



## Language code-mixing and its underlying reason of use for a better teaching planning



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### Abstrak

Percampuran bahasa (*code-mixing*) banyak dianggap sebagai hambatan dalam pembelajaran bahasa Indonesia. Penelitian ini dimaksudkan untuk menganalisis *code-mixing* dalam membantu memahami bahasa. Studi kualitatif dilakukan dengan teknik observasi non-partisipan dan wawancara semi-terstruktur untuk siswa di kelas berbicara tingkat pemula. Observasi dilakukan sebanyak lima kali sesi untuk dua belas mahasiswa, sementara wawancara dilakukan untuk empat siswa dengan frekuensi penggunaan *code-mixing* terbanyak. Konfirmasi informasi juga dilakukan kepada guru BIPA untuk memastikan ketepatan data. Proses wawancara dilakukan segera setelah observasi untuk menghindari kehilangan informasi yang terlalu jauh tentang penggunaan bahasa. Data dianalisis menggunakan teori Muysken tentang bilingualism untuk mengklasifikasikan jenis *code-mixing*. Hasil penelitian menunjukkan bahwa ada 23 penyisipan, lima pergantian, dan satu leksikalisasi kongruen. Selanjutnya, ditemukan 18 *code-mixing* dalam bentuk kata-kata, lima frasa, lima klausa, dan satu singkatan. Tujuan penggunaan *code-mixing* yaitu untuk menciptakan suasana internasional di kelas, untuk mengganti item kosa kata yang tidak dikenal dalam bahasa Indonesia, untuk mencapai keakraban bahasa, dan untuk memastikan pemahaman dalam bahasa target, karena pelajar mungkin bisa mendapat bantuan ketika mengucapkan kata-kata atau kalimat dalam bahasa internasional, seperti bahasa Inggris.

### Abstract

**Language code-mixing and its underlying reason of use for a better teaching planning.** Language mixing (*code-mixing*) is widely regarded as an obstacle to learning the Indonesian language. This research is intended to analyze *code-mixing* in understanding a target language. This qualitative study was carried out with the non-participant observation technique and semi-structured interviews for students at the beginner level of the Indonesian speaking class. Observations were done in five sessions for twelve students, while interviews were conducted for four students with the highest frequency of *code-mixing*. Information confirmation was also made to BIPA teachers to ensure data accuracy. The interview process was carried out immediately after observation to avoid losing too much information about *code-mixing* use. Data were analyzed using Muysken's theory of bilingualism to classify *code-mixing* types. The results showed that there were 23 insertions, five changes, and one congruent lexicalization. Furthermore, 18 *code-mixes* were found in the form of words, five phrases, five clauses, and one abbreviation. The purposes of using *code-mixing* were to create an international atmosphere in the classroom, to replace vocabulary items that were not known in Indonesian, to achieve language familiarity, and to ensure understanding in the target language, as students might be able to get help when saying words or sentences in an international language, such as English.

### Keywords:

BIPA

Code-mixing

Indonesia language learning

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## Introduction

When exposed to international communication in a certain context, Indonesian language teachers teaching the subject to foreign learners often face some difficulties (Yulianto, 2014). The identified hindrances may arrive from the pronunciation distance, understanding or comprehension problem, or uncommon language sound produced by the interlocutors to the ear of the listeners (Al-Azzawi et al., 2018; Wardhaugh & Fuller, 2015; Yulianto, 2014). Teachers teaching Indonesian language to foreign learners often experienced these difficulties, added by the language mix which often occurs in the communication might raise the problem (Kustati, 2014). When international Indonesian language learners used code-mixing and switching, the problems escalated and in the long run, it might hinder the teaching and learning process (Lindström, 2008). One of the phenomena that commonly occurred was that some students spoke their local languages such as Thai, Vietnamese, or Korean languages mixed with the Indonesian language in the classroom while presenting or participating in a discussion. The language mixing can be in more than two languages, the English language could be mixed as well generating more confusion to get the meaning of the utterances (Al-Azzawi et al., 2018). When two or separate codes with clear functional distinction are put together, it creates a condition named diglossia or multi-glossia which may bring positive impact or the opposite (Wardhaugh & Fuller, 2015)

