

An Analysis of Code-Mixing in Presentations by English Department Students of Universitas Kuningan

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ABSTRACT

Code-mixing or language mixing is often found in bilingual contexts, especially in academic activities such as student presentations. This research is motivated by the use of code-mixing by sixth-semester students of the English Education Study Program of Universitas Kuningan in the presentation of Sociolinguistics in the ELT course. The purpose of this study is to identify the factors that encourage the use of code-mixing, analyze the pattern of code-mixing used, and evaluate its impact on the clarity of the message in the presentation. The method used was descriptive qualitative, with data collection techniques through observation, presentation transcripts, and interviews. The results showed that there were three types of code-mixing used, namely: inner code-mixing at 3.5% (3 utterances), outer code-mixing at 39.5% (34 utterances), and hybrid code-mixing as the most dominant at 57% (49 utterances) of the total 86 utterances analyzed. The five main factors driving the use of code-mixing are audience understanding, spontaneity of speaking, emphasizing important points, self-confidence, and limited vocabulary.

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1. INTRODUCTION

Code-mixing has become common in the context of bilingualism, especially in a country like Indonesia, which has many language users. According to (Ramadahi, 2022), "Code-mixing is the mixing of elements from two languages, such as words or phrases, into a sentence to facilitate the communication process." In an academic environment, code-mixing is often used to explain difficult terms or provide additional explanations, so that the message can be conveyed more clearly.

(Melansari, 2023) revealed that "Code-mixing is often used by teachers in the learning process as a strategy to help students understand complex subject matter." This strategy is also relevant in the context of college students who are learning English as a foreign language, where code-mixing can help them balance between their first language and target language comprehension.

Ahmad et al. (2022) explain that "Code-mixing involves combining linguistic elements such as words and phrases from two languages in one sentence." In social and academic contexts, the use of code-mixing often reflects an attempt to clarify communication while demonstrating one's bilingual ability.

Based on initial observation, fifth-semester students majoring in English at Universitas Kuningan often use code-mixing in their presentations. This is done to convey material more effectively, especially when there

are technical terms in English that are difficult to understand in Indonesian. Therefore, this study aims to analyze the patterns of code-mixing used by students in presentations as well as the factors that influence their use.

1.1 Code

Code refers to a system used by two or more people to communicate. It is further explained that code is a system used by a group of people to communicate with each other. When someone wants to communicate with others, they need to choose a certain code in order to express their feelings. Based on Stockwell in (Mohamdar, 2022), it is stated that code is "a symbol of nationalism used by a group of people to speak through a certain language, dialect, register, or style that can be used on various occasions and has different purposes. Usually, the code in communication is a form of language variant used so that the conversation can be understood clearly. Thus, the word code is neutral because it has a tendency to interpret emotions.

In addition, based on (Arfan, 2019) states that the differences in language or style of language that are assessed may have different codes too. Furthermore, Jacobson defines code as a system of communication that needs to be explained by the people involved. In previous studies, the term "switch" is usually used to describe changes between languages according to an ongoing conversation.

1.2 Code-mixing

The use of two or more languages or language varieties blended in a language act (speech act or discourse) without taking the language's context into account is known as "code-mixing," according to (Fadillah, 2019). Nababan further stresses that the speaker's customs or courtesy in this case are what led to the use of code-mixing rather than a particular need.

According to Kridalaksana in (Siddiq, 2020), code-mixing or interference is the use of linguistic components from one language to another in order to enhance the language's style or variety. Words, phrases, idioms, and modes of address are all used in this. Istiati S. (Siddiq, 2020) asserts that linguistic elements as well as verbal contexts are responsible for code-mixing. Language proficiency or other communication abilities, such as conduct, might lead to code-mixing. Code-mixing originates from behavior if it is a result of cultural, social, and personality system habits. As a result, this symptom is ingrained in communication skills.

The aforementioned perspective states that Kridalaksana and Istiati's theory is frequently given priority by researchers. Thus, it may be said that code-mixing is the use of two languages at the same time in a discussion. This happens when a speaker primarily uses one language while incorporating words, phrases, or idioms from another language. Furthermore, scholars agree with Nababan that code-mixing is only a habit rather than the consequence of situational pressure.

1.3 Type of Code-mixing

According to (Haryati, 2020), code-mixing is divided into three types, namely: insertion, substitution, and dialect. The most common code-mixing in society is insertional code-mixing. In addition, there are several types of mixing as follows:

1. Inner code-mixing

Inner code-mixing is a type of language mixing that includes elements from the native language that are still related. For example, in the phenomenon of inner code-mixing in Indonesian conversation, there are elements from Javanese, Sundanese, Balinese, and other regional languages.

2. Outer code-mixing

Inserting foreign language elements into the use of Indonesian is an example of code-mixing, such as when there is the use of words from Dutch, English, Arabic, Sanskrit, and so on.

3. Hybrid code-mixing

Hybrid code-mixing refers to code-mixing in which elements of the native language (such as regional languages) and foreign languages have been absorbed into it, such as in the form of clauses or sentences.

1.4 Definition of Speaking

Speaking is used to exchange information between two or more people. This means that the speaker can show himself using a certain language. In Tahani's research, it is stated that speaking is an important skill in the ongoing communication process. Language is an important aspect in speaking because the communication process definitely requires good language skills (Tahani, 2020).

According to (Melysa, 2022), speaking is a crucial component of the English curriculum because it serves as the foundation for the development of other oral skills that students possess, such as being closely related to their listening skills. As a result, speaking abilities can also help students make connections between what they have learned and what they already know, while listening allows them to discover and investigate new concepts with ease.

