

THE FACTORS OF TEACHER'S CODE SWITCHING IN CLASSROOM INTERACTION

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ABSTRACT

Code switching is one of the techniques that can be used by teacher during classroom interaction to make students easier to understand the teaching and also to make the classroom interaction more interactive. As it is know that, the teachers are not always aware in using code switching in their teaching and learning process. This research is conducted to find the factors of code switching during classroom interaction.

This research applied qualitative method. The subject of this research is an English teacher of Vocational High School 1 Makassar (SMKN 1). In collecting data, a part of using observation checklist and recording five meeting during the classroom interactions, the writer also used interview. This research employed discourse analysis to describe the data that the writer found during classroom interaction. The data could be identified, classified and analyzed descriptively.

This result showed that the factors causes used code switching by the teacher in classroom interaction have several reasons, they are lack of vocabulary, to help student understanding, to introduce a new topic, and as a teaching strategy.

Key words: *teacher, code switching, classroom, interaction, factors.*

INTRODUCTION

Language in human life has a very important function, both for humans as individuals and human beings as citizens. All kinds of human activities carried out by language. Without language, human life will be empty and meaningless. Through language that is able to realize a virtuous person as a creature that distinguishes the other creatures on earth.

By using the language, humans can communicate with other human beings. Language is a tool to formulate what he has in mind, what is perceived, and what he wants. What he thinks can be communicated to others through language so as to create an interaction among humans. With language, human can precisely regulate activities relating to the social life, for instance in a family, a market, an office, society, a hospital, school, mosque and still many others. In these places people interact using languages in order to reach an understanding one another. For instance in an office an interaction between a boss and his/her subordinates, like his or her secretary or staffs, secretary and the staffs, among the staff and so on. This kind of interaction is also occur at school. For instance the interaction between the head master and the teachers, amongs

the teachers, the teacher and the students, and amongs the students. The interaction among this people of course is meant to reach mutual understanding among them.

Having English profeciency is very important in this era. As English is the language used in the international relationship, such as science, technology, politics, education and work, and even art and culture in order to be able to participate in the wider word or work people need to master English well. It is necessary to well prepared students to learn English at school. In learning English at Indonesian school, student often find difficulties to understand the meaning, the structure, pronunciation, spelling, and to communicate in English. These difficulties are due to many factors. One of it is the status of English in Indonesia as a foreign language. This status make English is only learned and used at schools and colleges when the English lesson taking place or going on. While outside school English is very rarely used. Though having ability to speak English is one's skill. If it is not or rarely used, language capability will certainly lost.

In learning skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. The other reason is because the lack of motivation to students practice the foreign language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students in learning English, among other the students' interest, the material, and the media as well as the technique in teaching English at classroom.

There are some strategies that can be used by the teacher in teaching and learning process. One of them is the use of code switching. Code switching is commonly used by the teacher during teaching and learning in classroom interaction. This means that the teacher switches his/her language weather from English to Indonesia or Indonesia to English and also English to Mother Tongue or Mother Tongue to English.

Grosjean (1982) declared that there are some reasons for conducting code-switching. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Code-switching should not be considered as a sign of defect in the teacher. Instead, it is a careful strategy employed by the teachers. Code-switching should be allowed whenever necessary with some learners in specific situations (Schweers, 1999; Chick & McKay, 1999; Burden, 2001; Dash, 2002; Tang, 2002).The literature review has indicated the functions of code-switching that is approved by both the teachers and learners, these functions such as explaining new vocabulary, relaxing the learners, explaining grammar, talking about class tasks and assessments and establishing contact with learners.

In connection with that, the writer conducted a research at one of vocational school in Makassar (SMKN 1 Makassar). With the problem statement “**What factors cause the teacher to use code switching in classroom interaction**”?

