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Informatic Engineering Students' Perceptions Towards the Use of Code Switching and Code Mixing in English Language Learning

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ABSTRACT

Code switching and code mixing are often found, especially among English language learners who perceive English as a foreign language. This research aims at discovering students' perception on the use of Code Switching and Code Mixing in the English learning process. Data was obtained by giving questionnaires using google form to 100 student respondents and was described in a quantitative and qualitative manner where the data was analyzed quantitatively using excel formula and described qualitatively by confirming previous researches. The results of this research show a positive response to the use of code switching and code mixing in English learning as seen from the average percentage results for each indicator, namely, (1) Learning English using code switching and code mixing makes it easier for students to participate in English learning, getting an average percentage of 83.2% which is categorized as very positive. (2) It is easier for students to learn English if the class atmosphere is in Code Mixing, getting an average percentage of 78.9% which is categorized as positive. (3) It is easier for students to learn English if the class atmosphere is in Code Switching, getting an average percentage of 92.78% which is categorized as very positive. (4) Students do not feel disturbed by the use of Code Switching and Code Mixing in the classroom learning setting, getting an average percentage of 97.78% which is categorized as very positive.

Keywords: *Code Switching, Code Mixing, Students' Perception, Learning Method*

INTRODUCTION

Language and society are closely related, where a language can be a representation of a society. There is a phenomenon that occurs in society where people communicate with each other using more than one language called bilingualism. The phenomena of using multi languages in multilingual setting leads to another phenomena called code switching and code-mixing (Fanani & Ma'u, 2018; Novedo & Linuwih, 2018). Code Switching and Code Mixing are commonly found in multilingual communities where speakers shift their languages consciously or unconsciously in conversation for some purposes. The switched languages can be two or more languages depending on what language all speakers agree on. People switch and mix languages because they are trying to emphasize the message and to avoid

misunderstandings. An example of Code Switching and Code Mixing that occurs is when teachers teach English to Indonesian students, they often explain the material in both Indonesian and English. The purpose of using Indonesian in teaching English is to make the material easier to understand (Pratama, 2022).

The use of Code Switching and Code Mixing in society is discussed in sociolinguistics that concerns the relationship between language and society, including the ways in which language understands social meaning. Sociolinguistics is a subfield of linguistics that focuses on the analysis of language in relation to social knowledge or the use of language in relation to social groups (Balqis et al., 2024). In sociolinguistics, codes are described as variations to refer to any linguistic set including accents, linguistic styles, dialects, and different languages (Holmes, 2001). There are three factors that determine the code a speaker takes: participants, setting, and topic. In addition, Shridhar (1996) in Wardhaugh and Fuller (2014) states that the level of competency in a code is developed based on the needs of the speaker in a particular situation. According to these factors, it is clear that people take codes, either on purpose or naturally, based on who they talk to and the situations they encounter. Apart from that, the choice of language used in communication can also determine the social context of the speaker (Novedo & Linuwih, 2018).

Code switching refers to changing one language to another in an expression. Yuliana, Luziana, and Sarwendah (2015) explain Code Switching as a phenomenon that occurs in bi or multilingual communities where there are two or more languages. Meanwhile, Nunan and Carter (2001) in Al-Emran and Al-Qaysi (2017) show that Code Switching is the process of exchanging the speaker's mother tongue and the target language they acquire. Thus, Code Switching involves more than one language that all speakers agree occurs spontaneously or with purpose. Furthermore, Code Switching is divided into three types (Poplack, 1980): (1) Intra-sentential Code Switching; (2) Inter-sentential Code Switching; and (3) extra-sentential Code Switching. Apart from that, Stockwell (2007) categorizes Code Switching into three types: (1) Tag-Switching, (2) Inter-sentential Switch, (3) Intra-sentential Switch. Another category of Code Switching is also classified by Hoffmann (2014) in Yusuf, Fata, and Chyntia (2018) that Code Switching consists of four types, namely inter-sentential switching, intra-sentential switching, tag switching and establishing continuity with the previous speaker. In the other hand, according to contextual classification, Code switching is divided into two categories, namely situational and metaphorical code switching (Holmes, 2001). Situational code switching occurs when people switch from one code to another for reasons which can be identified. Metaphorical code switching occurs when the speaker is a skilled bilingual. The speaker uses code switching like metaphor only to enrich his or her communication. From the linguists above, they have the same category of switching, namely inter-sentential switching, intra-sentential switching, and tag switching.

