

# AN EFL TEACHER'S CODE SWITCHING AND CODE MIXING IN BILINGUAL CLASS AT ELEVENTH GRADE OF SMA NEGERI CMBBS PANDEGLANG, BANTEN

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## ABSTRACT

This study aims to investigate an EFL teacher's reasons to do code switching and code mixing, and effect of an EFL teacher's code switching and code mixing toward the students' competency accomplishment in their English class. This study belongs to descriptive qualitative design. The data was obtained through classroom observations, teacher's interview, student's questionnaire, and students' interview in bilingual classrooms at eleventh grade of SMA Negeri CMBBS, Pandeglang, Banten. Then, those data were analyzed through some stages, namely transcribing the recorded data, classifying the data, reducing the data, giving code for each datum, analyzing the data and interpreting them to answer the research problems. There are two major findings found from this study. First, there are six reasons from an EFL teacher done code switching and code mixing including teaching strategy methodology, specifying addressees based on students' characteristics, telling a joke, showing feeling, showing solidarity, and emphasizing on some points. Further, there are positive and negative effects of an EFL teacher's code switching and code mixing toward the students' competency accomplishment.

**Keywords:** Bilingual classroom; Code mixing; Code switching; EFL teacher

## INTRODUCTION

*Bahasa Indonesia* as a national language while most of the regional vernaculars or local language become mother tongue. English, its status, and its role or in the functioning of the nation and in education particularly takes a place in the third or three main categories as a foreign languages. In education domain, Indonesian has a position as instructional language. It means Indonesian is used during the teaching learning activity for all materials in schools. Beside that English

in its status a foreign language also becomes a part of curriculum as a compulsory subject for students from elementary to college. However, some teachers use not only Indonesian and local language (such as Sundanese) but also other languages (such as English or Arabic) as the medium of interaction. The teachers switch and mic from Indonesia to Sundanese or other languages (English) and vice versa.

In English classroom, code switching and code mixing also occur during the teaching learning activity. The bilingual/multilingual English teacher switches/mixes some codes to achieve the goal of language teaching. Although English has position as subject of the material, and is used as instructional language, the use of native language (L1 or L2) is still needed. Cook (2001: 242) believed that to let students use their mother tongue is a humanistic approach, as it permits them to say what they really want to say. The use of students' L1 is a 'learner-preferred strategy'.

Cahaya Madani Banten Boarding School (CMBBS) Pandeglang where the school designed based on international school uses bilingual classes as media of teaching and learning process. In bilingual classroom means that English as a foreign language is important to be used as instruction language in teaching learning process not only English subject but also in science and mathematics subjects being taught in English alongside Indonesian, and others being taught only in Indonesian (*Panduan Penyelenggaraan Program Rintisan SMA Bertaraf Internasional*, 2009: as cited in Fitriati, 2015) and to promote habitual English use inside school (*Kementerian Pendidikan Nasional Direktorat Jenderal Pendidikan Menengah Nomor*, 2011; as cited in Fitriati, 2015).

In bilingual class, for the teachers especially who teaches English as a foreign language gets difficulties in their teaching learning activity because there are still a lot of students who have lack ability in English as a communication tool. Therefore, the teachers need conversational strategy like code switching/mixing or a 'learner-preferred strategy' (Cook, 2001). Moreover Ma (2014) stated that Code-switching can not be separated from bilingual education. When we talk about bilingual education, we always mention code-switching, and vice versa.

Some research on code mixing and code switching have been conducted, some of them are:

The first research was done by Yudi Juniardi and Ina Rohiyatussakinah (2009) entitled *Code Switching among Teachers and Students in Bilingual Class at Tenth Grade of SMAN 1 Kota Serang*. The research was intended to analyze the type of Code switching, the function of code switching, reason and also kinds and degree of bilingual apply when having conversation among teacher and students in SMAN 1 Kota Serang. The subject of the research were students of the tenth grade years and teachers which teach in bilingual class as English, Sciences (Physic, Chemistry, and Biology), and also Math. Based on the analysis of the data, it can be concluded that first, there are two types of code switching, namely situational 27, 27% and metaphorical code switching 72, 72%. Second, there are function of code switching. Third, there are reasons the teacher and students apply code switching.

