

CODE SWITCHING AND CODE MIXING IN THE EFL TEACHING LEARNING PROCESSES (A SOCIOLINGUISTIC ANALYSIS)

Husnul Khatimah¹, Munir^{2*}, Chairil Anwar Korompot³

^{1, 2, 3} Universitas Negeri Makassar

E-mail: husnulkhatimahsyam31@gmail.com, munir@unm.ac.id, cakorompot@unm.ac.id

*corresponding author

Abstract

This study aimed to: (1) describe the form of code switching, (2) describe the causative factors of code switching, (3) describe the form of code mixing, and (4) describe the causative factors of code mixing in the EFL teaching and learning processes (A sociolinguistic analysis). The participants of this research were the ninth grade students of SMP TELKOM Makassar in the odd semester of the 2022/2023 academic year. The research instruments used were data cards and recording devices. The data collection technique is done by using recording technique and transcribing technique. The result of the study revealed that the form of code switching in EFL teaching and learning processes is code switching in the transition from Indonesian to English (external form) and from English to Indonesian (internal form). While the forms of code mixing are at the word, phrase and clause level. The factors that lead to code switching are the speaker personality, speech situation, the presence of a third person, switching the subject, and the intent and purpose of the speaker. Meanwhile, the factors that cause code mixing are limited use of codes, habits, function and purpose, and factors of the ability of speakers to use two or more languages.

Keywords: Code switching, code mixing, the causative factors, EFL teaching and learning

INTRODUCTION

When interacting with each other, humans cannot be separated from language, language plays an important role as a means of communication (Hutajulu and Herman, 2019). In the communication process, it is very possible for speakers to use more than one language. For example, someone who is an Indonesian when talking to a foreign tourist uses English but when a friend of his is an Indonesian, he switches to using Indonesian. (Jendra, 2010) This condition usually occur in bilingual or multilingual communities, intense contact between two or more materials in a bilingual or multilingual situation such as in Indonesian society results in language phenomena, namely code-switching and code-mixing.

Sociolinguistics is a closely related multidisciplinary science that combines sociology and linguistics (Hernandez, 2014). In contrast to the broader field of linguistic study, sociolinguistics views language as a social medium for interaction and communication rather than as a language. Sociolinguistics discusses how language is utilized in specific social contexts and is essential for interacting and communicating. Sociolinguistics shows the vocabulary, variety of language, or style that must be used while speaking with particular people, providing communication guidelines.

Judging from the subject of previous research, (Rezeki and Sagala, 2021) investigated how Indonesian celebrities used code-mixing and code-switching in their Instagram captions. The subjects of his research were several artists who used the Instagram application to create captions without considering reciprocal interactions and who also included elements of code-switching and code-mixing. Based on the research that has been done previously, the researcher is interested in conducting the present study that will focus on reciprocal interactions in the classroom between teachers and students. Then, can be useful in teacher studies, especially in the English education department.

The reasons for doing this research are because researcher wants to know about the forms and the causative factors of code-switching and code-mixing in the EFL teaching and learning processes at 9th grade of SMP TELKOM Makassar. According to observation before doing the research, teacher and students are having a reciprocal interaction while teaching-learning is in progress, which is the conversation always contains code switching and code-mixing. Based on the discussion above, therefore this study wants to conduct a study entitled "Code Switching and Code Mixing in the EFL Teaching and Learning Processes (a Sociolinguistic Analysis)".

LITERATURE REVIEW

This related idea deals with sociolinguistic. speech events, bilingualism and language contact, code-switching, code-mixing, the causative, similarities and differences of code-switching and code-mixing.

Sociolinguistic

This study uses disciplines related to the use of language, which include sociology. Sociolinguistics, for example, is a field that combines sociology and linguistics. (Chaer and Agustina, 2014:1).

Speech Events

A speech event is a dialogue between two individuals the speaker and the interlocutor, that takes happen in a particular setting, at a specific time, and with a single primary utterance from each party (Chaer and Agustina, 2014: 47).

Speech occurrences, according to Hymes (1976), occur in a non-verbal context. SPEAKING is the classification he offers, and each letter in the acronym stands for a particular aspect of communication, as follows:

S (Situation), consists of two namely Setting and Scene. The setting shows the time and place where the speech is delivered, whereas the scene belongs to the circumstances of place and time.

P (Participants), refers to the people who are involved in the speech, such as the speaker and the listener.

E (Ends), denotes the speech's objective, purpose and goal.

