

## THE EXPLORATION OF TYPES AND REASON OF CODE-SWITCHING APPLIED IN ENGLISH LEARNING PROCESS

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### ***ABSTRACT***

*Code-switching is a linguistic feature which is used as a learning strategy in language learning process. Code-switching has been studied by some researchers in various topic. The types of code-switching used in language learning and the reason why English educators and learners apply code-switching in learning process is such an interesting topic to be discussed. This research was conducted to collect the information about types of code-switching used in English classroom at a university in Indonesia and the reasons why it was used in English language learning. A qualitative research design was applied in this study. The data was analyzed through a narrative thematic analysis. The result showed that all types of code-switching are used and the reasons why it was used were vary depend on the lecturers' and students' arguments.*

**Keywords:** *Code-Switching, Types, Reasons, University, Language Learning.*

### **INTRODUCTION**

Learning strategy is one of important things in language learning. Learning strategy is used as an assistance which help educators and learners to gain their learning goals. There are various types of learning strategy that has been applied in language learning. One of them is code-switching. According to Waris (2012), code-switching is a practice of alternating between two or more languages in a conversation. Code-switching is commonly happened among bilingual and multi-lingual people.

In a university in Indonesia, code-switching is mostly used by the English learner to help them to convey their idea or their thought, either inside or outside the classroom. Code-switching is commonly happened while the English learners in this university doing some discussions or communications. It perhaps become one of the influences which affect the use of code-switching as learning strategy in English class.

In fact, code-switching has been studied by numerous researchers who interest in linguistic and language learning. There are various studies have presented by previous researchers that have various topic. As an example, a study done by Fachriyah (2017) presented that English teacher in a university in Banten, Indonesia perceived that code-switching become a helpful strategy to promote students' engagement in learning process. According to Fachriyah (2017), the reasons why lecturers in this university applied code-switching as their learning strategy is including general communication, class management, help memorization, highlight linguistic component, clarification, repetition, explanation, etc. This shows that there are numerous reasons that affect the application of code-switching in English classroom.

Moreover, a study conducted by Nashruddin et al. (2024) presented the types of code-switching applied in English language learning, namely inter-sentential switching, intra-sentential switching, and tag-switching. Those three types of code-switching are applied in English classroom to gain the learning goals. It means that code-switching is used for some purposes, such as translation, grammatical explanation, comprehension confirmation, student motivation, and vocabulary introduction. Those purposes could be the influences that affect the use of code-switching in English language learning.

Therefore, based on the previous studies, this research is conducted in order to clarify the information and gain additional information related to the types of code-switching applied in language learning and the reason why it was applied in language learning. Hence, this research is separated into two parts. The research questions on this study are: a) What are the types of code-switching applied in English language learning? and b) Why code-switching is applied in English language learning? The objective of this study is to gain the information related to the research questions, in order to add the consideration of the English educators and learners before applying code-switching as their learning strategy in English classroom.

## **Literature Review**

Code-switching has been defined differently by numerous experts. According to Poplack (2001), code-switching is a mix of two or more languages by bilingual or multi-lingual people in a discourse, without change of interlocutor or topic. Meanwhile, Waris (2012) defined code-switching as a practice of alternating between two or more languages in a conversation. In addition, Purnama (2020) said that code-switching is the use of two or more language codes by teacher or students in classroom environment. Thus, it can be concluded that code-switching is the use of two or more language in a conversation by bilingual or multi-lingual people.

The types of code-switching have been presented by Novianti and Said (2021). On their study, Novianti and Said presented that there are three types of code-switching, namely inter-sentential switching, intra-sentential switching, and tag-switching. The definition of inter-sentential switching is a switch of language that occurs when a speaker alternates between two languages at the boundaries of sentences or clauses. Meanwhile, intra-sentential switching is defined as a switch of language that occurs when elements from two or more languages are integrated inside the equal grammatical structure of a sentence. In addition, tag-switching is a switch of language that occurs by adding brief expressions or phrases, termed "tags," from one language into a sentence primarily composed in a different language.

In addition, code-switching sometimes considered as the same linguistic phenomenon as code-mixing. However, based on the comparison between definition of intra-sentential switching from Stockwell in Fiorensera and Handayani (2021) toward the definition of code-mixing from Wardhaugh (1986), both have similarities, in which both definitions showed that the phenomenon happens when the speaker uses two or more languages within a single sentence. It means that code-mixing could be part of code-switching, in which code-mixing is similar to intra-sentential switching.

