

Code-Switching in Lecturer-Students' Interaction in Thesis Examination

Siti Rahmani^{*1}
Iskandar Abdul Somad²
Nira Erdiana³

^{1,2,3}*Universitas Syiah Kuala, Banda Aceh, Indonesia*

ABSTRACT

Choosing a code when interacting is one of the opportunities that a bilingual has. Code-switching is usually used by bilinguals when interacting with the other person. This study tries to find the types of code-switching and the categories of reasons for using code-switching in lecturer-students' interactions in thesis exams. This research used a qualitative method with a case study approach. The data was in the form of utterances obtained from recorded interactions of five thesis examination sessions in the English undergraduate program at one of the universities in Indonesia. The data was analyzed through several processes, including transcribing, data condensation, identifying, marking, grouping, displaying data, and making inferences. The data was analyzed using the theory proposed by Stockwell and Hoffman (1991). From the analysis, it was found that there are three types of code-switching: tag switching, inter-sentential, and intra-sentential. Related to the categories, the researcher found 5 from 7 reasons to do code-switching in lecturer-students' interaction in thesis examination. The researcher hoped that the next researcher will further analyze the code-switching that occurs in the thesis exam, not only analyzing the types of code-switching and the reasons for using code-switching, but also analyzing the other side of linguistics.

Keywords: *Code-switching, tag, intra-sentential, inter-sentential, students-lecturers' interaction*

INTRODUCTION

Without language, communication would not be possible because language is a mean of communication. Some people concur that the purpose of language is to communicate our ideas, thoughts, and intentions to other people who are listening or speaking to us. Many people around the world regularly speak two or more languages. Silaban and Marpaung (2020) said that bilingual ability refers to the ability to use two languages with others. This is natural in daily life, because everyone wants to try to increase their knowledge through bilingualism. This phenomenon is studied in sociolinguistics. Sinaga and Togi (2020) stated that sociolinguistics is one of the fields of macro-linguistics, which studies the relationship between language and society and how language is used in multilingual language communication. The sociolinguistic phenomenon that we usually encounter in our lives is code-switching.

^{*}Corresponding Author, e-mail: putrorahma@gmail.com

<https://doi.org/10.24815/eej.v13i4.27821>

Received 29 August 2022; Revised 25 September 2022; Accepted 24 December 2022; Available online 30 December 2022

In line with theirs, Wibowo, Yuniasih, and Nelfianti (2017) stated that code-switching occurs when there is more than one language in communication. The speaker uses his ability in another language, language style, dialect or whatever is presented by the speaker depending on the addresses given on different occasion. Code-switching can be found in places such as schools, businesses, universities, seminars, social media such as YouTube, Instagram, TV programs, and media such as magazines, novels, newspapers, and so on.

Numerous researches have shown that bilingual speakers employ code flipping as an effective language technique to meet specific communicative objectives. First, Nasution (2018) in his research entitled "An Analysis of Code-Switching between English and Indonesia Language in The Teaching Process of Speech on The English Department Students at The State Islamic University North Sumatra". The purpose of this research is to analyze the lecturer's code-switching. Focus on the function of code-switching, the types of code-switching, and the reasons why the lecturer switches the languages. Based on the observations of the three conferences, the researchers found that the lecturers practiced three code-switching functions and three types of code-switching. The first type is inter-sentential switching that there was a total of switches in the data set: 97 inter-sentential and the second is intra-sentential switching that there was a total of switches in the data set: 67 inter-sentential switching and the last type is tag-switching that there were 29 times by using English fillers performed by lecturers.

Second, Kasim, Yusuf, and Ningsih (2019) investigated the acts of code switching by lecturer and students in thesis defense examination at a University in Banda Aceh. They found the results that there were three types of code switching found; they were intra-sentential (77.06%), inter-sentential (15.59), and tag switching (7.33). On the other hands, in terms of functions, there were 10 functions identified from 68 switches; addressee specification (22.05%), interjections (16.17%), loanword (16.17%), messages qualification (11.76%), transfer of subconscious markers (8.82%), proper names (8.82%), quotations (5.58%), message reiteration (4.41%), personalization versus objectification (2.94%), and specific features of Islamic terms (2.94%) as the least.

