

## **AN ANALYSIS OF CODE MIXING IN A BILINGUAL LANGUAGE ACQUISITION**

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### **Abstract**

In studies of bilingual language acquisition, code-mixing refers to a developmental stage during which children mix elements of more than one language. Nearly all bilingual children go through a period in which they move from one language to another without apparent discrimination. This differs from code-switching, which is understood as the socially and grammatically appropriate use of multiple varieties. Whether we are aware or not, in daily life conversation children under 4 years old who live in a bilingual family often produce utterances that combine elements of both (or all) of their developing languages. Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another.

This study looks closely at code- mixing in early bilingualism of Javanese and Bahasa Indonesia. The name of the subject is Thomas Maulana, he is 4 years old. From birth, he has been addressed with two languages by his family members. Thomas' parents used Javanese as their first language in their home and they used Bahasa Indonesia as their second language to communicate in their environment. From the data, estimation of exposures of the two languages towards Thomas at home was calculated. The most used language at home is 80% Javanese and the least is 20% Bahasa Indonesia.

Based on the data collected, the researcher got the result that the use of two languages in a bilingual language acquisition gives influence towards Thomas language development. As the researcher observed Thomas produced more mixed language sentence in his daily conversation, especially when he has conversation in Bahasa Indonesia. He tends to mix more language when he speaks in Bahasa Indonesia than when he speaks in Javanese. As shown in the data that the most used language at home is 80% Javanese and the least is 20%

Bahasa Indonesia. It is clear that the use of Javanese in Thomas' language sentence was more dominant than Bahasa Indonesia.

***Keywords: Code Mixing, Bilingual, Language Acquisition.***

## 1. INTRODUCTION

There is a general opinion in second language acquisition that children are better and easier in acquiring second language than adult learner (Bambang Junaidi, 1990) in Abdul Chaer (2003, p. 252). Children are easier in acquiring their second language, while adult seems to get difficulties in mastering their second language. Second language acquisition can be got formally (education) or informally (life environment). Informal second language acquisition might be occurred in bilingual or multilingual society such as in Jakarta where migrants come from different areas and languages are gathered.

There are essentially two conditions according to which a person may become bilingual: (1) the two languages can be acquired *sequentially*, such as the second language being learned later at school, or (2) *simultaneously*, such as where young child is exposed to two different languages in the home at the same time. Whether we aware or not, bilingualism makes their native language is piled up with the second languages which might be affect to their communication even cause code- mixing.

In studies of bilingual language acquisition, code-mixing refers to a developmental stage during which children mix elements of more than one language. Nearly all bilingual children go through a period in which they move from one language to another without apparent discrimination. This differs from code-switching, which is understood as the socially and grammatically appropriate use of multiple varieties.

Whether we aware or not, in daily life conversation children under 4 years old who live in a bilingual family often produce utterances that combine elements of both (or all) of their developing languages. Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another.

Finally, based on the explanation above the researchers chooses code-mixing in a bilingual language acquisition entitled: "*An Analysis of Code-Mixing in a Bilingual Language Acquisition*".

### 1.1 Purpose of the Study

This study has aims as mentioned below:

1. To observe how far bilingual language acquisition gives influence towards code- mixing.
2. To know what language dominates towards a child who lived in a bilingual family.

### 1.2 Research Questions

Based on the purpose of study above, the researcher can formulate the problems as follow:

1. How far bilingual language acquisition gives influence towards code-mixing?
2. What language dominates towards a child who lived in a bilingual family?

### 1.3 Subject of the Study

This study looks closely at code- mixing in early bilingualism of Javanese and Bahasa Indonesia. The name of the subject is Thomas Maulana, he is 4 years old. From birth, he has been addressed with two languages by his family members. Thomas' parents used Javanese as their first language in their home and they used Bahasa Indonesia as their second language to communicate in their environment.

## II. THEORETICAL REVIEW

### 2.1 Code

Ayeomoni (2006: 91) stated that code as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language. In addition, Holmes (1992) and Wardhaugh (1986) which suggest that code is a system used by people to communicate. People who live in a bilingual community or even multilingual communities have a tendency to use two codes or more when they communicate with each other. In short, code is a system of words, letters or symbols that used to convey a message in a language.

## 2.2 Code- Mixing

Code-mixing refers to the mixing of two or more languages or language varieties in speech. Furthermore, Yee Ho (2007) in his journal stated that Code-mixing is the change of one language to another within the same utterance or in the same oral/ written text. It is a common phenomenon in societies in which two or more languages are used. So it can be concluded that code- mixing is the process of mixing two or more languages in a sentence or a speech.

