

Code-Switching and Code-Mixing in Indonesian EFL Classrooms: Teacher-Student Interactions in North Biak

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Abstract: This study investigates the types and functions of code-switching and code-mixing used by the English instructor and students at State Junior High School 2 Warsa – Biak during an English language training program. The data were collected through recorded classroom interactions, observations, and elicitation techniques. Using Hoffman’s theoretical framework for bilingual language use, the analysis revealed four types of code-switching—namely intra-sentential, inter-sentential, emblematic, and intra-word switching—as well as one type of code-mixing, intra-sentential code-mixing. The findings show that intra-sentential switching was the most frequently used, indicating the instructor’s linguistic strategy to embed English vocabulary and grammar within Indonesian or Papuan Malay structures. Additionally, the study identified seven reasons for the use of code-switching and code-mixing, including clarification, repetition, emphasis, and topic-shifting. These linguistic practices served pedagogical purposes, facilitating better comprehension and engagement in the bilingual classroom. The study concludes that code-switching and code-mixing are effective tools for scaffolding language learning, particularly in multilingual educational contexts such as Warsa – Biak.

Keywords: Code-switching, Code-mixing, Bilingual education, Classroom interaction, English language teaching.

I. INTRODUCTION

Language is a tool used by humans to express their speech, feelings, and thoughts in communication. It is clear that using appropriate language in society is very important because the message being conveyed will be received by the listener or people in the community without misunderstanding (Novendo & Linuwih, 2018; Rahman & Weda, 2019; Youngsun et al., 2024). They also said in this era of globalization, there are many people who have the ability to use more than one language. This phenomenon, where people can speak more than one language, refers to someone who is called “bilingual” or “multilingual.” According to Bialystok (2006 in Novendo & Linuwih, 2018, p. 1), a bilingual person is described as someone who speaks two languages fluently and also behaves appropriately in a sociocultural manner in both languages. Then, Titone (1993 in Novendo & Linuwih, 2018, p. 1) states that bilingualism is the ability to speak two languages using the distinct structures and concepts of each language, not merely paraphrasing from the original language.

Also, Novendo & Linuwih, (2018, p. 1) asserted that people who live in bilingual areas tend to use more than one language in their daily communication. They often switch or mix their mother tongue with another language, whether it is a local language or an international language such as English. Also they designated English, as a lingua franca, has become a commonly used language around the world, including in Indonesia (Yaumi et al., 2023; Rahman & Widyastuti, 2023; Ko et al., 2025). According to them, people do not speak only one language in communication. It is possible for them to use more than one language depending on their communication needs. In addition, the way people speak depends on where they are speaking, when they are speaking, and the situation during communication.

The purpose of using two or more languages is to build effective communication based on

social factors, such as the social context of the interaction, topic, and communicative function ((Novendo & Linuwih, 2018, p. 1). Indonesia has many languages used for communication. One of them is Biak language. Biak language is used to communicate with people from the same region, ethnic group, or community. The second is the national language, Bahasa Indonesia. This language is used as a formal language to unite various ethnic groups, communities, and cultures across Indonesia. The third is an international language, namely English. Indonesians learn English to be able to communicate with people around the world. The terms "code switching" and "code mixing" refer to the use of two languages in communication. According to Herk (2012 in Novendo & Linuwih, 2018: 2), "code switching" is switching between two languages or language varieties in one conversation, across sentence or clause boundaries. Meanwhile, Grosjean (1982) in Novendo & Linuwih, 2018, p. 2) explained "code mixing" is the blending of one language into another within the same utterance or within the same spoken or written text. From these brief definitions, it is clear that code switching and code mixing are different phenomena.

Novendo & Linuwih (2018, p. 2) revealed that in Indonesia today, the phenomena of code switching and code mixing are commonly found in everyday life. What they said most of the usage of code switching and code mixing occurs in the speech of young people and public figures. Also, the example that they give such as, the phrase "*kids jaman now*" became popular in Indonesia because combining languages in such a way sounds more impressive.

