

faradila 1

by Faradila 1 Faradila 1

Submission date: 08-May-2023 08:17AM (UTC+0700)

Submission ID: 2086934890

File name: of_Code_Switching_in_English_Classes_at_The_Boarding_School.pdf (238.1K)

Word count: 5137

Character count: 27721

The Analysis of Code-Switching in English Classes at The Boarding School

Faradila Putri¹⁾, Vidya Mandarani ^{*2)}

¹⁾Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

²⁾Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

*Email Penulis Korespondensi: vmandarani@umsida.ac.id

Abstract. The purpose of this study is to make it easier for future researchers to collect data about code switching used by teachers and the reasons for using code switching in classroom learning. Code switching is one of the methods used to provide explanations and tools for students who have limited English skills. The short class duration encourages the teacher to do code switching so that the material can be well received and understood by students. This study aims to analyze the types and reasons for code switching used by teachers in teaching English as a foreign language in Islamic boarding schools. This research uses descriptive qualitative research. The subjects of this study were teachers who taught English specialization classes at SMP Muhammadiyah 9 Boarding School Tanggulangin. Data collection was carried out through observation and interview techniques. The instruments used in this study were observation sheets, voice recordings, and interview guides. Research data were analyzed using analytical methods. The results of this study indicate that there are three types of data on the use of code switching by teachers, namely tag switching, intra-sentential switching, and inter-sentential switching, and the reasons teachers use it in the learning process in class are four types, namely to facilitate learning, to get good feedback to students, to make the class atmosphere more interactive, and to have good relationships with students. With this research, it was found that using code switching as a means of delivering learning can have many positive impacts on teachers and students in the classroom.

Keywords – Code-switching; English Foreign Language; Teaching English

I. INTRODUCTION

English is the most widely spoken language in the world [1]. Language development is significantly impacted by English's widespread use. English has an important role in many aspects of modern life, including commerce, the economy, politics, and tourism, particularly when it comes to education [2]. As a result of using this language, people all over the world are acquiring English as a second or foreign language. One of these is Indonesia, where English is taught as a foreign language in the curriculum from elementary to university education [3]. Referring to the background of Indonesian people, who are more bilingual, learning English directly encourages students to become multilingual. Mastering more than one language triggers the phenomenon of language transfer in various contexts, and this phenomenon of language transfer is called code switching [4].

The use of code switching is often found in the process of communication between bilinguals in society, where they will switch from one language to another depending on the situation of the conversation they are having [5], [6]. Code switching is used in formal communication both in non-formal communication, particularly in the field of education [7]. Code switching occurs frequently during the teaching and learning process at all levels of education, especially in English classes where teachers frequently transition from Indonesian to English or vice versa when presenting material [2]. Code-switching is often used by teachers as one of the easiest methods of teaching English in class because the use of this language-switching can assist teachers in guiding students who find it difficult to understand an instruction or topic of the lesson being carried out [2], [8].

In the learning process, the use of code switching in classroom learning can reduce the communication gap between teachers and students [9]. It is meant to mean that code switching is not always considered a speaker's inability to express her but is used as a tool to impart new knowledge to students. Code switching can meet the need to provide explanations and suggestions for students who have limited English skills [10]. In the pedagogic function, code switching is applied in the delivery of learning materials that can make students feel difficult about learning, such as explaining the context of learning or defining difficult terms [11]. In addition, the use of the first language in a foreign language learning context can be a reference that helps students receive English lessons by orienting the target language through the first language or connecting an incident between the target language and the first language [12]. The teacher can use code switching if the use of the target language is inefficient and creates misunderstandings for students, such as with explanations that are too difficult and take a long time for students to process and understand the lesson. Meaning that the use of code switching in the learning process is an important strategy to facilitate the learning process in the classroom [13].

In the process of teaching English at Islamic boarding schools where English is a foreign language, there are several challenges for teachers. However, there are several Islamic boarding schools that implement classes that use English as a second language when the learning process is generally a foreign language, one of which is in the English specialization class at SMP Muhammadiyah 9 Boarding School Tanggulangin. Teachers can provide many interesting ways to get students interested in learning English in class, one of which is by using code switching. The use of code switching in the learning process provides an alternative understanding for students [14]. The use of code switching must be initiated by the teacher first so that students more easily understand and follow the learning process.