1. Inter-sentential switching occurs in different sentence (Yusuf et al., 2018). Example utterance is “Ketika Belajar Bahasa Inggris kita lebih fokus kepada Grammar. You have to stop doing that! Ketika mempelajari Bahasa Inggris sebaiknya fokus pada tujuannya dulu” above utterance employs Indonesian and English that starts with a complete Indonesian sentence and then be followed by an English sentence and be ended by Indonesian sentence so that the switching occurs sentence by sentence. As seen in the example, it implies that the speaker employs two different languages that are separated by sentence.
2. Intra-sentential switching occurs within a sentence. It implies that a sentence contains more than one language. An example of this type of switching is “Jadi hari ini kita akan fokus ke Grammar walaupun sebenarnya saya tahu you hate grammar so much” above utterance is mainly in Indonesian but the speaker inserts English to end the sentence. Yusuf et al., (2018) notices that intra-sentential switching involves syntactic risks

because words or phrases in another language are inserted into the first language within one sentence or utterance. The risk possibly happens since each language have its syntactic rule that could be different from one language to another.

3. Tag switching refers to the tag, including phrase, exclamation, or parenthetical remark inserted in another language. It is usually expressed to emphasize the utterance, hold the listeners' attention, and move the action. Comparing from the other types of code switching, tag switching seems to have less grammatical risk so that it can be more flexible to be inserted in any language. The examples of tag switching that mostly inserted in Indonesian are 'well', 'you know?' 'I mean'. 'okay', 'yes'.

Code Mixing is another phenomenon mostly found in casual interactions of multilingual communities that refers to mixing languages within a sentence. This could be the insertion of a different language into the dominant language in an expression. Muysken in Poplack and Walker (2003) described Code Mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. He also classified Code Mixing into three types, namely insertion, substitution, and congruent lexicalization. Insertion, in this process of code mixing, is conceived a similarity of borrowing language. Nevertheless, the difference obtained in the size and the type of the element inserted. Alternation is considered similar to the switching of codes between turns and utterances. Fanani & Ma'u (2018) perceive alternation as the situation where two languages are divided into the grammatical structure. In other words, the two different languages in mixed up into one sentence. Congruent Lexicalization has linear and structural equivalent between the two languages used. Here in this process of Code Mixing, both languages share a grammatical structure that can be filled lexically with element from either language.

The difference between code switching and code mixing lies in the scope of the change. Code switching is a shift between languages or varieties at the level of sentences or clauses, while code mixing is the blending of elements within a single utterance. The use of Code Switching and Code Mixing is influenced by the language background of the speaker, social and cultural context and the level of formality of the situation. In English learning settings, the phenomenon of Code Switching and Code Mixing is often found, especially in English language learners who have very little exposure to English. Previous study even suggested that the use of Code Switching and Code Mixing in English learning can be part of a good learning method (Waluyo, 2017). In the learning process, there is a relationship between bilingualism and receptive language skills, reading and listening (Divina, Setyawan, and Nurhidayah 2022). Dewi, Sopiah, and Rachman (2024) stated that the ability to switch between two or more languages produces brain training that can increase cognitive flexibility and optimize executive functions, such as impulse control and problem solving. The importance of using bilingualism in the learning process has been realized by language teachers, so that many language teachers use two or more languages in the process of explaining material. several reasons appear to trigger code switching and code mixing in a communication, there are to facilitate the communication, to express personal or social identity, to highlights certain concepts, and to learn and teach Language.

