

# **THE ROLE OF CODE-SWITCHING AND CODE-MIXING IN ENHANCING STUDENTS' UNDERSTANDING IN PUBLIC SPEAKING CLASS**

Riyan Nor Rohman<sup>1</sup>, Mochamad Imron Azami, M. Ed<sup>2</sup>, Febti Ismiatun,  
S.Pd., M. Pd<sup>3</sup>

<sup>1,2,3</sup> FKIP, Universitas Islam Malang, Indonesia

Email: 21901073093@unisma.ac.id

## **ABSTRACT**

This study investigates the use of code-switching and code-mixing in Public Speaking classes at Universitas Islam Malang. The research aims to identify the types of code-switching and code-mixing employed by the lecturer and to explore the reasons underlying their use in classroom interaction. In the Indonesian EFL context, lecturers frequently alternate between English and Indonesian to facilitate students' comprehension, maintain interaction, and create an effective learning environment. This study applied a descriptive qualitative design. The data were collected through classroom observation, audio recordings, field notes, and semi-structured interviews. The data were analyzed through three stages: transcribing the data, classifying the types of code-switching and code-mixing, and interpreting their communicative and pedagogical functions. The findings reveal that tag-switching, inter-sentential switching, and intra-sentential switching were the dominant types of code-switching used by the lecturer. In addition, intra-sentential and intra-lexical code-mixing were identified in classroom interaction. These language strategies were used to clarify explanations, emphasize important information, manage classroom interaction, reduce students' anxiety, encourage participation, and enhance students' confidence in speaking English. The study concludes that code-switching and code-mixing function as effective pedagogical strategies that support students' understanding and communicative competence in Public Speaking classes.

**Keywords:** code-switching, code-mixing, public speaking, classroom interaction, bilingual instruction

## **INTRODUCTION**

The increasing number of individuals learning English has significantly impacted the linguistic landscape, particularly in terms of the influence of foreign languages on the first languages used in communication. English has become an important part of daily life, especially in academic environments. At the university level, students interact with each other using various verbal communication strategies to express their ideas and thoughts. This growing use of English influences the way students communicate with their surroundings.

Fanani & Ma'u in Muslihati et al. (2023) state that individuals confidently employ language mixing and switching in multilingual communication, combining Indonesian, English, and local languages. Code-switching refers to the practice of alternating between languages, while code-mixing

is the process of mixing one language with another. According to Santosa et al. (2023), this phenomenon can be found in various settings, both formal and informal, such as at home, in restaurants, schools, and offices.

Code-switching occurs when two or more languages are used interchangeably in the same context. This also happens in classrooms when the process of learning English takes place. Teachers are aware that many students cannot immediately understand every word and meaning, so they combine English and Indonesian to ensure that students fully understand the explanation. As Salianur et al. (2022) state, teaching English in Indonesia presents significant challenges, as students must put in considerable effort to learn English as a foreign language.

In addition, code-mixing occurs when a second language is mixed into the first language or when a foreign language is inserted into the structure of the native language. Code-mixing is particularly useful in educational contexts as it facilitates communication, especially when students wish to ask questions or clarify material that they do not fully understand. Al-Ahdal (in Umiyati, 2021) emphasizes that code-mixing also facilitates students in expressing their ideas and responding naturally to the material.

Indonesia's multilingual landscape, with over 700 languages spoken across the country, is a testament to its rich cultural diversity. While Indonesian is the official national language, English serves as a global language. The Indonesian education system encourages multilingualism by promoting both local languages and English, which has become a priority for international communication. In this context, the use of English as a global language is critical, though code-switching and code-mixing remain essential strategies for bridging language gaps.

This study aims to investigate how lecturers in Public Speaking classes at Universitas Islam Malang use code-switching and code-mixing strategies. The research questions guiding this study are:

1. What types of code-switching and code-mixing are used by lecturers in Public Speaking classes?
2. Why do lecturers use code-switching and code-mixing in their teaching of Public Speaking?

## **METHOD**

This study employed a descriptive qualitative research design to explore the use of code-switching and code-mixing in Public Speaking classes at Universitas Islam Malang. Descriptive qualitative research was chosen because it allows for the systematic description and interpretation of linguistic phenomena in natural classroom settings (Mulyani, 2023). This approach provides insights into how bilingual communication strategies function in teaching and learning without manipulating variables.

The participant in this study was an experienced lecturer who teaches Public Speaking in the English Education Program. The lecturer was selected using purposive sampling, based on their experience in applying bilingual practices in the classroom. According to Salianur et al. (2022), bilingual communication strategies in EFL classrooms help students understand complex concepts and

improve engagement. The lecturer's teaching methods, including the use of code-switching and code-mixing, made them an ideal subject for this study.

