

## Code-Switching Used by The Teacher in Classroom Interaction: Sociolinguistics Perspective

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### ABSTRACT

This study aims to analyze the types and reasons for code-switching used in English learning activities. The method of this study is qualitative using a phenomenological approach. The types of code-switching for use in the classroom were observed based on Poplack's theory, and the reason for code-switching for use in the classroom was observed based on Hoffman's theory. The writer analyzed them through three steps of analysis, which are: data reduction, data display, and conclusion. The results of this study showed that code-switching utterances with the type of intra-sentential switching were mostly found by the teacher during the learning process. For the reason of code-switching, they are talking about a particular topic, interjections, repetitions used for clarification, and the intention of clarifying. The teacher also mentioned the reasons for the use of code-switching during English learning, namely the difference in student ability in English, English as a foreign language, and the transition from elementary school.

**Keywords:** Sociolinguistics; Code-switching; Learning Activities

### INTRODUCTION

Sociolinguistics is 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 language use when speaking, namely, who we are talking to, the context of the discussion, where it is occurring, and the purpose of the communication. 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 the study of language in 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 schools, senior high schools, 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, we must 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. A study by Ningsih & Luthfiyati (2020) also stated that the phenomenon of code-switching occurs in individuals who live in bilingual and multilingual communities. They found a Malinau Students in Lamongan who often exposed the use of code-switching in her utterance, namely "Siti Bakhiatus Sholikhah", using the Javanese language, Indonesian, or Malinau language used by daily of her spoken.

The study belongs to Pratiwi (2022) looks at how code-switching and mixing can reduce misunderstandings between instructors and students. Both offers also serve as a communication tool to help students learn the concepts taught and increase teaching fluency in class. 28 college students from the second semester served as the subject of the writer's study. The study belongs to Nurjannah (2021) Aims to find out the types and functions of code-switching used by students when discussing in class. The writer chooses the eleventh-grade IPS 2 as the object of her study. The study Uyun (2022) Analyzing the types of code-switching in class B fifth-semester students of the English study program at Universitas Muhammadiyah Makassar, and also to find out the reasons for using code-switching during classroom learning. The qualitative method uses data collection techniques through observation, interviews, and documentation. The results of this study concluded that the students used 63 code-switches during classroom learning, and also found several reasons why using code-switching in the classroom. The studies above can be said to examine code-switching in communication, especially speaking in English language learning in the classroom. Meanwhile, this study analyzes the types of code-switching used when learning English using Poplack's theory and the reasons for code-switching based on Hoffman's theory.

Uyun (2022) revealed that code-switching is output-based in a bilingual or multilingual community. Also, a relationship and a tactic of using two or more languages in the same utterances. It can describe various cases of changing and mixing languages (or dialects) in the same dialogue or sentence utterance. Code-switching is part of sociolinguistics. It is an increasingly concrete area of sociolinguistic behavior in public and social life. This can occur in dialogue and writing, but it happens more frequently in conversation than in writing (Uyun, 2022). It can be concluded that code-switching is the transfer of one language to another based on different grammatical rules. It occurs when a speaker completes one sentence and switches to another language. This 'shift or transition' based on another language is not only often a sentence, but also a phrase, clause, or large unit.

Yuliani & Handayani (2022) said that there are three types of code-switching. The first is situational codeswitching, which occurs when the speaker uses one language in one situation and a different language in a different situation, and 13 does not involve changing the topic. The second is metaphorical code-switching, which happens when there is a chance of the topic influencing the use of different codes. The last, namely conversational code-switching, occurs when codes are compartmentalized or politically charged and fail to define the link between code choice and social meaning explicitly.

While according to Hoffman (1991) in (Candra & Qodriani, 2019) There are four types of code-switching, which are: intra-sentential switches, inter-sentential switches, establishing continuity switches, and emblematic switching. According to (Poplack, 1980) Code-switching is divided into three types. Those are: inter-sentential switching, intra-sentential switching, and tag switching.

Inter-sentential code-switching happens when a whole sentence in a single language transfers to another language within the subsequent sentence or arises on the sentence level. Every word or sentence used in a communication is in one language. Inter-sentential code-switching happens when a whole sentence in a single language transfers to another language within the subsequent sentence or arises on the sentence level. Every word or sentence used in a communication is in one language. Intra-sentential switching occurs in two codes or one clause.

It means the speaker inserts sentences or phrases from another language into the same sentence. The speaker switches from one language to another within the same sentence (Nasution, 2018).

In the classroom, 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 switch to other languages to help the students understand the material. Based on the study conducted by (Anastasia, 2021) At UIN SUSKA Riau, the lecturers and students of the English study program use English and the 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 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) The teachers use code-switching in the classroom as a means of helping and supporting the pupils, particularly the low-level students.

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. So the teacher uses code-switching while learning English in the 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 for code-switching used by the English teacher during the learning process.

