

THE ANALYSIS OF CODE SWITCHING USED BY BEGINNER-LEVEL STUDENTS IN SLUKAT LEARNING CENTER

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ARTICLE INFO	ABSTRACT
<p>Article history: Received June 02, 2024 Revised July 09, 2024 Accepted July 09, 2024 Available online July 10, 2024</p> <p>Keywords: Code-switching, beginner-level student, bilingual, English learning, matrix language frame.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> <p><i>Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.</i></p>	<p>This study aims to examine the phenomenon of code-switching produced by beginner-level students at Slukat Learning Center Foundation, focusing on the types of code-switching by using Hoffman's (1991) theory and how code-switching occurs by using Matrix Language Frame (MLF) by Myers-Scotton (2006). Slukat Learning Center is a foundation in Keramas village that focuses on teaching English for free to students. Unlike other foundations, Slukat Learning Center foundation teaches English, taught directly by native speakers. This research uses a descriptive qualitative method with the students' beginner level students as the subject. Data collection techniques use observation and digital recorders. Data analysis uses a mixing method (coding) from the theory of Creswell and Creswell (2017) and interactive data analysis by Miles and Huberman (1994). The research findings revealed that the type of intra-sentential code-switching is most actively used. Meanwhile, intra-sentential is rarely used, and beginner students do not use tag-switching at all. It was also found that beginner students were more active in producing code-switching using Indonesian as the matrix language instead of English. This study provides insights into the patterns and preferences of code-switching among beginner learners, contributing to the understanding of language use in informal educational settings.</p>

1. INTRODUCTION

Language and social relations are called sociolinguistics (Andre, 2018). It can be said that sociolinguistic study is about the connection between language and society. Sociolinguistics and bilingualism are interrelated in understanding how language is a means of communication and reflects social dynamics and individual identity in a multilingual society. By learning more than one language, a person can be said to be bilingual (Maksuwel & Yulia, 2020). It means that the speakers master more than one language besides their native language as well. In social life, bilingual and multilingual people often switch from one code to another. This phenomenon is called code-switching.

According to Hoffman (1991), as cited in Candra & Ulsi Qodriani (2018), code-switching refers to changes in language that occur in the same conversations and usually happen in informal conversations. Code-switching is commonly found in places requiring or using two or more languages. Hoffman promotes three types of code-switching: intra-sentential, inter-sentential, and tag switching. Soewito also promoted another theory regarding the type of code-switching. according to Soewito, as cited in Ramadhan & Sundari (2015), code-switching is divided into two types: internal code-switching, found between the first language and the switch to the mother language. The second type of code-switching is external code-switching between their mother languages and those who switched to foreign languages. Besides that, Poplack's theory is also very well-known regarding the type of code-switching. Poplack, as mentioned by Pharamita et al. (2021), explains three types of code-switching. the first one is tag switching; this type of code-switching only uses a short expression at the end of a sentence and aims to emphasize something. The second type is intra-sentential, which is a switch that occurs to a phrase with a single code. Then the last one is inter-sentential code-switching, which occurs when a clause or sentence boundary changes to another language.

Besides Hoffman, Myers-Scotton (2006), defined classic code-switching as the combination of two or more languages in the same sentence, but in classic code-switching, only one language variety can be used as a source of the morphosyntactic framework in the sentence. In the context of classic code-switching, the MLF (Matrix Language Frame) model explains how speakers select the syntax of one language in sentences

that mix elements from two or more languages. In the MLF model, one of the languages is considered the "matrix language" that provides the syntactic framework for the sentence. In contrast, other languages insert elements such as nouns, verbs, or phrases (Bullock et al., 2018). An example of using code-switching with the Myers-Scotton theory is from Hamzah's (2008) research, "Jadi mereka ini harus diberi kesempatan membaca instead of training." So, in this sentence, Indonesian becomes a matrix language that provides the grammatical framework for the sentence as a whole. Indonesian is used actively, which also functions as the main language that binds other elements in the sentence. Meanwhile, English is considered an inserted language or embedded language. The words "instead of training" were inserted into the sentence as part of the English language.