Data was collected through classroom observation, audio recordings, field notes, and semi-structured interviews. Classroom observations allowed the researcher to identify instances of code-switching and code-mixing in real-time teaching interactions (Ayton et al., 2023). Audio recordings were used to accurately capture the lecturer's utterances, ensuring that the data were comprehensive and reliable. Field notes provided additional contextual information, including classroom atmosphere, student responses, and teaching materials. Semi-structured interviews were conducted with the lecturer to explore their motivations behind using code-switching and code-mixing in teaching. This approach allowed the researcher to gain deeper insights into the pedagogical strategies employed by the lecturer (Albine Moser, 2018).

The data analysis followed a systematic process: first, the researcher transcribed the recorded data. Then, the data were classified according to the research questions, identifying the types of code-switching and code-mixing (tag-switching, intra-sentential switching, and inter-sentential switching). For the second research question, thematic analysis was applied to the interview data, revealing the lecturer's reasons for using these strategies, such as clarifying material and fostering student interaction. As noted by Santosa et al. (2023), these strategies are essential for creating an interactive and supportive classroom environment.

The study ensured trustworthiness by applying the criteria of credibility, transferability, dependability, and confirmability. Data triangulation through observations, audio recordings, field notes, and interviews ensured the credibility of the findings. Transferability was supported by providing a detailed description of the classroom context, while dependability was maintained through transparent documentation of the research process. Confirmability was achieved by basing the findings on the participants' actual language practices.

## FINDINGS

This study aimed to examine the types of code-switching and code-mixing employed by the lecturer in Public Speaking classes and the reasons behind their use. The findings are organized according to the research questions: (1) the types of code-switching and code-mixing, and (2) the reasons for their use in the classroom.

### Types of Code-Switching

The analysis identified three main types of code-switching used by the lecturer: tag-switching, inter-sentential switching, and intra-sentential switching.

1. **Tag-Switching:** The most frequent type of code-switching observed was tag-switching, where short discourse markers such as *ya*, *ok*, or *right* were inserted at the end of English sentences. These markers functioned to emphasize points and check students' understanding. For instance, the lecturer said, "*The material was explained in the previous week, ya*," and "*Do your best, not reading but delivering messages as a voice-over, ya*." This helped maintain the flow of interaction and ensured students' comprehension.

2. **Inter-Sentential Switching:** This type of code-switching occurred when the lecturer alternated between English and Indonesian between sentences. It was used to clarify instructions or highlight important points. For example, the lecturer stated, “*Okay, after this, I will share the link with Google Drive for submission of the task. Sampai besok jam 9 malam juga tidak apa-apa.*” This switching allowed the students to better understand critical instructions, reducing ambiguity.
3. **Intra-Sentential Switching:** Intra-sentential switching occurred when the lecturer alternated between languages within a single sentence. This was often used when explaining technical terms or providing immediate clarification. For example, the lecturer said, “*Please put your mobile phone in the bag, hp semua taruh di dalam supaya fokus.*” This switching ensured that students fully understood the instructions without interrupting the flow of communication.

### Types of Code-Mixing

The study also identified two forms of code-mixing used in the classroom: intra-sentential code-mixing and intra-lexical code-mixing.

1. **Intra-Sentential Code-Mixing:** This occurred when English words were inserted into Indonesian sentences, particularly when referring to familiar concepts related to public speaking. For example, the lecturer said, “*Today I would like to show the performance of voice over in terms of iklan.*” The use of English terminology helped students grasp the concepts more easily, as these terms were relevant to the field of study.
2. **Intra-Lexical Code-Mixing:** This type of code-mixing was observed when Indonesian affixes were combined with English words, such as *ngedate*, which reflects the blending of English and Indonesian in a single word. This allowed the lecturer to introduce new terms and connect them with students’ everyday experiences.

### Reasons for Using Code-Switching and Code-Mixing

The study also revealed several key reasons for the lecturer’s use of code-switching and code-mixing in the classroom:

1. **Clarification:** The primary reason for using code-switching and code-mixing was to clarify complex material and ensure that all students understood the content. The lecturer often used code-switching when explaining challenging terms or instructions. For instance, inter-sentential switching was used to ensure clarity, as seen in the sentence, “*Sampai besok jam 9 malam juga tidak apa-apa*”, which provided more accessible instructions.
2. **Engagement and Interaction:** Code-switching was also employed to maintain student engagement and facilitate interaction. By switching between languages, the lecturer created a more comfortable environment for students, encouraging them to participate actively in class discussions.
3. **Building Confidence:** The use of code-switching and code-mixing helped reduce anxiety among students, particularly in a Public Speaking context where many students might feel

insecure about speaking in English. The lecturer used bilingual communication to ease students into the lesson and build their confidence in delivering speeches.

