

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

To prevent any presumption of similarity with this study, the researcher enumerates pertinent prior research. The purpose of the previous studies is to provide comparative and reference materials, which leads the researcher to incorporate the findings of earlier investigations as follows.

The first research from Nurpiana and Fithriani (2023) with the title *EFL Teachers' Use of Code Mixing in Classroom Interactions*. The researchers determined that the objective of this study was to investigate the phenomenon of code-mixing among three English teachers in the 11th grade. The findings indicate that the predominant form of code-mixing observed was insertion, with alternation and congruent lexicalization following in frequency. The teachers employed code-mixing as a strategy to enhance students' comprehension and foster engagement in the classroom; however, it is important to note that this study was confined to the experiences of only three educators.

The second is from Upa et al (2022) with the title *an Analysis of Code-Mixing Used by the Lecturer at Universitas Cokroaminoto Palopo*. The objective of this research was to examine the various forms of code-mixing employed by lecturers during English instruction at Cokroaminoto University

Palopo, as well as to assess students' perceptions regarding this practice. The findings indicated that intra-sentential code-mixing was the predominant type observed, with a majority of students expressing that it facilitated communication. This study recommends further investigation into the motivations behind the use of code-mixing and its influence on students' attitudes.

The third is from Rahmat (2020) with the title *Code Mixing in EFL Classroom: Views from English Teachers Side*. The emphasis of his research was on the application of code-mixing by educators at SMK Negeri 1 Makassar. The study revealed that the category of insertion was the most prevalent, whereas alternation and congruent lexicalization occurred less frequently. This outcome aligns with earlier studies that identify insertion as the predominant form of code-mixing. It is suggested that future research should investigate the motivations behind and the effects of code-mixing usage.

The fourth is from Hardianto (2017) with the title *Code Mixing Employed by the English Lecturers in EFL Classroom*. This research revealed that educators employ various forms of code-mixing, including words, phrases, clauses, and repetitions. The factors influencing code-mixing encompass the identity of the speaker, the variety of language used, and the linguistic limitations of the students. The findings indicate a need for additional studies focusing on language usage within the framework of sociolinguistics.

The fifth is from Rini (2021) with the title *Code Mixing Analysis on Teacher's And Students Classroom Interaction of Ice Breaking Session*. This research investigates the phenomenon of code-mixing in interactions between teachers and students during ice-breaking activities. The study encompasses an analysis of the various types of code-mixing, its purposes, and interviews that explore teachers' perspectives. The findings offer valuable insights into the role of code-mixing in facilitating engagement and fostering a welcoming environment for students.

The aforementioned research reveals both similarities and differences with the current study. A notable similarity is that all studies investigate the types of code mixing employed by lecturers or teachers within the framework of English as a Foreign Language (EFL) instruction. Additionally, both studies aim to identify the specific types of code mixing utilized by educators in the classroom setting. However, the distinction arises in the research focus; this study not only examines the types of code mixing but also assesses the effects of code mixing practices among EFL lecturers.

B. Some Pertinent Idea

1. Sociolinguistic

Sociolinguistics is derived from the terms "socio" and "linguistics."

The prefix "socio" pertains to social aspects, which are inherently connected to society, while "linguistics" refers to the scientific study of language.

Therefore, sociolinguistics encompasses the examination of theories that explore the intricate relationship between language and societal factors. Sociolinguistics, building on prior knowledge, examines and analyzes the social dimensions of language, with particular emphasis on the variations that arise from linguistic factors (Amin, 2020). Sociolinguistics encompasses not only the examination of language itself but also the exploration of the various ways in which language is utilized within societal contexts.

Sociolinguistics represents a convergence of sociology and linguistics, two empirical disciplines that share a significant interrelationship. Sociology focuses on the examination of individuals within societal contexts, exploring institutions and the social processes that shape human interactions. It investigates the dynamics of societal existence, including how social structures emerge, function, and persist over time (Dinata, 2021). Examining institutions, social processes, and various societal issues provides insight into how individuals adapt to their surroundings, engage in social interactions, and establish their positions within the social hierarchy. Linguistics is a scientific discipline dedicated to the examination of language, focusing on language as its primary subject of inquiry (Milal & Swasono, 2024). Sociolinguistics can be characterized as an interdisciplinary domain that examines the interplay between language and its societal applications.

