ANALYSING CODE MIXING AND CODE SWITCHING USED BY STUDENTS' IN ENGLISH EDUCATION DEPARTMENT

[1]Yuyun Hasanati, [2]Nur Azmi Rohimajaya, [3]Riandi
[1,2,3]Universitas Mathla'ul Anwar Banten
[1]yuyun.hasanati2001@gmail.com*, [2]nurazmirohimajaya030@gmail.com,
[3]rianriandi87@yahoo.com

Abstract

This study employed a qualitative approach with a descriptive-qualitative method to examine code-mixing and code-switching among sixth-semester students of the English Education Program at Mathla'ul Anwar University Banten in the 2022-2023 academic year. Data were collected through observation, documentation, and checklists, and analyzed using content analysis. Five microteaching videos were selected as subjects of analysis. The study found that three types of code-mixing, as classified in Hoffman's theory, were present: intra-sentential, intra-lexical, and mixing involving pronunciation changes. Similarly, based on Poplack's theory, three types of code-switching were identified: tag-switching, inter-sentential switching, and intra-sentential switching. Subject A exhibited the highest frequency of code-mixing, with 30 instances (26 intra-sentential and 4 intra-lexical), and the highest frequency of code-switching, with 30 instances (1 tag-switching, 14 inter-sentential, and 15 intra-sentential). The occurrence of code-mixing and code-switching was influenced by students' bilingual or multilingual abilities, their adaptation to social and situational contexts, and specific communication needs. These findings highlight the role of linguistic flexibility in instructional settings. The study suggests further research in sociolinguistics to deepen the understanding of these phenomena and hopes to provide valuable insights for students, educators, and future researchers interested in code-mixing and code-switching.

Keywords: *Code Mixing, Code Switching, Sociolinguistics.*

INTRODUCTION

Language is a medium for conveying broad messages or meanings through social, political, and historical conditions (Rohimajaya & Hamer 2022), Therefore, language is a system of symbols that humans use to communicate with each other. The environment influences language, and social conditions give rise to variations such as accents, slang, and specific word choices. Political factors such as regulation and censorship also influence how expressions are made. In addition, historical traces of colonization or cultural exchange can leave a legacy in the form of vocabulary and language structures. Language is also a system of symbols that can be sounds, letters, or signs (Yule, 2018). A broader understanding of language in society leads to the study of sociolinguistics.

Sociolinguistics is an interdisciplinary science that studies the relationship between language and society, including how language is used in various social contexts and how social factors influence language use. According to Chaer & Agustina (2020), sociolinguistics studies how language variations exist and how they are used by speakers in society. In the context of education,

sociolinguistics has an important role in understanding how students used language in learning and interacting at school. This is closely related to bilingualism and multilingualism, which is the ability of students to use two or more languages actively and fluently. Understanding sociolinguistics can assist teachers in developing effective learning strategies for bilingual and multilingual students, as well as in creating learning environments that are inclusive and respectful of language diversity.

In this context, code mixing and code switching could happen to everyone. In bilingual and multilingual societies, where individuals frequently move between two or more languages, these phenomena become particularly prominent. According to Grosjean (2018), bilingualism refers to the ability of an individual to use two languages actively and fluently across different social contexts, while multilingualism refers to the acquisition and use of three or more languages (Hamers & Blanc, 2018:9). With bilingualism and multilingualism being increasingly common, code mixing and code switching are naturally occurring linguistic behaviors that allow speakers to fluidly shift between languages during communication.

Code mixing and code switching are two distinct terms that often occur in bilingual and multilingual individuals. Code-mixing involves the incorporation of elements from different languages into a single conversation or sentence. According to Ahdal (2020), code-mixing is a linguistic communication phenomenon where elements from one language are integrated into another. If the lexical elements and syntactic structures of two dialects blend into a single sentence in discourse, it exemplifies code-mixing. On the other hand, code-switching refers to a deliberate switch from one language to another. According to Maheswara (2022), code switching is defined as a situation where speakers switch the code they use. Code switching occurs when speakers choose to change their language from one code to another based on context. This linguistic phenomenon is influenced by the sociolinguistic structure of the academic community and reflects student identity, social context, and communicative intent.

This dynamic linguistic behavior is particularly evident in educational settings. Teaching and learning activities cannot be separated from code mixing and code switching, especially in environments where students and teachers use more than one language. For instance, during classroom discussions or presentations, students often switch between English and Indonesian to better explain complex ideas or emphasize certain points. These shifts demonstrate how code mixing and code switching are employed not only for linguistic convenience but also for clarity and effective communication in academic settings.

The research in this study focuses on students from the English Education Department of

Mathla'ul Anwar University Banten during the 2022-2023 academic year. Out of the 10 students in the sixth semester, five students were selected as the research sample, particularly because their microteaching videos contained notable instances of code mixing and code switching.These videos serve as a rich source of data for analyzing how and why students engage in code mixing and code switching during their teaching practice.

Based on this background, this research aims to analyze the types and frequency of code mixing and code switching used by students in their microteaching, providing insight into how bilingualism and multilingualism manifest in educational contexts.

METHODOLOGY

Research Design

This study used a descriptive qualitative approach. According to Mukhtar (2013), this method aims to describe existing cases and facts to develop new theories or knowledge. Creswell (2016) further explains that qualitative research explores the meanings constructed by individuals or groups within a social context. This study focuses on analyzing code-switching and code-mixing used by English Education students at Mathla'ul Anwar University Banten. Microteaching videos were chosen as they authentically capture language use in teaching situations, allowing for a more accurate analysis of language choices, interaction patterns, and contextual factors.