The phenomenon of code-switching can be found in social media, schools, tutoring places, and foundations. One of the learning foundations in Gianyar, namely Slukat Learning Center, is also where this phenomenon was discovered. Slukat Learning Center is a foundation in Keramas village that was built in 2007 and became operational in 2008. Unlike other foundations, Slukat Learning Center foundation teaches English, taught directly to native speakers. The classes are divided into three categories; the first is the beginner-level class. The beginner level or basic class is for elementary students who are starting to learn and do not understand English. The second class is the intermediate class and the last is the advanced class. Because it is taught directly by native speakers, it is not uncommon for students, especially beginner-level students in elementary school, to switch their English to Indonesian due to limited fluency in expressing opinions or answering questions using English. Not infrequently, beginner-level students also switch their language because of these limitations. Beginner-level students usually insert or switch Indonesian with English when beginner-level students have difficulty explaining things in English. With these limitations, code-switching is often found in cases like this.

The code-switching phenomenon is not a new phenomenon, but this phenomenon is very interesting to study, this is proven by several previous studies that also examined code-switching. The first one was conducted by Sariputri (2017) entitled Analysis of Code-switching by EFL Students in English Language Education. This research found that code-switching appears at the word, phrase, and clause or sentence levels based on the need to speak. This research also found that two factors influence the subject in code-switching: internal psycholinguistics and external social factors. Another research conducted in the education scope was found by Mauliddiyah et al. (2020) entitled The Use of Code-Switching in The EFL Classroom of First-Grade at Junior High School. It was observed that code-switching predominantly occurred during question-answer exchanges, when making comments, and during open discussions. The third research conducted in the scope of education was by Iriyanti et al. (2023) entitled Code-switching in The Learning Process at Putra Kaili Permata Bangsa Superior Elementary School. The findings revealed a significant presence of standard Indonesian and code-switching, encompassing internal, external, and multiple code-switching instances. Among the 54 data observed, 18 instances involved internal code-switching, 32 involved external code-switching, and four involved multi-code-switching. The last research conducted in the scope of education was by Muthusamy et al. (2020) entitled Factors of Code-Switching among Bilingual International Students in Malaysia. Consequently, the study concludes that code-switching is a natural phenomenon among bilingual foreign students, with participants acknowledging diverse motivations for engaging in language alternation.

This study addresses a notable gap in the existing research on code-switching by focusing on a population that has been largely overlooked: beginner-level students at the most basic educational level. While previous research has extensively examined code-switching in contexts such as social media, film entertainment, and various educational settings, it has predominantly centered on older students or more advanced language learners. This research fills a population gap by investigating the types and production of code-switching among these beginner-level students. It provides valuable insights into how limited language proficiency influences language use and switching behaviors.

Based on the background of the problem above, it can be concluded that the code-switching phenomenon has the potential to be encountered in the English language learning process at Slukat Learning Center Foundation. With the limited use of English by Slukat Learning Center foundation students, especially beginner-level students, can create a code-switching phenomenon, especially in the transition from English to Indonesian. Learning activities such as discussions with friends, answering teacher questions, and other activities in the class can make beginner-level students use code-switching. Therefore, this research focuses on the use of code-switching by beginner-level students in learning English at Slukat Learning Center Foundation by analyzing the types of code-switching and how code-switching is produced.

In analyzing the type of code-switching, this research uses the theory from Hoffman (1991), while to answer how the beginner-level student produced code-switching, this research used the theory from Myers-Scotton (2006)

2. METHOD

This research employed descriptive qualitative methods to discover code-switching phenomena in beginner-level students at Slukat Learning Center. According to Denzin et al. (2006), qualitative research involves a multimethod focus, incorporating an interpretive and naturalistic approach to the subject matter. This study utilized several instruments, including an observation sheet and a digital recorder. The first instrument was an observation sheet, which supports collecting Indonesian-English code-switching data from beginner students. A table was created to list and record all data collected from the smartphone, simplifying the identification process. A digital recorder was also employed via phone to capture conversations between students and their teachers or classmates. Observation was the sole method used to collect data on code-switching phenomena. According to Narbuko and Achmadi (2010), observation involves systematically observing and recording phenomena to be studied. Two qualitative data analysis approaches were adopted for data analysis. The coding steps from Creswell & Creswell, (2017) were used to assign labels or codes to each piece of relevant data. The data reduction, data display, and drawing conclusion steps from Miles & Huberman (1994) were applied. Code-switching data were identified and classified during data reduction, while irrelevant data were reduced. The data display process involved analysing the data systematically to facilitate understanding. Finally, the conclusion includes analysing the data to determine relationships, similarities, or differences and answering the research questions.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Classification of code-switching

