

# The Function of Indonesian English Code Switching in the Classrooms

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**Abstract:** This study aims to find out and describe the functions code switching in English Learning classrooms. The method used in this research is descriptive qualitative. The result of the research showed that there are ten variations of code switching found namely function to nativize the English word, function to mark interjection, function to specify the message, function to reiterate the message, function to quote technical terms, function to emphasize the message, function to quote the message, function to addressee specification, function to clarify interjection, and function to clarify the message.

**Keywords:** interaction, function, code switching

## 1. Background

Bilingualism is a phenomenon that involves “the regular use of two or more languages” (Grosjean, 1982) within a certain speech community. Once bilingualism is established in this community, language choice patterns emerge and are very common in bilingual behavior. Individuals have to make choices over “what language [to use] to whom and when...” (Fishman, 2000). School or University, one of speech community, is an institution moving in education. As an education institution, university, of course, consists of professors and students who come from different ethnic, social status and different cultures. The situation of diverse community is expected to affect the use of code variations in language contact between them. Variation may occur in style or degree of formality; for example, there can be a style change from informal to intimate, or from informal to formal, just to mention a few. However, if bilinguals who share the same linguistic background are taken into consideration, this phenomenon becomes much more complex and involves more aspects than language choice only.

In many situations of language contact, constituents of one language can be found with the constituents of another language in a number of linguistic phenomena, namely lexical borrowing, transferring, interference, calquing, diffusion, reflexification, code switching and code mixing, etc. (Ennamalai, 1989). Code switching is a linguistic phenomena claimed to be the most prevalent and common modes of interaction among bilingual speakers. Poplack (1980) says that code switching cannot be avoided when the speakers are bilingual or multilingual. The code switching events occur because the parties involved in the communication master more than one language have relationship linguistic concept.

Code switching (CS) event is not a random linguistic phenomenon. Code switching is motivated by several communication functions. Code switching can be used as a negotiation strategy in acting of communication (Goyvaerts and Zembele, 1992) and it serves as a communication strategy that can be used to control the sustainability of speech acts (Cook, 1991). David (2002) adds that code switching is able to be used as a communication strategy to

overcome the limitations of language which caused the stagnation of communication carried out by the parties involved in speech acts with a wide range of differences in language skills.

Alternation between languages in the form of code switching is a widely observed phenomenon in foreign language classrooms. Numan and Carter (2001) briefly define the term as “a phenomenon of switching from one language to another in the same discourse”. Following this definition, “discourse” will be handled as the students’ and teachers’ *naturally occurring language use* in classroom settings throughout this paper. Additionally, the languages between which alternation is performed are *the native language* of the students, and the foreign language that students are expected to gain competence in.

In EFL classrooms in a university, the teacher’s aim is to teach the students English while the students aim is to learn English by listening, reading and doing written and oral activities. Code switching in a school classroom usually refers to bilingual or multilingual setting, and at its most general, entails switching by the teacher and/or learners between the language of learning and teaching (LOLT) and the learners’ main language. Code-switching is a practice that enables learners to harness their main language as a learning resource Mamokgethi Setati and Jill Adler (2001). In classrooms, code-switching as a learning resource occurs at different levels. If on one hand there is a switch of grammatical items i.e. verbs, adjectives and linkers etc., then on the other hand this switch involves registers and technical language. However, there are data where the language changes from Indonesian to English or vice versa. The following are the data of code switching;

- 1) Dia tidak bergerak ke tengah atau ke kanan. Jadi began and ended at particular time. (He does not move to the middle or right. So began and ended at particular time).
- 2) In English, affix is divided into two; prefix and suffix. Imbuan dalam bahasa inggris itu cuma ada dua awalan dan akhiran. ( In English, affix is divided into two; prefix and suffix. In English language there are only two affixes namely prefixes and suffixes).
- 3) This is the ... the time of research. Is it ok? Dari tadi saya ngomong bahasa inggris terus, mudah dipahami

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- gak?( This is the ... the time of research. Is it ok? From the beginning I speak English, is it easy to understand?)
- 4) Dari *wrist* sampai *elbow* itu *arm*, lengan. (From wrist to elbow is arm).
  - 5) Adjektiva dalam hidupnya itu memiliki satu fungsi, yaitu *describing noun*. (The adjective has one function, namely describing noun).
  - 6) *Why Linking verb* ini penting untuk kemudian anda ketahui?( Why is Linking verb important to know for you?)
  - 7) Jadi saya mengambil simbol itu, simbolnya eagle, *sign nya* itu character pak.( So I took the symbol, the symbol is eagle, the sign is character)
  - 8) Jika anda angkat tangan dan ternyata salah berarti anda bayar, berapa kemarin *deal nya*?( If you raise your hand and it turns out wrong , it means you pay, how is the deal?)