Research Subject

The subjects of this study were sixth-semester students of the English Education Study Program at Mathla'ul Anwar University Banten in the 2022/2023 academic year. The study analyzed five microteaching videos to examine students' language use. The object of this research was the frequency and types of code mixing and code switching found in the microteaching sessions. Additionally, the study considered students' language backgrounds, as most participants were bilingual, with Indonesian as their primary language and English as their academic language. Some students were also influenced by regional languages, which could affect their language use in microteaching.

Instruments

According to Krippendorff (2019), content analysis can be applied to various forms of written text to identify patterns and meanings in them. Elo and Kyngäs (2008) emphasize that this approach aims to organize and interpret data systematically based on predetermined categories. In this study, data collection was conducted using content analysis sheets. All technical terms in ten research reports written by Universitas Cahaya Bangsa students were recorded in a table and analyzed based on the category of the term, its function in the academic context, and its conformity with the

principles of using scientific terms, as described by Halliday and Martin (2018).

Data collections

The data collection techniques used in this research include observation, documentation, and a checklist. Observation involves systematically observing subjects to obtain relevant data, either obtrusively or unobtrusively, while documentation refers to written, physical, or visual materials, with this study using microteaching videos of sixth-semester English Education students at Mathla'ul Anwar University, Banten (2022-2023). A checklist, based on Sidik (2018), serves as an analysis rubric where researchers mark observed aspects. Hoffman's and Poplack's models were selected as they provide a comprehensive classification of code-switching and code-mixing, crucial for analyzing bilingual speech in microteaching. Hoffman categorizes code-mixing into intra-sentential, intra-lexical, and tag-switching, while Poplack's code switching includes intra-sentential, inter-sentential, and tag-switching. These models ensure a systematic analysis of language alternation patterns, making them essential for this research.

Data Analysis

In this study, data analysis was conducted using Miles and Huberman's theory, which consists of three main stages: data reduction, data display, and conclusion drawing. Data reduction involves selecting, simplifying, and summarizing significant data to make it easier to understand and identify issues that need further analysis. Data display aims to present the reduced data in the form of graphs, tables, rubrics, or charts to facilitate the interpretation of the information contained within. The final stage is conclusion drawing or verification, where the researcher synthesizes the findings based on systematically organized data. Additionally, ethical considerations were taken into account, including obtaining consent for video usage from participants and ensuring their privacy and confidentiality to maintain adherence to ethical research principles.

FINDINGS AND DISCUSSIONS

Code mixing and code switching were linguistic phenomena that occurred in bilingual and multilingual communication. Code mixing referred to the insertion of elements from another language within a single utterance without changing the context (Muysken, 2019). Meanwhile, code switching was the shift between languages within a conversation, influenced by the situation or interlocutor (Poplack, 2020). These phenomena were often used to clarify meaning, adapt to social contexts, or express bilingual identity.

a. **The Types of Code Mixing and Code Switching Used by Students' in English Education Department Mathla'ul Anwar University Banten.**

Analysis of the microteaching videos of sixth semester students of the English Education Department in the academic year 2022-2023 revealed various types of code

mixing and code switching used. This researcher writes Intra-S for Intra Sentential, Intra-L for Intra Lexical, PronChg for Pronunciation Changes, Tag-S for Tag Switching, Inter-S for Inter-sentential, and Intra-S for Intra-sentential. Each type reflects the way students navigate between the two languages to achieve specific communication goals. This study aims to categorize and understand the use of code mixing and code switching, as well as the factors that influence it.

This document explained the types of code mixing and code switching found in the video analysis.

1. **Subject A**

    In the video Subject A, which had a duration of 22 minutes and 17 seconds, instances of code mixing and code switching were identified. These findings are detailed in the following table, which illustrates how two or more languages are alternately used in the teaching context.

Figure 1. Documentation of subject A

This figure showed the documentation of Subject A during the microteaching session, illustrating the context in which code mixing and code switching occurred as visual support for the analysis in this study.

Table 1. Types of Code Mixing found in subject (video) A

No	Duration	Types of Code Mixing	Sentence
1	02:21-02:25	Intra-Sentential	"*Nih contohnya, ada yang mau* healing, *ada yang mau* staycation"
2	03:09-03.13	Intra-Sentential	"*Ada yang* staycation *nurlita dan juga lain sebagainya ya*".
3	03:24-03:29	Intra-Sentential	"*Baik itu tentang* definition *tentang definisi* expressing attention"
4	03:38-03:43	Intra-Sentential	"And also sentence form *yaitu bentuk kalimat dari* expressing intention"
5	05:14-05:19	Intra-Sentential	"For example *tadi untuk semester* break *kali ini*"
6	06:15-06:20	Intra-Sentential	"*Dan juga menunjukan* show plan *yaitu menunjukan rencana*"
7	07:14-07:22	Intra-Sentential	"*Oh saya misalnya diliburan kali ini akan* staycation *dibali contohnya*"
8	08:04-8:10	Intra-Lexical	"*Terlihat* critical thingkingnya *tinggi*"
9	08:20-08:27	Intra-Sentential	"*Nah* expressing *intention juga fungsinya yaitu sebagai* statement *atau pernyataan*".

