

The Code Switching of Singkil Language in Indonesian Language Learning Process at Junior High School of Aceh Singkil and Its Usefulness as Student Reading Material

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Abstract

In teaching learning process at SMP Darulmuta'alimin Tanah Merah Aceh Singkil, code switching and code mixing are useful in some events. This does not only happen to students, but also teachers who have the same background (mother tongue) as students. A teacher at SMP Darulmuta'alimin Tanah Merah Aceh Singkil uses the local language or mother tongues so that the students are being taught understand. In accordance with the explanation of Article 36, Chapter XV, of the 1945 Constitution, it can be seen that the language of instruction is used in the teaching and learning process in the Indonesian class. This type of research is qualitative analytical descriptive, which seeks to describe the characteristics of the data in accordance with the actual situation. The description is described as it is systematically, factually, and accurately regarding the data and characteristics of the phenomena under study. The data shows that the code switching event in Indonesian language learning in grade VII-A SMP Darulmuta'alimin Tanah Merah Aceh Singkil, which is from the Singkil language to Indonesian. Since the beginning of the conversation in the learning process, the teacher and students communicate using Singkil and the end of their conversation using Indonesian.

Keywords

code switching;
reading material;
Singkil language



I. Introduction

Indonesian people generally speak more than one language, namely the mother tongue or regional language (B1) and Indonesian (B2) as the second language. Indonesian is used as a means of communication between ethnic groups in both formal and informal situations, while regional languages are often used in informal situations to show respect, respect, and intimacy towards interlocutors who come from the same group. The regional language has a status as an element of national culture which is protected by the state. This is in accordance with the 1945 Constitution article 32 paragraph 2 which states that the state respects and maintains regional languages as national cultural assets.

Areas that become centers of community activity in the fields of economy, education, culture, politics, and others, generally become a meeting place for many people, each bringing their own language. A multi-ethnic society followed by inter-ethnic contact, including language contact, which can lead to various linguistic phenomena such as bilingualism or even multilingualism. This also occurs in the people of Aceh Singkil, the regional language of Singkil which is used in all districts is the majority language, namely 85% of the people of the Aceh Singkil region use the Singkil language (Vohry, 2016: 3). Thus, this society will eventually exist as a bilingual or multilingual society. This fact

cannot be avoided by the people of Aceh Singkil. This situation certainly made the people of Aceh Singkil increasingly diverse. This plurality is stimulated and sustained by the fact that there are meetings and interactions between the people of Aceh Singkil. This condition reflects the presence of language contact which results in language shift, which is a constant change in one's choice of language for daily needs, especially as a result of migration, or language change, which is a change in language throughout a period (Kridalaksana, 1993: 167,172). The language contact occurs between Singkil and Indonesian, or vice versa. The bilingual Aceh Singkil community will experience language contact, giving rise to symptoms of code switching and code mixing. This statement is reinforced by the opinion of Nababan (1991):

In the teaching and learning process at SMP Darulmuta'alimin Tanah Merah Aceh Singkil, code switching and code mixing events may occur. This does not only happen to students, but can also happen to teachers who have the same background (mother tongue) as students. A teacher at SMP Darulmuta'alimin Tanah Merah Aceh Singkil uses the local language or mother tongues so that the students he is being taught understand the learning. In accordance with the explanation of Article 36, Chapter XV, of the 1945 Constitution, it can be seen that the language of instruction is used in the teaching and learning process in class is Indonesian. A teacher is required to use good and correct Indonesian in learning. Teaching and learning activities carried out by teachers at SMP Darulmut'alimin Tanah Merah Aceh Singkil still use code switching and code mixing. This is supported by the information of the Indonesian language teacher who states that teachers still use regional languages in teaching and learning activities with the aim of making it easier for students to understand explanations of teacher.

II. Reveiw of Literatures

2.1 The Definition of Code Switching

The word code switching consists of two parts, namely the word transfer which means 'move', while codebe means 'one of the variations at the language level'. Thus etymologically code switching can be interpreted as a transition or change (transfer) from a variant of a language to another. The definition of code switching is in line with the limitations expressed by several experts below.

Dell Hymes in Jendra (2007: 156) states that code switching is a general term used to express the change (transition) of using two languages or more several variations of one language or even several variations of one style. Kridalaksana (1982: 7) states that what is meant by code switching is the use of other language variations to adapt to other roles or situations, or the existence of other participation. He further revealed that code switching can occur in bilingual and multilingual societies, code switching can occur from one language variant to another.

