

**STUDENT'S PERCEPTION OF VERBAL CODE MIXING ON
THEIR COGNITIVE COMPREHENSION**

THESIS

Submitted by:

ZAKIA FARADILLA

Student ID Number: 220203144

Student of English Language Education Study Program

Faculty of Tarbiyah and Teacher Training

Ar-Raniry State Islamic University

Banda Aceh



FACULTY OF TARBIYAH AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

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By

Zakia Faradilla

NIM. 220203144

Student of English Language Education Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University Banda Aceh

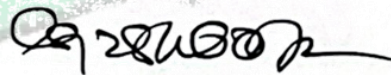
Approved by:

Supervisor

Head of Department



Rita Hermida, S. Pd. I., M. Pd
NIP. 198509082011012009



Syarifah dahliana, S.Ag., M.Ed., Ph.D.
NIP. 197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

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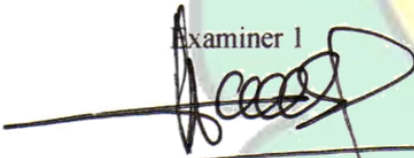
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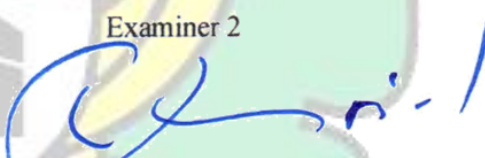
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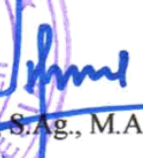

Prof. Dr. Muhammad AR, M.Ed.

Examiner 2


Khairiah Syahabuddin, M.H.Sc.,
M.TESOL, Ph.D.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas
Islam Negeri Ar-Raniry Banda Aceh*



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D. 
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : Zakia Faradilla
NIM : 220203144
Tempat/Tanggal Lahir : Suak Raya, 27 Maret 2004
Alamat : Jl. Imam Bonjol Ds. Suak Raya Kec. Johan Pahlawan Kab. Aceh Barat

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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya jadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Juli 2026

Saya yang membuat surat pernyataan



Zakia Faradilla

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The writer

Zakia Faradilla

ABSTRACT

Name : Zakia Faradilla
Student ID : 220203144
Faculty : Tarbiyah and Teacher Training
Major : English Language Education
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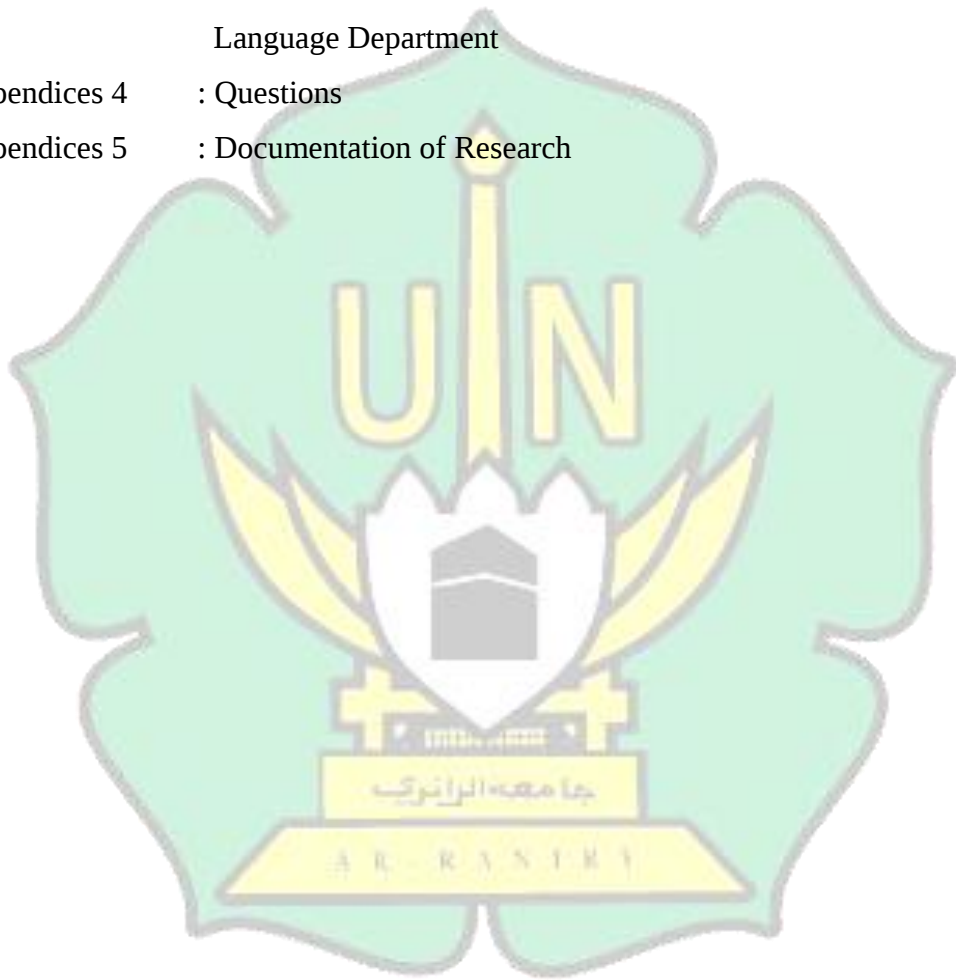
This study aims to investigate students' perspectives on verbal code-mixing and its impact on their cognitive understanding in the English as a Foreign Language (EFL) course at the English Language Education Study Program at UIN Ar-Raniry Banda Aceh. The method used in this study is qualitative with a phenomenological approach. A total of seven students from the seventh semester were selected using a purposive sampling technique based on their experiences related to the use of verbal code-mixing in EFL learning. Data were obtained through semi-structured interviews and analyzed using the thematic analysis method developed by Braun and Clarke (2006). The findings of this study identified four main themes: (1) students' positive views on verbal code-mixing, (2) the impact of verbal code-mixing on cognitive understanding, (3) obstacles in implementing verbal code-mixing, and (4) students' input for its more effective implementation. Overall, participants had a positive view on verbal code-mixing because this practice helps them understand complex ideas, improves focus and conceptual understanding, strengthens memory, reduces cognitive load, and increases self-confidence during the learning process in class. However, they also noted that excessive use of code-mixing can reduce exposure to English, disrupt the teaching process, and create a dependency on the mother tongue. Therefore, participants suggested that English remain the primary language, while Indonesian can be strategically utilized to explain difficult concepts and important explanations. This study concluded that verbal code-mixing can be an effective teaching strategy in supporting students' cognitive understanding when applied appropriately and in a balanced manner in EFL classrooms.

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CHAPTER I

INTRODUCTION

A. Background of Study

English plays a significant role as a global language used in interaction, education, technology, science, and international relations. With increasing globalization, the ability to communicate in English has become a crucial skill for students and professionals worldwide. In Indonesia, English is taught as a Foreign Language (EFL), meaning it is learned in formal educational settings and is not used as the primary language for daily communication. As individuals learning EFL, Indonesian students often face various difficulties in mastering English due to their limited exposure, which mostly occurs only during classroom activities. This causes many students to struggle to understand vocabulary, grammatical structures, and academic materials presented entirely in English.

In a multilingual country like Indonesia, students typically use more than one language in their daily lives. In addition to Indonesian as the official language, many students also communicate in regional languages such as Acehese, Javanese, Sundanese, and others. This multilingual environment automatically influences language use practices in education, particularly in EFL classrooms. Therefore, teachers and students often utilize various language strategies to support communication and understanding during the learning process. One of the most frequently seen strategies in EFL classes is code mixing.

Code mixing is the process of incorporating linguistic elements from two or more languages into a single sentence, phrase, or dialogue. According to Muysken (2000), code mixing occurs when a speaker combines terms, phrases, clauses, or other linguistic components from different languages during an interaction. Unlike code switching, which typically involves changing from one language to another between sentences or parts of speech, code mixing often occurs within the same sentence or phrase. In the context of EFL classrooms in Indonesia, code mixing typically involves English and Indonesian, although regional languages such as Acehnese may also be included depending on the classroom situation.

The application of code mixing in EFL classrooms has recently attracted significant attention among researchers due to its diverse functions in communication and pedagogy. Code mixing can facilitate teachers' explanations of complex concepts, clarify unfamiliar vocabulary, provide illustrations, and ensure students' understanding of the material. For students, code mixing effectively reduces communication barriers, enhances interaction, and supports the learning process when they encounter difficulties expressing ideas fluently in English. Therefore, code mixing is often considered not only as a phenomenon in linguistics but also as a teaching method that can facilitate language learning in a multilingual environment.

The importance of code mixing in EFL learning becomes even more apparent when we consider the challenges faced by learners of varying

levels of English proficiency. Many learners struggle to understand complex explanations delivered in English, especially when discussing abstract ideas, academic theories, or technical jargon. By using code integration, teachers can connect students' native language with the target language, making it easier for students to access information. Previous research has shown that code integration can reduce learning stress, increase motivation, encourage class participation, and facilitate comprehension of learning materials. Therefore, code integration has become a common practice in EFL classrooms across Indonesia.

Scholars have identified several types of code integration that frequently occur in bilingual and multilingual interactions. Muysken (2000) divides code integration into three main categories: insertion, substitution, and parallel lexicalization. Insertion refers to the addition of words or phrases from one language into the grammatical structure of another. For example, a teacher might say, "Today we're going to talk about cognitive comprehension in learning English." Alternation occurs when a speaker switches between two grammatical systems during a dialogue or presentation. Meanwhile, parallel lexicalization involves using vocabulary from different languages within similar grammatical structures. This classification demonstrates that code integration is a structured linguistic phenomenon, not a random linguistic practice.

Among the many types of language mixing, verbal language mixing is particularly important in EFL (English as a Foreign Language) classroom

settings. Verbal language mixing involves the use of two or more languages in spoken interactions, including classroom explanations, discussions, presentations, question-and-answer sessions, and various other forms of verbal communication. Unlike written language mixing, verbal processes occur spontaneously and flexibly, allowing speakers to modify their language according to the audience's needs. In classroom contexts, instructors often utilize verbal language mixing to explain complex concepts, provide clarification on unfamiliar vocabulary, and ensure that students fully understand the material being taught.

