

Teachers' Code-Switching and Code-Mixing in Spoken Short Functional Texts at SMP N 10 Semarang

Alin Anastasya Winanta¹, Dias Andris Susanto², Jafar Sodik³

^{1,2,3}Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Semarang, Indonesia

Email: alin.anastasya07@gmail.com; diasandriiss@gmail.com; jafarsodik1967@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis-jenis alih kode dan campur kode yang dilakukan oleh guru dalam teks fungsional pendek lisan, jenis yang dominan, dan faktor-faktor yang mempengaruhinya. Penelitian ini menggunakan metode deskriptif kualitatif. Sumber data diambil dari tuturan guru bahasa Inggris didalam kelas. Hasil penelitian ada 61 ujaran guru yang meliputi alih kode 37 ujaran (60,66%) dan campur kode 24 ujaran (39,34%). Guru menggunakan 3 jenis alih kode, yaitu alih kode antar kalimat, alih kode intra kalimat, dan alih kode tag. Kemudian juga menggunakan 3 jenis campur kode, yaitu campur kode penyisipan, campur kode pergantian, dan campur kode kongruen. Tipe yang dominan pada code-switching yaitu inter-sentential code-switching 30 ujaran (81,08%), serta code-mixing yaitu insertion 15 ujaran (62,50%). Faktor yang mempengaruhi penggunaan alih kode dan campur kode adalah situasi dimana kemampuan siswa dalam berbahasa Inggris masih kurang.

Keyword: Alih kode; Campur kode; Teks fungsional pendek yang diucapkan

ABSTRACT

This study aims to determine the types of code-switching and code-mixing made by teachers in spoken short functional texts, the dominant type, and the factors that influence it. This research uses a descriptive qualitative method. The data source was taken from the English teacher's speech in the classroom. The result of the study was 61 teacher utterances which included 37 utterances of code-switching (60.66%) and 24 utterances of code-mixing (39.34%). The teacher used 3 types of code-switching, namely inter-sentence code-switching, intra-sentence code-switching, and tag code-switching. Then it also uses 3 types of code-mixing, namely insertion code-mixing, alternation code-mixing, and congruent code-mixing. The dominant type of code-switching is inter-sentential code-switching 30 utterances (81.08%), and code-mixing is insertion 15 utterances (62.50%). The factor that influences the use of code-switching and code-mixing is the situation where students' ability in English is still lacking.

Keyword: Code-switching; Code-mixing; Spoken short functional text

Corresponding Author:

Alin Anastasya Winanta,
Universitas PGRI Semarang,
Jl. Sidodadi Timur Jalan Dokter Cipto No.24, Karangtempel, Kec. Semarang
Tim., Kota Semarang, Jawa Tengah 50232, Indonesia
Email: alin.anastasya07@gmail.com



1. INTRODUCTION

Language plays a central role in human life, especially as a means of communication in society (Fanani & Ma'u, 2018). In Indonesia, the use of more than one language in daily life is very common, including local languages, Indonesian, and foreign languages such as English. This condition creates a common situation of bilingualism and multilingualism in society. Ozsen et al., (2020), state that bilingualism is a term which refers to communication of a person in two different languages.

The general communication system shared by two or more participants in any situation can be described as a code (Bayot, 2020). Teachers usually use Indonesian as the language of instruction and English as the target language. Code switching occurs when two or more languages are utilized in a discussion without altering the topic (Kumar et al., 2021). Code mixing occurs when a speaker combines his or her native language with two other languages to communicate (Riadil & Dilts, 2022). Poplack (1980) and Milroy & Muysken

(1995), state that code-switching is divided into three main types: inter-sentential code-switching, which is switching from one language to another between different sentences; intra-sentential code-switching, which is switching from one language to another in the middle of a sentence, by inserting a phrase or clause from another language; and tag the insertion of words or short phrases (such as interjections, pronouns, etc.) from one language into the sentence structure of another language. Muysken (2000), states that code-mixing is divided into three main types namely insertion, where insertion of a single constituent (word, phrase, or clause) from one language into the structure of another language; alternation, which is a transition between structures from two different languages, both within sentence and clause boundaries; and congruent lexicalization, where a pattern in which lexical elements from two languages are included together into a structure taken from one of the languages. These two phenomena often occur in bilingual situations, especially in the context of foreign language learning such as English in Indonesia.

