

CHAPTER I

INTRODUCTION

A. Background of The Study

In this era of globalization and rapid technological development, intercultural communication plays an important role in shaping social and academic interactions. Language is no longer understood as merely a tool for communication, but also as a representation of a person's social and cultural identity. In this context, the ability to master more than one language has become a highly valuable asset. As stated by Sharron Heinrich quoted from Pouria Mahzoun, the principal of Gabrielino High School, bilingual or trilingual proficiency provides individuals, particularly students, with opportunities to compete economically and become active members of a broader global community.¹

In multilingual societies like Indonesia, bilingualism has become commonplace, especially among higher education students who are accustomed to using more than one language in various contexts, both formal and informal. Parviz et.al., notes that nearly two-thirds of children worldwide are raised in bilingual environments. This shows that bilingualism is a global phenomenon that has a significant impact on education, including the learning process in higher education.²

Globalization has also driven changes in language use in educational settings, particularly in the context of English as a Foreign Language (EFL) learning. EFL classes have become dynamic linguistic spaces where multiple languages are used simultaneously. Perspectives on language have also shifted from being understood as a closed system that must be mastered

¹ Pouria Mahzoun, "The Effect of Bilingualism and Multilingualism on Academic Behavior," *Intech* i, no. tourism (2021): 13, <https://doi.org/10.1016/j.colsurfa.2011.12.014>.

² Maftoon Parviz and Shakibafar Masoume, "WHO IS A BILINGUAL," 2011, <https://api.semanticscholar.org/CorpusID:155770799>.

structurally, to being seen as a flexible, contextual means of communication that reflects the diversity of speakers' identities.

In the Department of English Education, oral and written English proficiency is one of the main indicators of student academic success. However, in reality, academic activities such as classroom presentations are often delivered by mixing English and Indonesian. Students tend to switch from one language to another to help convey material, explain complex concepts, or adapt to the audience's level of understanding. This phenomenon is known as code-switching and code-mixing. Code-switching refers to the transition from one language to another between sentences or parts of sentences, while code-mixing refers to the use of elements from two languages in one sentence or utterance. According to Ortega et al, the use of this strategy is not merely a result of limited English proficiency, but rather a deliberate communicative choice to make the message more effective, clear, and easy to understand.³

To gain a deeper understanding of this linguistic practice, one relevant approach is the concept of linguistic landscape. This concept was originally used to examine language diversity in public spaces such as signboards and advertisements, but has since expanded to include educational spaces. Schools and universities are seen as spaces where language is not only taught but also used, displayed, and performed in various forms, including through oral activities such as class presentations as stated by Thom Huebner.⁴

³ Pilar Ortega, Tiffany M Shin, and Glenn A Martínez, "Rethinking the Term 'Limited English Proficiency' to Improve Language-Appropriate Healthcare for All," *Journal of Immigrant and Minority Health* 24, no. 3 (2022): 799–805, <https://doi.org/10.1007/s10903-021-01257-w>.

⁴ Thom Huebner, "LINGUISTIC LANDSCAPE : HISTORY , TRAJECTORY AND PEDAGOGY Thom Huebner A Brief History (From a Personal Perspective)," *Manusya: Journal of Humanities* 19, no. 3 (2016): 1–11.

Academic presentations conducted by students in class are one concrete form of linguistic expression. In practice, students often use code-switching and code-mixing strategies during presentations to convey information, answer questions, and interact with the audience. Factors such as the difficulty of the material, self-confidence, and proximity to the audience also influence the use of these linguistic strategies. Although at the advanced semester level they are expected to deliver presentations entirely in English, the use of Indonesian is still often employed as an aid in the speaking process.

This situation reflects the sociolinguistic dynamics in the classroom, particularly in higher education institutions in Indonesia such as the Department of English Language Education in Banten. Although English is used as the primary language of instruction, Indonesian remains the medium for thinking, explaining concepts, and establishing rapport with the audience. This interaction between the two languages forms a linguistic space known as the translanguaging space, where students can freely utilize all their linguistic competencies.⁵

This study employs a functional role analysis approach to identify the types and communicative functions of code-switching and code-mixing used by EFL students in class presentations, specifically in managing discourse structure and enhancing the effectiveness of message delivery. In the context of bilingual communication in EFL learners, the use of code switching and code mixing is not merely a linguistic coincidence but rather a communication strategy employed consciously or unconsciously. This phenomenon emerges as a response to specific communicative needs, both to

⁵ Jasone Cenoz and Durk Gorter, "Pedagogical Translanguaging," *Pedagogical Translanguaging*, 2022, 2022–23, <https://doi.org/10.1017/9781009029384>.

overcome lexical limitations and to achieve social and pragmatic goals, such as identity negotiation and audience adaptation.