The second research entitled *Teachers' Code Switching to the L1 in EFL classroom* by Liu Jingxia (2010). It conducted an investigation in three Chinese universities to find out the general situation of the switching to Chinese and attempts to test the positive role of the use of Chinese in the EFL classroom of Chinese universities. Based on the analysis of the data, this study concludes that the switching to L1 is prevalent in the EFL classrooms of some. Chinese universities and that it plays a positive role in the process of teaching and learning of English language.

Another research was written by Ika Susanti (2015) entitled *The Non-Native English Teacher's Code switching at SMKN 1 Jombang (Umi Kulsum's Sociolinguistic Profile in Teaching English)*. The result shows that the teacher did inter-sentential switching, intra-sentential switching, tag switching, and situational switching. Some factors forced the teacher to switch her code. The factors are students' proficiency, teacher's attitude, the difference between Indonesian and English, and the objective of learning. Moreover, the functions of code switching are to make humor, to show feeling, to show solidarity, to translate some words, to give advice, to give explanation, to manage the class, and to emphasize some points.

The last previous research done by Ahmer Rauf (2017) entitled Students' Attitude towards Teachers' use of Code switching and its impact on Learning English. The present study explored the attitude of the students towards the use of code-switching, the relationship between code-switching and its effects on students' learning and the impact of Urdu-English code-switching on students' proficiency in target language. The quantitative approach to achieve the objectives of this study as it renders the research to produce calculated and generalizable results. The study provides identifying motivational challenges in the use of bilingual (English-Urdu) code-switching and in taking a more realistic perspective about the ELL (English Language Learning) situation in the country.

This study focuses on code switching and code mixing as well as examining the phenomenon of code switching and code mixing that used by an EFL teacher at eleventh bilingual classrooms in SMA Negeri CMBBS, Pandeglang, Banten.

The research questions on this study are:

1. Why does the EFL teacher use code switching and code mixing in bilingual class at eleventh grade of SMA N CMBBS Pandeglang?
2. How does the EFL teacher's code switching and code mixing affect students' competency accomplishment in their English class at eleventh grade of SMAN CMBBS pandeglang?

## **THEORETICAL FRAMEWORKS**

### **The Concepts of Sociolinguistic**

Noam Chomsky in (Romaine, 2000: 1) stated that sociolinguistics focus on differences in the use of language in society so that an object can be the object language learning another language. It is clear that sociolinguistics is the study of language used in a society that does not focus on the composition of sentence structure but focuses on differences in language use and language development in society.

Moreover (Holmes, 2013: 1) stated that sociolinguistic study has the interest in explaining the use of different social context and social function of language. He pointed out that addresses, social context of talk, function of discussion, and topic of discussion turn out to be important in accounting for code choice in speeches. Therefore, the phenomenon of code switching and code mixing can be reviewed from sociolinguistic perspective (Gumperz, 1982; Callahan, 2004; Holmes, 2013; Sumarsih., et al, 2014)

### **English as a Foreign Language in Indonesia**

Haidara (2016) said that in Indonesia educational system, English is a compulsory subject to be taught in all schools as a foreign language. He added that the linguistic situations and conditions in Indonesia are very complex to such an extent that the students' English speaking and writing performance can hardly escape from being affected.

Foreign or Second Language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom. There are some factors that affect second language acquisition. The factors that affect foreign or second language acquisition are social situations factors and psychological factors (Steinberg, 1993: 214-215)

### **Bilingual**

Myers-Scotton (2006: 2) stated that bilingualism is the term for speaking one or more languages. Usually the speakers' mother tongue or first language is one of the two languages that make them bilingual. They added that Bilingualism is used as a cover term for multilingualism; speaking more than two languages. Furthermore (Holmes, 2013: 30) stated that bilingual ability refers to the ability to speak more than one language or code.

