Code-Switching As A Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella. S. Het.al

CODE-SWITCHING AS A PEDAGOGICAL STRATEGY: INSIGHTS FROM ENGLISH DISCUSSION LEARNING IN INDONESIAN SENIOR HIGH SCHOOL

Siti Hafni Kastella[1*], Hasnani[2], Sukmawati[3], Muliaty Ibrahim[4]

[1,2,3,4]*Megarezky University, English Department, Faculty of Teacher Training and Education, Makassar, Indonesia*
*[*1]hafnikastella@gmail.com [2]hasnani@unimerz.ac.id [3]sukmar.dilla@unimerz.ac.id*
[4]muliatyibrahim17@unimerz.ac.id

ABSTRACT

In daily communication, some individuals struggle to express their ideas due to language limitations. As a result, they often resort to code-switching. This phenomenon is also observed among students learning English. This study aimed to analyze the types and functions of code-switching used in English discussion-based learning. A qualitative descriptive method was employed in this research. The participants were 36 eleventh-grade students from the Language Class. Data were collected through observation and interviews. The findings revealed that students used three types of code-switching during discussions: intra-sentential switching, inter-sentential switching, and tag switching. Among these, intra-sentential switching was the most frequently used. Furthermore, the study identified four main functions of code-switching during discussions: emphasizing a point, substituting unknown words, reinforcing requests, and clarifying a point. The analysis indicated that the primary reason for code-switching was students' limited English vocabulary. Additional linguistic challenges included poor grammar, unclear pronunciation, and a general lack of fluency in English. Consequently, code-switching plays a crucial role in the learning process, as it helps students better understand the material being discussed.
Keywords: *Discussion Learning, Function of Code-Switching, Type of Code-Switching*

ABSTRAK

Dalam komunikasi sehari-hari, beberapa orang kesulitan untuk mengekspresikan ide-ide mereka karena keterbatasan bahasa. Akibatnya, mereka sering menggunakan alih kode. Fenomena ini juga terjadi di kalangan siswa yang sedang belajar bahasa Inggris. Penelitian ini bertujuan untuk menganalisis jenis dan fungsi alih kode yang digunakan dalam pembelajaran bahasa Inggris berbasis diskusi. Metode deskriptif kualitatif digunakan dalam penelitian ini. Partisipan penelitian ini adalah 36 siswa kelas sebelas dari Kelas Bahasa. Data dikumpulkan melalui observasi dan wawancara. Temuan menunjukkan bahwa siswa menggunakan tiga jenis alih kode selama diskusi: intra-sentential switching, inter-sentential switching, dan tag switching. Di antara ketiganya, peralihan intra-sentensial adalah yang paling sering digunakan. Selain itu, penelitian ini mengidentifikasi empat fungsi utama alih kode selama diskusi: menekankan suatu poin, mengganti kata-kata yang tidak diketahui, memperkuat permintaan, dan mengklarifikasi suatu poin. Analisis menunjukkan bahwa alasan utama alih kode adalah keterbatasan kosakata bahasa Inggris siswa. Tantangan linguistik tambahan termasuk tata bahasa yang buruk, pinguecula yang tidak jelas, dan kurangnya kefasihan dalam bahasa Inggris. Oleh karena itu, alih kode memainkan peran penting dalam proses pembelajaran, karena membantu siswa untuk lebih memahami materi yang sedang dibahas.
Kata kunci: *Fungsi Alih Kode, Pembelajaran Diskusi, Tipe Alih Kode.*

How to cite: Kastella, S. H., Hasnani, H., Sukmawati, S., & Ibrahim, M. (2025). Code-Switching as a Pedagogical Strategy: Insights from English Discussion Learning in Indonesian Senior High School. *ELITE: English and Literature Journal,12(1), 131-146.*

INTRODUCTION

Language is an essential tool of communication (Hutajulu & Herman, 2019). Nowadays, combining two or more languages in daily conversation is not uncommon. People can use two languages to express what they want to say to others. People may be inclined to switch from one language to another, as in the case of Indonesian English. According to Wilda et al. (2023), Indonesians who live in a bilingual or even multilingual society can switch codes in daily communication, such as in school, university, and other public educational institutions. This phenomenon is called code-switching. Novianti and Said (2021) stated that code-switching is the process of transitioning from one language variety to another. In daily communication, sometimes some people find it difficult to express their ideas because of language limitations. So, they like to use code-switching.

According to Ria Zenitha (2020), code-switching is a component of sociolinguistics. People typically switch languages based on their social situations. Besides, code-switching occurs not only in social situations but also in the classroom (Mauliddiyah et al., 2020). In a classroom context, code-switching is used by teachers and students in the learning process, including in English classrooms. In addition, Adriosh & Razı (2019) said that students used code-switching to ask questions, explain their lack of L2 abilities, and offer peer assistance. Dendup in Kumar et al. (2021), also claims that code-switching occurs among learners who are not fluent in their language.

Several researchers have explored the phenomenon of code-switching. One such study by Mauliddiyah et al. (2020), titled *"The Use of Code-Switching in the EFL Classroom of First-Grade at Junior High School"* aimed to examine the contexts in which code-switching occurs in English language classes. The findings revealed that it often appeared during commenting, asking and answering questions, and initiating or managing discussions. The researchers concluded that code-switching contributed positively to classroom interaction, particularly when used by teachers to support and encourage students. Another investigation by Nurjannah (2021) focused on identifying the types and functions of code-switching employed by students in classroom discussions. The analysis highlighted three main types: inter-sentential, intra-sentential, and tag switching. Additionally, four communicative functions emerged—emphasizing a point, reinforcing a request, expressing familiarity or social bonding, and alleviating tension or adding humor. A related work by Idana (2021) emphasized the strategic use of code-switching by educators as an effective tool in language instruction. It was used not only to support comprehension but also to maintain the flow of conversation and facilitate classroom communication.

