

An Analysis of Code Switching as A Communication Tool In English Class

Fachrizza Alma Fauzia¹⁾, Dian Novita²⁾

¹⁾Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

²⁾Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

Email Penulis Korespondensi: 188820300025@umsida.ac.id

Abstract This research aims to ascertain the type of code switching employed during the learning process and the functions of code switching in English class during the learning process. Code switching is a possible occurrence during L1 transitions, and it can have both positive and negative consequences for the learner. However, code switching is one strategy that teachers may employ during classroom interaction to make it simpler for students to absorb the lessons being taught and to make classroom interaction more engaging for students. This teaching environments can be achieved by switching between two or more languages during a conversation. Observation and a semi-structured interview served as the data collection techniques for this qualitative study. During the learning process, the researcher discovered that tag-switching, inter-sentential, and intra-sentential code switching are all forms of code switching. In addition to the function that is provided, which is to clarify meaning and assess students' comprehension, The researcher believes that through this research, teachers and educators will be able to comprehend the significance and benefits of code switching during the learning process, particularly in EFL classrooms.

Keyword code switching, types, function, EFL classroom

Abstrak Penelitian ini bertujuan untuk memastikan jenis switching kode yang digunakan selama proses belajar dan fungsi **code switching** selama proses pembelajaran di kelas Bahasa Inggris. Code switching adalah kejadian yang mungkin terjadi selama transisi Bahasa utama, dan dapat memiliki konsekuensi positif dan negatif bagi siswa. Namun, code switching adalah salah satu strategi yang dapat digunakan oleh guru selama interaksi kelas untuk membuatnya lebih mudah bagi siswa untuk menyerap pelajaran yang diajarkan dan untuk membuat interaksi di kelas lebih menarik bagi siswa. Lingkungan pengajaran ini dapat dicapai dengan beralih antara dua atau lebih bahasa selama percakapan. Pengamatan dan wawancara semi-struktur berfungsi sebagai teknik pengumpulan data untuk penelitian kualitatif ini. Selama proses belajar, peneliti menemukan bahwa tag-switching, inter-sentential, dan intrasentential code switching adalah semua bentuk kode switching. Selain fungsi yang disediakan, yaitu untuk mengklarifikasi makna dan menilai pemahaman siswa, peneliti percaya bahwa melalui penelitian ini, guru dan pendidik akan dapat memahami arti dan manfaat pergantian kode selama proses belajar, khususnya di ruang kelas EFL.

Kata Kunci pergantian Bahasa, jenis, fungsi, kelas EFL

I. INTRODUCTION

English has been taught in Indonesia in formal education, with the purpose of developing students' English communicative abilities [1]. On top of that, English is the official language of 53 countries and is spoken by nearly 200 million people worldwide. Moreover, English is the world's most commonly spoken second language, but it is also a foreign language in Thailand, Japan, and Indonesia [2]. In spite of that, teaching English can be difficult, as it is unique in terms of vocabulary, pronunciation, tenses, grammar, syntax, and meaning. Moreover, English is taught in Indonesia by discussing grammatical principles, and mistakes are always corrected. Unquestionably, for language learners in Indonesia, where English is not widely spoken, accuracy is the primary goal of acquiring English [3].

Under those circumstances, the use of code switching is undeniable. Despite the fact that there have been a large number of researchers who carried out studies on code switching, barely any kind of research has been carried out in the field of teaching and learning that analyses code switching utilized by teachers in bilingual classes [4]. Code switching is whenever somebody has a conversation in which they switch back and forth between two or more languages (or dialects or variations of language). Li Wei also believes that code switching is a technique that is extremely prevalent among bilingual individuals and can take on a variety of forms [5]. It's possible to break up a lengthy narration into several shorter ones, each of which could be spoken in a different language; sentences could start in one language and end in another; words and phrases from various languages could follow one another in

sequence. In accordance with Poplack [6] as referred to in Romaine [7], the characters conduct various types of code-switching: intra-sentential switching, inter-sentential switching, and tag-switching.

Code switching is one of the situations of L1 alternation which presents both positive and negative outcomes [8]. However, code switching is one of the methods that can be used by teachers throughout classroom interaction to make it less complicated for students to comprehend the lessons being taught and also to make classroom interaction more engaging for the students. Additionally, while the academics who addressed the issue previously concentrated more on the reasons why code switching is used in social contexts, Macaro indicates that the functions of code-switching in educational settings like classrooms [9]. He made the observation that code switching is utilized in the classroom for a variety of reasons, which includes the following: Establishing interpersonal connections with students (the pastoral role that teachers play requires a high level of discourse sophistication), providing intricate step-by-step instructions for carrying out an activity, maintaining order among students, translating material and checking students' comprehension when there is a time crunch (for example, during an exam), and teaching grammar in a clear and concise manner are all examples of responsibilities that fall under this category.

The phenomenon of code-switching is frequently observed in EFL classrooms. Several researchers have investigated code switching in various contexts and speech communities. The first relevant study was conducted by Andi et al [10], they analyze the perspectives of both the teachers and the students regarding the implementation of code switching in EFL classrooms. As well as, Sudarsono [11], he also analyzes the code switching which implemented by the lecturers in university students, yet this study took a place in Melbourne instead in Indonesia. On the other hand, rather than analyze the perspective only, Diah [12] more focuses on the aim of her study to analyze the perceptions of EFL teachers on maintaining the use of code switching as an instructional strategy in their classrooms.

Furthermore, English pronunciation is considered difficult to master due to the variety of dialects and regional accents spoken by the Indonesian people, since English is considered as foreign language [13]. According to Brown, there are always imperfect institutions, imperfect people, and imperfect circumstances which are called "adverse circumstances" to deal with [14]. Code switching is a common technique used in English classes. It is used to make the language switch from English to the teachers' and students' native tongues, allowing students to communicate in English. The researcher conducted research on the role of code switching as a communicative tool in English class and found that it can be beneficial for students' language development.