Code- mixing occurred without condition that forced to its code- mixing. This is in the line with Nababan (1984: 32) cited in Syukur Ibrahim and Suparno (2003: 414) stated that the phenomena of code- mixing as a situation of having other language is when people mix two or more languages in a speech act or discourse without something which force to the code- mixing itself. Furthermore, According to Suwito (in Rodli asy'ari, 2009: 2) states that code mixing is the use of two or more languages by entering the pieces of a language to another while the pieces with insert do not have their function. It means that there is nothing which forced the speaker to do code- mixing. In other words, the speaker basically only uses one language, but there are some pieces of a language to one another language. The pieces could be in form of lexical (word) or grammatical (phrase, clause, and sentence).

Code- mixing usually occurred when a speaker uses two different languages in a sentence or a speech. The speaker use one dominant language, but he or she also uses one other language in the same sentence. It usually related to the speakers' characteristics such as social background, education level, or may be religion. It usually refers to relaxation or informal situation. But it can be occurred by limitation of language, the speaker do not know the target language she or he will used. So it forced them to mix their speech with other language. Code- mixing includes to linguistic convergence.

To make it clearer, let see the example of code- mixing below:

### Example 1

Kolintang saudara- saudara. **Saking** tergesa- gesanya saya, dan ini **mumpung** Idul Fitri saya minta maaf.

Taken from:

Syukur Ibrahim, Abdul & Suparno. 2003. *Sosiolinguistik*. Jakarta: Pusat Penerbitan Universitas Terbuka. (page: 4.15)

Example 2

AN : Pak Mul **niku** Kasubag **nopo**?

DL : Kasubag Kesejahteraan. Di bawah Kasubag Kemahasiswaan,  
Pak Rasyid, terus **niku wau**.

Taken from:

Syukur Ibrahim, Abdul & Suparno. 2003. *Sosiolinguistik*. Jakarta: Pusat  
Penerbitan Universitas Terbuka. (page: 4.17)

From those examples above, it is clear that actually the speaker is using Bahasa Indonesia. It can be seen by the dominant language that used by the speaker itself, even the speaker also use vernacular (Javanese) such as in the words; **saking, mumpung, niku, nopo** and **wau**.

According to Holmes, in all speech communities, people may select the appropriate variety for any particular interaction. Some certain social factors such as whom are we talking to; for example wife- husband, customer-shopkeeper, boss- worker, the social context of the talk (e.g. home, school, work) the function of interaction and the topic of discussion become an important thing in accounting for language choice in different kind of speech communities. People may use different pronunciation, vocabulary, grammar, of a language for different purposes. They may use different dialects of a language in different context. Therefore, Holmes illustrated this language choice in the multilingual communities in term of code- mixing. This code- mixing reflects lack of vocabulary in a language. It means that people may also borrow words from another language to express a concept or to describe an object for which there is no obvious word in the language they are using. This code- mixing is a conversational style used among people in the bilingual and multilingual communities.

For determining code-mixing in spoken languages Muysken (2000) has set out linguistic criteria alongside socio-linguistic factors. Muysken (2000:3) cited in Van den Bogaerde & Baker (2006: 3) argues that in intra- sentential code-mixing there are in fact three processes to be distinguished:

- **Insertion** of material from one language into a structure of the other

Here the process of code-mixing is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal category into a given structure. The difference would simply be the size and type of element inserted, e.g. noun versus noun phrase.

- **Alternation** between structures from languages

According to Muysken (2000), the process of alternation is particularly frequent in stable bilingual communities with a tradition of language separation, but occurs in many other communities as well. It is a frequent and structurally intrusive type of code-mixing.

- **Congruent lexicalization** of material from different lexical inventories into a shared grammatical structure.

According to Muysken (2000), congruent lexicalization may be particularly associated with second generation migrant groups, dialect/standard and post- Creole continua, and bilingual speakers of closely related languages with roughly equal prestige and no tradition of overt language separation.

In Example (1) an English word (marked in bold) is inserted into a Dutch sentence that would have a different structure in English; this is therefore lexical insertion.

Example (2) shows alternation, first English then Dutch.

Example (3) shows congruent lexicalization; the structure of the sentence is identical in both English and Dutch.

