

## Code Switching and Code Mixing In Classroom Presentation of Indonesian EFL Students

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APA Citation:

Sari, N.F. (2022). Code Switching and Code Mixing In Classroom Presentation of Indonesian EFL Students. *EDUCASIA, 7(2)*, 91-120.

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### Abstract

Code-switching and code-mixing occur when bilinguals switch or mix language in speech or conversation. Some students used code switching and code mixing to avoid misunderstandings in their explanations. In addition, the researcher noted that the use of code-switching and code-mixing between Indonesian and English is done in a classroom presentation. Based on the issues, the purpose of this research is to find out the types and the reasons used code switching and code mixing by EFL students in the classroom presentation of UINSI Samarinda. This research used a descriptive qualitative design. The data and sources data of this research were TBI 3 in the fourth semester of the ESP course with 5 students. This research used the researcher himself as the main instrument and interview. The data were collected using an audio recorder. Based on the result, the researcher found that the most common code-switching used by students was inter-sentential code-switching. Next, code-switching used by students was intra-sentential code-switching and tag code-switching. Moreover, the most common code-mixing used by students was intra-sentential code-mixing. After that, the second common code mixing used by students was involving a change of pronunciation. However, intra-lexical code-mixing was not used by students in a classroom presentation. The students' reasons used code switching and code mixing were talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, and having the intention of clarifying the speech interlocutor.

**Keywords:** Code-switching, code-mixing, classroom presentation

## A. INTRODUCTION

Communication takes place all over the world regardless of boundaries, and the main systematic communication tool around the world is language. According to Collins Cobuld Essential English Dictionaries in the book by Patel and Praveen, language is a system of communication through which consist of a set of sounds and written symbols which are used by the people of a particular country for writing or speaking.<sup>1</sup> It means that language is a tool or symbol used by humans to convey their speech, feelings, and thoughts in communicating either verbally or in writing. Language has an important role in society because it has the message to be conveyed will be accepted by the listener or interlocutor even the social community without misunderstanding. Therefore, it is the key to communication in society and globally.

The language that dominates global communication in the modern era is English. It is a language which is international. It is not shocking, that all countries in the world make English their second language. But now as an international language for anyone to interact internationally, English is very important to understand. Pandit Nehru in Patel and Praveen said that English is a big key to the modern.<sup>2</sup> Therefore, in this period, learning English as a foreign language is key. In Indonesia, English as a foreign language has already been studied as a communication tool, both written and spoken.

In learning and mastering English, it is important to understand English linguistics. English linguistic is one of the subjects that English students have to learn.<sup>3</sup> Linguistics is the rational and systematic scientific study of language, usually based in higher education institutions such as colleges or universities.<sup>4</sup> In linguistics, two linguistic studies are distinguished, namely those at the micro-linguistic level and at the macro-linguistic level. Micro-linguistics is the study of language that does not involve elements outside of language. That is, in the study of micro-linguistics, the field of study includes internal language. Meanwhile, macro-linguistics is the study of language that involves other elements outside of language. That is, in the study of macro-linguistics includes the external field of language. Fields of study included at the micro-linguistics level include: phonology, morphology, syntax, and

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<sup>1</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher & Distributors, 2008), p. 28-27.

<sup>2</sup> M.F. Patel and Praveen M. Jain, *English Language...*, p. 6.

<sup>3</sup> Yulia Agustin, "Pergulatan Bahasa Sebagai Bahasa Pengantar Dalam Dunia Pendidikan", *Journal Dieksis*, no. 4, Vol. 3, 2011.

<sup>4</sup> Christian Mair, *English Linguistics*, (Tubingen: der Deutschen Nationalbiblio, 2012), p. 1.

semantics. Meanwhile, the field of study that is included in the macro-linguistic level is sociolinguistics.<sup>5</sup>

Sociolinguistics is in the shaded area between sociology and linguistics. By connecting language with society, sociolinguistics views language as an open system because it relates to social variables such as education level, social status, culture, place, time, social distance, and others. Therefore, Sociolinguistics is the study of language in relation to society.<sup>6</sup> Sociolinguistics began to develop its study towards universal sociolinguistics and multicultural sociolinguistics. Every country is a plural, and multicultural country. Their languages are different, so are their cultures and religions. Even though they share the same language, their dialects are different, the same religion, their understanding is much different. Thus, it is impossible to avoid cross-cultural or inter-cultural communication. Even in the broadest sense, no people are the same in many ways even though they come from the same social group. In order for communication to work well and to achieve communication goals, we must understand our own culture and the culture of others. For example, Indonesia is inhabited by hundreds of ethnic groups such as Javanese, Sundanese, Madurese, Malay, Batak, Bugis, Ambonese, and others. Each tribe has its own local language, even in one tribe there can be more than one local language. They like to switch or mix their mother language with other languages, such as local language or international language such as English.

In this case, code switching and code mixing refer to the use of two languages in communication. Baker and Van den Bogaerde in Rafqi said that code switching is the interchangeable use of sentences of two different languages, which was an ability to switch from one language to another language.<sup>7</sup> Meanwhile, for code mixing, Grosjean in Novedo said that code mixing is a change from one language to another in utterance or in the same spoken or written text.<sup>8</sup> It is clear that code switching and code mixing are different. As a student who takes an English major at UINSI Samarinda, students will always perform code switching and code mixing to accommodate more than one language in their communication. Some of the students use code switching and code mixing in order to avoid misunderstandings in explanations. In addition, the researcher noted that the use of code switching and code mixing with Indonesia and English is done in a classroom presentation. It means that we must be able to understand more than one language in order to communicate well.

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<sup>5</sup> Nuryani, Siti Isnaniah, Lxsir Eliya, *Sosiolinguistik dalam Pengajaran Bahasa Berbasis Multikultural: Teori dan Praktik Penelitian*, (Bogor: In Media, 2021), p. 4.

<sup>6</sup> Nuryani, Siti Isnaniah, Lxsir Eliya, *Sosiolinguistik dalam...*, p. 7.

<sup>7</sup> Rafqi Awlia Siddiq, Martin Kustati, Luli Sari Yustina, "Teachers' Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom", *AL-TA'LIM JOURNAL*, no. 1 Vol. 27, 2020.

<sup>8</sup> Novedo and Endar Rachmawaty Linuwih, "Code Switching Code Mixing used by Sarah Sechan & Cinta Laura in Sarah Sechan Talk Show", *Seminar Nasional Ilmu Terapan (SNITER)*, 2018.

People who can talk more than one language are called "Bilingual" or "Multilingual". Lowi in Jauhar Helmie, Halimah, Aan Hasanah said that bilingual people are people who are able to master two or more languages in their communication.<sup>9</sup> For example, a person as bilingual means as well as mastering Javanese their mother tongue, and also mastering Indonesian as the language of communication. Meanwhile, according to Bialystock in Novedo, bilingual people are people who speak the same two languages, who also act appropriately in sociocultural ways in both languages.<sup>10</sup> It means that for them, using more than one language according to communication needs can be used depending on the place where they speak, when they talk, and situations during which they communicate. The purpose of using two or more languages is to build good communication based on social factors in communication, such as the social context of interactions, topics, and communication functions. Indonesia has many types of language used to communicate. The first is regional languages, such as Javanese, Sundanese, Balinese, Madurese, etc. These languages are used to communicate with people who come from the same area, tribe, or ethnic group. The second language is the national language of Indonesian. This language is used as a formal language to unite various tribes, ethnic groups, and culture in Indonesia. The third is an international language which is called English. Indonesians learn English so they can speak to people around the world.

