



SNAP TO READ

OPTIMIZING EFL LEARNING PROCESSES THROUGH INTEGRATED CODE-MIXING AND CODE-SWITCHING STRATEGIES

Kristian Florensio Wijaya
Sekolah Internasional Cita Hati
kristianwijaya500@gmail.com

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Abstract:

The alternation between an acquired foreign language into the specific speaker's native language has become an inevitable communication phenomenon taking place in modern EFL teaching-learning enterprises. As a result of this conversational assimilation, professional second language teachers are advocated to design their learning milieu flexibly by adequately allowing language learners to utilize their first language to evoke meaningful communication events with other classroom community members. For this reason, code-mixing and code-switching strategies come to the forefront of the educational realm by which EFL teachers and learners can potentially experience more efficient teaching-learning activities. This present-small scale library study was a slight attempt made by the researcher to specifically investigate the potential rewarding impacts brought about by code-mixing and code-switching strategies toward Indonesian EFL learning processes. To this end, 30 previously-conducted code-mixing and code-switching investigations conducted in this archipelago were exhaustively reviewed to generate trustworthy and relevant research results. The researcher selected these 30 prior studies ranging from 2017 until the 2023 year to yield more up-to-date findings for our EFL learning settings. Based on an in-depth library analysis the integration of code-mixing and code-switching strategies has progressively promoted a significant degree of benefits for the entire Indonesian

EFL teaching-learning processes in which language learners could foster their desired target language learning proficiency to the fullest level and experience more enjoyable learning climates with teachers along with learning companions.

Keywords: *Code-mixing, code-switching, EFL learning, library analysis*

INTRODUCTION

Language is essential in today's society because it allows people to share their thoughts, feelings, and ideas through conversation. For this reason, second-language teachers must train EFL learners to communicate effectively in the classroom. According to Rakhmannia (2022), meaningful communication helps people not only engage in conversations but also express their messages successfully.

In Indonesia, English is widely used in schools to improve students' language skills. However, many Indonesian EFL learners still prefer to use their native language, especially with family, friends, and neighbors. Yoeslara and Putri (2019) note that even though English is the primary language of instruction in many classrooms, students often express their thoughts and emotions in their first language. Because of this challenge, second-language teachers should allow students to use their native language in a balanced way to help them master English. Handrayani (2022) suggests that teachers should permit limited use of students' mother tongue when discussing important topics in class.

One effective approach for teachers is to use two communication strategies: code-mixing and code-switching. Code-mixing happens when people mix two languages in a conversation. Sutrisno and Ariesla (2019) explain that this occurs when speakers blend their first language with a foreign language. On the other hand, code-switching refers to switching between languages to ensure clear communication. Ustunel (2016) states that code-switching helps speakers make their messages more understandable by adjusting to their native language.

Using code-mixing and code-switching in EFL classrooms has several benefits for both teachers and learners. First, these strategies help struggling students communicate better by allowing them to express their ideas more easily with the support of their first language. Bonyadi et al. (2021) argue that switching between languages reduces the stress of speaking in English, making it easier for students to share their thoughts. Second, teachers can use these strategies to explain lessons more clearly, helping students understand learning materials better. Ramadhaniarti et al. (2018) found that students perform better in English when they can use their first language to grasp difficult topics. Finally, code-mixing and code-switching create a more enjoyable learning environment. When students can communicate more naturally, they feel more motivated to continue learning. Ismail et al. (2021) highlight that these strategies foster a supportive classroom atmosphere, encouraging students to improve their English skills.

In peer interactions, code-mixing and code-switching also strengthen friendships and create a more natural communication style. Bhatti et al. (2018) found that university students who use their first language alongside English build stronger relationships because they can explain complex words and ideas more effectively. Another reason students prefer this approach is their strong sense of cultural identity. Since Indonesia has many different ethnic groups, the national language (Bahasa Indonesia) helps unite them. Chloros (2020) states that recognizing their cultural identity enhances the quality of students' conversations.

Several studies support the use of code-mixing and code-switching in EFL classrooms. Muniati et al. (2023) found that teachers use code-mixing to explain lessons, translate difficult vocabulary, and emphasize key concepts. Patmasari and Kamaruddin (2022) reported that teachers use code-switching to give clearer instructions and build positive relationships with students. Rinawati et al. (2020) observed that university students use code-switching to feel more comfortable expressing their thoughts and maintaining social bonds. Wijaya (2021) recommended that teachers use code-switching to

create a more positive learning environment, helping students improve their English skills. Meanwhile, Wijaya et al. (2020) emphasized that teachers should use this strategy wisely so that it does not slow down students' language development.

