**THE USE OF CODE-SWITCHING AND CODE-MIXING
IN PUBLIC SPEAKING CLASS AT IAIN PALANGKA RAYA**

THESIS

**BY
SULIANUR
1701121193**

**STATE ISLAMIC INSTITUT OF PALANGKA RAYA FACULTY OF
TEACHER TRAINING AND EDUCATION DEPARTEMENT OF
LANGUAGE EDUCATION STUDY PROGRAM OF ENGLISH
EDUCATION 1443 H/2022 CE**

THE USE OF CODE-SWITCHING AND CODE-MIXING
IN PUBLIC SPEAKING CLASS AT IAIN PALANGKA RAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of Sarjana in English Language Education

BY
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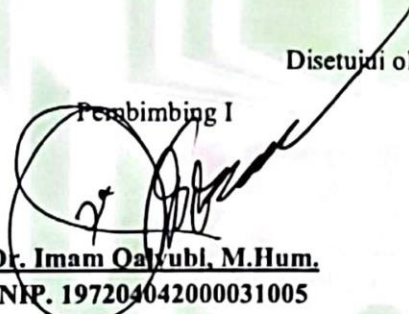|	
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Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

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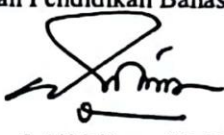Pembimbing II

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Hal   : Examination of
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To
The Dean of Faculty of Teacher
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Assalamu'alaikum warahmatullahi wabarakatuh..

By reading and analyzing of this thesis, we think the thesis in the name of:

Name   : Sulianur
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Thank you for the attention.

Wassalamu'alaikum warahmatullahi wabarakatuh.

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Assalamu'alaikum warhmatullahi wabarakatuh..

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka:
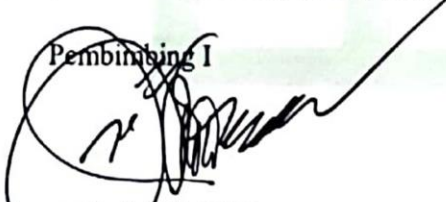
kami berpendapat bahwa Skripsi saudara:

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Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

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THESIS APPROVAL

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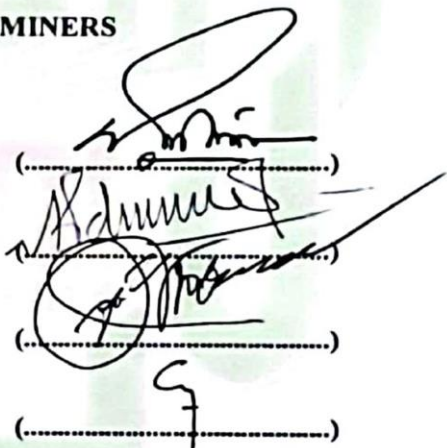
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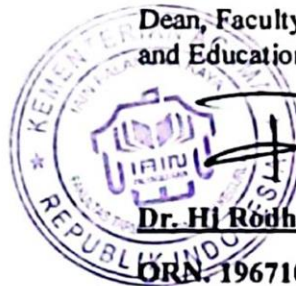
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MOTTO AND DEDICATION

"And whoever fears Allah, Allah will make it easy for him/her in his/her affairs."

[Ath-Thalaq: 4].
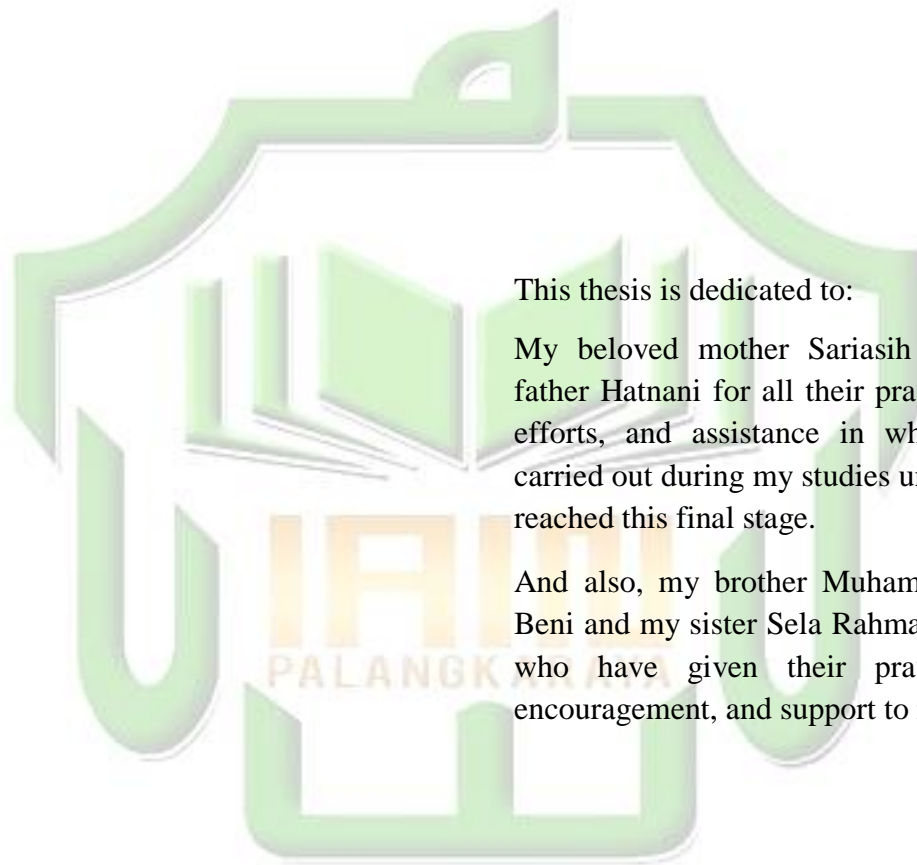
This thesis is dedicated to:

My beloved mother Sariasih and father Hatnani for all their prayers, efforts, and assistance in what I carried out during my studies until I reached this final stage.

And also, my brother Muhammad Beni and my sister Sela Rahmawati who have given their prayers, encouragement, and support to me.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
3. If at a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Palangka Raya, March 07, 2022

Yours Faith fully

Sulianur

SRN. 1701121193

ABSTRACT

Sulianur. 2022. The Use of Code Switching and Code Mixing in Public Speaking Class at IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (i) Dr. Imam Qalyubi, M. Hum. (ii) Sabarun, M. Pd.

Keywords: Code Switching, Code Mixing, Public Speaking

Code is a dialect or a specific language designated for usage at any time, as well as a method for communicating between two or more persons. In general, code is a system of words, characters, and other symbols. Especially for reasons of secrecy. Code switching, which is known as the practice of switching within a single utterance between two or more languages, whereas code mixing is the process of changing one language into another without changing the meaning of the sentence.

This research attempted to find out how students view the use of code switching and code mixing when learning in public speaking course. Code switching is the switching of two languages from one language to another or language variations in one conversation across sentence or clause boundaries. While code mixing is one language to another in the same speech or in the same spoken or written text.

The method of this study was qualitative research. This study used 15 class A students of 2020 and a lecturer who taught public speaking courses in that class. This research used a case study method, while the instruments used were observation, interviews, and documentation.

The results of the study were (1) code switching and code mixing was very influential in learning especially public speaking. These codes were very helpful in understanding English fully, so that there was no misunderstanding in receiving material from the lecturer, and so that the learning process can run well and the learning materials can be accepted by students perfectly. (2) Several factors caused code switching and code mixing to be carried out in public speaking class, the factors were: (a) Avoid misunderstanding when delivering material. (b) To make sure the student understood what he talked about. (c) To make the learning process be easier, make students able to receive learning materials well. (3) Based on observation, interview, and data documentation, the finding revealed that code switching and code mixing occurred when was absent and during learning, the types used by lecturer only code switching, they are intra sentential, inter sentential, and emblematic.

ABSTRAK

Sulianur. 2022. Penggunaan Alih Kode dan Campur Kode pada Kelas Public Speaking di IAIN Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (i) Dr. Imam Qalyubi, M.Hum. (ii) Sabarun, M.Pd.

Kata kunci: Alih Kode, Campur Kode Public Speaking

Kode adalah dialek atau bahasa tertentu yang ditujukan untuk penggunaan setiap saat, serta metode untuk berkomunikasi antara dua orang atau lebih. Secara umum, kode adalah sistem kata, karakter, dan simbol lainnya. Terutama karena alasan kerahasiaan. Alih kode, yang dikenal sebagai praktik peralihan dalam suatu ujaran tunggal antara dua bahasa atau lebih, sedangkan campur kode adalah proses mengubah satu bahasa ke bahasa lain tanpa mengubah makna kalimat.

Penelitian ini berusaha untuk mengetahui bagaimana pandangan siswa terhadap penggunaan alih kode dan campur kode ketika belajar di mata kuliah public speaking. Alih kode adalah peralihan dua bahasa dari satu bahasa ke bahasa lain atau variasi bahasa dalam satu percakapan melintasi batas kalimat atau klausa. Sedangkan campur kode adalah bahasa yang satu dengan bahasa yang lain dalam tuturan yang sama atau dalam teks lisan atau tulis yang sama.

Metode penelitian ini adalah penelitian kualitatif. Penelitian ini menggunakan 15 mahasiswa angkatan A tahun 2020 dan seorang dosen yang mengajar mata kuliah public speaking di kelas tersebut. Penelitian ini menggunakan metode studi kasus, sedangkan instrumen yang digunakan adalah observasi, wawancara, dan dokumentasi.

Hasil penelitian adalah (1) alih kode dan campur kode sangat berpengaruh dalam pembelajaran khususnya public speaking. Kode-kode ini sangat membantu dalam memahami bahasa Inggris secara utuh, sehingga tidak terjadi kesalahpahaman dalam menerima materi dari dosen, dan agar proses pembelajaran dapat berjalan dengan baik dan materi pembelajaran dapat diterima oleh mahasiswa dengan sempurna. (2) Beberapa faktor yang menyebabkan terjadinya alih kode dan campur kode di kelas public speaking, faktor-faktor tersebut adalah: (a) Menghindari kesalahpahaman saat menyampaikan materi. (b) Untuk memastikan siswa mengerti apa yang dia bicarakan. (c) Untuk mempermudah proses pembelajaran, agar siswa dapat menerima materi pembelajaran dengan baik. (3) Berdasarkan observasi, wawancara, dan dokumentasi data, ditemukan bahwa alih kode dan campur kode terjadi saat mengabsen dan selama pembelajaran, jenis yang digunakan dosen hanya alih kode, yaitu intra sentential, inter sentential, dan emblematic.

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9. All his relatives Abu Singwan A, Bayu F.P, M. Alpian Sari, M. Iqbal Fadillah, M. Hasir, Renovhya W.A.S, Rizkan Akbar, and Supianur.

10. All of his friend in TBI 2017 and friends in 2017 at IAIN Palangka Raya.
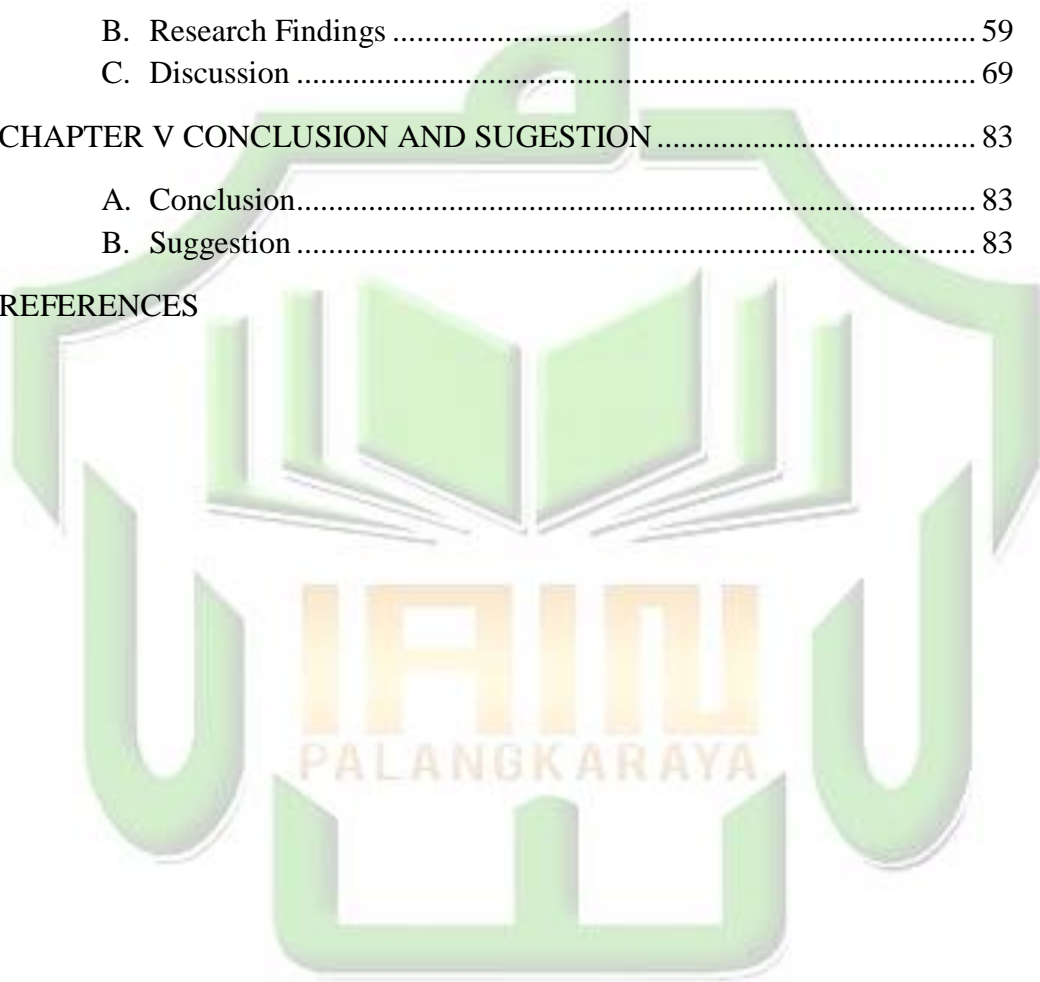
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CHAPTER I

INTRODUCTION

In this chapter, the researcher will present the introduction of the study which is consist of background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key term.

