

THE USE OF CODE-SWITCHING AND CODE-MIXING IN PUBLIC SPEAKING CLASS AT HIGHER EDUCATION ISLAMIC

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Abstract

This study attempted to find out how students view the use of code switching and code mixing when learning in public speaking course. Code switching is the switching of two languages from one language to another or language variations in one conversation across sentence or clause boundaries. While code mixing is one language to another in the same speech or in the same spoken or written text. This study used 15 class A students of 2020 and a lecturer who taught public speaking courses in that class. This research used a case study method, while the instruments used were observation, interviews, and documentation. The results of the study were (1) code switching and code mixing was very influential in learning especially public speaking. These codes were very helpful in understanding English fully, so that there was no misunderstanding in receiving material from the lecturer, and so that the learning process can run well and the learning materials can be accepted by students perfectly. (2) Several factors caused code switching and code mixing to be carried out in public speaking class, the factors were: (a) Avoid misunderstanding when delivering material. (b) To make sure the student understood what he talked about. (c) To make the learning process be easier, make students able to receive learning materials well. (3) Based on observation, interview, and data documentation, the finding revealed that code switching and code mixing happened when was absent and during learning, the types used by lecturer only code switching, they called as intra sentential, inter sentential, and emblematic.

Keywords: Code Switching, Code Mixing, Public Speaking

INTRODUCTION

Language is one of the communication instruments that humans use. Language is a prevalent instrument of everyday life that is used while people are talking. It is important to learn a foreign language because it can help us to communicate or speak foreign languages, particularly English. There must usually be a subject called "English Language" in an educational institution such as school or university. In English class, when teaching, the teacher typically did not entirely use English. To explain the material in her/his class, the teachers always combine the mother tongue and L2 because it could enable the student to fully understand the explanation. According to Fadilah and Astutik (2019), Fadilah and Astutik mentioned that Teaching English as a Foreign Language in Indonesia is difficult since Indonesian students must study hard in order to learn English as a non-native language, and they do not find learning their mother tongue to be comparable. Octavia (2016) argued that code switching and code mixing are a language phenomenon. Additionally, code is a language or a combination of languages. Code switching and code mixing often happens in communication process, especially in the realm of education. Al-Ahdal (2020) cited that code mixing is encountered in all non-native English-speaking contexts because it provides a natural method of communication due to the covert or overt role that English holds as a truly worldwide language, yet one that is not readily learned by them. Moreover, in Indonesia this trend often found especially during learning at school or

campus. Mauliddiyah et al. (2019) mentioned that the variables could cause the occurrence of code-switching by four variables categorized by the students and teacher spoken in English classroom interaction. They are: (1) didn't know English words, (2) Stop miss comprehension, (3) Add emphasis, (4) Addressee. This implies that some of these variables also occur and often cause the presence of students and teachers code-switching in English classroom interaction discussions. In addition, the students and the instructor employed code-switching in the classroom interaction, which was affected by certain variables. The most significant factor in the creation of code switching in interactions within the English class in this study was added importance, this factor was done by the instructor, where the teacher explained a material repeats words or phrases by doing code switching. Nurhamidah et al. (2018) concluded that for both teachers and students, the use of code-switching in classrooms is very useful. Instead of challenges that hamper the process of achieving the learning objectives, the conflicting viewpoints it includes should be taken into account as a thoughtful factor. On the one hand, this research has shown that teachers can use code-switching to bridge the level of language proficiency in the classroom for translation, clarification, comprehension regulation, procedure and guidance giving, classroom management and learning strategy. In another hand, it can act as translation, explanation, answer, and sharing of identity for students. As such, it is clear that code switching was viewed by teachers and students as a useful asset for bridging communication during the teaching and learning process.

According to Shafi et al (2020), Shafi et al. mentioned that the topic study addressed the use of code-switching by teachers in language learning classes, considering it an advantageous language teaching device at UE. It demonstrated the universal phenomenon of code-switching. Teachers prefer code-switching as an efficient means of teaching, especially in language classes. The findings indicate that all the knowledge has consistently reinforced the teacher's optimistic attitudes towards code-switching. The majority of teachers assumed that L1 smoothed the way L2 was taught. If code-switching is used, the intricate linguistic concepts can be improved in class. It is interesting to mention here that teachers prefer monolingual teaching to enhance the linguistic skills of acolytes in English, but they perceive code-switching as a path for improving their awareness. The results reflect that moving from L2 to L1 does not have a detrimental effect on the learning of L2 by students. Code-switching is used in language classrooms as a language strategy that helps facilitate conversation and maintain an ongoing process of communication.