Furthermore, code-switching has been applied in language learning and perhaps will be applied in future learning process. The previous studies have presented the positive relation of code-switching application in classroom towards students' learning process. For example, Suryarini (2022) presented that code-switching could assist students in understanding English better, especially the material given in classroom. This study also presented that the students even have better confidence to speak English in classroom since they applied code-switching. Thus, the teachers involved in this study believed that code-switching could assist them in explaining material and it could save their time.

Other than that, Masna (2020) presented a study which focus on the reason of code-switching application in English classroom. On this research, the reason why code-switching could be applied in a classroom including: a) code-switching allows better understanding of the communication in positive relationship; b) code-switching can make the topic of speech and conversation easily to be conveyed, and c) code-switching establish

positive utterance and understanding in interactions. Therefore, those reason could influence the teachers' decision to apply code-switching in their language classroom.

Thus, it can be concluded that based on the previous studies, there are three types of code-switching which applied in language learning and there are some reasons of applying code-switching in language learning. To confirm that information and add some information related to the types and reason of applying code-switching in language learning, this research conducted at one of universities in Bali, Indonesia. The result and data in this research will give another consideration for language educators and learners before applying code-switching in their language learning process.

## **METHODOLOGY**

This research applies some methods to obtain the data. The method includes research design and setting, participants, instruments and tools, method of data collection, and method of data analysis. The explanations of each method are as follows.

### **Research Design and Setting**

This research applied a basic qualitative design because the focus of this research is to investigate the use of code-switching in language learning. This research explored human experience and argument which gained through interview and observation. Thus, basic qualitative research design would be an appropriate research, in which according to Clissett (2008) qualitative research is a research design that has a wide range of approach to explore human experience, behavior, perception, and motivation. In addition, this research would be conducted in a university in North Bali, Indonesia which has English language as one of their study programs. This setting suited the need of this research which the participants should be English teachers and English learners.

### **Participants**

This research involved five English lecturers and eleven English students from Faculty of Languages and Arts in this university. The participants were collected randomly by researchers. They were selected through a request of researcher, whether they willing to participate or not. Those lecturers and students were involved in observations and interviews. The researcher asked those participants to participate in observation of English classroom, and participate in interview which conducted after the observation.

### **Research Instruments and Tools**

This research used observation sheet and interview guide as the instrument of collecting data. The observation sheet was used to help researcher for collecting data in observation. The observation sheet filled with some notes consisted of key-points of the theory that has been discussed on the previous chapter, namely types of code-switching applied in language learning. Meanwhile, interview guide was used to help researcher for collecting data in interview. The interview guide was divided into two parts, including the interview guide for interviewing the lecturers and the interview guide for interviewing the students. Both parts consist of some questions related to issues that would be discussed in this research. In addition, the tools which assist researcher in collecting evidence in interview and observation are mobile phone, note-book, pen, and laptop.

### **Method of Data Collection**

The data or information in this research were collected through observation and interview. In observation, researcher applied passive-participative observation. According to Daruhadi and Sopiati (2024), there are several types of observation. One of them is passive-participative observation. This type of observation is done through attending the social life (class) directly, however the researcher does not actively participate in the activity. Meanwhile in interview, researcher do an opened interview to both lecturers and

students. Opened interview is a type of interviews which allows the participants to answer the questions freely, based on their experience. The interview was done directly or face-to-face interview. As an addition, in both observation and interview, researcher took some audiovisual in order to give evidence of data that have been collected.

### **Method of Data Analysis**

Method of data analysis used in this research was narrative thematic analysis. Butina (2015) stated that narrative thematic analysis is one of four narrative analysis which commonly used in qualitative research. According to Butina (2015), there are five steps of narrative thematic analysis. Those are:

#### 1. Organizing and preparing of data

In this step, the audio and record were transcribed immediately after those were taken. It means that the data were written based on the record to be a transcription.

#### 2. Obtaining general sense of the information

This step was done through highlighting important information. The themes were decided from the information highlighted in this step.

#### 3. Coding

This step was done manually by researcher. The researcher found the appropriate code for each information in order to make easier in grouping the transcript to the table of data/information.

#### 4. Categorizing or theming

After being coded, the data then grouped into some themes or categories. Some similar codes were put into the same category to form a cluster or a group.

#### 5. Interpreting the data

In this last step, researcher interpreted the data. It means that the researcher making meaning from the data that has been collected. The data was informed by researcher through highlighting the findings and informing them in form of written report.

## **RESULTS AND DISCUSSION**

The findings and discussion on this study would be separated. The findings were divided into two parts, according to the research questions. The first part of findings would explain about the types of code-switching used in English learning and the second part of finding would explain about the reasons of code-switching application in English learning. Then, the discussion part would discuss about the findings and the relation to the previous study.

