

CHAPTER 1

INTRODUCTION

This chapter focuses on presenting the research background, research questions, research purposes, research significances, research scope, conceptual framework, and previous study

A. Background

In English as a Foreign Language (EFL) settings, speaking is considered one of the most essential skills, as it enables learners to actively participate in academic activities and convey their ideas meaningfully. Derakhshan et al. (2016) emphasizes that speaking ability reflects learners' communicative competence and plays a central role in second language learning. At the post-secondary level, students are expected not only to understand English but also to express ideas and arguments orally in a clear and effective manner.

However, speaking is a complex skill that requires learners to use language spontaneously and creatively. Unlike written communication, speaking does not provide sufficient time for planning or revising, which makes it cognitively demanding. Wei (2018) explains that speech production involves real-time processing, which often leads bilingual speakers to rely on their dominant language when they encounter difficulties in communication.

Based on the preliminary observation conducted, some students experienced difficulties in expressing their ideas in English during presentations. These difficulties were reflected in hesitation, difficulties in retrieving appropriate English vocabulary, and the use of Indonesian expressions while speaking. Such instances of using Indonesian within predominantly English utterances indicated the occurrence of code mixing during students' oral presentations. Therefore, this phenomenon became the focus of the present study, particularly to examine how students employed code mixing and how they perceived its use after their presentations.

Despite their importance, speaking presentations often present significant challenges for EFL learners, particularly such as in Indonesia. Learners who are

bilingual or multilingual tend to use more than one language in communication. When they experience difficulties in expressing ideas in English, they may rely on their first language as a supportive resource. García (2014) explains that bilingual speakers naturally switch to their dominant language to maintain communication and avoid breakdowns in speech. This situation is further explained by Zhang (2019), who proposes that affective factors such as anxiety, fear of making mistakes, and lack of confidence can influence learners' language production.

As a result of these challenges, code mixing frequently emerges in students' speaking performances. Code mixing refers to the combination of elements from two languages within a single discourse. Wardhaugh (2021) defines code mixing as the mixing of linguistic elements at the level of discourse, while Fuller (2021) classifies it into insertion, alternation, and congruent lexicalization. In EFL speaking presentations, code mixing is often used as a strategy to maintain fluency, clarify meaning, and compensate for limited vocabulary.

Furthermore, code mixing in speaking presentations is influenced by various linguistic, affective, and contextual factors. Learners may rely on their first language due to limited vocabulary, time pressure, or difficulty in constructing sentences. MacIntyre et al. (2020) emphasizes that affective variables can significantly influence language production, while Wei (2018) highlights the natural tendency of bilingual speakers to switch languages in communication. Therefore, code mixing should not be viewed solely as a deficiency, but also as a functional communicative strategy.

However, despite the growing interest in code mixing research, most studies have focused on informal interaction, online communication, or general classroom discourse. Studies conducted by Fadliyah et al. (2023) indicate that code mixing is commonly found in educational settings. Nevertheless, presentations as a specific form of structured speaking activity remain underexplored. In addition, previous studies tend to focus primarily on linguistic forms while giving limited attention to students' perceptions and the interaction between linguistic and affective factors.

Therefore, this study aims to investigate code mixing in Public Speaking class presentations at UIN Sunan Gunung Djati Bandung by analyzing the types of code

mixing used by students and exploring their perceptions of this phenomenon. This research is expected to contribute to a deeper understanding of code mixing as a sociolinguistic and communicative strategy in EFL speaking contexts.

B. Research Questions

Based on the background of the study, the research questions are formulated as follows:

1. How do the students employ code mixing during classroom presentations in a public speaking course ?
2. How do students evaluate the use of code mixing after presentations based on their perceptions ?

C. Research Purposes

The purposes of this research are as follows:

1. To analyze how students employ code mixing that appear during the students' presentations in speaking class.
2. To explore student perception of the use of code mixing after presentation.

D. Research Significances

This study holds theoretical and practical significance in the field of EFL speaking and sociolinguistics, particularly in understanding bilingual language use in academic oral presentations.

