CHAPTER I
INTRODUCTION

This chapter explores the research background, research questions, research purposes, research significance, theoretical framework, and relevant previous studies. It presents a comprehensive theoretical foundation by addressing the background, research questions, and objectives. Additionally, it emphasizes the study's importance and introduces a conceptual framework. Thus, the chapter concludes with a summary of past research.

A. Background

This research aims to identify code-mixing and code-switching in English language teaching (ELT) and investigate how teachers elaborate on and utilize these techniques in classroom activities. Thus, it intends to seek what types of code-mixing and code-switching are used and how the underlying teachers use those codes.

In education, the English language remains a subject widely taught across classrooms and at all levels of schools; nevertheless, few countries still consider English a foreign language. Crystal (2007) defines a foreign language (FL) as a non-native language taught in an educational setting without commonly being used for daily communication. In Indonesia, for instance, English is part of the formal curriculum from elementary to higher education (Wahyuni et al., 2023). Teachers could consider many factors to ensure effective English language teaching in this case.

In English language teaching, also known as ELT, various teaching methods can be implemented, but the effectiveness of the procedures depends on the specific classroom conditions. According to Richards and Rodgers (2014) several strategies could be implemented in teaching English languages, such as Grammar-Translation Method, Direct Method and Audio-Lingual methods. Otherwise, Brown (2000) emphasizes that this method will be implemented effectively when the classroom involves several factors, such as small class sizes, individualized attention, and

opportunities for intensive learning. This view is supported by Kumaravadivelu's (2003) opinions that implementing the method needs to rely on location-specific and student- and classroom-oriented rather than imposed from outside. Similarly, Prabu (1990) suggests that the most important is not focused on the method as a teaching template but on teachers' subjective understanding of the teaching process.

Nonetheless, this flexibility allows teachers to select learning strategies and methods that suitable on their classroom context without being bound strictly to established theoretical frameworks. As Liddicoat and Scarino (2013) asserts, teachers can observe, refine, and conceptualize their teaching practices. Rigid adherence to prescribed methods can hinder teachers and students from fully engaging with and exploring language and cultural learning. Teaching is a complex activity within broader social, historical, cultural, and political contexts (Cochran-Smith & Lytle, 1999). Therefore, teachers must work with a practical understanding of how their instructional choices contribute to meaningful learning outcomes—anchored in a credible and thoughtful view of causality in the teaching-learning process.

Furthermore, teachers are granted the autonomy to select instructional methods based on the classroom dynamics and their students' specific needs and conditions. For instance, teachers are not obligated to use only English throughout the lesson, as the Direct Method prescribes; they may also incorporate the students' native language, as permitted in the Grammar Translation Method. Consequently, teachers can alternate English (L2) and the mother tongue (L1) during instruction. Supporting this, Santosa et al. (2023) found that in actual classroom practice, teachers and students frequently switch between English and their native language. It occurs primarily because learners often struggle to comprehend every word or expression in English immediately.

In the sociolinguistic context, mixing or switching two languages between L1 toward L2 in communication involves code-mixing and code-switching. Code mixing combines two or more languages in one sentence or utterance. In comparison, code-switching changes between two or more languages or language varieties in a conversation or even in sentences. Code-mixing and code-switching are language

behaviors accepted and often encouraged by teachers so that students can participate actively in classroom interactional practices and facilitate their comprehension (Baker, 2011; Garcia, 2009). It happened because it was influenced by bilingual and multilingualism between teachers and students. Fitria (2022) argues that code-mixing and code-switching are integral parts of bilingual communication in which speakers interchange two language variations in one utterance or conversation. Teachers use code-mixing and code-switching for various reasons, such as giving instructions, explaining essential concepts, or when students are not concentrating on their studies. For this reason, code-mixing and code-switching is the phenomenon of moving one language variety to another language orally or written to adapt to a different situation (Rika & Said: 2021) and can happen because someone understands some languages and these variations (Bhatia & Ritchie, 2012).

