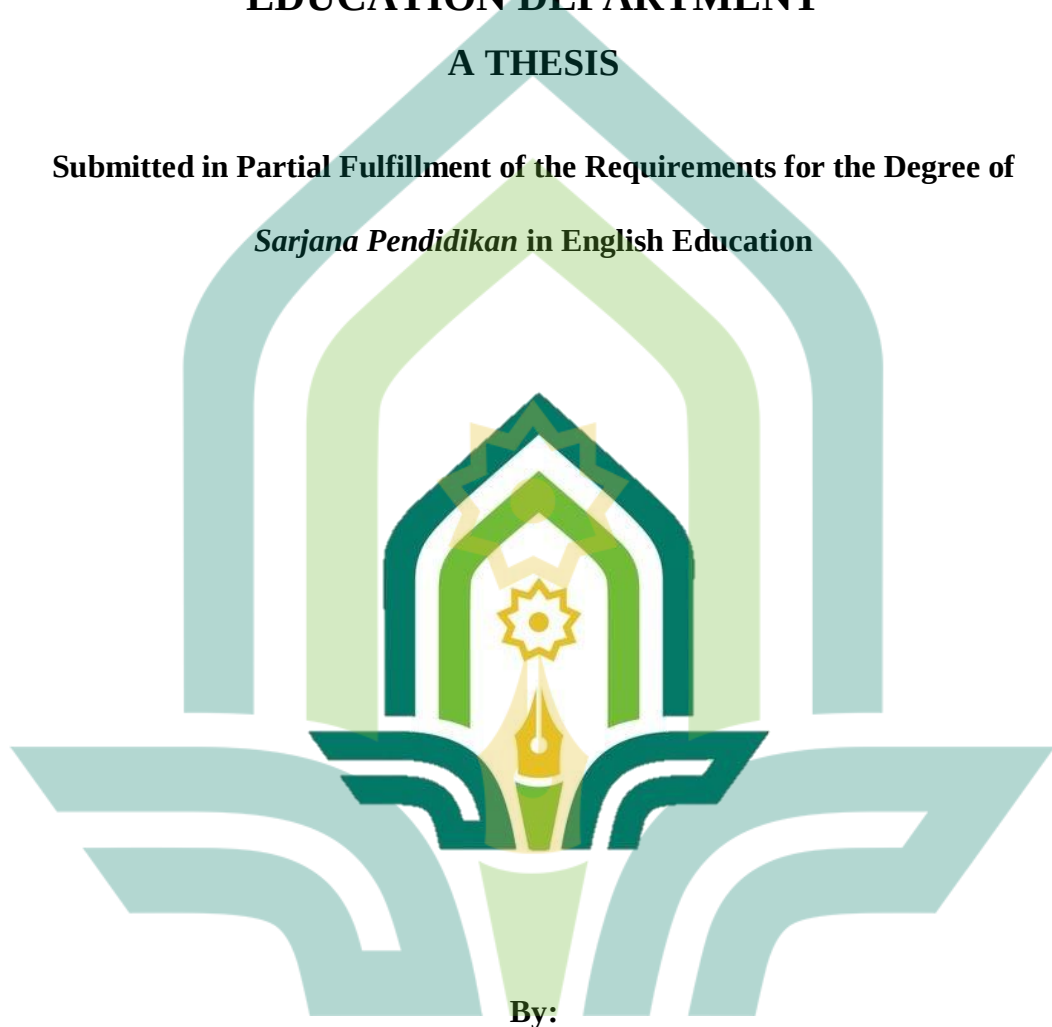


**THE USE OF CODE-SWITCHING AND CODE-
MIXING IN PEER COMMUNICATION BY
INTERNATIONAL STUDENTS OF ENGLISH
EDUCATION DEPARTMENT**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