The impact of verbal language mixing is not limited to communication but can also directly impact students' cognitive comprehension. Cognitive comprehension refers to the mental processes involved in understanding, interpreting, analyzing, and retaining information. In EFL classrooms, students are often required to handle new vocabulary, grammatical structures, and academic content simultaneously. This can create a high cognitive load, especially for those with limited English proficiency. Verbal language mixing can help alleviate this cognitive load by providing access to explanations in a language they are more familiar with. Therefore, students may be able to more easily understand ideas, maintain focus, and be more actively involved in the learning process in class.

Despite its potential benefits, the implementation of language mixing remains a contentious topic among educators and researchers. Several

studies have found that language mixing can improve comprehension, build learner confidence, and facilitate interaction in the classroom. However, some academics argue that overreliance on language mixing can reduce students' exposure to English, hinder progress in language skills, and increase reliance on their mother tongue. Furthermore, not all students share the same views on language mixing. On the one hand, some students consider it an efficient learning method, while on the other hand, others prefer instruction entirely in English, believing it facilitates deeper language immersion and the development of language skills.

Furthermore, the success of language mixing can vary depending on the frequency of its use, the timing of its implementation, and how students interpret its place in the learning process. When managed well, language mixing can be a pedagogical bridge that aids comprehension. However, if implemented excessively, it can limit students' exposure to authentic English materials. These differing views highlight the need for further research into students' experiences and views regarding the use of spoken language mixing in EFL classrooms.

Previous research has explored the phenomenon of code-mixing and switching from various perspectives. Many studies have focused on how teachers use code-mixing, the dynamics of classroom interactions, and the pedagogical role of language shifts in EFL learning contexts. Furthermore, other research has evaluated students' perspectives on code-mixing and switching in general. Findings from studies by Nurpiana and Fithriani

(2023), Pongsapan and Allo (2024), and several others generally indicate positive results regarding the use of code-mixing in language learning environments. Similarly, studies examining student perceptions have found that code-mixing can facilitate students' comprehension of difficult material and reduce learning anxiety.

However, a review of the existing literature reveals several shortcomings that have not been fully explored. First, many studies focus more on code-switching than on verbal code-mixing as a specific phenomenon. Second, the majority of studies explore teachers' perspectives and classroom practices, while students' perspectives receive less attention. Third, only a few studies have investigated the relationship between verbal code-mixing and cognitive understanding. Finally, research on this topic in the context of Islamic higher education institutions, particularly in Aceh, is still relatively limited. Therefore, further research is needed to understand how students interpret verbal code mixing and its impact on their cognitive understanding in EFL learning.

This study is highly relevant to the English Language Education Department at UIN Ar-Raniry Banda Aceh. UIN Ar-Raniry, as a higher education institution located in Aceh, reflects a multilingual environment where interactions between Indonesian, Acehnese, and English actively occur in academic contexts. Students come from diverse linguistic backgrounds and have varying English language proficiency. This naturally leads to code-mixing during classroom interactions, where lecturers and

students strive to improve communication and understanding. Although this practice is quite common, research specifically exploring students' perspectives on code-mixing and its impact on cognitive comprehension within the UIN Ar-Raniry environment is still very rare.

This study, entitled "Students' Perceptions of Verbal Code-Mixing on Their Cognitive Comprehension," aims to examine how students in the English Language Education Department at UIN Ar-Raniry Banda Aceh view the use of verbal code-mixing and its impact on their cognitive comprehension in the process of learning English as a foreign language (EFL). It is hoped that the results of this study can support the development of more efficient and inclusive teaching practices in multilingual EFL classrooms.

B. Research Question

This study aims to address the following research questions:

1. How do English Language Education students at UIN Ar-Raniry Banda Aceh perceive the use of verbal code mixing in EFL classrooms in relation to their cognitive comprehension?
2. To what extent does verbal code mixing influence the cognitive comprehension of English Language Education students at UIN Ar-Raniry Banda Aceh, as perceived by the students themselves?

C. Research Aims

The primary aims of this research are:

1. To explore English Language Education students' perceptions toward the use of verbal code mixing in EFL classrooms at UIN Ar-Raniry Banda Aceh, particularly in relation to their cognitive comprehension.
2. To investigate the extent to which verbal code mixing influences students' cognitive comprehension in English language learning as perceived by the English Language Education students at UIN Ar-Raniry Banda Aceh.

D. Significance of the Study

1. Theoretical Significance

This study is expected to contribute theoretical aspects to the area of sociolinguistics and teaching English as a Foreign Language (EFL), especially regarding the practice of verbal code mixing in multilingual learning environments. It is hoped that the results of this research will add to the existing literature by providing deeper insight into how students interpret verbal code mixing and its impact on their cognitive understanding throughout the learning process. While previous research has mainly examined code switching, the teacher's perspective, as well as interaction patterns in the classroom, this research specifically focuses on verbal code mixing from the students' perspective and investigates its relationship to their cognitive understanding. Thus, the results obtained from this research are expected to provide additional empirical evidence regarding the function of verbal code mixing in strengthening understanding, attention, cognitive

processes, and the overall learning experience for students in EFL classes, especially in the context of Islamic higher education institutions in Indonesia.

2. Practical Significance

Practically, the results of this study are expected to provide meaningful insights for various parties involved. For students, these findings have the potential to enrich their understanding of the impact of verbal code-mixing on their learning and thinking, enabling them to be more aware of their learning preferences and needs in a multilingual classroom environment. For teachers, these findings can serve as a useful reference in choosing appropriate language use when teaching in the classroom, particularly in balancing English delivery with students' comprehension needs. For the English Language Education Study Program at UIN Ar-Raniry Banda Aceh, the results of this study are expected to support the development of more effective and inclusive teaching methods that reflect the multilingual complexities faced by students. Furthermore, this study can provide valuable insights for curriculum development and teacher training programs aimed at improving the quality of English language teaching. Finally, these findings are expected to serve as a reference source for future researchers interested in exploring verbal code-mixing, students' perceptions, cognitive comprehension, and other related issues in multilingual EFL contexts.

E. Research Terminology

For the purpose of this study, the following terms are defined operationally:

1. Verbal Code Mixing

Verbal code mixing Refers to the act of replacing or adding language elements from two or more languages (especially English with Indonesian or Acehese) in one spoken statement or verbal interaction in the EFL classroom. This includes adding words or phrases, mid-sentence transitions, and other spontaneous language-mixing tactics used by teachers or during student-teaching (Nurpiana & Fithriani, 2023; Victor et al., 2024). In this study, verbal code integration specifically refers to the instructor's use of English, Indonesian, and/or Acehese elements in oral classroom communication during the EFL teaching process. The aim was to observe the verbal code integration that emerged throughout classroom explanations, discussions, and interactions and how students perceived its impact on their cognitive understanding.

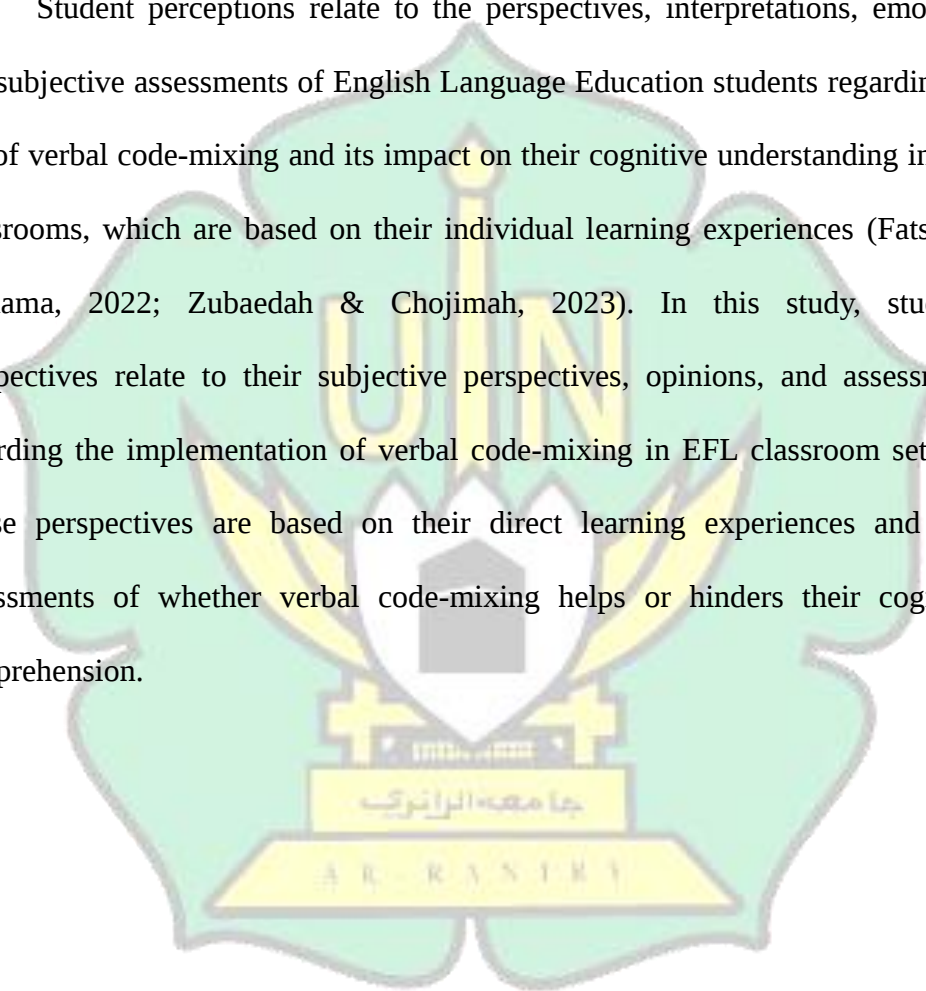
2. Cognitive Comprehension

Cognitive comprehension refers to a series of mental activities that enable learners to absorb, analyze, and retain information related to English lessons. This study includes factors such as student focus, conceptual clarity, depth of understanding, ability to grasp complex ideas, and perceived cognitive load during classroom interactions (Sabri et al., 2019; Zubaedah & Chojimah, 2023). In this study, cognitive comprehension refers to students' perceived capacity to capture, interpret, process, and remember data presented in English language

learning activities. This research specifically highlights how verbal code-mixing supports students in understanding learning content, mastering complex concepts, and reducing cognitive load in the classroom.

