition.

Right when researchers make autoethnographies, they hope to make elegant and suggestive thick portrayals of individual and social experience. They accomplish this by first seeing instances of social experience affirmed by [their data] . . . what's more subsequently depicting these models using parts of describing . . . Thusly, the autoethnographer not simply endeavors to make individual experience huge and social experience attracting, yet likewise, by

conveying accessible compositions, she or he may have the choice to contact more broad and more unique mass groups that regular investigation ordinarily excuses, a move that can make individual and social change functional for extra people (Ellis et al., 2011).

Initially, it examines autoethnography and why it was picked as the technique for this investigation. Furthermore, it looks at the methods that were utilized to gather and examine appropriate information. Thirdly, it considers the difficulties I confronted while finishing this exploration and what moves I made to beat them. At last, it tends to the moral ramifications of this investigation.

Code switching and mixing

When it comes to language, humans have learned it from their birth. That starts from learning mother tongue, which is a natural and usual thing, but it is different from learning a second language or a foreign language. Lana (2019) distinguishes these two terms. A second 'language has social functions within the community where it is learned (e.g., as a lingua franca or as the language of another social group), whereas a foreign language is learned primarily for contact outside of one's community. this brings to an academic case; in education, for instance in Javanese context, The use of Javanese language brings positive effect for the process of learning; when combine as the instructional method of teaching. Teacher who teaches with Javanese and Indonesian language is more understood by students because not all students understand Indonesian language used by the teacher (Yuanita, 2019). Thus, the use of both Javanese and Indonesian language is more effective to deliver information and knowledge to students.

To be understood, still in the sake of language comprehension by social, there are factors which influence the language use. They are participants, setting or social context, topic and function. In using language in conversation, speaker and listener must understand each other and make their conversation is not bored. For example, if speaker can dominate the conversation by using funny words, it can make the hearer feel enjoyment and the speaker can get more attention from the hearer, unless they can comprehend the language (TL), (Syafitri, 2018).

Code-Switching and Code-Mixing have a few capacities that are ordered by some researcher. Those groupings can be upheld to see Code-Switching and Code-Mixing's happening. Classroom code-switching (CS) and code-mixing (CM) are received large research attention for a long time. In an EFL context, students usually get limited exposure of English (Nieto & Bode, 2018). Thus, classroom may become the only place the students have opportunity to use English. In other words, language used by the teachers is important. As Nesdale (2017) said that students can get benefits if English teachers speak English well in classroom. Meanwhile, in EFL context, the students do not use English in their daily life which causes lacking of English ability. Therefore, the teachers need to do code-switching and code-mixing in classroom between English, native language, and local language. To deepen the understandings on codes analysis, there are some types used later to be elaborated based on Moetia (2018), summarizing:

Types of code-mixing
Insertion

In this part, the mixing of two or more than one language into a structure of the other language usually consists of words and phrases, for example: *"Jangan suka nge-judge gitu dong, orang kan beda-beda"* (Don't judge people like that, everyone is different). The word "judge" in this sentence is the English word inserted into the Indonesian utterance.

Alternation

Alternation refers to the use of one language between structures from other languages in terms of clause, for example in Swahili - English by Poplack as cited in Deuchar (2005, p. 610): *Why make Carol sentarse atrás pa' que everybody has to move pa' que sesalga? (Why make Carol sit in the back so that everybody has to move for her to get out?)* The clauses *"sentarse atrás pa' queand pa' que se salgaare"* in Swahili is alternated into the English utterance.

Congruent lexicalization

Congruent lexicalization is the use code mixing in terms of lexicals' inventories different into a shared of grammatical structure. The example of this type is taken from Bogaerde & Baker (2006) in Dutch. For example*: 'Gee mi een hug'* stands for (Give me a hug). Bogaerde and Baker (2006) say that the last type, congruent lexicalization, is mostly show in mixing between dialects and languages, which are close to each other in grammatical structure.

Types of code-switching
Inter-sentential

This level involves a transform of languages within a conversation on a sentence level; it can be seen in the example below a change of language from English to Spanish.

"Sometimes I'll start a sentence in English y termino en Espanol. (The name of the book by Poplack, 1980). (Sometimes I'll start a sentence in English 'and finish in Spanish). In the excerpt above, the speaker started speaking in English and then he did code switching in term intersentential to happen in Spanish *"y termino en Espanol"* in the same utterance.