Based on the findings above, the difference between the previous research and this research is that most previous researchers analyzed the interactions between teachers and students in the classroom. The previous studies used different theories to analyze the function of code-switching, such as the theory from Javis & Robinson and Mattson & Burenhult. However, during the analysis, this research used Baker's theory to analyze the functions of code-switching in the discussion process. Previous researchers focused on the types, contexts, reasons, or factors for using code-switching. Meanwhile, this research focused on analyzing the types and functions of code-

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

switching used by the eleventh grade of Language students at SMAN 14 Gowa in discussion learning.

Code-switching is a linguistic phenomenon frequently observed in informal spoken discourse but is seldom utilized in written communication. This distinction is supported by findings reported in Ni Putu Trisna (2017), which reveal that students infrequently engage in code-switching in written contexts, although they often do so during verbal interactions. In the context of English as a Foreign Language (EFL) classroom, code-switching is commonly employed by students throughout the learning process. This practice often arises in response to difficulties in understanding English-only instructional content, which may lead to confusion, decreased motivation, or disengagement (Gerungan et al., 2021). As a result, code-switching functions as a pedagogical strategy that facilitates comprehension and promotes learner engagement within the classroom setting.

Code-switching occurs in classroom activities that can push students' bravery, when they do not want or find it difficult to utilize English in the classroom, especially during communication activities, usually in multilingual communities (Mauliddiyah et al., 2020). This phenomenon is like what happened to the eleventh grade of Language students at SMA Negeri 14 Gowa. The students always use code-switching in the English classroom, especially in discussion learning, because they have not mastered English. Based on the preliminary observation that was conducted by the researcher at SMA Negeri 14 Gowa during the practice teaching (PPL) on October 9 – December 12, 2023, especially the eleventh grade of Language students, most of the material in learning process used in discussion which is very potential to find out the student preference towards the use of code-switching in their speaking performance.

Based on the phenomena above, this research aimed to discover the types of code-switching and the functions of code-switching used by the eleventh grade of Language students in English discussion learning at SMAN 14 Gowa. For that reason, the researcher was interested in discussing the results of this problem. It also hopes to show the positive results for teachers and students in teaching and learning English.

LITERATURE REVIEW

Code-Switching

Code-switching is the change or switch from one language to another language during a conversation and often develops in bilingual or multilingual communities (Larasani & Sadia, 2019). When bilinguals interact with people from different societies, they must choose appropriate languages based on their language repertoire (Dweik & Qawar, 2015). The speaker must decide on appropriate language when conversing with people from a certain background (Azira et al., 2023).

In addition, according to Milroy and Musken in Mahdi & Almalki (2019), code-switching is the alternative used by bilinguals of two or more languages in the same conversation. This statement is supported by Poplack in Saraswati (2016), code-switching is the act of switching between two languages within a single discourse, sentence, or element. As Hoffman in Juvrianto CJ (2018) stated code-switching is the act of alternately using two languages or linguistic varieties inside an utterance or throughout a single conversation. These days, code-switching in everyday conversation is a frequent occurrence. To facilitate the transfer of information, people will choose to communicate in a language that is easily understood by the other person when they are

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

interacting (Natalia, 2022). This is similar to Skiba in Rahmanika (2023) stated that code-switching aids senders in efficiently transferring information to recipients.

Furthermore, in the English learning process, students usually use code-switching. According to B. Villarin & A. Emperador (2023), stated that students transformed languages because of word loss, comfort, and a lack of familiarity with English terms or phrases. This is in line with Muthusamy et al. (2020), who argued that students switched languages due to the absence of identical words in English and ignorance of the equivalent English term or phrase. This is as said by Mauliddiyah et al. (2020) when students find it difficult to use English in the classroom, particularly during communication activities, code-switching occurs in classroom activities that have the potential to inspire bravery in them.

According to Poplack in Pharamita et al., (2021), there were three types of code-switching, namely; intra-sentential, inter-sentential, and tag switching. Intra-sentential switching is code-switching that takes place inside a clause, sentence boundary, or even word. It shows that speakers change their language within a single sentence. For example, "*Mmm, I agree with your opinion, expressing hopes adalah mengekspresikan harapan, and hopes are used when we express our wishes for the future.*" The switch happens in the middle from English to Indonesian and back to English again — all within one sentence. Furthermore, inter-sentential switching is the process of switching to a new language at the beginning of a sentence after a sentence in the previous language has been completed. For example, "*Dalam pengertian tadi ada kata substitute. Now find the meaning of substitute in your dictionary.*" The switch happens between the first and second sentence from Indonesian to English. Meanwhile, tag switching occurs when a speaker adds short expressions (tags) in a sentence from one language to another. For example, "*Tomorrow we will go to market, kan?*"

Besides that, Baker in Mareva (2016) identifies the following functions of code-switching:

To emphasize a point. This often occurs when a speaker, while using one language, switches to another to highlight the importance of the message being conveyed. For instance, during a speech delivered in Indonesian, the speaker might switch to English when expressing a critical idea to draw the listener's attention and add emphasis. An example of this could be: *"Kita harus bekerja keras dan tidak boleh menyerah. Remember, success doesn't come easy."* The shift to English in *"Remember, success doesn't come easy"* serves to underscore the significance of the statement.