4. **Pedagogical Strategy:** Finally, the lecturer used code-switching and code-mixing as pedagogical tools to emphasize key points and ensure comprehension. By alternating between languages, the lecturer could highlight important aspects of the lesson, making sure that the students retained the most crucial information.

## DISCUSSION

The findings of this study reveal the strategic use of **code-switching** and **code-mixing** by the lecturer in Public Speaking classes at Universitas Islam Malang. These linguistic strategies were employed to enhance comprehension, reduce student anxiety, and ensure effective classroom interaction. The study confirms previous research that highlights the role of bilingual practices in second language (L2) classrooms, particularly for cognitive scaffolding, facilitating interaction, and addressing the needs of students with varying levels of language proficiency (Sulianur et al., 2022; Ayu, 2023; Asani, 2024).

### Tag-Switching: Cognitive and Affective Functions

The most frequent type of code-switching identified in this study was **tag-switching**, where discourse markers like *ya*, *ok*, and *right* were inserted into English utterances. This finding aligns with Susanto et al. (2025), who describe tag-switching as a functional linguistic behavior developed through long-term bilingual communication. In the context of Public Speaking classes, these markers served multiple functions: to monitor student comprehension and facilitate lesson flow without interrupting the lesson (Salianur, 2022). The lecturer's use of tag-switching also helped manage classroom interaction by eliciting understanding from students, particularly in a subject where speaking anxiety is prevalent.

Ayu (2023) further suggests that tag-switching serves an **affective function** by decreasing linguistic anxiety, which encourages students to engage more confidently. The **cognitive function** of tag-switching, as observed in this study, allowed students to process information more efficiently by offering quick clarifications without halting the lecture. This dual purpose—cognitive and affective—supports the idea that even minor L1 inserts can provide significant pedagogical value, particularly in language learning contexts (Nawaf et al., 2025).

### Inter-Sentential Code-Switching: Ensuring Comprehension

**Inter-sentential code-switching** was found to be a purposeful strategy used by the lecturer when important information needed to be highlighted or elaborated. This strategy is consistent with the findings of Salianur (2022) and Ayu (2023), who argue that switching between languages at the sentence level can enhance comprehension for students with varying proficiency in English. In the study, the lecturer often switched to Indonesian to explain instructions, procedures, or assessments. For example, the phrase "*Sampai besok jam 9 malam juga tidak apa-apa*" was used to emphasize task deadlines and ensure clarity.

The **pedagogical purpose** of inter-sentential switching is to increase **cognitive processing** by reinforcing important information in a language the students are more comfortable with. By alternating between English and Indonesian, the lecturer was able to maintain the lesson's flow while ensuring that students fully understood key points, which is in line with Asani (2024), who highlights the function of inter-sentential switching as both a clarification and reinforcement mechanism.

### **Intra-Sentential Code-Switching: Real-Time Comprehension Check**

Unlike inter-sentential switching, **intra-sentential code-switching** occurs within a single sentence and is used to check student comprehension in real time. This type of switching was strategically employed to address confusion or hesitation during speech. The lecturer often inserted Indonesian phrases mid-utterance to ensure that students were following the lesson and to minimize communication breakdowns. As noted by Salianur (2022), intra-sentential switching helps maintain the continuity of the lesson while allowing the lecturer to provide immediate clarification.

The affective benefit of intra-sentential switching, particularly in a Public Speaking class, was evident in the reduction of **student stress**. Nawaf et al. (2025) found that **L1 insertions** in EFL classrooms help students engage more confidently, especially in subjects where anxiety is common. In this study, the lecturer's use of intra-sentential switching was an effective **scaffolding mechanism**, supporting both **cognitive understanding** and **emotional comfort** for students (Asani, 2024). Thus, intra-sentential switching demonstrates a balance between clarity, fluency, and engagement, which is particularly valuable in language teaching.

### **Code-Mixing: Lexical Bridging and Social Intimacy**

In addition to code-switching, the study found that **intra-sentential code-mixing** was used to bridge vocabulary gaps and provide immediate definitions for technical or abstract terms. The insertion of Indonesian terms like *iklan* (ads) into English sentences facilitated students' understanding of key concepts without interrupting the lesson's progression. Rahmanika & Anastasia (2024) describe this as a **lexical bridging strategy**, enabling students to comprehend meaning instantly while maintaining lesson effectiveness.

The **functional aspect** of intra-sentential code-mixing lies in its ability to support students' understanding of jargon and technical language in the context of Public Speaking. Asani (2024) emphasizes that this strategy enhances learning efficiency by combining English exposure with a **clear and concise explanation** in the native language, which minimizes confusion. This method reveals the **calculated nature** of code-mixing as a **pedagogical strategy** that ensures students comprehend essential concepts while managing time effectively.

