

## **Code-Mixing and Code Switching in The Process of Learning**

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### **Abstract**

This study aimed to describe a form of code switching and code mixing specific form found in the teaching and learning activities in the classroom as well as determining factors influencing events stand out that form of code switching and code mixing in question.

Form of this research is descriptive qualitative case study which took place in Al Mawaddah Boarding School Ponorogo. Based on the analysis and discussion that has been stated in the previous chapter that the form of code mixing and code switching learning activities in Al Mawaddah Boarding School is in between the use of either language Java language, Arabic, English and Indonesian, on the use of insertion of words, phrases, idioms, use of nouns, adjectives, clauses, and sentences. Code mixing deciding factor in the learning process include: Identification of the role, the desire to explain and interpret, sourced from the original language and its variations, is sourced from a foreign language. While deciding factor in the learning process of code, includes: speakers (O1), partners speakers (O2), the presence of a third person (O3), the topic of conversation, evoke a sense of humour, and just prestige. The significance of this study is to allow readers to see the use of language in a multilingual society, especially in AL Mawaddah boarding school about the rules and characteristics variation in the language of teaching and learning activities in the classroom. Furthermore, the results of this research will provide input to the ustadz / ustadzah and students in developing oral

communication skills and the effectiveness of teaching and learning strategies in boarding schools.

**Keywords:** *Multilingualism, Bilingualism, Mixing Code and Switching Code.*

### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan wujud alih kode dan wujud campur kode tertentu yang ditemukan dalam kegiatan belajar-mengajar di kelas serta faktor penentu menonjol yang mempengaruhi peristiwa wujud alih kode dan campur kode dimaksud.

Bentuk penelitian ini adalah deskriptif kualitatif, dengan studi kasus yang mengambil lokasi di pesantren Al Mawaddah Kabupaten Ponorogo. Berdasarkan analisis dan pembahasan yang telah dikemukakan di bab sebelumnya bahwa wujud campur kode dan alih kode kegiatan pembelajaran di PP Al Mawaddah adalah peralihan penggunaan bahasa baik bahasa Jawa, bahasa Arab, bahasa Inggris, dan bahasa Indonesia, pada penggunaan penyisipan kata, frasa, idiom, penggunaan kata benda, kata sifat, klausa, dan kalimat. Faktor penentu campur kode dalam proses pembelajaran meliputi: Identifikasi peranan, keinginan untuk menjelaskan dan menafsirkan, bersumber dari bahasa asli beserta variasinya, bersumber dari bahasa asing. Sedangkan faktor penentu alih kode dalam proses pembelajaran, meliputi: penutur (O1), mitra tutur (O2), hadirnya orang ketiga (O3), topik pembicaraan, membangkitkan rasa humor, dan sekedar gengsi. Signifikansi dari penelitian ini adalah memungkinkan pembaca mengetahui pemakaian bahasa dalam masyarakat multilingual, khususnya di pesantren Al Mawaddah tentang kaidah dan karakteristik variasi bahasa dalam kegiatan belajar-mengajar di kelas. Lebih jauh, hasil penelitian ini akan menjadi bahan masukan bagi ustadz/ustadzah dan santri dalam mengembangkan keterampilan komunikasi lisan dan efektivitas strategi belajar-mengajar di lingkungan pesantren.

**Kata Kunci:** *Multilingualisme, Bilingualisme, Campur Kode dan Alih Kode*

## **Introduction**

Language is not something rare to hear. However, not all people understand about the understanding of the language. Most people know that language is one of the communication tools used by humans to perform activities of daily living. In communicating, sometimes people do not just use one language. An interesting phenomenon is now often the case that many people make the transition (alternation) code, both of code (code switching) and code mixing (mixing code) in communicating with others. The phenomenon of code switching and code mixing can be seen either through electronic media and print media. In fact, if we examined closely, often occurrence of code switching and code mixes between speaker and partner speaker in an environment of our daily lives, either in writing or orally.

The role of code switching and code mixing in the community is very important, in conjunction with the use of language variation by a person or group of people, especially in the use of language in bilingual or multilingual communities, for example in boarding school. Boarding can be said is unique in relation to the use of code switching and code-mixing. Boarding school is unique, because institutionally can be incorporated in the form of non-formal institutions but can also be referred to as formal education, because it has its own education program organized. In the boarding school there is no clear separation between the school and the environment. Boarding schools are generally unified and organized in a systematic way so as to double as a formal school environment in the form of classes and trying to grow a certain lifestyle that make up a subculture in a general population.

Boarding school as a subculture of society tend to have a certain culture and norms were used as pattern and the agreement rules in their social interactions. In terms of language contact members of the boarding school community ( students and the teacher ) many of which have the capability / control of more than one language ( Indonesian, English, Arabic, and local) that allows the so-called bilingualism and multilingualism with a wide variety of events, including over code and code-mixing.

In the event of oral communication, community schools perform a variety of communication in different events and for the purpose as well as different interests. Based on the tendency of language use at such events, researchers have tried to focus on events of teaching and learning activities in the classroom, the learning process or learning activities in select based on the consideration that variations may appear and the languages, including in this case are the events over code and code-mixing. Teacher and students will try to understand the science they learned, by utilizing variations in language that is easily understood by both the Ustadz and Ustadzah.

Communication activities in the process of teaching and learning activities in modern pesantren Al Mawaddah always involve two or three languages. Consequently, a speaker (students and teacher) sociologically cannot escape from the communication strategy, both for acceptance from the perspective of anthropology and sociology religious education. Strategies that used by the speakers at the Al Mawaddah boarding school harness the potential variation of the language as a medium for knowledge transfer (transfer of knowlegde) covering religious science and general science. Religious Studies

involving transcendental consciousness, while general science involves the rational consciousness in communication. That is, the Arabic language on one side feels more acceptable in religious contexts for students or teacher at the boarding school to cultivate the field knowledge of Islam is dominated by the use of the Arabic language.

While on the other hand, the appreciation of the English language that relate to modern science and technology was stressed. As a further consequence of contact between languages language that has been dominated by the language that dominated later, both because of the encouragement of academic environment and non-academic chance of the emergence of language variations, including code switching and code-mixing (code switching and code mixing).