In the positive perspective, diglossia or multi-glossia is related to bilingualism and multilingualism. Multilingualism and bilingualism may occur when there are two or more languages exist in society (Azar, 2003). A bilingual person is someone who speaks two languages. The bilingualism concept based on Hamers and Blanc (2002) refers to the state of a society of linguistic in which two languages interact and obtained two codes that can be applied in the same connection. Besides, multilingualism is a term to generally condition that there is more than one language speaks by the speakers (Wardhaugh & Fuller, 2015). In the area of Indonesian language learning class, the characteristics of bilingual learners who have balance language competence will not be included in the discussion, whereas the imbalance counterpart will be the focus of discussion. Based on the previous preliminary interview with the teachers, they put less effort to trace students' bilingual characteristics in learning the language. Most interviewed teachers focus on the delivery of the lesson by minimizing the code-mixing, while this can help them to smoothen their language flow.

BIPA stands for "*Bahasa Indonesia untuk Penutur Asing*" which means the Indonesian language for foreign learners. It is a language learning program established in the University of Muhammadiyah Malang (UMM) as the learning hub for foreigners to familiarize, get close to, and immerse themselves in the Indonesian language and culture. The number of BIPA students and their countries of origin depends on how many and which country Darmasiswa students apply in UMM every year. Darmasiswa is a year fully funded scholarship by the Indonesian government for international applicants who are willing to study Indonesian language and culture as well as promoting what they have learned abroad upon the program completion. The countries of origin vary greatly from Thailand, China, Vietnam, Sudan, Palestine, Iraq, Sierra Leone, America, Poland, Lithuania, Romania, South America (Puerto Rico), Latin America (Colombia), to Australia. Indonesian language and culture classes are delivered daily during the weekdays to support habitual learning patterns since learning language is a matter of regular and real-life practice.

Taking a similar context from English Foreign Language (EFL), learning a new language such as foreign language as the second language (L2) will be affected by the acquisition of the first language (L1) (Atar, 2018). In teaching EFL, L1 has a beneficial role to encourage learners in using more L2 (Mareva, 2016). Same as the EFL context, BIPA is a classroom that teaches the Indonesian language as a foreign language (L2), which is then common when students switch their language to the students' first language. Competence levels might be indicated lower when they often switch to their native language, or it can also be a strategy to keep the flow of the talk (Widianto, 2016). Some students admitted that they felt easier to express their feeling, emotion, and words if they mix the language. To accommodate the needs of professional teaching in BIPA class, this study gives an insight into how and why foreign learners often mix their language production, as

suggested in Widiyanto's study. By then the understanding of the code-mixing nature in BIPA class will certainly improve teachers' strategic planning in achieving successful teaching goals. Then this study aims to figure out types of code-mixing as well as the reasons behind the productions at BIPA classes at the University of Muhammadiyah Malang.

The language system is defined as a code when two or more people speak with each other and multilingual speakers who have access to two or more codes and for one purpose or another shift back and forth between these languages in some form of multilingual discourse (Wardhaugh & Fuller, 2015). Code-switching can be stated as in the same conversation or utterance, there are the uses of two or more languages (Jaworski, 2004). However, people who switch the language should have aimed to quote someone, amplify or emphasize, qualify message, convey confidentiality, change the role of speaker, anger, and annoyance, mark and emphasize group identity (solidarity), exclude someone from the conversation, rise status, add authority, show expertise and continue the last language used (Yuliana et al., 2015). According to Muysken's theory, the term code-switching is less natural in two ways: as a term, it already suggests something like alternation (as opposed to insertion), and it separates code-mixing too strongly from phenomena of borrowing and interference (Mulyajati, 2017).

Wardhaugh and Fuller (2015) argue, the alternation through sentences between varieties, or codes, or clause borders often uses as a cover word also containing code-mixing. According to Bhatia and Klein (1999) as presented in Dwijayanti and Wahyana (2012), code-mixing is the mixing of various linguistic aspects from share construction of grammar through sentence boundaries within a speech event. Furthermore, code-mixing is the use of lexical and/or grammatical items of one language or more within a clause or a sentence (Mulyajati, 2017). There are three kinds of code-mixing (Mulyajati, 2017; Straus, 2000) that will be explained below:

1. Insertion

Insertion is inserting lexical items from one language into a structure from another language without changing the construction of the sentence. It means that the insertions of lexical items are in the same language structure.