10	09:20-09:27	Intra-Lexical	"Sentence form*nya itu bagaimana sih bentuknya*"
11	10:34-10:39	Intra-Sentential	"*Dibentuknya* be going to *ini gimana sih strukturnya*"
12	11:28-11:34	Intra-Sentential	"*Nah ada yang ditanyakan tentang* be going to".
13	11:28-11:32	Intra-Sentential	"*Nah selanjutnya disini ada* will"
14	12: 20-12:27	Intra-Lexical	"*Yaitu* will*nya diletakan didepan kalimat*"
15	12:43-12:49	Intra-Sentential	"*Nah* would rather *ini untuk menunjukan suatu pilihan*"
16	13:05-13:11	Intra-Sentential	"*Nah contoh kalimat dari* would rather *ini seperti apa*?"
17	13:22-13:28	Intra-Sentential	"*Sedangkan kalimat negatifnya yaitu ditambahkan* not"
18	13:43-13:51	Intra-Lexical	"*Nah itu* would*nya diletakan dibagian awal*"
19	13:58-14:04	Intra-Sentential	"*Saya akan menunjukan* sentence structure of express itention using will"
20	14:10-14:15	Intra-Sentential	"*Mari kita bedah struktur kalimat dari* expressing intention"
21	14:19-14:27	Intra-Sentential	"I *yaitu subjectnya kemudian* will *kemudian* verb*nya* tell *yaitu memberitahu kemudian*"
22	14:42-14:49	Intra-Sentential	"*Nah untuk yang* going to *ini dia menunjukan suatu rencana yang memang sudah pasti*"
23	15:24-15:30	Intra-Sentential	"*Mari kita cari tahu tentang* sentence structure express intention using would like"
24	15:31-15:38	Intra-Sentential	"*Nah* would like *ini digunakan untuk menunjukan* expressing intention *atau ekspresi niat dalam bentuk yang sopan*"
25	15:52-15:59	Intra-Sentential	"*Ada yang ingin ditanyakan tentang perihal* sentence structure *menggunakan* will, doing to *dan* would like".
26	16:08-16:14	Intra-Sentential	"Dialog expressing intention *atau percakapan dari mengekspresikan niat*"
27	17:22-17:14	Intra-Sentential	"*Selain* I am going to *apa juga*"
28	18:29-18:34	Intra-Sentential	"*oke semuanya* thirty minute have pass, 30 *menit sudah berlalu*"
29	19:54-20:02	Intra-Sentential	"Oh birthday party *ulang tahun ya*"
30	21:03-21:11	Intra-Sentential	"Thank you guys for participating *pembelajaran hari ini*."

The analysis of Subject A's video showed that the most dominant type of code mixing was intra-sentential code mixing, where English was inserted into Indonesian sentences, such as in "Thank you guys for participating *pembelajaran hari ini".* According to Hoffman**,** intra-sentential code mixing occurred when speakers mixed two languages within a single sentence without changing its syntactic structure. In addition, intra-lexical code mixing was also found, as in *"critical thinkingnya tinggi"*, which aligned with Hoffman's theory that this type of mixing happened through the addition of affixes from another language. Hoffman also explained that the main reasons for code mixing were ease of communication, lack of equivalent words in the first language, and the influence

of bilingualism in an academic environment. This was supported by Muysken (2018), who stated that code mixing happened due to language limitations or to express a bilingual identity, and by Romaine (2020), who added that in academic settings, code mixing helped students understand the material better and increased their engagement in the learning process. Thus, students in Subject A's video consciously used code mixing to clarify concepts and make communication more natural in the context of English language learning.

Table 2. Types of Code Switching found in subject (video) A

No	Duration	Types of Code Switching	Sentence
1	01:11-01:19	Inter-Sentential	"*Baik teman-teman disini kita*. I will check your attendance"
2	01:24-01:29	Intra-Sentential	"Oh sick, *sakit apa nadia?*"
3	02:08-02:17	Inter-Sentential	"What are you going to do this year's semester break. *Apa yang kalian lakukan ketika libur semester kali ini*"
4	02:45-02:52	Intra-Sentential	"*Nah ternyata pertanyaan tadi,* related with our material today"
5	03:32-03:39	Inter-Sentential	"purpose and function *yaitu, tujuan dan juga fungsi dari* expressing intention"
6	04:11-04:17	Intra-Sentential	"The definition of expressing intention, *yaitu pengertian dari mengekspresikannya*"
7	05:45-05:52	Intra-Sentential	"*Selanjutnya saya akan membahas tentang* the purpose of expressing intention"
8	05:53-06:00	Intra-Sentential	"Demonstrate intent and purpose *yaitu memperlihatkan intensi ataupun tujuan*"
9	07:32-07:37	Intra-Sentential	"And the next, *ada yang ingin ditanyakan*"
10	08:50-08:55	Tag-Switching	"*Nah,* is there any question?"
11	09:16-09:21	Intra-Sentential	"Would like to *itu apa ya*?"
12	09:38-09:43	Intra-Sentential	"*Nah* for example *contohnya bagaimana*"
13	11:56-12:03	Inter-Sentential	"You will come to my house today, *kamu akan kerumah saya hari ini*"
14	12:05-12:10	Intra-Sentential	"You will not, *yaitu ditambahkan* not."
15	12:07-12:13	Inter-Sentential	"You will not come to my house today. *Kamu tidak akan pergi kerumah saya hari ini*"
16	12:14-12:20	Inter-Sentential	"*Kalimat pertanyaanya* Will you come to my house today?"
17	13:10-13:19	Inter-Sentential	"They would rather eat at home than restaurant tonight. Nah mereka lebih memilih untuk makan dirumah di bandingkan direstoran malam ini"
18	13:26-13:33	Inter-Sentential	"They would rather not eat at home than restaurant tonight, mereka memilih makan dirumah dibandingkan direstoran malam ini"
19	13:46-13:53	Inter-Sentential	"Would you rather eat at home than restaurant tonight? Nah apakah mereka akan memilih untuk makan dirumah dibandingkan direstoran malam"
20	14:07-14:12	Intra-Sentential	"Nah yang pertama misalkan I will tell him"

