

**EXPLORING CODE-MIXING DYNAMICS : A
COMPREHENSIVE ANALYSIS IN THE EFL CLASSROOM
ENVIRONMENT**

THESIS

Submitted in Partial Fulfillment of the Requirement Bachelor Degree
of English Education Department



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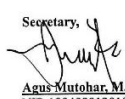
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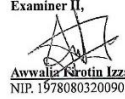

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ABSTRACT

Title : EXPLORING CODE-MIXING DYNAMICS : A
COMPREHENSIVE ANALYSIS IN THE EFL
CLASSROOM ENVIRONMENT
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The phenomenon of code-mixing in English as a Foreign Language (EFL) learning has become an intriguing subject in sociolinguistic and language education studies. This research aims to analyze the factors influencing code-mixing in EFL classrooms and its impact on the learning process. A qualitative method with a descriptive case study design was employed, involving classroom observations and semi-structured interviews with students and teachers at SMPN 30 Semarang. The findings reveal that linguistic factors (vocabulary limitations, ease of using the mother tongue), social factors (cultural norms, societal expectations, speaking habits), and psychological factors (comfort, confidence, social identity) contribute to the use of code-mixing in English learning. The impact of code-mixing is twofold: on the one hand, it helps students understand lessons better, enhances classroom engagement, and enriches vocabulary; on the other hand, excessive dependence on code-mixing may hinder the development of independent English-speaking skills. The implications of this study highlight the importance of balancing code-mixing as a pedagogical strategy. Teachers are encouraged to use code-mixing strategically to support students' comprehension without diminishing their opportunities to practice full English communication. This study also recommends further research to explore the long-term effects of code-mixing on students' language proficiency.

Keywords: *Code-Mixing, EFL Learning, Linguistic Factors, Social Factors, Pedagogical Strategies.*

DEDICATION

With deep gratitude and sincere appreciation, I dedicate this thesis to:

1. My beloved parents, Asri Indah Purwanti, S.Pd. and Sonhaji, who have been my greatest source of strength, love, and unwavering support. Thank you for your endless prayers, sacrifices, and encouragement throughout my academic journey.
2. My dearest family, Mbak Anggun, Mbak Bella, Mas Shandy, and Dimas, thank you for always being there with your care, warmth, and motivation that kept me going through every step of this process.
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8. Lastly, to all friends who have supported me—those whose names I cannot mention one by one—may you always be blessed with good health and happiness in life. Your kindness will always be remembered.

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- May this thesis be beneficial to all who read it. I welcome any constructive feedback to improve this work.

MOTTO

قَالَ لَا تَخَافَا إِنِّي مَعَكُمَا أَسْمِعُ وَأَرَى ﴿٤٦﴾

Allah reassured 'them', "Have no fear! I am with you, hearing and seeing."

{Surah Taha verse 46}

Risk more than others think is safe. Dream more than others think is practical.

[Howard Schultz, CEO of Starbucks]

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

So, surely with hardship comes ease.

{Surah Al-Insyirah verse 5}

“Life is not about waiting for the storm to pass, but to dance in the rain.”

[Winnie The Pooh]

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ ﴿١٥٢﴾

Remember Me; I will remember you. And thank Me, and never be ungrateful.

{Surah Al-Baqarah verse 152}

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CHAPTER I

INTRODUCTION

In this chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, the research question, the research objective, the research significance, and the research scope.

A. Background of the study

Language is a fundamental social tool essential for human interaction, serving as the primary means of communication that connects people and facilitates expression in daily life (McKay, 1995). Without it, people would face significant challenges in interacting and carrying out their activities. Humans employ a variety of languages for communication. Language variance is a result of the world's many cultures. The study of the connection between language and society is known as sociolinguistics. According to Holmes, sociolinguistics studies how language is used to transmit social meaning and its social purposes (Holmes, 2013). So, the study of linguistic diversity in society known as sociolinguistics (Wardhaugh, 1987).

Sociolinguistics examines language variations and changes, recognizing that language is essential for daily life, learning, and communication. Sociolinguistics is the study how language varies and evolves, emphasizing that language reflects

cultural diversity and shifts over time, closely aligning with these dynamics processes. Wardhaugh supports the idea that language serves as a structured system of communication unique to specific groups, encompassing spoken, written, and signed forms (Wardhaugh, 1987). On the other hand, Chaer describes language as an arbitrary system of sound symbols used by members of society to collaborate, communicate, and establish their identities (Chaer, 2012). Everybody speaks a language that is reserved to their country and place of residence.

These day, in Indonesia lots of people speak more than one language. For example, there is just one national language in Indonesia. But there are a lot of traditional languages here. We definitely employ traditional language when we communicate with others who share our native tongue. On the other hand, in professional environments, we use Bahasa (Izzak, 2019). The phenomenon is called bilingualism or multilingualism. McKay defines bilingualism as the use of two or more languages by a speaker according to his level of ability (McKay, 1995).

Language is an important symbol of nationality, racial origins, and family in addition to being a sign of nationalism (Ugot, 2008). Indonesian is the common language spoken across the country. But each region has a unique language that identifies its origins (Yanzi, 2016). For example, there are situations when we are unable to find the right word or phrase outside of their native

tongues. As the researcher discovered through the teacher-student dialogue that took place in the classroom during English classes. They will speak in the same language as their family when they are at home. If a family is from Java, they will probably speak Javanese. After that, when students are in school, they change to Indonesian, which is understandable to everyone (Panjaitan et al., 2023).

The mentioned phenomena indicate that code-mixing happens frequently. Code-mixing is a symptom of language use where “a mix or mixture of distinct variants within the same section” (Sumarsih et al., 2014). According to my observations, bilinguals commonly engage in a practice known as “code-mixing” (Lyne, 2016). This frequently happens when conversing with language learners as well. The languages that teachers and students employ when teaching English are the main subject of this study. The reason EFL students have such a little vocabulary in English is because it is not their primary language of communication. The primary language spoken is Javanese. While most students speak Indonesian in class, they are primarily learning English, so they frequently blend Indonesian and English. The teacher must use alternate languages as a result of this issue. They think code-mixing as an effective method for helping students learn and practice other languages (Kustati, 2014).

The phenomenon of code-mixing among junior high

school students in English language learning is a well-documented issue in the field of language education (Novianti & Said, 2021; Pratama, 2022). Code-mixing, which refers to the fluid alternation between two or more languages within a single conversation or sentence, is a common occurrence in multilingual societies (Ginting, 2019; Jiang, 2023). This practice is particularly prevalent in English language learning contexts, where students and teachers often resort to code-mixing as a communication strategy to overcome language limitations (Asrifan, 2021; Sengupta et al., 2021).

The relevance of code-mixing to the development of junior high school students' English skills has been a subject of ongoing debate (Jimmi & Davistasya, 2019; Spice, 2018). While some researchers view code-mixing as a sign of language deficiency, others consider it a natural and even beneficial aspect of language acquisition, especially in the early stages (Ginting & Rahman, 2019; Muliana & Saputra, 2020). Understanding the dynamics of code-mixing is crucial for improving the quality of English learning, as it can provide insights into the challenges and strategies employed by students and teachers in the language learning process (Sari, 2022; Siddiq et al., 2020).

This code-mixing phenomenon is not just a trend, but also signifies a change in everyday language use. Students as active users of social media, often utilize code-mixing to express

themselves more freely, show their identity, or simply follow the popular communication style (Deviana & Nadiroh, 2019). This has led to English being incorporated into many aspects of their conversations, even in interactions where Indonesian the base language.

From this phenomenon, there are many previous research has explored the types and factors of code-mixing in English language learning, such as the role of the speaker, the desire to explain or interpret, and the influence of the original language (Refi et al., 2023; Syafryadin & Haryani, 2020). However, there is a need for more comprehensive studies that examine the specific context of junior high school students, as this age group is particularly vulnerable to learning anxiety and other emotional challenges (Idris, 2021; Li & Yu, 2023).

Furthermore, the existing literature has primarily focused on the descriptive aspects of code-mixing, such as the identification of different types and the reasons for its occurrence (Anastasia, 2022; Fanani & Ma'u, 2018). There is a lack of research that delves deeper into the pedagogical implications of code-mixing and its impact on the development of English language skills among junior high school students (Ezeh et al., 2022; Pratapa et al., 2018).

This research aims to address these gaps by conducting a qualitative study that explores the phenomenon of code-mixing in the English language learning of junior high school students. The

study will investigate the factors that contribute to its use, and the perceived impact on students' English language development. Additionally, the research will examine the strategies employed by teachers in managing code-mixing in the classroom and their perspectives on its role in the learning process (Fitria & Syarif, 2021; Wada et al., 2020).

The findings of this study will contribute to a better understanding of the dynamics of code-mixing in the context of junior high school English language learning. This knowledge can inform the development of more effective teaching strategies and curriculum design, ultimately enhancing the quality of English education for this age group (Khairurrahman et al., 2020). The study's theoretical and practical implications will be valuable for language educators, policymakers, and researchers in the field of language education.

B. Research Question

The problem discussed in this research can be stated :

1. What factors encourage code-mixing in English classes?
2. How does code-mixing impact the English learning process of junior high school students?

C. Objective of the Research

The purpose of this research is :

1. To analyze the factors that influence the occurrence of code-

mixing.

2. To evaluate the impact of code-mixing on the English learning process of junior high school students.

D. Significance of the Study

This study was carried out not only theoretically, but also pedagogically and practically by implementing several communicative activities.

1. Theoretically

The researcher hoped that the result of this study could be learn as a part of sociolinguistics, especially in the area of code mixing. The researcher also hoped this research contributed to development of students' English speaking skills.

2. Pedagogically

The researcher hoped that the result of this study can be used as an additional reference for future researchers who wished to conduct similar studies with different skills and participants.

3. Practically

- a. For the teachers

As a result of this research, teachers were expected to be able to utilize thhe findings as a reference to develop an understanding of the necessity of using simple language while instructing or explaining concepts to students.

- b. For the students

In communication, the researcher intended to use code-mixing to make messages more understandable for the person being communicated with.

c. For the readers

It will be expected that the findings of this study will help to advance knowledge about code-mixing.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher will discuss theoretical review, previous research, and a framework of the research.

A. Theoretical Review

1. Code-Mixing

1.1 Definition of Code-Mixing

Code-mixing refers to the fluid alternation between two or more languages within a single conversation or sentence. This phenomenon is particularly prevalent in multilingual societies where individuals frequently alternate between their native language and a second or foreign language (Jiang, 2023; Novianti & Said, 2021; Pratama, 2022). Code-mixing is distinct from code-switching in that it occurs within a single utterance or sentence, whereas code-switching involves a language change between sentences or discourse units (Jimmi & Davistasya, 2019; Muliana & Saputra, 2020; Spice, 2018). Both are integral to the linguistic practices of bilingual and multilingual speakers (Ginting & Rahman, 2019; Siddiq et al., 2020).

Code mixing happens during communication, particularly in Indonesia. The most crucial language for broader communication nowadays is English. Bilinguals who speak English as a second language make up the Indonesian

English speech community. The speaker's ability to speak two languages makes it easier for them to switch between them. Code mixing is a change from one language to another in utterance or in the same spoken or written text (Sari, 2022).

1.2 Types of Code-Mixing

Code-mixing is a type of language practice where people use their linguistic resources to achieve conversational goals (Dahl et al., 2010). According to a different development, code-mixing is the "changing of language to another within the same utterance or in the same oral/written text" (Yee & Ho, 2007). Furthermore, the researcher observed that code mixing between Indonesian and English is carried out during a classroom demonstration. It implies that effective communication requires the ability to grasp multiple languages. Code mixing can be happened in wide variety of language. It means that, mixing of two or more languages can be happened in morpheme/word, phrase, clause, and in sentence (Silalahi, 2023).

Research has identified three primary types of code-mixing:

- Intra-sentential Code-Mixing: Alternation occurs within a single sentence, blending elements of multiple languages (Refi et al., 2023; Sari, 2022; Syafryadin & Haryani, 2020).

e.g. "I really love makan nasi goreng for breakfast."

In this sentence, the speaker mixes English and Indonesian within a single sentence. The phrase "makan nasi goreng" (eat fried rice) is inserted into an English sentence, demonstrating how the speaker incorporates elements from both languages seamlessly. This type of code-mixing often occurs when speakers are fluent in both languages and use them interchangeably to express their thoughts more naturally (Santiyani, 2023).

- Inter-sentential Code-Mixing: Language alternation takes place between sentences within the same discourse (Siregar et al., 2014; Muysken, 2003).

e.g. "I went to the market yesterday. Kemarin saya beli buah-buahan."

Here, the speaker switches languages between sentences. The first sentence is in English, while the second sentence is in Indonesian. This type of code-mixing is characterized by the complete switch from one language to another at the sentence boundary, allowing speakers to convey their messages in the language they feel is most appropriate for each part of their discourse (Muhartoyo & Sharone, 2023).

- Tag-Switching: Incorporation of tags or phrases from another language, often for emphasize or clarification

(Anastasia, 2022; Ezech et al., 2022; Pratapa et al., 2018).
e.g. "That was a great movie, ya kan?"

In this example, the speaker uses a tag question in Indonesian ("ya kan?" meaning "isn't it?") at the end of an English sentence. Tag-switching involves inserting a tag or phrase from one language into a sentence that is predominantly in another language. This type of code-switching often serves as an ethnic identity marker or a conversational filler, allowing speakers to engage their audience more personally (Pratama & Hastuti, 2020).

1.3 Functions of Code-Mixing

Code-mixing serves several communicative and pedagogical functions, particularly in language learning contexts, where it can significantly enhance the educational experience for learners. As noted by (Fitria & Syarif, 2021; Khairurrahman et al., 2020; Novianti & Said, 2021a; Rahmat, 2021; Wada et al., 2020; Zainil & Arsyad, 2021), code-mixing facilitates communication, clarifies meaning, and supports learning in English as a Foreign Language (EFL) classrooms.

- **Facilitating Communication:** Code-mixing is a teaching method that allows learners to use multiple languages for effective expression, especially in EFL contexts where students may struggle with English due to limited

vocabulary or grammatical knowledge (Novianti & Said, 2021).

- Clarifying Meaning: Code-mixing aids in clarifying meaning by providing explanations in the learner's native language, especially in EFL classrooms where language barriers hinder comprehension. It effectively communicates lesson content and language skills, making the learning process more accessible and less intimidating (Zainil & Arsyad, 2021).
- Supporting Learning: Code-mixing is a strategic tool in EFL classrooms, connecting new language concepts with students' existing knowledge, encouraging engagement and participation (Rahmat, 2021). It fulfills pedagogical functions like providing equivalence and reiterating important points, contributing to a dynamic learning environment (Nguyen et al., 2016). It's particularly beneficial in shared linguistic backgrounds.