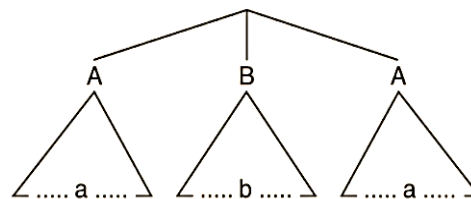


Figure 1. Insertion

In the picture above, **a** single element B (with words **b** from the same language) is inserted into **a** structure defined by language A, with words from that language.

For instance: *Boneka nya **cute** banget ya.* (The doll is so **cute**.)

2. Alternation

Alternation is akin to switching of codes between turns in which two languages are alternated instinctively grammar and lexical level. The lexical items are in different language structure but still in the same sentence.

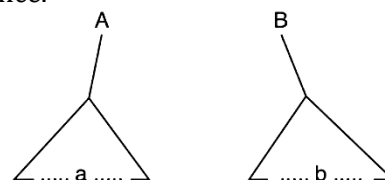


Figure 2. Alteration

The situation above explains **a** constituent from language A (with words from its language) is followed by **a** constituent from language B (with words from bilingual speech). For example:

*Masih belajar, **don't disturb** ya!* (I am still studying, **don't disturb**, please!)

### 3. Congruent lexicalization

Congruent lexicalization from different lexical inventories into a distributed grammatical construction which happens when two languages share or mix grammatical construction randomly.

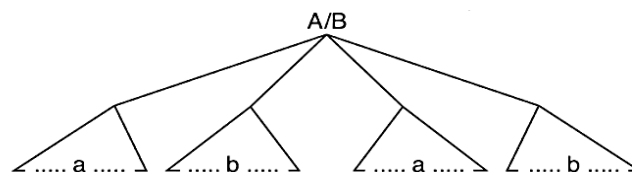


Figure 3. Congruent lexicalization

The grammatical structure is shared by languages A and B and words from both languages **a** and **b** are inserted more or less randomly. For example:

**By the way**, *aku nanti ikut English short course yang udah trusted dan yang tempatnya comfy gitu deh.*

(**By the way**, I will join **an English short course** which is **trusted** and has a **comfy** place)

There are three classes of code-mixing: a) code-mixing in a form of word occurs when, according to Aranof and Fuderman (2011), a word is a minimal unit of language which can stand alone or stand on its own. Here is the example of code-mixing in the form of a word; b) it is code-mixing in a form of phrase. A group of the word without subject-verb component and use as a single part of speech is known as a phrase (Straus, 2000). The last one is code-mixing in a form of clause. According to Azar (2003), a clause is a collection of words that contains a subject and a verb which is divided into two types. The first type of clause is an independent clause which is also known as the main clause and it can stand alone. Next, the second type of clause is a dependent clause that can't stand alone.

The study on code-mixing has been flourishing in many language studies (Adriosh & Razi, 2019; Mahdavi & Miri, 2019; Mustafa & Al-Khatib, 1994; Rofiah, 2006). However, limited study has been conducted on the code-mixing influence in BIPA learning at UMM, especially in the aspect of how the code-mixing helps learners to convey meaning and restructure their spoken ideas as well as fluency. Therefore, it is crucial to investigate further the study to provide convincing theoretical backgrounds and data for the teachers to allow code-mixing in their Speaking class for the beginner.