Theoretically, this study adds to existing literature concerning bilingualism studies and sociolinguistics in EFL speech communities. This study offers original linguistic data sourced via classroom stage performance. This perhaps constitutes one of its most important contributions because previous studies have largely focused only on informal conversational data and other forms of general interaction instead of more organized oral tasks. By inspecting data concerning code mixing occurrence and types, this study might help expand existing theoretical concepts concerning bilingual speech production techniques and code mixing classification systems. Simultaneously, this study lends empirical validation to a preexisting theory Muysken et al. (2000) regarding classroom speech performances. This could perhaps aid subsequent researchers looking to compare and contrast existing concepts within

any one discipline.

Practically, the results of this research may help teachers better understand their bilingual language use and code-mixing practices of their students. This would help in planning more effective speech lessons and language teaching methods which address code-mixing issues without only warning learners about code-mixing but also with a view to a smooth shift to using only English. This would help learners better understand when and why code-mixing occurs. This would help learners achieve fluency while making speeches. The finding of this study may help other researchers as a reference for studies concerning bilingual performance, discourse analysis studies, studies regarding cross-context code-mixing analyses studies.

E. Research Scope

This research focuses on the analysis of the code-mixing phenomenon practiced by students during classroom presentations in a speaking class. The analysis is limited to linguistic phenomena in which English is code-mixed with Indonesian in spoken discourse. This study is conducted in a Public Speaking class involving second-semester students of the English Education Department at UIN Sunan Gunung Djati Bandung, where learners are required to deliver oral speaking presentations in English. Furthermore, this research does not aim to measure students' speaking proficiency or mastery in English speech delivery; rather, it specifically examines the occurrence and classification of code mixing in their presentations. In addition, the scope of this study is restricted to formal classroom presentation contexts and does not extend to other forms of communication outside the classroom, such as casual conversations or informal interactions among students.

F. Conceptual Framework

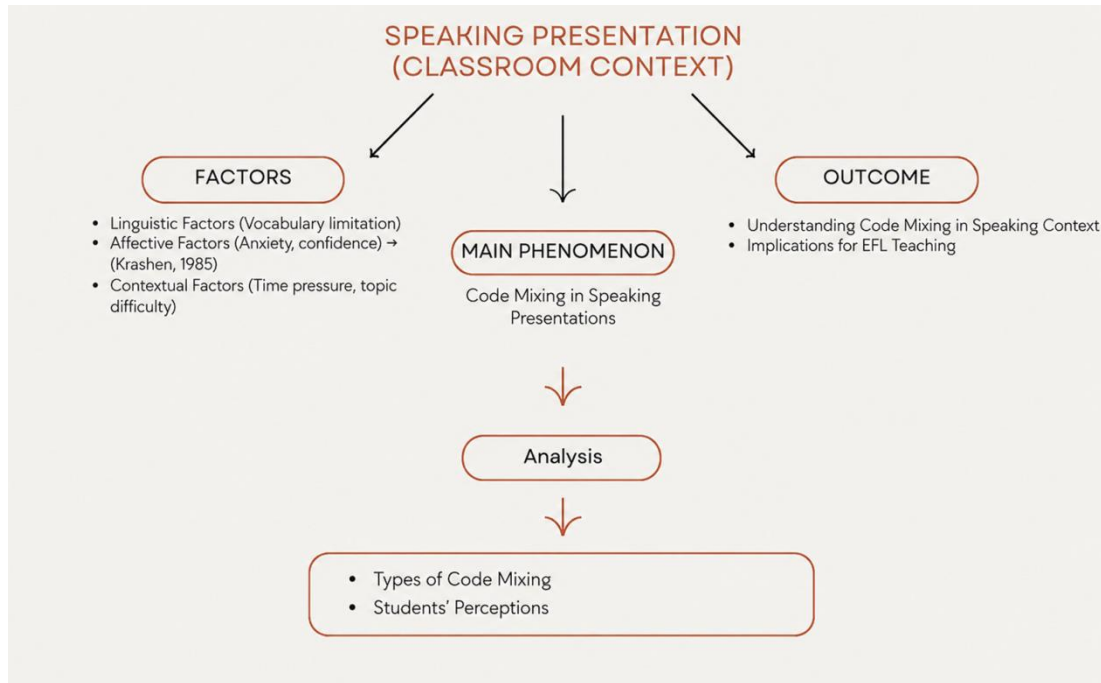


Figure 1.1 conceptual framework (Muysken, 2000)

This study is grounded in a sociolinguistic perspective that views language as a social practice shaped by interaction, identity, and communicative needs. In classroom speaking presentations, code mixing is understood as a natural strategy used by bilingual learners to support meaning-making, maintain fluency, and overcome communication difficulties. In this context, students do not simply transfer words from one language to another; rather, they draw on their full linguistic repertoire to express ideas more effectively during oral performance.

