



THE STUDY OF CODE SWITCHING OF ENGLISH TEACHING LEARNING OF AN-NASYIIN ENGLISH COURSE IN INTERMEDIATE CLASS

¹Siti Qamariyah Ririn

¹STIE Bakti Bangsa, Pamekasan

Email: ririn@stieba.ac.id

Accepted :

28 June 2025

Published :

2 July 2025

Corresponding Author:

Siti Qamariyah Ririn

Email Corresponding :

ririn@stieba.ac.id

ABSTRACT

Student understanding plays a crucial role in the teaching and learning process. In addition to the teaching methods applied by the teacher, the language used in the classroom can significantly aid students in grasping the subject matter, especially in language learning such as English. The language used during lessons greatly influences how well students comprehend the material presented by the lecturer. When the teacher uses English entirely throughout the lesson, some students may struggle to follow and understand the content. However, in practice, some lecturers adopt a bilingual or multilingual approach, often applying the concept of code-switching. This makes it easier for students to understand the material. This study employed a qualitative approach through interviews and classroom observations to collect data. The findings reveal various types and purposes of code-switching used during classroom instruction. The main reason for using code-switching is to provide clearer explanations and help students better understand the learning material.

Keywords: *Sociolinguistic, Code Switching, Code Mixing, Bilingual, Multilingual*

1. INTRODUCTION

Humans as social beings cannot separate themselves from interaction with others, since all aspects of life are shaped through communication. One of the most vital elements in society is communication, which enables people to connect in various environments such as at home with family or at school with teachers and peers. To communicate effectively, language becomes an essential tool. In general, communication takes place through spoken and written forms, and sometimes through gestures or sign language (Thornhill-Miller et al., 2023; Azmi et al., 2024; Ditania, 2022). Both spoken and written languages can be used in either formal or informal contexts (Khanh, 2021; Lesiana et al., 2023; Putri et al., 2023). In the field of education, particularly in the teaching and learning process, language serves a crucial role in facilitating communication between teachers and students. For instance, it is needed when

teachers explain material or give instructions in the classroom.

This role of language becomes particularly significant in English learning, as seen at An-Nasyiin English Course in the intermediate class. Teachers in this context often utilize not only one language but multiple languages to make their explanations clearer and more understandable for students. These languages may include English, Indonesian, and sometimes Madurese. This multilingual approach supports Arhire (2023) which emphasizes that teachers of English do not always use their first language (L1), but may also use their second language (L2) or a foreign language to teach, thus creating a multilingual environment. Mckinney et al. (2024) further explains that multilingualism often arises from factors such as transmigration, trade, travel, and intermarriage. These factors encourage people to learn and use more than one language in

Vol 8, No 2 (2025): ESTEEM

their daily communication, which also influences language use in educational settings.

In classroom instruction, multilingual practices can be helpful for explaining complex material or giving instructions. However, full multilingual use is relatively uncommon. More frequently, English teachers adopt a bilingual approach, commonly alternating between English and Indonesian. Bilingualism is considered an important strategy in language teaching, as it helps strengthen students' comprehension and enriches their language experience (Suharyo & Nurhayati, 2021; Jaya et al., 2025). Teachers often engage in code mixing and code switching by combining or alternating between languages during instruction. According to Maftukhin (2020) and Fanani & Ma'u (2018), code mixing involves inserting a word or phrase from another language into a sentence, while Setyaningrum et al. (2022) defines it as the inclusion of foreign language elements into the base language, usually adjusted with its morphological rules. Meanwhile, code switching is the practice of alternating between languages depending on the context of conversation, such as the topic, interlocutor, or situation (Jaya et al., 2025a).

At An-Nasyiin English Course, several instructors in the intermediate class apply code mixing and code switching strategies during the teaching process. As a teacher and researcher in this course, I have observed that these strategies help students better understand the lessons. For example, a teacher may say, "Okay... no problem, gak apa-apa yang penting paham", switching from English to Indonesian to reinforce the message. In another instance, a teacher might say, "Okay... that's the area, itu kan soal area", again switching languages to aid student comprehension.

The purpose of this research is to explore the use of code switching in English teaching and learning at An-Nasyiin English Course, particularly in the intermediate class.

This study aims to identify the types and functions of code switching used by teachers and to analyze how this practice supports student understanding during the learning process.

