

Code-Switching for the Functions of Conveying English Lesson Material in Teaching English at the MAN 1 Praya

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ABSTRACT: *This research aims to describe code switching in classroom communication from the perspective of academic function. In this study, the researcher used the qualitative descriptive research that involved two teachers as research subjects at the MAN 1 Praya, Central Lombok. The technique applied in this research is an observation technique accompanied by a recording technique. At the data analysis stage, the method used in this research is a qualitative descriptive method. The informal presentation model is explained directly in each analysis. The result of the research showed that the code switching owned twelve functions based on conveying English lesson materials. With reference to such functions, code switching in English language learning can be made as far as it satisfies the functions. As the students' English mastery improves, the use of code switching needs to be reduced.*

KEYWORDS: implementation, code switching, academic function.

INTRODUCTION

In social life we cannot be separated from the use of two or more languages. The use of two or more languages in communication events is a common phenomenon. This opinion is in line with the statement that code-switching is a common phenomenon in bilingual/multilingual communities (Purniawati et al, 2019). For example, in Lombok, code-switching occurs because the people involved in the act of communication know or master more than one language, for example the local language (Sasak language, Sumbawa language, Bima language, etc.), the first language (Indonesian), and a foreign language. (English, Arabic, Japanese, and so on). For example, in Lombok, code-switching occurs because the people involved in the act of communication know or master more than one language, for example the local language (Lombok Tengah, East Lombok,

etc.) and the first language (Indonesian), and a foreign language (England, etc.). The phenomenon of moving one language variety to another language orally or written to adapt to a different situation is called code-switching (Novianti and Said, 2021).

Judging from the setting, transfer events can occur in both formal settings and non-formal settings. In formal settings, for example in teaching and learning activities at the MAN 1 Praya, code-switching from English to Indonesian or vice versa is often carried out by English teachers. Code-switching occurs because English teachers use more than one language, namely local languages, for example Javanese; Indonesian; and English. Regarding the use of the two languages in English language learning in the classroom, this article only describes code switching events as seen from a review of their functions. The form of code-switching studied was only in the form of transferring from English to Indonesian or vice versa. The limitations of this research problem were carried out so that the discussion of code-switching events in the instructional domain could be carried out in a more comprehensive, systematic and detailed manner.

The term code-switching or code-switching has various equivalent forms used in various literatures within the umbrella of bilingualism studies, such as language switching, language alternation, language mixing, and code changing. Thohir (2017), the term of language alternation refers to code-switching and code-mixing. It can also be said that code switching *and* mixing *are* commonly studied as elements of spoken language, involving the alternation of codes (Ezeh et al, 2022).

In the context of code-mixing can be categorized into three types: insertion, alternation, and congruent lexicalization. Insertion refers to inserting lexical items or constituents from one language into a structure of another language, which is common in communities with colonial or migrant backgrounds. Alternation is when a speaker switches from one language to another within a single utterance, but the languages are still relatively separated within the clause. Congruent lexicalization is when two languages share a grammatical structure that can be replaced with lexical elements from either language (Situmorang et al, 2023). The language mixing can be in more than two languages, the English language could be mixed as well generating more confusion to get the meaning of the utterances (Abidasari & Lestari, 2020). A phenomenon of code-switching, language mixing, or borrowing arises concerning the bilingual context (Nurjaleka and Supriatnaningsih, 2021).

Based on the description above, the terms code-switching and code mixing are often found in various libraries. In other words, most language experts use the terms code-switching and code-mixing more than the terms mentioned above. Rosmiaty et al (2020) states that code-mixing is a process of mixing two languages or more which occurs without changing the topic while code-switching is basically the juxtaposition of two languages in a spoken discourse which involves transferring from one code to another in communication; while code-mixing uses two or more codes in a single utterance (Ezeh et al, 2022). Sistajati and Suputra (2022) differentiate between

code-switching and code-mixing. However, the uses of both of them are different. The uses of code-switching and code-mixing are different, in which code-switching switches the two sentences of different languages, and code-mixing borrows the word from a foreign language and blends it with native language.