However, previous studies only explored the benefits of code-mixing and code-switching separately. It is unclear whether combining both strategies would have a greater impact on learning. To address this gap, this study explores whether using code-mixing and code-switching together can create a more effective and engaging learning experience for Indonesian EFL teachers and students. Therefore, the research question is: To what extent do code-mixing and code-switching strategies enhance meaningful EFL learning in Indonesia?

The Basic Concepts of Sociolinguistics, Bilingualism, and Multilingualism

Sociolinguistics, as defined by Sudarmawan (2022), encompasses the relationship between society (socio) and language (linguistics), highlighting how human interactions are shaped by the languages they use. In today's globalized era, sociolinguistic dynamics continue to evolve, particularly through bilingualism and multilingualism, where individuals communicate using more than one language. Paap et al. (2019) emphasize that bilingualism and multilingualism enhance communication by making it more dynamic, flexible, and engaging, with code-switching and code-mixing playing significant roles in maintaining meaningful conversations.

The widespread phenomenon of bilingualism, where individuals master two languages, is influenced by various external factors, including family background, culture, societal norms, and education as mentioned by Syam et al. (2018). As globalization fosters linguistic diversity, people often acquire second languages through familial, societal, and educational exposure, enabling them to alternate between languages in different communication contexts. Multilingualism, on the other hand, extends beyond bilingualism, referring to individuals who possess full proficiency in three

or more languages. This conception is closely interlinked with Purandina and Juliari (2021). Multilingual speakers can navigate conversations fluidly, adapting their language choices based on cultural norms, situational needs, and communicative goals.

While these studies highlight the prevalence and benefits of bilingualism and multilingualism, there remains a gap in understanding the specific cognitive, social, and contextual factors that influence how individuals switch and mix languages in different environments. Further research is needed to explore how these linguistic practices shape identity, cultural integration, and communication effectiveness in diverse multilingual settings.

Three Specific Types of Code-Mixing

Luke (2015) categorizes code-mixing into three types: intra-sentential, intra-lexical, and pronunciation changes. Intra-sentential code-mixing occurs when speakers insert phrases, sentences, or words from one language into another within a conversation. For instance, a speaker might start a sentence in English but switch to Indonesian midway. Intra-lexical code-mixing, on the other hand, involves the incorporation of words from a first language into a second-language sentence, blending elements from both linguistic systems. Lastly, pronunciation-based code-mixing happens when speakers adapt words from one language to fit the phonetic structure of another, such as modifying the pronunciation of English words to align with Indonesian phonology.

While these classifications provide a structural understanding of code-mixing, a gap remains in analyzing the sociolinguistic and psycholinguistic motivations behind these language alternations. Further research is needed to explore the cognitive processes, social influences, and contextual triggers that drive individuals to engage in different types of code-mixing in multilingual interactions.

The Topmost Reasons for Indonesian EFL Teachers to Apply Code-Mixing and Code-Switching in regular classroom learning processes

This study employed a small-scale qualitative approach using a systematic library analysis to examine the impact of code-mixing and code-switching strategies on EFL learning in Indonesia. The research focused on 30 peer-reviewed journal articles published between 2017 and 2023, specifically investigating how these linguistic strategies contribute to more meaningful EFL learning experiences. The selected studies were chosen based on their relevance, credibility, and contribution to the ongoing discourse on language instruction in Indonesian EFL classrooms. The rationale for conducting this library study was twofold. First, the researcher aimed to highlight the pedagogical importance of incorporating students' first language in EFL instruction, advocating for a balanced approach rather than rigid adherence to English-only policies. Second, given that some Indonesian EFL teachers maintain skepticism toward using the first language in their classrooms, this study sought to provide evidence-based insights that might challenge these perceptions and encourage more flexible instructional practices.

A thematic analysis was employed to systematically identify and categorize recurring patterns in the reviewed studies. The findings were grouped into key themes that emerged across the literature, ensuring a structured synthesis of the data. To enhance methodological rigor, the researcher cross-referenced these themes with relevant theoretical frameworks and prior research, allowing for a more nuanced interpretation of the findings. This approach aimed to provide clarity and coherence in presenting the research phenomenon while minimizing researcher bias.