Intra-sentential

This type includes a same switch in the level of a word or phrase, for instance:" Otherwise, *yu bai go long kot."* (Weinreich, 1968 as cited in Romaine, 1995) (Otherwise, 'you will go to court). In this statement, *"yu bai"* and *"long kot"* are the term of intrasentential code switching from other language that speaker switched into English. It could be seen that these two languages have the same grammatical rule in the sentence above.

Extra-sentential

Extrasentential takes place when a word or phrase, a tag statement, is switched from one language to another language, for example: (The proceedings went smoothly, 'didn't they'). In this utterance, a tag element *"ba"* from other language is switched by the speaker in the English utterance precisely at the end, which is purposed to emphasize the sentence as a term of confirmation question to the listener. Thus, this kind of sentence that has tag element at the end is called extrasentential code switching according to Poplack (2000). It can be concluded that code switching is used for cases in which the two codes maintain their monolingual features, while code- mixing is used for cases where there are some convergences between the two or more than one language (Muysken, 2000).

Moreover, Sumarsih et al. (2014) doing code-exchanging and code-blending in study hall assists understudies with understanding subject substance better. While, accentuating the utilization of target language assist understudies with fostering their phonetic abilities. Homeroom CS and CM in EFL study hall ought to be changed with the reason for the instructing and learning. Some issue might be raised when the educators for the most part talk in English while conveying the information about subject substance (Hasanah, 2019).

Code exchanging is normal term for elective utilization of two dialects, assortments of a language or even discourse styles. While code exchanging is blending word, expressions and sentences from two unmistakable linguistic (sub) framework across sentence limits inside a similar discourse occasion. In another manner, individuals might communicate in by blending one language to one more language to make the discussion running admirably. Code blending happens when discussion utilize both language to the next over the span of a solitary expression. The speakers don't really have to change the language yet they combine the dialects and use as one in a proclamation. Both Code-Switching, and Code-Mixing are generally utilized by Indonesian to achieve a decent correspondence in a general public. Code-Switching and Code-Mixing utilized in direct association as well as in an online media.

METHOD

This research was using Qualitative Content Analysis Design. Content analysis is a research tool focused on the actual content and internal feature of media. It is focused to determine the presence of certain words, concept, themes, phrases, characters, or sentence within texts or sets of texts and quantify this presence in an objective manner. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theatre, informal conversation, or really any occurrence of communicative language. Content analysis can be all sort of recorded communication: transcripts of interviews, discourses, protocols of observations, video tapes. documents (Hoffman, 1991).

The types of analysis in the domain of linguistic is categorized as its unit of analysis. In the case, Code Switching and code mixing are included in the linguistic domain. It is phenomenon consisting of some types, which can be use as the units for classifying the data. The aim of this research is to describe and discuss the type of code mixing and code switching, and the reasons of code mixing and code switching based on the data taken from the conversation in the Kedai Inggris Coffee Shop classroom. In addition, this type of deep research asks questions about the nature incidence, or distribution research declares something naturally, so in this study it only measure what already exist (Fakhrian, 2016). This type of research relies on the collection of qualitative data. It is explained that the characteristics of qualitative research are: data collected expressed in form of relative value and in general, the research done on social; allowing the author has an interpretation (Fakhrian, 2017).

Related to the qualitative technique above, in presenting the discussion, the style of the analysis will be used an autoethnography procedure; a specialist builds up their voice in first individual records, the examination picked up extravagance in its portrayals of huge occasions, individuals, relics, and noticed social standards. Autoethnography is rooted in the qualitative research orientations of ethnography and narrative inquiry (Heewon, 2018). The story-telling nature of narrative inquiry and the cultural analysis of ethnographic emphasis mix in autoethnography when researchers examine their lived experience with a social phenomenon. In addition, autoethnography, whether conducted individually by a solo researcher or collaboratively by a group of researchers, is accepted as a uniquely contributing qualitative research method that engages researchers' autobiographic materials as primary data to gain broader understandings of social phenomena (Hernandez et al., 2015).

The data collection method in this research is systematic procedure to get the needed data (Cárdenas-Claros & Isharyanti, 2009). Method of data collecting is the way the researcher collecting the data in the research. To support in gathering the data, the researcher also uses documentary method. According to Cárdenas-Claros and Isharyanti (2009) documentation method is a method used to collect the data based on transcript, book, newspaper, magazine, epigraphy, meeting notes, and agenda. In this research the researcher uses documentation method to collect the data about the form and the reasons of code switching and code mixing used in the Kedai Inggris' English class.