3. Student Perception

Student perceptions relate to the perspectives, interpretations, emotions, and subjective assessments of English Language Education students regarding the use of verbal code-mixing and its impact on their cognitive understanding in EFL classrooms, which are based on their individual learning experiences (Fatsah & Purnama, 2022; Zubaedah & Chojimah, 2023). In this study, students' perspectives relate to their subjective perspectives, opinions, and assessments regarding the implementation of verbal code-mixing in EFL classroom settings. These perspectives are based on their direct learning experiences and their assessments of whether verbal code-mixing helps or hinders their cognitive comprehension.



CHAPTER II

LITERATURE REVIEW

A. Abrief Description of Code Mixing

Code-mixing is one of the most common linguistic phenomena encountered in bilingual or multilingual societies, particularly in English as a Foreign Language (EFL) learning environments where speakers frequently use more than one language when communicating. The term typically refers to the addition or combination of linguistic elements from different languages within a single sentence, expression, or discussion. According to Pieter Muysken (2000), code-mixing occurs when words, phrases, clauses, or grammatical elements from one language are inserted into another language during interaction. Furthermore, Carol Myers-Scotton (1993) states that code-mixing involves the addition of linguistic elements from one language into the grammatical structure of a different language. This phenomenon is particularly prevalent among bilingual speakers who are proficient in more than one language and use their linguistic abilities strategically to support communication. In the Indonesian EFL context, code-mixing is typically seen when English vocabulary, phrases, or expressions are added to Indonesian or regional languages such as Acehese. For example, a lecturer might say, "Hari ini kita akan membahas *cognitive comprehension* dalam reading class." Here, English elements are incorporated into Indonesian sentence patterns. This use of language is not considered a lack of language proficiency, but rather a communication

strategy that allows speakers to convey ideas more clearly, clarify meaning, and support comprehension in multilingual contexts.

The use of code-mixing in education has received significant attention due to its pedagogical value. Research conducted by Nurpiana and Fithriani (2023) shows that EFL teachers in Indonesia frequently utilize code-mixing to explain difficult ideas, introduce new terms, and ensure that students fully understand the learning material. Furthermore, Pongsapan and Allo (2024) note that code-mixing is beneficial in maintaining classroom interaction and reducing communication problems between lecturers and students. From a cognitive perspective, code-mixing functions as a linguistic bridge, connecting students' existing knowledge in their first language with new information presented in English. Therefore, many researchers view code mixing not only as a sociolinguistic phenomenon but also as an effective teaching method that supports comprehension and learning in multilingual classrooms.

Although code mixing is closely related to various other language contact phenomena, it is theoretically distinct from code switching. Discussions regarding the differences between these two concepts have been widely discussed in sociolinguistic studies. According to Shana Poplack (1980), code switching refers to the change from one language to another across clauses, sentences, or sections of conversation, while code mixing typically occurs within a single sentence or phrase. In code switching, the speaker moves from one language system to another without sacrificing the

grammatical integrity of each language. For example, a lecturer might say, "Today we will discuss reading comprehension. Sekarang buka halaman dua puluh lima." The first sentence is entirely in English, while the second sentence is entirely in Indonesian. This constitutes code switching because the language change occurs between sentences. Conversely, if a lecturer says, "Hari ini kita akan membahas reading comprehension dan vocabulary development," the English phrase is inserted into an Indonesian sentence, making it an example of language switching. Thus, the main difference lies in linguistic structure: language switching involves changing language between sentences or clauses, while language merging involves combining language within a single sentence. Furthermore, language switching is often related to changing topics, contexts, or communication goals, while language merging is generally used to support communication and the construction of meaning within an ongoing discussion.

Code-mixing is related to the idea of translanguaging, although the two terms are not synonymous. Translanguaging originated in research on bilingual education and was further developed by Ofelia García and Li Wei in 2014. Unlike the conventional view that separates languages as separate systems, translanguaging considers bilingual speakers' linguistic resources as a unified whole that can be flexibly used to create meaning, convey thoughts, and support learning. While code-mixing focuses on how elements from different languages can be combined, translanguaging emphasizes the mental and pedagogical processes by which multilingual individuals utilize

all available linguistic resources. For example, a student might read an article in English, discuss it in Indonesian, take notes in both languages, and demonstrate their understanding in English. This activity is considered translanguaging because the learner utilizes multiple languages as interconnected tools for thinking and learning. Therefore, code-mixing can be understood as a form of translanguaging, but translanguaging offers a broader theoretical framework that emphasizes multilingual meaning-making and cognitive development, rather than simply aspects of language structure.

Another concept often associated with code mixing is language shift or bilingual mixing. According to Blom and Gumperz (1972), code-switching can be defined as a linguistic practice in which bilingual speakers adjust their communication style to suit the social and communicative situation. This classic perspective remains relevant in contemporary EFL (English as a Foreign Language) classrooms, where the use of more than one language can serve specific pedagogical and communicative purposes. For instance, Ye (2021) found that in EFL classrooms, code-switching is employed to construct knowledge, manage classroom dynamics, foster interaction, and cater to students' needs. Recent research within the Indonesian EFL context also indicates that teachers strategically use code-mixing to explain complex information and assist students in comprehending the material (Nurpiana & Fithriani, 2023). Thus, the perspective proposed by Blom and Gumperz (1972) provides a theoretical

foundation for understanding the social and communicative roles of language mixing, while recent studies demonstrate the continued relevance of this view in today's EFL learning environment. Language shift is generally considered a more general term encompassing various forms of language shift and language mixing utilized by bilingual individuals. Similarly, bilingual mixing refers to the overall phenomenon of combining linguistic resources from multiple languages during the communication process. Unlike code mixing, which specifically refers to the insertion of words, phrases, or linguistic elements into sentences, language shift and bilingual mixing encompass a broader range of multilingual practices, including code switching, code mixing, and other types of language mixing. Therefore, code mixing can be seen as a more specific subtype of bilingual mixing characterized by intra-sentence characteristics and the integration of linguistic elements within a single grammatical structure.

Based on this perspective, it can be concluded that language mixing is a unique linguistic phenomenon involving the integration of elements from one language into another within a single statement. Despite similarities with language switching, translanguaging, and bilingual mixing, each concept has a distinct theoretical basis and communicative function. Language switching emphasizes language changes between clauses or sentences, translanguaging emphasizes the flexible use of an individual's entire language repertoire for learning and communication purposes, and language switching or bilingual mixing serves as a broader term

encompassing a range of practices in the use of multiple languages. Understanding these differences is important because it can help explain the specific focus of this study, which investigates students' views on spoken language mixing and its impact on cognitive comprehension in EFL classrooms.

B. Verbal and Non-Verbal Language in Code Mixing

Code mixing can appear in two main types: verbal and non-verbal. Verbal code mixing refers to the sudden change or addition of language elements from two or more languages in oral communication in a classroom environment, such as during lectures, explanations, discussions, and interactions between students and teachers. This type is dynamic and occurs in real-time, allowing for immediate explanations and adjustments according to students' needs (Nurpiana & Fithriani, 2023; Victor et al., 2024).

Verbal code mixing has a significant impact in EFL classrooms because verbal interaction is the primary channel teachers use to explain, ask questions, provide feedback, and encourage student engagement. Unlike written communication, spoken language is immediate and requires rapid processing by both the speaker and the listener. Therefore, teachers often strategically employ language blending to bridge the linguistic gap between English and students' first languages. García & Wei (2014) state that bilingual speakers easily utilize all of their language skills to facilitate communication and create meaning. In an educational context, this adaptive use of language allows teachers to explain complex ideas without disrupting

the learning pace while also enabling students to actively engage in classroom discussions.

Verbal code mixing is closely related to classroom interactions. During the teaching process, instructors frequently switch between English and Indonesian when introducing new terms, explaining grammar rules, providing illustrations, or checking student understanding. This method serves not only as a means of communication but also as a structure that supports student comprehension. Vygotsky (1978) argued that learning becomes more efficient when students receive appropriate support within their Zone of Proximal Development (ZPD). In this case, verbal language blending acts as a linguistic structure that connects students' existing knowledge in their native language with new concepts introduced in English.

Furthermore, verbal code mixing helps reduce mental stress for learners. Students with low English proficiency often struggle to process vocabulary, sentence patterns, and content simultaneously. When teachers occasionally use Indonesian or another familiar language, students can focus more mental energy on understanding concepts rather than simply translating unfamiliar terms. Sweller's (1988) Cognitive Load Theory asserts that reducing unnecessary cognitive demands allows students to better grasp new information. Therefore, judicious verbal code mixing can increase student attention, comprehension, and engagement during classroom learning.

Another crucial characteristic of verbal code mixing is its interactivity. Because verbal communication provides the opportunity for immediate feedback, instructors can immediately observe students' facial expressions, questions, and reactions to identify whether additional explanation is needed. If students show confusion, instructors can quickly repeat the explanation in Indonesian before continuing the lesson in English. This flexibility isn't always available in written communication, making verbal code-mixing particularly useful in face-to-face classroom interactions.

Conversely, non-verbal code-mixing refers to the combination of multiple languages in written or visual communication, rather than spoken interaction. This is commonly seen in textbooks, lecture presentations, assignment sheets, exams, online learning platforms, class announcements, and digital communications such as emails or WhatsApp groups. Unlike verbal code-mixing, which tends to occur spontaneously, non-verbal code-mixing is usually planned before the learning session begins. Instructors deliberately choose which English terms to leave untranslated and which concepts to explain further in Indonesian to enhance student understanding.