### Method

The design of this research was qualitative. Multiple-time class observation was conducted to generate data. The observation used by the researchers was non-participant, therefore, they had to listen to and observe the learning activity and took note in the class (Moleong, 2010). The observation was done in one speaking for basic class (*Kelas Berbicara Dasar/A1*) since the class was confirmed to use more code-mixing in the learning process. The class consisted of twelve learners from various countries such as Thailand, China, Vietnam, Sudan, Palestine, Iraq, Sierra Leone, America, Poland, Romania and Australia. Another step to collect the data was through an interview. An interview is a conversation mostly recorded between two people where one person is the interviewer in purpose to seek a response from the interviewee (Gillham, 2004 cited in Jong & Jung, 2015). The interview used in this study was a semi-structured interview which allows the researchers to add more questions if there were additional information needed. The interviews were conducted to four BIPA learners who utilized most code-mixing strategies in the class activities.

The data collection procedures were constructed according to Muysken Theory (Muysken, 1995). First, the researchers observed and recorded the situation and class culture twice, then conducted two-time interviews. Both observations and interviews were aimed to garner the code-mixing data and to validate the intention of using the code-mixing from the students'

locutions. Second, note-taking and repeat listening were administered to identify the code-mixing used by BIPA students in learning the Indonesian language. The third step was clarifying the purposes of code-mixing by BIPA students by interviewing four learners who perform frequent code-mixing in conveying information. However, the interview questions were varied depends on the need for their reason for clarifications.

The data were then analyzed by classifying the types of code-mixing and its form with field notes based on Muysken's classifications (Mulyajati, 2017), then the data classifications were matched with the students' origin and their background languages when they used code-mixing. The interview participants were predetermined based on the findings in the observation. The next step was re-emphasizing the purpose of code-mixing to a language and cross-cultural expert and communicating the initial findings to the BIPA teacher which will be described and displayed in the charts and discussion part.

## Results and Discussion

### Types and Forms of Code Mixing

Table 1 presents the types of code-mixing according to Pieter Muysken's theory. The findings were obtained by doing two-time observations in BIPA *berbicara* class (beginner speaking class).

**Table 1.** Types and forms of code mixing

No	Code mixing applied	Types of code mixing	Forms of code mixing
1	<i>Lingkungan</i> try to <i> mungkin.. apa... tempat yang kita...</i> (Environment tries to..maybe..what.. a place that we...)	Insertion	Phrase
2	Yes... <i>lingkungan seperti... hmmm....satu masyarakat.</i> (Yes, Environment is like one society.)	Insertion	Word
3	<i> Iya panas.. eh dingin mungkin</i> negative ten degree Celsius. (Yes, it's hot...ahh it's cold maybe negative ten degree Celsius.)	Insertion	Phrase
4	<i> Saya punya apa.... Eehhmm... anxiety attack from baby.</i> (I have what..hmm anxiety attack from a baby.)	Insertion	Phrase
5	<i> Tidak ada</i> altitude. (There's no altitude.)	Insertion	Word
6	So, <i> tidak banjir.</i> (So, It's not flooding.)	Insertion	Word
7	<i> Banjir khe..? (Banjir คือ..?)</i> (Banjir is...?)	Insertion	Word
8	Hanya di <i> mall</i> lalu keluar. (Only in Mall then go out.)	Insertion	Word
9	That's so... <i> untuk saya.. saya.... nunggu sebelum berjalan.. berjalan-jalan.</i> (That's so for me I have to wait before walking around.)	Insertion	Phrase
10	<i> Indonesia itu... tetap pergi taa.. taa..tetapi itu mobil</i> driver. (We also still go with Indonesian but the car belongs to the driver.)	Insertion	Word
11	<i> Waktu itu</i> sunrise. (It was sunrise.)	Insertion	Word
12	<i> ะอันดับที่สองคืออะไร</i> <i> lingkungan?</i> (kak an thi song khe arai, lingkungan?) (What is the second, environment?)	Alternation	Clause
13	<i> Nama tempat wisata</i> hmmm... Bi En Es (BNS) atau Batu Night Spectacular (The place-name is BNS or Batu Night Spectacular.)	Insertion	Phrase
14	<i> Kalo kalian</i> stress, <i> ayo kesana.</i> (If you feel stress, let's go there.)	Alternation	Word