21	14:35-14:42	Intra-Sentential	"Kemudian yang kedua yaitu sentence structure to express intention going to"
22	17:33-17:38	Intra-Sentential	"Would you like itu dalam bentuk apa?"
23	15:00-15:05	Intra-Sentential	"Iam going to play football apa artinya?"
24	15:40-15:47	Inter-Sentential	"would you like to close the door? Apakah kamu bisa menutup pintu"
25	17:45-17:52	Inter-Sentential	"Nah selanjutnya kita akan menonton expressing attention, so lets watch video conversation of expressing intention"
26	18:16-18:24	Inter-Sentential	"Nah after that I am going to ask you to demonstraiting in front of class, Nah setelah itu saya akan menyuruh kalian untuk mendemontrasikan didepan kelas"
27	18:37-18:44	Inter-sentential	"So want you demonstrate in front of class first? Siapa yang mau maju untuk mendemonstrasikan didepan kelas"
28	19:42-19:47	Inter-Sentential	"What is this dialogue about? Tentang apa sih dialog in"i
29	19:58-20:06	Inter-Sentential	"Would you tell me what kind of sentence that show expressing intention, yang menunjukan expressing intention itu kalimat yang mana please?"
30	20:44-20:52	Inter-Sentential	"Is there any question about our material today, ada yang ditanyakan tidak tentang expressing intention"

The analysis of Subject A's video showed that inter-sentential code switching was the most common type, as in "What are you going to do this year's semester break. *Apa yang kalian lakukan ketika libur semester kali ini,*" where the switch happened between sentences. According to Poplack, this type occurred when speakers switched languages between sentences. Intra-sentential code switching was also found, as in "*Nah ternyata pertanyaan tadi,* related with our material today," which matched Poplack's idea that this type mixed languages within a single sentence. Tag-switching appeared in examples like "*Nah*, is there any question?," where a short phrase from another language was inserted. Gardner-Chloros (2020) explained that code switching helped students understand lessons better, while Gumperz (2019) stated that it made communication easier in class. This showed that students in Subject A's video used code switching to make learning English clearer and more natural.

2. **Subject B**

In the video Subject B, which had duration of 16minutes and 55seconds, instances of code mixing and code switching were identified. These findings are detailed in the following table, which illustrates how two or more languages are alternately used in the teaching context.

Figure 2. Documentation of subject B

This figure showed the documentation of Subject B during the microteaching session, illustrating the context in which code mixing and code switching occurred as visual support for the analysis in this study.

Table 3. Types of Code mixing found in subject (video) B

No	Duration	Types of Code Mixing	Sentence
1	04:11-04:16	Intra-Sentential	"*Disini ada* color *atau warna*"
2	04:50-04:55	Intra-lexical	"Color*nya apa ni* yellow"
3	04:58-05:03	Intra-Lexical	"Size*nya bagaimana* big"
4	05:08-05:15	Intra-Lexical	"*Dirumahnya ada tamannya ada* park*nya*"
5	05:45-05:55	Intra-Sentential	"*Rumah kita misalnya* my house"
6	06:22-06:30	Intra-Sentential	"*Ada apa aja sih didalamnya* the first is identification, the second description"
7	05:51-05:58	Intra-Sentential	"*Disini kita bisa apa aja,*hiking *naik gunung, bisa* camping"
8	07:56-07:59	Intra-Sentential	"This is the language feature *atau ciri-ciri kebahasaan*"
9	08:00-08:06	Intra-Sentential	"*Yang pertama adalah* specific participle"
10	08:20-08:24	Intra-Sentential	"*Misalnya tadi* my house *rumahku*"
11	08:25-08:30	Intra-Sentential	"*Atau carita* beach *pantai carita*"
12	08:40-08:45	Intra-Sentential	"*Adanya* adjective *kata sifat*"
13	08:55-09:03	Intra-Sentential	"*Si* famous *ini kan kata sifat*, place *ini kata benda nah jadi si* famous i*ni mendeskripsikan* place"
14	09:14-09:19	Intra-Sentential	"*Kita gambarin* beach *itu apa sih*"
15	11:15-11:20	Intra-Sentential	"*Ada yang mau membaca* first paragraph"
16	11:32-11:38	Intra-Sentential	"The fisrt paragraph *itu kan tadi strukturnya ada berapa*"
17	13:02-13:07	Intra-Sentential	"Are sure *badak?*"
18	13:30-13:35	Intra-Sentential	"*Ada gk sih* adjective *disini*"

The analysis of Subject B's video showed that intra-sentential code mixing was the most common type, as in "*Disini ada color atau warna*," where English words were inserted into Indonesian sentences without altering the syntax. According to Hoffman, intra-sentential code mixing occurred when two languages were mixed within a single sentence. Intra-lexical code mixing was also found, as in "*Colornya apa* ni yellow," which aligned with Hoffman's explanation that this

type involved adding affixes from one language to a word from another language. Muysken (2020) stated that code mixing happened due to the influence of bilingualism and ease of communication, while Auer (2021) emphasized that it reflected the speaker's linguistic flexibility. This indicated that students in Subject B's video used code mixing to make explanations clearer and learning more interactive.