To substitute a word in place of an unknown word in the target language. For instance, in the process of learning English, when a student attempts to explain the material being studied but does not know the appropriate English words or phrases, they may switch to their native language to express the intended meaning more effectively. This linguistic shift helps them maintain the flow of communication despite their limited vocabulary in the target language. For example, a student might say, *"The character in the story feels very kecewa because his friend lied to him,"* using the Indonesian word *"kecewa"* ("disappointed") because they are unsure of the correct English term.

To express a concept that has no equivalent in the culture of the other language. Another function of code-switching is to express a concept that has no direct equivalent in the culture or language being used. In such cases, speakers may switch to their native language to refer to culturally specific terms, traditions, or practices that are difficult to translate accurately. This is particularly common in language learning settings, where students attempt to share ideas or experiences that are deeply rooted in their own cultural context. For example, during an English

discussion in class, a student might say, *"In my village, we celebrate something like Thanksgiving, but it's called selamatan, and it's a tradition where families gather and pray for safety and blessings."* The term *selamatan* is retained in Indonesian because there is no exact English equivalent that captures its full cultural and religious significance.

To reinforce a request. Code-switching may also serve the function of reinforcing a request, particularly in instructional or interactive settings such as the classroom. In this context, a speaker may switch languages to add emphasis, ensure clarity, or appeal to the listener's understanding or cooperation. This strategy is commonly used by students or teachers who want to make their request more persuasive or urgent. For example, in an English classroom, a student might say, *"Can you please explain that again, Bu, saya benar-benar tidak mengerti,"* switching to Indonesian for *"saya benar-benar tidak mengerti"* ("I really don't understand") to strengthen the appeal for help and convey sincerity more effectively.

To clarify a point. Code-switching can also function as a strategy to clarify a point, particularly in educational settings where language learners may struggle to fully comprehend or express complex ideas in the target language. In such cases, switching to the native language allows the speaker to restate or elaborate on a concept to ensure better understanding among peers or the teacher. This is especially helpful during class discussions, where clarity is essential for effective communication. For example, a student might say during an English discussion, *"The main character feels isolated—dia merasa sendiri karena tidak ada yang mau bicara dengannya,"* switching to Indonesian for *"dia merasa sendiri karena tidak ada yang mau bicara dengannya"* ("he feels alone because no one wants to talk to him") to provide further explanation and support the original point.

To express identity and to communicate friendship. Code-switching may also serve social functions, such as expressing identity and communicating friendship. In multilingual settings, language choice can reflect a speaker's cultural background, group membership, or emotional connection with peers. Students may switch between languages not only for linguistic necessity but also to reinforce social bonds and create a sense of solidarity. In an English classroom, for instance, a student might say, *"That's a good idea, bro. Tapi kamu yakin bisa presentasi tanpa persiapan?"* Here, the switch to Indonesian in *"Tapi kamu yakin bisa presentasi tanpa persiapan?"* ("But are you sure you can present without preparation?") signals a relaxed, familiar tone that reflects both the student's cultural identity and their informal, friendly relationship with the listener.

To ease tension and to create humor. Another pragmatic function of code-switching is to ease tension and create humor in social interactions. In classroom settings, particularly during language learning, students may switch between languages to make light-hearted comments, reduce anxiety, or diffuse potentially awkward situations. Humor, when conveyed through familiar language, can foster a relaxed atmosphere and strengthen peer relationships. For example, during an English group discussion where a student forgets their lines while presenting, they might say, *"Sorry, I forgot what to say... aduh, otakku nge-blank!"* The switch to Indonesian in *"aduh, otakku nge-blank"* ("oh no, my brain just blanked out") adds humor to the situation and helps reduce the pressure, making the environment more supportive and less intimidating.

To introduce certain topics. One way to discuss specific issues is by code-switching. When particular topics are introduced, code-switching can happen frequently in some bilingual settings.

For example, when two individuals interact in public using Indonesian, but when discussing private concerns, they switch to the local language.

Based on some definitions provided above, it can be concluded that code-switching is a phenomenon that occurs in bilingual and multilingual societies where the speaker has the option to use or switch between multiple languages in a single utterance or conversation.

Discussion Learning

The discussion method is a manner of presenting or delivering material or information in which the teacher gives students a chance to hold scientific discussions to elicit viewpoints, draw conclusions, or develop several possible solutions to an issue (Guslinda & Munjiatun, 2021). The discussion is essentially the regular sharing of knowledge, insights, and experiences to gain a deeper and more comprehensive understanding of a subject or formulate and complete consensus judgments (Agustina et al., 2018).

According to Dorgu & Ekeke (2018)Discussion can also help students learn how to think critically, as they acquire knowledge, comprehend ideas, and apply their interpretations to their surroundings or new situations. Besides that, discussion also fosters the development of positive scientific attitudes, such as tolerance for differing viewpoints, rejection of faulty or incomplete evidence, avoidance of rash decisions, astute listening, clear speaking, cooperative and democratic participation, and so forth.

Furthermore, based on the curriculum in Indonesia, the teaching strategy utilized in the learning activities stimulates student participation in the process of learning. The teaching strategies used in learning activities must stimulate student participation in the learning process. In this case, the use of discussion techniques as a learning model can provide opportunities for students to play an active role (Gainau et al., 2022). Therefore, it is important to observe student activity because it is a fundamental component of the curriculum learning model that is needed in the learning process. This is in line with the study conducted by Wahyuni & Yusnarti (2020), they stated that students are expected to participate actively in the teaching and learning process. Therefore, students should train their courage before expressing their opinions or thoughts in a conversation. so that students feel safe, secure, or comfortable when speaking in front of their friends in class.