Moreover, this phenomenon of code switching and code mixing is not only found in real-life daily conversations, but also in English language training at State Junior High School 2 Warsa – Supiori, North Biak – Papua Province. Then, the analysis of this study used the theory provided by Novendo & Linuwih 2018. The objective of this study is to present information about the types and reasons why the English instructor and students at State Junior High School 2 Warsa use code switching and code mixing during English training class. Based on the background described previously, this study aims to address two main problems. The first problem concerns the identification of the types of code-switching and code-mixing used by the English instructor and the students at State Junior High School 2 Warsa – Biak. This includes analyzing the specific linguistic patterns and determining how these language alternations manifest in their classroom interactions. The second problem revolves around understanding the reasons behind the use of such types of code-switching and code-mixing by both the instructor and the students. This involves exploring the sociolinguistic, pedagogical, or communicative motivations that influence their language choices during the teaching and learning process.

II. LITERATURE REVIEW

Wardhaugh (1992, p. 13) revealed that sociolinguistics is concerned with investigating the relationship between language and society. Hudson (1990 in Wardhaugh, 1992, p. 13) stated that sociolinguistics is the study of language in relation to society. Enike et. al (2023) said Sociolinguistics investigates language and society. Language is the instrument for socializing with society, and the process shows that, indeed, human society operates as a system. Crystal (1971) notes that language is "the systematic conventional use of sounds, signs or written symbols in a human society for communication and self-expression.

A. Functions of Language

Eunike et.al (2023, p. 37) stated that language performs various functions in society. Although language scholars express the functions with differences in nomenclature, their submissions are quite similar. The functions of language include: **a) Interactive Function:** Language is used for communication among human beings. "communication is thus a social function involving more than one living organism interacting where there are certain elements of behaviors to share (Adeniran, cited in Ayodabo, 2013, in Eunike et.al 2023, p. 37). We must then perceive elements of behavior as being context (actions, information, concepts, emotions, etc.) as well as modes of sharing." This is the integrative (solidarity) function of language. Through the use of language, people can socialize. The

works of speech act theorists such as Austin (1962), Searle (1969), among others, discuss speech act categories which are used to explain the interactive (communicative) functions of language: assertive, commissive (promising), directive (ordering, instructing), etc.

b) Domain-based Functions: Scholars hold the view that setting, participants (with varied age, gender, status and ethnicity) and topic constitute domain. Language is used in politics (policy-making, governance, administration, etc.), journalism and education (teaching, documentation). Domain-based functions of language capture the instrumental functions of language. The use of language in thinking and perception makes research in education possible. Bennett (1998 in Eunike et.al 2023, p. 37) rightly posits that “language does serve as a tool for communication, but, in addition; it is a system of representation, for perception and thinking.” In the educational domain, language is not only used for passing information or for documentation, but it is also used for publications and recruitment of people into jobs.

c) International Diplomacy: Language is used to strengthen bonds among nations of the world.

d) Lingua-franca: In a multilingual nation like Nigeria, a National Language (lingua franca) is used for: 1) Nationism (for smooth running of a country); 2) Nationalism (for national mobilization).

e) Symbol of Identity: People belong to one race or the other by virtue of their native language. According to Joshua Fishman (1968, in Eunike 2023, p. 37) “language and cultural identity are linked in three ways: indexically, symbolically and in a part-whole fashion. The symbolic link relates to identity, the sense of belonging to a community; the language stands for, or represents, the community of speaker.” Corroborating the idea that language indexes cultural identity (Adeniran, cited in Ayodabo, 2013, in Eunike et.al 2023, p. 37).

B. Bilingual and Multilingual

Sidorova et.al (2020) explained that the term "bilingualism" consists of two Latin words: bi – double and lingua – language. Therefore, a bilingual is a person who can speak two or more languages. The concept of bilingualism was first defined by Shcherba (1974 in Sodorova et.al) as follows; "Bilingualism refers to the ability of certain groups of the population to communicate in two languages. Since language is a function of social groups, to be bilingual means to belong simultaneously to two different groups". In addition, Sidorova et.al (2020) stated that there are many kinds of bilingualism. One of them is pure and mixed bilingualism. Hence, Shcherba (1974 in Sidorova et.al (2020)) introduced the terms "pure" and "mixed" bilingualism. For instance, in the first case, the two languages are completely isolated from each other. Such examples occur when children speak to their parents at home one language, and at school with classmates another. In this case, the two languages are not used alternately. In the second case, in "mixed" bilingualism, people use two languages at the same time, speaking one of them, then the other one. The two languages mix, interpenetrate, adapt to each other. One language is formed as a whole; each concept has two ways of expression, two forms, which facilitates the process of transition from one language into the second.