A (Acts Sequences), refers to the form and the content of speech. The manner in which words are utilized is referred to as the form of speech.

K (Key) describes the method, tone, and spirit of communication., such as pleasantly, seriously, arrogantly, and so on.

I (Instrumentalities), refers to the language path as well as the speech code; for example, written or spoken.

N (Norms), refers to interacting norms or rules, as well as the interpretation of the interlocutor's speech.

G (Genres), denotes the type of delivery format, such as narration, poetry, sayings, and prayers.

Bilingualism and Language Contact

Language contact occurs in social contact situations, namely situations where a person learns a second language in society (Suwito, 1983: 39).

People who speak two or more languages are referred to as bilinguals. Bilingualism is the use of two or more languages by an individual or culture. Language contact, which refers to the mutual effect of two languages, is what brings to bilingualism, one dialect with another or between one language and another language variation (Markhamah, 2000).

Code-Switching

A communications network whose element application is determined by the speaker's history, their relationship to the other person, and the present situation is known as code (Rahardi, 2010: 55).

Definition of Code-Switching

Code-switching, or the change in usage from one language or dialect to another, as described by (Ohoiwutun, 1997:71). Code swapping is the use of different language nuances to fit different roles or situations. Code switching, which occurs between languages as well as between dialects of a single language, is a symptom of a change in language usage that results from the circumstances (Aslinda and Leni, 2007: 85).

The forms of Code Switching

There are two types of code swapping, according to Saleh dan Mahmudah (2006):

- Internal code-switching is a type of language change that takes place when a speaker switches between dialects of the same regional language, between different types and styles within a dialect, or between various national languages while changing his or her language.
- External Code-switching is code switching in which the speaker changes his language from one language to another that is not related (foreign language).

Code-Mixing

Definition of Code-Mixing

The event is known as code-mixing when it occurs when several forms of the same clause are mixed together in a speech (Nababan, 1983:76).

The Code-Mixing Forms

According to (Suwito, 1983: 78-80), it can be categorized depending on the linguistic elements involved as follows:

1. Addition of elements in the form of words;
2. Addition of elements in the form of phrases; and
3. Addition of materials in the form of clauses.

The Causative of Code-Switching and Code-Mixing

Causative Factors of Code-Switching According to Hymes (1974 referred in Suandi, 2014: 136-139) suggests factors in a speech interaction that can affect the determination of meaning, as follows:

- Speaker's personality,
- Speech situation,
- Presence of a third individual,
- Change of Subject,
- Variety and level of language speech

METHODS

1) Design of Research

A qualitative research design is employed. The researcher's discussion of "Forms and Factors Causing Code-Switching and Code-Mixing Occurs Between Students and the Teacher" will be included in this study during the EFL teaching-learning processes at 9th grade of SMP TELKOM Makassar, which is located on Jl. A.P. Pettarani No. 4 Gunung Sari, Kec. Rappocini, Makassar City, South Sulawesi, and has 60 students.

2) Instrument of Research

A data card and a voice recorder will be utilized as study tools. The data card is used to record code-switching and code-mixing data. The Voice Recorder is also used to view and analyse all discussions between the teacher and the students at 9th grade of SMP TELKOM Makassar.

3) Technique of Collecting Data

The purpose of field research is to collect primary data using the following techniques and methods:

Record Techniques

Using this technique, potential researchers will record dialogue of 9th grade of SMP Telkom, so the researcher can more easily identify code switching and code-mixing by listening the result of recorders.

Transcript Technique

This technique is to recording information that is pertinent to and consistent with the study's aims and objectives. The data that has been obtained using the data collection techniques above are not in an orderly fashion, for this reason it is necessary to organize or group the data.

4) Technique of Data Analysis

Data Collection

Field notes, which are used to record data obtained from documentation, are divided into two categories: (1) Descriptive notes, which are notes about what the researcher personally saw, heard, and experienced, and (2) Reflective notes, which are notes containing the researcher's comments, opinions, and interpretations of the findings. (Miles and Huberman, 1992).

Data Reduction

Data reduction is used to choose the pertinent data. Then, distill and arrange information in a systematic manner while highlighting key discoveries and their implications. Only data results or findings pertaining to research issues are decreased throughout the data reduction procedure. Data that is unrelated to the research issue is eliminated, however.

Data Presentation

Combining information to describe the circumstance that transpired is the goal of data presentation. The researcher must develop narratives to aid in the mastery of the information or facts so that they are easy for them to understand, either in their entirety or in specifics of the research findings.