Cambridge International Examinations (2015) used the term of 'bilingual' or 'bilingualism' refers to individuals or groups who routinely use two or more languages for communication in varying contexts. They focused on the educational

contexts for bilinguals. First, a ‘bilingual learner’ is a student who uses their first language (L1) at home/in the community and is learning through a second language (L2), for example English, at school. Their learning may take place in a variety of educational contexts. Second, a ‘bilingual education’ is a student who learns all subjects or some subject through the L2 on a ‘bilingual education’ programme. However, ‘bilingual learner’ refers to students on bilingual education programmes. In line with Juniardi, et al (2009) viewed that bilingualism is practice that used two languages; there are mother language and target languages. They meant bilingual in educational context of Indonesian learner are apply Indonesian as mother tongue and English as target language. In this study, the writer took bilingual definitions from educational context in bilingual classroom.

### **Code switching**

Mesthrie, Swann, Deumart, & Leap (2000: as cited in Koban, 2012) defined code switching as the ‘switching back and forth of languages or varieties of the same language, sometimes within the same utterance’. It is considered as an important communication strategy occurring in language contact situations. It is common for people who live in bilingual societies to use a language and switch to others within conversation or sentence (Kim, 2006). One of common terms in linguistics which refers to the way of alternation language use is code switching. *Switching* appears transparent enough, in that it refers to alternation between the different varieties which people speak (Gardner-Chloros, 2009: 11 as cited in Tajudin, 2013). Moreover, (Holmes, 2013: 35) asserts that a code switching reflects the dimension of social distance, status relationship, or the level of speakers’ formality interaction.

Blom and Gumperz (1972: as cited in Murad, 2013) said that there are two general types of code-switching. One, conversational switching, is used to convey a speaker's attitude towards the topic of the conversation, while the other, situational switching, is used to convey a speaker's attitude towards the audience. Moreover, Holmes (2013) classified types of code switching into three items based on the

contextual classification: tag switching, situational switching, and metaphorical switching (conversation).

Wardhaugh (2006: 101) classified code switching into inter-sentential switching and intra-sentential switching. Inter-sentential switching happens when the switching occurs between sentences. Moreover, intra-sentential switching happens when the switching occurs within a single sentence.

Poplack (1980: as cited in Tajudin, 2013) also stated that types of code switching. First, *tag switching*, it occurs where tag parts of sentences occur in different variety from the main part of sentence (the insertion of a tag, exclamation, and certain phrases in one language that is inserted into an utterance that is entirely in another language). Second, *Inter-sentential switching* occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. Last, *Intra-sentential* switching takes place within the clause or sentence and is considered to be the most complex form of switching.

### **Code Mixing**

Wardhaugh (2006: 06) stated that code mixing occurs when conversant uses both languages together to extent that they change from one language to the other in the course of single utterances. He also added that people are usually required to select a particular code whenever they choose to speak and they may also decide to mix one code another code.

Muysken (2000: 3-5) stated that many bilinguals will produce mixed sentences in ordinary conversation. He explained more that code mixing is typically divided into three main types. Firstly, *Insertion of material (lexical items or entire constituents)*. This type is from one language into a structure from other language. Secondly, *Alternation*. This type is between structures from languages. In the case of alternation, there is a true switch from one language to the other, involving both grammar and lexicon. Thirdly, *Congruent lexicalization of material*. This type is from

different lexical inventories into a shared grammatical structure from either language in a situation.

### **Reasons of Code Switching and Code Mixing**

There are a number of reasons for bilingual or multilingual person to switch or mix their languages. Those are:

*a. Talking about a particular topic*

People sometimes prefer to talk about a particular topic in one language rather than in another and feel that some topics are more appropriate to one language than another (Hoffman, 1991: 115-116; Cook, 2008: 174; Holmes, 2013: 37).