1. Code Mixing

Code mixing refers to the blending of elements from two languages within one discourse or speech event. Muysken (2000) explains that code mixing is a result of language contact, which is common in multilingual settings where speakers use different linguistic resources to communicate meaningfully. In EFL classroom speaking presentations, code mixing may function as a communicative strategy to help students maintain the flow of speech, clarify meaning, and compensate for lexical limitations. Therefore, code mixing should not always be interpreted as a

sign of weakness, but rather as a bilingual resource that supports oral communication in real classroom situations.

2. Type of Code Mixing

The phenomenon of code mixing in students' speaking presentations will be analyzed based on the typology proposed by Muysken (2000) and supported by Hoffmann (1991), who classify code mixing into three main types: insertion, alternation, and congruent lexicalization. Insertion occurs when words or phrases from one language are inserted into the grammatical structure of another language. In classroom speaking, this may happen when learners insert Indonesian lexical items into English sentences because they lack the appropriate English vocabulary or wish to make their explanation clearer (Muysken, 2000). Alternation refers to the switching between two languages across clauses or sentences in the same speech event. This type often appears when speakers shift from explanation to emphasis, clarification, or elaboration (Hoffmann, 1991). (Muysken, 2000) highlight, Congruent lexicalization occurs when both languages share similar grammatical structures, allowing speakers to use lexical items from both languages within the same syntactic framework.

By using this typology, the study is able to identify and classify the forms of code mixing that appear in students' speaking presentations. This classification is important because it helps reveal how bilingual learners manage language resources during oral performance in a classroom setting.

3. Classroom Speaking Presentations

Classroom speaking presentations are communicative performances in which students present ideas, explanations, or arguments orally in front of their classmates and lecturer. Richards (2008) explains that speaking tasks such as presentations require learners to use language systematically and perform under communicative pressure. Harmer (2007) also notes that speaking activities in the classroom demand fluency, accuracy, and interaction skills at the same time. In this type of speaking activity, students are expected to organize their ideas, deliver them clearly, and respond to the audience when needed.

In a public speaking class, presentation tasks create a natural environment for observing how students speak under pressure. Because students are required to express ideas orally in English, they may experience difficulty when vocabulary is limited, when the topic is unfamiliar, or when they feel nervous. Under such conditions, code mixing may appear as a practical strategy to keep communication going and reduce breakdowns in speech. Thus, classroom speaking presentations provide an appropriate context for examining code mixing as it occurs naturally in real oral communication.

4. Factors Influencing Code Mixing

Code mixing in students' speaking presentations may be influenced by linguistic, affective, and contextual factors. Linguistically, learners often mix languages because they have limited vocabulary or because they cannot immediately recall the correct English expression. Affective factors also play an important role. Krashen's (1985) Affective Filter Hypothesis suggests that learners may experience difficulty in language production when they feel anxious, embarrassed, afraid of making mistakes, or lack confidence in their ability to speak. These emotional conditions can reduce learners' willingness to speak fully in English and may encourage them to switch to Indonesian or combine both languages during presentations.

5. Students' Perceptions of Code Mixing

In addition to identifying the types of code mixing, this study also explores students' perceptions of their use of code mixing during speaking presentations. Learners' perceptions are important in understanding whether code mixing is viewed as a helpful strategy or as a limitation in language use. According to Richards (2008), learners' beliefs and attitudes toward language use can influence their performance in speaking activities. Therefore, examining students' perceptions provides deeper insight into the reasons behind their code-mixing practices and how they evaluate their own language use during presentations.