Based on the explanation above, it can be concluded that discussion learning is a good learning method to apply because it can train students' courage and provide opportunities for students to think clearly about the information received in class so that they are able to solve the problems discussed.

RESEARCH METHODS

Research Design

This research used qualitative descriptive research. According to Bogdan and Taylor in Rosmiaty et al., (2020), they stated that qualitative research is a research process that produces descriptive data in written or spoken form, from the individuals and behaviors under investigation. Meanwhile, Lofland stated that the main data sources in qualitative research were words, actions, and also supported documents (Farrima et al., 2020). Furthermore, Nawawi and Martini in Syam et al., (2018) argued that descriptive methods are a type of problem-solving approach that characterizes the current condition of the study object based on facts that are seen or presented as they are. They proposed that a different term for qualitative research is naturalistic research or

a study that possesses a particular quality. The reason for this is that the research data was presented in their original, unaltered form, without the use of symbols or numbers.

Based on the explanation above, the researcher concluded that this approach would be a systematic and intensive data collection process to gain knowledge about code-switching used by the eleventh-grade students of Language in English discussion learning at SMA Negeri 14 Gowa.

Subject of Research

The participants of this study comprised the eleventh-grade Language class at SMA Negeri 14 Gowa, consisting of thirty-six students, including twenty-three females and thirteen males. This particular class was selected as the focus of the research due to the frequent occurrence of code-switching observed during English language instruction. The use of code-switching was especially prominent during classroom discussions, which appeared to stem from the students' limited proficiency in English.

Instruments

In this study, the researcher used data collection techniques by observation, interview, and documentation. According to Patton in Maharani et al. (2022), stated that observation is an important research method for understanding and enriching knowledge about the phenomenon being studied. Therefore, at this stage, the researcher conducted classroom observation during English discussion learning by using checklist observation to indicate the types and functions of code-switching. In addition, interviews remain central to the authenticity of the data collected for qualitative studies (Adhabi & Anozie, 2017). Therefore, the researcher interviewed the students by using a list of questions. The researcher interviewed after doing the observation. It aimed to emphasize and clarify the result of observation. In this case, it helped the researcher to find out more information about the use of code-switching by students. Furthermore, the researcher used an audio recorder to record all the conversations and situations in English discussion learning and interview the students. The researcher recorded the discussion process by using an audio recorder. This record helped the researcher attain complete data regarding the classroom interaction of students during English discussion learning.

Data Analysis

In this research, the researcher analyzed the types of code-switching using Poplack's theory and analyzed the functions of code-switching using Baker's theory. The discussion was held in two meetings with different discussion topics. The first topic was "How to Be an Active, Creative, and Innovative Student" and the second topic was "The Impact of Online Games on Students at School".

The researcher observed students' utterances during English discussion learning. In this part, the researcher was described as a passive participant, which indicated that the researcher did not take part in any activities or interactions as a participant. The researcher just observed the students' utterances during English discussion learning by using checklist observation to find out the use of code-switching in the learning process. To support the observation, the researcher also used an audio recorder to record all the students' utterances to obtain the most effective result. After recording the data of students' utterances, the next step was to transcribe the data into a transcription to help the researcher identify and analyze the types and functions of code-switching used by students. Then, the researcher interviewed the students after doing observation in English

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

discussion learning. It aimed to emphasize and make clear the observation's outcome. An audio recorder was used in the interview. Then, the data from the interview was transcribed.

FINDING

1. Types of Code-Switching

From the observation, the researcher found three types of code-switching that were used by the students in discussion learning. The types were intra-sentential switching, inter-sentential switching, and tag switching.

a. Intra-Sentential Switching

Code-switching that takes place inside a clause, sentence boundary, or even word is known as intra-sentential switching. It showed that the speakers changed their language within a single sentence. The extract below shows this type of code-switching.

Extract 1

"First Discussion"

M1: *I hope that all of you are ready to discuss our topic today, **jadi semua nanti** should be active in discussion.*

The extract above showed the intra-sentential type of code-switching used by the moderator (M1). At the time, it was the first discussion and the topic of the discussion was "How to be an active, creative, and innovative student". So, the moderator hoped that all groups had already discussed the topic of the day by making her statement in English "*I hope that all of you are ready to discuss our topic today*", then she altered her utterance to Indonesian by saying "*jadi semua nanti*", and then she switched her utterance to English again by saying "*should be active in discussion*" in one sentence. There is an Indonesian phrase "*jadi semua nanti*" inside an English sentence so the utterance is called an intra-sentential type of code-switching.

b. Inter-Sentential Switching

Inter-sentential switching is the process of switching to a new language at the beginning of a sentence after a sentence in the previous language has been completed. The following extract shows this type of code-switching.

Extract 2

"First Discussion"

M1: *…So, the topic is "how to be an active, creative, and innovative student." **Jadi topiknya adalah bagaimana cara menjadi siswa yang aktif, kreatif dan inovatif.***

The extract above shows the inter-sentential switching type used by the moderator (M1). It was called inter-sentential switching because the moderator switched her utterance by using English in one sentence then she translated the sentence to Indonesia by saying "*So, the topic is "how to be an active, creative, and innovative student."* Then, the moderator continued her utterance by saying "*Jadi topiknya adalah bagaimana cara menjadi siswa yang aktif, kreatif dan inovatif.*" So, the extract above is called an inter-sentential type of code-switching.

c. Tag Switching

Tag switching occurs when a speaker adds short expressions (tags) in a sentence from one language to another. The following extract was the type of tag-switching.

