

CHAPTER I

INTRODUCTION

This chapter presents a comprehensive overview of the historical context of the study, encompassing the research questions, research aims, research significance, and the theoretical framework.

A. Background

Teaching language serves a substantial part in helping learners to acquire the target language. As stated by Moeller and Catalano (2015) Teaching a foreign language pertains to teaching or acquiring a non-native language in a context distinct from its native linguistic environment. There are several aspects that must be considered in teaching language including approach, technique, and method and strategies especially teaching for foreign language. One of the strategies that commonly occur in teaching foreign language is involving L1 or first language in the process.

Many foreign language teachers including English teachers involves and allows to use first language or L1 in learning and teaching process in order to convey the message properly and avoid misunderstanding. According to Kerr (2019) In numerous educational settings, the majority of educators use L1 to some degree in their daily instructional practices. Numerous studies indicate that ESL and EFL educators utilize the first language (L1) within the teaching and learning framework to improve comprehension, deliver explicit instructions, facilitate the learning process, and serve as a strategy to maximize educational outcomes (Geylani, 2024; Tiwari, 2024; El-Daibani, 2023; Luitel et al., 2023). Using L1 or first language in EFL (English for Foreign Language) class can save time and assure the students grasp the difficult words (Turnbull, 2001). Besides that, involving the first language in EFL classroom can reduce students' anxiety and motivate them to be more confident in learning L2 (Celik & Akay, 2022).

Learning nonnative language allows the learners to use at least two languages. According to Valdez & Figueora (1994), bilingualism is knowing two

languages. Due to more than one language used, the speaker can mix or switch one language to another when speaking or communicating by changing the code (Arrizki et al., 2020). This is called code mixing and code switching. Code mixing incorporates elements from other languages into the language being used (Mabela et al., 2022). In contrast, code-switching is switching between two or more languages (Dykes, 2018). Code mixing and code-switching commonly occur in the context of bilingualism and multilingualism. They can also occur in English language teaching or ELT, such as in learning EFL (English for Foreign Language).

In language classes, code-switching and code-mixing are likely to happen in the process of classroom interaction, both in EFL (English for Foreign Learners) and ESL (English as a Second Language) classes. Brice (2000) identified two forms of code-mixing and code-switching in the learning and teaching process. The first is part of the curriculum approach, and the second mostly happens as spontaneous language use. In ESL classrooms occurs when the teacher gives instructions or commands, explains a definition, translates, or introduces new vocabulary. Meanwhile, the research results by Ansar (2017) show that the function of code-switching and code-mixing in EFL classes is to create meaning that is clearer and easier to understand and also occurs in transferring knowledge efficiently. According to Moetia et al. (2018), code-switching and code-mixing can be an effective strategy that teachers can use to facilitate students who have low English proficiency so that by combining two languages, messages will still be conveyed if students have difficulty understanding messages in English.

In contrast, the controversy about this topic became a debate among the researchers, where several researchers argued that the use of L1 in L2 learning could influence students negatively by reducing students' opportunities to learn the target language (Deller & Rinvoluceri, 2002; Mekt, 2023). Besides that, Mekt (2023) L1 should not be used in L2 classrooms. There are several reasons why L1 should not be used in EFL classes. These reasons include pedagogical beliefs and institutional policies. The use of L1 in EFL classes is considered to have a poor impact on the fluency of the target language. Some common arguments against using L1 in EFL

classes are that it hinders students' development of thinking skills in English (Kerr, 2019; Alshehri 2017).

In addition, other reasons are related to the policies of the educational institution, where these Institutions compete competitively to maintain their superiority. Many institutions implement strict policies, one of which does not involve L1 in education and only uses English as their program (Kerr, 2019; Alshehri 2017). In addition, educators have concerns that if the use of L1 is allowed, it can cause dependency and reduce the potential for exposure to English. Therefore, educators implement a ban on L1 (Kerr, 2019; Hasrina et al., 2018).

