



## Code Switching and Mixing in Education: Strategies for Effective Language Learning Class

Oktavia Rizky Nugraeni<sup>1</sup>, Salwa Nabilla<sup>2</sup>, Rahma Kamila<sup>3</sup>

Department of English Education, Faculty of Teacher Training and Education, Tidar University

Correspondence Email: [oktavianugraeni5@gmail.com](mailto:oktavianugraeni5@gmail.com), [rahmakamila0725@gmail.com](mailto:rahmakamila0725@gmail.com), [salwanabilla255@gmail.com](mailto:salwanabilla255@gmail.com)

### Abstract

Language is very important for communicating in the modern globalized world. Speakers who speak more than one language are called code-mixers. This study looked at how effective code-switching and blending are in English classes outside of English departments. This research collects data through observations and notes of students in English classes that use full English and use code switching and mixing. In addition, data about student understanding was collected through questionnaires. The results of this research will provide insight into how effective code-switching and mixing are in the language learning classroom. In addition, this research aims to provide valuable implications for language educators and their students.

**Keywords:** *code-mixing, code-switching, language learning*

### Abstrak

Bahasa memiliki peran krusial dalam komunikasi di era globalisasi modern. Penutur yang menggunakan lebih dari satu bahasa dalam interaksinya sering disebut sebagai pencampur kode. Penelitian ini bertujuan untuk mengkaji efektivitas alih kode dan pencampuran kode dalam proses pembelajaran bahasa Inggris di kelas-kelas non-jurusan bahasa Inggris. Data dikumpulkan melalui observasi langsung serta analisis catatan siswa di kelas bahasa Inggris yang menerapkan penggunaan bahasa Inggris secara penuh maupun yang mengintegrasikan alih kode dan pencampuran kode. Selain itu, pemahaman siswa terhadap materi ajar diukur melalui penyebaran kuesioner. Temuan dari penelitian ini diharapkan dapat memberikan wawasan mengenai efektivitas strategi alih kode dan pencampuran kode dalam mendukung pembelajaran bahasa. Lebih jauh, penelitian ini bertujuan untuk memberikan implikasi praktis bagi para pendidik bahasa dan siswa dalam meningkatkan efektivitas proses belajar-mengajar.

**Kata kunci:** *campur kode, alih kode, pembelajaran bahasa*

### Introduction

English has long been recognized as a global lingua franca, functioning as the primary medium for international communication, academic discourse, business negotiations, and technological advancement. In the context of education, particularly in non-English speaking countries such as Indonesia, English proficiency is not only an

academic requirement but also a fundamental skill for students to participate in the global knowledge economy. Students are expected to master the four core language skills listening, speaking, reading, and writing to access academic materials, engage in professional communication, and compete in an increasingly interconnected job market.

English is an international language used as a language of communication internationally. Students need to master English language skills both orally and in writing. English is essential for students because most reading books and learning materials usually use sources from various countries that use English as the primary language for writing and presenting the material. It's not only important when they are still students. However, it is also essential for graduates to face the world of work, which is much broader and has a high level of competition. Almost all universities in Indonesia require prospective graduates to submit TOEFL test results with a predetermined minimum score. At the university itself, the minimum TOEFL test score is 400.

Seeing the importance of mastering English for students, Tidar University, in collaboration with UPA Bahasa, conducted a placement test for new students in 2023 to determine students' abilities in learning English. New students from animal husbandry, engineering, and social and political sciences faculties carried out the first wave of placement tests. However, it is not perfect because the test results show that only 23 students had test placement scores of more than 400, while as many as 1995 students had scores below 400.

Seeing the quite worrying conditions based on the results of the placement test carried out by the Tidar University Language UPA, the university followed up by providing a PKBI (English Language Skills Development) program, which was held every Saturday. In learning a foreign language, especially English, it would be better if the teacher consistently delivered the material using only one language, namely the language being studied. However, this needs to be fixed. Among them are limited communication between teachers and students, classes that tend to be passive, misunderstandings or errors in pronouncing words indirectly for specific purposes (Ansar, 2017), and students need more understanding of the teacher's explanations. To overcome these problems, The teacher uses the code-mixing and switching method.

In response, educators began incorporating code-switching and code-mixing as pedagogical strategies to bridge the linguistic gap. Code-switching refers to the practice of alternating between two or more languages within a conversation or discourse, while code-mixing involves blending elements of multiple languages within a sentence or utterance. In the Indonesian context, this often manifests as the use of English and Bahasa Indonesia interchangeably. These strategies serve not only to facilitate comprehension but also to maintain classroom engagement, promote inclusivity, and support learners with diverse linguistic backgrounds.

Code mixing is a communication process where the speaker or actor uses multiple languages. One of them is Indonesian-English code mixing. This phenomenon occurs due to many factors. One factor often encountered is that one language speaker wants to show proficiency in mastering more than one language and overcome the situation when the speaker forgets the words they want to convey in a speech. The communication process using code mixing does not only occur verbally but also in written form and software development. Code-mixing and switching are often used in foreign language learning, especially in places where two languages are studied. Code-mixing and switching simplify the learning process, making it easy to understand and more efficient. Code-mixing is proven to be effective.

