

Code switching and mixing

(Communication in Learning Language)

Oleh : Ahmad Mustamir Waris

STAIN Manado

ahmadmustamir@gmail.com

Abstract;

Dalam kehidupan sehari-hari, kita kadang berkomunikasi dengan orang lain yang berbeda bahasa dengan kita. Dan bisa jadi perbedaan bahasa tersebut menjadi salah satu penghambat dalam proses komunikasi dalam masyarakat. Komunikasi dalam sebuah komunitas kelompok, begitupun dalam sebuah kelas, merupakan hal yang paling penting dan mendasar dalam penyampaian maksud atau tujuan. Dalam hal ini bahasa yang merupakan alat komunikasi adalah elemen pokok untuk penyampaian hal-hal tersebut. Dalam keseharian Seringkali dalam penyampaian tersebut dibutuhkan *code switching* (pengalihan bahasa) atau *code mixing* (penggabungan bahasa) yang bertujuan untuk membuat lawan bicara segera mengerti apa yang kita ucapkan, begitu pula dalam sebuah pembelajaran terkhusus pada pembelajaran bahasa asing. *code switching* merupakan sebuah alternatif untuk melakukan percakapan dengan dua bahasa yang berbeda. Dimana saat ini *code switching* menjadi sebuah fenomena luas dalam pengajaran bahasa Asing. Dalam sebuah pembelajaran, komunikasi merupakan salah satu unsur utama dan paling penting. Pengalihan dan penggabungan bahasa dalam pembelajaran, khususnya bahasa asing, merupakan salah satu trik agar si pembelajar secara tidak langsung dapat memahami bahasa yang mereka sedang pelajari. Guru membuat *code switching* di kelas untuk membuat makna yang jelas dan untuk mentransfer pengetahuan kepada siswa dalam cara yang efisien. Namun, harus diingat bahwa dalam jangka panjang, ketika siswa mengalami interaksi dengan penutur asli suatu bahasa; *code switching* dapat menjadi penghalang yang mencegah saling dimengerti.

Kata kunci:

Pengalihan bahasa, Penggabungan bahasa, dan Pembelajaran

In everyday life, we sometimes communicate with other people of different languages with us. And it could be the difference in language became one of the obstacles in the process of communication in society. Communication in a community group, as well as in a classroom, is the most important and fundamental in the delivery of intent or purpose. In this case the language is a means of communication is a fundamental element for the delivery of these things. In everyday Often in the delivery of the required code switching (transfer language) or code mixing (incorporation language) which aims to make the other person immediately understand what we say, as well as in a learning especially

those in foreign language learning. code switching is an alternative to have a conversation with two different languages. Where the current code switching be sebuag widespread phenomenon in foreign language teaching. In a study, communication is one of the main and most important element. The transfer and incorporation of language in learning, especially foreign language, is one of the tricks that the learner can indirectly understand the language they are learning. Teachers make switching code in the class to make the meaning clear and to transfer knowledge to students in an efficient way. However, it should be remembered that in the long term, when students have interaction with native speakers of the language; code switching can be a barrier that prevents mutually intelligible.

Keywords:
Code switching, Code mixing and Learning

INTRODUCTION

In our daily life, we will be faced with different society who has the different language. It makes possible to us facing the problem of communication in different situation. And it also takes effect in the class when we taught foreign language for students.

Code switching is a widely observed phenomenon in multilingual and multicultural communities especially in foreign language teaching. In ELT classrooms, code switching comes into use either in the teachers' or the students' discourse.

Generally our students whose formal learning all takes place in Indonesia. Their first language is Indonesian and learning second language just in the class. And when talking each other in the class, in English learning they often resort to a mixed code (Indonesia-English). The use of the elements of English is sometimes so unconscious that it seems to fit perfectly well in speech.

Code-switching and code-mixing are well-known traits in the speech pattern of the average bilingual in any human society the world over, where both of them are the most obvious and widespread which used at different language.

While putting the phenomenon of code switching in context, the functions of code switching will be introduced in various aspects. *Firstly*, its function in bilingual community settings will briefly be explained by giving a sample authentic conversation which will help the reader deduce ideas about its possible applications in educational contexts. *Secondly*, the functionality of code switching in teachers' classroom discourse will be introduced with its aspects as: topic switch, affective functions, and repetitive functions. *Thirdly*, the focus will shift to students' code switching by introducing some basic functional perspectives as: equivalence, floor holding, reiteration, and conflict control.

