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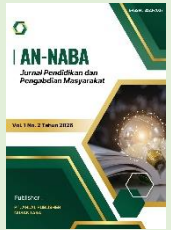
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Code-Mixing as a Pedagogical Strategy to Improve Learners' Understanding and Participation in English Speaking Classes at Gemma and Makka English Education Centre

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Abstract

English speaking ability is one of the essential skills that students need to develop in facing the demands of global communication. However, in the process of learning English speaking skills, students still encounter several difficulties, such as limited vocabulary, lack of confidence, and low participation in using English actively. Therefore, an effective learning strategy is needed to create an environment that helps students understand the materials and encourages their involvement in learning activities. One of the strategies that can be applied is *code-mixing*, which refers to the use of two languages alternately during the learning process to support students' comprehension and communication skills. This study aims to investigate the implementation of *code-mixing* as a pedagogical strategy in English speaking instruction and to examine its role in improving students' understanding and participation at Gemma and Makka English Education Centre. This research employs a qualitative approach with a descriptive method. The data are collected through observation, interviews, and documentation involving the head of the institution, peer tutors, and students as research participants. The data analysis technique uses the interactive model consisting of data reduction, data presentation, and conclusion drawing. The findings of this study are expected. The findings of this study reveal that the implementation of code-mixing as a pedagogical strategy in English speaking instruction at Gemma and Makka English Education Centre helps students understand learning materials more easily, increases their active participation in classroom activities, builds their confidence in using English, and improves their speaking and communication skills. The use of code-mixing between Indonesian and English creates a more interactive and supportive learning environment that encourages students to engage in speaking activities, and communication skills. This research is also expected to serve as a reference for language education institutions in implementing more effective and communicative learning strategies.

Keywords: *Code-Mixing, English Speaking Instruction*



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Background

Education is a fundamental aspect of human life that cannot be separated from the process of individual development as well as the progress of a nation. Education is not only a right but also an obligation that must be undertaken by every student in order to adapt to the development of science and technology. In junior high school, education plays an important role in shaping students' ways of thinking, skills, and character. Therefore, the learning process must be designed to be engaging and contextual so that it aligns with the needs and characteristics of the learners (Amri & Rifma, 2021).

Learning outcomes are the targets or achievements that must be attained in the learning process (Faizah & Kamal, 2024). In the context of English learning for Gemma and Makka English Education Centre, effective instruction to improve students' understanding and participation needs to be supported by the optimal role of the teacher through the use of appropriate strategies. As a facilitator, the teacher plays an important role in providing examples of language use, encouraging students to be confident in speaking English, and conducting reflection on the ongoing learning process.

Teachers are the main actors in the teaching and learning process (Sanjani, 2020). In English learning for Gemma and Makka English Education Centre, teachers play an important role in improving students' understanding and participation, particularly in speaking skills. Teachers are not only responsible for delivering the material, but also act as guides, motivators, and facilitators who are able to create an engaging, enjoyable, and meaningful learning environment. Through the use of creative and practical learning strategies, such as the implementation of code-mixing, interactive methods, and communicative approaches, teachers can help students understand the material more easily and become more confident in participating. Code-mixing allows teachers to bridge the use of Indonesian and English so that students do not experience difficulties in understanding instructions or learning materials.

The role of the teacher reflects active involvement in educating as well as enhancing students' understanding and participation in English learning. This role includes a set of interrelated behaviors in learning situations, which are not only focused on delivering material but also on shaping students' attitudes, interests, and confidence in using English, especially in speaking skills. The teacher's role is also reflected through real actions during the learning process, such as creating an interactive and communicative atmosphere and applying appropriate learning strategies, one of which is code-mixing. The use of code-mixing enables more effective interaction between teachers and students, as students can more easily understand the material while also being encouraged to actively participate in speaking activities.

The implementation of learning carried out by teachers in English instruction can improve students' understanding and participation by creating a pleasant and non-intimidating classroom atmosphere, as well as providing opportunities for students to actively participate through discussions, speaking practice, and group work. In addition, the application of code-mixing in the learning process helps students understand the material more easily, as Indonesian is used to support the explanation of English. Providing motivation, along with a friendly and caring attitude from the teacher, also makes students feel comfortable and valued in the learning process, thereby increasing their confidence to actively engage in speaking activities. Thus, through the implementation of creative, interactive, and communicative learning, supported by the code-mixing strategy, teachers can gradually enhance students' understanding and participation in English speaking instruction for Gemma and Makka English Education Centre.

Based on the researcher's observations in Gemma and Makka English Education Centre, it was found that in English learning there is a visible role of the teacher in improving students' understanding and participation through various classroom activities. The teacher attempts to create an active and enjoyable learning atmosphere by involving students in simple conversation practices, discussions, and the use of varied teaching methods. In addition, the teacher also uses code-mixing in explaining the material so that students can understand the lesson more easily and become more confident in speaking. Good interaction between the teacher and students, as well as the teacher's friendly and motivating attitude, makes students more active in the learning process.