No	Code mixing applied	Types of code mixing	Forms of code mixing
15	<i>Kalau... mau foto yang sangat Instagramable.</i> (If you want to have an Instagramable photo.)	Insertion	Word
16	<i>Oh ya saya tahu Bi En Es (BNS).</i> (Oh I know BNS.)	Insertion	Abbreviation
17	<i>Hhhmmmm... budaya adalah cara hidup yang.... yang ditemukan... dalam....</i> How to say society? <i>hmmm.. masyarakat yang luas dan dari generasi ke generasi</i> (Hhmm... Culture is a life method which found in... how to say society? Hhhmm... wide society and from generation to generation.)	Alternation	Clause
18	<i>Untuk di Negara saya itu... how to say it? Eeee... oke... how to say... we show it by language eeee... cara yang... kami berbicara.</i> (In my country...how to say it? Eeee... Ok. How to say...we show it by language ...eee... in what way we talk.)	Congruent Lexicalization	Clause
19	<i>Tetapi... dia ...dia... telah memilih class jam satu karena dia ada sesuatu.</i> (But she..she...has chosen one o'clock because she has another business.)	Insertion	Word
20	<i>That's not good, itu tidak sopan dan it's true.</i> (That's not good, that's not polite and it's true.)	Alternation	Clause
21	<i>Setiap relief...ehh setiap relief dan patung..patung yang saya lihat di setiap bagian ini luar biasa.</i> (Every relief eehh... every relief and statue that I see every part is wonderful)	Insertion	Word
22	<i>Ada... what's a church in Bahasa Indonesia?</i> (There is... what's a church in Bahasa Indonesia?)	Alternation	Clause
23	<i>Karena di Negara saya eee... agama Cristian itu tidak ada... tidak asli.</i> (Because in my country, eee.. Cristian does not exist... that's not original.)	Insertion	Word
24	<i>Mainan itu untuk dua-duanya laki-laki dan perempuan tetapi tarian untuk eee Cristian untuk...eee... ya.</i> (The toy is for both men and women but the dance is for Cristian.)	Insertion	Word
25	<i>Tarian yang saya.. hhhh... mempresentasikan tentang adalah Mokhibo.</i> (Traditional dance that I want to present is Mokhibo. <sup>1</sup> )	Insertion	Word
26	<i>Mokhibo adalah tarian tradisional dari Negara Lesotho.</i> (Mokhibo is a traditional dance from Lesotho.)	Insertion	Word
27	<i>Untuk berlatih tarian ini harus secara berkelompok menari eee... biasanya delapan orang dan eee...kelompok harus ada penyanyi dan drum.</i> (To practice this dance must be in a group eee... which consists of eight people and... there must be a singer and drum.)	Insertion	Word
28	<i>Tetapi kalau mau lihat, ada video nya di youtube.</i> (But if you want to see, there is its video on youtube.)	Insertion	Word
29	<i>Saya kan mempresentasi tentang Kankurang.</i> (I would like to present about Kankurang. <sup>2</sup> )	Insertion	Word

<sup>1</sup> Mokhibo (Lesotho language) is a traditional dance from Lesotho.

<sup>2</sup> Kankurang is a traditional dance from Gambia

From Table 1, the typical code-mixing appeared was mostly insertion which occurred 23 times during the observations, whereas alternations were found as many as five times. The least used code-mixing was congruent lexicalization since it was derived from different lexical inventories which were uncommon in code-mixing. It was also suggested that 18 code-mixing was in the form of words, five in the form phrases, five in the form of clauses, and one abbreviation found during the observation. The variation was due to the different contexts of speaking and different language proficiency levels.

