



Code Switching in English Teacher Instruction: A study of the Teacher Language in English Classroom and Its Implications for Indonesian Students Language Education

Nabilah Nur Izzah¹, Hastini², Jamiluddin³

Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Tadulako
nabilahnurizzah9@gmail.com¹, tini_firhansyah@yahoo.com², jamiluddiningsgris@yahoo.co.id³

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ABSTRAK

Mengajar bahasa Inggris di Indonesia berbeda dengan mengajarnya di negara dimana bahasa Inggris merupakan bahasa pertamanya. Meskipun guru diharapkan menggunakan bahasa Inggris di kelas, siswa terkadang tidak mengerti apa yang guru katakan. Pada kelas bahasa asing, alih kode terjadi secara alami agar proses belajar dan mengajar lebih terarah. Tujuan dari penelitian ini adalah untuk menemukan fungsi alih kode, persepsi siswa terhadap alih kode yang digunakan guru, serta dampak pengalihan kode oleh guru yang terhadap pemahaman siswa saat proses belajar dan mengajar. Studi ini dilakukan di SMAN 9 Palu dengan sampel 1 orang guru bahasa Inggris dan 26 siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menggunakan observasi, kuesioner, dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa pertama, terdapat tiga fungsi alih kode yang digunakan guru: topic switch, affective function, dan repetitive function. Kedua, sebagian besar siswa memiliki pandangan yang baik terhadap alih bahasa yang diterapkan oleh guru yang berkaitan dengan pemahaman dan perasaan mereka dalam proses belajar dan mengajar. Ketiga, alih kode yang guru gunakan dalam kelas bahasa Inggris memberikan dampak yang baik dalam menyediakan lingkungan belajar yang menyenangkan dan memfasilitasi siswa dengan tingkat kemahiran bahasa kedua yang rendah.

Kata Kunci: Alih Kode, Instruksi Guru, Kelas Bahasa Inggris

ABSTRACT

Teaching English in Indonesia differs from teaching it in native English-speaking nations. While English is used in the classroom, there are instances where students do not fully comprehend the teacher's statements. To ensure an efficient teaching and learning process in foreign language classrooms, code-switching is naturally utilized. This study aims to investigate the role of code-switching, students' perceptions of the teacher's code-switching, and its impact on students' understanding of English instruction. The research was conducted at SMAN 9 Palu, involving one English teacher and 26 students as the samples. A descriptive qualitative approach was employed, using observation, questionnaires, and interviews to gather information. The research findings revealed three distinct functions of code-switching employed by the teacher: topic switch, affective function, and repetitive function. Most students had positive attitudes towards the teacher's use of code-switching during English instruction. Additionally, the use of code-switching by the teacher had a positive effect, creating a conducive learning environment and assisting students with limited second language proficiency.

Keywords: Code-Switching, English Classroom, Teacher Instruction

INTRODUCTION

In Indonesia, English is not commonly used by students in their local communities or even in the school environment, where English is taught as a subject (Saville-Troike, 2006).



Instead, students prefer to communicate with each other in Indonesian or their regional language, rather than using English. The importance of teachers in the classroom becomes significant due to the students' level of proficiency in English. It is essential for teachers to encourage and support students as they strive to improve their English skills (Fareed, Humayun, & Akhtar, 2016). Even if teachers attempt to use English in the classroom, there are instances when students may struggle to understand their explanations. Therefore, in order to ensure successful teaching and learning, teachers sometimes need to switch from English to the students' mother tongue. This phenomenon is common in language learning settings.

In order to simplify an instruction and learning process, code-switching occurs spontaneously in foreign language classrooms. The technique of shifting from one code to another wherein both individuals speak similar language during instruction is referred to as code-switching (Putri, 2020). It occurs when bilinguals (or multilinguals) combine several different languages in their conversation. Additionally, it makes classroom instruction run smoothly because the teachers do not need to devote as much time attempting to clarify and to address any confusion that may evolve by looking for the easier words (Modupeola, 2013). This strategy enables the teachers to balance the usage of language within a specific contact. The students' prior first-language learning experience may be leveraged by the teachers to improve students' comprehension of foreign languages.

