

**CODE MIXING USED BY EFL LECTURERS IN CLASSROOM
CONTEXT**

Thesis



WRITTEN AND SUBMITTED BY

**Victor
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**In partial fulfilment of the requirements for undergraduate degree
English Education Study Program**

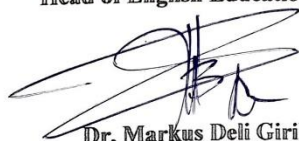
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
CHRISTIAN UNIVERSITY OF INDONESIA TORAJA
(UKI TORAJA)
2025**

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This thesis was accepted by the examining committee of the Teacher Training and Education Faculty, Christian University of Indonesia Toraja with Dean's testimonial No HK.06/19/UKI Toraja.DFKIP/2025 in partial fulfilment of the undergraduate English Education Study Program on Monday, February 24, 2025.

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DECLARATION OF OWNERSHIP

I hereby certify that thesis entitled **"CODE MIXING USED BY EFL LECTURERS IN CLASSROOM CONTEXT"** is honestly my own work. I am fully aware that i have quoted some statements and ideas from various sources, and they are properly acknowledged in the text.

In the above statement is proven otherwise, then i am to accept the sanction that is specified by English Education Study Program, Teacher Training and Education Faculty, Christian University of Indonesia Toraja.

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ABSTRACT

Victor, 2025. *Code Mixing Used By EFL Lecturers In Classroom Context*. (Supervised by Dr. Drs. Nehru P. Pongsapan, M.Pd. and Dr. Markus Deli Girik Allo, S.Pd., M.Pd).

The objective of research is to find out what type code mixing used by EFL lecturers in Classroom Context and what the impact are use code mixing used by EFL lecturers in classroom context. The researcher conducted this investigation used qualitative methodologies. Purposive sampling technique for the participant lecturers and snowball sampling for the students at campus 1 UKI Toraja. Observation and interview are the instruments of this research.

The findings indicate that there are four types of code mixing used, namely insertion, alternation, congruent lexicalization, and involving a change in pronunciation. The impact of using code mixing is very positive, with students reporting increased understanding, motivation, and engagement in the learning process. However, there are also concerns that dependence on code mixing may reduce students' motivation to learn English independently. This research emphasizes the importance of a balanced teaching strategy to effectively support students' language development.

In conclusion, the research identifies four types of code mixing insertion, alternation, congruent lexicalization, and involving a change in pronunciation. Each contributing positively to students' understanding, motivation, and engagement in learning. However, reliance on code mixing may hinder students' independent learning of English. Therefore, a balanced teaching strategy is essential to effectively support students' language development.

ABSTRAK

Victor, 2025. *Code Mixing Used By EFL Lecturers In Classroom Context*. (Dibimbing oleh Dr. Drs. Nehru P. Pongsapan, M.Pd. dan Dr. Markus Deli Girik Allo, S.Pd., M.Pd).

Tujuan penelitian ini adalah untuk mengetahui jenis campur kode yang digunakan oleh dosen EFL dalam konteks kelas dan apa dampak penggunaan campur kode tersebut. Peneliti melakukan penyelidikan ini dengan menggunakan metodologi kualitatif. Teknik pengambilan sampel purposif untuk dosen peserta dan snowball sampling untuk siswa di kampus 1 UKI Toraja. Observasi dan wawancara adalah instrumen dari penelitian ini.

Temuan menunjukkan bahwa terdapat empat jenis campur kode yang digunakan, yaitu insertion, alternation, congruent lexicalization, dan involving a change in pronunciation. Dampak dari penggunaan campur kode ini sangat positif, dengan siswa melaporkan peningkatan pemahaman, motivasi, dan keterlibatan dalam proses belajar. Namun, ada juga kekhawatiran bahwa ketergantungan pada campur kode dapat mengurangi motivasi siswa untuk belajar bahasa Inggris secara mandiri. Penelitian ini menekankan pentingnya strategi pengajaran yang seimbang untuk mendukung perkembangan bahasa siswa secara efektif.

Sebagai kesimpulan, penelitian ini mengidentifikasi empat jenis campur kode: insertion, alternation, congruent lexicalization, dan involving a change in pronunciation. Masing-masing berkontribusi positif terhadap pemahaman, motivasi, dan keterlibatan siswa dalam pembelajaran. Namun, ketergantungan pada campur kode dapat menghambat pembelajaran mandiri siswa dalam bahasa Inggris. Oleh karena itu, strategi pengajaran yang seimbang sangat penting untuk mendukung perkembangan bahasa siswa secara efektif.

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