Sampurna (2023), in his research discusses the types of code-switching and the frequency of the types of code-switching most often used in English classes. In her research, she found 3 types of code-switching used, namely tag switching, inter-sentential code-switching, and intra-sentential code-switching which became the most dominant type of code-switching. Novianti & Said (2021), they describe several points, namely first the use of code-switching and code-mixing in the classroom communication process, second the function of code-switching, and finally the function of code-mixing. They state that code is needed to facilitate learning.

Studies on the implementation of English language teaching in the real classroom context have been revealed by (Wulandari et al., 2024); (Susanto et al., 2024); (Kurniawan et al., 2024); (Aldizeeri et al., 2023); (Naim et al., 2023, September) exploring that proceeding the English teaching materials need some efforts like, using games, artificial intelligence, learning media, and some strategies to make students understand towards the spoken materials including the barriers of it. Accordance with this statement, code switching and code mixing is a way to delivers those games or media to be absorbed by students in gaining the Knowledge and skill through them.

Regarding with grounding of teachers using code swicthing and code mixing in teaching spoken activity, some discussion have already explained by (Faqih et al., 2023); (Pramesti et al., 2023); (Khasanah et al., 2023); (Maemunah et al., 2023); (Khalifasati et al., 2023) stated that to run those CS (code switching) and CM (code mixing) in the classroom, teachers may use some approcahes to conduct the materialas using some language learning strategies like; cognitive, social, compensation, affection, and metacognitive to bridging its implementation on the speaking classroom.

Talking about those previous studies, there are those that discuss the types and frequencies of code switching in learning, there are also those that discuss the types and functions of code switching and code mixing in learning. Meanwhile, this study focuses on the types, the dominant type, and the factors of code-switching and code-mixing in teacher-produced sentences in short functional spoken texts.

2. RESEARCH METHOD

In this research, researchers use descriptive qualitative research types. The data used is classified as qualitative because it is in written and spoken form (words), not numbers. Qualitative research is its own field of inquiry. It cuts across disciplines, fields, and subject matter. According to Moleong (2007), descriptive qualitative research is research that aims to understand the phenomenon of a research subject by describing it in the form of words or writing. Creswell (2018), also states that qualitative methods rely on text and image data, have unique steps in data analysis, and utilize diverse designs. Descriptive qualitative data is usually needed to describe and analyze the data under investigation. This research was conducted in the field. Field research is used to collect primary data directly from individuals. This research was conducted using descriptive qualitative techniques by researcher. The data collected from classroom observations and interviews were examined qualitatively, and the researcher tried to summarize the findings of this research.

3. RESULTS AND DISCUSSION

A. *Code-switching was made by the teacher*

The researcher found that the code-switching used by the teacher occurred 38 times, namely intra-sentential code-switching 6 times (16,22%), tag code-switching only 1 time (2,70%), and the most frequently produced by teachers is code-switching inter-sentential as many as 30 times (81.08%).

Table 1. Types of code-switching

No.	Types of code-switching	Frequency	Percentage
1.	Inter-sentential code-switching	30	81,08%
2.	Intra-sentential code-switching	6	16,22%
3.	Tag code switching	1	2,70%
Total		37	100%

The following is a sample of data from the discovery of code-switching:

1. Inter-sentential code-switching

Inter-sentential switching is switching from one language to another between different sentences.

Example 1: *"What is announcement? Apa itu pengumuman?"*

The sentence above exemplifies inter-sentential switching because it involves switching languages between two distinct sentences. The first part, "What is announcement?" is entirely in English and poses a question about the nature of an announcement. The second part, "Apa itu pengumuman?" is in Indonesian, translating to "What is the announcement?" in English. This type of code-switching is characterized by the clear separation of sentences in different languages, with each sentence fully expressed in one language before transitioning to the other.

Example 2: *"Next is the parts of announcement. Selanjutnya adalah bagian-bagian dari pengumuman."*

The utterance "Next is the parts of announcement. Selanjutnya adalah bagian-bagian dari pengumuman." is an example of inter-sentential switching because the switch between languages happens between two separate sentences. The first sentence is in English: "Next is the parts of announcement," and the second sentence is in Indonesian: "Selanjutnya adalah bagian-bagian dari pengumuman." This type of code-switching is known as inter-sentential because the language change occurs after a sentence is completed, not within the same sentence.

Inter-sentential switching often occurs when a speaker is comfortable using both languages and alternates between them to convey their message more effectively. In this case, the speaker provides information in English first, then repeats or explains the same point in Indonesian. This approach allows the speaker to reach a broader audience, ensuring that listeners who are more comfortable with either language can understand the message clearly. Inter-sentential switching helps maintain the flow of communication while incorporating both languages for inclusivity and better comprehension.