The most important details of the phrases English, Indonesia, languages are that Bahasa Indonesia is a unity language, which makes the students as a bilingual student, and that code switching was used to influence the communication encountered by students. Additionally, Junaidi [15] believes, that code switching can be an effective strategy for classroom interaction if the goal is to clarify meaning and efficiently transfer knowledge to students. As a management tool, the teacher should be fluent in English in order to conduct instructional activities that assist students in class.

In this context, researchers conducted studies at one of the private high schools in Sidoarjo which has a bilingual class program. To identify and describe the forms of code switching employed by teacher during the learning process, as well as to determine the function of code switching during the learning process. It is anticipated that the findings of this research will contribute to the expansion of existing hypotheses regarding the acquisition of second languages and code switching. The findings of this research can also be utilized to illustrate the phenomenon of code switching when it is applied to the field of education. In addition, by focusing on the findings of this research, teachers are able to consider whether or not it is necessary to switch codes based on the benefits and drawbacks of the codeswitching strategies that were utilized by the teacher within the framework of this research.

II. METHODOLOGY

The research design is the conceptual framework within which the research is carried out; it provides a blueprint for data collection, measurement, and analysis [16]. According to this statement, research design refers to a system or technique, as well as how to collect data when it necessary. In this study, the researcher employs qualitative research methods. Based on the research problem, the researcher uses a qualitative method to describe the findings. To obtain a more comprehensive understanding, the researcher collects the data for this study using qualitative method, which includes observation and interviewing the participants. Based on the problem above, qualitative research is used to analyze the role of code switching as a communicative tool in English class.

In qualitative research, the unit of analysis is a component that is absolutely necessary. In most circumstances, the instance of the thing that is going to be researched will serve as the unit of analysis. The role of code switching in English classrooms will serve as the unit of analysis throughout this research. Different kinds of code switching that the teacher will employ as a means of communication in the process of the lesson.

The investigation was carried out in preparation for two meetings with the same group of students, the same teacher, but different subject material. Despite the fact that the subject matter is different, the researcher encounters that it will not affect the investigation due to the is exclusively focused with how the teacher delivers material utilizing code switching as a communicative approach.

The teacher working at one of the private schools in East Java is the one who took part in this research. The method of selecting participants was known as purposive sampling because each participant was selected on the basis of their perceived ability to supply the required data. The teacher was selected after taking into account a number of factors, including the following: (1) the teacher with the best speaking English skill according to the assessment of the school; (2) the teacher who teaches an international class program; and (3) the teacher with a minimum of two years of teaching experience. In addition, the students were chosen using a method called purposive sampling, which involved selecting students from a range of school levels. Only one class, designated X.6 and led by the individual who was selected as the study's teacher, was the center of the researcher's attention. According to [17], purposeful sampling has a long history, and people's opinions on how simple and straightforward it is can vary more than their opinions on how complex it is. The continuity of the study, as well as the precision of the data and conclusions, can be improved through the use of purposeful sampling by comparing the population to the original objectives and goals of the study.

The purpose of this study is to shed light on the numerous forms of code-switching that are utilized by English teacher. Explanations and verbal statements collected during an interview as well as during an observation of a classroom were the types of data that were gathered for this research. Oral explanations provided by the teacher was gathered through the use of a semi - structured interview in which the questions were modified according to the circumstances and responses provided by the participants [17] . The interview questions were modified from those posed by Johansson [18].The conversation was initially recorded on audio recordings and later transcribed. An observation of the classroom was used for collecting the data that was used to determine the codeswitching that was occurring during class. The teacher's classroom remarks were recorded on video and subsequently transcribed. The feedback from the semi-structured interviews were also analyzed to discover the function of codeswitching during the learning process and whether or not it is beneficial for students.

III. FINDING AND DISCUSSION

The following is where the researcher provides the findings from the analysis. First, the researcher shows data on the various types of code switching found during the observation, which was carried out in the classroom. Second, the researcher elaborates on the responses to the questions posed to the teacher throughout the interview, with the aim of discovering the purpose of employing code switching in the classroom.

A. THE VARIOUS TYPES OF CODE SWITCHING UTILIZED DURING THE CLASSES.

During the observation, the researcher's findings regarding the types of code switching were limited to the code switching by the teacher. There are numerous types of code switching employed by teachers in the classroom, which include: tag switching, intra-sentential code switching, and inter-sentential code switching [6]. These types of code switching were observed based on the observation that the teacher performed while implementing code switching in their classroom. The following are some examples of different types of code switching:

1. Tag - switching

The researcher examined the given data and discovered that the first type of code switching that was there was tag switching. As it has mentioned before, according to Poplack [6], The use of tag switching can be categorized as a form of sentence filler or interjection that speakers make use of. Tag switching is unlikely to change the meaning of the speaker's words while they are being utilized in conjunction with this form of code switching. The phrases *you know*, *mean*, *by the way*, *okay*, and others like them are all examples of switching tags that are contained in discourse markers. Most compelling evidence, Holmes [19] provides examples of types of code switching between English and Cantonese. As an example:

“No problem, la” (No problem, okay)

In this case, during the period of the lesson in which the teacher explains what is being discussed and then, during the period of the explanation, he inserts a tag into his utterance.