Table 4. Types of Code Switching found in subject (video) B

No	Duration	Types of Code Switching	Sentence
1	02:12-02:18	Inter-Sentential	"In your opinion, what is the song about? *Jadi lagu ini tentang apa sih menurut kalian*"
2	03:44-03:51	Intra-Sentential	"The definition about descriptive text, *jadi apa sih descriptive text itu?*"
3	04:19-04:24	Intra-Sentential	"And then size, *dari ukurannya*"
4	04:36-04:44	Inter-Sentential	"I want to how to describe your house, bayangkan ini adalah rumah teman-teman"
5	05:13-05:20	Intra-Sentential	"Mau mengingatkan kembali bahwa descriptive text only explain one particular object"
6	06:34-06:41	Inter-Sentential	"Contohnya gambar apa ni, what is the picture"
7	06:51-06:59	Intra-Sentential	"Kita harus tahu, where the mountain located"
8	07:25-07:32	Inter-Sentential	"Description call is special characters. Nah deskripsi ini mengandung special karakter"
9	08:50-08:58	Intra-Sentential	"Untuk mendeskripsikan sebuah noun misalnya "The famouse place in pandeglang""
10	09:08-09:15	Inter-Sentential	"And then example beautiful beach, nah ini gambar apa ni?"
11	09:45-09:54	Inter-Sentential	"Why you use simple present? Kenapa kita ngegunain simple present di deskrptive text"
12	10:13-10-19	Intra-Sentential	"And the the last is yang harus ada di dalam teks descriptive yaitu"
13	13:10-13:15	Tag-Switching	Berapa kali badak disebutkannya how many?
14	15:30-15:38	Intra-Sentential	"Yang bisa disimpulkan dari pelajaran hari ini, give me a conclusion"

The analysis of Subject B's video showed that inter-sentential code switching was the most common type, as in "In your opinion, what is the song about? Jadi lagu ini tentang apa sih menurut kalian," where the switch occurred between sentences. According to Poplack, this type happened when speakers switched languages at sentence boundaries. Intra-sentential code switching was also found, as in "The definition about descriptive text, jadi apa sih descriptive text itu?," which matched Poplack's explanation that this type mixed languages within a single sentence. Tag-switching appeared in examples like "Berapa kali badak disebutkannya how many?," where a short phrase from another language was inserted. Muysken (2020) stated that code switching was influenced by

bilingual competence, while Auer (2021) highlighted its role in improving communication. This indicated that students in Subject B's video used code switching to make learning more interactive and engaging.

3. **Subject C**

In the video Subject C, which had duration of 17minutes and 05seconds, instances of code mixing and code switching were identified. These findings are detailed in the following table, which illustrates how two or more languages are alternately used in the teaching context.

Figure 3. Documentation of subject C

This figure showed the documentation of Subject C during the microteaching session, illustrating the context in which code mixing and code switching occurred as visual support for the analysis in this study.

Table 5. Types of Code mixing found in subject (video) C

No	Duration	Types of Code Mixing	Sentence
1	02:12-02:17	Intra-Sentential	"*Yang bener* absent *apa* sick"
2	02:28-02:34	Intra-Sentential	"*Oke silahkan* please praying first"
3	03:12-03:18	Intra-Sentential	"Talking about self *ada yang tau?*"
4	03:30	pronunciation changes	"Yang kedua ***introdac*** introduce your self"
5	03:37-03:46	Intra-Sentential	"*Yang mana* talking about self *yaitu hal-hal untuk bicara mengenai memperkenalkan diri*"
6	03:40	pronunciation changes	"*Yang mana* talking ***abou*** self about self"
7	03:46-03:58	Intra-Sentential	"*Jangan langsung my name is yuyun, jangan gitu dulu harus ada gretting nya dulu*"
8	04:05-04:12	Intra-Sentential	"*Jadi sebelum memperkenalkan diri harus ada let me introduce my self*"
9	06:05	pronunciation changes	"*Pekerjaan kalian apa stadent student*"
10	06:07-06:12	Intra-Sentential	"*Nah ini baru yang the important yang pentingnya*"
11	09:46-09:54	Intra-Sentential	"*Sekarang I have a game check you name and choose pilihan pertama*"
12	09:48t	pronunciation changes	"*Sekarang I have a gem check you name and choose pilihan pertama*"

The analysis of Subject A's video showed that intra-sentential code mixing was the most common type, as in "Yang bener absent apa sick," where an English word was inserted into an Indonesian sentence. According to Hoffman, intra-sentential code mixing occurs when a speaker mixes languages within a single sentence while maintaining grammatical structure. Other examples included "Oke silahkan please praying first," where English phrases were integrated into Indonesian speech. Pronunciation changes were also observed, such as "Pekerjaan kalian apa stadent student," indicating phonetic influence from English. Hoffman explained that code mixing occurs due to the need for efficient communication and a lack of equivalent terms in the speaker's first language. This aligns with Muysken (2021), who stated that code mixing happens when bilinguals utilize both languages to express ideas more effectively. Additionally, Garcia and Wei (2022) emphasized that translanguaging, including code mixing, enhances comprehension in bilingual education. This suggests that students in Subject A's video used code mixing to make their communication clearer and learning English more natural.