Referring to the two definitions above, it can be interpreted that speaking is a way of verbal communication that aims to convey certain information. Communication consists of two components, namely the speaker and the listener. In addition, communication also cannot run well without a good speaking process and clear pronunciation.

2. DISCUSSION AND CONCLUSION

The results of this study were divided into three parts: 1) what are the factors that encourage students to use code-mixing in their presentations, 2) the pattern of code-mixing use by sixth semester students of English Department of Universitas Kuningan in academic presentation, and 3) the effect of using code-mixing on the clarity of the message conveyed in academic presentations.

2.1 The factors that encourage students to use code-mixing in their presentations

This section is to answer the first research question, which is about the factors that encourage students to be used. Based on observational data and interviews conducted by researchers, five factors were found that encourage students to use code-mixing, namely:

1. Audience Understanding

All three respondents stated that they mix languages to make the presentation content easier for the audience to understand. They felt that sometimes certain terms were more familiar if delivered in Indonesian or English, depending on the context. This answer is taken from the respondents' interviews conducted on Thursday, May 8, 2025.

Respondent A : *"To make it easier for the audience to understand."*

Respondent B : *"Sometimes I say it in Indonesian because I think they will understand it better."*

Respondent C : *"Because I want to make sure that the audience gets what I mean."*

According to Muysken (2000, as cited in Sashikala, 2021), People often mix two languages to help convey meaning more clearly. In this case, the student mixed Indonesian and English so that the audience could understand the material more easily. This shows that code-mixing is not just about speaking style, but also a strategy to make communication more effective.

2. Spontaneity of Speech

Respondents explained that they did not plan to use mixing. It just happened because they were used to speaking two languages, or because the presentation situation made them mix languages unconsciously. This answer is taken from the respondents' interviews conducted on Thursday, May 8, 2025.

Respondent A : *"It usually happens spontaneously because I get carried away..."*

Respondent B : *"I just mix it when I forget the word in English."*

Respondent C : *"Sometimes I mix them without planning, depending on the context and the audience."*

According to Muysken (2000, as cited in Sashikala, 2021), explains that bilinguals often mix languages unknowingly, especially if they are used to using them in everyday life. In this context, code-mixing occurs naturally because students feel comfortable and are used to using both languages at once.

3. Point Emphasis

Students use code-mixing to explain difficult terms or emphasize important points. They feel that by mixing languages, the message they want to convey will be stronger or easier to understand. This answer is taken from the respondents' interviews conducted on Thursday, May 8, 2025.

Respondent A : *"I use English words to emphasize or highlight important terms."*

Respondent B : *"When the term is important, I keep it in English."*

Respondent C : *"To clarify some specific terms that are hard to explain in Indonesian."*

According to Muysken (2000, as cited in Sashikala, 2021), code-mixing can be a way to emphasize or highlight certain parts of a conversation. In this case, students intentionally mix languages to help explain important terms or make the audience pay more attention to that part. So, code-mixing also functions as a tool to strengthen the message.

4. Self-Confidence

All three respondents felt more confident when they could deliver material in a mix of two languages. That way, they could speak more fluently and be less nervous in front of an audience. This answer is taken from the respondents' interviews conducted on Thursday, May 8, 2025.

Respondent A : *"I feel more confident when I explain things in a mix of both languages."*

Respondent B : *"Mixing it with Indonesian helps me express my ideas more clearly and reduces my nervousness."*

Respondent C : *"It makes me more comfortable when I talk."*

Fadliyah et al (2020) explained that language mixing can provide a sense of comfort for bilingual speakers. In this case, students use code-mixing as a way to feel more comfortable and confident when presenting, because they don't feel pressured to use only one language. They can express themselves more freely.

5. Vocabulary Limitations

The respondents admitted that they mix the languages because they are not fluent in English. When they did not know or forgot a word, they used the Indonesian language as a complement. This answer is taken from the respondents' interviews conducted on Thursday, May 8, 2025.

- Respondent A : *"Sometimes I forget the English word, so I switch to Indonesian."*
 Respondent B : *"I struggle to find the right English words quickly."*
 Respondent C : *"I use English for some technical terms, but sometimes I explain in Bahasa because it's easier."*

According to Fadliyah et al (2020), one of the reasons someone mixes languages is because of limitations in one of the languages used. In this case, students have not fully mastered English, so they use Indonesian to help convey ideas. Code-mixing becomes a tool when language skills are not fully balanced.

2.2 Pattern of code-mixing use by fifth-semester students of the English Department of Universitas Kuningan in academic presentation

After analyzing the research data in form of transcripts of Sociolinguistics in ELT course presentation by second group of sixth semester students in English Department which was observed on Thursday, April 24, 2025, there are 86 utterances were discovered that used three different patterns of code-mixing: inner code-mixing, outer code-mixing, and hybrid code-mixing (Haryati, 2020). The four tables below provide the research findings in the form of frequency, with each type of code-mixing used, as well as the categories detected.

Table 1. The percentage of the types of code-mixing in Sociolinguistics in the ELT course presentation by the second group of English education department students

No	Types of Code-Mixing	Frequency	Percentage
1	Inner Code-Mixing	3	3.5 %
2	Outer Code-Mixing	34	39.5 %
3	Hybrid Code-Mixing	49	57.0 %
Total		86	100%

Based on the table above, from a total of 86 utterances of identified code-mixing occurrences, hybrid code-mixing is the most frequently used type, with 49 occurrences (57.5%). Furthermore, outer code-mixing occurs 34 times (39.5%), and inner code-mixing is the least frequently used type, with only 3 occurrences (3.5%).