A. Background of The Study

Language is one of the communication instruments that humans use. Language is a prevalent instrument of everyday life that is used while people are talking. It is important to learn a foreign language because it can help us to communicate or speak foreign languages, particularly English. Octavia (2017) people nowadays strive to enhance their capacity to use and comprehend various languages in order to communicate more extensively. The most popular scenario is between the mother tongue and English as a foreign language (Nuraningsih, 2019). Mujiono (2013) said that the instructor uses code switching to develop a better relationship with the students. In one language, the instructor can begin the lesson and then turn to another language. It helps students to quickly listen to and understand both languages. According to Asrifan (2021), many researchers have investigated code mixing and switching, for example, growing students' word amounts, supporting purposeful learning outcomes, encouraging standard English masterships, and teaching in interaction with the lessons, but little else is known about how code switches are used to convey teachers' conversations.

Students learn English through a variety of sources, the majority of which are their English instructors at school. Because English is not their native language, English teachers play an important role in students' comprehension of English learning. Students may struggle to grasp some English words, phrases, and sentences due to a lack of vocabulary. It is the instructor's obligation to ensure that students grasp the material presented during the English teaching and learning process; the teacher must use straightforward language to impart information and knowledge to students, and vice versa. The purpose is to complete the subject matter correctly. Students can better grasp what the teacher is explaining if the subject matter is conveyed in communicative language (Darlina and Hartoyo, 2021).

In this age, we are expected to speak English so that we can interact with each other. We must also take part in this as one way to learn a foreign language. We definitely learn the culture of the language when we learn a foreign language, since it is part of the foreign language. There must usually be a subject called "English Language" in an educational institution such as school or university. Why about English? Since it is a language that is international. In English class, when teaching, the teacher typically did not entirely use English. To explain the material in her/his class, the teachers always combine the mother tongue and L2 because it could enable the student to fully understand the explanation. During their countless social encounters, speakers in multilingual environments frequently swap their codes, or languages. Code switching has now broadened to include any case in which

speakers move from one acceptable code to another (Bonyadi and Kalyanagh, 2021)

Paramitha et al. (2021) argued that in Indonesia, people normally learn their mother tongue as their first language; nevertheless, certain educators must be able to speak Indonesian as the national language. In a nutshell, many Indonesians utilize two languages on a daily basis, or they are bilingual speakers. In an English language learning course, the teacher may employ code switching and code mixing to convey the contents. These are generated by a variety of circumstances, including pupils who lack mastery of English language and avoid being confused in delivering the topics. Furthermore, pupils do not acquire a large amount of English vocabulary if their English professors explain the subjects entirely in English. When teaching the materials, the English teachers in this scenario may utilize more than one language. The professors alternate between English and Indonesian.

According to Fadilah and Astutik (2019), Teaching English as a Foreign Language in Indonesia is difficult since Indonesian students must study hard in order to learn English as a non-native language, and they do not find learning their mother tongue to be comparable. It means that most students in Indonesia consider English as a language that is not very important to learn. Even though at this time we know that in several foreign countries it is a second language and even in the world English is considered the main language.

Language variants can arise as a result of language users or speakers agreeing on a common language. Many variables, such as culture, customs, education, ethnicity, and other characteristics, impact the emergence of linguistic variants dependent on the scope of society (Kultsum & Syamsudin, 2021).

Octavia (2016) argued that code switching and code mixing are a language phenomenon. Additionally, code is a language or a combination of languages. The variety of language in Indonesia includes code mixing and switching. Word called 'code switching' and 'code mixing' is used to mix the mother tongue with L2. Code switching and code mixing often happens in communication process, especially in the realm of education. Al-Ahdal (2020) cited that code mixing is encountered in all non-native English-speaking contexts because it provides a natural method of communication due to the covert or overt role that English holds as a truly worldwide language, yet one that is not readily learned by them. Moreover, in Indonesia this trend often found especially during learning at school or campus.

Nata (2021) stated that particularly English teachers, are seen to be practicing bilingual teaching by presenting their speeches in both Indonesian Language and English. Bilingualism, or even multilingualism, is linked to code-switching and code-mixing as they both become crucial tools that interact with two different languages. Numerous code-switching and code-mixing occurrences occur in both Indonesian and English-speaking discussions. Anyone in society who understands and speaks more than one language

decides between them based on their circumstances. When teachers give English classes, one of the challenges that arise is code-switching and code-mixing.

According to Girsang and Saragih (2021) explained that individuals who reside in Indonesia, for example, master Bahasa Indonesia and their native language, but people living in England master English as their native language. There are several languages in the globe. There are native languages in Indonesia such as Batak, Java, Simalungun, Dayak, and others, as well as international languages like as English. Many people speak two different languages on a daily basis. It also occurs to Indonesians. Bilinguals are people who speak two or more languages. The use of two languages by a people or culture is referred to as bilingualism. In reality, when an English instructor teaches English, he or she does not speak English for the whole of the lesson. They taught English by combining it with Bahasa Indonesia and their regional tongue.

The lecturer of State Islamic of Palangka Raya also uses both method during learning process. Although in the middle level, in 3rd semesters, for instance. Perhaps the aim is to simplify and clarify the explained content so that students can understand more clearly what the lecturer conveys. In this report, the author wanted to know how the students of Palangka Raya State Islamic Institute interpreted this situation.

Based on Nuraningsih (2019) in the EFL instruction, the use of code switching occurs when the students cannot understand what they are talking

about. Code mixing and code switching occur during the communication process, particularly in Indonesia. English has surpassed all other languages as the most significant means of communication. The Indonesian-English speaking community is made up of bilinguals who speak English as a second language. The teachers often have difficulties to teach English as a foreign language because the students are facing problems in using English language especially in speaking. Therefore, the teachers switch language into their national language to make them understand about the subject. Mujino (2013) underlined that code switching situation is considered as a way to avoid gap in communication as a result from lack of fluency in target language. In this case the true meaning of target language is repeated by the students or the teacher in native language in order to try delivering the message of the target language.

In the future, would it be positive for IAIN Palangka Raya students to be able to speak English like a native? Or does it have a detrimental effect on learners' dependence on code switching and code mixing? Of the above issues, the author feels interested in this and is willing to study it. Therefore, the author provides this research with the title: **"The Use of Code-Switching and Code-Mixing in Public Speaking Class at IAIN Palangka Raya".**

There are some reasons why the researcher chooses this topic, firstly because code switching and code mixing are often used in English learning, especially in public speaking courses. The second reason, why the researcher chose the public speaking class is because in this course it always happens where the lecturers concerned to use code switching and code mixing in

delivering learning materials. The third reason researchers picked the IAIN Palangka Raya campus as the preferred location was to make data collection easier. In addition, because in the other research, the researcher did not find the similar study about student view of code switching and code mixing use in learning process at IAIN Palangka Raya. Furthermore, it will serve as a reference for future studies, allowing these insights to benefit future generations.

B. Research Problem

The research problems of this study are:

1. How do students view the use of code-switching and code-mixing that used by lecturer in teaching public speaking?

2. What are the factors the lecture use code-switching and code-mixing?

3. What types of code-switching and code-mixing used by lecturer?

C. Objective of The Study

The objectives of this study are as follow.

1. This study aims to determine the opinions and views of students on the application of code-switching and code-mixing in the public speaking subject.

2. To know the reason the lecture use code-switching and code-mixing.

3. To know that what types of code-switching and code-mixing used by lecturer when teaching public speaking in class.

D. Scope and Limitation

The scope and limitations of this study are as follows.

1. This research will be addressed only to A class of 3rd semester students in the speaking subject at IAIN Palangka Raya.

2. This study is only to explore information about the opinions or perceptions of 3rd semester students in the speaking course.

E. Significance of The Study

The significances of this study that expected by the writer as follow:

1. Theoretically

    The author hope that later this research will become a reference for teaching staff on campus to find out what impacts are generated from the use of code-switching in speaking learning at IAIN Palangka Raya. Besides that, hopefully this research will help the teaching staff on campus to find out the level of interest of the speaking students in using code-switching in speaking learning, whether in the future it is still possible to use code-switching in speaking learning at IAIN Palangka Raya. And also, this study could help the other writer to do some related study in deeper, further and better ways.

2. Practically

    This study can provide additional details about the use of code-switching in English learning for English language education students. Such results can also enable the lecturer to understand the use of code-switching while learning English. That way, when studying English, lecturers may optimize or reduce the use of code-switching. The writer hopes, this study could help the other researcher as a reference who has related topic with this study.

F. Definition of Key Terms

1. Code-switching

According to Talpur et al. (2021), code-switching is a dialectal phenomenon that occurs throughout the world in multilingual academic societies. In the one hand, code switching is bilingual communities frequently combine their languages within a single utterance or conversation (Johns and Steuck, 2021). Code-switching is of particular importance to understanding what happens when multiple languages come into contact with each other because it may represent a blending of not only literacy practices but also language itself (Kabuto, 2010). In writer's opinion, code switching is the switching from a language to another language which aims to make it easier for students understand the delivery of learning material.

2. Code-mixing

According to Abdulloh and Usman (2021), code-mixing is defined as the combination of two different codes in a sentence. In the other meanings, it means that the speaker uses two languages in a single sentence during a conversation. Wibowo et al (2017) "Using two languages, such as a third, new code arises, in which elements from the two languages are combined into a structurally definable pattern," according to code mixing. It means that the code-mixing hypothesis states that when two code languages are swapped, a third code emerges with structural characteristics unique to that new code.

In writer's opinion, code mixing is speaking style that mix two or more languages in speech.

3. Public Speaking Class

According to Tatyana et al. (2020), the term "public speaking" refers to communicative universal learning activities. The pupil must learn to use communicative, particularly speech, means to solve various communicative problems, construct a monologic statement, express and argue his point of view, and evaluate events. Pratiwi and Triprihatmini (2018) argued that public speaking is one of the communication skills that is used to persuade, inform, and even entertain a large group of people. The public speaking course is a one-of-a-kind program. Unlike, say, a course in legal concepts or Central Asian culture, a public speaking course allows you to know substance as well as be able to execute an ability well (Wibowo & Khairunas, 2020). In writer's opinion, public speaking is a speaking action in front of audience. This study is focus on the previous curriculum of public speaking which is still in in the speaking course program.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the author discusses and reviews previous studies which also discuss the same topic as what the author will discuss in this study. There are some related studies to the topic

A. Previous Study

First, Fadilah & Astutik (2019) explained that a code is a dialect or a specific language designated for usage at any time, as well as a method for communicating between two or more persons. In general, code is a system of words, characters, and other symbols. Especially for reasons of secrecy. Code mixing occurs when people speak both languages simultaneously to indicate the ability to switch from one language to another in a single sentence. The scenario in which people combine two or more language styles in the speech act is known as code mixing. Code switching is a common method for establishing, crossing, or destroying group restrictions; creating, evoking, or changing interpersonal relationships with their rights and duties.

Second, Mauliddiyah et al. (2019) mentioned that the variables could cause the occurrence of code-switching by four variables categorized by the students and teacher spoken in English classroom interaction. They are: (1) didn't know English words, (2) Stop miss comprehension, (3) Add emphasis, (4) Addressee. This implies that some of these variables also occur and often cause the presence of code-switching by students and teachers in English classroom interaction discussions. Code switching was used to help conditions of classroom interaction to be more

attractive and more thorough in order to meet the purpose of the teaching and learning process. In addition, the students and the instructor employed code-switching in the classroom interaction, which was affected by certain variables. The most significant factor in the creation of code switching in interactions within the English class in this study was added importance, this factor was done by the instructor, where the teacher explained a material repeats words or phrases by doing codeswitching.

Furthermore, the second aspect that mainly affected the occurrence of code-switching in interaction with the English classroom was not known to English. This factor was often worked out in the class by the students while communicating. It was easier for the students because they didn't know how to say it in English by doing code-switching.

Third, Puspawati (2018) explained that in their EFL classrooms, all the participants in this study used CS (Code Switching), and often they switched from L2 to L1, and vice versa, and they actively used CS in their classroom. In inter-sentential, intra-sentential, and tag swapping, the CS that the educators used occurred. Inter-sentential level is the most widely used switching, where teachers swap codes at the level of clauses and sentences, and the least was the switching of tags. For the reasons why teachers used CS, students were able to understand, to encourage students with low L2 ability levels and to teach effectively. The teachers thought that CS could be a method for them to promote the process of teaching and learning in the classroom. This showed that in their teaching and learning process, teachers in this study made educated decisions about CS.

Puspawati added, teachers used CS for building and transmitting information with regard to the functions of using CS, such as introducing new vocabulary and new language expressions, explaining grammar points, and explaining content. In this study, CS used by teachers often acts as a method for controlling the leadership of the class or classroom. When providing instruction and repeating questions, the teachers used CS. The use of CS was intended to promote the comprehension of students in the classroom. The final task was to maintain an interpersonal relationship through humour between teachers and students in order to maintain a close and enjoyable environment for the students.

Furthermore, the recommendations from her research are that teachers need to be mindful of the responsibilities and reasons for using CS in order to use CS as a great tool to promote learning for students. For educators whose language proficiency is poor, CS is not an escape, but when it is used correctly and properly, it is a teaching and learning facility that can help students learn better and help teachers teach more efficiently. Code switching is encouraged to be used in foreign language classes because it can facilitate the learning of students. When using L1 in the classroom, however, care should be taken so that it does not overpower the target language.