Code switching is a sociolinguistic phenomena in which a speech community uses two or more languages. Many linguists have offered their explanations of the term "code-switching" in their writings. According to Poplack, code-switching is the use of two different languages in the same speech, sentence, or element [15]. Poplack mentions that there are three types of code switching: tag switching, intra-sentential switching, and inter-sentential switching [15]. The results of research conducted by several previous researchers, it was stated that teachers have an important role in using code switching, which makes students feel more comfortable and makes material easier to understand when learning English in class [2], [16], [17]. And the researchers examine some of the studies that have been mentioned but using different theories, methods, schools, and student levels.

Based on the results of pre-observations conducted by researchers through observations at SMP Muhammadiyah 9 Boarding School in Tanggulangin, the phenomenon of code switching is often found when teachers teach languages, especially learning English in class. Because the English specialization class has a shorter learning period than the general class, the teacher must use code switching to ensure that the material presented to students is received and understood quickly. In conveying learning, teachers sometimes switch languages from English to Indonesian. With the use of code switching that occurs in classroom interactions, it can affect the level of students' understanding of the material presented. Where students are encouraged to master an additional language, namely English, of course they will feel confused in understanding the material being explained. The researcher has two research questions in this research: the first is what type of code switching the teacher uses when doing code switching in English class, and the second is why the teacher uses code switching in carrying out the learning process in class. This research was conducted by researchers at SMP Muhammadiyah 9 Boarding School Tanggulangin aims to explain the types of code switching used by teachers and the reasons teachers use code switching when teaching in English specialization classes.

II. METHOD

This research provided use of descriptive qualitative research to explain the phenomena of teachers using code switching to aid student learning in English-specific classrooms. Creswell claims that qualitative research is a particular type of research design that reflects the role played by researchers in research, describes a growing list of different kinds of data sources, uses specialized equipment to record data, analyzes information through a number of steps of analysis, and mentions methods to demonstrate the veracity or accuracy of the data collected [18]. The purpose of the implementation of descriptive qualitative approaches is to evaluate data, particularly in code switching analysis, and verbally and fully express it without the use of statistical or numerical information. To collect data, the researcher observed classes and conducted interviews. The teacher has five years of experience teaching English. The instructor who has been assigned to teach the English specialized course has been selected as the subject. Researchers employed two techniques to gather data: observation and interviews. Voice-recording devices were used to document observations made during English-specific classes. To make classification easier, the gathered data will be written down, then the Poplack theory will be used to examine the data. Three different tools will be used in this study to collect data: observation notes, audio recorders, and interviews.

Data reduction, data presentation, and drawing conclusions or verification are the three stages of the analytical methodology that will be used to examine this research data. The subjects of this study were teachers who taught English specialization classes at SMP Muhammadiyah 9 Boarding School Tanggulangin. The teacher is a teacher who has taught English for 5 years. The teacher chosen as the subject is a teacher who is directly appointed to teach English specialization classes. In collecting data, researchers will use two methods, namely observation and interviews. The observation and interview instruments will be adapted from Harahap and Danaparamita's research [19], [20]. Observations were made during English specialization classes by recording the learning process using a voice recorder and writing sentences containing code switching. In the interview, the researcher asked the teacher about learning in English class and why teachers tend to use code switching when teaching. The data collected was transcribed into written form to facilitate classification. Then the data was analyzed using the theory from Poplack. This study used three instruments to collect data, namely observation sheets, audio recorders, and interviews. Research data were analyzed using analytical methods,

which were divided into six stages: organizing and preparing data for analysis; reading and viewing all data; starting data classification; using the data classification process to produce a background image to be analyzed; writing descriptions that will be represented in qualitative narratives; and making interpretations in qualitative research [18].

III. FINDING AND DISCUSSION

Based on the results of interviews and observations that have been conducted by researchers with teachers at SMP Muhammadiyah Boarding School Tanggulangin, it can be found that there is a phenomenon of code-switching that occurs when the learning process for English specialization classes is carried out.

A. Type of Code-Switching Used by the Teacher

Code-switching, in Poplack's definition, is when two languages are used in the same speech, sentence, or component. According to Poplack, there are three different types of code switching: tag switching, intra-sentential switching, and inter-sentential switching [15]. In research conducted by Reyes, she stated that the function of code switching is divided into three parts: topic switching, affective function, and repetitive function [21]. First, the topic switching function is needed to make it easier for listeners to understand a topic. In this function, the teacher translates English into Indonesian for students to increase their understanding of the learning process. In the learning process, the teacher usually conveys learning topics or carries out further activities. Second, the effective function is one of the functions of code switching, which is considered to have a positive impact on good relations between teachers and students. The phenomenon of code switching is carried out by the teacher to provide affirmations to students in the teaching and learning process. Third, the repetitive function refers to conveying the same information in two languages for clarity in a material or utterance made by the teacher so that students can easily understand what the teacher said. These types of code-switching are used as guidelines for observations made by researchers. The researcher will describe the types of code switching according to the theory adopted.