There are several studies that have discussed Code Switching and Code Mixing separately or as a unit of bilingual speech. There was previous research that focused on the code-switching phenomenon, one of which was from Yuliana, Luziana, and Sarwendah (2015) who analyzed code switching in Indonesian celebrities. It was found that celebrities with native speaker parents were fluent in code switching and code mixing. Research on code switching has also been carried out on Indonesian novels by Yusuf, Fata, and Chyntia (2018). They revealed that Intersentential switching was the most common type found in the novel written by Ika Natasha entitled *Antalogi Rasa*. There were also international studies that focused on Code Switching such as Al-Emran and Al-Qasyi (2017) who found out that students were more

active in code switching than educators in higher education institutions in the Gulf Region, Oman. Separately, Code Mixing has also been researched by (Nuraeni, Farid, and Cahyati (2018) who investigated dominant Code Mixing based on the language element theory proposed by Suwito (1985). The results revealed that the most dominant Code Mixing was obtained at the word level. Another research that combines Code Switching and Code Mixing was from Fanani & Ma'u (2018) who discovered the types of Code Switching and Code Mixing and also the factors behind the use of these codes in the learning process.

According to previous studies on Code Switching and Code Mixing, which stated that there is a lot of mixed language use in everyday communication, it is also necessary to understand how English language learners respond to the use of language mixing in the English learning process. It is important to look at the phenomenon of Code Switching and Code Mixing from the learner's perspective. Therefore, this research focuses on the perception of students who are studying English regarding the use of Code Switching and Code Mixing in the learning process. This research aims at discovering students' perception on the use of Code Switching and Code Mixing in the English learning process. Apart from that, to find out whether the use of Code Switching and Code Mixing helps students understand the learning material and what types of codes students think can help them understand English.

METHOD

This research used the combination of quantitative and qualitative methods where the data was analyzed quantitatively using excel formula to get the average value and discussed qualitatively by confirming with prior researches. The data was obtained from a questionnaire given to Informatics Engineering students who were taking English courses in 2025. The questionnaire distributed consisted of 12 questions which were divided into 3 groups, the group of questions is to find out: (1) whether students were helped by the use of Code Mixing and Code Switching, (2) the types of Code Mixing and Code Switching that often occur in learning classes, and (3) whether the use of Code Mixing and Code-Switching hindered students in practicing speaking English.

The types of questions are based on a Likert Scale with response scale values ranging from 1 to 5, and the values for the scale are as follows: 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree. To perform better analysis, the scale was reversed for negative items. The research sample was 100 Informatics engineering students who were taking English courses from the population around 800 students. The instrument used was a questionnaire consisting of 13 questions which were distributed online using Google Form. The collected data was then analyzed in the form of average values with the help of Microsoft Excel. Last, to determine the respondent's perception, the average value obtained from the analysis results will be categorized in the questionnaire indicator criteria according to Sugiyono, (2011) as follows:

Table 1. Questionnaire indicator criteria

No	Percentage	Criteria
1	0-20	Very Negative
2	21-40	Negative
3	41-60	Fair
4	61-80	Positive
5	81-100	Very Positive

Soucer: Sugiyono (2011)

RESULTS AND DISCUSSION

Results

This research distributes 13 question items which are divided into 3 parts. The first part is to find out whether the use of Code Switching and Code Mixing helps students understand the learning material by question number 1, 2, 3, 4, the second part consists of question items 5, 6, 7, 8, 9, 10 to find out what types of code students think can help them understand English learning, and the third part to find out whether the use of Code Switching and Code Mixing becomes a distraction in the learning process by question number 11, 12, 13.

From 13 questions, there are four indicators to answer the research questions. First indicator to find out whether learning English using code switching and code mixing makes it easier for students to participate in learning. Then the second indicator finds out whether it is easier for students to learn English if the classroom atmosphere is in Code Mixing, while the third indicator is to find out whether it is easier for students to learn English if the classroom atmosphere is in Code Switching. The fourth indicator is to find out whether students do not feel concerned by the use of code switching and code mixing in the learning settings. The results of questioner distributions are as follow.