In English learning, teachers can improve students' understanding and participation by relating the material to the students' daily environment. Teachers also instill positive attitudes such as self-confidence, mutual respect, and enthusiasm for learning through good examples during the learning process. By using a communicative, enjoyable, and contextual approach, supported by code-mixing, students not only understand the material more easily but are also able to use it in everyday speaking activities.

Based on the explanation above, the importance of the teacher's role in improving students' understanding and participation in English learning has become a major concern in this modern era. For Gemma and Makka English Education Centre, English learning does not only focus on mastering the material but also on encouraging students to be active and confident in speaking. This is because good understanding and active participation greatly influence students' motivation and learning success; therefore, appropriate strategies, such as code-mixing, are needed in the learning process. Therefore, the researcher intends to conduct a study entitled, **"Code Mixing as a Pedagogical Strategy for Improving Understanding and Participation in English Speaking Instruction of Gemma and Makka English Education Centre."**

Methodology

This study employed a qualitative descriptive approach to examine code-mixing as a pedagogical strategy for improving students' understanding and participation in English-speaking instruction at Gemma and Makka English Education Centre. The research was conducted from April to September 2026. The participants consisted of fifth-grade students, with the head of the institution and peer tutors serving as additional sources of information. The data were divided into primary and secondary sources. Primary data were obtained through direct classroom observations and interviews, while secondary data were collected from relevant books, journals, research documents, and other supporting references. The qualitative descriptive approach was selected because it enabled the researcher to explore the implementation of code-mixing in the natural learning environment and describe its role in supporting students' understanding and participation during English-speaking activities.

Data were collected through observation, interviews, and documentation. Observation focused on students' verbal responses, classroom participation, teamwork, speaking performance, vocabulary use, confidence, and grammatical accuracy. Interviews were conducted with the head of the institution, peer tutors, and students to obtain information about the implementation of code-mixing and its perceived contribution to students' English-speaking learning experiences. Documentation was used to support the findings through relevant written records and research-related materials. The researcher served as the primary instrument, supported by observation sheets, interview guidelines, and documentation guidelines. The collected data were analyzed using the interactive

model of Miles and Huberman, which involved data reduction, data presentation, and conclusion drawing and verification. Data reduction was conducted by selecting and organizing information relevant to the research questions, while data presentation involved arranging the findings in descriptive narrative form. Conclusions were then drawn and verified by examining patterns and relationships across the collected data.

To ensure data trustworthiness, this study applied credibility techniques consisting of extended observation, increased research persistence, and triangulation. Extended observation was conducted by returning to the research setting to verify previously collected information and obtain additional data when necessary. Increased research persistence involved conducting careful and continuous observations and reviewing relevant literature and documents to ensure that the findings were consistent with the research focus. Source and technique triangulation were applied by comparing information obtained from the head of the institution, peer tutors, and students, as well as examining the consistency between observation results, interview responses, and documentation. Through these procedures, the researcher sought to produce a comprehensive description of how code-mixing was implemented as a pedagogical strategy and how it supported students' understanding and participation in English-speaking instruction at Gemma and Makka English Education Centre.

RESULT AND DISCUSSION

A. Result

1. Code-Mixing Implemented As A Pedagogical Strategy In Teaching English Speaking For Gemma and Makka English Education Centre

The implementation of learning strategies for English speaking skills at Gemma and Makka English Education Centre is carried out through interactive activities that emphasize students' active participation in the communication process. These activities include question-and-answer sessions and group discussions to enhance students' comprehension and confidence in expressing their ideas, as well as role-play activities that serve as contextual communication simulations to develop speaking fluency and communicative competence in real-life situations. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"During the learning process, I usually assist students through question-and-answer sessions and group discussions so that they can better understand the material and become more confident in expressing their opinions in English. I also frequently invite students to participate in role-play activities, allowing them to practice speaking directly in everyday conversational situations and build their self-confidence (Interview Lala Amelia, Santong, 21 May 2026)."

The learning process is conducted in an interactive and communicative manner, where the peer tutor facilitates students' understanding through question-and-answer sessions and group discussions to increase their engagement and confidence in expressing ideas orally in English. In addition, role-play activities are implemented as simulations of authentic communication situations to improve speaking fluency, strengthen self-confidence, and enhance students' ability to use English appropriately in contextual and communicative settings.

a. Conducting Question-and-Answer Interactions

Question-and-answer interactions using English vocabulary create a communicative and interactive learning environment. This activity provides students with opportunities to expand their vocabulary, practice pronunciation, and develop their ability to convey and respond to information more effectively in

English. As expressed by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"I am pleased to assist students in understanding English vocabulary and improving their speaking skills throughout the learning process. These activities encourage students to become more active in asking questions and more confident in using English in their daily interactions (Interview Lala Amelia, Santong, 21 May 2026)."

Through the guidance provided by the peer tutor, students feel more comfortable and find it easier to understand the learning materials. The presence of a peer tutor encourages them to participate more actively in asking questions and engaging in discussions during the learning process. Furthermore, it enhances their confidence in using English for everyday communication. This is also supported by the statement of Annisa Safitri, a Student at Gemma and Makka English Education Centre:

"I feel that these activities help me understand the meaning and usage of English vocabulary more effectively. After participating in the lessons, I have become more active in answering questions and more confident when speaking English (Interview Annisa Safitri, Santong, 27 May 2026)."