The use of code-switching in foreign language instruction is still being discussed. It is opposed by several experts since they believe it only has disadvantages in the discipline of language instruction. According to (Nordin et al., 2013), the second language and foreign language teachers who employ or misuse the first language will rob their students of important target language material. The important target language material is rarely properly utilized by learners who are accustomed to hear their teacher speak in the first language. However, some experts recommend adopting code-switching when learning the language. Sert, (2005) asserts that the usage of code-switching can offer significant effects on the foreign language learning.

Many researchers have been completing investigations in this area. (Maulana Hakim et al., 2019) investigated five students' impressions regarding the utilization of code-switching in English foreign language (EFL) course: (1) The majority of learners concur that the switching of codes should be employed in educational activities. (2) students believe that

code-switching aids them develop their ability to listen (3) students appreciate English teachers who combine Indonesia and English in teaching learning activity (4) students regard that code-switching increase their opportunity in completing an exam and (5) students feel increasingly at ease and secure when study English.

Rahayu (2019) revealed three kinds of code-switching utilized by the English teacher and the eighth-grade students at SMPN 1 Sambit Ponorogo: tag code switching, intra-sentential code-switching, and inter-sentential code-switching. Code-switching serves three functions: participation, solidarity, and topic switch. Ten students' impressions of code-switching utilized by the teacher and the eighth-grade students at SMPN 1 Sambit Ponorogo: 1) discipline students in the classroom, 2) assist students to comprehend an English subject, 3) encourage students to take part in the learning process, 4) assist students to recognize the challenging or unfamiliar words, 5) inspire students' confidence, 6) assist students in understanding the teacher's commands, 7) make students excited in joining English class, 8) promoting students' engagement with their teacher and peers in English class, 9) facilitating students in finishing tasks easier, 10) encourage students to express their ideas and opinions.

(Haryanti et al., 2018) discovered six functions of the usage of code-switching by a teacher in foreign language classrooms: to clarify grammar, govern the classroom, index a mindset of empathy or solidarity, interpret words, aid students who are having problems understanding, and accentuate some points. In the classroom, children favored an assortment of Indonesian and English. In a course of teaching-learning process, students provided five responses: particular response, choral response, open-ended or student initiated response, quiet, and laughter. Teachers recognized that code-switching produced a favorable impact on their students' English learning.

What distinguishes this current research from prior reviews is that almost all previous investigations concerning code-switching studied its types and functions on the process of foreign language learning, however, researches which surveyed the effect of code-switching are scarce. According to (Yatağanbaba & Yıldırım, 2015), code-switching could be an effective strategy since it offered various functions for learners with low English competence. Therefore, the objectives of this current investigation were to explore functions of the usage of code-switching by teacher, students' perspectives toward the usage of code-switching by teacher and to figure out what effect it has on students' comprehension in English instruction.



RESEARCH METHOD

This research employed a descriptive qualitative approach to investigate the phenomenon that arises from communication between the teacher and students during the English teaching and learning process. The researcher used purposeful sampling to select the research subject, which consisted of one English teacher and twenty-six eleventh-grade students from class XI MIA 1 at SMAN 9 Palu. To gather data, the main instruments utilized were an observation checklist, interview guideline, questionnaire, and voice recorder.

Several techniques for gathering data were applied in this study: observation, interview, and questionnaire. Observations and interviews with the teacher aim to explore functions of the utilization of code-switching by the teacher in the teaching-learning process. Questionnaires and interviews to the three students aim to recognize students' perspectives concerning the practice of code-switching by the teacher and the effect toward English instruction. The researcher followed three steps in qualitative research proposed by (Miles & Huberman A, 1994) to convey the results. The first step was data reduction in which the data were simplified by concentrating on the most vital components and picking the relevant elements. Data display was the next stage. In order to make data become meaningful and more easily understood, the data is presented in the form of narrative and table. The last step was to draw a conclusion after analyzing the results.

