



Indonesian-English Code-Switching in Contemporary Contexts: Insights from 2023–2024 Data

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ABSTRACT

Code-switching, prevalent in multilingual contexts, exemplifies linguistic adaptability and social conformity. This study employed a qualitative research design utilizing content analysis methods, involving randomly selected participants and unstructured interviews to investigate Indonesian-English code-switching on social media platforms, particularly Facebook. The data underwent evaluation in three phases: reduction, display, and conclusion formulation. The results identified three main types of code-switching: intra-sentential (50%), inter-sentential (30%), and tag-switching (20%). Intra-sentential switching was the predominant form of code-switching, indicating a high degree of integration between the two languages in informal online conversation. Individuals swap codes for various reasons: to display their status or "cool" persona (60%), to showcase their educational background (24%), and to attract attention (16%). Code-switching functions both as communication and a marker of identity, with English often symbolizing prestige among youth. It supports adaptability, problem-solving, and inclusivity in education but, when excessive especially intra-sentential may reduce long-term proficiency. Overall, it reflects globalization's influence on language and identity in multilingual cultures.

INTRODUCTION

Language is central to human communication, serving as a vehicle for knowledge sharing and cultural identity. In multilingual societies like Indonesia, code-switching alternating between two or more languages in conversation reflects both linguistic competence and social adaptation. This paper investigates the patterns and implications of Indonesian-English code-switching, drawing on recent studies to provide a contemporary perspective. In multilingual societies such as Indonesia, code-switching emerges not merely as a linguistic mechanism but as a dynamic reflection of sociocultural realities. The practice showcases speakers' ability to navigate complex social landscapes by alternating languages based on context, audience, and intent.

Indonesian-English code-switching, in particular, has gained prominence in urban settings, education, digital communication, and youth culture, symbolizing a blend of local and global identities. By weaving together linguistic elements, individuals express nuanced social meanings, bridge cultural gaps, and adapt to globalization-driven linguistic shifts.

The phenomenon of code-switching, particularly in the Indonesian-English context, underscores the interplay between linguistic functionality and cultural dynamics in a globalized era. As Indonesia experiences rapid integration into international networks through education, technology, and media, the fluid alternation between Indonesian and English in conversation serves as both a practical tool for communication and a marker of identity negotiation. This linguistic behavior often emerges in settings where speakers aim to convey specialized knowledge, establish rapport, or navigate sociolinguistic hierarchies. Recent studies, such as those by Pratama and Suryani (2024), emphasize the increasing prevalence of Indonesian-English code-switching in digital platforms, highlighting its role in shaping modern communication patterns while raising discussions about its influence on traditional language usage.

In multilingual settings like Indonesia, code-switching between Indonesian and English has emerged as a prevalent communicative method across several areas, including digital media, education, and daily interactions. Studies indicate that in digital environments, bilingual individuals frequently switch between languages to shape cultural identity and express pragmatic meaning (Manuhutu, Manuhutu, & Manuhutu, 2022). A content-analytic research of Facebook interactions indicated that inter-sentential code-switching and code-mixing, especially insertion, are significant methods employed to indicate educational background, show status, and garner attention (Zalukhu, Laiya, & Laia, 2021). Research on Indonesian elites in Makassar City reveals that Indonesian-English code-switching serves crucial socio-pragmatic functions in formal and semi-formal contexts, influencing how individuals manage social identity and engage in multilingual discourse (Hanafiah, 2024). These findings indicate that code-switching in Indonesia is not simply a linguistic variation, but a purposeful and dynamic communication instrument utilized for identity formation, status indication, and effective engagement in a multilingual context. Recent studies (e.g., Maharani et al., 2022; Nguyen et al., 2022) highlight the structural aspects of code-switching, such as intra-sentential, inter-sentential, and tag-switching patterns. These forms vary depending on syntactic constraints and conversational contexts. For instance, Nguyen et al. (2022) observed that code-switching enhances linguistic proficiency by allowing speakers to navigate complex grammatical structures effortlessly. In educational contexts, code-switching fosters bilingual proficiency and active participation. Furthermore, it acknowledged its potential in fostering inclusive learning environments. Nonetheless, obstacles persist, including insufficient technology support for bilingual instructional resources (Nguyen et al., 2022).

