

UNVEILING PATTERNS AND RATIONALES OF TEACHER'S CODE-SWITCHING IN ENGLISH LEARNING DISCOURSE

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Abstract

This study aims to uncover the patterns and rationale behind code-switching used by an English teacher during classroom interactions. Using a qualitative phenomenological approach, the researcher observed the teaching-learning process in the 7th grade at SMP PGRI Sambeng. The patterns of code-switching were analyzed based on Poplack's theory, while the rationales were examined through Hoffman's framework and teacher interviews. The data were processed through reduction, display, and conclusion drawing. The findings revealed 42 instances of code-switching, where intra-sentential switching emerged as the dominant pattern (18 utterances), followed by tag switching (13 utterances) and intersentential switching (11 utterances). Regarding the rationales, four primary factors were identified through observations: discussing a particular topic, interjections, repetitions for clarification, and the intention to clarify speech content. Furthermore, interview results highlighted three contextual rationales: students' diverse levels of English proficiency, English as a foreign language, and the linguistic transition from elementary to junior high school. These findings show that code-switching is a practical bridge, not a barrier. By using it strategically, teachers can lower student anxiety and make English much easier to grasp, especially for beginners. Ultimately, it proves that meeting students halfway through their native language actually helps them build the confidence they need to master English more effectively.

Keywords: *Code-switching, Classroom Discourse, Patterns, Rationales, English Learning*

Introduction

Sociolinguistics is the study of the relationship between language and society (Holmes, 1994). This branch of linguistics examines why we can speak in different contexts, the social function of language, and how people share information through language in social relations within a community. Some factors cause differences in the use of language when speaking, namely, who

we are talking to, what context is being discussed, where it is located, and with what purpose the communication is. Most bilingual people use code-switching when speaking. According to (Uyun, 2022), sociolinguistics is part of language study, so the value of sociolinguistics highlights the nature of language in general or the characteristics of a language. It is studying language and community to get as much information as possible about what language is. It was explained that sociolinguistics is a study of language about society, meaning (deliberately) that sociolinguistics is part of linguistics.

According to (Anastasia, 2021), Indonesian is a bilingual. English is utilized in formal settings, formal writing, and all levels of schooling. In Indonesia, junior high school, senior high school, and universities now offer courses in English as a foreign language. As an educator, an English teacher's job is to help students develop their spoken and written English skills. (Raihany, 2018) also stated that When interacting with others, it is necessary for us to speak at least two languages, preferably more. These languages include a regional language as the first language (L1) and Indonesian as the second language (L2). Language will inevitably come into contact with one another when people engage. In sociolinguistic terms is called code-switching. Sometimes they use the two languages they master to convey their words so that they are even clearer but still have the same meaning.

The phenomenon of code-switching can easily be found in various areas of life. Such as marketing, education, business, entertainment, jokes, etc (Hanafiah et al., 2021). (Yuliani & Handayani, 2022) also stated that code-switching often occurs in daily conversations, such as in advertisements, broadcasts, television shows, and even in the teaching process. Seeing the phenomena in Indonesia, many people do not only use their mother tongue. But also they use another language in the preparation of sentences. A large proportion of the population can speak a foreign language to their mother tongue and national language (Gerungan et al., 2020). While (Suhardianto & Afriana, 2022), stated that the phenomenon of code-switching has existed in Indonesia for a long time. Especially the switch from the local language to the national language. In addition, they also switch from local languages to

foreign languages, especially English.

In the world of education too, many teachers use code-switching during the learning process. There has been much discussion about whether it makes sense for teachers to switch back and forth between the first and target languages in foreign language teaching (Manel et al., 2019). They switches into another languages to help the students understand about the material. Based on study conducted by (Anastasia, 2021) at UIN SUSKA Riau, the lectures and students of English study program use English and Indonesian language during learning. This is because the students of the English Language Education Faculty come from different ethnic, social, and cultural backgrounds. So, the lecturer had to switch and alternate between English and Indonesian to help all the students could understand the course. (Zuhri & Nur, 2023) Students frequently run into issues while acquiring new skills. Their native language makes it difficult for them to use the foreign language, which is a common problem. The other factor is that students are not motivated to apply their foreign language skills in everyday conversations. Additionally, they are too timid and fearful to participate in the conversation. The attention of the students, the content, the media, as well as the classroom teaching method can all contribute to problems with pupils learning English. Nation in (Patmasari & Kamaruddin, 2022) also stated that using L2 in the classroom can be embarrassing, especially for people who are timid or who feel their L2 proficiency is lacking. L1 is more natural, simpler, and communicatively effective. (Puspawati, 2018) found The teachers use code-switching in the classroom as a means of helping and supporting the pupils, particularly the low-level students.