2. Intra-sentential code-switching

Intra-sentential switching is switching from one language to another in the middle of a sentence by inserting a phrase or clause from another language.

Example 1: *"Are you ready for pelajaran kita?"*

The utterance "Are you ready for pelajaran kita?" is an example of intra-sentential switching because it involves switching languages within a single sentence. The sentence starts in English with "Are you ready for" and then shifts to Indonesian with "pelajaran kita," which means "our lesson" in English. This type of code-switching happens when a speaker incorporates words or phrases from one language into a sentence that is mostly in another language.

Intra-sentential switching occurs when speakers mix languages within the same sentence to make their communication more effective or to clarify a point. In this example, the speaker begins with an English question but switches to Indonesian for the term "pelajaran kita" to specify what they are referring to. This allows the speaker to use familiar terms from both languages, making the message clearer and more inclusive for listeners who understand both languages. By blending elements from both languages in one sentence, the speaker ensures that the concept of "our lesson" is communicated clearly to everyone in the conversation.

Example 2: *"So, the information biasanya bisa tentang hal-hal yang penting."*

The utterance "So, the information biasanya bisa tentang hal-hal yang penting." is an example of intra-sentential switching because it involves changing languages within the same sentence. The sentence starts in English with "So, the information" and then switches to Indonesian with "biasanya bisa tentang hal-hal yang penting," which translates to "is usually about important things." This switch occurs smoothly within the sentence structure, blending English and Indonesian in a single thought.

Intra-sentential switching happens when speakers mix elements from different languages within one sentence. In this case, the speaker begins in English but inserts Indonesian terms to complete the sentence. This type of switching allows the speaker to use familiar phrases from both languages, making the sentence more relatable or understandable to the audience. By incorporating Indonesian phrases, the speaker can add nuances or context that may be better expressed in that language, while still maintaining the overall structure in English. This approach helps in communicating effectively with listeners who are comfortable with both languages.

3. Tag code-switching

Tag switching is the insertion of words or short phrases (such as interjections, pronouns, etc.) from one language into the sentence structure of another language.

Example 1: *"Kadang ketua kelas itu menyampaikan pengumuman, right?"*

The utterance "Kadang ketua kelas itu menyampaikan pengumuman, right?" is an example of tag switching because it involves adding a phrase from one language at the end of a sentence primarily in another language. In this case, the sentence starts in Indonesian with "Kadang ketua kelas itu menyampaikan

pengumuman," which means "Sometimes the class president makes announcements," and then switches to English with "right?" This English tag is used to seek confirmation or agreement from the listener.

Tag switching typically occurs when a speaker inserts a brief phrase or question in another language to clarify or emphasize their point. Here, the speaker uses the English word "right?" to check if the listener agrees or understands what was said in Indonesian. This method helps ensure that the listener is following along and agrees with the statement. By adding a tag in a different language, the speaker can bridge language gaps and make sure that their message is clear and comprehensible to everyone in the conversation. This form of switching is useful in multilingual settings where speakers want to engage their audience and confirm understanding.

B. Code-mixing was made by the teacher

The researcher found that the code-mixing used by the teacher was 24 times, which is insertion code-mixing 15 times (62,50%), alternation code-mixing 6 times (25,00%), and congruent lexicalization code-mixing 3 times (12,50%).

Table 2. Types of code-mixing

No.	Types of code-mixing	Frequency	Percentage
1.	Insertion	15	62,50%
2.	Alternation	6	25,00%
3.	Congruent Lexicalization	3	12,50%
Total		24	100%

The following is a sample of data from the discovery of code-mixing:

1. Insertion

Insertion occurs when a lexical item (word or phrase) from one language is inserted into a sentence or structure of another language.

Example 1: "Oke ready ya!"

The utterance "Oke ready ya!" is an example of insertion in code mixing. Insertion occurs when a speaker includes a single word or a small phrase from one language into a sentence that is mostly in another language. In this case, the speaker uses the Indonesian phrase "Oke ready ya!" where "Oke" (a variation of "okay") and "ya" (a casual way to confirm or agree) are from Indonesian, while "ready" is an English word. The sentence structure is predominantly in Indonesian, but the insertion of the English word "ready" into it is what characterizes this example as insertion.

Insertion happens because the inserted word or phrase fits smoothly into the sentence without changing its overall grammatical structure. In this case, "ready" is used to express the state of being prepared, and it blends seamlessly with the Indonesian words "Oke" and "ya." The use of "ready" might be due to the speaker's familiarity with English or because "ready" is a commonly understood term in both languages. Insertion allows speakers to combine languages in a way that feels natural and emphasizes certain concepts or ideas effectively, even if only a few words are mixed in.