Table 2. Utterances that belong to the inner code-mixing pattern in Sociolinguistics in the ELT course presentation by the second group of English education department students

No	Utterances	Analysis
1	"Sundanese in kuningan, in tasik, in bandung, in majalengka tentunya berbeda beda bervariasi."	Kuningan, Tasik, and Bandung are local area names in Indonesia. Inserting area names as examples.
2	"misalkan kamu mungkin ngomong sama keluarga batak tentunya ada caranya tersendiri kan? Sama misalkan sunda, sunda kan kaya orangnya doyan hereuy gitukan jadi cepet akrab..."	Including inner because words such as "Batak", "Sunda", and "hereuy" (regional language) are included in Indonesian sentences.
3	"...Like, bahkan in kuningan itself it has so many variations like kuningan kulon, wetan..."	"kulon" and "wetan" (regional languages)

Inner Code-Mixing

Inner code-mixing is a type of language mixing that includes elements from the native language that are still related. Based on the table mentioned above, the form of inner code-mixing observed in the presentation of the Sociolinguistics in ELT course by the second group of several examples of code-mixing sentences will be discussed further below:

1. Utterance 1

"Sundanese in kuningan, in tasik, in bandung, in majalengka tentunya berbeda beda bervariasi."

The insertion of English elements into Indonesian sentence structures, this utterance is included in the type of inner code-mixing. In the phrase "in Kuningan, in Tasik, in Bandung, in Mjalengka", the preposition "in" is used, which should be replaced with "di" in Indonesian. This insertion is caused by the habit of bilinguals who use English simultaneously in everyday life, especially when mentioning places in sequence.

2. Utterance 2

"misalkan kamu mungkin ngomong sama keluarga batak tentunya ada caranya tersendiri kan? Sama misalkan sunda, sunda kan kaya orangnya doyan hereuy gitukan jadi cepet akrab..."

The word "hereuy", which is a word in the regional language (Sundanese), is inserted into the Indonesian sentence structure in this utterance. Although this is a regional language, it can still be

categorized as inner code-mixing because of the context of linguistic learning in multilingualism in Indonesia. The insertion of this word enhances certain cultural aspects or social stereotypes that are difficult to translate correctly into Indonesian.

3. Utterance 3

"...Like, bahkan in kunningan itself it has so many variations like kunningan kulon, wetan.."

Because it mixes English elements ("like", "in Kunningan", "it self", "so many variations") into the main sentence structure that uses Indonesian, this utterance is considered a compilation of inner code-mixing. This shift occurs within a sentence, not between sentences. It is possible that the use of these English words indicates a habit of submissiveness to sound more expressive or academic, especially in formal discourse or presentations.

Table 3. Utterances that belong to the outer code-mixing pattern in Sociolinguistics in the ELT course presentation by the second group of English education department students

No	Sentence	Analysis
1	"like I said ketika berbicara sama temen mungkin ada beberapa kata yang itutuh cuman ada di kamus circle kalian..."	the use of the single word "circle" in Indonesian sentence structure.
2	"kolaborasi semacam ini meningkatkan relevansi pendidikan dengan konteks lokal dan memberdayakan siswa untuk menjadi agent perubahan dalam komunitas mereka. thank you"	full Indonesian sentence, but there is an insertion of the word "agent" (English). because it is only one word
3	"jadi intinya maksud nya sama cuman secara gramatikal itu berbeda."	The word "gramatikal" is a loan word from a foreign language.
4	"...tapi ketika kamu menggunakan cara seperti itu with batak people itu akan mungkin berbeda ya..."	The phrase "with Batak people" is chosen to show the authenticity/wholesomeness of the context, such as the original quote or example, or to emphasize the object being discussed specifically in the bilingual discourse.
5	"...sama anak kecil itu kan beda kan bahasanya nggak menggunakan eh diksi kata Yang tinggi dibandingkan dengan guru..."	The word "diksi" is a loanword from a foreign language.
6	"...kalian pernah dengar kan orang bilang native mungkin bilang running..."	The words "native" and "running" are used to give authentic examples of usage in the native language. The words emerged because they wanted to explain the habits of native speakers.
7	"...oke pollen ya masih banyak lagi itu tu..."	"pollen" seems to be a slip of the tongue, possibly meaning "problem". It appears due to the habit of mixing terms informally.
8	"...iya kata kata Yang mungkin ininya tinggi ya levelnya tinggi kalau dia..."	"Level" is a loan word that has become a habitual use.
9	"...pendekatan dalam a social linguistic Yang berfokus pada critical awareness a about Penggunaan Bahasa Dalam Konteks Sosial and politik."	Academic phrases in English emerged because the term had no direct equivalent in Indonesian and was already known in a scientific context.
10	"...Diajak Untuk understanding how eh Bahasa bukan eh bukan hanya sebagai alat komunikasi tetapi juga mencerminkan dan..."	The word "understanding" is used as an academic verb. It is used because it is more common in the context of language theory.
11	"...bagaimana pilihan kita dan pilihan Kata dan gambar menciptakan values dan eh stereotip tertentu di masyarakat..."	"Values" is used because it is difficult to find an exact match for the nuance. This word appears to convey abstract meaning with precision.
12	"jadi alim ini menggunakan bahasa Yang dipakai oleh Barack Obama sebagai contoh untuk menerapkan CLA in education context."	Abbreviations of academic terms and names of figures in their original context. Used to be contextually relevant.
13	"Obama menyampaikan ungkapan seperti 'yes we can' siswa bisa memanggil eh menggali bagaimana explore how to eh perasa"	The original phrase of the quote is retained to maintain its context and rhetorical effect.