Sociolinguistics explores the dynamic relationship between language and society, emphasizing how social factors such as interlocutor, context, and purpose shape communication. In the Indonesian EFL context, where learners often navigate multiple languages, including regional dialects and Indonesian, code-switching has emerged as a natural phenomenon in classroom discourse. While many scholars argue over the efficacy of alternating between the first language (L1) and the target language (L2),

current evidence suggests that code-switching serves as a vital tool to support low proficiency students.

Despite extensive research on code-switching in higher education and general ELT settings, a significant gap remains in understanding its application during the critical transition from elementary to junior high school in semi-urban or rural environments. This study addresses that gap by focussing on 7th grade students at SMP PGRI 1 Sambeng, who often face high anxiety and confusion when English is used exclusively. The novelty of this research lies in its localized focus on this “transitional gap”, where students from non-international backgrounds struggle with basic English literacy and oral comprehension.

Based on the experience of the writer following the program from Kemendikbudristek which is "Kampus Mengajar" at SMP PGRI 1 SAMBENG, all students thought that if their English teacher only used English when teaching, they were confused and did not understand what material was being delivered. Therefore, the teacher use code-switching during learning English in classroom. The writer can conclude this based on the earlier pre-reset and interviews with several students. For example, when the teacher asks students to fill in the blanks in a text. *"Please look at the next task below! Pada bagian tersebut, kita diminta untuk..."*. Another example is when there is a reading on student learning material. The teacher asks students to listen to the reading from their teacher using English. Then the teacher will explain again what the reading contents are using Indonesian. *"Jadi, dapat disimpulkan that the conversation topiknya tentang..."*. Therefore, the writer is interested in analyzing types and reasons of code-switching are used by the English teacher during the learning process.

The urgency of this research is grounded in the pedagogical need to balance strict English immersion with the reality of student proficiency levels. By analyzing teacher patterns and rationales through the frameworks of Poplack and Hoffman, this study provides a crucial contribution to EFL pedagogy. It validates code-switching not as a linguistic failure, but as a deliberate and strategic “scaffolding” tool that bridges communication gaps, reduces learner

embarrassment, and ensure that complex instructional content remains accessible 21st century language learners

Methods

This study utilized a qualitative approach with phenomenological method. This design was chosen to explore and describe the actual phenomenon of code-switching as it naturally occurs within classroom discourse. The research was conducted at SMP PGRI 1 Sambeng specifically focusing on the 7th grade environment.

The participants were selected using a purposive approach focused on the English learning context at the junior high school level. The primary subject was the English teacher of the 7th grade, whose linguistic behavior in the classroom provided the core data for analyzing code-switching patterns. Additionally, the 7th grade students were involved as the interlocutors in the classroom interaction to provide context for the teacher's language choices.

Data were gathered through two main techniques to ensure triangulation and depth:

1. Classroom observation: Classroom observation were conducted over 3 meeting during the even semester of the 2023/2024 academic year to ensure a representative sample of teacher-student interactions.
2. Semi-structured interview: an interview was conducted with the English teacher to uncover the underlying rationales for using code-switching that might not be visible through observation alone

The tools used for data collection included smartphones for audio recording, a structured interview guide, and field notebooks for taking notes during the learning process.

The data were analyzed using the interactive model proposed by Miles and Hubberman (2014), which consists of three concurrent flows of activity.

1. Data reduction: the researcher selected, focused, and transformed the raw data from observation transcripts and interview recordings.