*b. Quoting somebody else*

A speaker switches code to quote a famous expression, proverb, saying of some well-known figures, or to report what someone has said. The switch like a set of quotation marks (Hoffman, 1991: 116; Cook, 2008: 174; Holmes, 2013: 38).

*c. Being emphatic about something (express solidarity)*

Different languages used in the process of code switching can have different characteristics which indicate the speaker's emotion (Holmes, 2013: 34-40). Those emotions can include positive expressions of true feelings like sympathy, friendship, or solidarity and negative expressions like disapproval or anger (Hoffman, 1991: 115-116; Holmes, 2013: 38-40; Hymes, 1962: as cited in Astrid, 2015).

*d. Interjection (inserting sentence fillers or sentence connectors)*

Code switching can be used to say interjection such sentence fillers/connectors (Gumperz, 1982: 77-78; Hoffman, 1991: 116; Hymes, 1962 as cited in Astrid, 2015). Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention.

*e. Repetition used for clarification*

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages (codes) that



he masters to say the same message or paraphrasing other's words (Hoffman, 1991: 116; Hymes, 1962 as cited in Astrid, 2015).

*f. Intention of clarifying the speech content for interlocutor*

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs (Hoffman, 1991: 116). It means to make the content of his speech runs smoothly and can be understood by the listener.

*g. Expressing group identity*

Code switching and code mixing can also be used to express group identity, express their intimacy, friendship, and solidarity by bilinguals and multi-linguals who come from the same regions or groups (Holmes, 2013: 39).

*h. To soften or strengthen request or command*

Code mixing and code switching can also strengthen a command since the speaker can feel more powerful than the listener because he can use a language that everybody cannot (Saville-Troike, 2006: 69).

*i. Because of real lexical need*

Code switching can be used to fill a linguistic need when bilinguals and multi-linguals need specific words, phrases, clauses, or sentences from one of language which are most appropriate for a given concept in particular speech (Saville-Troike, 2006: 69; Hoffman, 1991: 16;).

*j. To exclude other people when a comment is intended for only a limited audience*

Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that no everybody knows (Hoffman, 1991:116).

*k. To show the speaker's social role*

Sometimes the reason for code switching is that the choice of language shows the speaker's social role (Cook, 2008: 176).

*l. Poetic Functions*

About poetic functions, it means that during the conversation, the speaker inserted some jokes, stories, some poetic quotations into an English-based conversation (Hymes, 1962: as cited in Astrid, 2015). Many scholars state that speakers switching codes or languages tend to have balance mastery of the languages (Gass and Selinker, 2008; Ewert, 2010; Holmes, 2013: as cited in Fathimah, 2016).

### **Code Switching and Code Mixing in teaching and Learning Process**

Code switching is natural in the classroom if the teacher and students share the same languages, highly desirable for students, teaching the grammar to the students can make clear understanding, and that code switching can be used as part of teaching methodology. (Cook, 2008: 178).

The teaching-learning contexts encountered by teacher tend to be designed specifically to meet educational objectives and in an EFL class, the use of code switching bridges the need to give students exposure and the accommodation of students with low-proficiency of English (Brown, 2000; Harmer, 2007 as cited in Fathimah, 2016). Thus, the practice of code-switching occurred in this context tend to be designed to meet particular educational objectives as well (Qing, 2010).

Bilingual teachers use two languages to teach the academic content. Within the context of lessons, they switch between the languages in at least three ways: (a) spontaneously, (b) directly, (c) intentionally. Teachers may decide immediately when L1 should be used and when a switch to L2 is appropriate in order to enable comprehension and meaningful involvement of the students (Cook, 2001: as cited in Jamshidi, et al., 2013).

Sert (2005: as cited in Astrid, 2015) suggested that code-switching can have a vital and positive effect, a useful tool for creating linguistic solidarity, especially between individuals who share the same ethno-cultural.