Nguyen et al. (2016) agree that code-mixing can positively affect language acquisition. Code-mixing and switching can improve understanding of the new language being learned. This effectiveness makes Code-mixing and switching a popular method language teachers use to create more enjoyable, efficient, and effective learning classes.

This study, therefore, seeks to investigate the effectiveness of code-switching and code-mixing strategies in English language classes for non-English majors. It explores how these methods influence students' comprehension, participation, and confidence in the learning process. By examining the implementation of bilingual instructional practices at Tidar University, the research aims to provide practical insights for educators striving to improve English language outcomes in multilingual and mixed-proficiency learning environments.

## **Method**

In this research, the method used is a qualitative research method. According to Creswell (1994), The goal of qualitative research is to better understand social or human problems by using words to create a complex, comprehensive picture, relaying in-depth perspectives from informants, and conducting the study in a natural environment. The researcher adopted a qualitative method to provide additional information and explanation about how effectively mixing and switching codes work in the English language learning process in departments other than English. The first method the researcher used to gather data for this study was to observe and note the tutor who taught English in English classes outside of the English department using full English.

The researchers then paid close attention and documented the tutor who used switching and mixing code. Following the completion of the learning process, a questionnaire will be used to gather data to determine the efficacy of English language instruction based on student comprehension. Researchers utilise this data to compare the effectiveness of code-switching with mixing or utilising full English in language learning classes. This study employed a qualitative research approach.

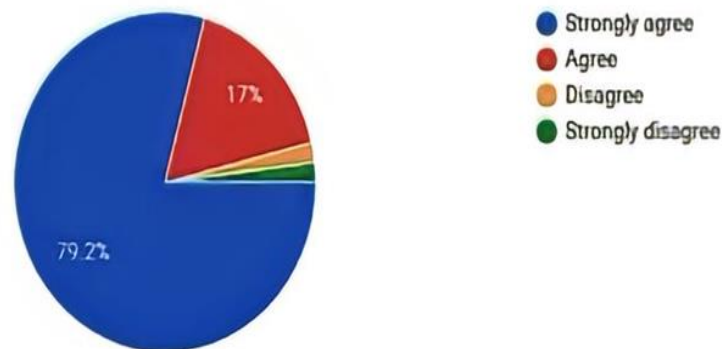
## **Result and Discussion**

After analysing the data in the previous section, several findings illustrate this research. First, the study's findings indicate that using code-switching and code-mixing during learning significantly contributes to students' understanding of the material. The questionnaire data revealed that 79.2% of the respondents strongly agreed that code-switching and code-mixing helped them understand the material more effectively (Graphic 1).

Moreover, it is proven that combining multiple languages in the learning process can enhance students' comprehension and facilitate a deeper understanding of the content. The findings of this study provide compelling evidence regarding the positive impact of code-switching and code-mixing strategies in English language learning, particularly in non-English major classrooms. The use of these strategies not only supported

students' comprehension but also enhanced the overall classroom experience.

53 responses



Graphic 1. Questioner result

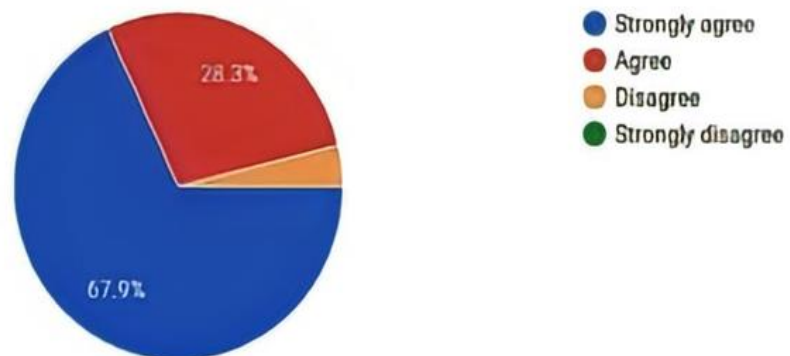
The findings of this study align with other research that has shown positive aspects of code-switching and mixing in learning English as a second language, especially in a rural context—Ezch et al. (2022). Code-switching and mixing have been found to have progressive and positive effects on teachers and learners in ESL situations.

The analysis of the data reveals that the use of code-switching and code-mixing in English language instruction significantly contributes to students' comprehension of the material. As shown in Graphic 1, 79.2% of respondents strongly agreed that these strategies helped them understand the material more effectively. This finding indicates that incorporating multiple languages during instruction enhances students' ability to grasp the content in a more meaningful way.

