

ABSTRACT

Abdilllah, M. H. (2026). The Analysis of Students' Code Mixing in EFL Oral Presentation Activity in a Public Speaking Course.

This study aimed to analyze how students employ code mixing during classroom presentations in a Public Speaking course and to explore how students evaluate the use of code mixing after presentations based on their perceptions. The study employed a qualitative descriptive approach to investigate the phenomenon of code mixing in students' oral presentation activities within an EFL classroom context.

The participants consisted of eight students selected purposively from a Public Speaking class based on the occurrence of code mixing in their presentations. The data were collected through classroom observation, video recordings of students' oral presentations, and semi-structured interviews. The observation data were used to identify observable code-mixing behaviors during presentations, while the recorded presentations were analyzed using Muysken's (2000) framework to classify the types of code mixing into insertion, alternation, and congruent lexicalization. The interview data were analyzed thematically to explore students' perceptions based on the cognitive, affective, and conative aspects of perception.

The findings revealed that students employed one type of code mixing during classroom presentations, with insertion emerging as the most frequently used type. The findings also indicated that students generally perceived code mixing as a useful communication strategy that helped them maintain communication flow, explain ideas more clearly, overcome vocabulary limitations, and improve audience understanding.

However, several students also recognized that excessive reliance on code mixing could reduce opportunities to develop their English speaking proficiency. Overall, the study suggests that code mixing functions as a natural bilingual communication strategy in EFL oral presentations while highlighting the importance of using it appropriately to support effective communication and language development.

Keywords: *code mixing, oral presentation, public speaking, bilingualism, students' perceptions.*