Extract 3

"Second Discussion"

M2: ***So next,*** *apakah masih ada kelompok lain yang ingin menjawab?*

The extract above showed the tag-switching type of code-switching used by the moderator (M2) in the second discussion. The utterance is called tag-switching because in this case, the moderator put an English tag "*so next*" and she continued to ask the the other groups to answer the question by using Indonesia "*apakah masih ada kelompok lain yang ingin menjawab?* So, the extract is a tag switching type.

1. Functions of Code-Switching

Based on the observation, the researcher found four functions of code-switching that were used by the students in discussion learning. Those were to emphasize a point, substitute a word in place of an unknown word in the target language, reinforce a request, and clarify a point.

a. To Emphasize a Point

One of the reasons someone uses code-switching is to highlight a crucial point. The extract below shows this code-switching function used by the students in the discussion process.

Extract 4

"Second Discussion"

M2: *Topiknya adalah dampak game online pada siswa di sekolah. Well, topiknya menarik yah* ***because it relates with our daily life. I think the topic is interesting and important*** *untuk dibahas,* ***because it has positive and negative impacts****.*

The extract above showed the emphasized function of code-switching used by the moderator (M2). It was the second discussion and the topic of the discussion was "The Impact of Online Games on Students at School". In this case, the moderator used Indonesian to explain the topic by saying "*Topiknya adalah dampak game online pada siswa di sekolah. Well, topiknya menarik yah*" and then she changed the language to English to stress the important point by saying "***because it relates with our daily life. I think the topic is interesting and important*** *untuk dibahas,* ***because it has positive and negative impacts***". Based on this situation, the moderator did the code-switching from Indonesian to English to emphasize her opinion because she thought that it was an important topic to discuss.

b. To Substitute a Word in Place of an Unknown Word in the Target Language

This function of code-switching allows someone to substitute a word in a different language for a word or phrase they are unfamiliar with. This happens because someone has limited knowledge of the target language. The following extract shows this code-switching function.

Extract 5

"First Discussion"

M1: *Okay, thank you for the group two. Sekarang kita pindah ke kelompok yang lain. Is there any other answer?*

4A: *I will answer question from the moderator. As far as I know, creativity is a skill in the process of creating something new which is useful **juga menyelesaikan persoalan-persoalan di masyarakat dan untuk bisa inofativ**, we have to be creative. Terima kasih.*

The extract above showed the function of code-switching which was to substitute a word or phrase of an unknown word or phrase in the target language. This type of the function of code-switching was used by a member of group four. The student answered the question from the moderator using English by saying "…*I will answer question from the moderator. As far as I know, creativity is a skill in the process of creating something new which is useful*…" and then she continued her idea by altering the language to Indonesia by saying "***juga menyelesaikan persoalan-persoalan di masyarakat dan untuk bisa inofativ**, we have to be creative. Terima kasih*". In this case, the student switched her idea from English to Indonesian because she found it difficult to explain it in English due to the lack of English vocabulary.

c. To Reinforce a Request

Code-switching is also used to strengthen a request. The extract below was an example of this type of code-switching function used by the student in classroom discussion.

Extract 6

"Second Discussion"

M2: *Untuk group tiga, **please give the answer**!*

3C: *My name is Izmi Miftahul Rahma, group 3. The positive impact of online game addiction is that enthusiasm for learning increases, concentration increases so that the learning outcomes obtained by students also increase. Dampak negatif dari kecanduan game online siswa menjadi malas belajar, sulit konsentrasi, serta malas sekolah sehingga hasil belajar yang diperoleh menurun.*

The extract above showed another function of code-switching which was to reinforce a request. This type of code-switching function was used by the moderator (M2) at the second meeting. The moderator changed her utterance from Indonesian to English by saying "*Untuk group tiga, **please give the answer**!*. In this case, the moderator did the code-switching to reinforce her request for group three to answer the question. Then, a member of group three responded to the moderator's request by answering the question.

d. To Clarify a Point

Code-switching can provide additional clarification. The following extract shows this code-switching function used by the student in the discussion process.

Extract 7

"First Discussion"

1B: *My name is Natalia Eka Saputri from group one. Menjadi siswa yang aktif, kreatif dan inovatif yaitu convey creative ideas, so that this creativity can be known by others. Thank you.*

M1: *Okay, that's nice answer but I think that was the definition of creative, active, and inovative student. But my question is **bagaimana sih tips untuk menjadi siswa yang kreatif, inovatif, dan aktif.** So, I give chance to the other group. Dari grup lain mungkin bisa mengoreksi jawabannya?*

The extract above showed one of the functions of code-switching which was to clarify a point. This function of code-switching was used by the moderator (M1) at the first meeting. In this case, the moderator responded to the answer from group one using English by saying "*Okay, that's nice answer but I think that was the definition of creative, active, and inovative student. But my question is…*" and then the moderator switched her statement by using Indonesia "***bagaimana sih tips untuk menjadi siswa yang kreatif, inovatif, dan aktif…***" Based on this situation, the moderator changed the language from English to Indonesian to clarify her statement so that other students did not misunderstand and they could correct the answers that had been submitted by group one.

DISCUSSION

1. Types of Code-Switching

The findings showed three types of code-switching used by the students during the discussion. There were intra-sentential switching, inter-sentential switching and tag-switching. This was related to Poplack's theory in Pharamita et al. (2021). The data was obtained by audio recording and checklist observation during the English discussion process.

a. Intra-Sentential Switching

In the learning process, the students used this type when they switched the language in the middle of the sentence. According to Poplack in Pharamita et al. (2021), this type of code-switching occurs inside a clause, sentence boundary, or even word.