### **Research Findings**

The findings were separated into two part. The first part explained about what types of code-switching that applied in English learning. This part would answer the first research question. Then, the second part explained why the code-switching applied in English learning. This second part would answer the second research question.

#### *1. Types of Code-Switching Used in English Learning*

Code-switching was divided into three types, namely inter-sentential switching, intra-sentential switching, and tag-switching. Based on the observation, the researcher found that all types of code-switching were applied in English learning process at the university where this research conducted. After an analysis, the data were found as follows.

##### *a. Inter-sentential Switching and Intra-sentential Switching in Explaining Material*

Based on the observation, the data showed that the English lecturer in this university mostly used inter-sentential switching and intra-sentential switching while explaining material. Meanwhile, in this learning activity, tag-switching was less used by the lecturer. This data was shown by the transcript of the observation record, such as follows.

“Alright, if you talk about “from”, I am from, it means that origin .... Ya asal asli, that is origin. .... As your present before Andra, ya, so I am from seririt katanya, so it means that origin.”

The statement above was stated by the first lecturer observed by researcher, which has code (n=1). The lecturer (n=1) indicated the use of intra-sentential switching, which can be shown from the Indonesian phrase “*Ya asal asli*”. It means that the Indonesian phrase was inserted in an English sentence. In code-switching, this is called as intra-sentential switching.

In addition, in another observation class, researcher found that the second lecturer (n=2) also indicated the use of inter-sentential switching and intra-sentential switching in language learning. The statement from lecturer (n=2) was as follows.

No, *jangan. Kan saya bilang jangan orangnya*. I know this is ganta or maybe some of you. .... *Mirip sama apa si. mirip kayak siapa ganta ini? Nah, jadi bisa*, oh he looks like..... for example *ya oke*. So, when you are describing people, *nah, jadi harus kayak, jangan sebut namanya ya!*

The statement above used some Indonesian phrases in English sentences and also used Indonesian sentence before and after English sentence which showed a switch happened. It indicates that intra-sentential switching and inter-sentential switching were used in this classroom.

The statement by lecturer (n=2) was also supported by the fifth lecturer (n=5) who said as follows,

That's why language is dynamic. It's always changing, .... Jadi, Bahasa itu dinamis. Selalu berubah sesuai dengan perkembangan jaman. .... Misalkan sekarang zamannya technology, pasti ada kata kata baru yang harus dibentuk untuk mendeskripsikan technology, so we cannot use the old words to describe this.

This statement also used both inter-sentential switching and intra-sentential switching. Therefore, it can be concluded that in explaining material to students, the lecturers in this university mostly used inter-sentential switching and intra-sentential switching rather than tag-switching.

#### *b. Inter-Sentential Switching and Intra-Sentential Switching in Giving Instruction*

Besides in explaining material, inter-sentential switching and intra-sentential switching is also used on giving instruction. Those two types of code switching were mostly used by lecturer on this activity. It is shown from the statement of lecturers in observation. For example, lecturer (n=1) said,

“When you access the e-learning and open the material enrolled, the file cannot open, *ada engga? ... Ya, try to use English!*”

That statement consists of intra-sentential switching which can be seen from the use of Indonesian phrase “*ada engga?*” amidst the English sentence. This statement also used Indonesian tag which means it also used tag-switching in this statement.

Moreover, lecturer (n=2) also used the same types of code-switching in this English learning activity. The code-switching can be seen from the statement,

“*Kita bagi menjadi 3 kelompok*. How many people in here? ... This is the instruction, *ya. Pertama*, you each group, chose one topic, *tadi sudah*. ... *Coba sekarang kalian berdiri* in line! *Yang lainnya*, please be quiet!”

That statement mostly consists of the use of inter-sentential switching and intra-sentential switching. Inter-sentential switching can be seen from the switch that happened in the first and second sentence, which was started by Indonesian and switched to English. Meanwhile, intra-sentential switching happened when the lecturer used some Indonesian phrases amidst the English sentences, such as *pertama*, *tadi sudah*, and *yang lainnya*.

Furthermore, the third lecturer in this study or lecturer (n=3) also did the same thing while giving instruction in an English class. On the observation, lecturer (n=3) said,

“Satu kelompok empat orang. One group four people, perbaris saja biar gampang!”

That statement showed that while giving instruction to students, lecturer (n=3) used inter-sentential switching. This was indicated through the switch which happened twice, from Indonesian to English, and switch again to Indonesian.

