

Code-Switching Preferences and Necessities in EFL Learners: A Literature Review

Harnef Uyat Sentomoy

Universitas Lambung Mangkurat, Indonesia

1810117310018@mhs.ulm.ac.id

Abstract

This study examines why EFL learners in Indonesia often switch between their English to native language when talking, primarily their reasons to do so whether its necessities or preferences. The research method is done through a systematic literature review from numerous previous studies of journal and thesis that are found in Google Scholar using search engine Publish or Perish 8. The results obtained are fascinatingly diverse from their own reasons to their environment, for example habits, shyness, and following today's social trends. The findings emphasize the complexity of EFL learners' code-switching. This article aims to provide valuable insights into the linguistic phenomenon of Code-Switching. This information is intended to be useful for both language educators and learners alike, and has suggestions such as Vocabulary Enhancement Strategies, Awareness and Education etc.

Keywords: *Code-switching; EFL learners; Necessity; Preferences*

INTRODUCTION

The process of second language acquisition has long been a topic of interest and investigation in the field of linguistics and education. Language serves as the medium through which individuals communicate their ideas within a society. One intriguing linguistic phenomenon in this field is code-switching (Wardhaugh, 1988). Among the various reasons that influence the effectiveness of language learning, the role of incorporating the native language (L1) in English as a Foreign Language (EFL) has garnered significant interest from researchers. This study aims to delve into the phenomenon of mixing native language with EFL during everyday conversations and examine the reasoning of EFL learners behind this practice, whether it occurs subconsciously or deliberately. First, we explore what code-switching entails through expert perspectives. According to (Gardner-Chloros, 2009), the unique manner in which bilingual individuals mesh their languages within a particular community act as a way to showcase their group identity, similar to how a distinct accent does.

Building on this understanding, the concept of mixing languages refers to the use of two languages as a recurring pattern rather than in isolated instances (Auer & Eastman, 2010). The diverse contexts in which these interactions occur—such as informal conversations among peers, classroom settings, and digital communication—add complexity to this phenomenon. (Auer & Eastman, 2010) also argue that various reasons influence EFL learners' performance and their acquisition of English. They note that the occurrence, form, and assessment of code-switching within a bilingual speaker

group are significantly shaped by political, economic, and historical dynamics. This discussion highlights the uneven allocation of linguistic resources in societies and the regulatory impact of institutions like the education system. Consequently, code-switching can indicate social class awareness, political-ideological or ethnic associations, preferences, and similar influences.

This understanding encompasses their explicit attitudes, adherence to linguistic purity, and other aspects, including how they perceive their own speech patterns. Now that clarity toward the connection between Code-Switching preferences and necessities to the important previous expert studies are established for the research objective, moving into the critical gaps. This study seeks to address these research gaps by conducting a comprehensive analysis of the previous studies in effort of understanding the preferences and necessities of mixing native language with EFL in everyday conversations among EFL learners. By examining various data across studies from journal and thesis of code-mixing, this research aims to provide a nuanced understanding of preferences, and motivations towards this practice and can shed light on the sociocultural implications of such linguistic use.

Code-Switching in EFL Bilingualism, beyond the cognitive, sociolinguistic, and pedagogical dimensions, the study of code-switching in EFL bilingualism has also delved into the contextual reasons influencing language alternation. Societal and cultural reasons play a crucial role in shaping the patterns and motivations behind code-switching in EFL settings. Societal attitudes toward bilingualism, the status of English in a particular community, and the influence of media and popular culture all contribute to the complex tapestry of language use among EFL learners (Wei, 2020). For instance, in some regions, English may be perceived as a symbol of prestige and modernity, leading to specific sociolinguistic behaviors among bilingual speakers (Bourdieu, 1991). These societal attitudes influence not only the frequency of code-switching but also the linguistic features employed during language alternation.