Sociolinguistics examines the intricacies of language in practice, focusing on usage patterns and the specific dialects employed by speakers. The interactions that arise from communication between individuals serve to reveal their identities and backgrounds. This field of study conceptualizes language primarily as a social and communicative system, integral to the fabric of a given society and its culture. Language use refers to a type of social interaction that takes place within specific contexts. Sociolinguistics, on the other hand, involves the examination of language as it is utilized within particular regions or dialects (Haq et al., 2020).

Sociolinguistics primarily examines social groups and the linguistic variations employed by these groups, aiming to establish connections between these variations and the conventional demographic categories utilized in the social sciences, such as age, gender, socio-economic status, regional affiliation, and social standing, among others. In recent studies, researchers have also explored the relationships between linguistic forms and social functions within intra-group interactions at a micro level, as well as the associations between language selection and social functions on a broader macro level (Gislason et al., 2021). Sociolinguistics, as derived from the preceding description, can be understood as the examination of language with an emphasis on social groups and the variables that influence linguistic behavior.

Sociolinguistics emphasizes the various challenges linked to the social structuring of linguistic behavior. This encompasses not only the actions related to language but also the attitudes towards language, the behaviors exhibited in relation to language, and the practical use of language itself. Language functions not merely as a tool for communication; it also serves as a strategic component that can influence and define individual identity (Toschi et al., 2023). In the field of sociolinguistics, one can approach the study by initially examining social issues and subsequently connecting them to language. Conversely, it is also feasible to begin with language and then draw connections to social phenomena.

Fadiilah (2023) revealed that in sociolinguistic studies language has a relationship with the existence of society and is considered as the identity of certain groups of people. As an individual belonging to a sociolinguistic community, he is influenced by the cultural norms inherent to that society, particularly in his linguistic practices. These norms are intrinsically linked to concepts of morality, delineating what is considered acceptable or unacceptable, and are often reflected in implicit rules that community members adhere to. Regardless of the specific characteristics of these boundaries, sociolinguistics encompasses three fundamental elements: language, society, and the interplay between the two.

Sociolinguistics, as delineated by the aforementioned parameters, encompasses three primary components: language, society, and the

interplay between the two. This field of study investigates the role of language in relation to its speakers, emphasizing language as a social entity. It explores how language functions as a medium for communication among societal members, facilitating the exchange of ideas and interactions between individuals.

2. Code Mixing

a. Definition of Code Mixing

Code mixing represents a linguistic occurrence in which an individual incorporates two or more languages or dialects within a single sentence or dialogue. This phenomenon is frequently observed in routine interactions, particularly among those who are bilingual or multilingual. Code mixing refers to the phenomenon where components from two distinct languages, encompassing both vocabulary and grammatical structures, are concurrently employed within a single expression or sentence (Tarihoran et al., 2022). In this context, code mixing encompasses not merely the simultaneous use of two languages, but also incorporates the structural and grammatical elements inherent to each language employed.

Code-mixing is a prevalent occurrence in multilingual societies, characterized by the integration of linguistic elements from various languages within a single sentence or conversational exchange. This

practice frequently mirrors the intricate social dynamics and multifaceted cultural identities of the speakers involved (Silva, 2020).

Code mixing manifests in various contexts, including everyday dialogues, social media interactions, and literary expressions. This linguistic phenomenon is often influenced by multiple factors, such as the desire to convey intricate concepts, cultural interactions, or the social norms prevalent in a given environment. For instance, an Indonesian individual proficient in English may incorporate English vocabulary or expressions while conversing in Indonesian to underscore a particular argument or because the English term is deemed more suitable or widely recognized in that specific situation. Although code mixing is frequently viewed as indicative of insufficient language mastery, it actually illustrates the complex social and cultural dynamics and the communicative flexibility of speakers.