From the function above, generally, code switching occur not only in social community but also it always occur in the class situation. And it has the big advantages especially for the teacher in order to give the knowledge of foreign language for the students,

through this alternative way the students is requires to use target language while speaking or discussion to develop their skills in foreign language learning.

Finally, through this paper will be explained more about the code mixing and code switching in English language teaching, its relation with bilingualism and some cases in the class when the teacher uses code mixing and code switching. Beside that, it will also be explained about the function of teacher and students use code switching in the class.

DISCUSSIONS

Definition of concept (code switching and code mixing)

Code Switching

Code-switching is a term in linguistics referring to using more than one language or variety in conversation. Sometimes the bilingual speakers get problem when they have a conversation with another bilingual, so they switch their language from code to another in the construction of sentence to make the interlocutor understand, sometimes they do it with the same language background and it may do so many times.

Code switching is one of alternative ways to bilingual of two or more languages in the same conversation. Hymes (1974) defines code-switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles” while Bokamba (1989) defines code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event.

In the class, when the teacher teaches a foreign language code switching also becomes strategies learning in order to develop the students' skill in English language. In the beginning of meeting the teacher uses target language when they explain the material and then they switch again into Indonesian to make sure understood for the students. The student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language.

For example:

- “good morning class....”, ok students, today we will study about part of body....
- “selamat pagi anak-anak...”, hari ini kita akan belajar tentang bagian-bagian tubuh....
- “now, listen your name! dengar namanya!!(when teacher absentees)
- “Present sir!hadir pak!”(student answer)
- “good!! Bagus!!”(when student has answer the question well)

Generally, there are different perspectives on code-switching. A major approach in sociolinguistics focuses on the social motivations for switching, a line of inquiry concentrating both on immediate discourse factors such as lexical need and the topic and setting of the discussion, and on more distant factors such as speaker or group identity, and relationship-building (solidarity). Code-switching may also be reflective of the frequency with which an individual uses particular expressions from one or the other language in his daily

communications; thus, an expression from one language may more readily come to mind than the equivalent expression in the other language

Code-switching can occur between sentences (intersentential) or within a single sentence (intrasentential). There are four major types of switching:

Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another.

For example: - Teacher: “benar, that’s a good answer”!
- “Bagus, good job Santi”!

The words “that’s a good answer” can be considered a tag. Sometimes, emblematic code-switching or tag switching can take the form of intrasentential switching where categorical equivalence exists between the two languages involved.

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.

For example: - menurutku that’s a good idea!
- “open your book and kerjakan hal 10”!

From example above includes code-changing or complete shifts to another language system at major constituent boundaries.

Intersentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other.

Example: - T: “Have you done?”
- S: Sudah, pak!
- T: May I see?
- S: ini pak!

From example above intersentential code switches was to relate speech that had already occurred in other conversations in English. And it more frequent than intrasentential.

Intra-word switching, in which a change occurs within a word boundary.

Example: - ujian hari ini adalah oral!

The word of “oral” is considered instances of speech borrowings, where the speaker borrows an English word.

In other hand, Milroy and Pieter define code switching “as a term ‘intra sentential’ used for switches within the sentence, in contrast with ‘intersentential’ used for switches between sentences”¹. Although some commentators have seen code-switching as reflecting a lack of language ability, most contemporary scholars consider code-switching to be a normal and natural product of interaction between the bilingual or multilingual speaker’s languages.

Code Mixing

Code-mixing is the other phenomenon closely related to code-switching. It usually occurs when conversant use both languages together, switch between two language to the extent that they change from one tongue to the other in the course of a single utterance. Code mixing takes place without a change of topic and can involve various levels of language such as phonology, morphology, grammatical structures or lexical items.

We could not avoid that the first language is a big effect in second language. Interaction and mixing between languages result in various languages. Most of the people in the society mix their language with other language by borrowing or using pieces of foreign languages even sometimes they are still influenced by first language.

Kachru in Nusjam defines code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction.²

Related to Kachru defines, we can see the reality in the class, when students saying something in English, they mix some language in the sentence that they don't know how to say in English its mean combine the language between Indonesia and English. For example:

"have you done your homework hasan? Yes sir, saya sudah kerja my homework."

Maaf sir, kemarin I was sick.

From example above, the student use the peace of English word to answer the teacher's question, it's because the student does not know how to say in English. However, grammatically the sentence of students is also suitable for grammar in English.