## METHOD

In conducting this study, the writer used a qualitative study approach and phenomenological method. Phenomenological research aims to find the psychological meaning of individual experiences of phenomena through a detailed study in the context of the subject's daily life. This study was conducted in the 7th grade at a junior high school.

The first thing the writer did was make observations for two meetings. Then, the conversations between teachers and students were recorded using a recording device/mobile phone. Afterward, the writer transferred the conversations between teachers and students into the script. This aims to make it easier for the writer to determine the types of code-switching used in the classroom. After making observations, the writer collected data from teacher interviews and analyzed codeswitching factors during classroom learning. The last step was to analyze all the observation results and also the interview results. After that, the writer classifies the results data, and then the conclusions can be found to answer the problem formulation. The main data is from observation in the classroom during English learning. The supporting data is from an interview. To obtain the data, the writer collected the data with the following steps: observation during the learning process and recording it, interviewing the English teacher, and analyzing what types and reasons of code-switching found during the learning process. The instruments used were smartphones or other recording devices, a list of questions, and notebooks.

This study used Miles & Huberman (2014) to analyze the data. Those are: data reduction, data display, and conclusion/verification drawing. Data reduction is making reflective notes

where the writer can write down their thoughts and explain them about the topic. In reducing the material, the writer chooses which information that appears in the interviews and observation excerpts will be emphasized, minimized, or eliminated for the benefit of the study. Data display provides an organized and compact collection of information from which conclusions can be drawn. The writer includes identification information for the Fundamentals of Speaking course in the form of teacher statements. Conclusion/verification drawing at this point, the writer extracts meaning from the information in the display. Next, the robustness and 26 verification of the data should be checked. The writer verified the veracity of the data by using triangulation strategies.

## RESULTS AND DISCUSSION

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.

### The types of code-switching

While learning English in the 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 detail, each of the findings is described in the following discussion.

#### *Inter-sentential switching*

Inter-sentential code-switching is switching on the sentence level. The inter-sentential switching happens when a whole sentence is in a single language, which transfers 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 gives you instructions on how to do something or how to make something.*
- (2) *Jadi tidak ada subjeknya. I, you, we, they tidak ada.*
- (3) *Instant noodles, water, vegetables, and 1 fried egg. Ini termasuk apa?*

Sentence (1) includes inter-sentential switching because the utterance starts in an Indonesian sentence and then switches to an English sentence. The context of the utterance above explains the material of the procedure text. In addition, to give more understanding or explanation about the meaning of the utterance to the students. In sentence (2), the switching in the sentence occurs when the utterance starts in the Indonesian sentence "*Jadi tidak ada subjeknya*" and then switches to the English sentence "*I, you, we, they ...*". In this utterance, the teacher tries to clarify the material explained so that students understand better. Sentence (3) above starts with the English sentence "*Instant noodle, water, vegetables, 1 fried egg*", then followed by "*Ini termasuk apa?*". The context of the utterance above is about explaining the material to the students. The code-switching happens as expected, and they can understand what they are asking.

#### *Intra-sentential switching*

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

- (4) *Berarti mangkoknya itu termasuk adverb of place atau tempat.*
- (5) *Tugasnya membuat description text tentang teman terbaik atau sahabat sampean.*
- (6) *Nah yang pertama pasti ada titlenya.*

In sentence (4), 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 gives an example of an "adverb of place" in English, then clarifies with Indonesian, namely "*tempat*". In the sentence (5) 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 instructing students to do the task. Sentence (6) 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 the 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 the procedure text.

### Tag switching

Tag Switching with language tags inserted into utterances in different languages. The speaker begins to evolve a sentence but places a tag-like switch on the sentence to suggest emphasis or to represent what the recipient is requesting.

- (7) *1 jam itu termasuk adverb of time. Pun nggeh? Paham nggeh?*  
(8) *Contohnya imperative sentence apa hayo?*

Sentence (7) 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 is taken while the teacher is making sure the students understand the material. The utterance sentence (8) 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.

According to Poplack (Nasution, 2018), Inter-sentential switching happens 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 appears 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 a specific set of 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 in English or in the Indonesian language. The writer found 13 instances 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.

Different from the study by (Purma & Moetia, 2023) It shows that both teachers used code-switching based on the type proposed by Poplack (2004), namely tag-switching (5%), inter-sentential switching (56%), and intra-sentential switching (38%). It can be concluded that the use of a type of inter-sentential switching is more widely used by teachers during the teaching and learning process. 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. These are: talking about a particular topic, interjection, repetition used for clarification, and the intention of clarifying the speech content. The writer found 16 data of reasons for using code-switching based on the data found when talking about a particular topic. The second reason is interjection; the writer found 14 interjections based on data findings. The third is repetition used for clarification; the writer only found 5 data points. And the last intention of clarifying that found by the writer was only 7 data. It's different from the study by (Kartika, 2020) Only 3 reasons for code-switching were found in her study. These include: talking about a particular topic, interjections, and repetition for clarification.

