

STATEMENT OF ORIGINALITY

Name : Lisca Aulia Hanafi
SRN : 211230103
Grade : 2021
Faculty : Faculty of Education and Teaching Training
Study program : English Education Department

I hereby declare that the thesis I have written as one of the requirements for obtaining a bachelor's degree and submitted to the English Education Study Program, Faculty of Tarbiyah and Adab, is entirely my original scientific work. All quotations or ideas sourced from the work of others have been included and referenced appropriately in accordance with the legal provisions and academic ethics applicable in the tradition of scientific writing. However, if it is later proven that this work, either in part or in whole, is not original or contains elements of plagiarism, I am willing to accept all consequences, including the revocation of the academic degree obtained from this institution, as well as other sanctions applicable in Indonesia.

Serang, November 05th 2025



Lisca aulia hanafi
SRN.211230103

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb

In the name of Allah, the Beneficent and the Merciful, praises be upon Allah SWT, the Lord of the universe, who has given blessing, guidance, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled “Code-Switching and Code-Mixing Strategies in EFL Classroom Presentations: case study at the English Education Department”. And also my Peace and salutations be upon our great prophet Muhammad SAW, his family, companions, and his faithful forever. This is the undergraduate thesis that has been proposed to faculty of education and teaching training State islamic university of sultan maulana hasanuddin banten as partial fulfillment of the requirement for obtaining the scholar degree of education (S.Pd).

As long as my journey, God gives some people present in the middle of my journey. They gave many directions, motivation, aid, and guidance from many sides. So, the researcher would also like to express gratitude and appreciation to:

1. Prof. Dr H. Muhammad Ishom, M.A., Chancellor of the State Islamic University of Sultan Maulana Hasanuddin Banten, for his visionary leadership, guidance, and commitment in managing, developing, and advancing this institution, which has provided the author with a strong academic environment.
2. Dr. H. Subhan, M.Ed., Dean of the Faculty of Education and Teacher Training, State Islamic University of Sultan Maulana Hasanuddin Banten, for his encouragement, motivation, and continuous support that significantly contributed to the completion of this study and thesis.

3. Mr. Afif Suaidi, M. Hum., Head of the English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sultan Maulana Hasanuddin Banten, for his guidance, educational direction, and valuable motivation that have shaped the researcher's academic journey.
4. Mrs. Dr Tatu Siti Rohbiah, M. Hum. as the first supervisor, and Ms. Dr. Purnama Rika Perdana, M. Hum. as the second supervisor, for their patience, invaluable advice, insightful direction, and countless hours devoted to supervising and guiding the preparation of this thesis until its completion.
5. To researcher's beloved parents, Mr. Hanafi and Mrs. Lilis Susilawati, for their endless prayers, unconditional love, patience, and sacrifices that have been the greatest strength and inspiration throughout this journey. The researcher also extends heartfelt gratitude to her dear siblings Jesica Fitria Hanafi, Raida Fakhira Hanafi, and Rayyanza Labib Alfarizqy for their constant support, encouragement, and love that made the completion of this thesis possible.
6. To all the participants who were actively involved in this research, especially the students of the English Education Department who generously shared their time, insights, and valuable data, without whom this study would not have been accomplished.
7. To all dearest friends, for their unwavering support, prayers, joy, and companionship throughout the process of writing this paper. Their presence not only brought encouragement and laughter but also created a sense of family that accompanied the researcher in both joyful and difficult times. May this friendship last forever and remain a cherished memory for a lifetime.
8. And last but not least, the reseracher wanna thanks to her self for not giving up, for showing up every day, and for always choosing to move forward, no matter how hard to gets.

Finally, the researcher entrusts all the goodness and blessings of this effort to Allah SWT, with the hope that every individual who has contributed to the completion of this thesis will be rewarded abundantly. May this humble work enrich the body of knowledge and be beneficial both for the researcher and for readers in general. Aamiin.