1.4 Factors Influencing Code-Mixing

The use of one or more languages to transfer consistent linguistic units between languages, as well as creating new barriers or codes of interaction for linguistic interactions, is referred to as code-mixing (Gibbons, 1987). According to Hoffman, there are seven factors that influence people to switch or combine languages: Talking

about a certain subject, quoting someone else's well-known phrases, sayings, or proverbs, expressing empathy and/or solidarity in a language other than the first one, using interjections and/or conjunctions in sentences, repeating something to make it clearer, explaining the speech content to the other person, or expressing group identity (Hoffman, 2014).

The prevalence and nature of code-mixing are influenced by various factors (Bonyadi et al., 2021; Qian, 2015; Rauf, 2017) :

- Linguistic Factors: Vocabulary limitations and the ease of using native language elements.
- Social Factors: Cultural norms, societal expectations, and speaker habits.
- Psychological Factors: Comfort, confidence, and social identity of the speaker.

2. EFL Classroom Environment

2.1 Definition of EFL Classroom

The teaching of English to people whose first language is not English, such as in Indonesia, is known as English as a Foreign Language. English is a language that is spoken by people in different countries or societies. "English as a Foreign Language" is shortened to "EFL." (Nell, 2017) define a foreign language as one that is used by members of

linguistically foreign societies and in which the secondary environment is not observed. Furthermore, according to (Gebhard, 1996), EFL refers to the study of English by individuals who reside in areas where English is not the primary language of the populace.

Teaching and learning English in a nation where it is not the official language, like Indonesia, China, or Japan, is known as English as a Foreign Language (EFL) (Permana & Rohmah, 2024). Despite every positive and negative aspect, including the use of English as a teaching medium, education improvement in Indonesia has translated into the use of English in schools as a response to the issue of foreign language competency (Wang et al., 2024).

An English as a Foreign Language (EFL) classroom is defined as a structured learning environment where English is taught as a subject rather than being the primary language of instruction or interaction. Students in EFL settings typically have limited opportunities to use English outside the classroom (Adriosh & Razi, 2019; Rezvani & Rasekh, 2011; Suganda et al., 2018).

The impact of global communication trends on EFL classrooms is also noteworthy. As English becomes a global medium of communication, EFL students are prepared to engage in international contexts, as noted by (Lodo & Ajito,

2023). This preparation is essential for students to participate in global activities and enhances their ability to navigate a world where English is increasingly dominant.

2.2 Dynamics of EFL Classroom Learning

The dynamics of an EFL classroom revolve around the interaction between teachers and students, encompassing challenges such as varying proficiency levels, motivation, and restricted exposure to English (Zainil & Arsyad, 2021; Wijaya, 2023; Wijaya et al., 2020). These factors necessitate innovative strategies to enhance language learning outcomes.

- Varying Proficiency Levels : EFL classrooms face challenges due to students' varying English proficiency levels, leading to frustration. Teachers must use differentiated instruction strategies, group activities by proficiency, and provide tailored resources. Collaborative discussions among teachers can help develop inclusive teaching strategies for all learners (Mardhatillah & Suharyadi, 2023; Zainil & Arsyad, 2021).
- Motivation : Motivation is crucial in EFL classrooms, as low motivation can hinder progress. Teachers can improve motivation by incorporating technology, multimedia resources, and a supportive atmosphere.

This can enhance engagement, provide diverse learning opportunities, and boost students' confidence and motivation (Tien & Ngoc, 2022).

- **Restricted Exposure to English** : Limited exposure to English outside the classroom is a significant barrier for EFL learners, hindering language acquisition and fluency development. To address this, educators can create authentic language use opportunities, encourage engagement with English media, and implement project-based learning (Amara, 2021).
- **Innovative Strategies** : Innovative teaching strategies, such as blended learning and artificial intelligence, are crucial for overcoming challenges in EFL classrooms. Blended learning combines face-to-face instruction with online resources, offering personalized experiences and accommodating varying proficiency levels (Veigas et. al., 2021).
- **Teacher Professional Development** : EFL teachers require continuous professional development to navigate classroom dynamics, integrate technology, and adopt innovative teaching methods. Regular training sessions and workshops empower teachers to adopt new strategies (Zhang, 2022).

2.3 Use of Code-Mixing in the EFL Classroom

Code-mixing is frequently employed as a pedagogical tool in EFL classrooms. Teachers use code-mixing to explain complex concepts, maintain classroom interaction, and address students' comprehension challenges (Putri et al., 2022; Suganda et al., 2018). Students also utilize code-mixing to overcome linguistic barriers and actively engage in learning activities (Fatsah & Purnama, 2022; Gultom & Naibaho, 2021; Novianti & Said, 2021).

- Teachers' Use of Code-Mixing : Code-mixing is a strategy used by teachers to clarify complex concepts and ensure students understand the material. It serves both pedagogical and affective functions, enhancing communication and rapport with students. This approach is particularly beneficial in EFL contexts where the primary language is not the students' first language. It also helps alleviate anxiety and promote a comfortable learning environment (Suganda et al., 2018; Zainil & Arsyad, 2021).
- Students' Use of Code-Mixing : Code-mixing is a practice where students mix languages to overcome linguistic barriers and engage in learning activities. This practice enhances communication and empowers

students to take ownership of their learning. It helps navigate complex language tasks and improves comprehension and retention of new information. This active engagement is essential for language acquisition and enhances students' language proficiency (Fatsah & Purnama, 2022; Hiver et al., 2021; Novianti & Said, 2021).

- Enhancing Classroom Interactions : Code-mixing enhances classroom interaction by facilitating smooth communication between teachers and students, promoting dynamic learning experiences. This is crucial in EFL classrooms, where student participation is essential for language development. Technology integration, such as mobile-based audience response systems, can further enhance the effectiveness of code-mixing, fostering a more engaging and responsive learning environment for EFL learners (Alghamdi & Shah, 2018).

3. Impact of Code-Mixing in Learning

3.1 Positive Impact

The strategic use of code-mixing can significantly benefit student learning in EFL classrooms (Asrifan, 2021; Bhatti et al., 2018) :

- Enhanced Understanding: Clarifies concepts and

improves comprehension through native language support.

- Vocabulary Development: Introduces new English terms within a familiar linguistic context, aiding retention.
- Increased Engagement: Creates a supportive environment that encourages active participation and reduces anxiety.

3.2 Negative Impact

While beneficial, excessive code-mixing can hinder English language development (Mekheimr, 2023; Pondan & Kurniati, 2018):

- Inhibited Proficiency: Over-reliance on native language elements may limit students' ability to communicate fluently in English.
- Dependence on Native Language: Reduces the motivation and confidence to use English independently.

4. Teacher's Role in Managing Code-Mixing

Teachers play a critical role in balancing the use of code-mixing. Effective strategies include:

- Selective Use: Employing code-mixing judiciously to clarify key concepts without undermining English practice (Shalihah & Rosa, 2021).

- Encouraging English Use: Promoting immersive activities to maximize exposure to and usage of English (Camarillas, 2019).
- Monitoring Impact: Continuously evaluating the influence of code-mixing on student outcomes and adjusting teaching approaches accordingly (Darong, 2023; Java, 2017).

B. Previous Research

Relating to this research, the researcher will choose some literature about previous researches which are relevant to the research:

The first study entitled ‘Analysis of Code Switching and Code Mixing in Mata Najwa Talk Show and its Implication for Indonesian Language Learning in High School’ by (Saraswati et al., 2022). This study discusses the phenomenon of code switching and code mixing that occurs in Mata Najwa's talk show and its implications for Indonesian language learning at the senior high school level. The purpose of this study is to identify the characteristics of code-switching and code-mixing in the event and evaluate its consequences for language teaching. This research uses a descriptive qualitative approach with data sources in the form of videos from the Mata Najwa programme. The data collection techniques used were observation and recording. The forms and

elements causing code-switching and code-mixing were analysed, where the results showed the existence of external code-switching from Indonesian to English and Arabic. This change occurs between the main speaker and the interlocutor in the event.

Research conducted by (Nurjaleka & Supriatnaningsih, 2021) entitled 'In the Process of Being Bilingual of an Indonesian Child: The Phenomena of Code-Switching, Language Mixing and Borrowing'. The study discusses various aspects of bilingual language behaviors, particularly code-switching, borrowing, and language transfer among children. It highlights that code-switching can serve pragmatic functions, such as emphasizing or clarifying messages, and can be categorized into types like intrasentential (intimate) and situational code-switching, which are influenced by social context and language proficiency. For example, children often switch languages within a sentence, combining grammatical structures from both languages, which requires high competency in both languages. The influence of the first language (L1) tends to be stronger, with transfer and borrowing manifesting differently depending on the environment, as seen in the use of Japanese vocabulary within Indonesian sentences, often affecting syntactic and semantic structures. Shafa's near-fluent Japanese skills, demonstrated by passing the JLPT N2 and N1 levels, exemplify how formal education and social interactions support language maintenance. Overall, these behaviors reflect natural, functional

aspects of bilingual development, shaped by social, cultural, and environmental factors.

The third study entitled ‘An Analysis of Code Mixing in the MOVIE “From London to Bali” by (Asrifan et al., 2021). This study investigates code-mixing in the movie *From London to Bali*, focusing on how different types and levels of language mixing occur within the film's dialogue. Using Suwito's theory, the study identifies both inner and outer code-mixing, analyzing 179 data points across various linguistic levels such as words, phrases, clauses, repetitions, and idioms. The research employs a qualitative, descriptive approach to understand how code-mixing functions in the context of Indonesian media, influenced by bilingual communities and cultural factors. The findings reveal that the most common form of code-mixing involves inserting English words into Indonesian speech, primarily at the word level, to create a relaxed and informal tone. The study highlights the functions of code-switching, including establishing identity, humor, politeness, and social cohesion. It emphasizes that the language style aims to engage a broad audience by blending cultural nuances with linguistic flexibility. The study also discusses the broader implications of language use in films, noting that code-mixing reflects social identity, cultural influences, and the educational background of speakers. The research contributes to understanding how media influences language practices and cultural expression in bilingual

contexts.

The fourth study was conducted by (Jakob, 2020) with the title ‘Code Switching and Code Mixing Phenomenon in English Facebook Group of Youth Community’. This study explores the phenomena of code switching and code mixing among members of an English Youth Community Facebook group. It categorizes the types of code switching into intra-essential, inter-essential, and extra-essential, with intra-essential switching being the most prevalent. The study finds that intra-essential code switching often occurs consciously to adapt to changing topics or social contexts, reflecting linguistic flexibility facilitated by social media platforms like Facebook. The discussion highlights how these language practices are common in everyday communication and are influenced by social factors, purpose, and context.

The fifth study was conducted by (Haryati & Praywana, 2020) with the title ‘An Analysis of Code-Mixing Usage in WhatsApp Groups Conversation among Lecturers of Universitas Pamulang’. This study investigates code-mixing behaviors among lecturers in WhatsApp group conversations at Universitas Pamulang. It identifies three main types of code-mixing: congruent lexicalization, insertion, and alternation. The research highlights that these behaviors are influenced by factors such as bilingualism, social context, vocabulary, and social prestige. The findings suggest that multilingualism, technological communication, and social

interactions play significant roles in shaping language mixing practices in digital communication environments. Overall, the study emphasizes the prevalence and complexity of code-mixing among bilingual speakers in online settings.

Similarities and Differences from Previous Research

Both this research and the study by Saraswati et al. (2022) explore the phenomenon of code-switching and code-mixing within specific communicative contexts, highlighting their implications for language learning. The key similarity lies in their focus on how language alternation reflects sociolinguistic dynamics and affects pedagogical practices. While Saraswati et al. examined code-switching and code-mixing in the Mata Najwa talk show and its implications for Indonesian language instruction at the high school level, this thesis concentrates on the use of code-mixing in an English as a Foreign Language (EFL) classroom at the junior high school level. Both studies adopt a qualitative descriptive approach and utilize observation as a primary method of data collection. However, the main difference lies in the research setting and participants: Saraswati et al. focused on a media-based context involving public figures and scripted conversations, whereas this research investigates classroom-based, real-time interactions between students and teachers. Furthermore, this research provides a deeper analysis of the linguistic, social, and psychological factors influencing code-mixing and its dual impact both positive and

negative on English language development, which is less emphasized in the media focused study by (Saraswati et al., 2022).

Both this research and the study by (Nurjaleka & Supriatnaningsih, 2021) explore bilingual language practices, particularly focusing on the phenomena of code-switching and code-mixing. A core similarity lies in the acknowledgment that bilingual language behaviors are influenced by social context, language proficiency, and environmental factors. Both studies recognize that language alternation, such as code-switching and code-mixing, serves pragmatic and communicative functions either to emphasize meaning or facilitate understanding. However, the key difference lies in the context and focus of the research. While Nurjaleka & Supriatnaningsih examined the natural bilingual development of an Indonesian child in a Japanese-Indonesian context, including aspects like borrowing and language transfer within informal and familial environments, this thesis is situated in a formal educational setting, specifically in an EFL classroom among junior high school students. Furthermore, this research emphasizes the pedagogical implications of code-mixing, examining how teachers and students utilize it as a strategy for learning and teaching English, whereas the other study centers on the developmental and cognitive aspects of bilingualism in children. Additionally, while both studies recognize the influence of the first language, this thesis extends the analysis by assessing how code-mixing can both aid and inhibit students' English

language proficiency and engagement in a structured learning environment.

