



The Use Code-Switching of Indonesian Students During Double Degree Program in Eastern Taiwan

Hesti Miranda¹

¹University of Debrecen

Egyetem ter 1, Debrecen 4032, Hungary

Corresponding email: hestimiranda8@gmail.com

ABSTRACT

Language is the vital for human in life. Through language, a human can communicate each other. The phenomenon of an individual uses more than one language to deliver means in some words or sentences is called code-switching. Code-switching researches are easy to find, but most of them are implemented in the classroom. It is rare to find research about code-switching about double degree students. The objectives of this study are to discover what languages that students used for code-switching, to find out the students' motivations, and to know students' attitudes when used code-switching during their double degree program in Taiwan. This study used the descriptive qualitative method to collect and analyzed the data. Purposive sampling is applied. The subjects are master's degree students that stay for about two semesters in Eastern Taiwan. The Interview was adopted from Hossam Ebid (2017) and it was a semi-structured interview. This study found that the languages English and *Bahasa Indonesia* are the majority languages that students spoke, Sunda, Chinese, and Spanish are used for code-switching for certain people. The motivations to use code-switching are intimacy, strengthen culture, privacy, maintain the language, sharing, communication, the words that cannot be translated, exploring Taiwan language, get a new friend, and building a relationship. The attitude of the students showed positives toward code-switching. It found also that the attitudes of interlocutors when encounter double degree students, such as angry, afraid, lost interest, happy and confused. This result revealed one layer of language phenomena in Indonesia.

Keywords: Attitude on code- switching, Code-switching, Language, Motivation of code Switching.



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license
ISSN 2655-9722, DOI: 10.30650/ajte.v5i2.3629

1. INTRODUCTION

1.1. Introduction

Code-switching could happen in every part of the world. In this study was focusing on Indonesian students who study abroad. Indonesia is a country that had many variances of language. Indonesia is an archipelago consisting of 17,508 islands. *Bahasa Indonesia* is the country's official language. Over 300 distinct indigenous languages are used by the local population in Indonesia. It is the national language of Indonesia and is spoken as a second language by over 200 million people. *Bahasa Indonesia* is the national language of Indonesia and is spoken widely throughout the country for a variety of purposes, including commerce and administration, education and the media, and mass communication. This is done in order to make it easier for Indonesians to communicate with one another (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, n.d.).

There are many code-switching languages that will be used depend on the individual capability to speak of it. Since Indonesians lived in many local languages, eventually they would use code switching. The reasons could not be separated from the effect of linguistic diversity in a group of people who eventually mixed to make a mix that everyone in the group could understand. This means that people who speak a certain language would be joined by people who speak another language. In addition, the language will have to meet the language development requirements, which include a double and a mix, in order for code-switching to happen (Sumarsih, et al. 2014). Taking English as the example, English in speech community in south Jakarta is only one of the phenomena that intrigued to research. Jimmi and Davistasya (2019) stated that south Jakarta community spoke English in daily communication. Social media is used as verbal communication and non- verbal communication. Further Jimmi and Davistasya (2019) found that word, phrases, and clause with another language were the most used for mix youth language. It also embedded the shift pronunciation when they change the foreign language into their language. Even though south Jakarta all of the time use *Bahasa Indonesia* rather than English. But from their finding, English also dominates the speech community. Intra sentential of code mixing are dominated in this community. The reason is because most of the member in the community cannot speak *Bahasa Indonesia* fluently. Hence, they made their own language to write and speak. The question is, is this community later on will be code switching community. Since Indonesia has many multilingual communities. From word to word and will be sentence to sentence.