Thus, it can be deduced that inter-sentential switching and intra-sentential switching were mostly used in this learning activity. The lecturers used these both code-switching while giving instruction to their students. Meanwhile, the tag-switching was less used by lecturer on this learning activity.

c. *Intra-Sentential Switching in Doing ‘Question and Answer’*

In this learning activity, the lecturers involved in this study used intra-sentential switching rather than inter-sentential switching and tag switching. This was shown by the statement,

“What the fuction of .... *Kebiasaan*? ... Started from simple present tense. *Tau engga fungsi dari* simple present tense *itu apa*?”.

That statement was come from lecturer (n=1). On this statement, it can be seen that intra-sentential switching was used while the lecturer asked questions to the students. The use of Indonesian words and phrases indicated the use of intra-sentential switching in this statement. The Indonesian word such as ‘*kebiasaan*’ and Indonesian phrase such as ‘*tau engga fungsi dari*’ and ‘*itu apa*’ indicates the use of intra-sentential switching in asking question.

Furthermore, the code-switching also used by another lecturer (n=3) in asking question. On the observation, lecturer (n=3) said

“Maybe ada yang lain, yang mau memberikan pendapat? ... Jadi sampai sini ada yang mau ditanyakan?... not yet? Paham?”

The use of English word ‘maybe’ and English phrase ‘not yet’ indicates the use of intra-sentential switching in the statement by lecturer (n=3) above. This lecturer used those word and phrase while asking to the students related to the material. Thus, this strengthen the evidence that intra-sentential switching was used by lecturer in this university while they were doing discussion or asking questions to their students.

d. *Inter-Sentential Switching and Intra-Sentential Switching in Telling Humor, Ice-breaking, Relaxation, Story, and Motivation*

While learning English in classroom, lecturers in this university told a humor related to the learning material and motivation to the students. These two activities were done through the application of code-switching. The type of code-switching used in these activities is intra-sentential switching. This is shown in a statement from lecturer (n=1) while giving motivation to the students in a classroom. On the observation, lecturer (n=1) said,

“Ya, jadi ga perlu takut lagi belajar grammar sih, sebenarnya gampang.”.

From that statement, it can be seen that this lecturer (n=1) used intra-sentential switching while he inserted the word ‘grammar’ into an Indonesian sentence. It means that intra-sentential switching was used during giving motivation.

In addition, intra-sentential switching was also used when the lecturer telling humor in a classroom. This case happened when lecturer (n=3) said,

“So, that’s usually the name for a brand product, the word we use, *Rinso, ya!*”.

That statement consisted the used of intra-sentential switching and tag-switching. Intra-sentential switching happened when the lecturer said Indonesian brand namely ‘*Rinso*’, while tag-switching happened when the lecturer said an Indonesian tag ‘*ya*’ at the end of the statement. Thus, it can be concluded that in giving motivation and telling humor, intra-

sentential switching was used by lecturer in this university.

*e. Inter-Sentential Switching and Intra-Sentential Switching in Giving Clarification*

Giving clarification becomes one of the learning activities that was done in observation class in this university. While giving clarification to students related to the task that the students should do, the lecturer also used code switching. The types of code switching that were used in this learning activity including inter-sentential switching and intra-sentential switching. It was shown by lecturer (n=1), who said,

“So, you can say thank you for the time that given to you, and after that say the purpose for your speaking. *Kan sudah ada panduannya. ... Oh fakta, boleh.* You say the fact.”

On that statement, inter-sentential switching was used by lecturer. The inter-sentential switching was seen from the switch that happened when lecturer used Indonesian sentence ‘*Kan sudah ada panduannya. ... Oh fakta, boleh*’ after English sentence and it also closed with English sentence at the end of the statement.

In addition, another lecturer (n=2) also used the other types of code-switching while giving clarification about the task given. The statement are as follows.

*Misalkan nambahin picture-nya nah, kayak gitu. Tambahin aja. ... Nanti saya tuliskan di deskripsi (untuk) assignment-nya.”*

In this statement, the use of English words “picture” and “assignment” are used between Indonesian sentence. This showed that intra-sentential switching is used in this statement. Therefore, it can be concluded that lecturer in this university used inter-sentential switching and intra-sentential switching while clarifying assignment or task to their students.

However, based on observation, there is a lecturer found who did not used any types of code-switching in the class observed. It is the fourth lecturer (n=4). The reason why this lecturer (n=4) did not used code-switching in observed class would be investigated on the interview. The result of the interview would be explained on the next part of this study.

*2. Lecturers’ Reason of Using Code-Switching in English Learning*

After doing an observation, researcher then conducting an interview towards the lecturers and students who were involved in observation. The interview was done in order to collect some information related to the reason why lecturers and students in this university decided to use code-switching in English learning process. This part explained about the reasons why lecturers in this university used code-switching in English learning process. Meanwhile, the reason of students used code-switching in English learning process would be explained on the next part.

