

AN ANALYSIS OF ENGLISH CODE SWITCHING AND CODE MIXING USED IN NARRATIVE STORY DURING SPEAKING CLASS

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Abstract

The research adopted a descriptive qualitative approach and was conducted in the eleventh grade of SMA Plus Al-Amanah, involving two English teachers as participants. From the gathered data, the identified types of Code Switching included Inter-Sentential Switching, Intra-Sentential Switching, and Tag Switching. In addition, the types of Code Mixing discovered comprised Insertion, Alternation, and Congruent Lexicalization. Notably, the prevalent types utilized in classroom activities were Tag Switching and Insertion. Furthermore, the study uncovered several benefits associated with the utilization of Code Switching and Code Mixing in the classroom. These advantages encompassed enhancing students' comprehension of the subject matter, introducing new vocabulary, and facilitating pronunciation practice. In conclusion, based on the findings, it is recommended that English teachers consider integrating Code Switching and Code Mixing into their teaching and learning processes during classroom activities, as it has been demonstrated to be more effective than exclusively using a single language.

Keyword: Analysis, Code Switching, Code Mixing, Narrative Story

Abstrak

Rancangan penelitian menggunakan penelitian kualitatif deskriptif. Tempat yang digunakan untuk melakukan penelitian ini adalah kelas XI SMA Plus Al-Amanah, serta dua orang Guru Bahasa Inggris. Dari data yang diperoleh jenis Code Switching adalah Inter-Sentential Switching, Intra-Sentential Switching, dan Tag Switching, serta jenis Code Mixing adalah Insertion, Alternation dan Congruent Lexicalization, dan jenis yang lebih sering digunakan di Classroom aktivitasnya adalah Pengalihan dan Penyisipan Tag. Selain itu, peneliti juga menemukan beberapa manfaat penggunaan Code Switching dan Code Mixing dalam kegiatan kelas, yaitu untuk menambah pemahaman siswa terhadap materi, untuk berbagi beberapa kosa kata baru dan juga melatih pelafalannya. Setidaknya, peneliti menyarankan kepada guru kepada guru Bahasa Inggris untuk menggunakan Code Switching dan Code Mixing dalam proses belajar mengajar di kelas karena lebih efektif daripada hanya menggunakan satu bahasa.

Kata kunci: Analisis, Alih Kode, Campur kode, Cerita Naratif

INTRODUCTION

Humans are inherently social beings who rely on one another and cannot prosper without the assistance of their fellow individuals. This underscores the importance of language as a means for humans to engage in communication. Language, as asserted by Herman in 2019, plays an indispensable role in communication. Moreover, language stands out as the most pivotal element in the lives of all living beings since it enables them to interact with one another. According to Silaban & Marpaung in 2020, true communication among humans is impossible without language. Language, as a mode of communication, encompasses various forms, including sounds, gestures, or symbols that convey meaning. Nevertheless, not all individuals share the same language or dialect. Thus, humans cannot be separated from language, which ultimately serves as the bridge facilitating communication among people.

Code-switching takes place when a speaker transitions from one language to another or switches between different linguistic codes, as described by Gardner-Chloros and others in 2009. This phenomenon of code-switching encompasses alterations in accent, intonation, and other speech characteristics and can occur when an individual shifts from one language to another.

In our social interactions, another linguistic phenomenon known as code mixing also occurs. According to Hudson, as cited in Bhatia & Ritchie in 2012, code mixing transpires when a proficient bilingual individual converses with another fluent bilingual individual and shifts between languages without any change in the context or situation itself. This implies that code mixing arises when a bilingual speaker switches between languages within a particular context. Furthermore, code mixing serves a dual purpose; it can serve as a means for individuals to showcase their competence in a second language, particularly in terms of their oral communication abilities. Additionally, it can serve as an indicator of their cultural or linguistic background and identity.

The researcher is also aware that the phenomenon of Code Switching and Code Mixing is not restricted to situations involving multilingual individuals. Instead, it has become a necessity in modern society due to the challenges some people face when attempting to express themselves in their native language, often due to a limited vocabulary or a lack of fluency in that language. This phenomenon is also evident in speaking class learning activities, where teachers opt to employ an extensive lexicon in a language other than

their native tongue to ensure effective communication and facilitate students' understanding of the subject matter, as noted by Harahap in 2020. Based on the preceding explanation, the researcher attempts to conduct a study on students' Code Switching and Code Mixing in speaking classroom activities. As a result, the researcher purposes the title "AN ANALYSIS OF ENGLISH CODE SWITCHING AND CODE MIXING USED IN NARRATIVE STORY DURING SPEAKING CLASS".