Further, for definition of multilingualism, Sidorova et.al (2020, p. 2)) said multilingualism is referred to the presence of many languages in a speech community. Wardhaugh (1992, p. 99) stated that multilingualism is a norm in this community. It results from the pattern of marriage and the living arrangements consequent to marriage.

1. Code switching and code mixing

Spolsky (1998, p. 49) said bilingual often switch between their two languages in the middle of a conversation. These code-switches can take place between or within sentences, involving phrases or words or even parts of words. Further, there are many types of code-switching and code-mixing based on the point or scope at which the language switch occurs. Examples include: intra-sentential switching, inter-sentential switching, emblematic switching, and establishing continuity with the previous speaker (Hoffman, 1991 in Eunike et.al 2023, p. 37; Said et al., 2021)).

Then, according to Eunike et.al (2023, p. 37) code mixing is the blending of one language into

another by a speaker in communication. Gumperz (1977, in Eunike et.al 2023) stated that code mixing is the use of elements from one language by a speaker while essentially using another language." According to Hoffman (1991 in Emike, 2021), there are three types of code mixing: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.

2. Reasons for Code Switching and Code Mixing

Emike, et.al, 2021) stated that when a bilingual person switches or mixes two languages, there are many reasons behind the speaker's choice, which are important considerations in the process. According to Hoffman (1991 in Emike, et.al 2021), there are seven reasons why bilingual or multilingual individuals switch or mix their languages, namely, talking about a particular topic, quoting somebody else, being emphatic about something, Interjection, Repetition used for clarification, Intention of clarifying the speech content for the interlocutor, Expressing group identity.

III. METHODS

A. Research Design

The method used in this study is a qualitative descriptive method, by recording all data that appear in the conversations between the English instructor and the students of State Junior High School 2 Warsa - Biak.

B. Data Sources

The data sources for this research were taken from a community service activity, namely an English language training program for the students of State Junior High School 2 Warsa - Biak - Supiori - Biak, Papua Province, which took place on July 25, 2025. The English instructor and the students who are fluently in English served as the data sources, while the utterances from the English instructor and students are the research objects. This is because the research focuses on the conversations between the English instructor and the students of State Junior High School 2 Warsa - Biak - Supiori - Biak, Papua Province.

C. Limitation

This study is limited to the investigation of code-switching and code-mixing used by the English instructor and the students of State Junior High School 2 Warsa - Biak. The research focuses specifically on the verbal interactions that occur during an English language training program, with the aim of identifying the types of code-switching and code-mixing employed as well as understanding the reasons behind their use by both the instructor and the students. To maintain the focus of the study, the data is restricted to recordings of the English instructor's teaching sessions on the topics of countable and uncountable nouns and expressions of likes and dislikes. Additionally, the study includes directed classroom observations and elicitation activities, ensuring that the collected data reflects the linguistic practices of the participants within a controlled and relevant educational context.

D. Data Collection Procedures

To collect the data for this study, the following steps were taken, a) taking notes during the English teaching and learning process between the English instructor and the students of State Junior High School 2 Warsa - Biak. b) Recording the conversations during the English teaching and learning sessions between the English instructor and the students of junior high school 2 Warsa - Biak - Biak. c) Observing the English teaching and learning process between the second instructor and the students of State Junior High school 2 Warsa - Biak - Biak. d) Transcribing the conversations between the second instructor and the students of State Junior High School 2 Warsa - Biak - Biak.

E. Data Analysis Procedure

In this step, all data are processed as follows: a) Data Selection: In this stage, the researchers selected statements or utterances that contain characteristics of code switching and code mixing. The data are analyzed using Hoffman's theory (1991 in Eunike et al., 2023). This data is used to answer research question number one and research question number two regarding the types and reasons for the use of code switching and code mixing by the English instructor and the students of State Junior High School 2 Warsa - Biak.

b) Data Categorization: The selected data are categorized based on the types of code switching and code mixing. According to Hoffman's theory, there are four types of code switching and three types of code mixing. c) Discussion of Reasons for Code Switching and Code Mixing: In this stage, the researchers identified the types of code switching and code mixing found in the utterances of the English instructor and the students of State Junior High School 2 Warsa - Biak, and discusses the reasons for their use based on the framework provided by Hoffman.