There were 63 utterances containing code-switching were found in this research. Observations were conducted on February 19, 2024, February 20, 2024, and March 5, 2024. When observations were being made on the first day in class A, the material being taught was playing bingo and learning about the names of the days. The second observation was carried out in class B with material about months and days. On the third day, observations were made in class C using body parts as material. Discussing with their friends is an active class activity that makes students use code-switching. When discussing, beginner students are more inclined to use code-switching to help the discussion progress. Beginner students also produced some code-switching during question-and-answer sessions with teachers who were native speakers. This usually happens when the teacher asks about the meaning of something in Indonesian. Table 1. describes the amount of Indonesian-English code-switching found in beginner-level students in Slukat Learning Center.

Table 1. Indonesia-English code-switching by beginner level student

No	Classification	Number of occurrences	Percentages
1	Inter-sentential	2	3%
2	Intra-sentential	61	97%
3	Total	63	100 %

The results of the observations regarding code-switching carried out by beginner-level students at Slukat Learning Center can be seen in Table 1. Of the three types of code-switching proposed by Hoffman (1991), the most commonly used classification is intra-sentential code-switching. This can be seen from the results of the intra-sentential code-switching type, which was found in a percentage of sixty-one (97%) of all data collected. While inter-sentential is not actively used, this can also be seen from the percentage found in only two (3%) of the total data collection. No tag-switching types in code-switching are found in the conversations conducted by beginner-level students at Slukat Learning Center. Below are representatives of data analysis about the types of code-switching based on Hoffman's 1991 theory:

1. *Inter-sentential*

The first code-switching proposed by Hoffman's (1991) theory is inter-sentential. According to Hoffman's 1991 theory, as cited in Candra & Qodriani (2018), inter-

sentential code-switching occurs when exchanges occur between sentences or clauses. In this study, inter-sentential code-switching was only found in two utterances or (3%) of the code-switching data results.

Data (1) and (2) come from Indonesian - English code-switching that occurs by beginner-level students in inter-sentential type.

(1) *Aku punya, I have hahaha.*

'I have'

'I have, I have hahaha'

(2) *Aku lupa padahal aku sering nonton coco melon. Daddy finger daddy finger where are you.*

'I forgot though I often watch coco melon'

'I forgot even though I often watch Coco Melon. Daddy finger daddy finger where are you.'

Data (1) is a clause that means 'I have, I have hahaha' in English. More precisely, a dependent clause functions as a subject complement in the sentence. The subject of the clause is "aku or I," and the predicate is "Punya" (have), followed by the direct object "hahaha." This clause can be categorized as inter-sentential code-switching from Hoffman's theory because, in this clause, there is a switch from the first language, "Aku punya" which comes from the Indonesian language to the second language, "I have hahaha." which comes from English.

Data (2) means 'I forgot even though I often watch Coco Melon. Daddy finger daddy finger, where are you' in English. Data (2) is an example of inter-sentential code-switching. In this case, the speaker is switching between Indonesian and English. The sentence "*Aku lupa padahal aku sering nonton coco melon*" comes from Indonesian and then "Daddy finger daddy finger where are you" is the sentence that comes from English.

2. *Intra-sentential*

The second type of code-switching in Hoffman's theory is intra-sentential code-switching. According to Hoffman's 1991 theory, as cited in Candra & Qodriani (2018), a transition occurs in one utterance or sentence from one language to another. Beginner-level students at Slukat Learning Center Foundation made 61 (97%) utterances containing intra-sentential code-switching. The forms of code-switching in the intra-sentential type are also very diverse in the form of nouns, interjections, numerals, verbs, pronouns, adjectives, and adverbs.

Data (3) until (48) are switching include Indonesian and English code-switching in intra-sentential type in noun form.

