

## Efl Students' Motivation on The Using of Code Mixing in The Classroom Interaction

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**Abstract:** In bilingual communities, code mixing serves as a useful communication strategy between students and teachers. It is also an interesting topic to research when considering language as a medium for interaction and communication. In this study, the researcher focused on finding out whether the use of code mixing can enhance EFL students' motivation in the classroom interaction or not. A descriptive qualitative method used for conducting this study. The researcher conducted this study at Institut Agama Islam Negeri (IAIN Bone). The participants were ten sixth semester of EFL students. The researcher used interview as the research instrument. The result showed that the use of code mixing can enhance students motivation. The positive impacts of using the code mixing were the material can easily be understood and the students' vocabularies can increase by the time. The negative impact was it will make the students difficult to speak English fully.

**Abstrak:** Campur kode digunakan sebagai strategi komunikatif dalam komunitas bilingual antara siswa dan guru dan menjadi fenomena yang baik untuk dipelajari dimana bahasa sebagai alat interaksi dan komunikasi. Dalam penelitian ini, peneliti fokus untuk mencari tahu apakah penggunaan campur kode dapat meningkatkan motivasi siswa EFL dalam interaksi kelas atau tidak. Studi ini menggunakan pendekatan deskriptif kualitatif. Peneliti melakukan penelitian ini di Institut Agama Islam Negeri (IAIN Bone). Pesertanya adalah mahasiswa EFL semester enam yang berjumlah sepuluh orang. Peneliti menggunakan wawancara sebagai instrumen penelitian. Hasil menunjukkan bahwa penggunaan campur kode dapat meningkatkan motivasi siswa. Dampak positif dari penggunaan campur kode adalah materi mudah dipahami dan kosakata siswa dapat bertambah seiring berjalannya waktu. Dampak negatifnya adalah akan membuat siswa kesulitan berbicara bahasa Inggris secara penuh.

## INTRODUCTION

Agus Rahmat (2020) reports that when teaching and engaging in learning activities in English classes, the majority of teachers in multilingual settings employ code mixing. "A class specific language variation, especially for the various methods of verbal planning," is what Oladosu (2011) defines as code. According to Liu (2006), code can also be thought of as a verbal element that can be as small as a morpheme or as extensive and sophisticated as the full language system.

A language or a range of languages is referred to as a code in sociolinguistics (Wardough, 2010). The phrase appears impartial, which makes it valuable. In order to avoid the sociolinguist obligating themselves to terminology like dialects, language, or variety, which have a specific standing in his theories, this phrase is employed as a neutral tag for any language-based communication system. In addition, Code mixing, according to Mabule (2015), is the blending of several kinds into a single sentence or even a single word. Based on syntactical patterns, Hoffman (1991) demonstrates that there are three different forms of code mixing. These are involve a change in pronunciation, intra-lexical code mixing, and intra-sentential code mixing.

Muysken (2000) states that although alternation happens in many other cultures as well, it is more common in stable bilingual groups with a history of language separation. The most important thing to communicate is that each student must be prepared to contribute their opinions in class. This practice causes a large number of students to engage in classroom conversation. Allowing students to decide whether they want to participate for affecting in increasing student achievement (Hannah, 2013). Several reasons why students do not engage with the classroom interaction are:

Firstly, students do not have the language knowledge they want to say. In classroom discussions, some problems exist based on studies from Venema (2006), such as students do not have the language knowledge they want to say; students present to repeat the same mistakes, students do not have prepared for discussion in class, and students do not have an opinion when holding discussions in class. Secondly, students attend to repeat the same mistake. Kurtus (2001) claims that students' fear of looking foolish in front of others and their worry about how others would see them are the main causes of their anxiety when they make mistakes. Thirdly, students do not have an opinion when holding discussions in the classroom. Sail (2010) prove that individuals who have certain knowledge about certain problems tend to have better awareness and understanding of certain conditions or problems related to their lives, and this will affect their beliefs in prepared problems.

Si (2019) mentioned that the English lesson taught to non-English speaking students is named as English as a Foreign Language or also known as EFL. Gunantar (2016) stated that the interaction itself has a definition as a process of talking in communication. Thus, that can be concluded that the interaction process of teacher and students in the EFL classroom is defined as the EFL classroom interaction. According to Khaerati Syam et al. (2018), there are three types of classroom interaction, those types are; teacher-student interaction, student teacher interaction, and student-student interaction.