Conclusion Drawing

After a sufficient amount of data has been collected, preliminary findings are made, and after all the data has been collected, definitive conclusions are made. The conclusions obtained were initially tentative, vague and doubtful, but with increasing data both from recording and by obtaining all the research data. The conclusions should be clarified and verified during the research.

RESULTS

The results of this study are based on sociolinguistic theory which discusses the forms and causative factors of code-switching and code-mixing. The following is a variety of data found from conversations at 9th grade of SMP TELKOM Makassar which contain elements of form and causative factors of code-switching and code-mixing.

1) The Forms of Code-Switching in the EFL Teaching and Learning Processes at 9th grade of SMP TELKOM MAKASSAR

The language change is the transfer of Indonesian into English (External Form) or vice versa, from English to Indonesian (Internal Form). On this occasion, the change of codes will be referred as follows:

Code Switching – Number of changes – Forms of code

Example:

Code Switching – 01 – a

Descriptions:

- “01”, “02”, “03”, ..., refers to Number of changes of code-switching within the scope of only one of two forms
- “a” or “b” refers to the Forms Code Switching, namely External form “a” or Internal form “b”.

There are two types of code changes: (1) code switching and (2) code mixing. Number of changes means the numbers of data of switching code within the scope of only one form. Forms of code (a) or (b) refer to External form (a) or Internal form (b).

External Code Switching

Extract 2

Teacher: *Kalian bisa peragakan kata tersebut dari sekarang*

Students: *Baik sir*

Teacher: Do it now! (Code Switching-02-a)

Based on Extract 2, there was code-switching from Indonesian to English, initially the teacher asks students to 'act the word they are got' using Indonesian language, then the students answered in Indonesian. Then, the teacher changes the language using English again.

Internal Code Switching

According to (Saleh dan Mahmudah, 2006:85), one of the types of code-switching is "internal code-switching," which takes place when someone switches from a foreign language to their own tongue.

Extract 13

Teacher: What is Rafi doing now?

Student: He is erasing the whiteboard

Teacher: *Apakah ada kata lain selain erasing?* (**Code-Switching-07-b**)

Student: He is cleaning the whiteboard

Based on Extract 13 there was code-switching from English to Indonesian, initially the teacher asked the students to 'guess what the students were doing' using English, then the students answered but the words used were not correct. Then the teacher asked to 'replace the word' with using Indonesian.

2) The Causative Factors of Code Switching in the EFL Teaching and Learning Processes at 9th grade of SMP TELKOM MAKASSAR

The Speaker's Personality

A speaker sometimes deliberately switches the code to the speech partner for a purpose. For example, changing the situation from official to unofficial or vice versa. Based on the results of the following recording, it is described regarding the use of code-switching from English to Indonesian caused by personal speakers (underlined).

Extract 8

Teacher: You may stand up or something else

(Suddenly, the teacher saw another student on the door)

Teacher: *Bisaji skip dulu nak?* (**Code-Switching-01-b**)

Based on Extract 8 there was code switching from English to Indonesian, initially the teacher asked students who had been in class to do something using English. But suddenly there was a student (not 9th grade student) at the door and wanted to say something but didn't say it. The teacher immediately understood the purpose of the student's arrival and changed the language to Indonesian "Bisaji skip dulu nak?" it is in a slightly informal language.

Change in the Speech Situation

Extract 21

Teacher: *Halo pak, iya ini saya di kelas 9G. Habis ngajar saya kesana pak* (On the telephone)

Teacher: Okay attention please, have you seen your score? (**Code Switching-17-a**)

Student: *Sudah*, sir

The speaker will use a different language in certain situations, especially when the other person is in a different place. As in the Extract 21, by telephone the speaker using Indonesian Language. Then, for the participants who hear directly in the class, the teacher uses English.

The Presence of a Third Person

A speech event occurs between the first speaker and the second speaker, then the presence of a third speaker. As in Extract 17 A speech event occurs between the first speaker and the second speaker, then the presence of a third speaker. The students asked to permission to go to the toilet using language, then allowed by teacher. But suddenly there was a student want to go with his friend. The teacher 'forbade him' by changed the language to Indonesian.

Extract 17

Student 1: Sir I want to go to the WC please

Teacher: 2 minutes

Student 2: Me too, sir

Student 1: *Sini* Edgar

Teacher: *Eh tidak usah panggil temannya* (Code Switching-13-b)

A Change in Subject Matter

The subject of conversation is one of the factors in a speaker in determining the chosen language code. The subject or topic of conversation is dominant in the conversation on the basis that the speaker is concerned about what is being discussed and often the language switches the code to another topic of conversation.