LITERATURE REVIEW

A. The concept of code switching

Code switching is the alternation between two codes (language and/or dialects), between people who share those particular codes. Choices about how code switching manifests is determined by a number of social and linguistics factors. It is quite typical in multicultural and immigrant populations. Code switching can take on several forms including alternation of sentences, phrase from both language switching in a long narrative. In normal conversations between two bilinguals, code switching consist of eighty-four percent single word switches, ten percent phrase switches, and six percent clause switching (Wardhough, 2002: 204). Code switching is a term in linguistics referring to using more than one language or variety in conversation. Sometimes the bilingual speakers getting problem when they having conversation with another bilingual, so they switch their language from code to another in the construction of sentence to make the interlocutor understands, sometimes they do it with the same language background and it may do so many time. In the class, when the teacher teach a foreign language, code switching also becomes strategies of learning in order to develop the students' skill in English. In the beginning of meeting, the teacher use target language when they explain the material and they then switch again into Indonesian to make sure the students understanding.

B. The kinds of code switching

Some authors have discussed different types of code switching. Poplack as cited in Wiradisastra (2006) explained the types of the code switching as below:

1. Extra-Sentential or Tag Switching

This switching involves the insertion of a tag, for instance 'you know', 'I mean' from language into a clause or sentence in a diferent language. For example:

"saya sibuk, you know".

"It is great, saya kira"

"He is answer correct, di"

To get the clear description of tag switching see figure 1.

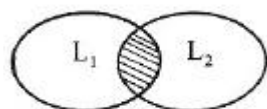


Figure 1. Tag switching

Tag-switching has little switching within a sentence or a clause, but this code switching is usually a tag. The circles in the figure demonstrate this as the two interlocked circles comprise one sentence or clause where there is little code switching.

2. Intra- Sentential Code Switching

This switching involves switches of different types occurring within the clause boundary, including within the word boundary, or translation of words or phrase substitution within a sentence. For instance; didelete (deleted). (Nur, 2013: 16).

To get the clear description of intra-sentential code switching see figure 2.



Figure 2. Intra-sentential code switching

Intra-sentential switching, the amount of code switching is the greatest within a sentence.

3. Inter-Sentential Code Switching

This switching involves a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language. For instance "I dont really like Indian food, tapi kalau mau coba, ayo..." (Nur, 2013: 17)

To get the clear description of inter-sentential code switching see figure 3.



Figure 3. Inter-sentential code switching

Inter-sentential switching, there is no code switching within a sentence but the two different languages are in different sentences or clauses (the two circles represent the two sentences or clauses).

C. The Reasons of Using Code Switching

When speakers switch their languages, there might be reasons for it. Kim (2006) suggests some reasons for code switching. For example, some bilinguals switch their languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. According to him, code switching can also be used for many other reasons, such as quoting what someone has said, thereby emphasizing one's group identity, specifying the addressee or in the other words, switching to the usual language of a particular person in a group will show that one is addressing that person and qualifying that has been said, or talking about past events.

Tien and Liu (2006) asserted that low proficiency students considered code switching in their English foreign language (EFL) classes as beneficial towards gaining better comprehension, especially when providing equivalent comprehension, as well as giving classroom procedures.

Wiradisastra (2006) stated the cause of code switching commonly as: 1) speaker, 2) listener or interlocutor, 3) the third speaker presence, 4) the changing from formal situation to informal situation or conversely, and 5) the changing of the conversation topic. According to Holmes (1992) there are at least six reasons

triggering the occurrence of code-switching in a conversation. They are: 1) because of rhetoric reason that associate between two or more language, 2) the differences of status and formalities, 3) topic, 4) to quote other statements or proverbs, 5) because of lack of vocabulary, 6) because of other participant join the conversation.

These reasons will be further explained as below:

1. Because of Rhetoric Reason that Associate between Two or More Language

This code switching is a metaphoric shifting. This is because every language varieties represent a social meaning, similar to the use of metaphor showing a complex meaning. According to Holmes, this code switching is intended to describe the association between the two codes existed in the society. When the speakers switch their code, they are aware about their fellowship in a society. The speakers are realized that those languages show the relationship one another. The speakers who switch their code are often the member of the community using those languages, or at least they understand both languages.