Therefore, this study analyses code-switching and code-mixing from two main focuses. First, it examines the types and communicative functions of code-switching and code-mixing used by students in class presentations, which addresses the first research question. Second, it explores the contribution of using code-switching and code-mixing to students' achievement of communicative goals, which addresses the second research question. With this focused and systematic approach, the research is expected to achieve its objectives effectively. Based on these considerations, the researcher is interested in analysing **“Code-Switching and Code Mixing in EFL Classroom Presentations: Case Study at the English Education Department.”**

B. Identification of Problem

1. There has been limited research on the types and communicative functions of code-switching and code-mixing used by EFL students during classroom presentations.
2. The contribution of code-switching and code-mixing strategies to students' communicative goals, such as clarity, audience adaptation, and confidence-building, has not been adequately investigated.

C. Scope and Limitation of the Problem

This research focuses on examining the use of code-switching and code-mixing employed by EFL students in their classroom presentations at the English Education Department of UIN SMH Banten. The scope of the study is confined to identifying the types and communicative functions of code-switching and code-mixing found in the students' spoken discourse and to exploring how these linguistic practices contribute to their communicative goals. The data are obtained from transcriptions of recorded presentations

and semi-structured interviews conducted with selected presenters. As a qualitative case study, this research does not seek to statistically measure the frequency of code-switching and code-mixing or to generalize the findings beyond the investigated context, but rather to provide an in-depth understanding of the phenomena.

D. Formulation of Problem

1. What types and communicative functions of code-switching and code-mixing are used by EFL students in their classroom presentations?
2. How do these code-switching and code-mixing contribute to the students' communicative goals in their presentations?

E. Objective of Study

1. To identify and describe the types and communicative functions of code-switching and code-mixing used by EFL students in their classroom presentations.
2. To identify how these code-switching and code-mixing strategies contribute to the students' communicative goals during their presentations.

F. Significance of The Study

This research is expected to provide both theoretical and practical benefits for the development of language research.

1. Theoretical

This research is anticipated to contribute to the existing body of knowledge on bilingual communication and classroom discourse, particularly in the context of EFL learning. Through the integration of analyses on the types and communicative functions of code-switching and code-mixing, along with their roles in achieving communicative goals, this study offers a more holistic perspective on bilingual language use in academic speaking contexts. In addition, the findings are expected to provide deeper insights into how bilingual EFL students utilize code-switching and code-mixing as strategic

means to negotiate meaning, sustain the flow of discourse, and accomplish effective communication during their presentations.

2. Practical

a. For next researchers

This study is expected to provide a foundation or reference for future research on code-switching and code-mixing, especially in relation to language acquisition in higher education.. This makes it simpler for other researchers to broaden the scope of this study to include university comparisons, research in other fields, or even bilingual schooling. Future researchers can use these data to pinpoint areas that need more investigation and offer fixes for problems that come up during classroom presentations.

b. For the students

It is anticipated that this study will shed light on the application of code switching and code mixing in educational activities, assisting participants in comprehending the advantages and drawbacks of these linguistic techniques. Depending on the situation, students can use them to enhance their communication abilities in both Indonesian and English.

c. For the community

It is anticipated that this study will increase understanding of the linguistic dynamics that take place in the classroom. Individuals can comprehend how linguistic flexibility supports successful language acquisition and how this phenomena represents linguistic and cultural diversity in daily interactions. The study might help promote a broader understanding of the value of contextualised teaching methods.

G. Clarification of the Term

1. Code-Switching

Code-switching is the practice of alternating between two or more languages within a single conversation or communicative event. In the context of this

study, it refers to how EFL students switch between English and Indonesian during their presentations for various pragmatic reasons, such as clarifying meaning, accommodating their audience, managing lexical gaps, or emphasizing specific points.

