



## TEACHER’S CODE-SWITCHING IN *LITERASI BAHASA INGGRIS UTBK 2025*: A CLASSROOM DISCOURSE ANALYSIS

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**Abstract**

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*This study examined the type of code-switching by Poplack (1980) and its function by Mattsson and Burenhult (1999) in Literasi Bahasa Inggris UTBK 2025. This qualitative study explored classroom discourse and code-switching in a video of Miss Marlin teaching using descriptive research methods to analyze her utterances. Data were collected through YouTube video downloads, non-participant observation, and note-taking, with analysis guided by Miles and Huberman’s framework, focusing on data compression, visualization, and synthesis of findings related to code-switching categories. The study identified 103 code-switching data by Miss Marlin in "Literasi Bahasa Inggris UTBK 2025," with 83 intrasentential, 17 intersentential, and 3 tag-switching, primarily used to enhance student understanding. She employed all three functions of code-switching, such as topic switch (46), affective (45), and repetitive (12) demonstrating its effectiveness in clarifying complex concepts and building connections in the learning environment. In online learning, code-switching becomes even more crucial to overcome communication barriers, although reducing its use as students’ English proficiency improves is essential for fostering independent language skills.*

### I. INTRODUCTION

Classroom discourse is the way teachers and students communicate during lessons. It includes different types of speech and interaction that happen in the classroom (Rymes, 2016). One example of classroom discourse is the teacher’s speeches. The teacher’s control of the interaction is a characteristic feature of classroom discourse (Domalewska, 2015). Teachers can use different methods during lessons to help students understand the material. The success of learning depends on how well classroom discourse is managed (Ardian, 2019).

Sometimes, students struggle to understand the teacher’s explanations and need clarifications to grasp the lesson. Therefore, switching between their native language and English in the classroom is a solution for teachers to deliver English lessons effectively. (Yulandari, et. al, 2018). This practice is known as code-switching. Code-switching is when people switch between two or more languages in a conversation or sentence to support their communication (Poplack, 1980). In the classroom, code-switching is an essential tool that helps teachers help students become effective



English communicators during formal teaching and learning.

Nowadays, learning methods can be divided into online and offline learning. Offline learning involves face-to-face activities that do not need a computer or the Internet since students write directly and submit their work (Hafemann et al., 2017). In contrast, online learning connects teachers and students through an internet application, especially during the pandemic (Dağ & Geçer, 2009). Online learning requires Internet access and allows for different types of interactions. Using multimedia technology and an internet connection can change how knowledge is shared in teaching and learning. Online learning became widely used during the Covid-19 pandemic as education shifted to home-based teaching and learning. This significant change required teachers and students to adapt to remote learning using various online platforms. Popular tools like Zoom, Google Meet, and YouTube emerged to facilitate distance education (Putra et al., 2019).

One of the platforms that facilitate distance education in Indonesia is Pahamify. Pahamify is one of Indonesia's largest educational technology platforms, dedicated to helping high school students prepare for college entrance exams. It offers various resources, including live classes, videos, and

practice quizzes. For instance, the free online learning session "*Literasi dalam Bahasa Inggris SNBT UTBK 2025*" is available on the Pahamify YouTube channel every Thursday. This session allows students to engage with instructors and enhance their understanding of subjects relevant to their exam preparation.

Research on code-switching is not new; however, studies have not yet explored code-switching in the context of the Pahamify YouTube channel. Existing research includes five studies on code-switching used by English lecturers in universities (Ezemba et al., 2022; Darwis, 2024; Domalewska, 2017; Upa, 2014; Sabolla, 2023), two studies on English teachers in senior high schools (Patmasari et al., 2019; Ardian, 2019), and three studies involving foreign students (Vo, 2021; Bravo-Sotelo, 2020; Kim & Byon, 2006). This all suggests that there has never been a study of code-switching in a virtual class used by an English teacher at Literasi dalam Bahasa Inggris SNBT UTBK 2025 Pahamify Youtube Channel. All research on code-switchings does not discuss virtual English classrooms or focus on how teachers use code-switching to make communication more effective in the classroom.