The example of this in teaching and learning process:

Teacher : about the value of American family value if we compare to ours. First, the difference of culture, *pertama beda budaya*, two.. different facilities, that what have been set in our culture (Nur, 2013: 52)

b. The Differences of Status and Formalities

Code switching occurs as the result of the status distinction among the speakers involved in a conversation. Besides that, the formality of conversation circumstance also stimulates the occurrence of code switching in an interaction. The speakers show the distinction of this status in the use of the different form of language variety. The use of higher form of a language, which has higher prestige instead of using the lower one by the speakers, is triggered by the desire to show their social status.

Code switching often shows an alternation in a different dimension, for example, the different interaction among some speakers because of status relationship and the formality among them. The higher language prestige is usually used in the formal communication, administration, education, or business matter. On the other hand, the lower one is often used to show the solidarity, humor, or to convey the speaker's emotion when the communication happened.

For example, the interaction between a doctor and his patient often uses the formal language variety compare with the interaction between two friends who do not show the social status gap sometimes uses the informal language variety.

The example of this in teaching and learning process:

Teacher : Ok. Can you say that? Money makes me love her. Can you say that?

Students : Yes..

Teacher : Yes? Money makes me love her. That is *matre*.

Students : (laughed).(Nur, 2013: 53)

c. Topic of the Conversation

The transition of the topic of conversation can also trigger the occurrence of code switching. The appearance of the topic, which is easier to be discussed in certain language instead of the language, which is commonly used in a community where the speakers stay, triggers them to switch their code. The bilingual speakers usually tend to discuss about certain topic easily in a code, which both of the speakers understand well. For example, the conversation between two Chinese students who study in United States, when they are talking outside the classroom, they use their mother tongue to talk each other but when they are discussing about their lesson matter, they switch their code into English. Sometimes the bilingual speakers also feel easier to discuss about a topic related to their hometown in their mother tongue instead of the code, which is used commonly by the community around them. For example, the Japanese who live in United States tend to discuss about the Japanese food using Japanese language instead of English. This is happened because those bilingual speakers can understand better some particular words related to the topic.

The example of this in teaching and learning process:

Teacher : You have to know that; without environment, there is no population. I think environment is the place for the population... *Sekarang saya akan memberikan bacaan dan kalian harus membacanya.* (Nur, 2013: 54)

d. To Quote Other Statements or Proverbs

By using the original words from the source, the speakers not only want to be more accurate in conveying the message, but also to show their ethnic identity, for example, a Chinese speaker who switches his code from English to Chinese language when he wants to quote a proverb from China.

Code switching is also happened when a speaker quotes a statement, which has been stated by the other speaker before. The speaker gives an emphasizing whether the statements, which they quote, are right or wrong. By using the original words from the source, the speakers want to convey the message accurately. The example of this in teaching and learning process:

Teacher : Yes, it is husband responsibility but in America, according to Reni, "*Perempuan itu merasa kalo dia mampu juga melakukannya*"...so what's wrong with it? (Nur, 2013: 55).

e. Because of Lack of Vocabulary

This code-switching cause lexical borrowing from another language words to describe a concept or an object which cannot be describe in the language commonly used by the society. When the speakers are involved in a conversation, they often use some words from another language suddenly. The mother tongue of the speakers has very important role in such this behavior. This is because the speakers more frequently use the words from their mother tongue when they are talking, instead of another language. Consequently, when

the speakers are communicating using second language, they often switch their code into their mother tongue.

In other hand, the speakers knowledge in the second language also causes them to switch their code especially when they are talking about certain matter related to the second language in their mother tongue. The mastery in the second language triggers them to use it in a communication.

For instance, the conversation among the Chinese students group learning in the United States, because they learn some subjects in English and they now lots of matters that they have learnt in English words. Then those English words are inserted into Chinese language when they are discussing around their Chinese community.

The example of this in teaching and learning process:

Teacher : *Ya, that's kalau main idea, but if you are asked about the topic of the sentence, you can make it into the phrase form saja!* (Nur, 2013: 57).

f. The Presence of Other Speakers in a Conversation

Code switching is occurred to show a group identity or the ethnic fellows`hip with the interlocutor, and to indicate the group solidarity. The speakers often do code switching in a certain social circumstance. When a certain change is happened in a certain social situation then the code switching might be occurred, for instance, the condition where another speaker presents in a conversation. Thus, code-switching occurrence in a conversation can be connected to the presence of the other speakers.