Related to the description above, this paper uses the term code-switching which is defined as the transfer from English to Indonesian or vice versa carried out by the MAN 1 Praya English teacher in classroom communication. Code-switching from one language to another used by speakers as metalinguistic means that it allows someone to activate two language systems differently. Code-switching events in a classroom setting are not carried out haphazardly. The code-switching event has a clear function. One of the functions of code switching is to fulfill communication functions. According to Maksuwel and Yulia (2021: 2), code mixing refers to a competence of a person to use variety languages. People use their competence of using two or more languages when it is needed or there is a certain objective. code-switching can be used as a negotiation strategy act of communication. Code-switching serves as a kind of 'way out' in a difficult situation where communication flow is at stake (Astuti, 2020). Code-switching can be used as a communication strategy for the sustainability controls speech act. Code-switching is one of the language strategies (Saleh and Sahib, 2021). Code-switching can be used as a communication strategy to overcome language limitations, resulting in a communication breakdown and a marker of community members' speech and the identity of specific speakers (Simatupang et al, 2023). Code-switching as interlanguage communication strategy (Fauziati et al 2020).

According to Fachriyah (2017), 11 functions of code-switching in Spanish learners of English as a second language, namely (1) speech representation, (2) imitation quotation, (3) turn accommodation, (4) topic shift, (5) situation switch, (6) insistence, (7) giving an emphasis, (8) clarification or persuasion, (9) specification, (10) question shift, and (11) discourse markers are the functions of code-switching. Meanwhile, another opinion proposes 11 code-switching functions for bilingual classes. These functions are as follows: (1) clarifying specific intentions, (2)effectively giving instructions, (3) transferring language, (4) socialization, (5) language competence, (6) indicating a change in topic, (7) ease in expressing a message, (8) emphasis, (9) checking to understand, (10) repetition, and (11) creating a sense of togetherness.

Three types of function. It can be seen as follow; a) for curriculum access/knowledge construction, it means to assist the students in understanding the subject matters. b) For classroom management, it means to encourage, discipline, signal transformation. c) For interpersonal relation, it means to humanize the classroom atmosphere, make negotiation identities (Hafid dan Margana, 2022). Regarding learning content, there are *four* areas: introducing *concepts*, *reviewing a previous lesson*, capturing *learners' attention* and *praising* them (Amira, 2019). While the type of code-switching refers to switching from one language to another in a sentence by involving the syntactic units of phrases, clauses, or words (Sudarmawan, 2022).

One of the functions of code-switching in learning English in the classroom is the academic function. Academic functions are divided into two categories: (a) delivery of material related to subject matter content and (b) classroom management (Simatupang et al, 2023). These two

functions are used to analyze code-switching events carried out in classroom communication between teachers and students at the MAN 1 Praya.

METHOD

The research method used in this research is descriptive qualitative. According to Sugiyono (2018:96), qualitative research is research that is descriptive and tends to use analysis. This qualitative descriptive research uses three sequential strategic stages. These stages are (1) providing data, (2) data analysis, and (3) presenting the results of the analysis. In data provision activities, the technique applied in this research is observation techniques accompanied by recording and interview techniques. At the observation stage, the use of all languages used in English learning in class and the use of code-switching carried out by the MAN 1 Praya English teachers in classroom communication were observed. To assist in carrying out these observations, recording techniques were applied and then transcription of the recordings was carried out. Listening techniques followed by note-taking techniques were also used in this research. At this stage, forms of speech are recorded which include the use of language in communication in the classroom and speech which is characterized by language transfer from English to Indonesian or vice versa as the main object of this research. At the data analysis stage, the method used in this research is a qualitative descriptive method. Furthermore, data presentation uses an informal model, namely a presentation model that is realized by explaining the rules linguistically. The informal presentation model is explained directly in each analysis.

The subjects of this research were two English teachers at the MAN 1 Praya in Central Lombok as bilinguals who were assumed to transfer English to Indonesian or vice versa when they were involved in learning English in class. While this research data is in the form of speech that contains a form of code-switching from English to Indonesian or vice versa carried out by the MAN 1 Praya English teacher. The data context is in the form of dialogue carried out by English teachers when they carry out English language learning in the classroom. This action is intended to anticipate possible problems that cannot be separated from the scope of speech. The data sources are observation notes and transcripts of conversations conducted by English teachers obtained through recordings. But considering the possibility of many forms of code switching from English to Indonesian or vice versa, this research only took data that had forms of code switching from English to Indonesian or vice versa carried out by the MAN 1 Praya English teachers in classroom communication.