In multilingual EFL classrooms, code mixing serves as a notable example of language use. This practice not only showcases the linguistic proficiency of the instructor but also functions as an effective pedagogical approach aimed at enhancing student engagement and comprehension in the process of learning English (Siddiq et al., 2020). The incorporation of code mixing in English as a Foreign Language (EFL) classrooms can facilitate students' acquisition of the English language; however, students often

struggle to comprehend the content delivered by the instructor during lessons.

b. Type of Code Mixing

According to Muysken (2021), there are three types of code-mixing: insertion, alternation, and congruent lexicalization.

1) Insertion

Insertion represents a form of code-mixing in which components from one language are integrated into the syntactic framework of another language. In this linguistic phenomenon, the primary language serves as the foundation, while terms or expressions from an alternative language are incorporated into the overall sentence. According to Adnyani (2023), insertion code mixing occurs when elements from one language, specifically English, are embedded within the sentence structure of another language, such as Indonesian, without altering the grammatical integrity of the original sentence. Insertion frequently takes place in situations where individuals possess a strong proficiency in both languages, enabling them to seamlessly integrate components from each language into their discourse.

In most cases, a primary language governed the overall sentence structure, while elements from a secondary language are

incorporated within it. For instance, consider the sentence, “Saya mau pesan burger dan fries.” Here, the terms “burger” and “fries” are derived from English, yet they are integrated into a sentence that is fundamentally constructed in Indonesian.

Insertion facilitates the enhancement of vocabulary for speakers by incorporating terms from an alternate language that may be more suitable or widely accepted in specific contexts. This phenomenon is prevalent among bilingual individuals. Through the integration of elements from another language, speakers are able to foster more vibrant and nuanced communication, thereby enriching their overall linguistic experience (Quick & Hartmann, 2021).

2) Alternation

Code-mixing, specifically in the form of alternation, involves a speaker transitioning from one language to another within a single sentence or phrase. This linguistic phenomenon allows for the seamless interchange of both languages, enabling the speaker to navigate between them without compromising meaning or context. Alternation is particularly prevalent among individuals who possess a strong proficiency in both languages and are at ease incorporating them into their dialogues. According to Fanani (2018), alternation signifies a scenario in which two languages are organized according

to distinct grammatical frameworks. In this context, components from both languages are integrated within a single sentence while preserving the clarity of the conveyed message. The journal elucidates that alternation manifests when the structural elements of languages A and B are combined within one sentence.

Alternation takes place when there is a shift between the structures of two languages that are employed concurrently, wherein a component from one language is succeeded by a component from the other language within a single sentence or utterance (Mansuri & Kothakonda, 2023). Language alternation entails a comprehensive shift in linguistic usage, allowing a single sentence or phrase to incorporate components from two distinct languages. Typically, speakers opt to switch languages in response to contextual factors, the audience present, or the subject matter being discussed. Consequently, this alternation serves as a reflection of the communicative dynamics at play in a given interaction.

An illustration of this phenomenon can be seen in the statement, “Saya pergi ke mall, and I bought some new shoes.” Here, the speaker initiates the sentence in Indonesian and transitions to English midway. This practice of code mixing enables individuals to articulate specific emotions or subtleties that may be more effectively expressed in one language over the other. By alternating

between languages, speakers can tailor their linguistic choices and expressions to align more closely with the expectations of a given audience or context, thereby enhancing the overall efficacy of their communication.

3) Congruent lexicalizations

Congruent Lexicalization is a linguistic phenomenon characterized by code-mixing, where two languages exhibit a shared grammatical framework. This similarity enables the integration of elements from both languages within a single sentence or phrase while preserving the fundamental syntactic structure. In instances of congruent lexicalization, speakers are able to substitute words from one language with those from another, thereby ensuring syntactic coherence. According to Hartawan and Hikmaharyanti (2023), Congruent Lexicalization pertains to the scenario in which two languages either fully or partially share grammatical structures, allowing for the seamless transition between them. Consequently, a single sentence may contain multiple words or phrases derived from each language.