The interaction between students and lecturers in the thesis examination is part of the educational discourse. Ideally, it is best to use English as a communication medium between students and lecturers when interacting in the thesis examination of the English Study Program of an Indonesian university. However, during the interaction, code-switching still occurs. For example, the examiner used code-switching because the interviewee did not give responses when asked. The examiner can understand this situation, so they can use code-switching to keep the interaction smooth. In this case, the lecturer is aware of code switching. in that case, they have a reason. This phenomenon is important to study because it is important to improve the quality of thesis exams in the English department, especially at one of universities in Indonesia. Therefore, the researchers in this present study were interesting to find the types of code-switching and the categories of reasons for using code-switching in lecturer- students' interactions in thesis exams.

LITERATURE REVIEW

Sociolinguistics

Language is to convey our ideas, thoughts, and intentions to others as interlocutors or as listeners. Language learning is always related to linguistics and sociolinguistics. Adi

(2018) pointed out that sociolinguistics studies the differences between different languages in different groups in a social environment. It is separated by certain social variables, such as ethnicity, religion, status, gender, education level, age, etc.

According to Holmes (2013) sociolinguistics is concerned with the relationship between language and the context in which it is used. It means that the way people talk is affected by the social environment in which they talk. It matters who can hear our voices, where we speak, and how we feel. The same information may be expressed in very different ways for different people.

Code-Switching

Siregar and Jusmaya (2020) stated that code-switching usually occurs when it comes to the topic being discussed. It can be in the form of interaction between one person and another. According to Marzona (2017), code-switching is the process of switching between languages while speaking with another bilingual person, and borrowing is the process of combining a word or phrase from one language into the other. Adi (2018) stated that code-switching is a phenomenon limited to bilingual or multilingual situations. It can only be found in a bilingual or multilingual speech community. This is because bilinguals tend to switch code from one language to another, especially when the language they know is used in their environment. This means that the use of code-switching depends on the speech community.

In Addition, code switching has appeared on formal and informal occasions, and it may also occur due to limited language skills. The word has no equivalent expression, so the speaker is forced to switch the language with another language to make the listener understand. The growth of language, from monolingual, then bilingual, and finally into multilingual. Holmes (2013) stated that people sometimes change code in certain fields or social events. It is easy to explain the switch when there is some obvious change in the situation, such as the arrival of a newcomer.

Types of Code-Switching

Stockwell (2007) stated that there are three types of code-switching: tag switching; inter-sentential switching; and intra-sentential switching. Tag switching involves inserting a tag from one language into the utterance of another language. The speaker attaches a switch (in English) similar to a label at the beginning or end of the sentence to emphasize or symbolize that he/she is seeking the recipient's opinion. Inter-sentential switching is a type of code-switching that occurs between the speaker's sentences. Usually, the topic of the conversation can be changed with a pause used by one of the speakers. Switching between sentences should be done between more than one sentence. Intra-sentential switching is a type of code-switching that occurs in sentences made by the speaker. Generally, this code-switching can be in the form of a single word, phrase, or clause.

The Reasons for Using Code-Switching

Hoffman (1991) as quoted by Siregar and Jusmaya (2020), stated that there are seven reasons for code-switching, such as talking about a specific topic, quoting other people's words, being emphatic about something, interjection (insert sentence filler or sentence connector), repetition for clarification, intention of clarifying the speech content for the interlocutor, and expressing group identity. The table below will explain more details about the reasons for using code switching.