The researcher has found fifth previous studies that related to this research, such as the research article written by Rika Novianti and Mashadi Said about the use of code-switching and code-mixing in the English teaching-learning process.<sup>11</sup> Meristika Moetia, Usman Kasim, Siti Sarah about code mixing and code switching in the classroom interaction.<sup>12</sup> Martin Kustati about code mixing and code switching in EFL teaching of cross cultural communication context.<sup>13</sup> Lisa Khaerunnisa about an EFL teacher's code switching in a young learners' class.<sup>14</sup> Jauhar Helmie, Halimah, and Aan Hasanah about code mixing in college students' presentation: a case in an

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<sup>9</sup> Jauhar Helmie, Halimah, Aan Hasanah, "Code Mixing in College Students' Presentation: A Case in an Intercultural Communication Class", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 5, 2020.

<sup>10</sup> Novedo and Endar Rachmawaty Linuwih, "Code Switching Code Mixing used by Sarah Sechan & Cinta Laura in Sarah Sechan Talk Show", *Seminar Nasional Ilmu Terapan (SNITER)*, 2018.

<sup>11</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

<sup>12</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>13</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>14</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", in *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

intercultural communication class.<sup>15</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena about the use of code switching in general English classes for non-English department students in Indonesia.<sup>16</sup>

Previous studies had not focused on discussing about the types and the student's reasons to use code switching and code mixing in the classroom presentation. The first research was conducted by Rika Novianti and Mashadi Said. The similarity of this research was analyzed the types of code switching and code mixing and the differences was analyzed the functions of code switching and code mixing used by students and teachers in the teaching learning process. The second research was conducted by Meristika Moetia, Usman Kasim, and Siti Sarah Fitriani. They also analyzed the types of code switching and code mixing and the differences of this research were used Muysken's theory in types of code mixing and also analyzed the benefit and drawback of using code switching and code mixing in EFL classroom interaction by teachers and students. The third research was conducted by Martin Kustati also analyzed the types and the reasons of code switching and code mixing and the differences of this research does not use linguistic theory in analyzing reasons. The fourth research conducted by Lisa Khaerunnisa was also analyzed the types of code switching and the differences of this research were only analyzed code switching of EFL teachers, and also the function of code switching in the teaching learning process. The fifth research conducted by Thomas and Ouda was also analyzed the types of code switching and the differences of this research were only analyzed code switching of lecturers in general English classes for non-English departments. Therefore, this research is interesting to do because in previous studies no one has focused on discussing the types and reasons for using code switching and code mixing in the classroom presentation. In the English classroom presentation, students not only use English in communicating but also use more than one language. Then, this research was conducted to reveal the transition code in student communication.

Moreover, based on the background of the study, the researcher was interested in analyzing the use of code switching and code mixing in the classroom presentation by EFL students.

## **B. RESEARCH METHOD**

This research used a descriptive qualitative. The data and sources data of this research is the fourth semester students of the English Department of UIN Sultan

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<sup>15</sup> Jauhar Helmie, Halimah, Aan Hasanah, "Code Mixing in College Students' Presentation: A Case in an Intercultural Communication Class", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 5, 2020.

<sup>16</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena, "The use of Code Switching in General English Classes for Non-English Department Students in Indonesia", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 3, 2018.

Aji Muhammad Idris Samarinda in the academic year 2021/2022. The data and sources data of this research is native language people of Indonesian and they are intermediate level English students. This research used the researcher itself as the main instrument and interview. The data were collected using an audio recorder. The researcher analyzed the data using an Interactive Model of Miles, Hubberman, and Saldana. The researcher used triangulation to increase the validity of data in qualitative research.

## **C. FINDINGS AND DISCUSSIONS**

### **1. Research Findings**

In explaining of findings, the researcher has analyzed the data based on theory. First, the researcher presents the types of code switching. There are three types of code switching used by students, namely inter-sentential code switching, intra-sentential code switching, tag code switching. Second, the researcher presents code mixing. There are also three types of code mixing, namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. Third, the researcher presents the reasons for using code switching and code mixing. There are seven reasons for code switching and code mixing. There are talking about the particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech interlocutor, expressing group identity.

The data were analyzed based on classification related to the types and reasons for code switching and code mixing in audio transcripts and interview transcripts. The data were gathered through online recorder in intermediate level English students of ESP (English for Specific Purpose) course at TBI 3 fourth semester of English Department UINSI Samarinda in academic year 2021/2022. The lecturer is Mr. La Ode Sanu, M. Pd., who teaches ESP (English for Specific Purpose) Course at TBI 3 fourth semester of English Department UINSI Samarinda in academic year 2021/2022. The record was held in 3 meetings in 3 weeks, from April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022. The data is displayed in the form of charts, narration, and table analysis. It shows the types and the reasons used for code switching and code mixing of EFL students of UINSI Samarinda.

The first record conducted on April 22<sup>nd</sup>, 2022 at 01.30 p.m. in the class TBI 3, in the class of the fourth semester had just begun. Firstly, the lecturer opens the class and takes attendance. Secondly, the lecturer gives the presentation rules. Third, the lecturer gives the students for presentation. The presentation from group 6. The topic of the material was assessment. Finally, after the presentation has been done the lecturer opens the questions and answers session and discussion.

The second record conducted on May 13<sup>th</sup>, 2022 at 01.30 p.m. in the class TBI 3, the class started by the student as moderator in Zoom meeting, because the lecturer

was sick. Then, the presentation consists of 2 groups. After that, the moderator began presentation activity. The topic of the material was syllabus of ESP course from group 7 and teaching and learning of ESP for computer study from group 8. Finally, after the presentation has been done the moderator opens the questions and answer session.

The third record conducted on May 20<sup>th</sup>, 2022 at 01.30 p.m. in the class TBI 3, in the last record, the class started by the student as moderator and presenter in Zoom meeting, because the lecturer was still sick. Then, the presenter began presentation activity. The topic of the material was ESP for medical study from group 10. Finally, after the presentation has been done the presenter opens the questions and answer session.

a. Types of Code Switching (CS)

The researcher analyzed the types of code switching that were found in students' utterances. The researcher divided the data into figures that are categorized as follows:

1) Inter-sentential Code Switching

After collecting the data, the researcher found that the data of inter-sentential switching was used by five students with 28 data. In the figure below is the results of inter-sentential code switching:

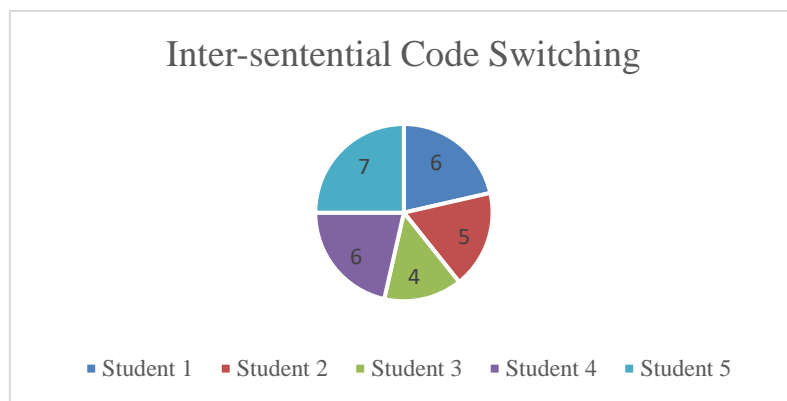


Figure 4.1: The Results of Analysis (Inter-sentential Code Switching)

Based on the figure above, there are 28 examples of inter-sentential code switching used by students based on the analysis table. One of the examples of inter-sentential code switching occurs in data number A1a4.

*“Diagnostic assessment is to diagnostic learning difficult during the course, jadi kalau diagnosis ini mengukur kesulitan siswa selama belajar.” (A1a4)*

The data showed that the student 1 gave the explanation used English then gave the explanation again with Indonesian. It was classified as inter-sentential code

switching since the student 1 gave the explanation in English then change the language into Indonesian with the same meaning. The situation was that student 1 gave the explanation to the audiences.