In the discussion process, when students were having difficulty using certain English words, this kind of code-switching aimed to assist them in explaining or asking questions about a topic. This is as said by Mauliddiyah et al. (2020) when students find it difficult to use English in the classroom, particularly during communication activities, code-switching occurs in classroom activities that have the potential to inspire bravery in them.

Extract 1 showed this type of code-switching. The students used this type of code-switching 19 times. The students switched the language either from English to Indonesian or vice versa. This type of code-switching was the most widely used by students due to a lack of vocabulary in English or sometimes students were still comfortable using Indonesian. As supported by the findings of B. Villarin & A. Emperador (2023), stated that students transformed languages because of word loss, comfort, and a lack of familiarity with English terms or phrases. This is in line with Muthusamy et al. (2020), who argued that students switched languages due to the absence of identical words in English and ignorance of the equivalent English term or phrase. In other words, the lack of English vocabulary was the dominant factor in why students used intra-sentential switching.

b. Inter-Sentential Switching

Based on the observation, students used this type when they spoke in one sentence using one language, and they continued the next sentence using a different language. As Poplack in Pharamita et al. (2021) said inter-sentential switching is the process of switching to a new language at the beginning of a sentence after a sentence in the previous language has been completed.

In the discussion process, the students used English in a complete sentence then they continued to the next sentence by switching it to Indonesian or vice versa. As Hoffman in Juvrianto CJ (2018) stated code-switching is the act of alternately using two languages or linguistic varieties inside an utterance or throughout a single conversation.

This type of code-switching is shown in extract 2. The students used this type of code-switching 9 times. The students switched the language from English to Indonesian to make it easily understood by other students. This is similar to Skiba in Rahmanika (2023) stated that code-switching aids senders in efficiently transferring information to recipients.

c. Tag Switching

According to Poplack in Pharamita et al. (2021), tag-switching occurs when a speaker adds short expressions (tags) in a sentence from one language to another. It is shown in extract 3. All of the tag-switching was used by the moderator, and she used it in the same form. The moderator used this type of code-switching 4 times. The moderator used tag switching by inserting a tag at the beginning of the sentence.

2. Functions of Code-Switching

The findings showed four functions of code-switching used by the students during the discussion. Those were to emphasize a point, substitute a word in place of an unknown word in the target language, reinforce a request, and clarify a point. This was related to Baker's theory in Mareva (2016). In this research, the students employed code-switching in discussion learning for the following purposes:

a. To Emphasize a Point

One of the functions of code-switching is to emphasize an important point. Based on the observation, the students switched the language from English to Indonesia or Indonesia to English to stress their statements because they thought that it was a crucial point. As Baker in Mareva (2016) said that one of the reasons someone uses code-switching is to highlight a crucial point.

Extract 4 showed this function code-switching. The students used this function 3 times in different forms. The first is used by the moderator, she used English but later she altered the last sentence to Indonesian to emphasize her statement about the topic of the discussion so that it was easily understood by all students. The second is used by the moderator again, she did the code-switching from Indonesian to English to stress her opinion because she thought that it was an important topic to discuss. Furthermore, the last is used by a member of group, she repeated her idea by translating it from Indonesian to English to stress her statement in the discussion process.

b. To Substitute a Word in Place of an Unknown Word in The Target Language

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

During the discussion, the students switched the language when they did not know the words in English. As Baker in Mareva (2016) stated one of the functions of code-switching is to allow someone to substitute a word in a different language for a word or phrase they are unfamiliar with. This happened with the students in the classroom. It is shown in extract 5.

In the discussion process, students used this code-switching function 9 times. The students substituted their utterances from English to Indonesia due to their limited knowledge of the target language which was English. As supported by the findings of Roxas (2019), who stated that students substitute the language because of a low level of English ability and the limitation of vocabulary understanding. The same finding was conveyed by B. Villarin & A. Emperador (2023), students tend to switch their language because they cannot find the right words to describe their thoughts. Therefore, this function of code-switching was widely used by students during the discussion process.

c. To Reinforce a Request

Based on the observation, this function of code-switching is only used by the moderator to reinforce her request so that the students could carry out the instructions she had given during the discussion process. This is as said by Baker in Mareva (2016), code-switching is also used to strengthen a request. It is shown in extract 6 that the moderator switched the language from Indonesian to English to reinforce her instruction for group three to answer the question. Then, a member of group three responded to the moderator's request by answering the question.

d. To Clarify a Point

Another function of code-switching is to clarify a point. Extract 7 shows this function of code-switching. The moderator transformed the language from English to Indonesian to clarify her statement so that other students did not misunderstand and they could correct the answers that had been submitted by group one. As Baker in Mareva (2016) argued that code-switching can provide additional clarification. Meanwhile, according to Tabassum et al. (2020) another function of code-switching is not only improves the effectiveness of the instructions but also strengthen the bond between students and their teachers. It also gives students the opportunity to feel comfortable using their mother tongue when they are unsure about a particular topic or when their participation is required.

Based on the findings above, showed that there were differences between the findings in this research and the findings in previous research. In this research, there were four functions of code-switching, such as to emphasize a point, substitute a word in place of an unknown word in the target language, reinforce a request, and clarify a point. Contrary to the findings of Nurjannah (2021), who discovered different functions of code-switching, which were; to emphasize, reinforce a request, communicate friendship or family bonding, and also to ease tension and inject humor into a conversation.