Code-switching is more than just a linguistic phenomenon; it is deeply rooted in social and cognitive processes. Recent studies have demonstrated that code-switching can enhance not only linguistic abilities



but also foster cognitive flexibility and emotional intelligence. For instance, Grosjean (2022) explains how the ability to switch between languages reflects a bilingual's adaptability and nuanced understanding of conversational contexts. Social identity formation through code-switching is another significant area of research. According to Matras (2019), code-switching acts as a marker of cultural affiliation and solidarity, particularly in multilingual communities. This aligns with findings from Dewi (2021), who observed that in Indonesian podcasts, code-switching serves as a tool for creating rapport and reinforcing cultural identities. Code-switching serves as a communicative tool for emphasizing points, bridging linguistic gaps, and establishing social connections. Dewi (2021) and Grosjean (2019) identified its role in reinforcing cultural identity and cognitive flexibility. In digital platforms like Instagram and podcasts, code-switching not only enhances engagement but also reflects sociolinguistic dynamics.

In educational contexts, code-switching enhances understanding and demonstrates pragmatic objectives, like fostering rapport, regulating classroom dynamics, and indicating transitions in topics. In Indonesian upper secondary schools, educators frequently utilize inter-sentential switching repetitively to underscore essential concepts and guarantee that pupils comprehensively understand new material (Husni & Arianto, 2023). Junior EFL learners frequently employ tag, intra-sentential, and inter-sentential forms as compensatory strategies when their English vocabulary or structures are inadequate, hence facilitating communication and maintaining connection (Fauziati, Widiastuti, & Darussalam, 2020). In vocational schools, intentional code-switching can effectively provide unfamiliar content in English while providing Indonesian explanations for clarification, so balancing exposure to the target language with comprehension assistance (Fathimah, 2022).

The social context influences code-switching patterns; for example, Javanese-Indonesian bilinguals modify their frequency and kind of code-switching based on formality, audience, and regional identity markers, demonstrating its profound integration into sociocultural norms (Sudarsono, 2021). In digital learning contexts, the practical application of code-switching is becoming important, as online forums, multimedia resources, and hybrid classrooms often feature mixed-language input. This trend corresponds with computational linguistics research indicating that Indonesian-English code-mixed data necessitate robust processing models to manage diverse syntax and vocabulary, highlighting the demand for technological tools that support bilingual contexts (Adilazuarda, Cahyawijaya, Winata, Fung, & Purwarianti, 2023). Collectively, these studies demonstrate that code-switching in Indonesia serves as both a language adaptation and a pedagogical and technological factor, influencing the development of inclusive learning practices in physical and digital classrooms.

METHODS

This study used qualitative research design by using content analysis approach. Auerbach and Silverstein (2003:3) stated that qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon. The researcher uses random sampling to choose the subject of this research. Random sampling is a sampling strategy in which each individual in the population has an equal chance of being picked as a sample. In this research, interview was employed as the technique of collecting primary data. Interview is literally an interview, an inter change of views between two persons conversing about a theme of mutual interest (Kvale 1996:2). In this research, the researcher use unstructure interview because they tend to be more informal and free flowing than a structured interview.

Further, the data for this study were collected from social media platforms, particularly Facebook, and analyzed based on the research objectives using the framework proposed by Miles and Huberman, which consists of three key steps. The first step, data reduction, involves selecting, focusing, simplifying, abstracting, and transforming the raw data obtained from field notes or interview transcriptions. Given that the data gathered through documentation and interviews can be extensive, this process helps minimize data buildup and delays in analysis by quickly recording and sorting only the information relevant to the research. The second step, data display, refers to the systematic presentation of the reduced data in an organized and concise form that facilitates the drawing of conclusions and the determination of further actions. In this phase, the researcher organizes the data coherently to ensure clarity and comparability. The third step, drawing conclusions and verification, begins alongside data collection, as the qualitative analyst interprets the findings by identifying patterns, explanations, causal relationships, and propositions, thereby ensuring that the analysis remains grounded and credible.