The phenomenon of code switching is always can be found in the multilingual community. Code-switching occurs when people wants to shift their language with various motive. Obiamalu

and Mbagwu (2010) stated that code switching is the sentences where it comes from two languages in single sentence. Yuliana, Luziana and Sarwendah, (2015) stated that before 1980s sociolinguist interest in extra linguistic factor for code-switching. Extra linguistic are topic, setting, relationship between interlocutor, community norms and values, political and ideology, and society. Those extra linguistic could impact on language choice in their conversation. They also define that code switching is used with code mixing where those terms refer to language mixing. Code switching involves one language to another language utterance such as "darn!", "hey!", "well!", et cetera. It can be used to switch back and forth based on the situation of code-switching. And the reasons of code switching for bilingual or multilingual such as (1) brain takes over, (2) suitable language, (3) acquire something, (4) secret conversation, and (5) deliver our thought. Hence, researcher herself define code switching is changing language or utterance during conversation with interlocutor with certain reasons.

The phenomena of code switching of Indonesian students cannot be overlooked too. Currently, the code switching is used by students of double degree program in Eastern Taiwan is needed to research. Even though code switching is generally easy to find, but most of the research about code switching is implemented into classroom. It is quite rare to find the research about code switching about code switching for double degree students in Indonesia's researches. The code-switching become compulsory for student use code switching since they stay one year in Taiwan. Due to live in the difference language and culture, it forces Indonesian student must speak another language as lingua franca in their daily activity. This study is carried out an investigation of the code switching that student of double degree program that they used in their daily activities during their stay in Eastern Taiwan. Using code switching also do not only relies on the language that individual itself, it is vital also reveal the motivation and the attitude of the individual to show how someone think about the language that they used for code switching.

There are three objectives of this research. First is to discover what kind of code switching of students used during their double degree program in Taiwan. Second is to find out students' motivations why their used code switching during their conversation. And last, is to know how the respond of the people when student of double degree use code switching.

1.2. Research questions

The research questions of this research are what are languages that student's double degree used for code switching?, what are the motivations of use code switching?, and how the attitudes of student double degree on code switching?.

1.3. Significance of the study

The study's findings are expected to help other researchers who want to conduct similar code-switching research. The attitudes of the participants in this study also give information on how they learned a new language as a means of communication to survive while studying abroad. The attitude of the participant also will be beneficial to readers who want to know the responses of people when they use code-switching when they are not in the same community abroad.

2. METHOD

2.1. Research Design

This study used descriptive qualitative method to collect and analyzed the data. Creswell and Creswell, (2018:51) explained that qualitative is a way to find out and know about individual or group' social phenomena and problems. It started with question and procedures data were compiled and analyzed inductively then researcher attempted to interpret what the meaning of the data that has been collected. Ary et al (2010: 29) added that qualitative attempt to understand of situation that exist and focus on the description. The goal of qualitative is depth understanding.

2.2. Samples/Participants

The participant of this study used purposive sampling where student of double degree program in Eastern Taiwan. All of them were Indonesian. They were asked to participate in this research. There were three of them, one man and two women. They were master degree student who staying about one year (two semester) in Taiwan. In this research, the researcher used pseudonym name to describe the participant.

Table 1. Demographic data of participants

Pseudonym	Age	Level of Education in Taiwan	Ethnicity	Languages
------------------	------------	---	------------------	------------------

Fadlan	23-26	Master	Sunda	Sundanese, English, Arabic
Nia	23-26	Master	Sunda	Sundanese, and English
Riris	23-26	Master	Sunda	Sundanese and English

2.3. Instruments

Researcher used interview in order to get the data to answer the research questions. Researcher designed semi-formal Interview for student of double degree program who used code switching to collect the data. The interview semi structure was used to gain in depth inside related research questions. Interview guideline and research consent were given before interview conducted. In this interview, researcher was intended to use English as the medium instruction of interview rather than *Bahasa Indonesia*. *Bahasa Indonesia* is official language of Indonesia of Indonesian. Interview was adopted from Ebid (2017). The design of interview used English, however when research told the participant about their agreement to involve into this research, all of them did not prefer to speak in English, because they thought that it was not comfortable so that all of them asked to be interviewed in *Bahasa Indonesia* as their first language. The researcher agreed and researcher modified the interview questions.