Because English is a foreign language, teaching it in Indonesia is a difficult undertaking. The term "teaching English as a foreign language" refers to the practice of teaching English to pupils whose first language is not English. From elementary school to college, English as a foreign language is taught. The aims of teaching English as a foreign language in Indonesia are to develop

students' understanding of other languages, to encourage students to utilize English in society, and to enable students to use English as a skill when looking for jobs because English is an international language (Diyanti & Heriansyah, 2021).

Nurhamidah et al. (2018) concluded that for both teachers and students, the use of code-switching in classrooms is very useful. Instead of challenges that hamper the process of achieving the learning objectives, the conflicting viewpoints it includes should be taken into account as a thoughtful factor. On the one hand, this research has shown that teachers can use code-switching to bridge the level of language proficiency in the classroom for translation, clarification, comprehension regulation, procedure and guidance giving, classroom management and learning strategy. In another hand, it can act as translation, explanation, answer, and sharing of identity for students. As such, it is clear that code switching was viewed by teachers and students as a useful asset for bridging communication during the teaching and learning process.

Asrifan (2021) stated that the phenomenon of bilingual education largely employs code-mixing and the altering of words and sentence style in order to comprehend the pupils. Although it is commonly known that bilingual education in schools involves switching between two languages, it does not frequently acknowledge bilingual education as a grammatical form of expression in the EFL meaning and globalization. People frequently believe that it is impossible to separate the two languages. Furthermore, academics have not given up on the notion of long-term un-systematic code mixing and code flipping.

According to Shafi et al (2020), Shafi et al. mentioned that the topic study addressed the use of code-switching by teachers in language learning classes, considering it an advantageous language teaching device at UE. It demonstrated the universal phenomenon of code-switching. Teachers prefer code-switching as an efficient means of teaching, especially in language classes. The findings indicate that all the knowledge has consistently reinforced the teacher's optimistic attitudes towards code-switching. The majority of teachers assumed that L1 smoothed the way L2 was taught. If code-switching is used, the intricate linguistic concepts can be improved in class. It is interesting to mention here that teachers prefer monolingual teaching to enhance the linguistic skills of acolytes in English, but they perceive code-switching as a path for improving their awareness. The results reflect that moving from L2 to L1 does not have a detrimental effect on the learning of L2 by students. Code-switching is used in language classrooms as a language strategy that helps facilitate conversation and maintain an ongoing process of communication. They add, if used correctly, it can be demonstrated as a vital support for language development. Therefore, it is important for language teachers to use code-switching when it is necessary for the L2 and oral language development of students. In the oral interface of twelve low-skill apprentices, the functions and operations of use code switching. The findings showed that the code-switching technique in the language class, focusing on grammar functions and uses and its type, definitely paved the way for the students to really understand. The study concludes that code-switching paves the way for both teachers and students to successfully complete the learning process. It not only

helps to reduce anxiety and unwillingness to learn L2, but also clarifies their fundamental and grammatical concepts. Using students' L1, as in paraphrasing, etc., teachers can save time. It is a high point of consideration, however, that if students face absolute difficulties in grasping the grammatical instructions and are not sufficiently qualified to understand L2, in that case, L1 can be used as a reference for the scenario mechanic. For students who emphasize how influential and efficient code-switching is and can be helpful in structuring the consistency of teaching methods and frameworks in teaching to facilitate teachers, those teachers who use code switching are more common and lovable.

Shartiely (2016) highlighted how difficult it is to stop code-switching at the tertiary level of education in a multilingual society like Tanzania in classroom interaction. Part of the explanation is the controversial language-in-education policy that, in a historically non-English setting where another language dominates, fails to adequately prepare students for rigorous higher-level learning in English. Even after being warned against code-switching in classrooms, lecturers at the University of Dar es Salaam still continue with code-switching and make it an integral part of their teaching process, mainly to facilitate learning and bridge the linguistic gap between themselves and their students. Indeed, the results show that lecturers code-switch to promote the understanding of lesson material by students. They use two types of code-switching, inter-sentential and intra-sentential in this regard. They code-switch to perform roles such as harmony promotion, the creation of subjects, exemplification, idea translation and management of the classroom. Code-switching as a sociolinguistic activity is

important in this respect in illustrating how the peculiar settings and history of a language can promote an understanding of its users' actual linguistic behaviour.

Furthermore, these results indicate that code-switching can lead to successful teaching and learning in multilingual societies, such as Tanzania, if taken as a tactic and not a shortcoming. Based on the results of the report, this paper proposes an inquiry into current code switching activities to expose the beneficial contribution the y bring to the advancement of knowledge.

Another suggestion is that teaching and LoI policies can be changed to allow for the valuable uses of code-switching and bilingual education. Such steps may, in reality, be taken without undermining the importance of information creation through an international lingua franca such as English, in a way that facilitates broader access than would otherwise be possible to information and other social contexts. In this regard, that empirical studies should be done in multilingual situations to examine the circumstances under which the switching of classroom code is necessary, identifying pedagogically sound and productive practices of code-switching and disseminating good practices of code-switching through demonstrations, workshops and teacher training. More significantly, in order to gain new insights into this practice, some changes to be made in the type of research done on classroom code-switching. Such suggestions include the need for longitudinal research in which the investigator focuses for longer periods on the same classroom instead of simply recording a one-shot video; the need for interventionist research designs that combine interpretive research with action research to enable the teacher to become aware of useful classroom strategies; and

the need for a practice of viewing the whole lesson as a genre and investigating the role of the native language in different stages of the curriculum, rather than just looking at instances of code-switching in isolation. The need to draw up specific goals and develop specific bilingual strategies to achieve those goals was also identified; the ned to draw on the research method of genre analysis to investigate discipline-specific academic discourses and literacy; and need to integrate classroom code switching research with multimodality research by exploring how participants in the classroom engage in classroom code-switching and style-switching.

According to Syam et al. (2018), there are three factors influencing the occurrence of code mixing and code switching. There are social, cultural, and individual influences. The three factors of code mixing and code switching decide the language preference used by English teachers in the teaching and learning process. The link between code switching and code mixing is that it is normal in multilingual societies to use two or more languages for both events. There is, however, a major difference between these two phenomena.

Nata (2021) cited that the use of code-mixing and code-switching becomes a normal component of linguistic interaction, particularly in the classroom (Mulyani, 2011). Despite the fact that it is a natural phenomenon, this activity puts the teachers in a difficult position. Nonetheless, teachers should consider whether or not the use of code-mixing and code-switching in the class improves students' grasp of English lectures.

Based on Simasiku (2016), in Namibia, in the minority, English remains the language. Therefore, the prevailing use of English in the halls of power ramifies classroom activities in nuanced ways. This relates to the prevalence of

code switching in ESL classrooms and the participation of learners, the use of code switching by teachers while teaching, the existence of mother tongue terminology, and the participation of learners while using code switching. According to Domalewska (2015), "it is focused on the processes of assimilation, accommodation, the creation of meaningful cognitive sets (i.e. the formation of conceptual ties and organization in the material) and the use of advanced organizers while using Code Switching (i.e. general concepts that help the learner to organize and understand new material). Significant learning enables knowledge to be stored over a longer period of time; information can be retrieved more quickly; the cognitive framework of the student is also established."

According to Odhiambo (2021), he stated that A significant aspect of most multilingual nations throughout the world is that customers tend to engage two or more languages at the same time. As a result, a sociolinguistic phenomenon known as code-switching occurs. To provide clarity, code-switching between English and Kiswahili is used during English language classes. Furthermore, instructors are chastised for encouraging linguistic alternation during lessons since they act as a catalyst for it. In other words, when there is a lack of involvement among pupils, professors move from English to Kiswahili. He added, although some students agree that code-switching improves their grasp of the material, others disagree since it represents the errors of the English language. It is consequently suggested that putting more attention on the English language in and outside of the classroom will raise English language competence to new heights. Furthermore, exposing pupils to grammatical English language from early

childhood schooling would improve their command of English language vocabularies.

Sagala & Syahputra (2019) concluded that grammatical code switching is frequently used at Universitas Negeri Medan by lecturers and students in bilingual classrooms. In particular, lecturers and students used seven forms theory-based grammatical code switching, namely tag code switching, inter-sentential, intra-sentential, proper phrase of noun/noun, adverse words, resemblance of vocabulary and markers of discourse. They used code switching to make it easier for students to understand what the lecturers discussed and students lack English vocabulary in order to switch languages to make it easier to understand the content.

Perlina and Taman (2021) cited that previous research has indicated that code-switching may aid second language learners, as previously stated. There is, nevertheless, a substantial body of thought in support of employing the target language as the exclusive medium of instruction in teaching-learning activities.

Yana and Nugraha (2019) explained that the process of switching languages from native to target languages or vice versa can also be the same as the process of switching from Indonesian to English. This transition process from one language to another is often referred to as code-switching. Code-switching is the act of switching or modifying the language used for some reason by the speaker, where the instructor is the speaker. As Wardhaugh said about code-switching, "People are usually required to choose a specific code whenever they choose to speak, and they may also choose to switch from one code to another or mix codes even within very short utterances at times, thus creating a new code in a process

known as code-switching". Furthermore, the concept of code-switching can also be defined as the use of more than one language. The first is largely based on the concept of code-switching, that is, the use of more than one language by a single speaker. Code-switching is a way of modifying or switching from one language to another by a speaker, as explained above. This process of modifying or changing the language can be incorporated in the teaching and learning process to make it easier for studentto understand the content. Many English teachers in Indonesia unconsciously use code-switching, that is, switching the language from Indonesian to English or English to Indonesian to make it easy for students to understand the material. In line with the above statement (Nur & Fitriyani, 2015), code switching is one way to make learning language easier, so it would be useful for teachers to transmit material and communicate with their students as a listening and speaking exercise for learners in the teaching-learning process. Therefore, the use of code-switching is not just because of the demand, but also because of the need to enable students to learn English effectively (Fathimah, 2016).

Ziganova (2016) it was seen that respondents' mixed feelings about the use of the English language in German advertisement discourse indicate their contradictory attitude towards this phenomenon. If the language shift has little significance, it is considered irrational and the advertising view is overwhelmingly negative. This approach can, however, be considered useful if the elements introduced in English are correlated with all the components of the

advertisement message. In this scenario, code-switching to English looks appropriate and the viewer does not feel any stress.

Suek (2017) argued that a multilingual will frequently engage in code switching and code mixing. Several factors impact this behaviour, including the bilingual's linguistic system, sociolinguistics, pragmatics, and language ability. Code switching is a phenomenon that symbolizes the development of bilingual children's cognition, memory, and language system, not merely a verbal activity that occurs during contact. Code switching and language mixing are normal aspects of multilingual communication.

According to Younas et al (2020), code switching is a communication method used by ESL bilingual instructors to educate non-native English speakers English as a second language. A technique in which lexical items and syntactic characteristics from at least two languages coexist in a comparable phrase is known as code mixing. People switch or mix languages when engaging and conversing with one another, and this has become the norm in healthy speech societies as the effect of digital communication has grown. The primary goal of code flipping for ESL teachers is to broaden the breadth of current knowledge in a practical way. ESL/EFL teachers utilize code switching as a communication approach to provide precise instructions, translate difficult phrases into basic vocabulary form, correctly manage class activities, provide contextual information, and reduce student anxiety (Talpur et al., 2021)

Code-switching occurs in bilingual and multilingual societies because they are typically obliged to pick a certain code, anytime they choose to communicate,

and they may also move from one language to another. Cultures impact the teacher's decision to switch languages. As the study's focus is on Indonesian students learning English as a foreign language, they have many cultures (Siddiq et.al, 2020). In addition, code mixing and code switching are more than just combining two languages; speakers must also acquire advanced understanding of both languages as well as cross-cultural communication standards. As a result, people who engage in code mixing and switching were required to learn both languages.

Alawiya et al (2019) mentioned code switches are more likely to occur at places in a sentence where the juxtaposition of L1 and L2 components does not break a syntactic rule of either language, i.e. at points where the surface structures of the two languages map onto each other. When examining the differences between code switching and code mixing, both have significant similarities, even though it is difficult to discover the distinctions, but with the following explanation, the readers will grasp the differences clearly.

Putra & Yastanti (2018) cited that Because it is such a widespread phenomenon in most bilingual societies, code switching is a prominent research topic in linguistics. On the other hand, many individuals utilize and use it to communicate and engage with one another.

According to Octavia (2016), a sociolinguistic phenomenon in which two or more language varieties are employed in a speech community is code switching. The use of two languages in the same speech, phrase, or component is known as code switching. Code mixing is another phenomenon that is strongly

connected to code switching. In addition, changing from one language to another allows for new ways of communicating messages. Code switching occurs in a discussion between speaker turns or inside a single speaker's turn. It can occur not just as a result of an individual's decision, but also as a result of a group of speakers who must cope with more than one language in their common knowledge. Moreover, the blending of two or more languages in speech is known as code mixing. Code mixing is comparable to the usage or development of pidgins, however unlike pidgins, which are produced amongst groups that do not share a common language, code mixing can occur within a multilingual context where speakers share more than one language. Inner code mixing and outside code mixing are the two types of code mixing. Inner code mixing occurs as a result of the introduction of a linguistic element from a native or national language with its variant. Meanwhile, outer code mixing occurs as a result of the introduction of a foreign language element.

Samhan (2017) cited that code mixing and code switching are sociolinguistic branches in which code mixing occurs when a person speaks two or more languages and is impossible when the speaker is monolingual. In the other hand the study of code switching and code mixing is inextricably linked to sociolinguistics. This is due to the fact that code switching and code mixing are a sociolinguistic phenomenon. The main theoretical foundation for investigating code switching and code mixing is sociolinguistics (Kultsum & Syamsudin, 2021). While code switching is a verbal tactic used to build, evoke, or modify interpersonal relationships with their rights and duties; to construct, cross, or

destroy group borders. Code switching happens in times of transition, when group borders are fluid, norms and standards of evaluation differ, and speakers are in a state of flux.

