

ABSTRACT

THE ANALYSIS OF CODE-SWITCHING AND CODE-MIXING AS COMMUNICATION STRATEGIES IN CLASSROOM DISCUSSIONS AT SMA YP UNILA

By

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This qualitative study explored the use of code-switching and code-mixing as communication strategies in classroom discussions at SMA YP UNILA. It investigated the types of code-switching and code-mixing employed by teachers and students, along with their motivations. Data were collected through classroom observations in XII IPS I and interviews with a teacher and 20 students. Analysis followed Miles and Huberman's framework, emphasizing data triangulation. Findings revealed frequent use of code-switching and code-mixing (76 instances), with code-mixing (52%) slightly more prevalent than code-switching (48%). Types of code-switching included inter-sentential (16%), intra-sentential (25%), and extra-sentential (7%), while code-mixing included insertion (31%), alternation (17%), and congruent lexicalization (4%). Students cited reasons such as lexical limitations, communicative needs, emotional and expressive purpose, and social community background. Teachers used these strategies to clarify misunderstandings, check comprehension, encourage participation, and foster teacher-student relationships, driven by cognitive and affective factors. Implications for language teaching include the importance of creating inclusive environments that cater to students' diverse linguistic and emotional needs.

Keywords: code switching, code mixing, communication strategy, classroom discussion, senior high school students.