**Example 1**

Ik wil dat je mij een **kiss** geef t  
 I wan that you me a kiss give t  
 'I want you to give me a kiss'

**Example 2**

I wan dat je mij zoent  
 t  
 I want that you me kiss  
 t  
 'I want you to give me a kiss'

**Example 3**

Gee mi een kiss  
 f j  
 "Give me a kiss"

### 2.2.1 Types of Code- Mixing

Hencyber (2009) identified two types of code- mixing as mentioned below:

*a. Inner code-mixing*

Code- mixing which comes from original language with all its variation.

*b. Outer code-mixing*

Code- mixing which comes from foreign language.

Furthermore, Hoffman (1991: 112) stated that types of code switching and code mixing divided into:

(1) Emblematic

In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says: *It's a nice day, hana? (hai nā isn't it).*

(2) Intra-sentential

This kind of code mixing occurs within a clause or sentence boundary, as when a Yoruba/English bilingual says: *Won o arrest a single person (won o they did not).*

(3) Intersentential

This kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other, as when a Spanish/English bilingual says: *Sometimes I'll start a sentence in English y termino en español (and finish it in Spanish).* This last may also occur as speakers take turns.



(4) Intra-lexical code mixing

This kind of code mixing which occurs within a word boundary, such as in *shoppã* (English *shop* with the Panjabi plural ending) or *kuenjoy* (English *enjoy* with the Swahili prefix *ku*, meaning 'to').

(5) Establishing continuity with the previous speaker

This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to *bahasa Indonesia*. For instance:

Speaker 1: I can't leave him 'coz I love him so much...

Speaker 2: Correct! You got the point! *Kata 'banget' itulah letak permasalahanmu sekarang ini.*

(6) Involving a change of pronunciation

This kind of code switching or code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word 'strawberry' is said to be 'stroberi' by Indonesian people.

### 2.2.2 Causes of Code- Mixing

Callhavid (2010) explained that there are two causes of code-mixing, they are:

a. Attitudinal Type

It refers to the speakers' attitude background.

b. Linguistics Type

The background limitation of language, so that there is reason identify role, identify manner, and desire to explain or interpret. Therefore, code- mixing is occurred by interrelationship among speakers' role, language form, and language function.

### 2.2.3 Form of Code- Mixing

Callhavid (2010) classified forms of code- mixing into:

- a. Insertion of word
- b. Insertion of phrase
- c. Insertion of clause
- d. Insertion of idiom or expressions
- e. Insertion of baster form (joining between original and foreign forms)

### 2.2.4 Societal Factor for Code- Mixing

Societal factors seem to be the most influential of the factors which trigger bilinguals' code-mixing. Bilingual children develop typical strategies for dealing with bilingual's situations, learning how to adapt their language to the situation, the roles and the interlocutors, to the extent of playing the role of interpreters between monolingual speakers of different language (Swain, 1972). There are some situational factors related to a society such as interlocutors, physical setting, other social variables like social status, race, age, etc., affect people's utterance considerably. Firstly, participants and social groups are one of the situational factors which make code-switching and code- mixing. That is, bilinguals may speak differently depending on whom and which groups they are talking to. For example: if Javanese- Bahasa Indonesia bilingual talks to Javanese people, they probably start talking to them in Javanese. However, if they talk with people from outside Javanese, they would speak to them in Bahasa Indonesia.

## 2.3 Bilingual

Taylor (1983) stated that a bilingual speaker uses two languages that differ in speech sounds, vocabulary, syntax and multilingual speaker or polyglot uses more than two. A bilingual's native language and nonnative language will be referred to as the first language (L1) and the second language (L2).

Furthermore, George Saunders (1988) cited in Yunisrina (2009) said that bilingualism simply means having two languages (and bilingualism is often used in the literature to mean the same as multilingualism, which is having more than two languages). Most bilinguals are dominant in one language.

Generally, bilingualism can be broadly defined as a person's ability to listen, speak, read and write in two (or more) languages with some degree of proficiency. Further researches have shown that in bilingualism, one language is more dominant than the other. The distinction is actually relative. There are three types of distinctions in bilingualism (D'Acerno, 1990):

- A. Compound (an individual who learns two languages in the same environment so that she or he acquires one notion with two verbal expressions)
- B. Coordinate (an individual who acquires two languages in different contexts (e.g. at home and school) so the words of the two languages belong to separate and independent system)
- C. Sub-coordinate (a bilingual with one language that dominates).

#### 2.4 Language Acquisition

According to Krashen (cited in Yufrizal, 2007: 5) language acquisition refers to the process of 'picking up' a language, i.e. a process of a development of ability in a language by using it in natural, communicative situations. Furthermore, Ebert & Hawk (2003) provided Krashen's table of the differences between language acquisitions and learning, which can be summarized as follows (Yufrizal, 2008: p. 5).