Table 1: Reasons of Code Switching

No.	Reason of Code Switching	Explanation
1	Talk about a specific topic	It explains that everyone uses other languages more often when talking about a specific topic. Sometimes, people feel free and more comfortable communicating with other languages than in everyday language
2	Quotes other people's words	It shows that people like to use quotes. These quotes come from the written and oral expressions of various well-known figures. In Indonesia, many people already speak English. It can be seen that the people of Indonesia often take quotes from famous people by using English
3	Being emphatic about something	This usually occurs when someone uses a language that is not their native language and suddenly wants to emphasize something, whether it is intentional or unintentional. He will switch from the second language to the first language
4	Interjection (insert sentence filler or sentence connector)	Sometimes people speak two or more languages and when they use two languages, there is an interjection. Language switching between bilingual or multilingual people can sometimes be marked as interjections or sentence connectors. It can happen unintentionally or intentionally
5	Repetition for clarification	This happens when a bilingual person wants to clarify his/her speech so that the listener will understand it more. He/she can sometimes use two languages that he/she speaks the same speech
6	The Intention of clarifying the speech content for the interlocutor	Code-switching occurs because of the intention of clarifying the speech content for the interlocutor. There will be lots of code-switching happen when bilingual talks to another bilingual. This means making his/her speech content run smoothly and can be understood by the audience
7	Expressing group identity	Code-switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings is obviously different from the other groups. In other words, the way of communication of none community is different from the people who are out of the community

RESEARCH METHOD

This research used a qualitative method with a case study approach. According to Adi (2018), a qualitative descriptive method is procedures or methods that solve problems by describing or interpreting data and exploring and determining facts. Moreover, Creswell (2009), stated that a case study is a qualitative research method in which the researchers investigate a program, event, activity, process, or one or more individuals in depth.

The data source for this research was the interaction between lecturers and students during five online thesis examination and the kind of data was transcript spoken data. The data of this research was based on the recording of the lecturer-students' interaction in the thesis examination at the Department of English Education, English Training and Education Faculty of an Indonesian University.

The subjects of the study were five students and 20 lecturers in five thesis examinations of the undergraduate program of English Study Program at a university in Indonesia. The sampling technique in this study used a purposive sampling technique. According to Sugiyono (2015) purposive sampling is a sampling technique with certain considerations. This means that each subject taken from the population is chosen intentionally based on certain goals and considerations. The purpose and consideration of taking the subject/sample of this research is that the sample used code-switching in the thesis exam and used code-switching at least 5 times.

Data Collection

In the data collection process, the researchers asked permission from the head of the English study program to get a recording of the thesis exam. Then, the researchers copied the recording of online thesis examination. Furthermore, the researchers selected and classified the data based on the theory of Stockwell (2007) to analyze types of code-switching used by student and lecturers in thesis examination and to analyze the categories of reasons for using code-switching, the researchers used the theory proposed by Hoffman (1991). Finally, the researchers compiled the data systematically according to the research questions.

Data Analysis

In analyzing the data, the following are some steps based on Ezzy (2012) as cited in Hanafiah, Mono, and Yusuf (2020). First, Transcribing: the researchers transcribed the utterances used by lecturers and students. Then, data condensation: to reduce the use of unnecessary words in interactions such as the use of local languages. After that, the researchers identified, marked, and classified the types of code-switching used by lecturers and students in the thesis examination based on theory proposed by Stockwell and the categories of reasons used by lecturers and students in the thesis examination based on theory proposed by Hoffman. Next, data display: displaying data in the form of a table with the aim of knowing the percentage and frequency of each to make it easier to read the results and last is making inferences.

RESULTS AND DISCUSSIONS

Results

In the results, the types of code-switching and the reasons of using the code-switching are elaborated in this section. There are three types of code-switching based on Stockwell' theory (2007) found in this research: tag switching, inter-sentential switching, and intra-sentential switching. The occurrences of each type of code-switching are shown as in the following table.