Milory and Musyken (1995) define code switching "The alternative used by bilingual of two or more language in the same conversation" from this definition code switching is an alternative used by bilinguals from two or more languages in the same conversation. Valdes-Fallis (1977) in the International Journal of Asian Social Science entitled Influence of an English Lecturer's Code-Switching Practice on Students' Confidence in the Subject states that "Interchangeability of two codes done concurrently by transferring, borrowing and mixing words from both codes" , which means the term "code transfer" can be defined as the exchange of two codes carried out simultaneously by transferring, borrowing and mixing words from the two codes.

Richards in Rahardi (2015: 5) regarding this code switching states that, "code switching is a change by speaker (or writer) from one language or language variety to another one. Code switching can take place in a conversation when one speaker uses one language and the other speaker answers in a different language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence, "

More deeply, Duran (1994) says that "code switching is probably strongly related to bilingual life and may appear more or less concurrently in the life of the developing language bilinguals especially when they are conscious of such behavior and choose more or less purposefully to use or not to use it".

The same thing was also expressed by Wijana in Suwito (1983: 178-179) code switching is a transition event from one code to another. If a speaker initially uses code A (for example Indonesian), and then switches to using code B (for example Javanese). Furthermore, Chaer and Leonie Agustina (2010: 67) state that in a bilingual society, an event called code switching often occurs, namely the shift in the use of a code (either a certain language or a certain language) into another code (another language or a variety of languages). Code switching can also occur for other reasons. For example, because of a change in situation, or the topic of conversation.

2.2 The History of Singkil Language

The Singkil tribe was formerly called Singkel. Since 1984 the word Singkel has changed to Singkil. This corresponds to the name behind the name Sheikh Abdurrauf As-Singkili (Vohry, 2016: 1). Sheikh Abdurrauf As-Singkili is a well-known Acehese scholar. He had a great influence on the spread of Islam in Sumatra and the archipelago. His full name is Aminuddin Abdurrauf bin Ali-Jawi Tsumal Fansuri As-Singkili who also has the title Teungku Syiah Kuala which means Sheikh Ulama in Kuala. He was born in Fansur and then grew up in Singkil in the early 17th century AD. Singkil comes from the word "sek" which comes from the Singkil language itself which means "want" or "like" in Indonesian.

A Portuguese national Tome Pires has recorded the existence of the kingdom of Singkel as *Chingueleor* Quenchell. In 1592 AD, the word Singkel was also mentioned on the map of Petrus Plancius (*Monumenta Charchographico* Volume II) called Sinckel. Thus, the Singkel kingdom which was domiciled in the rivers of Lae Sukhaya and Lae Cinendang has existed since the early 15th century AD and is even thought to have existed far away previously.

Currently the Singkil tribe is located in 3 districts in Aceh Province, scattered in Aceh Singkil District, Sebulussalam City, and in Aceh Tenggara Vohry District (2013: 5). As PERMENDAGRI No. 52 of 2007 that the "Singkil" tribe is a tribe that has been officially recognized for its existence in Aceh Province. So it is inclusive in its language; Singkil Language, Singkil Culture, Singkil customs, Singkil Art, Singkil traditional house forms and others, because language functions as: (Saragih, 2006: 36) (a) describe (represent), (b) exchange (exchange), and (c) organize human experiences. These three functions are called language metafunctions. This metafunction is the power of language. Which means that the function of language is to represent which is the identity of an ethnicity.

2.3 Indonesia Language Learning

Sulistiawati (2009: 76) says "Learning is basically a process of communication or interaction between students / students and educators / teachers and their learning environment, both direct communication in face-to-face activities and indirectly by

softening the media". Furthermore, according to Degeng (1989) "Learning is an effort to teach students". The efforts made can be in the form of analyzing the objectives and characteristics of studies and students, analyzing learning resources, determining organizational strategies, learning content, determining learning delivery strategies, determining learning processing strategies, and establishing procedures for measuring learning outcomes

Slamet (2007: 6), language teaching Indonesia is the teaching of language skills, different from language teaching. Language theories are only as a support or explanation in context, which is related to certain skills being taught. Darwis (2018) states that language is the ability that humans have to communicate with other humans so that the existence of language can run good communication. Atmazaki (2013) adds that Indonesian language subjects aim to make students have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, respect and are proud to use Indonesian to improve intellectual abilities, as well as emotional and social maturity, enjoy and utilize literary works to broaden horizons, character, and increase knowledge and language skills, and appreciate and develop Indonesian literature as a treasure of Indonesian human intellectual culture. In the Indonesian Language Education study program, the Literary Appreciation course is a compulsory subject (Frince S, 2020).