(3) *Sekarang hari selasa,*

Tuesday Now day Tuesday,

Tuesday' 'Now it is Tuesday'

(4) **Alphabet** *itu apa*

ya? 'Alphabet that

what yes?' 'What is

alphabet?'

(5) *Kalau satu foot, kalau dua*

feet 'If one foot, if two

feet' 'If one foot, if two feet'

Data (3) of intra-sentential code-switching, meaning 'Now it is Tuesday, Tuesday' in English, is an example of intra-sentential code-switching according to Hoffman's theory because it involves using elements from two languages within the same sentence. In that sentence, the use of the Indonesian language, "*Sekarang hari selasa*", as the first language,

and then one word is inserted in the form of a noun with the second language, "Tuesday", which comes from English. In that sentence, the subject tries to explain what day that day is and uses a second language to repeat the day in the English language.

Data (4) or in English, 'What is alphabet?' can be categorized as intra-sentential code-switching because the subject uses two languages in one utterance. The word in the form of the noun "Alphabet" is taken from English and inserted into a phrase followed by Indonesian, namely " *itu apa ya?*" which means 'what is that?'. Therefore, it can be concluded that the speaker is switching between two languages, Indonesian and English.

Data (48), (49), and (50), switching includes Indonesian and English code-switching in the intra-sentential type in verb form.

(48) *Aku kira*
drawing 'I
think drawing'
'I think
drawing'

(49) *Siapa yang*
finish? 'Who
which finish?'
'Who is finish?'

(50) *Saya yang*
finished 'I am
which finished'
'I am finished'

Data (48) 'I think it is drawing' in English, which is an example of intra-sentential code-switching. In this sentence, the speaker use elements from two different languages within the same sentence. The first part of the sentence, "*Aku kira,*" is in Indonesian, and the second part of the sentence, "drawing," is in English. This code-switching can be described as a form of code-switching in which the speaker switches elements from two different languages to convey information.

Data (51), (52), (53), (54), and (55) switching includes Indonesian and English code-switching in the intra-sentential type in numeral form.

(51) *Oh, ada* **four**, *ada satu saja*
'Oh, there four, there only
one' 'Oh, there are four, there
only one'

(52) **Fifteen** *itu berapa* *ya?* 'fifteen that how much ya?' 'How much is
fifteen?'

(53) **Seven** *tu tujuh*
oh? 'Seven that
seven oh?' 'Seven
is seven oh?'

(54) **Twenty-five**, *dua*
lima? 'twenty-five,
twenty-five' 'twenty-
five, twenty-five?'

(55) **Nine** *sembilan?*
'nine

n

ine?
'nine,
nine?'

Data (51) that has 'Oh, there are four, there is only one' meaning in English. That sentence can be categorized as an intra-sentential code-switching because, in that sentence, switching occurs in one sentence or phrase. In this sentence, "*Oh, ada,*" is a sentence that uses Indonesian, and then the word "four" from English is inserted in the form of numerals. Moreover, continued with the Indonesian language, namely "*Ada satu saja,*". The two languages are combined in one phrase to say that the student got the number four in the bingo game, but he only got one.

Data (56) and (57) switching include Indonesian and English code-switching in intra-sentential type in adverb form.

(56) **Before** *kemarin* **after**
setelah 'before yesterday
after after' 'Before
yesterday after after'

(57) *Belum* **January** *nanti* **Next-nya** *baru*
January 'Not yet January later next will
be January 'Not yet January. Next will be
January'

Data (56) means 'before yesterday after is after (or tomorrow in this context)' in English. This sentence is an example of intra-sentential code-switching, where the subject uses some word in the form of an adverb in the sentence. In this sentence, the speaker uses the words 'before' and 'after' elements from English that switch to the Indonesian language which is "*kemarin*" and "*setelah*" in this sentence. two different languages within the same sentence.

Data (57) is also an example of using intra-sentential code-switching. This sentence means 'Not yet January, next will be January' in English. In this sentence, the subject switched language from Indonesian to English. The subject inserts an adverb, 'next,' and also some nouns, 'January,' that come from the English language. The adverb and noun are switched in Indonesian sentences that are used by beginner-level students.