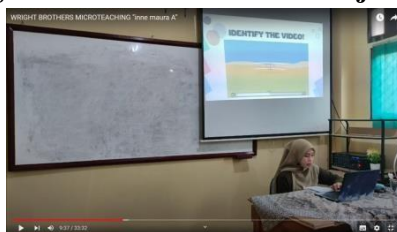**Table 6. Types of Code Switching found in subject (video) C**

No	Duration	Types of Code Switching	Sentence
1	04:33-04:41	Intra-Sentential	*"Jadi bentuk kita ketemuan pertama atau* first meeting jadi I don't know you and you don't me"
2	06:40-06:45	Intra-Sentential	"Introducing other people, *apa artinya?"*
3	06:06-06:13	Intra-Sentential	*"Ada* introduce my wife *berarti disini artinya memperkenalkan istriku"*
4	09:18-09:21	Intra-Sentential	*"Gimana* you understand about material"

The analysis of Subject C's video showed that intra-sentential code switching was the most dominant type. This happened when two languages were mixed within a single sentence without changing its grammatical structure, such as in *"Jadi bentuk kita ketemuan pertama atau first meeting jadi I don't know you and you don't me".* According to Poplack (1980)**,** intra-sentential switching was more complex because it required mastery of both languages' grammar. This finding also matched Gardner-Chloros (2021)**,** who explained that code switching in academic settings was often used to clarify concepts and increase student engagement. Furthermore, MacSwan (2022**)** stated that code switching was not only a communication strategy but also a sign of dynamic bilingual skills. Therefore, students in Subject C's video used code switching to clarify meanings and improve communication effectiveness in learning English.

4. **Subject D**

In the video Subject D, which had duration of 33minutes and 32seconds, instances of code mixing and code switching were identified. These findings are detailed in the following table, which illustrates how two or more languages are alternately used in the teaching context.

Figure 4. Documentation of subject D

This figure showed the documentation of Subject D during the microteaching session, illustrating the context in which code mixing and code switching occurred as visual support for the analysis in this study.

Table 7. Types of Code Mixing found in subject (video) D

No	Duration	Types of Code Mixing	Sentence
1	01:45-01:40	Intra-Sentential	"Sharing *kegiatan kalian kemarin apa aja"*
2	04:20-04:25	Intra-Sentential	"*Itu merupakan* warming up *sebelum kita belajar supaya kalian* ready ya"
3	12:17-12:25	Intra-Sentential	"Miss *mau Tanya* in the dialog, do you have any a noun vacobalary"
4	12:19	pronunciation changes	"Miss *mau Tanya* in the ***dialog***, do you have any a noun vacobalary"
5	13:17-12:25	Intra-Sentential	"An noun vocabulary banyak ya."
6	15:10-15:18	Intra-Sentential	"Miss ada vocabulary exercise, tapi this is tidak ditulis dikertas"
7	15:19-15:23	Intra-Sentential	"Miss ada challange menggunakan cara ini ya"
8	15:20	pronunciation changes	"Miss ada challange menggunakan cara ini ya"
9	15:24-15:28	Intra-Sentential	"Namanya rainbow cup"
10	15:25	pronunciation changes	"Namanya rainbow cup"
11	17:55-18:02	Intra-Sentential	"Before itu boleh dikocok shake this"
12	21:45-21:50	Intra-Sentential	"Bener ya jawabnya rewardnya besok ya tomorrow"
13	26:15-26:30	Intra-Sentential	"Example disini I spoke"
14	29:05-29:10	Intra-Sentential	"Contohnya worry jadi worried"
15	31:56-32:03	Intra-Sentential	"Simple past biasanya menggunakan yesterday, ago, last"
16	32:17-32:24	Intra-Sentential	"Jika kalian if you have see word in the sentence kita bisa panggil simple past atau perfect simple"
17	32:30-32:35	Intra-Sentential	"Oke any question guys ada pertanyaan"
18	32:58-33:04	Intra-Sentential	"Before we close ketua kelas boleh memimpin doa"

Hoffman explained that intra-sentential code mixing occurs when a speaker inserts words or phrases from another language within a single sentence. In Video D, examples include *"Miss ada vocabulary exercise, tapi this is tidak ditulis dikertas"* (15:10-15:18) and *"Oke any question guys ada pertanyaan"* (32:30-32:35). The use of both Indonesian and English in one sentence shows linguistic flexibility. Recent studies found that code mixing is common in teaching contexts. Rahman et al. (2020) discovered that teachers used code mixing to help students understand lessons more easily. Sari & Putri (2021) also stated that code mixing increased students' interest in learning by making lessons more interactive and engaging. Pratiwi et al. (2022) noted that code mixing in teaching helped build closer relationships between teachers and students, making communication more effective. Thus, the use of intra-sentential code mixing in Video D reflected a teaching strategy aimed at improving students' comprehension and participation in class.

Tabel 8. Types of Code Switching found in subject (video) D

No	Duration	Types of Code Switching	Sentence
1	02:48-02:57	Intra-Sentential	"You can throw this snow ball to your friend a but face backford ya. *Jadi jangan menghadap ke mereka*"
2	07:49-07:55	Inter-Sentential	"Who is bright brother. *Siapa sih bright brother itu?*"
3	08:28-08:34	Tag-Switching	"Bright brother *itu an invited airplane*. Correct ya"
4	08:48-08:56.	Inter-Sentential	"Where bright brother do experiment of dare airplane? *Jadi dimana bright brother itu menerbangkan pesawatnya?*"
5	09:43-09:50	Inter-Sentential	"What we can learn take video?. *Jadi apa yang kita bisa ambil dari sikap-sikap* bright brother *ini?*"
6	09:59-10:06	Intra-Sentential	*"Kalian boleh memberikan pendapat kalian*, could your hand"
7	10:49-10:54	Intra-Sentential	"Miss need three student, *yang maju kedepan.*"
8	12:40-12:45	Intra-Sentential	*"Silahkan ifat yang mana* which one"
9	13:03-13:08	Intra-Sentential	"Boleh siapa lagi, *whos one?*"
10	25:49-25:55	Intra-Sentential	"Who one to read vocabulary? *Miss minta satu orang*"
11	13:48-13:55	Inter-sentential	"Who want read the text?. *Siapa yang mau baca teksnya?*"
12	25:49-25:55	Intra-Sentential	" you can see second colom"
13	26:07-26:16	Intra-Sentential	"Present perfect simple is third colom of irregular verb, jadi bentuk ketiga sebuah kata kerja"
14	26:17-26:21	Tag-Switching	"Next ya kita belajar tensis"
15	27:09-27:17	Intra-sentential	"Kenapa dia disebut simple present tense because has ada has didepannya"
16	29:33-29:41	Inter-sentential	"Contohnya I phone mary two minute ago. Aku menelepon merrie dua menit yang lalu"
17	29:52-29:59	Inter-sentential	"I have just phone mary. Aku tentu saja

			menelpon mary"
18	30:32-30:38.	Inter-sentential	"Have you been Canada? Apa kamu pernah ke kanada?"

