A Sociolinguistic Analysis on the Types of English Course Instructor Code Switching in the English Teaching and Learning Process

Jamiluddin[1*]
jamiluddininggris@yahoo.co.id [2*]
[1]Universitas Tadulako

Abstract

This study focuses on sociolinguistics analysis towards the use of code switching produced by instructors in English teaching and learning (ELT) process. This study applied qualitative method and records the process of teaching English and interviews the instructors and students as a technique of this research to find the importance of code switching. The data were transcribed and analyzed use the concepts of Wardhaugh and Suwito about types of code switching. The result shows that that there are 4 types of code switching used by instructors in English teaching and learning process. They are extern, intern, metaphorical and situational code switching.
.**Keywords**: *Code switching; Instructors utterances; ELT*

Introduction

Language plays an important role in communication. Besides being a communication tool, language is also used as a tool to convey an idea, thought, desire and desire to others. Communication does not run smoothly without language. Today's society is demanded to be able to use English in interacting and communicating life. English as an international language required to be taught in schools and courses. English is a must to learn. This is what makes many people, especially students, use course facilities as a place for them to learn more English.

The course venue is an informal learning place that facilitates students to gain knowledge or gain knowledge other than the school where they study. Universal English as an English language course that is well known by the community in Palopo is also the choice of students who want to deepen their English skills. Today's students realize the importance of English for their future life. Many students take courses at these places for many purposes, apart from improving their English language skills, they also attend these English classes for the purposes of continuing their education both domestically and abroad, requirements for graduating from Masters and Doctoral degrees and also requirements for applying for jobs.

Language users who are just learning a language or language users who want to add new knowledge will certainly find difficulties. Difficulties are not only experienced by students but also experienced by teachers. Instructors must help students so they understand what is being taught. Students in the class have different levels of ability. Some students are quick to understand and some are a bit difficult to understand. There needs to be a language transfer from a foreign language to Indonesian and can even be transferred to their mother tongue. This language switching is called code switching. Code switching is very helpful for instructors in teaching in class so that the meaning conveyed can be well received by students.

Hanifatul (2009) states that in the teaching and learning process code switching is often done because of the constraints experienced by students. These obstacles such as students' ability to master English vary, namely obstacles in conversing in English, lack of mastery of vocabulary in students, lack of self-confidence in students, lack of student motivation in learning English, inappropriate teaching methods , teaching materials that are not in accordance with needs, and an environment that does not support students in learning English. According to him, one solution to these constraints is to do code switching.

The use of code switching in the teaching and learning process is not only done by students but can also be done by teachers. Junyati (2012) states that code switching occurs because the teacher consciously uses it. He added that non-foreign language teachers have a tendency to use code-switching in the teaching and learning process because it is a requirement in bilingual classes, ease of expression, repetition of main ideas and socialization of unfamiliar foreign terms. He also suggested code switching to be used to achieve a successful teaching-learning process.

Foreign language instructors must have knowledge of linguistics to overcome difficulties in teaching languages. Martinet (1987:19) states that linguistics is a scientific study of human language. Linguistics will give language users an understanding of the nature and ins and outs of language as a means of communication to interact with society.

The science that studies how language is used in the life of a society is Sociolinguistics. Fishman (in Chaer and Agustina, 2010:3) states that sociolinguistics is the study of the characteristics of language variations, the functions of language variations, and language users because these three elements always interact, change and change one another in speech communities.

Conventions are needed because there are many variations, functions and users of language. This means that there has been an agreement on the use of the words used by the user group. This convention is also studied in sociolinguistics. Without conventions there will be confusion and unclearness in the communication process of a society. According to Criper and Widdowson (in Chaer and Agustina, 2010: 4), sociolinguistics is the study of language in its use with the aim of examining the conventions of language use relating to other aspects of social behavior.