Data of (58), (59), and (60) switching include Indonesian and English code-switching in intra-sentential type in the **Interjection and adjective** form.

(58) *Mau, mau, yes!*
yes! 'want, want
yes! yes!' 'want,
want, yes! yes!'

(59) **No, warna white**
'No color
white' 'No, color
white'

(60) *Oh, aku ngerti misalnya disuruh gini* **Monday,**
red 'Oh, I understand, for example, being told like
Monday, red' Oh, I understand, for example being told like
this Monday, red'

Data (58) is also an example of using intra-sentential code-switching. This sentence means 'Want, want, yes! yes!' in English. The subject switched language from Indonesian to English. In this sentence, the subject inserts an interjection of 'yes!' that comes from the English language. The student switched it from the Indonesian language in that sentence, which is '*mau*'. The Interjection in this sentence shows the students' enthusiasm when the teacher offers game time.

Data (61), switching includes Indonesian and English code-switching in intra-sentential type in phrase form

(61) **Monday is**
senin. 'Monday
is monday'
'Monday is
Monday

Data (61) of intra-sentential code-switching, meaning 'Monday is Monday' in English, is an example of intra-sentential code-switching according to Homan's theory because it involves the use of elements from two different languages within the same sentence. In that sentence, the use of English as the first language, and then the beginner student inserts "*Senin*", which came from the Indonesian language. Where in that sentence, the subject tries to explain to the native teacher the meaning of Monday in Indonesian.

Data (62) and (63) switching includes Indonesian and English code-switching in intra-sentential type in Pronoun and verb form.

(62) **It's sama**
'it's
same
' It's
same'
(63) **your tulisan is**
bagus 'your
writing is good'
'your writing is
good'

Data (62) "It's *sama*" in English is an example of intra-sentential code-switching according to Homan's theory because it involves using elements from two different languages within the same sentence. In that sentence, the speaker starts with English and then inserts "*sama*," which is from Indonesian. This shows the speaker's attempt to explain the concept of similarity using both English and Indonesian.

3.1.2 How do beginner-level students produce code-switching

Besides the type of code-switching, this study also found how beginner-level students at Slukat Learning Center produce code-switching. From the results of the data that has been collected, Indonesian is a matrix language or a language that is more actively used in class when beginner-level students are discussed. This occurs in the context of classical code-switching, where matrix language supplies the morph framework. Meanwhile, English is a language that is not actively used, which only supplies a limited number of content morphemes (words) and does not contribute to language structure, which can be called an embedded language. Figure 2 shows the total comparison of the use of Indonesian and English as matrix languages in code-switching carried out by the beginner-level student class at Slukat Learning Center Foundation.

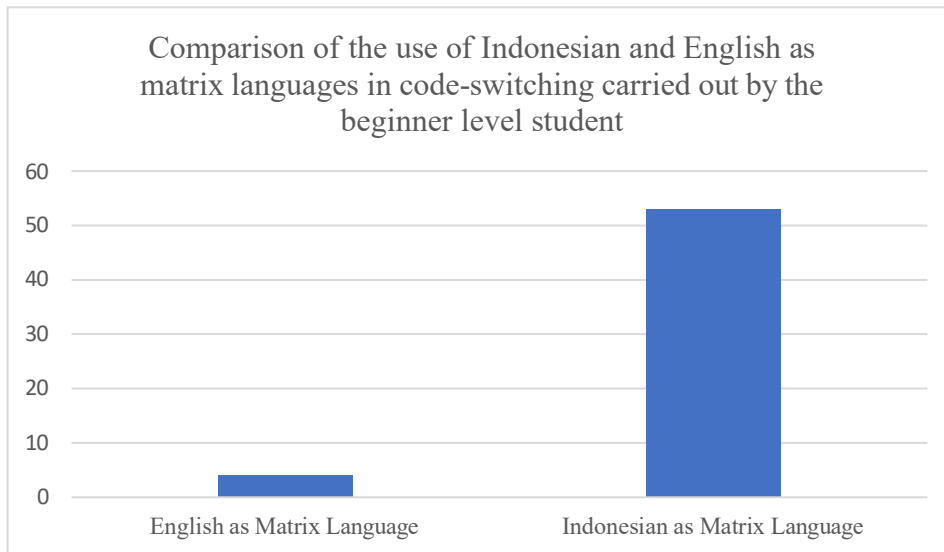


Figure 2. Comparison of the use of Indonesian and English as matrix languages in code-switching performed by beginner-level students.