2. LITERATURE REVIEW

Teacher

Teacher is a person who gives a particular subject or person who teaches at school (Gist et al., 2019). Actually a teacher here is someone that gives some education and teaching that has a responsibility in helping their students to reach their adulthood.

Teacher is not only someone that stand up in front of the class to delivering the subject but also teacher have to gives a good example in daily living (Carter, 2023). According to Bastian et al. (2022), there are three characteristic of teacher. First, teacher as someone that can delivering knowledge, this term is become the obligation for every teacher to mastering the subject. The second, teacher as a model to becomes a good example for student. Third, teacher have to show the solidarity and good behavior.

Sociolinguistic

The term of sociolinguistics is used generally for the study of the relationship between language and society (Brown & Yule, 2017; Chaer, 2021). Sociolinguistics here we focused on variation in language that used by society, and the variation of language it can be caused by different geographical areas, educational background, economic status and social status. These factor can be influence the language that used by society, it can be different in dialect, idiolect or accent.

All of these factors can show the ranking of linguistic from which status they come. In other word, if we want to know about someone background we only can listen their language and look how someone speaks. A basic assumption in sociolinguistics is that to complementary processes operate in the dynamic connection

between language and social factors. From one viewpoint, social differentiation among people is correlated with differences in their speech and from the other divergence in the way language is used is a gauge of social segmentation. Factors such as gender, age, class, region, race, ethnicity, and occupation frequently account for linguistic differences (Namaziandost et al., 2019).

Multilingual

Multilingual is one of important aspect in sociolinguistics that also has relation with the concept of code switching. The concept of code switching can be done because of multilingual. Multilingual in the sense that some sectors of their population speaks more than two languages. In multilingual communities, each language, each language has a particular status, one or some having greater prestige than others. Many factors contribute to linguistic ranking, including the social context of contact (Crowley, 2018).

1. Multilingual in the World

Multilingualism is both a simple description of global linguistic diversity and at the same time, a representation of the individual and group abilities that have developed because of that very diversity (de Diego-Lázaro, 2022). This statement here is shows that multilingual are develop because a linguistic diversity that show there are many languages that used in the world. So, multilingual is also develop in the world where two or more varieties have official or legal status and it is usually caused by amount of social, economic and political power. For example, in Singapore also have four official languages (English, Mandarin, Tamil and Malay).

2. Individual Attitudes and Abilities

Multilingualism is a world phenomenon, but since official or prestige status is often restricted, it is clear that attitudes towards multilingualism and language

diversity in general are important (Mckinney et al., 2024).

Bilingual

Bilingual is has same position as multilingual in this study, Bilingualism grows in many part of the world. It just a normal requirement of daily living that people speaks at least two languages. In which, when two or more languages exist in one community speaker frequently switch from one language to another language. Wardough said these various language are usually acquired naturally and unselfconsciously, and sift from one to another are made without hesitation.

According to Valdes and Figueroa suggest that bilinguals are classified by;

1. Age

Age is one of the factor that influence that use bilingual, from the first time children get their first language little by little they will open their linguistic ability. If the children have growth they will get more language include the second language, not as improbable they will use their first and second language when communication. According to James (2021) the critical period Hypothesis receives common-sense support from the popular and undifferentiated belief that children are better able to learn new languages than adults; and there is indeed no shortage of evidence that the age at which an L2 is learned can be a factor in foreign accent.

2. Ability

There are some people that have more linguistic ability than the others so they have more ability to produce more than one language. This term is also has relation with the age. According to Chun a people that get the second language when they was teenager is different with get the second language when they still children, and the differences is the ability in linguistic. When some people was teenager or adult their linguistic ability is more increasing.

3. Balance of two languages
There are some children that have two languages from the first time they get the first language. Because they have get two languages from the first time they will use two languages in communication with the others.
4. Development
Ascendant-second language is developing, recessive-one language is decreasing.
5. Context
Context where each language is acquired and used (e.g. home and school).

Bilingual is a person who has some functional ability in a second language (Bernald Spolsky: 1998). For example; if someone speaks Indonesian and English or Indonesian and Madurace it is called bilingual. If there are someone speak more than two language it is called multilingual.