In Indonesia's education context, every school is expected and requires subjects in English language learning. Meanwhile, Article 24 of the Ministry of Education and Culture Regulation (PERMENDIKBUD) No. 17 of 2017 states that class sizes typically range from 20 to 36 students, with the average being 30 to 36 students, categorizing them as large classes. Such large class settings can significantly impact the quality of instruction and individual student performance, as variations in students' abilities often pose challenges for effective teaching (Sari & Rahman, 2020). This student's different English proficiency influences English teachers in choosing and applying appropriate instructional strategies. One of the main difficulties in large classrooms is addressing diverse student ability levels while maintaining a unified learning environment (Harmer, 2007). For this reason, using English as the exclusive medium of instruction can be problematic, as many students struggle to fully understand lessons delivered solely in the target language. To mitigate this issue, teachers often combine English with Indonesian during teaching. According to Putri et al. (2023), the language used in Indonesian classrooms often involves a mixture of languages, and Wahyuni et al. (2023) note that teachers sometimes use local languages

to help translate or explain English words, enabling students to comprehend the material more easily.

Based on the issues mentioned above, Mts Kifayatul Achyar is identified as a school that falls under large classrooms, where students demonstrate varying levels of English language proficiency. This condition poses challenges for teachers in using English consistently as the medium of instruction. To address this case, teachers often employ both English and Indonesian during classroom activities. This practice reflects the phenomena of code-mixing and code-switching in English language teaching. These observations are supported by preliminary interviews conducted by the researcher, which reinforce the rationale for undertaking this study.

Therefore, this research was conducted to identify code-mixing and code-switching in English language teaching-learning (ELT) in English as a foreign language (EFL) context. It consists of observing the type of code-mixing, type of code-switching used by teachers, and the underlying EFL teacher's use of code-mixing and code-switching in English language teaching. Also, the theory employed in this research is from Muysken (2000) about the types of code-mixing, Poplack (1980) about the types of code-switching, and Hoffman (1991) and Malik (1994) about the underlying reason people use code-mixing and code-switching. This study involves an EFL teachers at Mts Kifayatul Achyar as participants. They were chosen because their teaching environment corresponds to the practice of code-mixing and code-switching in ELT, making them well-suited to offer valuable insights for addressing the research questions. Also, the chosen of junior high school students is grounded in Piaget's (1970) cognitive development theory. At this stage, students was progressing from the concrete operational stage to the formal operational stage, during which they develop abstract and logical thinking abilities, gain a deeper understanding of meaning, and utilize language in more sophisticated contexts. In addition, this research employs a qualitative and case study approach; a case study is an empirical inquiry investigating a contemporary phenomenon within its real-life context (Yin, 2003). Then, data

collection methods include observation and interviews, which help address the research questions (Hancoks, 2006).

Additionally, the researcher identifies a gap in studies on code-switching and code-mixing in English teaching. Ezeh et al. (2022) found these practices beneficial for helping ESL students transition from their first language (L1) to their second language (L2), positively impacting both teachers and learners. Novianti and Said (2021) identified types of code-switching and code-mixing, such as inter-sentential and intra-sentential, and their functions, including reiteration and message qualification, which support the teaching process. Conversely, Tumbahang (2020) argued that code-switching and code-mixing have adverse effects and are unhelpful in foreign language teaching, highlighting the need for further research on their effectiveness.

In summary, this research differs from previous studies in the number of participants, research site, and the focus identified. This research will focus on the type of mixing and code-switching that EFL teachers use and the underlying use of code-mixing and code-switching in English language teaching. As a result, the researcher decided to conduct a study entitled **"Teacher's Practice of Code-Mixing and Code-Switching in English Language Teaching to Students of Islamic Junior High School: A Case Study of EFL Teachers at Mts Kifayatul Achyar."**

B. Research Questions

This research involves several questions, as follows:

1. What types of Code-Mixing are used by EFL teachers in the English language teaching at Mts Kifayatul Achyar?
2. What types of Code-Switching are used by EFL teachers in the English language teaching at Mts Kifayatul Achyar?
3. What are the underlying reasons EFL teachers used Code-Mixing and Code-Switching in the English language teaching at Mts Kifayatul Achyar?

C. Research Purposes

Based on the research questions above, the research aimed to obtain the following purposes:

1. To identify the types of Code-Mixing used by EFL teachers in the English language teaching at Mts Kifayatul Achyar.

2. To identify the types of Code-Switching used by EFL teachers in the English language teaching at Mts Kifayatul Achyar.

3. To identify the underlying reasons EFL teachers use Code-Mixing and Code-Switching in the English language teaching at Mts Kifayatul Achyar.