Based on the analysis result, there are some reasons founded about why lecturers in this university used code-switching while teaching English to their students. The reasons were divided into six different themes, in which each theme has its own categories. The themes of lecturers’ reasons are including: a) clarify of learning materials and instructions; b) students’ English proficiency challenge; c) student participation in classroom; d) teacher-student communication; e) avoid misunderstanding; and f) role of bilingual use in language learning.

Table 1. Lecturer Interview Analysis

No	Theme	Category	Excerpts Number	Participants
1.	Clarify of learning materials and instructions	Simplicity of teaching material	6	L1, L3, L5
		Emphasis of term meaning and message	4	L1, L3, L4

2.	Students' English proficiency challenge	Students' vocabulary and grammar mastery	5	L1, L3, L4, L5
		Students' speaking confidence	2	L3, L4
3.	Students' participation in classroom	Willingness of participation	2	L1, L5
4.	Teacher-student communication strategy	Strategy of communication and interaction	9	L1, L2, L3, L5
5.	Avoidance of misunderstanding	Strategy of misunderstanding reduction	3	L2, L4
6.	Role of bilingual in language learning	Benefit of bilingualism application	6	L2, L3, L4, L5
		Habit of bilingual people	6	L1, L2, L3, L4

*a. Clarify of Learning Materials and Instructions*

The clarify of learning materials and instructions theme has two categories namely simplify of teaching material and emphasis of term meaning and message. Those two categories claimed as the reasons why lecturers used code-switching in English learning. According to lecturers interviewed in this study, code-switching was used in explaining material since it helped students to understand the material easily. It was perceived by lecturer (n=1) who said,

There are two possibilities for me to use Indonesian, the first is to explain the material. When I see the students' responses are less interactive, so it is difficult for me to see whether the students understand or not. So, when I see something like that, I decide to explain material using Indonesian again, but still use English at the beginning.

That statement indicates that code-switching had been used in English learning since it could help lecturer to simplify the material which made the students easily understand the material delivered. In addition, lecturer (n=3) also claimed that code-switching was used in English learning as it could help in emphasizing the meaning of English term being used. On the interview, lecturer (n=3) said,

... for semester 5 it is 70% : 30% maybe. So, for the higher semesters there is more spontaneity because sometimes when it comes to speaking they are already okay, but sometimes there are some terms in morphosyntax that are better explained using Indonesian.

This indicates that the use of code-switching in English learning were influenced by the lecturers' belief about code-switching could help the lecturers in clarifying the learning material through simplification and emphasis.

*b. Students' English Proficiency Challenge*

Differences of students' English proficiency level be one of the reasons why lecturers decided to use code-switching in their English classroom. This theme has two categories namely students' vocabulary and grammar mastery and students' speaking confidence. This theme also influenced the lecturer (n=4) decision to not using code-switching in previous observed class. According to lecturer (n=4), differences of English proficiency and competitiveness became her consideration of applying code-switching in her classes. On the interview, this lecturer argued,

First, the specifics I'm referring to here are their English proficiency and competitiveness. Why did I say that in IKI, I use full English, in class A, I use full English, and in class B, I use code-switching? So, the consideration is the diversity of the students. However, I'm trying to keep the code-switching approach to learning a minimum. This way, we can still maintain English exposure for students.

That argument indicates that due to lack of students' English proficiency, lecturers used code-switching in English learning. This issue also affected the lecturer's perception of the second category in this theme which is about students' speaking confidence. According to lecturer (n=3), English proficiency affected students' motivation to speak English. In interview, this lecturer said,

in my opinion, yes, if it is full English, students who do not understand this are silent in class because they do not dare to speak but if they are allowed to use code-switching, usually more of them participate actively in class for the lower semesters.

That statement shows that code-switching was used by lecturer as it helps students to build up their self-esteem to speak English. It was also influenced by their English proficiency level. Therefore, it can be concluded that the students' English proficiency level which affected students' speaking confidence be the reason why code-switching applied in English learning in this university.

*c. Student Participation in Classroom*

According to the lecturer involved in this study, English proficiency level also influence the participation of the students in an English classroom. Based on the interview data, lecturers perceived that low English proficiency made students' participations in learning activity were also low. This was shown on the statement delivered by lecturer (n=5) on the interview, who said,

... for students in semester 1 because they are still in the transition period and they are still shy too, so if they want to participate but cannot deliver in English only, they are allowed to use Indonesian too and I also respond to them using Indonesian.

