



JURNAL BASICEDU

Volume 7 Nomor 4 Tahun 2023 Halaman 2593 - 2602

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



The Use of Code Switching in Efl Classroom

Irma Nirmala Kana¹, Naniana Nimrod. Benu^{2✉}, Seprianus Arwadi. Nenotek³, Norci Beeh⁴

Sekolah Menengah Pertama Negeri Nagawutung, Lembata¹

Pendidikan Bahasa Inggris, Universitas Kristen Artha Wacana, Indonesia^{2,3,4}

E-mail: irmakana87@guru.smp.belajar.id¹, nanibenu@ukaw.ac.id², seprianusnenotek@ukaw.ac.id³,
norchibeeh@ukaw.ac.id⁴

Abstrak

Artikel ini membahas campur kode yang digunakan oleh guru dalam pembelajaran bahasa Inggris sebagai bahasa asing di kelas. Ini adalah hasil studi kasus di sebuah sekolah menengah pertama di Lembata, Nusa Tenggara Timur yang bertujuan untuk mengungkapkan jenis dan alasan alih kode yang digunakan oleh guru dalam mengajar. Data diperoleh dengan observasi dan wawancara terhadap enam orang guru bahasa Inggris yang mengajar pada enam rombongan belajar. Hasilnya penelitian menunjukkan bahwa guru menggunakan tiga jenis alih kode, yaitu inter-sentential, intra-sentential, tag code-switching, dan inter-participants code-switching. Penggunaan jenis-jenis tersebut tergantung pada situasi belajar mengajar di kelas. Penggunaan alih kode didasarkan pada alasan bahwa ia digunakan sebagai terjemahan, untuk menambah kosa kata, menjelaskan kata-kata atau topik yang sulit, mengalihkan topik, memperjelas subjek, mencairkan situasi yang membosankan, dan memberikan informasi. Penggunaan alih kode dalam kelas ini membantu guru untuk mengajar dan siswa untuk belajar bahasa Inggris terutama bagi pelajar pemula.

Kata Kunci: alih kode; pembelajaran; tipe; alasan.

Abstract

This article discusses code-switching used by teachers during the teaching and learning of English as a foreign language in the classroom. This is the result of a case study at a junior high school in Lembata, East Nusa Tenggara which aims to reveal the types and reasons for code-switching used by teachers in teaching. Data was obtained by observation and interviews with three English teachers who teach in six classes. The research results show that teachers use three types of code-switching, namely inter-sentential, intra-sentential, tag code-switching, and inter-participant code-switching. The use of these types depends on the teaching and learning situation in the classroom. The use of code-switching is based on the reason that it is used as a translation, to increase vocabulary, explain difficult words or topics, change topics, clarify subjects, avoid boring situations, and provide information. The use of code-switching helps teachers to teach and students to learn English, especially for new learners.

Keywords: code-switching; teaching and learning; type; reason.

Copyright (c) 2023 Irma Nirmala Kana, Naniana Nimrod. Benu, Seprianus Arwadi. Nenotek, Norci Beeh

✉ Corresponding author :

Email : nanibenu@ukaw.ac.id

DOI : <https://doi.org/10.31004/basicedu.v7i4.5953>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 7 No 4 Tahun 2023
p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

Code-switching is the term used to describe how a teacher uses two languages during the teaching and learning process. Code-switching is one of the alternatives that teachers can employ to help students understand the subject they are explaining. Code-switching is a term used to refer to the choice of using the code interchangeably in the same sentence or conversation from sentence to sentence or within a sentence known as intra-sentential inter-sentential (Cantone, 2007; Gardner-Chloros, 2009). Cantone explained further that in adult conversations, code-switching is done consciously with people who are bilingual or at least able to understand speech in two languages. Even so, in communicating speakers often use two languages that they master directly, spontaneously, and unintentionally due to various factors. So, code-switching is an important focus in the research on bilingualism (Zenitha, 2020), and studying it can shed light on research related to bilingualism. Thus bilinguals may use code-switching depending on their linguistic background, their role in the conversation, age, race, or preference. Socially, code-switching can be an affirmation of solidarity and power (Benu et al., 2023). Code-switching can occur in a conversation anywhere, including in learning English in class. The studies conducted show that code-switching can be a learning strategy so that students can easily understand the topic being taught (Modupeola, 2013; Benu, 2018). Benu explained further that how often code-switching is used, of course, really depends on the class situation and the students' linguistic competence.