D. Research Significances

This research has theoretical and practical significance, as explained below:

1. Theoretical Significances

This research contributes to the existing body of knowledge in English Language Teaching (ELT) in the context English as Foreign Language (EFL), particularly in understanding the role of code-mixing and code-switching as linguistic phenomena in classroom settings. By analyzing their usage, this study provides theoretical proficiency, how code-mixing and code-switching align with linguistic and sociolinguistic theories in a non-native English-speaking context like Indonesia and adds to the discussion on how bilingual education and the insights into the relationship between code-switching, code-mixing.

2. Practical Significances

The practical contributions of this study focus on benefiting various stakeholders in the education system:

a. For EFL Teachers

This study can help English teachers understand when and how to use code-mixing and code-switching effectively to facilitate student comprehension and engagement. Also, it provides strategies for balancing the native language (L1) and the target language (L2) to optimize learning outcomes

b. For EFL Students

Students may benefit from improved teaching strategies that address their comprehension challenges, making the learning process more accessible and less intimidating. Also, this finding encourages learners to take advantage of teacher-led language alternation for better understanding while gradually increasing their reliance on L2.

c. For Further Researchers

The research contributes to the body of literature on bilingual classroom practices and offers a framework for future investigations. Further studies may explore how code-mixing and code-switching vary across different educational levels, subject areas, or institutional contexts.

E. Research Scope

This section outlines the scope of the study, which examines how teachers utilize code-mixing and code-switching in English language teaching at MTs Kifayatul Achyar in Bandung. The primary objective of this study is to observe the types of code-mixing and code-switching and the underlying reasons EFL teachers use code-mixing and code-switching in English language teaching. The theoretical framework used in this study was demonstrated by Muysken (2000) for the type of code-mixing; insertion, alternation, and congruent lexicalization, and the types of code-switching by Hoffman (1991); intra-sentential switching, inter-sentential switching, and tag-switching, while the reason for using code-mixing and code-switching is elaborated by the theory from Hoffman (1991), Malik (1984), and some other related theories. Additionally, to gather data on the type of code-mixing and code-switching used by teachers, the classifications were analyzed based on the utterances produced by teachers during observations. Meanwhile, the underlying reasons for teachers used code-mixing and code-switching were explored through interviews.

F. Theoretical Framework

This research investigates the use of Code-Mixing and Code-Switching in the English Learning-Teaching process. It's beneficial for teachers and students to recognize the quality of learning activities for comprehension and engagement in English proficiency. Therefore, this research discusses the key issue of using that activity in the learning activities. As a result, the researcher draws the conceptual framework from the following scheme:
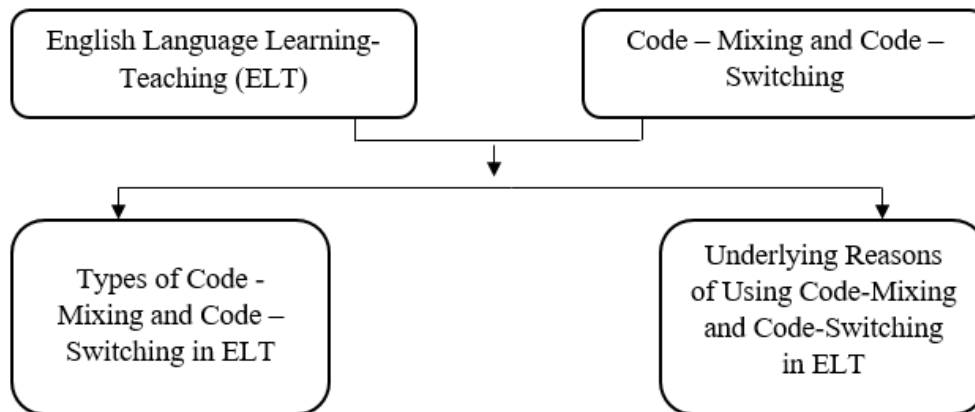
```
┌─────────────────────────┐        ┌─────────────────────────┐
│ English Language Learning-│        │   Code – Mixing and Code –│
│      Teaching (ELT)       │        │        Switching          │
└─────────────────────────┘        └─────────────────────────┘
           │                                    │
           └──────────────┬─────────────────────┘
              ┌───────────┴───────────┐
              ▼                       ▼
┌─────────────────────────┐  ┌─────────────────────────┐
│      Types of Code -      │  │    Underlying Reasons     │
│    Mixing and Code –      │  │  of Using Code-Mixing     │
│     Switching in ELT      │  │   and Code-Switching      │
│                           │  │         in ELT            │
└─────────────────────────┘  └─────────────────────────┘
```

Figure 1. 1 Conceptual Framework

The figure above illustrates the theoretical framework of this study, showing the interrelationships between the concepts of English language learning teaching and code-mixing and code-switching.

