



THE USE OF CODE-SWITCHING BY TEACHER IN CLASSROOM INTERACTION AT MAN 2 MODEL MEDAN

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Keywords	Abstract
<p><i>Keywords: Classroom Interaction, Code-Switching, Types of Code-switching</i></p>	<p>This research that has been conducted entitled "The Use of Code-Switching By Teacher In Classroom Interaction At MAN 2 Model Medan" which is motivated by the fact that there are differences in abilities between teachers and students in using and understanding English so make the teacher adjust the language gap so that code-switching occurs between students and teachers in classroom interaction. Code-switching is a communication between people use two or more language. The research methodology in this study uses a qualitative method where the data collected by the researcher was by triangulation method that are observation, documentation and interview the teacher. The results obtained by the researcher are three types of code-switching used by teachers in classroom interaction, those are tag switching, inter-sentential switching, and intra-sentential switching. Based on those three types, the dominant types that are most often used by the teacher is inter-sentential switching. The teacher use code switching because of talking about particular topic, quoting somebody else, showing empathy, interjection, repetition, expressing group identity, and to clarify about the content. Based on the finding of the research, it can be concluded that code-switching can be used by teacher in classroom interaction because code-switching as the solution of the language gap between teacher and student.</p>

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INTRODUCTION

Language is a system that connects thoughts, but thoughts cannot be heard, seen or even touched (Delahunty, 2010, p. 5). Furthermore, the existing thoughts are conveyed through an expression such as spoken, visual, or others. Therefore, humans use expressions to convey their thoughts and it is called language. For example, if someone wants to convey a problem that is on their mind, then someone will communicate to convey their problem using expressions such as spoken, visual or others. The language that changes from one language to another language can be called as code-switching. Code-switching can occur in every condition even spoken or written. Especially in language classroom that the teacher and student make an interaction using two or more language in classroom interaction. The language that changes from one language to another language can be called as code-switching. Code-switching can occur in every condition even spoken or written. Especially in language classroom that the teacher and student make an interaction using two or more language in classroom interaction. Individuals who communicate using one language and combined with different languages is called by code switching.

Code switching is a communication that speakers build self-understanding and send to the listeners understanding of situational norms, to communicate an information about how they intend their words to be understood (Gumperz, 1977:3). The purpose of switch the code is make sure that another speakers or listeners understand about that language. In classroom interaction, especially in English class that is EFL class, the interaction process in the classroom uses English as a language to communicate. However, teachers who are not native English speakers certainly have obstacles in delivering material in the learning process, this is because students who have difficulty understanding the English used by English teachers so that the interaction process in class must use a language that is understood by students, that is Bahasa. This causes the teacher to use two or more languages in conveying the material so that this can be called code-switching in classroom interaction. It can be said that students are still in the learning process to understand English itself, so the teacher uses code-switching in classroom interaction that is Indonesian as the first language and English as the target language.

LITERATURE REVIEW

Sociolinguistics

Every individual in this world uses language as a tool to communicate. Therefore, people will interact with others in their social environment by using language. Society and language cannot be separated because in society there is language as a tool that connects humans to interact with each other. People interact with other people using language to convey feelings, opinions or ideas. With the interaction using language by humans, it will create a social environment which can be called sociolinguistics. The word sociolinguistics contains of two words, that are society and language. Society is a group of people who are in the same environment who have the same purposes. While, language means a tool to communicate that is used by humans to convey a thought, idea, or feeling. So, sociolinguistics is a study of language and society. Fishman (1972:9) states that sociolinguistics is the study of characteristics of language varieties, language functions, and the interaction between speakers within speech communities. According to Holmes (1992:1), sociolinguistics is the study of language and society. In sociolinguistics, language is not only a tool to communicate, but language also has an important role in forming relationships with other people. Language can function as a social relationship and sending the information from the speakers. Its means that there is a relationship between language and society (Trudgill, 2000:1).

Monolingual, Bilingual and Multilingual

Monolingual is a person's ability to speak and using language in the only one language (Wardhaugh, 2006, p. 96). Generally, monolingual people only use one language in communication with each other. But in this era, the human ability to communicate with other people is growing so that people can talk with two or more language in communication. Monolinguals are rarely found because of the variety of languages and also ethnic groups who have their own language in each area so that humans who communicate with other people can use two or more languages. In addition, a monolingual will find it difficult to interact socially with other people because of the limited use of language so that it will affect the skills in society, skills to interact with the speaker who use other language or business interaction with others.