The data above can be studied from two approaches. The structural approach and sociolinguistic approach. If it is seen from the structural approach, these data are able to be described that data (1), (4), (5), (7) and (8) show that a code switching from Indonesian to English. In these data, the Indonesian language is as inserted language (base language), while English is as the language that has insertion (embedded language). Data (2), (3) and (6) are code switching from English to Indonesian. In these data, the English language is as a base while Indonesian language is the language that is exchanged. Data (1), (2), and (3) are examples of code intersentential code switching. The switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another, while data (4), (5), (6), (7), and (8) are examples of intrasentential code switching, the switch within a clause or sentence boundary. Whereas the sociolinguistic approach builds on this in its attempts to explain why bilingual speakers talk the way they do. The following study is conducted to depict social dimension of code switching in ELT Classrooms

## 2. Literature Review

### Language Contact

Language contact which is touch or influence each other between different languages, dialogue, or language variations, because speakers are interconnected. Crystal (1980: 86) said that the term contact is used in sociolinguistics to refer to geographical continuity or kinship between languages or between dialogues. The consequences of the situation are linguistic. Namely the emergence of loan words, patterns of phonological and grammatical changes, and mixing of language forms.

Thomason (2001: 1) argues that language contact is an event of use of more than one language in the same place and time. The use of this language does not require speakers to speak fluently as bilingual or multilingual, but the occurrence of communication between different speakers is already categorized as a language contact event.

Matras (2009: 1) says Language contact occurs when speakers of different languages interact and their languages influence each other. Thus, language contact is a state in

which interaction between two or more different languages of the background is used in one situation that causes a language to affect another language, and allows for the change of language usage by speakers in the social context.

### Bilingualism

Bilingualism is a phenomenon in which a person can speak more than one language. Sometimes Bilingualism is contrasted with Multilingualism. The former one is used to refer to two languages as 'bi-' means two, while the latter is used to refer to more than two languages. Another distinction which is granted to these two terms is that Bilingualism refers to individual phenomenon of speaking more than one language, while Multilingualism is used for societal Bilingualism i.e. the situation in which whole societies are Bilingual examples are Pakistan, India and Canada etc. More recently, however, the term Multilingualism is being used less frequently as compared to Bilingualism which is now used to cover all situations in which more than one language are being spoken whether that situation is at individual level or at society level. The person who can speak more than one language is referred to as Bilingual or Multilingual.

Bilingualism is a social, psychological as well as linguistic phenomenon. Whenever there is more than one language in a society, the issues of language identity, promotion or selection of a language and educating children in a particular language arise. All these issues are related to social aspect of bilingualism. On the other hand, researchers try to find out "how the two or more languages are stored in mind", "whether knowing more than one language is beneficial", "Bilinguals are different from monolinguals or not". All these issues are related to the psychological aspect of Bilingualism. And lastly, there are questions regarding code switching and code mixing (how the bilinguals are able to mix two different languages) which come under the heading of linguistic aspect of Bilingualism.

### Code Switching

Code switching can be defined as "the alternate use of two or more languages in the same utterance or conversation" (Grosjean 1982: 145). Myers-Scotton (1988: 157) describes code switching as the use of two or more languages in the same conversation without a noticeable phonological assimilation from one variety to the other. In general, one can say that a prerequisite for code switching is a juxtaposition of elements from two codes (Winford 2003: 103). Apart from two or more alternating languages, the term code switching has also been used about different styles within the same language, for example formal and informal speech between monolinguals, but in the field of bilingualism and multilingualism it is used to refer to the alternate uses of two languages (Romaine 1995: 170).