Similarly, Ahmad Putra, a Student at Gemma and Makka English Education Centre, stated:

"I find it easier to remember English vocabulary because it is frequently used during question-and-answer activities in class. These activities make me more confident in expressing my opinions and answering questions in English (Interview Ahmad Putra, Santong, 27 May 2026)."

The learning activities that incorporate English vocabulary into question-and-answer interactions help students better understand both the meaning and usage of vocabulary items. The repeated use of vocabulary throughout the learning process enables students to retain and apply it more effectively in various communication contexts. Consequently, these activities encourage students to answer questions more actively, express their opinions confidently, and participate more actively in the overall learning process.

b. Conducting Group Discussion Activities

Group discussion activities in English speaking instruction provide students with opportunities to use English actively while exchanging information and ideas. Through interaction with their group members, students are able to develop their speaking skills, expand their vocabulary, and improve their ability to express and respond to opinions effectively. As stated by Ahmad Irawan, the Head of Gemma and Makka English Education Centre:

"I believe that group discussion activities have a positive impact on students' English speaking abilities because they become more active in communication. Students not only improve their English language skills but also learn how to collaborate and work effectively with others."

Group discussion activities make a positive contribution to the development of students' English speaking skills. Through collaborative interactions within their groups, students are encouraged to participate actively in communication and the exchange of ideas. These activities also foster teamwork, social interaction, and collaborative problem-solving skills. Therefore, group discussions serve as an effective learning strategy that supports both language development and the improvement of students' social competencies. This finding is further supported by

the statement of Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"I believe that group discussion activities help students improve their English speaking skills because they can exchange ideas, engage in discussions, and actively practice communication with their peers (Interview Lala Amelia, Santong, 21 May 2026)."

Group discussion activities contribute significantly to the improvement of students' English speaking skills. The active exchange of ideas and collaborative discussions provide students with authentic opportunities to practice English in meaningful communication contexts. Such collaborative interactions also promote the development of communicative competence, critical thinking skills, and social skills through teamwork and cooperation with other group members. Consequently, group discussions become an effective instructional strategy for enhancing students' participation and overall language proficiency. This perspective is also supported by Annisa Safitri, a Student at Gemma and Makka English Education Centre, who stated:

"I feel that group discussion activities are very helpful because they allow me to exchange ideas with my classmates, participate more actively in speaking, and become more confident in using English during the learning process (Interview Annisa Safitri, Santong, 27 May 2026)."

Through the active sharing of ideas and collaborative discussions, students gain more opportunities to practice using English in authentic communication situations. These activities also contribute to increased self-confidence, greater participation in learning, and improved ability to express opinions in a structured, coherent, and communicative manner. As a result, group discussions effectively support the development of both students' speaking proficiency and their interpersonal communication skills.

c. Conducting Role-Play Activities

Role-play activities in English language learning are communicative practices that focus on conversational exercises through the simulation of various real-life situations. Through these activities, students practice using English expressions, vocabulary, and grammatical structures in authentic communication contexts, thereby improving their speaking fluency and communicative competence. In addition, role-play activities help students develop self-confidence and enhance their ability to interact effectively in English. As stated by Ahmad Irawan, the Head of Gemma and Makka English Education Centre:

"In my opinion, role-play activities are highly effective in developing students' English speaking skills because they provide opportunities to practice conversations directly and learn to use English appropriately in real-life communication contexts (Interview Ahmad Irawan, Santong, 25 May 2026)."

Role-play activities have proven to be an effective strategy for improving students' English speaking skills through direct and contextual conversational practice. These activities enable students to apply English vocabulary, expressions, and grammatical structures in communication situations that closely resemble authentic interactions. Consequently, role-play contributes to the development of students' communicative competence, speaking fluency, and self-confidence in using English. This finding is further supported by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre, who stated:

"I have observed that role-play activities encourage students to use English more actively in conversations, resulting in noticeable improvements in both their speaking ability and their confidence in communicating (Interview Lala Amelia, Santong, 21 May 2026)."

The implementation of role-play activities creates a communicative learning environment that motivates students to use English more actively during conversations. Such active participation contributes significantly to the improvement of speaking fluency, self-confidence, and students' ability to express their ideas effectively in English. This perspective is also shared by Ahmad Putra, a Student at Gemma and Makka English Education Centre, who stated:

"I feel that role-play activities make the learning process more engaging. They encourage me to speak English more frequently and reduce my fear of making mistakes, which gradually improves my speaking ability (Interview Ahmad Putra, Santong, 27 May 2026)."

Role-play activities provide students with a more contextual and participatory learning experience, encouraging them to use English actively in conversational situations. Through continuous practice, students gradually improve their speaking proficiency in terms of fluency, accuracy in expressing ideas, and confidence in communicating in front of their classmates. Therefore, role-play serves as an effective instructional strategy for enhancing students' communicative competence and overall English speaking performance.