### 2) Intra-sentential Code Switching

After collecting the data, the researcher found that the data of intra-sentential switching was used by five students with 9 data. In the figure below is the results of intra-sentential code switching:

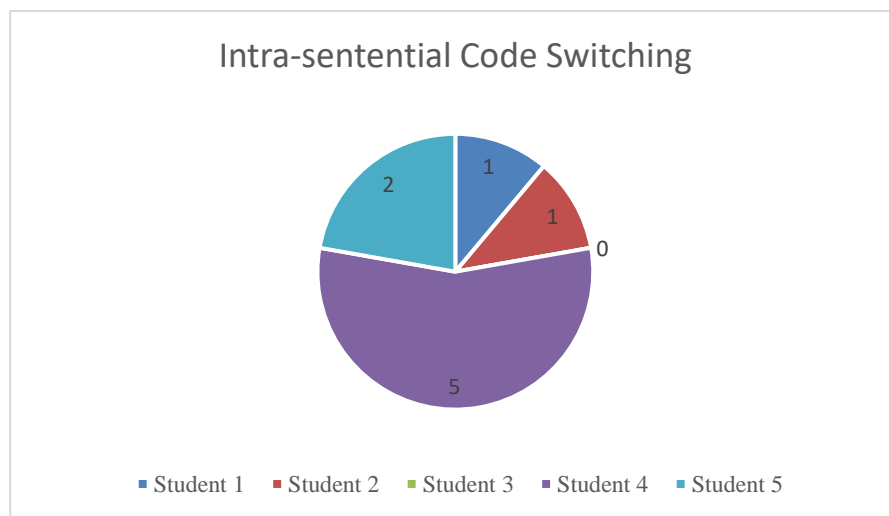


Figure 4.2: The Results of Analysis (Intra-sentential Code Switching)

Based on the figure above, there are 9 examples of intra-sentential code switching used by students based on the analysis table. One of the examples of inter-sentential code switching occurs in data number A1b1.

*“If assessment refers to student but evaluation refers to a **mencakup semuanya** like a student.” (A1b1)*

The data showed the student 1 used English in the first language then switched the language into Indonesian. The utterance was classified as intra-sentential code switching, since the student 1 started switched the language into Indonesian from English as the first language in the utterances. The situation was that student 1 gave the explanation to the audiences in presentation activity.

### 3) Tag Code Switching

After collecting the data, the researcher found that the data of tag switching was used by five students with 7 data. In the figure below is the results of tag code switching:



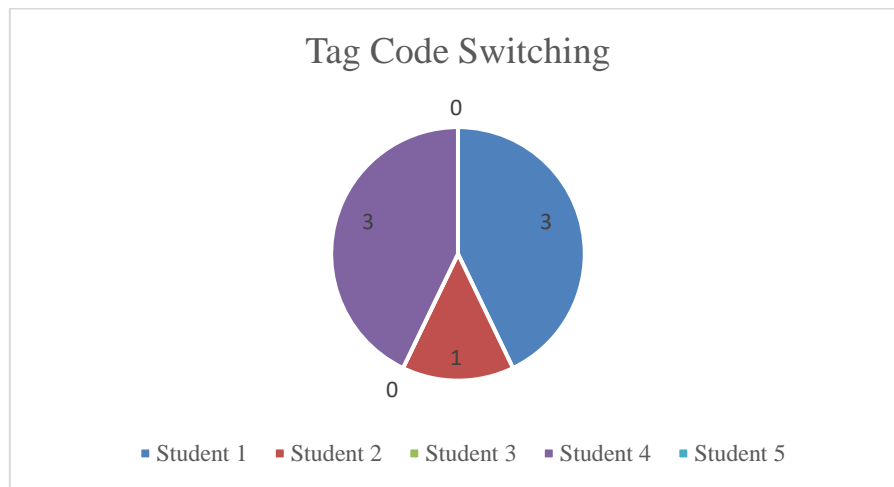


Figure 4.3: The Results of Analysis (Tag Code Switching)

Based on the figure above, there are 7 examples of inter-sentential code switching used by students based on the analysis table. One of the examples of intra-sentential code switching occurs in data number A1c1.

“*Mohon maaf, sir.*” (A1c1)

In the utterance showed that student 1 used tag switching when the student 1 started speaking Indonesian “*Mohon maaf*”, then switched the language into English language tag by saying “*Sir*”. The situation was that student 1 apologized to the lecturer when the presentation activity was about to begin.

After analyzing the data, the researcher summarized the results of the analysis types of code switching by totaling the data into a table. In the table below is the total number of the used types of code switching:

**TABLE IV.I**  
**THE SUMMARY RESULTS OF ANALYSIS**  
**(TYPES OF CODE SWITCHING)**

No.	Type of CS	S1	S2	S3	S4	S5	Total
1.	Inter-sentential Switching	6	5	4	6	7	28
2.	Intra-sentential Switching	1	1	0	5	2	9
3.	Tag Switching	3	1	0	3	0	7
Total		10	7	4	14	9	44

Source: Analysis Table

Based on the table above, it can be seen that the types of code switching used by the student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5) in classroom presentation of EFL students. The classifications of inter-sentential code switching that was used by student 1 (S1) were 6 data, student 2 (S2) were 5 data, student 3 (S3) were 4 data, student 4 (S4) were 6 data, and student 5 (S5) were 7 data with total 28 data. The classifications of intra-sentential code switching that was used by student 1 (S1) were 1 data, student 2 (S2) were 1 data, student 3 (S3) were 0 data, student 4 (S4) were 5 data, and student 5 (S5) were 2 data with total 9 data. The classifications of tag code switching that was used by student 1 (S1) were 3 data, student 2 (S2) were 1 data, student 3 (S3) were 0 data, student 4 (S4) were 3 data, and student 5 (S5) were 0 data with total 7 data.

It can be concluded that the most common type of code switching found in five students' utterances during the presentation process, there was inter-sentential code-switching with total 28 data and the least common type of code-switching was tag code-switching with total 9 data. The total data obtained from the three types of code switching is 44 data.

b. Types of Code Mixing (CM)

The researcher analyzed the types of code mixing that was found in students' utterances. The researcher divided the data into figures that are categorized as follows:

1) Intra-sentential Code Mixing

After collecting the data, the researcher found that the data of intra-sentential code mixing was used by five students with 53 data. In the figure below is the results of intra-sentential code mixing:

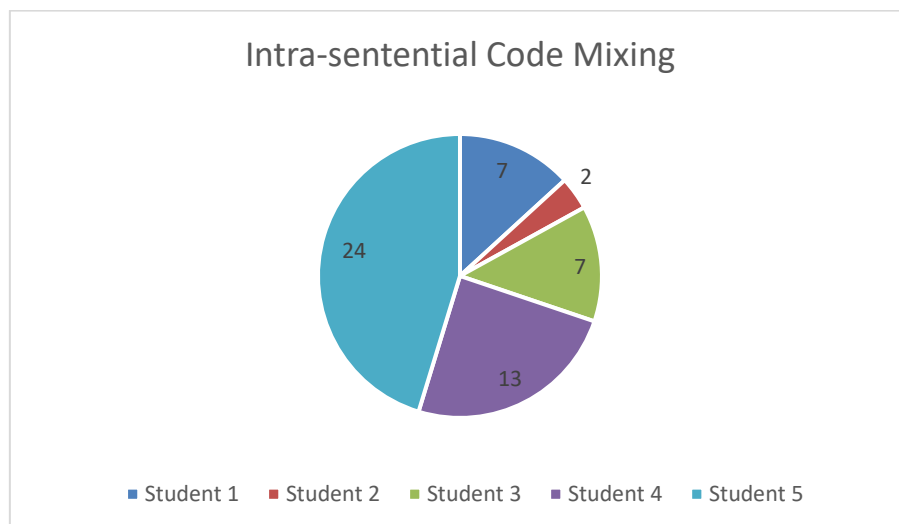


Figure 4.4: The Results of Analysis (Intra-sentential Code Mixing)

Based on the figure above, there are 53 examples of intra-sentential code mixing used by students based on the analysis table. One of the examples of intra-sentential code mixing occurs in data number A2a1.