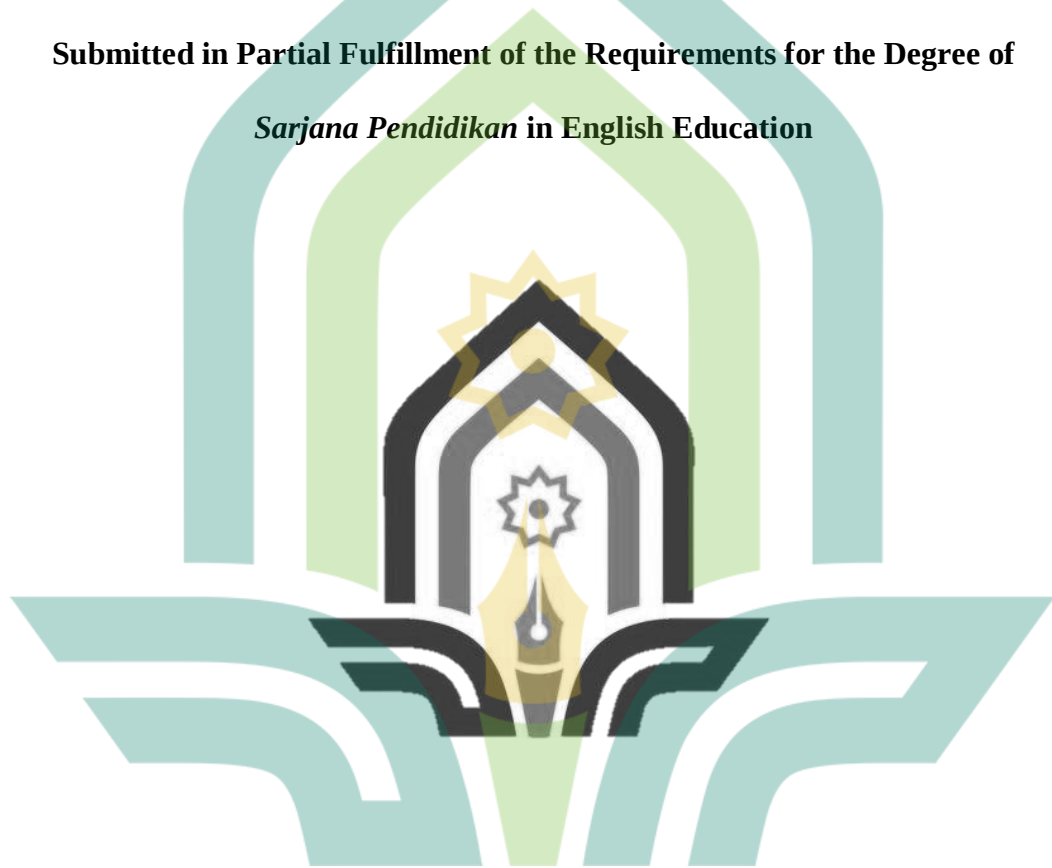
**TSALITSA NUR RAHMA TSABITA
20522016**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2026**

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2026**

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Nama : Tsalitsa Nur Rahma Tsabita

NIM : 20522016

Program Studi : Tadris Bahasa Inggris

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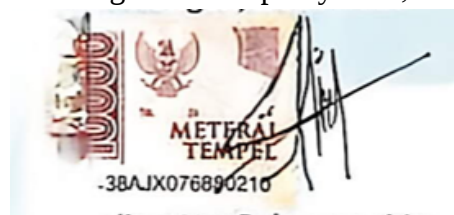
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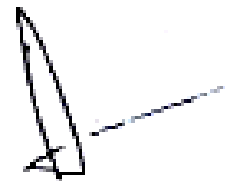
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Pekalongan, 7 Mei 2026
Pembimbing



Dr. Dewi Puspitasari, M.Pd
NIP. 197902212008012008



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UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website : ftik.uingusdur.ac.id Email : ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

Name : **TSALITSA NUR RAHMA TSABITA**
SN : **20522016**
Title : **THE USE OF CODE-SWITCHING AND CODE-MIXING IN
PEER COMMUNICATION BY INTERNATIONAL
STUDENTS OF ENGLISH EDUCATION DEPARTMENT**

Has been established through an examination held on Wednesday, 24th June 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners

Examiner I

Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

Examiner II

Riskiana, M.Pd.
NIP. 19760612 199903 2 001

Pekalongan, 29th June 2026

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Mublisin, M.Ag
NIP. 19700706 199803 1 001

MOTTO AND ACKNOWLEDGEMENT

MOTTO

“The bilingual is not two monolinguals in one person, but a unique combination of linguistic resources”. – François Grosjean –