IV. RESULTS

A. Findings

In this stage, the writers presented the findings and discussion based on the data collected. The data were analyzed using the steps outlined in the data analysis section as described in the previous chapter. In analyzing the data, the types of code switching and code mixing used by the English instructor and the students of State Junior High School 2 Warsa - Biak were classified based on Hoffman's theory. Furthermore, the writer also explored the reasons why the English instructor and the students of State Junior High School 2 Warsa - Biak used code switching and code mixing, using Hoffman's theoretical framework.

1. Types of Code Switching Used by the English Instructor and the Students of state junior high school 2 Warsa - in North Biak

In this study, there are four types of code-switching used by the English instructor, which include 13 examples of intra-sentential switching, 11 examples of inter-sentential switching, 3 examples of emblematic switching, and 6 examples of intra-word switching

a. Intra Sentential Code Switching

Waris (2012) said intrasentential switching, in which switches occur within a clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent, lexicalizations. The examples of intrasentential switching in English training classroom interaction as follow;

For examples :

The teacher : *Tapi kalau ana, Ana likes sago pudding*

The teacher: *Kalau budi berarti budi likes sago pudding*

The teacher: *You like sago pudding, yah, seperti itu.*

The teacher: *She likes sago pudding, begitu ya dengan menggunakan like dan dislike.*

The teacher: *Kemudian bagaimana menjelaskan like and dislike*

The teacher: *She likes burger, kalau anton ?*

The teacher: *She likes sago pudding, tapi kalau ana?*

The teacher: *Kalo saya, I dislike banana*

The teacher: *Kalo kita semua, we dislike banana*

The teacher: *Kita mulai, like and dislike*

The teacher: *Ana dislike cheese, Ana tidak suka makan keju.*

Waris (2012) stated intersentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other. The examples of

intersential switching in English training classroom interaction as follow;

For example:

(1) The teacher: *kalo banana dua brarti..... (Papuan Malay)*

The students: two bananas

(2) The teacher: *Ana suka makan es krim brarti.... (Papuan Malay)*

The students : *Ana likes ice cream*

(3) . The teacher: *Kalo Anton brarti,*

The teacher: *Anton likes sago pudding (Papuan Malay)*

Waris (2012) reveals that intra-word switching, in which a change occurs within a word boundary. The examples of intra-word switching in English training classroom interaction as follow;

The teacher: *kalau banana dua berarti*

The teacher: *Apa itu flour?*

The teacher: *Disini ada eggs*

The teacher: *Lisa likes apa ?*

The teacher : *Ana dislike apa ?*

The teacher : *begitu ya dengan menggunakan like dan dislike*

The teacher : *kadang-kadang ana suka jus orange*

The teacher: *Saya sometimes often dislike tea*

The teacher: *Penggunaan like dan dislike*

The words like banana, flour and eggs are considered the examples of speech borrowings, where the speaker borrows an English word.

b. Emblematic

Novendo et al. (2018) stated that Emblematic occurs when someone inserts tags from one language into an utterance in another language as a switch, such as: aduh, halo, apa, and so on. The examples of emblematic occurs in English Training class by the second instructor.

The teacher: *Aaah, disini contoh berikutnya, Sally dislikes banana*

The teacher: *Favorite food, Aaah favorite makanan saya; fish and rice.*

The teacher: *Oooh semua suka, good, nice, okey.*

The teacher: *You like sago pudding, yah, seperti itu.*

2. The Types of Code Mixing Used by the Second English Instructor and the Students of State Junior High School 2 Warsa - Biak"

According to Hoffman (1991, p. 112, as cited in Novendo et al., 2018), there are three types of code mixing based on syntactic levels: intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation. However, the type of code mixing found in classroom interactions between the students and the second English instructor is intra-sentential code mixing.

a. Intra sentential

This kind of code mixing occurs within phrases, clauses, or sentence boundaries. For instance;

The teacher : *Disini ada eggs*

The teacher: *Kalo banana dua brarti (Papuan Malay)*

The teacher: *skarang lihat look at*

The teaches: *good karena satu telur tidak pakai _s*

3. Reason of code switching and code mixing

Based on the findings of this study, the researchers identified several reasons for the use of code-switching and code-mixing by the English instructor and the students during classroom interactions in the English Training program at Warsa Biak. In this section, the researchers analyzed and compared the utterances of the English instructor and the students using Hoffman's theory. According to Hoffman (1991, p. 116, in Novendo et al., 2018), there are seven reasons why bilingual

or multilingual individuals switch or mix languages: talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for the interlocutor, and expressing group identity.