“Yang **share screen** itu Aji Putri sir.” (A2a1)

The data showed that the student 1 used Indonesian “Yang”, then mixed the language with English “share screen”, and ended it with Indonesian “itu Aji Putri”. The utterance was classified as intra-sentential code mixing, when the student added English in one sentence. The situation was the student 1 answer question from the lecturer when the presentation activity was about to begin.

### 2) Intra-lexical Code Mixing

Intra-lexical code mixing happened within a word boundary. There is suffix in the word with another language. The findings showed that the intra-lexical code-mixing data was not found and used by five students.

### 3) Involving a Change of Pronunciation

After collecting the data, the researcher found that the data of involving a change of pronunciation that was used by five students with 6 data. In the figure below is the results of involving a change pronunciation:

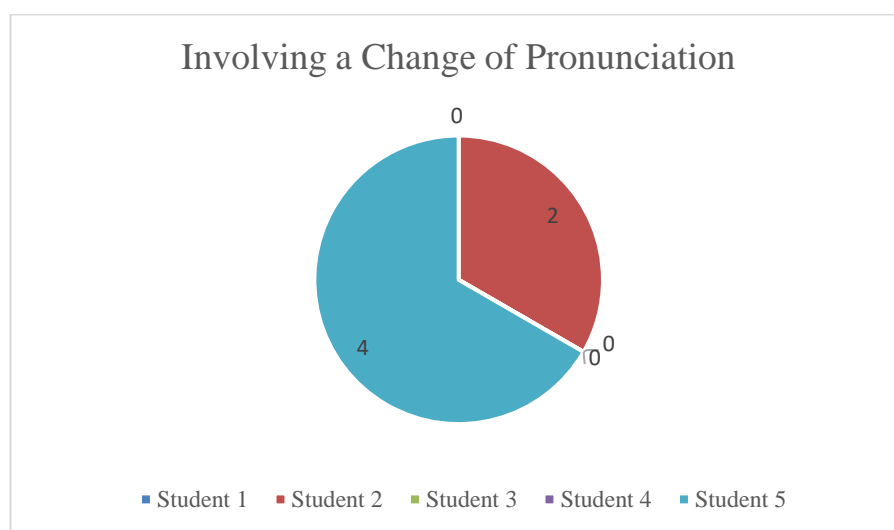


Figure 4.5: The Results of Analysis (Involving a Change Pronunciation)

Based on the figure above, there are 6 examples of involving a change of pronunciation used by students based on the analysis table. One of the examples of intra-sentential code mixing occurs in data number B2c1.

“**Oke**, thank you Salma.” (B2c1)

The data showed that the student 2 said the word "Okay" is said to be "Oke" in Indonesian phonological structure. Therefore, it included in involving a change of

pronunciation. The situation was the student 2 gave thanks to the audience who asked.

After analyzing the data, the researcher summarized the results of the analysis types of code mixing by totaling the data into a table. In the table below is the total number of the use types of code mixing:

**TABLE IV.2**  
**THE SUMMARY RESULTS OF ANALYSIS**  
**(TYPES OF CODE MIXING)**

No.	Type of CM	S1	S2	S3	S4	S5	Total
1.	Intra-sentential Mixing	7	2	7	13	24	53
2.	Intra-lexical Mixing	0	0	0	0	0	0
3.	Involving a Change of Pronunciation	0	2	0	0	4	6
Total		7	4	7	13	28	59

Source: Analysis Table

Based on the table above showed the types of code mixing used by the student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5) in classroom presentation of EFL students. The classifications of inter-sentential code mixing that was used by student 1 (S1) were 2 data, student 2 (S2) were 6 data, student 3 (S3) were 1 data, student 4 (S4) were 1 data, student 5 (S5) were 2 data with total 12 data. The classifications of intra-lexical code mixing that was used by student 1 (S1) were 1 data, student 2 (S2) were 3 data, student 3 (S3) were 1 data, student 4 (S4) were 6 data, student 5 (S5) were 14 data with total 25 data. The classifications of involving a change of pronunciation that was used by student 1 (S1) were 2 data, student 2 (S2) were 0 data, student 3 (S3) were 0 data, student 4 (S4) were 0 data, student 5 (S5) were 0 data with total 2 data.

It can be concluded that the most common type of code mixing found in five students' utterances during the presentation process, there was intra-sentential code mixing with 53 data and the least common type of code mixing was intra-lexical code mixing with 6 data. The total data obtained from the three types of code switching is 59 data.

#### c. The Reasons used Code Switching and Code Mixing

The researcher used an interview to find out the reasons why they used code switching and code mixing in the classroom presentation. The interview consisted

of ten questions with seven main questions regarding reasons and was given to the students who gave a presentation at TBI 3 fourth semester.

1) The Results of Interview

The researcher used interview to obtain data about the reasons used code switching and code mixing. The researcher interviewed students on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022, at the end of class. The researcher interviewed students individually. The researcher conducted interview with five students who actively used code switching and code mixing in delivering presentations.

a) Talking about a Particular Topic

The researcher asked questions about the first reason, namely talking about a particular topic. From the interview, the researcher asked whether students did code switching and code mixing to talk about a particular topic. The researcher found that there were five students who answered “Yes” with several additional reasons. It can be seen from the answers below:

Student 1: *“Yes, I usually do, in public, I usually talk about topics or things that no one should know about. Especially for me or certain people who are chatting with me.”*<sup>17</sup>

Student 2: *“Yes, usually when I explain or discuss particular topics, I prefer to switch or mix using English.”*<sup>18</sup>

Student 3: *“Yes, so if in the English presentation there is a discussion on a certain topic to make it easier to understand, we will combine it with Indonesian.”*<sup>19</sup>

Student 4: *“Yes, I often do that, another factor is because I don't understand English vocabulary.”*<sup>20</sup>

Student 5: *“Yes, I do code switching and code mixing on particular topics, because there are several topics that must be mixed or transferred in a presentation.”*<sup>21</sup>

From the answers above, it can be concluded that students always do code switching and code mixing for reasons of talking about a particular topic. The reason of talking about the particular topic that was used by student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5).

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<sup>17</sup> Student 1, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>18</sup> Student 2, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>19</sup> Student 3, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>20</sup> Student 4, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>21</sup> Student 5, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

In addition, students do this because of the lack of vocabulary in English when they want to talk about particular topics so that students switch or mix into other languages and when students talk about particular topics that are only intended for them so they switch and mix languages.

#### b) Quoting Somebody Else

The researcher asked questions about the second reason, namely quoting somebody else. From the interview, the researcher asked whether students did code switching and code mixing to quote other people's words. The researcher found that there were five students who answered "Yes" with several additional reasons. It can be seen from the answers stated by students:

Student 1: *"Yes, because while learning English from them too."*<sup>22</sup>

Student 2: *"Yes, maybe when I quote other people's words I tend to mix."*<sup>23</sup>

Student 3: *"Yes, I did, usually in the PPT we quote quotes from several experts and they use English."*<sup>24</sup>

Student 4: *"Yes, sometimes I do code switching or code mixing to quote other people's words."*<sup>25</sup>

Student 5: *"Yes, usually I also use code mixing and code switching to quote other people's words, because usually there are quotes that often cannot be translated, so this code switching or code mixing can be used in times of trouble."*<sup>26</sup>

From the answers above, it can be concluded that students always do code switching and code mixing for quoting somebody else. The reason of quoting somebody else that was used by student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5).

In addition, students do this because students can learn English through quotes or quoting other people's words.