Irrelevant information was discarded to focus specifically on code-switching instances. During the initial data collection, the researcher gathered a total of a 126 utterances from the classroom recordings and field notes. Through the data reduction process, irrelevant information and non code-switching interactions were discarded, resulting in 42 specific instances of code switching that were selected for further analysis

2. Data display: the data display phase involved a systematic coding process where each instance of code-switching was categorized structurally and functionally. Using Poplack's theory, the researcher examined the syntactic boundaries of the utterances to distinguish between intersentential, intrasentential, and tag switching. Simultaneously, Hoffman's theory was applied to interpret the pedagogical purpose of these switches. This was achieved by cross-referencing the classroom transcripts with the teacher's interview responses to ensure that the identified rationales, such as clarifying content or repeating for emphasis, accurately reflected the teacher's instructional intent.
3. Conclusion drawing and verification: the researcher identified the dominant patterns (such as the prevalence of intra-sentential switching) and grounded the final conclusions in the collected evidence to ensure validity

Findings and Discussions

The result of this study is discussed according to the problem of the study. The findings of the study are grouped into two sections, the first section finds the types of code-switching based on Poplack's theory, and the second section discusses the reasons for code-switching based on Hoffman's theory.

Findings

The Types of Code-Switching

During learning English in classroom, the writer found several aspects related to code-switching based on Poplack's theory. Those are: inter-

sentential switching, intra-sentential switching, and tag switching. In more detailed, each of the findings is described in the following discussion.

a. Inter Sentential Switching

Inter-sentential code-switching is switching on the sentence level. The inter-sentential switching happens when whole a sentence in a single language, which transfer to every other language within the subsequent sentence or arises on the sentence level.

(1) *"Hari ini kita belajar tentang teks prosedur. Procedure text is a text that give you instruction how to do something or how to make something."*

From the teacher's utterance above, it includes inter-sentential switching because the utterance start in Indonesian sentence and then switches to English sentence. The context of utterance above is explain about the material of procedure text. In addition, to give more understanding or explanation about the meaning from the utterance to the students.

(2) *"Jadi tidak ada subjeknya. I, you, we, they tidak ada. "*

The switching in the sentence when the utterance starts in Indonesian sentence *"Jadi tidak ada subjeknya"* and then switches to English sentence *"I, you, we, they ..."*. In this utterance, the teacher tries to clarify the material explained so that students understand better.

(3) *"Instant noodle, water, vegetables, I fried egg. Ini termasuk apa?"*

In utterance above start with the English sentence *"Instant noodle, water, vegetables, I fried egg"* then followed by *"Ini termasuk apa?"*. The context of utterance above is about explaining the material to the students. The code-switching happened is expected they can understand what the teacher is asking.

b. Intra Sentential Switching

Its occurs with two codes in one clause. Which means the speaker inserts sentences or phrases from another language into the same sentence.

(1) *"Berarti mangkoknya itu termasuk adverb of place atau tempat. "*

This utterance is also included in intra-sentential switching. In one sentence there is code-switching that occurs. "...*adverb of place atau tempat*". This utterance occurs when the teacher is giving an example of "adverb of place" with English, then clarified with Indonesian, namely "*tempat*"

(2) "*Tugasnya membuat description text tentang teman terbaik atau sahabat sampean.*"

The writer analyzes that in this utterance the teacher gives instructions to her students to make a descriptive text. Then followed by an explanation in Indonesian and Javanese "... *tentang teman terbaik atau sahabat sampean*". "*sampean*" which means in English is "*you*". The context is about the teacher giving instruction to do the task.

(3) "*Nah yang pertama pasti ada titlenya*"

This sentence includes intra sentential switching because in one sentence there is a language switch from Indonesian followed by English with the word "*titlenya*". The meaning of title in Indonesian is "*judul*". So if in one sentence it would be "*Nah yang pertama pasti ada judulnya*" In addition, this utterance occurs when the teacher is explaining the structure of procedure text.

c. Tag Switching

Tag Switching with language tags inserted into utterances in different languages. The speaker begin to evolving a sentence but places a taglike switch on the sentence to suggest emphasis or to represent what the recipient is requesting.