One of the things discussed in sociolinguistics is code switching. Language users must be able to place themselves in all situations and use appropriate language based on the situation in communicating. According to Wardhaugh (1986) code switching is divided into two types, namely metaphorical and situational code

switching, whereas according to Suwito (in Chaer and Agustina, 2010: 114) code switching is divided into two types, namely external and internal code switching. Code-switching events in the teaching and learning process occur because the interacting parties know more than one language (Margana, 2012:3). For example, in the teaching and learning process at the course in Manado, code switching occurs because the parties who interact, in this case instructors and students, know more than one language, namely Manado Malay (BMM), Indonesian (BIndo) and English (Bing).

Universal English as a place for English language courses in the teaching and learning process cannot be separated from the use of code switching. Instructors use code switching with the aim of helping students understand what is being explained. Code switching is mostly used in children's classes because in this class there are still many things that children really need to know about English. Differences in class levels also affect the use of code switching. If in children's classes up to junior high school, instructors do a lot of code switching, then in high school classes, adult classes, TOEFL, and IELTS, instructors reduce the use of code switching. The reduction in code switching is because at this level students already have more English skills in terms of vocabulary, grammar, reading, writing and listening skills. At this level students also understand more about the lessons given even though the instructor uses more English in his explanations. Based on the students' constraints in learning English, a research was conducted on the types and functions of code switching in the process of teaching and learning English in the children's class.

Code switching, which is one of the discussions of science in sociolinguistics, is related to the process of learning languages, especially English. Chaer and Agustina (2010: 2) state that sociolinguistics is an interdisciplinary science, namely between sociology and linguistics. Sociology studies how society occurs, lasts and persists; while linguistics studies language.

Sociolinguistics is one of linguistics that is very important to study because sociolinguistics is a science that studies how a language is used in the life of a society. In relation to instructor code-switching in the teaching and learning process of English, the language that appears during code-switching varies greatly because the language used in the place where the code-switching takes place also varies.

The process of code switching occurs because there are speakers, namely instructors, listeners, namely students who communicate with each other in class, the environment where they meet, there are dialect variations that arise because both instructors and students come from different social backgrounds so that it will affect their speech. The social identity of the speaker (instructor) and the social environment of the speaker (instructor) as well as the interlocutor (student) influence the choice of code.

This statement is also supported by Fishman (in Chaer and Agustina, 2010: 7) who formulates that what is at issue in sociolinguistics is "who speaks, what language, to whom, when and to what end". The speaker in interacting or communicating with the interlocutor must use language that can be understood by both people or groups. The purpose of the speech must also be stated clearly according to the condition of who is being spoken to. Regarding code switching done by the instructor in the process of teaching and learning English, the instructor must use language that can be understood by students. The learning material provided by

the instructor must be clear so that students can understand the learning material. The method of teaching must also be adapted to the condition of the ability of students. There is students are quick to understand and some are slow to understand. Therefore, way teaching must be adjusted so that the learning process can take place optimally. The process of learning a language will not be successful without other sciences that support each other. The sciences that contribute to language learning are linguistics, sociolinguistics, psycholinguistics, pedagogics, psychology, sociology and anthropology. In the analysis of code switching, code switching itself is included in sociolinguistics because it studies the proper use of language in the process of interacting with language-using communities.

Fishman (1972) argues about language sociolinguistically which is not only in the form of word structures, but also language functions as a social interaction tool that reflects the construct of the people who use that language. In connection with the use of instructor code switching in the language teaching and learning process, the language spoken by the instructor is not just spoken but functions as an interaction tool that helps students gain more knowledge but also through the instructor's speech students can understand the intent and purpose of learning. By switching the code (language) students' difficulties can be overcome. The code switching chosen by the instructor reflects the identity of the instructor, such as an instructor who switches the code to Manado Malay reflecting that the instructor came from Manado or had lived for a long time so he already knew the language. The role of sociolinguistics in language learning is very important. Nowadays, especially in learning foreign languages, many students have studied foreign languages for a long time, but they cannot communicate using the right language because what is taught is only the grammar but does not pay attention to the social aspects of language. This statement is supported by Holmes (1992) who emphasizes that students need to be equipped with cross-cultural knowledge.

Based on the theory of sociolinguistics which states that sociolinguistics is a science that studies the language used in the interaction of people's lives, the English language used in the interaction between students and instructors in the teaching and learning process is difficult to understand. Students experience difficulties so it is necessary to do code switching to overcome them. Students have difficulty understanding what the instructor conveys when the instructor uses English. The existence of these difficulties made the instructor, who initially explained and spoke in English, switch the code to a language that the student understands.