### Functions of Code Switching

Like the linguists said above, code switching is a condition where people switch one language to another language, or the other words, just switching between two languages. Sometimes people just do code switching consciously (on purpose) or unconsciously while they communicate to each other. Then, there are functions of code switching from some experts in code switching: Six discourse functions of

code switching by Gumperz (1982) (as cited in Romaine, 1995):

a. The distinction between direct versus reported speech, or quotations. In this function, often the speech of another person would be different from what the reported one. They switch their language so they can assert the statement as identical as possible with the original statement that was uttered in particular language which is different from the language that the speakers use before quoting. For example, person A wants to report something that person B has said; person A is talking in English but inserts the reported words of person B in Mandarin. However, sometimes a message or a speech is not always quoted in the code in which it is said, or likely to be said.

b. To mark injections or to serve as sentence fillers. This function is similar to the first type of code switching which is tag switching that has been explained before.

c. To clarify or emphasize a message. In order to emphasize a message, sometimes people make a repetition of the meaning of the message. The referential value of a message is not really important, but the switch itself, 21 because the same thing is already said in both language. For example, a mentor said to his student: You can do better! Kamu bisa lebih baik!

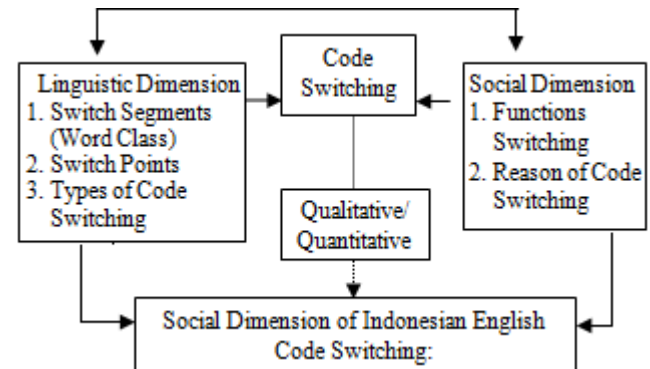
d. To qualify a message. For this function, Gumperz (1982) does not give any explanation in terms of the motions topic and comment, but Gumperz (1982: 79) gives example (as cited in Romaine, 1995, 163) of this which involves Spanish/English switching. The speaker says: We've got . . . all these kids here right now. *Los que estan ya criados aqui, no los que estan recién venidos de Mexico* [those that have been born here, not the ones that have just arrived from Mexico]. They all understood English. In this example, the children are introduced first in English and clarified in Spanish before being further elaborated in English.

e. To specify an addressee as the recipient of the message. By employing code switching, a person can deliver his/her message to one of possible addressees. This function is to draw attention to the fact that the addressee is being invited to participate in a conversation by the speaker. McConvell (1988) gives an example (as cited in Romaine, 1995, 163) involving a switch from Kriol to Gurindji: Where, 'nother knife? walima pocket knife karrwa-rnana. – 'Where's the other knife? Does anyone have a pocket knife?' The example shows the speaker uses Kriol to make a question about a knife specifically addressed to the group of butchers who are co-participants in the on-going activity.

f. Making personalization versus objectivization. Gumperz (as cited in Romaine, 1995, 164) says that this contrast relates to things such as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from a message, whether a statement 22 reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact. For example, Gumperz (1982: 81) has an extract where person A is talking about quitting smoking to person B; person A is

code switching between Spanish and English. Gumperz argues that the code contrast symbolizes varying degrees of speaker involvement in the message as Spanish statements are personalized while English ones reflect more distance (as cited in Romaine, 1995, 164).

### 3. Conceptual Framework



In bilingual or multilingual society, people have tendency to use more than one language or variety in doing communication to the others. They also are going to communicate by using different language depends on the condition. The choosing of language usually is influenced by many aspects such as setting, participants, end, act, key, instrument, norms, and genre (Hymes, 1974). In this community, they will be faced with phenomena the employment of one certain language and switching from one language to another. The use of code alternation in a community usually brings certain objective.

In this research, the form of speech events (utterance) that occurred at the Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta to be independent variable whereas linguistic dimension and social dimension such as the function of Indonesian-English code switching has been designed to be dependent variable.