Wassalamu'alaikum Wr. Wb

ABSTARCT

Lisca aulia hanafi. 211230103. 2025. Code Switching and Code Mixing in EFL Classroom Presentations: A Case Study at the English Education Department

This study aimed to examine the types and communicative functions of code-switching and code-mixing used by EFL students during classroom presentations, along with their communicative goals in applying these bilingual strategies. Using a qualitative descriptive case study, data were gathered through classroom observations, documentation, and semi-structured interviews with fourth-semester students of the English Education Department at UIN Sultan Maulana Hasanuddin Banten. The findings revealed 117 utterances containing code-switching and code-mixing. Three types of code-switching were identified: inter-sentential switching 30, intra-sentential switching 24, and tag switching 11 utterances. three types of code-mixing were found: insertion 48, alternation 4, and congruent lexicalization 0 utterances. Among these, intra-sentential switching and insertion mixing were the most dominant, Inter-sentential switching was dominant because students prepared their presentation scripts beforehand, allowing them to plan language shifts between sentences more naturally. Insertion mixing frequently appeared since English terms were familiar and commonly used in academic settings, making communication more efficient. In terms of communicative functions, six major functions were identified based on Appel and Muysken's framework: referential 71 utterance, directive 17, expressive 5, phatic 12, metalinguistic 11, and poetic 1 utterance. The referential function was the most frequent, as students often switched or mixed languages to explain academic concepts and theories for better audience understanding, indicating that language was mainly used to convey information more clearly and to manage the flow of presentation. The interview results showed that students used language alternation to improve clarity, manage nervousness, enhance confidence, and engage the audience. They considered these bilingual practices effective for supporting comprehension and interactive learning environment. For the next researchers, it is encouraged to explore code-switching and code-mixing for the improvement of communication in different academic settings.

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

**CODE-SWITCHING AND CODE-MIXING IN EFL CLASSROOM
PRESENTATIONS: CASE STUDY AT THE ENGLISH EDUCATION
DEPARTMENT**

By:

Lisca Aulia Hanafi
SRN. 211230103


Under the Supervisor of
Serang, November 05th 2025

Adviser 1



Dr. Tatu Siti Rohbiah, M.Hum.
NIP. 198302052011012009


Adviser 2



Dr. Purnama Rika Perdana, M.Hum.
NIP. 199002102020122000

Acknowledged by:

The Head of English Education Department



Afif Sudi, M.Hum
NIP 198712282019031003

**CODE-SWITCHING AND CODE-MIXING IN EFL CLASSROOM
PRESENTATIONS: CASE STUDY AT THE ENGLISH EDUCATION
DEPARTMENT**

By:

Lisca Aulia Hanafi
SRN. 211230103

Under the Supervisor of
Serang, November 05th 2025

Adviser 1



Dr. Tatu Siti Rohbiah, M.Hum.
NIP. 198302052011012009

Adviser 2



Dr. Purnama Rika Perdana, M.I^{um}.
NIP. 199002102020122000

Acknowledged by:

The Dean of Education and
Teacher Training faculty



Dr. H. Subhan, M.Pd.
NIP. 196809102000031001

The Head of English Education
Department



Afif Suaidi, S.S., M.Hum.
NIP. 198712282019031003

THE BOARD EXAMINER'S APPROVAL

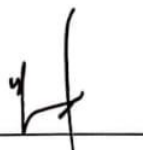
This is to certify that the undergraduated research paper of lisca aulia hanafi has been approved by the board of examiners as a partial fulfilment of the requirement for sarjana in english aducation.

Serang, October 19th, 2025

The Board of Examiners:

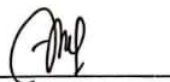
Dr. Hj. Yavu Hervatun, M.Pd.
NIP. 197301072008012005

chairman




Asep Svahrul Mubarak, M.Pd.
NIP. 199403262022031002

Secretary



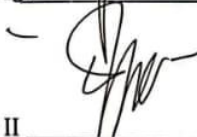
Dr. H. Abdul Mu'in, S.Ag., M.M
NIP. 197109231999031003

Examiner I



Yazid Rukmavadi, M.Pd
NIP. 198607212020121001

Examiner II



Dr. Tatu Siti Rohbiah, M.Hum
NIP. 198302052011012009

Adviser I



Dr. Purnama Rika Perdana, M. Hum
NIP. 199002102020122000

Adviser II



DEDICATION

With profound love and deepest gratitude, I dedicate this thesis first and foremost to Allah SWT, the Most Gracious and the Most Merciful, who has been the eternal source of strength, patience, and guidance throughout every stage of my journey. Without His blessings, none of this work would have been possible. This thesis is especially devoted to my beloved parents, Mr. Hanafi and Mrs. Lilis Susilawati, whose endless sacrifices, prayers, and unconditional love have been the foundation of my life. Their guidance, wisdom, and encouragement have shaped my character and motivated me to strive for excellence. No words can truly express how grateful I am for their unwavering support and devotion.