1. Tag-Switching

This type of code switching usually occurs at boundaries to emphasize speech, take the listeners' attention, and indicate action [19]. This type of code switching is usually used as a speech-highlighting strategy that does not change the meaning of the utterance. Teachers usually use this type when giving repetition or affirmation of the words they say, changing topics, or giving affirmations to their students. For example:

T : "Ulangi ya, reply. Dari awal diulang ayo."

T : "Next, selanjutnya ayo. Nomor selanjutnya dibaca aja langsung."

T : "I'm fine. And you? Bagaimana kabarnya?"

In the pronunciation of the first part, the teacher mentions "Ulangi ya, reply", this is shown when students mispronounce words in the learning process. Then the teacher gives affirmation of word repetition by including code switching in command sentences. In the pronunciation of the second part, the teacher says "Next, selanjutnya ayo", which is shown to students to read the next number. The teacher then emphasizes the repetition of the word by including code switching in his speech. In the third part, the teacher says, "And you? Bagaimana kabarnya?" was shown as an answer to the affirmation question given by the student. The teacher gives repetition of affirmations by including code switching in his speech. By using this type of code switching can improve the teacher-student relationship and help students feel close to their teacher. As stated in the research conducted by Bhatti, usually this tag-switching is used more as a social function, with an emphasis on building solidarity and relationships between teachers and students in the classroom environment [5].

2. Inter-sentential Switching

Inter-sentential code switching is a type of code switching that occurs between clauses, phrases, or words in an utterance [19]. This type of code switching refers to switching from one language to another in a sentence involving a phrase, clause, or word from a certain language. This type of code switching usually occurs when the teacher explains or repeats words in a different language in one utterance. For example:

T : "Menyebutkan lima kata kerja aja. Only five verbs. Ditulis dulu nggapapa."

T : "You should write in every fold. Ditulis di setiap kotaknya. Paham?"

T : "Like we make the sentences in Indonesia. Sama kayak kita buat kalimat kayak biasanya. Kayak SPOK itu."

In the first part, the teacher mentions, "Menyebutkan lima kata kerja aja. Only five verbs" means that the teacher tells the students to mention only five verbs. The teacher then uses repetition in these words, using English, so that students pay attention to the command words spoken by the teacher. In the second part, the

teacher mentions, "You should write in every fold. *Ditulis di setiap kotaknya*" means that the teacher tells the students to write down the word they use in each box on the fold of a piece of paper they are holding. By giving orders in English and then repeating them in Indonesian, the teacher expects students to understand what she is saying. In the third part, the teacher mentions, "Like we make sentences in Indonesia. *Sama kayak kita buat kalimat kayak biasanya,*" means that the teacher tells the students to make sentences in English grammar and gives affirmations that writing a sentence in English is as easy as making sentences in Indonesian. By using repetition of sentences in Indonesian, it is hoped that students can better understand what the teacher means.

Another function of inter-sentential switching is that it is used as a device for focusing student attention. In most cases, it was observed that when teachers were explaining material that was quite difficult but they wanted to get their students' attention, they usually switched from a lower pitch to a higher tone of voice along with a change of language, which served two purposes: to simplify an explanation and to make students pay attention to what was described [5]. The analysis of the use of code switching also clearly shows that this intra-sentential switching has an educational effect, with the main objective of facilitating student learning.

3. Intra-sentensial Switching

Intra-sentential switching is a type of code switching that occurs within clause boundaries or within word boundaries [19]. This type of translation occurs at the boundary of the sentence. This is seen most often among bilingual speakers and occurs in sentence spans such as the first sentence using English and the second sentence using Indonesian, or vice versa. Intra-sentential switching is usually said by the teacher when she gives an explanation or confirmation with the sentence that was previously spoken. For example:

T : "Kalau Tuesday itu Selasa, kalau Thursday itu Kamis. Jangan sampai ketuker ya."

T : "Kalau sholat itu prayer. Sama kayak berdoa."

T : "Peraturannya you can't mengulang the same verb. Sebutkan kata yang lain aja."