The explanation above leads to the understanding that code-switching is the employment of two additional languages during speech or conversation that aim to accentuate the topics being discussed. It is often used to emphasize a point, introduce a new vocabulary, prevent the students from feeling bored, or increase their exposure to it. Code-switching describes a shift in language during a single speech occurrence. As an illustration, switching from one's native tongue to Indonesian, Indonesian to English, or vice versa. When someone wants to stress a point or make a point more clearly, code-switching occurs. Therefore, when teaching English in classroom activities, the English instructor must adapt the language.

Research on code-switching in teaching English generally discusses the type of code-switching used and the reasons for using code-switching by teachers in teaching. Code-switching is used at all levels of education, starting from early childhood education (Purandina, 2022), elementary school, (Budjana, 2022), junior high school (Mauliddiyah et al., 2020), Madrasah (Septiyaningrum, 2020; Afifah et al., 2020; Shalihah & Rosa, 2021), senior high school (Hamid, 2016; Abasa, 2021; Novianti & Said, 2021) to college (Sagala & Syahputra, 2019; Ajiza, 2022). Those studies on code-switching done based on the purposes and objectives, such as to find out the types of code-switching (Novianti & Said, 2021; Murtiningsih et al., 2022), the effectiveness of code-switching in teaching (Kumar et al., 2021), the application of code-switching in teaching (Fanani & Ma'u, 2018; Mangila, 2019), and the function or reason of using code-switching in teaching (Indriati, 2018; Novitasari et al., 2022). These studies on the use of code-switching in EFL classroom shows its effectiveness, while the reason for its use depends on the class situation and learning objectives.

The results of the studies that have been stated above also show that the use of code-switching in the EFL classroom is unavoidable for various reasons. This means that the use of code-switching depends on the teacher, students, and the subject. Therefore, other studies with different backgrounds are needed to provide important information in creating effective learning. The studies that have been stated above are mostly just descriptions of the use of code-switching in the classroom, therefore, this research is also important to do because of the different competency backgrounds of students to find out which type of code-switching is most appropriate and the reasons for its use. The results of this study will become important information, not only for researchers but for English teachers and also educational institutions in general to design appropriate strategies in teaching and learning English as a foreign language. In addition, seeing the use of code-switching

is not a teacher's or student's weakness but a strategy in EFL teaching and learning, especially for the early grades.

This paper is a report on the study of code-switching applied by English teachers in teaching English at a state junior high school in Nagawutung, Lembata Regency, East Nusa Tenggara province. As has been stated above that there have been many studies relating to code-switching, especially in English teaching and learning but this will become another useful information about this topic. From sociolinguistics perspective, students of this school are bilingual and some are multilingual in nature with their mother tongue, Bahasa Indonesia, and Malay. English is taught as a foreign language and one of the compulsory subjects at school. Students started to know it when entering junior high school, so, it is considered a difficult subject (Benu et al., 2022). In this situation, teachers are required to be creative in their teaching so that material can be easily comprehended by the students. This paper presented the types of code-switching used and the reasons for using code-switching in teaching English.

METHOD

Research design

This study employed a qualitative approach that could provide the chance for researchers to analyze the data in-depth with an emphasis on participative observation and documentation (Nanotek & Benu, 2022). The type of data used in this study is primary data obtained from direct observation and interviewing the English teachers and students.

Population and sample

This study aims to investigate and reveal the usage of code-switching by teachers within EFL classrooms at a Junior High school in Nagawutung, Lembata, East Nusa Tenggara. There are three English teachers to teach six English classes in the school and were taken as informants to be interviewed. There are 18 students were also taken randomly from all classes as the informants. Students in the English classes were mostly bilingual or multilingual (Bahasa Indonesia, mother tongue, and Malay).

