CHAPTER I

INTRODUCTION

A. Background of The Problem

Imagine an English classroom where a teacher explains a lesson in English, but some students have difficulty understanding unfamiliar vocabulary, instructions, or expressions. In such a situation, the teacher may not use English alone. Instead, the teacher may use Indonesian or a local language to clarify an explanation, repeat an instruction, or make sure that students understand the lesson. This situation reflects the reality of English language teaching in multilingual classroom environments, where teachers may adjust their language use according to students' needs and the demands of classroom interaction.

English as a foreign language has become one of the core subjects in junior high schools across Indonesia. However, the teaching of English continues to face various challenges in actual classroom practice. One of the challenges is the variation in students' English proficiency, particularly in vocabulary knowledge, grammar mastery, and confidence in using English. At the junior high school level, students are still developing their basic English skills, which may make it difficult for them to fully understand English instructions and classroom explanations. Therefore, teachers need to use classroom strategies that can help students understand the lesson while maintaining opportunities for them to use and be exposed to English.

One strategy that may appear in this situation is the use of more than one language during classroom interaction. Nababan (in Aslinda, 2010) explains

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that code-mixing may occur in formal situations when speakers do not find an appropriate word or expression in the language being used and therefore use an expression from Indonesian or a regional language. In English language teaching, such language practices can appear when teachers provide explanations, give instructions, check students' understanding, or respond to students' difficulties. These practices are related to the linguistic phenomena of code-switching and code-mixing. According to Gardner-Chloros (2009), code-switching refers to the use of two or more languages within the same conversation, while Muysken (2000) describes code-mixing as the combination of linguistic elements from different languages within a single utterance.

In the classroom context, code-mixing and code-switching may serve important communicative and pedagogical purposes. Teachers may use another language to clarify difficult concepts, explain unfamiliar vocabulary, repeat information, give instructions, or support students' participation. Previous studies also demonstrate that these practices occur in different English teaching contexts. Girsang and Saragih (2021), for example, found the use of code-mixing and code-switching in English teaching at the junior high school level, while Rahman (2025) examined teachers' choice of English, Indonesian, and Minang in classroom interaction at SMPN 1 Batang Anai. Other studies, such as Nata (2021) and Wirhayati and Safitri (2020), also reported that the use of more than one language could support students' understanding and classroom communication.

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However, the use of code-mixing and code-switching also raises an important issue in English language teaching. Although the use of Indonesian or a local language may help students understand classroom content, frequent reliance on languages other than English may reduce the amount of English exposure students receive during the lesson. Therefore, the issue is not simply whether teachers use code-mixing and code-switching, but how these language practices are used during actual classroom interaction and what functions they serve. Examining teachers' language choices is important because it can provide a clearer understanding of how teachers respond to students' linguistic needs while conducting English instruction.

This issue is particularly relevant in multilingual educational environments. In the context of Padang Panjang, classroom communication may involve Indonesian and local language practices alongside English as the target language. The use of several languages can influence how teachers deliver explanations and interact with students. However, the specific way in which teachers combine or alternate languages cannot be assumed only from the general multilingual context. It needs to be examined through actual classroom interaction. Therefore, observing teachers' utterances during English lessons is important to identify the forms of code-mixing and code-switching that occur and to understand their functions in classroom communication.

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Previous studies have provided valuable findings concerning teachers' use of code-mixing and code-switching in English language teaching. Girsang and Saragih (2021) investigated these phenomena at SMP N 1 Raya and identified

several forms of code-mixing and code-switching, as well as social factors influencing teachers' language use. Rahman (2025) examined teachers' choice of codes at SMPN 1 Batang Anai and focused on the use of English, Indonesian, and Minang in classroom interaction. Nata (2021) investigated code-switching and code-mixing in English teaching and their relationship with students' understanding, while Wirhayati and Safitri (2020) examined their forms and functions in listening instruction. Other studies, including Syamsuddin (2022), Mustikawati (2016), and Kahfi (2018), have also examined code-switching or code-mixing in different educational settings.

Although these studies have established that code-mixing and code-switching are relevant features of classroom communication, differences remain in their research contexts, purposes, and analytical frameworks. Girsang and Saragih (2021) focused on English teaching at SMP N 1 Raya and classified code-mixing using categories that differ from those used in the present study. Rahman (2025), although closely related to the present study because it examined English, Indonesian, and Minang in a junior high school in West Sumatra, focused more specifically on teachers' choice of codes and the social factors underlying that choice. Other previous studies examined different educational settings or specific language skills. Therefore, the present study focuses specifically on the teacher's use of code-mixing and code-switching in English language teaching at SMPN 4 Padang Panjang. Code-mixing is analyzed using Muysken's (2000) categories of insertion, alternation, and congruent lexicalization, while code-switching is analyzed using Stockwell's

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(2002) categories of tag switching, intra-sentential switching, and inter-sentential switching.

The importance of this study lies in its focus on actual teacher utterances during English classroom interaction. Rather than examining code-mixing and code-switching only as general multilingual phenomena, this study examines how the teacher uses different codes during real-time instruction, what social functions accompany those language choices, and how they relate to classroom interaction. The findings are expected to contribute to a better understanding of teachers' language practices in English teaching and provide information that may be useful for teachers in considering how the use of students' familiar languages can support comprehension without losing opportunities for English exposure. The study may also contribute to future research on multilingual classroom interaction, particularly in junior high school English teaching contexts.

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B. Focus of the Problem

This is the study of Classroom Interaction. Teacher choice of codes during classroom activities is considered as the natural social interaction in the context of multilingual society. The communication purposes that involved several codes or language is natural in the ELT perspective as the impact of the speaker to achieve their goal of communication. SMPN 4 Padang Panjang was the research setting, and the observation was conducted in one Grade VIII class. The study focuses on the choice of code of the teacher's during classroom interaction while teaching about notices over the course of three sessions.

C. Formulation of the Problem

Based on the background above, the problem formulation of this study are as follows:

1. What types of code-switching and code-mixing are used by the teacher in teaching English?
2. What is the socio-function of code-switching and code-mixing used by teacher in teaching English?
3. How does teacher's code-switching and code-mixing influence English classroom interaction at SMPN 4 Padang Panjang?

D. Purpose of the Problem

Purposes of this study are:

1. To describe the types of code-switching and code-mixing used by the teacher in teaching English at SMPN 4 Padang Panjang.
2. To analyze the socio-functions of code-switching and code-mixing used by the teacher in teaching English.
3. To explore how the teacher's code-switching and code-mixing contribute to English classroom interaction at SMPN 4 Padang Panjang.

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E. Significance of the Study

This study is important because it provides an understanding of natural classroom interaction between teachers and students, particularly in the context of English language teaching. By examining the use of code-mixing and code-switching, this study contributes to a better understanding of how multilingual language practices are used to support classroom communication and

interaction. The research could suggest the near ideal interaction that teacher should be made and meet the character of Gen-Z.

F. Definition of Key terms

1. Codes

   Code can be in the form of language variants that are actually used to communicate members of a language community (Rahardi, 2010).

   According to Holmes (2013), code choice is not random; it reflects social identity and communicative purpose.

2. Code-switching

   Stockwell (2002) discusses code-switching as the change from one code to another according to the situation, domain, or purpose of communication.

3. Code-mixing

   According to Muysken (2000), code-mixing is the process of inserting lexical or grammatical elements from one language into another language structure in one speech.

4. Classroom Interaction

   Seddiki (2022) explain that Classroom interaction is the process that develops foreign languages' skills, as a fundamental element of teaching-learning process, where two or more people are engaged in reciprocal (verbal or non-verbal) communication.

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