

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Language takes an important role in this world, language is used by humans to communicate with each other. Language serves as the primary medium for communication and social interaction. It enables individuals to express thoughts, feelings, and information, fostering relationships and facilitating the exchange of knowledge. Through language, we are able to articulate concepts, share emotional experiences, disseminate information, cultivate connections, and impart understanding (Kejiwaan & Kresna, 2020). Language serves as a medium of communication that significantly influences the social dynamics within a community across various dimensions. Consequently, the speech codes and linguistic codes employed can shape the perceptions that interlocutors have of the speakers (Fadlilah et al., 2023).

The characteristics of a language serve as a mirror to the culture and identity of its speakers.. In human life, language and culture are two interrelated elements that have an impact on one another. A society's ideals, customs, and beliefs are frequently reflected in its language (Cong, 2023). In a context characterized by multiculturalism and multilingualism, language serves as a vehicle for preserving cultural heritage while also facilitating adaptation in interactions with diverse cultures.

In Indonesia, English is mandated as a core subject across multiple educational tiers. The significance of proficiency in English heightens the drive among both students and educators to engage effectively in the language. Within the educational context, particularly in bilingual and multilingual settings, language serves not merely as a vehicle for instruction but also as a tool for adaptation, facilitating improved learning experiences for both teachers and learners (Henry, 2023).

Multilingualism refers to the ability of an individual or group to use more than one language in their daily interactions (Fisher et al., 2020). This phenomenon is prevalent in numerous regions globally, particularly in nations characterized by ethnic and cultural diversity, such as Indonesia. Within a multilingual society, language functions as a conduit that links various communities, facilitating effective interaction and communication among individuals. In this framework, language transcends mere communication; it also plays a crucial role in identity formation and the enhancement of interpersonal relationships. In educational settings, the implications of multilingualism are substantial. Multilingualism refers to the capacity to utilize multiple languages, encompassing not only native languages but also the acquisition of additional languages through formal education and other environments (Rutgers et al., 2024).

Code mixing is a prevalent linguistic occurrence in settings where individuals are bilingual or multilingual. Within the educational context, the

practice of code mixing can enhance the clarity of meaning and facilitate a deeper comprehension among students (Situmorang et al., 2023). This phenomenon frequently emerges from social interactions among individuals with diverse linguistic backgrounds, serving as a reflection of their cultural identities and communicative practices. Code mixing manifests in multiple ways, including the integration of vocabulary, expressions, or syntactic structures from one language into another. Furthermore, code mixing can act as a mechanism for conveying emotions, demonstrating intimacy, or enhancing the significance of communication.

The use of code-mixing by lecturers has emerged as a commonly used approach to enhance the teaching and learning experience.. Code mixing refers to the integration of two or more languages within a single sentence or dialogue, which in English as a Foreign Language (EFL) contexts typically includes English and Indonesian. For lecturers, code mixing serves as a valuable mechanism to address language barriers, particularly when students encounter difficulties with English vocabulary or grammatical structures. Additionally, this practice can aid students in comprehending the subject matter more effectively (Nurpiana & Fithriani, 2023). The use of code-mixing can facilitate faster comprehension of material for students and reduce the anxiety associated with learning English. However, it is important to note that over-reliance on this practice can reduce students' opportunities to engage with the English language itself.

The role of code mixing in educational settings is of considerable significance, as this approach provides numerous advantages to the learning experience. By incorporating a language familiar to students, such as Indonesian, into English language instruction, lecturers can foster a more inclusive and nurturing educational atmosphere. Code mixing facilitates students' comprehension of intricate concepts, enabling them to connect new vocabulary or grammatical structures with their existing linguistic knowledge (Sabri et al., 2019). Furthermore, the implementation of code mixing can enhance student motivation and alleviate the anxiety commonly associated with acquiring a foreign language. Consequently, code mixing functions not only as a means to bridge linguistic divides but also as a strategy to bolster student engagement and self-assurance in the process of learning English.

At the Indonesian Christian University of Toraja, a similar phenomenon occurs where lecturers employ code mixing as a pedagogical tool to elucidate learning materials during class sessions. However, it has been observed that some students exhibit a lack of engagement when receiving instruction. According to researcher observations, when lecturers in the classroom explain a learning material using English, some students have difficulty understanding the material presented by the lecturer due to the lack of mastery of vocabulary owned by students. So the lecturers uses Code Mixing in the classroom to explain the learning material. Although the lecturer has used code mixing in order to help students understand the learning material, there are still students

who do not understand the meaning of the lecturer's words. This makes not only students do not know what the lecturer is saying but also the student does not understand the material conveyed by the lecturer. This also results in a lack of student interaction in class and student understanding of the material presented by lecturers who use code mixing. Students are just silent in class because they do not understand most of the learning material delivered by the lecturer. But there are also lecturers who use code mixing in class only to raise the atmosphere of tension in class learning, sometimes students feel anxious when the lecturer has used a lot of English to explain the learning material in class.

In light of this observation, researcher are keen to investigate the various types of code mixing utilized by lecturers, as well as the implications of such practices. While code mixing can facilitate a quicker comprehension of the material and alleviate anxiety associated with learning English, it is important to note that an overreliance on this technique may inadvertently diminish students' exposure to the English language.

## **B. Research Questions**

Based on the background of the issues outlined above, the researcher formulated the research question as follow:

1. What type of code mixing are used by EFL lecturers in classroom context?
2. What the impact are use code mixing used by EFL lecturers in classroom context?

### **C. Objectives of the Research**

In relation to the problem statement above, the purpose of this study is to investigate:

1. The types of code mixing used by EFL lecturers in classroom context.
2. The impact of the use of code mixing used by EFL lecturers in classroom contexts

### **D. Significance of the Research**

The investigator aspires for this study to serve several purposes:

1. Assist students in understanding EFL lecturers' use of code mixing in the classroom context.
2. Help EFL lecturers understand the types of code mixing they use in their teaching and its impact on students' understanding and engagement, so that they can optimize their teaching strategies.
3. For next researchers, it helps to understand more about code-mixing in the context of english language teaching, as well as opening up opportunities to explore other aspects related to efl.

## **E. Research Methodology**

The researcher employ a qualitative methodology, which provides the necessary flexibility to thoroughly explore the intricate dynamics of code-mixing utilized by EFL instructors within the classroom setting. This method involve a case study design. According to Creswell (2014), case study design involves an in-depth exploration of a single case or multiple cases in their real-life context. This approach allows researchers to collect comprehensive data on behaviors, events, or phenomena related to code-mixing in the classroom, focusing on a group of EFL lecturers and their students. The aim of this study is to identify the various forms of code-mixing employed during instruction and to evaluate the implications of this phenomenon on communication and educational outcomes.

## **F. Key Terms Definition**

### **1. Sociolinguistic**

The multidisciplinary branch of study that investigates the connection between society and language. It looks at how linguistic variety, usage, and attitudes are influenced by social variables including gender, class, ethnicity, and culture.

### **2. Code Mixing**

When speakers combine aspects of two or more languages into a single speech or discourse. It might entail the introduction of words, phrases, or

grammatical structures from one language into another and frequently takes place in multilingual settings.

### **3. Impact**

The term "impact" can convey various meanings contingent upon the context in which it is used. It may refer to the effect or influence exerted by one individual, entity, or action upon another. Additionally, it signifies the capacity to produce a significant effect on a person or an object.

### **4. English as a Foreign Language (EFL)**

EFL is an acronym for English as a Foreign Language, which denotes the process of acquiring English in a nation where it is not the dominant or native language.