The speakers switch their code from a language into another in order to show the fellowship of a speaker in a creation community. Often code switching occurs suddenly in a brief because of social reason such a sign that the speakers belong to the same ethnic with the other speakers in an interaction.

For example, a conversation between two Indonesian in an English school, when another student presents and joins in their conversation, one of the speaker then switch his code from English to Indonesia language.

Sarah : I think everyone here except Mere.

John : She said she might be a bit late but actually I think that's her arriving now.

Sarah : You're right. *Hai Mere. mari masuk kesini. Bagaimana kabarmu.?* [Hi Mere. Come in. How are you?]

Mere : *hallo semua.saya baik-baik saja.* Have you started yet? [Hello my friend. I'm fine]. Nur, 2013: 52)

While according to Kasperczyk (2005) asserted that teachers seem to effectively employ code-switching in their EFL curriculum as a tool in various language learning activities. Further he mentioned that code switching that is done as a pairs activities in the class may help students in elaborating their understanding in target language. Code-switching may also be used by teachers during teaching to

introduce the meaning of concept words in introducing a new unit. Here, a student has to work on listening and comprehension in his/her target language. He claimed that the previous example of code switching is consciously being use as teaching strategy. While Mattson & Burenhult (1999) argued that the using code switching by the teachers is generally performed subconsciously. However, teachers might not always be aware of the functions and outcomes of the code-switching process.

D. Code Switching in Language Classroom Interaction

Some experts, who are in favor of the applications of communicative techniques in the language-teaching environment, oppose any form of native language use during classroom instruction. Contrary to this, supporters of the use of native language in the form of code switching, suggest that it may be an effective strategy in various aspects. Following the ideas of these two ideas, some weak and strong sides of the use of code switching in foreign language classroom settings will be mentioned as follow.

Cook (2002) handles the subject matter considering multilingual classrooms in saying that the application of code switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected. So, at this point it may be suggested that the students should share the same native language, if code switching will be applied in instruction. Another point to consider in this respect is that the competence of the teacher in mother tongue of students also plays a vital role, if positive contributions of code switching are expected.

In supporting the existence of code switching in language classrooms, Skiba (1997) suggests that in the circumstances where code switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code-switching stands to be a supporting element in communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning. In other words, this phenomenon in general lead to the idea that the use of code-switching somehow builds a bridge from known to unknown and may be considered as an important element in language teaching when used efficiently.

E. Classroom interaction

Classroom interaction can be defined as “the interaction [that] occurred everyday in classroom activities between the teachers and the students.” (Nurmasitah, 2010: 14). Whereas Mercer and Darwes (2008) assert that classroom interaction refers to the conversation between teachers and students. This conversation can also happen among the students, in which the active participation and learning of the students becomes vital. Classroom interaction is very important thing in the classroom activities because the students can decompose the teaching language structures and derive meaning from classroom events. Interaction also can

give students the opportunities to incorporate teaching learning structures into their own speech. Furthermore, the meaningfulness for students of classroom events of any kinds, whether it is thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and the students.

The interaction between the teacher and students mean that there are interactions that occur in classroom activities. This interaction for examples, occurs when the teacher explains the material and then the teacher asked to the students about the material to ensure the students understanding. The students give the response to the teacher for asking the material. Here, there is interaction between the teacher and students when the teacher is teaching the material. In classroom interaction the role of the teacher is very crucial in motivating and creating interest in the topics. Most the students will not engage in an interaction by themselves unless the teacher starts first. The roles of the teacher in classroom interaction can be as controller, assessor, corrector, organizer, or prompter as well as resource person. In classrooms, the teacher almost always initiates sequences (Cazden 2001).

METHODE

In this research the writer used descriptive qualitative technique (Discourse analysis). The writer used technique of purposive sampling to take the participants. The participants of the research was English teacher at SMKN 1 Makassar. According to Sugiyono (2009: 62), there are some instruments for collecting data. They are observation, interview, questionnaire, and triangulation of instruments. For this research, the writer as the main instrument, while recorder and interview as supporting instruments.