Congruent Lexicalization refers to a phenomenon where two languages exhibit comparable grammatical frameworks, enabling speakers to interchange words between the languages without

substantial alterations to the grammatical integrity. In this scenario, both languages possess a shared grammatical architecture that can be populated lexically with components from each language. Consequently, elements from both languages may be utilized interchangeably within the same contextual framework (Sagala et al., 2022).

In the sentence "Dia sangat happy dengan hasil ujian." the English term "happy" is integrated into the Indonesian grammatical framework without altering the original syntax. This phenomenon, known as Congruent Lexicalization, enables speakers to enhance their lexicon by incorporating words from other languages that may resonate more effectively or be more familiar to specific audiences.

Congruent Lexicalization represents a linguistic occurrence in which bilingual individuals integrate components from two languages that share comparable grammatical frameworks. This practice enables speakers to enhance their communication, making it more vibrant and multifaceted, while simultaneously expressing their social and cultural identities in everyday exchanges.

Furthermore, according to Hoffmann (2020), code mixing consists of three types, namely Intra-sentential code mixing, Intra-lexical code mixing, and Involving a change of pronunciation.

1) Intra-sentential code mixing

Intra-sentential code mixing occurs when two languages are used in one sentence. In this type, elements from one language are inserted into the sentence structure of the other language without breaking the sentence into two separate parts (Hoffmann, 2020).

Example:

"Saya pergi ke mall yesterday untuk membeli baju baru."

In this example, the word "yesterday" (from English) is inserted into the Indonesian sentence.

2) Intra-lexical code mixing

Intra-lexical code mixing occurs when elements from one language are incorporated into a word from another language (Hoffmann, 2020). It often involves changing or combining morphemes from two languages in one word.

Example:

"Dia adalah a good student."

In this example, the phrase "a good" (from English) is inserted into the Indonesian sentence, forming a more complex whole.

3) Involving a change of pronunciation

This type involves a change in pronunciation when using words from another language in a different language context (Hoffmann, 2020).

This can happen when speakers change the pronunciation of a word

from a foreign language to better fit the phonology of the language being used.

Example:

"Saya suka makan sushi, tapi saya lebih suka sushinya yang spicy."

In this example, the word "sushi" is pronounced in a way that is more in line with Indonesian pronunciation, even though it comes from Japanese.

Of the six types of code mixing above, some of them have similarities such as Insertion and Intra-Lexical Code Mixing.

1. Insertion of Elements from One Language to Another

Insertion and Intra-Lexical Code Mixing both cover the phenomenon where elements from one language are inserted into sentences or words from another language. It shows how bilingual speakers can integrate words or phrases from different languages in their communication.

2. Use of Two Languages in One Sentence

Alternation and Intra-Sentential Code Mixing, both involve the use of two languages in one sentence. It shows how speakers can switch between two languages in the same context, creating sentences that contain elements from both languages.

3. Same Grammatical Structure

Congruent Lexicalization and Intra-Sentential Code Mixing. While not identical, both include the use of elements from two languages that can function within the same grammatical structure. Congruent lexicalization emphasizes the similarity of grammatical structures, while intra-sentential code mixing shows how elements from two languages can interact in a sentence.

4. Phonetic Aspects

Involving a Change of Pronunciation, Although there is no direct equivalent in Muysken's category, a change in pronunciation when switching between languages can occur in the context of language insertion or switching. This shows that phonetic aspects can also play a role in the use of code mixing.

Of the six types of code mixing, researchers only take four types for the type to be studied. namely, insertion, Alternation, Congruent Lexicalization, and Involving a Change of Pronunciation.