**Table 2.** The purposes of code-mixing

Interview statement	Purpose of code-mixing
<p><b>P:</b> <i>Hmmm... Karena sekarang saya dalam lingkungan yang dimana tidak ada orang-orang yang bisa berbicara bahasa dari Negara saya, my mother tongue. Oleh karena itu...eee... saya harus bicara eee.... Bahasa Inggris ketika saya berbicara sama yang tidak bisa bahasa Indonesia. Tetapi, mungkin kalo saya.. di Negara saya... kalo ada orang lain yang bisa berbicara...bahasa saya, mungkin saya bisa campur dengan bahasa saya. Tetapi, karena disini tidak ada orang yang berbicara Lesotho, saya campur sama Bahasa Inggris.</i></p>	<p>No one can speak their mother tongue since they are in an International class where everyone comes from different countries in the world. They use only English and/or Indonesia to communicate with each other in the class.</p>
<p><b>S:</b> <i>eee.. Kadang-kadang ee... ketika saya.. ee.. saya... bertemu.. orang lain... yang berbicara bahasa Inggris dan Bahasa Indonesia eeee.. saya campur Bahasa Inggris.</i></p>	
<p><b>F:</b> <i>No. I only use English and Bahasa Indonesia but more frequently Bahasa Indonesia. My local language was not used here.</i></p>	
<p><b>F:</b> <i>When I am with Pakiso and Seiny, they're all have different languages that they often use. So, the language commonly used during communication is only English.</i></p>	
<p><b>P:</b> <i>Yeah. Because I didn't know what was that in Indonesia.</i></p>	<p>Students clarified the idea in mixed languages because they had some difficulties in uttering a complete idea in the Indonesian Language in delivering information.</p>
<p><b>S:</b> <i>Karena saya...saya... berbicara bahasa ee... Indonesia... Bahasa Indonesia saya kurang. Soo, I use English.</i></p>	
<p><b>F:</b> <i>My purpose of mixing Bahasa Indonesia and English is that I want to be more frequently speaking Bahasa Indonesia. So, If I find some words that I don't know in Indonesian, I usually...I....put them in English first then continue speaking in Bahasa Indonesia.... a little hahaha...then speaking in English.</i></p>	
<p><b>Fy:</b> <i>Karena beberapa kosakata Bahasa Indonesia saya lupa...eee... jadi saya gunakan Bahasa Inggris untuk bantu..gitu..</i></p>	
<p><b>F:</b> <i>I use the words "driver" and "sunshine" because I was speaking Bahasa Indonesia. So, for me to be more... more speaking Bahasa Indonesia, I have to be speaking it deliberately some of the words that easy to recall, so I put English then I continue speaking Bahasa Indonesia. So that I can use more Indonesian and less English.</i></p>	<p>Frequent use of some words in English. So, the speaker gets used to uttering the words.</p>
<p><b>F:</b> <i>Yes, It's true. "Driver" in Indonesia is penge..pengemudi and also the one I learn in class ee...driver is called "sopir". So, It depends on how more frequently I use the words. So, if I use the words more frequently, the more easily for me to...to recall it very fast during my conversation. I can easily speak Bahasa Indonesia. Not English anymore, maybe...</i></p>	
<p><b>F:</b> <i>Yes, It's true. "sunshine" in Indonesia is called cahaya...cahaya matahari and the one that I learned in class is "sinar matahari" . Bahasa Indonesia has one word, the meaning of one word can mean a lot of ways to pronounce. So, the more frequently I use the word, the more also... I can speak frequently in Indonesian and becomes no problem for me. So, Bahasa Indonesia is very easily spoken but if I find one word, that word can be spoken by two to three different ways in Bahasa Indonesia language.</i></p>	

Interview statement	Purpose of code-mixing
<b>F:</b> <i>The purpose of mixing the language in my daily conversation is to get more understanding. That's why I do mix.</i>	Getting more understanding if the first language (L1) is mixed with the second language (L2).
<b>Fy:</b> <i>Saya tanya guru dalam bahasa Thai biar lebih jelas. Karena guru dari Thailand juga.</i>	
<b>Fy:</b> <i>Iya ok. Karena kalau campur bahasa Thailand dengan bahasa Indo, saya lebih paham. Jadi dia..dia ok.</i>	

Table 2 suggests some underlying reasons for using code-mixing. Some learners used it to ease communication between interlocutors. They mostly spoke in English or in some cases Thai language if the teacher was from Thailand. This finding was supported by Jaworski's statement, suggesting that in order to ease communication, students may utilize native or international language closely related to the teacher's language (Jaworski, 2004). The next reason was to clarify their ideas, instead of using the Indonesian language which they often failed to remember, they utilized English or their mother tongue, or using different ways of clarification to assert meaning (Wardhaugh & Fuller, 2015). Lastly, learners also implemented code-mixing to emphasize the understanding of meaning from their utterances, to make things clearer as well as to eliminate misunderstanding. This is in line with the assertion of Yuliana and Dwijayanti & Wahyana, asserting that when code-mixing is used, the learners try to synthesize various ways to make things clear and understandable (Dwijayanti & Wahyana, 2012; Yuliana et al., 2015)