Poplack classified code-switching into three types: intra-sentential, inter-sentential, and tag-switching. Intra-sentential switching occurred within a single sentence, as seen in *"Miss need three student, yang maju kedepan"* (10:49-10:54). Inter-sentential switching happened between sentences, for example, *"Who want read the text? Siapa yang mau baca teksnya?"* (13:48-13:55). Tag-switching involved inserting short phrases or tags from another language, such as *"Next ya kita belajar tensis"* (26:17-26:21). Recent studies supported Poplack's theory and explained why code-switching was common in bilingual communication. Putri & Sari (2020) found that teachers used code-switching to clarify difficult concepts and make lessons more engaging. Nugroho et al. (2021) showed that code-switching helped students feel more comfortable in class by bridging language gaps. In addition, Dewi (2022) stated that code-switching encouraged student participation, especially in English learning environments. The findings from Video D confirmed that code-switching was used as a teaching strategy to improve understanding and interaction in the classroom.

5. **Subject E**

In the video Subject E, which had duration of 15min 21sec, instances of code mixing and code switching were identified. These findings are detailed in the following table, which illustrates how two or more languages are alternately used in the teaching context.

Figure 5. Documentation of subject E

This figure showed the documentation of Subject E during the microteaching session, illustrating the context in which code mixing and code switching occurred as visual support for the analysis in this study.

Table 9. Types of Code Mixing found in Subject (Video) E

No	Duration	Types of Code Mixing	Sentence
1	03:37-03:43	Intra-Sentential	"Congratulating *ini adalah memberikan ucapan selamat kepada seseorang*"
2	03:37	pronunciation changes	"***Congratulating*** *ini adalah memberikan ucapan selamat kepada seseorang*"
3	03:52-03:58.	Intra-Sentential	"*Ini ada* social functionnya *ini untuk memberikan selamat kepada seseorang*"
4	03:59-04:10	Intra-Sentential	"For example *dalam* graduating for school"
5	03:60	pronunciation changes	"For ***example*** *dalam* graduating for school"
6	04:11-04:16	Intra-Sentential	"*Memberikan* congratulating *setelah* graduating"
7	04:13	pronunciation changes	"*Memberikan* ***congratulating*** *setelah* graduating"
8	04:17-04:23	Intra-Sentential	"*Dan juga ada* celebrating something"
9	04:24-04:30	Intra-Sentential	"*Celebrating something contohnya apa?*"
10	04:38-04:44	Intra-Sentential	"*Disini juga kepada atas kesuksesan mengucapkan atas celebrating something tentang birthday contohnya*"
11	04:45-04:52	Intra-Sentential	"*Dan juga greting something new contohnya ada anniversary*"
12	05:03-05:06	Intra-Sentential	"*Disini ada congratulating dan juga responnya*"
13	05:04	pronunciation changes	"*Disini ada congratulating dan juga responnya*"
14	05:07-05:13	Intra-Sentential	"*Yang pertama congratulating berarti kita mersponnya dengan thank you*"
15	05:08	pronunciation changes	"*Yang pertama congratulating berarti kita mersponnya dengan thank you*"
16	05:18-05:25	Intra-Sentential	"*Bisa meresponnya dengan how nice of to say so*"
17	05:46-05:53	Intra-Sentential	"*Dan juga ada I would you like your apa misalkan*"
18	06:09-05:53	Intra-Sentential	"*Dan ada juga congratulating on, apa?*"
19	08:35-08:39	Intra-Sentential	"*Jadi seseorang itu memberikan congratulating atas bisnisnya*"
20	09:40-09:47	Intra-Lexical	"*Disini ada generic structurenya*"
21	09:53-10:00	Intra-Sentential	"*Selain yang ada disini what is adjective, ada lagi kata-kata adjective disini?*"
22	10:12-10:17	Intra-Sentential	"*And the second dengan kata how ditambahkan dengan kata adjective*"
23	11:05-11:12	Intra-Lexical	"*Disini ada complementingnya seperti apa dan responnya seperti apa*"

The analysis of Subject E's data showed various types of code-mixing, mainly intra-sentential and intra-lexical. According to Hoffman, intra-sentential mixing happened when elements from two languages were combined in one sentence, such as in "Congratulating ini adalah memberikan ucapan selamat kepada seseorang" (03:37-03:43). Meanwhile, intra-lexical mixing appeared when words from two languages were blended into one morpheme, like in "Disini ada generic structurenya" (09:40-09:47). Recent studies showed that code-mixing helped students understand complex concepts in language learning (Setiawan, 2021). Wardhaugh & Fuller (2020) explained that teachers used code-mixing to bridge difficult topics. In bilingual contexts, code-mixing also clarified meanings and improved communication effectiveness (Muysken, 2020). Additionally, pronunciation changes, such as in "congratulating," reflected the challenges bilingual speakers faced in pronouncing foreign words (García & Wei, 2018). This analysis indicated that code-mixing in Subject E's video was not just a linguistic phenomenon but also a teaching strategy that supported language learning.