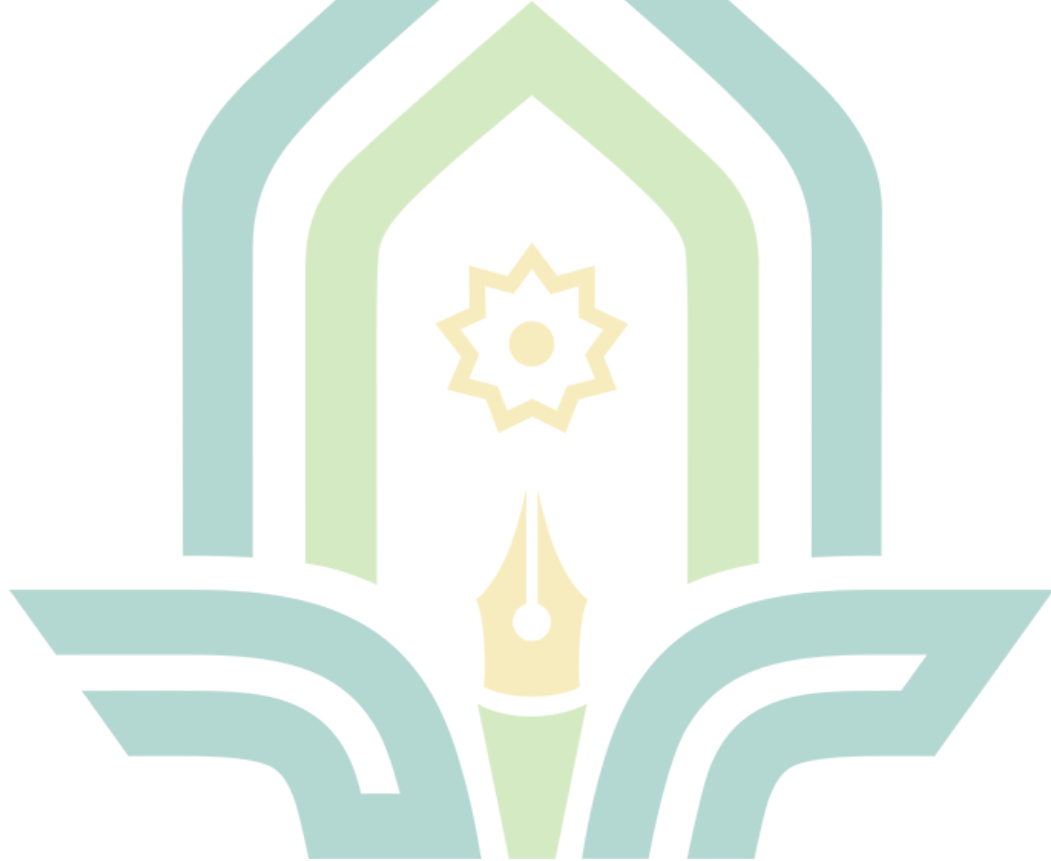
ACKNOWLEDGEMENT

All praise be to Allah SWT., whose blessings, mercy, and grace have enabled the researcher to complete this thesis. This thesis is the result of the researcher's hard work, supported by prayers, encouragement, and motivation from many beloved people. Therefore, with deep gratitude along with respect, the writer would like to dedicate this thesis to:

1. First, to the researcher's beloved parents, Mr. H. Moch. Yaenafi and Mrs. Hj. Mukaromah, who have always been the greatest source of support, guidance, and prayers. The researcher firmly believes that one of the reasons every step of this journey was made easier is because of your sincere prayers. The researcher would also like to express warm gratitude to her beloved siblings, Moch. Nuruzzaki, S.Ag., Nur Mahya Maulidya, S.IP., and Khafidhotul Khasanah, S.E., for their endless love, support, prayers, laughter, and guidance that have enlightened the writer's path and helped her reach this point.
2. Second, the researcher would like to express her deepest gratitude and respect to her supervisor, Dr. Dewi Puspitasari, M.Pd., for her invaluable guidance, constructive feedback, patience, and support throughout the process of completing this thesis. May Allah SWT. always grant her blessings and her family with good health, protection, and abundant blessings.
3. Third, the researcher would like to extend her sincere appreciation to all lecturers of the English Education Department for their knowledge, dedication, patience, and sincerity throughout the researcher's academic journey. Through their guidance and instruction, the researcher has continued to grow and move closer to her goals.
4. Fourth, the researcher would like to express her gratitude to all members of the TBIG Class of 2022. It has been a pleasure to meet, learn, and grow together throughout these years of study. May your future journeys be full of success, happiness, and blessings.
5. Fifth, the researcher would like to thank her friends who have colored her university life, especially those from *Talkshow Public Speaking*, *Grow Together*, and also *Semester Ini Lulus*. Although it is impossible to mention each of you individually, the researcher is heartily grateful for your presence during both the challenges and joys of this journey. Thank you for every

happy, memorable, and meaningful moment we shared together. May our friendship continue to flourish and bring goodness for years to come.

6. Finally, the researcher would like to thank herself for striving to fulfill this responsibility to the best of her ability. Although there were moments of exhaustion and times when giving up seemed easier, she endured and reached this point. Even when carrying silent burdens, she never stopped moving forward. Thank you for enduring, rising after every setback, and choosing not to give up. This achievement is proof of your strength, perseverance, and unwavering determination.



ABSTRAK

Tsabita, Tsalitsa Nur Rahma. 2026. *“The Use of Code-Switching and Code-Mixing by International Students of English Education Department”*. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan, UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Dr. Dewi Puspitasari, M.Pd.