Mahsun (2014: 39) states, in language learning there are two components that must be studied, namely the problem of meaning and form. Both of these elements must be present in a stimulant manner and both must be present. However, language users must realize that the components of meaning are the main elements in forming language, and because of that language becomes a means of forming the human mind. For this reason, teachers need to realize that the ability to think that should be formed in language is the ability to think systematically, contrarily, empirically, and critically. Stimulatively this thinking ability is called methodological thinking which can only be achieved through text learning based on a scientific / scientific approach.

Based on the above opinion that language learning Indonesia plays an important role in developing critical, systematic, and scientific thinking. Therefore, teaching Indonesian should emphasize the use of language in the classroom as well as scientifically in the sense of using Indonesian that is good and correct at its level.

III. Research Methods

This type of research is qualitative analytical descriptive, which seeks to describe the characteristics of the data in accordance with the actual situation. The description is described as it is systematically, factually, and accurately regarding the data and characteristics of the phenomena under study.

According to Moleong (2013: 6) qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perceptions, motivation, actions, and others. Holistically and by way of description in the form of words and language, in a specific natural context and by making use of various natural methods.

Arikunto (2013: 3) adds that the term "descriptive" comes from the English term to describe which means to describe or describe something, for example circumstances, conditions, situations, events, activities, and others. Thus what is meant by descriptive research is research that is intended to investigate the circumstances, conditions, or other things that have been mentioned, the results of which are presented in the form of a research report.

This research was conducted at SMP Darulmuta'alimin Tanah Merah Gunung Meriah Aceh Singkil, with the consideration that the people in Tanah Merah village, Gunung Meriah Aceh Singkil sub-district predominantly use Singkil language rather than Indonesian when interacting, both in formal and non-formal situations. Furthermore, similar research has never been conducted in this school. When the research was carried out from January to March 2019

The population of this study were two teachers of Indonesian language study and all seventh grade students of SMP Darulmuta'alimin Tanah Merah, Aceh Singkil, especially students who spoke the language "Singkil". The details of each class stratum, namely VII-1 (26 students), VII-2 (20 students), VII-3 (25 students), VII-4 (20 students), VII-5 (25 students), VII-6 (24 students) The following is the explanation.

Table 1. Number of Population Teachers in the Field of Indonesian Language Studies and Students Researched

Level	Class	The number of students	Total
VII	VII-A	26 students	140 students
	VII-B	20 students	
	VII-C	25 students	
	VII-D	20 students	
	VII-E	25 students	
	VII-F	24 students	
Total Number of Students			140 students
Total number of teachers			2 persons

The population in this study were 2 teachers of Indonesian language studies and 140 students.

IV. Discussion

On Saturday 2 March 2019 at around 13.30 WIB, a code switching incident occurred from teacher-student communication in the XII-E classroom at SMP Darulmuta'alimin Tanah Mearah Aceh Singkil. communication action on data (26) appears when a teacher asks students about learning material. The occurrence of the intended communication acts based on this context is as follows.

Data (26)

Context : There was an event of code switching from teacher-student communication, an event when the teacher taught about the Fable story material in the Indonesian language learning process.

Teacher : "Today we will learn about the fable story. Previously, my mother had explained about the fable story. What is the fable story? Does anyone know? "
(Today we will learn about the fable story. Previously, you had explained the fable story. What is meant by the fable story? Does anyone know?)

Students : (just be quiet)

Teacher : "*Lot to betoh kade Cekhita Fabel?*"
(Do you know what a fable is?)

The communication action that occurs is an event of code switching in the formal language form. This is because the teacher switches the language in communication with formal language. The formal language in question appears in the language used by the teacher when switching codes in their communication. The communication action seen in the data (26) shows that the teacher's code switching from Indonesian to Singkil, a form of formal language in view of the Singkil language, shows code switching events. So, the Singkil language shows the formal form in question.

The transfer of data (26) occurs because when the teacher asks a question about the fable story "What is a Fable story" the student's response is only silent, and the teacher immediately transfers his speech into Singkil with the intention that students respond to the teacher and can understand what which is the question. The transfer of code for the formal language form appears in the transfer of the teacher's language, namely by saying "what is meant by the fable story?" . The speech situation was formal because it was the first time the teacher delivered material about fables at that time, so the language used by the teacher tended to be formal even though the position was higher than the students. Next, sentences "*Lot to betoh kade Cekhita Fabel?*" which means "do you know what is meant by the fable?" The teacher uses the Singkil language in order to establish a close relationship between the two parties (teacher-student) because the teacher understands that the majority of students are predominantly able to use Singkil.