Code Mixing

Code mixing is the use of both the L1 and L2 in the construction of the same sentence. Occasionally, code mixing usually used in non-formal situation among intimate people for example; between friend and friend. However, now code mixing usually used in formal situation, for example; in the classroom when teaching learning process and it is usually used by teachers when giving explanation or instruction to the student.

Another definition, code mixing is a linguistic process that incorporates material from a second language into base language adding morphological markers of the base to introduced elements (Maftukhin, 2020).

Code Mixing in Language Acquisiton

In studies of bilingual language acquisition, code mixing refers to development stage during which children mix elements of more than one language. Nearly all bilingual children go through a period in which they move from one

language to another without apparent discrimination.

Child Bilingual Code Mixing

Virtually all bilingual children code-mix within and across utterances; the former is referred to as intra-utterance mixing and the latter as inter-utterance mixing. The mixed elements can be phonological, lexical, morpho-syntactic, or pragmatic, with lexical mixing often reported to be the most common form. Learning English in Kindergarten at the age of four do not mix code more often than learners who started learning English at the age of 8 or at the age of 11 (Charolina & Zulaeha, 2019).

Child bilingual code-mixing has been examined with respect to both is grammatical-structural and it is functional properties in other words how it is structured internally and why children engage in it.

The Function of Code Mixing

In this study, code mixing some function they are to make the speaker easier in delivering message or their mind and also to make the hearer easier to understand about the message. Several code mixing cause the occurrence of code mixing;

- 1 To show solidarity
By using code mixing in some conversation can show the solidarity or familiarity between the speaker and listener.
- 2 To show prestige
By using code mixing the speaker can show their prestige or their education.
- 3 No exact idiom
In formal situation, speakers tend to mix it because there is no exact idiom in that language.
- 4 Closely of residence
Closely related to code mixing is the change that maybe found in the speech habit of a person especially in the context of immigration to urban countries or to other language areas of the country.

5 Incompetence

Code mixing suggests the speaker is mixing up the codes indiscriminately or perhaps because of incompetence.

Code Switching

Code switching is the ideal bilingual switches from one language to other language according to appropriate changes in the speech situation (interlocutor, topics, etc) but not in an unchanged situation, and certainly not within a sentence (Sulianur et al., 2022). Two types of code switching can thus be described in situational code switching, the context determine a change in language metaphorical code switching a change in the topic of conversation, in the language itself, serves to redefine the social setting. The use of code switching here is based on the certain situation when the speaking done, with whom the speaking done and where the speaking done. Generally, the use of code switching here is applied in formal situation.

Sociolinguistic Factor in Code Switching

A wide range of factors determine whether or not code switching occurs at all in a given language contact situation. From a sociolinguistic point of view, there three types of factor contribute to the form taken by code switching in a particular sentence;

1. Independent factors of particular speakers and particular circumstances in which the varieties are used, which affect all the speakers of the relevant varieties in a particular community e.g. economic “market”.
2. Directly factors related to the speakers, both as individual and as a member of variety of subgroups their competence in each variety, their social network and relationship, their attitudes and ideologies, their self-perception and others perceptions.
3. Within the conversation where code switching take place; code switching is a major conversational resource for

speakers, providing further tools to structure their discourse beyond those available to monolinguals.

Code Switching And The Brain

Bilingual speakers differ from monolingual in that they frequently switch between their languages, sometimes but not always intentionally. Learning more than one language alters both the anatomical and functional organization of the brain, and apparently not just for language. For example, point to a significant increase in grey matter density in the left inferior parietal cortex of bilinguals relative to monolingual greater with earlier L2 exposure and greater L2 fluently as a specific instance of experience dependent brain plasticity. Coggin explain volumetric increases in the anterior mid body of corpus colossum (involved in primary motor and somatosensory function) in highly proficient bilinguals as an accommodation to the increased phonemic capacity requirement of bilingual. Whatever the explanations certain region of the bilingual brain reliably differ from the monolingual brain in size and in the pattern of neural activity (Hoffman, 2019).

