



Exploring The Types of Code-Switching and Code-Mixing in Classroom Interaction: A Multiple Case Study in Higher Education

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Article Info	Abstract
Received: 2026-06-17 Revised: 2026-08-27 Accepted: 2026-09-07 Keywords: <i>Code-switching, code-mixing, classroom interaction</i> DOI: 10.24256/ideas.v14i2.11293 Corresponding Author: Friska Nurshadrina 240025301053@unm.ac.id Universitas Negeri Makassar	<i>The purpose of this study is to determine the various and most common types of code-switching and code-mixing utilized by students at UIN Alauddin Makassar and Universitas Negeri Makassar. Thirty English students from each university enrolled in the Speaking course in the class of 2025 served as the study's subjects. In order to illustrate the phenomena of code-switching and code-mixing that take place during classroom interactions, this study uses a qualitative method with a descriptive qualitative design. Although a lot of research has been done on code-switching and code-mixing in EFL classes, there aren't many studies that compare different Indonesian universities. Data collection, data reduction, data presentation, and conclusion or verification were the phases of the data analysis process. This study used Hoffman's theory (1991) to examine the kinds of code-mixing that appeared in classroom interactions and Poplack's theory (1980) to define and categorize types of code-switching. The study's findings showed that both universities' speaking learning processes heavily involve code-switching and code-mixing. However, only UIN Alauddin Makassar exhibited the most prevalent forms of code-switching and code-mixing. Intra-sentential switching, or code-switching that takes place within a single sentence, is the most common kind of code-switching. Intra-sentential code-mixing, or code-mixing that occurs within a single sentence, is the most common kind of code-mixing.</i>

1. Introduction

Bilingual speakers frequently employ many languages on a daily basis. Whether it's an international language like English or a regional language, they usually switch or mix their native tongue with another language. Code-switching and code-mixing are terms used to describe this alternating linguistic practice in communication (Almelhi, 2020).

Code-switching and code-mixing have become widespread phenomena that are fascinating to research, particularly among youth. When conversing, they frequently mix or switch between languages. They think that speaking in two languages will make them appear more distinguished (Fresya et al., 2024). People choose to use code-mixing or code-switching in their communication for a variety of reasons, including expressing certain concepts, highlighting particular points, and differentiating between personal and generic concerns (feelings, thoughts, etc.).

Code-switching takes place when speakers are asked to choose which code to use for speaking and they switch from one to another (Maheswara, 2022). Code-switching is used to convey meaning to other speakers (Ilmiana et al., 2022). This phenomenon often occurs among bilinguals, where they switch the language used immediately, depending on the context or situation of communication. The speaker must transition to a language that other speakers can understand when the language they used to convey meaning is incomprehensible to the person they are speaking to. Since this is being done by people who speak multiple languages, there are no communication issues (Baur et al., 2021). The mixing of two languages within a single sentence or within the same written or spoken material is known as "code-mixing" (Fredinand, 2024). Although speakers often use code-mixing in more casual contexts, it is often used in formal situations (Maretha, 2023).

If this happens, it is because there are no words or expressions that accurately replace the language used. This means that code-mixing helps people express their thoughts without needing to give them further thought and avoids misunderstandings between the communicating sides. Code-mixing can include inserting words, phrases, or morphemes (Putri et al., 2020), from a foreign language into the main language structure to understand the speaker's intentions and to align what they heard with what they understand.

Related to this study, the researcher chose a number of earlier papers that were pertinent to the investigation. (Fadilah & Astutik, 2020) carried out earlier research on code-switching and code-mixing under the title *"An analysis of code-mixing and code-switching used by teacher and students in English class."* A qualitative descriptive research method was used in their investigation. The results showed that during interactions in English classes, code-mixing and code-switching were commonly employed by both teachers and students.

Out of 51 utterances, 40 occurrences of code-mixing and 11 cases of code-switching were recognized as the two primary categories. Students utilize code-mixing and code-switching for a variety of reasons, including a lack of vocabulary and English language proficiency, as well as a failure to comprehend or grasp the meaning. The study's findings show that these language substitutes serve as communication techniques to improve comprehension and involvement in the English language learning process. (Kaniadewi et al., 2023) conducted an additional study on code-switching and code-mixing titled *"The use of Code-mixing and Code-switching by Students in Classroom Interaction"*. Based on the findings, there was four students used three types of code-mixing, namely intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation.