At SMP Darulmuta'alimin Tanah Merah Aceh Singkil, to be precise, in the VII-C classrooms Tuesday, February 26, 2019, at around 15.00 WIB. Teaching and learning activities occur. Speech events in data (7) during the Indonesian language learning process. The teacher will divide the study group, from the teaching and learning activities, it appears that the speech between students when student 1 feels uncomfortable with the actions of other students where student 1 feels disturbed. The communication actions that occur based on the context in question are as follows.

Data (7)

- Context : Context: There was an event of code switching from teacher-student communication, speech events during the learning process of Indonesian. The teacher would divide the group
- Teacher : Group one sits on the left side of the mother, group two sits on the right side of the mother, group three on the back left and right behind the group of four!
(Group one sits to the left of the mother, group two sits to the right of the mother, group three to the left behind and to the right behind the group of four!)
- Student 1 : *Go back to jogeh enda da, mate to hold da*
(Don't bother here, you die later)
- Student 2 : *Ise me jogging.*
(who's bothering)
- Teacher : Children calm down for a moment!
(Kids, try to calm down for a moment!)
- Student 1 : This is Thump, disturb other groups.
(this is thump, disturb the other group)

The form of communication that occurs is an informal language form code switching event. This is because the teacher transfers the language in their communication by using informal language. Code switching occurs because the situation has also changed from formal to informal due to the relationship between the speaker (teacher) and his speech partner (student). The situation always accompanies a communication or conversation

between communication with the situation, both of which complement each other where the speaker adapts the conversation to the existing situation. The way of adjustment is manifested through the use of language in the communication. Likewise, if the teacher wants to change the situation or even create a new situation, the teacher can also do this by changing the language he will use to communicate.

Furthermore, with the use of informal language that appears in non-standard words, namely "Children calm down for a moment!" whose standard form in Indonesian is "Children, try to calm down for a moment!". By using these non-standard words, the teacher's speech seems relaxed and familiar with the students, so it appears that the relationship between the teacher and students in class VII-C Indonesian looks familiar and tends to be in informal situations.

The communication act on data (20) is a speech between students in learning Indonesian at SMP Darulmuta'alimin Tanah Merah Aceh Singkil, precisely in the VII-D classroom on Friday 01 March 2019 at around 16.00 WIB. Indonesian to Singkil by students. The speech events that occur are as follows.

Data (20)

Context : There was an event Code switching from communication between students,
Speech events when the teacher corrects student scores in learning Indonesian.

Teacher : Children, does anyone know the answer?
(Do kids know the answer?)

Student 1: Unlock disgrace?
(Opening the disgrace of thump?)

Student 2: *Dos hambing i.*
(It's the same)

Student 1: *Kune dos bedai.*
(why are they different)

Initially student 1 responded to the teacher's question about the learning material using Indonesian, namely in the speech "Opening the disgrace of Buk" student 2 responded by using the Singkil language as in the speech "Dos hambing i" which means "It's the same" then the response back by student 1 by using the Singkil language "Kune dos bedai" which means "why are they different". This code switching was carried out by student 2 and student 1. Student 1 transferred the code into the Singkil language to respond to student 2 for using the Singkil language. So student 2 and student 1 consciously replace their language with everyday language, namely Singkil, with the aim of smoothing communication. Thus it can be said that the code transfer is the transfer of the Indonesian code into the Singkil language.

Meanwhile, on different days and different classes, it appears that the code switching is intended. During the teaching and learning process in class VII-B of SMP Darulmuta'alimin Tanah Merah Aceh Singkil, Thursday, February 28 2019 at 14.30 WIB, there were speeches of students who switched languages from Indonesian to Singkil. The intended communication act is shown in data (21) as follows.

Data (21)

Context : There was an event Code switching from communication between students, Speech events when the teacher corrected student scores in learning Indonesian

Teacher : Ayu Pradana?
(Ayu Pradana?)

Student 1 : Correct 4 (four) Thumbs.
(Correct 4 (four) Thumb.)

Teacher : Ha, four

- (Ha, four)
- Student 2 : Buk, raise 10 (ten) to 21 (twenty one)!
(Buk raise 10 (ten) to 21 (twenty one))
- Student 3 : *I got ribs yu?*
(How much am I beautiful?)
- Student 1 : *Twenty wallets*
(Twenty eight)
- Student 3 : *Khendahna mate ngen, how come?*
(I'm so lowly dead, are you right?)
- Student 1 : *tuhu.*
(right.)