RESULTS & DISCUSSION

Results

Functions of the teacher's utilization of Code-Switching

The results of observation revealed three uses of the utilization of code-switching by the teacher in English instruction laid out by (Sert, 2005): (1) topic switch, (2) affective function, and (3) repetitive function. These results were supported by an interview with the English teacher.

Table 1. Code-Switching Functions Utilized by the English Teacher

Subject	Session	The Functions of Code-Switching		
		Topic Switch	Affective Functions	Repetitive Functions
Teacher	1	14	19	12
	2	10	14	18
Total		24/87	33/87	30/87
Percentage (%)		28%	38%	34%

As indicated in the table above, the English teacher employed code-switching in English instruction. It can be noticed that the teacher's utterances contain three functions of code-switching and affective function being the most frequently employed. Affective functions have the highest data (38%), topic switch has the lowest data (28%), and repetitive functions have the average data (34%). The following functions were outlined in depth by the researcher:

Topic Switch

The researcher discovered that the English teacher switched his code while providing materials on a specific topic. According to Sert (2005), topic switch is a situation in which the teacher's language changes depending on the topic under discussion. Based on the result shows that topic switch occurred as many as 24 times through two sessions. Here are several instances of topic switch:

(Session 1): Yes, of course c. can I get you a drink *ekspresi yang cocok ya*.

(Session 2): Right! Good! *Setelah kata let's itu harus verb ya*.

From the examples above in session 1, the teacher switched English to Indonesia for explaining the best option of expression in making offers. In session 2, the teacher switched language for explaining the right sentence structure.

Affective Functions

Another function of code switching discovered on the teacher's utterances was affective function. It was found 33 times in two sessions. The teacher utilized code-switching during the instructional process to foster student unity and engagement. This function

revealed the teacher's connection to his students. The teacher often switched the instruction that had been said in English previously into Indonesian. The teacher attempted to become more intimate with his students in this way. Code-switching in these functions let the students feel more at ease and take pleasure during the acquisition of English process. The following examples demonstrate this pattern:

(Session 1): Oke, *tulis di papan jawabanmu*. We will discuss it together.

(Session 2): Well. Have you done it? Alright, *semua mengerjakan ya*.

As demonstrated by the examples above, the teacher attempted to create togetherness and a close bond with the students. Students can accept the teacher's directions since the teacher switched his language. In session 1, the teacher offered instruction in Indonesia to aid the students' understanding and took pleasure in the teacher's utterances. As stated by the English teacher, "...In order to ensure that students comprehend the subject and directions given, I applied code-switching in teaching-learning activity. As a result, students get more involved during learning..."

The teacher's utterance in session 2 demonstrates that the teacher desired to be more connected with his students. The researcher watched the students' expressions during the classroom observation, which indicated that they were comfortable and enjoying the process of learning, even excited to respond when the teacher switches his language from English to Indonesian. As stated by the English teacher, "...I need to switch English to Indonesia in some conditions such that most students look confused and uncomfortable when they do not understand what I have explained. Because it is important to make students enjoy the class..." It implies that the teacher's goal of developing positive relationships with students was achieved. It appears that the students felt at ease and participated well in the classroom.

Repetitive Functions

The last function of code-switching discovered on the teacher's utterances was repetitive functions. It was found 30 times in two sessions. In repetitive functions, the teacher shifted his language to clarify the confusing statements or explanations that had been said previously in English. This pattern was demonstrated in the following examples:

(Session 1): Well, today we will discuss it together.

Hari ini kita akan diskusikan sama-sama tugasnya.

(Session 2): See the difference. *Lihat perbedaannya ya*.

From the example in session 1, in order to verify that the students understood what activity they were going to do, the teacher shifted his language to clear up the activity. In session 2, the teacher used a repetitive function to ensure his students knew the difference. This clarification allowed the students to comprehend the teacher's intent and expected them to complete it. As the teacher said in an interview, "In teaching English, I employ code-switching to assist students grasp the material and directions given." As stated by (Nurhamidah, Fauziati, & Supriyadi, 2018), code-switching is utilized by teachers for interpreting, clarifying, and comprehension evaluations.