No	Sentence	Analysis
	tersebut tidak hanya eh explain message a positif tetapi juga membangkitkan semangat kolektif untuk untuk perubahan sosial,”	
14	“...dapat diminta untuk mengumpulkan contoh penggunaan slang atau bahasa gaul di komunitas mereka dan menganalisis..”	Used because not all slang can be described as “non-standard language”; “slang” is more specific. The word emerged because it describes a type of language with a certain cultural context.
15	“...tidak hanya membantu siswa explore perasaan pribadi mereka terhadap bahasa tetapi juga mendorong mereka...”	The verb “explore” is often used in academic or creative discussions; it arises because the word choice “explore” may be too formal or not feel natural.
16	“...mungkin Ada Yang conversation nya using an English conversation, kan biasanya kayak buat curhat atau kayak buat segala macam gitu.”	“conversation-nya” is a hybrid code-mixing. It is used to maintain the keyword “conversation” but adds -nya to fit the structure of Indonesian.
17	“jadi polyglossia itu kan tadi eh apa namanya penggunaan satu bahasa atau lebih...”	“Polyglossia” is the basis of the material being discussed.
18	“jadi Bahasa Inggris itu biasanya digunakan untuk keperluan bussines, university and uh in technology.”	Used because all three are global keywords; they are usually not translated in formal contexts.
19	“...itu Luas Yang Kompleksnya Tinggi Biasanya Untuk Nasional communication and government Yang dipakai di pemerintahan pemerintahan.”	The phrase “National communication and government” is used to explain the context/situation.
20	“Yang di rumahnya ngomongnya tetap Pakai Bahasa Indonesia sama orang tuanya kayak gitu terus Bahasa inggris tadi as I said before that mostly Bahasa Inggris”	The phrase “as I said before” is used in a natural way in English discourse. It appears because speakers are influenced by formulaic expressions (expressions that have become habits).
21	“Jadi eh in social identity eh that eh Bahasa itu eh kayak menunjukkan eh kita siapa dari mana asal kita and eh atau kayak kelompok kita...”	This phrase appears as part of a theoretical framework. It is used to emphasize that the discussion is scientific.
22	“awal itu eh pasti mereka pengen tahu gimana sih Bahasa Arab atau dalam conversationnya atau,”	-nya is added to make it more natural in the structure of Indonesian.
23	“jadi maksudnya di sini polyglossia is adanya polyglossia itu bisa terjadi karena adanya eh pergeseran Bahasa...”	“Is” occurs because the speaker starts with English and has not completed the idea before returning to Indonesian.
24	“...kayak misalnya di international class atau General school kayak lebih banyak anak Yang menggunakan bahasa inggris daripada bahasa keseharian mereka...”	Institutional name or general category frequently used in bilingual education systems.
25	“...untuk mempertahankan kepada Yang diberikan kepada muridnya to their students untuk mempertahankan eh bahasa mereka Yang mereka pakai gitu...”	The phrase “to their students” appears because the speaker follows the English sentence structure first before continuing in Indonesian.
26	“...pertanyaan agung kan gimana caranya eh tetap mempertahankan bahasa lokal kan walaupun di international class ya kurang lebih seperti itu.”	“In international class” is the same as before. A term that is internationally recognized and not changed to Indonesian to remain relevant.
27	“...di sini diadakannya language preservation biar si murid itu atau teman teman itu nggak lupa”	“language preservation...” is used because there is no direct equivalent in common use. This phrase is common in education and linguistics.
28	“...di paragraf tertentu jadi nggak asal Yang diganti tapi pergantian itu melenceng dari Kalimat atau paragraph tersebut...”	“Paragraph” is a commonly used expression.

No	Sentence	Analysis
29	"...apaya kostumnya sebenarnya kayak anak anak jaksel gitu loh jadi kya mix language gitu jadi ininya eh bahasa inggris di sininya bahasasa Indonesia kaya gitu..."	"Mix language" is a direct combination of two common words in the context of jaksel (South Jakarta). It emerged due to the influence of social trends.
30	"Jadi kalau switching itu Pergantian bahasa yang mostly itu di akhir kalimat."	"switching...mostly.." Both words emerged because they explain the theory directly, in its original terms.
31	"...bahasa yang memang secara eh Spontan dan sering nggak disadari sama si eh Speakers nya gitu"	-nya is used to adjust the word "speakers" in the Indonesian language structure.
32	"...kan kalau misalnya Kalau tadi Di code switching Kan memang kayak yang sengaja di menambahkan bahasa Gitu Kan..."	"code-switching" Technical term from linguistics. Used in its original form to maintain accuracy.
33	"Jadi code-mixing itu lebih sering terjadi eh In informal conversation Atay kayak di daily conversation Kayak misalnya sama teman teman..."	"In informal conversation" is a complete phrase in English to describe the domain of conversation. More concise and common in language education.
34	"...gitu Jadi kaya eh Dari speaker itu lebih nyaman menggunakan Bahasa aslinnya gitu..."	"Speaker" is a commonly spoken expression.

Outer Code-Mixing

Inserting foreign language elements into the use of Indonesian is an example of code-mixing, such as when there is the use of words from. Based on the table mentioned above, the form of outer code-mixing observed in the presentation of the Sociolinguistics in ELT course by the second group, of several examples of code-mixing sentences identified, will be discussed further below:

1. Utterance 1

"...kayak misalnya di international class atau general school kayak lebih banyak anak yang menggunakan bahasa Inggris daripada bahasa keseharian mereka..."