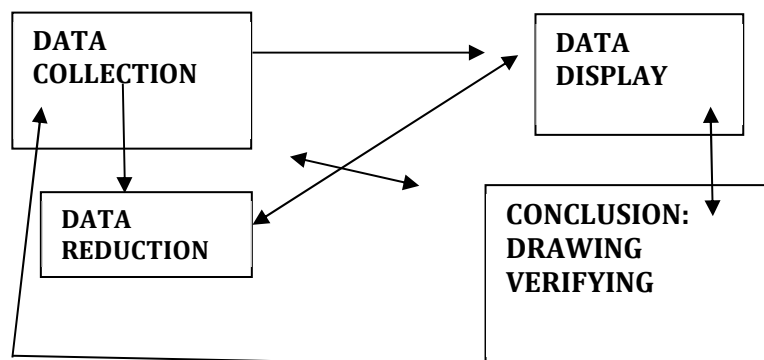The overview of the analysis can be shown in this schematic:

Figure 2. Steps of data analysis

The data are collected by underlying the utterances contain words, phrases, clauses or sentences. The data were classified by giving codes. The coding category refers to the type of the code switching and code mixing. And after that the writer will make the percentages of the result of the interview and the questionnaire. From the result of the interview and the questionnaire, the writer will count the number of each type of code switching and code mixing used by the teachers and the reasons of using the code switching and code mixing. At the end of this analyzing data, the writer also analyzes the reasons of the teacher using code switching and code mixing by coding the transcription of the conversation. After that, the classified data were displayed in a matrix form. From the displayed data, some conclusions will be taken as the findings of the research.

Moreover, these exceptionally customized accounts draw upon the encounters of the creator as they endeavor to expand their comprehension of the way of life that is at the focal point of their examination. However, it sums up that, the delicate balance and benefit of accounts of oneself, to lay it out simply, we, researcher, as often as possible render our investigation reports without human inclination and self-reflection. As ethnographers, we experience life, yet we make science. The advancement of autoethnography and self-story has been unsafe in numerous assessment circles.

DISCUSSION
Prior to finding the methods used (codes): An autoethnography to my teaching journey

One advantage of autoethnographies is that they are both analyst cordial and peruser well disposed. The essential information source is open to the analyst since it comes from their own encounters (Werner, 2020). In this manner, the investigation and translation will generally have a more serious level of exactness in light of the fact that the insider's voice (self) is more honest than the untouchables. It gives understanding into a student's reasoning and how they decipher their encounters (Mercer, 2013). By learning about their aggregate encounters, understudies can see what friends have done and track down ways of relating to others' learning (Deacon et al., 2006). In telling my own involvement with directing codes in the café, I need to not just interface my past with my current language learning, yet I likewise trust perusers can track down likenesses to their own inspiration, interests as well as past learning encounters.

To draw the analysis of this research, the autoethnography theory becomes the tool to get into the discussion. As Autoethnography study talks about post experience in the form of narrative; the researcher brings well elaborated story. Though in this part, I will describe the journeys the first I became an English Instructor at Universitas Darwan Ali until I manage my own class at Kedai Inggris Coffee Shop; in which there will be some teaching experiences, problems

and the students' achievements that will be drawn for the sake of pedagogical source.

Having experienced with countless method and problems in teaching English, especially conducting a speaking class. I once tried many ways, approaches to teach my students; such as communicative approach that had a weakness on lack of practice session, I experienced that I talked too much, and the students felt to be told a story and grasped less on the communication part yet is it a communicative approach by the names. Others such as jigsaw, PAN and so forth. Henceforth, the latest I use now is a communicative approach in teaching and conducting class.

However, first thing first, besides being a lecturer or a teacher, I handle some parts at the campus internally, which is taking over the English Lab as well as becoming the Head of Student Association; one of the ways we decided to approach this undertaking was through off- campus instructional focus meetings. As I stated earlier, I am a big advocate of taking teachers away from the daily grind of the workplace to an off-campus site where we have the opportunity to really concentrate on the work at hand. There are too many distractions at a campus for provoking professional development to occur.