Example 2: "Date, apa itu tadi date?"

The utterance above belongs to insertion because it involves inserting words or phrases from one language into a sentence primarily in another. In this case, the main language of the sentence is Indonesian, with the insertion of the English word "date." The sentence starts with "Date," which is English and continues with "apa itu tadi date?" which translates to "What was date?" in Indonesian. This type of mixing is characteristic of insertion, where elements from one language are inserted into a sentence, mostly in another.

In this utterance, the speaker uses the English word "date" in an Indonesian sentence to emphasize or clarify the term. By including the English word "date," the speaker might be addressing a specific concept or item that is best understood or recognized in English. This insertion helps blend languages smoothly, ensuring the term is clear and recognizable to the audience. Insertion allows speakers to integrate foreign terms that might be more familiar or precise, enhancing communication and ensuring that specific ideas or objects are conveyed.

2. Alternation

Alternation is a transition between structures from two languages within sentence and clause boundaries.

Example 1: "Today kita akan belajar about announcement."

The utterance "Today kita akan belajar about announcement." is an example of alternation in code mixing. Alternation occurs when a speaker switches between languages at different parts of a sentence or clause. In this case, the speaker begins the sentence in English with "Today" and then switches to Indonesian with "kita akan belajar" (which means "we will learn"), and finally returns to English with "about announcement." This type of switching happens at different points in the sentence, with each language used for different segments.

This example shows alternation because the speaker changes languages at different points rather than mixing them within a single sentence structure. The first part of the sentence is in English, then the middle part shifts to Indonesian, and the last part returns to English. This alternation allows the speaker to use different languages to fit the context or to emphasize certain parts of the message. For instance, English might be used for specific terms like "announcement" because it is commonly understood in that language, while Indonesian is used for the broader context of the lesson. This switch helps in making communication more effective and clearer, especially in multilingual settings.

Example 2: *"The purpose atau tujuan of the announcement adalah untuk memberikan suatu informasi."*

The utterance "The purpose atau tujuan of the announcement adalah untuk memberikan suatu informasi." is an example of alternation in code mixing. Alternation occurs when a speaker switches language at different points within a sentence or conversation. In this case, the sentence starts in English with "The purpose" and continues with "of the announcement," then switches to Indonesian with "atau tujuan" (which means "or purpose") and continues in Indonesian with "adalah untuk memberikan suatu informasi" (which means "is to provide some information"). This language switching happens at different parts of the sentence, with each language being used separately.

This example illustrates alternation because the sentence shifts between English and Indonesian at various points, rather than blending the two languages throughout the entire sentence. The speaker begins with English terms to introduce the concept, switches to Indonesian to elaborate, and then returns to English for specific phrases. This method of switching allows the speaker to use each language where it best fits, helping to clarify or emphasize different aspects of the message. By alternating between languages, the speaker makes the information more accessible and ensures that key terms are understood, leveraging the strengths of each language for effective communication.

3. Congruent lexicalization

Congruent lexicalization is a pattern in which lexical elements from two languages are included together into a structure taken from one of the languages.

Example 1: *"Don't be afraid, jangan takut ya, it's just membaca aja."*

The utterance "Don't be afraid, jangan takut ya, it's just membaca aja." is an example of congruent lexicalization in code mixing. Congruent lexicalization happens when different languages are used together in a sentence structure that is common to both languages. In this case, the sentence contains English phrases like "Don't be afraid" and "it's just," and Indonesian phrases like "jangan takut ya" (which means "don't be afraid") and "membaca aja" (which means "just reading"). The sentence structure can accommodate both English and Indonesian without changing its overall grammar.

This example illustrates congruent lexicalization because the sentence's grammatical framework works for both English and Indonesian. The English phrases are integrated smoothly with the Indonesian parts. For instance, "Don't be afraid" and "it's just" fit into the sentence's overall structure, while the Indonesian phrases provide additional context or clarification. The sentence remains clear and grammatically correct despite the language mixing. This blending of languages reflects how speakers can use the syntax of one language to incorporate terms from another language, making communication more flexible and effective in multilingual contexts.

Example 2: *"Sebagai homework, please make announcement tentang suatu acara yang akan diadakan in our school. Mungkin akan adanya classmeeting, ceremony, atau yang lainnya."*

The utterance "Sebagai homework, please make announcement tentang suatu acara yang akan diadakan in our school. Mungkin akan adanya classmeeting, ceremony, atau yang lainnya." is an example of congruent lexicalization in code mixing. Congruent lexicalization happens when different languages are used together in a sentence where the grammatical structure supports both languages. In this sentence, the speaker mixes Indonesian and English words and phrases within a single grammatical framework. For example, "Sebagai homework" (which means "As homework") and "please make announcement" are combined, with English terms like "homework," "please make announcement," and "classmeeting" fitting seamlessly into the Indonesian sentence.