The utility of non-verbal code-mixing also differs from that of verbal code-mixing. Written language provides students with permanent access to learning resources that they can refer back to whenever needed. For example, a lecturer might present English terms in a PowerPoint slide while providing Indonesian explanations below each term. Similarly, textbooks

often contain technical vocabulary in English but provide definitions in Indonesian to help students understand specific terms. This approach allows students to become familiar with authentic English expressions while still receiving adequate support in their native language.

Although verbal and nonverbal code-mixing share similar goals in facilitating communication and learning, there are fundamental differences in several key areas. Verbal code-mixing is characterized by spontaneity, direct interaction, and adaptability when communicating in the classroom, while nonverbal code-mixing focuses more on careful planning, permanent record-keeping, and opportunities for independent observation. Verbal code-mixing provides students with immediate cognitive support, while nonverbal code-mixing is more beneficial for long-term learning through written reference materials. As a result, these two types complement each other in the context of EFL education involving multiple languages.

In the context of this research, verbal code-mixing is considered more relevant because the focus of the research is on how students perceive the lecturer's spoken language during classroom interactions and its impact on cognitive comprehension. Given that participants primarily experience code-mixing through oral explanations, class discussions, and question-and-answer sessions, verbal code-mixing is expected to have a more direct impact on students' comprehension, attention, memory, and cognitive processing than nonverbal code-mixing.

In contrast, non-verbal code mixing involves combining elements from different languages in written form, such as those in textbooks, PowerPoint slides, assignments, chat messages, or learning materials. Non-verbal mixing tends to be more organized and planned compared to the more spontaneous nature of verbal mixing. In EFL classes at UIN Ar-Raniry, verbal code mixing occurs more frequently because classroom interactions are mostly oral. This study focuses on verbal code mixing because of its more immediate and direct impact on students' real-time cognitive processing during English lessons.

C. Types of Code Mixing

Code-mixing is a term that refers to the integration of linguistic elements from one language with another within a single conversation or dialogue. In the context of multilingualism and teaching English as a foreign language, code-mixing is often used by teachers and learners as a communication strategy to foster understanding and maintain interaction in the classroom. Several researchers have proposed various classifications for this type of code-mixing.

Pieter Muysken (2000) identified three main categories of code-mixing that frequently occur in bilingual communication and educational contexts:

1. Insertion

Insertion occurs when lexical words, phrases, or expressions from one language are inserted into the grammatical structure of another language. This type is considered the most common form of code-mixing in EFL classrooms, as teachers often insert English vocabulary into Indonesian sentences when explaining subject matter. For example, a teacher might say, "*Hari ini kita akan membahas cognitive comprehension dalam reading text.*" In this example, the English phrase "cognitive comprehension" is inserted into the Indonesian sentence structure. According to Muysken, insertion usually involves a single word, noun phrase, or fixed expression being inserted into the base language without changing the existing grammatical pattern.

2. Alternation

Alternation refers to the transition between two different grammatical systems within the same sentence. Unlike insertion, substitution involves shifting from one language structure to another. For example, an educator might say, "*You have to read the text carefully, kemudian jawab pertanyaannya berdasarkan informasi yang diberikan.*" In this case, the speaker is switching between English and Indonesian grammatical constructions. This type often occurs when the speaker feels that a particular idea can be better conveyed in one language.

3. Parallel Lexicalization

Parallel lexicalization occurs when two languages have similar grammars, allowing lexical elements from both languages to be freely combined within a single sentence. For example, an educator might say, "*Students harus focus pada main idea sebelum menjawab questions.*" In this context, lexical elements from English and Indonesian coexist within the same syntactic framework. According to Muysken, this type is generally found among bilingual speakers who are highly proficient in both languages.

In addition to the categories proposed by Muysken, several other scholars have also suggested alternative groupings for code mixing.

According to Suwito (1985) identified types of code-mixing based on the languages involved, focusing on internal and external code-mixing. This classification provides a foundation for understanding the integration of linguistic elements from different languages. Recent studies indicate that code-mixing remains prevalent in EFL (English as a Foreign Language) classrooms in Indonesia. For instance, Nurpiana and Fithriani (2023) investigated the use of code-mixing by EFL teachers in Indonesia during classroom interactions and found that teachers utilize mixed linguistic resources as part of their communication and teaching methods.

Furthermore, Pongsapan and Allo (2024) examined code-mixing practices among EFL teachers and highlighted the significance of language mixing in classroom interactions. These recent findings underscore the enduring relevance of Suwito's classification and illustrate

how code-mixing functions within the current Indonesian EFL context. Internal code mixing occurs when elements from a regional language enter the national language. For example, an Indonesian speaker might add terms from Acehnese or Javanese into a conversation. Meanwhile, external code mixing involves inserting elements from a foreign language, such as English, Arabic, or French, into Indonesian conversation. Given that English is frequently used in EFL contexts, many examples of code mixing that occur in the classroom fall into the category of external code mixing.

Furthermore, Jan-Petter Blom and John J. Gumperz (1972) emphasized that language mixing often has significant social and communicative roles. They stated that bilingual speakers switch or combine languages to clarify meaning, create a sense of community, express identity, and adapt to the conversational context. In educational contexts, teachers often utilize code mixing to simplify explanations, emphasize important points, and ensure students' understanding of the material being taught.

Similarly, Poplack (1980) categorized code-switching into tag-switching, inter-sentential switching, and intra-sentential switching. Although this classification was proposed decades ago, it remains a useful tool for identifying patterns of language alternation in bilingual interactions. Recent research on code-switching in EFL classrooms continues to investigate how speakers shift between languages—both

within and across utterances—while highlighting the communicative and pedagogical purposes of such practices (Ye, 2021). Consequently, Poplack's classification provides a structural foundation for identifying language-switching patterns, while contemporary EFL research helps elucidate the reasons behind the emergence of these patterns in today's educational context. Although this categorization is more related to code switching, it is instrumental in understanding how bilingual speakers combine linguistic elements in discourse. Among these types, intra-sentence switching is quite similar to code mixing, as it involves the insertion of terms or phrases from one language into another within a sentence.

According to these theories, the framework proposed by Muysken (2000) is the most relevant model for analyzing verbal code mixing in EFL teaching. This is because the theory explicitly addresses the structural patterns of language mixing through appropriate insertions, transitions, and lexicalization. These categories offer clear analytical guidance for examining how teachers utilize code mixing.

D. Challenges of Code Mixing

Despite its advantages, code mixing also presents various difficulties in the EFL learning process. Excessive or irregular use of code mixing can cause students to become overly dependent on their first language (L1), which can prevent them from fully experiencing English input and slow progress in their target language skills. This dependence can discourage

students from thinking and communicating fully in English (Elias et al., 2022).

Other potential problems include the risk of error fossilization, where students absorb incorrect grammatical patterns or combinations that are difficult to correct later. Furthermore, if code mixing is done inconsistently, it can lead to confusion, especially for students with lower English proficiency. Some educators and stakeholders view frequent code-mixing as an indication of deficiencies in language skills or a lack of commitment on the part of both teachers and students, which can lead to negative stigma and a decrease in enthusiasm for learning (Brown, 2006; Zhu, 2008, as mentioned in related studies). In higher education, excessive use of code-mixing can also lower the standards of English language learning expected in the English Language Education curriculum. Therefore, experts recommend that code-mixing be implemented carefully and in a balanced manner—used as a temporary aid rather than a permanent solution—to maximize its benefits in aiding comprehension while minimizing potential negative impacts (Nurpiana & Fithriani, 2023; Victor et al., 2024; Siddiq et al., 2020).

E. Cognitive Comprehension

Cognitive comprehension is a core concept in the psychology of language learning. This term refers to the mental processes by which learners attend to, understand, interpret, analyze, and retain information provided during English language sessions. It encompasses several

interconnected elements: sustained attention, conceptual clarity, depth of processing, the ability to address complex ideas, reduced cognitive load, and overall intellectual engagement with the material being taught (Sabri et al., 2019; Zubaedah & Chojimah, 2023).

In monolingual English-only instruction, EFL learners—especially those with intermediate or low proficiency levels—often face high cognitive load. They must simultaneously decipher vocabulary, grammatical structures, and new, unfamiliar knowledge, which can overload working memory and hinder deep comprehension. Verbal code-mixing can help alleviate this problem by providing students with the opportunity to utilize all of their linguistic capabilities (L1 + L2). When lecturers insert Indonesian or Acehese equivalents or explanations into English discussions, students are able to grasp abstract concepts, technical terms, and complex explanations more quickly without excessive mental strain (Pongsapan & Allo, 2024).

This process can be understood through Vygotsky's (1978) Sociocultural Theory—specifically the concept of the Zone of Proximal Development (ZPD)—which emphasizes the importance of assistance and interaction in supporting student development. In contemporary EFL research, the term "scaffolding" is still used to highlight how students can receive temporary support when tackling challenging language tasks. For instance, Sarmiento-Campos et al. (2022) demonstrated the importance of scaffolding in EFL instruction, finding that learning activities incorporating

scaffolding can facilitate students' language development. Furthermore, Laimena and her team (2024) examined code-switching as a mediating tool in EFL classrooms, reporting that students found this language shifting useful for overcoming comprehension difficulties. In other words, Vygotsky's foundational ideas provide the theoretical basis, while modern EFL studies illustrate the significant roles that scaffolding and language mediation play in language learning today. The use of verbal code-mixing serves as a support structure, allowing students to achieve deeper understanding with the help of the language they are more familiar with. It also supports the practice of translanguaging, where students actively utilize all their languages as tools for cognitive processing, rather than viewing them as separate systems (García & Wei, 2014; Sutrisno, 2023).

Several empirical studies have shown that strategic verbal code-mixing has a positive impact on cognitive comprehension. Students report that language-mixing allows them to process information more quickly, explain complex material, improve vocabulary retention, and maintain better concentration during class. This reduces anxiety and frustration, which in turn motivates them to engage more cognitively with the material (Fatsah & Purnama, 2022; Zubaedah & Chojimah, 2023; Talal, 2022) .