Tabel 2. Criteria for Indicator 1

No item	Indicator	Score	Frequency	Total Average Score	Percentage
1, 2, 3, 4	Learning English using code switching and code mixing	5	163	815	48,98
	makes it easier for students to participate in learning.	4	157	628	37,74
		3	63	189	11,36
		2	15	30	1,80
		1	2	2	0,12
Total		400	1664	100	
	Maximum score			8000	
	Average percentage			83,2	
	Criteria			Very Positive	

Tabel 3. Criteria for Indicator 2

No item	Indicator	Score	Frequency	Total Average Score	Percentage
5, 8, 9,	It is easier for students to learn English when the classroom setting is code mixed	5	85	425	35,93
	English when the classroom setting is code mixed	4	121	484	40,91
		3	87	261	22,06
		2	6	12	1,01
		1	1	1	0,08
Total		300	1183	100	
	Maximum score			4500	
	Average percentage			78,89	
	Criteria			Positive	

Tabel 4. Criteria for Indicator 3

No item	Indicator	Score	Frequency	Total Average Score	Percentage
6,7,10	It is easier for students to learn English when the classroom setting is code switched	5	55	275	26,32
		4	92	368	35,22
		3	107	321	30,72
		2	35	70	6,70
		1	11	11	1,05
	Total		300	1045	100
	Maximum score			4500	
	Average percentage			92,78	
	Criteria			Very Positive	

Tabel 5. Criteria for Indicator 4

No item	Indicator	Score	Frequency	Total Average Score	Percentage
11,12,13	Students do not feel concerned by the use of code switching and code mixing in the classroom learning setti	5	64	320	29,09
		4	115	460	41,82
		3	93	279	25,36
		2	13	26	2,36
		1	15	15	1,36
	Total		300	1100	100
	Maximum score			4500	
	Average percentage			97,78	
	Criteria			Very Positive	

Discussion

From the results of data analysis, it can be seen that the majority of respondents agree with the use of code mixing and code switching in English learning settings in both online and offline classes. This can be seen in questions 1 to 4 with an average response percentage of 83.2% which is categorized as a very positive response. Questions number 1-4 discover whether the use of English and Indonesian in English learning settings can make it easier for students in the learning process. It is in accordance with the previous research from Pharamitha et al., (2021) who discovered that the use of Indonesian language in English classroom helps students in learning English easily. Confirmed by Dewi, Sopiah, and Rachman (2024), bilingualism has a significant impact on individual cognitive development by involving brain training which can increase cognitive flexibility. The use of two languages helps students to understand the explanations and instructions given by the instructor. Additionally, Code mixing and code switching also facilitate better method in English learning process (Novianti & Said, 2021). When the lecturer teaches English as foreign language, code switching also becomes strategies of learning. The teacher usually uses target language when they explain the material and then they switch again into Indonesian to make sure that students understand the material. The student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language (Waris, 2012). According to Waluyo (2017) the use of code switching and code mixing in repetition also makes it easier to explain things and translate new vocabulary.

Then to answer the second question in the research problem, from the results of the questionnaire it can be seen that students give a positive response to code mixing and code switching, the average percentage of code switching was 92,78% which was higher than code mixing that obtained 78.89%. From the average percentage, it can be concluded that students tend to prefer the use of code switching over code mixing in English learning settings. The phenomena of code switching is not only a matter of sociolinguistic but also a social psychological and pragmatic phenomenon that may occur both consciously and unconsciously (Yankova & Vasilleva, 2013). The reasons why students choose to switch language between Indonesian and English or vice versa because it can build better environment, building motivation and creating more apparent learning interaction (Khalisha et al., 2021). It also helps students obtain clarity when they have limited vocabularies (Abdulloh & Usman, 2021). As students get benefits from code switching in the learning process, a better cognitive level can eventually be accomplished (Aurellie et al., 2023). Cognitive ability is a skill where the brain does its work from the easiest to the most difficult. This is closely related to bilingualism, because here the brain is trained regularly in the process of switching from one language to another. Therefore Bilingual ability is closely related to cognitive ability (Nofiana S et al., 2023)