Moreover, the exploration of code-switching in EFL bilingualism extends to the analysis of linguistic features and patterns exhibited by learners. Linguistic studies have scrutinized the syntactic, morphological, and lexical aspects of code-switching, aiming to identify recurring patterns and uncover systematic language alternation strategies (Poplack, 1980). The examination of linguistic markers during code-switching provides valuable insights into the underlying structures governing bilingual speech, offering a deeper understanding of how EFL learners negotiate between languages (Muysken, 2000). Additionally, the analysis of code-switching patterns contributes to the development of pedagogical approaches that consider the syntactic and morphological interplay between languages, aiding educators in designing targeted interventions to enhance language proficiency.

The dynamics of code-switching in EFL bilingualism are also intricately linked to individual learner characteristics, including language proficiency, language attitudes, and language learning strategies. High proficiency in both the native language and English may result in more sophisticated code-switching patterns, reflecting a deeper linguistic repertoire (Cenoz, 2003). Conversely, learners with varying levels of proficiency may exhibit code-switching as a compensatory strategy to overcome linguistic limitations (Appel & Muysken, 2005). Additionally, the attitudes of EFL learners toward their native language and English significantly influence their code-switching behavior, with positive attitudes toward both languages fostering a more fluid and context-appropriate language alternation (Blachford, 2009). Understanding the

interplay between individual learner characteristics and code-switching patterns adds a nuanced layer to the broader picture of EFL bilingualism.

Educational Context, in the context of educational settings, the role of teachers in shaping code-switching behaviors among EFL learners cannot be overlooked. Teachers, as linguistic models, and facilitators of language acquisition, play a crucial role in influencing the linguistic practices of their students (MacSwan, 2000). The classroom environment, instructional strategies, and the teacher's language policies all contribute to the prevalence and nature of code-switching within EFL classrooms. Some educators advocate for a flexible approach, recognizing code-switching as a natural and potentially beneficial aspect of language learning (Otheguy et al., 2015). Others, however, argue for a more restrictive stance, emphasizing the importance of immersion and exclusive use of the target language to promote linguistic proficiency (Genesee, 2001). Striking a balance between creating an inclusive and supportive learning environment and fostering language development in the target language remains a challenge for EFL educators.

Technology Role of EFL Code-Switching, as the exploration of code-switching in EFL bilingualism progresses, researchers have also turned their attention to the role of technology in shaping language alternation patterns. The digital era has transformed communication and language use, with online platforms, social media, and virtual learning environments becoming integral components of the language learning experience (Thorne, 2003). The digital landscape introduces new dimensions to the study of code-switching, posing questions about the impact of virtual communication on language alternation and the role of technology in shaping the linguistic practices of EFL learners.

To avoid misperception on what leads the EFL learners in performing Code-Switching deliberately because of their own will or impose on them, let's clarify the distinctions between preferences and necessities. In the context of English as a Foreign Language (EFL), preferences and necessities can be understood in terms of language learning and usage.

Preferences in EFL refer to the individual choices and inclinations that learners have regarding how they engage with the language. This can include the types of materials they enjoy using. (Dörnyei, 2014). For instance, a learner might prefer interactive language learning apps, find language exchange conversations more enjoyable, in this case trying to code-switch in dialogs.

In the case of code-switching the learners are compelled to use some kind of strategies of switching from English into their native language to acquire an understanding, lack proficiency, or to maintain clarity.