Bilingualism is the ability to use two languages and the ability to control language based on the situation in which the language is used. Bilingualism is a person's ability to use more than one language (Fishman, 1965). In interacting with other people, of course, the individual has a language that he/she understands and able to use the language well. Generally, each region has a common language and a language that is often used to communicate with other people, so that people will communicate with the common language in that area. So, people who are not natives and come to an area whose language is different will make immigrants have to master the language in the area so that the ability to use more than one language is called a bilingual. In education, bilingual is a person who use of two language for the learning and teaching process (Wright, 2015, p. 1). The language used in the teaching and learning process is more one language maybe two languages used in classroom interaction. The purpose of using two languages in learning is to understand what is meant by the speaker or teacher so that the listener can understand and know the information conveyed by the listener. Generally, the use of two languages in learning occurs in people who are accustomed to using two languages in interacting so that in the classroom there is also the use of two languages. This happens because it is influenced by society language in that area.

In education, the use of multiple languages is to influence several factors such as linguistic variety in some country such as Singapore which country that has many tribes and language in communication. So, its affect the classroom interaction in teaching learning process. Other factors such as social or religious attitudes, it means the use of language based on social or religion which will influence attitudes so that people will use other languages in interaction (Cenoz, 1998, p. 4). Multilingualism is the ability to use and understand two or more languages. However, multilinguals do not only understand language in general, they can use two or more languages well and fluently without any obstacles. When people interact with one language and replace it with another language, multilinguals still know the meaning conveyed by another speaker. Therefore, multilinguals have abilities that involve the use of a balanced language and are able to use languages such as native-speakers when speaking (Wardhaugh, 2006). When interacting, multilinguals can switch and use one language to another without fear of miscommunication.

Code-Switching

People in this era are usually used to finding different languages in their daily lives, they will hear and speak a language they don't know and learn another language slowly or

quickly. This condition makes people become bilingual or multilingual and they are in a community that interacts with two or more languages. In general, people will choose the code or language that based on with who we interact to the other person. Code-switching is a communication that speakers build self-understanding and send to the listeners understanding of situational norms, to communicate an information about how they intend their words to be understood (Gumperz, 1977:3). Communication carried out by a person must have a purpose and aim when carried out so that communication has meaning in it, this aspect must be considered by speakers when interacting or speaking with other people. Code-switching is occurred so that speakers can easily convey information and language goals to be achieved and of course build a communication that is easily understood by listeners according to the context. The use of code-switching will be useful if the listener understands the language combination that was said by the speaker so that code-switching can be a way of communicating to make it easier for speakers and listeners to communicate with each other.

Types of Code Switching

The first is tag-switching, this type require a little integration of two language. Its means tag-switching involve a tag in one language to an utterance or sentence which is speak in another language. Tag-switching can use and move freely and inserted into anywhere at the sentence or utterance without violating any grammatical rules. For the example of tags: you know, I mean, okay, well. If we put into Indonesian language is “*Well, kita sudah sampai disini. Terima kasih*”. (Well, we finished at this time).

The second is Inter-sentential switching, this type is switch in a clause or sentence which the sentence is in the different language. Inter-sentential switching is integration switching at the sentence. In simple definition, inter-sentential switching is the language movement into another language at the sentence. For example, “i will visit you *di jam 10 pagi*”. (I will visit you at 10 a.m).

The third type is Intra-sentential. Its means that the code-switching in this type occur in every single sentence and it can be move from one language into another language and the back to the first language which used and then back again into another language. The speaker and listener need to know the grammatical aspect to send the meaning and avoid the misunderstanding in communication. This type is the type most often used by bilingual or multilingual people because of the use of two or more languages in speech, so it's making the speaker switch the language twice or more.