Recently, researchers have shown an increased interest in investigating this topic and many researches show the opposite results. Therefore, this study aims to investigate code-mixing and code-switching that may occur in EFL classrooms and see whether the use of code-mixing and code-switching is still relevant to learning developments based on the synthesis from several previous studies.

B. Research Questions

1. How are the code mixing and code switching used by the teachers resulted from meta-synthesis?
2. Why do the teachers use code mixing and code switching resulted from meta-synthesis?
3. How are the impacts of code mixing and code switching on students resulted from meta-synthesis?

C. Research Purposes

1. To identify the types of code mixing and code switching employed by the teacher, as derived from meta-synthesis.
2. To ascertain the reasons behind the teacher's engagement in code mixing and code switching, which emerged from a meta-synthesis analysis.
3. To ascertain the effects of code-mixing and code-switching on students, as derived from meta-synthesis.

D. Research Significances

This research is expected to provide practical and theoretical contributions and benefits.

1. Theoretically

This study is anticipated to serve as a reference and supplementary source of information for scholars engaged in related research, particularly in code-mixing and code-switching.

2. Practically

The outcomes of this study are anticipated to enhance the awareness and comprehension of educators and educational institutions regarding integrating the target language with students' first language in the classroom. This approach may serve as a strategic method to facilitate students' understanding and ensure effective communication of the intended message.

E. Conceptual Framework

1. Bilingual

Basically, bilingual is having the ability to speak more than one language, but if explained one by one, bilingual means having the ability in 2 languages. According to Bell (1983) Bilingualism denotes the utilization of one or more languages by an individual or a community. Siregar et al. (2014) defined bilingual or multilingual as the use of language in society and as a process of developing the use of various languages. Whereas according to Valdes & Figueroa (1994), bilingual is defined as an individual who processes more than one language competency.

It can be concluded that bilingual or multilingual is someone with the ability of more than one language competency both orally and in writing. Bilingual or

multilingual can also be interpreted as using more than one or more language when communicating or in one discourse.

2. The Concept of Code-Mixing and Code-Switching

Communication in social contexts enables speakers to utilize multiple languages, conveying messages and facilitating interaction between speakers and listeners. Due to the influences of bilingualism and multilingualism, this phenomenon is referred to as code-mixing and code-switching.

a. Code

A code is a term for converting a part of information into another form of communication. A part of the information could be a letter, word, or phrase (Al-Azzawi et al., 2018). Wardhaugh (2006), characterized *code* as a systematic method employed for communication among two or more entities applicable in various contexts. Meanwhile, Bernstein (1971), defines *code* as any communication system that contains concrete meaning.

b. Code-Mixing

Code mixing is a phenomenon that occurs in bilingual and multilingual communication, namely mixing or combining two languages in a conversation. According to Mabela et al. (2022), code-mixing occurs when the phrases and sentences used by speakers have two or more different languages. Ahmad & Jussof (2009), gives his opinion about code mixing, namely Code-mixing should not be perceived merely as the mixture of two languages resulting from laziness, ignorance, or a combination thereof; rather, it necessitates a substantial understanding of both languages and their respective norms. Meanwhile, Mahootian (2006) employs code-mixing to delineate the utilization of two or more languages within a clause or during a word transition.

c. Types of Code-Mixing

According to Fanani & Ma'u (2018, p. 70) there are three types of code-mixing, including:

1) Insertion

Insertion signifies integrating materials, encompassing lexical elements and constituents, into the framework of various languages. The instance of insertion is presented in both English and Spanish by Pfaff in Muysken, Díaz, & Muysken (2000, p. 5).

“*Yo anduve in a state of shock por dos dias.* (I walked in a state of shock for two days.)”

2) Alternation

Alternation represents the condition wherein two languages are segmented into grammatical structures that the components of either language may lexically influence. The two distinct language structures are integrated within a single sentence. Although the sentence results from the amalgamation of two distinct language structures, it exhibits a commendable clarity in meaning. The instance of this category was presented in France and Russia by Timm in Muysken, Díaz, & Muysken (2000, p. 6).