METHOD

The researcher set out this current small-scale qualitative study with the support of a library analysis to generate more robust and detailed research results. Klassen et al. (2012) postulate that with the support of a library analysis, the researchers can generate more credible and in-depth findings as the particularly-analyzed data are profoundly rechecked to ensure its credibility. To ascertain the maximization of a library analysis,

the researcher simultaneously integrated a thematic analysis approach. In the light of a thematic analysis approach, the researcher was more likely to present more understandable and clear-cut findings to the desired readers. This main advantage occurred since the researcher grouped some identical research results into some specific research themes. Braun and Clarke (2021) adduce that it is becoming progressively important for the researchers to further internalize a thematic analysis method at the commencement of their library investigations through which they are capable of generating more comprehensible and contextual results to the targeted research stakeholders. To minimize unintended bias among the generated research results, the researcher concurrently incorporated an open-coding methodology. Nowell et al. (2017) theorize that under the limelight of an open-coding method, the researchers can reduce some unintended irrelevancies hindering the comprehensibility of each analyzed data.

Two probable beneficial values can be potentially obtained upon the completion of this small-scale library study. Firstly, second language educators will become more innovative and open-minded language learning instructors by promoting more convivial classroom learning climates where Indonesian and English languages mutually coexist in order to help EFL learners attain the full mastery of their coveted target language competencies. Secondly, second language educationalists will flexibly adjust to Indonesian language in order to enable them to gain more thorough understanding of the targeted learning materials. Through all these actions, Indonesian EFL learners are willing to strive and thrive more persistently amidst a wide variety of taxing learning challenges as their inescapable uniqueness are well-accommodated through more flexible, adjustable, and enjoyable classroom enterprises.

For the relevancy of the forthcoming findings, the researcher scrutinized 30 previous code-mixing and code-switching scientific works taken from various reputable Indonesian journal articles platforms. Those so-called journal articles platforms are International Journal on Integrated

Education, English Education Journal, LIFE journal, Indonesian Journal of EFL and linguistics, and Journal of English Education. The year of all these particularly-selected 30 journal articles ranged from 2017 to 2023. The last eight year published studies of code-mixing and code-switching was chosen in order to promote more pertinent research results closely interlinked with 21st century learning era happening in our nation.

In the data analysis process, the researcher reinforced the following data delineations with the support of previous code-mixing and code-switching theories. By embodying the aforesaid research procedure, the researcher is more liable to yield richer and more enlightening perspectives toward the descriptive data as he embedded his particular interpretations and viewpoints with attestable research-informed decisions emanated from seasoned educational experts, practitioners, and theory-makers.

FINDINGS AND DISCUSSION

The researcher explained two major themes forming in this study: (1) Code-mixing and code-switching strategies help EFL learners to elevate their target language proficiency and (2) the usage of code-mixing and code-switching sustainably releases more enjoyable EFL learning processes.

THEME 1: Code-Mixing and Code-Switching Strategies Help EFL Learners to Elevate Their Target Language Proficiency

Table 1: Code-Mixing and Code-Switching Strategies Help EFL Learners to Elevate Their Target Language Proficiency

Theme 1	Authors
Code-Mixing and Code-Switching Strategies Help EFL Learners to Elevate Their Target Language Proficiency	Abdulloh (2021); Ansar (2017); Dianty and Heriansyah (2021); Handrayani (2022); Hutauruk (2017); Indrahayu et al. (2022); Melansari et al. (2023); Purandina and Juliari (2021); Rahmat (2020); Rakhmannia (2022); Ramadhaniarti et al. (2018); Walidin et al. (2023).

One of the decent reasons for Indonesian EFL teachers to adaptably and sufficiently allow the further utilization of code-mixing and code-switching strategies in their daily classroom contexts is language learners can foster their target language competencies to the utmost development. This coveted EFL learning reward takes place as EFL learners are continually trained to deliver their particular messages intelligibly to other learning community members. This first research result aligns with the prior finding of Abdulloh (2021) unfolding that a great majority of Indonesian university EFL learners have progressively transformed into more skillful target language users after being equipped with code-mixing and code-switching approaches by which they are familiar with the efficient communication strategies implementation.

Another reasonable point prompting Indonesian EFL teachers to start implementing code-mixing and code-switching strategies in their regular classroom basis is the successful deliverance of some challenging learning materials. When it comes to difficult learning topics, the meaningful use of code-mixing and code-switching can potentially aid language learners' understanding to exhaustively know the essence of these subjects. Resultantly, they will gradually become more competent academicians after having familiarized themselves with those particularly-addressed learning topics. This second research finding also sits well with the previous result of Dianty and Heriansyah (2021) pinpointing that the continual integration of code-mixing and code-switching can act as a useful accompanying strategy that can entrench a higher level of subject understanding when Indonesian EFL learners feel confounded.