Shartiely (2016) highlighted how hard it is to stop, in a multilingual society, code switching at the higher education level is common like Tanzania in classroom interaction. Part of the explanation is the controversial language-in-education policy that, in a historically non-English setting where another language dominates, needs to fully educate students for stringent upper-level English learning. Even after being warned against code-switching in classrooms, lecturers in the University of Dar es Salaam still Continue to use code-switching and made it part of their teaching process., mainly to facilitate learning and bridging the linguistic divide both themselves and their students. Indeed, the results show that lecturers code-switch to promote the understanding of lesson material by students. They use two types of code-switching, they are inter-sentential and intra-sentential in this regard. They code-switch to perform roles such as harmony promotion, the creation of subjects, exemplification, idea translation and management of the classroom. Code-switching as a sociolinguistic activity is important in this respect in illustrating how the settings and history that are unusual of a language can promote a comprehension of its users' linguistic behaviour in action. Furthermore, these results indicate that code-switching can lead to successful teaching and learning in multilingual societies, such

as Tanzania, if taken as a tactic and not a shortcoming. According to the results of the report, this paper proposes an inquiry into current code switching activities to expose the beneficial contribution they bring to the advancement of knowledge. According to Syam et al. (2018), there are three factors influencing the occurrence of code mixing and code switching. There are social, cultural, and individual influences. The three factors of code mixing and code switching decide the language preference used in the teaching and learning of English by English teachers. The link between code switching and code mixing is that it is normal in multilingual societies to use two or more languages for both events. There is, however, a major difference between these two phenomena.

According to Domalewska (2015), “it is focused on the assimilation processes, accompany, the creation of significant cognitive sets (i.e. broad concepts that assist the learner in organizing and comprehending new material) and the use of advanced planners while using Code Switching (i.e. general concepts that help the learner to organize and understand new material). Significant learning enables knowledge to be stored over a longer time span; information can be extracted more rapidly; the cognitive framework of the student is also established.” Suke (2017) argued that a multilingual will frequently participate in code switching and code mixing. This behavior is influenced by a number of factors, such as the bilingual's linguistic structure, linguistic anthropology, semantics, and verbal ability. Code switching is a phenomenon that symbolizes the development of bilingual children's cognition, memory, and language system, not merely a verbal activity that occurs during contact. Code switching and language mixing are normal aspects of multilingual communication. Code-switching occurs bilingually and multilingually societies because they are typically obliged to pick a certain code, anytime they choose to communicate, and they may also transferring from one language to another. Cultures impact the teacher's decision to switch languages. As the study's focus is on Indonesian students learning EFL, they have many cultures (Siddiq et.al, 2020). In addition, code mixing and code switching are more than just combining two languages; speakers must also acquire advanced recognizing both of languages and cross-cultural communication standards. As a result, people who engage in coding was necessary to mix and switch in order to learn both languages. Alawiya et al (2019) mentioned code switches are the juxtaposition of L1 and L2 components is more likely to occur in places in a sentence where it does not violate a syntactic rule of either language, i.e. where the underside values of the two languages visualize onto one another. When examining the differences between code switching and code mixing, both have significant similarities, even though it is difficult to discover the distinctions, but with the following explanation, the readers will grasp the differences clearly. Putra & Yastanti (2018) cited that Because it is such a widespread in the majority of bilingual societies, code switching is a prominent research topic in linguistics. On the other hand, many individuals utilize and use it to communicate and engage with one another. Samhan (2017) cited that code mixing and code switching are sociocultural branches where the code mixing happens when a person talks two different languages while code switching is inconceivable when the speaker is unilingual. In the other hand the study of code switching and code mixing is inextricably linked to sociolinguistics. This is as a result of code switching and code mixing are a sociolinguistic phenomenon. The lecturer of State Islamic of Palangka Raya also uses both method during learning process. Although in the middle level, in 3rd semesters, for instance. Perhaps the aim is to simplify and clarify the explained content so that students can understand more clearly what the lecturer conveys. In this report, the author wanted to know how the students of Palangka Raya State Islamic Institute interpreted this situation with the problems as follows:

- a. How do students view the use of code-switching and code-mixing that used by lecturer in teaching public speaking?
- b. What are the factors the lecture use code-switching and code-mixing?