Because it includes English words such as "international class" and "general school" into the Indonesian sentence structure, this description contains outer code-mixing. Both terms have been widely used in the field of education and show a tendency to use foreign terms that do not have meanings that are commonly used in Indonesian. The use of global terms that are considered more familiar or relevant to speakers shows habits in academic environments.

2. Utterance 2

"...di sini diadakannya language preservation biar si murid itu atau teman teman itu nggak lupa..."

Since the term "language preservation" is inserted into an Indonesian sentence, this utterance is an example of outer code-mixing. This term comes from academic terminology that may not have an equivalent word in Indonesian, which is often used by students. As a result, the speaker tends to strengthen the original term to remain precise or sound more academic.

3. Utterance 3

"awal itu eh pasti mereka pengen tahu gimana sih Bahasa Arab atau dalam conversation-nya atau,"

In this utterance, the word "conversation" is inserted into the Indonesian sentence structure, indicating a form of other code blending. Although there is an equivalent word for "perbahasa" in Indonesian, the word "conversation" is chosen, perhaps because the speaker is more accustomed or more comfortable using the term in the academic or informal contexts they often encounter.

Table 4. Utterances that belong to the hybrid code-mixing pattern in Sociolinguistics in the ELT course presentation by the second group of English education department students

No	Sentence	Analysis
1	"...can you number in Indonesian how many we have languages? More than one hundred? Yes, according to Kumparan, Seven hundred (700) eh seven hundred tujuh ratus ya?..."	Because it combines the mention of numbers in English and their direct translation in Indonesian in one speech structure.
2	"...Seven hundred and eighteen languages in Indonesia, and of course, each language in Indonesia has its own variation, like in Sundanese, we have	This is a combination of English ("in Kuningan" etc.) and explanations in Indonesian.

No	Sentence	Analysis
	Sundanese in Kuningan, in Tasik, in Bandung, in Majalengka, tentunya berbeda beda bervariasi..."	
3	"Like, bahkan in kuningan itself, it has so many variations like kuningan kulon, wetan, it's different right?"	Combining the Indonesian particle/conjunction "lebih" with English sentence structure.
4	"...Can you see the example in British English pronunciation of "bath" (/ba:θ/)... What is bath? Ya mandi."	Because the sentence starts in English and ends in Indonesian.
5	"...(4) number four Sociolinguistic Variation: Adjustments based on social context, we change the way we speak depending who we are talking to, jadi tergantung dimana atau pada siapa kita berbicara..."	There is a direct transition from English to Indonesian sentences without any pauses.
6	"...in a during jobs interview use formal language right? And the interviewer like ask something in formal seperti misalkan 'dengan kehadiran kamu akan membawa dampak apa ke perusahaan kami'..."	Indonesian sentences in the middle of English explanations
7	"...gamungkin kalian jawab 'gua si kayanya buat perusahaan ini...' that is different..."	There is an informal part in Indonesian ("gue si kayanya") followed immediately by a comment in English ("that is different")
8	"...that's the way you speak with your friends ya gamungkin kalian tapi bisa jadi si mungkin..."	Mix of English and Indonesian
9	"...kita punya bahasa kita sendiri gitu sama teman kita yang orang lain mungkin ga punya, okey that's sociolinguistics variation adjustments based on social context tergantung kontek sosialnya dimana"	Because in one sentence, there is a mixture of two languages without a pause
10	"...in the meeting you in important meeting at your work, you try to like apa? Membahas apaya? Talk about new issue..."	Sudden transition from English to Indonesian and then back to English
11	"...when you want to give to your friends you will say like 'oke ayo kita ngobrolin ini.. tau ga si kemarin ada ini? Blaa blab la"	Sentences that mix Indonesian expressions and English comments.
12	"tapi ketika berbicara sama guru jelas harus lebih sopan, that's identical structure and social consistently."	The explanation moves from Indonesian to English in the same sentence.
13	"...for example, switching between dialects or languages when talking to family or friends from different backgrounds, misalkan kamu mungkin ngomong sama keluarga batak..."	Change of explanation in the same context
14	"...sunda kan kaya orangnya doyan hereuy gitukan jadi cepet akrab tapi ketika kamu menggunakan cara seperti itu with batak people..."	A mixture of 3 languages, namely Sundanese, Indonesian, and English
15	"...speaking differently to a child than to a teacher ketika kita berbicara sama adik sama anak kecil itu kan beda..."	Mix in one sentence.
16	"Kalian pernah dengar kan orang bilang native mungkin bilang running, but they drop the g and say runnin, apa lagi, can you say something?"	Combination of Indonesian and English
17	"Something, something and then pollen oke pollen ya masih banyak lagi itu itu phonological styling..."	Pronunciation examples in English, followed by explanations in Indonesian
18	"...for example uh using smart or fancy words at work, fancy word you know fancy word? iya kata kata Yang mungkin ininya tinggi ya levelnya tinggi kalau dia..."	The explanation starts in English, then transitions to Indonesian.
19	"...example using long formal sentences in school and short ones in daily talks, like in daily talk we ya	It starts in English, then is explained in informal Indonesian.