Extract 18

Teacher: Thank you for the attention, See you later

Students: See you

Teacher: *Oh iya, siapa yang tidak hadir hari ini?* (Code-Switching-14-b)

In the context of the conversation on Extract 18, the teacher has ended the class using English, but over time the teacher realized that he had not checked the student's attendance, then asked the students again using Indonesian.

The Intent and Purpose of the Speaker

In the context of the conversation on Extract 12 at first the teacher asked about the activities carried out by student 1, then student 2 answered the teacher's question. but it turned out that student 2's answer was wrong and was denied by student 1, to intend to ask the correct answer, the teacher then changed the code.

Extract 12

Teacher: Guess what is Keisya doing now

Student 1: She is walking

Student 2: No

Teacher: *Terus apa keisya?* (Code-Switching-06-b)

Student 2: I am running

3) The Forms of Code Switching in the EFL Teaching and Learning Processes at 9th grade of SMP TELKOM MAKASSAR

To broaden the linguistic style or variety, code-mixing is the simultaneous employment of two different languages. That is, there are elements of another language inserted into a language used by speakers. These elements can be words, phrases or clauses. On this occasion, also the change of codes will be referred as follows:

Code Mixing – Number of changes – Forms of code

Example:

Code Mixing – 03 – a

Description:

- “01”, “02”, “03”, ..., refers to Number of changes of code-mixing within the scope of only one of three forms.
- “a”, “b” or “c” refers to the level of Word “a”, Phrase “b” or Clause “c”.

Change of code divided into two; Code-switching and Code-mixing. Number of changes means the numbers of data of mixing code within the scope of only one form. Forms of code means Insertion of Elements in the Form of word, phrase, or clause.

Insertion of Elements in the Form of Words

The following is a form of code-mixing at the word level (underlined) in the interaction of teaching and learning processes.

Extract 24

Student: Sir, *saya dapat kata menyanyi*

Teacher: Do it now, Silahkan (Code Mixing-03-a)

Extract 28

Student: Sir *sesungguhnya kesombongan itu membawa dosa*

Teacher: *Saya tidak sombong*, actually (Code Mixing-07-a)

Addition of Elements in the Form of Phrases

A phrase is a grammatical unit that takes the shape of a group of predictive words, also known as a group of words that fulfill one of the syntactic tasks in a sentence. The following is an example of phrase-level code-mixing in the interaction of teaching and learning processes (underlined).

Extract 31

Student: *Jadi sekarang apa sir?*

Teacher: *Oke sekarang kalian peragakan*, based on the word *yang kalian dapatkan*, **now** (Code Mixing-02-b)

Addition of Elements in the Form of Clauses

A phrase is a grammatical construction that resembles a collection of words and that, at the at least, has the ability to form a sentence with a subject, predicate, and verb. By fusing sentences from other languages into the language they are speaking, speakers carry out code-mixing events in the form of clauses.

Extract 34

Teacher: *Ada tugas*, I will give an activity, *kalian akan memeragakan kata yang di pegang masing-masing*. (Code Mixing-01-c)

Students: *Baik sir*

4) *The Causative Factors of Code-Mixing in the EFL Teaching and Learning Processes at 9th grade of SMP TELKOM MAKASSAR*

Code-mixing occurs because there is a reciprocal interaction between roles (speakers and responders). This indicates that speakers tend to select particular types of code-mixing to support particular functions based on their social background.

Limitations in Using the Code

The code limitation factor occurs when speakers mix code because they do not understand the equivalent words, phrases, or clauses in the basic language they use.

Extract 26

Student: Sir I want to go to the WC please (**Code Mixing-06-a**)

Teacher: 2 minutes

In the context of Extract 26, when student asked permission to go to the toilet, but she did not know what the English language of Toilet was, so he used Indonesian “WC” to replace it.

Habits

Based on the context, it often occurs in situations where the level of formality is lacking, namely when in a relaxed situation a speaker mixes elements from another language into the language that is being used.

Extract 37

Student: She was looking through binocular when the ship hit the iceberg

Teacher: Okay it is good answer, *pada dasarnya sudah betul jawabannya* (**Code Mixing-04-c**)

In Extract 37, a student tried to answer a question from the teacher, the correct answer then received appreciation from the teacher, and tried to clarify again by mixing the code that it was the correct answer.

Function and Purpose

Language serves a purpose when it is used to express ideas for things like providing orders and other things.