2. Code-Mixing

Code-mixing involves the insertion of linguistic elements such as words, phrases, or morphemes from one language into the structure of another within the same utterance. In this study, it refers to the spontaneous and often subconscious blending of English and Indonesian during students' academic discourse, reflecting their bilingual competence and sociolinguistic adaptability in classroom communication.

3. Communicative function

Refers to the particular role or purpose that an utterance serves within an interaction, such as providing information, showing emotions, making requests, or maintaining social connections. It emphasizes how language is employed to fulfill various roles in communication.⁶

4. Communicative goals

Describe the overall intentions or outcomes that speakers seek to accomplish through communication, such as ensuring message clarity, influencing others, fostering relationships, or reaching mutual understanding. It highlights the reasons behind a speaker's choice of language use.

5. EFL (English as a Foreign Language) Classroom Presentations

This term refers to structured speaking activities conducted by students as part of English language learning in an academic setting. While English is the primary medium of communication, students frequently integrate elements of their native language during these presentations as a

⁶ Olcay Sert, "The Internet TESL Journal The Functions of Code Switching in ELT Classrooms," *The Internet TESL Journal*, 2005, 1–6.

communicative strategy, especially when facing linguistic challenges or seeking to enhance clarity.⁷

6. English Education Department

The English Education Department refers to an academic institution that focuses on training students in the teaching and learning of English as a foreign language. It serves as the research site for this study, where the linguistic practices of EFL students shaped by their cultural and linguistic backgrounds are examined in the context of classroom presentations.

H. Organization of The Study

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, It Is Including of Background of The Study, Identification of The Problem, Scopes and Limitations of the Research, Purpose of The Study, Research Question, significance of the study, clarification of the term, and Organization of The Writing, the previous study.

Chapter II Theoretical Foundation, it is including the concept of sociolinguistics, concept of bilingualism and multilingualism, types of code switching and code mixing, communicative functions of code switching and code mixing in efl classroom presentations, contributions of code switching and code mixing to communicative goals in presentations.

Chapter III Method of the Research, it is including of The Research Method, Population and sample, Instrument, Data Collection and Data Analyzing.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.

⁷ Angel Lin, "Classroom Code-Switching: Three Decades of Research," *Applied Linguistics Review*, 4, no. 1 (2013): 195–218, <https://doi.org/doi:10.1515/applirev-2013-0009>.

I. The Previous Research

Based on the researcher's observation, so far the researcher had found several previous study that related into the title above. It can be explained as follows:

1. The title "An Analysis of Code-Mixing and Code Switching Used By An English Teacher and Students In EFL Classroom in Sumedang". Written by Tinanthy Rosse Santosa, Rahma Sakina, Eva Meidi Kulsum (2023) as students of English Education, Faculty of Teacher Training and Education, Ma'soem University.

This article discusses the phenomenon of code-switching and code-mixing in English as a Foreign Language (EFL) classes in Sumedang, Indonesia. This phenomenon is influenced by bilingualism, which is also affected by globalisation, making a lot of information and knowledge available to everyone in the world. The purpose of this research is to identify the types of code-switching and code-mixing and to determine the dominant types used by teachers and students in EFL classes. The method used in this research is the descriptive qualitative method. This study analyses the phenomenon of code choice used by teachers and students in EFL classes using Poplack's (1980) theory of three types of code-switching and Muysken's (2000) theory of three types of code-mixing. The research results show that in English as a Foreign Language (EFL) classes in Sumedang, the most commonly used type of code-switching is inter-sentential switching. This type of code-switching is primarily used to clarify the meaning of the target language by switching to the first language. This shows that teachers and students often feel the need to use their first language to ensure a better understanding of the material taught in English. In addition, the most dominant type of code mix found was insertion. These insertions occur consciously when teachers or students want to mention some points in the target language, which is

English. This phenomenon shows that although English is a learned language, there is a tendency to mix elements from the first language into conversations in English, which may reflect the level of comfort or habit in language use.⁸

2. The second title “An Analysis of Code Mixing Used by EFL Students in The Classroom Presentation”. This artikel conducted by Riskatul Fadliyah, Syarifuddin Dollah, Maemuna Muhayyang (2023).