FINDINGS AND DISCUSSION

The code-switching function of interactional communication in teaching and learning English in the classroom namely functions based on conveying English lesson materials. Each finding is described as follows:

The Functions of Conveying English Lesson Materials

The function of delivering this material includes (1) clarification or confirmation function, (2) reiteration function, (3) explanation, (4) exploration function, (5) elaboration function, (6) understanding checking function, (7) emphasis function on certain linguistic elements, (8) inference making function, (9) vocabulary development function, (10) the function of discussing students' tasks or work, (11) the function of providing feedback, and (12) the function of reflecting. Each function is described as follows.

1. The function of clarification or confirmation. Clarification is the act or an instance of making an idea or statement clear (LLC, 2023). The form of code-switching from English to Indonesian or vice versa carried out by English teachers in learning English in class is intended to clarify or confirm questions, answers or information submitted by students. Below is an example of data for the clarification function as shown in bold type.

T: We have already discussed descriptive and narrative texts together.

S: Siswa mendengarkan penjelasan guru.

T: Jika kita hubungkan teks naratif dan deskriptif ini dengan tenses, tense apa yang tepat untuk teks naratif dan deskriptif?

S:(Siswa tidak paham dengan pertanyaan gurunya)

T: Who knows? If we connect narrative and descriptive texts with tenses, what tense is appropriate for narrative and descriptive texts?

S: (Siswa kelihatan masih tidak paham dengan pertanyaan gurunya)

T: Do you understand my question?

S: We don't understand sir.

T: ***The purpose of my question is, what tense is appropriate for narrative and descriptive texts. What is narrative text for past tense and descriptive text for present tense. Jadi begitu maksud pak guru.***

2. Reiteration or repetition function. Reiteration is repeating words or phrases in the next sentence (Yudhistira, 2021). In learning English in class, English teachers code-switching from English to Indonesian or vice versa for the purpose of reiteration or repetition of word forms, phrases or clauses in a speech. The repetition is done to provide emphasis on certain linguistic elements or to align the meaning of two different forms of language so that students tend to gain a clearer understanding. Example data for the reiteration function is presented.

T: **OK, now let's discuss conditional sentence. Conditional sentence adalah kalimat pengandaian yang digunakan untuk mengungkapkan sebab akibat atau kemungkinan terjadinya suatu hal.**

S: Siswa nampak serius mendengarkan penjelasan gurunya)

T: Itulah pengertian **conditional sentence** anak-anak. Berikutnya saya akan berikan beberapa contoh. Tolong diperhatikan ya.

S:Ya pak guru

3. The explanation function. It means the details or reasons that someone gives to make something clear or easy to understand (Cambridge University Press & Assessment, 2024). The event of code-switching from English to Indonesian is used to explain the concept or meaning of English forms or explain English grammatical rules. By carrying out code switching, students better understand the material being discussed so that they can use it in producing forms of English. The following describes example data for this function.

T: Just now we discussed descriptive text.

Berikutnya akan kita bahas tentang simple present tense di mana antara teks deskriptif dan simple present tense masih ada kaitannya.

S:Siswa serius mendengarkan penjelasan gurunya.

T: Simple present tense adalah bentuk keterangan waktu yang menyatakan suatu kejadian yang berlangsung di masa sekarang. Dapat didefinisikan juga bahwa *simple present tense is used to refer to events, actions, and conditions that are happening all the time, or exist now*. Siapa kira-kira yang bisa bikin contohnya?

S: Saya pak guru

T: Silakan

S: He read a book.

T: It is not correct. **You should add "s" . So the correct word is "reads". Jadi seharusnya kamu menambahkan "s" di kata "read" sehingga menjadi "reads", because the subject is the third person singular.** Pada kata kerjanya ditambahin "s" itu disebabkan karena subyeknya orang ketiga tunggal.

4. The exploration function. Exploration is learning gained through processes of concerted variation, planned experimentation, and play (Koryak, 2018). The event of code switching from English to Indonesian carried out by the English teacher in teaching English in class is also used for the function of exploring previous knowledge related to the topic of English subject matter to be studied. The exploratory function of code-switching is shown in bold in the data.

T:**Baiklah anak-anak, just now we discussed tense in the form of simple present tense. Now we continue discussing the next tense, namely simple past tense, so that we know more about tenses. Tolong diperhatikan ya anak-anak mengenai tense berikutnya supaya kalian tahu lebih mendalam mengenai tenses tsb.**

S: Ya pak guru.