The use of code switching and code-mixing in boarding schools Al Mawaddah is interesting to study. The tendency of language use, especially in the use of oral communication, both formal and informal show consistency and form a kind of specific patterns and norms. Since Al Mawaddah boarding school was founded by KH. Ahmad Sahal, two foreign languages, namely English and Arabic to learn and use together, either in the hostel and outside the hostel, both in formal situations (teaching and learning activities) and non-formal (care system), in addition to the local language (Java) and Indonesian. Even the tendency of foreign language use is increasingly apparent consistency of the user after modern pesantren Al Mawaddah proclaimed as modern boarding international program. The core curriculum and language of instruction, namely Arabic and English applied actively as the language of instruction lessons (in the process

of teaching and learning activities), everyday conversation, discussion, writing, and so forth. This study reviews the form of code-mixing and code switching found in the learning process in modern Al Mawaddah Boarding School and what factors caused it.

### **Bilingual, Contacts Culture, and Contacts Languages**

The study of code switching and code-mixing is inseparable from the study of bilingual, bilingualitas, and bilingualism. Someone who is bilingual is a person who has the ability to use two or more languages with others (Nababan, 1984: 27). One's ability to use two or more languages may include the ability receptive (reading, listening) or productive capabilities (speaking, writing) or both.

Bilingualitas is the willingness or ability to bilingual (bilingual), while bilingualism is used to the habit of a person or a society in two languages (Harimurti Kridalaksana, 2001). Bilingual can occur in a person or a group of people. A group of bilingual people are in the community when there are individuals who are bilingual.

The first occurred bilingualism for their cultural contacts (in the broad sense) between the two groups of speakers of different languages. Cultural contacts between the two different groups of speakers that can occur in the field of religion, trade, science and politics, the arts, economics and social activities. In such interactions will be mutual influence in the cultural field so that in one speaker will result cultural contacts.

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As a result of these contacts will influence either language within a bilingual or within a group of people. Language contact between two different languages either in person or bilingual speakers between two different groups of speakers that will result in the interplay between the two languages, or a code switching and code-mixing, including the mutual use and interference occurs.

Mackey, as cited by Fishman (1968: 23) gives an idea of bilingualism as a symptom of substitutions. Bilingualism, according to him, cannot be considered as a system. Bilingualism is not a characteristic feature of the code but the disclosure; not a social nature but as individual. Therefore bilingualism regarded as characteristic of language use, namely the practice of language usage alternately conducted by speakers. Substitution in the use of it is motivated and determined by the situation and the conditions faced by speakers in action speak (Kunjana Rahardi, 2001: 14).

Suwito (1985: 39) has shown that where there are two or more languages are used interchangeably by the same speaker will pass the language contact. Contact event that language could lead to a change in the language (language change). Effect of changes in language directly it can be clearly seen the used of the lexicon of a language from the language that contact each other. These conditions can result in the existence of the symbiotic relationship between one languages

to another language at such a speech community. That is, never be possible for a speaker in the speech community that such would only use one language in a pure, unaffected by another language that already exists within the speaker. It can cause symptoms of interest in the study sociolinguistics are referred to as symptoms of code switching and code-mixing.

### **Code Mixing and Code Switching**

Code switching is the event of the transition from one code to another code. If a speaker originally used the code A (e.g. Indonesian), then move onto the B code (e.g. Java language), the use of language switching events like this are called code switching (Suwito, 1985: 68). Rather the code can be code switching styles, types, and variations of other languages.

As disclosed Myers & Scotton (1993: 1-2)

“Code switching is the term used to identify alternations of linguistic varieties within the same conversation. The linguistic varieties participating in code switching maybe different languages, or dialects or styles of the same language”.

Code switching is a term alternation lingual variation in the same conversations. Variations lingual which is taking part in code switching can be different languages, dialects, or a wide - variety of the same language.

Code switching based on Appel (in Abdul Chaer and Leonie Augustine, 1995: 141-142) is a "transitional phenomenon of language usage because of the changing situation". In contrast to Appel that said code switching that occurred between languages, then Hymes states

over the code was not only occur between languages, but can also occur between a wide - variety or styles contained in one language:" Code switching has Become a common term for alternates of two or more language varieties of language, or even speech styles".

Code switching can also be defined by switching or transfer of a form of speech from one language into another language, or from one variation to another variation, or from one dialect to another dialect (Edi Subroto et al, 2002: 11). Code switching is conscious or deliberate generally occurs due to a certain reason and motivation.

Suwito (1985: 68) mentions that the event of switching code is the transition from one code to another code. So when someone speakers initially using a code and then switch to using code B, the intermediate code as it is referred to as code switching.

### **The Form of Code Switching**

In line which expressed by Suwito is a restriction posed by Dell Hymes (1975 : 103 ) (in Rahardi Kunjana, 2001: 20), that the code switching is a general term used to mention the alternation use of two or more languages, some variation from one language, or even some styles of a variety. He also referred to what he called intern code switching (internal code switching), which happened between regional languages in a national language areas, inter-regional dialects in one language, or between several styles and styles that are present in a dialect. As is the external switching code (external code switching) is a language transition that occurs between the base language (base language) with a foreign language.

Supomo Poedjosoedarmo (1978: 46) explains that someone is often replaced the code language when conversing. Its substitution can be realized or even possibly not realized by the speakers. Symptoms of this kind of code arises because of the language component are manifold. Furthermore, he also mentioned the term code switching transient (temporary code switching), namely the change of code language used by a speaker whose for a moment or temporary. In addition, he also mentions the permanent code switching (permanent switching code). Said that because the language switching that occurs takes place permanently, although in fact it is not easy to do. Rather latter code switching is usually associated also with an attitude shift the relationship between speaker and opponents said in a society.

### **The Cause of Code Switching**

Declared by Appel, Hubers, and Meijer that there is a close relationship between the form of the language used and the situations in which the language is used (1976: 99) (in Edi Subroto et al, 2002: 14). On the one hand the situation affect the form of the language used, in terms of other language users choose a form of language that fits the situation. When the situation changed language use, the form of the language used is also changing. Thus, the situation of language usage greatly affected the transfer of the code.

Suwito (1985: 72-73) states that the language of code is an event caused by factors outside of language, especially the factors that are socio - situational. Several factors are usually the cause of the code switching as follows.