The language switching performed by the instructor was external code switching. It is also possible that instructors who initially explain in a language that students understand will switch the code to English with the aim that students can practice what is taught in English. To achieve this goal, there are several code-switching functions that can be used so that the teaching and learning process can run well and minimize student difficulties.

Students who experience difficulties in learning English are usually influenced by their social environment, such as the school environment, association and family. Students experience learning difficulties because there is no help from parents who help these students' study at home so that students do not have someone to talk to practice their English skills. In addition, the school environment and association also influence. At school students cannot learn English more

specifically because of the large number of students in the class so that their abilities do not improve. A social environment that does not encourage these students to practice their English skills makes students embarrassed to make mistakes and afraid to practice their abilities.

The use of code switching in the process of teaching and learning languages with bilingualism have a relationship. A society in interacting definitely needs language. The language used varies greatly. Language users who use more than one language are called bilinguals. Brown (2007) stated that most bilinguals perform code-switching actions, namely the act of inserting words, phrases, or even longer ones from one language into another, especially when communicating with other bilinguals. The use of bilingualism is very necessary in the teaching and learning process.

According to Basel and Hidayat (2011: 30,) the use of two languages is not solely for academic achievement but is far more important for national integration. The use of monolingual results in students having difficulty understanding academic concepts and leading to poor achievement and decreased student personality. Weinreich (1968:5) states that bilingualism refers to the use of two languages alternately. The use of this alternate language can be in the form of using a foreign language to the local language or vice versa. The use of more than one language is used by looking at the existing situation. The use of bilingualism must pay attention to the ability of language users. In relation to usage Code switching in the process of teaching and learning English, the use of bilingualism must pay attention to the abilities of students. If students do not understand the learning material in the language used by the instructor, the instructor must choose another language that can be used by the instructor and can be understood by students. Instructors and students are language users who use more than one language. Bilingualism and code switching are related. When doing code switching, that's where the process of bilingualism occurs. When instructors see that their students do not understand what is being said, the process of bilingualism occurs through the use of code switching.

In the field of education, the use of bilingualism is also associated with the language skills of teachers (instructors) and students, especially if the skills of teachers (instructors) or students are at the basic or beginner level. Macnamara (in Margana 2010:9) also states that the beginner's level of knowledge refers to the use of language skills such as reading, speaking, writing and listening. In the nursery class, students in this class learn the skills of reading, speaking, writing and listening. Student difficulties such as in terms of vocabulary which is still small makes it difficult for them to read and understand the meaning of readings written in English, difficulties in speaking also occur due to lack of vocabulary and grammar, the ability to write words in English and listening skills are still lacking. less because in this class the children do not have full concentration in understanding the lesson. To minimize these difficulties, the instructor needs to do code switching but it must be used only as needed.

Code switching can be used not only in the interaction of fellow people language users but can be applied in the process of teaching and learning languages, especially English. According to Hudson (1996) "Anyone who speaks more than one language chooses between them according to circumstances". Someone who uses

more than one language uses the right language according to the situation. The person chooses the language he or she knows to use according to who is being spoken to, the purpose and the situation in which the person is speaking. In relation to the instructor's code switching in the English teaching and learning process, the instructor must choose the right and appropriate language to use in the code switching process in accordance with the conditions and abilities of the students, the purpose of code switching and the accuracy of the situation in using code switching. Several experts have explained about code switching. Wardhaugh (1986:104) divides code switching into two types, namely metaphorical code switching and situational code switching. Metaphorical code switching, namely code switching that occurs when there is a change of topic; Meanwhile, situational code switching is code switching that occurs based on situations where speakers realize that they speak a certain language in a situation and another language in another situation. This code switching does not change the topic.

Chaer and Agustina (2010) state that code switching is carried out because of a conscious change of language by a speaker. It was found that an instructor used language changes consciously because of the demands that had to be made. The instructor did code switching in the process of teaching and learning English because the instructor realized that by doing code switching the students' difficulties in understanding the lesson could be minimized. This is the demand for an instructor who teaches a foreign language in helping students understand the lesson.

