

# Classroom Discourse Analysis

*by Classroom Discourse Analysis Classroom Discourse Analysis*

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## Classroom Discourse Analysis of Teacher's Code-Switching

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### Abstract

Classroom discourse plays a pivotal role in the conversational context at schools. The teacher as a speaking model needs to consider the speech and diction during the conversation discourse. One way to help the interaction is by employing code-switching practice since the choice of language in class discourse is essential for creating a practical and easy-to-understand class. This study aimed to find the types and functions of code-switching practiced by the English teacher. By employing a descriptive qualitative design, the data were obtained from classroom observation completed by an audio recorder based on the theory of code-switching from Poplack (1980) and Mattsson & Burenhult (1999). Then, the research transcribed and analyzed the data into data reduction, data display, and making an inference to explore the types and the functions of code-switching practice. The participant in this study was Mrs. Zu (Pseudo), an English teacher at SMAN 2 Pare. The finding presented the types of code-switching involving inter-sentential switching, intra-sentential switching, and tag switching. The functions of code-switching cover topic switches, affective functions, and repetitive functions. The dominant practice was intra-sentential switching with affective functions during the classroom discourse. These functions help students comprehend the meaning transferred during classroom interaction.

**Keywords:** *Classroom discourse, code-switching, switching functions*

### 1. INTRODUCTION

Developing countries have made great efforts to make their countries better than before. One of them is to teach the next generation in the best way. In this case, the learning process becomes the most important thing in improving students' skills, their country. Each country has different regulations in the learning process. They will adapt to the conditions and situations in their country and find the right one to determine the principle of the learning process. Although the way of learning is different, the goal is the same. The goal is that the next generation is ready to face significant challenges in the future. The learning process will impact many sectors, especially the nation's age because the learning process in the right way will provide a lot of knowledge to students and improve student skills. So the learning process is the primary key to making someone better than before (Bain, 2004).

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The learning process can succeed or fail, depending on the method in the classroom (Madrid, 1996) because the classroom is a place where the learning process takes place. The classroom is about the environmental situation of the learning process carried out in schools. In the classroom, several activities will occur at that time and place, for example, the teaching and learning process, language interaction between teacher and students or students with their peers, critical thinking, etc (Poplack, 2001). In other words, the statement that the researchers explained earlier is called code-switching. A classroom is a place for the learning process and discourse about the language used in the learning process (Rogers, 2014). Class discourse is carried out by teachers and students in the classroom or students and students. The language used in class discourse can be more than one, depending on the teacher and students (Valentika & Yulia, 2020).

Meanwhile, class discourse is a language applied in the classroom in the learning process between teachers and students. Class discourse is a type of parole or performance used in classroom situations (Rymes, 2016). Class discourse also includes language teachers and students communicating in classroom learning (Soysal, 2021). Teachers do many ways in the learning process to understand the learning is carried out, especially the use of language in the learning process in the classroom because language is the central part of transferring knowledge.

In this case, class discourse can be an exceptional solution for students' problems understanding the target language being studied in class (Tang, 2017). Students sometimes have difficulty understanding the teacher's explanation. Students need clarification to know the meaning of learning. In conditions like this, the teacher must change the basis into an understandable language, or this process can be called code-switching; moreover, the lesson is an English lesson (Scotton, 2017). So that class discourse and code-switching are needed in the teaching and learning process to clarify the explanations used by teachers to students, such as learning English under certain conditions requiring clarification to understand the material (Donaldson, 2011).

Therefore, researchers ensure that the choice of language in class discourse is essential for creating a practical and easy-to-understand class, so researchers are currently focusing on class discourse by using code-switching when delivering material to students in a class (Fachriyah, 2017). For example, when explaining English material, the teacher in the class will use English or the target language being taught. Then, the teacher will control that all students can understand the material being conveyed when students do not understand. So, the teacher can use code-switching to replace the language used with another language well understood by the teacher and students in the class (Puspawati, 2018). However, code-

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switching in this class discourse will reduce its use in line with the increase in the quality of students towards their material mastery. In learning English, this issue becomes significant if students' knowledge of the material is still lacking. Then, code-switching in the classroom will increase (Shafi et al., 2020).