METHOD OF RESEARCH

The researcher will employ the technique of content analysis for data examination. As elucidated by Krippendorff in 1989, content analysis is a method intrinsic to communication research and holds considerable significance in the realm of social sciences research. Its primary objective is to scrutinize data within a specific context, considering the meaning attributed to the data by individuals, groups, or cultures. Unlike observable events, objects, properties, or individuals, communication, messages, and symbols offer insights into elements beyond themselves, thereby influencing their senders, receivers, and the institutions within which they are exchanged. Content analysis goes beyond the superficial aspects of communication and harnesses these aspects along with symbolic elements to discern the underlying causes, correlations, or sequences of communications. This approach allows for the analysis of data within its unobservable context. It's worth noting that each instance of content analysis must provide a rationale for the inferential step it necessitates, which is considered a methodological imperative.

FINDINGS AND DISCUSSION

The researcher conducted classroom observations and identified numerous instances of Code Switching and Code Mixing employed by both the English teacher and students throughout the teaching and learning activities. This study involves categorizing the findings into two distinct sections. The first section encompasses the various forms of Code Switching, while the second section focuses on the different manifestations of Code Mixing. Additionally, the research delves into the advantages associated with the utilization of Code Switching and Code Mixing for both teachers and students during the teaching and learning processes.

1. Observation Findings

In this study, the researcher conducted observations during two sessions. The research methods employed included the use of field notes, video recordings, and interviews with the English teacher, all aimed at identifying the various forms of Code Switching and Code Mixing, as well as exploring the advantages associated with these language phenomena. The observation period spanned from May 16th, 2023, to May 29th, 2023. The collected data took the form of video recordings and insights from interviews with students from SMA PLUS AL-AMANA.

Based on the observations, the researcher identified a total of Code Switching instances in the dataset: 35% instances of Inter-Sentential Code Switching, 23% instances of Intra-Sentential Code Switching, and 41% instances of Tag Switching, all practiced by both the teacher and the students. Furthermore, the researcher identified a total of Code Mixing instances in the dataset: 41% Insertion instances, 17% Alternation instances, and 41% instances of congruent lexicalization Code Mixing, also practiced by both the teacher and the students.

It is noteworthy that the students' practice of Code Switching and Code Mixing involved three languages: English, Indonesian, and Javanese.

1. Data Transcription Findings

1. The types of Code Switching

Following the observation and meticulous recording of the classroom's teaching and learning dynamics, the researcher discerned that the English teacher frequently engages in language switching and holds a dominant role within the classroom. Specifically, the English teacher seamlessly transitions between Indonesian and English languages, at times shifting from English back to Indonesian. This Code Switching is employed by the English teacher as a means of communication during the teaching and learning activities with their students.

a. Inter-Sentential Switching

Inter-Sentential Switching refers to a phenomenon occurring at sentence boundaries, wherein one clause or sentence is in one language,

and the subsequent clause or sentence is in another language. It can be understood as a situation where one language transitions to another language, typically taking place between sentences or distinct speech acts.

The provided examples illustrate instances of Inter-Sentential Switching, where the teacher seamlessly incorporates two languages within a single utterance. This phenomenon qualifies as Code Switching since the teacher initiates a sentence in one language, for instance, Indonesian, such as "Ok, kita absen dulu ya," and subsequently switches to another language, in this case, English, with sentences like "listen to your name and then raise your hand."

In the second example, the teacher begins with an English sentence, "Ok, I would like to review," then transitions into Indonesian with "saya akan mengingatkan kembali tentang materi kita yang lalu."

In the third example, the teacher initiates the sentence in English with "I hope you all remember about it" and proceeds to switch to Indonesian with "Saya berharap semua masih ingat."

b. Intra-Sentential Switching

Intra-Sentential Switching refers to a type of language shift that takes place within the confines of a clause or sentence structure. It occurs when a speaker transitions between various components of clauses, such as lexical items or even morphemes. Intra-Sentential Switching can manifest within sentences, clauses, word boundaries, and phrases.