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

METHOD

The researcher uses a qualitative descriptive method in this analysis because it would clarify the consistency of the object of the research being carried out, and it is also not possible to interpret the findings of this study in the form of statistics or numbers. Qualitative is an investigative technique is useful for investigating and interpreting a key phenomenon. As a research design, this study employs a case study. Case study research is a form of empirical request that investigates a modern marvel from beginning to end and within a real-world setting, through delineating the space of study to a solitary or few units (Farquhar et al. 2020). The subject of this study was the second year of English Education students of State Islamic Institute of Palangka Raya consist of 15 students A and 1 lecture of public speaking course. This study used observation, interview and documentation as the instruments.

RESULTS AND DISCUSSION

Results

The results of this study showed that how students view code switching and code mixing as a method that is needed for English students at IAIN Palangka Raya. In addition, the lecturer from the public speaking course also expressed his opinion about himself using code switching and code mixing when delivering material. And what types the lecturer used when delivering the material. In this part the researcher explained the results of research. In explaining the results of the research, the researcher used two steps. The first, the researcher explain the results of the interviews from the students' views about code switching and code mixing. The second, the researcher explain the results of the interview from the opinion of the lecture.

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

There were six questions addressed to the correspondent. Dealing with question number 1 "Do you feel comfortable in learning public speaking when the lecturer delivering material use code switching and code mixing?". Respondents gave various respond of this question, student A said "When learning public speaking English speech and presentation, when the lecturer explains the material, I feel comfortable using code switching and code mixing. But I prefer to use code mixing" (October 6, 2021). Student B said "Yes, because I can understand what is being said" (October 7, 2021). Student C said "Personally, sometimes I feel comfortable and easy" (October 7, 2021).

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

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

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

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

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

Question number 6, “If the method is applied in all English-language courses on campus, do you agree? Why?”. Respondent gave various response to this question. Student A said “I agree, I think this method is better applied in the early semesters. Because when the method is applied, because at the initial stage, code switching and code mixing, as I have mentioned, make it easier for students to understand what they are learning. Only then, after a long time of applying it, it is better to start using this method less, so that over time students can also get used to speaking a foreign language completely” (October 4, 2021). Student B said “I really agree because code switching and code mixing must be implemented and absolutely mandatory because through code switching and code mixing, the material presented by the lecturer can be well received by students so that the learning process can run well” (October 6, 2021). Student C said “Yes, I agree, because, not all students fully understand the material explained when using the full English method, students will be able to know more about the use of formal/informal sentences in learning English, can add insight in English as well and so on” (October 7, 2021).

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

According to the interview, all of the respondents said that they feel comfortable with the use of code switching and code mixing, it makes they understand the material easier

during learning. Melania said that it had become a habit of lecturers in teaching. She said *“because in my opinion it is like the habit of teaching a lecturer who knows that not all of his students can speak fluently. And not all of them mastered English properly”* (Interviewed on October 4, 2021).

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

Based on the results of interview with students, all informants said agree and comfortable during learning when the lecture explaining use of the two methods (CS & CM), but there was also who said it would better if lecturers and students use English fully when communicating, such as an interview with Lavenia. She said *“In my opinion, English students who are not native English speakers need to do code switching and code mixing when it is really needed. For example, when there are some words or sentences that are not understood by students”* (Interviewed on October 4, 2021). According to Saadah *“In my opinion, code switching and code mixing are carried out depending on who, when, and where to speak, so for example in the Public Speaking class, code switching and code mixing need to be done to help students understand what they will learn more easily, increase vocabulary, and familiarize students with speaking the language”*. (Interviewed on October 4, 2021).

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

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

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

Based on the interview, students strongly agree if code switching and code mixing are applied in every English course. They think that by applying the methods (CS & CM), they can easily understand the lesson, and they also say that not all students of English study program are able to understand everything that is conveyed by the lecturer, especially students other than English study program. Raisha said that *“The lecturers should apply this method at every meeting, especially in the first semester, students who enter the TBI department are not 100% able to understand English, they enter this department and want to learn, if from the first semester the lecturer has taught using full English, right? messed up, why? Yes, because I don't understand, everything needs a process, it can't be done directly”*. (Interviewed on October 10, 2021)

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

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

students learn correctly in order to develop public speaking skills." (Interviewed on October 4, 2021).

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

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

Based on data obtained from interview, it was concluded that code switching and code mixing was very influential in learning especially public speaking. These codes were very helpful in understanding English fully, so that there was no misunderstanding in receiving material from the lecturer, and so that the learning process can run well and the learning materials can be accepted by students perfectly.