RESULT

From the data which collected during the classroom interaction revealed that there are several factors that may cause the English teacher at grade X accountancy of SMKN 1 Makassar used code switching. These factors as follow:

a. Lack of Vocabulary

The teacher used code switching because he thought that would be easy when he taught some materials and then by switching the language, it would be easier for students to get the point what is the point that the teacher wants to deliver. In this case the data shows that when the writer was interviewed he said.

“ ...Dengan pertimbangan bahwa ketika kita menjelaskan dengan bahasa inggris tetapi mereka tidak mengerti apa yang kita maksud. Otomatis kita harus mengalih bahasa supaya tujuan yang kita harapkan bias tercapai dan tersampaikan. By considering that when we explain materials by using English but the student can not understand it. Automatically, a teacher has to change his/her

language to help them to understand the materials” (interviewed the subject).

The result of interview shows indicated that the teacher switches his language from the target language to the first language because the student lack of vocabulary. It occurs because the teacher wants to help them understanding the difficult explanation or to understand what the teacher meant. By considering when he explains the materials the students faced difficulties to understand.

b. To help students' understanding

The data shows that the reason of the teacher used code switching during classroom interaction is because he perceived that it can help the students understanding about the materials that the teacher explained. It can be seen on the following result of interview:

“Ketika seorang guru menjelaskan kepada siswa dan dia menjelaskannya dengan bahasa inggris tetapi anak-anak tidak tahu dalam memahami apa yang kita sampaikan, maka faktor nya adalah bahawa anak-anak merasa susah dalam memahami apa yang gurunya sampaikan dan tentunya sang guru harus membantu siswa agar apa yang ingin kita sampaikan bisa tersampaikan dengan baik dan siswa bisa memahaminya dengan baik...”

When a teacher explained materials by using English, but the students did not understand it, the consequence is student found difficulty in comprehending materials. So, the teacher had to help them so they find it easily to understand what the materials is being explained. (Interviewed the subject).

From the data shows, it is clear that the teacher used code switching during classroom interaction to help the students understanding the materials. It worked well to make the students easy in understanding about what the teacher delivered.

c. To Introduce a New Topic

The data showed that if the teacher used code switching during classroom interaction to help the students got the main point of the materials that the teacher delivered of them. In this context gave the students a new topic. It can be seen on the following result of interview.

“Ketika seorang guru menjelaskan kepada siswa dan dia menjelaskannya dengan bahasa inggris tetapi anak-anak tidak tahu dalam memahami apa yang kita sampaikan, maka faktor nya adalah bahawa anak-anak merasa susah dalam memahami apa yang gurunya sampaikan dan tentunya sang guru harus membantu siswa agar apa yang ingin kita sampaikan bisa tersampaikan dengan baik dan siswa bisa memahaminya dengan baik. Terlebih lagi ketika saya mau menjelaskan tentang suatu materi yang baru, biasanya saya

mengalih kode kan bahasa saya supaya mereka lebih dapat memahami apa yang mau saya sampaikan. Ini tentunya bisa sangat membantu mereka dalam pembelajaran bahasa inggris.

When a teacher explained materials by using English, but the students did not understand it, the consequence is student found difficulty in comprehending materials. So teacher had to help them so they find it easily to understand what the materials is being explained. Further more when I intend to explain a new materials, sometimes I did code switching in order to make easier for them. Of course this is can help them in learning English. (interviewed the subject).

From the data shows, it can be seen if the teacher used code switching during classroom interaction to help the students got the main point what the teacher means. It can be useful for the students to catch the main point of the materials when the teacher intends to move a new material. He thinks by using coded switching it can help the student easier to understand.

d. As a Teaching Strategy

One of the reasons for the teacher using code switching during the classroom interaction is teaching strategy. In this research, the data showed if the teacher used code switching during classroom interaction as a teaching strategy. It can be seen the following result of interview.