Tag Switching

This form of code switching entails the incorporation of tags, exclamations, and specific sentences from one language into a phrase that would typically be in another language. In essence, Tag Switching refers to the practice of interjecting a tag from one language into a wholly different language utterance. It was observed that interjections from the Indonesian language were integrated into English sentences, and conversely, there were instances where English interjections found their way into Indonesian sentences.

On Monday, at 09.00 P.M, during the teaching and learning session in class XI IPA 2 at SMA Plus Al-Amanah, Mr. Misbahul Munir, the English teacher, employed Tag Switching within the context of a narrative story in the speaking class. A few illustrative examples are provided below:*Mudah dipahami* right?

- 1) Okay *putri sebutkan nama partnermu yang kamu pilih.*
- 2) *Sekarang buka halaman 15* please.

In the provided examples, instances of Tag Switching (involving both English and Indonesian) were identified. It becomes evident when the teacher inserts a brief expression (tag) from a second language at either the beginning or end of a sentence, indicating a language switch. These findings align with previous research outcomes. In example (1), the teacher appended a brief phrase (tag) to the word "right" at the sentence's conclusion. In example (2), a brief tag was added by the teacher to the word "Okay" at the start of the sentence. Lastly, in example (3), the teacher incorporated English in the statement following the brief expression (tag) "Please" at the sentence's end. This demonstrates the purposes behind the Teacher's Tag Switching.

Regarding the results of the types of Code Switching employed during narrative storytelling in speaking class, the researcher computed the frequency of Code Switching usage using the formula discussed in the previous section. The outcomes indicated that Inter-Sentential Code Switching accounted for 35%, Intra-Sentential Code Switching constituted 23%, and Tag Switching made up 41% of the total occurrences. Consequently, it can be concluded that Tag Switching is the most frequently utilized type of Code Switching during narrative storytelling in the speaking class, comprising 41% of the total occurrences.

2. Types Of Code Mixing

Following the careful observation and documentation of the classroom's teaching and learning dynamics, the researcher has discerned a consistent pattern wherein both the English teacher and the students frequently blend their languages during classroom interactions. The English teacher demonstrates this linguistic blending by seamlessly

incorporating elements of Indonesian into their English communication and, at times, transitioning from English to Indonesian. In the context of the teaching and learning process, the English teacher effectively deploys Code Switching as a means of facilitating communication with their students. Concurrently, the students themselves employ Code Mixing as a strategy to engage in effective communication with their English teacher.

a. Insertion (Word Phrase)

Insertion refers to the incorporation of a word or phrase from one language into another or when a word or phrase from another language is integrated. The variation lies in the nature and scope of the element being included, whether it's a noun, adjective, verb, or any other linguistic component.

In the context of the teaching and learning session that took place on Monday at 09:00 P.M. in class XI IPA 2 at SMA Plus Al-Amanah, English teacher Mr. Misbahul Munir employed Insertion Code Mixing while conducting a narrative story activity during the speaking class. Below are a few illustrative examples: T: *Materi minggu lalu* about Narrative story ya?

- 1) T: *iya, ok. Sebelum kita memulai materi hari ini, kita akan review kembali materi yang kita dapatkan kemarin.*
- 2) S: *Tidak ada sir.*
- 3) T: *Jadi, kalian akan dibagi menjadi Five group.*
- 4) T: *Ok, untuk captainnya sudah siap?*

In the following examples, we can identify instances of Insertion involving both the Indonesian and English languages within a single sentence. Example (1) illustrates the teacher's use of the word "about" within the sentence. Here, Insertion Code Mixing occurs with the integration of Indonesian and English, positioned within the middle of the sentence. In this context, the word "about" functions as an adjective, aiming to enhance the listener's comprehension of the speech.

b. Alternation (Replacement)

Alternation takes place when the structure of two languages alternates within itself, either in terms of grammar or vocabulary, within the language's structure. Typically, alternation occurs at the level of clauses.