Extract 1.1

TT : Harus ngumpulin minggu depan ya berarti? (It should be submitted next week?)
 SS : Iya pak. (Yes, sir)
 TT : It's Ok, later *lah* (It's ok, we can talk about it later)

Extract 1.2

TT : This is the last number of his phone, haha. Next is 34. What is this?
 SS : Nomor ayahnya (His Dad's number)
 TT : His father phone number? No!
 SS : Favorite number
 TT : No, opo rek? Give up? (No, what is this, guys? Do you give up?)
 SS : Give some clue!
 TT : Clue? Ok this is the size of something *lah* (Clue? Ok, this is the size of something)

Extract 1.3

He started calling the students' name for attendance

TT : Akbar
 SS : Yes pak (Yes, sir)
 TT : You are the captain?
 SS : No
 TT : You are the captain of this class, *right?*
 SS : Oh yes pak (Yes, sir)
 TT : Olla
 TT : You are Olla, *right?*
 SS : No pak, bukan (No, I'm not)
 TT : Not you? Yoweslah (It's not you, okay)
 TT : OK, the last meeting I told you about my friends from the other country, *right?*
 SS : Yes.
 TT : Do you still remember who are they?

The extracts that have provided above indicate that the teacher switched between different codes. He went from speaking the target language to speaking the first language he had acquired. He started off by asking the students the question so that he could make sure that they were aware of the time limit that was placed on the project. The method of code switching known as tag switching is being utilized by the teacher during the entirety of this particular lesson. As a result of the fact that the teacher utilized the Indonesian filler word "*lah*" at the very end of his statement, the practice is known as tag switching. In the second instances, it continues to perform the same function. He utilized the filler "*right*" as a translation for the Indonesian filler "*kan*" while it was being used in the extract (1.3). The frame of reference for the filler words on tag switching is also provided by other studies. They are of the opinion that, this phenomenon's existence cannot be denied. According to what they discovered, these fillers follow one another while translating from English to Bahasa Indonesia or vice versa. Therefore, it was not uncommon to hear the Indonesian fillers "*ya*" or "*jadi*" used within English phrases. On the other hand, it was also possible for someone to insert English fillers into Bahasa Indonesia, for instance "*now*", "*so*", or "*then*," subsequently followed by a statement spoken in Bahasa Indonesia [20].

2. Intra – sentential

Intra-sentential switching was found to be an additional form of code switching by the researcher while she was conducting the observations. According to what Romaine [7] has indicated, it is possible to consider intra - sentential switching to require a higher level of fluency in both languages than tag switching does. This is due to the fact that significant portions of the utterance must adhere to the rules of both languages. Thus, the code switch occurs seamlessly, which means there are no pauses or disruptions, and the speaker is frequently unaware that they have done it. Switching the code inside a sentence typically occurs in the middle of the sentence, as the researcher discovered through the process of the observations that are detailed below:

Extract 2.1

- SS : Name
 TT : What about Smith, what information is this?
 SS : Last name
 TT : Last name, or marga. You can say marga in English is last name ya. Next number 3, he is Irish. What is this? Opo Irish? Irish, Yes, apa itu? (Last name, or surname. You can say surname for the last name. Next number 3, he is Irish. What is Irish, guys? Irish, yes what does it mean?
 SS : Ireland
 TT : Yes Ireland, what to say Irish?
 SS : Nationality
 TT : Yes, Kewarganegaraan. Next, 33. What is this? C'mon, yang dapat jawabannya nanti direkam ada special reward. (Yes, nationality. Next, 33. What is this? C'mon, the one who can answer it correctly will get a special reward since it is being recorded)
 SS : Shoes
 TT : No.
 SS : Favorite number?
 TT : Almost, hampir but no. (Yes, almost. But no)

Extract 2.2

- TT : Ok, so guys let's continue our discussion. Ayo belajar! (Ok, so guys let's continue our discussion. Let's study!)
 SS : Yes!
 TT : So, do you still remember about me?
 SS : Of course!
 TT : Really? Sok tau kalian! (Really? You act like you know it all)

Extract 2.3

- TT : Ok guys, I will give you 6 information about me. What you need to do is try to find out 2 mistakes. 4 are true and 2 are wrong. So, what you need to do is listen and find out. Ok, here you go. Obviously, my name is Khoiril Umam right? First, I live in Jabon.
 SS : Jabon? Jepang?
 TT : It's not Jepang. The second is, I'm 23 years old, the third is, I like driving to somewhere. Next, I don't like swimming. Next, my wife is pretty. Next, I'm a teacher in this place and the last one is uhhh opo yoo, wait wait. Uhm, yoweslah just 5 ajalah. Ok, I gave you 5 information and 2 are wrong. What are they? (It's not Japan. The second is, I'm 23 years old, the third is, I like driving to somewhere. Next, I don't like swimming. Next, my wife is pretty. Next, I'm a teacher in this place and the last one is uhhh what else, wait wait. Uhm, ok then only 5. Ok, I gave you 5 information and 2 are wrong. What are they?)

The teacher appeared to switch between a large number of different codes, as shown by the extract that have been provided up to this time. He continued to switch between the target language, the first language, and the second language throughout the conversation. Which is to underline the notion that was presented by Romaine [7], which states that a person has to be fluent in any language to which that they speak in order to maintain the integrity of the speech.

3. Inter – sentential

The use of this type of code switching is more sophisticated than the use of the type of code switching that was addressed earlier, and as a result, speakers using this type of code switching require to be fluent in another language. From the point of view Poplack [6], Only the most equitable people with bilingualism utilized inter - sentential switching. Inter - sentential switching is the type that is rarely used because it demands flexibility for speakers to be capable to communicate in two languages at the same time in a more complicated form, specifically in the form of clauses or sentences. Thus, this sort of switching is the type that is rarely utilized.

During the observation, the researcher discovered that the teacher used this sort of codeswitching numerous times, although perhaps not nearly as frequently as he used other types of code switching. This type of code switching is used less frequently than other types of code switching, but it is nevertheless utilized. The following are some instances:

Extract 3.1

- TT : Yes Ireland, what to say Irish?
 SS : Nationallity
 TT : Yes, Kewarganegaraan. Next, 33. What is this? C'mon, yang dapat jawabannya nanti direkam ada **special reward**. (Yes, Kewarganegaraan. Next, 33. What is this? C'mon, the one who can answer will get **special reward** since it is being recorded)
 SS : Shoes
 TT : No.
 SS : Favorite number?
 TT : Almost, hampir but no.

