

ABSTRACT

Aida, Ai Nur. 2025. A Meta-Synthesis of Code-Mixing and Code-Switching Occurred in EFL Classroom.

Code-switching, code-mixing, and L1 in EFL classrooms continue to provoke favorable and adverse responses. Some academics believe employing the first language (L1) in second language (L2) training may hinder competency. Numerous studies have shown that first language (L1) in second language (L2) classrooms benefits students and teachers. Thus, the researchers used a meta-synthesis study to provide a complete picture of code-switching and code-mixing in EFL courses. This research aims to (1) classify code-switching and code-mixing using the meta-synthesis process, (2) understand educators' rationale for using it, and (3) determine its effects on students.

This study constitutes a qualitative meta-synthesis, employing secondary data as the sample for analysis. The researcher investigated thoroughly within the provided databases, encompassing Google Scholar, Crossref, and Science Direct. 3919 records were identified from the three databases according to the predetermined keywords. Following the inclusion and exclusion process, eight documents were selected as samples from a population of 3919, all fulfilling the established inclusion criteria. The eight samples comprise four theses and four articles that have received accreditation from SINTA.

Upon completion of the synthesis process, the findings of this study demonstrate that various forms of code-switching and code-mixing are present in English as a Foreign Language (EFL) classrooms. Intra-sentential code-switching and insertion code-mixing represent the predominant forms that frequently manifest and are employed in linguistic contexts. Additionally, the ensuing results indicate that various factors contribute to the utilization of code-switching and code-mixing. These factors include (a) enhancing students' comprehension, (b) fostering encouragement and motivation among students, (c) facilitating the processes of learning and teaching, (d) serving as a means of classroom management, (e) accommodating the diverse abilities of individual students, and lastly (f) occurring as an automatic or habitual practice. Furthermore, implementing code-switching and code-mixing within English as a Foreign Language (EFL) classrooms yields beneficial outcomes for students, facilitating their comprehension of the material and fostering their engagement and motivation to participate actively in class discussions.

In conclusion, the implementation of code-switching and code-mixing may yield beneficial effects and influence on both educators and learners, particularly for those students exhibiting low proficiency in the target language. The involvement of the first language in English as a Foreign Language (EFL) classrooms and in second language (L2) instruction continues to be pertinent and essential in contemporary educational contexts to facilitate and enhance the learning process.