Data collection

Data from the study were obtained using observation and interviews. Each class was observed two times during the class process in order to record the real situation when the teacher is teaching. Students were being observed to see the reaction, the activity, and the response toward the teaching. Following these observations and recordings, teachers were interviewed individually dealing with the use of code-switching in their classrooms in order to know their purposes of using this strategy as well as whether they were using it as a conscious strategy or not. The form interview is designed in semi-structured which mean that the questions are prepared by the researcher but leave space for the interviewees to give opinion of argumentation to the topics and questions being asked. The process of interviewing was recorded. Note taking also used to list or write down some important things during the interview. The interview to the students were also made but the question were different from the one give to the teachers. The question were also designed semi-structured but the main question was to find out their responses toward the use of code-switching by the teachers during their teaching.

Data Analysis

Data analysis on observation data is carried out in a descriptive-analytic manner, while interview data were analyzed using a descriptive analysis approach known as qualitative content analysis (Titscher et al., 2000). The use of qualitative content analysis makes it possible to describe and identify responses and their relationships to one another. Content analysis in this study was carried out by paraphrasing, generalizing or abstracting, and reducing statements or answers and explanations from sources. In the final stage, through reduced and organized data conclusions are drawn from the data that has been processed in accordance with

the objectives of the research being conducted. The results of this data analysis leads to find and offer solutions and models or strategies for using code-switching, especially those related to the types and reasons for its use in learning English in class.

RESULT AND DISCUSSION

The observation showed that the teachers are dominant in talking during the teaching-learning process. The students did not use code switching when they talk but the teacher give them the chance to give response or find difficult word from English to Indonesia. The students gave short responses in Indonesian or English, for example in opening greetings.

S(student): stand up, please! Greetings. Good morning teacher

T(Teacher): good morning everybody. Sit down, please. How are you today?

S: I'm fine thank you. And you?

T: Ok. Thank you. I'm very well. Thank you

T: *siap untuk belajar ya?* Hurry up! *harapan saya juga begitu.....* Before we start, I want to ask our last materials.

The above short conversation is the opening of class and started by greeting. The code-switching also begins immediately when the teacher started the class by also greeting the students and brainstorming.

Types of code-switching

There are four meetings were observed in order to see the teaching and learning process in the class. This observation revealed that teachers used various types of code-switching during the class means that there was no exact pattern of code-switching types. It seemed to be unconscious or might depend on the topic or situation. The types of code-switching used are intra-sentential, inter-sentential, and tag code-switching.

a). *intra-sentential code-switching*

Changing the code within a clause or sentence is known as intra-sentential. In this situation, the speaker may alter lexical items, morphemes, or even sentence parts. In other words, code-switching that takes place within a clause or sentence border is known as intra-sentential switching. The following is an example of intra-sentential code-switching.

T:.....It is the definition of procedure text *yah.....ini adalah pengertian dari procedure text. yang pertama adalah definition definition yah.....*

.....

T: *.....cara menjalankan. Next, Yang lain apa? tata cara next _next apa? step,step itu apa...*

The example above is code-switching that occurred in a string of sentences. Sometimes is in a long sentence as follows:

T: *.....yang berikut tujuan ..purpose....tujuan dari text procedure, kira-kira tujuan dari text procedure itu apa?.....the purpose of procedure text.. yah....social purpose of procedure text, ok mari kita lihat purpose of procedure text is to show how something is done through a sequence of text which an able the reader to achieve the goal.? Apa itu artinya.....mencapai tujuan....*

Sometimes the teacher's talk is seemed to be the switch of Indonesian to English, such as *kamu kelas sembilan tidak tau verb tu apa?* or *verb is kata kerja*. It is because the teacher is mostly used Indonesian then English, so the English word is inserted into the Indonesian sentence. Intrasentential code-switching occurs in

the middle of a sentence; there are no pauses, hesitations, or disruptions to indicate a transition. It frequently takes place in a single sentence or simply a single phrase.

b), Inter sentential code-switching

Code-switching that takes place between phrase or sentence boundaries is referred to as intersentential switching. In this instance, the teachers used one language exclusively for the first clause or sentence before switching to a different language for the second clause or sentence. This process is indirectly related to the context of the situation and the tone of the dialogue. This switching is different from the intra-sentential type in that it involves more than just one or two words. Additionally, this transition occurred between at least two clauses, which can alternatively mean two sentences. This type can be observed in the following data.

T: siap untuk belajar ya? Hurry up!harapan saya juga begitu.....