Table 2: the percentage of the types of code-switching used by lecturers and student in thesis examination

No.	Types of Code-Switching	Frequency	Total in Percent
1.	Tag Switching	6	12.24%
2.	Inter-Sentential Switching	25	48.98%
3.	Intra-Sentential Switching	18	38.78%
	Total	49	100%

Table above shows that the incidence of code switching in terms of type in this study was 49 times. Specifically, Tag switching 12.24%, inter-sentential switching 48.98%, and intra-sentential switching 38.78. Explanation on the example found in the data is in the following subsection.

Types of Tag Switching

The first type of code-switching is tag-switching. The researchers found that there are 6 examples of tag-switching from 49 data. The percentage is 12.24%.

Example 1/ Video 1 - PD/ Data 1.1

Lecturer: Now I wanna ask you because for your research you investigated the reasons of 3 teachers. Is it correct 3 teachers, *ya?* (Right?)

From the data above, this data is classified into tag switching because from the data the lecturer said: "Now, I wanna ask you because for your research you investigated the reasons of 3 teachers. Is it correct 3 teachers, *ya?*". In her utterance, the lecturer wants to be sure about what she wants to investigate. Whether the previous statement is correct or not, "Now, I wanna ask you because for your research you investigated the reasons of 3 teachers, *ya?*". In the sentence above, the researcher analyzed that the word "*ya?*" or in English which means "right?" is a question tag.

Example 2/ Video 4 - LM/ Data 4.6

Lecturer: If I am not mistaken, you just treated a student 3 times, *yakan?* (Right?)

In the data above, code-switching appeared in the last sentence from English to Indonesian, which is "*yakan?*". The word "*yakan?*" is classified as tag switching because tag switching is using a tag, interjection, phrase and usually located at the beginning or end of a sentence. While, the word "*yakan?*" is a question tag and is located in the last sentence.

Inter-Sentential Switching

The second type of code-switching is inter-sentential switching. The researchers found that there are 25 examples of inter-sentential switching from 49 data. The percentage is 48,98%. Examples from the data are shown below.

Example 1/ Video 2 - SA/ Data 2.10

Lecturer: This is about pedagogical knowledge. *Inikan kecil ya dibanding yang lain.* (It's small compared to the others)

From the example above, the type of code-switching in the sentence above is inter-sentential switching because the lecturer changed the language between sentences. Inter-sentential switching is a type of code-switching that occurs between sentences of speakers. Usually, the topic of conversation can be changed by pausing one of the speakers. Switching between sentences must be done between more than one sentence (Stockwell, 2007).

Example 2/ Video 5 - DA/ Data 5.3

Lecturer: Once again, please double check your script if it still contains some errors.
Coba di double check lagi aja. (Try to double check again.)

From the data above, the lecturer switched the language between sentences. The first language she used was English. "Once again, please double check your script if it still contains some errors." Then she switched to Indonesian "*Coba di double check lagi aja*". From that example, the researchers analyzed that the type of code-switching used is inter-sentential switching.

Intra-Sentential Switching

The last type of code-switching is intra-sentential switching. The purpose of this type is to help students in understanding the meaning of certain difficult English phrases, clauses in single sentences while explaining specific topics. The researchers found that there are 18 examples of intra-sentential switching from 49 data. The percentage is 38,78% the researcher gets it from the calculation.

Example 1/ Video 4 - LM/ Data 4.1

Student: Sorry sir, *Suaranya gak jelas pak. (Sorry sir, the voice is not clear, sir.)*

In the example above, code-switching appears in a sentence "Sorry sir, *Suaranya gak jelas pak*". The sentence belongs to the category of intra-sentential switching because intra-sentential switching is the type that occurred in the sentences made by the speaker.

Example 2/ Video 2 - SA/ Data 2.8

Lecturer: What component of TPACK is the most difficult.....

Student: This is from the data *yang sudah saya kumpulkan.... (This is from the data that I have collected)*

From the conversation above, the researchers analyzed that the type of code-switching used in the interaction of students and lecturers is intra-sentential switching because the student changes the language from English to Indonesian in a sentence. Hoffman (1991), as quoted by Siregar and Jasmaya (2020), stated that there are seven reasons for code-switching such as talking about a specific topic, quoting other people's words, being emphatic about something, interjection (insert sentence filler or sentence connector), repetition for clarification, the intention of clarifying the speech content for the interlocutor, and expressing group identity.