The Purposes of Code Switching

There are twelve over lapping purposes of code switching will know be considered;

1. Code switching may be used to emphasize a particular point in a conversation. If one word needs stressing or central in a sentence a switch may be made. Code switching is may be made when show the point of conversation and it is need more emphasizing than other words.
2. If a person does not know a word or phrase in a language, that person may substitute a word in another language. Code switching may be done if person does not know the word in one language it is can be changed to another language.
3. Words or phrase in two languages may not correspond exactly and the bilingual may switch to one language to express a

concept that has no equivalent in the cultural of the other language. For example; a French – English bilingual living in Britain may use words like “Pub” or “Bingo hall” when speaking French because there are no exact French equivalent for these words.

4. Code switching may be used to reinforce a request. For example; a teacher may repeat a command to accent and underline it (e.g. “*Taisez-vous les enfants ! be quite children !*”).
5. Repetition of phrase or passage in another language may also be used to clarify a point. Some teachers in classroom explain a concept in one language and then explain it again in another language believing that repetition adds reinforcement and completeness of understanding.
6. Code switching may be used to communicate friendship or family bonding for example; moving from the common majority language to the home language or minority language both the listener and speaker understand well.
7. Code switching is sometimes used as a way of interjecting into a conversation. A person attempting to break into a conversation may introduce a different language. Interrupting a conversation may be signaled by changing language. The message to the speakers from the listener is that ‘I would like to become involved in the conversation’.
8. Code switching may be used to ease tension and inject humor into conversation. If discussion are becoming tense in a committee the use of second language may signal a change in the ‘tune being played’.
9. Code switching often relates to a change of attitude or relationship. For example; when two people meet they may use the common majority language (e.g. Swahili or English in Kenya).
10. Code switching can also be used to exclude people from a conversation for example; when travelling on the metro (subway, underground) two people speaking English may switch to their

minority language to talk about private matters, thus excluding others from the conversation.

11. In some bilingual situations, code switching occurs regularly when certain topics are introduced (e.g. money). Spanish – English bilinguals in the South United States often switch to English to discuss money. For example, a person may say “*la consulta era* (the visit cost) *twenty dollars*”.

3. METHODS

Research Approach and Type

This study uses a qualitative approach because the focus is on analyzing the use of code switching by teachers during the teaching-learning process at An-Nasyiin English Course (ANEC), particularly in the Intermediate class. According to Patton (2020) and Tisdell et al. (2025), qualitative research seeks to understand a phenomenon by focusing on the complete picture rather than breaking it down into variables. The goal is to gain a holistic and in-depth understanding rather than numerical data analysis.

The type of research employed is descriptive qualitative research. This research is designed to obtain information about the current status of the phenomenon. According to Creswell and Creswell (2017), a descriptive approach incorporates detailed descriptions of people and places to build a narrative. A study using this method might convey a typical day in the life of an individual or environment being observed.

Subject and Object of the Research

The subject of this research is the teachers at the Intermediate class of An-Nasyiin English Course who use code switching in their classroom instruction. The object of the research is the use of code switching by the teachers during the teaching and learning process.

Sampling Technique

This research uses purposive sampling as the sampling technique. This means the researcher intentionally selects specific individuals who are considered relevant to the study. Purposive sampling is commonly used in qualitative research to ensure that the data collected is rich and directly related to the research focus.

Data Collection Techniques

To obtain valid and reliable data, the researcher uses three data collection techniques:

1) Observation

Observation is conducted by directly observing the research subjects during the teaching and learning process. Creswell (2012) defines observation as the process of gathering open-ended, firsthand information by observing people and places at a research site. In this study, the researcher uses participant observation, where the researcher is involved in the activities being observed.

2) Documentation

According to Miles and Huberman (2019), documentation consists of public and private records obtained by the researcher about a site or participants in a study. These documents can include newspapers, meeting minutes, personal journals, and letters. In this study, documentation helps the researcher understand classroom conditions when teachers apply code switching.

3) Interview

Interviews are used to gather information about the participants' opinions, beliefs, and feelings about the topic in their own words. Sugiyono (2021) states that interviews involve the researcher asking one or more participants general, open-ended questions and recording their responses. In this research, the interview technique used is an unstructured interview, where the questions are not prepared in

advance but arise naturally during the conversation. This type of interview allows for deeper and more flexible exploration of the subject matter.

Data Analysis Technique

After collecting data through observation, documentation, and interviews, the researcher analyzes the data using qualitative descriptive analysis. This involves organizing, classifying, and interpreting the collected data to identify patterns and draw conclusions related to the use of code switching by the teachers.