Before the current researchers conduct research, there are several studies on the use of code-switching in previous class discourse that can be used as a reference in conducting research and finding gaps from previous research. First, previous research focused on code-switching that was carried out between teachers and students (Ulfah, 2014). This study shows us that language interaction in the classroom is essential for the success of the learning process. Therefore, code-switching can help the learning process, especially for the type and function of the code-switching. Second, researchers randomly found code-switching patterns in elementary lessons and used more than one language to understand code-switching (Domalewska, 2015).

Meanwhile, the current research is conducted by collaborating two theories into code-switching: the type theory and the functional view of code-switching used in the classroom. This collaboration is still needed in Indonesian EFL learners because of learning in EFL learners. There are still many failures in the teaching and learning process in the classroom. One factor is misunderstanding the language used between teachers and students, especially English.

The following is the theory used in the current research, the idea about the type of code-switching and the function of code-switching used by teachers in teaching a second language in the classroom. There are three types of code-switching, inter-sentential switching, intra-sentential switching, and tag-switching (Poplack, 1980). Code-switching also has several benefits in the learning process, such as topic switch, affective functions, and repetitive functions (Mattsson & Burenhult, 1999). These benefits help students in the learning process. It is because most students have difficulty understanding the teacher's explanation. Therefore, code-switching is needed for teachers in the teaching and learning process.

Furthermore, the use of code-switching in teacher-student interactions in the classroom has a significant impact on the success of the learning process (Mujiono, 2013). In addition, this research is focused on learning English in the classroom. Students must practice and understand everything they know in class. To achieve this target, the teacher in the class speaks English well to guide students to speak English better than before. Students will imitate what teachers do in class about English in particular (Panjuru, 2019). If there is a misunderstanding between the teacher and students, the teacher can use code-switching to clarify what the teacher in the class means (Domalewska, 2017). Moreover,

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code-switching practiced in large classes will positively impact, such as searching for equivalence, meaning clarification, following task procedures, and emotional expressions (Kemaloglu-Er & Özata, 2020). With this basis, the researcher believes that this code-switching research needs to be reviewed more deeply to solve some of the problems that exist in the classroom, especially in learning English.

## 2. RESEARCH METHOD

The data collection in this study was a class observation, then the data from the audio recording was transcribed, then the data needed to be analyzed was coded. The first is class observation, and the researchers followed the learning process as class observation. In this case, the researchers brought an observation sheet containing a table of types and functions of code-switching. The researchers filled in the table based on what the teacher said. In addition, researchers have notes about phenomena that occur in the classroom. Class observations were not sufficient to describe the teacher's code-switching practice in the classroom, so the researchers had field notes and audio recordings. After the researchers got the data from the observation, which was equipped with audio recordings and field notes, the researchers took the next step. It is a transcription process. In this process, the researchers transcribed the audio recording into written dialogue. Written dialogue is used to complete data that has not been obtained from incomplete observation sheets. The data obtained by the researchers were transcribed, then the researchers coded the data. The coding process is all about labeling which data is a teacher's code-switching practice or not. When the conversation is not about teacher code-switching practices, the researchers ignore it.

The research used is a classroom discourse analysis conducted at SMAN 2 Pare, mainly grade eleven, with random class selection. The research design used is a qualitative descriptive of the code-switching process in several classes. In this case, the researchers focused on several courses and the same English teacher who teaches in these classes because the primary purpose of this study is to find out the type and function of code-switching that is practiced by the teacher to the students in the category as a research participant, Mrs. Zu (Pseudo). Mrs. Zu has a mother tongue, Javanese, and his second language is Indonesian.

In this study, researchers used observation sheets to obtain data, field notes, and audio recorders to support the data in the observation sheets to get comprehensive data from the learning process. The observations are equipped with an observation sheet containing the types and functions of code-switching. The observation sheet used by researchers in taking data in the field is under the theory of style and function of code-switching. The type and part of this code-switching is a barometer of researchers observing events in the classroom so that researchers are not confused about the data to use.



In addition to the observation sheet, there are field notes and an audio recorder to record the entire learning process. It is impossible to get complete data with observation sheets because many code-switching data is missed when researchers observe events in class. Thus, field notes and audio recorders can support the data obtained in the observation sheet. First, the researcher transcribed the existing data into a complete conversation with this audio recording and field notes. Then, the researchers observed what was in the transcript, focused on the type and function of the code-switching, and combined the data in the previous observation sheet. Thus, the researchers got complete data because what data is obtained from these instruments will complement each other.