#### c) Being Emphatic about Something

The researcher asked questions about the third reason, namely being emphatic about something. From the interview, the researcher asked whether students did code switching and code mixing to be emphatic about something. The researcher found that there were four students who answered "Yes" with several additional reasons. It can be seen from the answers stated by students:

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<sup>22</sup> Student 1, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>23</sup> Student 2, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>24</sup> Student 3, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>25</sup> Student 4, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>26</sup> Student 5, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

Student 1: *“Yes, in order to better understand the situation.”*<sup>27</sup>

Student 2: *“Yes, in the presentation process, I may have empathized with using mixing and switching, because if I used mixing and switching, it might make it easier for listeners to understand what I mean.”*<sup>28</sup>

Student 3: *“Yes, sometimes I mix languages to empathize with something in class.”*<sup>29</sup>

Student 4: *“Yes, sometimes so that listeners can listen more wisely and can be more appreciative so that there are no misunderstandings.”*<sup>30</sup>

On the other hand, there is one student who does not use code switching and code mixing to be empathic about something as an excuse. It is shown by the answer below:

Student 5: *“I do not use code mixing or code switching in sympathy or empathy, because I think using one language in sympathy and empathy is more polite than we use code mixing and code switching.”*<sup>31</sup>

From the answers above, it can be concluded that students often do code switching and code mixing for being emphatic about something. The reason of being emphatic about something that was used by student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4) and only student 5 (S5) did not use it.

In addition, students do this because order to better understand the situation, understand what the meaning, listen more wisely and can be more appreciative. Meanwhile, student who do not do this, because it is not polite to empathize with code switching or code mixing.

#### d) Interjection

The researcher asked questions about the fourth reason, namely interjection. From the interview, the researcher asked whether students did code switching and code mixing to utter the interjection. The researcher found that there were four students who answered “Yes” with several additional reasons. It can be seen from the answers stated by students:

Student 1: *“Yes, because this interjection is heard more often by me and is also said more often, so the presentation time has become a habit.”*<sup>32</sup>

Student 2: *“Yes, maybe once, in class when I talk to my classmates.”*<sup>33</sup>

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<sup>27</sup> Student 1, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>28</sup> Student 2, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>29</sup> Student 3, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>30</sup> Student 4, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>31</sup> Student 5, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>32</sup> Student 1, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

Student 3: *“Yes, maybe I have sometimes.”*<sup>34</sup>

Student 4: *“Yes, sometimes when talking to classmates.”*<sup>35</sup>

On the other hand, there was one student who does not use code switching and code mixing to utter the interjection as an excuse. It is shown by the answer below:

Student 5: *“I never use it, because so that in the sentence the exclamations are more organized and clearer.”*<sup>36</sup>

From the answers above, it can be concluded that students often do code switching and code mixing for utter the interjection. The reason of interjection that was used by student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and only student 5 (S5) did not use it.

In addition, students do this because the expression of interjection has become their habit when talking to classmates. Meanwhile, student who do not do this, because to make it clearer when the presentation does not use interjection.

#### e) Repetition used for Clarification

The researcher asked questions about the fifth reason, namely repetition used for clarification. From the interview, the researcher asked whether students did code switching and code mixing to repetition used for clarification. The researcher found that there were five students who answered “Yes” with several additional reasons. It can be seen from the answers stated by students:

Student 1: *“Yes, for example, we explained using English, but our friends didn't understand, and coincidentally the lecturer was also allowed to use Indonesian, so that's where I explained more using Indonesian, so that my friend understood what I meant.”*<sup>37</sup>

Student 2: *“Yes, sometimes I use it, I think if I use it, it will be seen as being able to use language.”*<sup>38</sup>

Student 3: *“Yes, I did code switching and code mixing during the presentation, just like when the PPT was in English, so sometimes we re-explained using Indonesian.”*<sup>39</sup>

Student 4: *“Yes, but it's really rare, because sometimes I am shy and so that I can be seen as more able to master the language.”*<sup>40</sup>

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<sup>33</sup> Student 2, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>34</sup> Student 3, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>35</sup> Student 4, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>36</sup> Student 5, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>37</sup> Student 1, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>38</sup> Student 2, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>39</sup> Student 3, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.



Student 5: *“Yes, I am used to using code mixing and code switching to clarify the conclusions that I have presented in the presentation of the material that I have given.”*<sup>41</sup>

From the answers above, it can be concluded that students always do code switching and code mixing for repetition used for clarification. The reason of repetition used for clarification that was used by student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5).

In addition, students do this because so that the explanation is clearer when repeating by doing code switching or code mixing and to make it more visible that they have mastered the language.

#### f) Intention of Clarifying the Speech Interlocutor

The researcher asked questions about the sixth reason, namely intention of clarify the speech interlocutor. From the interview, the researcher asked whether students did code switching and code mixing to clarify the speech interlocutor. The researcher found that there were five students who answered “Yes” with several additional reasons. It can be seen from the answers stated by students:

Student 1: *“Yes, to explain to my friends so that they understand better.”*<sup>42</sup>

Student 2: *“Sometimes yes, more precisely depending on the situation and depending on the interlocutor.”*<sup>43</sup>

Student 3: *“Yes, sometimes when I talk to that friend, to clarify something, I usually do code switching and code mixing.”*<sup>44</sup>

Student 4: *“Yes, but rarely, because to be clearer in explaining.”*<sup>45</sup>

Student 5: *“Yes, sometimes I use depending on the other person and the topic of conversation we bring.”*<sup>46</sup>

From the answers above, it can be concluded that students always do code switching and code mixing for clarify the speech interlocutor. The reason of intention of clarifying the speech interlocutor that was used by student 1 (S1), student 2 (S2), student 3 (S3), student 4 (S4), and student 5 (S5).

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<sup>40</sup> Student 4, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>41</sup> Student 5, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>42</sup> Student 1, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>43</sup> Student 2, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>44</sup> Student 3, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>45</sup> Student 4, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

<sup>46</sup> Student 5, English Education Student, Interviewed on April 22<sup>nd</sup>, 2022 until May 20<sup>th</sup>, 2022.

In addition, students do this because students can clarify something in order to better understand, clearer in explaining, and depending on the interlocutor and the topic.

g) Expressing Group Identity

The researcher asked questions about the seventh reason, namely expressing group identity. From the interview, the researcher asked whether students did code switching and code mixing to express group identity. The researcher found that there was one student who answered “Yes” with several additional reasons. It can be seen from the answer below:

Student 5: *“Yes, I am also used to using code mixing and code switching to express group identity, because so that the audience and lecturers also understand our identity properly and correctly.”*<sup>47</sup>

On the other hand, there were four students who does not use code switching and code mixing to express group identity as an excuse. It is shown by the answers below:

Student 1: *“No, to express the identity of the group I usually use English only, not switching or mixing languages.”*<sup>48</sup>

Student 2: *“No, I don't think so.”*<sup>49</sup>

Student 3: *“No, if during the presentation I never did code switching or code mixing.”*<sup>50</sup>

Student 4: *“No, so far in my presentation I haven't done it, because instead of making mistakes, I would rather just use Indonesian, so I speak according to my ability.”*<sup>51</sup>

From the answers above, it can be concluded that students rarely do code switching and code mixing for express group identity. The reason of being expressing group identity that was only used by student 5 (S5), meanwhile student 1 (S1), student 2 (S2), student 3 (S3), and student 4 did not use it.

In addition, students do this because it is easier for the audience and lecturer to understand the identity of students properly and correctly. Meanwhile, student who do not do this, because they prefer to use one language without switching or mixing languages.

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<sup>47</sup> Student 5, English Education Student, Interviewed on April 22nd, 2022 until May 20th, 2022.

<sup>48</sup> Student 1, English Education Student, Interviewed on April 22nd, 2022 until May 20th, 2022.

<sup>49</sup> Student 2, English Education Student, Interviewed on April 22nd, 2022 until May 20th, 2022.

<sup>50</sup> Student 3, English Education Student, Interviewed on April 22nd, 2022 until May 20th, 2022.

<sup>51</sup> Student 4, English Education Student, Interviewed on April 22nd, 2022 until May 20th, 2022.