Miles and Huberman's qualitative data analysis method consisting of data reduction, data display, and conclusion drafting and verification offers a systematic framework for organizing and evaluating research data (Sugiyono, 2021). This method allows researchers to sift through pertinent information, organize it systematically, and derive reliable conclusions from recognized patterns and correlations (Heriyanto, 2018). This strategy has demonstrated efficacy in revealing profound meanings from qualitative data in social and educational research, augmenting the trustworthiness of findings, and enabling ongoing verification throughout the study process (Rahardjo, 2017). Its strength resides in its adaptability, allowing it to be applied across several contexts, including classroom studies, media analysis, and community based research.

RESULTS AND DISCUSSIONS

The finding of study showed that there were three types of code switching and three types of code mixing. The types of code switching were intra sentential switching, tag switching, and inter sentential switching. From a cognitive perspective, code-switching has been linked to improved executive functions. Studies by Nguyen et al. (2022) and Matras (2019) have shown that bilingual individuals who frequently engage in code-switching exhibit enhanced problem-solving skills and adaptability in dynamic environments. These cognitive advantages make code-switching an important area of research for educational and psychological research.

Table 1: Frequency of Code-Switching Types in Indonesian Contexts

Type of Code-Switching	Frequency (%)	Example
Intra-sentential	50%	Mixing English and Indonesian within a sentence
Inter-sentential	30%	Switching languages between sentences
Tag-switching	20%	Adding a tag phrase in another language

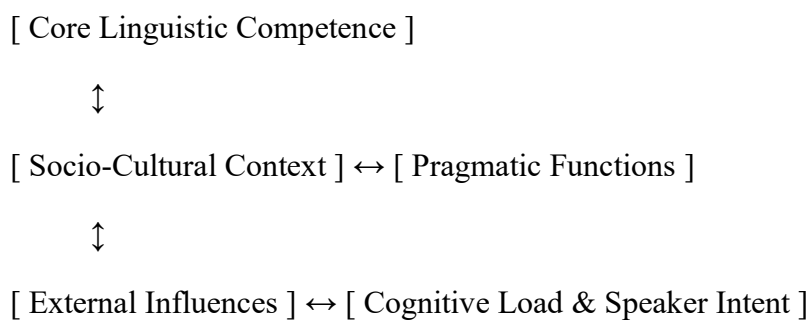
The data on social media, particularly Facebook, indicate that the predominant form of code-switching among users is intra-sentential flipping. Interviews disclosed various underlying motivations: users employ code-switching to indicate their educational background, to express higher status and sophistication, and to engage their audience's attention. The findings align with Zalukhu, Laiya, and Laia's (2021) analysis, which indicated that inter-sentential switching was common, whereas intra-sentential choices effectively served pragmatic tasks such as identity display, prestige projection, and attention capture. Moreover, Perdana's (2015) analysis of Facebook comments confirmed that intra-sentential shifts predominate, whereas tag-switching is the least common, with explanations encompassing lexical requirements, group identification signaling, and emphasis. Insights from wider social media contexts such as Situmorang and Sinaga's (2023) examination of platforms like Instagram and TikTok underscore that users often choose intra-sentential switching to denote prestige, trends, and social positioning in digital discourse.

Collectively, these studies illustrate that code-switching on social networking platforms is intentional, functioning as a strategic method for conveying status, identity, and stylistic subtleties in bilingual (Indonesian–English) interactions. This statement is also reinforced by research from Puspawati, I. (2018) that the most frequently used switching is inter-sentential level where teachers switch codes in the clauses and sentences level, and the least was the tag switching.

Cognitive Benefits of Code-Switching

From a cognitive perspective, code-switching has been linked to improved executive functions. Studies by Nguyen et al. (2022) and Matras (2019) have shown that bilingual individuals who frequently engage in code-switching exhibit enhanced problem-solving skills and adaptability in dynamic environments. These cognitive advantages make code-switching an important area of research for educational and psychological research. The model below illustrates the interplay of cognitive, social, and educational factors that influence code-switching. This highlights how these dimensions converge to make code-switching an effective communication tool in multilingual contexts.