However, these interactions do not always follow the same path. The effectiveness of oral language integration in cognitive comprehension depends heavily on how it is used, when it is implemented, and how often. Appropriate and targeted mixing can often improve comprehension, while

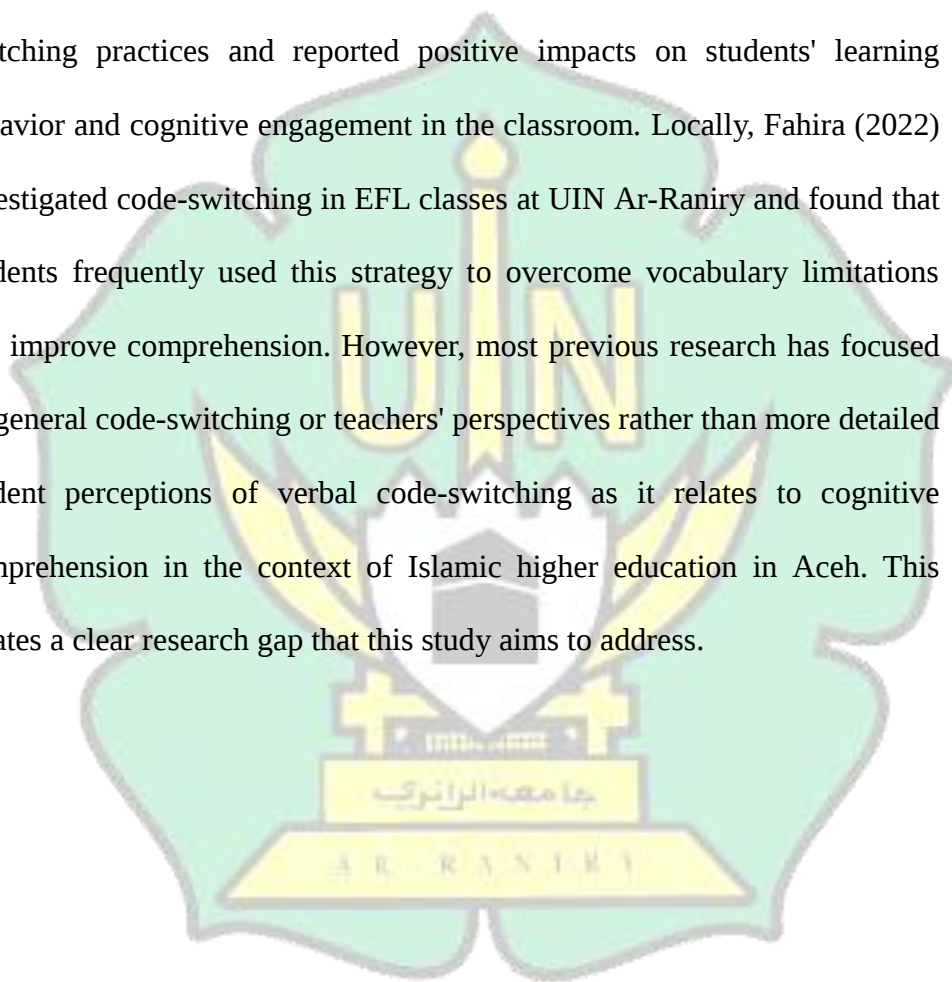
excessive or haphazard mixing can actually hinder deeper L2 processing and long-term language development. Therefore, it is important to understand students' perspectives on this phenomenon, especially in multilingual higher education settings such as the English Language Education Department at UIN Ar-Raniry Banda Aceh, where Acehnese, Indonesian, and English naturally interact in classroom learning contexts.

This study focuses on cognitive comprehension from the students' phenomenological perspective, investigating how they personally experience and assess the role of oral language mixing in their mental learning processes.

F. Previous Study

Several previous studies have examined code-mixing and switching in the EFL domain, particularly regarding student perspectives and their impact on learning. Zubaedah and Chojimah (2023) examined the views of English Language Education students regarding code-mixing in teaching and learning activities at an Islamic university in Indonesia. Most students expressed positive opinions about code-mixing, believing it helped them understand difficult material, reduced anxiety, and increased engagement. Fatsah & Purnama (2022) investigated students' views on code-switching employed by lecturers in English lessons and found that students perceived it as a supportive way to understand and think, especially for those with lower English proficiency.

Nurpiana and Fithriani (2023) focused their study on Indonesian EFL teachers' use of code-mixing during classroom interactions. They concluded that code-mixing is an effective teaching method for improving student comprehension, although strategic implementation is still needed. Pongsapan and Allo (2024) conducted research on EFL lecturers' code-switching practices and reported positive impacts on students' learning behavior and cognitive engagement in the classroom. Locally, Fahira (2022) investigated code-switching in EFL classes at UIN Ar-Raniry and found that students frequently used this strategy to overcome vocabulary limitations and improve comprehension. However, most previous research has focused on general code-switching or teachers' perspectives rather than more detailed student perceptions of verbal code-switching as it relates to cognitive comprehension in the context of Islamic higher education in Aceh. This creates a clear research gap that this study aims to address.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative research method with a phenomenological approach. A qualitative approach was deemed appropriate because the purpose of this study was to understand the subjective meanings, perspectives, and lived experiences of the participants, rather than to test hypotheses or measure statistical variables (Creswell & Poth, 2018).

Phenomenology, as a tradition in qualitative research, focuses on investigating how people perceive, experience, and understand specific phenomena in their everyday lives. In this study, the primary phenomenon analyzed is the use of verbal code-combining and its impact on students' cognitive understanding when learning English. Phenomenological research aims to uncover the essence of participants' experiences by capturing their thoughts, emotions, mental processes (such as attention, clarity of understanding, and cognitive load), and interpretations of verbal code-mixing in EFL classrooms (Moustakas, 1994).

This approach is particularly relevant to the context of the English Language Education Program at UIN Ar-Raniry, where students naturally engage in multilingual interactions that encompass English, Indonesian, and Acehese. By emphasizing student voices and past reflections, this study avoided interfering with the natural classroom environment and instead delved deeper into internal cognitive and perceptual processes that cannot be

fully observed through observation alone. Many previous studies examining students' perceptions of code-switching in Indonesian EFL contexts have also successfully utilized qualitative or phenomenological descriptive designs through in-depth interviews (Fahira, 2022; Fatsah & Purnama, 2022; Zubaedah & Chojimah, 2023).

B. Research Participant

Participants in this study consisted of students in the English Language Education Study Program at the Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry Banda Aceh.

Participant selection was conducted using a purposive sampling method, a technique commonly used in phenomenological research to recruit individuals who have directly experienced the phenomenon being studied and can provide in-depth and useful information (Creswell & Poth, 2018). The selection criteria were as follows:

1. Participants must be active students enrolled in the English Language Education Study Program at UIN Ar-Raniry.
2. Participants must be upper-level students or part of the Class of 23 (seventh semester).
3. Participants must have experienced an English language learning process that involves a mix of verbal codes (involving English, Indonesian, and/or Acehese) frequently used by instructors or fellow faculty members.

4. Participants must be willing to participate in in-depth face-to-face interviews and be able to describe their learning experiences in detail.
5. Out of a total of 170 students who made up the study population, the researchers selected 7 students who met the criteria using purposive sampling.

The planned number of participants for this study is 7, drawn from a total of 170 students.. This number is considered adequate for a phenomenological study, as it allows for in-depth exploration of each individual's experience while also providing space for discovering common themes or essences across participants (Moustakas, 1994). Data collection continued until no further significant themes or insights emerged from additional interviews.

Ethical aspects were carefully considered. Before the interviews began, the researcher provided a thorough explanation of the purpose of the study, the procedures to be carried out, the voluntary nature of participation, and the right to withdraw at any time without negative consequences. Written consent was obtained from all participants, and their identities were kept confidential using pseudonyms.

C. Method of Data Collection

The primary method of data collection in this study was through in-depth, semi-structured interviews. This approach was chosen because it allowed participants to freely share their detailed thoughts, feelings,

perspectives, and experiences regarding the use of verbal code-mixing and its impact on their cognitive understanding, while still offering a flexible structure guided by the research questions.

Interviews were conducted in person in a quiet, comfortable, and private setting to ensure that participants felt safe and could provide honest responses. Each interview session lasted approximately 45 to 60 minutes. An interview guide containing open-ended questions was developed, but the researcher remained open to asking additional questions based on participants' responses for deeper exploration.

All interview sessions were audio-recorded after obtaining prior consent from the participants to ensure accurate transcription. The recordings were converted into full text, and any instances of mixed code use expressed by participants during the interviews were preserved in their original form to maintain their authenticity and meaning.

Ethical considerations were also carefully applied throughout the data collection process. Prior to each interview, participants were reminded of the purpose of the study and were asked to sign an informed consent form explaining their right to withdraw from the study or decline to answer particular questions at any time without any negative consequences. All audio recordings and interview transcripts were treated as strictly confidential: they were stored securely and accessed only by the researcher for analysis purposes, with pseudonyms used in place of participants' real

names to protect their identities. These measures were taken to ensure that the data collection process was carried out in a safe, respectful, and ethical manner.

No classroom observations, surveys, or document analysis were conducted, as this study focused primarily on participants' subjective perspectives and past reflections.

D. Data Analysis

Data collected from interviews were analyzed using a thematic analysis approach within a phenomenological context. This method involves systematically identifying, analyzing, and reporting meaningful patterns (themes) across the entire dataset, while maintaining a focus on the experiences of the participants (Braun & Clarke, 2006; Moustakas, 1994).