### **The Reasons for 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. The detailed explanations are presented in the following analysis. Following Hoffman's theory, there is a reason to use switch code. Those are talking about a particular topic, interjection, repetition used for clarification, and the intention of clarifying the speech content for the interlocutor. The teacher also mentioned the reasons for the use of code-switching during English learning, namely the difference in student ability in English, English as a foreign language, and the transition from elementary school.

#### ***Talking about a particular topic***

When teachers want to start explaining the 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.

- (9) *Hari ini kita belajar tentang descriptive text. Tujuannya yaitu to describe a person, a place, or thing.*
- (10) *Hari ini kita belajar tentang teks prosedur. Procedure text is a text that gives you instructions on how to do something or how to make something."*

The reason do code-switching is that the teacher gives an explanation about what material will be given today by switching between the two languages, that is, Indonesian and English. Teachers make switching languages 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.

#### ***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.

- (11) *Nah, yang pertama pasti ada titlenya.*
- (12) *Yang pakai do/does hayo? Masih ingat?*

In utterance (11), it can be seen that code-switching is for interjection by inserting "nah". It happened when the teacher tried to explain the structure of the procedure text in English, but started with an Indonesian sentence. In the (12) utterance, when the teacher said "Yang pakai do/does, hayo?", the teacher inserted some filler "hayo" at the end of the sentence to emphasize to the students what she said. In addition, followed by "Masih ingat?", it's to check whether or not a student remembers previous material.

#### ***The Repetition is 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.

- (13) *Focus particular person or thing. Ini fokus pada apa yang dideskripsikan.*
- (14) *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," is then followed by "Ini fokus pada...". In the (14) utterance, the reason for this code change is that

the teacher repeats the utterance to try to clarify what she said. At first, the teacher said, *"Using an adverb of time or place."* Then repeated Indonesia's utterance, *"Menggunakan keterangan tempat atau waktu."* Both of the utterances above have the same meaning, and the teacher repeats them to clarify that.

### ***The intention of clarify the speech content for the interlocutor***

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

(15) *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."*

On the other hand, three reasons were found for the English teacher's use of code-switching in classroom interaction. There are differences in student ability in English, English as a foreign language, and the transition from elementary school.

### ***The difference in students' ability in English***

The teacher's utterance from the interview:

(16) *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 that the students have different abilities in English. Besides that, 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 being taught.

### ***English as a foreign language***

The teacher's utterance from the interview :

(17) *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 for using code-switching is that in their own environment, they are not used to English. The teacher also likens that 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.

### ***Transition from elementary school***

The teacher's utterance :

(18) *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. 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.

- (19) *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 the students well.

- (20) *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 yoopo 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. This indicates that code-switching functions as a strategic tool for teachers to scaffold learning, bridging the gap between students' current language proficiency and the target language. By alternating between English, Indonesian, and sometimes local languages such as Javanese, the teacher ensures that students can follow lessons effectively, build confidence in using English, and gradually develop their linguistic competence. This adaptive approach highlights the importance of contextualizing language instruction to meet students' real needs and learning environments.

The writer also interviewed the English teacher in 7th grade at SMP PGRI 1 Sambeng. As a result, the teacher said that they usually change the code during class. Switching codes is used to explain and teach materials to students. The writer also discovered why teachers are now using code-switching in their classrooms. Those are: first, the difference in students' ability in English. It said that the students in that school have different levels of proficiency. There are some students who easily understand English material, and others whose understanding of English is still low. The second reason is English as a foreign language. In the interview, the teacher said that code-switching is used during learning because, in their own environment, they are not used to English. The teacher also likens that 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 are not very accustomed to using English. They more often use Javanese. The last reason is the transition from elementary school. 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. Related to the study by Puspawati (2018) the reason for using CS was that the teachers thought that the students' English competence was low. During the interview, all the teachers expressed that they would immediately switch to L1 when they saw that the students' L2 competence was still low and that the use of L2 only in the classroom would not facilitate learning.

## CONCLUSION

While the three types of code-switching in classroom interactions, the types of code-switching suggested by Poplack's theory are: The total data found is 42 utterances. In the types of code-switching, 11 utterances of inter inter-sentential switching type, 18 utterances of the sentential switching type, and 13 utterances of the 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.

Teacher rollover codes are also triggered for specific reasons. Four reasons for Hoffman's Theory are deduced from the data observations. Those are: 16 utterances were found to belong to the category of talking about a particular topic, 14 utterances of interjection, 5 utterances of repetition used for clarification, and 7 utterances with the intention of clarifying. It can be



concluded that the category of reasons for the use of code-switching is talking about a particular topic. Just like when teachers explain a material, they often use one language rather than another. But sometimes, teacher try to switch the language in their utterances to make their students learn another language. Therefore, this also relates to the type of codeswitching with the highest total that has been found, which is intra-sentential switching.

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