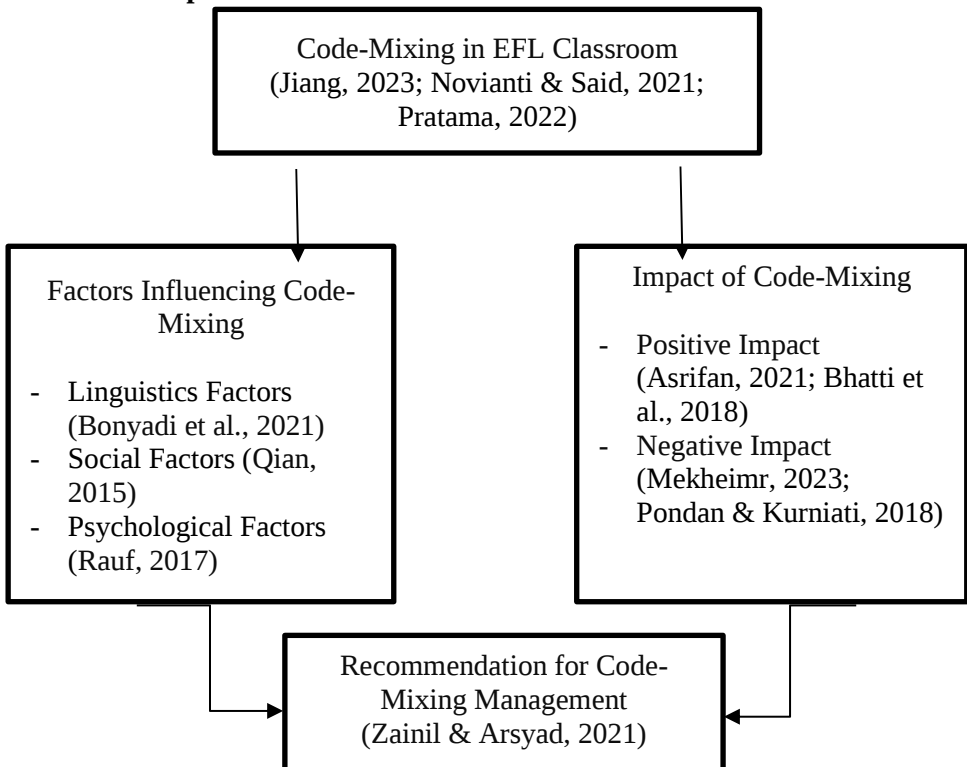
Both this research and the study by (Jakob, 2020) examine the phenomena of code-switching and code-mixing, highlighting their social and contextual motivations. A key similarity lies in the shared recognition that language alternation is influenced by topic changes, audience, and communicative purpose, whether in spoken classroom interaction or digital communication via social media. Additionally, both studies categorize types of switching and mixing, and emphasize that such practices reflect linguistic adaptability in bilingual or multilingual environments. However, the primary difference lies in the research setting and scope. Jakob's study is situated in an informal, online setting a Facebook group for youth focusing on how users switch codes in written digital communication. In contrast, this thesis investigates code-mixing in a formal educational setting, analyzing teacher-student spoken interactions within an EFL classroom. Furthermore, while Jakob highlights social media as a space that encourages fluid linguistic behavior, this thesis emphasizes the pedagogical function of code-mixing and its direct impact on students' comprehension, engagement, and English proficiency. Thus, although both works address the functional use of multiple languages, they contribute to different domains: one to digital sociolinguistics, and the other to language education and pedagogy.

The study 'Code-Mixing as a Sociolinguistic Device in Hausa Contemporary Literature' by Haruna and Christopher (2016) focuses on code-mixing in Hausa contemporary literature. The study identified code-mixing as a key sociolinguistic device used by writers to enhance readers' interest and reflect the bilingual reality of the society in the northern region of Nigeria. The study emphasised the importance of exploring language mixing in literary works as a reflection of local cultural dynamics.

This research and the study by (Haryati & Praywana, 2020) share a common interest in examining code-mixing as a natural linguistic behavior among bilingual speakers, influenced by various sociolinguistic and contextual factors. Both studies identify types of code-mixing such as insertion and alternation and emphasize that bilingualism, social context, and vocabulary limitations play significant roles in shaping how and why individuals mix languages. Additionally, each study underlines the functional aspect of code-mixing in facilitating communication and expressing identity. However, the major difference lies in the setting and participant demographics. While Haryati & Praywana focus on digital interactions among university lecturers in WhatsApp group chats, reflecting informal professional communication in an online environment, this thesis investigates code-mixing in a formal, face-to-face classroom context among junior high school students and their teacher. Moreover, this thesis takes a step further by analyzing

the educational impact of code-mixing both its benefits and drawbacks in English language learning whereas the comparative study places greater emphasis on the sociolinguistic dynamics of digital multilingual communication without pedagogical considerations. This distinction highlights the broader educational relevance of the current research.

C. Conceptual Framework



2.1 Conceptual Framework of Code-Mixing, Influencing Factors, and their Impacts in EFL Classrooms

The conceptual framework highlights the complex dynamics of code-mixing in EFL classrooms, underscoring its multifaceted nature. At the core, code-mixing is examined as a prevalent phenomenon in teaching and learning contexts, with studies by (Jiang, 2023; Novianti & Said, 2021; Pratama, 2022) showcasing its role in facilitating communication and addressing linguistic gaps. These studies establish code-mixing as a pedagogical tool employed to bridge understanding and support language learning, particularly in multilingual settings where students and teachers share diverse linguistic repertoires.

The framework categorizes the factors influencing code-mixing and its impacts into two primary dimensions. The first dimension, factors influencing code-mixing, is shaped by variables such as linguistic competence, cultural norms, and pedagogical practices, as discussed by (Bonyadi et al., 2021; Qian, 2015; Rauf, 2017). For instance, teachers' decisions to employ code-mixing often stem from their awareness of students' linguistic needs, their own language proficiency, and the instructional context. Sociolinguistic factors, such as the prevalence of bilingualism or multilingualism in the classroom environment, also play a pivotal role in shaping the use of

code-mixing as a strategy for communication and instruction.

The second dimension explores the impacts of code-mixing, which are classified into positive and negative effects. On the positive side, research by (Asrifan, 2021; Bhatti et al., 2018) highlights that code-mixing facilitates comprehension, fosters student engagement, and creates an inclusive learning atmosphere. These benefits are particularly evident when teachers use code-mixing to explain complex concepts, provide cultural references, or build rapport with students. However, the framework also acknowledges potential drawbacks, as identified by (Mekheimr, 2023; Pondan & Kurniati, 2018), such as reduced exposure to the target language and the potential for dependency on the native language. These negative effects suggest the need for a balanced approach to code-mixing to ensure that it does not hinder students' overall language acquisition and proficiency.

The framework concludes with recommendations for managing code-mixing, guided by the work of (Zainil & Arsyad, 2021). Effective management strategies involve establishing clear guidelines for when and how code-mixing should be used in the classroom. For instance, teachers can strategically limit code-mixing to moments when it is necessary for clarification or cultural context, while encouraging maximum use of the target language during other interactions. Professional development and teacher training can also empower educators to make informed decisions about code-mixing

practices, ensuring that its use aligns with pedagogical goals.

In summary, this framework provides a comprehensive lens for understanding code-mixing in EFL classrooms, balancing its benefits and challenges. By examining the factors that influence code-mixing, evaluating its dual impacts, and proposing strategies for its effective management, the framework highlights the nuanced role of code-mixing as a tool for language instruction. Future research should continue to explore these dimensions, particularly the long-term effects of code-mixing on language proficiency and students' perceptions of its use in their learning journey.

CHAPTER III

RESEARCH METHOD

This chapter discussed research design, research setting, participant, source of data, technique of collecting data, and data analysis used in the present study.

A. Research Design

This research aims to explore how code mixing impacts the learning process and classroom environment through a descriptive qualitative case study. Code mixing, defined as the blending of two or more languages within a single utterance, is prevalent in multilingual contexts, particularly in educational settings where teachers and students may switch between languages for various reasons (Suwito, 1985).

A descriptive qualitative case study approach was employed, allowing for an in-depth exploration of code mixing phenomena within a specific classroom context. This method is suitable as it facilitates the exploration of complex social interactions and the meanings attributed to them by participants (Fanani & Ma'u, 2018).

B. Research Setting & Time

1. Place

This research was conducted at SMPN 30 Semarang, Jl. Amarta No. 21, Kelurahan Krobokan, Kecamatan

Semarang Barat, Kota Semarang, Jawa Tengah 50141. This research will involve junior high school.

2. Time

This Research was conducted for one week, from 9 December 2024 until 17 December 2024.

C. Participant

This study used snowball sampling to select junior high school students who had taken the English language certification selection, utilizing social networks to identify relevant participants (Raskind et al., 2018). This approach provides access to a specific population with unique characteristics, such as involvement in language certification, facilitating an understanding of the factors that drive code-mixing in the EFL classroom (Hamzah et al., 2022)

The reason for choosing snowball sampling is to foster trust and rapport between researchers and participants, encouraging honest responses, especially in sensitive areas such as language learning challenges (Jazbec & Kacjan, 2019). This method also ensures diversity in the participant group by including individuals with diverse backgrounds and perspectives, enriching the data and providing comprehensive insights into the dynamics of code-mixing.

This study selected 3 junior high school students from SMP N 30 Semarang, and 1 English teachers, as participants

based on three key criteria. First, participants were required to have participated in the English certification selection process, ensuring a foundational proficiency in English and exposure to formal assessments, which aids in exploring code-mixing factors (Spice, 2018). Second, they must have passed the advanced interview selection stage of the certification, indicating higher competence in English communication and the ability to provide valuable insights (Viksveen & Relton, 2014). Third, participants needed to actively use bilingualism in daily life, reflecting practical code-mixing strategies shaped by their linguistic environment (Ali, 2024). To ensure that the selected teacher participants provide relevant and valuable insights for this study, specific criteria will be established. First, teachers must have substantial experience teaching English as a Foreign Language (EFL), ensuring familiarity with classroom dynamics and student interactions, particularly concerning code-mixing (Soleimani & Razmjoo, 2016). Second, Teachers should have been involved in preparing students for English language certification exams, providing insight into the language proficiency levels and challenges faced by students, including instances of code-mixing during preparation and assessments (Macaro et al., 2019). These criteria collectively ensure that the selected participants offer relevant and insightful perspectives for the study.

D. Data Source

In this research, the data sources are classified into primary and secondary sources to ensure a comprehensive analysis of the dynamics of code-mixing in English as a Foreign Language (EFL) classrooms.

1. Primary Data Sources

The primary data sources for this study consist of semi-structured interviews and classroom observations.

Semi-Structured Interviews: Interviews will be conducted with junior high school students who have participated in English certification selection and their English teachers. This method is instrumental in capturing the personal experiences and perceptions of both students and teachers regarding code-mixing. Semi-structured interviews enable flexibility in exploring various aspects of code-mixing while maintaining a focus on key research questions (Longhurst, 2009). Allowing researchers to adapt their questions based on participants' responses and delve deeper into the nuances of language use in real-life contexts.

Classroom Observations: Observational data will be collected during English lessons to document instances of code-mixing as they occur. This approach allows the researcher to observe the natural dynamics of language use in the classroom setting, capturing interactions that may not be fully conveyed

through interviews alone. According to (Frowe, 2001) observations are essential in educational research to understand the practical implications of language use in real-time contexts.

2. Secondary Data Sources

The secondary data sources comprise existing literature and previous studies. These sources provide a theoretical foundation and contextual background for the study.

Literature Review: A review of existing research on code-mixing in EFL classrooms will be conducted to identify trends, gaps, and theoretical frameworks that inform the study. Secondary sources such as journal articles, books, and conference papers will be analyzed to provide context and support for the primary data findings (Andrew et al., 2007). This review will also help in situating the current research within the broader academic discourse on bilingualism and language education.

E. Technique of Data Collection

In this study, various data collection techniques will be used to gather data. This research seeks to gain an in-depth understanding of the experiences and perceptions of the participants (Creswell, 2013).

1. Interviews: Semi-structured interviews will be conducted with three selected junior high school students from SMPN 30 Semarang and their English teacher. This technique allows for

open-ended questions that encourage participants to express their thoughts and perceptions of both students and teachers regarding code-mixing. Interviews are particularly effective in qualitative research as they provide rich and detailed data that can reveal the complexity of participants' experiences (Refi et al., 2023). The flexibility of semi-structured interviews also allows the researcher to dig deeper into certain topics that arise during the conversation, thus improving the quality of the data collected (Azis & Rahmawati, 2021).

2. Classroom Observation: Direct observation of classroom interactions will be conducted to document instances of code-mixing during lessons. This technique allows the researcher to witness firsthand how students and teachers engage with each other and the language used in the classroom context. Observation data can provide insight into the dynamics of classroom communication and the role of code-mixing in facilitating or impeding learning (Pratama, 2022). This method is valuable because it can capture the naturalistic atmosphere in which language use occurs, thus providing context to the interview data (RHM et al., 2023).

Research instruments are needed to collect data. The data collection instruments used by researchers in this study aim to make data collection systematic and easy. In this study, the research instruments used observation checklist, interview guide

for students and teachers.

The instruments in data collection as follows:

a. Semi-structured Interview Guide

These semi-structured interviews will be instrumental in capturing the nuanced perspectives of both students and teachers, providing a comprehensive understanding of code-mixing dynamics in EFL classrooms.

1) Interview Questions for Students

According to (Refi et al., 2023), provide an overview for understanding how to structure interview questions that explore participants perceptions and experiences, relevant to studying code-mixing.

Factors Influencing Code-Mixing

- a) Why do you or your classmates mix English with your native language during lessons?

Impact of Code-Mixing in Learning Process

- a) Do you feel that mixing languages helps you understand English better? Why or why not?
- b) How do you think your use of code-mixing affects your ability to learn English?
- c) How does code-mixing affect your participation in class discussions or activities?
- d) Do you think using both languages makes the class more engaging or easier to follow? Why?

2) Interview Questions for Teachers

According to and (Azis & Rahmawati, 2021), guide focuses on educational research and also provides strategies for exploring the social dynamics within classrooms, making it relevant to studies on code-mixing in educational settings.

Factors Influencing Code-Mixing

- a) What are your views on the use of code-mixing in EFL classrooms? Do you see it as beneficial or detrimental?
- b) In what situations do you find code-mixing most effective or necessary?
- c) What factors do you consider when deciding whether to use code-mixing in your lessons?

Impact of Code-Mixing in Learning Process

- a) How do you think code-mixing affects students' understanding of the material?
- b) Have you noticed any changes in student participation or comprehension when code-mixing is used?

b. Observation Sheet

This observation sheet is designed to systematically capture the role and effects of code-mixing in EFL classrooms, offering detailed insights for analysis (Hino et al., 1996).

