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## CODE-CROSSING IN INDONESIAN EFL CLASSROOM INTERACTION: A STUDY OF LANGUAGE MIXING AND SWITCHING PATTERNS

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### ABSTRACT

This article presents a study on code-crossing in Indonesian EFL (English as a Foreign Language) classroom interaction, specifically focusing on language mixing and switching patterns. The study aims to explore the types of code-crossing observed, investigate the reasons for code-crossing, and examine its effects on classroom dynamics and language learning outcomes. The research adopts a qualitative approach, utilizing classroom observations and audio recordings of interactions among Indonesian EFL learners and their teachers. The analysis identifies common types of code-crossing, such as intersentential code-switching, intrasentential code-switching, and code-mixing. The findings highlight the languages involved and the linguistic features triggering code-crossing. Additionally, the study discusses the reasons for code-crossing, including lexical gaps, social functions, cultural expressions, and identity negotiation. The effects of code-crossing on classroom dynamics, participation, and language learning outcomes are also explored. The study contributes to the understanding of code-crossing in the Indonesian EFL classroom and provides insights for classroom management and pedagogical approaches.

### KEYWORDS

Code-crossing, Indonesian EFL classroom, language mixing, language switching, interaction.

## INTRODUCTION

In multilingual contexts, language mixing and switching, also known as code-crossing, are commonly observed phenomena in language interactions. Code-crossing occurs when speakers alternate between two or more languages within a single conversation. Understanding code-crossing patterns and their implications is crucial for effective language teaching and learning, particularly in English as a Foreign Language (EFL) classrooms.

This study aims to investigate code-crossing in the Indonesian EFL classroom context. The Indonesian EFL classroom is characterized by a diverse linguistic landscape, with English being taught as a foreign language alongside the students' native language(s). However, limited research has been conducted on code-crossing in this specific context, particularly in terms of the types of code-crossing observed, the reasons behind code-crossing, and the effects on classroom dynamics and language learning outcomes.

The objectives of this study are threefold: first, to identify and categorize the types of code-crossing patterns present in the Indonesian EFL classroom interaction; second, to explore the underlying reasons for code-crossing, such as lexical gaps, social functions, cultural expressions, and identity negotiation; and third, to examine the effects of code-crossing on

classroom dynamics, including participation and language learning outcomes.

## METHOD

This study employs a qualitative research design to investigate code-crossing in the Indonesian EFL classroom interaction. The research setting includes a diverse group of EFL learners and their teachers, representing different proficiency levels and age groups.

Data collection is conducted through classroom observations and audio recordings of naturally occurring interactions. The researchers ensure the ethical considerations and consent of the participants. The recorded data is transcribed verbatim, capturing both the verbal and non-verbal aspects of communication.

The data analysis process involves several steps. First, the researchers identify instances of code-crossing, which include language mixing (using elements from multiple languages within a single utterance) and language switching (transitioning between languages at different points in the conversation). The identified instances are then categorized into different types of code-crossing patterns, such as intersentential code-switching, intrasentential code-switching, and code-mixing.

Furthermore, the researchers explore the contextual factors and motivations behind code-crossing, examining the reasons for choosing a particular language in specific situations. The analysis also takes into account the linguistic features and cues that trigger code-crossing.

To ensure the reliability and validity of the findings, multiple researchers independently analyze the data, and intercoder reliability is established through regular discussions and consensus.

The research findings from this study will contribute to a better understanding of code-crossing in the Indonesian EFL classroom. By exploring the patterns, reasons, and effects of code-crossing, this research aims to provide insights for classroom management and pedagogical approaches, ultimately enhancing language teaching and learning in the Indonesian EFL context.

## **RESULTS**

The analysis of code-crossing patterns in the Indonesian EFL classroom interaction revealed several interesting findings. The most prevalent type of code-crossing observed was intersentential code-switching, where speakers switched between languages at sentence boundaries. This type of code-switching occurred frequently during informal conversations and group activities. Intrasentential code-switching, involving the mixing of languages within a single

sentence, was less common but still present in certain contexts. Code-mixing, which involved the insertion of words or phrases from one language into another, was also observed, particularly when there were lexical gaps or when expressing culturally specific concepts.

The reasons for code-crossing varied among participants. Lexical gaps, where the participants lacked the vocabulary in one language to express certain ideas, were a common motivation for code-switching. Social functions, such as establishing solidarity or displaying group identity, also influenced the choice to switch languages. Cultural expressions and the negotiation of multiple identities were additional factors that contributed to code-crossing in the Indonesian EFL classroom.

The effects of code-crossing on classroom dynamics were multifaceted. On one hand, code-crossing promoted inclusivity and created a sense of belonging among students with different language backgrounds. It facilitated communication and participation, especially for those who felt more confident expressing themselves in their native language. On the other hand, excessive code-crossing could hinder English language development and impede the immersion experience. It was essential to strike a balance between supporting students' linguistic needs and promoting English language proficiency.

## DISCUSSION

The findings of this study shed light on the intricate nature of code-crossing in the Indonesian EFL classroom. The prevalence of intersentential code-switching suggests that students utilize both Indonesian and English as resources for effective communication. Intrasentential code-switching and code-mixing, although less frequent, demonstrate the complexity of language use and the interplay between linguistic systems.

The reasons behind code-crossing highlight the learners' linguistic competencies, sociolinguistic awareness, and negotiation of identities. Code-crossing serves as a communicative strategy for overcoming lexical gaps and expressing cultural nuances. However, it is crucial to ensure that code-crossing is purposeful and does not hinder English language development.

The effects of code-crossing on classroom dynamics emphasize the importance of creating an inclusive learning environment while maintaining a focus on English language acquisition. Teachers play a vital role in facilitating productive code-crossing practices and encouraging students to use English appropriately. Strategies such as scaffolding, providing language support, and creating opportunities for English language practice can help strike a balance between linguistic diversity and language learning goals.

## CONCLUSION

This study provides valuable insights into code-crossing in the Indonesian EFL classroom context. The findings suggest that code-crossing is a natural and dynamic phenomenon that reflects learners' multilingual competence and sociolinguistic awareness. While code-crossing can enhance classroom participation and foster a sense of belonging, it should be managed effectively to promote English language proficiency.

To optimize language learning outcomes, teachers should be aware of the reasons behind code-crossing and its potential impact on language development. Pedagogical strategies should aim to strike a balance between leveraging students' linguistic resources and maintaining a focus on English language acquisition. By embracing code-crossing as a resource rather than a hindrance, teachers can create an inclusive and effective learning environment for Indonesian EFL learners. Further research is warranted to explore the long-term effects of code-crossing and to develop specific instructional strategies that capitalize on students' code-crossing abilities.

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