2. Code-Mixing Improve Students' Understanding And Participation In English Speaking Learning For Gemma and Makka English Education Centre

In English language learning, the use of code-mixing has become an effective pedagogical strategy that helps students comprehend learning materials and communicate with greater confidence. At Gemma and Makka English Education Centre, this strategy is implemented to create a more interactive and effective learning environment. By combining English and Indonesian, students are able to develop their speaking skills gradually and naturally. Therefore, code-mixing plays a significant role in supporting the success of English speaking instruction. As stated by Lala Amelia, a peer tutor at Gemma and Makka English Education Centre:

"Since code-mixing has been implemented in speaking classes at GM English Education Centre, students have found it easier to understand and use English vocabulary in their conversations. They have also become more confident in expressing their opinions and more active in using English during classroom activities. In addition, their grammar usage, vocabulary selection, and pronunciation have improved compared to before (Interview Lala Amelia, Santong, 21 May 2026)."

The implementation of code-mixing has contributed to the improvement of students' speaking abilities, as evidenced by their increased ease in understanding and using English vocabulary during communication. It has also enhanced their self-confidence, which is reflected in their willingness to express ideas and participate actively in classroom interactions using English. Furthermore, students have demonstrated greater language accuracy, as indicated by improved grammatical usage, more appropriate vocabulary selection, and clearer pronunciation.

a. Improvement of Speaking Skills through English Vocabulary

The improvement of students' speaking skills can be observed through their increasing mastery of English vocabulary, which is supported by vocabulary-based speaking practice, structured sentence construction exercises, and the use of

conversational vocabulary in various communication contexts. Through these learning activities, students not only expand their vocabulary but also become more proficient in constructing sentences and using them appropriately in conversations. As a result, the implementation of code-mixing helps students understand vocabulary meanings more easily while encouraging greater fluency, confidence, and effectiveness in communicating in English. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"I often encourage students to practice speaking using new vocabulary, construct simple sentences, and apply conversational vocabulary in everyday dialogues. Through these activities, students find it easier to remember vocabulary, construct sentences more fluently, and speak English with greater confidence (Interview Lala Amelia, Santong, 21 May 2026)."

Similarly, Ahmad Irawan the Head of Gemma and Makka English Education Centre stated:

"I have observed that the programs implemented by the peer tutors are running effectively because students are becoming more active in using English vocabulary in their daily communication. Their ability to construct sentences has also improved, making them more fluent and confident when speaking. The learning activities have had a positive impact on the development of students' speaking skills (Interview Ahmad Irawan, Santong, 25 May 2026)."

The implementation of vocabulary practice, sentence construction exercises, and conversational vocabulary activities has positively contributed to students' speaking skills. These improvements are reflected in students' ability to remember and use English vocabulary more effectively, construct sentences more fluently, and participate more actively in communication. Furthermore, students demonstrate greater confidence when speaking English in various learning situations.

1) Vocabulary-Based Speaking Practice

Vocabulary-based speaking practice is one of the learning activities frequently implemented at Gemma and Makka English Education Centre. Through this activity, students are encouraged to use newly learned vocabulary in various speaking exercises. Continuous practice enables students to become more familiar with English vocabulary and communicate more fluently. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"During the lessons, I usually encourage students to use new vocabulary in simple speaking activities. I have noticed that students find it easier to remember and use the vocabulary they have learned when communicating in English (Interview Lala Amelia, Santong, 21 May 2026)."

Students have demonstrated significant improvement in their English vocabulary mastery through continuous speaking practice. This progress is evident in their increasing ability to remember, understand, and use vocabulary effectively in oral communication. Consequently, vocabulary-based speaking practice contributes substantially to the development of students' speaking skills. Annisa Safitri, a student at Gemma and Makka English Education Centre, also stated:

"It has become easier for me to remember English vocabulary because I use it frequently during speaking practice. I also understand better how to use English vocabulary correctly, which makes me feel more fluent when speaking English (Interview Annisa Safitri, Santong, 27 May 2026)."

Vocabulary-based speaking practice helps students improve both their vocabulary mastery and speaking fluency. These improvements are reflected in their enhanced ability to understand and apply vocabulary appropriately in oral communication. This finding is also supported by Ahmad Irawan, the Head of Gemma and Makka English Education Centre, who stated:

"The speaking practice implemented by the peer tutors has had a positive impact on the development of students' speaking skills."

The Head of the Centre expressed pride in the students' progress after participating in peer tutor-assisted learning activities. Their increased fluency in using English demonstrates that the instructional approach implemented at Gemma and Makka English Education Centre has produced positive learning outcomes.

2) Sentence Construction Practice

Sentence construction practice is one of the learning activities that helps students develop their English speaking skills in a more structured manner. Through this activity, students are encouraged to combine the vocabulary they have learned into grammatically correct sentences. This process motivates students to use English more actively in communication and enables them to express their ideas more clearly and systematically. Ahmad Putra, a student at Gemma and Makka English Education Centre, stated:

"At first, I often found it difficult to construct sentences in English, but after practicing regularly, it became much easier to create my own sentences. I also understand the correct word order better when speaking (Interview Ahmad Putra, Santong, 27 May 2026)."