4. RESULTS AND DISCUSSION

The result of the analysis on the usage of code switching in teaching learning process at ANEC (An-Nasyiin English Course) especially at Intermediate class. There are some code switching that used in intermediate class by teacher in Speaking class;

- 1) *“Do you think a teaching is like imitate, meniru?”*
- 2) *“Teaching will be conscious and also unconscious, bisa berarti sadar kita mengajar bisa berarti tidak sadar bahwa kita sedang mengajar”*
- 3) *“He teaches our generation, dari dia ngajar dia bisa meneruskan berbagai macam profesi”*
- 4) *“Best teacher you have to give inspire to the student, inspire, memberikan inspirasi, memberikan suggestion, memberikan nasehat, memberikan spirit”.*
- 5) *“The study of language, kajian tentang bahasa”.*
- 6) *“Language is a habit, bahasa adalah kebiasaan bagi mereka”*
- 7) *“I know you like text message to your friend, saya tau kalian itu suka kirim pesan ke temennya tapi kalian pasti lebih suka kalau bicara langsung”*
- 8) *“You must speak up, ngomongnya itu harus tegas!”*

- 9) *"No writing, usahakan jangan banyak tulisan"*.
- 10) *"So, every students have their own aptitude or talent, jadi kebiasaan itu berbead-beda, ada yang memang bisa dalam speaking tapi gak bisa dalam tulis menulis"*.
- 11) *"And I hope that you will have no objection, you know objection? Keberatan, keberatan in bahasa Indonesia bukan in bahasa Madura"*.
- 12) *"He does not care, dia gak peduli mau gimana kek mau begitu kek"*

And also there are some code switching that are used by teacher in Vocabulary class;

- 1) *"Hello..... why was so noisy, sorry belakang mesti rame kenapa ya?"*
- 2) *"And in English, Many English word are from Latin, jadi banyak kata-kata dalam Bahasa Inggris itu sebenarnya berasal dari bahasa Latin"*
- 3) *"Or you making a phonation, anda bersuara"*.
- 4) *"Close to the tongue, berdekatan dengan lidah"*.
- 5) *"What is the different among them, apa sih perbedaan diantara mereka?"*
- 6) *"karena memang secara neture, seacra alami"*.
- 7) *"Did you have this kind of experience, punya gak pengalaman seperti ini?"*
- 8) *"Any question? Ada pertanyaan?"*
- 9) *"You must have the subject first, harus ada subjectnya dulu!"*

THE PURPOSES OF CODE SWITCHING IN CLASSROOM

The researcher focused on the purposes of the use of code switching in teaching learning process. There some purposes of code switching these are; repetition, reinforce a request and emphasize a particular point, inject humor and family bonding.

1. Repetition

Repetition of a phrase or passage in another language may also be used to clarify a point. Some teachers in classroom explain a concept in one

language and then explain it again in another language.

"Teaching will be conscious and also unconscious, bisa berarti sadar kita mengajar bisa berarti tidak sadar bahwa kita sedang mengajar".

"He teaches our generation, dari dia ngajar dia bisa meneruskan berbagai macam profesi".

"The study of language, kajian tentang bahasa".

"Language is a habit, bahasa adalah kebiasaan bagi mereka".

"I know you like text message to your friend, saya tau kalian itu suka kirim pesan ke temennya tapi kalian pasti lebih suka kalau bicara langsung".

"No writing, usahakan jangan banyak tulisan".

"So, every students have their own aptitude or talent, jadi kebiasaan itu berbead-beda, ada yang memang bisa dalam speaking tapi gak bisa dalam tulis menulis".

"And in English, Many English word are from Latin, jadi banyak kata-kata dalam Bahasa Inggris itu sebenarnya berasal dari bahasa Latin".

"Any question? Ada pertanyaan?".

"What is the different among them, apa sih perbedaan diantara mereka?".

These switching are be made to give repetition of a phrase or passage in another language.

2. Reinforce a request

Code switching may be used to reinforce a request, a teacher may repeat a command to accent and underline it.

"You must speak up, ngomongnya itu harus tegas!"

"Hello..... why was so noisy, sorry belakang mesti rame kenapa ya?"

"No writing, usahakan jangan banyak tulisan!"

"Or you making a phonation, anda bersuara".