On 18 September 2019, we hosted our first instructional focus meeting at my home. We arranged for half-day substitutes who were to go to the fourth-grade classrooms in the morning from 8:30 -11:30 a.m. and then to the third-grade classrooms in the afternoon from 12:30-3:30 p.m. This would allow us to utilize our substitutes and our time efficiently and give each grade level a three-hour block of time to dialogue. The task was to have an open discussion about student needs, based on data (both formal and informal) and highlight successful strategies currently used in grade levels and classrooms. This also provided me, as the instructional facilitator on our campus, better insight into current practices in the classrooms and grade levels. We, of course, served the morning group breakfast treats and the afternoon group desserts to support the notion that this was a professional conversation and not a typical meeting format.

I also mull over the role specialty teachers play on our campus. Our district has struggled in the past with creating professional development that is helpful to these specialty teachers. They can certainly pick up quality instructional strategies that are used in the classroom and plug in their own specific content area. However, there is still a need for specific information related to their field. I do think that all specialty teachers should also have a common knowledge about what steps the campus is taking in the core content areas of math, language arts, science and social studies. They should be able to articulate the strengths of each content area that we see as a campus and also provide support to the areas that we need to improve. Overall, the meeting structure was well supported and teachers felt good about being divided into smaller groups for content specific areas they teach. Many teachers felt that faculty meetings had been a waste of time in the past and that they never had related to what they were teaching. One teacher remarked, *"I like it this way. We get in, get good information, and get out."*

I enthusiastically agreed with her and hoped she would spread this jubilance to her other colleagues. We used a consistent format for the agenda during our faculty meetings. The agenda was structured with five key components. The components were objective, groups, resource, approach, and evaluation. We wanted to provide an appropriate model for our teachers that is not only successful for student learning but for adult learning as well. This plan really helped us and teachers be strategic in our approach to teaching and learning. The objective would let the audience (or students) know what the key area of learning was for the day or assignment. The groups heading or name would let the teacher know if the learning would take place in large group, small group, or as individuals. Resource was the heading where we would place the books, packets, or information we were using to guide the learning. The approach was the style the teacher used to convey the material to the audience. Examples of this included small group instruction and teacher modelling of the material. The final component was the evaluation component. This was basically how we would know we if did what we said we were going to do. What was the evidence produced that indicated we understood and were able to apply this piece of learning? The agenda components served as a constant reminder that we must be accountable to our learners and focused in our teaching.

However, after having tried many experimental methods on teaching, I come with the conclusion that language instruction, an approach catalysis the successful lesson plans as understood by the students. From 2020-present, both at campus and my coffee shop, Kedai Inggris, I see the use of code mixing and switching in the classroom plays the important role to help the student's comprehension, especially to build a communication in the class. Moreover, I tend to transcript and convey this kind of codes across languages in the classroom; its types, will be very valuable for the teacher as a source of teaching's concerns of choosing the right approach.

Applying codes used in Kedai Inggris Coffee Shop Sampit

In this discussion, the researcher has researched himself, regarding to the language instruction used in the classroom. The teacher is Andra Fakhrian, teaching at Kedai Inggris coffee shop. The data are collected through recording. I recorded the data when I was teaching English in the classroom. Moreover, I basically did not tell the specific topic that that I going to research, so that the data collected ran naturally. Some quotation as transcripted below were taken from my classroom activities at Kedai Inggris Coffee shop; How I used the code switching and mixing on its function to my students:

Data A1: Theme

When bilingual often find it easier to switch from one code into another code. People usually like to use one language to discuss certain kind of topic. Topic, specifying things is often used in the code switching and mixing, combining the bilingual conversation:

> *"Hi... hari Mr mau kalian ngebuat video about 'how you find your hobby ya', tapi di post di instragram kalian........."*

This concentrate has a place with discussing specific subject since plainly the speaker told in the particular topic. Thus, it is more agreeable to talk specific subject in various language to explain the point and freedom itself. Here, I my, my self in this context directly specifies the topic of the discussion into a guided instruction by applying codes in the giving of instruction. This implication of codes aims to narrow/imagine the topic for the students to have something in mind easily.

Data A2

"…….This's another local food, ini sate nama satenya aku gak tau…."

In essence, at times, individuals like to discuss a specific subject in one language as opposed to in another, in light of the fact that they feel free and more agreeable to communicate their regular language. It was finished by the speaker in sentence structure 'This' another nearby food sources'. The speaker attempted to clarify the sort of nearby food sources in English as opposed to in Bahasa.