Similarly, Annisa Safitri a student at Gemma and Makka English Education Centre, stated:

"Sentence construction practice helps me speak English better. Now, I can arrange words into sentences more easily, so I am no longer hesitant when speaking English (Interview Annisa Safitri, Santong, 27 May 2026)."

Sentence construction practice provides students with meaningful learning experiences that enhance their speaking abilities. Their ability to organize words into meaningful sentences has improved significantly, enabling them to express their ideas with greater confidence. Lala Amelia, a Peer Tutor, also stated:

"I have observed that students can now arrange vocabulary into correct sentences more easily after participating in regular practice sessions. They are also more willing to express their opinions because they better understand how to construct sentences in English (Interview Lala Amelia, Santong, 21 May 2026)."

These findings indicate that students have made considerable progress in constructing accurate and comprehensible English sentences. As a result, they are more confident in expressing their ideas and participate more actively in English speaking activities.

3) Conversational Vocabulary Practice

Conversational vocabulary practice is one of the activities designed to encourage students to use English more communicatively in everyday situations. Through various conversation exercises, students become accustomed to selecting and using vocabulary that is appropriate for different communication contexts. This activity helps students interact more fluently while gradually

improving their speaking skills. Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre, stated:

"I guide students to practice conversational vocabulary in various simple situations so that they become accustomed to using English. I have noticed that they respond more actively and become increasingly confident when interacting using the vocabulary they have learned."

The regular use of conversational vocabulary in simple dialogues encourages students to communicate more actively in English. Through peer tutor guidance, students become more responsive, understand vocabulary more easily, and develop greater confidence in oral interactions. Ahmad Putra, a student at Gemma and Makka English Education Centre, stated:

"I now use English vocabulary more frequently during conversation practice with my classmates. It is easier for me to respond, and I am no longer afraid of speaking English in class."

Students have shown noticeable improvement in both confidence and speaking fluency through regular conversational practice. Their familiarity with using vocabulary in simple interactions enables them to respond more naturally and reduces their anxiety when speaking English. These findings reflect the positive development of students' English speaking skills through the implementation of conversational vocabulary practice.

b. Improvement of Students' Confidence in Using English Vocabulary

In the English language learning process, enhancing students' confidence in using English vocabulary is one of the primary objectives continuously developed through instructional activities. Through various speaking exercises, students are encouraged to become more courageous and less hesitant in expressing their ideas in English. As a result, they become increasingly confident and expressive in oral communication. As stated by Ahmad Irawan, the Head of Gemma and Makka English Education Centre:

"I have observed that students demonstrate significant progress in their confidence to use English vocabulary during learning activities. They are increasingly able to express their ideas more clearly and participate actively in using English in the classroom, creating a more communicative and dynamic learning environment."

Students have shown positive development in their confidence to use English vocabulary, as reflected in their increased active participation during classroom activities. Their ability to express ideas orally has become clearer and more organized, making classroom communication more effective. This development contributes to a learning environment that is more interactive, engaging, and supportive of the continuous improvement of students' language skills.

1) Confidence in Using English Vocabulary

Confidence in using English vocabulary is an essential aspect of English language learning that encourages students to participate more actively in oral communication. Through continuous learning activities, students are trained to use the vocabulary they have learned without hesitation. This approach helps them become more confident in expressing their ideas directly and communicatively. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"Students are now more willing to use English vocabulary during speaking practice in class. They no longer hesitate to try expressing words or

sentences, even though their language is still relatively simple (Interview Lala Amelia, Santong, 21 May 2026)."

Students have demonstrated significant improvement in using English vocabulary through active learning activities. They are increasingly confident in attempting to express words and sentences, despite their simplicity. Similarly, Annisa Safitri, a student at Gemma and Makka English Education Centre, stated:

"I am now more confident in trying to use English vocabulary when speaking in class. Even though my sentences are still simple, I feel more confident expressing what I am thinking (Interview Annisa Safitri, Santong, 27 May 2026)."

These findings indicate that students are becoming more self-confident and less hesitant in expressing their ideas, even when using simple language structures. This development reflects positive progress in their English speaking skills.

2) Ability to Express Ideas

The ability to express ideas in English language learning represents the process of developing students' oral communication skills in a more structured and meaningful way. Learning activities encourage students to transform their thoughts into understandable expressions using English. Through this process, students become more accustomed to communicating confidently and systematically. Ahmad Irawan, the Head of Gemma and Makka English Education Centre, stated:

"I believe that students are becoming increasingly capable of expressing their ideas in English more clearly and systematically throughout the learning process. Their growing confidence in communication has also created a more active and interactive classroom environment."

Students have experienced considerable improvement in their ability to express ideas in English. This progress is demonstrated by their ability to organize and communicate their thoughts more clearly, logically, and understandably during classroom activities. Their increased willingness to communicate has also contributed to a more active, dynamic, and interactive learning atmosphere. Ahmad Saputra, a student at Gemma and Makka English Education Centre, also stated:

"It is now easier for me to express my ideas in English because I have become accustomed to practicing in class. I am also more confident in speaking, even though my sentences are sometimes still simple. These learning activities have helped me communicate with greater confidence (Interview Ahmad Putra, Santong, 27 May 2026)."