In light of the observation and interviews reported above, it can be inferred that not all students comprehend English very well, as a result, the teacher will frequently utilize Indonesian language besides English in teaching. The teacher utilized code-switching to deliver materials on particular topics, convey necessary knowledge, and mostly to strengthen links of solidarity with the students, as this function can generate a supportive language atmosphere in the classroom. It is in line with (Walt, 2009), he argues that foreign-language teachers can utilize code-switching as a means to ensure that students properly absorb a lesson. Additionally, code-switching not only enhances students' understanding as well as ability to apply the subject matter, however it additionally creates a pleasant learning setting with an established bond between students and teachers (Fareed, Humayun, & Akhtar, 2016).

Students' Perceptions of Teacher's Code-Switching

The researcher used questionnaires to strengthen the data of interviews with three students of XI MIA 1. The questionnaire contained ten statements adopted from previous study using the format of Indonesian language. The statements include six statements related to students' understanding and four statements related to students' feelings during learning English. The result of questionnaire show in table below:

Table 2. The statements related to students' understanding

No	Item	Options	Number	Percentage
1	I am able to understand my teacher's instruction when the teacher uses code-switching.	Agree	26	100%
		Disagree	0	
2	I am able to understand grammar rules more easily when teacher explains with code-switching.	Agree	26	100%
		Disagree	0	0
3	I am able to comprehend English material that the teacher conveyed using code-switching.	Agree	26	100%
		Disagree	0	0
4	When the teacher utilizes code-switching, I am able to figure out complex concepts or ideas.	Agree	25	96%
		Disagree	1	4%
5	I am able to learn and understand new words with teacher's code-switching.	Agree	25	96%
		Disagree	1	4%
6	I am able to carry out tasks successfully when teacher uses code-switching.	Agree	25	96%
		Disagree	1	4%

The researcher used questionnaires to strengthen the data of interviews with three students of XI MIA 1. The questionnaire contained ten statements adopted from previous study using the format of Indonesian language. The statements include six statements related to students' understanding and four statements related to students' feelings during learning English. The result of the questionnaire shown in the table above shows the results of six statements in the questionnaire related to students' understanding in studying English. The data in the table indicates that 100% of the participants agree with statements on item 1, 2, and 3. It can be stated, when instructing English, the teacher employs code-switching to assist students grasp the teacher's instructions, English material, and grammar structure. As St (2)

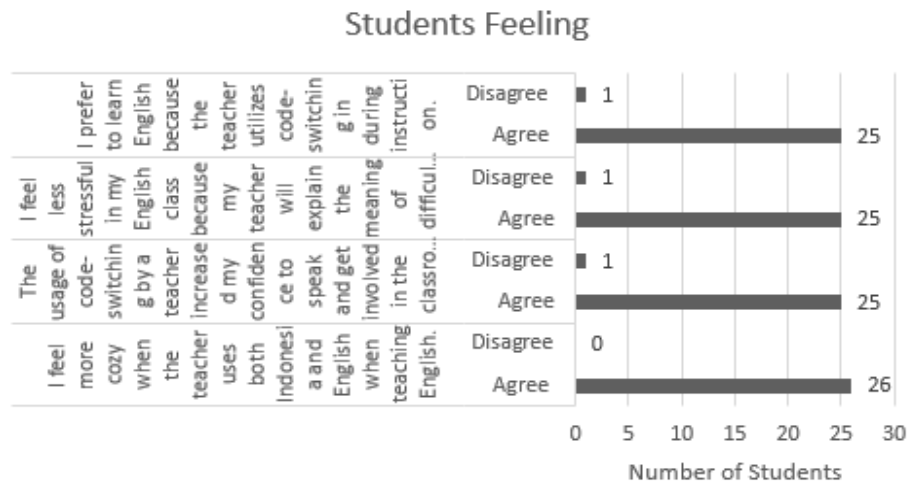
said in an interview, “..When the teacher explains and instructs material in both Indonesian and English, I can understand it..”