No	Sentence	Analysis
	udah ngomongnya tuh kayak Nggak Panjang Lebar Gitu Seperti di Bahasa Akademik Gitu.”	
20	“do you familiar about CLA? No, so CLA is a pendekatan dalam a social linguistic Yang berfokus pada critical awareness a about Penggunaan Bahasa Dalam Konteks Sosial and politik,”	An intense mix of Indonesian and English in one sentence, such as: “approaches in a social linguistic”, “critical awareness about the use of language...”
21	“so eh student eh Diajak Untuk understanding how eh Bahasa bukan eh bukan hanya sebagai alat komunikasi tetapi juga mencerminkan dan mempengaruhi struktur kekuasaan dalam masyarakat”	Unconscious switching between two languages, such as: "students are invited to understand..." "language is not only as..."
22	“for example eh in discussion class teacher can eh mengajak siswa menganalisis iklan televisi dan mendiskusikan bahasa dan simbol Yang Yang digunakan”	The sentence starts in English, then switches to Indonesian.
23	“Serta bagaimana pilihan kita dan pilihan Kata dan gambar menciptakan values dan eh stereotip tertentu di masyarakat,”	The words “values” and “stereotype” are inserted in the Indonesian context.
24	“so eh jadi alim ini menggunakan bahasa Yang dipakai oleh Barack Obama sebagai contoh untuk menerapkan CLA in education context”	A mixture of Indonesian and English in one sentence
25	“in analysis eh speech Obama eh, siswa di siswa dapat diperlihatkan bagaimana penggunaan metafor, tone and structure kalimatnya sehingga menciptakan eh koneksi emosional dengan audiens,”	A mixture of English words in Indonesian sentences
26	“for example saat eh Obama menyampaikan ungkapan seperti ‘yes we can’ siswa bisa memanggil eh menggali bagaimana explore how to eh perasa tersebut tidak hanya eh explain message a positif tetapi juga membangkitkan semangat kolektif untuk untuk perubahan sosial,”	Intense mixing in one sentence structure
27	“jadi diskusi ini bertujuan untuk mengajak student for eh requested how to Bahasa Inggris kan eh Building Narasi Politik and Mempengaruhi Opini Publik.”	Sentences combining phrases in English in the Indonesian language structure
28	“Alim share about an experience in Heaven High a where she eh explain about um education Yang responsif terhadap kebutuhan siswa.”	Mix of English and Indonesian
29	“dalam in practice, eh teacher can implementation CLA with eh plan project Yang memungkinkan siswa mengeksplor language a daily language daily mereka”	This sentence mixes structures and vocabulary from both languages.
30	“for example eh siswa dapat dapat diminta untuk mengumpulkan contoh penggunaan slang atau bahasa gaul di komunitas mereka dan menganalisis bagaimana penggunaan ini mencerminkan identitas mereka”	English "slang" phrases are inserted into Indonesian sentences.
31	“For example, in aktivitas activity class, siswa eh dapat di diminta for writing essay about their experience with discrimination linguistic, seperti how how their eh diperlakukan berbeda karena Cara berbicara atau dialek mereka”	This sentence structure is not completely consistent, but it clearly shows the spontaneous mixing of two languages in one sentence.
32	“for example um teacher can a building uh partner with organization local like kelompok Komunitas Bahasa dan mengajak siswa untuk terlibat dalam proyek bersama Yang berfokus pada perlindungan Bahasa Minoritas”	Combining two languages in one structure and then blending verbs and phrases from the two languages

No	Sentence	Analysis
33	"...kita juga di kelas kan nggak semua pakai bahasa sunda ya Ada Yang pakai Bahasa Indonesia atau bahkan mungkin Ada Yang conversation nya using an English conversation, kan biasanya kayak buat curhat atau kayak buat segala macam gitu."	A mixture of Indonesian and English in one sentence. Basic sentence structure of Indonesian with insertion of English words/phrases, such as conversation, using English conversation. This is an example of a smooth mix of two languages in one sentence.
34	"...that's mean is each language or uh variety is associated with specific domain in use, Jadi setiap eh bahasa atau ragam itu eh digunakan untuk kepentingan tertentu, jadi polyglossia itu kan tadi eh apa namanya penggunaan satu bahasa atau lebih that eh usually depends on a function eh context or the situation that a society eh talk or society eh using,"	A fairly balanced blend of English and Indonesian in one sentence. For example, "this is uh that's mean is... So every uh language..." shows a shift in language in the same sentence.
35	"so for example in functional difference in the first point eh the example is Bahasa Resmi Bahasa resmi itu biasa digunakan untuk eh ilmu pemerintahan atau kayak Tentang Bahasan Bahasan Tentang pemerintahan,"	English and Indonesian mixed in one sentence, with formal and everyday terms.
36	"...mostly English using for the uh business business meeting or uh etcetera, so they saw here the examples of polyglossia. Here the first uh kita ngambil country India, so the language using in India usually is Hindi eh English, and original language atau eh Bahasa Yang mereka pakai the example, is Tamil and Bengali. So this is a document, so"	A combination of English and Indonesian in one long sentence
37	"the first is English Bahasa Inggris for business eh with Higher education and eh technology, jadi Bahasa Inggris itu biasanya digunakan untuk keperluan bisnis, university and uh in technology."	English and Indonesian are mixed with code switching, smoothly.
38	"so the second one is Hindi for national communication nation and government that eh Bahasa Ini Itu Digunakan Untuk eh Permasalahan Atau Bahasan Bahasan Yang Yang Kompleksnya ITU Luas Yang Kompleksnya Tinggi Biasanya Untuk Nasional communication and government Yang dipakai di pemerintahan pemerintahan."	English and Indonesian are mixed in one sentence, keywords and explanations alternate.
39	"so the last is regional language for a local administration and daily conversation Jadi kayak bahasa Yang memang mereka pakai sehari Hari ketika di India nya atau contoh lainnya itu di Indonesia Terkait Poliglosi Ini Misalnya Bahasa Indonesia itu eh using a daily conversation in class education but well sometime eh in government to using an Indonesia, so or eh Bahasa daerah itu kan biasanya beda beda ya kita Ada jawa eh sunda dan Yang lainnya itu kayak dipakai di daerahnya masing masing gitu jadi di daerah tersebut juga Ada Yang Pakai Bahasa Indonesia, tapi Ada juga Yang pakai ngomongnya Pakai Bahasa daerahnya juga kayak kita kan kita sunda Ya, tapi Ada juga kan mungkin Yang di rumahnya ngomongnya tetap Pakai Bahasa Indonesia sama orang tuanya kayak gitu terus Bahasa inggris tadi as I said before that mostly Bahasa Inggris language is using for business, technology or International Education Seperti itu."	A very active mix of Indonesian and English that alternates naturally.