### 4. Research Design

In this research, the writer used descriptive qualitative and quantitative approach. The method used in this research is through the survey method. Data were drawn from this research is in the form of speech events that occurred at the Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta to be independent variable whereas linguistic dimension and social dimension such as the function of Indonesian-English code switching has been designed to be dependent variable. Informant involved providing information about the speech relating to the codes used by the community. Speeches that used by the community at Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta are then written and recorded.

Concerning the data, there are two sources of data used in this present study. The first is primary data. The data are taken from forty-two recording. It consists of all the code switching uttered which is available in learning classrooms at Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta.

### Population and Sample

There are twenty respondents of the present study. They are all the lecturers of Faculty of Letters of Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta. They teach English literature, English language or Linguistics. They have good competence in mastering English language and can speak English well, of course, this case enable them to switch from Indonesia to English or vice versa in their daily conversation. The respondents often use English in their interaction when they meet with their colleagues in the office. Whereas, in the others place, they are going to speak either Indonesian language or local language.

The sample of the data consists of forty-two recordings of natural speech taken from events in learning classrooms at Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta. This recorded comprises corpus of Indonesian-English code switching instances and corpus of English-Indonesian code switching instances. Besides that, there are small of data taken from direct observation method produced in some of their daily social encounters.

### Data Collection

The research data obtained through three different methods, namely Recording Techniques, Direct Observation Techniques and Questionnaires. The collected data will be analyzed to find out the functions of Indonesian-English code-switching in the English classrooms

#### 1) Recording Techniques

The natural speeches of the respondents will be collected through recording. To get natural data, the respondents are made unknown that they have been recorded. There are many ways to do it, for example by putting recorder tool in the bag or in the pocket.

#### 2) Direct Observation Techniques

Direct observation method is also used to collect the data by the writer. In this method, it is done by several ways namely;

- a) Choosing the sentences that contains code switching utterance studied in research.
- b) Writing down the code switching produced by respondent systematically.

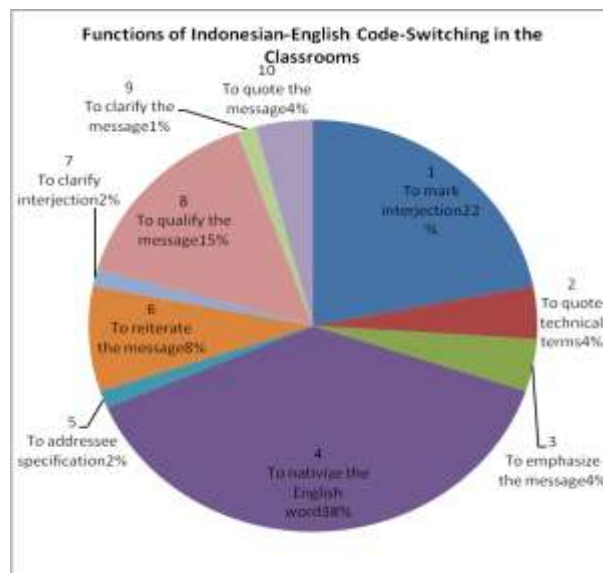
### Technique of Data Analysis

The data analysis will use descriptive qualitative approaches. Qualitative approach is used to find out the content of functions of code switching and essentially described in the analysis of research in learning classrooms at Gunadarma University, National University of Jakarta, and State Polytechnic of Jakarta.

The procedures of data analysis technique are: transcribe and sort out the code switching discourse from recorded speech and put tabulated table contains functions of code switching.

## 5. Result

### The Functions of Indonesian-English Code-Switching in the English Classrooms



**Figure 1**

Based on the data attached which is available in code-switching in the classrooms, it is found that there are ten variations concerning to the functions of Indonesian-English code-switching in the classrooms.

Related to the table functions of Indonesian-English code-switching in the classrooms above, function to nativize the English word consists of 38% of the data of the ten types of switched segments where function to nativize the English word is the most frequently switched segments of the data. The following is the examples of single noun:

#### a) To nativize the English word

1) Kalo misalkan kata-kata yang kalian pilih tidak make sense sama si **reader-nya**, jadi kacau.