Tohidi and Jabbari (2012) stated that human conduct is guided, controlled, and persistent due to motivation. The direct and most important components of learning English, aside from the sensible factor, are the non-sensible variables (motivation, mentality, interests, age, methods, will, and character). Gardner and Lambert (1972) described motivation as the product of effort, a desire to achieve the goal of language acquisition, and good attitudes toward language acquisition. College students need an internal drive to push through and endure with their English language studies. Four things drive people to learn a foreign language, according to Gardner and Lambert (1972): a goal, diligent behavior, a desire to accomplish the goal, and attitude.

Strong learning motivation enables students to approach observation with a correct and wonderful mindset, as well as to grasp the language with a clear aim and choice. As a result, these students receive higher grades than students who lack motivation, who typically view learning

English as a burdensome and boring task. It is true that one of the most basic aspects of language learning is motivation, and teachers shouldn't avoid worrying about their students' motivation. Therefore, it's crucial to comprehend motivation at a deeper level.

In addition, based on the researcher's experience, the researcher found out that students and lecturers applied bilingualism in the classroom interaction. They mixed their national language which was Indonesian with English. Those reasons take the researcher's consideration in investigating the code mixing. The researcher will analyze about the use of code mixing to enhance students motivation in learning.

According to the research conducted by Sardillah in 2013 about the motivation of English education program students in IAIN Bone, the result said that the students' motivation to learn English is generally high. It was about 8 years ago, so the researcher will investigate whether the result will remain same or not since it has been long time. This research would be a pioneer since there are no researchers before who have conducted the research about code mixing in IAIN Bone. Thus, the researcher would conduct the research about Efl students' motivation on the using of code mixing in the classroom interaction.

## **METHOD**

This study used a descriptive qualitative research design. This type of study is conducted to watch the language phenomena, particularly when it comes to code mixing between the L1 and L2. Thus, the researcher employed descriptive qualitative methodologies in this study, which referred to natural inquiry and involved data collecting and analysis. In fact, this study included an examination of how lecturers mixed codes to increase student motivation in the classroom.

The participants of this research were ten students of Institut Agama Islam Negeri Bone (IAIN Bone). The researcher employed a questionnaire-based motivation survey to address the research question. Each student received a questionnaire from the researcher as part of the data collection procedure. Three questions concerning whether or not code mixing increases students' enthusiasm to study were included in the questionnaire that the researcher distributed.

Participants' basic knowledge and feelings following their instruction utilizing code mixing in the classroom would be questioned on the questionnaire. Subsequently, the investigator handed the questionnaire to the students, asking them to fill it out with responses that reflected their thoughts and emotions. Students gave the researcher their completed questionnaires when they had finished answering them. After the researcher got all the data collected from the questionnaire, the researchers calculated the results by transcribing, identifying the data, classifying and drawing conclusion. To put it simply, the conclusion is continually examined and its validity confirmed in order to arrive at the ideal determination of whether or not code mixing can increase students motivation. The questions in the questionnaire are: 1) Does the use of code mixing enhance your motivation in learning? 2) What are the positive impacts of using code mixing in learning process? 3) What are the negative impacts of using code mixing in learning process?

## **RESULT AND DISCUSSION**

Motivation is among the most frequent problems encountered during studying. Without motivation, it is challenging to meet learning objectives. Students will gain additional understanding from the information, especially in English, when they have it during the learning process. Motivation, according to Lai (2011), is what drives behaviors that are characterized by willingness and volition. People are motivated when they combine their efforts and choices, which gives them the ability to achieve their objectives, including the desire to acquire knowledge in order to do so. A constellation of closely related views, perceptions, values, interests, and behaviors make up motivation. However, by receiving encouragement, college students might get engaged in learning and be persuaded to view English favorably. Teachers have to be aware about

importance of motivation in rookies' language gaining knowledge of and via a few modifications they are able to assist rookies boom their motivation.

In this modern time, the phenomenon of using more than one languages is a common thing that is found in a community (Meyerhoff & Nagy, 2008). Stated differently, the communication style within a group differs from that of those outside of it (Pardede, 2014). In language classrooms, interaction is a crucial social activity that helps students gain knowledge, confidence, and self-awareness as proficient language users, according to Thapa and Lin (2013). According to Rivers (1987), students can expand their language storage through engagement when they read or listen to real language material, or even the work of their peers, during debates, dramas, group problem-solving exercises, or dialogue journals. Based on the questionnaire that the researcher has given to ten students as participants, there are different answers of the students:

*The first student* answered that for her personally, the use of code mixing encourages motivation in learning. Students feel that the lesson is easy to be understood because of the mixing of languages, especially if the lecturer relates it to existing phenomena. This will increase the motivation to learn. If the lecturer only uses one language, maybe the motivation to learn will slowly decrease. The positive impact from code mixing is to help to get learning materials easier. As we know that English is a second language, so for me who has an Indonesian mother tongue, I think it's difficult without a mixture of languages in learning. The negative impact of using code mixing actually slightly slows down the development of language learning. Lack of application of language in everyday life or class, will make students slow in processing. As other people say that language is from habit only.