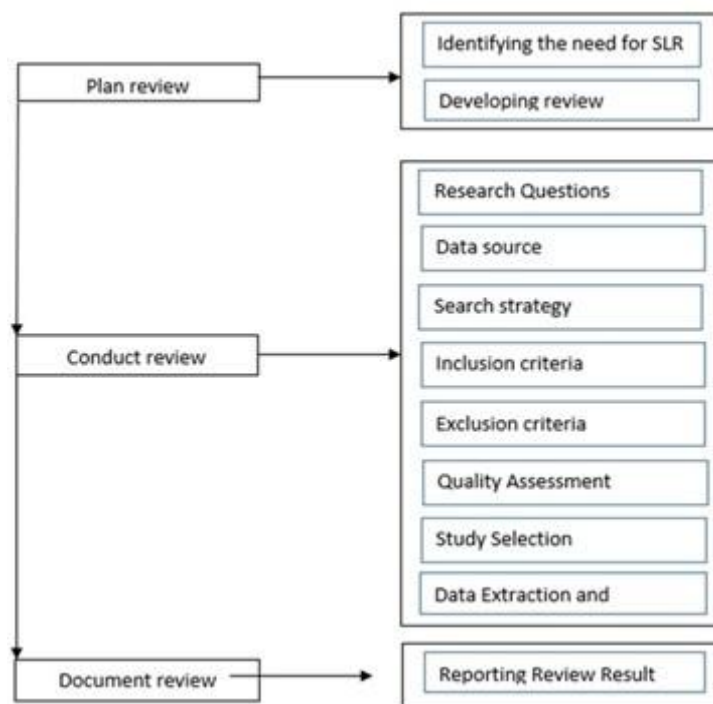
The researcher focuses on these papers to understand how EFL learners commonly think about code-switching, clarifying whether it's something they feel pressured to do or something they choose to do themselves and what are their reason to do so. The research question is, what are the common reasons influencing EFL learners' preferences and necessity to code-switch?

METHOD

This study relies on a systematic literature review of papers gathered from databases such as Google Scholar. The search was done in January 2024 and focused on relevant journal articles and thesis. The selection process included reading existing papers and choosing them based on specific criteria for inclusion and exclusion, as well as

assessment criteria, to determine the reasons to answer the research question. The units of analysis are twelve papers of journal article and three theses. The procedure involved collecting all publications from identified sources obtained through search engines.

To align with the research objectives, the implementation and document review are incorporated. A literature review procedure, the systematic review procedure, has been developed following the framework proposed by Kitchenham (2004), which comprises various stages illustrated in Figure 1 according to their conceptualization. These stages encompass the planning phase and subsequent steps.



Picture 1. Systematic Literature Review

Publish or Perish version 8 is used to facilitate the search process, employing multiple keyword searches. The Publish or Perish program provides up to between 400-410 papers in Google Scholar. Titles and keywords are utilized to extract relevant articles from journals.

A. Planning Review

Identifying the Need of Systematic Literature Review

In the past years there has been a lot of discussion of this phenomenon of Code-Switching which are the frequent topics about the benefits and drawbacks from using code-switching, but the preference and their necessities aren't highlighted as much so this paper will cover the topics as mentioned. The search for a scientific paper on the code-switching phenomenon to be used in systematic literature review is using tools like Publish or Perish 8,

Developing a Review Protocol

In a systematic literature review, developing a review protocol is crucial to mitigate potential researcher bias. The protocol includes all review elements along with

additional information for comprehensive planning. Through the inclusion and exclusion of scientific papers and assessment criteria.

B. Conducting the Review

In this stage, the process unfolds by sequentially identifying research question, pinpointing relevant data sources, determining search strategies, establishing inclusion and exclusion criteria, conducting quality assessments, and finally, executing data extraction and synthesis (Kitchenham, 2004). Each of these stages is carried out in a chronological and sequential manner to ensure a systematic and thorough review, as shown in picture 1 above.

1. Research Question

Tabel 1. Research Question

ID	Question	Objective
RQ	What is the common reasoning of EFL learners' preferences and necessities to code-switched	To investigate and give better understanding toward phenomenon of code-switching inEFL learners preferences andnecessity to perform code-switching.

2. Search String

Search string is used to gather sample data from journals that are relevant to the topics of the research. The process of search string is done with the criteria and the keywords on the search engines is *code-switching, preferences, necessities, EFL*.