In the first part, the teacher mentions, "Kalau Tuesday itu Selasa, kalau Thursday itu Kamis." stated that the teacher caught the students mispronouncing the name of the day, and then the teacher gave an explanation that the way to pronounce Thursday and Tuesday was different. In the second part, the teacher mentions, "Kalau sholat itu prayer." The teacher answers students who ask the difference between *sholat* and *berdoa*. Then the teacher gives a statement using the word 'prayer, saying that it is the same as *sholat* and *berdoa* so that students will remember the word easily. In the third part, the teacher mentions "Peraturannya, you can't mengulang the same verb." The teacher gives a rule when the student wants to write a word. She intended to emphasize that students were not allowed to write down the same verbs so that they could become familiar with new verbs.

The result of the analysis of intra-sentential switching use is that it is used for educational purposes. This code switching technique is useful for students in associating concepts and definitions explained from foreign languages with their mother tongue [5]. Therefore, the main purpose of this transition is to be able to provide subject matter associations on the part of students.

B. The Reason Why Teachers Used Code-Switching

Based on the results of interviews conducted by researchers with teachers who teach English specialization classes at Muhammadiyah 9 Boarding School Tanggulangin, it is in line with what Yao said in her research that there are four advantages to using code-switching [22]. The researcher will then describe it according to the results of the interviews that have been conducted.

1. The lessons were easier for students to understand

In an interview conducted by the researcher with the teacher, she said that:

R : "How often does an *Ustadzah* use code-switching in class while teaching?"

T : "For me, it's probably almost 50%, because each lesson meets different students and different competences, so we have to facilitate students who really don't like English by giving Indonesian vocabulary, so it's not full English."

R : "Is the use of code-switching one of the teaching methods applied in learning English in specialization classes?"

T : "Yes. English is a vocabulary, so if we give students all English pronunciation, they will automatically dislike it, and if they are less able, they don't like it more and can't. Unless it's a student who has a lot of vocabulary in his brain, he immediately understands what we mean."

What is meant in her speech is that when the teacher explains learning material in English, students who are not familiar with the vocabulary used will find it more difficult to understand what is explained by the teacher. Then using code switching as one of the teaching methods used by the teacher will make the teaching and learning process more easily accepted and understood by students of all levels of intelligence. She also stated that code-switching was a teaching method that she used while teaching English classes, especially in this specialization class. She thinks that the use of code switching is the only teaching method that is considered easily accepted by students when they learn a foreign language. This is also supported by the theory from Ustunel, which states that teachers and students, when in certain situations, choose to adjust their language to fit or to show their status in the current interaction, as is done in a bilingual class [23]. In this study, the teacher showed how her efforts to use Indonesian in the context of learning in class facilitated the process of delivering material so that students could understand it well.

2. The teacher will provide more new vocabulary, words of encouragement, and good feedback to students

In an interview conducted by the researcher with the teacher, she said that:

R : "What are *Ustadzah*'s thoughts on the benefits of code-switching?"

T : "The advantage of code-switching earlier is that students who don't speak English are able to understand what the purpose of learning is; if it's negative, it's not good because maybe the students don't seem motivated to find vocabulary in English, but we as teachers have to be able to combine the advantages and disadvantages of code-switching earlier. We still use code-switching, but we still teach new vocabulary when teaching."

When teaching, the teacher realized that using too much Indonesian in the learning process made students not make much progress in understanding their vocabulary. Although the teacher still uses code switching as a teaching method, she still includes new types of vocabulary so that students can increase the number of words they know. By applying this method, the teacher also expects to get good feedback from students so that the learning process and communication between teachers and students can be well established. As stated by Gardner-Chloros, the use of code switching in the classroom should not be considered a lack of teacher and student language competence but a strategy to enhance learning process [24].

3. The learning atmosphere becomes more interactive and enthusiastic

In an interview conducted by the researcher with the teacher, she said that:

R : "What are the specific goals of using code-switching in class?"

T : "By implementing code-switching as well, students can get along well before going into full English. Here, they mainly use Arabic, so let them get used to it first. Right now, there are also many who use English. So I want them to be able to understand and use English well even though it's not as perfect as the language of native speakers."