Kata kunci: *Alih kode, Campur kode, Sociolinguistik, Mahasiswa Internasional, Interaksi di dalam Kelas.*

Dalam lingkungan kelas multibahasa, mahasiswa internasional sering kali melakukan peralihan dan pencampuran bahasa selama berkomunikasi. Fenomena ini disebut peralihan kode (code-switching) dan pencampuran kode (code-mixing). Studi ini bertujuan untuk mengidentifikasi jenis peralihan dan pencampuran kode yang digunakan oleh mahasiswa internasional serta mengeksplorasi alasan di balik penggunaannya dalam konteks kelas. Studi ini menggunakan pendekatan kualitatif dengan desain studi kasus. Ini melibatkan observasi non-partisipatif melalui rekaman video dari penampilan pengajaran mikro mereka, dan wawancara semi-terstruktur dengan tiga mahasiswa internasional dari Thailand dan Filipina. Berdasarkan temuan, setiap partisipan terlibat dalam peralihan kode (code-switching) dan pencampuran kode (code-mixing) saat berinteraksi dengan rekan sebaya. Di antara tipe yang digunakan, Intersentential switching menonjol sebagai bentuk utama peralihan kode (code-switching), sedangkan Insertion adalah jenis pencampuran kode (code-mixing) yang paling sering digunakan. Selain itu, studi ini juga menemukan beberapa alasan di balik penggunaan peralihan kode dan pencampuran kode, seperti membahas topik tertentu, pengulangan untuk klarifikasi, mengklarifikasi isi pembicaraan, dan mengekspresikan identitas kelompok. Selain itu, beberapa alasan lain di luar teori juga muncul, seperti kenyamanan berkomunikasi, kebutuhan leksikal, dan pilihan bahasa berdasarkan lawan bicara. Dengan demikian, peralihan kode dan pencampuran kode berfungsi sebagai strategi komunikasi yang dapat membantu mahasiswa internasional membangun interaksi yang efektif dan beradaptasi dengan lingkungan kelas multibahasa, alih-alih dipandang sebagai hambatan komunikasi. Sebagai rekomendasi, peneliti di masa mendatang disarankan untuk melakukan studi yang lebih luas yang melibatkan konteks pendidikan dan partisipan yang berbeda.

ABSTRACT

Tsabita, Tsalitsa Nur Rahma. 2026. *“The Use of Code-Switching and Code-Mixing by International Students of English Education Department”*. Undergraduate Thesis. English Education Department. Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. Advisor: Dr. Dewi Puspitasari, M.Pd.

Keywords: *Code-Switching, Code-Mixing, Sociolinguistics, International Students, Classroom Interactions.*

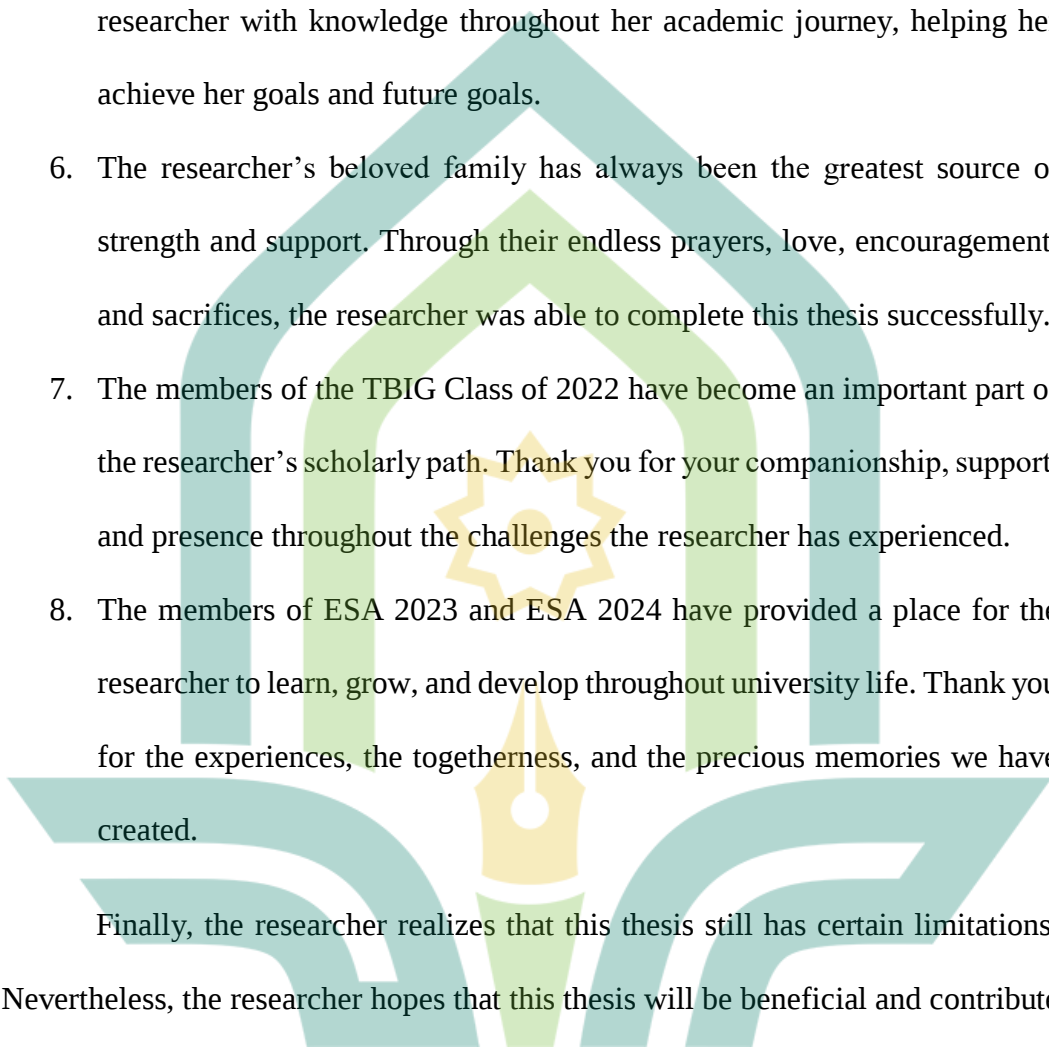
In a multilingual classroom environment, international students are often found switching and mixing their languages during communication. This phenomenon is called code-switching and code-mixing. This study aims to identify the types of code-switching and code-mixing used by international students and to explore the reasons behind their use in the classroom context. This study used a qualitative method with a case study set up. It involved non-participatory observation through video recordings of their microteaching performances and also talking to three international students from Thailand and Philippines in a semi-structured interviews format. Based on the findings, every participant demonstrated both code-switching and code-mixing during peer interactions. Among the styles used, intersentential switching stood out as the primary form of code-switching, whereas insertion emerged as the most frequent pattern in code-mixing. Additionally, this study identified several underlying motivations for these linguistic alternations, including discussing particular topics, repetition for clarification, clarifying the speech content, and expressing group identity. Moreover, several additional reasons outside of theory also emerged, such as communication comfort, lexical needs, and interlocutor-based language choice. Thus, code-switching and code-mixing function as communication strategies that can help international students establish effective interactions and adapt to multilingual classroom environments, rather than being seen as communication barriers. As a recommendation, future the researchers are advised to conduct broader studies involving different educational contexts and participants.