Tabel 2. Search String Process

Criteria	Scope	Database/Search Engine	Publication's year	Article Total
Outcome	Code-switching in conversation, students, EFL.	Google Scholar	2020-2024	400
	Code-Switching in preferences, necessities	Google Scholar	2019-2024	410

**Total Whole
Article = 810**

Tabel 2 indicates that the papers selected by the Publish or Perish 8 program have different publication years, depending on the research topic and the database used. This search engine successfully identified a total of 810 papers from scientific documents. However, it should be noted that not all identified papers will be included as research data sources, as this depends on the inclusion and exclusion criteria established in the study. The selection process based on these criteria will help ensure that only qualified and relevant papers related to the research topic are used in subsequent data analysis and synthesis.

3. Exclusion Criteria/Inclusion Criteria

Inclusion and exclusion criteria were chosen to determine which papers could be analyzed in the study. Only papers that meet the criteria listed below are considered as sources of data.

Exclusion Criteria

EC1. Document of scientific papers that are written in other language except English.

EC2. Document that has been published for more than five years.

EC3. Document that has no relation to the topics of Code-Switching preferences and necessities in EFL learners

EC4. Documents that can't be downloaded for credibility measurement and research validity.

Inclusion Criteria

IC1. Document that can report the preferences of EFL learners in code-switching and necessities.

IC2. Document which are scientific research in journals article and thesis

IC3. Document that can answer the research question.

IC4. Document that publishes the year between 2019 through 2024

4. Quality Assessment

Quality assessment was conducted following the method outlined by Salleh et al. (2011), as indicated, using a checklist.

Tabel 3.Study Quality Checklist

<i>No</i>	<i>Item</i>	<i>Answer</i>
1	<i>Was the paper refereed?</i>	<i>Yes/No</i>

2	<i>Were the aim(s) of the study clearly stated?</i>	Yes/No /Partially
3	<i>Were the study participants or observational units adequately described? For example, students' programming experience, year of study etc.</i>	Yes/No /Partially
4	<i>Was the data collection carried out very well? For example, discussion of procedures used for collection, and how the study setting may have influenced the data collected.</i>	Yes/No /Partially
5	<i>Were potential confounders adequately controlled for the analysis?</i>	Yes/No /Partially
6	<i>Was the approach to and formulation of the analysis well conveyed? For example, description of the form of the original data, rationale for choice of method/tool/package?</i>	Yes/No /Partially
7	<i>Were the findings credible? For example, the study was methodologically explained so that we can trust the findings; findings/conclusions are resonant with other knowledge and experience?</i>	Yes/No /Partially

1. Study Selection

Database entries discussing the topic were found about the phenomenon of code-switching preferences and necessities which discovered about 810 paper and furthermore pick on the criteria of exclusion, inclusion and quality assessment that are going to be read from the abstract and result of that paper. If a paper did not align with the research topic or failed to address the research question, it was removed from the database. The determination of paper selection based on quality assessment was carried out after obtaining the results from the inclusion and exclusion process. The author has analyzed originally 31 papers that have met the requirement mentioned before and decided that twelve journal articles and three thesis are closest to what the research finding goals are.

2. Data Extraction and Synthesis

Data extraction from the papers is carried out by seeking information relevant to the predetermined research question and objectives through inclusion and exclusion criteria and quality assessment.

FINDINGS AND DISCUSSION

The research results address the questions, with that question being presented in accordance with the information obtained from the papers.

What is the common reasoning of EFL learners' preferences and necessities to perform code-switching in conversation?

Fifteenth papers were selected that could address research questions regarding the preferences and necessities of code-switching in conversation. Tabel 4 explains the reasoning encountered by EFL learners in their preferences and necessities in code-switching during conversation based on these papers.