While inter-sentential switching is the most common type of code-switching, intra-sentential code-mixing is the most common type among students. Ease of expression is the most commonly utilized function, suggesting that students regularly switch between languages when they are having trouble coming up with the correct words to convey their ideas. It is still unknown whether variations in institutional background have a major impact on the types and purposes of code-switching in EFL classrooms because the majority of prior research has focused on code-switching and code-mixing within a single contextual framework without comparing usage patterns across institutions. A more thorough grasp

of how institutional environments influence students' language behaviour may be obtained from this study of two institutions with distinct institutional features.

For students, particularly those in the English department, code-switching and code-mixing are effective codes. Students in the English department study English in class as a foreign language. They can therefore speak multiple languages, including English and at least their mother tongue. There are instances when using English in class is mandatory for English departments. Nonetheless, this practice helps kids become accustomed to speaking English in daily interactions. Additionally, they may choose to mix or switch codes, even in brief utterances, creating new codes in a process called code-switching and code-mixing (Hayati & Anindhita, 2024).

The study contends that the use of code-switching and code-mixing in English language learning, particularly at UIN Alauddin Makassar and Universitas Negeri Makassar, will be influenced by student status at these two campuses. Because variations in academic settings and institutional features may have an impact on students' language usage in conversation classes, a comparison of these two universities was carried out. A comparative study is required to generate more thorough and significant results because the main problem with this study is the absence of information about the variations in code-switching and code-mixing between the two universities.

The following are the study's research questions: (1) What types of code-switching and code-mixing in English used by students at UIN Alauddin Makassar and Universitas Negeri Makassar? (2) Which types of code-switching and code-mixing are most commonly used at UIN Alauddin Makassar and Universitas Negeri Makassar? Based on this questions, the main goal of this study is to determine the kinds of code-switching and code-mixing in English that students at UIN Alauddin Makassar and Universitas Negeri Makassar use, as well as the kinds of code-switching and code-mixing that these students use most frequently. This study is significant both theoretically and practically. Both instructors and students should theoretically profit from this study.

This study can assist students in comprehending how code-switching and code-mixing are perceived in the context of learning English. This study can be used by lecturers to improve teaching strategies in EFL classrooms and to employ code-switching and code-mixing. It is anticipated that this study will be useful to the researcher and other researchers in the future. This study can help readers learn more about code-switching and code-mixing, two crucial sociolinguistic topics. This study can offer information and experience about the application of code-switching and code-mixing to future researchers.

2. Methods

The phenomenon of code-switching and code-mixing during classroom interactions was described in this study using qualitative methodologies with a descriptive qualitative approach (Cresswell, 2023). A multiple case study, which involves a number of cases to be thoroughly examined, is the research methodology employed. A purposeful analysis of two or more full single case reports is called a multiple case study (Stake, 1995). The two universities where this study is being done are Universitas Negeri Makassar in Makassar City and UIN Alauddin Makassar in Samata, Gowa. The study's subjects are English Language Education undergraduates in the second semester of 2026 (class of 2025). Purposive sampling was used to choose participants based on predetermined criteria, including utterances that contained code-switching and code-mixing during classroom learning sessions.

As a result, rather than the total number of students, the unit of analysis was student utterances. One speaking class from two universities was chosen for this study, which focused on the fundamental learning processes. The core stage, which is the primary learning phase where speaking exercises are conducted and students actively participate in practice and verbal engagement, is the subject of this study.

Thirty students from each university participated in this study. Since the data were gathered through spontaneously occurring classroom interactions, there was no predefined amount of utterances per participant in this study. As a result, the quantity of utterances examined varied according to each student's degree of involvement. Some students produced numerous utterances that contained code-switching and code-mixing, whereas others did not produce utterances that satisfied the analytical requirements, according to the data in the appendix. From an ethical perspective, the researcher used codes or participant numbers to protect the anonymity of the participants' names and got permission from the course teacher before making any observations or recordings.

An observation checklist, audio recording, and audio transcription are used in this study's data gathering method. (1) An observation checklist was used to methodically record how students used code-switching and code-mixing throughout the learning process, including the kinds of code-switching and code-mixing that took place in the speaking class. The forms of code-switching and code-mixing that were seen were directly recorded using an observation checklist. Poplack's theory (1980) and Hoffman's theory (1991) were used in this study to examine different forms of code-switching and code-mixing, respectively. (2) The audio transcriptions and recordings. The language that students use while learning is captured by the audio recordings.