T:i'm not sure! *Kalau dalam bahasa Indonesia apa?*

S: *saya tidak yakin atau saya kurang yakin*

.....
T:speak a loud talk important thing to the teacher again. *Yang kau ketemu itu yang kau baca. karna semua kamus menerjemahkan tidak sama.beda-beda. Nah itulah nanti kita coba temukan dan kita bahas bersama-sama kira-kira apa itu prosedur.*

The example of the sentence above shows that the teacher switches from English to Indonesian in a long explanatory sentence. It is often as if the teacher does not realize that the use of Indonesian has dominated. This makes the classroom sauna feel like learning Indonesian is being transferred to English, even though English should dominate in teachers' talk so that students get used to the English pronunciation. It seems that English is used only to maintain English exposure for all students in the class, while Indonesian is used to get students' immediate attention to what the teacher is saying. Indonesian is used to attract students' attention.

c) tag code-switching

Sort of switching is often referred to as tag switching or symbolic switching. The switch is only an interjection, a tag, or a sentence filler that signifies an ethnic identity in the other language. Code-switching using sentence tags that come before or after a sentence is known as tag switching. This includes adding a tag in one language to an otherwise fully in another language utterance. An example of common tags in English includes 'right'.

Tag code-switching is found during the class but is not very often which is only used when the teacher emphasizes a statement. The common tag in Bahasa Indonesia that is used are *baik, baiklah, and yah* as seen in the following sentence.

T: You must study hard *yah!*

.....
T: It is the definition of procedure text *yah*

The above example shows that the teacher used English but ended the sentence with the tag *yah*. The tag code-switching is used in the middle or anywhere of a monolingual sentence. In this situation, this type of tag is generally understood as an insertion of a short phrase into a sentence of a language.

d) inter participants code-switching

There is another type of code-switching used during the class process that might be called as inter participants code-switching or inter code-switching. Here is the example.

T: Do you all understand?

S: Mengerti ibu.

.....
T: You must study hard *yah!*

S: Ya ibu

The two data above show that the teacher asked questions in English but the students were responding in Indonesian. So, there was code-switching in this situation when the students answered the question in English using Indonesia. In the second data, it can be seen that the teacher uses tag code-switching and students respond in Indonesian.

The type of code-switching used except the tag code-switching, shows the use of the Indonesian language which almost dominates. During the observation, it shows that the teachers seemed to be more comfortable or maybe unconsciously using Indonesian rather than English. This condition occurred in almost all classes, especially the seventh-grade students. It can be concluded that the English competence of the students is very low so the teachers struggle very hard to find the best way for students to understand the material being taught. Student responses are only given if the teacher speaks Indonesian than English. Students also tend to be shy or afraid to say something in English so they prefer to respond to teachers in Indonesian.

The Reasons of Using Code Switching

The use of code-switching in a situation may be caused by the speaker, the hearer, and the situation, or both. In the classroom, it is caused by the teacher, the students, or the classroom situation. A good teacher must be able to manage the situation so that the class is more attractive. Also, in this teaching learning process is known as situational code-switching because the teacher is demanded to speak English but the teacher must realize that the students' ability to understand English is limited so teacher must apply code switching. In fact, the teacher use English, Indonesia, and sometimes to the students' mother tongue so the students will feel enjoy to study in class. Furthermore, the teacher used code switching to translate the sentences, to add students' vocabulary, to avoid feeling bored, linguistics competence, topic shift, and clarification in the teaching-learning process.

Based on the findings, the teacher always used two languages, namely Indonesian and English. The teacher is switching from English to Indonesian or vice versa to talk to students. It means that teaching a foreign language requires another language to make the students understand it very well about the lesson. Code-switching can help the teacher in the teaching-learning process.

1). Translation

One of the reasons that code-switching is used in EFL classrooms is to translate difficult words or whole phrases or clauses. This reason is found to be more frequently used by the teacher during the teaching. The teachers speak two languages that aim to translate difficult or unfamiliar words or sentences to the students or utter a phrase or clause in one language and repeat in another language. For example "...*please open your book.... Ayo buka buku kalian.....*". That sentence shows that the teacher used one sentence in English and then translated it into Bahasa Indonesia. Sometimes there is a translation from Indonesia into English. Then the teacher used contextual translation in teaching procedure text such as "*using your dictionary and find out what is procedure. ... buka kamus dan cari tau kata procedure tu apa? Silahkan buka kamus dan cari kata prosedur itu apa?*" This sentence shows that the teacher use communicative translation because the word "using" is translated to *buka* and the words "find out" translated to *silakan buka*. It seemed that the aim of translation is to make students realize that they were studying English at that moment so they must pay attention to all the sentences that the teacher said. And also, to make the students understand better

to the teacher's explanation. As Kartinisari, et.al (2018) and Toci (2021) concluded in their studies that translation is helpful for students in EFL learning. It is suggested that teachers can use translation activities in the EFL classroom to raise language awareness, promote language learning, and develop student's autonomy.