(1) "*1 jam itu termasuk adverb of time. Pun nggeh? Paham nggeh?*"

The writer analyzes this is also included in tag switching because the speech appears when the teacher finishes explaining the material. Then to check students' understanding, the teacher uses Javanese "*Pun nggeh? Paham nggeh?*" which in Indonesian means "*Already? Do you understand?*". From

the utterance above, it taken while the teacher making sure the students understand about the material.

(2) “ *Contohnya imperative sentence apa hayo? ”* ”

This utterance includes tag switching because there is a word insert that appears, namely the word "hayo?". The writer analyzes that the teacher is checking students' understanding after being given the material.

The data analysis reveals that intra-sentential switching is the most frequent pattern, accounting for 18 out of the 42 recorded instances. Rather than being a sign of linguistic interference, this dominance suggests a deliberate and tactical choice by the teacher to maintain instructional flow. In the 7th grade context at SMP PGRI 1 Sambef, students often experience “linguistic shock” during their transition from elementary school. By embedding English keywords within Indonesian sentence structures, the teacher provides micro-scaffolding. This allows students grasp core concepts such as specific vocabulary or instructions without being overwhelmed by complex English syntax. Essentially, the teacher keeps the “grammatical house” familiar (Indonesian) while gradually introducing new “furniture” (English terms)

The Reasons of Code-Switching

The writer conducted an analysis based on classroom data observations and interviews with English teachers to identify reasons for switching codes in teacher use in 7th grade at SMP PGRI 1 Sambeng. The detail explanation are presented in the following analysis :

a. The Data Observation

Following Hoffman's theory, the writer found that there is a reason to use switch code. Those are: talking about particular topic, interjection, repetition used for clarification, and intention of clarifying the speech content for interlocutor.

(1) Talking about particular topic

When teachers want to start explaining material, they prefer to speak in one language. However, in order to make students more interested in learning a second language, teachers try to change the language encoded in the utterances.

(a) “ *Hari ini kita belajar tentang descriptive text. Tujuannya yaitu to describe a person, a place, or thing.*”

(b) “ *Hari ini kita belajar tentang teks prosedur. Procedure text is a text that give you instruction how to do something or how to make something.*”

The reason do code-switching that the teacher gives explanation about what material will be given today by switching the two languages, that is Indonesian and English. Teacher make switching language to help students understand the lesson more deeply. This is because the students cannot understand at all if the teacher only explains in the second language. Therefore, teachers often switch between both languages for better understanding.

(2) Interjection

An interjection is a word or phrase added to a sentence to express surprise, strong emotion, or to attract attention. It takes the form of short exclamations.

(a) “ *Nah, yang pertama pasti ada titlenya*”

(b) “ *Yang pakai do/does hayo? Masih ingat?*”

In utterance (a) , it can be seen that code-switching is for interjection by inserting “*nah*”. It happened when the teacher try to explain the structure of procedure text in English but starts with Indonesian sentence. While in (b) utterance, When teacher said “*Yang pakai do/does, hayo?*”, teacher insert some filler “*hayo*” in the end of sentence to give emphasizing to the students about what she said. In addition followed by “*Masih ingat?*” its to check whether or not a student remembers previous material.

(3) Repetition used for clarification

This happens when someone wants to clarify their statement so that it can be understood. Sometimes you can use both languages you know. This utterance is repeated in different languages.

(a) "*Focus particular person or thing. Ini fokus pada apa yang dideskripsikan*"

(b) "*Using adverb of time or place. Menggunakan keterangan tempat atau waktu.*"

This repetition occurs in the teacher's utterances, making it appear as if the teacher is translating from the second language (English) to the first language (indonesian). The reason a teacher makes this switch is to clarify what the teacher said. By doing so, students will pay attention and understand. The teacher's utterance above "*Focus particular person or thing*" and then followed by "*Ini fokus pada...*". In (b) utterance, the reason for this code change is that the teacher repeats the utterance to try to clarify what she said. At first teacher said "*Using adverb of time atau place.*" Then repeated with Indonesia utterance "*Menggunakan keterangan tempat atau waktu.*". Both of the utterances above have same meaning and the teacher repeat for clarify that.

(4) Intention of clarifying the speech content for interlocutor

This indicates that the language content is fluid and that the code is repeated in the second code with minor modifications.