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

Based on the observation, the researcher saw that students' communication with the lecture was not going well, so that sometimes the lecture switches his language to Indonesian or translate what was just said. There were three questions that addressed to the lecture. Dealing with question number 1 *"What do you think if in every course the lecturer delivers material using code switching and code mixing?"*. The lecture gave his response to the first question, he said that *"I personally don't mind about it. What might need to be considered is the ratio. Maybe around 70% or 80% in English, and the rest in Indonesian"*. Question number 2, *"In learning, what is the main reason that requires you to use code switching and code mixing when communicating in class?"*. The lecture gave his response to the second question, he said that *"The main reason I use CS / CM is to make sure what I say / explain can be understood, so that learning becomes easy to understand and can be well received by students"*. Question number 3, *"Code mixing and code switching each have a type. What type do you usually use when learning speaking?"*. The lecture gave his response that *"During teaching I have not learned about this, therefore in using CS/CM I never pay attention or determine what type I use"*. From the perspective of students, code switching and code mixing needs to be done during learning. This can be proven by the statements of students during the following interviews. Student A said *"In my opinion, English students who are not native English speakers need to do code switching and code mixing when it is really needed. For example, when there are some words or sentences that are not understood by students"* (October 4, 2021). Student B said *"In my opinion, code switching and code mixing are carried out depending on who, when, and where to speak, so for example in the Public Speaking class, code switching and code mixing need to be done to help students understand what they will learn more easily, increase vocabulary, and familiarize students with speaking the language"* (October 4, 2021). Student C said *"Maybe that kind of learning is very necessary, even in my opinion it is really necessary because on the one hand not all students can digest and understand if for example the lecturer or teacher uses full English, maybe there are some students who do not understand the material, they do not understand the material, so learning is very necessary using physical code switching and code mixing, the aim is to make it easier for students to understand what is conveyed by the speaker or lecturer, the language is Indonesian and English"* (October 5, 2021).

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

1. Avoid misunderstanding when delivering material.
2. To make sure the student understood what he talking about.
3. To make the learning process be easier, make students able to receive learning materials well.

3. Factors that cause lecturers use code switching and code mixing

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

Table 4.1 Code Switching and Code Mixing in Public Speaking Class

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

a. *Intra Sentential / Code Switching*

This type of code switching occurs when words or phrases from another language added to sentences written in mother tongue (Puspawati, 2018).

b. *Inter Sentential / Code Switching*

Paramitha et al (2021) stated that Inter-sentential code switching is defined as a transformation between individual sentences, wherein a statement is in one language and the next is in another.

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

Tags, interjections, as well as certain predestined words in one language are used in this kind of code switching. (Ibar, et al. 2021).

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

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

Discussion

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

The first finding was in line with Yana et al. (2019) that the usage of Indonesian language aids them in learning English, whereas the others are unconvinced by the notion. This explains how code-switching from Indonesian to English or vice versa aids pupils in learning English. Moreover, Abdulloh and Usman (2021) cited that It states that code switching is possible students to improve their communicative ability. This is owing to the belief that code switching enables students to simply deliver and select the easiest word to understood by the interlocutor, specifically, in sharing information using a native or foreign language. The second finding was in line with Maulidiyah (2019) that the teacher spoke in English for the first few lines, then shifted or blended his/her utterances into Indonesian language for the next few sentences. The teacher wanted to confirm that the pupils understood the purpose of the exercise throughout the discussion. This element might cause students' or teachers' statements in an English classroom interaction. As stated by Akhmad Ali Mirza as the informant in this research. He said that “...the main factor I use CS / CM is to make sure what I say / explain can be understood.” (October 15, 2021). That statement was in accordance with Paramitha et al (2021) that the teacher wants to clarify his speech when giving an explanation so that students can understand the material. Moreover, Kultsum and Syamsudin (2021) stated that the reason teachers use code switching and code mixing is to clarify something that students do not understand when the teacher speaks English and the English teacher does code switching for some reason to facilitate communication between the teacher and students. The third finding was in accordance with Novitasari and Mardiana (2020) that in lecturer utterance the researcher found some types of code switching as follows: (a) *Intra Sentential / Code Switching*. (b) *Inter Sentential / Code Switching*. (c) *Emblematic / Code Switching*. In addition, in the lecturer utterance was found that the most type that used was *Emblematic (Tag Switching)*.

CONCLUSION

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

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

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