There are some differences between this study to the previous studies. First, in this study the writer uses students of university as the subject, while in the previous studies use students of high school overall. Second, the number of subjects the study in this study is just one of three classes in English education, while in the previous study the number of subjects the study more than this study actually. Third, this research only examines one subject, whereas in previous studies, it has studied English learning as a whole. There is no differentiation on the method that used in this research and the previous studies, both of them use qualitative method.

B. Code-Switching

According to Malik (2017), in general, code switching has been defined as the ability of bilinguals to easily move between two different languages either at clause boundaries or within clause boundaries. Code switching has drawn the attention of scholars who are interested in understanding social meaning and motivations of the boundaries of clauses commonly referred to as Inter-sentential code switching in speakers in different realms of a speech culture make numerous linguistic choices.

Banyadi and Kalyanagh (2021) stated that the phrase "code switching" has been used as a generic word throughout this study; nevertheless, other researchers have used code-switching to describe alternation between bigger units, such as sentences, and code-mixing to examine alternation inside the utterance or clause."

Changing from one language to another allows for new ways of communicating messages. Code switching occurs in a discussion between speaker turns or inside a single speaker's turn. It can occur not just as a result of an individual's decision, but also as a result of a group of speakers who must cope with more than one language in their common knowledge (Octavia, 2016).

Additionally, the study of code-switching, which is known as the practice of switching within a single utterance between two or more languages, offers insight into the particular character of the current sociolinguistic situation and helps to expose significant patterns and directions of globalization-era linguistic shifts (Ziganova. 2016). Ansar (2017) argued that code switching is one method for speaking two or more languages in the same discussion. When the instructor teaches a foreign language in class, code switching becomes a strategy for pupils to master in order to improve their English skills.

The phenomena of code switching may be found in almost any aspect of life, including advertising, schooling, banking, entertaining, humor, and even prayer. In educational interactions such as teacher-student interactions, code switching is utilized to assist students in explaining misconceptions in executing their target language. A multilingual setting result in code switching. Bilingualism is the practice of conversing in two languages with others. Bilinguals can code-switch and utilize their cultures as resources to find new methods to convey meaning (Hanafiah et al., 2021). Novitasari and Mardiana (2020) cited that code switching is a phenomenon that happens when people use a bilingual or multilingual language. In addition, multilingualism is a phenomenon in which

people in a culture speak several languages. Multilingualism refers to a speaker who can communicate in more than one language. For example, some Javanese people speak Javanese as their mother tongue, Indonesian as their national language, and English as a second language. Fanani & Rudolf (2018) argue that code switching refers to an oral communication scenario in which the process of switching from one language and/or dialect to another language/dialect is used. According to the statement, code-switching is a linguistic material that consists of two or more languages spoken by the speakers in the same discussion. In this circumstance, all of the participants speak or comprehend both (or all) of the languages in use.

Furthermore, Yana & Nugraha (2018) defined that code-switching is the act of switching or modifying the language used for some reason by the speaker, where the instructor is the speaker. Perlina and Taman (2021) stated however, code-switching techniques in the classroom are still disputed. On the one hand, supporters of code-switching assumed that code-switching in the classroom is an asset for second language acquisition. Some research studies conducted in various countries have supported this assumption (see, for example, Edstrom (2006), Franquiz and del Carmen (2004), and Flowers (2000) in the United States; Arthur (2001) in Botswana and Tanzania; Merritt et al. (1992) and Bunyi (1998) in Kenya; Peires (1994) in South Africa; Canagarajah (1995) in Sri Lanka; Rubdy (2007) in Singapore; Lin (1996) in Hong Kong; Liu et al. (2004) in Korea).

Some study looked at the impact of code switching on pupils' individual language skills. Demonstrated code switching increased multilingual EFL

learners' reading comprehension, emphasizing that just removing code-switching from the language classroom would not improve learning. Furthermore, suggested that substantial empirical study was required to determine if classroom code-switching played a good or harmful influence (Bonyadi and Kalyanagh, 2021).

Some researchers mention that are three types of code switching. Wibowo et al (2017) stated there are many types of code switching depending on the juncture or scope of switching where language occurs:

1. Inter sentential code switching

When a SpanishEnglish bilingual says: "Tenias zapatos blancos, un poco, they were off-white, you know," this form of code switching occurs between clause or sentence boundaries, where each clause or sentence is in one language or the other. In this scenario, the man talks in Spanish at first and then changes to English at the end of the conversation.

2. Emblematic code-switching

Tags, exclamations, and some set phrases from one language are inserted into an utterance otherwise in another in this form of code switching, as when a Panjabi/English says: "It's a nice day, hana?" (Isn't it hai na?) In Panjabi, the word "hana" is used as a tag.

3. Estabilishing continuity with the previous speaker

When one Indonesian speaker talks in English and the other attempts to answer in English, this type of code switching occurs to continue the previous speaker's utterance.

For example:

Speaker 1: Wow, there's a lot of traffic! On the road, we will grow old.

Speaker 2: You're completely right. *Setiap hari maceeet*.

Changes in language occur in the structure of clause or sentence boundary, insertion of tags, exclamation, and some collection of words, and even the transition occurs to continue the previous speaker's utterance in these types of code switching.

Additionally, defines three main types if code-switching which are:

1. Tag switching, is literally the insertion of a tag in one language into an entirely different language utterance, e.g. you know, I/mean, right?

2. Inter sentential switching, involves a large amount of syntactic complexity and obedience to both languages' rules; as a result, speakers who perform this type of switching are typically reasonably fluent in both languages.

3. Intra sentential switching refers to switching that takes place within the same clause or sentence, resulting in the incorporation of elements from both languages.

Fanani & Rudolf (2018) state there are three types of code switching as follow:

1. Tag switching is common in the form of a discourse marker. Dis-course indicators, like sentence filler, merely serve to steer the path of the discussion without indicating any specific meaning.

2. Inter sentential switching refers to the process of transitioning between two distinct languages. An example of this type is:

That is the book. *Aku mau membaca buku itu besok.*

3. Intra sentential switching refers to the transition from one language to another in a sentence using syntactic units such as words, phrases, or clauses. An example of this type is:

This morning *saya antar* my baby.

Code switching raises students' comprehension levels, develops interest, boosts grasp of subject information, easily prepares pupils for classroom involvement, and aids in the removal of any apprehensions that keep him from being a dull lad (Talpur et al., 2021)

C. Code-Mixing

Fadilah and Astutik (2019) state when people combine two or more language styles in a speech act, this is known as code mixing. When people use both languages together to communicate that they can switch from one to the other in a single utterance, this is known as code mixing. More specifically, code-mixing occurs within a sentence and is governed by grammatical rules. It might also be influenced by social and psychological variables. Regarding these definitions, many individuals may struggle to utilize the terminologies since numerous academics use alternative terms for code-mixing (Diyanti and Heriansyah, 2021). Wibowo et al. (2017) cite that a new code arises from the use of two languages, in which elements from both languages are combined into a structurally definable pattern. The code-mixing hypothesis notes that when two code languages are switched, a third code emerges with structural characteristics unique to the new code. Helmie et al. (2020) state that when a speaker speaks in two languages in a single sentence, this is known as code-mixing. It means that the speaker speaks in two languages at the same time, but these two languages are

spoken in the same language. The other phenomenon closely linked to code-switching is code-mixing. Without changing the subject, code mixing may occur at various levels of language, including phonology, morphology, grammatical structures, and lexical objects.

According to Novianti & Said (2021), code mixing is the process of changing one language into another without changing the meaning of the sentence. When more than one language and terms, affixes, phrases, and clauses are used in the same sentence, code mixing occurs. Putra & Yustanti (2018) the use of two languages together by the conversant to the extent that they change from one language to the other in the course of a single utterance is referred to as code mixing. According to this statement, the languages might be Indonesian - English or otherwise, happening in a single occurrence of speech. Ansar (2017) stated that without changing the topic, code mixing occurs and can involve multiple levels of language such as phonology, morphology, grammatical structures, or lexical items. Additionally, most people in society blend their language with other languages by borrowing or utilizing bits of foreign languages, yet they are occasionally still affected by their native language.

Code mixing also intra sentential code switching or intra sentential code alternation happens when speakers employ two or more languages below the sentence level in the context of a single social event. Code switching patterns are discovered to differ from one another due to many unique processes such as 'insertion,' 'alternation,' and 'congruent lexicalization' (Alawiya et al., 2020).

Additionally, there are some types of code mixing according to Alawiya et al. (2020):

a) *Intra Sentential Switching / Code Mixing,* this type of code mixing happens inside the confines of a phrase, clause, or sentence, as when we say: *"La adri. Ustadzah, pokoknya minta kita kesana."*

b) *Intra Lexical Code Mixing,* this kind of code mixing happens within a word boundary, such as: "I don't know-*lah*, jalani saja."

c) *Involving a Change of Pronunciation,* this kind of code mixing happens at the phonological level, for instance, the word 'orange' called 'oren' by Indonesian people.

To clarify, the writer mentions the types of code mixing are as follows. According to Suwito in Wibowo et al. (2017) code mixing is divided into two types:

a) *Inner code mixing*, in which happens because elements insertion from original language with all its variation.

b) *Outer code mixing*, in which occurs because of elements insertion stemming from foreign language.

It means that the first of language speaker in this case, national language is interested with his or her own language (original language) or inserted with a foreign language from the speaker background.

Types of code mixing according to Muysken in Wibowo et al. (2017:17) divided into three main types:

a) *Insertion* (word phrase), approaching that depart from the notion of insertion new to constraint in term of the structural properties some base of matrix structures. Here the process of code mixing conceived as something borrowing. For example, *nanti siang jadi meeting dimana?*

b) *Alternation*, approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. Such as English-Indonesian, "*ngeprint berapa lembar sih, butuhnya?*".

c) *Congruent lexicalization*, the notion of congruent lexicalization umderlies the study of style shifting and dialect/standard variation rather than bilingual language use proper. Example, "*hey, how are you? I'm Sam. Senang bertemu dengan anda.* Nice to meet you.

These three basic processes are constrained by different structural conditions and in different ways in specific bilingual settings.

D. Public Speaking

Ibrahim & Alwi (2017) state that one of the skills considered necessary for professional communication is public speaking. Public speaking is distinct from social conversational skills in that it requires mental and physical presentations. Public speaking course is a one-of-a-kind program. Unlike, say, a course in legal concepts or Central Asian culture, a public speaking course allows you to know all material and be able to execute a skill well (Wibowo & Khairunas. 2020).

According to Parson (2019), as the demand for public speaking courses grew in the twenty-first century, so did the demand for instructional materials to

teach the course. In addition, students' future personal and career success depends on the experience and skills they learn in a public speaking course. The basic public speaking course is the communication discipline's most original and long-lasting pedagogical feature. Students and teachers will converse about the planning and delivery of a professional speech since public speaking classes are usually held small.

Public speaking is one of the university classes that students take (Ayuna Netta et al., 2020). Public speaking is a form of communication in which you talk in front of a group of people. Public speaking, on the other hand, is typically prepared, conducted formally, and organized in contrast to other forms of communication.

Murfanti et al (2018) cited that studies on public speaking have been performed for many years since it has become a critical topic. It demonstrates the importance and significance of a speaking training program. Moreover, according to Susilo, the speaking class process should be able to help students improve their epestemic progress, which is intended to give students the opportunity to practice their speaking skills intensively.

Public Speaking (KPE 232) is intended to introduce students to the underlying principles of public speaking and to provide students with opportunities and hands-on experiences in developing various types of speaking skills. The Public Speaking class serves as a training ground for students to develop skills that will benefit them throughout their lives. The lecturer in the

Public Speaking class videotapes the students as they convey their public statements in front of the class. (Pratiwi and Triprihatmini, 2018).

DerKhacadourian (2019) mentioned one type of public speaking, that is informative speech, which has the general goal of spreading knowledge with listeners. Expository, descriptive, and demonstrative speeches deal with describing a thing, a person, a place, a concept, a process, or a function.

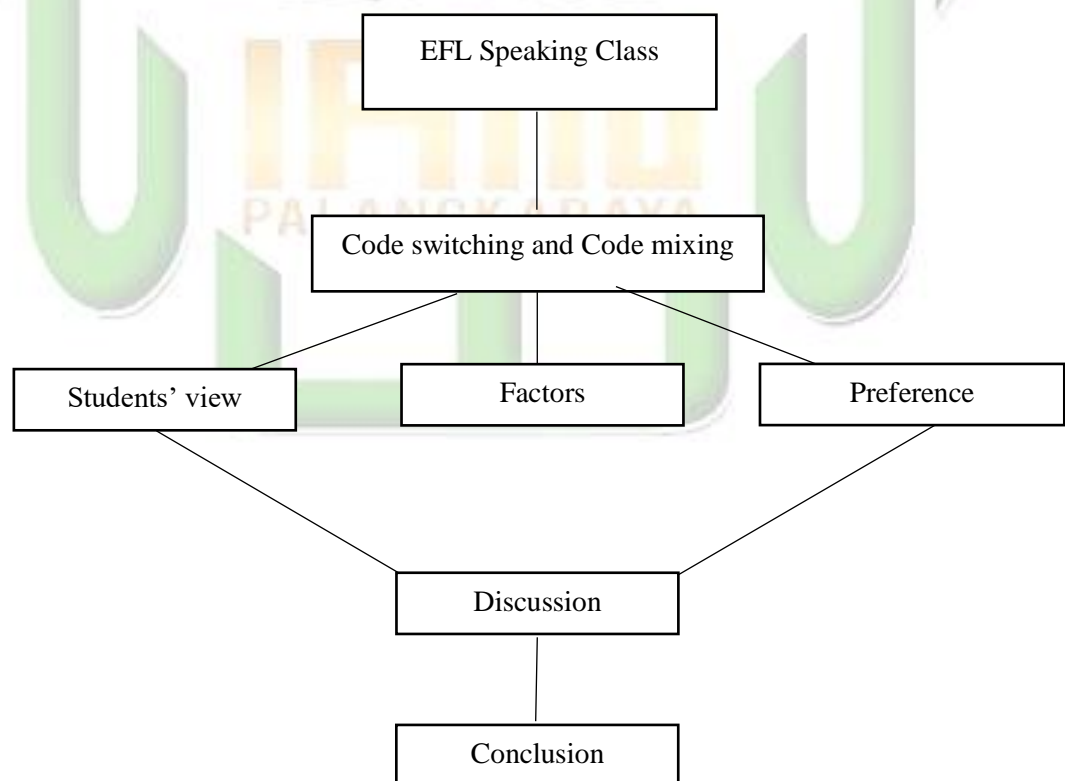### E. Theoretical Framework

The theoretical framework is as follow.