Initially the teacher and student's speech used Indonesian, namely the teacher's speech calling one of the students "Ayu Pradana?" Student 1 responds "That's right 4 (four) thumps" because student one corrects student 2, student 2 also responds with "thump increase thump 10 (ten) to 21 (twenty one) thumps" in the above conversation the speech still uses Indonesian then new speakers appear namely student 3 "I piga yu?" which means "how much am I?" by using the Singkil language and student 1 responds "Dua PuluhSiwah" and the student 3 answers "Khendana mate ngen, tahu ko da" which means "I'm so low, I'm sure you are". At the end of the conversation student 1 and student 3 switch to using the Singkil language code switching carried out by student 1 to make it look familiar with student 3,

Data (24) shows that the code switching event in Indonesian language learning in class VII-A of SMP Darulmuta'alimin Tanah Merah Aceh Singkil, Wednesday 26 February 2019 at 13.30 WIB, namely from Singkil to Indonesian, the speech event occurred when the teacher corrected grades students in learning Indonesian. The speech events that occur based on the context in question are as follows.

Data (24)

Context : There was an event Code switching from communication between students, Speech events when the teacher corrected student scores in Indonesian language learning.

Student 1 : *Siska, why don't you go back and forth?*
(Siska, do you know who this is?)

Student 2 : *Ise panai?*
(whose it is?)

Student 1 : *Odak how tough? There is no name for this thump?*
(Don't you know, this thump doesn't have a name thump?)

Student 3 : *Where? Got this Sunday.*
(Mana, got this santi tho)

Since the beginning of the conversation in the learning process students communicate using the Singkil language and at the end of the conversation they use Indonesian. The code transfer from Singkil to Indonesian was carried out by student 1 and student 2 because student 1 asked the teacher in Indonesian as in the speech "Odak, how come? This thump doesn't have the name Buk? "Which means" Don't you know? This thump does not have the name Buk? " then student 3 responds with Indonesian like the words "Where? have Santi, this is Buk "due to the emergence of a third person, namely student 3, there was a code transfer from Singkil to Indonesian. next

The communication action between teachers and students seen in the data (25) is an inter-language code switching event from Singkil to Indonesian class VII-A SMP Darulmuta'alimin Tanah Merah Aceh Singkil in context, Wednesday 26 February 2019 at

13.35 WIB when students speak collect assignments to the teacher's desk in learning Indonesian.

Data (25)

Context : There was an event Code switching from communication between students, Speech events when students submitted assignments to the teacher's desk in Indonesian language learning

Student 1 : *We, back to Henden Khata Da!*
(all of you, don't come here!)

Students 2 : *Kune pana?*
(why do you think?)

Student 1 : Throw forward and all thump.
(thump forward they all thump)

Teacher : Do not all go forward, one by one progress!
(Don't all go forward one by one)

The data above shows that the code switching event in Indonesian language learning in grade VII-A SMP Darulmuta'alimin Tanah Merah Aceh Singkil, which is from the Singkil language to Indonesian. Since the beginning of the conversation in the learning process, the teacher and students communicate using Singkil and the end of their conversation using Indonesian. Initially his speech on using the Singkil language as in the speech of student 1 "We repeat to Henden Khata da" which means "you don't come here all right" and in response by student 2 "Kune pana" which means "why are you?". The code switching from Singkil to Indonesian is done by students because student 1 speaks with the teacher "Forward thump and all thump" this is done by the speaker deliberately switching the code against the speech partner because the aim is to reprimand other students because going forward all the actions are not conducive and the teacher responded in Indonesian "Don't all go forward, one by one go forward". The code switching carried out by these students is from Singkil to Indonesian.

V. Conclusion

The form of code switching in this research is

1. Based on the form of language used, includes:

a. Formal language

The form of code switching in question appears when teachers and students switch their language using formal language. In teacher-student communication during the Indonesian language learning process, teachers use more formal language, so that the form of code transfer is more often seen as the act of communication that occurs.

b. Informal language

The form of code switching in question appears when teacher-students transfer their language using informal language. In teacher-student communication, during the learning process of Indonesian, it does not rule out the use of informal language because the situation of speech can also change from formal to informal, so that communication with formal language can also change with informal language.

2. Forms of relationships between languages, include

a. Indonesian - Singkil

The form of code switching in question appears when the teacher-student switches the language in their communication from Indonesian to Singkil. The form of code switching in question is more dominant in teacher-student communication during the

Indonesian language learning process considering the teacher's background and the majority of students are of Singkil ethnicity.

b. Singkil Language - Indonesian

The form of code switching that appears when the teacher-student switches the language in their communication from Singkil to Indonesian. The form of code switching in question appears less in the teacher-student communication during the Indonesian language learning process considering the language used is Indonesian.

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