Extract 3.2

- TT : I want you to make nominal question. Ok, go ahead.
 SS : I don't know how
 TT : Kalau buat pertanyaan how to say it ya? (**to make question**, how to say it?)
 SS : What is your hobby?
 TT : My hobby is I like driving somewhere.

Extract 3.3

- TT : This is still the same thing like we discussed from last meeting. Ok, this the the form for you to mke question and this is the form for you to make answer. The first we have QW, apa QW kemarin? (This is still the same thing like we discussed from last meeting. Ok, this the the form for you to mke question and this is the form for you to make answer. The first we have QW, what was QW?)
 SS : WH question.
 TT : Good, now we have auxiliary, and this is the subject and this is the verb. Verb means kata kerja ya (Good, now we have auxiliary, and this is the subject and this is the verb. Verb means an action word)

The researcher discovered, based on the instances that have been provided above, that at some time throughout the lesson, the teacher accidentally switched some words or clauses without recognizing it. This results lends support to the findings of a study conducted by Mabule [21], which suggested that inter-sentential switching occurs frequently, either consciously or unconsciously, in talks as a result of an abundance of appropriate or similar language.

B. THE FUNCTION OF CODE SWITCHING THROUGHOUT THE LEARNING PROCESS

The utilization of code switching by the teacher is not always carried out consciously, which indicates that the teacher is not always aware of the functions and outcomes of the process of code switching. As it can be noticed from the teacher's statement during the interview below;

Extract 4.1

- Interviewer : Okay, do you agree to use Indonesian language during learning?
 The teacher : Agree
 Interviewer : Why is that?
 The teacher : To make sure the students understand what I say
 Interviewer : Well, when and in what circumstances do you use Indonesian language?
 The teacher : Ok, the first for when finding a difficult word, I will repeat in Indonesian, the second when giving a definition for example I must combine with Indonesia, and he third when the students do not understand
 Interviewer : Oh, so they always tell you when they don't understand?
 The teacher : No, sometimes it just looks out of their faces.

As a result, it is possible that, in certain circumstances, it is perceived as an automatic and unconscious behavior. In any case, regardless of whether it is done consciously or unconsciously, it constantly fulfills a number of fundamental tasks, some of which may be advantageous in settings conducive to language learning. By the same token, Puspawati [22], found out the functions of teachers' code-switching that are done by the teachers themselves are somewhat to transmit their information, to arrange the classroom, and to establish deeper relationships and

interactions between the teachers and the students. According to Cameron [23], The use of a teacher's primary language in the learning environment supports 10 different functions, including the following: eliciting language, emphasizing students' attention, assessment, discussing comprehension, providing feedback, enforcing rules and maintaining order, and engaging in casual or friendly conversation with students are all examples of things that fall under the category of teaching. Other examples include explaining aspects of the foreign language, translating words or sentences, issuing instructions, checking students' understanding of the concept/talk/text/instructions, and so on. Nevertheless, the researcher discovered during the interview with the teacher that the majority of the reasons why the teacher switched from the target language to the first language were because the teacher was unconsciously using some of the functions, which can be classified into two types: clarifying meaning (repetitive) and checking students' understanding. In other words, the researcher found that the teacher was using some of the functions in a subconscious way.

In repetitive case, the teacher switches between different linguistic systems in order to convey to the class the information that is essential for their understanding. After providing instruction in the target language, the teacher will then switch the code to the student's first language in order to explain what has been taught and to emphasize the significance of the material being taught in the target language for effective comprehension.

Extract 5.1

The teacher is writing some material on the board

- TT : Ok these are the examples of verbal sentences in WH question. Now, another example, *what kind of verb we can use to ask about the job? Pakai kata kerja apa buat nanya tentang ini?*
 SS : Work?
 TT : ok good, what do you work for? *Writing on the board* Ok, but how if you want to ask this question to a woman? *Using do atau does? Pakai do atau does?* Try, coba gimana tanyanya?
 SS : What does she work for?
 TT : Ok, good. Guys. Now, if you want to know my opinion about studying in SMAMDA. How will you ask?

Extract 5.2

- TT : Ok, good. Guys. Now, if you want to know my opinion about studying in SMAMDA. How will you ask?
 SS : What do you think about SMAMDA
 TT : Good job guys! So, guys boleh nggak kita membuat pertanyaan tanpa pakai WH question? (Can we make a question without using WH question form?)
 SS : Boleh? (We can?)
 TT : Betul, boleh. Tetapi jawabannya akan terbatas. Like; Does she work here? *The answer will be yes, she does or no, she doesn't. So the answer will be limited. Jadi jawabannya hanya antara Yes/No.* You understand? You have any questions? (Yes, it can be. But the answer will be limited)
 SS : No
 TT : Ok, now open your book and copy it.

Nevertheless, a tendency to repeat the teaching in the first language may result in some undesirable behaviors on the part of the students. If a student knows that the instruction in a foreign language will be followed by a translation into their native language, they may lose interest in listening to the instruction given in the foreign language. This can have a negative impact on the student's academic performance because the student will only be exposed to limited amounts of discourse in the foreign language. Considering that this is potentially another instance of the practice of people using Google Translate as an assist for improving their ability to write, Gumartifa, et al., believes that the negative effects cause mutual dependence, which makes students counterproductive by causing them to open the dictionary to search for other sources of information, lazy by causing them to conduct doublechecks of translation, and the third one harms students' ability to write [24]. This can also occur with communication skills, where students will always rely on the teacher's interpretation.