Figure 2.1 the Framework of Thinking

CHAPTER III

RESEARCH METHOD

In this chapter will discuss about Research Type, Research Design, Population and Sample, Research Instrument, Data Collection Procedure, and Data Analysis Procedure.

A. Research Design

The researcher used a qualitative descriptive method in this analysis because it would clarify the consistency of the object of the research being carried out, and it is also not possible to interpret the findings of this study in the form of statistics or numbers. Case study research is a type of experimental request that examines a contemporary wonder top to bottom and inside a genuine setting, through delineating the space of study to a solitary or few units (Farquhar et al. 2020). There are several reasons why the writer chose case study. The first, because qualitative does not focus on numbers or values in the measurement of variables. Second, qualitative research also does not test with statistical methods. Third, because it is an elaboration so that researchers are allowed to dig deeper into the object under study without relying on numerical measurements. In addition, the qualitative method is very suitable for this case because of its elaborative nature so that it can easily help researcher to dig deeper information about students view on the use of code switching and code mixing in public speaking class, factors the lecturer use code switching and code mixing, and types of code switching and code mixing used by the lecturer. So that later these findings can be a reference for the next generation, especially the scope of the IAIN Palangka Raya. The investigator asks participants large, general questions in

order to learn about this phenomenon, gathers the detailed views of participants in the form of words or pictures, and analyse the information for explanation and themes. The researcher interprets the interpretation of the information from this information, drawing on personal reflections and previous study. The final framework of the final report is versatile, and shows the biases and thoughts of the researcher (Creswell., 2012, p. 626). Fitrah & Luthfiyah (2017) stated that qualitative analysis is a research technique that uses informative data that can be observed in the form of written or oral words from individuals or actors.

B. Subject of Study

The subject of this study was the second year of English Education students of IAIN Palangka Raya who already take three of speaking courses. In this study, the researcher decided some characteristics of the informant, as follows:

1. Students of English Education,

2. A3 semester student (2nd year) of English education, and

3. Students who is taking public speaking course.

4. Lecture of public speaking course.

C. Source of Data

This study conducted at IAIN Palangka Raya. And the writer has determined to research the third semester of English Education students who was taking public speaking course. They were the source of data in this research to support the writer to answer some of the research problems.

D. Research Instrument

To realize and answer the research problem of this study, the writer will use interview and documentation to collect and get the data from the students about their perception of the use of code switching and code mixing on speaking class. In order for the research results to be stronger, the writer will make observations in the classroom during the public speaking course.

1. Observation

   According to Barrett and Twycross (2018) explained that participant and non-participant observation are powerful tools for collecting qualitative data, as they give nurse researchers an opportunity to capture a wide array of information such as verbal and non-verbal communication, actions, and environmental factors-within a care setting. Creswell (2012, p. 624) mentioned that observation is the process of gathering firsthand information by observing people and places at a research site. Observation is a qualitative research method that includes not only participant observation but also ethnography and field research. Multiple study sites are involved in the observational research design. Observational data can be used as supplementary or confirmatory research (Shazia Jamshed, 2014).

2. Interview

   In qualitative analysis, this is the most popular data collection format. According to Creswell (2012, p. 622) interview happens when researchers ask generic questions to one or more individuals and record their responses. The qualitative interview is a process in which procedures and expectations are

not only recorded, but also accomplished, questioned, and reinforced (Sazia Jamshed, 2014).

McGrath et al. (2019) the qualitative research interview is a viable and highly utilized data collection tool. In addition, the qualitative research interview is an effective data collection tool for a wide range of approaches used in medical education research. When it comes to qualitative interviews, however, many medical teachers and life science researchers face a steep learning curve, both in terms of new theory and new methods of inquiry and data collection.

In this study, the researcher conducted interviews with students and lecturers who were the subjects of this study.

a. Questions of Interview for Student

- Do you feel comfortable in learning public speaking when your lecturer delivers speaking? material using code switching and code mixing?

- Give your reasons why code switching and code mixing need to be done during learning?

- What do you think about lecturers who use code switching and code mixing in learning public speaking?

- What do you think if in every course the lecturer conveys material by means of code switching and code mixing?

- Do you agree that in every course the lecturer conveys the material by means of code switching and code mixing? If so, give your reasons!

- If the method is applied in all English-language courses on campus, what do you think? Why?

b. Questions of Interview for Lecturer

- What do you think if in every course the lecturer delivers material using code switching and code mixing?

- In learning, what is the main reason that requires you to use code switching and code mixing when communicating in class?

- Code mixing and code switching each have a type. What type do you usually use when learning speaking?

3. Documentation

Creswell (2012, p. 620) explained that documents can be a helpful source of information in qualitative research. Newspapers, minutes of meetings, personal notebooks, and letters are examples of public and private data obtained by qualitative researchers regarding a place or participants in a study. For a qualitative investigation, documents are a good source of text (word) data. They have the benefit of being in the language and words of the participants, who have typically given them careful consideration.

E. Data Collection Procedure

Data that has been gathered during the conduct of the study. The writer has to do several techniques to collect such data in order to get the reliable data. A significant step in research is the data collection method, since the purpose of the research is to obtain the data. In any environment, in any source, and in any way,

data collection can be done. In this study, writer used three ways to collect the data they are interview, questionnaires, and observation.

According to Kabir (2016) data collection is the method in which information on variables of interest is collected and calculated in a systematic fashion has been developed that allows one to answer specified research questions, to test assumptions, and evaluate performance.

To collect the data of students' perception on the use of code-switching, the writer does some steps as follow:

1. Observation

   According to Walshe et al (2011) observation as a technique of qualitative data collection is in many fields of research, particularly anthropology, where the ethnographic tradition of observation is strong, it is widely used. Observation in this study is the main data collection method than before. To strengthen the results of the data, interviews and documentations were included in this study.

2. Interview

   According to Rosaliza (2015) one of the most frequent methods of data collection in social science is interviewing. This approach is used when, for primary data purposes, the study subject (respondent) and the researcher are face to face in the process of collecting information. Furthermore, Mita Rosaliza state the steps to do an interview as follow:

   a. Realize a close bond and a strong friendship with the topic of research.

   b. Empathize with other topics of study.

c. By being an involved listener, he still shows an interest in the perspectives and views of the research subject.

d. A relaxed situation can be established and the study participants in the discussion feel comfortable.

e. Convince the research subject to the privacy of the interview.

3. Documentation

   According to Creswell (2011) because there are so many different sorts of papers, there are many different techniques for collecting them. Here are some criteria for document collection in qualitative research:

   a. Identify the types of documents that can provide useful information to answer the research question.

   b. Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for the research.

   c. Once are the documents are located, seek permission to use them from the appropriate individuals in charge of materials.

   d. Record information from the documents. This process can take several forms, including taking notes about the documents or, if possible, optically scanning them so a text (to word) file is created for each document.

F. Data Analysis Procedure

   The process of data analysis is the process of regularly monitoring and organizing interview transcripts, field notes and other materials so that the results of study can be viewed.

According to Rianda (2017:28) In terms of qualitative data analysis, "Data analysis is the method of systematically searching and arranging the transcripts of the interview, field notes, and other materials that you accumulate to increase your own understanding of them and to allow you to present to others what you have found." The next step is data processing after the data has been processed.

To analyse the data, the writer will through steps as follow:

1. Collecting Data

    Data collection is conducted to find out about data relevant to research issues. After conducting different data collection measures, the results of this research can be found.

2. Documentation and Identification

    The method of documenting data collected from research subjects is documentation. Then, the writer will classify these data after the reported data or the collected data is appropriate.

3. Classification

    Classification is the method of classifying all sufficient details on the basis of a Class. Category After answering all the questionnaires of the students, the researcher began to identify based on the response of the students from the questionnaire.

G. Data Endorsement

Data endorsement is a description of how the writer's process in obtaining the validity of the findings. In fact, other items are central to the validity and reliability of the research instrument. Trustworthiness and comprehension are the words used in qualitative validity and reliability studies (Jannah, 2017).

Therefore, in order for the findings to be valid data, the writer must actually provide the findings based on the truth that occurs in the field.

1. Credibility

Credibility relates to the veracity of the facts or the participant's perspectives, as well as the researcher's interpretation and portrayal of them (Polit & Beck, 2012). The researcher's credibility is increased by sharing his or her experiences as a researcher and validating the research findings with the participants (Cope, 2014).

a. Triangulation

Creswell (2012, p. 629) cited that triangulation is the process of correlating evidence from various persons (e.g., a principal and a student), categories of data (e.g., observational fieldnotes and interviews), or data collecting techniques (e.g., documents and interviews) in qualitative research descriptions and themes. Triangulation, a mathematical word, is a strategy used in research to enhance the design and boost the capacity to understand findings. Abdalla et al (2018) mentioned four forms of triangulation towards the end of the 1970s: (i) data triangulation; (ii) theoretical triangulation; (iii) researcher triangulation; and (iv) methodological triangulation.

Because in this study the researcher conducted observations, interviews, and documentation as data collection instruments, therefore in this case the researcher uses methodological triangulation to test the veracity of the data obtained. The employment of various approaches to gather more comprehensive and thorough data on a phenomenon is referred to as

methodological triangulation. It entails combining approaches such as interview and observation in order to gain a deeper understanding of a particular reality (Abdalla et al. 2018).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter present the research finding and discussion that have been collected based on the research instrument. And the writer observed students of English education third semester in Public Speaking: English Speech and Presentation course.

A. **Data Presentation**

In this chapter the writer would like to describe the data has been collected. The researcher observed the class during learning, conducted interview after completing the observation, and documented the process of carrying out the observation and interview. Interview data were collected online by conducting interviews through the WhatsApp social media application. The data was collected on Monday 20th of September, Monday 27th of September, Monday 4th of October 2021. In this research, the writer used 15 class A students and one lecture of public speaking course on the third semester of State Islamic Institute of Palangka Raya in academic year 2020/2021.

Table 4.1 Questions of Interview

Number	Questions for Student	Questions for Lecturer
1	Do you feel comfortable in learning public speaking when your lecturer delivers speaking? material using code switching	What do you think if in every course the lecturer delivers material using code switching and code mixing?

	and code mixing?	
2	Give your reasons why code switching and code mixing need to be done during learning?	In learning, what is the main reason that requires you to use code switching and code mixing when communicating in class?
3	What do you think about lecturers who use code switching and code mixing in learning public speaking?	Code mixing and code switching each have a type. What type do you usually use when learning speaking?
4	What do you think if in every course the lecturer conveys material by means of code switching and code mixing?	
5	Do you agree that in every course the lecturer conveys the material by means of code switching and code mixing? If so, give your reasons!	
6	If the method is applied in all English-language courses on campus, what do you think? Why?	

1. Students' response

LRD interviewed on October 4, 2021. *"(1) Yes. (2) In my opinion, English students who are not native English speakers need to do code switching and code mixing when it is really needed. For example, when there are some words or sentences that are not understood by students. (3) In my opinion, lecturers use code switching and code mixing to facilitate interaction and communication with students so that students do not feel nervous and are more confident because they fully understand what the lecturer is saying. (4) For the Public Speaking course, I think it would be better if the lecturers and students communicate fully using English. This is to improve students' public speaking skills and be more confident in speaking in English. (5) I agree to the use of code switching and code mixing in the English learning process. This method makes it easier for students to communicate and speak English better so that in the future when public speaking skills have increased, lecturers and students can carry out the learning process using only English. This of course will be achieved if lecturers and students work well together. Lecturers deliver learning and students learn correctly in order to develop public speaking skills. (6) I agree, but the use of this method is used temporarily. Then, it would be better if you fully use English so that the goal of learning English is achieved."*

MS interviewed on October 4, 2021. *"(1) Yes, because in my opinion it is like the habit of teaching a lecturer who knows that not all of his students can speak fluently. And not all of them mastered English*

properly. (2) Because, in my opinion, this method is able to make it easier for us to be able to understand the lesson correctly. (3) I think it's the right thing, because not all public speaking students already have a lot of basics and have mastered it, some of them actually take lessons to really learn, not train to become more trained. (4) In my opinion, very easy. (5) Yes, I agree, because it makes it easier and quite helpful for all students to be able to understand the meaning of what is said. (6) Strongly agree, because not all students who have English courses are all proficient. There needs to be such a method to at least make it easier for some students who are not proficient to understand."

NMY interviewed on October 4, 2021. *"(1) Yes. (2) Because the applications of code switching and code-mixing during learning can make it easier for students to understand the language being studied because learning does not fully use English. (3) I like the lecturer's way, because I am a student whose vocabulary is still very lacking, so when learning public speaking using full English, it becomes difficult for me to understand the material being explained. (4) I totally agree with the suggestion/statement. (5) I agree because with the implementation of code switching and code mixing in each course, students can be more familiar with English as well as increase their English vocabulary. (6) Yes, I agree, because: not all students fully understand the material explained when using the full English method, students will be able to*

better know the use of formal/informal sentences in learning English, etc."