3. Impact of Code Mixing Used by EFL Lecturers in Classroom Context

EFL, or English as a Foreign Language, refers to the acquisition of English by individuals who are not native speakers and who live in a country where English is not the primary language. In such settings, the learning of English occurs in an environment where it is not commonly used in

everyday communication. As noted by Northwest Career College, EFL specifically addresses the educational experiences of those learning English in nations where it lacks official status. According to Gayatri (2023), EFL denotes the process of instructing and acquiring English as a foreign language, specifically in regions where English is not the dominant language. This field of study is frequently pursued by individuals with various academic or personal aspirations, including the desire to further their education at institutions where English is the medium of instruction, engage with literature in its original form, or enhance their communication abilities for professional advancement.

The process of learning English as a Foreign Language (EFL) can occur within the student's native country as an integral component of the educational curriculum, or in a country where English is the primary language, often through student exchange programs or specialized language courses. Additionally, EFL is frequently associated with preparation for examinations, as students strive to attain proficiency in English to meet the requirements for further education or to secure employment in organizations with a global orientation. This underscores the significant contribution of EFL in facilitating individuals' attainment of their academic and career aspirations. According to Sulistiyo (2016), Numerous elements impede effective English as a Foreign Language (EFL) instruction and acquisition. These include the qualifications of educators, insufficient English language

proficiency among students, overcrowded classrooms, diminished student motivation, and a scarcity of educational resources.

The study of English as a Foreign Language (EFL) presents numerous advantages, such as enhanced job prospects, improved communication abilities, and access to a vast array of information and resources in the English language. Engaging with EFL allows learners to acquire and apply English in pertinent contexts, thereby facilitating the development of essential communication skills (Gayatri et al., 2023).

One phenomenon that occurs in the process of learning English as a Foreign Language (EFL) is the use of Code Mixing. The use of code mixing in the classroom, especially in a multilingual educational environment such as Indonesia, occurs when the speaker mixes elements from two or more languages in one utterance. In the context of teaching, lecturers often use code mixing to facilitate the delivery of material to students. For example, lecturers may use English terms that are considered more familiar or specific when explaining certain concepts, while the rest use Indonesian or local languages to ensure understanding. Code mixing can also serve as a strategy to attract students' attention, create a more relaxed learning atmosphere, and introduce foreign terms gradually. However, the use of code mixing needs to be done wisely, so as not to hinder the development of students' language skills, especially in the use of target languages such as English. Research

into this phenomenon can help understand its impact on the learning process, including how it affects student comprehension and motivation.

Code mixing frequently occurs in multilingual communities, illustrating how speakers adjust to their social and cultural contexts while also striving for enhanced communication efficacy (Rahmatillah, 2018). This approach acts as a conduit that links students' pre-existing linguistic capabilities with the acquisition of a new language, thereby promoting a more seamless transition into the target language. By recognizing and affirming students' linguistic backgrounds, this practice not only validates their identities but also has the potential to greatly enrich their educational experience.

The phenomenon of code-mixing presents both advantageous and disadvantageous effects on students' engagement, comprehension, and language proficiency. On the one hand, code-mixing can foster a classroom environment that encourages students to participate more actively in discussions, as they are able to articulate their thoughts and ideas through a blend of languages. This increased comfort level can lead to enhanced interaction and collaboration among classmates, thereby cultivating a more vibrant and engaging educational setting. On the other hand, it is crucial to acknowledge that the success of code-mixing is contingent upon several factors, such as the instructor's command of both languages, the linguistic backgrounds of the students, and the specific educational goals of the lesson.

Consequently, while code-mixing has the potential to enrich the learning experience, it necessitates thoughtful application to ensure that it acts as a means of empowerment rather than a hindrance to language acquisition.

- a. Facilitates understanding: Code mixing has the potential to enhance students' comprehension of intricate concepts by enabling educators to elucidate challenging content through familiar terminology derived from the students' native language. This approach may result in better retention and a deeper mastery of the subject matter. Educators frequently employ code mixing to mitigate misunderstandings during discussions, elevate the students' understanding of the material, and optimize engagement within the classroom (Pratama, 2022).
- b. Increased student engagement: When lecturers incorporate students' native languages into their instruction, it fosters a more inclusive and comprehensible classroom atmosphere. This approach frequently motivates students to engage more actively, cultivating a sense of belonging and community. Students often utilize code-mixing to respond to inquiries and offer explanations, thereby illustrating their active involvement in the educational experience (Fajrin et al., 2022).
- c. Cultural Relevance: The implementation of code mixing by educators serves to connect the target language with the cultural contexts of the students. This connection enhances the engagement and significance of the lessons, fostering a more profound relationship with the subject

matter. Conversely, ineffective language use may hinder individuals' ability to identify and comprehend their own cultural identities (Syamsudin, 2023).