2.4. Data analysis

Member checking also implemented in this research, after doing the interview, researcher sent the transcript and asked the participant to check the result of interview. One of the participants sent a message that in the transcription that researcher sent with the coding, there was misunderstand about the last recording where research thought participant talked about proverb then participant said that it was not proverb but quote. In term of ethical consideration, the objective of this study was explained by researcher to the participant. Keeping identity of participant was also important. Furthermore, the answer from participant would be analyzed by researcher. The steps analyze were 1) transcribing the interview's audio, 2) selecting the answer into three category namely language that used for code-switching, motivations and the attitude of participant about code switching 3) classifying the languages, motivations, and attitudes 4) interpreting the date based on research questions 5) member checking, and 6) verifying data and drawing conclusion.

3.FINDINGS AND DISCUSSION

3.1. Findings

Languages that student's double degree used for code switching

The result of the interview revealed that the major languages that students of double degree use for their daily conversation in Taiwan are English, and Indonesia. However, one of two participants also used Sundanese, basic Chinese and Spanish as medium for communicating with people. All of language was used based on the people they met and the location where they were. English was a language that students used in the classroom because their courses were delivered in English. Sometimes, all Indonesian students spoke Indonesia when they did interaction each other in the classroom, but talking to the professor and classmates they would used English. As the answer from the participant:

In Taiwan, we took courses whose language delivery was in English (Fadlan, interview, May 21st, 2021).

A participant said that because they took the course in English so that professor and students already known that the language that would be used in the classroom was English. Another participant also answered that English was the language that they used in the class. Even though English was the main language that used, but somehow another participant said that sometimes she was unconsciously speak in *Bahasa Indonesia*, she said:

Lecturing in the class used English. When communicating with friends, I spoke English too. friends besides Indonesian, I used English. Because of my friends, they could not speak Indonesian, and we could not speak Chinese, so I used English, even though sometimes I spoke Indonesian without realizing it. For example, when I wanted to say, "I did not like that." But I said it in Bahasa Indonesia. Then I realized my friend has absolutely no idea about Indonesia. I still let Indonesia slip away from me (Nia, interview, May 19, 2021).

All of students said that *Bahasa Indonesia* would be used when they met Indonesian friends and they would automatically speak *Bahasa Indonesia*. One of participant said:

Depending on the person, if they were Indonesian, I spoke Indonesia. But if they were not Indonesian, I spoke English. Even though I took the fundamentals (the Chinese course), I did not implement it here (Riris, interview, May 16th, 2021).

One of the participants mentioned also she took Chinese course but she said that she did not implement it in Taiwan. She explained that they (her friends) can speak English. Why she had to speak Chinese, and forced herself to speak Chinese whether her Chinese is correct or incorrect. She gave example such as her roommate, in the first time, her roommate is no confidence to speak English, and she said one or two times asked her roommate 可以嗎(May I) ? , because she asked for her roommate permission, that is all, but day by day, her roommate started confidence about her English so they just speak English. Therefore, she did not need to speak Chinese to people around her because they can speak English.

For male participants, one of them said that he practiced his Chinese, the words that he could understand, he practiced it in the outside of campus when he went to shopping. He tried to practice even though his Chinese is limited. Sometimes, he practiced Chinese when he went to restaurant or traditional market. He said that people could not speak English, so I practiced my Chinese or sometimes used body language. He gave example such as 多少錢 (how much cost) ? 我要這個 (I want this) , 我要那個 (I want that), 這個 (this) , 我要學 (I want to study). In addition, other participants said that she used Chinese when she wanted to chit chat with her friends and talked with her boss. She said that if she could answer her boss in Chinese she spoke Chinese, and if she cannot, she said that 對不氣 (I am sorry), and she used gesture, since her Chinese is limited.