Function of Code-Switching

Gumperz (1977) divided the function of code-switching into six, that are quotation, addressee specification, interjection, repetition, message qualification, and personalization (Gumperz, 1977): a) Quotation, its means like a direct quotation or a reported speech. This function is like describing something directly using a language. For example, in Indonesian language: “I’m hungry, *tolong belikan makanan itu*. I will pay it later.” b) Addressee specification, this function as a code-switching addressed to a certain person when communicating. For example, in Indonesian language: The situation is some student in class. A: “*Aku mendapat masalah hari ini*, I dont like it” (not responded by B and C, B: “Will you accompany me to the canteen? (Ask to C)”, C: “let’s go”. c) Interjection, it functions as an interjection or sentence filler. For example, in Indonesia language: “Well, *ayo kita bertemu lagi*” d) Repetition, it is as the repetition of a message conveyed, clarify or validates the spoken word. For example, in Indonesia language: “*Apapun kecuali sayur*, everything except vegetable”. e) Message qualification, this code-switching functions as a message to be conveyed and as a complement in a sentence. For example, in Indonesian language: “*Lihat dia* (look him), he is the oldest one” f) Personalization vs Objectivization, its means that talk about action and talk as action. In simple definition, it begins with personal statement and then end with an action statement. For example, in Indonesian language: “*Aku ingin makan nasi*, so I go to the canteen”

Factors Of Using Code-Switching

There few reasons for bilingual or multilingual switch their language such as talking about particular topic, quoting somebody else, showing empathy about something, interjection (sentence filler), repetition, expressing group identity, and intention to clarify the content by speaker (Hoffman, 1991). a) Talking about particular topic, sometimes people talk a particular topic in another language because the message conveyed is more understandable if it is delivered in another language. b) Quoting somebody else, sometimes people use code-switching to express their feeling or someone into quotation. c) Showing empathy, its means that someone talking using his first language or another language because emphatic (express solidarity) to other people. d) Interjection, it means a word expression. People that switch the code because he/she want to express emotion, feeling or attention. For example: Damn! Insane! Hey! Etc. e) Repetition, the code being switch into another language but stay in the

same meaning is called repetition. The factor that repetitions used is want to clarify or validation the utterance or message. f) Intention to clarify the content by speaker, bilingual or multilingual people use two or more language in making an interaction. So, the speaker saying the language that understood by the listener in one language or other language. It's called switch the code. g) Expressing group identity, its mean that every community have their own language or style of language. The use of code switching by the community can be an identity of a group.

Code Switching in Classroom Interaction

Simon (2001:312) stated that in bilingual or multilingual classroom, the students or the people of the classroom will have a basic or master in ability to understand the language, thus code-switching can be a feature for the language interaction between student and teacher. Code-switching occur in foreign language classroom context, such as the student or individual is bilingual or multilingual community in EFL classroom to affect the attention or share the knowledge, student have a limited knowledge of the language so it can affect the code-switching occur by the teacher, last is the student have a status to learn a foreign language and the teacher must teach the foreign language, so it can affect the code-switching used by the teacher in the classroom interaction. It will create an active atmosphere in the classroom and the interaction between teachers and students goes well. EFL teacher teach the student by switch the language to understand the material that being learn by student, especially when teacher want to explain a specific topic or criteria in the material of the teaching learning process and making the interaction to the student. Code-switching could be a communication strategy that being used by teacher because there is a gap of language between the teacher and student (Novianti & Said, 2021:83). Code-switching carried out by teacher when there are a specific topic or particular topic that cannot explain if use in target language so the teacher uses the student's first language to make easier to understand the material that being taught.

METHOD

In conducting this study, researcher use qualitative descriptive approach as the research design. Researcher use qualitative descriptive approach because the data naturally from the utterance of the English teacher as the data source. This research conducted at Madrasah Aliyah Negeri 2 Model Medan which eleventh grade student on second semester in

academic year 2021/2022. MAN 2 Model Medan is located in Jl. William Iskandar No.7A, Bantan, Kec. Medan Tembung, Medan City, North Sumatera 20222. Researcher take one English teacher as the participant. Researcher used documentation, observation and interview, as a process and data source of this qualitative research. Documentation is an audio-visual documentation and observation used by researcher as the instrument to gain the data by join the classroom interaction. In other means that researcher join and to see the English classroom teaching-learning process as the classroom interaction. Interview being used in this research because researcher want to know the reason why teacher use code-switching in the classroom interaction. In this research, researcher use Mile and Huberman (1994) theory through data analysis (Miles, 1994, p. 10)], those are data collection, data display, data reduction, and conclusion.