The table shows that only 7% or around 4 utterances use English as their matrix language. In comparison, 93% or around 53 utterances show that beginner-level students actively use Indonesian at Slukat Learning Center Foundation as a matrix language. This phenomenon occurs because students more often discuss with their friends using Indonesian or a language that is often used in their environment compared to English, so English is only inserted in a few words in utterances. Also, because the teacher was in the native language, the students preferred silence over potential linguistic errors. Students choose to use code-switching due to their fear of using English structures incorrectly and their lack of English proficiency. There are examples of code-switching production, which are explained using the MLF model from Myers-Scotton theory, can be described as follows:

Data (49), comes from Indonesian-English code-switching.

(49) *Siapa yang*
finish? 'Who
 which finish?'
 'Who is finish?'

Data (49) is written in Indonesian, the matrix language. Indonesian is the outer layer of the sentence, and it sets the context and provides the sentence's overall meaning. The embedded language in this sentence is English, which provides additional information or details within the Indonesian sentence. In this sentence, the matrix language asks a question in Indonesian, which translates to "who finished?" or "Who finished it?" in English. The embedded language is "finish", which comes from English. It is used to repeat the conversation with the English teacher to other students. The Indonesian sentences in this sentence are used because beginner-level students can help clarify the meaning for those who may not be familiar with English.

Data (57) comes from Indonesian-English code-switching. Here, an English verb occurs with a suffix from Indonesian (*nya*).

(57) *Belum* **January** *nanti* **Next**-*nya* *baru* **January**
 'Not yet January later next will be
 January 'Not yet January. Next will be
 January'

Data (57) in English means 'Not yet January, next month will be January'. In this sentence, the Matrix Language Frame (MLF) analysis can be described, namely the Matrix Language (ML) is Indonesian because Indonesian provides the grammatical structure and main vocabulary. It can be seen from the structure of

the complete language that it even combines the ending "*nya*", which is a suffix generally used in Indonesian, into the addition of the word "next", which comes from English. It can also be concluded that the Embedded Language (EL) in the sentence is English because the speaker inserts the words "Next" and "January" into the sentence.

Data (41), switching includes English-Indonesian code-switching.

(41) **Feet sama dengan telapak kaki.**
'Feet same as

feet' 'Feet same as
feet'

Data (41) is also an intra-sentential code-switching sentence. Data (41) is an Indonesian phrase that means "Feet is the same as feet". In the MLF model, this sentence combines two languages: namely Indonesian and English. Indonesian is used in the sentence's grammatical structure, which can also be seen from the fact that Indonesian is more actively used in this sentence. English is only inserted at the beginning of the sentence, namely in the word "feet". In this sentence, it can be seen that the beginner-level student is trying to find the meaning of the word feet.

Data (61), switching includes Indonesian-English code-switching.

(61) Monday is **Senin**
'Monday is
monday'
'Monday is
Monday

Data (61) also means "Monday is Monday" in English. The phrase "Monday is Senin" exemplifies the MLF model. For example, "Monday is Senin," the Matrix Language is English, and the Embedded Language is Indonesian. The English language provides the grammatical structure, whereas the Indonesian language provides the content words. The sentence follows the grammatical rules of English and inserts words from another language. It can be concluded that a beginner student is trying to provide a translation of the word Monday in Indonesian.

3.2 Discussion

This research aims to describe and analyze code-switching types from Hoffman's theory and how code-switching production is performed by beginner-level students at Slukat Foundation Learning Center. The results showed that beginner-level students were most active using code-switching in the intra-sentential code-switching type. This is proven by the data found in a percentage of fifty-five (94%) of all data collected. While inter-sentential is not actively used, this can also be seen from the percentage found in only 2 (4%) of the total data collection. No tag-switching types in code-switching are found in the conversation conducted by beginner-level students at Slukat Learning Center. Beginner-level students at the Slukat Learning Center Foundation predominantly use intra-sentential code-switching for several reasons. Mainly, they switch languages within a sentence to bridge gaps in their vocabulary, helping them communicate smoothly without interruptions. Furthermore, this type of code-switching happens because students often find it easier to express certain ideas or concepts in one language, particularly when it provides more precise or familiar terms.