Similarly, Annisa Safitri stated:

"I feel more capable of expressing my thoughts in English during classroom learning. I am no longer afraid of speaking, even though I still make small mistakes."

Regular classroom practice enables students to express their ideas more easily, speak more confidently, and overcome their fear of making mistakes. This learning process strengthens students' self-confidence and promotes more active and effective English communication.

3) Active Use of English

Students' active use of English is reflected in their increasing participation in learning activities that require direct oral communication. Students use English

more frequently during classroom interactions, both in discussions and when responding to questions. This increased participation contributes to the creation of a communicative and interactive learning environment. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"There has been a noticeable increase in students' linguistic participation during the learning process. Students have begun to take the initiative to communicate verbally, even though they still use relatively simple sentence structures (Interview Lala Amelia, Santong, 21 May 2026)."

Students have demonstrated a growing willingness to engage actively in verbal communication despite using simple sentence structures. From a pedagogical perspective, the learning process has successfully promoted the gradual and continuous development of students' communicative competence, particularly in terms of confidence and active language use. Similarly, Ahmad Irawan, the Head of Gemma and Makka English Education Centre, stated:

"I am proud of the students' progress as they become increasingly active in using English during classroom learning. Their confidence and participation in oral communication have improved significantly."

This appreciation reflects the positive development of students' confidence and willingness to use spoken English. Their increased participation indicates that the instructional strategies implemented have successfully fostered a more interactive, communicative, and supportive classroom environment, thereby contributing to the continuous development of students' English language skills.

c. Improvement in the Accuracy of English Language Use

The improvement in the accuracy of English language use in speaking instruction is reflected in students' ability to apply grammatical rules more accurately, select vocabulary that is appropriate to the communicative context, and pronounce words more correctly according to standard English pronunciation. These developments collectively indicate an enhancement of students' linguistic competence, enabling them to communicate more accurately and effectively in English. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"During the learning process, I guide students to improve their use of English grammar and help them select vocabulary that is appropriate for different conversational contexts. Students also practice their pronunciation so that their speaking becomes clearer, more accurate, and easier to understand (Interview Lala Amelia, Santong, 21 May 2026)."

The learning process focuses on strengthening language accuracy through peer tutor guidance in the use of correct grammatical structures and contextually appropriate vocabulary. In addition, students participate in continuous pronunciation practice, enabling them to communicate more clearly, accurately, and effectively in English.

1) Using More Accurate Grammar

The use of more accurate grammar reflects the development of students' ability to apply English grammatical rules correctly during language learning activities. Through continuous instruction and practice, students are trained to construct sentences that are more organized and consistent with standard grammatical conventions. This progress demonstrates a systematic and controlled improvement in their language proficiency. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"Students have begun to show noticeable improvement in using English grammar more accurately during speaking practice in class. They are increasingly able to construct sentences that are well-structured and consistent with English grammatical rules (Interview Lala Amelia, Santong, 21 May 2026)."

Similarly, Annisa Safitri, a student at Gemma and Makka English Education Centre, stated:

"I now understand better how to use correct English grammar when speaking in class. I also pay more attention to constructing my sentences so that what I say is clearer and more accurate (Interview Annisa Safitri, Santong, 27 May 2026)."

Continuous learning habits have helped students develop a stronger understanding of English grammatical rules, enabling them to construct oral sentences more carefully and accurately. Their increased attention to language structure reflects a growing linguistic awareness of grammatical accuracy. Consequently, their communication has become clearer, more organized, and more consistent with standard English usage. Ahmad Putra, a student at Gemma and Makka English Education Centre, also stated:

"I feel that my ability to use English grammar while speaking has improved significantly. I am now more careful in arranging words so that the sentences I produce are more accurate and easier to understand (Interview Ahmad Putra, Santong, 27 May 2026)."

Students' increased awareness of sentence structure enables them to convey messages more clearly and precisely. This development demonstrates an improvement in grammatical competence and oral communication skills. The instructional process has positively contributed to students' language accuracy and the overall quality of their spoken English.

2) Selecting Appropriate English Vocabulary

The ability to select appropriate English vocabulary is an essential component of students' speaking development throughout the learning process. Students are increasingly capable of choosing words that match different communicative situations, allowing them to express meaning more clearly and avoid ambiguity. Through continuous practice, students become more proficient in using vocabulary contextually, resulting in more effective and purposeful oral communication. Annisa Safitri, a student at Gemma and Makka English Education Centre, stated:

"I have become more accustomed to using appropriate English words when speaking in class. I feel more confident because the vocabulary I use is more suitable and easier for others to understand (Interview Annisa Safitri, Santong, 27 May 2026)."