FINDING AND DISCUSSION

The Types of Code Switching Used by Teacher in Classroom Interaction

The researcher focus is the use of code-switching by teacher in classroom interaction, so the researcher observes the teacher when doing interaction to the students by using code-switching and then analyze the type and dominant type of code switching that used by teacher in classroom interaction, also the reason of the teacher use code-switching in classroom interaction. Based on the observation that carried out by the researcher in MAN 2 Model Medan that is in XI IPA 7. In this observation, the researcher observes the utterance of the teacher when doing classroom interaction and find that the teacher uses three types of code-switching in classroom interaction, that are tag-switching, inter-sentential switching and intra-sentential switching.

Table 4.1 The frequency of Code-switching Used by Teacher

No	Teacher's Utterance	Code-Switching			Percentage
		Tag Switching	Inter-Sentential Switching	Intra-Sentential Switching	
1	Tag Switching	✓			34,6%
2	Inter-Sentential Switching		✓		35,2%
3	Intra-Sentential			✓	30,2%

	Switching				
	Total	53	54	46	100%

The table above shows the number and frequency of code-switching used by teachers to conduct classroom interaction with the students. From the table above, it can be understood that there are three types of code-switching used by teachers in classroom interaction, that are tag switching which is spoken 53 times, inter-sentential is spoken 54 times, and intra-sentential is spoken 46 times. It can be seen that the type of code switching that is most frequently used by teachers when conducting classroom interaction is inter-sentential switching, which is 54 times. The following is an analysis of the types of code-switching that teachers use in the classroom.

a. Tag Switching

The first is tag-switching, this type require a little integration of two language. Its means tag-switching involve a tag in one language to an utterance or sentence which is speak in another language. Tag-switching can use and move freely and inserted into anywhere at the sentence or utterance without ciolating any grammatical rules. For the example of tags: you know, I mean, okay, well. If we put into Indonesian language is “Well, *kita sudahi sampai disini. Terima kasih*”. (Well, we finished at this time). The use of tag switching by teachers occurs in the learning process, for example, such as explaining the material or as a stressed on a material being asked to ensure that all students can understand and hear well what the teacher said in the classroom. The researcher finds the tag switching used by teacher is 53 times, as follows:

“Actually, that about opinion and though ya?”

In that utterance, the teacher say in English at first and then stop it with the tag in another language that is Indonesia, the tag is "ya". The place of the tag is at the end of the utterance.

“Okay, Nah ini ganteng-ganteng, disini baru saya paling cantik”

In that utterance, the teacher says the tag at the beginning of the utterance that is “okay” as the tag. The teacher says “okay” first which is English language and then continue the full utterance with another language that is indonesia language.

“ha! Right!”

That utterance is some of the teacher's utterance when teach the student as the classroom interaction by using code-switching that is tag switching. The use of the word "ha!" to provide justification for the answers given by students, the teacher uses the word by giving stress on the word, after that the teacher continues his interaction with his students by explaining in more detail.

b. Inter-Sentential

Inter-sentential switching, this type is switch in a clause or sentence which the sentence is in the different language. Inter-sentential switching is integration switching at the sentence. In simple definition, inter-sentential switching is the language movement into another language at the sentence. For example, "i will visit you, *tapi di jam 10 pagi*". (I will visit you, but at 10 a.m.). The researcher found that there 54 times the teacher switches the code into inter-sentential switching. The use of Inter-sentential switching by the teacher when interacting in the classroom can be in the form of an explanation of a material then the teacher's utterance in a sentence or clause in the form of inter-sentential switching, for example, such as:

"You have to rewrite again, right? Ukbn materi pembelajaran"

The teacher says in English at first and the switch it that is inter-sentential switching in another language that is Indonesia, the inter-sentential switching is "UKBN *materi pembelajaran*". The teacher says the sentence to continue the topic being discussed but not in one language but by using another language that is understood by students, namely Indonesian. That way the teacher can continue to interact with her students.

"You wanna be one of that statue in the museum? Mau jadi patung disana?"