- d. **Development of bilingual skills:** The integration of code-switching can assist students in enhancing their bilingual skills, enabling them to transition between languages effectively. These skills are increasingly valuable in an increasingly globalized world, where multilingual communication is often essential. When teaching foreign languages to bilingual students, it is important to emphasize the development of bilingual competencies by fostering an understanding of the connections between different languages (Grigorieva et al., 2022).
- e. **Variability in Effectiveness:** The efficacy of code-mixing can differ significantly depending on students' individual preferences, linguistic backgrounds, and learning modalities. Certain students may excel in an environment that employs code-mixing, whereas others might experience confusion or distraction. Research indicates that applying grammatical theory in the creation of mixed-language texts can enhance the production of sentences that are both more natural and easier to understand (Pratapa & Choudhury, 2021).

The influence of code-mixing by English as a Foreign Language (EFL) Lecturers within classroom environments is complex and varied. On one

hand, it can enhance understanding, foster engagement, and boost motivation among students; on the other hand, it introduces challenges related to linguistic interference and dependency on the language used. Educators must skillfully manage these factors to optimize the advantages of code-mixing while mitigating its potential negative effects. A crucial approach for effective application involves establishing explicit guidelines regarding the appropriate circumstances and methods for employing code-mixing in educational settings. For instance, instructors might restrict code-mixing to particular situations, such as elucidating intricate concepts or responding to student inquiries, thereby ensuring that the primary emphasis remains on acquiring proficiency in the target language.

Furthermore, it is crucial for educators to closely observe the language development of their students. This entails evaluating whether code-mixing enhances understanding and participation or leads to confusion and dependence on the native language. Consistent feedback sessions can offer valuable insights into students' views on code-mixing and its effects on their educational progress. By fostering open discussions regarding language usage in the classroom, instructors can modify their teaching approaches to more effectively support students' language learning objectives. Ultimately, the deliberate incorporation of code-mixing has the potential to enhance the

EFL learning experience, rendering it more pertinent and effective for a varied student demographic.

C. Theoretical Framework

Teaching encompasses a complex array of processes that extend beyond mere knowledge dissemination; it also involves actively engaging students in significant learning experiences, particularly within the framework of English as a Foreign Language (EFL). At Christian University of Indonesia Toraja, EFL instructors frequently operate within a multilingual classroom, where students hail from various linguistic backgrounds. In this environment, code mixing becomes a common strategy utilized by educators to promote effective communication and deepen comprehension. Code mixing is characterized by the blending of linguistic elements from two or more languages within a single statement or discourse, functioning as a pedagogical instrument that addresses language barriers, elucidates intricate concepts, and fosters a more inclusive educational setting. This approach is grounded in sociolinguistic theories, which explore the relationship between language and society, emphasizing the impact of cultural identities on language practices in educational environments.

The phenomenon of code mixing carries implications that transcend simple communication; it profoundly influences students' perceptions of language learning, their motivation to interact with educational content, and their overall

process of language acquisition. While code mixing can enhance understanding and alleviate the anxiety often associated with learning a foreign language, excessive dependence on this technique may limit students' exposure to the target language. Consequently, this research intends to explore the diverse forms of code mixing employed by EFL instructors at UKI Toraja and evaluate their impact on student engagement and comprehension. By delving into the intricacies of code mixing within the classroom setting, this study aspires to provide meaningful insights into effective pedagogical strategies in multilingual EFL contexts, ultimately assisting educators in refining their teaching methods and better supporting their students' language learning experiences.