I also dedicate this work with heartfelt love to my dearest siblings, who have been my source of laughter, motivation, and strength. To my precious sisters, Jesica Fitria Hanafi and Raida Fakhira Hanafi, as well as my beloved brother, Rayyanza Labib Alfarizqy, thank you for your kindness, encouragement, and warmth that have made this academic journey more meaningful. Beyond my immediate family, I extend this dedication to my entire relatives, whose presence, prayers, and encouragement have always uplifted me. To my wonderful friends, thank you for your companionship, insightful advice, and unwavering support, which have helped me overcome challenges along the way. Finally, I dedicate this thesis to myself for having the courage to dream, the perseverance to continue despite difficulties, and the resilience to complete this work even in the most challenging times.

MOTO

“The best gift is what you have, and the best destiny is what you are living.”

—Ust. Agam—

A BRIEF BIOGRAPHY

The researcher, Lisca Aulia Hanafi, was born in Lampung on November 10, 2000. She is the eldest of four siblings, born to Mr Hanafi and Mrs Lilis, whose love, prayers, and support have been her greatest motivation throughout her educational journey. She began her formal education at SDN 1 Tebing, Lampung, where she completed her elementary studies. She then continued her education at Pondok Modern Madinah Lampung, where she spent six years pursuing both junior and senior high school education while developing her academic, spiritual, and social values. After completing her studies at the boarding school, she dedicated one year to community service as part of her commitment to the institution and its values. Following her year of service, she worked for approximately two years before deciding to continue her higher education at the State Islamic University of Sultan Maulana Hasanuddin Banten (UIN SMH Banten), majoring in English Education under the Faculty of Education and Teacher Training. Her work and school experiences have made her a disciplined, self-sufficient, and responsible person. The author completed her undergraduate study by writing this thesis as part of the requirements to obtain a bachelor's degree in English education. She hopes that her academic journey and this research will contribute positively to the development of knowledge, especially in the field of English language education.

TABLE OF CONTENT

STATEMENT OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
ADVISOR’S APPROVAL	v
THE BOARD EXAMINERS APPROVAL	vii
DEDICATION	viii
MOTTO	ix
A BRIEF BIOGRAPHY	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xii
CHAPTER I INTRODUCTION	1
A. Background of The Study	1
B. Identification of The Problem.....	4
C. Scope and Limitation of The Problem	4
D. Formulation of The Problem.....	5
E. Objectives of Study.....	5
F. Significance of The Study.....	5
G. Clarification of The Term.....	6
H. Organization of The Study.....	8
I. The Previous Research.....	9
CHAPTER II THEORETICAL FOUNDATION	13
A. Sociolinguistic.....	13
B. Bilingualism and Multilingualism	14
C. Code Switching.....	16
1. Definition of Code Switching	16
2. Types of Code Switching	17

D. Code Mixing	18
1. Definition of Code Mixing.....	18
2. Types of Code Mixing	19
E. Communicative Function of Code Switching and Code Mixing	20
F. Contribution of Code Switching and Code Mixing to Communicative Goals	22
CHAPTER III RESEARCH METHOD.....	25
A. Research Method	25
B. Data and Source	26
C. Instrument	26
D. Data Collection	27
E. Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION	33
A. Findings.....	33
1. Classification Types of Code Switching and Code Mixing in EFL Classroom Presentations	34
2. Classification of Communicative Function of Code Switching and Code Mixing.....	51
3. Contribution of Code Switching and Code Mixing to Communicative Goals	67
B. Discussion	68
1. Types of Code Switching and Code Mixing in EFLClassroom Presentations	69
2. Communicative Function of Code Switching and Code Mixing.....	76
3. Contribution of Code Switching and Code Mixing to Communicative Goals	83
CHAPTER V CONCLUSION	93
A. Conclusion	93

B. Suggestion..... 94

REFERENCES..... 95

Appendix 99

LIST OF TABLE

Table 3.1 Interview Questions	29
Table 4.1 Classification Types Code Switching and Code Mixing.....	35
Table 4.2 Recapitulation Types of Code Switching and Code Mixing.....	50
Table 4.3 Classification of Communicative Function of Code Switching and Code Mixing	52
Table 4.4 Recapitulation of Communicative Function of Code Switching and Code Mixing	66