3. Emphasize a particular point

Code switching may be used to emphasize a particular point in a

conversation. If one word needs stressing or central in a sentence a switch may be made.

“karena memang secara neture, seacara alami”.

“Do you think a teaching is like imitate, meniru?”

“Best teacher you have to give inspire to the student, inspire, memberikan inspirasi, memberikan suggestion, memberikan nasehat, memberikan spirit”.

“And I hope that you will have no objection, you know objection? Keberatan, keberatan in bahasa Indonesia bukan in bahasa Madura”.

4. Inject Humor

Code switching may be used to ease tension or inject humor into conversation. If the classroom becoming tense in a committee the use of second language in the tune being played.

“And I hope that you will have no objection, you know objection? Keberatan, keberatan in bahasa Indonesia bukan in bahasa Madura”.

5. Communicate Friendship or Family Bonding

Code switching may be used to communicate friendship or family bonding it is mean use majority language to the home language.

“He does not care, dia gak peduli mau gimana kek mau begitu kek”

Discussion

Based on the analysis of code switching used in the teaching and learning process at the Intermediate class of ANEC (An-Nasyiin English Course), it was found that teachers actively employed code switching as a communicative and pedagogical strategy, particularly in Speaking and Vocabulary classes. The switches between English and Indonesian (and occasionally to regional languages) served multiple purposes: repetition,

reinforcing requests, emphasizing certain points, injecting humor, and fostering a sense of friendship or family bonding between the teacher and students.

Firstly, the function of repetition was commonly used to clarify a message or concept. For instance, in the utterances, “Teaching will be conscious and also unconscious, bisa berarti sadar kita mengajar bisa berarti tidak sadar bahwa kita sedang mengajar” and “Language is a habit, bahasa adalah kebiasaan bagi mereka,” the teacher provided a statement in English and then repeated or clarified it in Indonesian. This practice helps students better understand the subject matter and aligns with Fanani and Ma’u (2018) view that code switching can serve as a pedagogical tool to bridge gaps in learners’ comprehension of the target language.

Secondly, reinforcing a request was also a significant purpose. The teacher often repeated commands or instructions using both languages to ensure clarity and obedience, as seen in “You must speak up, ngomongnya itu harus tegas!” and “No writing, usahakan jangan banyak tulisan.” This kind of switching serves to underline the importance of the instruction. Bhakti (2020) supports this by stating that code switching can strengthen the social meaning of speech and enhance the speaker’s authority or emphasis in instructional settings.

The third purpose was to emphasize a particular point. Code switching was used to highlight key ideas or concepts. For example, in “Best teacher you have to give inspire to the student, inspire, memberikan inspirasi, memberikan suggestion, memberikan nasehat, memberikan spirit,” the teacher not only stressed the word “inspire” but elaborated on its meaning in Indonesian to ensure it stood out to the students. This reflects Agustin (2021) assertion that one function of code switching is to emphasize certain elements in a sentence, drawing students’ attention to essential points.

Additionally, the teacher used code switching to inject humor and ease classroom tension. For instance, the statement “And I hope that you will have no objection, you

know objection? Keberatan, keberatan in Bahasa Indonesia bukan in Bahasa Madura,” was likely intended to make the students laugh and create a relaxed learning atmosphere. This aligns with Adawiah et al. (2023) view that code switching can function as a social tool for expressing emotions and creating informal, relaxed interactions in communication.

Lastly, code switching was used to communicate friendship or familial bonding. In casual expressions like “He does not care, dia gak peduli mau gimana kek mau begitu kek,” the teacher adopted an informal tone using colloquial Indonesian, which helped establish a sense of closeness and relatability with the students. This reflects Holmes and Wilson (2022) findings that code switching, especially in informal settings, can serve as a strategy to build solidarity and strengthen social bonds.

In conclusion, the use of code switching in the Intermediate class at ANEC shows that it is more than a linguistic occurrence it is an effective communicative and pedagogical strategy. It aids comprehension, reinforces important points, builds rapport, and enhances classroom interaction, making the learning experience more engaging and meaningful for students.