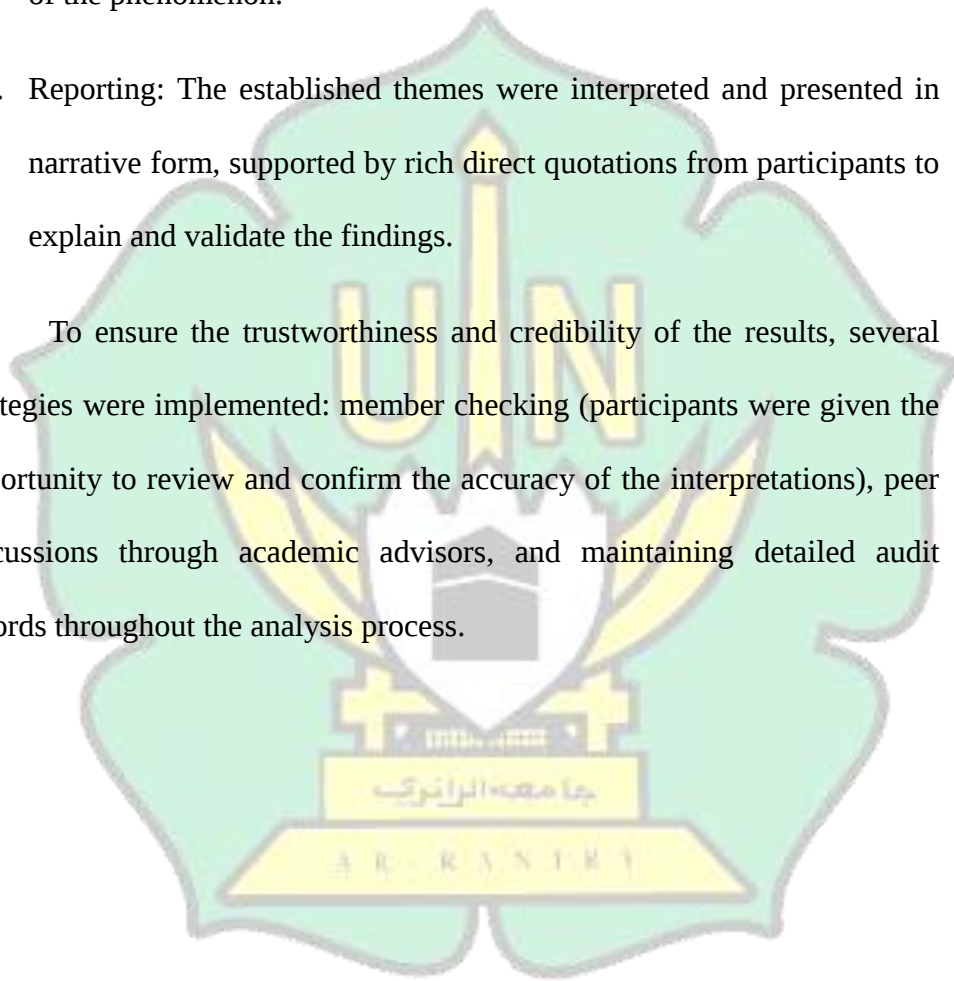
The analysis followed these structured steps:

1. Data comprehension: The researcher read and reviewed the interview transcripts several times to gain a deeper understanding of the participants' experiences and wrote initial reflective notes.
2. Initial coding: Significant statements and meaningful units related to the integration of verbal codes and cognitive understanding were identified and coded (e.g., "reduced cognitive load," "increased clarity," "mental comfort," "potential dependency").
3. Theme discovery: The collected codes were then formed into more general themes, capturing patterns of responses across participants,

such as positive effects on understanding, challenges from excessive code combination, and emotional-cognitive responses.

4. Reviewing and defining themes: The established themes were reviewed, refined, and clearly defined to accurately reflect the essence of the phenomenon.
5. Reporting: The established themes were interpreted and presented in narrative form, supported by rich direct quotations from participants to explain and validate the findings.

To ensure the trustworthiness and credibility of the results, several strategies were implemented: member checking (participants were given the opportunity to review and confirm the accuracy of the interpretations), peer discussions through academic advisors, and maintaining detailed audit records throughout the analysis process.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

4.1 Table Overview of Themes and Sub-themes

Theme	Sub-theme	Representative Participants
Theme 1. Students' Perceptions toward Verbal Code Mixing	Positive perception	P1 & P7
	Learning comfort	P1, P3, P4, P5, P6, & P7
	Increased confidence	P2, P3, & P5
Theme 2. The Influence on Cognitive Comprehension	Improved attention	P1 & P3
	Better conceptual understanding	P4 & P5
	Enhanced memory retention	P2, P3, P5, P6, & P7
	Reduced cognitive burden	P5 & P6
Theme 3. Challenges in Using Verbal Code Mixing	Excessive language switching	P2, P4, P5, & P7
	Reduced English	P2, P3, P5, & P6

	exposure	
	Disrupted learning flow	P4, P5, & P7
	Balanced implementation	P2 & P5
	English as the primary instructional language	P5 & P6
	Strategic use for difficult materials	P2, P3, P5, & P7
Theme 4. Students' Suggestions		

4.2 Theme 1

The first theme that emerged from the interview data concerned students' positive views of the use of verbal code-mixing in English as a Foreign Language (EFL) classes. All seven participants expressed favorable opinions about the instructor's use of verbal code-mixing, particularly when explaining complex concepts, unfamiliar vocabulary, academic theories, or assignment instructions. Rather than viewing switching between English and Indonesian as a barrier, participants perceived it as a beneficial teaching method that enhanced comprehension while still providing a meaningful English-language experience.

Most participants reported that verbal code-mixing helped them better grasp difficult material. When the instructor first explained in English and then explained key points in Indonesian, students reported that they were able to grasp the intended meaning more accurately. This teaching practice reduced confusion

and enabled students to connect unfamiliar English concepts with their existing knowledge in their native language. As a result, students experienced fewer difficulties understanding the material during class.

P1:

"When the teacher begins an explanation in English and then briefly switches to Indonesian, I find the meaning connections clearer. This helps reduce any confusion I experience and helps me follow the lesson material without missing important information."

P2:

"If the lecturer uses English entirely, there are times when some parts are difficult for me to understand. However, with the use of Indonesian, I can grasp the gist of the material more quickly."

This response indicates that students view vocabulary integration not simply as a change in language but as a teaching approach that supports understanding. The strategic use of Indonesian gives students the ability to connect unfamiliar English concepts with their existing language knowledge, thus reducing barriers to thinking during the classroom learning process.

Another important finding relates to students' comfort in the learning process. Several participants reported feeling calmer and more confident when the teacher uses language integration effectively. They noted that occasional

clarification in Indonesian reduces anxiety, encourages active engagement, and allows them to focus more on understanding concepts rather than translating every unfamiliar word. As a result, classroom interactions become more meaningful and less intimidating, especially when discussing complex academic material.

However, participants also emphasized that verbal code-mixing should not dominate classroom communication. They believed that English should remain the primary language used, while Indonesian should be strategically employed to explain difficult concepts, unfamiliar terms, or important instructions. Overreliance on Indonesian was perceived as diminishing opportunities for improving English language skills.

In general, the results showed that students had a positive view of verbal code-mixing because it aided comprehension, created a supportive learning environment, and increased confidence in participating in English classes. However, participants consistently emphasized that the success of verbal code-mixing depends heavily on its balanced and purposeful use. These results directly address the first research question by demonstrating that students generally view verbal code-mixing as a beneficial teaching strategy in EFL classrooms.

4.3 Theme 2

The second theme that emerged from the interview analysis related to the impact of verbal code-mixing on students' cognitive understanding during the English language learning process. Participants consistently stated that verbal code-mixing positively impacted various cognitive aspects, including attention,

conceptual understanding, memory, and confidence in learning. Rather than simply a means of communication, participants viewed verbal code-mixing as a teaching method that helped them better process information during classroom interactions.

1. Improved Student Focus

One of the most frequently cited impacts of verbal code-mixing was its ability to maintain students' attention throughout the classroom learning process. Participants explained that when teachers clarified complex explanations in Indonesian after presenting them in English, they no longer had to expend excessive cognitive energy translating unfamiliar vocabulary. Instead, they could focus more on understanding the material being taught.

P1:

"It helps me stay attentive because I don't have to spend time looking up the meaning of every unfamiliar word.

When I understand the explanation, I can better follow the discussion rather than getting bogged down in vocabulary."

P3:

"I believe that code-mixing makes me more focused because the lecturer's explanations are easier to understand. The concepts conveyed also feel clearer."

These findings suggest that code-mixing allows students to allocate more cognitive energy to understanding the learning content rather than trying to decipher the foreign language. As a result, students remain focused during class activities and are less likely to lose concentration when faced with difficult English expressions.

2. Improves Conceptual Understanding

Participants emphasized that language-mixing effectively improves their understanding of complex concepts. Complex theories, grammatical explanations, and academic terms become easier to grasp when the instructor provides brief clarification in Indonesian after explaining them in English.

P5:

"When the teacher presents a concept in English and then provides a brief explanation in Indonesian, I can grasp the meaning more clearly. This makes the concept easier to remember because I understand the idea instead of just memorizing the terms."

P4:

"When the teacher explains linguistic theory in English and then provides additional explanations in Indonesian, it becomes easier for me to grasp the concept."

This response indicates that students are more effective in building conceptual understanding when new information is linked to their existing linguistic knowledge. Rather than simply translating isolated vocabulary, students develop a deeper understanding of academic concepts, allowing them to apply the knowledge in different learning contexts.

3. Supports Memory Retention

Another important finding relates to students' ability to retain learned information. Several participants stated that mastering concepts during class helped them recall the information better when reviewing notes or preparing for exams.

P5:

"Because I understand the material more clearly in class, I can remember it better when I review my notes or prepare for exams."

P6:

"If I understand the explanation from the start, I can usually remember the material more easily. Studying at home also becomes easier."

These findings suggest that understanding while studying contributes significantly to recall. Students are more likely to retain information if they understand its meaning rather than relying solely on rote memorization. In

other words, the use of diverse verbal codes supports meaningful learning by improving students' ability to recall previously learned concepts.

4. Reducing Cognitive Load and Learning Anxiety

One group of participants further explained that using mixed language can reduce feelings of confusion and anxiety, especially when facing complex material when delivered entirely in English. They reported feeling more confident because important information is clearly explained before misunderstandings can occur.

P5:

"When the instructor speaks entirely in English, I sometimes feel anxious because I'm worried I won't grasp the main points. However, mixed language helps me understand the teaching material better."

P6:

"If the lecturer teaches entirely in English, it feels very difficult to understand. However, by using mixed language, students can master the material more quickly."