The learning process certainly has communication going on within it, and that communication has to be two-way. What is meant is that teachers and students have interactions in the classroom equally. If the teacher gives English utterances that are difficult for them to understand, the students will not be able to respond and will not feel enthusiastic about the class. As stated by the teacher in the interview, the aim of using the code-switching as a teaching method is to make students be able to speak and understand English as well as possible, especially when they are in English class. With a background of using Arabic as their main language, of course, using English is a challenge in itself. Hancock also mentioned that to promote communicative competence in students, they must practice communicating in the classroom [25]. So, to increase interactive classes and an enthusiastic class atmosphere, the teacher must provide more English communication in the class. And the teacher also hopes that by using this code-switching as a teaching method, students can easily recognize and be able to use English well even though they are not native speakers.

4. Teachers who use code switching are considered better at negotiating and closer to students than teachers who do not use code switching at all

In an interview conducted by the researcher with the teacher, she said that:

R : "According to *Ustadzah*, how effective is the use of code-switching in teaching English for middle school students?"

T: "We know that there are many students who are not good at English and don't like it. If we force everything to be native, they won't be able to and won't pay attention to us. So yeah, it is effective because I understand that, even though they don't like it and can't speak English, they still know what we want."

Teachers who use the right teaching method in the learning process can control the conditions in the class during the learning process. In a good learning process, of course, conducive classroom conditions are needed for receiving material. Teachers must have specific strategies for using teaching methods, one of which is code-switching, especially when teaching English as a foreign language. In the observation process carried out by researchers, it was found that if the teacher uses English too often, it makes students feel confused and tend not to pay attention to what the teacher says. With such class conditions, the use of code switching is needed to attract their learning interest and make them pay attention to the material being given. As mentioned by Fhitri, in the use of code-switching, one of its functions is to attract students' attention so they can focus on the material presented [26]. In the results of the interviews given by the teacher, it was also mentioned that the use of code switching can make students more attentive to learning even though they are not very proficient in English. And with the use of this teaching method, there is no gap in the relationship between teacher and student, so that learning objectives can be achieved properly.

IV. CONCLUSION

The researcher concluded that teachers who teach English classes at SMP Muhammadiyah 9 Boarding School in Tanggulangin use the code-switching method as a learning tool in class. Teachers can be found using code switching of three different types: the first is tag switching, the second is intra-sentential switching, and the third is inter-sentential switching. This method is considered effective by the teacher because students who are not used to using English become familiar with the language. Of course, in using code switching, the teacher must present new vocabulary variations so that students who don't have a lot of vocabulary can learn them easily. By using this method, the teacher also wants students to more easily understand and learn English, even though their pronunciation is not as good as that of native speakers. Within the scope of a school environment with Arabic as the main language, the right English teaching strategy will have a good impact on a student's mastery of a foreign language. That way, as an educator, of course, we have to try our best so that these students are able to achieve the learning targets. In addition, this study also aims to facilitate future researchers in collecting data on the use of code switching in secondary schools.

REFERENCES

- [1] S. L. McKay, "English As an International Language: What It Is and What It Means For Pedagogy," *RELC J.*, vol. 49, no. 1, pp. 9–23, 2018, doi: 10.1177/0033688217738817.
- [2] K. L. Sudarmawan, "The Used of Code Switching in Teaching English as Foreign Language in Senior High School," *J. Pendidik. Bhs. Ingg. Undiksha*, vol. 10, no. 1, pp. 88–93, 2022, [Online]. Available: <https://ejournal.undiksha.ac.id/index.php/JPBI/article/view/48425>
- [3] I. M. Mulenga, "Conceptualization and Definition of a Curriculum," *J. Lexicogr. Terminol.*, vol. 2, no. 2, pp. 1–23, 2018, [Online]. Available: https://www.researchgate.net/publication/332152068_Conceptualization_and_Definition_of_a_Curriculum
- [4] F. A. Ansar, "Code Switching and Code Mixing in Teaching-Learning Process," *J. Tadris Bhs. Ingg.*, vol. 10, no. 1, pp. 29–45, 2017, doi: <https://doi.org/10.24042/ee-jtbi.v10i1.873>.
- [5] A. Bhatti, S. Shamsudin, and S. B. M. Said, "Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms," *English Lang. Teach.*, vol. 11, no. 6, p. 93, 2018, doi: 10.5539/elt.v11n6p93.
- [6] E. Fachriyah, "The Functions of Code Switching in an English Language Classroom," *Stud. English Lang. Educ.*, vol. 4, no. 2, p. 148, 2017, doi: 10.24815/siele.v4i2.6327.
- [7] T. D. Harya, "Sociolinguistics (Code: Code Switching and Code Mixing)," *Lentera J. Ilm. Kependidikan*, vol. 11, p. 12, 2018, [Online]. Available: <http://jurnal.stkipgribl.ac.id/index.php/lentera>
- [8] H. Cahyani, M. de Courcy, and J. Barnett, "Teachers' Code-Switching in Bilingual Classrooms: Exploring Pedagogical and Sociocultural Functions," *Int. J. Biling. Educ. Biling.*, vol. 21, no. 4, pp. 465–479, 2018, doi: 10.1080/13670050.2016.1189509.
- [9] D. R. Mabule, "What is this? Is It Code Switching, Code Mixing or Language Alternating?," *J. Educ. Soc. Res.*, vol. 5, no. 1, pp. 339–350, 2015, doi: 10.5901/jesr.2015.v5n1p339.
- [10] H. D. Brown, *Teaching by Principles*, Second. San Francisco, 2000.
- [11] M. Kustati, "An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context," *Al-Ta'lim J.*, vol. 21, no. 3, pp. 174–182, 2014, doi: 10.15548/jt.v21i3.101.
- [12] D. N. Fathimah, "Why Is There Code Switching in Efl Classroom?: a Case Study in a Vocational School in Cimahi West-Java," *J. Pendidik. Bhs. dan Sastra*, vol. 16, no. 1, p. 70, 2016, doi: 10.17509/bs_jpbsp.v16i1.3063.