Figure 1. Conceptual model code-switching in multilingual contexts



This conceptual model demonstrates that code-switching arises from the dynamic interaction of individual language competencies, socio-cultural contexts, and external factors. Fundamentally, core linguistic competence provides speakers with the structural understanding and fluency required for seamless language alternation. Socio-cultural norms dictate the appropriateness and manner of switching in particular circumstances, mirroring collective ideals, group identity, and audience anticipations (Matras, 2009). Pragmatic functions, including the emphasis of crucial ideas, the bridging of conceptual gaps, and the nurturing of interpersonal connection, frequently motivate code-switching, allowing speakers to tailor their communication to situational requirements (Dewi, 2021).

These pragmatic reasons are interconnected, influenced by globalization and the growing significance of digital media, which provide speakers with varied linguistic resources and promote hybrid language practices (Pratama & Suryani, 2024). Cognitive factors, such as regulating mental workload and synchronizing with speaker intent, guarantee that code-switching is intentional rather than random. This indicates that speakers must equilibrate language choice with communicative objectives, audience understanding, and cognitive processing efficiency (Grosjean, 2022). These features collectively establish code-switching as a complex, adaptive approach in multilingual populations, reflecting linguistic skill, cultural adaptability, communicative precision, and cognitive flexibility.

Table 2. Aspects of code-switching

Aspect	Description	Examples	Studies
Types of Code-Switching	Intra-sentential, inter-sentential, and tag-switching. Each type depends on syntactic structure and context.	- Intra-sentential: "Saya mau beli shoes." - Inter-sentential: "Let's go! Ayo, kita jalan." - Tag-switching: "OK, ya?"	Maharani et al. (2022)
Socio-Pragmatic Functions	Functions include bridging linguistic gaps, emphasizing points, or building social rapport.	- Bridging gaps in technical discussions. - Engaging audiences in digital platforms like podcasts.	Dewi (2021); Grosjean (2019)
Educational Benefits	Promotes bilingual proficiency, inclusivity, and dynamic learning environments.	Using code-switching for explaining complex concepts in bilingual classrooms.	Nguyen et al. (2022)
Cognitive Advantages	Enhances problem-solving skills, cognitive flexibility, and adaptability.	Bilinguals adapting seamlessly in fast-changing environments.	Matras (2019); Grosjean (2022)
Challenges	Lack of technological support and potential erosion of traditional language usage.	Limited multilingual educational tools; reduced use of native idioms.	Nguyen et al. (2022)

An exhaustive analysis of the table reveals that the identified categories of code-switching encompass intra-sentential, inter-sentential, and tag-switching, each varying in grammatical structure and contextual usage (Maharani et al., 2024). Intra-sentential switching transpires within a single sentence, exemplified by "Saya mau beli shoes," wherein Indonesian and English components are integrated fluidly. Inter-sentential switching entails the alternation of languages between sentences, frequently employed to elucidate content, modify tone, or underscore a point. Tag-switching denotes the incorporation of brief phrases or tags from an alternate language into a predominantly monolingual discourse, usually to express informality, solidarity, or emphasis. From a socio-pragmatic viewpoint, these instances of code-switching fulfill significant

communicative roles, including bridging lexical or conceptual voids, accentuating essential concepts, and fostering rapport among interlocutors (Dewi, 2021; Grosjean, 2019). These capabilities are particularly pertinent in technical conversations or digital communication platforms, where strategic language alternation improves audience engagement and relatability for multilingual users. In educational settings, code-switching offers significant advantages, including as the improvement of bilingual competency and the facilitation of complicated idea explanations in a manner that is comprehensible to varied learners. This deliberate alternation of languages promotes inclusion, enabling students to utilize their full linguistic capabilities for active engagement (Nguyen et al., 2022).