This feedback indicates that mixed language serves not only as a communication technique but also as a form of mental support. By alleviating uncertainty and confusion, students experience lower levels of learning anxiety and feel more confident when participating in class activities.

4.4 Theme 3

Although all participants expressed positive views about the use of code-mixing, the interview results revealed some difficulties associated with its implementation in EFL classrooms. They agreed that the use of code-mixing would only be effective if implemented with a clear purpose and in moderation. They cautioned that excessive or poorly planned language shifts can disrupt students' comprehension, focus, and English language progress. These findings suggest that the success of code-mixing is influenced not only by its presence in classroom interactions, but also by how teachers integrate it throughout the teaching and learning process.

1. Confusion Arising from Excessive Language Switching

One common difficulty encountered was excessively frequent switching between English and Indonesian. Several participants expressed that they appreciated the use of code-mixing when it was used to explain difficult ideas. However, they also felt that excessively frequent language shifts or those without a clear learning objective interfered with their understanding of the material being taught.

P2:

"Yes. For example, when the lecturer frequently switches languages without pause, or when the explanation is unstructured, I focus more on following the language

changes than on understanding the information being conveyed."

P5:

"Sometimes I feel confused when the lecturer frequently switches languages because it takes time for me to understand both languages before grasping the concept."

This review indicates that students do not reject the use of verbal code-mixing per se; rather, they emphasize the importance of its purposeful application. Frequent and unnecessary language switching can disrupt students' cognitive processes because they must constantly adjust their attention between the two language systems. As a result, students pay more attention to the language changes than to understanding the content of the learning material.

Furthermore, these findings indicate that effective use of verbal code-mixing requires consistency and clear learning objectives. Instructors should avoid arbitrary language switching and instead use Indonesian carefully to explain unfamiliar vocabulary, complex theories, or important class instructions. Such an approach allows students to maintain focus while receiving the benefits of bilingual explanations.

2. Declining English Exposure

Another challenge that emerged from the interviews related to students' concerns about decreasing English exposure. Several respondents believed that

while Indonesian helps them understand complex material, over-reliance on it could hinder their English language development.

P5:

"It's true that Indonesian makes it easier for me to understand the teaching materials, but I also want lecturers to use English more so that my English skills can improve."

P2:

"If lecturers use Indonesian too often, students may become more dependent on translations rather than trying to understand the English directly."

The results of this study indicate that students recognize the crucial importance of continued English exposure in improving their language skills. Participants view Indonesian as a tool, not a substitute for English. Therefore, they hope that lecturers will continue to use English as the primary language of instruction, while using Indonesian selectively to explain difficult concepts.

This finding also reflects students' awareness of their own language learning needs. Rather than demanding more use of Indonesian, they support a balanced teaching approach that can encourage both understanding and the development of English language skills.

3. Challenges of Maintaining the Flow of Classroom Interactions

Interview data also showed that inappropriate use of mixed languages can disrupt the continuity of classroom explanations. Several participants indicated that changing languages too quickly sometimes disrupted the logical flow of the lecturer's narrative, making it difficult for them to follow the development of ideas.

P5:

"If the language changes too quickly, I sometimes lose track of the explanation."

P4:

"Sometimes I need extra time to understand the explanation because the lecturer often switches languages before I fully understand the previous sentence."

This statement demonstrates that maintaining a consistent flow of instruction is crucial when implementing mixed languages. Students need adequate processing time to integrate information presented in both languages. Therefore, lecturers must carefully manage bilingual explanations to ensure that language changes support learning rather than disrupt it.

4.5 Theme 4

The final theme emerging from the interviews concerned students' suggestions for increasing the use of verbal code-mixing in English classes. While participants generally appreciated instructors' practice of verbal code-mixing, they

consistently emphasized that its success depends heavily on appropriate teaching methods. Their recommendations focused on finding a balance between fostering comprehension and providing adequate exposure to English during the classroom learning process.

1. Maintaining Balance in the Use of Verbal Code-Mixing

Most participants recommended that instructors maintain a balance between English and Indonesian during teaching sessions. They believed that both languages contribute significantly to supporting the learning process, but no one language should monopolize the teaching.

P2:

"It needs to be balanced so our English skills can develop, but we also need to understand the material."

P5:

"The balanced use of both languages makes the learning process more efficient because students can understand the material while still practicing English."

These results indicate that students prefer a balanced, bilingual teaching approach. They believe that strategic language exchange can help lecturers improve student understanding without reducing opportunities for English practice.

2. English Should Remain the Primary Language of Instruction

Another important suggestion relates to the role of English in classroom interactions. All participants shared the opinion that English should remain the primary language of instruction, as continuous exposure helps develop listening, speaking, vocabulary, and pronunciation skills.

P5:

"English should be the primary language in class, while Indonesian should only be used when explanations are too complex."

P6:

"If all explanations are in Indonesian, students' English skills will not develop well."

These results indicate that students value the importance of exposure to English in the language learning process. They do not expect instructors to replace English with Indonesian, but rather prefer an approach that combines the two languages in a way that facilitates comprehension and promotes mastery.

3. Utilizing Verbal Code-Mixing for Specific Teaching Activities

Other participants argued that verbal code-mixing should be reserved for specific teaching contexts, such as explaining complex theories, introducing new terms, discussing grammar, or giving assignment instructions. They believed that everyday classroom interactions should remain in English.

P5:

"This method is especially useful when instructors are reviewing grammar, linguistic theories, or assignment instructions because these topics are often more difficult to understand."

P2:

"Verbal code-mixing is often most effective when instructors are explaining complex concepts or new academic terms."

These results indicate that students view verbal code-mixing as a method to support the learning process, not as a communication style that must always be employed. Selective use allows instructors to enhance student comprehension while maintaining an authentic English learning experience.

B. Discussion

The purpose of this study was to investigate students' views on the combination of two verbal languages and its impact on their cognitive comprehension in English as a Foreign Language (EFL) lessons. The results showed that students generally had a positive view of the combination of two verbal languages and recognized that it played a crucial role in helping them understand the subject matter during the classroom learning process. Furthermore, the results also indicated that the success of the combination of two verbal languages depended on the implementation of appropriate strategies. Although

participants recognized some difficulties associated with excessive language transitions, they consistently recommended the balanced use of English and Indonesian to optimize learning outcomes.

1. Students' Views on Verbal Code-Mixing

The first result indicates that students generally had a positive view of verbal code-mixing in English classes. The majority of participants felt that verbal code-mixing helped them understand difficult learning material, reduced confusion, and created a more enjoyable learning environment. These results indicate that students viewed verbal code-mixing as a teaching approach rather than simply a bilingual communication practice.

These results support Muysken's (2000) theory, which states that code-mixing is a natural phenomenon in bilingual communication. However, in an educational context, code-mixing goes beyond mere communication and serves as a pedagogical strategy. This study demonstrates that teachers intentionally utilize verbal code-mixing to aid students' understanding of academic concepts. By incorporating Indonesian into English explanations, teachers enable students to connect potentially unfamiliar English terms to their existing knowledge, making the learning process more meaningful.

Furthermore, the results align with Vygotsky's Sociocultural Theory (1978), particularly the concept of the Zone of Proximal Development (ZPD). Vygotsky argued that learners benefit from instructional support or scaffolding provided by individuals with greater knowledge. In this study, verbal code-

mixing functions as linguistic scaffolding, bridging the gap between students' current English proficiency levels and the academic demands of university. As a result, students are able to better understand complex concepts while gradually improving their English skills.

The findings of this study align with previous studies examining students' views on code-mixing in EFL classrooms. Several previous studies noted that students generally view code-mixing as a useful teaching method because it promotes comprehension, reduces communication barriers, and creates a more positive classroom atmosphere. Consistent with these findings, respondents in this study perceived verbal code-mixing as an effective teaching method that helps them understand complex content more easily while maintaining their engagement in the classroom learning process.

However, this study extends existing findings by examining verbal code-mixing from a cognitive perspective. While many previous studies have focused primarily on student attitudes or lecturers' implementation of language in education, this study found that students associated verbal code-mixing not only with positive learning experiences but also with improved focus, conceptual understanding, and retention. This more in-depth approach provides more comprehensive insights into the cognitive benefits of verbal code-mixing in the context of higher education EFL education.

2. Impact of Verbal Code-Mixing on Cognition

The second result showed that verbal code-mixing had a positive impact on students' cognitive understanding. Participants consistently reported improvements in attention, conceptual understanding, memory, and confidence while learning. These findings suggest that verbal code-mixing not only affects language comprehension but also students' cognitive processes during the learning process.

Cognitive Load Theory, as proposed by Sweller in 1988, indicates that working memory has a limited capacity for processing information. This concept is crucial for foreign language learning, as students often must simultaneously contend with various elements such as language structure, vocabulary, meaning, and content. Recent research underscores the significance of Cognitive Load Theory in EFL education. For instance, Roussel et al. (2022) examined academic learning in a second language through the lens of cognitive load, finding that learning academic material in a second language entails greater cognitive demands. Additionally, Li et al. (2022) applied Cognitive Load Theory to EFL vocabulary instruction, highlighting the importance of cognitive processing demands in foreign language acquisition. Thus, while Sweller's 1988 theory provides a foundational understanding of cognitive load, contemporary EFL research demonstrates its enduring relevance to the language learning process today. When students are required to simultaneously decode unfamiliar English vocabulary and understand complex academic concepts, they can experience cognitive overload. Interview results indicated that verbal code-mixing reduced this load by providing direct

explanations in the students' native language. This allowed them to allocate more cognitive resources to understanding the concepts, rather than translating the vocabulary.

Another important aspect revealed in this study was the impact of verbal code-mixing on memory. Participants revealed that after gaining an understanding of the class material, they could more easily recall it when reviewing the lesson or preparing for exams. These findings suggest that deep understanding enables the formation of long-term memory. Rather than relying solely on memorization, students develop conceptual understanding, allowing them to access information more efficiently in future learning contexts.