Another explanation for the purpose of code switching in the classroom is determining students' comprehension. As could be proven by the observation which are being transcribed below;

Extract 6.1

- TT : Rowan Atkinson. *Do you know Rowan Atkinson. Sopo rek? (Who is he?)*
 SS : Mr. Bean!
 TT : Ok, now I give you five minutes, browse anything about Rowan Atkinson and try to get a lot of information about him. Saya beri contoh dulu ya. If I tell you about Rowan Atkinson, what comes to your mind? (Ok, now I give you five minutes, browse anything about Rowan Atkinson and try to get a lot of information about him. I will give you an example first. If I tell you about Rowan Atkinson, what comes to your mind?)
- SS : Mr. Bean
 TT : What is next?
 SS : Smart, funny, handsome
 TT : Next, terus terus..
 SS : Comedian

crowds

- TT : *Ok ok guys, five minutes browse about information of Rowan Atkinson. Understand? Understand right? five menit, silahkan browse everything di google kalian cari informasi sebanyak mungkin tentang Rowan Atkinson sampe papan saya penuh ya. five minutes, lima menit.* (Ok ok guys, five minutes browse about information of Rowan Atkinson. Understand? Understand right? five menit, you may browse everything on google. Find information about Rowan Atkinson as much as you can, five minutes, five minutes)

The students are doing the task

A strategy to transfer the intended meaning when a student uses possibly capabilities language (meaning that the student has a tendency to prevent misunderstandings or has a tendency to utter words indirectly for specific objectives), code switching is a strategy that involves switching between two different languages. The underlying reasons that students have a predisposition to engage in this kind of code switching may differ depending on the demands, objectives, or aims of the students. Furthermore, there is a lack of certain linguistically comparable lexis between the first language and the target language, which may lead to a violation in the transference of the meaning that was intended. This may result in code switching for the purpose of conflict control, which allows for the avoidance of any possible misunderstandings.

IV. CONCLUSION

The results of this research found that during the teaching process, teacher most frequently engage in all three forms of code switching: tag switching, inter-sentential switching, and intra – sentential switching. In addition, the purpose of the three different forms of code switching that are utilized during the process of learning is for the instructor to be able to communicate with clarity to the student when speaking in the language that is being learned. When it comes to teaching English as a foreign language, the teacher does his absolute best to clear up any confusion that may arise among the class, making it simpler for the students to comprehend what they are being taught and retain it.

Based on the findings and discussion, that the roles of code switching in foreign language classrooms are given throughout the study, referring to the functions that code switching serves in bilingual communities. After examining the roles of students' and teachers' code switching, we will explore both the weak and strong sides of the phenomena in order to shed light on it from a variety of points of view.

In light of everything that has been discussed up until this point, it is possible to suggest that code switching in a language classroom is not always a barrier or shortcoming in the process of learning a language. Instead, code switching may be regarded as a helpful strategy in classroom interaction, particularly if the objective is to make meaning clear and to transfer information to students in an effective manner. On the other hand, one must not lose sight of the fact that, in the long run, when students interact with native speakers of the target language, code flipping may serve as a barrier that limits mutual comprehension. This is something that must be kept in mind. As a result, the

role that the teacher plays in preventing its long-term effects on the process of learning a foreign language is extremely important.

Due to time constraints and many other factors, researchers were unable to conduct further studies on students' perceptions of code switching in English learning. The researcher strongly encourages that more investigation be conducted on this topic, in which the perceptions of students are extremely useful for determining whether the use of code switching is effective in learning English and whether it makes it easier for students to learn English as a foreign language.

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The author recognizes that this article is not flawless. Therefore, the author would greatly appreciate any suggestions or criticisms for improving this article. Consequently, the author believes that everyone will gain something from this article.

Appendix I

(Questions interview)

1. How long have you been an English teacher at SMAMDA?
2. How many languages are you fluent in?
3. Which languages do you normally use during classroom activities?
4. Which language do you use most frequently during the learning process?
5. How often do you use the native language, or Bahasa Indonesia, in the classroom?
6. Do you believe that Bahasa Indonesia should be used during the learning process?
7. In what contexts do you use Bahasa Indonesia, and why?
8. Code switching is the term used to describe the use of the first language in language acquisition. From the various functions of code switching, such as topic switch (which helps students understand the topic better), the repetitive function (which clarifies meaning), floor holding (to break the ice or start a conversation), and conflict control (to prevent students from misinterpreting teacher regulations or to resolve conflicts that arise in students), there is reiteration, which is repetition in the first language so that the meaning is clear. Which do you usually use when teaching English in the classroom?
9. In the field of language education, there are those who believe code switching is harmful to the students learning process, as well as those who disagree. Based on your opinion, is code switching in teaching and learning English helpful or harmful to the language acquisition of students?

Appendix II

(Interview's result)