This makes it possible for researchers to repeat every word that English language learners say. While the audio transcriptions are produced after the audio recordings are finished, this allows researchers to evaluate the data more thoroughly and efficiently. Researchers can better understand the kinds of code-switching and code-mixing that take place during the learning process by using transcripts of classroom recordings. To put it another way, the results of the observation checklist are verified using transcripts. Additionally, these transcripts enable researchers to thoroughly examine discussions and guarantee that each conclusion is supported by reliable data.

Data selection was the first step in the data collection process for this study. This study used non-participant observation, in which the researcher merely watched the teaching and learning process without taking part. During the main activity of each session, the researcher recorded the learning process for about 120 minutes while observing the statements or utterances of each student. The theories of Poplack (1980) and Hoffman (1991) were used to the analysis of the chosen data. The first and second study questions about the kinds of code-switching and code-mixing that students at Universitas Negeri Makassar and UIN Alauddin Makassar frequently employ will be addressed with this data. The types of code-switching and code-mixing were used to classify the data. Code-switching and code-mixing come in three varieties. These categories were used by the researcher to organize the data.

The four-step interactive model put forth by Miles and Huberman (1994) provides the basis for qualitative data analysis. The first step is data collection, which uses research tools to acquire information pertinent to the research topics. Second, the process by which the researcher chooses, concentrates, streamlines, abstracts, and modifies the several types of data gathered, including documents, transcripts, and other empirical materials, is known as data reduction. This stage's goal is to arrange big, complicated data such that it is more relevant, structured, and prepared for in-depth examination. Third, in order to ascertain the kinds of code-switching and code-mixing as well as their perceived effects, the

researcher identifies data segments. Theory and data presentation are used to determine the various forms of code-switching and code-mixing. Fourth, data presentation is the systematic display of information that enables the researcher to make inferences. The frequency of each kind of code-switching and code-mixing is displayed in tables and graphs. the step of conclusion-drawing and verification, where the researcher makes judgments based on the information provided. In order to address the study questions and develop conclusions based on theory, the researcher concludes.

3. Results

Universitas Negeri Makassar

Code-Switching

The researcher discovered many forms of code-switching in the Universitas Negeri Makassar students' speech. Inter-sentential switching, intra-sentential switching, and tag switching are the three categories.

Intra-Sentential Switching

Extract 1 S₁: "There are many critics about this person because **apa ya? banyak sekali kekeliruan yang telah dilakukan A juga jadi.**"

In the extract above, In the quote above, the speaker used code-switching when he wanted to say that the person in question had made many criticisms and mistakes. In relation to the speaker's assertion, the previously mentioned sentence exhibits an intra-sentential switching. The speaker begins by explaining in English before switching to Indonesian from "**because**" to "**apa ya.**" Intra-sentential switching, according to (Mabule, 2015) is "marked by a switch from one language to another within a single utterance."

Tag Switching

Extract 2 S₂₆: "SO7 have four people and the vocalis is D. And **apalagi?**"

At first glance, the utterance above resembles tag switching, but it cannot be categorized as such because the element "**apalagi?**" functions not only as an additional insertion but also as a main component conveying the meaning of a question. Therefore, this phenomenon is more appropriately classified as inter-sentential switching, in which a language shift from English to Indonesian occurs between parts of the utterance. The use of "**apalagi?**" demonstrates an important communicative function, namely to request additional information during interaction.

Inter-Sentential Switching

Extract 3 S₁: "**Mungkin kayak apa ya?** Actually, I don't know about A, saya tidak terlalu tau kebijakan-kebijakan yang pernah dilakukan."

This utterance reflects an example of inter-sentential code-switching because, in the bolded section, the speaker says in Indonesian, "**mungkin kayak apa ya,**" and then switches to English by saying, "**I don't know about A.**" Inter-sentential switching, or the usage of two languages within a single clause, is demonstrated in this utterance. Additionally, this is an illustration of "inter-sentential switching, which happens when a speaker switches from one language to another between separate sentences (Yusuf et al., 2020)"

Code-Mixing

The researcher discovered every kind of code-mixing in the statements made by Universitas Negeri Makassar students. The three types of code-mixing are intra-sentential code-mixing, intra-lexical code-mixing, and involving a change of pronunciation.