2). *Introducing new vocabulary*

In this situation, teachers were teaching English using Indonesian as a medium of instruction. This is the same as the translation strategy but this is more to introduce English vocabularies to students. The teachers said that students of SMP Negeri 2 Nagawutung are beginners in learning English therefore the students need to know more vocabulary. So the teacher tried to introduce new vocabulary for them by code-switching. For example, "...*kita compared, kita bandingkan or atau, and bagaimana how, untuk melakukan sesuatu for doing something.....*". The teacher introduces new vocabulary by mentioning one or two words so the students can acquire English vocabulary. The teacher expected that code-switching will help their students to understand and attract their attention to learning English.

Students who were interviewed about the use of code-switching by the teacher admitted that this method really helped them to understand the words meant by the teacher and they could learn new vocabularies. This, of course, not the best strategy of teaching vocabulary in EFL classroom but at least one of the way for students to memorize a new English vocabulary.

3). *Create a relaxed situation*

Code-switching is used in the classroom during the teaching process which functions to avoid the feeling of boredom. According to the teachers, English lesson is considered one of the difficult subjects for the students, especially those in this study. The teacher explained that students felt it is difficult because English has a different meaning way to pronouncing every different word, and the structure of the sentence is not the same as in Indonesia. So, the teacher must find the best strategy to overcome it. In the situation of English as a foreign language (EFL) classroom, code-switching is one of the strategies that is often used.

For example:

".....*basketball itu kalau bahasa Indonesianya itu bola keranjang. Basket itu keranjang....kau lihat net yang dipasang di atas itu kayak keranjang, bolanya kemudian dimasukan ke dalam keranjang....*".

Data above shows that it is similar with the one used as in introducing new vocabulary but h slightly different. The teacher is trying to bring the topic being discussed to the students' situation so that they will easily comprehend it. The responses from the students toward the teacher's explanation indicated that they were more relaxed as they responded *oh....begitu.... baru tau....*". The class situation became more relaxed when the teacher explained a word or a topic by switching the code.

4). *Explain or clarify*

The teacher used to switch from English to Indonesian when explaining a topic, for example "...the definition is ya...*definisi, pengertiannya makna yang kalian temukan di kamus and....*". According to the teacher, this is a strategy that is often used in order to explain a topic so that students understand because the students' knowledge is limited. The teacher needs to make sure that the students understand an English word better by using Indonesian. The explanation must be delivered as clearly and easily as possible.

Another example is "...*kira-kira salah satu contoh apa tu? An example about how to show hesitations?.....*". It seemed that there is a translation of Indonesian into English but actually not. It shows that the teacher wants to make a clear explanation of the subject. The teachers used English and Indonesian at the same time to make students easy to understand and simply clarify the explanation given before in English and

then in Indonesian. Therefore, code-switching is very important for the teacher in teaching English as a foreign language in Indonesia because more students listening to English in the teaching-learning process will help them to understand and get used to English as one of the difficult subjects.

The code-switching is intended to help students with a lower level of English ability. The language proficiency of students has a big impact on their language knowledge. In this condition, code-switching is used and is needed to make students understand the message delivered by the teacher. Thus, code-switching can be used as a teaching strategy by teachers and it is found to be effective because it is able to convey information more clearly to students (Benu, 2018). The situations that trigger the use of code-switching are the participants of the discourse and the context where the code-switching took place. Following Gamperz (1984), the participants of the situation are teachers and students, while context is the teaching and learning of English in the classroom.