PREFACE

All praise be to Allah SWT., who has bestowed His mercy and blessings upon the researcher and enabled the completion of this thesis entitled **“The Use of Code-Switching and Code-Mixing in Peer Communication by International Students of English Education Department.”** This thesis is the result of the researcher’s hard work and academic journey, and it could not have been completed without the prayers, support, motivation, and assistance of many individuals.

Throughout the process of completing this thesis, the researcher received guidance, direction, and support from various parties. Therefore, the researcher would like to express sincere gratitude and deepest appreciation to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., Dean of the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A., Head of the English Education Department, and Ma’am Eros Meilina Sofa, M.Pd., Secretary of the English Education Department.
4. Dr. Dewi Puspitasari, M.Pd., the researcher’s supervisor, for her patience, dedication, valuable guidance, constructive feedback, and invaluable knowledge throughout the completion of this thesis.

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- The background of the page features a large, stylized watermark of the UIN K.H. Abdurrahman Wahid Pekalongan logo. The logo is composed of teal and green arches forming a central space, with a yellow sun-like symbol in the middle. Below the arches is a yellow fountain pen nib. The entire watermark is semi-transparent and centered on the page.
5. All lecturers of the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan have guided, educated, and equipped the researcher with knowledge throughout her academic journey, helping her achieve her goals and future goals.
 6. The researcher's beloved family has always been the greatest source of strength and support. Through their endless prayers, love, encouragement, and sacrifices, the researcher was able to complete this thesis successfully.
 7. The members of the TBIG Class of 2022 have become an important part of the researcher's scholarly path. Thank you for your companionship, support, and presence throughout the challenges the researcher has experienced.
 8. The members of ESA 2023 and ESA 2024 have provided a place for the researcher to learn, grow, and develop throughout university life. Thank you for the experiences, the togetherness, and the precious memories we have created.

Finally, the researcher realizes that this thesis still has certain limitations. Nevertheless, the researcher hopes that this thesis will be beneficial and contribute to the existing literature on bilingual and multilingual interactions, particularly in communication within educational settings.