5. The elaboration function. Elaboration refers to one's ability to develop ideas along with the details (Handayani et al, 2021) The event of code-switching from English to Indonesian in English language learning in the classroom is also used for the function of elaborating

understanding related to the topic of English lesson material that is already available by students. Below is an example of data for the elaboration function.

T:Pada kesempatan ini, kita akan bahas tentang conditional sentence. This conditional sentence is a sentence used to state something that may or may not happen as expected

Sebelum kita membahas lebih jauh mengenai Conditional sentence ini, seperti contoh, dan lain sebagainya. ***Siapa yang tahu contohnya?. Silakan angkat tangan, who knows to make a sentence?.***

S: Saya pak guru, mau membuat contohnya.

T: Sialakan. ***Siapa lagi mau membuat contohnya. Ayo, who else wants to make an example?***

6. Function of reviewing material that has been taught. The teachers need to know the abilities of the students and how far the students understand the material which has been taught (Sujariati, 2016). Teachers can ask a question and get the answer from the material that has been explained. The event of code-switching from English to Indonesian carried out by the English teacher in learning English in class is used to review whether students still remember the English material taught. See the bold text in the following data.

T: Baiklah anak-anak, ***at this meeting we are still discussing yesterday's topic. I want to ask, what topics were discussed at yesterday's meeting?. Bagaimana, apa ada yang tahu, topik apa yang dibahas pada pertemuan kemarin?***

S: Conditional sentence

T: Ya betul, does anyone know how to make an example of a conditional sentence?

7. The function of emphasizing certain linguistic elements or Emphasizing some elements of language (Fachriyah, 2017). In this case, learning English in class, students encounter special terms or technical terms in English whose meaning they do not yet know. So that these forms do not interfere with students' understanding, English teachers code-switch from English to Indonesian or vice versa to emphasize special terms. These functions are shown in bold in this Data.

T: Untuk diketahui bahwa teks naratif berkaitan tense yakni ***simple past tense***. ***Past tense*** is a tense to show actions that occurred in the past and completed at a certain time in the past. Kalau dalam bahasa Indonesianya ***past tense*** adalah ***tenses*** untuk menunjukkan aksi yang terjadi di masa lampau dan telah selesai pada waktu tertentu di masa lampau. Beberapa contoh ***past tense***.

S: Semua siswa memperhatikan penjelasan gurunya.

8. Function makes inferences. Competency in making inferences is an important aspect of student learning (Teo et al, 2018). The event of code-switching from English to Indonesian carried out by the English teacher in learning English in class is used for the function of concluding explanations delivered in English so that students understand the explanation or information conveyed. These functions are shown in bold in this data.

T: Pada pertemuan ini kita bahas tentang past tense. Simple past tense is a tense to show actions that occurred in the past and completed at a certain time in the past. Kalau dalam bahasa Indonesianya, *simple past tense* adalah *tenses* untuk menunjukkan aksi yang terjadi di masa lampau dan telah selesai pada waktu tertentu di masa lampau. Rumusnya adalah S+V2+Object. Contoh past tense, I studied English. Please note that the verb used is Verb2 for positive sentences. But if we make interrogative sentences and negative sentences we have to use the auxiliary word "did"

Maksud saya bahwa kata kerja yang digunakan untuk past tense adalah Verb2 untuk kalimat positif. Tetapi jika kita membuat kalimat tanya dan kalimat negatif kita harus memakai kata bantu yaitu "did", seperti kalimat ini "Did you study English atau I didn't study English". When we make interrogative and negative sentences, the verb form uses "verb 1". Maksud saya kalau kita membuat kalimat tanya dan negatif bentuk kata kerja yang digunakan adalah "verb 1".

In conclusion, regarding the past tense, we need to understand the definition, formula, examples, and we also need to know the auxiliary verbs for interrogative sentences and negative sentences. Maksud saya, intinya adalah past tense ini perlu kita pahami definisi, rumus, contoh-contonya, dan kita perlu tahu juga kata kerja bantu untuk kalimat tanya dan kalimat negatif.

S: Siswa dengan serius memperhatikan penjelasan gurunya.