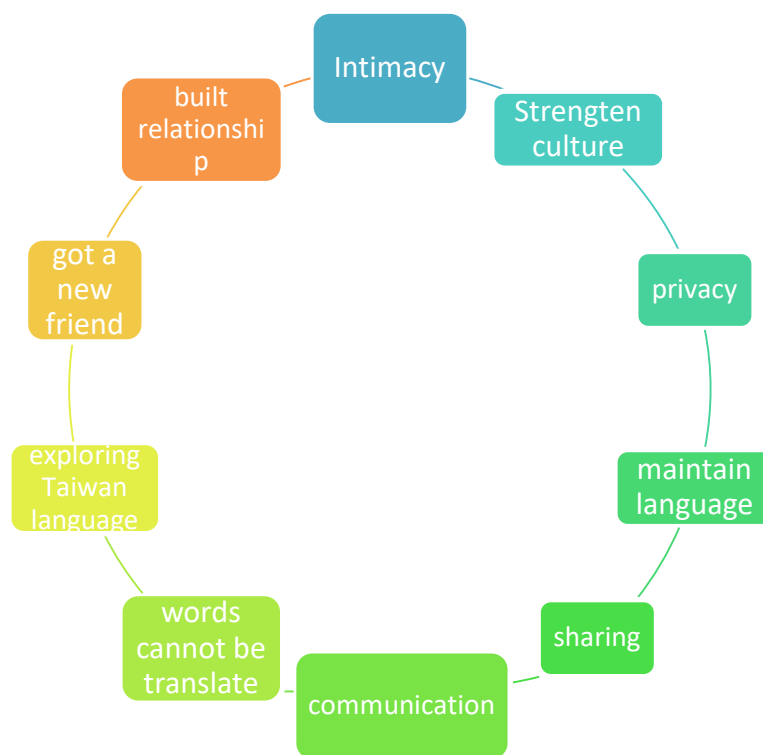
Sundanese was not often to speak by the participant even though they were from same region in Bandung and spoke similar language. Two of female student that they spoke Sundanese when they meet people from Bandung, however, the male student said in the interviewed that he did not speak Sundanese to his friend from Bandung, especially female student. He said:

Yes, for example, with Nia and Riris here, I rarely spoke Sundanese, even though I had spoken several times. In my city, when I had a conversation with a woman, even though she was Sundanese, I spoke Bahasa Indonesia; I did not speak Sundanese, except for men. Well, that was unique. Yes, I did not know either the reason or the solution. perhaps in terms of familiarity. because one of the functions of the Sundanese was to make people

closer. Hence, if I spoke to a male fellow, perhaps we would be closer. However, when it came to women, I preferred to speak Indonesian. Unless the woman was from a village or from areas where the Sundanese language was thick, For example, I had a friend from another city; she was a girl and spoke thick Sundanese (Fadlan interview May 21st, 2021).

From the interviewed above, He did not prefer to speak Sundanese to his friend even though they were in the same program. He thought it was awkward to speak Sudanese, so that was why he was seldom to shift his language into Sundanese, he was more often speak *Bahasa Indonesia*. He also explained that he spoke Sundanese to his acquaintances in the city because his acquaintances he was from village and he is old and his Sundanese was so polite. The participant thought that he needed to respect him and it was more comfortable to shift his language to Sundanese. From interview also found that one participant was learning new language Spanish to her closest friend. She had a condition where she changed her language. She also mentioned that in general she spoke 90% in English and 10% in *Bahasa*, but to her closest friend she spoke 80% in English, 10% *Bahasa Indonesia* because her closest friend also is learning *Bahasa* and 5% Chinese and 5% Spanish. The motivations of use code switching is illustrated in figure 1.

Figure 1. The motivation of use code switching



There were many motivations why students use code-switching during their conversation, intimacy. Switching one language to another language it was more intimacy when we had similar language to individual. But intimacy also could be implemented into society when they were trying to practice the language from the certain country. It made more intimate to citizen. In addition, when student tried to speak one language to another language, it would strengthen culture with mix both language and the more important thing was they spoke without anyone knows about the topic that they want to talk about. One of the participants said as follows.

Because there are a lot of Indonesian people in Taiwan. It was more like wanting to have privacy between each other. Sometimes I was with my friend, who was also Sundanese, and sometimes we spoke Sundanese. However, while living in Indonesia, we did not speak Sundanese (Riris, interview, May 16th, 2021).