Based on the sentence above, it can be described that the word “**reader-nya**” is the combination form of English morpheme and Indonesian suffix. It showed that function of English Indonesian code-switching in the classrooms above functions as to nativize the English word.

2) Karena pasti kalo terbuka pasti dia terdaftar, tidak ada yang **di-cut**.

Relating to the sentence above, it is able to be denoted that the word “**di-cut**” is the combination form of English morpheme and Indonesian prefix. It signed that function of English Indonesian code-switching in the classrooms above functions as to nativize the English word.

3) Ah biar saya panggil aja deh. Attendance **list-nya** mana?

It is seen from the sentence above, it is able to be explained that the word “**list-nya**” is the combination form of English morpheme and Indonesian suffix. It showed that function of English Indonesian code-switching in the classrooms above functions as to nativize the English word.

4) Eh iya, udah **di-print** belum?

Based on the sentence above, it is able to be depicted that

the word “**di-print**” is the combination form of English morpheme and Indonesian prefix. It signed that function of English Indonesian code-switching in the classrooms above functions as to nativize the English word.

#### 5) Kapan ini harus **dipatternkan**

Connecting to the sentence above, it can be drawn that the word “**dipatternkan**” is the combination form of English morpheme and Indonesian affix. It signed that function of English Indonesian code-switching in the classrooms above functions as to nativize the English word.

After function to nativize the English word, then it is followed by to mark interjection consisting of 22% of the data. The following sample is verb data:

#### b) To mark interjection

The code-switched passage may also serve to mark as interjection or sentence filler.

- 1) Jadi dia itu mendapat **benefit** juga dari yang mesan.

Based on the sentence above, it can be described that there is sentence filler “**benefit**” placed after the word “mendapat” at the sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to mark interjection.

- 2) **Now**, buat yang udah diliat dulu.

Regarding to the sentence above, it is able to be denoted that there is sentence filler “**Now**” located at the beginning of the sentence. It identified that function of English Indonesian code-switching in the classrooms above functions as to mark interjection.

- 3) Salah satu **become** narrator tapi yang lain ga papa dibagi-bagi perannya.

It is seen from the sentence above, it is able to be explained that there is sentence filler “**become**” in the sentence. It drew that function of English Indonesian code-switching in the classrooms above functions as to mark interjection

- 4) Dan disini ga ada **stage**.

Connecting to the sentence above, it can be depicted that there is sentence filler “**stage**” in the sentence. It identified that function of English Indonesian code-switching in the classrooms above functions as to mark interjection

Function to qualify the message is about 15% of the code switching data available in the classrooms. The data is as in the following samples:

#### c) To specify the message

This function is to draw attention to the fact that the addressee is being invited to participate in a conversation by the speaker.

- 1) Jadi sekali lagi tolong dong kasih **a big applause** dulu.

Based on the sentence above, it can be described that the phrase “**a big applause**” functions to draw attention to the person. It showed that function of English Indonesian code-switching in the classrooms above functions as to specify the message.

- 2) Tadi ngeliat Bella dapet **additional score** gara-gara ngelap papan tulis.

Regarding to the sentence above, it is able to be denoted that the phrase “**additional score**” functions to give specific description about something. It showed that function of English Indonesian code-switching in the classrooms above functions as to specify the message.

- 3) Sementara teman-teman kalian yang lagi absen kelompok satu, **take a look of your email**.

It is seen from the sentence above, it is able to be explained that the clause “**take a look of your email**” functions to show certain willing to the person. It drew that function of English Indonesian code-switching in the classrooms above functions as to specify the message.

- 4) Intinya **make sure** supaya kalian lebih gampang.

Connecting to the sentence above, it can be depicted that the “phrase“ **make sure**“ functions to give specific description about something. It showed that function of English Indonesian code-switching in the classrooms above functions as to specify the message.

- 5) Kamu bilang tentang **causing effect** itu juga bias.

Regarding to the sentence above, it is able to be denoted that the phrase “**causing effect**” functions to give specific description about something. It showed that function of English Indonesian code-switching in the classrooms above functions as to specify the message.

Function to reiterate the message consists of 8% of the data involved. The data is as in the following samples:

#### c) To reiterate the message

- 1) Any question? **Ada pertanyaan?**

Based on the sentence above, it can be described that the sentence “**Ada pertanyaan?**” functions to repeat the meaning from the previous sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to reiterate the message.