S interviewed on October 4, 2021. *"(1) Yes. (2) In my opinion, code switching and code mixing are carried out depending on who, when, and where to speak, so for example in the Public Speaking class, code switching and code mixing need to be done to help students understand what they will learn more easily, increase vocabulary, and familiarize students with speaking the language. (3) In my opinion, lecturers really need to use code switching and code mixing to make it easier for students who are still not fully able to process/translate English quickly, because usually, there are some students whose vocabulary is still lacking a little. (4) I agree, the two codes, when used by lecturers, can improve students' foreign language skills. (5) Yes. Because of me it also helps improve my foreign language skills. (6) I agree, I think this method is better applied in the early semesters. Because when the method is applied, because at the initial stage, code switching and code mixing, as I have mentioned, make it easier for students to understand what they are learning. Only then, after a long time of applying it, it is better to start using this method less, so that over time students can also get used to speaking a foreign language completely."*

SI interviewed on October 4, 2021. *"(1)Yes feel comfortable. (2) Code switching and code mixing need to be done during learning*

because this code helps the learning process so that students can easily understand what is being conveyed. (3) In my opinion, if the lecturers who carry out learning using these two codes make it much easier for students to understand the material. (4) I think it would be better if all courses used these two codes because it would be easy to understand the material. (5) Agree, because this code makes it easier for students to understand the material. (6) Agree, because if everyone uses these two codes it will be easy for students to understand the material."

DJ interviewed on October 4, 2021. *"(1) Yes, I feel comfortable. (2) The reason for using code switching and code mixing in learning is because the two codes are very helpful in the teaching and learning process, so that students can easily understand what is being conveyed. (3) In my opinion, if the lecturers carry out learning using these two codes, the teaching and learning process will be much easier. (4) In my opinion, it would be better if all courses used these two codes. (5) Agree, because this code makes it easier for students to understand the material. (6) Agree, because it would be better if all courses used these two codes. Because it makes it easier for students to understand the material and the teaching and learning process becomes easier."*

SH interviewed on October 4, 2021. *"(1) Yes, I feel comfortable in learning public speaking when the lecturer delivers material with code switching and code mixing. (2) Using code switching and code mixing in learning in my opinion is very necessary, because in order to make it*

easier for students to understand what material is conveyed and also by using the two codes students can understand what is conveyed in two languages, namely Indonesian and English. (3) In my opinion, lecturers who use code switching and code mixing tend to understand what is being conveyed better, because there are students who still do not understand some of the vocabulary, so when there are lecturers who use full English in delivering material, there are still many students who do not understand what delivered. (4) In my opinion, it would be better if each lecturer course delivered the material by code switching and code mixing. (5) Yes, because this method is needed to practice understanding. (6) Agree, so that the courses delivered are easier to understand."

PA interviewed on October 4, 2021. *"(1) Yes, I feel comfortable. (2) Because my English is still not good, so using a language that is mixed with English-Indonesian will make me understand better. (3) In my opinion it is very appropriate, because even though the English department still prioritizes Indonesian, namely as a local language. (4) I think it's better to use code switching and code mixing. (5) Because it helps me to understand better because right now my English is still not very good. (6) Hmm... in my opinion it's good to use code switching and code mixing but for some English courses only, the rest or some courses can use full English with the aim of practicing English skills."*

NIS interviewed on October 5, 2021. *"(1) I feel very comfortable in learning public speaking when the lecturer delivers speaking material using code switching and code mixing. (2) Maybe that kind of learning is very necessary, even in my opinion it is really necessary because on the one hand not all students can digest and understand if for example the lecturer or teacher uses full English, maybe there are some students who do not understand the material, they do not understand the material, so learning is very necessary using physical conditions and code mixing, the aim is to make it easier for students to understand what is conveyed by the speaker or lecturer, the language is Indonesian and English. (3) In my opinion, such a lecturer is a good lecturer and can understand the character of the students, and the most important thing is that the lecturer is not too selfish. it's good to use full English when learning, but on the one hand, if full English students mostly think about what the lecturer is talking about. So, it's better to use two languages in learning to make it easier for students and expedite the learning process so that lecturers succeed in delivering learning because students understand the material presented. (4) It's a good thing and it's better if every lecturer's course is delivered in that way. And maybe occasionally use full English to improve students' abilities. (5) Yes. because this method is needed to train students' understanding and abilities. (6) Agree. so that the material presented is clearly conveyed and understood by students."*

MA interviewed on October 6, 2021. *"(1) When learning public speaking English speech and presentation, when the lecturer explains the material, I feel comfortable using code switching and code mixing. But I prefer to use code mixing. (2) Code switching and code mixing need to be done when learning public speaking English speech and presentation so that conversation or communication can continue well. (3) My opinion about lecturers who use code switching and code mixing in the conversation so that students can easily understand the material described and delivered can be easily understood and understood, especially if it is delivered with code mixing, it is easier for me to understand and understand. When explaining it in English and Indonesian it really helped me. (4) In my opinion, every lecturer subject is obliged to deliver with code switching and code mixing so that students are able to understand and understand the material that has been conveyed so that the information conveyed by the lecturer can be understood by students. (5) I really agree with code switching and code mixing because it is very helpful and makes it easier for me to understand the material presented by the lecturer because code switching and code mixing are very effective in helping me understand the material presented by the lecturer. (6) I really agree because code switching and code mixing must be implemented and absolutely mandatory because through code switching and code mixing, the*

material presented by the lecturer can be well received by students so that the learning process can run well."

AAF interviewed on October 7, 2021. *"(1) Yes, because I can understand what is being said. (2) Same as my first reason, because the application of code switching and mixing during learning can make it easier for students to understand what is being conveyed because they are not stuck in using English. We also know that not all of them can use English, so the use of the code is very influential on the listener's understanding. (3) I like the lecturer's way, because I am a student whose vocabulary is still very lacking in language, so when learning public speaking using full English, it becomes difficult for me to understand the material being explained. With lecturers who apply code mixing, students like me are able to focus and understand what is being conveyed better. (4) I strongly agree with this, as I have stated in my previous statement. (5) I agree with this, because with the implementation of code switching and code mixing in each course, students can understand more easily and at the same time students can add new vocabulary in the application of English. (6) Yes, I agree, because not all students fully understand the material explained when using the full English method, students will be able to know more about the use of formal/informal sentences in learning English, and can add insight in English as well and so on."*

NFJ interviewed on October 7, 2021. *"(1) Personally, sometimes I feel comfortable and easy. (2) Because when the lecturer uses switching, it sometimes makes me want to increase the vocabulary spoken by the lecturer. but on the other hand, I also don't understand if the lecturer is full switching, maybe because I have poor vocabulary or translate case words or vocabulary that has the same sound which makes it difficult for me to understand what the lecturer says. And the second reason I feel comfortable with code mixing is because, the first is to improve and increase vocabulary, the second is to facilitate language, and the third is easy to understand the meaning of the lecturer's speech. because when the lecturer is full English, there must be many who don't understand what the lecturer is saying. (3) In my opinion, if the lecturer uses switching, it will make it difficult for students, even though the student (me) is from the TBI study program itself. However, the lecturer said that there would be a lot of new vocabulary or vocabulary that was foreign to me, who lacked vocabulary mastery. On the other hand, I agree and feel comfortable with lecturers who use code mixing. This allows me to understand the meaning of the lecturer's conversation or the material presented. (4) If the lecturer uses code switching, I think it will be very difficult, although not all of them. Meanwhile, if the lecturer uses code mixing in my opinion, I find it easier to understand the meaning of the lecturer's explanation. (5) Agree, because if the lecturer uses code switching, it will seem boring for those who do not understand*

the lecturer's explanation. (6) I do not agree because, it must be very complicated and difficult. Because for example, if everyone uses English, there will be more foreign vocabulary or foreign vocabulary will appear to explain the material in each course. For example, such as mathematics, biology, and physics. It will definitely complicate the understanding of those who have special study programs such as TBG, or TFS. So, I don't agree."

ARH interviewed on October 9, 2021. *"(1) Yes, I feel comfortable. (2) In my opinion, code switching and mixing is necessary because it makes it easier to convey the meaning of the explanation in which the main language is not the mother tongue. (3) Very interesting. Of course, it makes it easier for students to understand the material given. (4) Agree, because in addition to making students more aware of meaning, students also learn to understand in 2 languages at once. (5) Strongly agree, because it makes it easier for TD students to capture the material. Because if you only explain in one language, and that language is also not your mother tongue, it is feared that students who do not understand the meaning of each vocabulary will be lazy to listen and will not understand the meaning of the meaning of the material conveyed. (6) Yes, agreed. Same reason. Because this can make it easier for students to understand, improve understanding and concentration in two languages."*

RNR interviewed on October 10, 2021. *"(1) Yes, I feel comfortable when teaching public speaking, the lecturer delivers the material by doing code switching and code mixing. (2) Using code switching and code mixing in the learning process in my opinion is very necessary, because in order to make it easier for students to understand what material is being delivered at that time and also, by using the two codes students can understand what is conveyed through two languages, namely Indonesian and English. If a teacher only uses English in teaching, I think almost 75% of the students do not understand the topic being conveyed, therefore this method is very helpful for students to understand lessons, especially lessons that use English. (3) In my opinion, lecturers who use code switching and code mixing tend to understand what is being conveyed better, students will feel enthusiastic in learning, because many students are still lacking in vocabulary, so when there are lecturers who use full English in delivering student material Instead, they are lazy to listen and choose to lie down and ask a friend who is already a pro rather than listening to the explanation from the lecturer. (4) In my opinion, lecturers should apply this method at every meeting, especially in the first semester, students who enter the TBI department are not 100% able to understand English, they enter this department and want to learn, if from the first semester the lecturer has taught using full English, right? messed up, why? Yes, because I don't understand, everything needs a process, it can't be done directly,*

that's all. (5) I strongly agree, yes, because I think this method is more effective in increasing student understanding. (6) Agree, so that students can better understand the material presented, students understand that lecturers who teach are also comfortable because usually lecturers who teach full English ask students Any Question? Everyone will be silent (the one who answers the most legend in the class), why is it because they don't understand the material from the beginning, the cool lecturer himself explains, if it is interspersed with code switching and code mixing, God willing, the class will be crowded and students will actively ask questions."

TH interviewed on October 10, 2021. *"(1) Yes I am comfortable. (2) Because the application of code switching and code mixing during learning can make it easier for students to understand the language being studied because learning does not use English entirely. (3) I like the lecturer's way, because I am a student whose vocabulary is still very lacking, so when learning public speaking using full English, it becomes difficult for me to understand the material being explained. (4) I totally agree with the suggestion/statement. (5) I agree because with the implementation of code switching and code mixing in each course, students can be more familiar with English as well as increase their English vocabulary. (6) Yes, I agree, because not all students fully understand the material explained when using the full English method,*

and students can better know the use of formal/informal sentences in learning."

2. Lecturer response

AAM as the lecturer in the public speaking course gave his brief response when interviewed on October 15, 2021. *"(1) I personally don't mind about it. What might need to be considered is the ratio. Maybe around 70% or 80% in English, and the rest in Indonesian. (2) The main reason I use CS / CM is to make sure what I say / explain can be understood. (3) In using CS/CM I never pay attention or determine what type I use."*

B. Research Findings

In this part the researcher explained the results of research. In explaining the results of the research, the researcher used two steps. The first, the researcher explain the results of the interviews from the students' views about code switching and code mixing. The second, the researcher explain the results of the interview from the opinion of the lecture on point number 2 and 3.

1. Students view on the use of code switching and code mixing in public speaking course

There were six questions addressed to the correspondent. Dealing with question number 1 *"Do you feel comfortable in learning public speaking when the lecturer delivering material use code switching and code mixing?"*. Respondents gave various respond of this question, student A said *"When learning public speaking English speech and presentation, when the lecturer*

explains the material, I feel comfortable using code switching and code mixing. But I prefer to use code mixing" (October 6, 2021). Student B said *"Yes, because I can understand what is being said"* (October 7, 2021). Student C said *"Personally, sometimes I feel comfortable and easy"* (October 7, 2021).

Question number 2, *"Give your reasons why code switching and code mixing need to be done during learning?"*. Respondents gave various answer of this question. Student A answered *"In my opinion, English students who are not native English speakers need to do code switching and code mixing when it is really needed. For example, when there are some words or sentences that are not understood by students"* (October 4, 2021). Student B answered *"Because, in my opinion, this method is able to make it easier for us to be able to understand the lesson correctly"* (October 4, 2021). Student C answered *"Because the application of code switching and code mixing during learning can make it easier for students to understand the language being studied because learning does not fully use English"* (October 4, 2021).

Question number 3, *"What do you think about lecturers who use code switching and code mixing in learning public speaking?"*. Respondents have various response to this question. Student A said *"In my opinion, lecturers really need to use code switching and code mixing to make it easier for students who are still not fully able to process/translate English quickly, because usually, there are some students whose vocabulary is still lacking a little"* (October 4, 2021). Student B said *"In my opinion, if the lecturers who*

carry out learning using these two codes make it much easier for students to understand the material" (October 4, 2021). Student C said *"In my opinion, lecturers who use code switching and code mixing tend to understand what is being conveyed better, because there are students who still do not understand some of the vocabulary, so when there are lecturers who use full English in delivering material, there are still many students who do not understand what delivered"* (October 4, 2021).