5. CONCLUSION

The researcher discovered the presence of code switching in the data collected from several teachers in the Intermediate class at An-Nasyiin English Course (ANEC). It was observed that some teachers applied bilingual or even multilingual approaches in the classroom. Specifically, the teachers implemented code switching while delivering explanations or providing instructions to students. The most frequent type of code switching identified was the shift from English to Indonesian. Often, teachers repeated their explanations or directions in both languages. Additionally, code switching was used to highlight important points and to reinforce commands. According to the teachers, the main purpose of employing code switching was to facilitate

student comprehension of the material and instructions.

For future research, it is recommended that further studies explore how students perceive the use of code switching in the learning process, including whether it affects their motivation, participation, and long-term language proficiency. Moreover, future research could compare the effectiveness of code switching in different skill areas such as speaking, writing, reading, and listening. It is also advisable to conduct similar studies in other English learning institutions with different levels of students (e.g., beginner, advanced) to examine whether the patterns and purposes of code switching vary depending on student proficiency and classroom context.

6. ACKNOWLEDGEMENT

In this case the English teacher should know that there are some advantages from the use of code switching in classroom. Therefore, when the teacher feels some difficulties to make the students understand the explanation when use English language completely the teacher may use code switching when teaching learning process.

7. REFERENCES

- Adawiah, R., Nasrah, N., Zamzam, N., AR, T., & S., M. (2023). Code Mixing Used By K-Pop Lovers on Social Media. *Inspiring: English Education Journal*, 6(1), 36–45. <https://doi.org/10.35905/inspiring.v6i1.4351>
- Agustin, D. N. (2021). Fenomenologi Bahasa Komunitas Kampung Arab (Studi Kasus Alih Kode dan Campur Kode Percakapan Bahasa Arab di Ampel Surabaya). *MUMTAZA: Journal of Arabic Teaching, Linguistic And Literature*, 01(1), 1–13. <https://ejournal.stibada.ac.id/index.php/mumtaza/article/view/27>
- Arhire, M. (2023). Multilingualism in the

- Romanian translation of C. N. Adichie's Purple Hibiscus: Sociolinguistic considerations. *Open Linguistics*, 9(1).
<https://doi.org/10.1515/opli-2022-0255>
- Azmi, U., Safrijal, & Rahmi, M. (2024). Analysis of 4C Skills (Critical Thinking, Creativity and Innovation, Collaboration, and Communication) of Physics Education Students In Facing the Industrial Revolution 4.0. *Jurnal Penelitian Pendidikan IPA*, 10(2), 695–703.
<https://doi.org/10.29303/jppipa.v10i2.5584>
- Bastian, A., Nasution, J. A., & Wahyuni, S. (2022). Teacher Performance Under the Influence of Training, Work Motivation and Teacher Competence. *Jurnal Pendidikan Al-Ishlah*, 14(3), 3601–3612.
<https://doi.org/10.35445/alishlah.v14i3.2189>
- Bhakti, W. P. (2020). Pergeseran Penggunaan Bahasa Jawa Ke Bahasa Indonesia Dalam Komunikasi Keluarga Di Sleman. *Jurnal Skripta*, 6(2), 28–40.
<https://doi.org/10.31316/skripta.v6i2.811>
- Brown, G., & Yule, G. (2017). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge University Press.
- Carter, J. (2023). Supporting preservice teachers to become informed teachers of reading through one-to-one tutoring in an English initial teacher education setting. *International Journal of Primary, Elementary and Early Years Education*, 51(4), 543–556.
<https://doi.org/10.1080/03004279.2021.1985578>
- Chaer, A. (2021). *Pengantar Sociolinguistik*. Rineka Cipta.
- Charolina, C., & Zulaeha, I. (2019). Single Language, Code Switching, and Code Mixing in the Banjar-Dayak Bilingual Society Family in Palangka Raya. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 8(3), 78–85.
<https://journal.unnes.ac.id/sju/index.php/seloka/article/view/35639>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Crowley, T. (2018). *An Introduction to Historical Linguistics*. University of Papua New Guinea Press.
- de Diego-Lázaro, B. (2022). Language dominance and multilingual word learning. *International Journal of Bilingual Education and Bilingualism*, 25(7), 2543–2560.
<https://doi.org/10.1080/13670050.2021.1933892>
- Ditania, S. (2022). *An Anlysys On Students' Problem In Speaking Skill Faced By The Eleventh Grade Of Social Science Of Sma Negeri 3 Pekanbaru In Academic Year 2019/2020* [Universitas Islam Riau].
<https://repository.uir.ac.id/11477/>
- Fanani, A., & Ma'u, J. A. R. Z. (2018). Code switching and code mixing in English learning process. *LingTera*, 5(1), 68–77.
<https://doi.org/10.21831/lt.v5i1.14438>
- Gist, C., Jackson, L., Nightengale-Lee, B., & Allen, K. (2019). *Culturally Responsive Pedagogy in Teacher Education*. Oxford University Press.
- Hoffman, C. (2019). *An Introduction to Bilingualism*. Routledge.
- Holmes, J., & Wilson, N. (2022). *An Introduction to Sociolinguistics*. Routledge.
<https://doi.org/10.4324/9780367821852>
- James, P. C. (2021). What Determines Student Satisfaction in an E-learning Environment? A Comprehensive