## II. METHOD

This study employed a qualitative design to explore the phenomenon of classroom

discourse, explicitly focusing on code-switching in *Literasi Bahasa Inggris UTBK 2025* performed by Miss Marlin as an English teacher. Descriptive research methods addressed the research problem by gathering, classifying, evaluating, and objectively describing specific instances. The data for this research were derived from Miss Marlin's utterances in *Literasi Bahasa Inggris UTBK 2025: Recognizing Author's Tone and Text Purpose (Materi Prioritas)*. This video is one hour, nineteen minutes, and fifty-one seconds long and was published on Pahamify's YouTube channel. To collect data for this study, the researcher followed two key steps. The data were collected using the documentation method. The collection involved downloading videos from YouTube and recording the necessary conversations.

The data collection techniques employed in the present study included the observation method with non-participant observation, recording technique, and note-taking. The data analysis was guided by the framework proposed by Miles and Huberman (1994),

which outlines three critical techniques for qualitative data analysis. The first technique, data compression, involves sorting, focusing, identifying, simplifying, abstracting, and modifying relevant data to yield meaningful insights. The second technique, data visualization, entails presenting the data in various formats, such as phrases, narratives, or tables, allowing for more precise organization of the identified categories of code-switching by Poplack (1980). Finally, formulating and validating conclusions synthesizes all findings of code-switching categories proposed by Poplack (1980) and its function based on Mattsson and Burenhult's (1999) theories.

### III. RESULT

In this chapter, the writer identifies the types of teacher code-switching acts using Poplack's theory. The writer also conducted a detailed and elaborate analysis of the function of code-switching using Mattsson and Burenhult's theory. The following table clearly shows this result.

Table 1. Types and Frequency of Code-Switching

No	Types of Code-Switching	Σ
1	Intra-sentential	83
2	Inter-sentential	17
3	Tag Switching	3
Total		103

Table 2. Types and Frequency of Code Switching's function

No	Types of Code-Switching's function	Σ
1	Topic Switch Function	46
2	Affective Function	45
3	Repetitive Function	12
Total		103

## IV. DISCUSSION

### 4.1 Intrasentential

According to Poplack (1980), intra-sentential code-switching is a switch between languages within a sentence involving syntactic units of words, phrases, or clauses. In this study, intra-sentential code-switching occurred when English language elements were switched into Indonesian sentences or vice versa. The example of intrasentential code-switching occurred in the bold text of the following utterances:

Datum 1

(13.43-13.44)

Miss Marlin : Oke, kita akan masuk. Kita akan membahas dua hal: kita akan membahas ***tone*** dan kita akan membahas ***purpose***. Mungkin teman-teman sudah familiar dengan kedua hal ini.

Miss Marlin demonstrates her bilingual proficiency through intra-sentential code-switching, seamlessly inserting English

words into an Indonesian sentence. Datum 1 uses Indonesian as the base language and incorporates the English words "tone" and "purpose" into an otherwise Indonesian sentence. This form of code-switching allows her to introduce technical or academic vocabulary that is more concise, widely recognized, or contextually appropriate in English. By doing so, she makes the lesson more relevant while still maintaining accessibility for her students. This strategy reflects her ability to navigate both languages effectively, ensuring that her teaching remains inclusive while exposing students to essential English academic terminology. Such code-switching is a hallmark of bilingual education, where integrating two languages serves pedagogical and communicative goals.

In addition to intra-sentential code-switching, Miss Marlin employs topic-switching to signal shifts in focus during her lesson. For instance, she begins with a general introduction in Indonesian, such as "*Mungkin teman-teman sudah familiar dengan kedua hal ini,*" which engages students by activating their prior knowledge and creating a familiar

context. She then transitions to English when introducing key academic terms like "tone" and "purpose." This intentional switching between languages not only highlights how important these ideas are, but also helps students get used to using English in a classroom setting. Miss Marlin makes sure that students can follow the lecture without feeling overwhelmed by the new language by giving English priority for technical phrases and using Indonesian for more general explanations and transitions. This method promotes understanding and a progressive introduction to English terms, demonstrating her awareness of her student's linguistic needs.