- 2) Itu disebut dengan hyper reality. **Hiper realitas** kebudayaan.

Regarding to the sentence above, it is able to be denoted that the phrase “**Hiper realitas**” functions to clarify what is said from the previous sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to reiterate the message.

- 3) Mengapa terjadi global warming, **pemanasan global**, rumah kaca.

It is seen from the sentence above, it is able to be explained that the phrase “**pemanasan global**” functions to repeat the meaning from the previous sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to reiterate the message.

After function to reiterate the message, it is followed by function to quote technical terms consisting of 4% of the data. The following sample is the data:

#### d) To quote technical terms

1) Ada yang pernah denger **conjunction**?

Based on the sentence above, it can be described that the word “**conjunction**” functions to cite of English part of speech. It showed that function of English Indonesian code-switching in the classrooms above functions as to quote technical terms.

2) Ini **script** dikasihnya dalam bentuk apa?

Regarding to the sentence above, it can be described that the word “**script**” functions to narrate the matter of performance art. It showed that function of English Indonesian code-switching in the classrooms above functions as to quote technical terms.

3) Kalau di paragraph kita punya **topic sentence**.

Based on the sentence above, it can be described that the phrase “**topic sentence**” functions to cite of kinds of sentence in the paragraph. It showed that function of English Indonesian code-switching in the classrooms above functions as to quote technical terms.

Function to emphasize the message is about 4% of the code switching data available in the classrooms. The data is as in the following samples:

#### e) To emphasize the message

1) Pertama-tama kita lihat adalah fenomena, kemudian mengapa kamu memilih topik tersebut, **understand**?

Based on the sentence above, it can be described that the word “**understand**” functions to stress the content of the sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to emphasize the message.

2) Siapa yang berpikir bahwa kalimat kedua yang di bawah itu **incorrect**.

Connecting to the sentence above, it is able to be depicted that the word “**incorrect**” functions to prioritize something in the sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to emphasize the message.

3) Lama-kelamaan ketiga babi ini menjadi merasa seperti **superior**.

Relating the sentence above, it can be explained that the

word “**superior**” functions to underline the matter in the sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to emphasize the message.

Function to quote the message consists of 4% of the data involved. The data is as in the following samples:

#### f) To quote the message

1) **Time flies**, waktu jalan terus.

Based on the sentence above, it can be described that the clause “**Time flies**” functions to recite the content of the sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to quote the message.

After function to quote the message, it is followed by function to addressee specification consisting of 2% of the data. The following sample is the data:

#### g) To addressee specification

1) Ok, **number one**, siapa yang mau nyoba jawab?

Connecting to the sentence above, it is able to be depicted that the phrase “**number one**” functions to give particular clear. It showed that function of English Indonesian code-switching in the classrooms above functions as to addressee specification

Function to clarify interjection consists of 2% of the data involved. The data is as in the following samples:

#### h) To clarify interjection

1) **Exactly** semua anak suka main.

Relating the sentence above, it can be explained that the word “**Exactly**” functions to explain something clear. It showed that function of English Indonesian code-switching in the classrooms above functions as to clarify interjection.

Function to clarify the message consists of 1% of the data involved. The data is as in the following samples:

#### i) To clarify the message

1) Itu kan buku, **that’s a book**.

Based on the sentence above, it can be described that the clause “**that’s a book**” functions to illustrate the content of the sentence. It showed that function of English Indonesian code-switching in the classrooms above functions as to clarify the message.

## 6. Conclusion

Based on analysis and discussing relating the functions of code switching in the English learning classrooms, it can be concluded that: there are 10 functions of Indonesian English code-switching in the classrooms. They are namely function to nativize the English word, function to mark interjection, function to specify the message, function to reiterate the

message, function to quote technical terms, function to emphasize the message, function to quote the message, function to addressee specification, function to clarify interjection, and function to clarify the message.

## 7. Suggestion

The use of code switching in the classrooms was purposed to get description about sociolinguistics aspect, therefore the next researcher can be conducted with many other reviews such as ethno linguistics, psycholinguistics, and even other linguistics side.

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