- Interviewer : Sudah berapa lama bapak mengajar Bahasa Inggris?
 The Teacher : Disini atau ditempat lain?
 Interviewer : Disini pak
 The Teacher : 3 tahun
 Interviewer : Berapa Bahasa yang bapak kuasai selain Bahasa Inggris?
 The Teacher : Nggak ada, Bahasa Indonesia mungkin
 Interviewer : Bahasa Indonesia sama Bahasa Inggris ya
 The Teacher : Iya
 Interviewer : Bahasa apa saja yang paling sering digunakan?
 The Teacher : Dua duanya
 Interviewer : Bahasa apa yang paling dominan?
 The teacher : Bahasa Indonesia
 Interviewer : Oh, Bahasa Indonesia ya? Di semua kelas atau di kelas ini saja?
 The teacher : Oh, di SMAMDA, kalau di SMAMDA Bahasa Inggris
 Interviewer : Seberapa sering anda menggunakan Bahasa Indonesia di kelas ini?
 The teacher : Jarang, mungkin sekitar 40%
 Interviewer : Ok baik, apakah anda setuju menggunakan Bahasa Indonesia selama pembelajaran?
 The teacher : Setuju
 Interviewer : Kenapa?
 The teacher : Untuk make sure anak anak paham denga napa yang saya katakana
 Interviewer : Baik, kapan saja dan dalam situasi apa saja bapak menggunakan Bahasa Indonesia?
 The teacher : Ok, yang pertama untuk Ketika menemukan kata sulit, saya akan ulangi dalam Bahasa Indonesia, kedua Ketika memberikan definition misalnya saya pasti combine dengan Bahasa Indonesia, terus yang ketiga Ketika anak – anak tidak paham.
 Interviewer : Oh, jadi mereka selalu bilang bapak ya saat mereka tidak paham?
 The teacher : Nggak juga, kadang dari mukanya saja kelihatan.
 Interviewer : Pertanyaan selanjutnya, kalau di code switching ada beberapa fungsi. Ada topik switch itu membuat siswa lebih memahami pembelajaran atau Repetitive function itu mengklarifikasi dari apa yang dibilang sebelumnya terus ada, floor holding untuk mencairkan suasana, ada conflict control agar siswa tidak salah paham denga napa yang bapak sampaikan kepada siswa, lalu ada pengulangan dari Bahasa Inggris ke Bahasa Indonesia dan yang terakhir adalah menyampaikan kata yang sulit. Kira – kira fungsi yang paling sering digunakan bapak dikelas ini yang mana saja?
 The teacher : Repetitive yang pertama, yang kedua untuk pada saat conflict control. Itu yang menurut saya paling sering.
 Interviewer : Oke, yang terakhir. Dalam dunia pembelajaran Bahasa ada yang menganggap penggunaan code switching itu tidak bagus karena siswa akan lebih mengentengkan karena mereka berpikir “oh nanti akan dijelaskan” jadi mereka tidak perlu berusaha untuk memahami dalam kalimat / instruksi dalam Bahasa Inggris. Nah ada juga yang berpendapat sebaliknya karena disini Bahasa Inggris bukan second language tapi foreign language terutama di Indonesia jadi lebih baik menggunakan code – switching. Jadi menurut bapak sendiri, penggunaan code switching dalam pembelajaran apakah akan beneficial atau tidak pada siswa?
 The teacher : Kalau menurut saya lebih banyak manfaatnya daripada kerugiannya tadi. Yang pertama jelas akan membantu siswa lebih paham dalam memahami pembelajaran. Lalu, yang kedua ada beberapa istilah yang anak – anak tidak akan mengerti jika kita menggunakan Bahasa Inggris saja dan untuk yang ketiga, untuk membiasakan anak – anak karena Bahasa Inggris sifatnya definitive ya jadi setiap kata dan istilah Bahasa Inggris kita bisa tahu dari mengartikan jadi kayaknya lebih banyak bermanfaatnya dalam kerugiannya.

Appendix III

(First meeting's transcript)

TT : Harus ngumpulin minggu depan ya berarti?
 TT : Iya pak..
 TT : It's Ok, later lah

starting calling TT' name for attendance

TT : Akbar
 TT : Yes pak
 TT : You are the captain?
 TT : No
 TT : You are the captain of this class, right?
 TT : Oh yes pak
 TT : Olla..
 TT : You are Olla right?
 TT : No pak, bukan
 TT : Not you? Yoweslah
 TT : OK, the last meeting I told you about my friends from the other county right?
 SS : Yes..
 TT : Do you still remember who are they?
 SS : *CROWDS*
 TT : Do you still remember who are they, rek?
 TT : Masih inget rek siapa aja?
 SS : Ingeet
 TT : Do you still remember my friend from India?
 SS : Yess
 TT : Sopo .. sopo?
 SS : Khapur
 TT : Good, sstt. I still miss one of my friends. Saya masih ketinggalan salah satu temen saya yang belum saya ceritakan. Now listen carefully, I will tell you about this man. He lives next to my home. Ok, guys what you need to do, listen carefully and try about to find information. Ada informasi apa yang kalian dapet. Number 1, James William Smith, what information is this?
 SS : Name
 TT : What about Smith, what information is this?
 SS : Last name
 TT : Last name, or marga. You can say marga in English is last name ya. Next number 3, he is Irish. What is this? Opo Irish? Irish, Yes, apa itu?
 SS : Ireland
 TT : Yes Ireland, what to say Irish?
 SS : Nationality
 TT : Yes, Kewarganegaraan. Next, 33. What is this? C'mon, yang dapat jawabannya nanti direkam ada special reward.
 SS : Shoes
 TT : No.
 SS : Fav number?
 TT : Almost, hampir but no.
 SS : Can you give a...petunjuk?
 TT : Petunjuk? Clue? Ok, this is the last number of something lah
 SS : HAAA
 TT : This is the last number of his phone, haha. Next is 34. What is this?
 SS : Nomor ayahnya
 TT : His father phone number? No
 SS : Fav number
 TT : No, opo rek? Give up?
 SS : Give some clue
 TT : Clue? Ok this is the size of something lah