Question number 4, *"What do you think if in every course the lecturer conveys material by means of code switching and code mixing?"*. Respondents gave various response to this question. Student A said *"It's a good thing and it's better if every lecturer's course is delivered in that way. and maybe occasionally use full English to improve students' abilities"* (October 5, 2021). Student B said *"In my opinion, every lecturer subject is obliged to deliver with code switching and code mixing so that students are able to understand and understand the material that has been conveyed so that the information conveyed by the lecturer can be understood by students"* (October 6, 2021). Student C said *"In my opinion, lecturers should apply this method at every meeting, especially in the first semester, students who enter the TBI department are not 100% able to understand English, they enter this department and want to learn, if from the first semester the lecturer has taught using full English, right? messed up, why? Yes, because I don't understand, everything needs a process, it can't be done directly, that's all"* (October 10, 2021).

Question number 5, *"Do you agree with the previous statement? If so, give your reasons!"*. Respondents gave various response to this question. Student A said *"Strongly agree, because it makes it easier for the students to capture the material. Because if you only explain in one language, and that language is also not your mother tongue, it is feared that students who do not understand the meaning of each vocabulary will be lazy to listen and will not understand the meaning of the meaning of the material conveyed"* (October 9, 2021). Student B said *"I agree because with the implementation of code switching and code mixing in each course, students can be more familiar with English as well as increase their English vocabulary"* (October 10, 2021). Student C said *"I agree with this, because with the implementation of code switching and code mixing in each course, students can understand more easily and at the same time students can add new vocabulary in the application of English"* (October 7, 2021).

Question number 6, *"If the method is applied in all English-language courses on campus, do you agree? Why?"*. Respondent gave various response to this question. Student A said *"I agree, I think this method is better applied in the early semesters. Because when the method is applied, because at the initial stage, code switching and code mixing, as I have mentioned, make it easier for students to understand what they are learning. Only then, after a long time of applying it, it is better to start using this method less, so that over time students can also get used to speaking a foreign language completely"* (October 4, 2021). Student B said *"I really agree because code switching and*

code mixing must be implemented and absolutely mandatory because through code switching and code mixing, the material presented by the lecturer can be well received by students so that the learning process can run well" (October 6, 2021). Student C said *"Yes, I agree, because, not all students fully understand the material explained when using the full English method, students will be able to know more about the use of formal/informal sentences in learning English, can add insight in English as well and so on"* (October 7, 2021).

a. *Students' response and feelings about lecturers who use code switching and code mixing when delivering material*

  According to the interview, all of the respondents said that they feel comfortable with the use of code switching and code mixing, it makes they understand the material easier during learning. Melania said that it had become a habit of lecturers in teaching. She said *"because in my opinion it is like the habit of teaching a lecturer who knows that not all of his students can speak fluently. And not all of them mastered English properly"* (Interviewed on October 4, 2021).

b. The reasons why code switching and code mixing should be done during learning

  Based on the results of interview with students, all informants said agree and comfortable during learning when the lecture explaining use of the two methods (CS & CM), but there was also who said it would better if lecturers and students use English fully when communicating, such as an interview with Lavenia. She said *"In my opinion, English students who are not native English speakers need to do code switching and code mixing when it is really needed. For example, when there are some*

words or sentences that are not understood by students" (Interviewed on October 4, 2021). According to Saadah *"In my opinion, code switching and code mixing are carried out depending on who, when, and where to speak, so for example in the Public Speaking class, code switching and code mixing need to be done to help students understand what they will learn more easily, increase vocabulary, and familiarize students with speaking the language"*. (Interviewed on October 4, 2021)

c. Students opinion about code switching and code mixing in public speaking course

According to the results of the interview, all of the students said they like delivery methods like code switching and code mixing. According to them, it will make the lesson easy to understand, make students more enthusiastic about participating in learning, and also really help students who have weaknesses in English vocabulary. Raisha said that *"Lecturers who use code switching and code mixing tend to understand what is being conveyed better, students will feel enthusiastic in learning, because many students are still lacking in vocabulary, so when there are lecturers who use full English in delivering student material Instead, they are lazy to listen and choose to lie down and ask a friend who is already a pro rather than listening to the explanation from the lecturer"*. (Interviewed on October 10, 2021)

d. Students opinion about code switching and code mixing in every course

Based on the interview, students strongly agree if code switching and code mixing are applied in every English course. They think that by applying the methods (CS & CM), they can easily understand the lesson, and they also say that not all students of English study program are able to understand everything that is conveyed by the lecturer, especially students other than English study program. Raisha said that *"The lecturers should apply this method at every meeting, especially in the first semester, students who enter the TBI department are not 100% able to understand English, they enter this department and want to learn, if*

from the first semester the lecturer has taught using full English, right? messed up, why? Yes, because I don't understand, everything needs a process, it can't be done directly". (Interviewed on October 10, 2021)

e. Students reason about the applying of code switching and code mixing in every course

According to the interview, students said that using code switching and code mixing would be more effective in delivering material. There are also those who add that students will easily understand and at the same time students can learn and add new vocabularies. Lavenia said *"agree to the use of code switching and code mixing in the English learning process. This method makes it easier for students to communicate and speak English better so that in the future when public speaking skills have increased, lecturers and students can carry out the learning process using only English. This of course will be achieved if lecturers and students work well together. Lecturers deliver learning and students learn correctly in order to develop public speaking skills."* (Interviewed on October 4, 2021)

f. Students reason on the application of code switching and code mixing in every course at IAIN Palangka Raya

According to the interview, all students agree with the use of code switching and code mixing in every course at campus, especially for early semester students. As we know that new students have different backgrounds, some even have never studied grammar for specific at school. As interview with Mutia on October 4, 2021. She said that *"I really agree, because code switching and code mixing must be implemented and absolutely mandatory because through code switching and code mixing, the material presented by the lecturer can be well received by students so that the learning process can run well".*

Based on data obtained from interview, it was concluded that code switching and code mixing was very influential in learning especially public

speaking. These code was very helpful in understanding English fully, so that there was no misunderstanding in receiving material from the lecturer, and so that the learning process can run well and the learning materials can be accepted by students perfectly.

2. **Factors cause lecturers use code switching and code mixing**

Based on the observation, the researcher saw that students' communication with the lecture was not going well, so that sometimes the lecture switches his language to Indonesian or translate what was just said. There were three questions that addressed to the lecture. Dealing with question number 1 *"What do you think if in every course the lecturer delivers material using code switching and code mixing?"*. The lecture gave his response to the first question, he said that *"I personally don't mind about it. What might need to be considered is the ratio. Maybe around 70% or 80% in English, and the rest in Indonesian"*. Question number 2, *"In learning, what is the main reason that requires you to use code switching and code mixing when communicating in class?"*. The lecture gave his response to the second question, he said that *"The main reason I use CS / CM is to make sure what I say / explain can be understood, so that learning becomes easy to understand and can be well received by students"*. Question number 3, *"Code mixing and code switching each have a type. What type do you usually use when learning speaking?"*. The lecture gave his response that *"During teaching I have not learned about this, therefore in using CS/CM I never pay attention or determine what type I use"*.

From the perspective of students, code switching and code mixing needs to be done during learning. This can be proven by the statements of students during the following interviews. Student A said *"In my opinion, English students who are not native English speakers need to do code switching and code mixing when it is really needed. For example, when there are some words or sentences that are not understood by students"* (October 4, 2021). Student B said *"In my opinion, code switching and code mixing are carried out depending on who, when, and where to speak, so for example in the Public Speaking class, code switching and code mixing need to be done to help students understand what they will learn more easily, increase vocabulary, and familiarize students with speaking the language"* (October 4, 2021). Student C said *"Maybe that kind of learning is very necessary, even in my opinion it is really necessary because on the one hand not all students can digest and understand if for example the lecturer or teacher uses full English, maybe there are some students who do not understand the material, they do not understand the material, so learning is very necessary using physical code switching and code mixing, the aim is to make it easier for students to understand what is conveyed by the speaker or lecturer, the language is Indonesian and English"* (October 5, 2021).

It was concluded that there were several factors caused code switching and code mixing to be carried out in public speaking class, the factors were:

1. Avoid misunderstanding when delivering material.

2. To make sure the student understood what he talking about.

3. To make the learning process be easier, make students able to receive learning materials well.

3. Types of code switching and code mixing used by lecturer in public speaking class

Based on data documentation, in the audio recorded during the observation some time ago, the communication between the lecturer and students was quite good. Code switching and code mixing are very minimally used when studying in class, but the researcher still found what types are used by lecturer during learning.

Table 4.1 Code Switching and Code Mixing in Public Speaking Class

Context	Interaction	Information
When the lecture asks the student to read a conversation.	Lecture: "M Rafli? M Rafli *nggak ada*? Where is he?	Code Switching/Intra Sentential
	Lecture: "Indah Lestari? Hallo Indah Lestari? …Indah Lestari *telah keluar dari rapat*."	Code Switching/Inter Sentential
	Lecture: "Bagus Ageman?" Std: "Yes, sir." Lecture: "*Ya*, Bagus. Please give your response on my question before!..."	Code Switching/Emblematic
	Lecture: "Raisa?" Std: "Yes, sir." Lecture: "*Ya*, Raisa. How about you?"	Code Switching/Emblematic

a. *Intra Sentential / Code Switching*

This type of code switching happens when words or phrases from another language are added into a sentence written in the native language (Puspawati, 2018).

b. *Inter Sentential / Code Switching*

Paramitha et al (2021) stated that inter sentential code switching is described as a transition between sentence boundaries, where one sentence is in one language and another in another.

c. *Emblematic (Tag Switching) / Code Switching*

In this type of code switching, tags, exclamations, and certain predetermined words in one language are placed into an utterance (Ibar, et al. 2021).

Based on observation, interview, and data documentation, the finding revealed that:

1. Code switching and code mixing occurred when was absent and during learning.

2. The types used by lecturer only code switching, they are intra sentential, inter sentential, and emblematic. Because the lecturer never used code mixing during teaching. And this phenomenon occurred when the lecturer called students' name (absent) and translated what was just said.

C. Discussion

This research is focus on how students' view on the use of code switching and code mixing in public speaking class, the factors the lecturer use

code switching and code mixing, and types of code switching and code mixing used by lecturer.

1. **Students View on The Use of Code Switching and Code Mixing**

The first finding was in line with Yana et al. (2019) that the usage of Indonesian language aids them in learning English, whereas the others are unconvinced by the notion. This explains how code switching from Indonesian to English or vice versa aids pupils in learning English. In one hand, the majority of students agree when the use of Indonesian language by the teacher in English classroom helps them learn English easily (Paramitha et al., 2021). Moreover, Usman and Abdulloh (2021) cited that It states that code switching is possible students to improve their communicative competence. This is due to the fact that code switching allows students to easily generate and choose the easiest word understood by the interlocutor, namely in informal communication using a mother tongue or foreign language. To strengthen this finding of this study, the researcher adds theories or findings from previous researchers.

Talpur et al. (2021) found that In English language teaching and learning, code switching is critical. Engineering students in Pakistan have a positive attitude toward ESL/EFL teachers changing the language code in the classroom from English (L2) to Sindhi (L1). Teachers' code switching is viewed by engineering students as a pedagogical strategy that facilitates their learning process more effectively.

Perlina and Taman (2021) found that code switching and/or code mixing are common phenomena used by teachers in classroom communication and that these practices are viewed positively by most students. Positive evaluation when students feel that practicing code conversion and/or code mixing can help them better understand the lessons. They added, that transcoding offers certain advantages, e.g. facilitating student understanding, especially when dealing with new terms they have not heard or are unfamiliar with, encourage students to participate in the teaching and learning process, create a good atmosphere or communicate effectively, etc.

Ipan Dwi Nata (2021) mentioned that student think the use of code mixing and code switching is needed to explain complex content, identify new vocabulary, practice translations and provide instructions if the teacher mixes his language (Indonesian and English), to explain the content they will learn easily, the use of codemixing is useful and the seventy-two percent (72%) of the students claim that teachers have to use code mixing and code switching during the learning process.

Paramitha et al. (2021) concluded that awareness of students on code switching and code mixing used by class English teachers, most students bring their agreed ideas if history using the Indonesian language of the teacher in the English class helps them learn English easily.

Asrifan and Syahrir (2021) found that The students' preference for the use of code mixing and switching in the students' learning achievement

consists of two main points: (1) the use of code mixing and switching convinces positive attitude and positive role to the students' preference for the use of code mixing and switching in learning outcomes and (2) the use of code mixing and switching in the learning process boosting the students' score in learning Biology.

Abdullah and Usman (2021) found that in informal communication using a native or foreign language, code switching enables students to quickly produce and choose a word that is most clearly understandable to the interlocutors. In addition, some people find code-switching and code-mixing to be positive, while others find it to be neutral or negative. Positive respondents agreed that code-switching and mixing allow for a natural conversation free of misunderstandings. Moreover, both code-switching and mixing help students improve their English proficiency by allowing them to learn new words. Meanwhile, negative respondents believe that code-switching and mixing reduces understanding and may cause some confusion in comprehending the interlocutor's utterances.

Student agreed or had a positive opinion of the use of code-switching in the English classroom because it could motivate them to learn English. Furthermore, there were several benefits to using code-switching in the English classroom, such as allowing students to easily understand the material, assisting them in increasing new vocabulary, assisting them in learning English faster, assisting them in understanding every sentence in English, assisting them in taking the main point of the learning, assisting them in avoiding

confusion, and assisting them in feeling comfortable and confident in learning English (Yana and Nugraha, 2019).

Using code-switching and code-mixing in the classroom is to facilitate understanding with the English teacher and to clarify the learning conveyed by the lecturer during the lesson (Kultsum and Syamsudin, 2021).

Paramitha et al, (2021) concluded that the majority of students gave their ideas agreed if the teacher's use of Indonesian language in English classroom helps them learn English easily.

Helmie et al, (2020) found some students' reasons for code mixing in their performances are listed below. The first is the difficulty in using English to explain the material in their performance. The second step is to make the material as clear as possible. The third is to make it easier to understand.