That statement indicates that code-switching become the impactful strategy that can be used by lecturer to increase students' participation in teaching-learning process, especially in English learning. Therefore, it also be the reason why code-switching was used in English learning process at this university.

*d. Teacher-Student Communication*

Besides to improve students' participation in a classroom, code-switching was applied by lecturer due to lack of communication among lecturer and students. Thus, code-switching was used in English learning as a communication strategy which claimed by lecturer as a useful strategy to improve the interaction between the lecturer and the students. This was shown by lecturer (n=5) who said,

... yes, whether we like it or not, sometimes we explain to check whether they understand or not, for example, the material has been delivered using English, the expectation is that they will also use English while practicing. But sometimes they understand but cannot speak it yet, so whether we like it or not, we have to give them the opportunity to switch from English to Indonesian or for example, from the activity they still don't understand, so explain it in Indonesian.

From that statement, it can be seen that lecturer in this university applied code-switching in English learning process because they perceived that code-switching could help them in doing communication with the students. It means that communication be the reason why code-switching was used in this university as a strategy to interact to each other in English learning process.

*e. Avoid Misunderstanding*

The argument related to this theme was given by lecturer (n=2) in the interview. Base on that argument, the researcher concluded that code-switching was used in English learning by the lecturer int his university because they claimed that code-switching could be helpful to avoid misunderstanding that commonly happened among the students. The statement of lecturer (n=2) is as follows.

Preventing errors or misunderstandings, for example, yesterday during the mid-term exam, the instructions were clear, namely to order the items mentioned first up to number ten, and even then, there were some students who still made mistakes, some who misunderstood the instructions, so as to prevent that from happening again, I decide to use code-switching.

That statement shows that code-switching could be used to prevent error happened in a language learning process. Since it was helpful, code-switching was applied by lecturer. On the other word, it can be concluded that code-switching was used in English learning process since it could prevent error and avoid misunderstanding happened during learning process.

#### *f. Role of Bilingual Use in Language Learning*

Bilingualism has been used in language learning since some decades ago. It means that bilingual has its role in language learning process. In this university, bilingualism also be the reason why code-switching was applied in English learning. According to the lecturer in this university, role of bilingualism which happened in code-switching gave benefit to both lecturer and students in English learning. It seems from the lecturer (n=3) argument, wo said,

For semester 1 itself, code-switching helps them to understand the topic or clarify it clearly because if it is full English, there are some who do not understand the material.... until now there is still no one who conveys it directly because they themselves may unconsciously do code-switching in class especially if they want to confirm something they do not understand about a topic they do not understand spontaneously they speak in Indonesian

It indicates that bilingualism through code-switching brings advantage or benefit toward the language learning process. It becomes the reason why code-switching was used in English learning at this university.

Furthermore, lecturer (n=4) also claimed that the habit of bilingual people also influenced the use of code-switching in language learning process. This statement was stated in interview, such as follows.

I also have a habit like that. I really want to stop doing it but I can't. Because of habit. Like that, for example. Okay, that's now I understand. Because of the habit of using it, I want to not use it, but it's a daily habit. I question myself, how many words did I say during my speech? Even to the point of making fun of myself. But I think I have the same context. Tag switching.

That statement shows that code-switching, especially tag-switching, could happen due to the habit of the lecturer as a bilingual person who commonly use two or more language to communicate. This habit was also happened while the lecturer doing English language learning. Hence, it can be deduced that habit of bilingual people also affected the use of code-switching in an English learning process besides the benefit of bilingualism itself.

#### *3. Students' Reason of Using Code-Switching in English Learning*

Besides lecturers, code-switching was also applied by students in English learning. The reason why students also used code-switching while learning English also had been investigated in interview. After an analysis, researcher found five themes that become students' reasons, in which each theme has its own category. Based on the interview, the theme made by researcher were including: a) environmental factor; b) role of bilingual in language learning; c) assistance of clarifying learning material; d) communication strategy; and e) English proficiency challenge.