## 2. Discussions

This section presents discussion of the research findings that focused on the types and the reasons of code switching and code mixing used by EFL students during presentation activities. The findings were based on the problem statements that were presented by the researcher. In this research, the researcher tried to find out the types and the reasons why the EFL students used code switching and code mixing in classroom presentations at TBI 3 fourth semester of UINSI Samarinda.

### a. Types of Code Switching

Based on the findings about the type of code switching used by EFL students in classroom presentation at TBI 3 fourth semester of UINSI Samarinda. The researcher classified the data based on Hoffman's theory. According to Hoffman, there are three types of code switching, namely inter-sentential code switching, intra-sentential code switching, and tag code switching.<sup>52</sup> The researcher found there were three students who used three types of code switching, they are student 1, student 2, and student 4.

#### 1) Inter-sentential Code Switching

The researcher found that there were five students who used inter-sentential code switching. The researcher also found that the most common type of code switching was inter-sentential code switching. The classifications of inter-sentential code switching that was used by student 1 (S1) were 6 data, student 2 (S2) were 5 data, student 3 (S3) were 4 data, student 4 (S4) were 6 data, and student 5 (S5) were 7 data with total 28 data from 5 students in 3 meetings.

This finding is the same as Meristika's research, that the most common type of code switching was inter-sentential switching, but in Meristika's research, the subject was teacher and students. Then, the finding found that the English teacher and students used types of code switching in their classroom interaction.<sup>53</sup> Rika also found that the most occurred types of code-switching were inter-sentential types of code-switching.<sup>54</sup> Next, Martin found that inter-sentential was commonly used by EFL teachers and students in classroom and the teachers used code switching in the process of clarifying certain issues to make them more comprehensible to students.<sup>55</sup> Lisa found that this type was used by the teacher in nine out of ten meetings. It involved the switching in English, Indonesian, and Javanese. In addition,

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<sup>52</sup> Katja F. Cantone, *Code-Switching in Bilingual Children*, (Dordrecht: Springer, 2007), p. 58.

<sup>53</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>54</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

<sup>55</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

among all types of code switching, inter-sentential switching was used dominantly.<sup>56</sup> Another finding from Thomas's research shows that inter-sentential code switching was mostly used by lecturers in his research.<sup>57</sup> It can be seen that inter-sentential code switching was widely used by teachers, lecturers, and students in communication and in their research, they have similar findings regarding inter-sentential code switching but also have differences in terms of research subjects.

Moreover, it is appropriate with the findings that students used inter-sentential code switching when their utterances occur at a clause or sentence boundary where each clause or sentence is in different language and also occurs to clarify or translate the previous utterance. As Hoffman stated before, inter-sentential code switching occurs at the boundary of a clause or sentence, where each clause or sentence is in one language or another.<sup>58</sup> Martin also stated that this kind of language switching occurs outside of a phrase, a clause, or a sentence.<sup>59</sup> In this type, each sentence or clause is in one language or another.<sup>60</sup> Rika stated that, this kind of code-switching involves switching to sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. In inter-sentential switches, a switch happens outside of complete sentences or between the sentences, but still in the same topic.<sup>61</sup> Based on Meristika, this level involves a transform of languages within a conversation on a sentence level.<sup>62</sup> The inter-sentential code switching occurs in a different sentence but in the same speech.<sup>63</sup> That was a summary that Thomas stated in his article.

## 2) Intra-sentential Code Switching

The researcher found that there were four students who used intra-sentential code switching, they are student 1, student 2, student 4, and student 5. The researcher

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<sup>56</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

<sup>57</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena, "The use of Code Switching in General English Classes for Non-English Department Students in Indonesia", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 3, 2018.

<sup>58</sup> Bertaria Sohnata Hutaaruk, "Code Switching in Bilingual Classes: Case Study of Three Lecturers at Bunda Mulia University", *Journal of English Teaching as a Foreign Language*, no. 1, Vol 11, 2016.

<sup>59</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>60</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

<sup>61</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

<sup>62</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>63</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena, "The use of Code Switching in General English Classes for Non-English Department Students in Indonesia", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 3, 2018.

also found that the most second used type of code switching was intra-sentential code switching. The classifications of intra-sentential code switching that was used by student 1 (S1) were 1 data, student 2 (S2) were 1 data, student 3 (S3) were 0 data, student 4 (S4) were 5 data, and student 5 (S5) were 2 data with total 9 data from 5 students in 3 meetings.

This research's findings align with the previous study conducted by Rika. She found that the most second used type of code switching was intra-sentential code switching. Then, the finding found that the English teacher used intra-sentential code switching occurred during teaching and learning.<sup>64</sup> Martin also found that intra-sentential was commonly used by EFL teachers and students in the classroom.<sup>65</sup> However, Meristika found that the least common type of code-switching was intra-sentential code-switching.<sup>66</sup> Meanwhile, the findings from Lisa's research revealed that the use of intra-sentential switching could be found in eight out of ten classroom meetings.<sup>67</sup> Thomas found that lecturers employed the intra-sentential code switching on their speech.<sup>68</sup> It can be seen that intra-sentential code switching was used by teachers, lecturers, and students in communication.

Moreover, it is appropriate with the findings that students used intra-sentential code switching when their utterances within a clause, sentence boundary. As Hoffman stated before, that intra-sentential is code switching within a clause or sentence.<sup>69</sup> Martin also stated that this kind of language switching occurs within of a phrase, a clause, or a sentence.<sup>70</sup> Meanwhile, Rika stated that this kind of switching occurs when two or more lexical items in one code are inserted in one grammatical form or a sentence of another code in which an alternation occurs below sentential boundaries. It is possibly the most complex type among the three, as it can occur at clausal, sentential, or even word level.<sup>71</sup> Then, Meristika also stated

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<sup>64</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

<sup>65</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>66</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>67</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

<sup>68</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena, "The use of Code Switching in General English Classes for Non-English Department Students in Indonesia", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 3, 2018.

<sup>69</sup> Bertaria Sohnata Hutauruk, "Code Switching in Bilingual Classes: Case Study of Three Lecturers at Bunda Mulia University", *Journal of English Teaching as a Foreign Language*, no. 1, Vol 11, 2016.

<sup>70</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>71</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

that this type includes a same switch in the level of a word or phrase.<sup>72</sup> Another theory suitable with the data above is that this type of code switching occurs at the clause, phrase, or word level.<sup>73</sup> That was a statement that Poplack stated in Lisa's article.

### 3) Tag Code Switching

The researcher found that there were three students who used tag code switching, they are student 1, student 2, and student 4. The researcher also found that the least common type used of code switching was tag code switching. The classifications of tag code switching that was used by student 1 (S1) were 3 data, student 2 (S2) were 1 data, student 3 (S3) were 0 data, student 4 (S4) were 3 data, and student 5 (S5) were 0 data with total 7 data from 5 students in 3 meetings.

This finding also found in Rika's research, that the least common type of code-switching was tag code-switching, but in Rika's research, the subject was teacher.<sup>74</sup> Martin also found that tag code switching was commonly used by EFL teachers and students in the classroom.<sup>75</sup> Next, Lisa found that this type of switching was used by the teacher in English, Indonesian, and Javanese in eight out of ten meetings.<sup>76</sup> However, Meristika's research found that the second common type of code switching was tag code switching.<sup>77</sup> Thomas found that the lecturer employed tag switching in their speech especially to quote or use the Indonesian or Javanese terms and tag switching rarely happened in this study since Indonesians do not tend to use the tag in their speech.<sup>78</sup> It can be seen that tag code switching was rarely used by teachers, lecturers, students in communication.

Moreover, it is appropriate with the findings that tag code switching occurs when students include tag phrases from different languages in their utterances. As Poplack stated before in chapter II, tag switching is the switching that occurs when people include tag phrases from different languages in their speech and it often

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<sup>72</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>73</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

<sup>74</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

<sup>75</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>76</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

<sup>77</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", in *ENGLISH EDUCATION JOURNAL (EEJ)* no. 2, Vol. 9, 2018.