English Language Teaching (ELT) refers to teaching English to non-native speakers, utilizing diverse approaches, techniques, and methods to address learners' varying needs. According to Brown (2000), language learning is a long and complex process that requires learners to engage their cognitive, emotional, and practical abilities. It is not a simple task that can be quickly mastered; instead, it demands consistent practice and training for successful mastery.

Richards (1985) describes language teaching as a multifaceted process involving socio-cultural, linguistic, psycholinguistic, curricular, and instructional

aspects. In the context of foreign language teaching, it is defined as any effort made by an individual to assist another in learning a language that is not their native tongue. Consequently, teachers are expected to implement effective classroom strategies to support the learning process and enhance student outcomes.

Teachers often use multiple languages to achieve learning outcomes during the learning process. This practice, known as a bilingual phenomenon, involves using two languages or codes in communication (Chaer & Agustina, 2004). Code-mixing and code-switching are common in bilingual communities and prevalent among students learning a second language from their environment (Fitiria, 2022). Hymes (1974) defines code-switching as the alternating use of two or more languages, language varieties, or speech styles. Similarly, Wardhaugh (2000) explains that code-mixing occurs when speakers combine elements of two languages within a single utterance or context.

Referring to Muysken (2000), there are three types of code-mixing in bilingual speech communities: insertion, alternation, and congruent lexicalization. Suwito (1985) further categorizes code-mixing into various forms, including word insertion (nouns, adjectives, verbs, conjunctions, pronouns, and prepositions), phrase insertion (noun, adverbial, and prepositional phrases), idioms, hybrid insertion (affixation hybrids), and reduplication insertion (e.g., noun-noun, adjective-adjective, verb-verb). In contrast, Poplack (1980) identifies three types of code-switching: inter-sentential, intra-sentential, and emblematic or tag switching.

Additionally, Hoffman (1991) outlines several reasons for code-switching and code-mixing, such as discussing specific topics, quoting others, showing empathy, interjecting, clarifying through repetition, ensuring the listener's understanding, and expressing group identity. Similarly, Fitiria (2022) highlights that language switching and mixing depend on factors like the speaker, the language used, the audience, the timing, and the purpose of communication.

Based on the theories above, the researcher decided to conduct the research focusing on teacher use of code-mixing and code-switching in the English language

teaching-learning process to identify the type and the underlying EFL teacher's use of code-mixing and code-switching.

G. Previous Studies

The researcher found several previous studies on the analysis of teacher use of code-mixing and code-switching in the English language teaching-learning process by focusing on the type and the underlying EFL teacher used.

At first, Ezeh et al. (2022) explored code-switching and code-mixing in teaching English as a second language (ESL). The study highlighted their effectiveness in enhancing teaching and learning, boosting student confidence, clarifying tasks, and improving comprehension. It revealed that 90% of students found using their first language (L1) helpful, and 98% of teachers saw its benefits in vocabulary and reading. Code-switching also supports cognitive and emotional development, fosters positive learning environments, aids class management, and improves communication, particularly in rural ESL settings.

It is related to the study by Novianti and Mashadi (2021), which investigated the types and functions of code-switching and code-mixing in English teaching and learning, assessing their usefulness for teachers. The study identified inter-sentential, intra-sentential, and tag switching as code-switching and alternation and insertion as types of code-mixing. Code-switching served functions such as reiteration, message qualification, personalization, referential, and poetic purposes while code-mixing primarily helped capture students' attention. The findings highlight the importance of these practices in facilitating effective English teaching and learning.

Meanwhile, Tumbahang (2020) examined the controversial role of code-mixing and code-switching in English Language Teaching (ELT). They noted that grammatical rules and constraints govern code-mixing, while code-switching involves shifting between languages without altering grammar. Although these practices aid communication, the study cautioned that excessive use might reduce classroom English exposure, potentially hindering student performance and achievement in ELT settings.

In short, since each earlier research has demonstrated the use of code-mixing and code-mixing in the English Language Teaching process (ELT) in terms of types, benefits, and controversies, the current research unifies these focuses under one title. It investigates the types of code-mixing and code-switching teachers employ and examines how these practices integrate into learning activities. Additionally, it seeks to understand the rationale behind EFL teachers' uses of these strategies to enhance English learning proficiency.