In that utterance, it can be called inter-sentential switching because there is a language switch in the sentence form. The teacher says in English at first and the switch it that is inter-sentential switching in another language that is Indonesia, the inter-sentential switching is "*Mau jadi patung disana?*". The teacher's utterance in the English at first but the teacher helps the student to understand about what she said by translate the utterance so the student can easily understand and the continue the topic was discuss about.

c. Intra-Sentential

Intra-sentential. Its means that the code-switching in this type occur in every single sentence and it can be move from one language into another language and the back to the first language which used and then back again into another language. The speaker and listener need to know the grammatical aspect to send the meaning and avoid the misunderstanding in communication. The researcher found that there are 46 times teacher switch the code into intra-sentential switching, the following are some examples of intra-sentential switching that did by the teacher:

*“Have I ask you to rewrite again that **materi pembelajaran** into your notebook?”*

The teacher’s utterance above can be defined as the intra-sentential switching because the teacher asks the student with English-Indonesia-English language in classroom interaction. The teacher makes a familiar word that is “*materi pembelajaran*” which the word often heard and used by students so that it allows students easy to understand what is meant by the teacher.

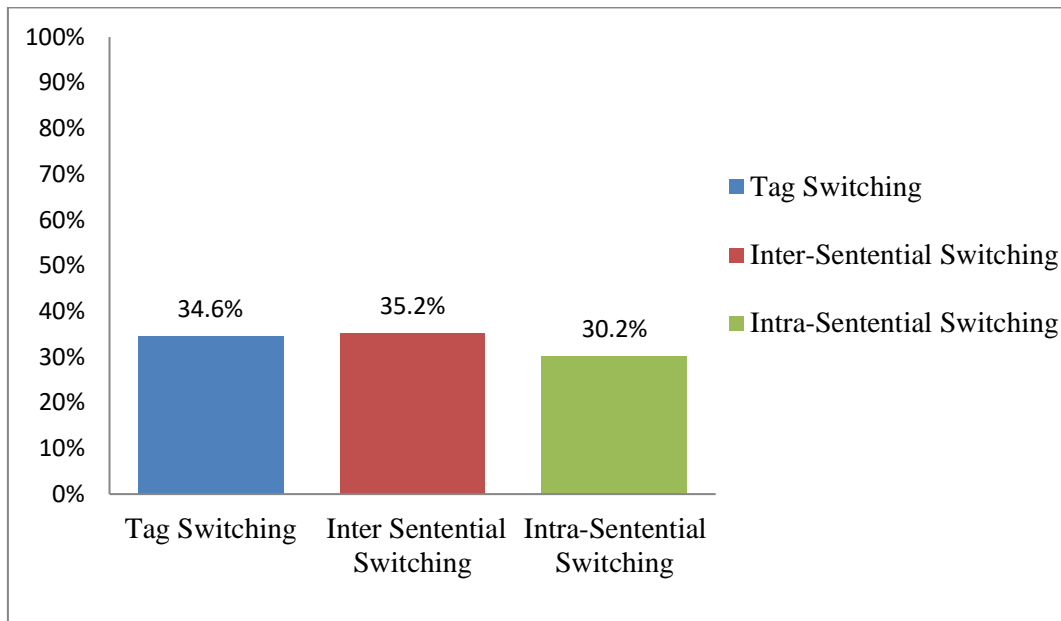
*“Okay who wanna give one sample, **siapa yang mau buat satu contoh** about asking for opinion c’mon?”*

The teacher’s utterance above can be defined as the intra-sentential switching because the teacher use Indonesia-English-Indonesia language in classroom interaction. The form is same with the previous example of intra-sentential switching, that is Indonesia-English-Indonesia but the different is the meaning itself. The utterance “*siapa yang mau buat satu contoh*” is in Indonesia language which is the translation of the utterance “Okay who wanna give one sample”, so the use of intra-sentential switching to translate the utterance and then continue with the first language.

*“Iya jadi **they think that** melihara babi ngepet, **actually no.**”*

The teacher’s utterance above can be defined as the intra-sentential switching because the teacher use Indonesia-English-Indonesia-English language in classroom interaction. The teacher’s utterance switches the code two times in one sentence. First, make the interaction to the student with Indonesian language then switch into English and then back into Indonesian language and then back again into English. So that the utterance can be defined as the intra-sentential switching.

The Dominant Types of Those Code-Switching Used by Teacher In Classroom Interaction



Based on the chart above, the researcher found that tag switching was 34,6%, inter-sentential switching was 35,2%, and intra-sentential switching was 30,2%. So, the researcher concluded that the dominant type used by the teacher when interacting to the student in the classroom is inter-sentential switching, which is 35.2%.