<sup>78</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena, "The Use of Code Switching in General English Classes for Non-English Department Students in Indonesia", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 3, 2018.

happens because the tag does not violate any grammatical rules. Based on Rika, tag switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. In this kind of code-switching, tags, exclamations, and individual set phrases in one language are inserted into an utterance otherwise in another.<sup>79</sup> Meristika said that this type takes place when a word or phrase, a tag statement, is switched from one language to another language.<sup>80</sup> Thomas, in his article, stated that tag switching is a switch that happens when people insert a tag from different languages in their speech and it happens most of the time because the tag does not violate the grammatical rule of the language.<sup>81</sup> The switching of either a tag phrase or a word, or both, from language-B to language-A.<sup>82</sup> In addition, Lisa stated that this type of switching involving tags, switching involving parts of an utterance, and switching involving whole utterance. Besides, those switching also came with different languages orders in different occasions based on the function of the switching.<sup>83</sup> People use tags on many occasions.

#### b. Types of Code Mixing

Based on the findings about the type of code mixing used by EFL students in classroom presentation of UINSI Samarinda. The researcher classified the data based on Hoffman's theory. According to Hoffman, there are three types of code mixing, namely intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.<sup>84</sup> The researcher did not find students who used three types of code mixing. The researcher found student 2 and student 5 were only used two of three types of code mixing, namely intra-sentential code mixing and involving a change of pronunciation, while student 1, student 3, and student 4 were only used one of three types of code mixing, namely intra-sentential code mixing.

##### 1) Intra-sentential Code Mixing

The researcher found that there were five students who used intra-sentential code mixing. The researcher also found that the most common type of code mixing was

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<sup>79</sup> Rika Novianti and Mashadi Said, "The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process", *DEIKSIS*, no. 1, Vol. 13, 2021.

<sup>80</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>81</sup> Thomas Wahyu Prabowo Mukti and Ouda Teda Ena, "The Use of Code Switching in General English Classes for Non-English Department Students in Indonesia", *Indonesian Journal of EFL and Linguistics*, no. 2, Vol. 3, 2018.

<sup>82</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>83</sup> Lisa Khaerunnisa, "An EFL Teacher's Code Switching in a Young Learners' Class", *Indonesian Journal of EFL and Linguistics*, no. 1, Vol. 1, 2016.

<sup>84</sup> C. Hoffman, *An Introduction to Bilingualism*, (New York: Roudledge Tailor and Francis Group, 1991), p. 112.

intra-sentential code mixing. The classifications of intra-sentential code mixing that was used by student 1 (S1) were 7 data, student 2 (S2) were 2 data, student 3 (S3) were 7 data, student 4 (S4) were 13 data, and student 5 (S5) were 24 data with total 53 data from 5 students in 3 meetings. It is because appropriate with the findings that students used intra-sentential code mixing when their utterances within a phrase, a clause, or a sentence boundary. As Hoffman stated before, that intra-sentential code mixing occurs within a phrase, a clause, or a sentence boundary.<sup>85</sup>

This research's findings align with the previous study conducted by Martin, intra-sentential code mixing was commonly used by EFL lecturers and students in the classroom, but in Martin's research, the research was conducted in the EFL teaching of cross-cultural communication context.<sup>86</sup> Then, Eka found that the most dominant types of code mixing was intra-sentential code mixing.<sup>87</sup> Devi also found that the most dominant types of code mixing were intra-sentential code mixing, because this type was often used by the students in the conversation program for several times.<sup>88</sup> Another findings from Novedo's research found that code mixing often used by Sarah Sechan and Cinta Laura was intra-sentential code mixing, because both of them are quite fluent in English and are more familiar with using this type.<sup>89</sup> Meanwhile, Joice's research found that the least common type of code mixing was intra-sentential code mixing. This result proved that most members of Parata Ndaya applied code mixing higher than others.<sup>90</sup> It can be seen that intra-sentential code mixing was often used by people in communication. Their research had similar findings regarding intra-sentential code mixing but also had differences in terms of research subjects.

## 2) Intra-lexical Code Mixing

The researcher did not find intra-lexical code mixing used by EFL students in classroom presentation at TBI 3 fourth semester of UINSI Samarinda. The researcher was not found an intra-lexical used by EFL students of UINSI Samarinda. This finding was different from the previous study conducted by Martin. In Martin's

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<sup>85</sup> Joice Yulinda Luke, "The Use of Code Mixing among Pamonanese in Parata Ndaya Closed-Group Facebook", *Jurnal LINGUA CULTURA*, no. 1, Vol. 9, 2015.

<sup>86</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>87</sup> Eka Khairani, "The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan". Thesis, Faculty of Tarbiyah and Teaching Training, State Islamic University of North Sumatra Medan, 2019.

<sup>88</sup> Devi Ayu Damayanti, "Code Switching and Code Mixing in Conversation Program at Al-Mawaddah Islamic Boarding House Ponorogo". Thesis, Faculty of Tarbiyah and Teaching Training, State Institute of Islamic Studies Ponorogo, 2021.

<sup>89</sup> Novedo and Endar Rachmawaty Linuwih, "Code Switching Code Mixing used by Sarah Sechan & Cinta Laura in Sarah Sechan Talk Show", *Seminar Nasional Ilmu Terapan (SNITER)*, 2018.

<sup>90</sup> Joice Yulinda Luke, "The Use of Code Mixing among Pamonanese in Parata Ndaya Closed-Group Facebook", *Jurnal LINGUA CULTURA* edisi no. 1, Vol. 9, 2015.



research found that intra-lexical or intra-word were commonly used by EFL lecturers and students in the classroom.<sup>91</sup> Then, Devi also found that the most second dominant type of code mixing was intra-lexical code mixing, because this type was often used by the students in the conversation program for several times.<sup>92</sup> Eka also found that intra-lexical code mixing was used by students.<sup>93</sup> In addition, the findings from Novedo's research found that intra-lexical was used by Sarah Sechan and Cinta Laura in their conversation.<sup>94</sup> It can be seen that this research has differences with other research in terms of research findings and research subjects.

Moreover, it is appropriate with the research's findings that students not used intra-lexical code mixing in their utterances within a word boundary. As Hoffman stated before, that intra-lexical code mixing occurs within a word boundary.<sup>95</sup> As stated by Martin, this type mixes language within the words.<sup>96</sup> Meanwhile, Devi in her research, stated that this mix happens when the speaker mixed the other language in preceding or ending the word.<sup>97</sup> Eka also stated that this types of code mixing happened within a word boundary.<sup>98</sup> Another theory from Joice, in his article, said that this category occurs within a word boundary.<sup>99</sup> Based on the theories above, it can be seen that this type was not found in this study because the speech of EFL students at UINSI Samarinda did not switch within word boundaries. On the other hand, intra-sentential code mixing is only executed in a small number.

### 3) Involving a Change of Pronunciation

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<sup>91</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>92</sup> Devi Ayu Damayanti, "Code Switching and Code Mixing in Conversation Program at Al-Mawaddah Islamic Boarding House Ponorogo". Thesis, Faculty of Tarbiyah and Teaching Training, State Institute of Islamic Studies Ponorogo, 2021.

<sup>93</sup> Eka Khairani, "The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan". Thesis, Faculty of Tarbiyah and Teaching Training, State Islamic University of North Sumatra Medan, 2019.

<sup>94</sup> Novedo and Endar Rachmawaty Linuwih, "Code Switching Code Mixing used by Sarah Sechan & Cinta Laura in Sarah Sechan Talk Show", *Seminar Nasional Ilmu Terapan (SNITER)*, 2018.

<sup>95</sup> Yogi Setia S, "Code Switching and Code Mixing in Tourism Industry toward Multilingual", *Script Journal*, no. 2, Vol. 1, 2016.

<sup>96</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>97</sup> Devi Ayu Damayanti, "Code Switching and Code Mixing in Conversation Program at Al-Mawaddah Islamic Boarding House Ponorogo". Thesis, Faculty of Tarbiyah and Teaching Training, State Institute of Islamic Studies Ponorogo, 2021.