**Table 2.4 Differences between language acquisitions and learning**

<b>Acquisition</b>	<b>Learning</b>
Similar to child's first language acquisition	Formal knowledge of language
"Picking up" a language	"Knowing about" a language
Subconscious	Conscious
Implicit knowledge	Explicit knowledge
Formal teaching does not help	Formal teaching helps

#### 2.5 Code- Mixing in a Bilingual Language Acquisition

According to Ayeomoni (2006) in his studies of bilingual language acquisition, code-mixing refers to a developmental stage during which children mix elements of more than one language. Nearly all bilingual children go through a period in which they move from one language to

another without apparent discrimination. This differs from code-switching, which is understood as the socially and grammatically appropriate use of multiple varieties.

Beginning at the babbling stage, young children in bilingual or multilingual environments produce utterances that combine elements of both (or all) of their developing languages. Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another. More recent studies argue that this early code-mixing is a demonstration of a developing ability to code-switch in socially appropriate ways.

### **III. FINDING AND DISCUSSION**

To know the use of code-mixing in a bilingual language acquisition especially for those who are still four years old, the researcher did a continuity observation to the infant. Obviously, Thomas lived in a bilingual family in which the mother used both Javanese and Bahasa Indonesia and the father did the same.

The family members spoke mostly Javanese to him with some Bahasa Indonesia. In communicating with Thomas, the family spoke mixed languages to him. They did not mix the two languages entirely, but they would use one certain language depend on the situation. In a situation in which the people in the house were all Javanese (includes relative family), both father and mother would speak in Javanese. But in a situation in which there was someone (visitor) beside their relative family or when they interacted with the neighbor around them, they would speak Bahasa Indonesia.

From the data, estimation of exposures of the two languages towards Thomas at home was calculated. The most used language at home is 80% Javanese and the least is 20% Bahasa Indonesia.

Based on the data collected, the researcher got the result that the use of two languages in a bilingual language acquisition gives influence towards Thomas language development. As the researcher observed Thomas produced more mixed language sentence in his daily conversation, especially when he has conversation in Bahasa Indonesia. He tends to mix more language when he speaks in Bahasa Indonesia than when he speaks in Javanese. Below are some examples of Thomas' mixed language sentence in Bahasa Indonesia:

✚ **Dialogue in Bahasa Indonesia** *Mother* :

*Tom mam nya abisin dong! Thomas :*

*nggak ah, **wis** kenyang.*

*\***wis** means sudah (enough).*

✚ *Thomas : mama mama, Tom udah **duwur** nih!*

*Mother : oia, udah tinggi yah!*

*\***duwur** means tinggi (tall), but due to his pronunciation has not fluent yet so he still pronounce 'r' become 'l'.*

✚ *Mother : teteh ika ada nggak di rumah?*

*Thomas : nggak **ana** tadi teteh ika nya*

*\***ana** means ada (exist).*

Knowing that Thomas often did mixing language, so his family drilled him to communicate more in Bahasa Indonesia but he still mixed the two languages in his conversation as transcribe below:

Sister : “ Tom mau berenang dimana?”

Thomas : “ di plahu”

Sister : “ plahunya siapa?”

Thomas : “ plahunya Thomas”

Sister : “ dimana, Citra?”

Thomas : “ Cita”

Sister : “ Ma siapa?”

Thomas : “ Ma mas yudi, ma mba ati, sama mama, sama masa ali, sama teteh,,,teteh yeni”

Sister : “ emang bisa berenang?”

Thomas : “ bisa tapi begini,,aduh,,loncat loncat”

- Mother : “ gambar apa Tom?”
- Thomas : “ hah? Apa aja”
- Sister : “ ini gambar apa ini?”
- Thomas : “ gambal..mau gambal lumah itu,,apa,,mobil pepadam”
- Sister : “ pepadam apa?”
- Thomas : “ pepadam ABI, ini yang mobilnya pa polisi yang semplo”
- Sister ; “ bunyinya?”
- Thomas : “ wiu..wiu..”
- Sister : “ Tom takut nggak?”
- Thomas : “ nggak, Tom takutnya mobil itu .....
- Sister : “ nanti kalo berenang bawa makan?”
- Thomas : “ bawa minum sama bawa makanan”
- Sister : “ makanan apa?”
- Thomas : “**sega**”
- Sister : “ sega?”
- Mother : “ makannya pake apa?”
- Sister : “ ayam goreng”
- Thomas : “iya,minumnya **wedangputih**”
- Sister : “ mau berenang kapan ya?”
- Mother : “ hari apa?”
- Thomas : “ hali **lebo**, nanti kalo kakinya uda sembuh”
- Mother : “ emang kakinya kenapa?”
- Thomas : “ kena kolengan lah” Sister
- : “ Thomas lagi ngapain?”
- Thomas : “ gambal”
- Sister : “ gambar apa?”