- [13] V. Cook, *Second Language Learning and Language Teaching*, Fourth. London: Hodder Education, 2008. [Online]. Available: <https://www.ptonline.com/articles/how-to-get-better-mfi-results>
- [14] D. Naha, D. Memory, C. M. Nkengbeza, and M. A. Liswaniso, "The effects of code switching on English language teaching and learning at two schools in Sibbinda Circuit," *Int. J. English Lang. Teach.*, vol. 6, no. 5, pp. 56–68, 2018, [Online]. Available: www.eajournals.org
- [15] S. Poplack, *Code Switching*, 2nd ed., vol. 1. Berlin, 2004.
- [16] U. Zainura, "An analysis Code Switching Used by The Students and The Teacher at Senior High School in Al Zahrah Boarding School," *J. English Educ. Soc. Sci.*, vol. 1, no. 3, pp. 29–35, 2022.
- [17] C. Yudita, "Code Switching in English Language Learning at Pabelan Islamic Boarding School," *RETORIKA J. Ilmu Bhs.*, vol. 5, no. 2, pp. 148–158, 2019, doi: 10.22225/jr.5.2.1204.148-158.
- [18] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth Edi., vol. 4, no. 1. London: SAGE Publications, Inc., 2014.
- [19] N. S. Harahap, "An Analysis of Code Switching Used by Teacher," Universitas Islam Negeru Raden Intan Lampung, 2020.
- [20] S. Danaparamita, "Code-Switching of The Teacher in SDN Serayu," Sanata Dharma University, 2016.
- [21] I. Reyes, "Functions of Code Switching in Schoolchildren's Conversations," *Biling. Res. J.*, vol. 28, no. 1, pp. 77–98, 2004, doi: 10.1080/15235882.2004.10162613.
- [22] M. Yao, "On Attitudes to Teachers' Code-switching in EFL Classes," *World J. English Lang.*, vol. 1, no. 1, 2011, doi: 10.5430/wjel.v1n1p19.
- [23] E. Ustunel, *EFL Classroom Code-Switching*. Turkey: Palgrave Macmillan UK, 2016. doi: 10.1057/978-1-137-55844-2.
- [24] P. Gardner-Chloros, *Code-Switching*, First. Cambridge: United States of America by Cambridge University Press, 2009.
- [25] M. Hancock, "Behind Classroom Code Switching: Layering and Language Choice in L2 Learner Interaction," *TESOL Q.*, vol. 31, no. 2, p. 217, 1997, doi: 10.2307/3588045.
- [26] W. Fhitri, "Code Switching Used by English Lecturers During Teaching as Found in Padang State University," *J. Arbitrer*, vol. 4, no. 1, p. 1, 2017, doi: 10.25077/ar.4.1.1-9.2017.

faradila 1

ORIGINALITY REPORT

15%

SIMILARITY INDEX

16%

INTERNET SOURCES

6%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1	ejournal.undiksha.ac.id Internet Source	12%
2	jtam.ulm.ac.id Internet Source	1%
3	repository.iainpalopo.ac.id Internet Source	1%
4	Submitted to Universitas PGRI Semarang Student Paper	1%
5	journal.uin-alauddin.ac.id Internet Source	1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On