Furthermore, participants reported that using a mix of verbal and nonverbal language can reduce learning stress. When teachers explain difficult concepts using Indonesian, students feel more confident in following class discussions and engaging in learning activities. This suggests that the combination of verbal and nonverbal language supports both the cognitive and emotional aspects of the learning process. Students with lower levels of stress are typically more engaged, ask more questions, and actively participate in classroom interactions.

3. Challenges in Implementing Verbal Language Mixing.

While participants generally had a positive view of verbal language mixing, they also noted several obstacles associated with its implementation. One of the most common concerns was the excessive frequency of language

shifts. Participants expressed that switching too frequently between English and Indonesian sometimes disrupted the flow of classroom explanations and reduced their focus.

These results indicate that the success of verbal language mixing is largely determined by instructional planning. Indiscriminate or unnecessary language shifts can distract students between the two language systems, rather than helping them understand the material. Therefore, lecturers need to implement verbal language mixing strategically and only when it provides clear educational benefits.

Another challenge relates to students' concerns about reduced opportunities to interact with English. Several participants emphasized that English should remain the primary language of instruction because continuous exposure is crucial for developing listening, speaking, vocabulary, and pronunciation skills. Therefore, Indonesian should serve as a supporting language rather than replacing English in classroom communication.

These results indicate that students understand the importance of maintaining a balance between supporting comprehension and language learning. They appreciate the mixing of verbal language because it facilitates understanding, but they also recognize that over-reliance on Indonesian can limit opportunities to improve English skills.

4. Student Recommendations for Effective Implementation

The final results relate to student suggestions regarding the implementation of language mixing. Participants consistently recommended that instructors use English as the primary language, while using Indonesian selectively to explain complex concepts, academic terms, grammatical structures, or assignment instructions.

This suggestion indicates that students prefer strategic rather than automatic language mixing. Rather than requiring instructors to translate every explanation into Indonesian, they recommend selective use to address learning difficulties. This method allows students to receive sufficient support without reducing their exposure to authentic English.

Participant suggestions also reinforce the principle of scaffolding instruction. Strategic clarification through language mixing helps students overcome barriers to understanding while encouraging gradual independence in learning English. Thus, language mixing serves as a teaching tool that supports comprehension and language development.

Overall, the study results indicate that the use of verbal code-mixing is a beneficial teaching method for strengthening students' cognitive understanding in EFL classrooms when implemented appropriately. Students viewed verbal code-mixing as positive because it helps them understand the material, maintain focus, improve memory, and reduce learning anxiety. However, they also acknowledged that frequent language switching can disrupt classroom communication and reduce opportunities for interaction in English.

Thus, these results suggest that instructors need to implement verbal code-mixing carefully, maintaining English as the primary language of instruction while selectively using Indonesian to explain difficult concepts. This balanced approach not only aids students' comprehension but also supports the ongoing development of their English language skills. The results of this study make an important contribution to the growing literature on bilingual pedagogy by presenting empirical evidence from students' perspectives and highlighting the relationship between verbal code-mixing and cognitive understanding in the context of EFL classrooms in higher education.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aims to understand students' views on the use of code-mixing in communication and its impact on their cognitive comprehension in the English as a Foreign Language course in the English Language Education Study Program at UIN Ar-Raniry. Data were obtained through semi-structured interviews with seven respondents and analyzed using the thematic analysis approach developed by Braun and Clarke (2006). From this analysis, four main themes were identified: students' views on code-mixing, the impact of code-mixing on cognitive comprehension, difficulties encountered in implementing code-mixing, and student recommendations for more effective implementation.

Regarding the first research question, the results indicate that students generally have a positive view of the use of code-mixing in EFL classes. Respondents considered code-mixing an effective teaching method, making it easier for them to understand new vocabulary, complex theories, and academic instructions. Furthermore, code-mixing creates a more relaxed learning environment by reducing confusion and motivating students to actively participate during the teaching and learning process. These findings support Muysken's 2000 argument that code-mixing is a natural phenomenon for bilinguals and can also be an effective communication and pedagogical strategy. Furthermore, the results of this study align with the sociocultural theory proposed by Vygotsky in 1978, particularly regarding the concept of scaffolding, which explains that learning can

occur more effectively when students receive appropriate language support from more experienced individuals.

Regarding the second research question, this study demonstrated that verbal code-mixing positively impacted students' cognitive understanding. Participants consistently stated that verbal code-mixing helped them maintain focus, understand complex material, retain lesson information better, and reduce mental load during the classroom learning process. These results demonstrate that verbal code-mixing supports meaningful learning by linking new English concepts to students' existing linguistic knowledge. These results align with Sweller's (1988) Cognitive Load Theory, which explains that reducing unnecessary cognitive load allows students to direct more mental resources toward conceptual understanding. Thus, verbal code-mixing serves as an instructional aid that supports students' cognitive processes without neglecting English as the primary language of instruction.

Another important finding relates to the challenges posed by verbal code-mixing. While participants generally appreciated its use, they emphasized that frequent or unplanned language shifts can disrupt concentration, reduce exposure to English, and disrupt the continuity of classroom explanations. Therefore, students argued that verbal code-mixing should be moderated but should be implemented strategically according to their learning objectives and needs.

Finally, participants recommended that English remain the primary language of instruction, while Indonesian should be used sparingly to explain

difficult concepts, potentially unfamiliar academic terms, explain grammar, and provide important instructions during instruction. This balanced approach allows instructors to help students understand the material while still providing opportunities for continued exposure to English. Overall, this study indicates that the use of verbal code-mixing can serve as an effective teaching strategy for improving student comprehension when implemented intentionally, consistently, and within reasonable limits in EFL classrooms.

B. Suggestions

Based on the results and conclusion of this study, several recommendations are offered to English teachers, students, and future researchers.

1. Suggestions for English Teachers

The results of this study indicate that the use of verbal code-mixing can effectively support students' cognitive understanding if implemented judiciously. Therefore, English teachers are encouraged to maintain English as the primary language of instruction in the classroom while selectively using Indonesian when explaining complex theories, unfamiliar vocabulary, grammar, and important instructions in class. This balanced teaching method can enhance students' understanding of the material without diminishing opportunities to improve their English language skills. Furthermore, teachers need to consider students' language proficiency levels when determining the appropriate frequency and purpose of using verbal code-mixing during classroom activities.

2. Suggestions for Students

Students are encouraged to utilize verbal code-mixing as a temporary learning aid and not rely continuously on translation. They should actively participate in class discussions, ask questions when they encounter learning difficulties, and continue practicing speaking English in both academic and non-academic contexts. Developing self-directed learning strategies alongside guidance from instructors can foster greater cognitive understanding and long-term English language development.

3. Suggestions for Future Researchers

Future researchers are encouraged to explore verbal code-mixing by involving a larger group of participants spanning different universities, educational levels, and learning contexts to broaden the applicability of the research findings. Future research can also utilize mixed methodologies by integrating interviews, classroom observations, and quantitative learning assessments to gain a more holistic understanding of the impact of verbal code-mixing on students' cognitive processes. Furthermore, future researchers can examine instructor perspectives, classroom communication patterns, or compare the effectiveness of verbal code-mixing with other bilingual teaching techniques, such as translanguaging, to provide a broader pedagogical perspective.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 833 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 1701 TAHUN 2025
KEDUA : Menunjuk Saudara:
Rita Hermida, S. Pd. I., M. Pd

Untuk membimbing Skripsi

Nama : Zakia Faradilla
NIM : 220203144
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Code Mixing on Student's Cognitive Comprehension

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 08 Juli 2026
Dekan,

Safar Muluk



Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4901/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203144

Nama : ZAKIA FARADILLA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Imam Bonjol Kubah Pahlawan Suak Raya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *STUDENT'S PERCEPTION OF VERBAL CODE MIXING ON THEIR COGNITIVE COMPREHENSION*

Banda Aceh, 10 Juli 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 21 Agustus 2026

Appendix C: Confirmation Letter from English Language Education Department



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.flk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-447/Un.08/PBI/Kp.01.2/7/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Zakia Faradilla
NIM : 220203144
Prodi : Pendidikan Bahasa Inggris
Alamat : Baet, Baitussalam, Aceh Besar

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Student's Perception of Verbal Code Mixing on Their Cognitive Comprehension"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 29 Juli 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Appendix D: Questions

1. In your opinion, how does verbal code-mixing affect your understanding of English course material?
2. What is your general opinion on the use of verbal code-mixing in English classes?
3. In what situations does verbal code-mixing become helpful or confusing during English learning?
4. How do you feel when a lecturer uses verbal code-mixing compared to when they speak entirely in English?
5. To what extent does verbal code mixing help you understand difficult material? Provide an example and an explanation.
6. Are there situations where verbal code mixing hinders or reduces your understanding? Explain.
7. How does verbal code mixing affect your attention and conceptual clarity during learning?
8. Based on your experience, does verbal code mixing affect your ability to retain and delve deeper into the course material? Explain.
9. Overall, to what extent does verbal code mixing affect your cognitive comprehension during your studies at the PBI program at UIN Ar-Raniry?

Appendix E: Documentation of Research



AUTOBIOGRAPHY

1. Name : Zakia Faradilla
2. Student Number : 220203144
3. Place/Date of Birth : Suak Raya, 27 Maret 2004
4. Gender : Female
5. Religion : Islam
6. Nationally : Indonesia
7. Address : Jl. Imam Bonjol Ds. Suak Raya Kec. Johan
Pahlawan Kab. Aceh Barat
8. Email : 220203144@student.ar-raniry.ac.id
9. Phone Number : 082365491723
10. Parents
 - a. Name of Father : Muzakir
 - b. Name of Mather : Irma Suryani
 - c. Fathers Occupations : Businessman
 - d. Mothers Occupations : Housewife
 - e. Address : Jl. Imam Bonjol Ds. Suak Raya Kec. Johan
Pahlawan Kab. Aceh Barat
11. Education
 - a. Elementary : SDN 01 Percontohan Meulaboh
 - b. Junior High School : MTsS Nurul Falah Meulaboh
 - c. Senior High School : MAN 1 Aceh Barat
 - d. University : UIN Ar-Raniry Banda Aceh