CONCLUSION

The students' language competence as beginners in studying English as a foreign language is the main factor that caused the teachers used code-switching in teaching English. It can help the students learn English Even though they bring a dictionary to find difficult words but the teacher explained the meaning. All types of code-switching are used at the same time, depending on the situation. Data of the observation lead to include the inter-participants code switching beside inter-sentential, intra-sentential, and tag code-switching as one of the types of code switching. It is because students were often responded the teacher using different language as used by teacher. English is considered one of the difficult subjects, therefore the teacher must create a teaching-learning process so the students can follow and enjoy English subject. Code-switching can help the teacher to teach English because it helps the teacher to add students' vocabulary and to make students familiar with English so the students can understand better. Furthermore, code-switching helped the teacher to increase the students' linguistics competence and explain the subject effectively. Additionally, the teacher used code-switching to avoid feeling boredom boring in the class. This study is emphasized more on teacher, so more studies on students' response and the effect of using code-switching toward the students' learning outcome will provide more information on the benefit of code-switching in EFL classroom.

REFERENCES

- Abasa, R. M. (2021). Penggunaan Alih Kode Dan Campur Kode Dalam Pembelajaran Bahasa Indonesia Siswa Kelas X Sma Negeri 6 Kota Ternate. *Cakrawala Bahasa: Jurnal Ilmu Prodi Pendidikan Bahasa Inggris*, 10(1), 18–27.
- Afifah, N., Bahri, S., & Fauzia Sari, D. (2020). An Analysis Of Code Switching Used By An English Teacher In Teaching Process. *Research In English And Education (Read)*, 5(1), 19–25.
- Ajiza, M. (2022). Penggunaan “Code-Switching” Dalam Pembelajaran Bahasa Inggris Untuk Mahasiswa Teknik. *Prosiding Semsina*, 3(2), 219–221. <https://doi.org/10.36040/Semsina.V3i2.5122>.
- Benu, N. N. (2018). Code Switching In Efl Classroom (A Case Study At A State Senior High School In Kupang). *Exposure Journal 150 English Education Department*, 7(2), 150–160. <https://doi.org/10.26618/Exposure.V7i2.1502>
- Benu, N. N., Artawa, I. K., Satyawati, M. S., & Purnawati, K. W. (2023). Local Language Vitality In Kupang City, Indonesia: A Linguistic Landscape Approach. *Cogent Arts And Humanities*, 10(1). <https://doi.org/10.1080/23311983.2022.2153973>
- Benu, N. N., Baun, P., Beeh, N., & Nenotek, S. A. (2022). English Cohesive Devices Used By Indonesian Efl Learners In Their Writing. *Journal Of Contemporary Language Research*, 1(2), 65–70.