Bilingual persons who regularly practice code-switching have enhanced problem-solving skills, increased mental flexibility, and adaptability in fluid circumstances (Matras, 2019; Grosjean, 2022). These skills are associated with improved executive processes that allow speakers to adapt swiftly to evolving communicative requirements. Nonetheless, the practice presents several obstacles. Included are technological constraints, such as inadequate multilingual support in educational software, and the possible deterioration of conventional language usage, encompassing the reduction of culturally ingrained idioms and expressions (Nguyen et al., 2022). These challenges highlight the necessity for a balanced and contextually aware approach to code-switching, optimizing its communicative and pedagogical benefits while mitigating its disadvantages.

Table 3. Types of Code-Switching Identified in Indonesian Contexts

Motivation	Participants	Percentage
Indicates education	6	24%
Attracts attention	4	16%
Shows prestige and is perceived cooler	15	60%
Total	25	100%

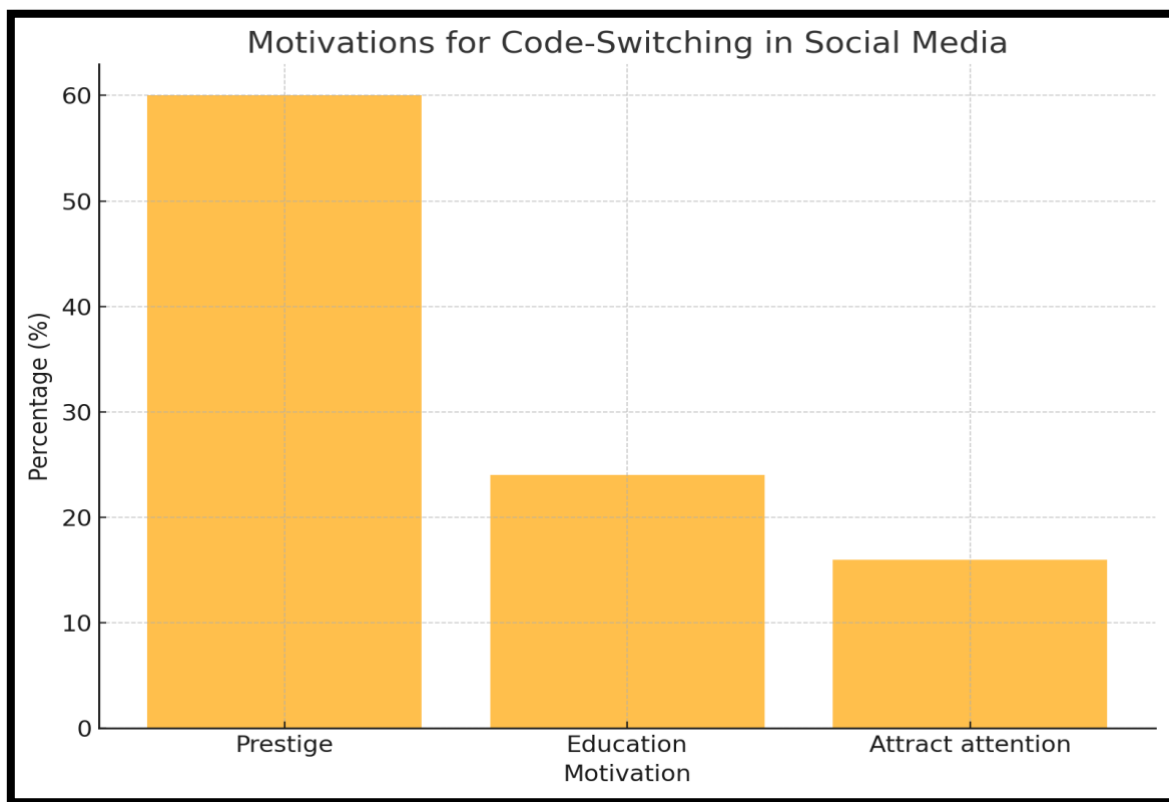
Analyze the table results as follows types of code-switching identified in the research—intra-sentential, inter-sentential, and tag switching are consistent with existing sociolinguistic theories. The frequent use of these types in online communication suggests that users are not only bilingual/multilingual

but also exhibit a nuanced understanding of contextual language use. The inclusion of tag switching indicates a casual, expressive style common in digital communication.