Extract 35

Students: *Apakah boleh dilakukan sekarang*, sir?

Teacher: Act it now, *cepat nak waktu pelajaran sudah mau habis* (**Code Mixing-03-c**)

Student: *Iya*, sir

Extract 35 shows that there was an event of code-mixing from English to Indonesian at the Clause level. This can be seen when the teacher asks students to do something immediately. That was because the code-mixing that occur has the function and purpose of the speaker to command/order.

The Ability of Speakers to Master Two or More Languages.

In daily conversations we often find speakers who master two languages, the communication is carried out alternately by producing a sentence that contains meaning so that the interlocutor can understand what is being said at that time using two languages.

Extract 33

Teacher: *Ada tugas, I will give an activity, kalian akan memeragakan kata yang di pegang masing-masing.* (**Code Mixing-01-c**)
 Students: *Baik sir*

Based on Extract 33, it occurs code-mixing events in the form of clauses. This can be seen from the teacher's speech, from the code-mixing that is inserted, namely "I will give an activity" from a sentence that was previously in Indonesian. It caused by the ability of speakers to use two languages alternately.

DISCUSSION

This study formulates the main issues examined in this study as follows: (1) the forms of code-switching, (2) the forms of code-mixing, (3) the causative factors of code-switching, and (4) the causative factors of code-mixing in the EFL teaching and learning processes at 9th grade SMP TELKOM Makassar.

Code-Switching Forms

In this research, the code-switching that has occurred are internal and external code-switching because the language used often switches from the national language to foreign, and vice versa. Then, the evidence of external form from the research findings based on theory by Soewito in (Saleh and Mahmudah, 2006: 85), we can see in Extract 2, on page 7.

Based on the results of the research, the more dominant language interpretation used by participants of study are internal code-switching, which is the transition from Indonesian to English because Indonesian is the mother tongue among students and teacher and English is a foreign language.

The Causative Factors of Code-Switching

Based on the results of the study, there are 4 factors that are in line with the theory put forward by Hymes (1974 referred in Suandi, 2014: 136-139) namely (1) personal of speaker factor, namely to change situations from official to informal situations or vice versa, (2) transitional the topic of conversation factor is to change the topic of conversation to another topic and (3) the arrival of a third person factor, and (4) the language of the speech situation factor. Meanwhile, the intent and purpose of the speaker is in line with the results of research conducted by Rhosyantina (2014).

As for the results of previous research conducted by Rhosyantina (2014), the causative the occurrence of the code-switching event are 1) speech partners, 2) a changing of the subject matter, and 3) code-switching with a specific intent and purpose. The Evidence of a change of subject matter factor that cause Code-Switching from this research based on (Rosyantina, 2014) can be found in Extract 18, on page 9.

Code-Mixing Forms

Code-mixing, according to Chaer and Agustina (2004:114), is the usage of language that includes various codes. While the other codes shown in the speech event are just in the shape of parts, the primary or basic code is employed or serves its own purpose and autonomy. Jendra in Suandi (2014) classifying code-mixing into three categories: sentence-level code-mixing, phrase-level code-mixing, and word-level code-mixing. Secondly, we can see the code-mixing evidence at the highest level, namely clause level, on page 11 of Extract 34 based on the findings of this study based on (Suandi, 2014).

Similarities between this study and Rhosyantina's earlier (2014) research include demonstrating the type of code-mixing that takes place at the word and phrase levels; however, this study also demonstrates a type of code-mixing that occurs at the clause level.

The Causative Factors of Code-Mixing

Based on the results of the study, there are 3 factors that are in line with the opinion of Suandi (2014: 143-146), namely (1) factors of limited use of codes, (2) factors of function and purpose, and (3) factors of habits. Meanwhile, the ability of speakers to use two or more languages is in line with the factors that cause code-mixing in research conducted by Rhosyatina (2014). Then, for the evidence of habitual factor that cause Code-Switching from this research based on theory by (Suandi, 2014) can be found in Extract 37, page 12.

The results of previous research conducted by Rhosyantina (2014) have shown the factors that lead to code-mixing, namely 1) limited mastery of the code, where speakers do not understand the equivalent words, phrases, or clauses in the basic language used; 2) the habit of using the regional language as the mother tongue when communicating; and 3) mixing other language codes with the intention to reinforce speech.