Tabel 4. Preferences and necessities of code-switching in conversation

NO	Author(s)	Journal	Linguistic Cxompetence	Social Dynamic and Contextual Variation	Educational Impact
1.	(Saputra, 2023)	Code-Mixing and Code-Switching in the English as a Foreign Language Classroom Activities.	Not knowing the term in the other language, situation urgency, simplifying communication, specific interest, learning/teaching a foreign language.	Mandatory as part of the course, adapting to the conversation context, students feeling comfortable, respecting another speaker, and relaxing, using it when teachers are not around	
2.	(Wigati & Puspo, 2023)	Analyzing the Factors Behind Code-Switching by Petra Christian University's English Department Students.	Reasons influencing code-switching include communication efficiency, foreign language practice, habit, and the inability to translate expressions.	Level of intimacy towards another individual	
3.	(Setyowati, 2023)	Navigating the impacts of code-			Survey results indicate that students recognize the

		switching in ESP instruction: Insights from lecturers and students.	importance of code-switching in the ESP classroom. A high percentage (91.67%) agrees that code-switching facilitates both teaching and learning. Students perceive code-switching as a viable strategy for improving English language proficiency, providing a positive impact on student engagement and retention.
4.	(Patmasari & Kamarudin, 2022)	An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions.	Code-switching aids in understanding abstract words, making it easier for students. Checking understanding code-switching for checking understanding is agreed upon, with some preferences for English. Students find code-switching efficient for assessing understanding, with suggestions to initiate in English first.
			Giving Instructions: Code-switching in giving instructions is favored as it enhances comprehension. Students appreciate the use of code-switching for clarifying complex concepts. Students believe that code-switching helps them better understand instructions, particularly when delivered with clarity.

5. (Abdulloh , 2021) The Students' Perception towards Code-Switching and Code-Mixing in Sociolinguistic: A Case at an English Education Major. Used when facing vocabulary limitations. Improving Clarity in communication, employed to enhance clarity with those who have limited L1 vocabulary. Habitual Use, some students use code-switching habitually without a specific reason. Informal conversations with friends, utilized in informal situations, such as talking with friends. Gossiping or discussing Secret Matters: Employed for informal discussions or secret conversations. Students resort to code-mixing, primarily when attempting to improve partners' understanding. Learning situations, applied during practice or learning situations to boost confidence and fluency.
6. (Maidah & Nahrowi, 2022) Code Switching in English Teaching Learning Process at Year Tenth of State Islamic Senior High School 3 Jember. Students' code-switching functions include equivalence (matching expressions), floor-holding (maintaining participation), reiteration (repeating for clarity), and conflict-control (avoiding misunderstandings).
7. (Fahira, 2022) Code Switching in EFL Classroom: The Uses, the Types, Lack of Resources: Participants employ code-switching due to a lack of English vocabulary. Habitual experience, code-switching becomes a habit influenced by past experiences. Participants develop a preference for English and perceive code-switching as a sign of

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| | | and the
Influence
s on
English
Learning. | resources.
Switching to
Indonesian
facilitates
expression and
comprehension,
particularly
when
encountering
unfamiliar
terms. | | intelligence,
motivatingcontin
uousEnglish
learning. |
| 8. | (Irawan,
2022) | An
Analysis
of the Use
of Code
Switching
in the
Students'
Conversa
tion. | Students
exhibited code-
switching
behavior due to
reasons such as
nervousness,
limited
vocabulary, and
forgetfulness.
The participants
argued that
code-switching
enhances
conversational
fluency in
English. | | |
| 9. | (Sianipar
&
Tambuns
aribu,
2022) | The Use
of Code
Switching
and Code
Meshing
in
Today's
Youth
Speech. | | The participants
demonstrated a
natural and
unconstrained use
of code-switching,
influenced by
reasons like
comfort, social
trends, and
expressive needs. | |
| 10. | (Masna,
2020) | EFL
learners'
code-
switching
: Why do
they
switch | Vocabulary
challenges, Code-
switching is
employed to
overcome
vocabulary
challenges in | Learners often
switch from
English to Bahasa
Indonesia when
engaging with
close friends, even
during English- | Learning Process,
code-switching is
not limited to
social
interactions, it
also extends to
the teaching- |