<sup>98</sup> Eka Khairani, "The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan". Thesis, Faculty of Tarbiyah and Teaching Training, State Islamic University of North Sumatra Medan, 2019.

<sup>99</sup> Joice Yulinda Luke, "The Use of Code Mixing among Pamonanese in Parata Ndaya Closed-Group Facebook", in *Jurnal LINGUA CULTURA* edisi no. 1, Vol. 9, 2015.

The researcher found that there were two students who used involving a change of pronunciation, they are student 2, and student 5. The classifications of involving a change of pronunciation that was used by student 1 (S1) were 0 data, student 2 (S2) were 2 data, student 3 (S3) were 0 data, student 4 (S4) were 0 data, and student 5 (S5) were 4 data with total 6 data from 5 students in 3 meetings. It is because appropriate with the findings that students used involving a change of pronunciation when occurs when students change the pronunciation of English words using Indonesian pronunciation. As Hoffman stated before, that involving a change of pronunciation occurs at the phonological level, such as when Indonesians pronounce English words, but modify them into Indonesian phonological structures.<sup>100</sup> This finding aligns with previous study by Martin Kustati. She found that involving a change of pronunciation is commonly used by EFL teachers and students in the classroom, but in Martins's research, the research was conducted in the EFL teaching of cross-cultural communication context.<sup>101</sup>

In addition, Eka also found that involving a change of pronunciation was used by students.<sup>102</sup> Next, Novedo found that involving a change of pronunciation was used by Sarah Sechan and Cinta Laura in their conversation.<sup>103</sup> Then, Joice's research found that the second rank types of code mixing was involving a change of pronunciation.<sup>104</sup> Meanwhile, Devi found that the last dominant types of code mixing were involving a change of pronunciation.<sup>105</sup> It can be seen that involving a change of pronunciation was used by people in communication and in their research, they have similar findings regarding involving a change of pronunciation but also have differences in terms of research subjects.

### c. The Reasons used Code Switching and Code Mixing

Based on the finding of type of code switching and code mixing used by EFL students in classroom presentation of UINSI Samarinda. The researcher classified the reason used code switching and code mixing based on the theory of Hoffman. According to Hoffman, there are seven reasons for code switching and code

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<sup>100</sup> C. Hoffman, *An Introduction...*, p. 112.

<sup>101</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

<sup>102</sup> Eka Khairani, "The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan". Thesis, Faculty of Tarbiyah and Teaching Training, State Islamic University of North Sumatra Medan, 2019.

<sup>103</sup> Novedo and Endar Rachmawaty Linuwih, "Code Switching Code Mixing used by Sarah Sechan & Cinta Laura in Sarah Sechan Talk Show", *Seminar Nasional Ilmu Terapan (SNITER)*, 2018.

<sup>104</sup> Joice Yulinda Luke, "The Use of Code Mixing among Pamonanese in Parata Ndaya Closed-Group Facebook", *Jurnal LINGUA CULTURA*, no. 1, Vol. 9, 2015.

<sup>105</sup> Devi Ayu Damayanti, "Code Switching and Code Mixing in Conversation Program at Al-Mawaddah Islamic Boarding House Ponorogo". Thesis, Faculty of Tarbiyah and Teaching Training, State Institute of Islamic Studies Ponorogo, 2021.

mixing.<sup>106</sup> There are talking about the particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech interlocutor, expressing group identity. The categories of reasons for code switching and code mixing were applied to five students. The five students from this study were selected because of their active participation in using code switching and code mixing in the presentation process.

The researcher found that there were 6 reasons that almost all students often used, namely talking about the particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, and intention of clarifying the speech interlocutor. Meanwhile, the reason that students rarely use code switching and code mixing was expressing group identity, but Novedo's research found that expressing group identity is the reason that was often used by Cinta Laura. Cinta Laura used this reason, because it talks about her personality such as biodata, job, career and so on. Interjection is an excuse that was often used by Sarah Sechan compared to other types, because all the words Sarah Sechan said sometimes show her feelings and emotions.<sup>107</sup> Another finding from Joice's research. He found that Parata Ndaya member did code mixing for being emphatic about something, conveying strong points through interjections, expressing group identity, and repetition used for clarification.<sup>108</sup> From these findings, it can be said that their research used the same theory, which is based on Hoffman's theory.

Moreover, another finding from Meristika's research found that the teacher did these kinds of codes to cover up the lack of target language proficiency of students and to make the process of transferring knowledge run smoothly and effectively in the class.<sup>109</sup> Then, in Martin's research the teachers used code switching and code mixing in the process of clarifying certain issues to make them more comprehensible to students. Teachers also do code switching and code mixing during their attempt to promote relationship with students, to switch the topic, and to persuade or motivate students to be more engaged in learning English. Meanwhile, the students mix and switch their language to overcome their lack of knowledge of English.<sup>110</sup> Eka found that students mix and switch their language for their facility. When the students did not know how to say something in another

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<sup>106</sup> Trisna Dinillah Harya, "Sociolinguistics (Code: Code Switching and Code Mixing)", *LETERA: Jurnal Ilmiah Kependidikan*, Vol. 11, 2018.

<sup>107</sup> Novedo and Endar Rachmawaty Linuwih, "Code Switching Code Mixing used by Sarah Sechan & Cinta Laura in Sarah Sechan Talk Show", *Seminar Nasional Ilmu Terapan (SNITER)*, 2018.

<sup>108</sup> Joice Yulinda Luke, "The Use of Code Mixing among Pamonanese in Parata Ndaya Closed-Group Facebook", *Jurnal LINGUA CULTURA*, no. 1, Vol. 9, 2015.

<sup>109</sup> Meristika Moetia, Usman Kasim, Siti Sarah, "Code Mixing and Code Switching in The Classroom Interaction", *ENGLISH EDUCATION JOURNAL (EEJ)*, no. 2, Vol. 9, 2018.

<sup>110</sup> Martin Kustati, "An Analysis of Code Mixing and Code Switching in EFL Teaching of Cross Cultural Communication Context", *Al-Ta'lim Journal*, no. 3, Vol. 21, 2014.

language, it was also because students were not used to speak and discuss in English in the process of English learning.<sup>111</sup> In addition, Fithrah Auliya Ansar in her article stated that there are many reasons why people do code switching and code mixing to clarify what they want to express to the listener, in relation to the situation and topic.<sup>112</sup> It can be seen that these reasons did not use the theory of Hoffman. These reasons differ from the findings of this research. The discussions showed that there are many reasons that influence someone to use code switching and code mixing.

#### **D. CONCLUSION**

Based on the findings and the discussion from the previous chapter, the researcher drew some conclusions as follows: There were three students of EFL students in classroom presentation of UINSI Samarinda used three types of code switching, namely inter-sentential code switching, intra-sentential code switching, and tag code switching. Then, two other students only used two types of code switching, inter-sentential code switching and intra-sentential code switching. The most common used type of code switching by five students was inter-sentential code switching. There were no students of EFL students in classroom presentation of UINSI Samarinda who used the three types of code mixing, and only two students used two types of code mixing, namely intra-sentential code mixing and involving a change of pronunciation. The most common used type of code mixing was intra-sentential code mixing. There were six reasons of seven reasons that almost all students often used, namely talking about the particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, and intention of clarifying the speech interlocutor.

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<sup>111</sup> Eka Khairani, "The Use of Code Mixing and Code Switching by Students in English Teaching and Learning Process at SMA Negeri 2 Rantau Selatan". Thesis, Faculty of Tarbiyah and Teaching Training, State Islamic University of North Sumatra Medan, 2019.

<sup>112</sup> Fithrah Auliya Ansar, "Code Switching and Code Mixing in Teaching-Learning Process", *English Education: Jurnal Tadris Bahasa Inggris*, no.1, Vol.10, 2017.

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