Thomas : “ **omah**”

Sister : “ omah siapa?”

Thomas : “ omahnya pepadam lah”

Sister : Bapak kemana bapak?”

Thomas : “ hah? Bapak keja, nyali duit wat beli mobilan katlol, mobil pepadam, mobil polisi, mobil delek”

Sister : “ mang wat apa mobilnya?”

Thomas : “ atu wat maen maenan ama te pila”

Sister : “ oiya kemaren tom di rumah sakit ngapain?”

Thomas : “ makan pisang, sama **sega**, sama bubul, sama **ati**, sama **ndok**, sama **gandul**..mantap”

Sister : “ mang siapa yang sakit?”

Thomas : “ mas ali”

Sister : “ sakit apa?”

Thomas ; “ sakit DBD”

Sister : “ Tom uda makan?”

Thomas : “ uda tadi”

Sister : “ tadi kapan?”

Thomas : “ tadi **gemiyen**”

Sister : “ mas ari mana ya?”

Thomas : “ agi **maem**”

Sister : “ maem apa?”

Thomas : “ kentang”

From this conversation, Thomas showed that he mixed Bahasa Indonesia with Javanese. He usually mixed those two languages when he was speaking in Bahasa Indonesia. In other side, he seldom mixed those two languages when he was speaking in Javanese. As we can see in the words; ***sega***, ***wedangputih, lebo(rebo), omah, ati, ndok, gandul, gemiyen, maem.***

***Table: Conversation with family members***

<b><i>Javanese</i></b>	<b><i>Bahasa Indonesia</i></b>
<b><i>Sega</i></b>	<i>Nasi</i>
<b><i>Wedang putih</i></b>	<i>air putih</i>
<b><i>Lebo(rebo)</i></b>	<i>hari rabu</i>
<b><i>Omah</i></b>	<i>rumah</i>
<b><i>Ati</i></b>	<i>hati</i>
<b><i>Ndok</i></b>	<i>telur</i>
<b><i>Gandul</i></b>	<i>papaya</i>
<b><i>Gemiyen</i></b>	<i>dulu</i>
<b><i>Maem</i></b>	<i>makan</i>

This is in the line with McLaughlin (1987) cited in Steinberg (2001: 230) that 1P- 2L (one person- two languages) children produced more mixed language sentence where vocabulary and syntax of different languages are used in the same sentence.

As shown in the data that the most used language at home is 80% Javanese and the least is 20% Bahasa Indonesia. It is clear that the use of Javanese in Thomas' language sentence was more dominant than Bahasa Indonesia. According to Steinberg (2001:229) stated that the dominant language may also change over time. The home language may start out as the dominant language, but the second language may achieve dominance as it is used for wider communication.



## IV. CONCLUSION AND SUGGESTION

### 4.1 Conclusion

Code- Mixing represent phenomenon that occurred caused by the insertion of pieces in a language to another. It does not mean that there is no cause in the occurrence of code- mixing. Code- mixing possibly occurred because of individual factor; like showing status, role and expertise. But it might be occurred caused by the lack of language element being used.

Young children in bilingual or multilingual environments produce utterances that combine elements of both (or all) of their developing languages. Some linguists suggest that this code-mixing reflects a lack of control or ability to differentiate the languages. Others argue that it is a product of limited vocabulary; very young children may know a word in one language but not in another. This is what happened to Thomas, he lived in a bilingual family in which his family members use both Javanese and Bahasa Indonesia in their daily conversation and it affect him to mix those two languages in his daily conversation especially when he was speaking in Bahasa Indonesia.

### 4.2 Suggestion

Based on the analysis above, the researcher would like to give suggestion in order to teach bilingualism in early childhood correctly. The family members in the house play a major role in child's language development, especially mother. Mother has a useful role to play in all areas of her child's language development by providing models, feedback and much more. In a dialogue with child, she extends, expands, rephrases, or repeats a child's utterance as well as her own. By doing so, she provides him with valuable speech input and feedback. And most of all, parents must be very patience in encouraging bilingualism toward their children.

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