Researchers used the qualitative descriptive method to analyze the data obtained from class observations equipped with audio recording devices and field notes. Here, the researchers carried out three processes of data analysis: data reduction, data presentation, and concluding/verification (Miles & Huberman, 1994).

### 3. FINDINGS AND DISCUSSION

This section discusses the research results through three stages of data analysis. Data analysis answered the first question, the type of teacher code-switching practice in the learning process. Second, the function of the teacher's code-switching practice. Here, the researchers showed a table of research findings in this study. There are two findings: the type of teacher code-switching practice and the function of teacher code-switching practice. The number of these findings is based on class observations from three classes. Table 1 is about the types of code-switching practices.

Table 1. Types of Code-Switching

| No.          | Class       | Inter-Sentential Switching | Intra-Sentential Switching | Tag Switching | Total      |
|--------------|-------------|----------------------------|----------------------------|---------------|------------|
| 1            | XI – MIPA 6 | 13                         | 14                         | 8             | 35         |
| 2            | XI – MIPA 4 | 13                         | 13                         | 9             | 35         |
| 3            | XI – IPS 2  | 10                         | 16                         | 5             | 31         |
| <b>Total</b> |             | 36                         | 43                         | 22            | <b>101</b> |

The three types of code-switching appeared in every class observed by the researchers for five classes, but the researchers only chose three classes for the data in this study. The three classes have different numbers for each type of code-switching. It happened because the teacher practiced code-switching based on students' understanding of the material. The teacher's principle in teaching students, he must continue to speak English during the learning process. Furthermore, the teacher still needs code-switching in the learning process, even though he speaks English.

The three classes chosen by the researchers, namely XI-MIPA 6, XI-MIPA 4, XI-IPS 2, have different attitudes and skills for English material. As in XI-MIPA 6, students are active and ready to learn English. When the teacher speaks English, the students try to give feedback in English. Most of them can speak English well so that the teacher uses English a lot in learning XI-MIPA 6. XI-MIPA 6 is as good at English as XI-MIPA 4. Both are at the same level, so the researchers found the same number of type codes -the teacher practiced switching. There is 35 times the practice of code-switching by teachers.

Meanwhile, XI-IPS 2 is more impressive than the previous two classes because almost the entire learning process uses English. Based on the researcher's observations, students were increasingly curious to try what the teacher asked in class. There was only 31 times the practice of code-switching by teachers. It can be concluded that the teacher will use code-switching based on class conditions. English is about the habit of acting, but if needed, another language will be the solution.

In addition to the type of code-switching practice, the researchers found the function of code-switching practice from classroom observation. Thus, the code-switching function is also fully discovered. The code-switching functions include topic switching, affective, and repetitive functions, as summarized in table 2.

Table 2. The Function of Code-Switching

| No. | Class        | Topic Switch | Affective Functions | Repetitive Functions | Total      |
|-----|--------------|--------------|---------------------|----------------------|------------|
| 1   | XI-MIPA 6    | 13           | 20                  | 2                    | 35         |
| 2   | XI-MIPA 4    | 10           | 18                  | 7                    | 35         |
| 3   | XI-IPS 2     | 5            | 16                  | 10                   | 31         |
|     | <b>Total</b> | 28           | 54                  | 19                   | <b>101</b> |

From the three classes that the researcher used for observation, three kinds of code-switching functions were found. The total number of code-switching practices has different figures. For example, in XI-MIPA, six teachers used topic switching 13 times, 20 times for affective functions, and two times for repetitive functions in code-switching practice. Then in XI-MIPA 4, teachers used topic switches ten times, affective functions 18 times, and repetitive functions seven times. While in class XI-IPS 2, the teacher uses topic switches five times, affective functions 16 times, and repetitive functions ten times. Thus, the number of code-switching functions found by researchers in three classes with the same English teacher is 101 code-switching functions.