According to Celik (2003: as cited in Kim, 2006) code switching and code mixing can be applied to vocabulary teaching in EFL/ESL classes, lead to appropriate successful teaching and learning of new vocabulary in speaking classes.

As the studies found that bilingual education may lead to more effective and meaningful language learning. According to Kim (2006) said that use only English in Korea does not necessarily make learners learn the language effectively as we apply this idea to English education in Korea. Code-mixing and code-switching contribute to effective language learning and communication. Therefore, code-switching could be a strategy used by teachers to help learners.

## **RESEARCH METHODOLOGY**

Descriptive qualitative is the design of this study which took place in one of state senior high school in Pandeglang, Banten, Indonesia. The participants of this study included an EFL teacher and her 40 students in the eleventh grade. The students were from XI IPS 1 and XI IPS2.

The data were analyzed in five major steps including data transcription, familiarization, categorization, comparison, and interpretation. The data were taken from bilingual classrooms of eleventh grade in SMA Negeri CMBBS, Pandeglang. The data are the teacher's utterance when she conducted code switching and code mixing in teaching learning process. Four data collection techniques were used in this study. There were classroom observation, students' questionnaire distribution, teacher's interview, and students' interview.

In this study, first, the writer used data triangulation, investigator triangulation, and theory triangulation in order to ensure the writer's findings. Next, the writer also used member checking to enhance her findings study.

## **FINDING AND INTERPRETATION**

### **An EFL teacher's reasons to do code switching and code mixing**

Regarding the teacher's positive belief to the use of code switching in her EFL class, she had six reasons to do code switching and code mixing which involved English, Indonesian, and Arabic. The reasons are (1) teaching strategy methodology, (2) Specifying addressees based on students' characteristics, (3) telling a joke, (4) showing feeling, (5) showing solidarity, and (6) Emphasizing on some points. Those

reasons were based on her need to use code switching and code mixing as a communication strategy effectively and efficiently in teaching EFL according to her teaching belief. More specifically, the data from the teacher's interview revealed that she believed that the use of code switching and code mixing in her teaching learning process is a necessity and beneficial, didn't want to take a risk for her students in exam, seeing her students' different language skill and cultural background, encouraging, disciplined, and fun EFL teaching through the use of her code switching.

Besides, the findings from the classroom observations and the data from teacher's interview were also supported by the students' questionnaire. The questionnaires consist of 10 open-ended and multiple choice questions to students in order to know student's language background, and general situation about code switching/code mixing in classroom.

Item 5. When did the teacher speak their mother tongue during bilingual classroom?

From 35 students there are 9 (25.71%) who chose (a) 'explain new words', 14 (40%) chose (b) 'explain sentences', 9 (25.71%) chose (c) 'can not be expressed clearly in English', and 3 (8.58%) chose (d) 'other choices' : when students can not understand; making a joke; explaining the structure and grammar. It means that when teacher code-switch, most of them use the mother tongue to explain sentences.

The finding of teacher's reasons to do code switching and mixing supports the concepts of Cook (2008: 178), Kim (2006), and Juniardi, et al (2009) that code switching can be used as part of teaching methodology and a useful tool. It also supports Harmer (2007 as cited in Fathimah, 2016), and Qing (2010) said that the practice of code-switching occurred in this context tend to be designed to meet particular educational objectives. Her way to deliver her jokes through code switching supports the finding from Hymes, (1962: as cited in Astrid, 2015), Hoffman (1991), and Holmes (2013). Related with emphasizing the points, it supports the concept from Saville-Troike (2006), Hoffman (1991), Hoffman (1991):

116), and Hymes (1962 as cited in Astrid, 2015)

**The effects of the teacher's code switching and code mixing toward the students' competency accomplishment in learning the English materials.**

The students' action in distinguishing and capturing the meaning of each indicator on the syllabus and lesson plan, especially the material of generic structure of explanation text and passive voice in present tense were found in the process of classroom observation. Therefore, these indicators of competency accomplishment emerged in the teaching and learning process. Based on the data from the classroom observations, the teacher's interview, the students' questionnaires, and the students' interviews, the emergence of these indicators were caused by a condition where the students' understood their teacher's explanation through code switching and code mixing in Indonesia and English.