No	Sentence	Analysis
40	“Jadi eh in social identity eh that eh Bahasa itu eh kayak menunjukkan eh kita siapa dari mana asal kita and eh atau kayak kelompok kita jadi kayak misalnya eh we are in international school we are in in international school, so for example eh fania misalnya dari eh Arab gitu kan pasti kan memperkenalkan diri dengan Bahasa Arab atau kayak awal awal, awal itu eh pasti mereka pengen tahu gimana sih Bahasa Arab atau dalam conversationnya atau, asna misalnya dari Koreagituh kan pasti nah pastikan perkenalan juga nggak mungkin pakai Bahasa Inggris ya mostly eh their introduction using their language uh Arabic or foreign language.”	The mixture of Indonesian and English is very natural in one long sentence that occurs naturally.
41.	“so the second one is linguistic adaptability uh speakers develop high levels of linguistic uh flexibility to navigate diverse communicative uh situation, nah maksudnya ITU eh that's the polyglossia ya that's make eh audience or us to more flexible eh adaptation in some situation, Jadi kayak eh lebih mudah kita untuk beradaptasi dengan eh di suatu di suatu tempat gitu Yang misalnya di suatu tempat itu orang orang eh banyak menggunakan bahasa apa dan kita juga mempelajari bahasa tersebut jadi lebih mudah untuk beradaptasi.”	Mixed sentences of English and Indonesian, with insertions of explanations in Indonesian that occur naturally
42	“so the third is challenges a maintaining linguistic balance can be challenging, especially when a can we learn some languages ah period is the minute and other space marginalization or decline. jadi maksudnya di sini poliglosia is adanya poliglosia itu bisa terjadi karena adanya eh pergeseran Bahasa Yang di mana eh Bahasa daerah itu atau Bahasa lokal lebih tergeser eh oleh Bahasa dominan jadi kayak, Jadi kayak Yang eh apa namanya si Bahasa dominan itu misalnya kayak Bahasa Bahasa asing itu lebih eh unggul gitu lebih sering dipakai kayak sebelumnya kan Dari eh materi sebelumnya itu, kayak misalnya di international class atau General school kayak lebih banyak anak Yang menggunakan bahasa Inggris daripada bahasa keseharian mereka gitu nah itu adanya poliglos poliglosia ya.”	A mix of English and Indonesian, with long explanations in Indonesian that occur naturally.
43	“...in a simple way that language preservation is a tips that are a method that uh people using or us using or teacher using to mempertahankan kayak jadi kayak sebuah tips atau eh metode untuk mempertahankan kepada Yang diberikan kepada muridnya to their students untuk mempertahankan eh bahasa mereka Yang mereka pakai gitu, jadi walaupun kayak kemarin tuh pertanyaan agung kan gimana caranya eh tetap mempertahankan bahasa lokal kan walaupun di international class ya kurang lebih seperti itu, jadi di sini diadakannya language preservation	a mix of English and Indonesian, with informal explanations.
44	“So the next is characteristics of course switching. The first is the transition between languages as clear and deliberate that's mean uh the transitions about the language is clear uh usually uh happened uh in a in a	At the beginning, it is still in English, then suddenly switches to explaining in Indonesian. There is a very clear transition from English to Indonesian. Because the

No	Sentence	Analysis
	sentence in a sentence or paragraph. Jadi kayak karakteristik itu bahwasanya Pergantian Bahasa itu memang benar benar, benar benar jelas gitu di kalimat tersebut eh dan atau di paragraf tertentu jadi nggak asal Yang diganti tapi pergantian itu melenceng dari Kalimat atau paragraph tersebut,”	language shift is clear, and there is an Indonesian explanation that is inserted in the context of the English sentence.
45	“so the second one it is used to adapt to the audience or situation, jadi to the speaker usually using a code switching that’s for the adaptation uh with to adaptation, adaptation with their audience or situation that tadikan udah sesuai pengertiannya kalau misalnya code switching itu depends to the audience, context, or situation.”	English phrases dominate, interspersed with Indonesian sentences at the end to clarify understanding.
46	“The first is tag switching, switching with a short phrases or tags, for example, okay, you okay, you know. now this is the example of uh tag switching jadi teknik itu teknik eh translation language eh short process jadi kayak okey you atau di sini contohnya kayak ‘kamu udah makan, right?’ kayak gitu.”	Technical explanation in English, then insert examples and translations in Indonesian.
47	“So the characteristics of code-mixing is the first one. And there is no clear boundary Boundary between the languages used, Jadi tidak adanya eh Batas yang jelas antara bahasa yang digunakan gitu...”	The explanation starts in English and then continues in Indonesian.
48	“The first, uh, is a social factor to adapt to audience or demonstrate social identity. That to jadi untuk mengadaptasi to the adaptation Uh an audience and society uh Untuk menunjukkan identitas sosial mereka,”	A mix of English and Indonesian repeated over and over, moving around.
49	“At school, this is teacher who ‘knows the answer, angkat tangan’ No, so in the families. This is proud mom, there’s a big exam, Don’t forget to wake up me early’ Yeah, jadi The example in daily life of Mixing seperti ini.”	A natural mix in one sentence structure

Hybrid Code-Mixing

Hybrid code-mixing refers to code-mixing in which elements of the native language (such as regional languages) and foreign languages have been absorbed into it, such as in the form of clauses or sentences. Based on the table mentioned above, the form of hybrid code-mixing observed in the presentation of the Sociolinguistics in ELT course by the second group of several examples of code-mixing sentences identified will be discussed further below:

1. Utterance 1

“dalam in practice eh teacher can implementation CLA with eh plan project yang memungkinkan siswa mengeksplor language, a daily language daily mereka.”