On Monday, at 09.00 P.M., within the confines of classroom XI IPA 2 at SMA Plus Al-Amanah, the English teacher, Mr. Misbahul Munir, employed the practice of Alternation Code Mixing while conducting a narrative storytelling session in the speaking class. Some illustrative examples are provided below:

1. T : and the last type is about fairy tale *atau cerita anak anak yang memiliki unsur keajaiban yang berkembang di masyarakat luas.*
2. T : there are some types of narrative story *yang sangat sering dijumpai.*
3. T : *Kalo sudah di buat dramanya, nak, You must memorize it karena kaian akan maju tanpa teks besok.*

From the given examples, we can observe instances of Alternation between the Indonesian and English languages within a single sentence. In example (1), the teacher employed Alternation by blending English and Indonesian to enhance the students' comprehension of the preceding statement. In example (2), the teacher initiated Alternation by starting with English and transitioning to Indonesian, subsequently incorporating their native language (Indonesian). In example (3), Alternation was evident as the teacher initially used Indonesian to provide an explanation, then interjected English to emphasize a particular phrase, and finally returned to Indonesian for a second instance of mixing. The intent behind these sentences is to facilitate better comprehension of the teacher's statement for the students.

c. Congruent Lexicalization (dialect)

Congruent Lexicalization is a type that is influence of regional language in language use. In this case, the mixed of the language is happened only because there is the influence of regional language in it or in phonological level.

On Monday, at 09.00 P.M, in class XI IPA 2 in SMA Plus Al-Amanah there are teaching and learning process by the English teacher Mr. Misbahul Munir that using Congruent Lexicalization in Narrative story during speaking class. There are some example below;

1. S: *Saya pak sudah redi.*
2. S: *ceritane ada buanyak pak, mau pilih yang mana?*

From the provided examples, it becomes evident that there are instances of Congruent Lexicalization occurring at the phonological level. In these examples, Code Mixing is observed in both English-Indonesian and Javanese-Indonesian languages. In example (1), the utterance is classified as congruent lexicalization because it involves the modification of an English word to conform to the phonological structure of Indonesian. For instance, the Indonesian word "redi" phonetically mirrors the English word "ready." In example (2), we also encounter congruent lexicalization at the phonological level. Here, the teacher combines a regional language (Javanese) with the second language (Indonesian), where "Ceritane" from Javanese phonology aligns with "Ceritanya" in Indonesian phonetics.

2. Interview Guideline Findings

The interviews were meticulously structured and carried out with the participation of two English teachers from the eleventh grade at SMA Plus Al-Amanah, namely Mr. Abdul Munir and Mr. Imam Baihaqi, S.Pd. In total, the interview questionnaire consisted of seven questions, and the subsequent section provides the findings from these interviews. The first question was purposed to know how long does the English teachers have been teaching in English.

Q1 : How long do you have been teaching English?

T1 : I have teaching English *hampir* 5 years old.

T2 : I think *baru* 2 years ago *saya mulai mengajar English disekolah ini.*

Based on the transcription above, it can be summed up that the English teachers has a long times, it matters that the English teacher has good and a lot of experience in teaching English.

The second question was about teachers knowledge of Code Switching and Code Mixing.

Q2 : Do you know about Code Switching and Code Mixing?

T1 : *Ah, iya. Code Switching itu adalah peralihan Bahasa ya, mungkin dari Bahasa pertama dengan bahasa kedua. Kalau Code Mixing itu dicampur penggunaan dua bahasa tersebut. That I think about pengertian Code Switch dan Code Mix.*

T2 : *Hm, istilah itu sudah sangat familiar in the education world, especially in English. Sebenarnya sangat simple untuk membedakan keduanya. Code switching itu adalah peralihan Bahasa, jadi mencakup a whole of the sentence, sedangkan Code Mixing is Mixed atau mencampurkan dua Bahasa dalam 1 kalimat. I think, simplenya seperti itu.*

Based on the transcription above, it can be summed up that the English teachers are more familiar about Code Switching and Code Mixing. It means that they have used or even often use Code Switching and Code Mixing in the classroom.

The third question was asked about the frequently of using Code Switching and Code Mixing in the teaching learning process in the classroom, especially in Narrative story during speaking class.

Q3 : *How often do you use Code Switching and Code Mixing in the teaching-learning process? Especially in teaching narrative story during speaking class.*

T1 : *Saya sering menggunakan Code Switch and Code Mix untuk melatih beberapa vocabulary yang sudah saya berikan kepada students, dan saya sering menggunakan Code Switch dan Code Mix untuk menjelaskan maksud dari suatu kalimat, atau situation yang sukar dimengerti oleh anak anak. Apalagi dalam speaking sangat penting untuk melatih dan memberikan contoh pronunciation yang baik.*

T2 : *Sering, mungkin hampir diseluruh kaimat saya selalu menyelipkan beberapa vocabulary agar mereka mendapatkan some new vocab. Dalam speaking juga untuk melatih pronunciation mereka.*

Based on the transcription above, it can be summed up that the English teachers are often used Code Switching and Code Mixing in their teaching and learning process in the classroom. The teachers also give the same reason of the used of Code Switching and Code Mixing is to give more new vocabularies for the students, to give more understanding about the material in the classroom, and also to give more example of the pronunciation.