Table 3.1 Observation Sheet

Observation Category	Specific Indicators	Observation Notes
Lingusitic Factors		
Vocabulary Limitation	Instances where students use code-mixing due to lack of English vocabulary.	
Ease of Using Mother Tongue	Situations where students switch to their mother tongue for ease of communication.	
Social Factors		
Cultural Norms	Observations of students adhering to cultural language norms through code-mixing	
Societal Expectations	Cases where societal language norms influence students' language use in the classroom	
Speaker Habits	Patterns in student habitual use of code-mixing during conversations.	
Psychological Factors		
Comfort	Instances where	

	students mix codes to feel more comfortable in expressing themselves.	
Confidence	Observations of students using code-mixing as a confidence booster when speaking English.	
Social Identity	Use of code-mixing to express social identity or belonging to a particular group.	
Positive Impacts of Code-Mixing		
Increased Understanding	Instances where code-mixing helps clarify concepts or improve comprehension.	
Vocabulary Development	Situations where new English terms are introduced through familiar linguistic contexts.	
Engagement Enhancement	Observations of increased students participation and reduced anxiety due	

	to code-mixing.	
Negative Impacts of Code-Mixing		
Student Proficiency	Evidence of student over-reliance on their mother tongue, limiting their fluency in English.	
Reliance on Mother Tongue	Cases where students show reduced motivation or confidence to use English independently.	

c. Research Procedures

This research procedure was designed systematically to analyze the factors that influence code-mixing and its impact on junior high school students English learning (Azis & Rahmawati, 2021). Using a qualitative descriptive case study method, this research was conducted for seven days with the following stages:

Table 3.2 Research Procedures

Day	Steps	Activities	Purpose
Day 1	Preparation and Permissions	- Manage research permits at SMPN 30 Semarang - Contact English teachers for	Ensure all permits and research schedules have been prepared

		coordination - Determine interview and observation schedules	
Day 2	Class Observation	- Conduct observations on the use of code mixing in English classes - Record the code mixing patterns that occur - Use an observation checklist	Collect data on the frequency and factors that influence code mixing
Day 3	Teacher Interview	- Conducting semi-structured interviews with English teachers - Exploring factors influencing & impact code mixing in teaching	Getting teachers perspectives on factors and impacts of code mixing in teaching
Day 4	Students Interview	- Conducting semi-structured interviews with 3 selected students - Exploring their experiences in using code mixing in the classroom - Understanding the factors that	Getting students perspectives on the use of code mixing and its impact on learning

		influence and the impact of code mixing on English comprehension	
Day 5	Secondary Data Collection	Analyze relevant documents and literature	Provide academic context and support findings from primary data
Day 6	Initial Data Analysis	- Carry out interview transcription - Identifying key themes from interviews and observations - Using thematic analysis to group factors and impacts of code mixing	Compiling initial findings based on the data collected
Day 7	Validation and Report Preparation	- Triangulate data to ensure validity - Revise and clarify findings with research participants if needed - Compiling research results reports early	Ensure research results are accurate and ready for further analysis

F. Data Analysis

The analytical approach chosen for this study is thematic analysis, which is particularly suited for identifying and interpreting patterns and themes within qualitative data.

Thematic analysis is selected for several reasons. First, it provides flexibility in analyzing qualitative data, allowing researchers to identify themes that emerge from the data without being constrained by a predefined theoretical framework (Sari et al., 2023). This is particularly beneficial in exploratory research, where the aim is to uncover new insights and understandings related to code-mixing in educational contexts. Second, thematic analysis is accessible and can be applied across various qualitative research designs, making it suitable for the diverse data sources utilized in this study (Doyoharjo, 2022). Lastly, this method enables the researcher to present findings in a clear and organized manner, which is essential for communicating complex qualitative insights effectively (Niaty et al., 2024).

Steps in Analyzing the Data

The data analysis process will follow several key steps, which are outlined below:

1. **Data Familiarization:** The first step involves immersing oneself in the data by reading and re-reading the transcripts from interviews and notes from observations. This helps the researcher to gain a comprehensive understanding of the

content and context of the data (Sari et al., 2023).

E.g. Reviewing an interview transcript where a student explains why they use Indonesian during English lessons, noting specific instances of code-mixing and the contexts in which they occur.

2. Initial Coding: The researcher will generate initial codes from the data, identifying segments of text that are relevant to the research questions. This process involves labeling important features of the data that relate to the factors encouraging code-mixing and its impacts on learning (Doyoharjo, 2022).

E.g. Coding a teacher's comment such as "Students feel more comfortable using Indonesian when they don't know the English word," under the code "Comfort using mother tongue."

3. Theme Development: After coding the data, the researcher will group the codes into potential themes. This step involves examining the codes to identify broader patterns that capture the essence of the data related to the research questions (Sari et al., 2023).

E.g. Developing a theme named "Linguistic Comfort" that includes codes related to vocabulary limitations, ease of using the mother tongue, and comfort in switching languages.

4. Reviewing Themes: The identified themes will be reviewed

and refined to ensure they accurately represent the data. This may involve merging, splitting, or discarding themes based on their relevance and significance (Niaty et al., 2024).

E.g. Revisiting the theme “Linguistic Comfort” to ensure it is distinct from a related theme like “Cultural Norms,” and adjusting as needed to avoid overlap.

5. Defining and Naming Themes: Once the themes are finalized, the researcher will define and name each theme clearly, ensuring that they convey the core insights derived from the data (Niaty et al., 2024).

E.g. Defining “Linguistic Comfort” as “Instances where students switch to their mother tongue due to limited vocabulary or confidence in using English.”

6. Reporting Findings: Finally, the findings will be presented in a coherent narrative, supported by direct quotes from participants and observational data. This will provide a rich, descriptive account of the factors influencing code-mixing and its effects on the learning process (Niaty et al., 2024).

E.g. Presenting findings such as “Students often mix codes during challenging lessons to ensure comprehension, which aligns with the theme of ‘Enhanced Understanding,’” supported by a quote from a student: “I mix English and Indonesian to make sure I understand the difficult parts.”

G. Validity of Data

The process of integrating several data sources and collection methods that are already in place is known as validity. There are various forms of triangulation, such as:

1. **Source Triangulation:** This involves collecting data from various participants, including students, teachers, and educational documents. By gathering insights from multiple stakeholders, the research can capture a broader perspective on code-mixing and its implications for learning (Wijnhoven & Brinkhuis, 2014). For instance, interviews with students will provide personal experiences, while teachers can offer insights into pedagogical practices and classroom dynamics.
2. **Method Triangulation:** This technique will involve using different data collection methods, such as interviews and classroom observations. Each method provides unique insights and helps to validate findings across different contexts (Carter et al., 2014). For example, observational data can reveal actual instances of code-mixing in the classroom, while interviews can provide the rationale behind such practices.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. This research intends to analyze the factors that influence code-mixing done by English teachers and students at SMPN 30 Semarang. This study also found the impact of code-mixing in English learning process.

A. Findings

This section begins by presenting the findings obtained by the researcher after implementing the research methods. To get the factors and the impact of the use of code mixing used by teachers and students, researchers have conducted observations and interviews. This activity was carried out in the school environment, precisely at SMPN 30 Semarang. This activity was conducted in several meetings. The researcher conducted the recording on December 10, 11, and 12, 2024. The researcher only conducted recording and observation for three days because it has achieved the purpose of this study.

1. Observation Result

This research was conducted at SMPN 30 Semarang with the participants being ninth-grade students in the 2024/2025 academic year. To achieve the research objectives, the researcher used several data collection techniques, including observation sheets. The observation was conducted using a moderate

participation approach (Rachman et al., 2024). This was chosen to balance involvement and objectivity, ensuring students’ natural behavior was maintained while still allowing the researcher to record meaningful data on language use. The participants selected were three students who had previously been involved in English certification selections and were known for their bilingual communication habits, making them ideal for studying code-mixing phenomena in a real classroom setting had been prepared to record the dynamics of code-mixing use by both teachers and students during English classes. The observations aimed to capture students’ spontaneous use of language, especially in situations requiring clarification, explanation, or engagement (Suganda et al., 2018).

Table 4.1 Obseravation Result

Observation Category	Specific Indicators	Observation Results
Lingusitic Factors		
Vocabulary Limitation	Instances where students use code-mixing due to lack of English vocabulary.	Code-mixing occurs because students have not mastered English vocabulary well, often mixing languages to complete unknown

		sentences.
Ease of Using Mother Tongue	Situations where students switch to their mother tongue for ease of communication.	Indonesian is used in code-mixing to explain difficult concepts, translate English terms, and facilitate communication.
Social Factors		
Cultural Norms	Observations of students adhering to cultural language norms through code-mixing	Code-mixing reflects the use of Indonesian as the main language in students' daily lives.
Societal Expectations	Cases where societal language norms influence students' language use in the classroom	The use of English is considered to reflect professionalism and academic status. Students use code mixing to appear competent without fear of making mistakes.
Speaker Habits	Patterns in student habitual use of code-mixing during conversations.	Students have become accustomed to using code-mixing

		during discussions, becoming part of the habit of classroom communication.
Psychological Factors		
Comfort	Instances where students mix codes to feel more comfortable in expressing themselves.	Students feel more comfortable using code-mixing as it helps them express themselves when they have difficulty using English fully.
Confidence	Observations of students using code-mixing as a confidence booster when speaking English.	Code-mixing boosts students' confidence as they feel they have a backup if they do not know the English vocabulary.
Social Identity	Use of code-mixing to express social identity or belonging to a particular group.	Code-mixing facilitates communication, strengthening the relationship between students and teachers and between students.

Positive Impacts of Code-Mixing		
Increased Understanding	Instances where code-mixing helps clarify concepts or improve comprehension.	Helps clarify concepts, especially grammar and texts such as narrative or tenses that are difficult to explain in English alone.
Vocabulary Development	Situations where new English terms are introduced through familiar linguistic contexts.	Students learn new vocabulary in English gradually through familiar contexts in Indonesian.
Engagement Enhancement	Observations of increased students participation and reduced anxiety due to code-mixing.	Students are more active in discussions, showing increased participation and reduced anxiety due to the flexibility of using two languages.
Negative Impacts of Code-Mixing		
Student Proficiency	Evidence of student over-reliance on	English usage is not optimal; some

	their mother tongue, limiting their fluency in English.	students become too dependent on Indonesian in classroom communication.
Reliance on Mother Tongue	Cases where students show reduced motivation or confidence to use English independently.	Students tend to rely on Indonesian, which can hinder independent English language development.

2. Interview Result

a. Linguistic Factors

Linguistic factors are one of the main causes of code-mixing in EFL classes. From the interviews and observations, it was found that students and teachers use code-mixing mainly due to limited vocabulary in English and the ease of using the mother tongue.

1) Vocabulary Limitations

One of the main reasons students use code-mixing is due to limited vocabulary in English. In the interviews, most students admitted that they often have difficulty in finding the right words or phrases in English. This causes them to spontaneously mix Indonesian in order to still be able to communicate fluently.

Table 4.2.1. Linguistic Factors : Vocabulary Limitations

Participants	Interview Results
Student 1 L.R.	S1 stated that she and her friends often use code-mixing because they are not fully fluent in speaking English. She said, “Sometimes, there is vocabulary that we don't know, so it's easier to use Indonesian as a complement.”
Student 2 M.A.A.	S2 added that code-mixing helps him in understanding difficult terms. According to him, if the teacher explains a concept in English but there are terms that are difficult to understand, the additional explanation in Indonesian is very helpful.
Student 3 J.V.	S3 also mentioned that when she encounters a new word or phrase in English, she often mixes it with Indonesian so that she can still understand and use it in the right context.
Teacher Mrs. S.R.	Teacher confirmed that vocabulary limitation is one of the main factors that cause students to use code-mixing. She mentioned that when she teaches entirely in English, many students show confused expressions. To overcome this, she often repeats or re-explains in

	Indonesian so that students can understand more easily. “I see the children's confused expressions when I speak in English. Therefore, I re-explain in Indonesian so that they understand better,” said Ms. S.R.
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2) Ease of Using Mother Tongue

In addition to limited vocabulary, students and teachers also tend to use code-mixing because Indonesian is easier to use in communication.

Table 4.2.2. Linguistic Factors : Ease of Using Mother Tongue

Participants	Interview Results
Student 1 L.R.	S1 mentioned that she feels more confident when speaking using code-mixing rather than fully using English. She said, “By mixing languages, I don't worry if I'm wrong. I can still speak fluently.”
Student 2 M.A.A.	S2 explained that although he wanted to improve his English, he still felt more comfortable if he could use Indonesian when dealing with difficult concepts.
Student 3 J.V.	S3 added that the use of code-mixing also helps maintain smooth communication in group

	discussions.
Teacher Mrs. S.R.	Teacher also acknowledged that Indonesian is often used as a tool to clarify instructions and bridge students' understanding. Mrs. Sri Rahayu mentioned that she usually uses Indonesian to: 1. Explaining complex grammar rules. 2. Providing instructions that need to be clearly understood by all students. 3. Encouraging the involvement of students who find it difficult to speak English. "I use code-mixing mainly when giving instructions or explaining complicated grammar rules. If it's only in English, many students have difficulty understanding it," said Mrs. S.R.

b. Social Factors

Social factors play an important role in the use of code-mixing in EFL classrooms. Based on the results of interviews and observations, it was found that cultural norms, societal expectations, and speaker habits are the main factors that encourage students to use code-mixing in English language learning.

1) Cultural Norms

Cultural norms in Indonesian society support the use of more than one language in daily communication. Indonesian as the national language and English as a foreign language are often used simultaneously in various contexts, including in educational settings.

Table 4.2.2 Social Factors : Cultural Norms

Participants	Interview Results
Student 1 L.R.	S1 stated that outside of class, she and her friends often use code-mixing in their daily conversations, both in academic discussions and casual chats. This makes them feel comfortable to use the same communication pattern in the classroom. <i>"I feel code-mixing is normal, because even outside of class we often mix English and Indonesian when talking to friends. So, even when we are in class, it feels natural that we still use two languages."</i>
Student 2 M.A.A.	S2 revealed that he is used to hearing code-mixing in his family and social environment, so he feels natural to use Indonesian and English simultaneously when speaking in class. <i>"Even outside of English lessons, there are some teachers who also use a mixture of English and Indonesian. So, I don't think it's something strange."</i>

Student 3 J.V.	S3 added that she finds it easier to understand lessons if her teachers and friends also use code-mixing, as this has become part of the common way of communication in society.
Teacher Mrs. S.R.	The teacher also mentioned that despite school policies that encourage the use of English in EFL classes, the reality is that students still use Indonesian in their conversations, so teachers often follow this pattern to keep communication effective. <i>“I see that these children are already used to the use of English mixed with Indonesian. Instead of me forcing them to use English completely when they don't understand, I prefer to use mixed code so that they can still follow the lesson well.”</i>

2) Societal Expectations

The social environment and societal expectations also contribute to the use of code-mixing in EFL classes. Students feel pressure to speak English well, but they still rely on Indonesian to support their communication.