From the teacher interview revealed that there were advantages and disadvantages when the teacher used code switching and code mixing as her strategy in teaching learning process especially for her students. She believed that using code switching and code mixing as her strategy in teaching English would be greatly help mainly for students who were not good in their English and it will be appropriate for difficult and complicated materials like Passive voice in Explanation Text and Conditional If. It has good effect for the students' assessment in writing and reading test. Although there is a better improvement, it has much different from students who are accustomed to hear and use English for spoken and oral test.

From the students' questionnaires revealed that the fourth eleven questions on the questionnaires indicated the effect of teacher's code switching/code mixing for students' competency accomplishment in English learning. The questions responses based on the Likert scale. The result findings from each statement is presented on the explanations above below.

Statement 8. In learning activities using Indonesian and English (mixing and switching) helps you in learning English. From 35 students there are 15 (42.86%)

who chose SA, 17 (48.57%) chose A, 0 (0%) chose D, and 3 (8.57%) chose SD. From the result above, the interpretation of result score is 81.42% means strongly agree.

Statement 9. In a learning activity using Indonesian helps you in increasing your chances of passing the exam. From 35 students there are 1 (2.86%) who chose SA, 21 (60%) chose A, 10 (28.57%) chose D, and 3 (8.57%) chose SD. From the result above, the interpretation of result score is 64.28% means agree.

Statement 10. In a learning activity using English helps you in increasing your chances of passing the exam. From 35 students there are 5 (14.29%) who chose SA, 23 (65.71%) chose A, 7 (20%) chose D, and 0 (0%) chose SD. From the result above, the interpretation of result score is 73.57% means agree.

Statement 11. In a learning activity using Indonesian and English (mixing and switching) helps you in increasing your chances of passing the exam. From 35 students there are 9 (25.71%) who chose SA, 25 (71.43%) chose A, 0 (0%) chose D, and 1 (2.86%) chose SD. From the result above, the interpretation of result score is 80% means strongly agree.

From students' interview revealed that all of students felt helpful with teacher uses code switching and code mixing in teaching learning process especially difficult materials such as Grammar and Structure so they can answer the exam well and get better score. But there were some of students felt difficulties when they had to do oral/spoken test. This finding supports the concepts and findings from Rauf (2017), Ma (2014), Cook (2008), and Fillmore (1985: as cited in Jingxia, 2010).

## **CONCLUSION AND SUGGESTION**

There are two major conclusions which can be drawn from the present study about an EFL teacher's code switching and code mixing in bilingual classrooms. First, the teacher's code switching and code mixing can be used for various pedagogical reasons in bilingual classrooms by the EFL teacher who has a positive belief in the used of code switching and code mixing. Those reasons include code

switching and code mixing that can be used as teaching strategy methodology, Specifying addressees based on students' characteristics, telling a joke, showing feeling, showing solidarity, and emphasizing on some points.

There are positive and negative effects of EFL teacher's code switching and code mixing toward the students' competency accomplishment. Code switching has both educational benefits and drawbacks. Positively, it increases students' participation, lesson comprehension, explaining grammar, organizing tasks, disciplining students, and implementing tests. Negatively, it does not contribute to developing the students' proficiency and confidence in speaking English, tend to ignore the target language (TL) and therefore do not benefit fully from valuable TL input.

EFL teachers should realize that the use of code switching and code mixing in their teaching learning activity is not always seen as a disadvantageous product of speakers' language deficiency and language input for the students in bilingual classrooms. Many studies including this present study show that it can be advantageous for pedagogical reasons. It can be used as a compensatory strategy when they are not fully competent in the use of one language or it can be used purposefully as their communication strategy when they are fluent in more than one language.

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