Intra-Sentential Code-Mixing

Extract 4 S₁: "and maybe like **kebijakannya.**"

According to this data, speakers incorporate words or phrases from other languages into their utterances; in this instance, this is evident in the word "**kebijakannya,**" which refers to the policies of the person in mention.

Intra-Lexical Code-Mixing

Extract 5 S₁: "So, we know that A is **ex-gubernur** of X, and then actually I don't know A. So, Sir you can give me advice about A."

This statement illustrates the practice of intra-lexical code-mixing, as indicated by the word "**ex-gubernur**," which combines the Indonesian prefix "**ex-**" with the English verb "**gubernur**," where the speaker intends to insert the prefix to indicate X's role as a former governor.

Involving Change of Pronunciation

Extract 6 S₆: "He is very popular businessman because one of his bussiness become **viral** like food business."

The three examples above can be categorized as involving change of pronunciation because speakers use elements from two languages within the same syntactic framework, where the two languages appear to have similar structures and can be interchangeable, as seen in the word "**viral**." In English, "**viral**" is pronounced /'vaɪrəl/, while in Indonesian it is pronounced /'vɪrəl/. This means that the meaning of the word is the same but the pronunciation is different.

*UIN Alauddin Makassar**Code-Switching*

The researcher found all types of code-switching in the students' utterances at UIN Alauddin Makassar. The three types of code-switching are inter-sentential switching, intra-sentential switching, and tag switching.

Intra-Sentential Switching

Extract 7 S₃₁: "The reason I like Z because **saya coba-coba pada saat itu**, I want to watch some movie like some horror movies in Indonesia."

This utterance can be identified as a form of intra-sentential switching due to the language switch in the sentence "**The reason I like Z because**," which then shifts to Indonesian with "**saya coba-coba pada saat itu**". In this utterance, the speaker intends to explain how he first came to like Z.

Inter-Sentential Switching

Extract 8 S₃₉: "Manifesting that I can have small family like theirs somebody like theirs someday, Aamiin, **selalu sholatin banget tiap lihat mereka**."

This utterance is an example of inter-sentential switching because the speaker initially used English by saying "**Manifesting that I can have small family like theirs somebody like theirs someday**," then switched to Indonesian with the phrase "**selalu sholatin banget tiap lihat mereka**." This language shift occurs at a different point in the utterance, indicating a transition from one language to another across sentence boundaries. This phenomenon is categorized as inter-sentential switching because the language shift occurs between separate sentence structures or clauses. Furthermore, this alternating use of two languages indicates that the speaker is able to adapt the language used to convey ideas or opinions more spontaneously and naturally during the communication process.

Tag Switching

Extract 9 S₄₇: "**Actually**, her pesantren memiliki banyak sekali cabang, tapi pusatnya itu ada di Indonesia."

Extract 10 S₄₇: "**And you know guys**, although beliau sudah menyandang gelar dokter tapi sekarang ini beliau masih melanjutkan studi in Mesir."

The speech in both of these quotations demonstrates the use of tag switching, similar to the previous example, where the speaker inserts elements from another language such as tags, interjections, or short phrases without altering the main structure of the sentence. In these quotations, this is evident in the use of

the phrase **“you know?”** inserted in the middle of the utterance. This phrase does not affect the syntactic structure of the sentence but serves merely as a spontaneous expression to convey the speaker’s doubt, confusion, or thought process while expressing an opinion. Therefore, this phenomenon can be categorized as tag switching because the inserted element serves a pragmatic function in helping the speaker express feelings or maintain the flow of communication.

Code-Mixing

The researcher found all types of code-mixing in the students' utterances at UIN Alauddin Makassar. The three types of code-mixing are intra-sentential code-mixing, intra-lexical code-mixing, involving change of pronunciation.

Intra-Sentential Code-Mixing

Extract 11 *S₃₁*: “Her major in college is **Sastra inggris**, and her English is really good too.”

The statement in bold is an example of code-mixing because the speaker inserts elements from another language into a single sentence without altering the sentence’s main structure. In that utterance, words **“sastra inggris”** that are used to clarify the speaker’s intent. The insertion of these language elements occurs naturally within the speech, so that both languages are used simultaneously within a single communicative context. Furthermore, the use of these words indicates that the speaker wishes to express their opinion more easily and spontaneously.