Similar to Maidah & Nahrowi's (2022) research, research on code-switching also takes place in the educational environment. This research analyses the code-switching used by teachers in teaching English where the data shows that intra-sentential is a type of code-switching that is commonly used. Where in this study, of the 85 data of utterances produced by native and non-native teachers, 29 could be categorized as inter-sentential code-switching, 36 as intra-sentential code-switching, and 20 as emblematic-switching. Research conducted by Wijaya (2016) also shows that intra-sentential code-switching is the dominant type of code-switching used by Lecturers of English Education, where the results show intra-sentential language code-switching (52%) and inter-sentential language code-switching (48%). Apart from the educational environment, code-switching research by Sunarti & Permana (2023), where this research conducted research on the YouTube channel Puella ID YouTube Channel by Cinta Laura. The results obtained also show that intra-sentential active is used compared with other types of code-switching. In contrast to previous research in the educational sphere conducted by Rahmani et al. (2022), it was shown that inter-sentential language code-switching is actively used in lecturer-student

interaction. The same thing was also found in Kaniadewi et al. (2022) and Elmiani et al. (2019) research, where inter-sentential occupied the first position, followed by intra-sentential and tag switching. In Kaniadewi's research, code-switching is widely used to facilitate the utterance of students; because beginner-level students had difficulty in finding the right word in other languages.

Apart from researching the types of code-switching, the researchers also examined how beginner-level students produce code-switching. In this research, the results showed that beginner-level students tend to be more active in using Indonesian as a matrix language and English as an embedded language which is inserted into the Indonesian language structure. This is also in line with Ojanga's (2015) research, which found that the Dholuo language more often contributed to the code-switching of elementary school students. In individual sentences, subjects use Dholuo morphemes more often than Kiswahili. The same is evidenced by the total number of Dholuo morphemes in the overall data compared with Kiswahili. However, this result is different from research conducted by Meutia (2021), which found that language one (Indonesian) and language two (English) were used equally by the four teachers who were subjects in the research. Two of the teachers were more active in using Indonesian as the matrix language, and two of the other teachers were more active in using English as the matrix language.

The implications of these findings are significant for language teaching and learning activities. Understanding that beginner-level students predominantly use intra-sentential code-switching can help educators tailor their teaching strategies. For instance, instructors can focus on building vocabulary and grammatical structures within sentences to help students gain confidence in their target language. Moreover, recognizing the absence of tag-switching can inform teachers about the areas that need more emphasis to encourage a more diverse range of code-switching practices.

4. CONCLUSION

Code-switching phenomena occur in many areas, such as social media, entertainment, and education, both formal and informal. This study analyzes and describes code-switching in informal education by Slukat Learning Center Foundation. In this study, this research focuses on the type of code-switching using Hoffman's theory and how beginner students produce code-switching using the Myers-Scotton theory with the MLF model. This study found only two of the three types produced by Hoffman code-switching in beginner-level student classes at the Slukat Learning Center Foundation. The intra-sentential code-switching type was found to be more active in all of the data collection. While inter-sentential is not actively used, and there are no tag-switching types in code-switching is found in conversations conducted by beginner-level students. This study also found how beginner students produce code-switching, and it shows that beginner students are most active in using the Indonesian language as their language matrix besides English. Based on this, it can be concluded that because beginner-level students are not fluent in English, beginner-level students use code-switching more actively, using Indonesian as the matrix language besides English. This research can provide a new, in-depth understanding of how code-switching occurs in the context of foreign language learning at beginner-level students in foundations, the types of code-switching that are actively used, and how beginner-level students produce code-switching. However, this study encountered several limitations, including a small sample size that may not fully represent the broader population, a three-day observation period, and context-specific findings that may not apply to other educational settings. For future research, it is recommended that a larger and more diverse sample of participants be included, and extending the observation period would allow for a more comprehensive examination of code-switching patterns.

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