Table 10. Types of Code Switching found in subject (video) E

No	Duration	Types of Code Switching	Sentence
1	06:05-06:10	Intra-Sentential	"*Berarti respon disini,* its very good of saying so"
2	09:43-09:52	Intra-Sentential	*"Yang pertama menggunakan kata sifat,* for example wonderful, you are beautiful"
3	10:25-10:28	Inter-Sentential	"How wonderful. *Betapa luarbiasanya"*
4	10:29-10:34	Inter-Sentential	"How beautiful. *Betapa cantiknya gitu ya"*
5	10:42-10:50	Intra-Sentential	*"Disini contohnya* what a wonderful performance *betapa luarbiasanya penaampilannya"*
6	10:42-10:50	Intra-Sentential	*"Berarti responnya,* thank you nice for saying so"
7	12:55-12:30	Intra-Sentential	"The third picture about, *aprisiasi atas pendapatannya"*

The analysis of code-switching in Video E showed different types of code-switching based on Poplack's (1980) theory: intra-sentential switching and inter-sentential switching. Intra-sentential switching happened when English words were inserted into Indonesian sentences, such as in "Berarti respon disini, it's very good of saying so" (06:05-06:10) and "Disini contohnya what a wonderful performance betapa luar biasanya penampilannya" (10:42-10:50). Inter-sentential switching appeared between two sentences, like in "How wonderful. Betapa luar biasanya" (10:25-10:28) and "How beautiful. Betapa cantiknya gitu ya" (10:29-10:34).Recent studies also showed that code-switching helped students understand and communicate better. Ansar (2020) found that code-switching clarified concepts in English learning. Sari and Putri (2021) stated that it reflected social identity and strengthened relationships in bilingual communication. Thus, the code-switching in Video E showed how students mixed languages to support effective communication in academic settings.

b. **The Sum of Code Mixing and Code Switching Used by Students' in English Education Department of Mathla'ul Anwar University Banten were analyzed based on data collected from Videos A to E.**

After analyzing the microteaching videos that exhibit language mixing by sixth-semester students of the English Education Department at Mathla'ul Anwar University Banten from the 2022-2023 academic years, the frequency of code mixing and code switching in each video was recorded. The variation in the frequency of these instances can be attributed to factors such as the length of the video, lack of vocabulary, and incomplete understanding of the material. Table 4.1. Shows theduration of each video and highlights these influencing factors. This study categorizesthe types of code mixing and code switching as follows: Intra-S (Intra-Sentential), Intra-L (Intra-Lexical), PronChg (Pronunciation Changes), Tag-S (Tag Switching), Inter-S (Inter-Sentential), and Intra-S (Intra-Sentential). The data from five sixth- semester students of the English Education Study Program at Mathla'ul Anwar University Banten, academic year 2022-2023, are presented in the table below:

Table 11. The Sum of code mixing of English Education Department Students ofMathla'ul Anwar University Banten Academic years 2022-2023 were analyzed based on data collected from videos A to E.

No	Name of the subject	Code mixing			Total Sum of the Data
		Intra-S	Intra-L	PronChg	
1	Subject A	26	4	-	30
2	Subject B	15	3	-	18

3	Subject C	8	-	3	8
4	Subject D	16	-	3	16
5	Subject E	16	2	5	18

The analysis of code mixing in English Education students at Mathla'ul Anwar University Banten (2022-2023) from Videos A to E showed Subject A had the highest total (30), followed by Subjects B and E (18), Subject D (16), and Subject C (8). Intra-sentential mixing was the most common, with some pronunciation changes in three subjects.

Table 12. The Sum of code switching of English Education Department Students ofMathla'ul Anwar University Banten Academic years 2022-2023 were analyzed based on data collected from Videos A to E.

No	Name of the subject	Code switching			Total Sum of the Data
		Tag-S	Inter-S	Intra-S	
1	Subject A	1	14	15	30
2	Subject B	1	6	7	14
3	Subject C	-	-	4	4
4	Subject D	2	8	8	18
5	Subject E	-	2	5	7

The analysis of code switching in English Education students at Mathla'ul Anwar University Banten (2022-2023) from Videos A to E showed Subject A had the highest total (30), followed by Subject D (18), Subject B (14), Subject E (7), and Subject C (4). Intra-sentential switching was the most frequent, while tag-switching was the least used.

CONCLUSION

The findings of this study highlight the significant presence of code mixing and code switching among sixth-semester students in the English Education Department at Mathla'ul Anwar University Banten. The dominant use of intra-sentential code mixing suggests that English is deeply integrated into their academic discourse, reflecting their bilingual proficiency and the influence of educational settings. The presence of intra-lexical mixing and pronunciation changes further indicates an adaptation process where students blend linguistic elements to facilitate communication.

From a sociolinguistic perspective, the use of code mixing and switching is not merely incidental but serves strategic functions in academic and social interactions. The findings align with Hoffman's and Poplack's theoretical frameworks, while also supporting translanguaging perspectives (García & Wei,

2018), which view bilingual language use as a fluid and dynamic process that enhances meaning-making. Additionally, the role of identity construction (Ma, 2018) is evident in students' language choices, as they navigate between local and global linguistic influences.

For bilingual education, these findings suggest that code mixing and switching can be leveraged as pedagogical tools to enhance students' comprehension and engagement in learning. Educators should recognize these bilingual practices as assets rather than obstacles, integrating them strategically into teaching methodologies. Future research should explore students' perceptions of their bilingual practices and examine how translanguaging approaches can further improve learning outcomes in multilingual educational settings.

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