- 1) Speakers (O1)

The speaker sometimes consciously trying to switch to code against an opponent he said because there was intent. For example, if an employee is facing his boss in the office (in a formal situation), they should speak Indonesian. But in reality it is not.

2) Partner Speakers (O2)

Each speaker in general is looking to the language used by the partner he said. In a multilingual society a speaker may have switched the code to customize the hearer faces. In this case the hearer can be divided into two groups, namely: (a) O2 the same linguistic background with speakers, and (b) O2 the different linguistic backgrounds with speakers. Thus the hearer role is important in the event of code.

3) The third speaker presence

Two people from the same ethnic group are generally interacted with the language of their ethnic group. But when a third person is present in the discussions, and have a different language background, usually two people who first turning the code into a language that is controlled by a third person. This was done to neutralize the situation and at the same time respecting the presence of a third person.

4) The subject of conversation (topic)

The subject is a dominant factor in determining the switching code. The subject is divided into two, the subject of formal and informal. The talking points also play an important role occurrence of switching code, because usually the speaker

tends to express desires, ideas, and his opinions are based principal ongoing talks (formal or informal)

5) To generate a sense of humour

Switching code often used by teachers, leaders meeting, jokers to evoke a sense of humor. This switching code is switching variant, switching style, or switching speaking style.

6) For prestige

Most speakers there are switching codes just for prestige. This occurs when both factors of the situation, the speaker, topic, and factors other socio-situational actually not required to switching codes. Speakers tend to switching code to be wilderness by the hearer is more commanding and honorable.

Thus, the six factors that cause over the switching code are essential in assessing the control of the code, because it focuses on the six factors that will shape the language used by the speaker and the situation faced by the speaker and hearer.

A study of code switching is empirical, is necessary to identify changes in a language or a language or code to other code based on the specific causative factors. The switching code can be seen from the element word, phrase or group of words, greeting words used, sentence intonation, and even certain forms of speech. (Edi Subroto et al, 2002: 14).

### **Code Mixing**

Mixing code is the use of language units from one language to another to expand the style or variety of languages, including the use of words, clauses, idioms, greetings and so forth (Harimurti

Kridalaksana, 2001). An example, when referring to the mixing in communication developed by a bilingual or multilingual speakers, it involves the use of language elements in an utterance language X Y, there will be a code-mixing events. If speakers choose between language X and language Y in the same speech it will caused the mixing code. These elements can be lexical, syntactic or semantic. Talking about the concept of code-mixing, will close relation to the concept of interference, they are deviations from the norm in any language due to the closeness between the two languages. However, mixing (mixing) it was not an interference event, however, the expression of a specific strategy for bilingual speakers (Hammers Hablanc F.H. & M, 1986: 36)

According to Grosjean, (in Hamers 1986: 35) bilingual speakers use the model of a bilingual with bilingual speech of others who share the language and with whom they can mix the language (code switching, code-mixing and borrowing). So, code-mixing is produced by a bilingual speaker or in a bilingual society.

According to Swain & Wesche et, al., Cited by Hamers (1986: 36) a majority of mixing code is lexical, with nouns as words that are most often replaced. Many mixing a lexical reduplication or spontaneous translation when the translation is equivalent to that associated with synonyms. Translation spontaneous it could indicate that the speaker is aware of the mixing is done carelessly as a communication strategy, and when the situation allows, acting as translator.

Suwito (1985: 75) describes this aspect of interdependence (language dependency) in a multilingual society is the occurrence of

code-mixing. If the code switching function within the context and relevance of the situation are the traits of dependency, then in code-mixing traits characterized by dependence of the reciprocal relationship between the roles and functions of language. Mixed code is happen without a clear motivation and clear causal factors as well. Mixed codes generally occur in a relaxed atmosphere or occur because of habit.

### **Causes of the Occurrence of Mixed Code**

According Suwito (1985: 77), behind the two types of code-mixing are (1) background on attitudes, (2) linguistic background. Both are interdependent and often overlap. On that basis, can be identified reasons for the mixed code, namely: (1) identification of the role, (2) identification of the variance, and (3) the desire to explain and interpret.

Mixed into the code will appear for instance when a speaker to insert elements of regional languages in the national language (in this case Indonesian), elements of dialects into regional languages. The language event may also indicate the identification of a particular role in the identification of specific registers or desire and certain interpretation. In other words, code-mixing that occurs because of the interrelationship between the role of speaker, language form and language function. The speaker who tend to prefer forms of interference specific code to support specific functions have a certain social background.

Mixed code in maximum condition is the convergence of language (linguistic convergence) whose elements from several

languages, each of which has let its functions and support functions of language inserted. These elements can be divided into two, namely: (1) derived from the native language along with its variations, and (2) sourced from a foreign language. The first can be called mixed code into the (inner code mixing), the second one can be called a code-mixing to the outside (outer code mixing) (Suwito, 1985: 76).

### **The Form of Code-Mixing**

Judging from the lingual form, part of a language derived from other languages can be a word, but it can also be a phrase or units of language larger. Form of code-mixing can be distinguished based on linguistic elements involved (Suwito, 1985: 79), namely:

1) The word element inserted.

- *Antum* boleh percaya boleh tidak, *you* boleh percaya boleh tidak, *sampeyan* boleh percaya boleh tidak:  
(‘anda boleh percaya atau tidak’)

2) The phrase inserted.

- Nah karena saya *kadung apik* sama dia, *ya takteken*:  
(‘Nah karena saya sudah terlanjur baik dengan dia, ya saya tanda tangani’)

3) The Bastar form inserted.

- Banyak *klap malam* yang harus ditutup.

4) The repetition of words inserted

- Saya sih *boleh-boleh* saja, asal dia tidak *tonya-tanya* lagi.

5) The expression or idiom that is inserted

- Yah apa boleh buat, better late than never.

(‘Yah apa boleh buat, lebih baik terlambat daripada tidak sama sekali’)

6) The clauses that is inserted

- Pemimpin yang bijaksana akan selalu bertindak *ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*.  
‘ (di depan memberi teladan, di tengah memberi semangat, di belakang mengawasi).