Suwito (in Indrastuti, 1997:39) also divides code switching into two, namely internal and external code switching. Internal code switching, namely code switching that takes place between languages used in a country controlled by individuals or used by the language users themselves, such as from Indonesian to Manado Malay or vice versa; while external code switching is code switching that occurs between languages such as Indonesian and foreign languages, such as switching from Indonesian to English or vice versa. Fishman (in Chaer and Agustina, 2010: 108) states that the cause of code switching is seen from the main sociolinguistic issues such as who speaks, in what language, to whom, when and for what purpose. In the process of teaching and learning English, instructors must know the right language to use in the code-switching process, the purpose of code switching, the ability of students to understand the lesson and the right situations for code switching.

Margana (2012:16-17) states that there are many functions of code switching in the communication process in the classroom which are categorized into several categories, namely the main function of code switching for learning materials, class management and discourse markers. Apart from that, there are several transfer functions of code switching in learning material, namely the functions of classification, reiteration, explanation, exploration, elaboration, checking understanding, emphasizing certain linguistic elements, making interference, developing vocabulary, discussing student assignments, giving feedback and as a reflection.

Judging from its function in classroom management, code switching functions to attract students' attention, provide directions, mark changes in topics, ask students for help, overcome tension, maintain student discipline, motivate

students. students, give appreciation to students, scold students and maintain interpersonal relationships. These functions can be applied in the process of teaching and learning English in children's classes according to the situation and objectives want to achieve.

The process of learning to teach English to children is related with code switching. Learning is a process to find and know something. We get knowledge or information that was not known before if we want to learn. There are factors that influence a person in learning something. These factors include non-social factors (stationery, books, room/classroom, weather, etc.), social factors (other people), physiological factors and psychological factors (Suryabrata, 2008).

The way students and adults learn English is different. This difference raises an important issue to note. Cameron (2001: 24) states that because early childhood is in a period of growth, its motor, language, social and conceptual development needs attention. Learning content is more focused on developing language skills, vocabulary, and language use at the discourse level with interactive learning methods such as through games, songs, rhythms or stories. Vocabulary is very important and is the basis for learning English. Without the ability to master vocabulary, students will have difficulty interacting and doing assignments. Harley (1996) in his research shows that without sufficient knowledge of relevant vocabulary, students have difficulty making vocabulary assignments. The process of learning English for children is given in stages because children's ability to understand lessons is not the same as adults. The important thing to note is the learning method. The teaching and learning process will be successful if the learning method is in accordance with a person's level of ability. Matondang (2005) states that considering that English is a foreign language in Indonesia, the learning process must be carried out in stages. Selection of material that is appropriate for the child's age and fun learning situations must be a major concern in the success of a learning process.

The process of learning English for children will be successful if there are teachers who teach, adequate facilities and appropriate and effective learning methods. Matondang (2005) also added that the success of teaching and learning English in early childhood is influenced by many factors, namely: qualified teachers, adequate learning resources and facilities and a good and simple curriculum. These factors support each other and cannot be separated.

This research discusses the types and functions of instructor code switching in children's classes because in this class, children are still learning to recognize language. Lack of vocabulary mastery is one of the reasons teachers do code switching. Types of code switching were examined using the concept of Suwito (1985) and Wardhaugh (1986) and the functions of code switching were examined using the concept of Margana (2012).
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Method

Data collection techniques are very important in research. The main purpose of data collection techniques is to obtain data. In qualitative research, data collection can be done in natural conditions, primary data sources, observations and interviews (Sugiyono, 2010: 225). The collection of data taken is in the form of recordings of the teaching and learning process. Recording technique to find out if there is code switching done. Based on the results of the recording, it will be known the types of code switching that occur. In this recording technique, each instructor recorded his speech in the teaching and learning process once for 5 instructors who teach in children's classes.

In this study the authors also used the interview method. Interviews were conducted with 5 instructors and 4 students to obtain information regarding the types of code switching used by instructors, the importance of code switching in the English teaching and learning process.