*The second student* answered that from her perspective, the use of lecturers' code mixing while teaching can increase learning motivation. Because in the room it cannot be ascertained that all students are fluent in English. Because it starts from someone's liking for something so that students are motivated to learn English. Imagine when a lecturer uses full English while in the room there are students who have problems, then their learning motivation will decrease and get bored listening to the lecturer explain. By using code mixing, lecturers slowly teach students to know English and try to build their learning motivation. The positive impact is that students can more easily understand the material. Because the lecturer explains or directs in two languages (English and Indonesian). Students can understand the English that the lecturer said when later explained again in Indonesian. So, consciously or unconsciously. This actually adds to the vocabulary of students. The negative impact is that students enjoy using Indonesian when, for example, conveying their opinions, ideas or explanations about the material. So, their English speaking ability is not well developed. Park-Johnson (2020) investigated the attitudes and convictions of educators toward code mixing. The outcome demonstrated that code mixing may have a detrimental effect on students' abilities and performance.

*The third student* answered that she actually motivated by lecturers who only use English in class. They can also use body language to make us understand the explanation or message to be conveyed. The positive impact of using code mixing is make it easy and fast for students to understand the message conveyed by the lecturer. Because they could understand what the lecturers were saying, code mixing undoubtedly made learning more enjoyable for the students. The easily understood information made them feel more at ease and less anxious. The negative impact is there is no development of vocabularies, stiff in English pronunciation. Teachers, on the other hand, were in favor of code mixing but disapproved of its impact on students' academic achievement and future career paths (Park Johnson, 2020). Students will become confused about grammar if the teacher constantly modifies the conversation in the classroom. Berthele (2012) has established the negative impacts of code mixing, stating that it might have an adverse effect on students' general academic potential and linguistics skills, which are the assessment results. Furthermore, Li (2008) pointed out that code mixing is negatively construed as inappropriate language use. One could argue that implementing code mixing in English classes has advantages and disadvantages.

*The fourth student* answered that the use of code mixing can enhance her motivation in learning because if the lecturer teaches her by combining Indonesian and English it is much more understandable. due to the fact that not every student can comprehend the information offered in full English. Peregoy & Boyle (2013), however, claimed that code mixing might have a favorable effect on students. Teachers who support instruction in L1 or mixed language will foster friendships, motivation, stability, and self-assurance in their students. in order to create a more relaxed environment for the kids where they can speak freely without being constrained by the English-only policy. The positive impact of using code mixing is the material can be more easily understood and during the learning process students can add new vocabularies. The negative impact is sometimes students prefer to use Indonesian in the learning process because it is considered easy to understand. Therefore the students will find it more difficult in improving their English speaking skills.

*The fifth student* answered that the use of code mixing can enhance her motivation in learning because if a lecturer uses code mixing in teaching it will make it easier for students to accept and understand the material presented. Additionally, due to students low English ability, teachers began to adopt code mixing to make learning simple to understand (David & Su-Hie, 2009). The positive impact of using code mixing is easier to understand the material and students also get new vocabulary in the easy way. According to Ibrahim et al. (2013), teachers employ code mixing to make sure that students comprehend the subject matter or their explanation. The negative impact is usually students prefer to use Indonesian because basically it is their everyday language and is very easy to understand.

*The sixth student* answered that the use of code mixing is very supportive of increasing learning motivation, because sometimes there are words that are difficult to understand. If the lecturer uses full English in the course, it is certain that the material taught will not be understood in its entirety. According to Ramadhaniarti et al. (2018), code mixing can be used to accomplish educational objectives, help students comprehend the subject matter, and make the learning process enjoyable. The positive impact of using code mixing is make it easy to understand the explanation of the material. The negative impact is sometimes students feel comfortable with code mixing so that their public speaking in English is not very well trained and the grammar is messy because they are used to mixing Indonesian and English.