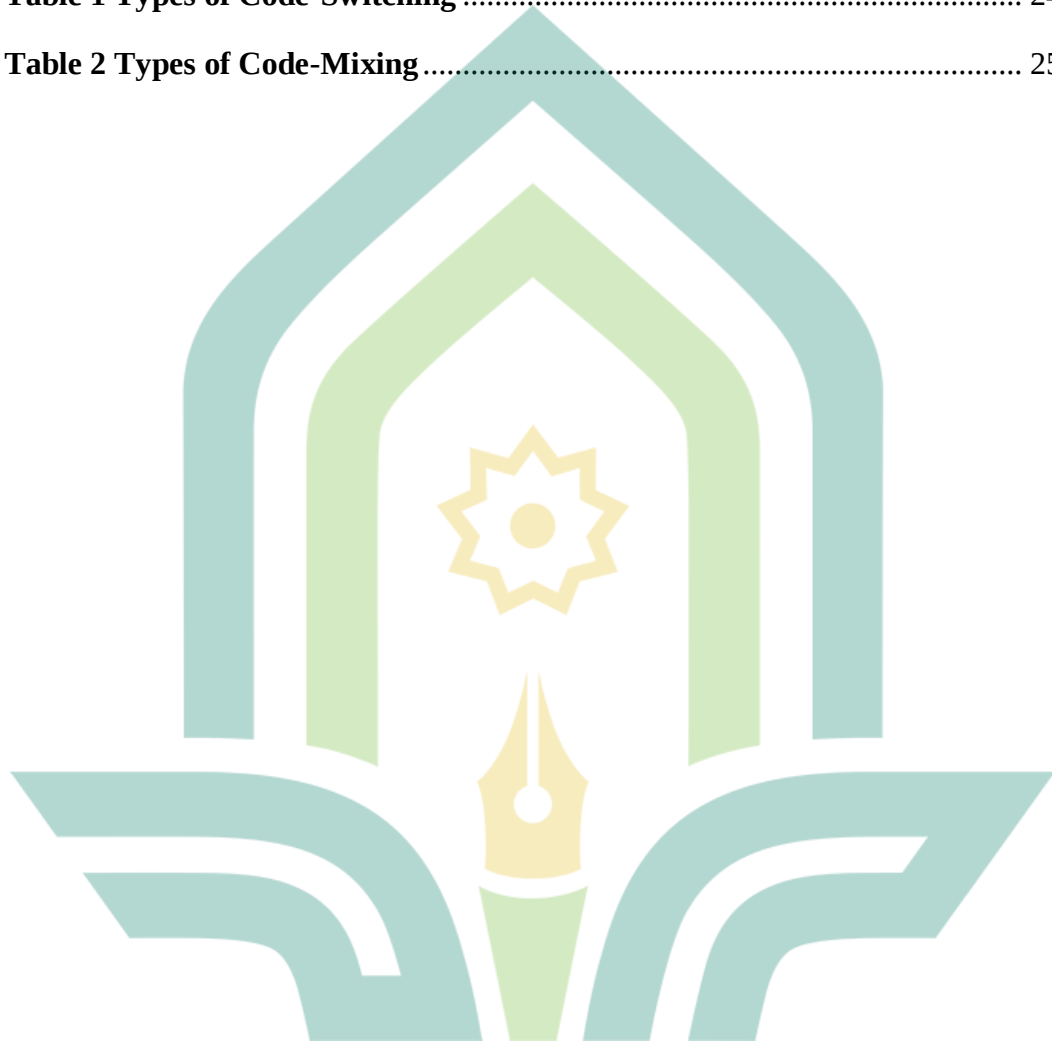
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Social interaction between people and the community relies heavily on language as a tool for communication. The language used can be spoken language or body language. Language use is also influenced by the social context. This phenomenon is included in the study of sociolinguistics. Holmes (2001) argue that sociolinguistics is a part of linguistics that looks at how language connects with social groups. Through language, we can understand the social factors that underlie why we choose an utterance. According to Holmes & Wilson (2022), a person's awareness of choosing the right way to speak to suit the interlocutor in various social contexts. From the statement above, it can be concluded that language choice reflects our identity and our level of closeness to the interlocutor.

In sociolinguistics, language choice when communicating is bound by certain societal rules. This is also seen in language choice in bilingual or multilingual communities, where people master and communicate using more than two languages. Both code-switching and code-mixing emerge as prevalent communicative tools during daily interactions that characterize bilingual and multilingual discourse. Code-switching is often used as an option for bilinguals when communicating (Milroy & Muysken, 1995). In a multilingual society like Indonesia, these practices have become part of the natural flow of conversation, especially in informal settings (Sahib et al., 2021). Depending on the social

context and their communication goals, individuals frequently switch between Indonesian, regional dialects, and English.

From a linguistic standpoint, code-switching and code-mixing are two different concepts. Code-switching is when someone changes from speaking one language to another while talking with other. As noted by Hoffman (1991) code-switching frequently occurs in specific contexts as a tool for speakers to adjust and better comprehend the messages delivered by their interlocutors. On the other hand, when people put words or phrases together to make one sentence, that process is called code-mixing. To separate the mechanics of code-switching from code-mixing, it is necessary to consider the structural and syntactic elements used, as well as how the linguistic elements of one language interact within the grammatical framework of the other language (Jakob, 2020).

When speaking, individuals often alternate between languages for a variety of different reasons. From a sociolinguistic point of view, Odilia (2020) demonstrates that language alternation effectively signals an individual's group identity, social relationships, and social status. Meanwhile, from a psychological perspective, code-mixing can also help bilingual speakers cultivate communication validity by using the language they perceive as most proficient or most expressive (Manuel, 2024).