Result and discussion

The results of the research on instructors who teach in elementary classes at Universal English Palopo, are described in accordance with the research objectives, namely to identify and describe the types of code switching and explain the functions of code switching. The types and functions of code switching used by the instructor can be seen in the following analysis section.

Research on instructors teaching children's classes at Universal English Palopo, described in accordance with the research objectives, namely to identify and describe the types of code switching and explain the functions of code switching. The types and functions of code switching used by the instructor can be seen in the following analysis section. According to experts, there are several types of code switching that appear in code switching research. According to Suwito (1983) there are 2 types of code switching, namely internal and external code switching; and according to Wardhaugh (1986) there are also 2 types of code switching, namely metaphorical and situational code switching.

Based on the research results, external code switching is more common than internal code switching and situational code switching is more common than metaphorical code switching. The following will explain the types of codes switching:

a. External Code Transfer

Wardhaugh (1986) states that external code switching is code switching that occurs between languages that exist in the environment of speakers of that language with foreign languages. Melia, et al (2012) in their research also found code switching in the conversational situations of the Minang people in Bandar lampung. Related to this research, external code switching is also found in the teaching and learning process of English.

In this study, the external code switching that occurred was code switching from English (Eng) to Indonesian (Ind), from English (Eng) to Palopo Indonesian (PInd), and from Palopo Indonesia (PInd) to English (Eng).

Instructor I

1) *You are the third student.* Tahu apa artinya?

The CS above is a type of external AK because at first the instructor told his students that he was the first student in the class using Eng as in the speech "you are the third student" which then the instructor did code switching into Ind to ask if his students understood what what the instructor says as in the following example "Tahu apa artinya?".

2) *Third student* siswa ketiga

The CS above includes the type of external code switching. Code switching previously showed the instructor telling his students that he was the first student by using English as in the following instructor's speech "third student" which was then code-switched in Indonesia Language as in the following example "siswa ketiga".

Instructor 2

1) *Page nineteen.* nineteen itu brapa?

The utterance includes the type of external code switching. Initially the instructor greeted his students and asked if his students still remembered yesterday's lesson in Bing then did code switching in BMM when asking English from the number sixteen as in the following example "Page nineteen. nineteen itu berapa?".

2) *Listen, point and repeat. Is your card on the toys box? Is your card under the table? Is your card next to the door? Ok.* Toys box itu artinya kotak permainan seperti ini

This code switching includes the type of external code switching. Initially the instructor gave instructions to students what to do and asked several questions in English such as the following "listen, point and repeat. Is your ball on the toys box? Is your ball under the table? Is your ball next to the door?". The instructor then switches the code to Indonesia Language when explaining the meaning of the toys box as in the following speech " Toys box itu artinya kotak permainan seperti ini ".

b. Internal Code Transfer

The following is a discussion of the internal code switching carried out by the instructor teach. Internal code switching according to Suwito (1983) is a type of code switching that takes place between languages used in a country that are controlled by individuals or those used by the language users themselves. Code switching that occurred in this study was code switching from Indonesian (BI) to Manado Malay (BMM) and from Palopo Ind (PInd) to Indonesian (Ind). Internal code switching is not only found in formal situations such as in the process of teaching and learning foreign languages, but also found in informal situations such as in everyday speech in a community of language users. Just like research conducted by Melia, et al (2012: 77). Their research shows that internal code switching is caused by changing topics, third person, changing moods, showing their first language, talking to people from the same village, and when talking about other people. Associated with internal code switching, in this study internal code switching was also found in the teaching and learning process, although not as much as external code switching. Based on the explanation above, it can be seen that code switching is mostly done in any situation.

Instructor 1

1) Besok kita ndak kursus nah. Kelasnya minggu depan

The AK above is an internal code switching type because at first the instructor spoke in Palopo Indonesia as in the instructor's speech "tomorrow is a holiday so

there are no lessons" then transferred it to Indonesia as in the instructor's speech "
Kelasnya minggu depan " .

Instructor 4
        I4   : So, let me check your homework
        S1   : Salah satu bah
        I4   : Ah namanya belajar
        S1   : Saya tak tau baca bah
        I4   : Makanya toh, belajarki baek baek nah?