In understanding code-mixing, researchers must identify the speaker basically speak the native language (base language), then the language possessed elements of other languages. Mixed code can be regarded as part of the variation of a particular language speaker consciously and fundamentally by using elements of other languages that do as well as the communication strategy in order to explain or translate. Thus the choice of words in the form of code-mixing was received by the audience. Part languages derived from other languages that can be words, but can also be a phrase or units of language larger.

### **Research Methodology**

This research is a qualitative descriptive study, while the research strategy using a case study approach rooted, because the problems and the focus of research has been determined in the proposal before the researchers conducting the study.

The location of this research is "Al Mawaddah Modern Boarding School". The boarding school has a tendency to open towards positive values progress of the times and has participated in shaping the values of life in society, particularly with respect to the use of foreign languages (Arabic and English). The location was

chosen because of the community is in a social and educational institution that has a characteristics and motivation of the public image of Indonesia in the rural areas. In particular, the location of this study was MTs and MA in class IV and V in the process of teaching and learning activities carried out by students and teachers, in the event of oral communication. The type of learning activities focused on the initial activities, the core and the end of formal learning in certain subjects. This study will be conducted from February through December 2014.

The target in this research is focused on the students and the teacher. Taking into account the effectiveness of data mining, in this study were used as informants about 30 people. This restriction is because the focus of the research is in the class. So, the researchers tried to find the informant who adequately represent and reliable in limited quantities. Object of study is the main focus of this research are: first, a form of code switching in teaching and learning activities focused on a form of code switching language (base language) Indonesian. Rather code from Indonesian to English, Arabic, and region (Java) that occurs in the event of an oral communication. Second, a form of mixing code in teaching and learning activities in the classroom. Third, the determinant factors that will affect the use of code switching and code-mixing in the teaching and learning activities in the classroom which is focused on non - lingual factors.

The data in the study were classified into two kinds, namely (1) the primary data and (2) secondary data. Primary data was intended as data obtained from various events or scenes that are said in boarding schools "AL Mawaddah", related to the teaching and learning

activities in the classroom which performed by students and the teacher. As is as secondary data is data obtained from interviews and a statement informant about everything related to the problem form of code switching and code-mixing in the teaching and learning activities in the classroom.

Data collection method used is a cakap method and simak methods. In a conversation method, widely used fishing techniques as basic technique and recording technique that ensue. Refer to the method used in many of tapping techniques as basic technique, and technical notes and recording technique as the technique continuation (Sudaryanto: 2001: 133-140). To obtain data on a form of code switching and code-mixing, simak method was used, which access data by listening to the use of language in the teaching-learning process in the classroom used by a religious teacher and students in the learning process. This technique was applied in the technical notes, see, and recording technique.

Participation of researchers in obtaining oral communication data, in this case can be active, that is by start the conversations, and be passive, that is by listening to the discussions. In-depth interviews (in -depth interviews) are used by researchers to find data on the determinants that affect prominent event code switching and code-mixing in the process of teaching and learning in the classroom in "Al Mawaddah" Boarding school. Interviews conducted after the researchers obtained data on a form of code switching and code-mixing uttered by the informant in question. So, the interview material adapted to code uttered by the informant.

Over the researchers conducted interviews with informants, in addition to recording that need, the researchers also noted the matters raised by the informant, because this way help- if the recording equipment as well as accelerate the process disturbed transcripts made after the interview is completed . Once the data is deemed sufficient, the researchers quickly move into the computer and classified (categorization) by type and group in the data card.

Observations are not conducted by researchers because of the data that it is difficult for researchers to get it, because consideration of local norms and regulations, researchers using research assistants, namely ustadzah who previously had been trained and given sufficient insight about the main focus of research and methods of obtaining the necessary data.

In this study, we will use two triangulation, namely triangulation methodology and data sources. First, triangulation method is done by collecting similar data but using the techniques or different methods of data collection. Here the emphasis is on the use of different data collection methods, and even more clearly the effort leads to the same data source to test the stability of his informant. In this case the researchers used data collection methods questioner then conducted in-depth interviews on the same informant, and the results were tested with similar data collection using observation techniques. Second, the triangulation of data sources used to clarify the questionable data, researchers conducted a triangulation with different sources.

In this study, the data analysis is done by using an interactive model (Miles & Huberman, 1984). The three components of the

analysis in the analysis models are data reduction, data presentation and conclusion or verification during the data collection process takes place.

Methods of data analysis conducted on the determinants of prominent influence the events of code switching and code-mixing is by using padan method (Sudaryanto, 2001: 13), as a tool determinants are beyond language form sociological context surrounding the events code switching and code mixing the teaching-learning process in Al Mawaddah boarding school. In the process of data reduction is accompanied by the identification, coding and categorization, researchers try to compare or classify the data that appears based on the shape, type, circumstances and determinants that affect the use of code switching and code-mixing is relevant.

Furthermore, the activity data presentation, information that is composed will give the possibility of drawing conclusions and taking action. In drawing conclusions, the final conclusions are not considered as data collection ends, but is part of the activities of the configuration intact. The conclusions also verified during the study.

The data in this study also uses contextual approach, in particular by using the concept of speech as a base component design. Said component concept in question is presented by Dell Hymes (S P E A K I N G). It was intended to find answers to the determinants that influence the events of code switching and code-mixing which is more focused on non- linguistic factors.

## Discussion & Research Finding

The findings of the subject in this study stated that there are eight types of the use of language variation which is a form of code-mixing when communicating in the learning process in Al Mawaddah boarding school are mixed code that is not only involves the use of one or two languages only, but the use of foreign languages such as Arabic and English in the learning process. As for the form of Mixed Code boarding school in the learning process is described as follows:

### Mixed code between Indonesian with English

The form of code-mixing encountered in the use of Indonesian into English as the end of learning in class. At the time this data was taken by *ustadzah* by announcing their *muhadharah* activities to be held. In this first speech, *ustadzah* initially use the Indonesian language but leave switch to using English words are concerned, joke. It can be listened to in the following speech:

Ustadzah : Dalam mukadharah kamu seharusnya **concern**, walaupun anak-anak sekarang ini lebih banyak melakukan **joke**-nya.

The quotation of speech above showed that a *ustadzah* want to emphasize to all female students who followed *muhadharah* must be seriously and reduce joking when following *muhadharah* activities. Furthermore, the speech below showed the code mixing that also occurs marked by the use of phrase in conversation between

*ustadzah* and female students in teaching learning process.