While on the items 4, 5, and 6 indicate that 96% of the respondents chose agree and only 4% choosed disagree on each statement. It means that almost all students perceive that the teacher’s utilization of code-switching aids students grasp difficult concepts and new words in English. Additionally, code-switching utilized by the teacher can encourage students to complete their assignments properly. As St (3) said in an interview, “when the teacher employs code-switching in the teaching-learning process, I can comprehend the material and exercises given. It also makes me acquire more vocabulary in English since the teacher clarifies unfamiliar words in Indonesia,” It is in line with (Putri, 2020) which claims that the teacher will frequently utilize Indonesian for clarifying unfamiliar terms or phrases that they consider would prove challenging for students to acquire.

Tabel 3. The statements related to students’ feeling during learning.

No	Item	Options	Number	Percentage
7	I feel more cozy when the teacher uses both Indonesia and English when teaching English.	Agree	26	100%
		Disagree	0	0
8	The usage of code-switching by a teacher increased my confidence to speak and get involved in the classroom.	Agree	25	96%
		Disagree	1	4%
9	I feel less stressful in my English class because my teacher will explain the meaning of difficult words in another language (Indonesia).	Agree	25	96%
		Disagree	1	4%
10	I prefer to learn English because the teacher utilizes code-switching in during instruction.	Agree	25	96%
		Disagree	1	4%

Figure 1. Students' feeling during the learning process



The table and figure above shows the results of four statements in the questionnaire related to students' comfort and confidence. The data in the table indicates that 100% of the participants agree with the statement on item 7. It means that the students feel more at ease since they are not confused when the teacher offers instructions using code-switching. As St (1) said in an interview, “When the teacher combines Indonesian and English in teaching English, I feel cozier. If the teacher uses English too often in teaching, the class will get bored and sometimes I feel confused as I cannot figure out what the teacher is saying.”

While on the item 8, 9, 10 indicate that 96% of the respondents chose to agree and only 4% chose to disagree on each statement. It means that almost all students agree that the teacher who applies code-switching in teaching English can increase their confidence during study English and make them feel less stressful as the teacher will clarify the meaning of unfamiliar words in Indonesia. So, they prefer to study English if the teacher uses English and Indonesian language in the teaching learning process. As St (2) said in an interview, “I prefer to study English if the teacher uses code switching as it aids me to comprehend the material explained. I also feel more confident to participate in the teaching-learning activity.”

The results of the questionnaire revealed several similar responses to the interview results with three students. Most students approved and had positive attitudes toward code-switching utilized by the teacher in English instruction. They suspected the utilization of code-switching by the teacher, assisting them grasp the course, teacher’s instructions, new



vocabulary, grammar rules, and encouraging them to finish exercises well. They also agreed that the teacher's utilization of code switching provides them comfort and belief to express or get involved in the class, as well as making them relax or less stressed while studying English. It is consistent with the research conducted by (Rahayu, 2019) which found ten students' perspectives on the utilization of code-switching by the English teacher and the eighth grade students at SMPN 1 Sambit Ponorogo: make students discipline in the classroom, aid students in understanding what is being taught, encourage students to take a part in learning process, assist students recognize the challenging or unfamiliar words, inspire the students' confidence, assist students in understanding the teacher's commands, make students excited in joining English class, facilitating the students' interaction with the teacher and friends during English class, facilitating students in finishing tasks easier, encourage students to express their ideas and opinions. Teachers who change languages from target language to the first language can enhance the instructional setting such as producing a gag for amuse and engage with learners or decrease space (Munawaroh, Hartono, & Sakhyya, 2022). Thus, it can be concluded that the eleventh-grade students of SMAN 9 Palu agreed and had positive responses toward the teacher's utilization of code-switching in English instruction.

Effect of Utilization of Code-Switching by Teacher in English Instruction

The researcher held interviews with three students from class XI MIA 1 to discover additional information regarding the impact of the teacher's utilization of code-switching in English instruction. The researcher used symbols St (1), St (2), and St (3) of students' names to analyze the data easily. The answers of participants are presented below:

What do you think about the teacher's utilization of code-switching in the teaching-learning English process?