Intra-Lexical Code Mixing

Extract 12 *S₃₉*: “**Filmnya** masih main di bioskop sekarang and the title is “Kupeluk Kamu Selamanya” and this film tells about some perjuangan seorang ibu.”

Extract 13 *S₃₉*: “Tapi di luar ketampanannya itu, he’s truly a dream husband, husband-nya itu **nge-husband** banget.”

This statement demonstrates the practice of intra-lexical code-mixing, as seen in the use of the word **“film-nya,”** and **“nge-husband,”** This word is a combination of the suffix and prefix **“-nya and nge-”**. The use of this mixed form does not alter the main meaning of the sentence, thus demonstrating the blending of two languages within a single lexical unit. Additionally, the use of the word below also shows that the speaker has chosen a shorter and more familiar form to convey information to the listener.

Involving Change of Pronunciation

Extract 14 *S₄₁*: “Dan sekarang di tahun 2026, dia kembali dia comeback dengan new **album** yang bertema The S.”

The three examples above can be categorized as pronunciation changes because speakers use elements from two languages within the same syntactic framework, where the two languages appear to have similar structures and can be interchangeable, as seen in words **“album”** is pronounced /**æ.l.bəm**/ whereas in Indonesian they are pronounced /album/. This means that the meaning of the words is the same, but their pronunciation differs.

This table displays the frequency of code-switching and code-mixing used by students at UIN Alauddin Makassar and Universitas Negeri Makassar. The frequency is based on transcription results.

Table 1. Frequency types of Universitas Negeri Makassar

	Types	Frequency	Percentage
Code-Switching	Intra-Sentential	27	52.94%
	Inter-Sentential	1	1.96%
	Tag	5	9.80%
Code-Mixing	Intra-Sentential	12	23.52%

Intra-Lexical	2	3.92%
Involving Change of Pronunciation	4	7.84%
Total	51	100%

Students at Universitas Negeri Makassar identified 51 utterances involving code-switching and code-mixing, as shown in Table 1. There were five instances of tag switching (9.80%), one instance of inter-sentential switching (1.96%), and 27 instances of intra-sentential switching (52.94%) in the code-switching category. In contrast, there were 12 utterances of intra-sentential code-mixing (23.52%), 2 utterances of intra-lexical code-mixing (3.92%), and 4 utterances containing pronunciation changes (7.84%). It is evident that there were 18 utterances with a percentage of 35.29% for code-mixing and 33 utterances with a percentage of 64.70% for code-switching. Thus, it can be said that at Universitas Negeri Makassar, code-switching was more common than code-mixing.

Table 2 Frequency types of UIN Alauddin Makassar

	Types	Frequency	Percentage
Code-Switching	Intra-Sentential	62	72.94%
	Inter-Sentential	1	1.17%
	Tag	2	2.35%
Code-Mixing	Intra-Sentential	10	11.76%
	Intra-Lexical	7	8.23%
	Involving Change of Pronunciation	3	3.52%
	Total	85	100%

Table 2 revealed that students at UIN Alauddin Makassar identified 85 utterances involving code-switching and code-mixing. There were two instances of tag switching (2.35%), one instance of inter-sentential switching (1.17%), and 65 instances of intra-sentential switching (72.94%) in the code-switching category. In contrast, there were three utterances involving a change in pronunciation with a percentage of 3.52%, seven utterances involving intra-lexical code-mixing with a percentage of 8.23%, and ten utterances involving intra-sentential code-mixing with a percentage of 11.76%. It is evident that there were 20 utterances with a percentage of 23.52% for code-mixing and 65 utterances with a percentage of 76.47% for code-switching. Thus, it can be said that at UIN Alauddin Makassar, code-switching was more common than code-mixing.

Table 3. Types of Each University

Types	Universitas Negeri Makassar	UIN Alauddin Makassar
Code-Switching	33	65
Code-Mixing	18	20
Total	51	85

In response to the research question about the most frequent forms of code-switching and code-mixing, it was discovered that there were 33 code-switching utterances overall at Universitas Negeri Makassar and 65 at UIN Alauddin Makassar. Universitas Negeri Makassar recorded eighteen utterances for code-mixing, whereas UIN Alauddin Makassar recorded twenty. As a result, as Table 3 illustrates, UIN Alauddin Makassar had more code-switching and code-mixing utterances overall than Universitas Negeri Makassar.