Finally, **intra-lexical code-mixing**, such as the inclusion of address terms like *mas* and *mba*, created a sense of **social intimacy** and **inclusivity** within the classroom. Hasanati et al. (2025) argue that these terms foster positive interaction between the lecturer and students, making the learning environment more accessible and encouraging greater participation. This socio-affective function of code-mixing aligns with Sulianur et al. (2022), who highlights the role of code-mixing in bridging social gaps and promoting inclusivity in multilingual classrooms.

## **CONCLUSION**

This study aimed to investigate the use of **code-switching** and **code-mixing** by the lecturer in Public Speaking classes at Universitas Islam Malang. The analysis was guided by two research questions: (1) the types of code-switching and code-mixing used by the lecturer, and (2) the reasons behind the lecturer's use of these linguistic strategies in classroom instruction.

Regarding the first research question, the study identified three main types of code-switching employed by the lecturer: **tag-switching**, **intra-sentential switching**, and **inter-sentential switching**. Among these, **tag-switching** was the most frequently used type. The lecturer inserted short Indonesian expressions such as discourse markers (*ya, ok, right*) and brief clarifications within English utterances. This type of switching was mainly used in spontaneous classroom interactions, especially when checking students' understanding or maintaining engagement.

**Intra-sentential switching** occurred when the lecturer inserted Indonesian words or phrases within English sentences, typically to explain complex concepts, give examples, or provide additional clarification. **Inter-sentential switching** involved the lecturer alternating between English and Indonesian across different sentences, particularly when delivering longer explanations or summarizing key points. Additionally, **code-mixing** was employed to incorporate Indonesian lexical items into English discourse, which helped simplify technical terms or abstract ideas related to public speaking.

These findings demonstrate that the lecturer did not rely solely on English as the medium of instruction but instead alternated strategically between languages to facilitate student comprehension. The use of code-switching and code-mixing was flexible and context-dependent, adapting to students' linguistic needs and the instructional demands of the class.

In response to the second research question, the study found that code-switching and code-mixing served several interconnected pedagogical purposes. First, these strategies were primarily used to enhance students' comprehension. Public Speaking involves complex theoretical concepts, rhetorical techniques, and performance-based tasks that may be challenging for students when taught exclusively in English. The lecturer's use of Indonesian helped ensure that key points were clearly understood.

Second, code-switching was used to **emphasize important information**. The lecturer occasionally repeated or rephrased key concepts in Indonesian to reinforce understanding. Third, code-switching facilitates **classroom management** by helping the lecturer give directions, maintain lesson flow, and respond effectively to students' questions.

Another significant reason for the use of code-switching and code-mixing was to **build rapport** and create a **supportive learning environment**. By alternating between English and Indonesian, the lecturer reduced students' anxiety, encouraging greater participation in discussions. In a Public Speaking class, where confidence is critical, these strategies played a vital role in fostering a positive and interactive classroom atmosphere.

In conclusion, the findings confirm that the lecturer's use of code-switching and code-mixing was a purposeful pedagogical tool. These strategies were not accidental but deliberate methods to enhance communication, support comprehension, manage classroom dynamics, and create an inclusive learning environment. In bilingual classroom settings, code-switching and code-mixing proved to be effective strategies for improving students' learning experiences and outcomes in Public Speaking.

## SUGGESTIONS

Based on the findings and conclusions of this study, several suggestions are proposed for lecturers, students, and future researchers:

1. **For lecturers**, it is recommended to apply code-switching and code-mixing consciously and strategically. While these strategies can be effective in clarifying meaning and supporting comprehension, English should remain the primary language of instruction to maximize students' exposure to the target language. A balanced approach, where English is used primarily but code-switching and code-mixing are employed selectively, can enhance both understanding and language development.
2. **For students**, it is suggested that they gradually increase their use of English in classroom interactions. While code-switching helps facilitate comprehension, consistent practice in expressing ideas fully in English is essential to develop fluency, confidence, and communicative competence, particularly in Public Speaking, where proficiency in the target language is key to effective delivery.
3. **For future researchers**, it is recommended to expand the scope of similar studies by involving multiple lecturers or institutions to provide broader comparative findings. Additionally, future research could explore students' perceptions of code-switching practices or investigate the impact of these practices on students' speaking performance and their confidence levels.

In conclusion, this study highlights that code-switching and code-mixing are not indicators of linguistic deficiency but rather strategic pedagogical resources. When used appropriately, these strategies contribute positively to the effectiveness of teaching and learning in Public Speaking classes.

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**Malang, 25 February 2026**

**Advisor I,**

Mochamad Imron Azami, M. Ed  
NPP.191904199332195