Data B1: Interjection

In interjection, it is used to insert sentence fillers or sentence connector. Interjection is word or expression, which are insert into sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: *Darn!, hey!, Well!, Look!, etc.* They have no grammatical value, but speaker use them quite often, usually use more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can something mark an interjection. The following are example of the usage of interjection is sentence: *Hey guys! kalian ingat ga sih soundtrack itu?*

"Oke, that is beauty and other stuff, and sekarang kita masuk ke clothing and let's start first for Mango".

The analyst makes an illustration of the addition reason from separate above. In the Data B1, the speaker said "Oke, that is excellence and other stuff and *sekarang kita masuk ke dress* and we should begin first for Mango". The specialist broke down that the explanation of the speaker coded Switching is contribution, since she was embeddings sentence fillers or sentence connector "alright" in the start of the sentence.

Data C1: Repetition

Repetition means that we try to repeat a sentence, which already said in one language. On the other hand, repetition serves to repeat a message from one code to another code literally or in somewhat modified form. It does not mean that we make comprehension better. It is used to emphasis and style of our language we used. Example: *Boy suka IU. I love IU*

"Dulu Mr nggak ngerti sama sekali they save me stuff dan itu kaya hadiah semisal kalian dapet pages dan I'm so happy dapet hadiah untuk difoto di share di instagram dan Mr seneng banget."

From separate above, it tends to be seen that "I'm so glad" is rehashed in Indonesian language become *"aku seneng banget"*. The speaker utilized English words than she explained her assertion by utilizing Indonesian language. Other than that, the scientist accepted that this redundancy was utilized not exclusively to explain what had been said, yet additionally to enhance or underscore a message. Subsequently, the factor motivation behind why the speaker exchanged her language was a direct result of redundancy utilized for explanation.

Data C2

> *"Next Mr punya sweater ini sudah lama, I love this color so much and pas MR liat tu warnanya suka banget kan kayak denim modelnya, pas Mr coba, I feel like I falling in love with it.*

The speaker was showing that the sweater assortment to the watcher. The speaker was utilizing English expression around then by rehashing it into Bahasa Indonesia. It tends to be seen from the italic word *"I love with the tone so a lot"* rehashed into bahasa becomes *"Mr liat tu warnanya suka banget"*. It will be perceived simpler to the audience when the speaker rehashed the expression in various language.

Data D1: Intention

When a bilingual or multilingual persons talk to another bilingual/multilingual. There will be some codes switching and codes mixing occur. It means that to make the content of a speech to be easily understood by the listener, a phrase; a code is repeated in the other code in somewhat modified them in order to drag an attention. *Example: Hey guys kalian ingat ga sih soundtrack itu? Do you guys remember that song?*

> "Next, I've bought a T-shirt, *karena mereka sedang sale ya guys, kayaknya ini full dress emang ini kepnjangan Cuma pas aku cobain gak terlalu kepanjangan...."*

In this expression, the speaker communicated in English language yet the expression verbally expressed in Bahasa Indonesia when he needed to make the audience members comprehended about his discourse. By utilizing the Indonesian dialects, the speaker trusted that the audience members would quickly comprehend what he implied. Hence, this information has a place with Intention of explaining the discourse content for the questioner in order to build the communication by using codes across languages.

Additionally, the capacity of codes (exchanging and blending) as can be drawn from the investigation over, the utilization of those methodologies is meant to facilitate the understudies the grip on the importance. Some of the time, as seen from the genuine field marvels, the understudies can't completely get on the significance while the instructor direct the showing learning materials completely in English. Consequently, this methodology is useful for the understudies

CONCLUSION

It is taken a conclusion that autoethnography is such honest research that tells stories; the researcher's experience in the flow of narrative. Here, I, as the subject of the research decides to document my teaching speaking journey; along with the method, problems and strategy I use in the classroom during the teaching learning process. Moreover, instructional approach; a role play strategy used as the main strategy that admitted by the students; it can trigger their vocabulary input and motivation to learn English. In addition, to support this instructional approach, the use of code switching and mixing as an instructional strategy plays an important role to build the connection and create an interactive and communicative classroom. Moreover, I find myself satisfied, and based on the achievements got by my students, this makes me believe in my teaching strategy that successfully admitted and supported by my students.

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