2. Factors the Lecturer use Code Switching and Code Mixing

The second finding was in line with Maulidiyah (2019) that the teacher spoke in English for the first few lines, then shifted or blended his/her utterances into Indonesian language for the next few sentences. The teacher wanted to ensure that the pupils understood the purpose of the exercise throughout the discussion. This element might cause students' or teachers' statements in an English classroom interaction. Teachers' motives for classroom code-switching behaviors were discovered to include a lack of students' language competency, maintaining classroom control, and preserving solidarity with pupils (Bonyadi and Kalyanagh, 2021). In the other hand,

discovered several causes why the teacher used code switching and code mixing in his teaching session, including: (1) the teacher uses code switching and code mixing because students' English abilities vary, and (2) the teacher uses code switching and code mixing as a strategy in teaching English. As a result, the instructor wishes to make his statements more apparent when providing explanation so that the pupils may grasp the information (Paramitha et al., 2021). As stated by Akhmad Ali Mirza as the informant in this research. He said that *"...the main factor I use CS / CM is to make sure what I say / explain can be understood."* (October 15, 2021). That statement was in accordance with Paramitha et al (2021) that the teacher wants to clarify his speech when giving an explanation so that students can understand the material. This also in line with Perlina and Taman (2021) that the reasons for code switching performed by bilingual or multilingual speakers are as follows. (1) Talking about a particular topic. (2) Quoting somebody else. (3) Being emphatic about something (4) Interjection (Inserting sentence fillers or sentence connectors). (5) Repetition used for clarification or reiteration. (6) Intention of clarifying the speech content for interlocutor. Other reasons for the instructor to mix and match words or phrases are to provide particular examples and information to the pupils. They may receive and offer information in their mother tongue or native language. Many instructors today study multiple languages, including their native tongue and a second language. In our daily lives, however, we communicate for a variety of reasons, some of which are personal, while others are about sharing information or seeking

practical outcomes. In terms of classroom engagement, the instructor will mix and switch his concepts by speaking for a variety of purposes, including ensuring that the pupils comprehend and reducing their disparities (Asrifan, 2021). Moreover, Kultsum and Syamsudin (2021) stated that the reason teachers use code switching and code mixing is to clarify something that students do not understand when the teacher speaks English and the English teacher does code switching for some reason to facilitate communication between the teacher and students. To strengthen this finding of this study, the researcher adds theories or findings from previous researchers.

Fadilah and Astutik (2019) found some factors that cause them to use code mixing and code switching are when the lecturer discovers that the students do not understand and cannot grasp what he is saying, and when the students lack vocabulary and English knowledge, are afraid of being incorrect in using English, and are not used to speaking only in English.

Asrifan and Syahrir (2021) found three reasons why teacher use code switching and code mixing in teaching namely: to give clear explanations to the students, to make the students easy to understand, and to bring the teacher and the students closer together. The teacher used code switching in the teaching English process for three reasons: clarification, interjection, and quoting someone else. Other reasons for the teacher's use of code switching were to help learners understand delivered by the teacher and to develop students' language skills such as listening and speaking (Ismi Darlina, 2021)

Diyanti and Heriansyah (2021) the lecturers used code mixing in the classroom for nearly identical reasons. They intend to clarify the content of the speech for the interlocutor. The students were the interlocutor in this case. As previously stated, when the teachers explained the material in full English, the students did not understand what they said. As a result, the lecturers used code mixing, which helped students understand the material in a clearer and less confusing manner. Furthermore, in order for the students to have a better understanding of the materials, one of the teachers even combined the class instruction with Acehnese, which was the mother tongue of the majority of the students.

Bonyadi et al. (2021) The reasons for teachers' classroom code-switching practices were discovered to be a lack of students' linguistic proficiency, maintaining classroom management, and maintaining solidarity with students.

Girsang and Saragih (2021) found the teacher mixed and changed languages because students did not understand. The students seemed confused about what they were saying. the social factors above tell us that someone is mixing and changing languages and is influenced by participants and situations.

Odhiambo (2021) mentioned that code switching between the English language and the Kiswahili language is common in English lessons with a clear purpose. Teachers switch from English to Kiswahili whenever they feel a lack

of student engagement. Although some students agree that the code change improves their understanding of the subject, others disagree because it shows a failure of the English language.

Ipan Dwi Nata (2021) found the reasons why teacher use code switching method in teaching and learning English, they are because: students have low level of English, make jokes, are comfortable and have habits. The teachers tend to decipher rather than code because they have good English skills.

Some reasons why code conversion and mixing code occur in teachers' statements, they have; (1) Teachers use code switching and code mixing because the student's ability to English is different, (2) teachers also use code switching and code mixing as a strategy in 'teaching English, (3) The teacher uses the code switching and code mixing to convert and mix the code as it depends on the material, (4) the teacher uses code switching and code mixing to develop students during the learning process (Paramitha etal., 2021)

Kultsum and Syamsudin (2021) conclude that teachers use code switching and code mixing to facilitate communication in class and to clarify something that students do not understand when delivering learning in class.

According to Younas et al (2020), that adaptability in terms of code-switching contributes in successful knowledge transfer. Teachers should use CS in the classroom as a tool to help students understand the technical and ambiguous sections of an ESL lesson. Furthermore, it encourages positive

outcomes among students and fosters a welcoming environment in the classroom.

Fanani and Ma'u (2018) found the use of code-switching in the English learning process is motivated by three factors: (a) quoting texts, (b) clarifying intention, and (c) instructing students. While the use of code-mixing in the English learning process is motivated by three factors: (a) conversation habit (the influence of the first and second languages); (b) the absence of or difficulty in locating established equivalence; and (c) the impression of being modern.

Kumbahar (2020) argued that many ELT practitioners view it negatively because they believe that code-mixing and code-switching can never be beneficial in a foreign language teaching-learning situation. Using these issues in ELT implies that the lecturer is lazy and incompetent in the native tongue (English). Even they claim that mixing and switching code degrades a language's purity. Essentially, these ideas are the result of a puristic attitude combined with the use of a bilingual language paradigm. However, these kinds of ideas distort and diminish many aspects of multilingual behaviour. Furthermore, according to recent research, code-mixing and code-switching serve important socio-cultural and textual functions as an expression of certain types of complex personalities and communities. They are versatile and appropriate vehicles, particularly for multicultural communication. They have undoubtedly broadened the scope of communicative possibilities. Finally,

the question of code mixing and switching in ELT should not be underutilized or overutilized, but should be used properly.

Paramitha et al, (2021) concluded that code switching and code mixing occur in teachers' utterances for several reasons, including: (1) the teacher uses code switching and code mixing because students' English abilities differ, (2) the teacher also uses code switching and code mixing as a strategy in teaching English, (3) The teacher uses code switching and code mixing because it refers on the materials; and (4) the teacher uses code switching and code mixing to keep the students' attention on the learning process.

The teacher uses code switching in class to clarify meaning and efficiently transfer knowledge to students. However, it should be noted that in the long run, when students interact with native speakers of the target language, code switching may be a barrier that prevents mutual intelligibility (F. A. Ansar, 2017).

There was a clear meaning, gain extra attention, the student english, and the students' proficiency. Because of limited ability and student proficiency in English, the lecturers and students used code switching to make clear an utterance during the teaching and learning process (Novitasari and Mardiana, 2020).

Chowdhury (2013) found that the reasons for code switching by teachers can vary depending on the lesson topic, teaching experience, and the students' level and background. Code switching has the potential to improve

comprehension and to engage and cohere the entire classroom population in the lesson.

3. Types of Code Switching and Code Mixing Used by Lecturer

The third finding was in accordance with Novitasari and Mardiana (2020) that in lecturer utterance the researcher found some types of code switching as follows: (a) *Intra Sentential / Code Switching.* (b) *Inter Sentential / Code Switching.* (c) *Emblematic / Code Switching.* In addition, in the lecturer utterance was found that the most type that used was *Emblematic (Tag Switching).* This result was almost the same with Hanafiah et al., (2021) that the data supports intra-sentential, inter-sentential, and tag switching. The dominating kind is then intra-sentential switching. Moreover, the majority of participating instructors stated that the primary reasons for code-switching were the learners' lack of language competency and the need to retain sympathy with their students. When asked about the primary reason for classroom code switching, one of the teachers stated*: "I have to switch my code first because in some cases students have not enough proficiency and I have to expend so much time to make them comprehend the new material by using other techniques such as Total Physical Response, so I find it better and time saving to switch my code". (Lack of proficiency) "My other reason to do code-switching is the need to have friendly relationship with some of the students".* During tasks such as discussing classroom management norms, teaching new vocabulary, and teaching new grammatical items, teachers conducted code switching in intra-sentential and inter-sentential kinds

(Bonyadi and Kalyanagh, 2021). To strengthen this finding of this study, the researcher adds theories or findings from previous researchers.

The teacher used three types of code switching, namely intra-sentential switching, inter-sentential switching, and tag-switching, with intra-sentential switching being the most common (Ismi Darlina, 2021). That in terms of type, intra sentential switching, inter sentential, and tag are implemented in the data. After that, the dominant mode is intra sentential switching (Hanafiah et al., 2021)

The types of code switching that appear in this search are; tag switching, inter-sentential switching, and intra-sentential switching. Meanwhile, English teachers use only two types of codes mixed in their speech when teaching English. These types are internal code mixing and internal code mixing. Instead, the pattern that does not appear is related to the change in pronunciation (Paramitha et al., 2021)

The teacher and students employ four types of code switching and mixing: English with Indonesian outer code mixing, Indonesian with English outer code mixing, English into Indonesian external code switching, and Indonesian into English external code switching. In English class, there are a total of 51 utterances of code mixing and code switching (Fadilah and Astutik, 2019).

According to the data analysis results, the first type of code switching or frequently used in the EFL class is intra-sentential switching. Tag switching is the second type of code switching. Inter-sentential switching is the final type

of code switching used in the EFL class. While the most common type of code mixing used in EFL classrooms is alternation. There are two types of code mixing: insertion and congruent lexicalization. (Kultsum and Syamsudin, 2021).

According to the current study, there are various types of code mixing and code switching found in English teachers' and students' utterances when teaching speaking in an EFL classroom. Intra-sentential code mixing, intra-lexical code mixing, and pronunciation shifting were the three. Meanwhile, four types of code switching were discovered in the utterances of teachers and students. They are as follows: random mixing, English-Indonesian translation or vice versa, English comes before Indonesian or vice versa, and English sentences come before Indonesian sentences or vice versa. In brief, it is a method of ensuring that communication between teachers and students in an EFL classroom is successful and well-understood. (Sidiq et al., 2020).

Arabic expressions were used more frequently than English expressions by the students. Students used inter-sentential code switching in which the sentences were typically spoke in simple sentences. Furthermore, almost all data in code mixing were classified as insertion (Alawiya et al., 2019)

Novianti and Said (2021) found that in the teaching and learning process, there are three types of code switching in teachers' and students' utterances: intersentential, intrasentential, and tag switching.

The finding concluded that (1) code switching and code mixing was very influential in learning especially public speaking. These codes were very helpful in understanding English fully, so that there was no misunderstanding in receiving material from the lecturer, and so that the learning process can run well and the learning materials can be accepted by students perfectly. (2) Several factors caused code switching and code mixing to be carried out in public speaking class, the factors were: (a) Avoid misunderstanding when delivering material. (b) To make sure the student understood what he talked about. (c) To make the learning process be easier, make students able to receive learning materials well. (3) Based on observation, interview, and data documentation, the finding revealed that code switching and code mixing occurred when was absent and during learning, the types used by lecturer only code switching, they are intra sentential, inter sentential, and emblematic. Because the lecturer never used code mixing during teaching. And this phenomenon occurred when the lecturer called students' name (absent) and translated what was just said.

This research has several shortcomings that make this research far from perfect. The first drawback is the lack of the number of respondents (students) who participated in this study. The second is that the answers from interviews obtained from the lecturers in question are very short so that it makes the researcher experience a few problems when packing the answers into the findings of this study, but still clear. The third drawback is that this

research was carried out at a time when COVID-19 cases were on the rise, so research could only be done online.

CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

The finding concluded that (1) code switching and code mixing was very influential in learning especially public speaking. These codes were very helpful in understanding English fully, so that there was no misunderstanding in receiving material from the lecturer, and so that the learning process can run well and the learning materials can be accepted by students perfectly. (2) Several factors caused code switching and code mixing to be carried out in public speaking class, the factors were: (a) Avoid misunderstanding when delivering material. (b) To make sure the student understood what he talked about. (c) To make the learning process be easier, make students able to receive learning materials well. (3) Based on observation, interview, and data documentation, the finding revealed that code switching and code mixing occurred when was absent and during learning, the types used by lecturer only code switching, they are intra sentential, inter sentential, and emblematic. Because the lecturer never used code mixing during teaching. And this phenomenon occurred when the lecturer called students' name (absent) and translated what was just said.

B. Suggestion

Finally, the researcher able to reach this part. The researcher hopes that this research will provide a lot of information and benefits to readers and other researchers. Based on the findings in the previous chapter, the following are the suggestions from the researcher.

For students, that the use of CS and CM is very important in learning English so that students are able to receive the material well. In addition, students must be able to improve their English quality and add vocabulary independently so that the goals of learning English can be achieved perfectly.

For lecturers, the right method of delivery is needed in learning, one of which is using CS and CM. Lecturers must be able to convey material clearly to students, for that the use of CS and CM is very much needed. Besides that, pronunciation of vocabulary is also important so that students are able to learn it accurately.

For next researchers, this study has some limitations. First, the results of interviews with lecturer in this study were too short, thus making this research less than optimal from the lecturer's side. Therefore, future researchers must be able to collect as much information as possible in order to make better and maximum findings. Second, because the research was conducted during the COVID-19 pandemic, therefore the research was less than optimal. Last, there are very few respondents, amounting to 15 students and 1 lecturer, so that the information and findings are not satisfactory. Therefore, future researchers must have more respondents so that they can get more information and new findings that are better than this research and the previous one.

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