Table 2. Student Interview Analysis

No.	Theme	Category	Excerpts Number	Participants
1.	Environmental factor	Environmental influences	3	M1, M3
2.	Role of bilingual in language learning	Benefit of bilingual application in language learning	7	M2, M3, M4, M5, M8, M8, M10, M11
		Habit of bilingual people	7	M1, M2, M5, M6, M7, M8, M9
3.	Assistance of clarifying learning material	Clarify the message and correct mistake	6	M2, M3, M4, M5, M9
		Simplify the material	3	M1, M7, M10
4.	Communication strategy	Conversation smoothness and blank out avoidance	6	M4, M5, M6, M7, M9
		Participation improvement in classroom	4	M1, M4, M5, M6
5.	English proficiency challenge	Lack of English skill	6	M2, M4, M10, M11

#### Note.

**M<sub>n</sub>** = Student n (label for each student that is involved in this research, n refers to the number for each student)

##### a. Environmental Factor

According to the students interviewed in this study, the environmental factor be one of the reasons that influenced students to apply code-switching in English learning. For example, the student (n=1) argued,

Just like me too, perhaps without realizing it in discussions or visible interactions in class, perhaps without realizing it because of the influence of the environment, friends and all sorts of things, the type of language used is now easier to switch between ordinary language and code-switching.

This statement shows that the influence from environment and relationship such as friend and family be the reason why code-switching was applied in English learning. The students perceived that their daily interaction which made them habitually and naturally switch their languages when communicate with their family or friends.

##### b. Role of Bilingual in Language Learning

Similar to the lecturers' reason, the role of bilingualism in language learning. According to the students' answer in the interview, the benefit of bilingual through code-switching and the habit of bilingual people be the reason why code-switching was applied in English learning process. This argument was taken from a student (n=2), who said,

In my opinion, the use of code-switching really helps me because sometimes I don't understand the sentences spoken by the lecturer because I'm only in semester 1, so the use of code-switching really helps.

This shows that code-switching was beneficial for students in English learning. Therefore, the benefit of code-switching be the reason why it was applied in language learning process. In addition, another student (n=6) also presented the argument about the reason of using code-switching in English learning. The argument is as follows,

It's not usually a given in presentations, because we're taught English, so we're explaining the material in English. But because we're used to speaking Indonesian, it seems like we'll occasionally slip in Indonesian. For example, if we're explaining something like this in English, it's inevitable that an Indonesian word will slip in.

It indicates that the use of code-switching in English learning process was also influenced by the habit of the student as a bilingual person. It made the switch happened

unconsciously in language learning process. Thus, it can be concluded that the role of bilingualism in language learning such as the benefit of bilingualism and the habit of bilingual people be the reason why code-switching used in English language learning in this university.

*c. Assistance of Clarifying Learning Material*

Based on the interview data, the assistance of code-switching in clarifying learning material be the reason of the students applying code-switching in English learning. The students perceived that code-switching helps them in clarify the material, even correct the mistake. The statement about this argument was given by student (n=2) and student (n=7). In the interview, student (n=2) said,

The reaction of lecturers or friends when we use code-switching is normal. They often even tell us what the correct words are in English. For example, we sometimes lag behind 'ketika. Well, usually lecturers tell us that 'when' is the English word for 'ketika', something like that.

Meanwhile, the student (n=7) argued,

Just like Ari, yes, I understand better, because when the lecturer explains the material, sometimes the lecturer's language is more complex, more professional, so if, for example, the lecturer explains it again in Indonesian, I understand the material better, it goes more smoothly.

Those two students' arguments indicate that code-switching could assist students in clarifying the learning material. It means that the assistance of code-switching in clarifying learning material be the reason that influence the students to apply code-switching in English language learning.

*d. Communication Strategy*

Communication in classroom be the important factor that influence the process of a language learning. Communication has close relation with the interaction and activity done in a classroom. The way how teacher and student interact in classroom through a conversation could affected by the strategy that they used. In this case, code-switching be a good communication strategy which could be a bridge for lecturer and students in this university to do learning activity and interaction in English classroom.

According to the students involved in this study, code-switching cold help them to communicate with their friends and/or lecturers, especially to avoid blank situation and made the conversation run smoothly. This argument stated by student (n=6), ho said,

In class, it's usually a mix (switch), because the atmosphere is formal. So, it's usually more or less the same, as Tiara said. To avoid blanking out, they switch the language (from English) into Indonesian. But outside of class, it's Indonesian.

That argument was supported by another student (n=1), who said,

In my opinion, the use of code-switching is very helpful for students who are still learning or developing their skills. Not all students in my department, or more specifically, in my department, can or are already truly proficient in English. Therefore, sometimes code-switching helps them understand what the lecturer is saying, and the lecturer also understands what they want to convey or what information they want to share with them. And it helps streamline interactions in learning.

Thus, from those both statements, it can be seen that the student in this university claimed the code-switching as a useful communication strategy used in English classroom. This argument becomes the students' reason of applying code-switching in English learning process at this university.