Table 4.2.2 Social Factors : Societal Expectations

Participants	Interview Results
Student 1 L.R.	S1 mentioned that her parents and teachers encouraged her to speak in English, but she felt more comfortable

	using code-mixing to make her message clearer.
Student 2 M.A.A.	S2 also revealed that in some situations, students feel the need to use English to be considered more professional, especially in classes that emphasize the use of foreign languages. <i>“Sometimes, if we only use Indonesian, we can be perceived as not serious about learning English. So, it's better to use a mixture so that there is still an English feel.”</i>
Student 3 J.V.	S3 explained that the use of English in school is often seen as an indicator of intelligence or good academic status. However, since not all students feel confident speaking in full English, they choose to use code-mixing to still appear proficient in English without fear of making mistakes. <i>“If we use English all the time, people might think we're smart. But if we misspeak, we might get laughed at. So it's better to use code-mixing, so we still look like we can speak English, but it's not too difficult for us either.”</i>
Teacher Mrs. S.R.	The teacher also aware of the expectations of the community and school environment that encourage students to use English. However, teachers also understand that for some

	students, the full use of English is still a challenge. <i>“Some students want to show that they can speak English, but they also don't want to look difficult or too stiff. So they choose the middle way by using code-mixing.”</i>
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3) Speaker Habits

Language habits also affect how often students use code-mixing in EFL classes. Since they are used to hearing and using code-mixing in various situations, this becomes a communication pattern that carries over into the classroom.

Table 4.2.2 Social Factors : Speaker Habits

Participants	Interview Results
Student 1 L.R.	S1 said that she was used to using code-mixing in her daily conversations, so she felt comfortable doing it in the classroom as well. <i>“We are used to using code-mixing, so if we suddenly have to use full English, it feels a bit awkward.”</i>
Student 2 M.A.A.	S2 added that in daily conversations, especially in social media and online conversations, he often uses code-mixing, so this habit also occurs in class.
Student 3	S3 added that this habit also arises

J.V.	because in the school environment, many of her friends do the same thing.
Teacher Mrs. S.R.	The teacher realize that students' language habits contribute to the use of code-mixing in the classroom. Mrs. S.R. stated that although she tries to encourage the full use of English, she also understands that students have certain habits that are difficult to change in a short period of time. <i>“I try to get them used to using English more often, but I also realize that it's a process. You can't just ask them to stop using Indonesian completely.”</i>

c. Psychological Factors

In addition to linguistic and social factors, psychological factors also play a significant role in the use of code-mixing in EFL classrooms. Based on the results of interviews with students and teachers, as well as classroom observations, it was found that comfort, confidence, and social identity are the main factors that encourage students to use code-mixing in English language learning.

1) Comfort

Students tend to use code-mixing because they feel more comfortable when speaking by mixing English and Indonesian than using English in full. This comfort is related to feeling safe in communicating without fear of

making mistakes.

Table 4.2.3 Psychological Factors : Comfort

Participants	Interview Results
Student 1 L.R.	S1 stated that when she speaks in full English, she feels more tense for fear of making mistakes in constructing sentences or using inappropriate vocabulary. However, by mixing in Indonesian, she feels more relaxed and unencumbered. <i>“If I have to speak in full English, I sometimes get tense, afraid of grammar mistakes or not knowing the right words. But if I use code-mixing, I feel more relaxed and can still convey what I mean.”</i>
Student 2 M.A.A.	S2 also added that the use of code-mixing gives him flexibility in speaking, so he does not feel limited in expressing his thoughts. <i>“Sometimes I want to explain something, but if it has to be in English all the time, I stop thinking. If I can mix languages, I can speak more fluently without thinking too much.”</i>
Student 3 J.V.	S3 mentioned that code-mixing helps her feel more comfortable in discussions with her friends because they can focus more on the content of the discussion rather than thinking about language mistakes.

Teacher Mrs. S.R.	Teacher also recognize that students' comfort is one of the main reasons why they use code-mixing. Mrs. S.R. explained that if students feel pressured to speak in full English, they will become passive and dare not speak up in class. Therefore, she allows code-mixing in certain situations to help students feel more comfortable and still participate in the learning. <i>“I would rather the children keep speaking and participating in class, even if they use code-mixing, rather than them being silent for fear of being wrong. By letting them mix the language, I see them being more active in the discussion.”</i>
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2) Confidence

The use of code-mixing is also closely related to students' level of confidence in speaking English. Students who feel less confident in their English ability tend to use code-mixing as a communication strategy in order to still participate in learning.

Table 4.2.3 Psychological Factors : Confidence

Participants	Interview Results
Student 1 L.R.	S1 revealed that she often feels nervous when speaking in English for fear of making mistakes. However, by using

	code-mixing, she feels more confident because she can use Indonesian as support if she has difficulty finding words in English. <i>"I love English, but if I have to speak full English, I'm often afraid of making mistakes. If I can use code-mixing, it gives me more courage to speak because if I forget an English word, I can use Indonesian first."</i>
Student 2 M.A.A.	S2 adds that code-mixing makes him feel more comfortable when talking to his teachers and friends. <i>"If I am forced to use English all the time, sometimes I hesitate to speak. But if I'm allowed to mix, I feel more confident because I'm not afraid of being wrong."</i>
Student 3 J.V.	S3 mentioned that code mixing helped her feel more comfortable in discussions with his friends because they could focus more on the content of the discussion rather than thinking about language errors.
Teacher Mrs. S.R.	Teacher also realize that students' confidence level affects the extent to which they are willing to speak in English. Mrs. S.R. mentioned that she often sees students who are more shy become more confident when they are allowed to use code-mixing in

	speaking. <i>“I see that some children who are initially quiet become more active when they can use code-mixing. It helps them gradually increase their courage in speaking English.”</i>
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3) Social Identity

In addition to comfort and confidence, social identity factors also influence the use of code-mixing. Students use code-mixing as a way to fit into their social environment and feel part of the group.

Table 4.2.3 Psychological Factors : Social Identity

Participants	Interview Results
Student 1 L.R.	S1 using code mixing as a way to adapt to his social environment and friends.
Student 2 M.A.A.	S2 adds that using code-mixing makes him feel closer to his friends because they share the same way of communicating.
Student 3 J.V.	S3 explains that she and her friends use code-mixing not only because they have difficulty speaking English, but also because they feel it is a more natural way of communicating between them. <i>“In class, we often use code-mixing because our friends do the same. So, it just feels more familiar than if we had to use full English.”</i>

Teacher Mrs. S.R.	The teacher mentioned that the use of code-mixing is also part of the classroom dynamics that reflect the social relationships among students.
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3. Impact of Code-Mixing in Learning

Positive Impact

Although the use of code-mixing is often considered as an obstacle in English language learning, the results of this study show that in the context of an EFL classroom, code-mixing also has some positive impacts on students. Based on the results of interviews with students and teachers, as well as classroom observations, it was found that code-mixing can improve students' comprehension, help vocabulary development, and increase students' engagement in learning.

a. Enhanced Understanding

One of the main benefits of using code-mixing in EFL classes is that it helps students understand the learning material better. In interviews with students and teachers, they consistently revealed that bilingual explanations helped them understand difficult concepts in English more easily.

Table 4.2.2 Positive Impact : Enhanced Understanding

Participants	Interview Results
Student 1 L.R.	S1 revealed that when the teacher only uses English, she often has difficulty understanding the material. However, when

	the teacher uses code-mixing, she can more quickly grasp the meaning of the explanation given. <i>“If the teacher uses English all the time, sometimes I get confused. But if there is a mixture of Indonesian, I understand more quickly because I can connect words in two languages.”</i>
Student 2 M.A.A.	S2 added that with code-mixing, he could better understand difficult terms. <i>“Sometimes there are terms in English that I have never heard of. If the teacher immediately gives an explanation in Indonesian, I immediately understand.”</i>
Student 3 J.V.	S3 stated code mixing explanation helps to understand difficult English terms.
Teacher Mrs. S.R.	Teacher also realize that the use of code-mixing helps speed up students' understanding, especially in more complex concepts such as grammar or academic terms. Mrs. S.R. mentioned that she often uses code-mixing when explaining difficult grammar structures. <i>“I always try to explain in English first, but if I see that the children are confused, I will repeat it in Indonesian. That way, they catch my meaning more quickly.”</i>

b. Vocabulary Development

In addition to aiding comprehension, code-mixing also benefits students' vocabulary development. By hearing

and using a mixture of English and Indonesian, students can recognize new words in English without feeling overwhelmed.

Table 4.2.2 Positive Impact : Vocabulary Development

Participants	Interview Results
Student 1 L.R.	S1 stated students learn new words and phrases in English through familiar contexts.
Student 2 M.A.A.	S2 also added that code-mixing makes it easier for him to remember new vocabulary. <i>“If I only use English, sometimes I forget new words. But if there is code-mixing, I can remember them longer because I know the Indonesian equivalent.”</i>
Student 3 J.V.	S3 mentions that code-mixing allows her to learn new English words without having to look them up in a dictionary. <i>“Sometimes teachers use English words that I don't know, but because there is a translation in Indonesian, I immediately understand the meaning.”</i>
Teacher Mrs. S.R.	Teacher also recognize that code-mixing can be an effective strategy in introducing new vocabulary to students. Mrs. S.R. mentioned that she often inserts English words in Indonesian sentences so that students get used to hearing and understanding their meaning in a broader

	context. <i>“I will usually mention the English term first, then I give the translation in Indonesian. This way, students not only know the meaning of the word, but also how to use it in sentences.”</i>
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c. Increased Engagement

One of the challenges in learning English is encouraging students to actively speak and participate in class discussions. Code-mixing can help students feel more comfortable to communicate without fear of being wrong, which ultimately increases their engagement in the learning process.

Table 4.2.2 Positive Impact : Increased Engagement

Participants	Interview Results
Student 1 L.R.	S1 admits that she is more courageous in class if she is allowed to use code-mixing. <i>“I become more active in class if I can use code-mixing. If it has to be full English, I often hesitate to speak for fear of being wrong.”</i>
Student 2 M.A.A.	S2 stated students are more active in participating in discussions with code mixing.
Student 3 J.V.	S3 also added that with code-mixing, classroom discussions become livelier as students feel more confident in

	expressing their opinions.
Teacher Mrs. S.R.	The teacher realized that if students were forced to speak only in English, some of them would become passive for fear of making mistakes. Therefore, Ms. S.R. allows students to use code-mixing as a strategy to keep the interaction active. <i>“I don't want students to feel intimidated in class. By letting them use code-mixing, they are more willing to speak and discuss without fear of making mistakes.”</i>

Negative Impact

Although code-mixing has some benefits in English language learning, this study also found some negative impacts that need to be considered. Interviews with students and teachers as well as classroom observations show that excessive use of code-mixing can hinder students' proficiency in English and increase their dependence on their mother tongue.

a. Inhibition of Students Proficiency

One of the main negative impacts of code-mixing is the hindrance in the development of students' proficiency in speaking and writing in English. Students who overuse code-mixing tend to have difficulty speaking in full English, as they are used to relying on Indonesian as a communication tool.

Table 4.2.2 Negative Impact : Inhibition of Students Proficiency

Participants	Interview Results
Student 1 L.R.	S1 admits that she often finds it difficult to speak in full English because she is used to using mixed codes. <i>"Sometimes when I have to speak full English, I find it difficult. I'm used to using code-mixing, so I'm not used to forming full sentence in English."</i>
Student 2 M.A.A.	S2 also mentioned that although he would like to improve his English, he still often relies on Indonesian to convey his thoughts. <i>"I actually want to be more fluent in English, but because the class often uses code-mixing, I am not trained to speak fully in English."</i>
Student 3 J.V.	S3 adds that she finds it more difficult to write in English because when she speaks, she is used to mixing both languages.
Teacher Mrs. S.R.	The teacher also realize that excessive use of code-mixing can have a negative impact on students' proficiency in English. Mrs. S.R. explained that some students who overuse code-mixing tend to have difficulty in speaking independently in English. <i>"I often see students who have difficulty constructing sentences in English because they are used to inserting Indonesian in their conversations. As a result, when they</i>

	<i>have to speak or write in English completely, they struggle.”</i>
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b. Dependence on Native Language

Another negative impact of the use of code-mixing is the increased dependence of students on their mother tongue. Students who use Indonesian too often in EFL classes tend to find it more difficult to develop the habit of thinking and speaking in English.

Table 4.2.2 Negative Impact : Dependence on Native Language

Participants	Interview Results
Student 1 L.R.	S1 admits that she is often more comfortable using Indonesian during class discussions, so when she has to speak in English, she feels less confident. <i>“I feel more comfortable using Indonesian when discussing in class. So if I have to speak in full English, sometimes I get confused and think slower.”</i>
Student 2 M.A.A.	S2 added that if the teacher always gave explanations in Indonesian, he did not feel the need to try to understand English more deeply. <i>“If the teacher always gives explanations in Indonesian, I don't really think about the meaning of English words. I rely more on Indonesian rather than trying to</i>

	<i>understand English myself.”</i>
Student 3 J.V.	S3 also revealed that because she often heard her teachers and friends using code-mixing, she didn't practice thinking in English.
Teacher Mrs. S.R.	Teacher also expressed concern about students' reliance on Indonesian. Mrs. S.R. explained that students who overuse code-mixing will have difficulties when they have to face English exams or communicate in formal situations that require the full use of English. <i>“I am worried that if they get used to using Indonesian in English class, they will have difficulties when they face exams or when they have to speak in more formal academic situations.”</i>

B. Discussion

The findings of this study on code-mixing in the EFL classroom at SMPN 30 Semarang reveal a complex interplay of factors influencing language use among students and teachers. The results indicate that code-mixing serves both positive and negative roles in the learning process, aligning with and expanding upon existing theories and previous research in the field of sociolinguistics and language education. The study identifies three primary factors contributing to the occurrence of code-mixing: linguistic, social, and psychological.

1. Factors Influencing Code-Mixing

There are three factors found by researchers which include linguistic factors, social factors and psychological factors (Bonyadi et al., 2021; Qian, 2015; Rauf, 2017).

a. Linguistic Factor

Most students have difficulty in understanding terms or sentences that are delivered entirely in English. This causes teachers to code-mix as a form of accommodation to students' abilities, so that the message can be conveyed more clearly. This finding is in line with (Giles, 2016) accommodation theory, which states that speakers adjust their language to accommodate interlocutors in order to create effective communication.