The topic-switching function proposed by Mattson and Burenhult (1999), where a change in language serves to highlight new content or signify a shift in instructional focus, is consistent with this type of strategic code-switching. Miss Marlin skillfully and clearly draws her students' attention to important ideas by switching between Indonesian and English. All students, regardless of their level of English proficiency, can follow the material and expectations due to the usage of Indonesian, which also serves to reinforce instructions. Students get comfortable with academic terminology, which is frequently provided in English in international situations when

important words are switched to English. In addition to improving students' comprehension of the course, this diverse approach gets them ready for future academic or professional contexts where English is frequently used. Therefore, Miss Marlin's use of code-switching serves as a bridge to multilingual literacy as well as a learning tool, ensuring that her students gain from the benefits of both languages.

#### 4.2 Intersentential

According to Poplack (1980), intra-sentential code-switching is a switch between languages within a sentence involving syntactic units of words, phrases, or clauses. In other words, the inter-sentential type of code-switching transfers the form of an English clause or sentence into Indonesian or vice versa. The example of intersentential code-switching occurred in the bold text of the following utterances:

Datum 3

(52.37-52.42)

Miss Marlin :“Teman-teman, benefitnya tuh bukan cuma...oh kelasnya lebih panjang. ***No, it's definitely more than that.***”

Miss Marlin demonstrates inter-sentential code-switching in Datum 2 by alternating between Indonesian and English,

with English functioning as the insert language and Indonesian as the base language. This kind of code-switching is seen in the change from the Indonesian statement, "*Teman-teman, benefitnya tuh bukan cuma...oh kelasnya lebih panjang,*" to the English sentence, "No, it's definitely more than that." This utterance occurs within the context of an English learning session, where Miss Marlin encourages her students to attend a free live class hosted by Pahamify. By switching from Indonesian to English, she makes sure that her point is understood by the students. She emphasizes the extra advantages of the class while keeping a conversational and interesting tone by using English in her explanation. Her capacity to move between languages with smoothly is demonstrated by the use of inter-sentential code-switching, which meets the bilingual needs of her students.

This example of code-switching also illustrates the repeating function as described by Mattsson and Burenhult (1999). The repeated function occurs when a teacher communicates a message in one language and after that emphasizes it in another to guarantee understanding or highlight its significance. Miss Marlin initially articulates in Indonesian, "*Teman-teman, benefitnya tuh bukan cuma...oh kelasnya lebih panjang,*"

and subsequently emphasizes the concept in English, "No, it's definitely more than that."

In this way, she emphasizes how important her message is and makes sure that kids with different levels of language skills understand it. Not only does the change to English make her point clearer, it also stresses that going to class is beneficial in more ways than just how long it is. This repetition in two languages helps her kids understand the idea better, which makes her communication more accessible to everyone.

This example of code-switching shows the practical and situational parts of speaking two languages in the classroom, in addition to its repetitive purpose. Miss Marlin's effective switch between Indonesian and English helps all of her students, even those who don't speak English as their first language, learn together. The bilingual method makes sure that key ideas are easy for students who are more comfortable with one language to understand. Also, using English in this situation fits with educational and career requirements around the world, where English is seen as a way to get more information and chances. By bridging cultural and linguistic gaps, this dual-language approach also makes students feel like they belong and gets them involved. All students, no matter what level of proficiency they have, are encouraged to participate. Miss Marlin's



skill at balancing clarity, inclusivity, and the promotion of English academic terms improves the learning experience as a whole. This shows how language and teaching interact in a multicultural classroom. By moving between languages, she not only gets her point across clearly, but she also shows how important it is to be bilingual as a way to learn and communicate.

#### 4.2 Tag Switching

According to Poplack (1980), Tag switching is belonging to a unit of free elements contained in the language in a question or statement sentence. Tag code-switching occurs when a code-switcher uses a short expression of one language into another at the end of their utterance. The example of tag switching occurred in the bold text of the following utterances:

Datum 5

(52.52-52.55)

Miss Marlin : “Eh, teman-teman bisa belajar konsep dan latihan soal sama kita, **Rockstar Teacher.**”