Wei (2018) explains that language use in multilingual interaction is influenced by communicative purposes and contextual factors. In classroom presentations, students may use code mixing as a communicative strategy to maintain communication when

they encounter linguistic difficulties. Therefore, Dewaele (2021) argues that rather than reflecting a lack of language ability, code mixing can help students express ideas more clearly, compensate for lexical limitations, and ensure audience understanding. Grosjean (1982) argues that bilingual speakers naturally draw upon their available linguistic resources to facilitate communication. Therefore, in EFL presentation settings, code mixing can be viewed as a practical strategy that enables students to convey messages effectively while maintaining fluency and interaction with their audience.

Therefore, this conceptual framework illustrates that classroom presentations serve as the central context in which code mixing occurs among EFL learners. Within this speaking context, students language use during performance is influenced by various linguistic, affective, and contextual factors. The occurrence of code mixing is then analyzed based on its types and further examined through students' perceptions to provide a deeper understanding of the phenomenon. By integrating these components, this framework offers an explanation of how and why code mixing occurs in speaking presentations. Overall, it guides the analysis by linking the context of speaking, the types of code mixing, and the factors influencing its occurrence, thereby providing a clear basis for understanding how bilingual learners utilize their language resources during oral performance in a public speaking class at UIN Sunan Gunung Djati Bandung.

G. Previous Studies

This research aims to investigate students' code mixing in classroom speaking presentations in a public speaking course. Several previous studies have discussed code mixing, code switching, speaking presentations, and communication challenges in EFL contexts. However, differences still exist regarding research focus, context, participants, and variables investigated. Therefore, reviewing previous studies is important in order to identify the position and contribution of the present research.

First, Rahmawati (2022) examined code mixing in students' WhatsApp group discussions in online English classes. The study found that students used code mixing to overcome vocabulary limitations, maintain fluency, and clarify academic content

during communication. However, the research focused on written online interaction, whereas the present study investigates code mixing in students' presentations.

Similarly, Nulpiana (2023) investigated the use of code mixing in Indonesian EFL classroom interactions. The study found that code mixing functioned as a pedagogical strategy to facilitate comprehension, maintain student engagement, and explain difficult concepts. However, the research focused on teacher-student interaction and did not specifically examine students' code mixing practices in classroom oral presentations.

In addition, Fatimatus (2023) investigated code switching in EFL students' online presentations at the university level. The study found that students frequently switched languages due to limited vocabulary, nervousness, topic difficulty, and the need to clarify ideas, indicating that code switching served as a strategy to maintain fluency during presentations. However, the research focused on code switching in online presentations, whereas the present study examines code mixing in classroom oral presentations.

Furthermore, Wu (2024) examined challenges faced by EFL learners in academic oral presentations and developed a presentation-support system called Trinity. The study found that students experienced difficulties related to fluency, verbal delivery, and audience interaction during presentations. However, the research focused on presentation challenges and technology-assisted learning rather than code mixing as a sociolinguistic phenomenon in classroom oral presentations.

Another relevant study was conducted by Cha (2024), who examined EFL students' oral presentation practices using the AI-supported platform CHOP. The findings showed that students commonly faced difficulties related to fluency, vocabulary, and speaking confidence, and often used communication strategies to support their presentations. However, the study focused on technology-assisted presentation learning and speaking performance rather than the types and occurrence of code mixing in classroom presentations.

Based on those previous studies, it can be seen that most researches have focused on code mixing and code switching in classroom interaction, online communication,

or technology-assisted presentation activities. Although several studies discussed speaking presentations and communication challenges, limited attention has been given to code mixing in face-to-face classroom presentations, particularly in Indonesian EFL university contexts. Previous studies also tended to emphasize linguistic functions, instructional strategies, or speaking difficulties without integrating students' perceptions regarding the use of code mixing during presentations.

Therefore, this present study attempts to fill the gap by specifically investigating students' code mixing in classroom speaking presentations. Unlike previous studies, this research focuses not only on identifying the types of code mixing used by students but also on exploring students' perceptions regarding the phenomenon. By integrating linguistic analysis and learners' perspectives, this study is expected to provide a deeper understanding of code mixing as a communicative strategy in EFL speaking presentations.