- Literature Review of Key Success Factors. *Higher Education Studies*, 11(3), 1. <https://doi.org/10.5539/hes.v11n3p1>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025a). From silent to supreme: The transformative power of project-based learning on language learners. *Multidisciplinary Reviews*, 8(8), 2025258. <https://doi.org/10.31893/multirev.2025258>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025b). Los efectos de la estrategia de aprendizaje basado en proyectos con actividad física en función del género sobre el rendimiento escolar y la confianza en sí mismos de los estudiantes. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación*, 66, 349–360. <https://doi.org/10.47197/retos.v66.110067>
- Khanh, C. G. (2021). The Effect of ICT on Learners' Speaking Skills Development. *International Journal of TESOL & Education*, 1(1), 22–29.
- Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom Interaction in Communicative Language Teaching of Secondary School. *Esteem Journal of English Education Study Programme*, 7(1), 61–71. <https://doi.org/10.31851/esteem.v7i1.12661>
- Maftukhin. (2020). *The Use of Code Switching and Code Mixing in EFL Classes*. 3(1), 245–258.
- Mckinney, C., Zavala, V., & Makoe, P. (2024). Introduction: Critical and decolonial approaches to multilingualism in global perspective. In *The Routledge Handbook of Multilingualism*.
- Miles, M. B., & Huberman, A. M. (2019). Qualitative data analysis: An expanded sourcebook, 2nd ed. In *Qualitative data analysis: An expanded sourcebook*, 2nd ed. Sage Publications, Inc.
- Namaziandost, E., Abedi, P., & Nasri, M. (2019). The Role of Gender in the Accuracy and Fluency of Iranian Upper-intermediate EFL Learners' L2 Oral Productions. *Journal of Applied Linguistics and Language Research*, 6(3), 110–123. <https://www.jallr.com/index.php/JALLR>
- Patton, M. . (2020). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage Publications.
- Putri, A. D., Jaya, A., & Marleni, M. (2023). Exploring the Students' Speaking Ability Based on Their Different Personalities. *Esteem Journal of English Education Study Programme*, 6(1), 10–16. <https://doi.org/10.31851/esteem.v6i1.10203>
- Setyaningrum, R. W., Purwati, O., & Sabgini, K. N. W. (2022). Exploring pre-service teachers of English for young learners experience: Innovations during their teaching practicum. *JEES (Journal of English Educators Society)*, 7(1). <https://doi.org/10.21070/jees.v7i1.1645>
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (A. Nuryanto (ed.); Kedua). ALFABETA, CV.
- Suharyo, & Nurhayati. (2021). *Sosiolinguistik: Pemilihan dan Pemertahanan Bahasa*. CV Tigamedia Pratama. http://doc-pak.undip.ac.id/10422/1/BukuSosiolinguistik_Pemilihan_dan_Pemertahanan_Bahasa_Suharyo_ISBN_2021_opt.pdf
- Sulianur, S., Qalyubi, I., & Sabarun, S. (2022). the Use of Code-Switching and Code-Mixing in Public Speaking Class At Higher Education Islamic. *PROJECT (Professional Journal of English Education)*, 5(4), 806–816.

Vol 8, No 2 (2025): ESTEEM

Thornhill-Miller, B., Camarda, A., Mercier, M., & Burkhardt, J.-M. (2023). Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education. *Journal of Intelligence*, 11(3), 54. <https://doi.org/10.3390/jintelligence11030054>

Tisdell, E. J., Merriam, S. B., & Struckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.