*Ustadzah* : Pak Amin Rais itu adalah **the first man di Indonesia yang melakukan the brave of reform** sebelum orang-orang lain melakukannya.

Female Student : Saya setuju, *ustadzah*. Pada beliau itu (Amin Rais) Saya mau **positive thinking** saja.

The speech above showed the occurrence of the use of phrase infixation in the word ‘the first man’, ‘the brave of reform’, and ‘positive thinking’. It meant that the figure of Amin Rais was the first man who was brave to encourage, to do reformation for deposing New Order government from its leadership. A female student then expressed her opinion about her agreement with *ustadzah* statement by saying that she agree and want to be ‘positive thingking’ or assume good faith on what has been done by Mr. Amin Rais. Then in this following speech, code mixing also occurs in the use of idioms, this happens at the end of lessons.

*Ustadzah* : Perlu saya umumkan, bahwa kelas ini menurut catatan **language centre** banyak santri yang **came late** dalam setiap acara mukhadhoroh. Untuk itu mohon diperhatikan dan tidak diulang lagi. Kelas ini harus ada ketua yang bisa **the right man and the right place** dalam mukhadloroh, jadi tidak asal tunjuk.

The use of idioms above were the idioms that have been become the words that are familiar for the female students, e.g. ‘language centre’, ‘came late’, ‘the right man in the right place’. Therefore, when a *ustadzah* expressed these idioms the listeners or female students can follow and understand about *ustadzah* said. Furthermore, code mixing also happened in the end of lessons when *ustadzah* would end and close the meeting at that time.

### **Code Mixing of the use of English into Indonesian**

Code mixing of the use of English into Indonesian encountered when *ustadzah* would close or end the teaching and learning process in class. In that speech, *ustadzah* used English clauses, and then switched to Indonesian clause. It was intended for all female students in class one could understand what *ustadzah* said.

*Ustadzah* : **Ok. Any question? In order to be clear my explanation, anda bisa membacanya lagi dan merumuskan tentang definisi yang ada dalam buku tersebut. I think time is up. See You.**

In the speech above, there were clauses of ‘ok’, ‘any question’, ‘in order to be clear my explanation’, ‘I think time is up’, ‘see you’. Basically, the use of these clauses aimed to provide information for female students, when that clauses were spoken, then the learning process would end soon and just waited for some questions about the topic at that time, if there were any questions from the female students. In addition, it was beneficial for the female students as the habit of

using English as the communication tool from the beginning to the end of teaching and learning process.

### **Code Mixing between Arabic and English**

A form of code mixing in this following speech is the transition from Arabic into the usage of English words. It can be seen in the following data :

Female Student : *Ya, fi al-haqiqoh lahu **handphone**, lakin HP li la yastathi', qod intahay al-waqt hatt a tarih sab'a 'asyar, walam asytarii **voucher** (Ya, sebenarnya ia punya telpon genggam, tapi HP punyaku tidak bisa dipakai, masa pakainya sudah habis sampai tanggal tujuh belas, dan saya belum membeli voucher)*

The word 'handphone', 'voucher' in the above speech are basically the words from English. But, these words have been popular and familiar as uptake language in Indonesian speech, then when the words used or the speaker suddenly switched to using those words, the listener will have no difficulties for understanding the meaning of speech. In addition, the form of code mixing from Arabic into English also occurs in this following speech:

Female Student : “.....*Ustadzah repeat.....*”

The quotation of speech above was encountered in the collaboration activity of teaching and learning process when a female

student asked to *ustadzah* for repeating what has been said. This is done because at that moment, the listener not so understanding towards the material that has been delivered.

### **Code Mixing from English into Arabic**

These speech is taken around the end of teaching learning process, when a *ustadzah* before closing the learning activities at that day giving reflection and conclusion for what has been learned before. It can be seen in the following data :

*Ustadzah* : **The last**, *WA amma al-lughotu al-injiliniyyah as an international language, muhimmatun...wa idza ja'a adh-dhuyuf matsalan, la budd an tatakallamu biha.*  
(*Terakhir, adapun bahasa Inggris sebagai bahasa internasional. Sangat penting, jika ada tamu misalnya anda harus berbicara dengan bahasa itu*).

The use of the word 'the last' that has meaning 'end', then followed by a sentence that is a conclusion from the main language that has been delivered. In those speech, the beginning of teaching and learning process, *ustadzah* taught using English then switched using Arabic, both languages were often used by *ustadzah* in teaching and learning process.

### Code Mixing from Arabic into Indonesian

The events of code mixing in the use of Arabic into Indonesian were also found in some of the following speech :

- Ustadzah* : ... *mutanawwi'ah*, **macem-macem**  
*Ahya* : *Ba'din nasytariy idaaam fiy **kantin** mubasyaroh*  
*Anna* : *Limaadza **kok** qolil **ya** attho'am?*  
*Layla* : **kan** *ba'da maghrib?*  
*Ahya* : *al waqt nahnu tadarusan...*  
*Layla* : *dzalik **tu** ilaa **basalia** faqot*

In the above speech, it was found the use of the word *macem*, *kantin*, *kok*, suffix *-an*, which those words are derived from Indonesian vocabulary. Furthermore, code mixing also found in the below speech. It can be seen in the word *delapan dua*, *delapan tiga*, when the learning process took place with the subject of arithmetic. Code mixing was also happened when *ustadzah* who asked in Arabic, while the female students answered using Indonesian.

- Ustadzah* : **Tamrin kam?**  
Female Student 1 : **Tamrin delapan dua Tadz...**  
Female Student 2 : *Delapan tiga...*  
Female Student 3 : *Delapan dua,*

Hereinafter, the use of idiom was also found in the data below. In this speech, *ustadzah* asked question using Arabic while the female student answered by using idiom, it was *kapal selam*.

- Ustadzah* : **Alghowaashu, assafiinatu fiy daakhili l maa', maadza?**

Female Student : *Kapal selamat...*

Furthermore, code mixing in the learning process also encountered in the use of verbs such as *mencincang*, *bersuci*, and so on. In that speech, *ustadzah* asked questions using Arabic but female student who did not know what was meant, then she answered by using Indonesian but *ustadzah* previously gave a clue about what was being asked.