Table 3: the percentage of the reasons for using code-switching used by lecturers and student in thesis examination

No.	The Reasons for Using Code-Switching	Frequency	Total in Percent
1.	Talk About A Particular Topic	15	30.61%
2.	Quotes other people's words	0	0%
3.	Being Emphatic About Something	10	20.41%
4.	Interjection	6	12.24%
5.	Repetition for clarification	9	18.37%
6.	The intention of clarifying the speech content for the interlocutor	9	18.37%
7.	Expressing Group Identity	0	0%
	Total	49	100%

From the table 4.2 it showed that the highest reasons for using code-switching was talk about a particular topic, and followed by Being Emphatic About Something 20.41%, Repetition for clarification 18.37%, The intention of clarifying the speech content for the interlocutor 18.37%, and Interjection 12.24%. Explanation on the example found in the data is in the following subsection.

Reasons of code-switching

There are reasons of the code-switching used in the present study. The reasons were elaborated in the following section.

First, talk about a particular topic is found as one of the reasons. The researchers found that 15 data have a reason to talk about a particular topic. The percentage equals 30,61%. This can be seen in cases where lecturers or students change their language to their mother tongue when the lecturer asks questions and also when students answer questions on the thesis exam. The researchers found that the lecturers did code switching in the thesis examination process related to certain topics.

Example 1/ Video 1 - PD/ Data 1.10

Student: Because the teacher says like that... *kemampuan mereka sangat kurang. (their abilities are very low.)*

The researchers analyzed that the reason a lecturer used code-switching is to talk about a particular topic. The student switches the language when she wants to answer the lecturer question about the student' abilities in using English in classroom. People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable expressing their emotions, excitement, or even anger in a language that is not their everyday language.

Second, quotes other people's words is the next reason. A speaker changes the code to quote a famous phrase, proverb or saying of some famous person. Code-switching involves only the words the speaker claims are spoken by the person quoted. The switch is like a bunch of quotes. In this research, the researcher did not find code-switching for quoting other people.

Third, the reason is being emphatic about something. Being emphatic about something is one of the reasons why students and lecturers used code-switching. The

researchers found 10 data, the percentage equals 20.41%.

Example 1/ Video 2 - SA/ Data 2.5

Lecturer: I have various way of developing my understanding of English skills. *ini maksudnya apa ini?* (what does this mean?)

From the data above, the lecturer did code switching because she was showing emphatic about something. The teacher switched from English to Indonesian to ask students about the meaning of the sentence "I have various ways to develop my understanding of English skills" because the lecturer did not understand what the sentence above meant. Then, the lecturer asked, "*ini maksudnya apa ini*" in Indonesian because the lecturer finds it easier to be emphatic in Indonesian than in English.

Forth, it is found as interjection. For this reason, the researchers found 6 data from 49 data in the finding table. The percentage equals 12.24% Sometimes people speak two or more languages and when they use two languages there is an interjection. Language switching between bilingual or multilingual people can sometimes be marked as interjections or sentence connectors. It occurred unintentionally or intentionally

Example 1/ Video 3 - G/ Data 3.5

Lecturer: Nah, how do you analyze the frequency? (So, how do you analyze the frequency?)

From the data above, the reason why lecturer used code-switching is an interjection. She was inserting sentence filler or sentence connector "Nah" in English mean "So" at the beginning of the sentence.

Fifth, it is repetition for clarification. Repetition for clarification is one of the reasons whys students and lecturers used code-switching in thesis examination and the researcher found 9 data. The data equals 18.37%. From this research, the lecturer changes the code to clarify the statement or explanation that has been stated previously and makes students confused. Through this clarification, students can gain clarity about what the lecturer means and what the lecturer expects from students. This reasoning is carried out by the lecturer by using the equivalent words spoken by the lecturer from English to Indonesian and vice versa. It seems to be the same reason as Hoffman's theory.