Communication Accommodation Theory (CAT) by Howard Giles explains that in communication interactions, speakers will consciously or unconsciously adjust their speaking style in order to get closer to the person they are talking to. In the context of learning, teachers who use code-mixing strategically are actually carrying out a process of linguistic accommodation, where Indonesian is used as a tool to make it easier for students to understand the material. This has proven effective in reducing the communication gap between teachers who are fluent in English and students who are still learning. The application of this theory in

research shows that code-mixing is not just an informal habit, but a pedagogical strategy to create more inclusive communication in the classroom (Giles, 2016).

b. Social Factor

Indonesian as the mother tongue or L1 plays an important role in classroom interactions. The use of code-mixing is often considered more natural in a bilingual environment. As explained by (Muysken, 2000), code-mixing is a natural phenomenon in bilingual communities that facilitates self-expression and strengthens social identity. (Muysken, 2000) explains code-mixing as a form of communication in a bilingual or multilingual society, which can reflect the linguistic flexibility of speakers and their attachment to a particular social identity. In this study, students are accustomed to mixing Indonesian and English because their social environment reinforces the practice. This shows that code-mixing in the classroom is not only a response to language limitations, but also a manifestation of the social and cultural reality of students who naturally bring two language systems into one discourse. Thus, teaching strategies that do not consider these social habits can actually make learning feel foreign or irrelevant.

c. Psychological Factor

In practice, teachers mix languages so that meanings

are not confused or misunderstood. This is also related to Comprehensible Input and Krashen's Theory (Patrick, 2019) which states that language input must be comprehensible, so code-mixing acts as a bridge in delivering material with an optimal level of understanding. According to Stephen Krashen's Input Hypothesis, learners will more easily acquire a language if they receive comprehensible input. In English language learning, explanations delivered entirely in the target language without the support of the mother tongue are often too difficult and meaningless for beginning learners. The use of code-mixing allows teachers to adjust the level of difficulty of the message so that it can be understood by students, especially when explaining new grammar or vocabulary. This directly supports Krashen's main premise that comprehension is the basis of language acquisition, and that the mother tongue can be an important aid in creating meaningful input (Patrick, 2019).

2. Impact of Code-Mixing in Learning

Positive Impact:

a. Increased Understanding

Code-mixing helps students understand lessons better, especially when encountering new vocabulary or sentence structures. This reinforces Vygotsky's Zone of Proximal Development (McLeod, 2024), where assistance

from teachers through code-mixing allows students to learn more effectively within their zone of ability. Vygotsky's Zone of Proximal Development (ZPD) theory states that students learn most effectively when they receive assistance in the zone of proximal development—the distance between what they can do on their own and what they can do with the help of others. Code-mixing serves as linguistic scaffolding where the native language is used to bridge students' understanding of the material presented in the target language. In the context of this study, the role of the teacher as a mediator is very important, and code-mixing becomes one of the tools to access students' optimal learning zones. This reinforces the role of interactive social in language learning, especially in EFL classrooms with limited-ability students (McLeod, 2024).

b. Increases Self-Confidence

Students feel more confident when teachers use language they understand. This supports Pedagogies Proving Krashen's Theory of Affective Filter (Lin, 2008) which states that emotional barriers such as fear and anxiety can decrease the effectiveness of language learning. Code-mixing reduces these barriers by creating a comfortable learning atmosphere. Krashen also introduced the Affective Filter Hypothesis, which explains that emotional factors

such as anxiety, motivation, and self-confidence influence the success of language learning. A high affective filter (e.g., due to fear of making mistakes) can inhibit the entry of meaningful linguistic input. In this study, students who were allowed to use code-mixing showed higher self-confidence and were more willing to participate in class discussions. This suggests that code-mixing can reduce affective barriers and create a more inclusive and supportive learning environment. In this case, the use of code-mixing supports efforts to create emotional conditions that are conducive to language acquisition (Lin, 2008).

c. Engagement Enhancement

Because they feel they understand better, students are more active in answering questions and discussing. This is in line with the A Review of Socio-Cultural Theory by Vygotsky's (Rahmatirad, 2020), emphasized that a person's language skills develop through a dialogic and collaborative process. In this study, code-mixing creates a linguistic bridge that allows students to continue to engage in classroom conversations without being hampered by limited vocabulary or sentence structure in the target language. This means that code-mixing is not just an informal habit, but a pedagogical strategy that allows students to participate actively, which ultimately strengthens the language

acquisition process itself.

Furthermore, this theory shows that learning cannot be separated from the social context of students. Because students are in an environment that is socially and culturally accustomed to using two languages simultaneously, the application of the code-mixing strategy is in line with their learning reality. In this case, teachers who understand the social context of their students and accommodate their needs through code-mixing are indirectly implementing the basic principles of Sociocultural Theory, namely that effective language learning must be rooted in real and interactive social practices (Rahmatirad, 2020).

Negative Impact:

a. Dependence on Mother Tongue

Excessive use of code-mixing can hinder students in developing full competence in English. Students tend to wait for translations or explanations in Bahasa Indonesia instead of trying to understand in English. According to (Ahmad & Jusoff, 2009), when teachers use Indonesian too often in English learning, students become too comfortable and do not feel the need to develop their understanding of the target language. This causes over-reliance on the mother tongue and inhibits the process of internalizing English structures and vocabulary.

b. Reduced Student Proficiency

Code-mixing limits students' opportunities to become familiar with the full use of English. This can slow down the development of listening and speaking skills, especially in the context of communication. Research by (Tabassum et al., 2020) also shows that excessive code-switching or code-mixing can reduce students' opportunities to be exposed to authentic English. As a result, their ability to use the target language in real situations becomes limited. This is especially important in the EFL context, where space for language practice outside the classroom is already very limited. In addition, a study by (Simasiku, 2016) found that learners who are accustomed to receiving explanations in two languages have difficulty in building thinking patterns in the target language. They tend to translate literally or transfer structures from their mother tongue, which actually hinders fluency in speaking and writing in English. This condition is also seen in the findings of this study, where students have difficulty when asked to speak fully in English because they are too used to mixing two languages in their expressions.

From a broader perspective, these findings contribute to the ongoing academic discussion on the role of code-mixing in language education. While it is clear that

code-mixing facilitates learning, its potential to hinder language acquisition cannot be ignored. Educators must find a balance between using code-mixing to support comprehension and encouraging full use of the target language to improve fluency (Yusak, 2017).

The implications of these findings extend to teaching strategies and curriculum development in EFL classrooms. First, teachers can incorporate a structured approach to code-mixing, ensuring that its use remains pedagogically beneficial rather than a barrier to language acquisition. Code-mixing should be used as a scaffolding technique, gradually reducing its frequency as students develop greater proficiency in English (Gunawan, 2018).

Second, language policies in schools should acknowledge the role of code-mixing while emphasizing the importance of an immersive English learning environment. This could include classroom activities that gradually transition students towards full English use, such as structured debates, storytelling, and role-playing exercises that encourage natural language use (Puspitasari, 2018).

Despite its contributions, this study has limitations that need to be considered. The study was conducted at a single institution, which may limit the generalizability of its findings. Future research could explore code-mixing in a

wider range of educational settings to determine whether these patterns hold across different student demographics.

Additionally, although this study primarily focused on spoken language, future research could examine the impact of code-mixing on students' writing skills (Siska & Yelliza, 2023). Investigating whether students transfer their oral code-mixing habits to written English could provide valuable insights into its long-term effects on language development (Sabri et al., 2019).

This study advances the understanding of code-mixing in EFL contexts by offering empirical evidence of its dual effects in the classroom. By highlighting its benefits and pitfalls, this study provides educators with a nuanced perspective on how code-mixing can be effectively managed in language instruction (Jaya, 2022). Furthermore, this study adds to the growing literature on bilingual language use, reinforcing the need for pedagogical strategies that balance linguistic support with language proficiency goals (Sclafani, 2017).

In practice, the findings of this study could inform teacher training programs, encouraging educators to develop a more reflective approach to code-mixing. By understanding when and how to use code-mixing strategically, teachers can enhance students' learning

experiences while ensuring that their long-term language development remains a priority (Handrayani, 2022). Ultimately, this study underscores the importance of integrating sociolinguistic insights into language education, paving the way for more effective and inclusive teaching methodologies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to analyse the factors that influence the use of code-mixing by teachers and students in English learning and its impact on the learning process at SMPN 30 Semarang. Based on the data analysis conducted through observation and interviews, the following conclusions were obtained:

The use of code-mixing in English classes at SMPN 30 Semarang is driven by linguistic, social, and psychological factors. Students and teachers mix languages due to limited English vocabulary, daily language habits, and social norms that normalize the practice. Additionally, students with low confidence tend to rely on Indonesian to feel more comfortable and avoid making mistakes.

The results reveal that code-mixing has both positive and negative effects: it enhances students' understanding, engagement, and vocabulary growth, but excessive use may hinder English proficiency, create reliance on the mother tongue, and limit opportunities to practice fluent English communication.

B. Suggestion

Based on the results of the research on the use of code mix in English language learning at SMPN 30 Semarang, there

are several suggestions that can be taken into consideration to improve the effectiveness of learning as well as a reference for further research.

1. For Students

Students need to realise that although code-mixing can aid comprehension, they should still strive to improve their English speaking and writing skills independently. Code-mixing should be used as a tool, not as a habit that hinders the development of their language skills.

Solution: Increase exposure to English through activities such as reading English books, watching educational videos, or joining conversations in English outside the classroom. Train yourself to speak fully in English in certain situations, such as during class discussions or presentations, to increase your confidence in using English.

2. For Teachers

Teachers have an important role in managing the use of code-mixing so that it still provides benefits without hindering students' English language skills. Too frequent use of code-mixing can cause students to rely too much on their mother tongue. Therefore, teachers need to implement learning strategies that encourage students to be more active in using English.

Solution: Use code-mixing in a limited and strategic

manner, for example only when explaining difficult concepts or when giving complex instructions. Implement a gradual approach in reducing the use of Indonesian in the classroom, by challenging students to speak in English within a certain period of time. Creating a supportive environment for English learning by encouraging students to interact in English not only with the teacher, but also with fellow students during learning activities.

3. For Further Researchers

This study still has limitations, especially in the limited number of participants and the focus on oral communication. Therefore, further research can be conducted to explore other aspects of code-mixing in English language learning.

Solution: Conduct research with a larger number of participants to obtain more representative data. Analyse the impact of code-mixing on students' writing skills, as this study focuses more on oral communication. Study the differences in the use of code-mixing based on students' English proficiency levels, e.g. whether students with higher language skill levels tend to use less code-mixing than students with lower skill levels. Explore effective strategies that teachers can use to optimise the benefits of code-mixing without reducing students' exposure to English.

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APPENDIX 1

INTERVIEW GUIDELINE FOR THE TEACHER

Interviewer:

Interviewee:

Day/Date:

Time:

Place: SMPN 30 Semarang

Factors Influencing Code-Mixing

1. What are your views on the use of code-mixing in EFL classrooms? Do you see it as beneficial or detrimental?
2. In what situations do you find code-mixing most effective or necessary?
3. What factors do you consider when deciding whether to use code-mixing in your lessons?

Impact of Code-Mixing in Learning Process

4. How do you think code-mixing affects students' understanding of the material?
5. Have you noticed any changes in student participation or comprehension when code-mixing is used?

TRANSLATE IN INDONESIA

Faktor-faktor yang Mempengaruhi Pencampuran Kode

1. Apa pandangan Anda tentang penggunaan campur kode di kelas EFL? Apakah Anda melihatnya sebagai hal yang menguntungkan atau merugikan?
2. Dalam situasi apa yang menurut Anda paling efektif atau perlu dilakukan pencampuran kode?
3. Faktor-faktor apa saja yang Anda pertimbangkan saat memutuskan apakah akan menggunakan campur kode dalam pelajaran Anda?

Dampak Campur Kode dalam Proses Pembelajaran

4. Menurut Anda, bagaimana campur kode mempengaruhi pemahaman siswa terhadap materi?
5. Apakah Anda melihat adanya perubahan dalam partisipasi atau pemahaman siswa ketika campur kode digunakan?

APPENDIX 2
THE RESULT OF INTERVIEW
WITH THE TEACHER

Interviewer : Syafina Rachma Aprilia (The Researcher)
Interviewee : Ibu S.R. (English Teacher of
SMPN 30 Semarang)
Day/Date : Wdnesday, 11st December 2024
Time : -
Place : SMPN 30 Semarang

S: “Selamat pagi, Ibu. Sebelumnya saya sudah mengkonfirmasi pada pagi ini untuk mewawancarai Ibu”

Y: “Iya, Mbak.”

S: “Jadi, mungkin saya akan menjelaskan sedikit tentang penelitian saya yang berkaitan dengan wawancara ini. Judul penelitian saya adalah ‘Exploring Code-Mixing Dynamics: A Comprehensive Analysis in the EFL Classroom Environment’. Tujuan saya mewawancarai Njenengan karena yang pertama Ibu memiliki pengalaman yang cukup banyak dan jam terbang yang tinggi dalam mengajar Bahasa Inggris sebagai Bahasa Asing atau biasa disebut EFL. Yang kedua adalah karena Ibu adalah salah satu guru yang terlibat dalam

mempersiapkan siswa untuk ujian sertifikasi bahasa Inggris di SMPN 30 Semarang.”

Y: “Ooh begitu, baik Mbak.”

S: “Penelitian saya juga melibatkan peran guru dalam percampuran bahasa atau bisa disebut juga Code-Mixing pada pembelajaran, kurang lebih saya akan bertanya tentang faktor-faktor dan dampaknya, begitu Bu.”

Y: “Siap, Mbak.”

S: “Kalau begitu Ibu mungkin bisa memperkenalkan diri terlebih dahulu.”

Y: “Baik, perkenalkan saya Sri Rahayu atau anak-anak menyebut saya Bu Yayuk atau Ma’am Yayuk gitu. Saya salah satu guru Bahasa Inggris di SMPN 30 Semarang. Saya mengajar disini kurang lebih ada 20 tahun lebih, Mbak. Kebetulan saya juga diakhir tahun ini akan pensiun.”

S: “Wah, begitu ya Bu, berarti memang sudah sangat professional ya dalam hal mengajar dan saya dengar Ibu juga menjabat sebagai Waka Kesiswaan bagian standar Kompetensi Kelulusan, Nggih?”

Y: “Nggih, Mbak benar.”