In the long run, the constant internalization of code-mixing and code-switching can turn Indonesian EFL learners into more autonomous, brave, confident, and proactive target language communicators. It is believed that when language learners are allowed to not strictly stick to the target language, they are more willing to express their ideas, thoughts, and opinions more often compared to those who are merely confined to communicating by using the acquired second language. This contention seems to support the code-

mixing and code-switching fundamental theory proposed by Indrahayu et al. (2022) articulating that code-mixing and code-switching implementations will gradually evade the anxiety-evoking classroom learning circumstances wherein they feel nervous to deliver their specific argumentations by using the first language. This researcher continues arguing that these unintended classroom learning events have undergone significant diminution as language learners' speaking confidence is uplifted due to the adequate usage of their mother tongue.

An outstanding escalation of Indonesian EFL learners' target language proficiency does not halt in these classroom learning and moral areas but also the sophisticated use of target language elements such as vocabulary, communicative expressions, and grammar. Simply saying, if Indonesian EFL learners are judiciously exposed to the meaningful usage of their first language during engaging in the desired classroom communication practices, they are more likely to attain ample words and expand their insights on how to express their particular feelings with the support of relevant speaking expressions. The above-explicated belief is affirmed by the finding of Purandina and Juliari (2021) revealing that an overwhelming majority of Indonesian university EFL learners have successfully augmented their glossaries and obtained a range of suitable communicative expressions while interacting with trusted learning peers in the light of code-mixing along with code-switching strategies. What is more from all the above-elucidated research results is that Indonesian EFL learners are believed to transfigure into more life-long knowledge seekers while being allowed to apply code-mixing and code-switching strategies in their classroom learning vicinities.

This spirited learning motivation is attained since they are more eager to fulfill their particular intellectual curiosity and solidify their already-possessioned target language skills by independently exploring a wide variety of knowledge outside of the formal classroom settings. The aforementioned research result echoes the previous finding of Walidin et al. (2023) acknowledging that code-mixing and code-switching strategies can

provide a sound foundation for Indonesian EFL learners to instill life-long and self-reliant learning characters in an attempt to improve their desired target language skills to greater development.

THEME 2: The Usage of Code-Mixing and Code-Switching Sustainably Releases More Enjoyable EFL Learning Processes

Table 2: The Usage of Code-Mixing and Code-Switching Sustainably Releases More Enjoyable EFL Learning Processes

Theme 2	Authors
The Usage of Code-Mixing and Code-Switching Sustainably Releases More Enjoyable EFL learning processes	Abidasari and Lestari (2020); Agustine et al. (2021); Asrifan (2023); Fitria (2022); Al Hakim and Novitasari (2020); Hardianto (2017); Helmie et al. (2020); Moetia (2018); Munandar and Sukria (2021); Novianti and Said (2021); Pratama (2022); Ramadhani and Hasibuan (2022); Sari (2022); Siddiq et al. (2020); Srinawati et al. (2020); Sulianur et al. (2022); Syam et al. (2018); Syarifuddin et al. (2022).

It comes as no surprise for the researcher to unearth that consolidation of code-mixing and code-switching strategies has continually actualized more pleasurable language learning dynamics for Indonesian EFL learners. In this context, enjoyable target language learning enterprises have brought a significant degree of influence between learner-on-learner and teacher-on-learner interactions. From the learners' side, the incorporation of code-mixing and code-switching has paved more meaningful conversational occurrences between them since they are more capable of conveying their intended thoughts understandably to other interlocutors. When the main objectives of effective communication events have been eventually achieved, it can be deemed that all learning community members fully achieved the specific information with no presence of unwanted misconceptions and misunderstandings.

The aforesaid conception is compatible with the finding of Abidasari and Lestari (2020) contending that with the accompaniment of code-mixing

and code-switching approaches, various kinds of misunderstanding and misinterpretations among learning community members are nullified resulting in more positive, supportive, and conducive communication events to endured by all learners. From the teachers' side, the internalization of code-mixing and code-switching has been promising in a way that Indonesian EFL learners have thoroughly gained a specific understanding of specifically-delivered target language learning materials.

Language teachers making use of code-mixing and code-switching strategies will be more successful in delivering their designated lessons to their learners since some particular complex language terms are translated into the native language and necessary repetitions are simultaneously conducted during the teaching-learning processes. Anchored on this standpoint, Agustine et al. (2021) strongly prompted Indonesian EFL teachers to start treating code-mixing and code-switching strategies as one of the classroom accompanying strategies that act as a propelling force for language learners to deeply understand the imparted subject-specific lessons. As a result of this meaningful classroom communication outcome, Indonesian EFL learners have fully achieved more satisfying learning rewards.