- 2601 *The Use of Code Switching in Efl Classroom – Irma Nirmala Kana, Naniana Nimrod. Benu, Seprianus Arwadi. Nenotek, Norci Beeh*
DOI : <https://doi.org/10.31004/basicedu.v7i4.5953>
- <https://doi.org/10.58803/Jclr.V1i2.9>
- Budjana, A. (2022). The Role Of Code-Switching Implementation In Teaching Explanation Text For Secondary School. *Proceedings Of English Linguistics And Literature*, 3, 128–132.
- Cantone, K. F. (2007). *Code-Switching In Bilingual Children: Studies In Theoretical Psycholinguistics* (37th Ed.). Springer Netherlands.
- Fanani, A., & Ma'u, J. A. R. Z. (2018). Code Switching And Code Mixing In English Learning Process. *Lingtera*, 5(1), 68–77. <https://doi.org/10.21831/Lt.V5i1.14438>
- Gumperz, J. J. (1984). *Discourse Strategies*. Cambridge University Press
- Gardner-Chloros, P. (2009). *Code-Switching*. Cambridge University Press.
- Hamid, S. M. (2016). Code-Switching Between The Teachers And The Students Of The Conversation. *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 5(2), 174. <https://doi.org/10.26618/Ejpbj.V5i2.846>
- Indriati, T. (2018). Fungsi Pedagogi Alih Kode Dalam Pembelajaran Bahasa Inggris : Abstrack Abstrak. *Sendika: Seminar Pendidikan*, 2(1), 23–30.
- Kartinisari, K.R., Batan, I.G. & Adnyani, L. D. S. (2018). Teacher's Use Of Translation As Instructional Strategy In Teaching English. *Lingua Scientia*. 25(1), 20-28. <https://doi.org/10.23887/Ls.V25i1.18819>.
- Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness Of Code-Switching In Language Classroom In India At Primary Level: A Case Of L2 Teachers' Perspectives. *Pegem Egitim Ve Ogretim Dergisi*, 11(4), 379–385. <https://doi.org/10.47750/Pegegog.11.04.37>
- Mangila, B. B. (2019). Pedagogic Code-Switching: A Case Study Of The Language Practices Of Filipino Teachers In English Language Classrooms. *English Language Teaching Educational Journal*, 1(3), 115. <https://doi.org/10.12928/Eltej.V1i3.738>.
- Mauliddiyah, A., Munir, A., & Mustofa, A. (2020). The Use Of Code-Switching In The Efl Classroom Of First-Grade At Junior High School. *International Journal For Educational And Vocational Studies*, 1(8), 143. <https://doi.org/10.29103/Ijevs.V2i1.2266>
- Modupeola, O. (2013). Code- Switching As A Teaching Strategy: Implication For English Language Teaching And Learning In A Multilingual Society. *Iosr Journal Of Humanities And Social Science*, 14(3), 92–94. <https://doi.org/10.9790/1959-1439294>
- Murtiningsih, S. R., Munawaroh, M., & Hidayatulloh, S. M. M. (2022). Code-Switching In Efl Classrooms: Factors Influencing Teachers To Use Code-Switching And Its Types Used In The Classrooms. *Journal On English As A Foreign Language*, 12(2), 318–338. <https://doi.org/10.23971/Jefl.V12i2.3941>
- Nanotek, S. A. & Benu, N. N. (2022). The Use Of Technology In Teaching And Learning (Case Study In Two State Schools In Kupang, Indonesia During The Covid-19 Pandemic). *Randwick International Of Education And Linguistics Science Journal*, 3(2), 249–255. <https://doi.org/10.47175/Rielsj.V3i2.452>
- Novianti, R., & Said, M. (2021). The Use Of Code-Switching And Code-Mixing In English Teaching-Learning Process. *Deiksis*, 13(1), 82. <https://doi.org/10.30998/Deiksis.V13i1.8491>
- Purandina, I. P. Y. (2022). Alih Kode Dalam Pengenalan Bahasa Inggris Anak Usia Dini. *Pratama Widya: Jurnal Pendidikan Anak Usia Dini*, 7(2), 1–14. <https://doi.org/10.25078/Pw.V7i2.1703>
- Sagala, R.W & Syahputra, B. . (2019). Code Switching In Bilingual Classroom. *Jurnal Serunai Bahasa Inggris*, 11(1), 51–57. <https://doi.org/10.37755/Jsbi.V11i1.143>
- Septianingrum, E. P. (2020). Alih Kode Dan Campur Kode Dalam Pembelajaran Bahasa Indonesia Di Kelas Vii Mts Nu 06 Sunan Abinawa Pegandon Kendal Tahun Pelajaran 2018/2019. *Jurnal Sasindo: Pendidikan Bahasa Dan Sastra Indonesia*, 8(1), 84–96.

- 2602 *The Use of Code Switching in Efl Classroom – Irma Nirmala Kana, Naniana Nimrod. Benu, Seprianus Arwadi. Nenotek, Norci Beeh*
DOI : <https://doi.org/10.31004/basicedu.v7i4.5953>
- Shalihah, M., & Rosa, R. N. (2021). Analysis Of Teachers' Code Switching In Teaching English At Mtsn 7 Agam. *Proceedings Of The Ninth International Conference On Language And Arts (Icla 2020)*, 539(Icla 2020), 140–144. <https://doi.org/10.2991/assehr.k.210325.026>.
- Titscher, S., Meyer, M., Wodak, R., & Vetter, E. (2000). *Methods Of Texts And Discourse Analysis*. Sage Publications.
- Toçi, A. (2021). Translation In Efl Classroom. *Prizren Social Science Journal*. 5(1), 113-117. <https://doi.org/10.32936/pssj.v5i1.217>.
- Zenitha, N. P. . (2020). An Analysis Of Code Switching In Bilingual School In Communication By Non-Native Speaker English Teacher In Bali. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 8(1), 53–64. <https://doi.org/10.23887/jpbi.v8i1.3137>