This sentence shows congruent lexicalization because the grammar of the sentence allows for the smooth inclusion of both English and Indonesian elements. The sentence structure remains consistent across languages, with English phrases like "please make announcement" and "classmeeting" blending naturally with Indonesian phrases such as "Sebagai homework" and "tentang suatu acara yang akan diadakan." The integration of these languages within the same grammatical framework helps the speaker convey the message clearly and effectively. Congruent lexicalization illustrates how speakers can use a shared sentence structure to mix languages, making it easier to communicate concepts that might be more familiar or precise in one language.

C. *The dominant of code-switching and code-mixing carried out by the Teacher*

The researcher used a pie chart displaying the percentage of types of code switching and code mixing to convey the calculation results and identify the code-switching and code-mixing that dominated in the teacher-produced utterances.

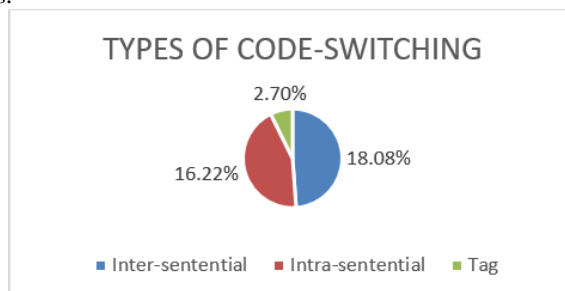


Figure 1. Types of Code-switching

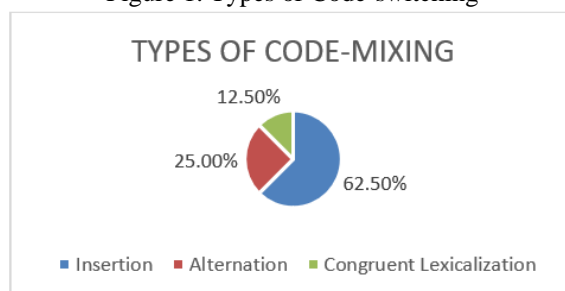


Figure 2. Types of Code-mixing

Based on the figure 1 presented from the analysis of the types of code-switching in spoken short functional texts used by English teachers, the researcher found that the type of code-switching most often produced by teachers is inter-sentential with a percentage of 81.08%, followed by intra-sentential with a percentage of 16.22%, and the last is the tag with a percentage of 2.70%. Meanwhile, based on figure 2, the result of data analysis of the types of code-mixing in spoken short functional texts used by English teachers, the most widely used is insertion which is 62.50%, followed by alternation 25.00%, and the last is congruent lexicalization 12.50%.

D. *The dominant of code-switching and code-mixing carried out by the Teacher*

This study aims to confirm the factors that encourage teachers to use code-switching and code-mixing when teaching English. There are various factors that cause teachers to use code-switching or code-mixing.

English as a foreign language is generally learned in places where the language of the community and school is not English. Thus, English as a foreign language is a form of language that needs more attention so that it can be understood easily by students. Therefore, teachers use code switching and code mixing when teaching English in the classroom.

In addition, since many SMP 10 students have English skills that are still in the early stages, even almost 5% in one class understand English well. Due to their limited skills and vocabulary, it is difficult for them to understand what is being said when speaking in full English. Although they are familiar with gadgets and other items, they are not very aware of the importance of speaking English. So, the ability to listen and speak in response to English is still difficult, which is why teachers include language.

Internal and external situations that do not allow teachers to speak in full English when learning takes place because if the teacher explains in full English, it is certain that students will have difficulty receiving and understanding.

4. CONCLUSION

The results of this research show the types of code-switching carried out by the teacher were tag code-switching (2,70%), intra-sentential code-switching (16,22%), and inter-sentential code-switching as the dominant type (81,08%). And then the types of code-mixing carried out by the teacher were insertion as the second dominant type (62,50%), alternation code-mixing (25,00%), and congruent lexicalization code-mixing (12,50%). Additionally, situational factors such as the context, limited vocabulary, and shifts in topics often necessitate the use of multiple languages.

For other researchers, the researcher suggests conducting other studies on code-mixing or code-switching by using different analysis methods, theories, and different subjects to get more accurate research data in their research.

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