Blom and Gumpers as quoted by Gibbons they say that code mixing is behavior element from one code become to some extent integrated into another. One code, the base code, is normally dominant, and speakers use the second code in additive fashion. Elements from the latter code tend to be some extent assimilated and consequently are used less consciously³.

Code-mixing is one of the major kinds of language choice which is subtler than code-switching. In code-mixed sentences, pieces of one language are used while a speaker is basically using another language. These 'pieces' of the other language are often words, but they can also be phrases or larger units. From describing before, we can see that the definition of code-mixing is limited to the shift of code found within one and the same clause or sentence⁴.

Many bilingual people come to be very self-conscious about their language change and try to avoid it in talking to strangers or on formal occasions. Such dismissal of the phenomenon demonstrates serious misunderstanding. Conversational code-mixing is not just the mixing of two languages brought about by laziness or ignorance, or some combination of these. Rather, it requires conversant to have a sophisticated knowledge of both languages and to be aware of community norms.

Jacobson has proposed a number of formal and functional constraints on mixing two or more codes. He says that the constraint relate to the sociological (context situation), psychological (cognition, production, and processing of the mixed code), and linguistic (interaction of the two or more grammar) dimension of code mixing.⁵

From describing above we can say that code mixing is using two or more language in the same sentence or discourse but one language more dominant, and it related with the social context as a function of choosing the code.

What is Bilingualism means

Bilingualism in Indonesian is called “kedwibahasaan”, it means the using of two languages or two codes. While a bilingual is someone who speaks two languages, having achieved native-like fluency in each one.

Mackey and fishman as quoted by Chaer and Leonie states that bilingualism generally is the using of two languages by bilingual in communication with other people by turns.⁶

On the other hand, Lado also quoted by Chaer Leonie⁷ states that bilingual is “the ability to use two languages’, while Bloomfield states that language is code, so the ability to use two languages means the ability to use two codes.

In order to use two languages we have to master it or have the ability in using first language and second language. Nababan divides bilingual into two categories:

Bilingualism, it is the ability to use two languages in interaction with other, as habit

Bilinguality, it is the condition of being able to speak two languages.⁸

Most of the student's have the ability using two languages in their activity, at home when their talking to family they use traditional language or Indonesia. And in the class when they study English they should use English well or when speaking to other they use Indonesian. Its depend on situation and with whom they interact.

The concept of bilingualism is still become the problem, because we don't know how big the people competence in using second language. So, it determined the scope of bilingualism it self. Blommfield as quoted by Chaer and leony stated that bilingualism is the ability of someone to use two languages with the same good manner. It means that there is not more dominant between one language to another.⁹

It is little different with Diebold argument, He said that bilingualism in the first stage or incipient bilingualism, mostly concern with the child who are learning the second language.

So, from the opinions above we can say that no problem if we still have not yet master well in second language, because it is the process to develop our ability in mastering of language.

Related to bilingual and code switching, children can be enriched by knowing more than one language as long as they are’ additive’ rather than ‘subtractive’ bilinguals. An additive

bilingual has learned a second language in addition to the first, whereas a subtractive bilingual has gradually lost one language while acquiring a second. In effect, children who come to school speaking more than one language, or who learn a second language in school, will benefit academically as long as both languages are nurtured and developed to the fullest extent.

The differences concept between code mixing and code switching.

When we discuss about the differences between code switching and code mixing, both of them have the strong similarities, even we are difficult to find the different of them.

The similarities of them just it the function when we use two or more languages as a variant language in speech community. But the differences are in code switching, switch language event or variety of languages by the bilingual because of certain reason and consciously. While code mixing, the use of pieces of another language to one language that is needed probably, has the function and it is not considered as a wrong or deviation. Like in our country, a bilingual sometimes slipped a pieces of language in conversation it can be said he or she did code mixing.

Thelander quoted by Chaer and Leoni tried to differ between code switching and code mixing. He said that code switching is speech event is because there is a switch from one clause of language to clause of other language. While, when speech event become, the clauses or phrases consist of hybrid clauses and hybrid phrases and all of the are not support each other is called as Code mixing.¹⁰

Fasold in Chaer and Leoni offered the criteria of grammatically to differ between code mixing and code switching. Code mixing is when someone uses one word or phrase from one language to another language. And code switching is when the language is arranged structurally and grammatically in other language.¹¹

From the previous study of experts to differ between code mixing and code switching it is difficult to make differentiation both of them, because there are still some concepts of rule that have to paid attention to make it clear. And it related to interference of language.