As stated by St (1), the teacher's code-switching aids him comprehend the material being taught and the teacher's instruction more easily. For St (2), code-switching utilized by the teacher in English instruction is very helpful since she could understand the teacher's explanations quickly and not feel confused because the teacher would switch the words she did not know before in Indonesia. While for St (3), the teacher's code-switching in English instruction is truly helpful for him and other students who do not have enough vocabulary to understand well the material being taught and it makes him feel even more active in studying English. As he stated below

“In my opinion, the utilization of code-switching by the teacher is very helpful for me and maybe other students who do not have enough words in English. Code-switching uttered by the teacher aids us to understand the material being taught well and it also makes me feel even more active in studying English.”

What benefits do you get from the application of code-switching by the English teacher in teaching English?

According to St (1), the benefits of the utilization of code-switching by the teacher in English instruction allows him to receive the subject matter more quickly, he also does not feel confused with the teacher’s explanations, and become more confident to participate in the class. As he stated below:

“I got several benefits from the teacher’s usage of code-switching which assisted me to comprehend the material that the teacher explained, and it makes me not confuse with the teacher explanations, and I also become more confident to participate in the class.”

And for St (2) and St (3), they gave the same responses of the benefits of the teacher’s usage of code-switching in English instruction. The students said, when the teacher explains subject matter using code-switching, they can understand quickly, they are able to respond when the teacher asks or gives instructions, and it also makes their vocabulary increase.

Do you prefer a teacher utilizing code-switching or full English in teaching English? Why?

According to the interview result, St (1), St (2), and St (3) gave almost the same responses. They stated, in the teaching learning process, they prefer to the English teacher who uses code-switching, because it allows them to comprehend the material more quickly and it also encourages them to be active in the learning process such as giving a response when the teacher asks or giving an instruction. While, if the teacher uses full English during teaching, they feel bored because they do not know what the teacher explained and most students confuse when the teacher asks or gives an instruction. As a result, they are afraid to respond and have no confidence to participate in the class.

In your opinion, what is the effect of code-switching utilized by the teacher in teaching-learning activity?

According to St (1) and St (2), they answered that they become more understanding about what the teacher explains, the teacher instruction, and become enthusiastic in studying English because they feel confident to be active in class. As St (1) stated in the interview:



“For me, the effect of code switching utilized by the teacher is positive. Especially towards my understanding in English. I find it easier to recognize the teacher’s explanations or commands. I also feel enthusiastic when studying English and feel more confident to respond when the teacher asks.”

And for St (3), he stated that code-switching utilized by the teacher makes him become more interested in improving his English skill and it also increases his vocabulary.

Referring to the interview result, it indicates that code-switching utilized by the teacher offers so many functions and provides good effects for students in learning English. As the students' responses, that code-switching employed by the teacher assists them comprehend what the teacher explains, giving response to the teacher instructions and even feel interested to learn English because they feel more confident to be active in class. The result of this current study is almost the same as a study conducted by (Jingxia, 2010). He claims that teachers employ code-switching unintentionally as an effective strategy to convey commands, interpret challenging words items, instruct grammar structure, organize class, decrease students' uneasiness, and increase students' understanding by replicating others' phrases. As stated by (Low, 2016), code-switching brings details about the positive effects of classroom code-switching and assists students enhance their grasp of topic knowledge.

Hence, it is possible to infer that the teacher’s utilization of code- provides several beneficial effects in terms of facilitating the teaching-learning activity and the students' low English proficiency.

CONCLUSION

According to the findings and discussion described above, it can be argued that code-switching is extremely useful in English teacher instruction, considering the various functions and benefits of code-switching can contribute to facilitate teaching and learning as described above. The opposing viewpoints it requires to be taken into account rather than obstructions that will slow down the process of reaching the instructional objectives. On the flip side, this study revealed that teachers can employ code-switching for interpreting, explanation, knowledge verification, procedural and instruction giving, classroom executives, and instructional technique to overcome the language proficiency gap in the classroom. As an



outcome, it is obvious that both teachers and students viewed code-switching as an effective strategy for addressing communication gaps throughout the course of instruction.

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