The researchers found that English teachers' most frequently used code-switching function is adequate based on class observation. The teacher needs code-switching exercises to explain to students

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about the material being studied. The teacher changes the language in describing the presentation of the material to students. The practice of code-switching by the conditions becomes effective. The number of practical functions was the largest in the three classes. Already 54 times, teachers have used the affective function in the practice of code-switching. Teachers' use of code-switching functions is the same as the type of code-switching practice. When students are more enthusiastic about learning English in a short time, the teacher will use code-switching exercises. Here, XI-IPS 2 is the most active student learning English, so the teacher uses code-switching exercises under these conditions.

Below is a detailed explanation of the speech from an English teacher regarding <sup>2</sup> the types and functions of code-switching. The researchers only took some utterances from the data discussed further.

“So, there are three? Ada tiga ya?”

This utterance is one of the data from the class observation, "So, there are three? There are three huh?" is the inter-sentential displacement for the types. Inter-sentential comes from two sentences that mix different languages. The point is two languages that support each other. The teacher speaks in two sentences and two languages. The first sentence is "so, there are three?" The second sentence is "there are three, huh?". And the sentences used are different, English and Indonesian. Furthermore, these sentences construct <sup>5</sup> meaning or command for students. So, it can be concluded that this one is inter-sentential switching for types of code-switching.

In addition to the type of code-switching, this speech is called a repetitive function in the practice of code-switching. That's because the repetitive function is all about repeating a lesson. The two sentences have the same meaning but use different language. Like, "So there are three? There are three, huh? This one is one command or instruction but is built from two sentences in different languages. The first is English, and the second is Indonesian. It is usually used when the teacher wants to confirm the teacher's explanation to the students. So the conclusion of this utterance functions for repetitive functions.

“Please, *gunakan* why as the simple questions. It is okay.”

Based on observations' results, the teacher uttered the utterances when students practiced cause and effect using difficult questions. So the teacher gives new instructions and practices code-switching using simple questions using why. The teacher uses this code-switching exercise so that students pay more attention to the question word "why."



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Code-switching intra-sentential switching is about the practice of code-switching that occurs in one sentence. It consists of two or more languages, like the sentence above. The word "... use ..." is in Indonesian and another word in a sentence in English. It means one for one sentence. Furthermore, English and Indonesian are separated into two sentences. There is no clear meaning. So it is called intra-sentential switching.

While this sentence functions as an affective function, the teacher uses code-switching practice to do the English material. The teacher also guides students to make simple questions to practice cause and effect with their friends in class. In conclusion, the function of this sentence, "Please, use why as a simple question. It's okay." is for an affective part.

"You must *menambahkan s/es* after verb 1. *Tidak hanya she, he pokoknya semua subject yang tunggal harus di ikuti verb s/es. Don't forget, ya?*"

According to the results of class observations, the teacher said this utterance after explaining the cause-and-effect material. Because students often forget that they have studied together in class. For that, the teacher ensures understanding. For this reason, the teacher makes sure by using question tags. This Question Tag is about tag switching because the teacher uses two languages, namely English and Indonesian. This utterance is a switching tag for this type of code-switching practice. The question tags that make up the two languages are used simultaneously in one statement. The sentences are in English, and the question tags are in Indonesian. So, this is called tag switching.

Meanwhile, the speech function of this code-switching practice is for topic switching. The reason is, tag switching is said to be from the discussion of causal material in making sentences that become causal. Then, the teacher transfers memorization to students about the material. So, it's about the topic switch for the function of this code-switching practice.

In conclusion, the researchers found the number of types and functions of code-switching practice was the same as the theory made by Poplack and Mattson & Burenhult. There are three code-switching types: inter-sentential redirects, intra-sentential redirects, and tag redirects. Then, there are also three code-switching functions: topic switching, affective functions, and repetitive functions.

In this case, the research procedures were carried out by researchers, such as classroom observations equipped with audio recordings. For example, the researchers showed the teacher's types of code-switching, and the function of the code-switching practice carried out by the teacher in teaching English.

Based on the analysis of class observation data, it was found that the teacher carried out 101 code-switching. Code-switching consists of types of code-switching and code-switching functions. There are three types of code-switching, there are three types of code-switching practices. These are inter-sentential switching, intra-sentential switching, and tag-switching. On the other hand, it is found the function of each code-switching practice. There are three functions found in this study. They are topic switch, affective function, and repetitive function. The number of types of code-switching, intra-sentential switching, and code-switching functions of affective functions has the same number. Research procedures carried out by researchers, such as classroom observations equipped with audio recordings. The researchers showed the teacher's types of code-switching, and the function of the code-switching practice carried out by the teacher in teaching English.