	the language? 2	English, ensuring that the audience comprehends the intended message.Learner s switch languages when they feel stuck in expressing ideas, emphasizing that code-switching aids in making the conversation more understandable.	speaking classes. Code-switching, participants feel more comfortable using Bahasa Indonesia with friends, believing it facilitates better understanding.Glo balization impact, learners acknowledge the need to incorporate more English in their interactions due to the globalization era, attempting to integrate English words into their daily conversations.	learning process, emphasizing its utility as a strategy for effective communication in the classroom.	
11.	(Sari, 2022)	Code Switching and Code Mixing in Classroom Presentat ion of Indonesia n EFL Students.	Clarity, enhancing understanding by combining languages. Vocabulary limitations, switching to the native language when unfamiliar with English terms.	Confidentiality sharing information that shouldn't be known to everyone.Talking about a particular topic, studentsconsisten tly employ code switching and code mixing when discussing specific topics. Reasons include:	Communication, making it easier for listeners to grasp the intended meaning.Code switching and mixing are employed for repetition to clarify points.
12.	(Dwiyana , 2024)	Students' Perception on the Use of Code-Switching in Oral			Respondents agreed with positive statements, such as code-switching improving

	Presentat ion			communication skills, and disagreed with negative ones, like the belief that it shows a lack of education. The study found a consistent positive perception of code-switching in oral presentations, with respondents acknowledging its positive impact on communication, self-confidence, and language skills.
13.	(Sulianur et al., 2022)	The use of code-switching and code-mixing in public speaking class at higher education Islamic.	The necessity of code switching and code-mixing included enhancing comprehension and overcoming vocabulary challenges.	Students generally expressed comfort with the use of code switching and code mixing during public speaking courses. They acknowledged that these practices facilitated better understanding of the material, especially for non-native English speakers. Students believed that lecturers who employed these techniques were more effective in conveying

information

14. (Ghani, 2023) EFL Students' Perception Towards Code-Switching in Speaking A significant portion (87.6%) of students agreed or strongly agreed that code-switching reduces the pressure associated with speaking English due to their proficiency. Only 7.5% disagreed, emphasizing the perceived positive impact of code-switching on language learning.
15. (Purnama, 2020) The perception of EFL students to the use of code-switching in classroom. Students strongly believe that code-switching aids in clarity of instruction, disciplinary measures, and engagement. They express overwhelming positive sentiments, with 64.5% agreeing that it makes lessons enjoyable and satisfying. Code-switching is seen as providing comfort, reducing stress, and minimizing feelings of being lost during lessons.

RESULTS

The findings from the fifteen selected papers reveal on the common reasoning behind English as a Foreign Language EFL learners' preferences and references for code-switching in conversation. The research question explored the preferences and necessities of code-switching, and the papers collectively provide a comprehensive overview of various reasons influencing this linguistic phenomenon.

This result will be divided into two reasons, which are *preferences* and *necessities*.

Reason that influences EFL learners' Code-Switching preferences:

Non-formal/outside of classroom, in paper 5, even though in campus where they suggested to only speak English, but it's disregarded by the students and in informal conversations with friends: utilized in informal situations, such as talking with friends. Gossiping or discussing secret matters: employed for informal discussions or secret conversations. In paper 1 when the teacher isn't around, they would code-switch.

Habit, Past Experiences, and Identity, papers 7, 9, and 10 suggest that habits, past experiences, and the desire to express identity influence code-switching. Learners develop preferences based on their experiences, perceiving code-switching as a habit or a tool for expressing identity.

Comfort and Adaptation, papers 10, 11, and 15 underscore the role of comfort and adaptation in code-switching. Paper 3 highlights that students recognize the importance of code-switching in English for Specific Purposes (ESP) classrooms, provide student retention.