        Code Switching (CS) above includes the type of internal code switching. Code switching occurs in English to Palopo Indonesia. The instructor initially used English when explaining to his students not to be afraid of making mistakes because they were still learning, as in the following utterance "Ah, Namanya belajar ". Code switching is carried out when the student responds that he does not really know how to read in English which then the instructor responds by doing code switching in Palopo Indonesia as in the following utterance " Makanya toh, belajarki baek baek nah?".

2) Kita bawaji bukuta semua kah? Buku apa yang dibawa?
Code switching above includes the type of internal code switching. The instructor initially used Palopo Indonesian when asking do the student brought the their book, as in the following statement " Kita bawaji bukuta semua kah?". The instructor performs code switching in Indonesia when asking what books the student brought as in the following utterance " Buku apa yang dibawa?".

In this study, internal codeswitching was rarely used when viewed from the large number of instructors who used it. This research is also supported by the research of Sumakul (2013) who also found 9 times the use of external codeswitching.

c. Metaphorical Code Switching
        The following is a discussion of the metaphorical code-switching that the instructor does when teach. According to Wardhaugh (1986) metaphorical code switching is code switching that occurs when there is a change in topic of conversation. In this study, the code switching that occurred experienced a change in topic of conversation, both caused by the instructor and the students.
Metaphorical CS is not only found in foreign language learning but also found in other situations. However, in this study, metaphorical AK was found less than situational CS.

  Instructor 1
    1) I1   : *Hallo Katlea*
        S1   : *Hallo ma'am*
        I1   : *How are you?*
        S1   : *I'm fine thank you*
        I1   : *Do you bring your book? Kid's box and the note book*
        Ss1   : *Yes*
        I1   : *You are the first student.* Tau apa artinya? *First student* siswa pertama

d. Situational Code Switching

The following is a discussion of situational code switching by the instructor while teaching. According to Wardhaugh (1986) situational code switching is code switching that occurs without changing the topic of conversation. In this study, situational CS is found more than metaphorical CS

: *Do you have sibilings?*
: *No*
: *No? Only you in your family?* Cuma anak sendiri?
: Ada adiku. Adik kandung
: Adik kandung? *What is your brother or sister?* Adik laki-laki ato perempuan?
: *Emm sister*
: *What's your sister's name?* Namanya?
: *My sister is Amel*
: *My sister name is Amel. How old is she?* Sudah berapa tahun umurnya?
: *My sister is old is 10 months*
: *My sister is 10 months. 10 months?* 10 bulan?
: Iya
: *Is she beautiful? Yes or no?* Dia cantik nda?
: *Yes*
: *Yes, she is. Are you beautiful Ani?*
: *Yes*
: *Yes, I am*

Judging from the whole conversation above, the conversation is a type of situational CS because during the learning process there is no change in the topic of conversation. The teaching and learning process that takes place is the instructor and student interaction in the form of conversation exercises where the instructor asks about the student's younger sibling. This can be seen from the instructor's questions such as:
"namanya?,sudah berapa umurnya?, dia cantik kah?".
   1) I1   : *Do you know what day is tomorrow?* Besok hari apa?
      S1   : *Saturday*
      I1   : *Tomorrow is holiday.* Besok hari libur jadi nda ada les. Lesnya nanti minggu depan

Judging from the whole conversation, Codeswitching is also a type of situational codeswitching because in the conversation above there was no change in topic of conversation. The discussion only concerned information from the instructor that tomorrow was a holiday and there were no courses.

Conclusion

Instructors do more external code switching (code switching from language foreign language (English) to Indonesian (Ind) and Palopo Indonesia (PInd)) instead of using internal code switching (code switching from Indonesian (BI) to Palopo Indonesian (PInd) or vice versa) when explaining learning material to students - students and when they see these students do not understand what they are teaching or conveying. Situational code switching (code switching that occurs without changing the topic of conversation) is more common than metaphorical code switching (code switching that occurs due to a change in topic of conversation). All types of code switching that exist in Wardhaugh and Suwito's concept are found in this study.

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