Student : " Bu, niki tugasnya pakai bahasa inggris?"

Teacher : " Yes of course, kan kita pelajaran bahasa inggris."

From the conversation above, it's clear that the reason for switching codes is to clarify what the student is saying. When they asked the teacher "*Bu, niki tugasnya pakai bahasa inggris?*" Then the teacher will switch between English and Indonesian to answer and explain "*Yes of course, kan kita pelajaran bahasa inggris.*"

b. The Result of Interview

In this section, the writer presented the results of analyzed interview to the English teacher in 7th grade at SMP PGRI 1 Sambeng. The writer found

three reasons why the English teacher use code-switching in the classroom interaction.

(1) The difference of student's ability in English

The teacher's utterance from the interview :

“ Karena nggak semua murid sama, nggak semua murid bisa bahasa inggris. Apalagi kan ini bahasa asing. Selain itu karena nggak terbiasa juga menurut kulo, anak-anak nggak terlalu terbiasa juga memakai bahasa inggris. Kan kadang ada yang bahasa Indonesia , kadang ada yang bahasa jawa. Apalagi yang kayak gini kan lebih mengerti lebih detail lagi setelah kita memaki bahasa Indonesia terlebih bahasa jawa itu mereka lebih paham kalau kita mengajarkan pakai bahasa itu. Jadi nggak satu bahasa saja gitu. Kalau berbahasa inggris saja mereka bisa gak faham juga apa yang kita ajarkan. ”

It can be concluded that the reason for using code-switching in the classroom is because the students have different abilities in English. Besides that, because students are not accustomed to using English. So, at the time of teaching using various languages such as Indonesian, English, and even Javanese so that they better understand what the material is taught.

(2) English as a foreign language

The teacher's utterance from interview :

“ Karena lingkungan, pasti karena lingkungan. Karena apa? Mereka nggak terbiasa ngomong seumpama kita di lingkungan terbiasa ngomong bahasa inggris pasti mereka akan terbiasa ngomong bahasa inggris. ”

In this utterance, the teacher said that the reason to use of code switching is because in their own environment they are not used to English. The teacher also likens if the environment is accustomed to speaking English, it will greatly affect us to get used to speaking English. In addition, the environment is very influential on our language skills.

(3) Transition from elementary school

The teacher's utterance :

“ Yang kedua karena peralihan juga bisa. Dari sd ke smp. Karena di sd juga kan bukan sd internasional yang setiap kali pakai bahasa inggris atau setiap berbicara pakai bahasa inggris ngoten. Jadi mereka itu masih kesulitan untuk berbicara bahasa inggris setiap harinya apalagi memahami pelajaran bahasa inggris.”

In this utterance, it is mentioned that the use of code-switching in the classroom is due to the transition from elementary to junior high school. Which their elementary school is not an international school, let alone an elementary school in a village where the average understanding of foreign languages is lower.

“ Makanya kita sebagai guru ya menyeimbangi mereka, yang penting mereka itu faham apa yang kita ajarkan. Jadi mangkanya pakai berbagai bahasa itu tadi. Bisa bahasa inggris, bahasa Indonesia, atau bahkan bisa pakai bahasa jawa juga.”

Then followed by the utterance above that the teacher must also balance the condition of the students so that the English material delivered can be understood by students well.

“Kalau dengan melihat siswa yang disini ibaratnya bahasa inggris sehari-hari saja kadang anak-anak iku lupa. Terus kadang bahasa inggris nomor aja mereka lupa. Jadi kita sebagai guru ya yooopo carane anak-anak iki faham? Mangkanya kita pakai berbagai macam bahasa itu tadi.”

The utterance above also mentions the condition of students who are still relatively low in English language skills. Even the basic material. Therefore, the teacher used code-switching to help improve the students' understanding.