The first major finding, as illustrated in Graphic 1, shows that 79.2% of students strongly agreed that the implementation of code-switching and code-mixing significantly improved their understanding of the material. This suggests that allowing a combination of languages in instruction helps bridge the gap between unfamiliar content and students' existing linguistic knowledge. By incorporating the students' native language alongside English,

the learning process becomes more accessible, especially for students who may have limited proficiency in English

53 responses



Graphic 2. Questioner result

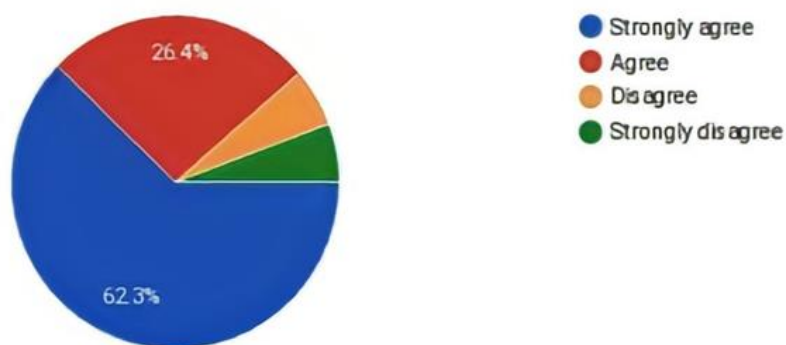
Additionally, it was observed that English tutors who utilised code-switching and mixing in their instruction outside of the English department were able to create a more interactive and comfortable learning environment, and it is proved by the result of the research questionnaire that is, 67.9% strongly agreed, and 28.3% of students agreed that code-switching and code-mixing made the teaching and learning process closer and more comfortable (Graphic 2).

Furthermore, the effectiveness of this method is also reflected in the comfort and engagement experienced during class. Graphic 2 shows that 67.9% of students strongly agreed and 28.3% agreed that code-switching and code-mixing made the teaching and learning process feel more approachable and comfortable. English tutors who applied these strategies especially in non-English major classes were able to foster a more interactive and student-friendly learning environment.

The second significant finding, depicted in Graphic 2, is related to students' perceptions of classroom atmosphere. A combined 96.2% of students (67.9% strongly agree, 28.3% agree) indicated that the use of code-switching and mixing fostered a more relaxed, comfortable, and engaging learning environment. Tutors who employed these strategies were seen as

more approachable, and students felt more included and understood. This suggests that the integration of both languages not only enhances comprehension but also positively affects the emotional and social dynamics of the classroom.

53 responses



Graphic 3. Questioner result

Also, most students feel more confident in discussions using code-switching and code-mixing in the learning process, with at least 62.3% of students agreeing strongly and 26.4% choosing to agree (Graphic 3). This demonstrates that code-switching and code-mixing provide support in comprehension and improve overall communication within the learning environment, creating a more conducive atmosphere for language learning.

In addition, students reported increased confidence in participating in classroom discussions when code-switching and code-mixing were employed. As indicated in Graphic 3, 62.3% of students strongly agreed, and 26.4% agreed that these strategies enhanced their confidence during the learning process. This suggests that code-switching and code-mixing not only support comprehension but also facilitate better communication, ultimately creating a more conducive environment for language acquisition.

These findings align with previous studies, such as Ezeh et al. (2022), which emphasized the positive and progressive impact of code-switching and code-mixing in English as a Second Language (ESL) learning contexts. The strategies are proven to improve both linguistic understanding and student engagement, making the learning experience more effective and inclusive

Furthermore, Graphic 3 illustrates that 88.7% of students (62.3% strongly agree, 26.4% agree) felt more confident participating in class discussions when code-switching and mixing were applied. Increased confidence is a key factor in language acquisition, as it encourages learners to actively engage with the language, practice speaking, and make mistakes without fear of judgment. This emotional safety is vital in developing language fluency over time.

Collectively, these findings demonstrate that code-switching and code-mixing are not merely fallback strategies but effective pedagogical tools that support both linguistic and affective aspects of learning. They allow instructors to scaffold learning in a way that aligns with students' current language capabilities while gradually increasing their exposure to and use of English. This adaptive strategy also aligns with Vygotsky's concept of the Zone of Proximal Development, where learners benefit most from guidance that connects the familiar with the unfamiliar.

In conclusion, the data indicate that the strategic use of code-switching and code-mixing in English language instruction for non-English majors has substantial benefits. It enhances understanding, fosters a more inclusive and comfortable classroom environment, and boosts students' confidence. These findings reinforce the importance of flexible and student-centered teaching approaches in multilingual learning contexts.

## Conclusion

From the research that has been conducted, the use of code-mixing and switching has been proven to significantly contribute to students' understanding of the bilingual language learning process. This can be proven from the students' answers regarding the impact of using code mixing and switching during the teaching and learning process in the classroom. Using code-mixing and switching shows that combining several languages in the learning process can improve students' understanding and facilitate a deeper understanding of content. Apart from that, the use of code-mixing and switching shows that the atmosphere created in the classroom during learning becomes more comfortable, that it can increase students' self-confidence while building interactions to create an interactive class.

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