The research was done by the participation of students originally coming from the Gambia, Lesotho, Tanzania, and Thailand in the *berbicara* (speaking) class in BIPA. Gambia, Lesotho, and Tanzania are located on the same continent in Africa. Meanwhile, Thailand is in Asia. Furthermore, the teacher in *berbicara* class was from Thailand, but she taught the Indonesian language to international students. This selection was based on the theory when the teacher has experienced similar learning patterns, difficulties, and success, she/he can be more aware of the possible code-mixing and how to reduce it (Wardhaugh & Fuller, 2015; Yuliana et al., 2016; Yulianto, 2014). In *basic speaking* class, the teacher used mostly the Indonesian language to teach, but in some conditions, the teacher had to use English to make the students understand what she was saying. Also, the teacher sometimes used Thai-Indo or Thai-English language to the students who came from Thailand to help them get into the lesson quicker.

Mixing two or more languages in communication is only able if the speaker is bilingual or multilingual as it related to Hamers and Blanc (2002). That bilingualism refers to the state of a society of linguistic in which two languages interact and obtained two codes that can be applied in the same connection. In this case, at least BIPA students can speak more than two languages. They could speak their mother tongue or their local language, and English (because they were in an international class and they have to use it), as well as the Indonesian language, because they have to learn *Bahasa* Indonesia as an obligation before studying lessons in a regular class. In English Foreign Language (EFL) classrooms, learning a new language such as a foreign language as our second language (L2) will be affected by our first language (L1) (Atar, 2018). The first language or the dominant language use will effect in a study a new language. In this research, one of the students was easily talking, answering, and telling information in *Bahasa* Indonesia because he mastered many languages (multilingual). The student who masters about 15 languages such as Germany. France, Italy, English, Indonesia, and the rest are local languages and the languages outside South Africa are proven to do code-mixing and language bridging than others (Al-Azzawi et al., 2018; Krashen & Terrel, 1963). This was also to prove that code-mixing may act as a tool to fluently convey ideas in the Indonesian language.

## Conclusion

To conclude, types and typical occurrence's total number of code-mixing performed by BIPA students of UMM in the speaking for beginner class were 23 insertions, five (5) alternations, and one (1) congruent lexicalization. It was also suggested that 18 code-mixings were in the form



of words, five (5) in the form phrases, five (5) in the form of clauses, and one (1) abbreviation were present during the observation. At the end of the nine-month BIPA course, most production by the students was delivered in the Indonesian language. However, few words or vocabulary items were still performed in English to ease their fluency and comprehension. Based on the interview, students needed to use code-mixing for various purposes, such as to generate an International atmosphere in the classroom, to alternate unknown vocabulary items in the Indonesian language, to arrive into a language familiarity, and to achieve more understanding in the target language, as she/he might get help uttering the words or sentences if spoken in international languages, such as English. According to the students, code-mixing is still important to accommodate their starting point of learning a new language, then along with the growth of their Indonesian language vocabulary and expressions, they will eventually reduce the use of code-mixing.

BIPA teachers in UMM need to acknowledge these findings to facilitate more leniency when students speak in their mother tongue or in English. The process is considered normal and code-mixing is proven helpful to produce more ideas and locutions rather than only sticking to one target language that is the Indonesian language. To plan successful teaching for foreign learners, cross-cultural understanding of the student's native language and the use of international language are two significant poles. For beginners, the materials are suggested to use bilingual text to sharpen students' understanding, whereas the delivery is suggested to mix the language with English or international language as the main stance. Words and vocabulary, as well as general expressions, can be introduced in this phase. At the intermediate level, students are expected to use longer sentences and utterances in the Indoarannesian language and reduce the code-mixing. Lastly, advanced speakers should be fluent in using the target language with very few code-mixing occurred during the production.

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