Ustadzah : *Maa ma'naa ufarrimu? Mencin...*

Female Student : *Mencincang*

Ustadzah : **Wa laakin tajdiid...?**

Female Student : *Memperbaharui,*

Ustadzah : **Maa ma'naa thoharoh?**

Female Student : *Bersuci...*

The next findings were the use of adjective and noun. The speech below indicates the code mixing but it was in adjective such as the word : *alyadu* (hand), *yumna* (right), *yusro* (left), *al ashooobi'a* (fingers), *al wustho* (middle finger), *jadidun* (new), and, and *shoghirotun* (small). Here are the snippets of the speech :

Ustadzah : *Kalau ustadzah bilang **Alyadu...***

Ustadzah : **Alyadu..**

Female Student : *Tangan...*

Ustadzah : **Yumnaa**

Female Student : *Kanan...*

Ustadzah : **Yusroo...**

Female Student : *Kiri...*

- Ustadzah* : **Al ashooobi'a,**  
Female Student : *Jari-jari*  
*Ustadzah* : *Jari tengah... jari tengah bahasa arabnya*  
Female Student : **Alwusthoo...**  
The next....  
*Ustadzah* : **Jadiidun ma'nahu**  
Female Student : *Baruu*  
The next....  
*Ustadzah* : **Maa ma'naa shogiirotan?**  
Female Student : *Kecil...*

Data of speech above was taken in the learning process at Grade 1 *Madrasah Tsanawiyah* or as well as junior high school level. The female students at this level are not fully understood when *ustadzah* using intermediate language both Arabic and English.

### **Code Mixing from Indonesia into Javanese and Arabic**

The main findings regarding code mixing in this research is the use of three languages at once in a speech such as Javanese, Indonesian and Arabic. The speech of code mixing can be seen as follows :

- Ustadzah 1* : *Kalo tidak ada bisa **dipangku, maa ma'na dipangku? Santriwati Di taruh diatas ini...***  
*Ustadzah 1* : *Di taruh di paha.*  
*Ustadzah 1* : *Fatimah di **kucir** jadi 3 rambutnya, yang dua ditaruh kiri kanan yang satunya adalah*

**naashiyatuhaa**, kalau sempat, rambutnya sudah lurus enak **di klabang** juga boleh.

The next data :

Ustadzah 2 : *Misalkan lo, kita tasyakuran punya anak, terus orang Jawa membikin itu **iwel – iwel** ya ndak? **Iwel-iwel** ini sebenarnya dari kata **wali waalidayniy**, ya ndak?*

Female Student : *Oalaah, hahaha iwel-iwel.*

Ustadzah 2 : *Tapi orang Jawa tidak bisa bilang **syahadatayn**, akhirnya bilang apa?*

Female Student : **Sekaten...**

Besides Arabic words and phrases using Indonesian there were some words using Javanese such as *iwel-iwel*, *sekaten*, which they have not switched word in Indonesia, so *ustadzah* still used the original words to avoid misunderstandings.

### **Code Mixing from Indonesian into Javanese**

The next findings is code mixing from Indonesian into Javanese such as the word *mbah-mbah* (grandmother), *dibuntel* (wrapped). The data of speech can be seen below :

Ustadzah 1 : *... kalo jaman **mbah – mbah** saya nggak ada sarung tangan seperti itu...*

Ustadzah 1 : *Kalau di rumah sakit, kalau sudah tidak bisa ya **dibuntel** plastic.*

### **Code Mixing from Indonesian into Arabic**

The last findings regarding the code mixing is on the use of Indonesian and then switched into Arabic. This happens in the exploration activity in teaching and learning process when *ustadzah* reviewing the previous lesson, with the aim that the female students always remember and understand about the material that has been received. The speech can be seen as follows:

*Ustadzah 2* : *Seperti kemaren sudah diajarkan to, fiy  
ghoslil imamah dan mashul imamah iya kan?*

In the above speech, there were the word *fi gholil imamah* and *mashul imamah*, both sentences are the title of materials that have been taught in the previous meeting.

### **Code Switching in the Teaching and Learning Process**

A form of code switching that is found in this research is the use of four variations of code switching at the exploration activity, elaboration activity and the confirmation activity in the teaching and learning process. The description of code switching can be stated as follows:

### **Code Switching from English into Indonesia**

The first form of code switching was occurred in the exploration activity in teaching and learning process. At the beginning, *ustadzah* opened the learning activity using English, but when she started delivering the material then switching to use Indonesian. For more details, it can be seen in this data of speech:

*Ustadzah* : **Good morning, and how are you today?**  
Female Student : **Good morning, sir. I am fine**  
*Ustadzah* : ***So, so. Ok. I would like to explain about tenses.***

***Please open your book page number 23.***

*Silahkan diperhatikan tentang definisi tenses, kemudian tulis kembali rumus yang ada dalam buku tersebut. Buatlah contoh dalam bentuk simple present tense (1)*

### **Code Switching from Indonesian into English**

The second form of code switching was in the elaboration activity of learning process. On that occasion, the female student asked about the functions of ‘to be’ by using Indonesian, but ustadzah giving explanations by using English. It was done in order to make a habit for the female students using English during learning process, when at that time the subject are being delivered was English. For more details can be seen in the following data:

Female Student : **Ustadzah, tolong dijelaskan kembali mengenai fungsi to be**  
*Ustadzah* : Ok. Thanks. Actually you can open your book page 25. **to be** it means function as, ‘help’... to help sentence in order to stand and have meaning. So, to be is very important in sentence..... for example .....(2)

### **Code Switching from English into Arabic**

The third was a form of code switching from English into Arabic. It was found in the confirmation activity of learning process. At that time, previously *ustadzah* also gave the conclusion about the material. Her speech can be seen in the following data :

*Ustadzah* : **Ok. Student, I think time is up, antum, should be study English everytime... Wa amma al-lughotu al-injilinzayah as an international language, muhimmatun... Wa idza ja'a adh-dhunyuf matsalan, la budd an tatakallamu biha. (Baiklah anak-anak, saya kira waktunya sudah habis. Kamu semua, harus belajar bahasa Inggris setiap waktu. Adapun bahasa Inggris sebagai bahasa internasional, sangat penting, jika ada tamu misalnya anda harus berbicara dengan bahasa itu).**

### **Code Switching from Arabic into Indonesia**

The last form of code switching was occurred in the exploration activity of learning process. *Ustadzah* used Indonesian to provide confirmation of what was delivered. Her speech as follows :

*Ustadzah* : **Anniyatu juz-un minal wuduu', fa idzan laabud fiyl wuduu' binniyat. Jadi kalau wudluu' harus niat**

*Ustadzah* : **Ijtihad haadza mashdar min ijtahada, yajtahidu, ijtihaad. Ijtihaad itu perbuatannya,**

### **Determinants of Code Mixing and Code Switching in Teaching and Learning Process**

The teaching and learning process in classroom whether *ustadzah* or female students often used Arabic as intermediate language. However, English was also frequently used in the learning process. In other words, the process of learning used two languages or bilingualism and even multilingualism.