S: “Baik, kalau begitu. Saya bisa langsung ke pertanyaan pertama ya Bu, di poin pertama yaitu ‘Faktor-faktor yang mempengaruhi pencampuran kode (code-mixing)’. Apa

pandangan Ibu tentang penggunaan campur kode di kelas EFL? Apakah Ibu melihatnya sebagai hal yang menguntungkan atau merugikan?”

Y: “Kalau menurut saya, campur kode itu ada manfaatnya, meskipun tidak bisa dihindari ada sisi negatifnya. Manfaatnya adalah anak-anak jadi lebih paham apa yang saya maksudkan. Dengan saya mengulang dalam bahasa Indonesia, mereka tahu apa arti kata-kata atau materi yang saya sampaikan. Tetapi memang sisi negatifnya, anak-anak jadi kurang terbiasa mendengar atau menggunakan kosakata bahasa Inggris. Jadi, meskipun menguntungkan untuk pemahaman, mungkin ada dampaknya dalam penguasaan kosakata mereka.”

S: “Pertanyaan selanjutnya, dalam situasi apa yang menurut Ibu campur kode paling efektif atau perlu dilakukan?”

Y: “Biasanya saya menggunakan campur kode secara spontan, Mbak. Itu terjadi ketika saya melihat ekspresi anak-anak yang tampak bingung, tidak paham apa yang saya sampaikan dalam bahasa Inggris. Situasi seperti itu membuat saya merasa perlu menjelaskan ulang dalam bahasa Indonesia agar mereka lebih paham. Selain itu, kalau saya memberikan instruksi untuk aktivitas atau diskusi, saya juga sering menggunakan campur kode supaya mereka tahu dengan jelas apa yang harus

dilakukan. Jadi, menurut saya campur kode paling efektif ketika siswa terlihat membutuhkan.”

S: “Selanjutnya, faktor-faktor apa saja yang Ibu pertimbangkan saat memutuskan apakah akan menggunakan campur kode dalam pelajaran?”

Y: “Yang utama itu tingkat pemahaman siswa, Mbak. Setiap anak itu kan punya kemampuan berbeda-beda, ya. Kalau ada siswa yang cepat paham bahasa Inggris, saya tidak terlalu sering menggunakan bahasa Indonesia. Tapi kalau saya melihat banyak siswa yang kesulitan, saya pasti lebih banyak menggunakan campur kode. Selain itu, situasi kelas juga berpengaruh. Kalau saya rasa suasana kelas jadi kurang kondusif karena siswa bingung atau tidak fokus, saya pakai campur kode supaya mereka merasa lebih nyaman dan bisa mengikuti pelajaran dengan baik.”

S: “Pertanyaan keempat ini masuk dalam poin kedua yaitu ‘Dampak pencampuran bahasa (code-mixing) dalam proses pembelajaran’. Menurut Ibu, bagaimana campur kode memengaruhi pemahaman siswa terhadap materi?”

Y: “Pengaruhnya besar, Mbak. Anak-anak jadi lebih paham. Kalau saya mengajar hanya menggunakan bahasa Inggris, mereka sering merasa kebingungan. Tapi begitu saya mengulangnya dalam bahasa Indonesia, mereka

langsung memahami maksud saya. Jadi, campur kode membantu siswa mengerti materi yang saya ajarkan, baik itu kata-kata tertentu maupun isi materi secara keseluruhan.”

S: “Pertanyaan terakhir, apakah Ibu melihat adanya perubahan dalam partisipasi atau pemahaman siswa ketika campur kode digunakan?”

Y: “Iya, perubahan itu jelas terasa. Ketika saya menggunakan campur kode, siswa jadi lebih antusias mengikuti aktivitas di kelas. Kalau mereka tidak paham instruksi atau materi, mereka biasanya ragu untuk bertanya atau berpartisipasi. Tapi setelah saya jelaskan ulang dengan campur kode, mereka jadi lebih percaya diri dan berani untuk terlibat dalam diskusi atau aktivitas. Dengan paham instruksi, mereka juga lebih semangat menyelesaikan tugas atau beraktivitas.”

S: “Terima kasih banyak, Bu, atas waktu dan penjelasannya. Ini sangat membantu untuk penelitian saya.”

Y: “Sama-sama, Mbak. Semoga hasil penelitiannya sukses, ya. Kalau ada yang perlu ditanyakan lagi, silakan.”

APPENDIX 3

INTERVIEW GUIDELINE FOR THE STUDENTS

Interviewer :
Interviewee :
Day/Date :
Time :

Factors Influencing Code-Mixing

1. Why do you or your classmates mix English with your native language during lessons?

Impact of Code-Mixing in Learning Process

2. Do you feel that mixing languages helps you understand English better? Why or why not?
3. How do you think your use of code-mixing affects your ability to learn English?
4. How does code-mixing affect your participation in class discussions or activities?
5. Do you think using both languages makes the class more engaging or easier to follow? Why?

TRANSLATE IN INDONESIA

Faktor-faktor yang Mempengaruhi Pencampuran Kode

1. Mengapa Anda atau teman sekelas Anda mencampurkan

bahasa Inggris dengan bahasa ibu Anda selama pelajaran berlangsung?

Dampak Campur Kode dalam Proses Pembelajaran

2. Apakah Anda merasa bahwa pencampuran bahasa membantu Anda memahami bahasa Inggris dengan lebih baik? Mengapa atau mengapa tidak?
3. Menurut Anda, bagaimana penggunaan campur kode mempengaruhi kemampuan Anda dalam belajar bahasa Inggris?
4. Bagaimana campur kode mempengaruhi partisipasi Anda dalam diskusi atau kegiatan di kelas?
5. Menurut Anda, apakah penggunaan dua bahasa membuat kelas lebih menarik atau lebih mudah diikuti? Mengapa?

APPENDIX 4

THE RESULT OF STUDENTS INTERVIEW

Result of Student Interview

No	Name of Student
1.	L. R. (Student 1)
2.	M. A. A. (Student 2)
3.	J. V. (Student 3)

a. Interview Transcript 1

Name : L. R. (Student 1)

Day/Date : Thursday, 12nd December 2024

Time : 10:00 WIB

Turn	Speakers	Utterances
1	S:	Mengapa Anda atau teman sekelas Anda mencampurkan bahasa Inggris dengan bahasa ibu Anda selama pelajaran berlangsung?
2	L:	Saya atau teman-teman biasanya mencampurkan bahasa Inggris dengan bahasa Indonesia karena kami belum sepenuhnya lancar berbicara bahasa Inggris. Terkadang, ada kosakata yang kami tidak tahu, jadi lebih mudah menggunakan bahasa Indonesia sebagai pelengkap. Selain itu, mencampur bahasa membantu kami tetap percaya diri saat berbicara, karena kami tidak khawatir jika salah.

3	S:	Apakah Anda merasa bahwa pencampuran bahasa membantu Anda memahami bahasa Inggris dengan lebih baik? Mengapa atau mengapa tidak?
4	L:	Iya, saya merasa campur kode membantu saya memahami bahasa Inggris dengan lebih baik. Saat guru mencampur kedua bahasa, saya bisa memahami arti kata atau frasa dalam bahasa Inggris dengan bantuan penjelasan dalam bahasa Indonesia. Itu membuat konsep yang sulit jadi lebih jelas.
5	S:	Menurut Anda, bagaimana penggunaan campur kode mempengaruhi kemampuan Anda dalam belajar bahasa Inggris?
6	L:	Penggunaan campur kode sangat membantu kemampuan belajar saya. Saya bisa mempelajari kata-kata baru dalam bahasa Inggris sambil tetap memahami artinya dalam konteks. Jadi, saya merasa kemampuan mendengar dan berbicara saya meningkat karena sering mendengar campuran bahasa tersebut di kelas.
7	S:	Bagaimana campur kode mempengaruhi partisipasi Anda dalam diskusi atau kegiatan di kelas?
8	L:	Campur kode membuat saya lebih nyaman untuk berpartisipasi dalam diskusi. Saya bisa mencoba berbicara dalam bahasa Inggris tanpa khawatir jika ada kosakata yang tidak saya ketahui. Saya merasa lebih percaya diri karena saya tahu saya bisa melengkapi

		kalimat dengan bahasa Indonesia jika diperlukan.
9	S:	Menurut Anda, apakah penggunaan dua bahasa membuat kelas lebih menarik atau lebih mudah diikuti? Mengapa?
10	L:	Menurut saya, penggunaan dua bahasa membuat kelas lebih menarik dan lebih mudah diikuti. Dengan campur kode, saya merasa suasana belajar lebih santai tapi tetap fokus. Saya bisa memahami materi dengan lebih baik, dan kelas terasa lebih menyenangkan karena saya tidak merasa terlalu terbebani untuk selalu menggunakan bahasa Inggris.

b. Interview Transcript 2

Name : M. A. A. (Student 2)

Day/Date : Thursday, 12nd December 2024

Time : 12:00 WIB

Turn	Speakers	Utterances
1	S:	Mengapa Anda atau teman sekelas Anda mencampurkan bahasa Inggris dengan bahasa ibu Anda selama pelajaran berlangsung?
2	A:	Menurut saya, itu dilakukan karena tidak semua teman sekelas saya memahami bahasa Inggris dengan baik. Jadi, mencampurkan bahasa Inggris dengan bahasa Indonesia itu membantu kami untuk memahami materi yang sulit. Selain itu, dengan cara itu, kami juga bisa tetap belajar bahasa Inggris tanpa

		merasa terlalu kesulitan.
3	S:	Apakah Anda merasa bahwa pencampuran bahasa membantu Anda memahami bahasa Inggris dengan lebih baik? Mengapa atau mengapa tidak?
4	A:	Ya, menurut saya itu membantu. Dengan campuran bahasa, saya bisa memahami lebih jelas apa maksud dari guru. Contohnya, kalau ada istilah sulit dalam bahasa Inggris, guru menjelaskannya dalam bahasa Indonesia sehingga saya jadi lebih paham.
5	S:	Menurut Anda, bagaimana penggunaan campur kode mempengaruhi kemampuan Anda dalam belajar bahasa Inggris?
6	A:	Campur kode itu sangat membantu kemampuan saya. Karena dengan teknik itu, saya bisa belajar kata-kata baru dalam bahasa Inggris sambil memahami artinya secara langsung dalam bahasa Indonesia. Jadi, belajar bahasa Inggris jadi lebih efektif.
7	S:	Bagaimana campur kode mempengaruhi partisipasi Anda dalam diskusi atau kegiatan di kelas?
8	A:	Kalau dalam diskusi, saya merasa lebih percaya diri menggunakan campur kode. Dengan begitu, saya bisa berbicara menggunakan bahasa Inggris, tapi kalau saya tidak tahu satu kata, saya bisa langsung menggantinya dengan bahasa Indonesia. Ini membuat saya lebih nyaman berpartisipasi.
9	S:	Menurut Anda, apakah penggunaan dua

		bahasa membuat kelas lebih menarik atau lebih mudah diikuti? Mengapa?
10	A:	Ya, saya rasa itu membuat kelas lebih menarik dan juga lebih mudah diikuti. Dengan dua bahasa, suasana kelas menjadi lebih dinamis. Guru juga bisa menjelaskan materi dengan lebih jelas, jadi kami semua bisa mengikuti pelajaran dengan lebih baik.
11	S:	Terima kasih atas jawabannya, Akbar.
12	A:	Sama-sama.

c. Interview Transcript 3

Name : J. V. (Student 3)

Day/Date : Thursday, 12nd December 2024

Time : 14:30 WIB

Turn	Speakers	Utterances
1	S:	Mengapa Anda atau teman sekelas Anda mencampurkan bahasa Inggris dengan bahasa ibu Anda selama pelajaran berlangsung?
2	V:	Kalau menurut saya, biasanya sih karena lebih gampang dipahami aja. Jadi kalau ada kata dalam bahasa Inggris yang susah dimengerti, kami pakai bahasa Indonesia untuk menjelaskan. Kadang juga biar diskusi nggak berhenti, jadi pakai campuran dua bahasa.
3	S:	Apakah Anda merasa bahwa pencampuran bahasa membantu Anda memahami bahasa Inggris dengan lebih baik? Mengapa atau mengapa tidak?

4	V:	Iya, sangat membantu. Karena dengan campur kode, saya bisa lebih cepat memahami pelajaran, terutama kalau ada istilah bahasa Inggris yang baru dan sulit. Kalau hanya pakai bahasa Inggris terus, takutnya jadi nggak ngerti sama sekali.
5	S:	Menurut Anda, bagaimana penggunaan campur kode mempengaruhi kemampuan Anda dalam belajar bahasa Inggris?
6	V:	Menurut saya, campur kode itu membantu banget. Selain memahami materi, saya juga jadi tahu kata atau frasa baru dalam bahasa Inggris. Jadi saya bisa belajar secara bertahap tanpa merasa terlalu berat.
7	S:	Bagaimana campur kode mempengaruhi partisipasi Anda dalam diskusi atau kegiatan di kelas?
8	V:	Kalau saya sih, jadi lebih aktif ikut diskusi. Karena kalau ada yang nggak bisa saya ungkapkan dalam bahasa Inggris, saya bisa ganti pakai bahasa Indonesia. Itu bikin saya lebih percaya diri untuk berbicara di kelas.
9	S:	Menurut Anda, apakah penggunaan dua bahasa membuat kelas lebih menarik atau lebih mudah diikuti? Mengapa?
10	V:	Menurut saya, iya, lebih menarik dan lebih mudah diikuti. Karena dengan dua bahasa, suasana kelas jadi lebih santai, tapi tetap fokus sama pelajaran. Kita juga nggak terlalu tegang kalau harus belajar pakai bahasa Inggris aja.

11	S:	Terima kasih banyak atas jawaban dan waktunya, Vega.
12	V:	Sama-sama, Kak.

APPENDIX 5

THE RESULT OF CLASSROOM OBSERVATION

Meet 1

Observer : Syafina Rachma Aprilia (The Researcher)

Day/date : Wednesday, 11st December 2024

Time : 08:40 – 09:20 WIB

Place : Class 9G (SMPN 30 Semarang)

Kategori Observasi	Indikator Spesifik	Catatan Observasi
Faktor Lingusitik		
Keterbatasan Kosakata	Kejadian di mana siswa menggunakan campur kode (code-mixing) karena kurangnya kosakata bahasa Inggris.	Code-mixing digunakan untuk melengkapi kosakata / vocabulary tertentu yang tidak diketahui.
Kemudahan Menggunakan Bahasa Ibu (Bahasa Indonesia)	Situasi di mana siswa beralih ke bahasa ibu mereka untuk kemudahan komunikasi.	Bahasa Indonesia didalam code-mixing membantu memahami konsep sulit dan menerjemahkan kalimat bahasa Inggris.