The fourth question asked the reason of the English teachers why they are used Code Switching and Code Mixing in their teaching and learning process in the classroom.

Q4 : Why do you have to use Code Switching and Code Mixing in the teaching learning process? Especially in teaching narrative story during speaking class.

T1 : *Ya, as what I say before, saya lebih sering menggunakan Code Switch dan Code Mix sesuai kebutuhan atau situasi dalam pembelajaran. If we found a difficult things yang sekiranya jika kita explain menggunakan English full maka students tidak mengerti ya kita gunakan Code Switch dan Code Mix ini agar menjadi lebih mudah difahami. Dan lagi lagi ini sangat penting dalam pembelajaran speaking yang lebih banyak penggunaan English nya.*

T2 : *Karena jika menggunakan Code Switching dan Code Mixing jadi memudahkan saya ketika menyampaikan suatu materi yang sekiranya susah untuk dicerna para siswa, dalam speaking pun hal ini menjadi wajib bagi saya untuk melatih kefahaman mereka dan melatih mereka untuk berani berbicara dengan bilingual, dengan cara mempraktekkannya dalam pembelajaran. Apalagi Narrative story isinya bercerita, itu pasti sangat diperlukan.*

Based on the transcription above, we can conclude that the used of Code Switching and Code Mixing in Narrative story during speaking class is important. The teachers have some benefits after used Code Switching and Code Mixing, and also help their teaching and learning process in the classroom. They also give the same reason that Code Switching and Code Mixing help the students to have more understanding in speaking class and also give the example to have a bilingual language using.

The fifth question is about when or in what situations the English teachers used Code Switching and Code Mixing in their teaching and learning process.

Q5 : When or in what situations do you use Code switching and Code Mixing?

T1 : *Code Switch and Code Mix can happen when kami sebagai seorang pengajar mengalami kesulitan dalam berkomunikasi dengan murid kami if we used only one language.*

T2 : *sesuai kebutuhan saja, when we have difficulties in explaining the material we can Switched or Mixed the language. Pokoknya disesuaikan saja dengan condition and situation didalam kelas.*

Based on the transcription we can assumed up that when the English teachers have difficulties in their teaching and learning process they might Switched or Mixed the language, when they are given some explanation of their material they also practiced the Code Switching and Code Mixing.

The sixth question is about the effectiveness of using Code Switching and Code Mixing in their teaching and learning process in the classroom.

Q6 : Is it effective to use Code Switching and Code Mixing in the teaching-learning process?

T1 : *Ya, it is more effective than we only used one language. Karena jika kita menggunakan 1 bahasa saja especially only in English language, konsekuensinya a lot of students cannot understand with what you are saying. Mereka pasti ngang ngong gak faham dengan apa yang kita explain.*

T2 : *Of course, it is very effective in teaching and learning process. Itu sangat efektif mengingat para murid menjadi lebih faham dan juga mendapatkan banyak new vocabulary, pelafalan atau pronunciation, dan juga melatih keberanian merka untuk melakukan Code Switching and Code Mixing juga.*

Based on the transcription above, we can conclude that Code Switching and Code Mixing is more effective in teaching learning process. The teachers also give same reason of effectiveness in using Code Switching and Code Mixing.

The last question or question number seventh in this interview is about the benefits of using Code Switching and Code Mixing that have been used by the English teachers.

Q7 : What are the perceived benefits of using Code Switching and Code Mixing in the teaching-learning process, for the teachers and the students?

T1 : *Benfitsnya ya itu tadi, for the first we can share some new vocabulary for the students, yang kedua kita bisa melatih para student untuk berani speak, or answering used English language. Yang ketiga the students can more be understand, mereka jadi bisa lebih faham dengan apa yang kita jelaskan. Dan yang terakhir, kita bisa memberi contoh langsung pronunciation some vocab untuk mereka.*

T2 : *benefitsnya ya sangat membantu kami dalam menyampaikan materi, memberikan kefahaman kepada para siswa, melatih pronunciation mereka, dan juga mengajari mereka secara langsung menggunakan Bahasa bilingual dalam speaking class.*

Based on the transcription above we can assumed up that there are so many benefits of using Code Switching and Code Mixing. The English teachers also give some benefits of using Code Switching and Code Mixing.