The reason of code switching to become of

Crystal give a reason about the number of possible reasons for the switching from one language to another and these will now be considered. *The first* of these is the notion that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. *Secondly*, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from conversations who do not speak

the second language. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation. *Thirdly*, for the switching behavior is the alteration that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching.¹²

In other hand, people code-switch for a number of reasons.

Code-switching a word or phrase from language-B into language-A can be more convenient than waiting for one's mind to think of an appropriate language-B word.

Code-switching can help an ethnic minority community retain a sense of cultural identity, in much the same way that slang is used to give a group of people a sense of identity and belonging, and to differentiate themselves from society at large.

Code-switching is a common means to shift *footing* (Goffman 1979) or contextualization (Gumperz 1982).

Fisherman in Chaer and Leony described that to know the reason of code switching it based on point of view of sociolinguistics such as

The speaker

The listener or participant

The changing condition because of the third person

The changing from formal into informal

The changing of topic.

All of them the factor that why the people code switching.

According to Trudgill, “speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention” (2000:105). Drawing upon this quotation, it may be suggested that code switching can be used for self expression and is a way of modifying language for the sake of personal intentions.

From describing above, we can conclude that many reasons why people make code switching and code mixing to make clear what they want to expressed to the listener, it relation to the situation and the topic.

The function of code switching in the class

The Functions of Teachers’ Code Switching

The teachers’ use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions

which may be beneficial in language learning environments. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult.¹³

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way. It is also suggested by Cole: "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2".¹⁴

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher. However, one may also infer the same thing for the natural occurrence of code switching as one can not take into guarantee its conscious application if the Maori example given in section II is considered.

Another explanation for the functionality of code switching in classroom settings is its repetitive function. In this case, the teacher uses code switching in order to *transfer the necessary knowledge* for the students for clarity. Following the instruction in target language, the teacher code switches to native language in order to *clarify meaning*, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors. A learner who is sure that the instruction in foreign language will be followed by a native language translation may loose interest in listening to the former instruction, which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly.

The Functions of Students' Code Switching

Like the teacher, the students also are not always aware of the reasons for code switching as well as its functions and outcomes. Although they may unconsciously perform code switching, it clearly serves some functions either beneficial or not. Eldridge names these functions as: equivalence, floor-holding, reiteration, and conflict control.¹⁵

The first function of student code switch is equivalence. In this case, the student makes use of the native equivalent of a certain lexical item in target language or sometimes they don't know how to say in second language, so they code switches to his/her native tongue. This process may be correlated with the deficiency in linguistic competence of target

language, which makes the student use the native lexical item when he/she has not the competence for using the target language explanation for a particular lexical item. So “equivalence” functions as a defensive mechanism for students as it gives the student the opportunity to continue communication by bridging the gaps resulting from foreign language incompetence.

The next function to be introduced is floor-holding. During a conversation in the target language, the students fill the stop gap with native language use. It may be suggested that this is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency in target language. The learners performing code switching for floor holding generally have the same problem: they can not recall the appropriate target language structure or lexicon. It may be claimed that this type of language alternation may have negative effects on learning a foreign language; since it may result in loss of fluency in long term

The third consideration in students’ code switching is reiteration, which is pointed by Eldridge. as: “messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood”¹⁶ In this case, the message in target language is repeated by the student in native tongue through which the learner tries to give the meaning by making use of a repetition technique. The reason for this specific language alternation case may be two-folds: first, he/she may not have transferred the meaning exactly in target language. Second, the student may think that it is more appropriate to code switch in order to indicate the teacher that the content is clearly understood by him/her.

The last function of students’ code switching to be introduced here is conflict control. For the potentially conflictive language use of a student (meaning that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes), the code switching is a strategy to transfer the intended meaning. The underlying reasons for the tendency to use this type of code switching may vary according to students’ needs, intentions or purposes. Additionally, the lack of some culturally equivalent lexis among the native language and target language--which may lead to violation of the transference of intended meaning--may result in code switching for conflict control; therefore possible misunderstandings are avoided.

When did the teacher make code switching and code mixing

Crystal suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person.¹⁷

A similar system may also be used where by the teacher uses code switching by starting the lesson in the first language and then moving into the second and back and this makes the lesson as communicative as possible. This approach gets teachers to balance the use of languages within each lesson with the teacher allowed to switch languages at certain key

points, such as during important concepts, when students are getting distracted, during revisions or when students are praised and told off. On this basis, switching may be used as an effective teaching strategy for second language learning.