SS : SHOES!!
 TT : No, if it is shoes, it must be 40 something. It is his pants size
 SS : HUU!
 Student : Oh saya 30
 TT : Saya 35
 Student : Wow!
 TT : OK, guys we still talk about the same topic. It is recount text. Ok, do you still remember about me?
 TT : Ok, so guys let's continue our discussion. Ayo belajar! (Ok, so guys let's continue our discussion. Let's study!)
 SS : Yes!
 TT : So, do you still remember about me?
 SS : Of course!
 TT : Really? Sok tau kalian! (Really? You act like you know it all)
 TT : Ok guys, I will give you 6 information about me. What you need to do is try to find out 2 mistakes. 4 are true and 2 are wrong. So, what you need to do is listen and find out. Ok, here you go. Obviously, my name is Khoirul Umam right? First, I live in Jabon.
 SS : Jabon? Jepang?
 TT : It's not Jepang. The second is, I'm 23 years old, the third is, I like driving to somewhere. Next, I don't like swimming. Next, my wife is pretty. Next, I'm a teacher in this place and the last one is uhmm opo yoo, wait wait. Uhm, yoweslah just 5 ajalah. Ok, I gave you 5 information and 2 are wrong. What are they? (It's not Japan. The second is, I'm 23 years old, the third is, I like driving to somewhere. Next, I don't like swimming. Next, my wife is pretty. Next, I'm a teacher in this place and the last one is uhmm what else, wait wait. Uhm, ok then only 5. Ok, I gave you 5 information and 2 are wrong. What are they?).
 Student : You are not 23
 TT : Yeah, I'm not 23. I'm 33
 Student : Wah so old
 TT : If I'm 23, saya masih kuliah, baru lulus kuliah. Next please! C'mon. Ok, tak baleni. I live in Porong. Eh sorry, nandi maeng? I live in Jabon. I like driving to somewhere, my wife is pretty, I'm a teacher in this class.
 SS : You live in Jepang?
 TT : Jabon!
 SS : HAHAHA
 TT : So apa yang salah kira kira?
 Student : Address!
 TT : Right! So I don't live in Porong, I live in Jabon
 SS : Lhoo katanya tadi tinggal di Jabon pak
 TT : Oh ya ta? Tadi saya bilang tinggal dimana?
 SS : JABON!!
 TT : Oalah hahaha. Ok sorry sorry. Now, it is your turn, giliran kalian. Write 5 information or things about you. 3 are correct and 2 are wrong. Do you understand? Ok, now you have 5 minutes. It is ok for you to write or to just remember it.

waiting for 5 minutes

TT : Ok guys, time is up! Waktunya habis! Now, I will call someone dari deretan pojok, let's go mbak! Guys, listen and find the mistakes
 Student : Ok, my name is Amira Zahra Zisty, I'm 16 years old, I live in buduran, and my hobby is do some exercise, and I'm a student at Muhammadiyah Senior High School.
 TT : Alright, I think everything is correct. Ok guys, let's go
 Student : I guess her hobby is reading book
 Student : Yes
 TT : Ok, what is the second mistakes?
 Student : I think your name is Amira Zahra without Zisty
 TT : Is that correct mbak?
 Student : Yes
 TT : Ok good job guys!

break time in the middle of the lesson

TT : Ok guys, are you ready?
 SS : No!
 TT : C'mon guys. Can we start now? Are you full already?
 SS : NO!!
 TT : HAHAH, ok guys let's continue. Kita lanjut ya.

The teacher is writing some material on the board

TT : Ok guys, we have study about information, nationality, WH questions, and answers verbal and nominal sentence. Do you still remember anything about nominal sentence? Let's check your memorize, kita tes ingatan kalian.
 SS : Yes, eee the sentence without verb. Nggak pake verb.
 TT : Good, sentence without verb. Ini kalimatnya tanpa verb. Now, I want you to ask question to me. C'mon. Any questions using nominal sentence.
 SS : What is your home address?
 TT : Good, next
 SS : What is your name?
 TT : Good next,
 SS : What is your hobby?
 TT : Ok good, the last one please
 SS : What is your favorite food?
 TT : Good, I eat everything. Saya suka makan apapun. Ok guys, so today we are going to talk about nominal sentences

The teacher is writing some material on the board

TT : Ok these are the examples of verbal sentences in WH question. Now, another example, what kind of verb we can use to ask about the job? Pakai kata kerja apa buat nanya tentang ini?
 SS : Work?
 TT : ok good, what do you work for? *Writing on the board* Ok, but how if you want to ask this question to a woman? Using do atau does? Pakai do atau does? Try, coba gimana tanyanya?
 SS : What does she work for?
 TT : Ok, good. Guys. Now, if you want to know my opinion about studying in SMAMDA. How will you ask?
 SS : What do you think about SMAMDA
 TT : Good job guys! So, guys boleh nggak kita membuat pertanyaan tanpa pakai WH question?
 SS : Boleh?
 TT : Betul, boleh. Tetapi jawabannya akan terbatas. Like; Does she work here? The answer will be yes, she does or no, she doesn't. So the answer will be limited. Jadi jawabannya hanya antara Yes/No. You understand? You have any questions?
 SS : No
 TT : Ok, now open your book and copy it.

Appendix IV

(Second meeting's transcript)

TT : Assalamualaikum wr.wb
 SS : Waalaikumusalam wr. Wb
 TT : Ok guys, I will check the attendance, saya panggil satu satu.

checking the attendance

TT : Alright guys, listen to me and guess. Do you still remember about the person that we were discussing last time?
 SS : Yes, yes
 TT : Ok, listen carefully. I will tell you about someone. Someone that have have discussed before. And I want you to guess, who is she? First, she is happy. She is not really tall, she has a straight hair, she is funny, she is a comedian. Who is she? What's her name? Kalian masih ingat nggak?
 SS : No
 TT : Nggak onok seng inget rek?
 SS : No!!
 TT : Wahah, ok let's talk about comedian today. Who is your favorite comedian?
 SS : Aming *crowds*, Indro *crowds*
 TT : Rowan Atkinson. Do you know Rowan Atkinson. Sopo rek?
 SS : Mr. Bean!
 TT : Ok, now I give you five minutes, browse anything about Rowan Atkinson and try to get a lot of information about him. Saya beri contoh dulu ya. If I tell you about Rowan Atkinson, what comes to your mind?
 SS : Mr. Bean
 TT : What is next?
 SS : Smart, funny, handsome
 TT : Next, terus terus..
 SS : Comedian

crowds

TT : Ok ok guys, five minutes browse about information of Rowan Atkinson. Understand? Understand right? five menit, silahkan browse everything di google kalian cari informasi sebanyak mungkin tentang Rowan Atkinson sampe papan saya penuh ya. five minutes, lima menit.