The advantages associated with the utilization of Code Switching and Code Mixing encompass the following:

- 1) Students acquire a broader range of new vocabulary during their classroom learning experiences.
- 2) Teachers can provide a more comprehensive understanding of the instructional material by employing Code Switching and Code Mixing.
- 3) In speaking classes, particularly during narrative storytelling, teachers can offer opportunities for pronunciation practice and deliver explanations in bilingual language.
- 4) The method fosters the development of students' confidence in public speaking by using bilingual speech or Code Switching and Code Mixing according to their proficiency levels.

DISCUSSION

The findings of this research reveal several types of Code Switching and Code Mixing frequently employed by the English teacher during narrative storytelling activities in the classroom. Notably, Inter-Sentential Switching and Tag Switching emerged as the most frequently used forms in the teaching and learning process. It is evident that Code Switching is more prevalent in the instructional context, as per the researcher's observations. Furthermore, insights gathered from interviews indicate that there are tangible benefits associated with the incorporation of Code Switching and Code Mixing in classroom activities, particularly in the realm of speaking class. Both the English teachers and students stand to gain advantages from these language practices.

The findings of this study align with prior research, including "*An Analysis of Code Switching Used by Teacher in Teaching English of 12th Grade at SMAN 1 Tulang Bawang Tengah in Academic Year of 2019/2020*" conducted by Nur Sapna Harahap in 2020. Harahap's research identified that Code Switching comprises

Inter-Sentential Switching, Intra-Sentential Switching, and Tag Switching, with particular prominence in classroom activities. This study also resonates with "*An Analysis of English Code Mixing Used in Speaking Classroom Activity at Second Grade Students of MTs Darul Ulum Menggala*" conducted by Fitri Sundari, which revealed Code Mixing types as Insertion, Alternation, and Congruent Lexicalization, with Tag-Switching and Insertion being commonly used in classroom settings.

Furthermore, this research findings are consistent with "*The Communicative Purpose of Code Switching Used by English Teachers' Communication in The Classroom*" by Aji Utomo in 2015. Utomo's study demonstrated that teachers employ Code Switching to clarify students' comprehension, assess their understanding, and enhance efficiency in explaining course materials. In light of Utomo's research, it can be concluded that the outcomes are in harmony with the benefits of Code Switching and Code Mixing observed in this study.

CONCLUSION

This research's primary objective is to ascertain the types of Code Switching and Code Mixing utilized in narrative storytelling during speaking classes and to investigate the benefits of their application in classroom activities. According to Nawawi & Martini in 1996, the descriptive qualitative method serves the purpose of comprehending individuals' personal backgrounds, particularly their use of language in communication. The research findings lead to several conclusions.

Furthermore, the research reveals the frequency of Code Switching and Code Mixing usage. Inter-Sentential Code Switching accounts for 35%, Intra-Sentential Code Switching for 23%, Tag Switching for 41%, Insertion Code Mixing for 41%, Alternation Code Mixing for 17%, and Congruent Lexicalization Code Mixing for 41%. Based on these percentages, it becomes evident that Tag Switching, Insertion, and Congruent Lexicalization are the most frequently employed types of Code Switching and Code Mixing in narrative storytelling during speaking classes, all sharing an equal prevalence of 41%.

In conclusion, the researcher anticipates that this study will serve as a valuable reference for future investigations into Code Switching and Code Mixing, particularly for English teachers and other researchers interested in this linguistic phenomenon. For English educators, the research offers practical insights into understanding Bilingualism within the context of Code Switching and Code Mixing theory. It is hoped that these findings will provide useful data for evaluating English teachers' performance in the classroom, thereby increasing student awareness of the importance of active participation and achieving lesson objectives, especially in narrative storytelling during speaking classes. Additionally, for students, this research aims to enhance their comprehension of bilingualism in the context of Code Switching and Code Mixing. Finally, for other researchers and readers, the outcomes of this study can broaden their knowledge of Code Switching and Code Mixing and serve as a valuable reference for conducting further research in this field.

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