

ABSTRACT

Akbar, Alvine Muhammad (2026). **Exploring EFL Students' Use of Code-Switching in Formal Presentation Activities: A Case Study of an Indonesian Islamic State University**

Code-switching commonly occurs in Indonesian EFL classrooms, particularly when students experience linguistic and psychological difficulties during formal presentations. This research aimed to (a) identify the types of code-switching used by EFL students, (b) examine the factors influencing the use of code-switching, and (c) To explore the implications of using code-switching for the development of EFL students' English speaking ability during formal presentations in terms of fluency, accuracy, and grammar. This research employed a qualitative approach with a case study design at an Indonesian Islamic state university. Five undergraduate EFL students were selected through maximum variation sampling. The data were collected through classroom observations, and semi-structured interviews. The data were then analyzed through coding, categorization, thematic analysis, and data triangulation. The findings identified 110 instances of code-switching: 46 intra-sentential, 39 inter-sentential, and 25 tag-switching instances. Intra-sentential switching was the most frequent type, commonly used to overcome lexical difficulties and maintain speech continuity. Code-switching was influenced by language proficiency, communicative context, topic complexity, anxiety, confidence, fear of making mistakes, and lecturer expectations. Code-switching helped students maintain fluency, clarify meanings, and increase confidence. However, the contribution of code-switching primarily concerned communicative clarity rather than direct improvement in grammar, vocabulary, or pronunciation. Therefore, code-switching should be used purposefully and temporarily without limiting opportunities for English practice.

Keywords: Code-Switching, EFL Students, Formal Presentation, Speaking Ability, Communication Strategy.

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