Code-switching is perceived as a viable strategy for improving English language proficiency and creating a comfortable learning environment. Learners may switch languages to feel more comfortable, adapt to different situations, and express themselves more effectively.

Reason influencing the EFL learners' Code-Switching necessities:

Limited fluency, vocabulary challenges and nervousness, etc. Paper 4 emphasizes that students frequently employ code-switching in speaking classes due to limited fluency in English. Paper 5 Limited vocabulary is identified as a common reason across students, impacting students' language choices. Paper 8 also has stated reasons such as nervousness, and forgetfulness. Papers 5, 9, and 14 reveal that interlocutors, punishment, time reaction, errors, delayed speech, and group dynamics influence language alternation. Paper 2 suggests reasons such as communication efficiency and foreign language practice. In paper 1 also said that because students don't know the term in English. Students use code-switching to enhance communication and practice their language skills.

Educational context and to better understand content, papers 12, 13, and 14 explore students' perceptions of code-switching in educational contexts. Positive perceptions include improved communication skills, reduced nervousness, and better understanding of content.

Floor holding and maintaining clarity, paper 6 Students 'code-switching functions include equivalence (matching expressions), floor-holding (maintaining participation), reiteration (repeating for clarity), and conflict-control (avoiding misunderstandings). In

paper 5 also used improving clarity in communication: employed to enhance clarity with those who have limited vocabulary.

DISCUSSION

By synthesizing findings from fifteen papers, the study unveils complex insights into the motivations behind this linguistic phenomenon. The research provides a thorough examination of EFL learners' preferences and necessity towards code-switching, encompassing various reasons such as communication efficiency, vocabulary challenges, social dynamics, and educational impact. This comprehensive analysis offers a general understanding of the complexities surrounding code-switching behavior. Multiple papers that have been reviewed prove that most EFL students agree that code-switching helps them, while lower percentage suggests that chose to learn only in the target language.

From their necessity and preferences of code-switching there is ongoing debate about proficiency and language acquisition. (Alshalan, 2020) argue that code-switching may hinder the development of fluency in both languages. People might consider code-switching a risk to a language's purity, but others regard it as a useful means of communication and a way to express one's idea (Mirzoyeva et al., 2005). For example, teachers need to understand how to use code-switching patterns to aid their students' learning. By recognizing potential challenges and creating strategies to manage code-switching, we can utilize its advantages while promoting effective communication, linguistic proficiency, and cultural understanding in multilingual settings (Albahoth et al., 2024).

Overall, through the synthesis of multiple studies, the research integrates multiple perspectives on code-switching. This integration enables a nuanced exploration of how various reasons intersect and shape code-switching behavior in different contexts. The research represents a significant contribution to the field by offering fresh insights into the preferences and necessities of code-switching among EFL learners. Its comprehensive analysis, integration of diverse perspectives, and identification of common themes and trends deepen our understanding of this linguistic phenomenon and its implications for language learning and communication.

CONCLUSION

In conclusion, the findings highlight the complexity of EFL learners' code-switching in their necessities and preferences from various reasons from external or internal reasons whether it would be subconsciously or deliberate. Understanding these reasons can inform pedagogical strategies and contribute to creating effective language learning environments. Suggestion from the findings:

Vocabulary Enhancement Strategies, given the recurrent theme of limited vocabulary, educators can focus on implementing strategies to enhance learners' vocabulary in the target language.

Cultural Sensitivity and Inclusivity, recognizing the impact of social and contextual reasons, educators should foster a culturally sensitive and inclusive learning environment.

Awareness and Education, students and educators should be made aware of the potential benefits and challenges associated with code-switching to promote informed language choices.

Pedagogical Approaches, educators may explore pedagogical approaches that leverage learners' natural inclinations towards code-switching to enhance language learning experiences.

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