Iya tentu saja. Dengan pertimbangan bahwa ketika kita menjelaskan dengan bahasa inggris tetapi mereka tidak mengerti apa yang kita maksud. Otomatis kita harus mengalih bahasakan supaya apa yang menjadi tujuan dan yang kita harapkan bisa tercapai dan tersampaikan. Ini merupakan strategi dalam pembelajaran bahasa inggris dengan harapan bisa membantu mereka dalam belajar bahasa inggris.

Yes of course. With considered that when a teacher explain in English but they don't understand about what the teacher means. Automatically, the teacher have to changed his/her language to the students can get the point. This is a teaching strategy in teaching English, as a hope it can help the students in studying English (Interview the subject).

From the data shows the teacher uses code switching during the classroom interaction is consciously being used as a teaching strategy. He switches his language in learning and teaching process is consciously. He thinks it one of strategy that can be used in his learning and teaching process. He hopes it can help in understanding materials.

DISCUSSION

The data revealed that there were four factors that cause the teacher in using code switching during classroom interaction, they are the students lack of vocabularies, to help the students understanding of materials, to introduce a new topic and as a teaching strategy.

Referring in finding previously, the teacher used code switching during the classroom interaction because he thought that the teacher need to change the language into Indonesian because the students have lower capability and lack of vocabularies. According to Holmes (1992) there are at least six reasons triggering the occurrence of code-switching in a conversation. One of the reason of the teacher in using code switching because he thought that the students have insufficient vocabularies. This reason can be obtained from the interview with the teacher. The teacher did code switching in classroom interaction because the students have lower capability in English. So that, the teacher thought he needs to change his language to make the students feel easier to understand.

The second reasons for the teacher of using code switching during the classroom interaction because the teacher intended to help the students to understand the materials. One of the major factors of code switching is that elements of the other language convey the meaning of the intended idea more accurately (Gumperz, 2004). In this research, the data showed that the teacher used code switching during the classroom interaction to help the students in understanding the materials.

The data showed that it occurred when the teacher explained the materials and it indicated that the students did not understand about the materials. So that, the teacher changed his language to make the students easier to understand the materials.

The other reason for the teacher using code switching during classroom interaction is introducing a new topic. It means that he did code switching during classroom interaction when he intended to move to a new materials. Code-switching may also be used by teachers during teaching to introduce the meaning of concept words in introducing a new unit (Kasperczyk, 2005). In this research, the data showed that if he used code switching during classroom interaction when he intended to introduce a new topic.

The data indicated that the teacher used code switching when he intended to explain a new topic. He claimed that if he needed to change his language from the target language to the first language when he explained a new topic to help the students easier to understand

Finally, the last reasons the teacher used code switching during classroom interaction as a teaching strategy. That indicated when he changed his language from the target language to the first language is consciously. He changed his language when he was teaching during classroom as a strategy to make students easier to understand. Kasperczyk (2005) stated that the previous example of code switching is consciously being use as teaching strategy.

It is commonly known that sometimes as a teacher did code switching their language during classroom interaction is subconsciously and also the teachers do not understand about the functions of using code switching in their teaching and learning process. But in this research, the teacher used code switching during classroom interaction is consciously being use as a teaching strategy. By using of mother tongue (L1) is an important tool in foreign language learning (Macaro, 2001: 531-532). So that, the subject of this research code switched his language as a teaching strategy in classroom interaction.

CONCLUSION AND SUGGESTION

Based on the findings and the discussion in previous above, the writer concludes that why the teacher used code switching during the classroom, interaction in this research the writer concludes that there are four reasons why he switches his language, the first one is the students lack of vocabularies, the second one is to help the students understand the materials, the third one is to introduce a new topic and the last one is as a teaching strategy.

Referring to the findings and conclusions presented above, the writer gives suggestions for other teachers to use code switching during the classroom interaction when the students have lower capability to make them easier in understanding the materials. Code switching also alternates languages for the teacher when he/she teaches English to make the students comfortable in English.

As this study conducted only for an English teacher at vocational high school Makassar (SMKN 1), a further study on code switching with different or wider side and subject of study is valuable to conduct. The wider side and subject may result in more significant result.

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