CONCLUSION

Based on the data analysis, it can be concluded that the students used three types of code-switching in the discussion learning. Those were intra-sentential switching, inter-sentential switching, and tag switching. The type of code-switching most widely used by the students was the intra-sentential switching type. The lack of English vocabulary was the dominant factor in why students used intra-sentential switching. Furthermore, this preference may be attributed to several

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

factors. Intra-sentential switching allows for greater fluidity and reflects the high level of bilingual proficiency many students possess, enabling them to integrate words or phrases from another language smoothly within a sentence. Additionally, this form of code-switching often occurs to fill lexical gaps or express certain concepts more effectively in one language than the other. It also serves pragmatic purposes such as emphasis, humor, or social alignment with peers. These patterns suggest that intra-sentential switching is not only a linguistic choice but also a socially and cognitively motivated strategy. Meanwhile, there were four functions of code-switching used by the students in discussion learning, such as to emphasize a point, substitute a word in place of an unknown word in the target language, reinforce a request, and clarify a point. The most common function of code-switching used by students was to substitute a word of an unknown word in the target language. The students used this function of code-switching due to their limited knowledge of the target language which was English. Additionally, after conducting this research, the researcher would like to give some suggestions; 1) Students should be encouraged to practice speaking English frequently, even in informal settings such as with friends. Regular interaction helps to build vocabulary, improve fluency, and enhance comprehension, which are essential for effective language acquisition. 2) English teachers are advised to employ engaging and interactive teaching strategies to maintain students' interest in the learning process. In addition, teachers should create a supportive classroom environment that motivates students and reduces fear or embarrassment when speaking English, thereby fostering greater confidence in oral communication. 3) Researchers planning to conduct similar studies should ensure adequate preparation before beginning their projects. This includes a thorough review of relevant literature and careful methodological planning. The current study is expected to serve as a useful reference and foundation for future research on code-switching within the context of English language learning.

REFERENCES

Adhabi, E., & Anozie, C. B. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, *9*(3), 1–12. https://doi.org/10.5296/ije.v9i3.11483

Adriosh, M., & Razı, Ö. (2019). Teacher's Code Switching in EFL Undergraduate Classrooms in Libya: Functions and Perceptions. *SAGE Open*, *9*(2). https://doi.org/10.1177/2158244019846214

Agustina, A., Maryati, N. S., & Altaftazani, D. H. (2018). APPLICATION OF DISCUSSION METHODS TO IMPROVE STUDENT LEARNING OUTCOMES IN CLASS IV STUDENTS IN SDN 084 CIKADUT. *Journal of Elementary Education*, *01*(02), 57–64.

Azira, N., Purwanti, I. T., & Eliwarti, E. (2023). An Analysis of Code-Switching in Daniel Mananta's Network Youtube Channel. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, *7*(2), 299. https://doi.org/10.33578/pjr.v7i2.9023

B. Villarin, S. J., & A. Emperador, E. (2023). Factors, Forms, and Functions of Code Switching on English Achievement among Grade 11 Students. *International Journal of Science and Management Studies (IJSMS)*, *6*(2), 99–109. https://doi.org/10.51386/25815946/ijsms-v6i2p114

CJ, J. (2018). AN ANALYSIS OF CODE-SWITCHING IN ENGLISH MEETING CLUB (Benteng Panynyua Club in Fort Rotterdam Makassar). *ETERNAL (English, Teaching, Learning and Research Journal)*, *4*(1), 31–42. https://doi.org/10.24252/eternal.v41.2018.a3

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

Dorgu, T. E., & Ekeke, J. T. (2018). Effectiveness of Discussion Method of Teaching in Curriculum Delivery in Secondary Schools in Bayelsa State of Nigeria. *Saudi Journal of Humanities and Social Sciences (SJHSS)*, *3*(9), 1096–1102. https://doi.org/10.21276/sjhss.2018.3.9.9

Dweik, B. S., & Qawar, H. A. (2015). Language Choice and Language Attitudes in a Multilingual Arab Canadian Community: Quebec - Canada: A Sociolinguistic Study. *British Journal of English Linguistics*, *3*(1), 1–12.

Farrima, S., Dahnilsyah, & Safriyanti, M. (2020). AN ANALYSIS OF CODE-SWITCHING IN INDONESIAN TELEVISION ADVERTISEMENTS. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan*, *7*(2), 1–9.

Gainau, M. B., Labobar, K., & Yom, A. (2022). The Effectiveness of the Discussion Method in Elementary School : A Case in Jayapura District- Indonesia. *The International Journal of Social Sciences World*, *4*(1), 181–185. https://doi.org/10.5281/zenodo.6390016

Gerungan, F. N., Olii, S. T., & Andries, F. (2021). an Analysis of Code Switching Used in Classroom. *Journal of English Language and Literature Teaching*, *5*(1), 61–85. https://doi.org/10.36412/jellt.v5i1.2431

Guslinda, & Munjiatun. (2021). The Effectiveness of Implementing Discussion Method to Improve Pre-Service Elementary Teachers ' Activeness in Social Science Learning. *Journal of Teaching and Learning in Elementary Education (JTLEE)*, *4*(1), 110–121. https://doi.org/10.33578/7869

Hutajulu, F. S. L., & Herman, H. (2019). Analysis of Illocutionary Act in the Movie "You Are My Home" English Subtitle. *JEES: Journal of English Educational Study*, *2*(1), 29–36. https://doi.org/10.31932/jees.v2i1.371

Idana, L. (2021). An Analysis of Code-Switching Used by Teachers in Teaching English of 8th Grade Students in SMP Negeri 1 Yogyakarta During Covid-19 Pandemic. *Jurnal Bahasa Lingua Scientia*, *13*(2), 249–269.

Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness of Code-Switching in Language Classroom in India at Primary Level: A Case of L2 Teachers' Perspectives. *Pegem Journal of Education and Instruction*, *11*(4), 379–385. https://doi.org/10.47750/pegegog.11.04.37

Larasani, G. P., & Sadia, I. G. (2019). The Analysis of Code Switching in the Novel " Critical Eleven " b y Ika Natasha. *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, *23*, 101–105. https://doi.org/10.24843/JH.2019.v23.i02.p04

Maharani, D., Ramadanti, F. G., & Annisa, N. R. (2022). ANALISIS INOVASI IDe AsSALAM (Inisiasi Desa Nabung Saham Modal Sampah) DALAM PERSPEKTIF NEW PUBLIC GOVERNANCE. *Jurnal Ilmiah Manajemen Bisnis Dan Inovasi Univerasitas Sam Ratulangi*, *10*(3), 2012–2026. (in Indonesian)

Mahdi, A., & Almalki, M. S. (2019). Teachers' Perceptions towards Pedagogical Implications of Code Switching: Saudi EFL Classroom Context in Focus. *International Journal on Studies in English Language and Literature*, *7*(3), 1–9. https://doi.org/10.20431/2347-3134.0703001

Mareva, R. (2016). Learners' code-switching in English as a Second Language (ESL) lessons: perspectives of four secondary school teachers in Zimbabwe. *IRA International Journal of Education and Multidisciplinary Studies*, *4*(1), 71–90. https://doi.org/10.21013/jems.v4.n1.p10

Code-Switching As a Pedagogical Strategy:
Insights From English Discussion Learning
In Indonesian Senior High School

Kastella S.H, et.al

Mauliddiyah, A., Munir, A., & Mustofa, A. (2020). The Use of Code-Switching in The EFL Classroom of First-Grade At Junior High School. *International Journal for Educational and Vocational Studies*, *1*(8), 143. https://doi.org/10.29103/ijevs.v2i1.2266

Muthusamy, P., Muniandy, R., Kandasamy, S. S., Hussin, O. H., Subramaniam, M., & Farashaiyan, A. (2020). Factors of Code-Switching among Bilingual International Students in Malaysia. *International Journal of Higher Education*, *9*(4), 332–338. https://doi.org/10.5430/ijhe.v9n4p332

Natalia, P. R. (2022). An Analysis of Code- Switching in "Ali & Ratu Ratu Queens" Movie. *Linguistics Initiative*, *2*(1). https://doi.org/10.53696/27753719.2126

Ni Putu Trisna, S. (2017). Analysis of Code Switching By Efl Student At English Language Education. *Lingua Scientia*, *24*(1), 37. https://doi.org/10.23887/ls.v24i1.18798

Novianti, R., & Said, M. (2021). The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process. *Deiksis*, *13*(1), 82. https://doi.org/10.30998/deiksis.v13i1.8491

Nurjannah, P. (2021). The Analysis of Code-Switching Used by Students in Classroom Discussions at SMA Negeri 2 Gowa. *Thesis*, 6.

Pharamita, T. A., Hardiah, M., & Damayanti, I. (2021). Code Switching and Code Mixing in English Language Learning Class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *1*(3), 302–317. https://doi.org/10.52690/jadila.v1i3.117

Rahmanika, F. (2023). Code Switching and Code Mixing in English Learning Process at Department of English Education. *UIN Suska Riau*.

Ria Zenitha, N. P. (2020). an Analysis of Code Switching in Bilingual School in Communication By Non-Native Speaker English Teacher in Bali. *Jurnal Pendidikan Bahasa Inggris Indonesia*, *8*(1), 53–64. https://doi.org/10.23887/jpbi.v8i1.3137

Rosmiaty, R., Ratnawaty, R., & Muhri, A. (2020). Investigating Code-Mixing As Persuasive Strategies in Advertising: a Study of Code-Mixing in Indonesian Commercial Context. *ELT Worldwide: Journal of English Language Teaching*, *7*(1), 70. https://doi.org/10.26858/eltww.v7i1.15108

Roxas, M. J. D. (2019). Factors , Forms and Functions : An Analysis of Senior High School Students ' Filipino-English Code Switching Behavior. *Asian Journal of Multidisciplinary Studies*, *2*(2), 94–99.

Saraswati, R. (2016). A STUDY OF ENGLISH CODE-SWITCHING IN INDONESIAN TEEN MAGAZINE. *Deiksis*, *08*(01), 39–47.

Syam, U. K., Saiful, Sangkala, I., & Syarif, I. (2018). Code Mixing and Code Switching in the Classroom Interaction at SMA Negeri 2 Takalar. *Journal of Humanities and Social Science*, *23*(7), 95–99. https://doi.org/10.9790/0837-2307079599

Tabassum, F., Rafique, H., Akram, N., & Khan, M. A. (2020). Functions Of Code Switching In The English Language Teaching Classroom Discourse: Perspectives Of Lecturers And Students. *International Journal of English Language and Linguistics Research*, *8*(2), 47–65. https://www.researchgate.net/publication/344469607%0AFunctions

Wahyuni, N., & Yusnarti, M. (2020). The Effectiveness of Discussion Techniques on First Grade Students ' Speaking Skills Junior High School. *Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan*, *1*(1), 17–23. http://journal.ainarapress.org/index.php/ainj

Wilda, Amin, F. H., & Iskandar. (2023). An Analysis on Code Switching in Online EFL Classroom Interactions. *Pinisi Journal of Art, Humanity & Social Studies*, *3*(5), 271–285.