Discussion

According to Poplack in (Nasution, 2018) Inter-sentential switching happened when a whole sentence transfers to every other language within the subsequent sentence or arises on the sentence level. The writer found 11 dates that match this type of code switching. Alternating sentences helps teachers convey explanations and lessons. Intra-sentential switching appeared when the code switch occurs with two codes in one clause. The writer found 18

dates for her that match this type. Factors that make use of this alternation are readily observable to facilitate access to the words discussed or related to the topic covered. Tag switching is the use of an exclamation and/or specific set words from one language in an otherwise foreign statement. The teacher regularly employed iconic switching and fillers derived from two codes. These statements were made in succession, either from English to Indonesian language. The writer found 13 of tag switching. From the data presented, more code-switching utterances with the type of intra sentential switching were found. Which is found in one sentence or clause. The writer concluded that English teachers there often use language switching during learning. Especially when giving explanations about the material.

The dominant role of intra-sentential switching in this study (18 instances) reflects a deliberate micro-scaffolding strategy used by the teacher to maintain instructional flow despite students' limited vocabulary. This aligns with Vygotsky's Zone of Proximal Development (ZPD), where the teacher builds a linguistic bridge by embedding English terms within an Indonesian syntactic frame to keep the content accessible. Additionally, using the native language effectively lowers student anxiety, supporting Krashen's Affective Filter Hypothesis during the critical transition from elementary to junior high school. These findings reinforce the work of Puspawati (2018) and Suhardianto & Afriana (2022), providing that code switching is a functional pedagogical tool rather than a sign of limited competence. Unlike higher education contexts that favor intersentential switching (Uyun, 2022), the junior high school level requires this granular approach to bridge the comprehension gap.

Based on data observations and interview results, the writer found only four of his seven reasons for code switching based on Hoffman's (1991) theory. Which are: talking about particular topic, interjection, repetition used for clarification, and intention of clarifying the speech content. The writer found 16 data of the reason of using code-switching bases on the data finding that talking about particular topic. The second reasons is interjection, the writer found 14 interjection based on data finding. The third is repetition used

for clarification, the writer only found 5 data. And the last, intention of clarifying that found by the writer only 7 data. Its different from the study by (Kartika, 2020) that only 3 reasons of code-switching that found in her study. Which are: talking about particular topic, interjection, and repetition for clarifying.

The writer also have interviewed the English teacher in 7th grade at SMP PGRI 1 Sambeng. As a result, teacher said that usually change the code during class. Switching codes are used to explain and teach materials for students. The writer also discovered why teacher are now using code switching in their classrooms. Those are: first, the difference of students ability in English. It said that the students in that school have different level proficiency. There are some students who easily understand English material and some others whose understanding of English is still low. The second reasons is English as a foreign language. From the interview, the teacher said that the code switching is used during learning because in their own environment they are not used to English. The teacher also likens if the environment is accustomed to speaking English, it will greatly affect us to get used to speaking English. But in their school, the students is not very accustomed to using English. They more often use Javanese. The last reason is transforming from elementary school. Which their elementary school is not an international school, let alone an elementary school in a village where the average understanding of foreign languages is lower.

Conclusion

The total data found is 42 utterances. In the types of code switching, 11 utterances of inter sentential switching type, 18 utterances of intra sentential switching type, and 13 utterances of tag switching type were found. From the data presented, more code-switching utterances with the type of intra sentential switching were found. Which is found in one sentence or clause. The writer concluded that English teachers there often use language switching during learning. Especially when giving explanations about the material. This is also related to the reasons for the use of code-switching

found.

Teacher rollover codes are also triggered for specific reasons. Four reasons of Hoffman's Theory deduce from the data observations . Those are : talking about particular topic, interjection, repetition used for clarification, and intention of clarifying the speech content. In the reasons for the use of code-switching in English learning activities, 16 utterances were found that belong to the category of talking about particular topic, 14 utterances of interjection, 5 utterances of repetition used for clarification, and 7 utterances of intention of clarifying. It can be concluded that the category of reasons for the use of code switching is talking about particular topic. Just like when teacher explain a material, they often use one language rather than another. But sometimes, teacher try to switch their language in their utterances to make their students learn another language. Therefore, this also relates to the type of code-switching with the highest total that has been found which is intra sentential switching.

in short, this study proves that code-switching is a strategic pedagogical tool that serves as essential scaffolding to bridge students' transitional gaps. By validating a bilingual approach, it contributes to EFL learning by lowering affective filters and ensuring content accessibility, ultimately building novice learners' confidence more effectively.

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