Example 1/ Video 3 - G/ Data 3.10

Student: So, when they speak to an interlocutor they want to speak in the exact grammar or a true language. *Bahasa yang benar maksudnya ms.* (The correct language I mean ms.)

In the data above, the reason why student used code switching is because of repetition for clarification. From the above statement the student wanted to confirm his English utterance "So, when they talk to the other person, they want to speak in the right grammar or the right language" after that she said "*bahasa yang benar maksudnya ms.*" The reason she repeated his words is because she wanted to clarify his words so that the other person understands better what she said before.

Sixth, it is the intention of clarifying the speech content for the interlocutor. For this reason, the researchers found 9 data from the finding table, therefore it equals 18.37%. Code-switching occurs because of the intention of clarifying the speech content for the interlocutor. There will be lots of code-switching happen when bilingual talks to another

bilingual. This means making his/her speech content run smoothly and be understood by the audience Hoffman.

Example 1/ Video 1- PD / Data 1.3

Lecturer: The reasons, for example: talking about a particular topic, quoting somebody else, emphatic, interjection, repetition, clarifying, and group entity. *Ini semua yang kamu cari kan?* (this is all you are looking for right?)

From the example above, the reason the lecturer used code-switching because of the intention of clarifying the speech content for the interlocutor. The lecturer switched the language from English to Indonesian to clarify the content of her speech, whether what was said earlier was true or not regarding "The reasons, for example: talking about a particular topic, quoting somebody else, emphatic, interjection, repetition, clarifying, and group entity". And to clarify what was said earlier, the lecturer tried to confirm it again by asking "*ini semua yang kamu cari kan?*".

Lastly, it is expressing group identity. The code-switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings is obviously different from the other groups. In other words, the way of communication of a community-insider is different from the people who are out of the community. In this research, the researchers did not find the reason for using code-switching to express group identity.

Discussions

Based on the data which was analyzed, many occurrences of code-switching (English and Bahasa Indonesia) were found in the data, which is a regular occurrence. However, it appears to be intriguing because it occurs in a circumstance that should ideally be handled entirely in English. although Code-switching is not forbidden in educational contexts. During data collection, the researcher observed that the use of code-switching by examiners and students was triggered because students were silent when asked and when students could not describe it in English. This means that examiners are aware of using code-switching and may be using it as a strategy to keep the thesis exam running smoothly. As stated by Coetzer, Songxaba, and Molepo (2017), code-switching can be one of the strategies used by teachers in classroom interactions. The use of code-switching by students is due to a lack of understanding when asked questions by the teacher and because they are not fluent in speaking English, so the answers given are not appropriate. So that the use of English in the classroom can be an alternative means of facilitating interactions between students and teachers.

In the context of a foreign language, code switching, according to Macaro (2005; p. 5), does not have the favorable reputation of being "an asset and a valuable addition to their array of communicating techniques." As a result, teachers frequently do not want to use code switching in the classroom. On the other hand, According to Mujiono et al. (2013), code switching was used by lecturers for a variety of reasons, including the linguistics factor, to continue the speaker's pronouncements, addressee specification, information clarification, for intimacy, to express feeling, to create humor, repetition used for clarification reiteration of a message, to strengthen request or command, to make questions, to give advice, to balance addressee's language competence, to make it easier to convey the speaker's message. In this situation, the lecturers and students were aware of the necessity of code switching during the defense examination to facilitate

communication and reduce anxiety during the oral examination.

CONCLUSION

Based on the data which was analyzed, the researchers found types of code-switching based on the theory proposed by Stockwell (2007). Types of code-switching found is tag switching 12.24%, intra-sentential switching 38.78%, and inter-sentential switching 48.98%. Inter-sentential switching is the most frequently used of other code-switching types.