4. Discussion

The study's research questions have been appropriately addressed. This study demonstrated that when learning English, students employed a variety of code-switching and code-mixing strategies. This result is comparable to that of the earlier study by Fadilah & Astutik (2020), whose findings similarly indicate two primary types: code-switching and code-mixing. According to Wardhaugh (2006), speakers naturally switch between languages or varieties based on the situation, other people, and communication requirements, therefore this phenomena is not surprising. Additionally, Hoffman (1991) claims that code-switching and code-mixing are frequent occurrences in multilingual communities, especially in educational settings where students are still learning a target language.

According to the research question, there were 65 code-switching utterances at UIN Alauddin Makassar and 33 at Universitas Negeri Makassar. The fact that code-switching was more common at UIN Alauddin Makassar may indicate that students there used linguistic alternation more frequently as a communication tactic. This is consistent with Macaro's (2001) assertion that learners switch codes more frequently when they come across lexical gaps or when they are unsure of how to express themselves in the target language. In a similar vein, Poplack (1980) highlights that the speakers' competence level and their immediate social milieu frequently have an impact on the degree of code-switching.

The findings of this study reveal several significant similarities between UIN Alauddin Makassar and Universitas Negeri Makassar. In the first place, all types of code-switching and code-mixing were found at both universities, indicating that bilingual language practices are present uniformly regardless of institutional background. This aligns with Grosjean (2010), as cited in (Pearson, 2011), who asserts that bilingual individuals possess dynamic linguistic competence, enabling them to utilize various linguistic resources in any communicative context. Furthermore, code-switching was found to be more prevalent than code-mixing at both universities, suggesting that students at these institutions are more likely to switch fully between languages rather than merely inserting elements of another language within a single utterance.

This is consistent with Hoffman's (1991) view, which explains that speakers switch codes when they find it easier to express themselves fully in another language, particularly in speaking class contexts that demand precise and accurate expression. Third, intra-sentential switching emerged as the most frequently observed type at both universities, reflecting students' still-developing bilingual competence. As explained by Poplack (1980), intra-sentential switching actually requires a higher level of bilingual proficiency because it occurs within a single sentence, yet it remains the most natural form of code-switching among speakers who are still developing their language skills. Finally, inter-sentential switching was equally rare at both universities, with only one instance recorded at each, indicating that students rarely switched between complete sentences during speaking interactions.

Although both universities involved the same number of participants and the same academic year, the higher frequency observed at UIN Alauddin Makassar may be related to differences in classroom interaction dynamics. Based on the data in the appendix, a student may exhibit various types of code-switching and code-mixing. Therefore, this higher frequency does not necessarily mean that more students use these phenomena, but rather that some students use them more frequently and in more varied forms during classroom interactions. Intra-sentential switching is more common because students tend to choose the most communicatively efficient form of code-switching, which involves inserting elements of another language within a single sentence without interrupting the flow of speech. This pattern is influenced by bilingual proficiency, the need to clarify meaning, topic adaptation, and language habits in a multilingual academic environment.

Although there are various similarities, several notable differences were also found between the two universities. UIN Alauddin Makassar recorded a significantly higher total number of utterances (85 utterances) compared to Universitas Negeri Makassar (51 utterances), with code-switching at UIN reaching 65 utterances compared to 33 utterances at UNM. These differences can be attributed to the multilingual environment at UIN Alauddin Makassar, where students are routinely exposed not only to Indonesian and English but also to Arabic as part of the Islam-based academic curriculum. Chaer et al., (2014) explain that individuals living in communities with intensive language contact tend to engage in code-switching more frequently as a natural adaptation strategy. Conversely, Universitas Negeri Makassar recorded a higher frequency of tag switching (5 utterances) compared to UIN (2 utterances), indicating that UNM students are more likely to use brief insertions from another language to seek confirmation or maintain rapport with their conversation partner during speaking activities.

Additionally, UNM students also demonstrated a higher frequency of intra-sentential code-mixing (12 utterances) compared to UIN (10 utterances), reflecting a greater tendency to insert Indonesian language elements into English sentences without fully switching to another language. On the other hand, UIN students recorded more intra-lexical code-mixing (7 utterances) compared to UNM (2 utterances), which likely reflects the influence of Arabic morphology on their language use, thereby encouraging them to combine lexical elements from various languages into a single word form.