Students have demonstrated improvement in their ability to select appropriate English vocabulary during speaking activities. This development contributes to clearer message delivery and better comprehension by listeners. Their confidence in oral communication has also increased significantly. Similarly, Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre, stated:

"Students are becoming increasingly familiar with using appropriate English vocabulary during speaking activities in class. Their communication is clearer, and they appear more confident when expressing their ideas (Interview Lala Amelia, Santong, 21 May 2026)."

The improvement in vocabulary accuracy has enhanced students' oral communication skills. More appropriate word choices make their messages clearer and reduce misunderstandings, while also increasing their confidence in expressing ideas in English. Ahmad Irawan The Head of Gemma and Makka English Education Centre also stated:

"I have observed that students have shown considerable progress in selecting more appropriate English vocabulary during classroom speaking activities. This is reflected in clearer communication and greater confidence when expressing their ideas."

These findings indicate that students have improved their ability to use English vocabulary more accurately in speaking activities. The appropriate selection of words enables them to communicate messages more clearly and effectively.

3) Pronouncing Words More Accurately

Accurate pronunciation is an important indicator of the development of students' English speaking skills. As students improve their ability to pronounce words correctly according to standard English pronunciation, the messages they convey become clearer and more comprehensible. As stated by Lala Amelia, a Peer Tutor at Gemma and Makka English Education Centre:

"Students have demonstrated noticeable improvement in their English pronunciation during classroom speaking activities. Their pronunciation has become clearer and more accurate, making communication more effective (Interview Lala Amelia, Santong, 21 May 2026)."

Students have experienced significant progress in English pronunciation throughout the learning process. Their improved pronunciation accuracy reflects enhanced phonological competence, which directly contributes to the clarity of spoken messages. As a result, oral communication has become more effective because words are pronounced more clearly and accurately, reducing misunderstandings during classroom interactions. Similarly, Annisa Safitri, a student at Gemma and Makka English Education Centre, stated:

"I can now pronounce English words more accurately when speaking in class. I also feel that my speech is clearer, making it easier for my classmates to understand what I am saying (Interview Annisa Safitri, Santong, 27 May 2026)."

Students have demonstrated considerable improvement in pronunciation accuracy during classroom speaking activities. Their clearer pronunciation enables listeners to understand their messages more easily and effectively. Furthermore, students have developed greater self-confidence because they are no longer hesitant to express their ideas, even though they may still make minor mistakes during the learning process.

B. Discussion

1. Code-Mixing Implemented as a Pedagogical Strategy in Teaching English Speaking at Gemma and Makka English Education Centre

The implementation of English speaking instruction at Gemma and Makka English Education Centre emphasizes interactive and student-centered learning. Question-and-answer activities and group discussions encourage students to participate actively, express ideas, and develop confidence in speaking English. Role-play activities are also

used to simulate real-life communication, allowing students to practice fluency, accuracy, and communicative competence in meaningful contexts. Code-mixing can support classroom communication by helping teachers clarify explanations and facilitate interaction with students who have different levels of English proficiency (Rahmat, 2020).

a. Conducting Question-and-Answer Interactions

Question-and-answer interactions using English vocabulary help students improve vocabulary mastery, pronunciation, and oral communication. Peer tutors facilitate learning by encouraging students to ask and answer questions, practice new vocabulary, and participate actively. Repeated practice also helps students develop confidence in expressing ideas in English. Code-mixing may be used to clarify questions or explanations when students experience difficulties understanding English expressions (Moetia et al., 2018).

However, this method may be dominated by students with higher proficiency and confidence, while less active students receive fewer opportunities to speak. Questions that require only brief answers may also limit students' opportunities to develop critical thinking and express ideas in greater depth.

b. Conducting Group Discussion Activities

Group discussions provide opportunities for students to exchange information, express opinions, and practice English collaboratively. Through peer interaction, students develop speaking fluency, vocabulary, teamwork, and problem-solving skills. These activities also encourage confidence and critical thinking through meaningful communication. Code-mixing during classroom interaction may help students communicate ideas when they have difficulty expressing them entirely in English (Asani et al., 2024).

Nevertheless, participation may be unequal because some students dominate discussions while others remain passive. Differences in English proficiency may also encourage students to rely on their first language, reducing opportunities to practice English consistently.

c. Conducting Role-Play Activities

Role-play activities allow students to practice English through simulations of real-life situations. Students apply vocabulary, expressions, and grammatical structures in contextual conversations, helping them develop fluency, accuracy, and confidence. Direct participation also provides practical experiences that support communicative competence. Code-mixing may help learners maintain communication when they encounter unfamiliar vocabulary or expressions during classroom activities (Siddiq et al., 2020).

However, some students may feel nervous or embarrassed when performing in front of others. Role-play also requires adequate preparation and classroom management. When students focus excessively on memorizing dialogues, their speaking may become mechanical rather than spontaneous.

2. Code-Mixing Improves Students' Understanding and Participation in English Speaking Learning at Gemma and Makka English Education Centre

a. Improvement of Speaking Skills through English Vocabulary

Code-mixing can support students' understanding by connecting unfamiliar English expressions with words or explanations in their first language. This practice may help students follow classroom instructions, understand learning materials, and participate in speaking activities. Research on code-mixing in EFL classrooms has examined its role in classroom interaction and student motivation (Nurpiana &

Fithriani, 2023). However, its effects on students' understanding and participation at Gemma and Makka must be established through the findings of the present study.