Related to the categories of reasons for using code-switching, the researchers found 5 from 7 reasons to do code-switching in students-lecturers' interaction in thesis examination: talking about a particular topic 30.61%, being emphatic about something 20.41%, interjection 12.24%, repetition for clarification 18.37% and intention of clarifying the speech for interlocutor 18.37%. The most reason for doing code-switching is to talk about a particular topic. Hoffman (1991) stated that everyone uses other languages more often when talking about a specific topic. Sometimes, people feel free and more comfortable communicating with other languages than in everyday language.

It can be concluded that in the English study program at a university in Indonesia, lecturers and students in the thesis examination find it difficult to avoid using code-switching during interactions. Although the rules in the thesis exam used full English, code-switching is still used to maintain continuity and smooth interaction and to ensure that messages can be understood well.

REFERENCES

- Adi, W. T. (2018). Code Switching in Critical Eleven Novel. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(1), 39-57.
- Coetzer, A., Songxaba, S. L., & Molepo, J. M. (2017). Perceptions of teachers on creating space for code switching as a teaching strategy in second language teaching in the Eastern Cape province, South Africa. *Reading & Writing*, 8(1), 1-7.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (3rd ed.). London: Sage Publications.
- Ezzy, D. (2012). *Qualitative Analysis: Practice and Innovation*. Australia: National Library of Australia.
- Hanafiah, R., Mono, U., & Yusuf, M. (2020). Code-Switching in Lecturer-Students' Interaction in Thesis Examination: *International Journal of Instruction*, 14(1), 445-458.
- Hoffmann, C. (1991). *An Introduction to Bilingualism*. London: Longman.
- Kasim, U., Yusuf, Y.Q., & Ningsih, S.R.J. (2019). The Types and Functions of Code Switching in a Thesis Defense Examination. *EduLite, Journal of Education Literature, and Culture*. 4(2), 101-118.
- Holmes, J. (2013). *An Introduction to Sociolinguistic* (4th ed.). New York: Routledge.
- Macaro, E (2014). Students' Strategies in Response to Teacher's Second Language Explanations of Lexical Items. *The Language Learning Journal*. 42(1), 14-32.
- Marzona, Y. (2017). The Use of Code Mixing Between Indonesian and English In Indonesian Advertisement of Gadis. *Jurnal Ilmiah Langue and Parole*, 1(1), 238-248.
- Mujiono, Poedjoesoedarmo, S., Subroto, E., & Wiratno, T. (2013). Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at

- Universities. *International Journal of Linguistic*, 592), 46-65.
- Nasution, R. A. (2018). *An Analysis Of Code Switching Between English And Indonesia Language In Teaching Process Of Speech On The English Department Students At The State Islamic University North Sumatera*. Medan: State Islamic University Of North Sumatera.
- Silaban, S., & Marpaung, T. I. (2020). An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One. *JETAFL (Journal of English Teaching as a Foreign Language)*, 6(3), 1-17.
- Sinaga, C. R., & Togi, D. H. (2020). An Analysis of Code Switching Used by Reza Arap on Deddy Corbuzier's YouTube Channel. *JETAFL (Journal of English Teaching as a Foreign Language)*, 6(3), 31-47.
- Siregar, Y. R., & Jasmaya, A. (2020). An Analysis of Code Switching in The Hitam Putih Talk. *Jurnal Akrib Juara*, 5(2), 331-339
- Stockwell, P. (2007). *Sociolinguistics: A Research Book for Students* (2nd ed.). New York: Routledge.
- Sugiyono. (2015). *Metode penelitian pendidikan: Pendekatan kualitatif, kuantitatif, dan R&D [Education research method: Qualitative, quantitative, and R&D approach]*. Bandung: Alfabeta.
- Wibowo, A. I., Yuniasih, I., & Nelfianti, F. (2017). Analysis of Types Code Switching and Code Mixing By The Sixth President Of Republic Indonesia's Speech At The National Of Independence Day. *Progressive*, XII, 15.