### **Determinants of Code Mixing in Teaching and Learning Process Identification of the role**

A speaker will use language as a communication tool based on his/her role. Similarly, an *ustadzah* in the learning process especially in Al Mawaddah Boarding School an *ustadzah* will tend to use Arabic as a communication tool when teaching. This is already as a rule in boarding school when the learning process must use Arabic and English. Furthermore, *ustadzah* uses her role in explaining the material, giving assignments, giving motivation, and guiding her female students, so *ustadzah* must use both foreign languages as a communication tool. As well as the female students, based on their role that mostly still on beginner level who are not fully accustomed using Arabic and English during learning process. This was proved when the learning process took place, they were also asked using Indonesian.

### **The Desire to explain and interpret**

When starting from the purpose of speech in every process of communication, it will have a purpose why the speech happened. Language switching in the form of code mixing and code switching has the purpose to explain about what was discussed so that the communication in the learning process can run fluently and acceptable.

### **Sourced from the Native Language and its variations**

The event of code mixing and code switching was also affected by the acquisition and the use of native language or mother tongue. The female students who were studying at Al Mawaddah Boarding School came from different areas around Indonesia and foreign countries such as Malaysia, Singapore, Thailand, and other countries. Thus, it will carry over during the learning process in the boarding school.

### **Sourced from Foreign Languages**

The differences of concept, structure, variation, and meaning in a foreign language is automatically different from the local language, the national language will affect the use of foreign language. The use of foreign and local vocabulary that is mixed in the process of communication will lead the event of code mixing and code switching. More mixed languages between foreign language, national language and local language that are used by speaker, it will increase the opportunity for the use of language variation.

## **Determinants of Code Switching in Teaching and Learning Process**

a. Speaker (O1) and Listener (O2)

The referred speakers in this research were *ustadzah*, administrators, academicians' boarding school, and female students. In interact both formally in the classroom and internal conditions outside the classroom will automatically affect how to speak and communication patterns that done by speakers.

b. The Presence of Third Person (O3)

The presence of third person in the conversation will affect the ongoing conversation. An *ustadzah* who speak using local language and national language, but suddenly there are female students who came from different country, directly the process of conversation switched to another language even used Arabic or English.

c. The Topic of Conversation

In the learning process, as the focus in this research, every speech in the communication process must have a purpose. Learning in the classroom has a goal to transfer of education and knowledge to female students that has been brokendown into various types of teaching materials that was delivered on a daily basis.

d. Stimulating the Sense of Humor

The use of two languages or code mixing and code switching simultaneously does not necessarily aim to reveal the seriousness and scientifics of the speakers and the listener. It also intends to show a sense of humor as the ice breaker when

learning process took place. It can be known through video that has been recorded in the learning process, when *ustadzah* switched to use the vocabulary of another language, at once the female students laugh because it was funny for them and as a refresher in the classroom.

e. Just for Prestige

The event of code mixing and code switching was often influenced by the factor of prestige. This happened when an informal atmosphere outside the classroom, the researcher encountered female students who intentionally used two languages simultaneously only for the prestige. Even the use of sentence structure mixed with other language structures ensued. They considered this as a common thing without any effort to fix it.

The form of code mixing that was analyzed in this research is both in and out code mixing that involved Indonesian, Arabic, English and local language (Javanese) in the form of insertion elements of Indonesian to elements of foreign languages (Arabic and English) and the elements of local language (Javanese). This insertion is element of words, phrases, repetition words, adjectives, nouns, and the repetition of words, idioms (expression), and clauses.

The emergence of the form of code mixing and code switching is influenced by internal and external factors of language. An analysis of dominant factor influenced the events of code mixing in teaching and learning activities in the classroom based on Dell Hymes's opinion (1974: 112) that in detail formulated by the acronym of

‘SPEAKING’, it is ‘Setting’ and ‘Scene’, that has meaning place and atmosphere of the speech, ‘Participants’; they are Speaker and Listener, ‘End’ or speech purposes, ‘Act’ means the speech events, ‘Key’ means that a variety of languages and the ways of speech, ‘Instrument’ or tool used to communicate, ‘Norm’ means rules that must be adhered to, and ‘Genre’ means the type of activity in the event of speech.

At Al Mawaddah Boarding School there is the tendency to use four languages orally, inside or outside the classroom. The use of foreign languages (Arabic and English) in the event of oral communication is an important thing in the development of language in the boarding school. This is because the mission of boarding school that tried to make Al Mawaddah Boarding School as the international boarding school. With the international program is expected to attract the students from abroad to study in Al Mawaddah Boarding School. As a result of the use of foreign languages can create variations in language usage, which allows the code mixing event, and code switching as has been described and analyzed above.

In code mixing, the characteristics of the dependency were marked by a mutual relationship between the ‘role’ (who is using the language) and ‘language function’ (what is to be achieved by speakers with their speech). In the event of code mixing, the elements of language or variations that insert to another language no longer have its own function. These elements have been fused with the inserted language, and overall it will only support one function. In the maximum condition, code mixing is a convergence of linguistic that its elements was derived from several languages, each of them had

shed their functions and supported the functions of inserted language (Suwito, 1985: 75).

Broadly speaking, code mixing is divided into two groups: (1) inside code mixing, is code mixing that its elements are derived from the original language with all its variations; and (2) outside code mixing, is code mixing that its elements are derived from foreign languages.