“*Andale pues and do come again.* (That’s alright then, do come again.)”

3) Congruent Lexicalization

Within the process of congruent lexicalization, a linear and structural equivalence is observed at the syntactic level between the two languages. The instance of this category is presented in both Spanish and English by Pfaff in Muysken, Díaz, & Muysken (2000, p.6).

“*Bueno, in other words, el flight [que sale de Chicago around three o’clock].* (Good, in other words, the flight that leaves from Chicago around three o’clock.)”

d. Code-Switching

Like code-mixing, code-switching combines two or more languages in a communication or conversation. However, unlike code-mixing, which only combines several parts of an information system, code-switching diverts or replaces the language as a whole. Waris (2012) states, Code-switching is a concept within the linguistics field that pertains to employing multiple languages or dialects during discourse. Mesthrie (2011) states that code-switching is an alternative used in a wider unit. Meanwhile, according to Milroy & Gordon (2008), Code-switching refers to the practice of alternating within multiple languages in spoken communication. In conclusion, Code-switching is a language switch that is used as an alternative language in discourse.

e. Types of Code-Switching

Refers to Poplack in Romain (1995, p. 122-123) cited in Wibowo et al. (2017) there are three types of code-switching, including:

1) Tag switching

Including a tag from one language within an utterance completely composed in another. Illustration:

“The proceeding went smoothly, *ba?* (Tagalog) (The process run smoothly, doesn't it?)” (Fanani & Ma'u, 2017:69)

2) Inter Sentential Switching

This phenomenon entails a considerable degree of syntactic complexity and adherence to the grammatical rules of both languages; consequently, individuals engaging in this type of code-switching typically exhibit a high level of proficiency in the languages involved. For example:

“That is the book. *Aku mau membaca buku itu besok.* (Bahasa Indonesia) (That is the book. I would like to read it tomorrow.)” (Fanani & Ma'u, 2017:69)

3) Intra Sentential Switching

It relates to the code-switching within a single clause or sentence, which subsequently incorporates elements from both languages. For instance:

“This morning *saya antar* my baby. (This morning I drive my baby.)” (Fanani & Ma’u, 2017:69)

3. The Factors Influence Code-Mixing and Code-Switching

Someone does code-mixing and code-switching when communicating because they have difficulty finding the right words or expressions to express, or the listener has difficulty understanding the words from the speaker. When specific term or phrases are more known in one language than another, switching languages may help people communicate more clearly (Amriani et al., 2023; Syahputra et al., 2024). Therefore, the speaker changes or combines them by taking the word or phrases from other languages.

However, not only that, according to Kim (2006), several factors influence code-mixing and code-switching, including:

a. Individual factors

The frequency of code-mixing is conditioned upon individual preferences and skills; given that each person possesses unique characteristics, deviations in code-mixing are to be projected.

b. Situational factors

1) Participants

Participants refer to the individuals who are engaged in the event. They may refer to either the speaker or the addressee. The speaker and the addressee engage in a role relationship delineated by how the participants communicate, including verbal expression, body posture, and non-verbal cues, such as eye contact and gestures.

2) Situational Conditions

There are typically two categories of situations: formal and informal. Individuals consistently evaluate whether they are engaged in a formal or informal context during their communication. The language employed in formal contexts will markedly differ from that utilized in informal contexts. The significance of context in code-mixing is paramount.

3) Topics

The subjects discussed herein include the various factors that impact the writer or speaker in code-mixing. An illustrative example can be observed when individuals conversing in Javanese unexpectedly incorporate the Indonesian language while discussing political issues within the same dialogue.

4) Cultural factors

The cultural dimensions in this context encompass beliefs regarding the entities capable of speech and the individuals or groups with whom communication is permissible within the society. Additionally, values pertain to the significance or utility of particular elements within this framework. When examined from a cultural perspective, Indonesian-English code mixing among specific individuals within the speech community is significant, reflecting intellectual prowess.