In conclusion, considering that the domain is educational and the role relationship is between the English instructor and students, the English instructor used Papuan Malay and Standard Indonesian to discuss specific topics and to clarify explanations of the material being taught.

B. Discussion

The findings of this study indicate that both the English instructor and the students of State Junior High School 2 Warsa – Biak employed various types of code-switching and code-mixing during classroom interactions in the English training program. Using Hoffman's theoretical framework, four types of code-switching were identified: intra-sentential, inter-sentential, emblematic, and intra-word switching. Intra-sentential switching was the most prominent, with the English instructor inserting English phrases within Indonesian or Papuan Malay sentences to reinforce key vocabulary and grammatical concepts. For example, sentences such as "*Tapi kalau Ana, Ana likes sago pudding*" and "*You like sago pudding, yah, seperti itu*" demonstrated how the teacher blended languages to teach English expressions in a meaningful context.

Inter-sentential switching was also frequently observed, particularly when the teacher-initiated questions in one language and the students responded in another. This form of switching allowed both the teacher and students to transition smoothly between languages without disrupting communication. For instance, the teacher's use of Papuan Malay in "*Kalo banana dua berarti...*" elicited the student's English response "*Two bananas.*" This pattern not only bridged the linguistic gap between the teacher and students but also encouraged students to practice English in a more supportive and familiar environment.

Emblematic switching occurred through the use of English expressions or tags in otherwise Indonesian or Papuan Malay sentences. Phrases like "*good,*" "*nice,*" and "*okey*" were inserted for emphasis or as discourse markers to signal understanding and approval. This type of switching was used effectively by the instructor to build rapport, add enthusiasm to the lesson, and create a more interactive learning atmosphere. Intra-word switching was less frequent but involved the blending of English nouns such as "*eggs*" or "*banana*" into Indonesian sentences, showing how English words were borrowed into the students' everyday speech during classroom activities.

In terms of code-mixing, only intra-sentential code-mixing was observed, where English words or phrases were mixed within a single sentence. Examples like "*Sekarang lihat look at*" and "*Good karena satu telur tidak pakai -s*" highlighted how English terms were embedded into Indonesian to draw attention to grammar points or specific vocabulary. This type of mixing was particularly effective in reinforcing English language learning without overwhelming the learners with complex sentence structures.

The reasons behind these code-switching and code-mixing practices align with Hoffman's theory, which outlines several motivations for bilingual language use, including clarification, emphasis, repetition, and expressing group identity. In the context of this study, the English instructor often switched or mixed languages to explain concepts clearly, check comprehension, and maintain student engagement. Students also engaged in code-switching and code-mixing as a way to respond meaningfully and confidently during lessons. Thus, the use of these linguistic strategies served as an essential pedagogical tool, enhancing understanding and creating a supportive and dynamic bilingual learning environment.

V. CONCLUSION

The findings of this study highlight the significant role of code-switching and code-mixing in English language teaching at State Junior High School 2 Warsa – Biak. The analysis revealed that the English instructor and students utilized various forms of code-switching—specifically intra-

sentential, inter-sentential, emblematic, and intra-word switching—along with intra-sentential code-mixing during classroom interactions. These linguistic strategies were used not only to facilitate the teaching and learning of English but also to bridge the linguistic gap between English and the students' native languages, such as Indonesian and Papuan Malay. The study also found that the use of code-switching and code-mixing serves multiple purposes, including clarification, emphasis, repetition, and maintaining classroom engagement, all of which are supported by Hoffman's theory of bilingual language use. In this context, code-switching and code-mixing functioned effectively as pedagogical tools that contributed to an inclusive, comprehensible, and interactive bilingual learning environment.

Overall, the research suggests that strategic use of code-switching and code-mixing can enhance second language acquisition, especially in multilingual settings. Educators in similar contexts are encouraged to utilize bilingual practices thoughtfully to support students' linguistic development while ensuring that English remains the target language of instruction.

Financing

The authors did not receive financing for the development of this research.

Conflict of Interest

The authors declare that there is no conflict of interest.

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