In this study, the types and functions often encountered are the types and functions of code-switching, intra-sentential switching, and affective functions. Teachers use it more because the students of SMAN 2 Pare need clarification on their understanding of the English material. Students can not 100% understand what the teacher always speaks in English, but when the teacher translates them into their mother tongue. Most students try to answer English to the teacher; this indicates a desire for students to practice English based on the observations of teachers and researchers. On the other hand, most of the students became confused and lost their understanding when the teacher gave the primary material of the English lesson. So, based on these data, the teacher practices code-switching in the primary material in English lessons.

The results of this study are similar to the effects of previous studies which discussed the types and functions of code-switching carried out by teachers. Ulfah (2014) shows that the types of code-switching used are inter-sentential switching, intra-sentential switching, and tag switching. Meanwhile, Yletyinen (2004) states that code-switching functions are topic switching, affective function, and repetitive. They show that the results of this study are consistent with the results of previous studies.

Although the results of previous studies and this study are related, there are differences between the two. The difference is the total number of code-switching performed by the teacher. Previous research is more prominent than this study. Previous research showed as many as 474 practices of code-switching and this study as many as 101 practices. It depends on the quality of students, background knowledge of students, and the quality of teachers. It will then affect students in learning English. Code-switching is used when students are confused about the material or instructions or something else. Then the teacher uses more than one language, which is called the practice of code-switching. The size of the teacher to

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determine students are less able to understand the English that is conveyed or understood well are from students capturing what is meant by the instructions transmitted by the teacher in class, not from students who understand the material in the English language. It is because code-switching is a bridge that will connect understanding between one person and another.

The researcher believes that the use of this type and function of code-switching depends on the quality of students in understanding the foreign language they are studying together in class. The use of code-switching by teachers in the classroom for students will increase if the students in the class are less able to understand the foreign language (English) that is being carried out in the teaching and learning process in the classroom. And vice versa, if students in the class can understand it well, code-switching will also decrease according to students' abilities in the class. However, based on the researcher's observations of the class at SMAN 2 Pare, the researcher also found that the teacher used code-switching practice not because the students could not understand the English language learning. Still, the students in the class were less interested in studying English. Thus, the teacher assumes that students have not understood the learning perfectly, and the teacher uses code-switching practice. It is an exception that is not by the theory used by researchers to formulate when to use code-switching and when not to use code-switching practice.

Everything that the researcher got from this whole study was by the theory of (Poplack, 1980) and Mattsson & Burenhult (1999). These theories state that intra-sentential switching for this type of code-switching practice is about transitions that occur in one utterance and use two or more languages. When separated, there is no clear meaning. They must unite in one word. In contrast, the effective function of code-switching practice occurs when students need a clear explanation in doing English material. Therefore, the teacher must use the rule of code-switching in his description. All students of SMAN 2 Pare need to focus on learning English by the teacher. In conclusion, the most common types and functions of code-switching are intra-sentential switchings and affective functions.

#### 4. CONCLUSION

The findings of this study demonstrate three types of code-switching and three functions of code-switching practice. The types of code-switching practice are inter-sentential switching, intra-sentential switching, and tag-switching. While, the functions of code-switching are topic switch, affective function, and repetitive function. The data are related to the theory of Poplack and the previous research. Still, the previous study was concerned with the interaction of teachers and students in the classroom. It means that

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the studied data were from the teacher's utterances and students' statements in the classroom. Then, the present study concerns teachers' statements only in the teaching-learning process.

Hence, further research can explore more by relating code-switching to several aspects, such as age, gender, or cultural background. These considerations will be more beneficial for subsequent studies. The data will show various types and functions of code-switching that the teacher practiced, and the next researcher can understand the code-switching practice well in the teaching-learning process. Then the following researchers will know and find the differences in every teacher's performance using the code-switching practice in the teaching-learning process. The present researchers predict that the code-switching must be different, mainly the functions of code-switching practice because the teachers have other ways to measure whether the class needs code-switching practice or not. Accordingly, further research can choose the teachers in different contexts, for instance in English classes of different levels.

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