The students are doing the task

crowds

TT : 3 minutes

crowds

TT : Ok, 2 minutes
 TT : Ok, attention. Tell me about Rowan Atkinson
 SS : Penulis pak, penulis
 TT : In English please
 SS : Writer
 TT : Next, terus
 SS : Comedian, Selebriti
 SS : Introvert, tall
 TT : Apalagi guys?
 SS : Mini cooper pak
 TT : Terus apalagi guys? Sek banyak itu, c'mon.
 SS : Teddy Bear

- TT : Teddy Bear? Kalau Teddy Bear kan hubungannya sama Mr. Bean. Kita kan lagi bahas Rowan Atkinson. Teddy Bear no. C'mon guys.
- SS : Pointed nose
- TT : Good, iyo rek ciri cirine rek.
- SS : Short hair, funny face, white hair
- TT : Terus
- SS : Cool
- TT : Ok, inget pelajaran dulu? Kalau mau mengenalkan orang apa yang harus dibilang dulu? Nationality
- SS : He is from England
- TT : Good, kelahiran berapa?
- SS : 1955
- TT : Tanggal?
- SS : 6 Januari
- TT : Ok, 6th January 1955. Terus apalagi guys?
- SS : Straight hair
- TT : Terus? Dia terkenal nggak?
- SS : Yes, terkenal
- TT : He is..?
- SS : Famous
- TT : Ok, satu lagi coba about Rowan Atkinson
- SS : Multi talent!!, His IQ is 178
- TT : Ok shh, we have a lot of information about Rowan Atkinson. Now I have another question for you.
writing on the board Identification, description. Ok guys, here is I have 2.. two opo iki. I have 2 topics for you. What is identification?
- SS : Identitas, perkenalan diri
- TT : Ok, pengenal. Kalau description?
- SS : Deskripsi
- TT : Ok, mendeskripsikan atau gambaran. Ok kita punya dua informasi ya. Nah, sekarang dari informasi yang sudah kalian dapatkan, mana identification mana description?
- SS : *crowds*
- TT : Ok, ok saya bantu ya. Cool, ini description atau identification?
- SS : *confused*
- TT : Orangnya cool
- SS : Description...
- TT : Ok next, Mr. Bean
- SS : Identification
- TT : England
- SS : Description
- TT : Haaa? Yakin?
- SS : Oh Identification
- TT : Comedian
- SS : Description
- TT : No, coba "wong ikulo guru" moso iki description. Ayo opo coba?
- SS : Oh! Identification
- TT : Handsome
- SS : D!! (they make it short as it stands for Description and "I" for Identification)
- TT : Pointed nose
- SS : D!
- TT : Funny
- SS : D
- TT : terus, funny face
- SS : I
- TT : terus, rich kaya
- SS : I
- TT : White skin
- SS : D
- TT : IQ 178
- SS : D

- TT : Smart
- SS : I
- TT : Ok, let's try again. She is smart, she has long hair. What do you think?
- SS : Oh, D!
- TT : Nah kenapa kita harus mengkategorikan? Karena kita akan membuat text untuk mendeskripsikan orang. Opo kiro kiro?
- SS : *crowds*
- TT : So today, we gonna learn how to make descriptive text. Have you learned about descriptive text in Junior High school?
- SS : Yes...
- TT : What is descriptive text?
- SS : Teks deskripsi
- TT : Yes, a text to describe someone. Nah sekarang pertanyaannya, how to make text descriptive?
- SS : Diamati
- TT : Ok, terus
- SS : Dibaca
- TT : Ok, sek sek saya tanya dulu. Kalian sudah pernah baca descriptive text? Have you read about descriptive text?
- SS : Yes
- TT : How many paragraph are thay?
- SS : Satu... Dua
- TT : Ok, coba yang satu angkat tangan? Yang dua angkat tangan? Sebenarnya, jumlahnya terserah kalian. Descriptive text bisa satu paragraph, dua paragraph, tiga paragraph terserah penulisnya. Tapi yang terpenting, susunannya harus benar. *write something on the board* Ok, dalam .. c'mon guys I need five minutes, just five minutes *ssshhh* Ok so today we are going to focus on the generic structure. Generic and structure. What is generic structure?
- SS : Struktur
- TT : How about the general meaning?
- SS : Umum, so struktur umum.
- TT : Ok, struktur umum dalam teks deskriptif ada dua. Entah kalian buat jadi satu paragraph, atau dua paragraf. Terserah kalian, pokoknya yang pertama identification dulu, kenalkan dulu baru describe atau gambarkan. *writing something on the board* ok, tadi kita sudah punya I sama D. Kira kira yang paling penting dibahas dulu yang mana?
- SS : Name..
- TT : Ok, Rowan Atkinson. Guys, setelah itu apa yang harus dimasukan dulu menurut kalian?
- SS : England
- TT : Kenapa England?
- SS : Darimana dia berasal
- TT : Ok, terus
- SS : Tanggal lahir
- TT : Ok, semua informasi sudah kita masukan ke paragraf. Sekarang apalagi yang bisa kita masukan?
- SS : Job, comedian, actor, and writer
- TT : Ok good job. Apalagi yang masih berhubungan dengan pekerjaan? Mr Bean?
- SS : Yes
- TT : He is famous from Mr. Bean series. Good. Apalagi?
- SS : He is rich
- TT : Ok, sekarang jadi bagus kan paragrafnya. Nah ini bisa kalian tambahin sendiri selanjutnya lanjutkan. Ok, do you understand? Any questions?
- SS : No.

Appendix IV

(The documentations during the observations)



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