Tag switching, a form of code-switching where brief phrases or tags from one language are inserted into speech predominantly in another, is evident in Miss Marlin's use of the Indonesian expression “Eh, teman-teman” followed by the English

phrase “Rockstar Teacher.” This instance of tag-switching serves multiple pragmatic and affective functions, enhancing communication and fostering a positive classroom environment. By addressing her students as “*teman-teman*,” Miss Marlin conveys a sense of familiarity and inclusion, effectively creating a warm and friendly atmosphere. Using the Indonesian word, which is culturally relevant to her children, helps build relationships and a sense of community. The next English tag, “Rockstar Teacher,” encourages the conversation and makes her message more exciting and enthusiastic. This mix of languages shows that she is fluent in two languages and can change how she talks to interest her students. In this case, the affective function of code-switching that Mattson and Burenhult (1999) describe is very important. Code-switching can help people feel more connected to each other and build relationships, which is especially important in a school. Miss Marlin's use of “Eh, teman-teman” fits with the affective function because it makes her students feel like they belong and are part of a group. The casual and welcoming tone of the Indonesian phrase makes the classroom a safe place where students feel respected and connected. By adding the English word “Rockstar Teacher” after this, she adds something motivating and inspiring that gets

heart with her students. That combination of linguistic features helps her build a close and supportive relationship with her students, which is important for keeping them interested and helping them learn properly.

Using Indonesian as the main language makes it easier for people to understand and provides cultural knowledge. Adding English tags like "Rockstar Teacher" grabs the students' attention and shows how excited she is to teach. This method not only makes the conversation more interesting, but it also shows how well Miss Marlin knows her students' language and cultural backgrounds. She builds stronger connections with her students and makes the classroom a more supportive and stimulating place by using the affective function of code-switching.

#### IV. CONCLUSION

The analysis reveals that Miss Marlin, as an English Teacher in Literasi Bahasa Inggris UTBK 2025, utilized code-switching in 103 cases. In this study, she employs various forms of code-switching as outlined in Poplack's (1980) theory, including eighty-three (83) cases of intrasentential switching, seventeen (17) cases of intersentential switching, and three (3) cases of tag switching. Miss Marlin predominantly engages in intrasentential code-switching. Miss Marlin employs them to deliver clear

and effective explanations to her students. She effectively employs the full range of code-switching functions as outlined in Mattsson and Burenhult's (1999) theory: forty-six (46) topic switch functions, forty-five (45) affective functions, and twelve (12) repetitive functions. She frequently utilizes topic switch functions. Intrasentential code-switching stands out as the most common code-switching used, with 83 cases recorded. This approach enables her to effortlessly blend elements from both languages into a single sentence. This method effectively conveys explanations, clarifies intricate concepts, and guarantees that students understand the material presented. Code-switching serves as an effective tool for enhancing understanding and connecting the linguistic divide between English and a student's native language, especially in situations where students are in the process of improving their English skills. Additionally, the research highlights the functional roles of code-switching, drawing on the theory proposed by Mattsson and Burenhult (1999). Miss Marlin effectively employs all three aspects of code-switching: topic switch, affective, and repetitive functions. The topic switch function stands out as the most common, appearing 46 times. It enables her to tailor her language to the subject matter, frequently transitioning to Indonesian to clarify grammar rules or delve





into intricate concepts. Affective functions, appearing 45 times, showcase her strategic use of code-switching to convey emotions, foster connections, and develop an encouraging learning atmosphere. Finally, repetitive functions (12 cases) serve to highlight and strengthen key points by reiterating information in both languages. These functions together illustrate that code-switching acts as both a linguistic instrument and a teaching strategy, boosting students' comprehension and involvement. In the field of online learning, the importance of code-switching has risen significantly. The transition from conventional classroom instruction to online platforms introduces fresh challenges, including reduced in-person interaction and possible communication obstacles. In virtual classrooms, educators often utilize code-switching more regularly to enhance understanding and keep students engaged. For instance, Miss Marlin may incorporate intrasentential code-switching in her video lectures or live sessions to clarify abstract concepts, while tag-switching could be utilized to enhance emphasis or create a more conversational atmosphere. As students enhance their English proficiency, it is crucial to reduce code-switching to encourage more thoroughly immersion in the language and optimize language acquisition. Teachers may encourage greater confidence and fluency in

English by gradually decreasing dependence on the student's native language, especially in advanced-level classes, whether in physical classrooms or virtual learning environments. This combined strategy highlights the necessity of integrating impactful teaching with the development of individual language abilities in today's varied and developing educational environments.

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