*The seventh student* answered that in her opinion, the use of code mixing in the teaching process can increase learning motivation. Because as we know that the ability of students in speaking English varies, such as some who are already fluent in English and some are not. In addition, most students think that English is difficult to understand because the pronunciation and writing are different. According to Panayi (2015), code mixing in the classroom appears to be both inevitable and essential if students are to converse in both languages. Moreover, if the teacher only uses English in the teaching process, of course their learning motivation will decrease. The positive impact of using code mixing is that students will be more enthusiastic and easier to understand the material taught by the lecturer. In addition, students will no longer be bored in learning. The negative impact is that students' English language skills will not improve because they are accustomed to the use of Indonesian. For example, when you want to ask or express your opinion.

*The eighth student* answered that the use of code mixing enhance his motivation because it is easier for him to understand the material. The positive impact of using code mixing is students understand better. Because this combine can repeat or translate. There is a possibility that students will be more active and it can also stimulate students to be curious. That flexibility in language use allows them to communicate effectively in various contexts (Hamidah, 2015). The delivery process is more effective and communicative. Because it can stimulate students' curiosity that continues to grow. The negative impact is the process of developing students' English skills is slower.

*The ninth student* answered that the use of code mixing enhance her motivation because she can understand the lesson easily. If the lecturer teaches by using only one language, she will have difficulty capturing the material because her vocabulary is still lacking. The positive impact of using code mixing is the students' motivation can increase and the teaching process will not be boring. The negative impact is the students will used to mix their language as the lecturers do. So, they will get the difficulties when they are asking to speak by using full English.

*The tenth student* answered that the use of code mixing enhance her motivation because she really felt helped by the use of code mixing by the lecturers. The positive impact of using code mixing is the classroom interaction will be fun and the students will understand the material easily. Code mixing is one among the things that can boost students' enthusiasm in learning English, according to Lestariningsih (2019). The definition of involvement is when students participate actively in class activities and actively practice their English. Younas et al. (2020) discovered that teachers most frequently utilized code mixing in their learning to comprehend how material is delivered and to encourage communication between educators and learners. It was used as an instructional strategy. Only when teachers are trained in the use of code mixing will they be able to effectively enhance teacher-student interactions and achieve the intended results. The negative impact is she felt it will be difficult if she was asked to speak by full English.

The study of code mixing in lecturers' teaching process gives some effect to the students in achieve the success in learning language. According to Modupeola (2013), code mixing makes it easier for students to understand what their professors are saying, which makes learning more enjoyable. They find it simple to understand the lesson's purpose throughout instruction. Students completed a questionnaire that the researcher provided in order to collect data for this study question. The questionnaire contained three questions; 1) Does the use of code mixing enhance your motivation in learning? Why? 2) What are the positive impacts of using code mixing in learning process? 3) What are the negative impact of using code mixing in learning process?

The findings show that nine out of ten students agreed that the use of code mixing enhance their motivation in learning because the students feel that the lesson is easy to be understood because of the mixing of languages, especially if the lecturer relates it to existing phenomena. This will increase the motivation to learning. If the lecturer only uses one language, maybe the motivation to learn will slowly decrease. Beside that, there is one student answered that she actually motivated by lecturers who only use English in class. She thought that the lecturers can also use body language to make students understand the explanation or message to be conveyed. In her opinion, lecturers who speak English fluently in class are very rare.

The positive impact of using the code mixing in the classroom is the material can easily be understood by the students and the students' vocabularies can increase by the time. But unfortunately, the negative impact is it will make the students difficult to speak English fully because they are used to hear and speak in half English-Indonesian language.

## CONCLUSION

In a multilingual society, code mixing is a common occurrence where people constantly use it when communicating, particularly when students and lecturers are interacting in class. The teacher and students often confuse the codes when speaking in English in class. We refer to this as the phenomena of code mixing. Both good and negative effects can be shown in students' motivation to learn when code mixing is used.

The researcher finds that the students felt that the use of code mixing enhance their learning motivation. The positive impact of using the code mixing in the classroom were the material can easily be understood by the students and the students' vocabularies can increase by the time. But unfortunately, the negative impact was it will make the students difficult to speak English fully because they were used to hear and speak in half English-Indonesian language.

Thus, the following suggestions may be taken into account by the additional researcher: The following three things should be done: 1) the lecturer should try to address the detrimental

effects of code mixing on students' motivation to learn; 2) the researcher should try to determine what kind of code mixing teachers and students typically use in teaching and learning activities; and 3) include more participants to gain a deeper understanding of their experiences.

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