9. Vocabulary development function. The teacher teaches synonyms to develop their vocabulary knowledge (Kuswatun, 2017). In learning English in class, some English teachers use code-switching from English to Indonesian for vocabulary development. These functions are shown in bold in this Data

T: Selain kita membahas definisi, rumus, dan contoh simple present tense, kita akan membahas juga mengenai sinonim dan antonim untuk kata kerja pada present tense tsb. *Synonym is a word that has the same meaning as another word (or nearly the same meaning). whereas antonym is a word that means the opposite of another word.* Contoh kata kerja "help" sinonimnya adalah "assist" dan antonimnya adalah "hinder". **What is the synonym of "try"?**

S: attempt

T: Okey, your answer is correct. **What is the antonym of try"?**

S: I don't know sir.

T: refrain

10. The function of discussing students' assignments or work. In learning English in class, English teachers often discuss exercises or assignments that students have done classically. The training method is often used by teachers in order to improve students' abilities (skills) so that students can competently carry out learning activities based on the material they are studying

(Syarifah, 2019). So that students can understand the exercises being discussed, the English teacher codes-switching from English to Indonesian or vice versa. These functions are shown in bold in this data.

T:Kita sudah bahas tentang simple past tense. **Now there is an exercise or assignment to do. Anak-anak, sekarang ada latihan atau tugas yang kalian harus kerjakan.**

S: Ya pak guru.

T:Fill in blanks with correct verb forms.

S:Siswa mengerjakan latihan sesuai perintah guru.

T:Have you finished to do it?

S:Ya, sudah pak guru.

T:**Bages, answer number 1.**

S: Was

T: **Yes, it is correct.**

11. Function of providing feedback or feedback. Feedback is a repetition that is made based on the results of what the student has done. So feedback is information related to reciprocity between teachers and students (Nurachman et al, 2020). In English learning activities, providing feedback to students is very necessary so that students know the successes or mistakes that students have made in carrying out the tasks given by their teacher. To provide feedback, the English teacher code-switching from English to Indonesian so that all students capture the feedback given by the teacher. Below is an example of data for this function.

T:Tadi kita sudah bahas tentang teks naratif, **do you understand the narrative text?, apakah kalian paham dengan teks naratif tersebut?. So you have to understand the definition of narrative text because it is fundamental. Jadi. mengetahui sebuah definisi sifatnya fundamental anak-anak. By understanding a definition, you will also understand how to make examples. Sekarang saya mau tanyak, what is narrative text and what is an example?**

S: Saya pak mau jawab.

T: Ya kamu silakan dijawab.

12. Reflection function. Reflect by asking directly about newly acquired knowledge and how to obtain it (Basmatulhana, 2022). Reflection encourages teachers to confront previous assumptions about teaching and learning, question their own teaching practices, and to investigate not only what works in the classroom but also why it works (Yulianto et al 2018). In learning English in class, language teachers and students reflect on English language learning activities. So that students can easily convey their reflections and understand the reflections conveyed by the English teacher and students, code-switching from English to Indonesian is carried out by the English teacher. The function of reflecting is shown in bold in this data.

T:Tadi kita sudah membahas tentang recount text, mulai dari definisi sampai contoh-contohnya. Next, there are several questions that I want to ask you to find out whether you understand or not what I explained earlier. **Terkait dengan yang kita bahas tadi, Apa ada di antara kalian yang tahu. Do any of you know what a recount text is?**

S: Saya pak

T: Silakan.

S: Recount text is *recount text* adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau.

CONCLUSION

The event of code-switching from English to Indonesian or vice versa carried out by English teachers in teaching English in the classroom, seen from the perspective of the function of delivering English lesson material. The functions of conveying material are divided into 12 functions. These functions include (1) clarification or confirmation function, (2) reiteration function, (3) explanation function, (4) exploration function, (5) elaboration function, (6) understanding checking function, (7) emphasis function on certain linguistic elements, (8) inference making function, (9) developing vocabulary, (10) discussing the participants' assignments or work educate, (11) provide feedback, and (12) reflect. The findings above imply that the occurrence of code-switching from English to Indonesian or vice versa in English language learning in the classroom does not need to be debated because the code-switching was not carried out haphazardly by the English teachers at the MAN 1 Praya. code-switching from English to Indonesian in English language learning in the classroom needs to be disseminated to English teachers as long as the code-switching is based on the functions mentioned above.

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