Furthermore, the saliency of code-mixing and code-switching has gained another renowned recognition in which Indonesian EFL teachers and learners establish more positive relationships with one another, experience more learner-oriented and better-facilitated English language classrooms, and undergo a more emotionally-supportive English learning atmosphere. In his previous investigation of code-mixing and code-switching strategies amidst the Covid-19 outbreak, Pratama (2022) mentioned four advantageous values Indonesian EFL teachers and learners have attained after applying code-mixing and code-switching approaches namely evoking more interactive classroom communication events, reinforcing the solidarity among learning community members, embodying more supportively-sound learning climates, and actualizing more meaningful English language classrooms. Concerning the fact that Indonesian EFL learners oftentimes face hardships and arduous

moments while communicating with other classroom learning community members in the presence of the target language, it is becoming progressively important for second language teachers to adaptably permit their learners to conduct some slight conversational alterations by using their first language. By doing so, our learners are not only motivated to improve their target language proficiency to the utmost potential but also enjoy the entire language learning exposure presented by the teachers.

Interestingly speaking, Ramadhani and Hasibuan (2022) phrased four main specific factors encouraging Indonesian EFL teachers to activate code-mixing and code-switching strategies at the commencement of the target language learning enterprises such as learners endure difficult moments to comprehend some unfamiliar learning topics, learners are still dwelling in the beginner vocabulary level development, learners frequently infuse a higher degree of speaking anxiety when they are only commissioned to talk by using English, and learners are still accustomed to making use of their mother tongue while trying to explain varied peculiar matters to other classmates.

Ultimately speaking, well-organized classroom management can truly happen upon activating code-mixing and code-switching strategies. It is doubtless to be confessed that through these two flexible communication modes, Indonesian EFL teachers can easily manage their classroom learning surroundings for a better purpose as these strategies save language teachers' teaching instructions in explaining difficult subject-specific matters, minimize the classroom communication breakdowns occurred between teachers and learners, and promote more lively classroom learning activities. These three major benefits are consistent with Sulianur et al. (2022) parsing that Indonesian EFL teachers have successfully simplified their targeted teaching-learning instructions for their learners to understand the particularly-addressed learning topics easily under the supervision of code-mixing and code-switching approaches, which in turn arousing learners' proactive learning engagement as well as promoting more emotionally-supportive learning climates. In their previous code-mixing and code-switching study, Syam et

al. (2018) put forward that these two adaptive communication strategies do not merely help Indonesian EFL learners to heed their exhaustive attention, focus, and commitment to master the target language subjects but also enable them to continuously experience more favorable learning processes where clearer, simpler, and more understandable learning instructions are existing.

CONCLUSION

As a final note, it can be conclusively inferred that it is of critical importance for Indonesian EFL teachers to start prioritizing the efficient incorporation of code-mixing and code-switching strategies in their daily teaching-learning milieu. Based on the previously-reviewed library study analysis results, it has been attested that the vast majority of Indonesian EFL teachers and learners strongly supported the integration of code-mixing and code-switching due to the remarkable elevation of target language learning proficiency and engagement consistently showcased by language learners. With the enlightenment of these two communication strategies, Indonesian EFL learners can continuously transform into more insightful, thoughtful, and ingenious target language users as they experience more enjoyable language learning enterprises wherein second language teachers allow them to slightly adjust their existing conversational events into the native language to evoke more meaningful discourse events with other learning counterparts.

Several shortcomings forming in this present small-scale library study can be traced as the following. Since the 30 particularly-selected journal articles only focused on the influential impacts promoted by code-mixing and code-switching strategies to Indonesian EFL learning contexts, there will be a future call for the prospective researchers to conduct more profound library investigations on other potential rewarding benefits of these two communication approaches in globalized EFL teaching-learning processes to produce more varieties and richer research results useful for accelerating the significant transformation of worldwide target language learning enterprises. Further, the specifically-obtained research results should

be interpreted conscientiously in other educational contexts presented with distinctive cultures, customs, and regulations. Concerning the fact that all the reviewed scientific articles came in a small number, increasing the number of relevant studies on the already-examined topic will be of utmost crucial for future researchers to yield more representative and robust research results. In another respect, the specifically-attained research results prove as potent impetuses for this nation's EFL teachers intending to cultivate more holistic second language learning enterprises with the mutual integration of two notable communication trajectories; code-mixing and code-switching.

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