Faktor Sosial		
Norma Budaya	Pengamatan terhadap siswa yang mengikuti norma-norma bahasa budaya melalui campur kode	Code-mixing terjadi karena bahasa Indonesia adalah bahasa utama yang digunakan di keseharian.
Harapan Masyarakat	Kasus-kasus di mana norma-norma bahasa masyarakat mempengaruhi penggunaan bahasa siswa di dalam kelas	-
Kebiasaan Pembicara	Pola-pola kebiasaan siswa dalam menggunakan campur kode selama percakapan.	Code-mixing sudah menjadi kebiasaan dalam diskusi kelas.
Factor Psikologi		
Kenyamanan	Kejadian di mana siswa melakukan campur kode untuk merasa lebih nyaman dalam mengekspresikan diri mereka.	Code-mixing membuat siswa merasa nyaman saat belajar speaking karena dapat menggunakan bahasa Indonesia saat menghadapi

		kesulitan.
Kepercayaan diri	Pengamatan terhadap siswa yang menggunakan campur kode sebagai penambah rasa percaya diri ketika berbicara bahasa Inggris.	Code-mixing membuat lebih percaya diri karena tidak khawatir salah.
Identitas Sosial	Penggunaan campur kode untuk mengekspresikan identitas sosial atau menjadi bagian dari kelompok tertentu.	Code-mixing membantu membangun hubungan dengan guru dan teman sekelas.
Dampak Positif dari Code-Mixing		
Peningkatan Pemahaman	Contoh di mana campur kode membantu memperjelas konsep atau meningkatkan pemahaman.	Code-mixing mempermudah pemahaman konsep sulit, seperti grammar.
Pengembangan Kosakata	Situasi di mana istilah-istilah bahasa Inggris baru diperkenalkan	Kosakata baru lebih mudah dipelajari dalam konteks code-mixing.

	melalui konteks linguistik yang sudah dikenal.	
Peningkatan Keterlibatan	Pengamatan terhadap peningkatan partisipasi siswa dan berkurangnya kecemasan akibat campur kode.	Code-mixing membuat siswa merasa nyaman dan lebih percaya diri untuk terlibat dalam diskusi.
Dampak Negatif dari Code-Mixing		
Kemahiran Siswa	Bukti ketergantungan siswa yang berlebihan pada bahasa ibu mereka, sehingga membatasi kefasihan mereka dalam berbahasa Inggris.	Siswa bisa menjadi kurang terbiasa dengan penggunaan bahasa Inggris secara penuh.
Ketergantungan pada Bahasa Ibu (Bahasa Indonesia)	Kasus-kasus di mana siswa menunjukkan berkurangnya motivasi atau kepercayaan diri untuk menggunakan bahasa Inggris	Siswa berpotensi bergantung pada bahasa ibu, mengurangi motivasi belajar bahasa Inggris.

	secara mandiri.	
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APPENDIX 6 THE RESULT OF CLASSROOM OBSERVATION

Meet 2

Observer : Syafina Rachma Aprilia (The Researcher)
Day/date : Thursday, 12nd December 2024
Time : 11:00 – 12:20 WIB
Place : Class 9F (SMPN 30 Semarang)

Kategori Observasi	Indikator Spesifik	Catatan Observasi
Faktor Lingusitik		
Keterbatasan Kosakata	Kejadian di mana siswa menggunakan campur kode (code-mixing) karena kurangnya kosakata bahasa Inggris.	Campur kode dilakukan karena belum semua siswa menguasai bahasa Inggris dengan baik.
Kemudahan Menggunakan Bahasa Ibu (Bahasa Indonesia)	Situasi di mana siswa beralih ke bahasa ibu mereka untuk kemudahan komunikasi.	Siswa merasa lebih mudah memahami materi dengan campur kode dibandingkan hanya bahasa Inggris.
Faktor Sosial		

Norma Budaya	Pengamatan terhadap siswa yang mengikuti norma-norma bahasa budaya melalui campur kode	Penggunaan code-mixing mencerminkan kondisi kelas dengan kemampuan siswa yang beragam.
Harapan Masyarakat	Kasus-kasus di mana norma-norma bahasa masyarakat mempengaruhi penggunaan bahasa siswa di dalam kelas	-
Kebiasaan Pembicara	Pola-pola kebiasaan siswa dalam menggunakan campur kode selama percakapan.	Siswa terbiasa menggunakan bahasa Indonesia saat berdiskusi karena tidak semua memahami bahasa Inggris.
Factor Psikologi		
Kenyamanan	Kejadian di mana siswa melakukan campur kode untuk merasa lebih nyaman dalam mengekspresikan diri mereka.	Siswa merasa lebih nyaman saat guru menggunakan dua bahasa.

Kepercayaan diri	Pengamatan terhadap siswa yang menggunakan campur kode sebagai penambah rasa percaya diri ketika berbicara bahasa Inggris.	Code-mixing memberikan kepercayaan diri saat berbicara karena bisa melengkapi dengan bahasa Indonesia.
Identitas Sosial	Penggunaan campur kode untuk mengekspresikan identitas sosial atau menjadi bagian dari kelompok tertentu.	Code-mixing membantu komunikasi dalam kelompok karena siswa dituntut untuk terbiasa speaking English.
Dampak Positif dari Code-Mixing		
Peningkatan Pemahaman	Contoh di mana campur kode membantu memperjelas konsep atau meningkatkan pemahaman.	Code-mixing membantu memahami konsep sulit seperti narrative text.
Pengembangan Kosakata	Situasi di mana istilah-istilah bahasa Inggris baru diperkenalkan melalui konteks linguistik yang	Siswa belajar kata baru dalam bahasa Inggris dengan bantuan code-mixing.

	sudah dikenal.	
Peningkatan Keterlibatan	Pengamatan terhadap peningkatan partisipasi siswa dan berkurangnya kecemasan akibat campur kode.	Partisipasi siswa meningkat karena merasa nyaman menggunakan campur kode.
Dampak Negatif dari Code-Mixing		
Kemahiran Siswa	Bukti ketergantungan siswa yang berlebihan pada bahasa ibu mereka, sehingga membatasi kefasihan mereka dalam berbahasa Inggris.	Ada siswa yang mungkin kurang memahami code-mixing, sehingga proses belajar bisa terhambat.
Ketergantungan pada Bahasa Ibu (Bahasa Indonesia)	Kasus-kasus di mana siswa menunjukkan berkurangnya motivasi atau kepercayaan diri untuk menggunakan bahasa Inggris secara mandiri.	Diskusi kelas terkadang lebih banyak menggunakan bahasa Indonesia jadi siswa merasa bergantung pada bahasa Indonesia.

APPENDIX 7

THE RESULT OF CLASSROOM OBSERVATION

Meet 3

Observer : Syafina Rachma Aprilia (The Researcher)

Day/date : Friday, 13rd December 2024

Time : 07:40 – 09:00 WIB

Place : Class 9H (SMPN 30 Semarang)

Kategori Observasi	Indikator Spesifik	Catatan Observasi
Faktor Lingusitik		
Keterbatasan Kosakata	Kejadian di mana siswa menggunakan campur kode (code-mixing) karena kurangnya kosakata bahasa Inggris.	Siswa mencampur bahasa Inggris dengan bahasa Indonesia karena belum sepenuhnya lancar dan terkadang tidak mengetahui kosakata tertentu.
Kemudahan Menggunakan Bahasa Ibu (Bahasa Indonesia)	Situasi di mana siswa beralih ke bahasa ibu mereka untuk kemudahan komunikasi.	Bahasa Indonesia digunakan untuk menjelaskan istilah atau konsep yang sulit dipahami dalam bahasa

		Inggris.
Faktor Sosial		
Norma Budaya	Pengamatan terhadap siswa yang mengikuti norma-norma bahasa budaya melalui campur kode	-
Harapan Masyarakat	Kasus-kasus di mana norma-norma bahasa masyarakat mempengaruhi penggunaan bahasa siswa di dalam kelas	-
Kebiasaan Pembicara	Pola-pola kebiasaan siswa dalam menggunakan campur kode selama percakapan.	Siswa merasa lebih nyaman menggunakan code-mixing, terutama dalam diskusi, karena merupakan kebiasaan dalam komunikasi sehari-hari.
Faktor Psikologi		
Kenyamanan	Kejadian di mana siswa melakukan campur kode untuk merasa lebih	Code-mixing membantu siswa merasa lebih nyaman

	nyaman dalam mengekspresikan diri mereka.	mengekspresikan diri tanpa takut membuat kesalahan dalam bahasa Inggris.
Kepercayaan diri	Pengamatan terhadap siswa yang menggunakan campur kode sebagai penambah rasa percaya diri ketika berbicara bahasa Inggris.	Code-mixing meningkatkan rasa percaya diri karena siswa tahu mereka dapat menggunakan bahasa Indonesia sebagai cadangan.
Identitas Sosial	Penggunaan campur kode untuk mengekspresikan identitas sosial atau menjadi bagian dari kelompok tertentu.	Siswa merasa hubungan dengan teman dan guru menjadi lebih baik karena komunikasi lebih mudah dengan code-mixing.
Dampak Positif dari Code-Mixing		
Peningkatan Pemahaman	Contoh di mana campur kode membantu memperjelas konsep atau meningkatkan	Campur kode membantu siswa memahami pelajaran lebih baik, terutama konsep sulit seperti

	pemahaman.	grammar (present perfect tense).
Pengembangan Kosakata	Situasi di mana istilah-istilah bahasa Inggris baru diperkenalkan melalui konteks linguistik yang sudah dikenal.	Siswa belajar kata dan frasa baru dalam bahasa Inggris melalui konteks yang sudah dikenal.
Peningkatan Keterlibatan	Pengamatan terhadap peningkatan partisipasi siswa dan berkurangnya kecemasan akibat campur kode.	Code-mixing membuat siswa lebih nyaman berpartisipasi dalam diskusi kelas.
Dampak Negatif dari Code-Mixing		
Kemahiran Siswa	Bukti ketergantungan siswa yang berlebihan pada bahasa ibu mereka, sehingga membatasi kefasihan mereka dalam berbahasa Inggris.	Penggunaan bahasa Inggris menjadi kurang maksimal karena seringnya beralih ke bahasa Indonesia.
Ketergantungan	Kasus-kasus di	Siswa terlalu sering

pada Bahasa Ibu (Bahasa Indonesia)	mana siswa menunjukkan berkurangnya motivasi atau kepercayaan diri untuk menggunakan bahasa Inggris secara mandiri.	menggunakan bahasa Indonesia sehingga kemampuan bahasa Inggris secara mandiri berkurang.
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APPENDIX 8

PERMISSION LETTER



PEMERINTAH KOTA SEMARANG DINAS PENDIDIKAN

Jalan Dr. Wahidin No. 118, Semarang – 50254 Telp. (024) 8412180, Fax. (024) 8317752
Laman www.disdik.semarangkota.go.id; Posel disdik@semarangkota.go.id

SURAT IZIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG

Nomor : B/30240/074/XII/2024

TENTANG IZIN PENELITIAN

D A S A R : Surat Izin Penelitian/Riset Universitas Islam Negeri Walsongo Semarang
Nomor : 4957/Un.10.3/K/KM.00.11/12/2024 tanggal 9 Desember 2024 perihal
Permohonan Izin Penelitian, dengan ini Kepala Dinas Pendidikan Kota
Semarang, dengan ini Kepala Dinas Pendidikan Kota Semarang,

MEMBERIKAN IZIN

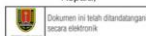
Kepada mahasiswa :
Nama : Syafina Rachma Aprilia
NIM/ NIP/ NIDN : 2103046115
Perguruan Tinggi : UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
Judul : EXPLORING CODE-MIXING DYNAMICS: A COMPREHENSIVE
ANALYSIS IN THE EFL CLASSROOM ENVIRONMENT
Tempat Penelitian : SMP NEGERI 30

Dengan memperhatikan hal-hal sebagai berikut :

1. Saat Penelitian tidak mengganggu proses kegiatan belajar mengajar di tempat Penelitian,
2. Menaati peraturan dan ketentuan yang berlaku di tempat Penelitian,
3. Hasil Penelitian tidak dipublikasikan untuk mencari keuntungan/ kepentingan lain,
4. Kegiatan Penelitian dilaksanakan pada 10 Desember 2024 sampai dengan 13 Desember 2024
5. Menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Semarang segera setelah selesai melakukan Penelitian.

Demikian surat izin Penelitian ini, untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Semarang
Pada tanggal : 09 Desember 2024
Kepala,



Dr. Bambang Pramusinto, S.H., S.I.P., M.Si
Pembina Utama Muda (IV-c)
NIP : 19730328199203101



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) BSSN.

APPENDIX 9

PERMISSION LETTER



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 30 SEMARANG
 Jl. Amarta 21 Semarang (874)7604005 * 50141

LEMBAR DISPOSISI	
Surat dari: Universitas Islam Negeri Walisongo Fakultas Ilmu Tarbiyah dan Keguruan No. Surat: 4957 / Un-10.3 / K / K-1.00-11/ 12/2024 Tgl. Surat:	Diterima dari tgl: 10-12-2024 No. Agenda: Sifat: Sangat segera Segera Pahami
Perihal: Izin Penelitian / Riset mahasiswa atas nama Syafina Rachma Aprilia program studi S1 Pendidikan Bahasa Inggris	
Lampiran: —	
Dituruskan kepada: Wakilsek PP. Kurikulum PP. Humas PP. Kelembagaan PP. Sarana Prasarana Koordinator Administrasi	Dengan Hormat tercap: Tanggapan dan Saran Proses Lebih lanjut Koordinasi _____
Catatan: Semarang Kepala Sekolah Drs. Nurulhidayah Pramujiyati NIP. 196503051900032005	

APPENDIX 10 DOCUMENTATION



CURRICULUM VITAE

1. Personal Details

Name : Syafina RachmaAprilia
Student Number : 2103046115
Place and Date of Birth : Semarang, 7th April 2003
Address : Jl. Taman Kukilo Mukti Utara III
RT 08 RW 06, Pedurungan Kidul,
Semarang
Gender : Female
Marital Student : Single
Religion : Moslem
Phone Number : 0895359080614
Email : syafinarachma07@gmail.com

2. Education Details

- a. SDN Bangunharjo
- b. SMPN 6 Semarang
- c. SMAN 15 Semarang
- d. English Education Department of Walisongo State
Islamic University