Cook asserts that code switching may be integrated into the activities used for the teaching of a second language. Cook describes the Institute of Linguistics' examinations in Languages for International Communication test as one which utilizes code switching.¹⁸ At beginners level, students may use the second language for obtaining information from materials such as a travel brochure or a phone message to answer comprehension questions in the first language. At advanced stages, the student may be required to research a topic and provide a report in the first language. This approach is one which uses code switching as a foundation for the development of a second language learner who can stand between the two languages and use whichever is most appropriate to the situation rather than becoming an imitation native speaker.

Generally, code switching in language classroom is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. Yet, it should be kept in mind that in long term, when the students experience interaction with the native speakers of the target language; code switching may be a barrier, which prevents mutual intelligibility. Accordingly, the teacher has a vital role for preventing its long-term damages on foreign language learning process.

Many teachers make code mixing and code switching in different level of students. It depends on situation, topic and participant, but in reality teacher dominantly make code switching in advance of student than in low level.

The teacher should know and understand when they should emphasize the language in order for the students to understand what he/she means by code switching and code mixing.

CONCLUSION

Code-switching is a term in linguistics referring to using more than one language or variety in conversation. While other experts stated that code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. Code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction. Teacher makes code switching in the class to make meaning clear and to transfer the knowledge to students in an efficient way. Yet, it should be kept in mind that in long term, when the students experience interaction with the native speakers of the target language; code switching may be a barrier which prevents mutual intelligibility.

Endnote

¹ Milroy and Pieter, 1998

² Nusjam , *Indonesian-English Code Mixing in Tourism Context*. Hasanuddin University.2004

³ Blom and Gumpers as quoted by Gibbons

⁴ Fasold

⁵ Jacobson

⁶ Mackey and fishman as quoted by Chaer and Leonie *Sosiolinguistik, Perkenalan awal*, Rineka cipta, Jakarta.2004, 84

⁷ Lado quoted by Chaer Leonie *Sosiolinguistik, Perkenalan awal*, Rineka cipta, Jakarta.1995, 114

⁸ Nababan Tari, Sri subyakto and Nababan, *Psikolinguistik Suatu Pengantar*, PT. Gramedia Pustaka Utama, Jakarta, 1984, h. 27

⁹ Blommfield as quoted by Chaer and leony *Sosiolinguistik, Perkenalan awal*,Rineka cipta, Jakarta, 2004.

¹⁰ Thelander quoted by Chaer and Leony *Sosiolinguistik, Perkenalan awal*,Rineka cipta, Jakarta, 2004.

¹¹ Fasold in Chaer and Leoni *Sosiolinguistik, Perkenalan awal*,Rineka cipta, Jakarta, 2004.

¹² Crystal

¹³ Mattson and Burenhult

¹⁴ Cole

¹⁵ Eldridge

¹⁶ Eldridge

¹⁷ Crystal

¹⁸ Cook Second Language Learning and Language Teaching. Edward Arnold/ Hodder Headline Group: Melbourne, 1991

REFERENCES

Chaer, Abdul and Leony Agustina Leony, *Sosiolinguistik, Perkenalan awal*,Rineka cipta, Jakarta, 2004.

Cook, V. Second Language Learning and Language Teaching. Edward Arnold/ Hodder Headline Group: Melbourne, 1991.

Hudson, R.A, *Sociolinguistics* Cambridge University Press, Melbourne Sydney, 1980.

<http://iteslj.org/Articles/Skiba-CodeSwitching.html>. Retrieved on May 28, 2009.

<http://Journal.com/ Nourdic.Journal/>.Adobe reader. Retrieved on May 30, 2009.

<http://AEAA Conference/ Xola Mati 29/>Adobe reader. Retrieved on June 01, 2009.

<http://iteslj.org/Articles/Sert-Code Switching. html>. Retrieved on May 28, 2009.

<http://en.wikipedia.org/wiki/Code-switching>. Retrieved on May 28

<http://www.encyclopedia.com/doc/1029-Code-switching.html>. Retrieved on May 30, 2009.

- Numan, D. and Carter, D. Teaching English to Speakers of Other Language Cambridge: Cambridge University Press. The Internet TESL Journal. (<http://iteslj.org/Articles/Sert Code Switching. html>, 2001).
- Nursjam, *Indonesian-English Code Mixing in Tourism Context*. Hasanuddin University, 2004.
- Tari, Sri subyakto and Nababan, *Psikolinguistik Suatu Pengantar*, PT. Gramedia Pustaka Utama, Jakarta, 1992.