From her statement, they actually did not speak Sundanese in Indonesia, but in Taiwan has many Indonesian students so that they needed to speak Sundanese because they wanted to have privacy. Not only her, other participants also said the similar answer. Besides, maintaining the language also to be one of the motivations why student used code switching to their language. They would never forget about the language that they ever learnt so that they needed practice. Exploring the country's language also necessary for exploring their language and they knew the aspects for one culture and practiced it especially in new environment. In addition, there were some words that cannot be translated or it would be quite funny if they tried to speak it. The words that cannot be translated it cannot be delivered the real meaning of the students. The words that cannot be translated and if it was not important it did not matter for students, however if the words that they wanted to speak it was an important matter so that they needed to translate it so the meaning would be delivered well. There was one case also the participant said that she said those sentences such as *Aku sayang kalian* (I love you) and *tetap sehat* (stay safe) to the family in Indonesia. However, those words, it was not common words that speak for Indonesian, so shifting language from Indonesia to English was necessary to express what they mean. The majority language that used by students in Taiwan was English and Indonesian, they thought that English could help them to speak with friends, sharing, got a new friend, talked and built relation with professor in the university. As the one participant said:

Everything, such as chatting with friends, sharing, making new friends, having a conversation with the lecturer to build the relationship, and writing a thesis. In Indonesia, when we went to college, we would just sit down and listen. Contrastingly, in Taiwan, people entered class and spoke English. For example, even though we cannot speak English, our ears would hear it. It was not just absorbing material; I also had to understand what the lecturers were saying, so English is really useful (Riris, interview, May 16th, 2021).

It was clear enough English as the lingua franca in here had many functions that help student to communicate. Another participant also supported this statement, she said:

Yes, it helped. It was because basically all of them are in English, and I shifted to English, so I could just survive in class. For example, I did not have that ability; I definitely could not survive in class. That is because we did not have a lingua franca other than English. (Nia, interview, May 19th, 2021).

Their answers had support each other and from all of the answers from participants, code switching they used for intimacy, strengthen culture, privacy, maintain language, sharing, communication, the words that cannot be translated, exploring Taiwan language, got a new friend and built relationship. Therefore, switching language indeed helped students in Taiwan during their study.

The attitudes of student double degree on code switching

All of students said that they were studying in Indonesia, they use *Bahasa Indonesia* as language instruction. In Taiwan, they had to adapt their-self and their ear with English as language instruction in the class. But the interesting was there was a shifting perspective of one student towards language, English. One participant said:

Actually, even though I did not go here (Taiwan), I know that English is like a bridge. It was like bridging people from anywhere, for example, among countries. In Indonesia, I never speak English. When I was still in kindergarten, my sister used to listen to English songs. I did not really like it. I even said to my sister, "Turn it off." I really did not like it. I covered my ears until I wanted to turn it off (Riris, interview, May 16th, 2021).

This one participant was like surrender, because had to speak English most of the time, but day by day the perspective of English changed from negative to positive, she thought that English as a language for communication was really helpful for her. She also talked to her little brothers that about her experiences here and asked them had to learn English because English was really helpful. The rest of participants also had positive perspective about language that they used in Taiwan such as English and Chinese that they used for chit chat or transaction when shopping. But in the study also revealed that the attitude of the interlocutor when Indonesian students shift their language. One participant said:

If I were in Indonesia and I changed to Sundanese, the main thing would be that my friends would become more open. However, in Taiwan, for example, in class, I switched to Bahasa Indonesia, and the reaction was that they simply stopped listening to me; I believe they know that if I said something they didn't need to hear, they would lose interest. (Nia, interview, May 19th, 2021)

She realized that when she shifted her language from English to *Bahasa Indonesia*, her friends lost their interest for listening, because they realized that she wanted to speak something that they did not need to listen. However, for her friend who could not speak English fluently, they were afraid and tried to avoid saying hello to her. She further gave an example; she just realized when she met her classmate in her department that lived in the same dormitory. She said that she never knew that her classmate because she never saw her. She talked with her and her friend said that she always met her but she just did not know, but she was afraid to say hello. Further she explained that she had a part time job in here, but her Chinese was so limited. Limited Chinese made her difficult to answer to her boss. Sometimes, she answered in English and if boss could not understand she used gesture. The reaction of her boss was angry, he showed his emotion toward her. Another participant said that even she spoke *Bahasa Indonesia*, her language already mix with Sundanese for example suffix words every time she spoke such as *teh* and *mah*, because she already was comfortable. Besides, some people also showed their surprise expression when one of the participant shifted their language suddenly because this participant had a habit to make correct her own sentence during conversation. She said:

I had no idea what the reaction would be. I thought they thought I was a freak. because I sounded like I was talking, it was like I was correcting myself. I was panicking myself; I

must have said something, but I could not explain what just happened in English. Perhaps they thought that I was a bit weird. (Nia, interview May 19th, 2021)

She sometimes was panic by herself because she suddenly shifted her language from English to *Bahasa Indonesia*, she thought that her friend thought of her as freak. She said sometimes she spoke *aku gak suka* (I do not like it) and her friend did not have any idea what she was talking about. Furthermore, one participant said that the interlocutor was happy when he spoke interlocutor's own language, however, when he tried to speak English to Taiwanese who could not speak English, they looked like confused because they could not deliver or gave a feedback in English. This participant thought, if he could speak Chinese, perhaps they would be surprise because he spoke Chinese.

3.2. Discussion

The results showed languages that mostly students of double degree spoken were English, and Indonesia. Meanwhile during certain occasion, they would speak Sundanese or Chinese as medium for their communication with people. English was a language that students used in the classroom because their courses were delivered in English. Hence, talking to the professor and classmates they would use English. This result was similar with finding from Syafrizal et al. (2019) code switching happened in the EFL (English as foreign language) classroom is because the ability of teacher and student ability in English. In order to communicate well in the classroom, double degree course was design use English as lingua franca, because both of teacher and student can speak English, so that is why English as used for communicating each other. It was found also that male student did not prefer to speak Sundanese to his friend even though they were in the same program because they were female. He thought it was awkward to speak Sudanese, so that was why he was seldom to shift his language into Sundanese, he was more often speak *Bahasa Indonesia*. Furthermore, He also explained that he spoke Sundanese to his acquaintances in the city because his acquaintances he was from village and he is old and his Sundaese was so polite. The participant thought that he needed to respect him and it was more comfortable to shift his language to Sundanese. A study from Ebid (2017) also reported similar finding. It found that female have positive responds on code switching than males code switching. This result also can be similar with Dykhanova (2015) metalinguistic is vital function in the classroom for using code switching where native language and gender have impact on the code switching. Based on the finding, a male student of double degree program preferred to use code switching in Sundanese if he met man only.

Finding about the motivation, there were many reasons why double degree program use code switching, such as intimacy, strengthen culture, privacy, maintain language, sharing, communication, words cannot be translated because was quite funny, exploring Taiwan language, got a new friend and built relationship. This finding in line with study from Orynbek et al. (2020) they found that student reason for code switching. Students use code switching because they want to talk about personal issue, it means that it is privacy. Using code switching also made students had sense of belonging and this similar with participant answer they wanted to use code switching because they wanted to strengthen culture with local people in Taiwan. Some students also used code switching because they could not find appropriate word to describe. It happened also to the participant two of them stated that they could not translate the sentence because it will be funny for them, so code switching make it more normal.

The finding about the attitude about code switching, there were two participants had positive perspective about code-switching. In contrast, one participant had different attitude. However, during the process of double degree program, there was shifting perspective of one student towards language, English. In the end of the program, all of them have positive perspective about code switching. This is in line with previous research that conducted by Ma (2014) it found that there were 55.2 percent student have positive respond on code switching, students who chose negative only 6.9 percent. Another study conducted by Dykhanova (2015) also found that from the questionnaire that given to students, majority of student on code switching is negative. It means that there were about 73.5 percent students think that English is fit with them and give benefit, students who chose neutral about 10.5 percent and 16 percent of students do not agree on this. In conclusion, the attitude of students who studied in eastern Taiwan was positive toward code-switching.