1) Vocabulary-Based Speaking Practice

Vocabulary-based speaking practice helps students understand and use English words in communication rather than merely memorize their meanings. Repeated practice, supported by peer tutors, provides opportunities to apply vocabulary in meaningful speaking activities. Code-mixing may help clarify unfamiliar words, allowing students to understand their meanings before using them in English conversations (Khafita et al., 2025).

However, excessive emphasis on individual vocabulary items may lead students to memorize words without understanding their contextual use. Vocabulary mastery alone is insufficient because effective speaking also requires grammatical accuracy, pronunciation, and fluency.

2) Sentence Construction Practice

Sentence construction practice helps students organize vocabulary into grammatically structured sentences. Through continuous exercises, students develop a better understanding of English sentence patterns and become more capable of expressing ideas clearly. Teachers may use code-mixing to clarify grammatical explanations when students experience difficulties understanding English structures (Novianti & Said, 2021).

Nevertheless, excessive emphasis on grammatical correctness may make students hesitant to speak spontaneously. Mechanical exercises can also restrict creativity because students may rely on predetermined sentence patterns instead of expressing their own ideas naturally.

3) Conversational Vocabulary Practice

Conversational vocabulary practice encourages students to use English expressions in everyday communication. Peer tutor guidance and repeated interaction help students select appropriate vocabulary, respond to others, and communicate more confidently. This activity supports the development of functional speaking skills.

However, repeated use of fixed dialogues may cause students to depend on memorized expressions. Students may also experience difficulties when communicating in unfamiliar situations. Therefore, conversational practice needs to include various contexts to develop flexible communication skills.

b. Improvement of Students' Confidence in Using English Vocabulary

Code-mixing supports students' confidence by reducing difficulties in understanding English and encouraging active participation. Through regular speaking practice, students become more willing to express ideas, respond to questions, and communicate with others. This creates a more interactive learning environment.

1) Confidence in Using English Vocabulary

Continuous speaking practice encourages students to use English vocabulary more confidently. Students become more willing to express simple ideas and participate in classroom interactions. Code-mixing may provide temporary language support when students struggle to express themselves entirely in English (Bhatti et al., 2018).

However, confidence does not always indicate language proficiency because students may still make errors in vocabulary, pronunciation, and grammar. Anxiety and fear of judgment may also affect their confidence in unfamiliar situations.

2) Ability to Express Ideas

Structured speaking activities help students express ideas more clearly and systematically. Regular practice reduces hesitation and supports improvements in fluency, confidence, and participation. Nevertheless, limited vocabulary and sentence structure knowledge may make it difficult for students to explain complex ideas. Effective communication therefore requires continuous practice and adequate linguistic support.

3) Active Use of English

Students demonstrate greater participation in discussions and question-and-answer activities by using English, even when relying on simple sentence structures. Support from peer tutors and the institution contributes to a communicative learning environment. However, active participation does not necessarily indicate accurate language use. Differences in motivation, confidence, and proficiency may also result in unequal speaking opportunities.

c. Improvement in the Accuracy of English Language Use

Code-mixing, combined with speaking practice and peer tutor guidance, supports students in improving grammatical accuracy, vocabulary selection, and pronunciation. Students receive assistance in recognizing errors and applying appropriate language forms. These activities help develop clearer and more effective oral communication.

1) Using More Accurate Grammar

Continuous speaking practice and peer tutor feedback help students construct sentences according to English grammatical rules. Students become more aware of sentence structure and can communicate ideas more clearly. However, excessive emphasis on grammatical accuracy may reduce spontaneity and increase anxiety. Minor grammatical errors do not always prevent successful communication, so grammar instruction should remain balanced with fluency development.

2) Selecting Appropriate Vocabulary in English

Students develop their ability to select vocabulary that corresponds to the context and intended meaning. Appropriate word choice improves message clarity and reduces misunderstandings. Nevertheless, understanding vocabulary does not guarantee its appropriate use in every situation. Excessive concern about selecting the correct words may also cause hesitation and interrupt speaking fluency.

3) Pronouncing Words More Accurately

Repeated pronunciation practice helps students produce English words more clearly and improve the intelligibility of their speech. Better pronunciation can increase confidence and reduce communication difficulties. However, excessive emphasis on perfect pronunciation may cause anxiety and discourage participation. Since pronunciation is influenced by first-language background and individual ability, instruction should prioritize intelligibility and effective communication rather than native-like perfection.

Conclusion

The implementation of code-mixing at Gemma and Makka English Education Centre uses interactive strategies, including question-and-answer activities, group discussions, and role-play, supported by peer tutors to encourage students' active participation and communicative competence.

Code-mixing helps improve students' understanding, confidence, participation, and English speaking skills, particularly in vocabulary mastery, sentence construction,

grammar, word choice, and pronunciation. Overall, it supports the gradual development of students' speaking competence through meaningful and continuous practice.

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