The Reason of The Teacher Use Those Types of Code-Switching in Classroom Interaction

To validate the data, the researcher use triangulation that are observation, documentation and interview. The interview that used by the researcher have ten question that ask to the teacher to know the reason of the teacher use code-switching in classroom interaction. There few reasons for bilingual or multilingual switch their language such as talking about particular topic, quoting somebody else, showing empathy about something, interjection, repetition, expressing group identity, and intention to clarify the content.

The researcher divided the types of code-switching used by teacher in classroom interaction according to Poplack theory (1980). Poplack said that there are three types of code-switching, that are tag switching, inter-sentential switching and intra sentential switching. It can be understood that the teacher uses all types of code-switching in classroom interaction, that are tag switching, inter-sentential, and intra-sentential switching. So, It can be concluded that there is no significant difference in the type of code-switching used by

teachers in classroom interaction with Poplack theory and previous study. Fithriani (2021: 29) said in her study that there are three types of code-switching used in classroom interaction. Both of them between Poplack theory, previous study and this study that is the code-switching used by teacher in classroom interaction have similarity that Poplack said that there are three types of code-switching and the researcher found that the teacher also use the three types of code switching, those are tag switching, inter-sentential switching and intra-sentential switching.

Next is the dominant type of code-switching used by teacher in classroom interaction. After analyze the data from the observation and documentation, the researcher gets the result that there is a difference of the frequency with the teacher uses code-switching in classroom interaction. The researcher analyzed the frequency of types of code-switching start from the beginning until the finish of the class. So, the researcher gets the result from the first one that is tag-switching, the researcher found that the teacher use tag switching was fifty-three times of the total code-switching used in the classroom and the frequency of using tag switching by the teacher was 34.6 %. Second one is inter-sentential switching that is the teacher use these types fifty-four times of the total code-switching used in the classroom and the frequency of use of this type is 35.2%. The Last is intra-sentential switching that is the teacher use this type forty-six time of the total code-switching used and the frequency of use is 30.2%. From these data it can be concluded that the dominant type of code-switching used by teachers in classroom interaction is inter-sentential switching that is fifty-four times which is 35.2%.

The researcher using Poplack theory (1980) to know the explanation of which type that is always use by bilingual and multilingual people. Based on the Poplack theory, the theory said that intra-sentential switching is the type that most often used by bilingual and multilingual people. Therefore, there is a difference between the data obtained by the researcher, the Poplack theory. The researcher's found that inter-sentential switching is the dominant type while Poplack theory (1980) said that intra-sentential switching is the most often used by bilingual and multilingual people. The similarity is not very significant, it's just that they both use three types of code-switching.

After the types and dominant type, the researcher uses an interview to validate the data which is the reason of the teacher using code-switching in classroom interaction. The researcher asks the teacher by using ten questions at all. Based on the interview result, there

are some reasons of the teacher use code-switching in classroom interaction. The researcher uses Hoffman theory (1991) about the reason of the teacher use code-switching in classroom interaction. Hoffman said that There few reasons for bilingual or multilingual switch their language such as talking about particular topic, quoting somebody else, showing empathy about something, interjection, repetition, expressing group identity, and intention to clarify the content by speaker (Hoffman, 1991). In the previous study, Cahyani (2016: 6) said that the reason of teacher use code-switching is to express their personal past experience, to express their identity of community, to demonstrate national and institutional community, and to express the professionalism.

CONCLUSIONS

There are three types of code-switching that used by teacher in classroom interaction, those are tag switching, inter-sentential switching and intra-sentential switching. All of the type of code-switching which the teacher switches the code from English to Indonesian language or Indonesian language to English language. Those three types were used by the teacher when interact to the student. Then the second, the researcher conclude the dominant type of code switching used by teacher in classroom interaction. So, based on those three types of code switching used by teacher in classroom interaction, the researcher found the dominant type that often used by the teacher classroom interaction. The dominant type is inter-sentential switching that is 35,2% of frequency of the teacher use this type from the beginning until finish of the class.

The third, the reason of the teacher use code-switching in classroom interaction are to make sure the student understand about what the teacher said and the teacher instruction and doing repetition, the teacher use code-switching because have empathy to the student, the teacher use code-switching to clarify the content, for quoting somebody, to identify group identity, and code-switching as the interjection function. Based on the finding of the research, it can be concluded that code-switching can be used by teacher in classroom interaction because code-switching as the solution of the language gap between teacher and student

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