Beyond everyday social interactions, code-switching and code-mixing also routinely take place in academic settings. In academic contexts, code-switching and code-mixing effectively boost student understanding. This statement mirrors with the study conducted by Nata (2021), which showed that 72% of

students reported being more helped in understanding the lessons and that it helped polish communication with their teachers. Additional research conducted by Fenanlampir et al. (2024) also indicates that students feel helped when they use code-switching. This is because it helps them understand better, reduce anxiety, and foster greater engagement in their EFL learning journey.

Various research projects on code-switching and code-mixing have been conducted at university level. For instance, a study conducted by Zimmerman (2020) highlighted that opportunities for learning a foreign language and better communication can be achieved by utilizing the code-switching and also code-mixing. Similarly, university-level research was also conducted by Moradi & Chen et al. (2023), this study involved 78 undergraduate students in China revealed that code-switching and code-mixing were not considered signs of low language competence. Instead, alternating between languages enables them to better convey their thoughts, feelings, experiences, and solidarity throughout their conversations.

Another study by Muthussamy et al. (2020) on international students at the University of Malaysia found that the main factor behind code-switching in communication is the speaker's lack of mastery of their second language. Moreover, a study conducted by Riadil & Diltz (2022) involving an English Department student from Tidar University, Indonesia, and an International Business student from Prince of Songkla University, Thailand, demonstrated that both individuals engaged in code-switching and code-mixing during communication. They do this to facilitate communication, avoid

meaninglessness, adjust the context, feel cool, and show their language proficiency.

Within the Indonesian context, however, studies investigating how international students utilize language switch and language mix throughout their daily interactions is still rare. Based on this problem, the focus of this investigation is on international students' experiences in the English Education Department of an Islamic University in Pekalongan. This research was focused at how switching between languages and mixing between languages can help international students communicate better with their classmates when there is a difference in language skills. Furthermore, this study explored the factors driving for utilizing these linguistic alternations in communication. The insights from this research are expected to provide a means to elevate communication between international students with their peers and with educational staff on campus who have diverse linguistic backgrounds.

1.2 Problems Identification

Driven by the research background outlined above, the following questions have been formulated to guide this study:

1. There are misunderstandings in the communication process, both in the classroom context and in everyday casual conversations.
2. Grammatical structures get mixed because people use code-switching and code-mixing.
3. Differences in cultural background and mother tongue of international students influence their choice of language code.

4. Lack of self-confidence among international students when having to communicate fully in only one language (Indonesian or English).

1.3 Limitation of the Problems

From the problem identification above, it is necessary to limit the problem so that the research conducted is not biased and is more focused on the problems to be solved. This research focuses on the types of code-switching and code-mixing that appear in international student communication, and the reasons for using code-switching and code-mixing. The communication studied is also limited to direct (oral) interactions in the classroom environment, both during discussions and informal interactions between classmates.

1.4 Formulation of the Problems

Based on the explanation above, this research provides two questions:

1. What are the code-switching and code-mixing that appear when international students communicate with their peers?
2. Why do these international students use code-switching and code-mixing when communicating with their peers?

1.5 Aim(s) of the Study

To answer the research questions and to ensure that the study remains aligned with its main focus, this study establishes the following objectives:

1. To figure out the different types of language switching and language mixing that international students practice among their classmates.
2. To investigate the reasons international students use those types of code-switching and code-mixing in communicating with their classmates.

1.6 Research Benefits

The outcomes of this research are expected to contribute to the following aspects:

1. Theoretically

This research is enrich the application of Poplack (1980) and Muysken (2000) theories on code-switching and code-mixing, particularly in the context of peer communication among international students.

2. Empirically

This research provides real data and offer the concrete evidence how multilingual students negotiate meaning, express identity, and facilitate communication through language choice in an academic environment.

3. Practically

This research demonstrates that the strategic utilizatiton of code-switching and code-mixing significantly enhances mutual understanding among multilingual individuals. This research also gives teachers insight into communication patterns among international students, which can help teachers understand students' communication practices in multilingual classrooms and create more communicative classroom interactions.

CHAPTER V

CONCLUSIONS

5.1 Summary

Based on these analytical results, it can be concluded that the findings address the research problem formulation.

1. The investigation confirms that the participants' usage of both language practices. Regarding code-switching, the type found was intersentential switching, where participants changed language between clauses or sentences. Meanwhile, in terms of code-mixing, insertion emerged as the most dominant pattern. Insertion occurs when participants embed foreign lexical elements, specifically single words or brief phrases, directly into the grammatical frameworks of the matrix language.
2. The researcher also explored the reasons behind why participants engage code-switching and code-mixing. The most dominant reason was to clarify the content of the conversation and avoid misunderstandings during communication. Other reasons also emerged, such as the discussion of particular subjects and the expression of collective identity and solidarity. Furthermore, this study also identified several additional reasons beyond the theoretical framework. These additional reasons include increasing self-confidence, creating comfort, adapting to the environment, adjusting language choice based on the interlocutor, and meeting lexical needs in certain situations.