Related to this research, a group which included into inside code mixing is code mixing that occurs between elements of cognates, for example, code mixing between elements of Javanese with elements of Indonesian. Meanwhile, example of group that included into outside code mixing is code mixing between Indonesian elements with the elements of Arabic or English that is found in this reserach.

The elements of language that involved in code mixing events, if it was seen in terms of the units of the language, variety of its forms is as follows; words, phrases, repeated words, idioms, and clauses. This reserach followed Thelander's opinion, 1976 (in Suwito, 1985: 76) in identifying phenomenon of code mixing, which is the largest element that possible to insert in the event of code mixing is limited to the clause level. It means if the language elements that inserts (mixing) in code mixing is a unit of languages that higher than clause level (for example: a sentence, a series of sentences, or even a paragraph) then it will not be identified as code mixing phenomenon, but has been a phenomenon of code switching.

Based on the key findings, the code switching involves the use of four languages, namely: Indonesian, Arabic, English and local language (Javanese). Indonesian used as standard intermediate

language in education (in this case is in Al Mawaddah Boarding School), then Indonesian as the base language that is used as the focus of the events of code switching that was happened. Thus, code switching focus the switching events from Indonesian into Arabic, English and local language (Javanese).

The form of code switching that is analyzed is code switching in the teaching and learning activities in the classroom in the event of an oral communication between *ustadzah* and female students when learning activities, which are focused on: exploration activities, elaboration activities and the confirmation activities. Exploration activities including: opening and starting the lesson, greetings and giving motivation. Elaboration activities including: delivering explanation, monitoring response and drawing conclusions. Confirmation activities including: checking for students' understanding and closing the meeting.

In the teaching and learning activities in the classroom at Al Mawaddah Boarding School the main code that is used in important activities such as in the teaching and learning process in the classroom is Indonesian. The use of Indonesian in Al Mawaddah Boarding School is still dominant in the event of oral communication between *ustadzah* and female students in the classroom, especially for female students as the beginner or need more adaptation, although the actual foreign language (Arabic and English) become the language that must be used by every *ustadzah* and female students in the Boarding School.

Based on the data analysis, it should be delivered that code which regarding as language in this research is divided into two, namely Javanese and non-Javanese. Code as non-Javanese including

two languages, they were Indonesian and foreign languages. Foreign Languages referred to English and Arabic. Based on the events of speech was compiled and transcribed in this research, it can be said that the code which regarding as language was dominant for its usage, compared with a form in the level of speech, code of dialects and code of diversity.

The fact that in Al Mawaddah Modern Boarding School consists of female students and *ustadz-ustadzah* who came from different backgrounds and hometown caused towards language used by female students and *ustadz/ustadzah* that make a mutual contact between one languages to another language. The events of language contact caused variety of language codes in Al Mawaddah Boarding School which occured in teaching and learning activities in the classroom.

From this research, it can be said that language code that is often used in teaching and learning activities is Indonesian. This is because Indonesian relatively mastered by female students and *ustadzah* at Al Mawaddah Boarding School compared with English, Arabic, and Javanese. In addition, Indonesian is commonly used in Al Mawaddah Boarding School because Indonesian is the national language.

From the results of data triangulation conducted by the researcher, the form of code switching and code mixing proved to have certain characteristics. For example, in the event of speech done by *ustadz/ustadzah* in the exploration activity, that was salutation, often using Arabic; "Assalamu'alaikum warohmatullahiwabarokatuh", then followed by English greeting: "Good morning or Good afternoon,

how are you today". Furthermore, in giving motivation, *ustadz/ustadzah* adjusted to the subject matter that was being taught. For example, *ustadz/ustadzah* who taught general subject would tend to use Indonesian and English, linguistic subject would tend to use English and Arabic, and religious subject would tend to use Indonesian and Arabic.

Meanwhile, data from the speech event of students or *ustadz/ustadzah* in the elaboration activity, namely delivering the explanation, monitoring response and drawing conclusions, a form of code switching and code mixing that arose would adjust to the subject matter that was being discussed. Then, in the confirmation activity, the tendency of female students and *ustadz* conducted code switching and code mixing in order to adjust to the subject matter.

In the meantime, sources of triangulation that have been done by the researcher towards the key informants showed similar results with the data from the event of speech made by *ustadz* or female students who became the object in this research. Most informants stated that the events of code switching and code mixing are a common thing in the teaching and learning activities in the classroom. *Ustadz* or female students did code switching and code mixing in order to adjust with the topic of speech, to facilitate communication in the search for a certain understanding of explanations related to the subject matter, and as the habit. The collected data showed the same characteristics, so the researcher conducted a reduction of the data that have the same characteristics. The focus of researcher is on the exploration activity, elaboration activity and the confirmation activity of teaching and learning process in the classroom.

Furthermore, from the triangulation method conducted by the researchers with interviews done by using method of questionnaire to the key informants, also showed the same tendency towards the given answers related to the events of code switching and code mixing. Most informants stated that the events of code switching and code mixing that appeared caused by topic of speech and indication of prevalence or habits in boarding school.

Limitation of the data that presented in this research was also caused by the limitation of the researcher to develop the methods of speaking and listening. In the methods of speaking, for example, stimulating technique and recording technique used by the researcher sometimes experiencing technical difficulties, such as the low quality of recorder and cassette and the limited time owned by the informants in conducting interviews.

In addition, the process of data collection conducted by the researcher at every stage has been carried out the validity of the data by doing some triangulation, either by triangulation of data, sources, or methods. The data findings and data analysis showed that the relevant tendency of number of data that presented in this research were sufficient to provide information and the overview of events of code switching and code mixing that appeared on the teaching and learning activities in the classroom at Al Mawaddah Boarding School.

## **Conclusion**

Based on the analysis and discussion that has been stated in the previous chapter that the form of code mixing and code switching, the learning activities in Al Mawaddah Boarding School is the use of

language switching either language Javanese, Arabic, English or Indonesian, on the use of the insertion of words, phrases, idioms, the use of nouns, adjectives, clauses, and sentences.

The determinants of code mixing in the learning process including: Identification of the role, the desire to explain and interpret, sourced from the native language and its variations, sourced from foreign languages. On the other hand, the determinants of code switching in the learning process including: speaker and listener, the presence of third person, the topic of conversation, stimulating the sense of humor and just for prestige.

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## Code-Mixing and Code Switching in The Process of Learning