In the classroom, code-switching and code-mixing serve purposes beyond simple communication. Canagarajah (2011) asserts that translanguaging is a valid teaching strategy that enables students to use their entire language repertoire to create meaning and enhance comprehension. Therefore, the instances of code-switching and code-mixing that were noted at both universities should not be interpreted as an indication of a language weakness but rather as an indication of the students' active and deliberate use of their multilingual resources. This viewpoint is supported by García & Wei (2014), who contend that multilingual learners seamlessly integrate all available linguistic resources to accomplish communicative goals rather than merely switching between two distinct language systems. Cahyani, de Courcy, and Barnett (2018), who found that EFL students in Indonesian university settings swapped codes not just for communication but also to control classroom participation and promote mutual understanding, further corroborate these findings.

The sociolinguistic contexts of the two colleges may also be responsible for the disparity in frequency. The idea of situational and metaphorical code-switching was first presented by Blom & Gumperz (1972), who proposed that speakers switch languages in reaction to shifts in the subject, environment, or interlocutors' relationship. At UIN Alauddin Makassar, the presence of a multilingual institutional culture involving Arabic, Indonesian, and English may create a more complex sociolinguistic context that naturally

encourages more frequent language alternation. Furthermore, students' attitudes toward code-switching play a significant role in how frequently it occurs, as Turnbull & Dailey-O'Cain (2009) highlight that learner who view their native language as a supportive tool tend to use it more strategically and purposefully. In the Indonesian EFL context, where Bahasa Indonesia and regional languages such as Makassarese and Buginese coexist alongside English, students may also switch languages as a means of identity expression and cultural solidarity, as suggested by Zentella (1997).

From a pedagogical perspective, teachers and curriculum designers ought to take into account the function of code-switching and code-mixing as a component of a more comprehensive multilingual approach to teaching English. According to Macaro (2005), teachers should create well-informed strategies that permit the controlled and intentional use of the first language to scaffold learning rather than imposing stringent English-only norms in the classroom. Levine (2011), who discovered that a negotiated use of L1 in the L2 classroom can lower learner fear, boost involvement, and ultimately facilitate more effective language acquisition, supports this viewpoint. The assumption that code-switching and code-mixing are intentional rather than random linguistic actions is further supported by Myers-Scotton's (1993) Markedness Model, which suggests that speakers make logical decisions about which language to use based on the social meaning and expectations of the interaction. Therefore, code-switching and code-mixing should be acknowledged as useful pedagogical and communicative techniques that represent the diverse multilingual reality of Indonesian university classrooms rather than as barriers to learning English.

5. Conclusion

The varieties of code-switching and code-mixing, as well as their prevalent forms, have been examined in this article. It is possible to draw three key conclusions.

First, in classroom interactions, students at Universitas Negeri Makassar and UIN Alauddin Makassar employed various forms of code-switching and code-mixing. There were three different kinds of code-switching: tag switching, inter-sentential switching, and intra-sentential switching. In the meantime, there were several forms of code-mixing, such as intra-sentential code-mixing, intra-lexical code-mixing, and pronunciation changes.

Second, with a total of 85 utterances produced by students in the 2025 speaking class, UIN Alauddin Makassar students employ the most prevalent forms of code-switching and code-mixing. This demonstrates that during communication in educational activities, UIN Alauddin Makassar students switch and combine languages more frequently.

Third, both colleges showed all forms of code-switching and code-mixing, with code-switching occurring more frequently than code-mixing at both locations. Due to its trilingual Arabic-Indonesian-English setting, UIN Alauddin produced significantly more utterances overall (85 vs. 51) and more instances of code-switching (65 vs. 33). UNM exhibited more intra-sentential mixing (12 vs. 10) and tag switching (5 vs. 2), indicating a stronger propensity for short insertions rather than complete language switches for rapport-building. In contrast, UIN students created greater intra-lexical mixing (7 vs. 2), indicating that their language use was influenced by Arabic morphology.

This study's limitations come from the fact that it was limited to one class at Universitas Negeri Makassar and one class at UIN Alauddin Makassar. As a result, the findings might not accurately reflect every English education student at every university. Additionally, the researchers were unable to thoroughly observe every learning scenario due to the short observation period. This study's exclusive focus on the application of code-switching and code-mixing in the classroom learning process is another drawback. As a

result, there are still a lot of other areas that need more research, like how code-switching and code-mixing are used outside of the classroom or how they affect students' English language competence.

6. References

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