In other words, this study underscores that code-switching and code-mixing are essential tools for fostering effective international communication and student integration in multilingual classrooms.

5.2 Recommendation

The researcher realized that this study still has many shortcomings and weaknesses from other perspectives. For example, the context of this research is still very limited to the small scope of the classroom environment. Therefore, the researcher apologizes and welcomes constructive input and criticism. It is hoped that the shortcomings of this study can be evaluated and improved in future research. The researcher provides the following suggestions for future consideration.

1. For Students

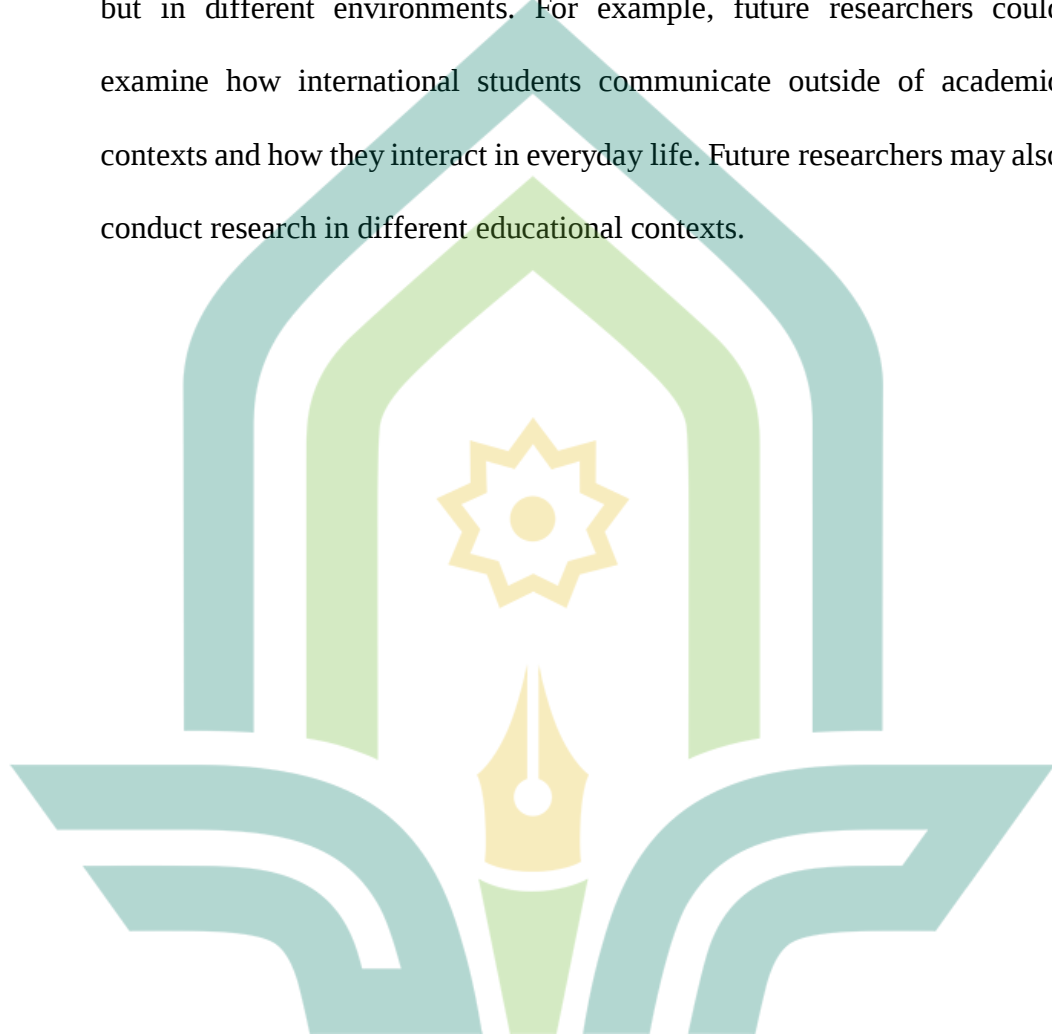
For students, especially international students, the researcher strongly encourages the judicious use of language switching and code-switching as a communication strategy to support understanding and interaction in the classroom. However, international students must also continuously improve their mastery of the target language to ensure smooth communication.

2. For Lecturers

Lecturers are expected to understanding the use of diverse languages can be beneficial in teaching and learning. Multilingual communication practices can also be implemented in the classroom to help international students adapt linguistically and culturally.

3. For Future Researchers

Future researchers are advised to conduct studies on the same topic but in different environments. For example, future researchers could examine how international students communicate outside of academic contexts and how they interact in everyday life. Future researchers may also conduct research in different educational contexts.



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