#### e. English Proficiency Challenge

As what have been mentioned previously by the lecturer, English proficiency be the challenge for both lecturer and students in a language learning process. The students in this study perceived that their English proficiency level were not good enough to understand their lecturer's explanation related to the material if it was stated in full English. They believed that applying code-switching would be helpful for them to establish their English skill and knowledge, thus they could understand the material delivered by lecturer. As an example, student (n=2) argued,

I think it's okay to use code-switching because I don't fully understand English yet, as it's not our primary language. So, a message for other students: It's okay at the beginning. Alex said it's okay to use code-switching, but in the upper semesters, we have to use English completely, like that.

The argument above shows that English proficiency becomes a big challenge in English learning process. Since their English level was not so good, they decided to apply code-switching while learning English. They believed that this would help them to improve their English skill. It means that due to their low English proficiency, code-switching was applied in English learning in order to help them get the point of explanation delivered by their lecturer.

#### **Discussion**

Code-switching is a linguistic phenomenon that commonly happened among bilingual and multi-lingual people. Code-switching has been studied by numerous researchers in various research discipline. For example, Nashruddin et al. (2024) investigated the types of code-switching in language learning. This study presented that there are three types of code-switching used in English learning, namely inter-sentential switching, intra-sentential switching, and tag-switching. Moreover, Suhardianto and Afriana (2022) presented the elements that influence the use of code-switching in classroom, including: simplicity of communicating a message, clarifying a message, underlining a point, habitual experience, and a lack of vocabulary.

In this study, code-switching was studied as a language learning strategy that has been employed in an educational university in North Bali, Indonesia. The present study explored the types of code-switching that has been used in this university and the reasons why it was used in English language learning.

The result shows that all the three types of code-switching, namely intra-sentential switching, inter-sentential switching, and tag-switching, were used in English learning process. Those three types of code-switching were applied in some learning activities by lecturers, such as explaining material, giving instruction, doing discussion, giving clarification, and teeling humor or motivation. This result was similar to the research by Nashruddin (2024) which presented the types of code-switching used in language learning.

Furthermore, this study also presented the reasons of lecturers and students applying code-switching during English learning process. Based on the interview, the result shows that there are some reasons perceived by lecturers which divided into six different themes. Each theme consists of one or more category which is the reason that claimed by lecturer. The theme includes: a) clarify of learning materials and instructions; b) students' English proficiency challenge; c) student participation in classroom; d) teacher-student communication; e) avoid misunderstanding; and f) role of bilingual use in language learning. This result is similar to the study done by Ulfah et al. (2021) which presented that disparities in status and formalities, quoting other statements or proverbs, a lack of vocabulary, students' differing levels of English proficiency, code-switching that occurs naturally or unconsciously, and assisting students in sharing their thoughts become the

reason of code-switching being applied in a language learning.

In addition, the reasons of students applied code-switching in English learning were also presented in this study. Based on the data, there were several reasons found and were divided into five themes. Each theme consists different category which become the students' reason of applying code-switching in English learning. Those themes include: a) environmental factor; b) role of bilingual in language learning; c) assistance of clarifying learning material; d) communication strategy; and e) English proficiency challenge. This finding is similar to a study conducted by Fachriyah (2017) which presented a number of reasons why code-switching applied in English learning. The reasons include: clarification, repetition, explanation, questioning, translation, assessing comprehension, highlighting linguistic components, drawing conclusions, expanding vocabulary, talking about student assignments, giving feedback, helping with memorization, class management, and general communication. However, there is a reason claimed by student in this study which is different to the previous research. It is environmental factor, which explained that the influence from the environment and relationship could affect the use of code-switching in language classroom. This also be a new information for both English educator and learner who want to apply code-switching in English learning process.

## CONCLUSION

Code-switching has been used as a learning strategy in English classroom at an educational university in Bali, Indonesia. The types of code-switching that were used in this university including inter-sentential switching, intra-sentential switching, and tag-switching. Those three kinds of code-switching were used in several learning activities, namely explaining material, giving instruction, doing 'QnA' or discussion, giving clarification, and telling story/humor/motivation/ice-breaking.

The reasons why code-switching is applied in English learning at this university were divided into two parts. First part is the reasons from lecturer, and the second part is the reason from student. The reasons from lecturers are including: clarify of learning materials and instructions, students' English proficiency challenge, student participation in classroom, teacher-student communication, avoid misunderstanding, and role of bilingual use in language learning. Meanwhile, the reasons from students are including: environmental factor, role of bilingual in language learning, assistance of clarifying learning material, communication strategy, and English proficiency challenge.

However, the observation on this research done by researcher but it mostly focused on the lecturers' point of view. Meanwhile the students' point of view did not become the point of observation. Hence, it will be better for the future researchers to focus on both lecturer and student's point of view while conducting an observation.

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