This article discusses the use of code-mixing among EFL (English as a Foreign Language) students during classroom presentations. The research was conducted at Institut Parahikma Indonesia and involved one lecturer and ten fourth semester students. The purpose of this study is to analyze the phenomenon of code-mixing as a communication strategy that aids comprehension during classroom presentations. Data were collected through classroom observation and interviews. The analysis was conducted using Musyken's theory of code-mixing, which identifies three types of code-mixing: insertion, alternation, and congruent lexicalization. The results showed that the most common type of code-mix used by EFL students during classroom presentations was insertion, with 27 occurrences. These insertions involved adding English words or phrases into Indonesian sentences, such as “next,” “my partner,” “thank you,” and “sorry”. Besides insertion, the other types of code mix found were alternation with 15 occurrences, and congruent lexicalization with 12 occurrences. Congruent lexicalization involves mixing elements from different languages in the same grammatical structure, such as the use of the words “its prepositions” and “its nouns” in Indonesian sentences. This research highlights that code-mixing is used as an effective communication strategy to facilitate

⁸ Santosa, Sakina, and Kulsum, “An Analysis of Code-Mixing and Code-Switching Used by an English Teacher and Students in Efl Classroom in Sumedang,” *Gunung Djati Conference Series* 28, no. 1 (2023): 88–99.

communication and engagement in the classroom. This phenomenon reflects the multilingual context in Indonesia, where English is increasingly integrated in everyday communication and education. By using code-mixing, students can more easily convey and clarify their points during presentations, demonstrating the practical application of code-mixing in learning environments.⁹

3. The last title “An Analysis Of Code Switching And Code Mixing In English Foreign Language Classroom At Smk Bunga Persada Cianjur”. written by Fitriani Pratiwi (2018).

This article examines the use of code-switching and code-mixing by an English teacher in an EFL (English as a Foreign Language) class at a vocational high school in Cianjur, focusing on tenth grade students. The purpose of this study is to identify the types and functions of these linguistic strategies, as well as teachers' and students' attitudes towards them. The methodology used in this study included observation of one English teacher and two classes of 66 students. Data collection methods included observation, questionnaires, and interviews. The analysis focusses on the types and functions of code-switching and code-mixing, as well as attitudes towards these practices. The research results indicate that the frequency of code-switching and code-mixing is influenced by the English proficiency level of both teachers and students. Students reported that mixing English and Indonesian is a common occurrence in their class. The three types of code-switching identified are inter-sentential (36%), intra-sentential (59%), and tag switching (5%). As for code-mixing, three types were found: insertion (63%), alternation (36%), and congruent lexicalisation (2%). The functions of code-switching and code-mixing include topic replacement,

⁹ Riskatul Fadliyah, Syarifuddin Dollah, and Maemuna Muhayyang, “An Analysis of Code Mixing Used By Efl Students in the Classroom Presentation,” *ARRUS Journal of Social Sciences and Humanities* 3, no. 4 (2023): 416–29, <https://doi.org/10.35877/soshum1905>.

affective expression, repetition, and directive function. The teachers acknowledge the necessity of code-switching and code-mixing to aid students' understanding and vocabulary mastery, although ideally, they prefer to use only English. Overall, these findings indicate that code-switching and code-mixing are common and necessary practices in EFL classrooms to support students' comprehension and engagement, especially due to their low proficiency in English.¹⁰

Based on the three previous studies reviewed by the researcher, notable differences are found in terms of research design, objectives, and analytical focus. A clear research gap still exists in understanding how code-switching and code-mixing are specifically employed by EFL students within academic presentation contexts. Most prior studies have predominantly concentrated on identifying the types, and influencing factors of these phenomena in everyday communication or general classroom interactions. However, research that examines the types and communicative functions of these linguistic strategies and further explores how they contribute to achieving communicative goals in formal academic speaking settings remains limited. Therefore, this study aims to fill this gap by investigating code-switching and code-mixing as strategic and functional linguistic behaviors that enhance EFL students' communicative goals during academic presentations.

¹⁰ Fitriani Pratiwi, "An Analysis of Code Switching and Code Mixing in English Foreign Language Classroom at SMK Bunga Persada Cianjur," 2018, 210–27.