Although students' responses to the use of code switching and code mixing are categorized as positive, there is still a concern whether the use of Indonesian in learning English will offer a distraction during the learning process. To answer this concern, question items number 11, 12, and 13 are given. The results of the questionnaire reveal that students' do not feel concerned by the use of Indonesian in the English learning process. This can be seen from the average percentage, namely 97.78% which is categorized as a very positive response. Therefore, the use of code mixing and code switching can still be used.

The use of code mixing and code switching actually helps students reduce their nervousness when practicing speaking or asking questions to the lecturer. It also preven by the research from Yana & Nugraha (2019) who discovered that students get advantage from the use of code switching in the class such as enabling them to understand the material easily, helping them increase new vocabularies and learn English faster, helping them understand every sentence in English, take the main point of the learning, avoid confusion, and build comfort and confident in learning English. Students' confidence in expressing ideas and opinions is partly derived from the language used. Students tend to find it easier to express their opinions and ideas or responds to the lecturer using their mother tongue language, Indonesian.

There are several factors behind the occurrence of code mixing in an english learning process, there are (a) conversation habit, absence of or difficulty to find established equivalence; and impression of being modern and some factors that trigger code switching are quoting texts, clarifying intention; and instructing the students, (Fanani & Ma'u, 2018). Furthermore, The use of code switching and code mixing in the English learning settings has several positive effects on students in grasping the materials and building confident (Waluyo, 2017) (Rohman et al., 2024) (Hakim et al., 2019). It is seen in the results of this research that majority students repond positive to the use of code switching and code mixing, however it also needs control and limitation. Despite the positive effects, the use of Indonesian in English learning setting needs to be limited to vocabulary or sentences that are not yet understood, so that English is still the main and dominant language that must be used more often in the learning process. Lecturers or instructors must have control over the use of language in class.

From the discussion above, the conclusions drawn is that code switching and code-mixing help students and lecturers or teachers in the process of Learning English as foreign language. Code Switching and code mixing help the communication between lecturers and students more fluent. This can help in conveying the message more clearly and precisely. Code switching and code mixing can also help students understand more complex subject matter. For

example, a lecturer might use Indonesian to explain a complicated grammar concept, then switch to English for an example problem. The use of bilingual language can engage students' attention and participation in the class. They feel more confident to speak and ask questions if they are allowed to use the language, they are more comfortable with.

CONCLUSION

Based on the results and discussion, it is concluded that there is a positive response to the use of code mixing and code switching when learning English. There is also an average percentage for each question indicator, are explained as follow:

1. Learning English using code switching and code mixing makes it easier for students to participate in English learning, obtaining an average percentage of 83.2% which is categorized as very positive.
2. It is easier for students to learn English if the class setting is in Code Mixing, obtaining an average percentage of 78.9% which is categorized as positive.
3. It is easier for students to learn English if the class setting is in Code Switching, obtaining an average percentage of 92.78% which is categorized as very positive.
4. Students do not feel concerned by the use of Code Switching and Code Mixing in the classroom, obtaining an average percentage of 97.78% which is categorized as very positive.

The results of this study recommend English teachers or instructors to have control over the language used in the class, teachers are also recommended to use code switching and code mixing only when they need to emphasize and clarify the materials and topics being discussed. There are also limitations that reduce the validity of the results. Among them is that this research was only carried out in one study program, and was only carried out in 5 classes by 3 different lecturers. Therefore, it is expected that further research can cover several study programs to represent the entire university. Apart from that, analysis of the use of code mixing and code switching is also needed to find out what types of code mixing and code switching are often found in the learning process. Further research related to the reasons and factors of code switching and code mixing happen in the class is also needed to obtain broader impacts in English education especially in conducting the evaluation of English learning process.

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