In addition, Marwa (2014) explored the phenomenon of code-switching (CS) between Informal Indonesian (INF-I) and English in English Language Teaching (ELT) contexts. The research identified several reasons why students engage in CS, including compensatory strategies for language deficiencies, language negotiation, extended explanations, expressions of solidarity, flexibility in expression, and translation. Among these, CS as a compensatory strategy for linguistic deficiencies was the most frequent, accounting for 30% of the observed interactions, followed by translation (20%) and extended explanations (15%). While CS serves essential communicative purposes, its excessive use, particularly at the intra-sentential level, may impede students' ability to achieve broader language proficiency in English. To address this, Marwa suggests that lecturers use CS proportionally to support weaker learners while encouraging the use of more complex English structures. Furthermore, the research highlights the need for broader research involving larger populations to deepen understanding of CS's benefits and implications in ELT contexts.

Motivations for Code-Switching

Sixty percent of participants in this survey indicated that prestige and the feeling of being "cool" were their principal motivations for engaging in code-switching. This discovery indicates that English, or another foreign language, possesses considerable symbolic capital in Indonesian society, particularly among younger generations who link its usage to modernity, social refinement, and global interconnectedness. This prestige-driven flipping often serves to project a global identity and associate oneself with perceived elevated social standing (Rohmah, 2021). Furthermore, 24% of participants associated their code-switching activity with education, employing language selection as an indicator of intellectual legitimacy or professional skill. This corresponds with research indicating that code-switching in educational or semi-formal settings might denote knowledge and facilitate the establishment of authority within a group (Halim & Maros, 2014). Simultaneously, 16% of participants indicated employing code-switching to garner attention, a technique that aligns with the characteristics of social media as a medium for self-presentation and audience interaction. Switching languages on digital platforms acts as a visual and cognitive signal, disrupting the monotony of monolingual content and encouraging engagement. These motivations indicate that code-switching is not simply a communicative tactic but also a conscious performance of identity influenced by societal ideals, generational trends, and the characteristics of online communication platforms.

Figure 2. The primary reasons for code-switching among participants

Sociolinguistic Implications

The results indicate that code-switching on platforms such as Facebook serves primarily as a symbolic gesture rather than a mere communicative requirement, frequently influenced by socio-psychological elements including status, identity representation, and in-group association. This symbolic usage highlights the extensive impact of English as a global lingua franca its integration into daily conversation signifies modernity, cosmopolitan identity, and social advancement, particularly in cultures where English is not the dominant language. In Indonesian online environments, code-switching often functions as a socio-pragmatic instrument that allows users to maneuver through and negotiate social hierarchies, convey a sense of belonging, and articulate aspirational identity (Androutsopoulos, 2015). Furthermore, extensive meta-analytical research illustrates that code-switching fulfills functional roles in educational and interactional contexts while also mirroring entrenched sociocultural frameworks and attitudes about language (Almelhi, 2020). The amalgamation of these concepts indicates that digital code-switching transcends mere linguistic adaptation; it is a socially contextualized practice influenced by globalization, mediated identity, and ideological assessments of language.

CONCLUSION

Based on the findings, it can be concluded that code-switching in the Indonesian context is manifested in three forms: intra-sentential switching, inter-sentential switching, and tag switching. The reasons behind the use of code-switching and code-mixing on Facebook vary among users. A significant portion of participants (15 out of 25) employ code-switching and code-mixing primarily to enhance their social prestige and appear more modern or "cooler." Additionally, 6 participants view code-switching as an indicator of education, while 4 participants use it as a means to attract attention. These findings suggest that code-switching on social media, particularly Facebook, is not merely a linguistic phenomenon but is also influenced by sociocultural and psychological factors. The desire to project a certain identity, whether intellectual, trendy, or socially superior, plays a crucial role in users' language choices. Furthermore, the prevalence of code-switching in informal digital interactions highlights its function in facilitating communication, social bonding, and self-expression in multilingual communities. Future research may explore the impact of code-switching on online engagement, language attitudes, and its implications for language development in digital communication.

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