In this utterance, there is a mixing of languages in the form of phrases or clauses that combine English and Indonesian language structures in one grammatical unit. This is an example of hybrid code-mixing. Phrases such as "teacher can implement CLA" and "plan a project" directly enter the Indonesian sentence structure. This shows that English is used not only for certain words, such as combining inner codes, but also for various sentence structures that seem to enter everyday language.

2. Utterance 2

“...that’s mean is each language or uh variety is associated with specific domain in use, jadi setiap eh bahasa atau ragam itu eh digunakan untuk kepentingan tertentu, jadi polyglossia itu kan tadi eh apa namanya penggunaan satu bahasa atau lebih that usually depends on a function, context or the situation that a society talk or society using,”

Because the sentence structure of English and Indonesian is combined in a complex way in one utterance, this utterance also includes hybrid code-mixing. There is no clear distinction between the two languages; the speaker combines English clauses directly into Indonesian sentences. This shows that

someone can speak bilingually and also has a tendency to use both language systems in academic or formal contexts.

3. Utterance 3

"The first is English Bahasa Inggris for business eh with higher education and eh technology, jadi Bahasa Inggris itu biasanya digunakan untuk keperluan bisnis, university and uh in technology."

Since it starts with a complete clause in English ("The first is English for bussies, eh, with higher education and technology"), this utterance shows hybrid code-mixing. Foreign terms such as "university" and "technology" are still used even in the Indonesian part. This structure shows that English is used as a conceptual language, while Indonesian is used for further explanation.

2.3 The effect of using code-mixing on the clarity of the message conveyed in academic presentations

Clarity, in this context, refers to how effectively the presenter's intended message can be understood by the audience. In academic presentations, where the accuracy of content and effectiveness of delivery are important, code-mixing can help clarify the message or cause confusion, depending on how and when it is used. This section discusses the impact of code-mixing on the clarity of messages delivered by students during academic presentations. To explore this, respondents were asked directly in interviews conducted on Thursday, May 8, 2025, whether code-mixing helps or hinders audience understanding.

The following analysis presents each respondent's views on how code-mixing affects their ability to communicate ideas clearly to the audience during presentations.

1. Respondent A

Respondent A stated that the use of code-mixing was a solution when he had difficulty explaining the material completely in English that saying:

"I think it helps because if I can't explain in English, I can say it in Indonesian, and it can still be delivered."

In this case, code-mixing is used as a communication tool when there are obstacles in conveying messages. By utilizing Indonesian when it is difficult to construct sentences in English, the message can still be conveyed.

However, that further explained that the audience can still understand the material presented, even though it is delivered in two languages:

"I think the audience still understands even if it's mixed."

This indicates that even in the context of academic presentations, the use of mixed languages does not significantly reduce audience understanding, but rather helps maintain continuity in the delivery of ideas.

2. Respondent B

Respondent B sees the use of code-mixing from two sides. On the other hand, he thinks that code-mixing can help deliver messages more effectively and comfortably:

"It helps me keep the audience interested and makes the presentation feel less stressful."

"Sometimes I can explain my ideas more clearly when I switch languages."

Mixing languages gives the speaker room to choose the diction that is easiest to understand, both for himself and for the audience, and helps reduce the stress of searching for words in a foreign language.

However, the respondent A also realized the negative potential if code-mixing was done excessively:

"But too much mixing can make it confusing for the audience."

The frequency and consistency of language use greatly affect the clarity of the message. If not controlled, too frequent language mixing can actually disrupt focus and obscure the essence of the message being conveyed.

3. Respondent C

Respondent C stated that code-mixing can be a tool to bridge understanding, but is only effective if the audience is proficient in both languages:

"If the audience understands both languages, it can improve clarity. But if not, it might hinder comprehension."

The importance of considering the audience's background understanding when choosing a language strategy. In a bilingual environment, code-mixing can be a tool for increasing clarity, but it can also be a barrier if not all audience members understand both languages.

From respondents A, B, and C, it can be concluded that code-mixing in academic presentations is generally considered a method that helps convey messages, especially in cases where one language cannot be used fully. Respondents A and B emphasized that code-mixing allows for clear and fluent delivery of ideas and that it helps reduce stress during presentations. Respondents B and C, on the other hand, emphasized that code-mixing can potentially obscure messages or hinder understanding if the audience is unable to understand both languages.

4. CONCLUSION

Based on the research findings, it can be concluded that the use of code-mixing in academic presentations by students of the English Education Study Program at Universitas Kuningan is a communication strategy that arises naturally and is influenced by various factors, such as audience comprehension, speaking spontaneity, emphasis on important points, confidence, and vocabulary limitations. The three types of code-mixing found are inner, outer, and hybrid code-mixing, with hybrid being the most dominant. In general, code-mixing is considered helpful in conveying messages more clearly and smoothly, especially when students have difficulty using one language fully. However, excessive use or failure to consider the audience's background can disrupt understanding. Therefore, it is important for students to use code-mixing wisely so that the effectiveness of communication is maintained in an academic context.

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