After the discussion above, it can be seen that some of the resulting implications for English Education are as follows:

- The negative impact is that if students are used to using English which is still contaminated with their mother tongue, it can slow down their mastery of the foreign language because actually learning it is better to use it in full.
- The positive impact is because it is based on causal factors that have been studied by researchers, one of which is the limited use of language. It can help teachers and students communicate when there are new words that students do not yet know in learning, or they can also change to another language to continue communication

Conclusion and Suggestions

Conclusion

Based on the research results, it can be concluded as follows:

- 1) Code-switching takes the shape of sentences and clauses with the transition from Indonesian to English (External Form) and from English to Indonesian in the EFL teaching and learning processes at 9th grade SMP TELKOM Makassar (Internal Form).
- 2) The personal of the speaker factor, the language of the speech situation, the causes of code-switching in the EFL teaching and learning processes at SMP TELKOM Makassar's 9th grade are the presence of a third person component, the shift in subject matter, and the speaker's aim and purpose.
- 3) Code-mixing at the word, phrase, and clause levels occurs during the EFL teaching and learning processes at SMP TELKOM Makassar's 9th grade.
- 4) The causative variables of code-mixing in the EFL teaching and learning processes at SMP TELKOM Makassar's 9th grade include (1) factors of limited use of codes, (2) factors of habits, (3) factors of function and purpose, and (4) factors of speakers' proficiency in two or more languages.

Suggestions

Based on the above conclusions, the researcher provides the following suggestions.

- 1) This study can serve as a theoretical foundation or point of reference to support sociolinguistic theory phenomena, particularly code flipping and code-mixing.
- 2) Who are interested in studying the same subject can undertake studies using data and other data sources to produce more diverse research findings.

REFERENCES

- Akhtar, S., Baig, F. Z., Aslam, M. Z., Khan, T., Tayyaba, S., & Iqbal, Z. (2020). Code-switching and identity: A sociolinguistic study of Hanif's novel *Our Lady of Alice* Bhatti. *International Journal of English Linguistics*, 10(1), 364-371.
- Arindra, Azhar. (2011). "Alih Kode dan Campur Kode". (Online). (<http://azharchaririahmad.wordpress.com/2011/05/12/alih-kodedancampur-kode/>). Accessed November, 21 2021.
- Aslinda, Leni Syafyaha. (2007). *Pengantar sosiolinguistik* / Aslinda, Leni Syafyaha. Bandung: Refika Aditama,.
- Astuti, C. W. (2020). Language awareness: Language use and reasons for code-switching. *LLT Journal: A Journal on Language and Language Teaching*, 23(1), 116-130.
- Chaer, Abdul dan Leoni Agustina. (2014). *Sosiolinguistik: Perkenalan Awal*. Jakarta: PT. Rineka Cipta.
- Kridalaksana, Harimurti. (2008). *Kamus Linguistik*. Jakarta: Gramedia pustaka.
- Miles, M.B., & Huberman, A.M. (1992). *Analisis Data Kualitatif*.
- Muin, Abd, (2010). Function of Code Switching. *Jurnal Adabiyah* Vol. X No.1: 110-121
- Nababan. 1983. *Sosiolinguistik Suatu Pengantar*. Jakarta: PT. Gramedia Jakarta.
- Ohoiwutun. (1997). AN ANALYSIS OF CODE SWITCHING AND CODE MIXING USED BY RADIO ANNOUNCERS AT L-BASS RADIO 96. 7 MHZ IAIN BENGKULU. Bengkulu: IAIN Bengkulu.
- Rahardi, Kunjana. (2010). *Sosiolinguistik, Kode dan Alih Kode Yogyakarta : Pustaka Pelajar*.
- Rezeki, T. I., & Sagala, R. W. (2021). THE REALIZATION OF CODE MIXING AND CODE SWITCHING OF INDONESIAN CELEBRITIES' CAPTION ON INSTAGRAM. *Serunai: Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 10-16.
- Rhosyantina, Laura Is. (2014). Alih Kode, Campur Kode, dan Interferensi dalam Peristiwa Tutur Penjual dan Pembeli di Ranah Pasar Tradisional Cisanggarung Losari Kabupaten Brebes (Kajian Sosiolinguistik). *Skripsi*. Universitas Negeri Yogyakarta.
- Saleh, Muhammad dan Mahmudah. (2006). *Sosiolinguistik*. Makassar: Badan Penerbit UNM.
- Suandi, I Nengah. (2014). *Sosiolinguistik*. Yogyakarta: Graha Ilmu.
- Suwito. (1983). *Sosiolinguistik Pengantar Utama*. Surakarta: Universitas sebelas Maret.