4. CONCLUSIONS

4.1. Conclusion

Code-switching is always be found in the community which as multilingual people and languages. People use code switching with various motives. It is depended on their intention to shift the languages. Student double degree program from Indonesia also used code switching in their conversation. There were many languages that they used for code switching, there were two types, first the majority language where most of the time they used, they were English and *Bahasa Indonesia*, and the minority language which those languages that used based on the occasion such as Sundanese, Chinese and Spanish. Those languages were spoken based on the people and place.

The motives also vary, they used code switching such as intimacy, strengthen culture, privacy, maintain language, sharing, communication, the words that could not be translated, exploring Taiwan language, got a new friend and built relationship. The attitude of the students also had strong impression two of them had positive respond used code switching especially English, however one participant felt some changed into her perspective where in the Indonesia she thought that English was not important as people talked then in Taiwan, she thought that English was really important and she shaped her perspective about English. Another finding also showed that the attitude of interlocutor when encounter double degree students, such as angry, afraid, surprise, happy et cetera.

4.2. Suggestions

I recommend another researcher research more about code-switching Indonesian students used when they studied abroad. It is also suggested that they use code-switching as frequently as possible during their research. Grasp the meaning remains the first language even want to perform code-switching. This is expected to further research may be able to reference material and investigate the transfer of language that does not conform with language norms like structure but typically done in the community (Sumarsih, et al., 2014).

REFERENCES

- Ary, D., Jacobs, L.C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th Eds.). Wadsworth.
- Creswell, J. W., & Creswell, J. D. (2018). *Mixed Methods Procedures*. In *Research Defign: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Eds.). SAGE Publishing.
- Dykhanova, A. (2015). *Functions of code-switching and attitudes toward them : A case study* [Thesis, Eastern Mediterranean University]. <http://i-rep.emu.edu.tr:8080/xmlui/bitstream/handle/11129/2942/dykalm.pdf?sequence=1>
- Ebid, H. (2017). *Code switching and attitudinal perception* [Thesis, The American University in Cairo]. <https://fount.aucegypt.edu/etds/470/>
- Jimmi, J & Davistasya, R. E. (2019). Code-mixing in language style of South Jakarta community Indonesia. *Journal of English Education and Applied Linguistics*, 8(2), 193–213. <https://ojs.fkip.ummetro.ac.id/index.php/english/article/view/2219>
- Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (n.d.). *Peta lembaga bipa*. <https://bipa.kemdikbud.go.id/jaga?show=viewBipa&dt=78&usr=>
- Ma, J. (2014). Students ' attitudes towards code-switching in the bilingual classroom of

accounting English. *Journal of Education and Practice*, 5(20), 177–189.
<https://core.ac.uk/download/pdf/234635994.pdf>

- Obiamalu, G. O. &, & Mbagwu, D. U. (2010). Motivations for code-switching among Igboenglish bilinguals: A linguistic and sociopsychological survey. *OGIRISI: A New Journal of African Studies*, 5(1), 27–39. <https://doi.org/10.4314/og.v5i1.52324>
- Orynbek, G. L. N., Gulzhan, A., Erik, G. L. N., Gaziza, K. & Gauhar, B. (2020). Students reasons and attitudes for code- switching in language classroom case of Kazakhstan (bilingual situation). *International Journal of Psychosocial Rehabilitation*, 24(7), 6282–6294. <https://elibrary.ru/item.asp?id=43277144>
- Sumarsih, Siregar, M., Bahri, S., & Sanjaya, D. (2014). Code witching and code mixing in Indonesia: Study in sociolinguistics. *English Language and Literature Studies*, 4 (1), 77-92. doi:10.5539/ells.v4n1p77
- Syafrizal, S., Gailea, N., & Pratiwi, F. (2019). Indonesian teacher’s code Switching and mixing in EFL context. *English Language Teaching and Linguistics Studies*, 1(1), 1–13. <https://doi.org/10.22158/eltls.v1n1p1>
- Yuliana, N., Luziana, A. R. &, & Sarwendah, P. (2015). Code-mixing and code-switching of Indonesian celebrities: A comparative study. *Lingua Cultura*, 9(1), 47–54. <https://doi.org/10.21512/lc.v9i1.761>