Indonesian – English Code Mixing: A Case Study of BIPA Learners

Hasanatur Rofiah

English Literature, Faculty of Languages and Arts, State University of Surabaya

hasanaturrofiah@mhs.unesa.ac.id

Abstract

For such a long time, there has been large number of studies that focuses on bilingualism and multilingualism issues likewise code mixing. However, most of the studies gave their focus on the phenomenon of language mixing between the first and the second language. Contrasting from the most frequent focuses, this study focuses on code mixing issues happened between the second and the third language on the certain chosen subjects. Thus, it affects to the findings which somehow quite different to what most commonly found in other previous studies with similar topic .This study focuses on code mixing occurred in BIPA learners' daily conversation. For more specific, this study aims to disclose the personal reasons underlie behind the use of code mixing in their daily communication. The main data were solely from the conversation between the researcher and the subjects of this study which was recorded and transcribed. To collect the data, this study applied observation and interview which then analyzed and presented in a qualitative descriptive. The finding of this study showed that BIPA learners often mixed their utterances with English for they did not know certain terms in Bahasa Indonesia. As an addition, prestige also turned out to be the next reason right after the main reason.

Keywords: *code mixing, BIPA, BIPA learners, personal reason*

Abstrak

Dalam kurun waktu yang lama, telah ada banyak studi yang berfokus pada isu-isu bilingualisme dan multilingualisme seperti halnya campur kode. Namun demikian, sebagian besar studi hanya berfokus pada fenomena pencampuran bahasa antara bahasa pertama dan bahasa kedua. Berbeda dengan fokus studi yang paling sering muncul, penelitian ini berfokus pada isu pencampuran kode yang terjadi antara bahasa kedua dan bahasa ketiga pada subjek tertentu. Dengan demikian, hal tersebut juga mempengaruhi pada temuan yang rupanya agak berbeda dengan apa yang paling umum ditemukan dalam penelitian sebelumnya dengan topik yang sama. Studi ini berfokus pada pencampuran kode yang terjadi dalam percakapan sehari-hari pembelajar atau peserta didik BIPA. Lebih tepatnya, studi ini bertujuan untuk mengetahui alasan dibalik penggunaan campur kode pada komuniksi sehari-hari mereka. Data utama yang digunakan adalah merupakan percakapan antara peneliti dan subyek penelitian ini yang direkam dan ditranskripsi. Untuk mengumpulkan data, penelitian ini menggunakan observasi dan wawancara yang kemudian dianalisis dan disajikan secara deskriptif kualitatif. Hasil dari penelitian ini menunjukkan bahwa pembelajar BIPA sering mencampur tindak tutur mereka dengan Bahasa Inggris dikarenakan mereka tidak mengetahui beberapa istilah dalam Bahasa Indonesia. Sebagai tambahan, prestise juga bahwasanya menjadi alasan berikutnya tepat setelah alasan utama.

Kata kunci: *campur kode, BIPA, pembelajar BIPA, alasan personal*

INTRODUCTION

Globalization has apparently happened in most countries in the world and it is predicted will still continue to exist (Kim, 2006). This phenomenon cannot be denied that it also affects language(s) and its users. For instance, it is very easy to find bilinguals even multilinguals in many countries in this world. Generally what has occurred the most is bilinguals who speak their first language (L1) combined with the universal and international language likely English in certain situation(s). It is obvious for them to speak different language at the same time; mix the two languages and/or switch it back and forth, for example English-Indonesia and vice versa.

These days English has turned out to be the common necessary in term of communication. Thus, large number of people is achieving ways to learn it for they do not want to be left behind of the advance of this global era. Since English is the universal and international language, it eases its users to connect to the international and global world to have international relations such as; business purposes, education, economic, friendship, and so on.

Facing this kind of fact, Indonesian people somehow do not comprehend English for 100% since English is the Foreign Language (AFL). In fact in Indonesia

itself, the implementation of English using in daily communication, people still be likely to mix their Bahasa Indonesia and English in their utterances in the same time because of certain purpose(s). Not only in Indonesia, the phenomenon of language mixing is also easily found for mostly everywhere in this part of the world. Furthermore it becomes harder and harder when trying to find monolinguals in Asian countries such as: Indonesia, Singapore, China, Japan, Korea, Malaysia and so on. Even in a traditionally monolingual country likewise Korea, it is not too hard to find bilinguals (Kim, 2006). This kind of case of combining the two languages at the same time is called code mixing (incorporation language) in sociolinguistic.

As Hoffman (1991) says, code mixing is merely the act of combining two languages in a single statement. Anastassiou (2017) also adds that the term code mixing denotes to the process of mixing different linguistics units; words, phrases, sentences, modifiers which usually from two participating grammatical system in one sentence. The phenomenon of code mixing can be found in many parts of Indonesia. And that is what the researcher also finds in the surrounding.

There are some previous studies had been conducted with similar topic. The first previous study is an international journal by Kia Lau et al. (2011). The main different of the study above and this study is the study above was conducted based on the written data while in opposite, this study was conducted from the spoken data which was first transcribed. The next difference between this study and Kia Lau et al.'s are the focus and subject of the study. While Kia Lau et al. solely investigated the *code mixing phenomenon in their subject;* **the entertainments news of Malaysian Chinese dailies, yet** *this study furtherly disclose the type, social factor and the reason of code mixing of the BIPA learners who currently studying Bahasa Indonesia through an students exchange program by Indonesian department Universitas Negeri Surabaya.*

The second previous study is also a thesis conducted by Lidwine Anzaska (2017). The differentiation between Anzaska's study and this study is in the subject, source of the data and also the data collection techniques. While Anzaska used Surabaya high school students for the subject of her study, the research here uses foreign students who learn Bahasa Indonesia at UNESA (BIPA). Anzaska's data source is code mixing phenomenon which is in a form of written Facebook status of the high school students, yet the researcher of this study takes the data mainly from the oral conversation between the researcher and the BIPA learners. However the purpose of Anzaska's study is similar to this study that is why the theories used to analyze the data are similar as well.

The last previous study is a thesis conducted by Nabila Myrrha Rahmawati (2016). The obvious difference

between Rahmawati's and this study is the focus of discussion. Rahmawati's focuses on finding out the language choice behavior together with its social factors. However, the similar point is both Rahmawati's and this study use Bahasa Indonesia for Non-Indonesian Learners (Bahasa Indonesia bagi Penutur Asing / BIPA) learners as the main source of the data.

For many people, bilingualism and multilingualism are life's fact and no one is having problem with that. Contact between people who speak so many different languages has been a common phenomenon since the old times (Wey & Moyer, 2008). In this world, people in some countries mostly not only speak in one language. They at least speak their mother tongue and their national or even international language. This rule moreover also applies in Indonesia, where its people are mostly bilinguals or even multilinguals for Indonesia is an archipelago which has thousands islands, tribes and of course together with its local native languages. Spolsky (1998: 45) defines a bilinguals is a person who has competence in the second language.

Weinreich (1953) conveys bilingualism is the skill of using two languages in the same time in communication. They speak at least two languages since the early age. In line with Weinreich, Bloomfield (in Raharsi, 2001:13) also adds that bilingualism is a situation where a speaker has capability to use two languages at the same time. Indonesian people acquire local native or ethnical language since they were born and usually used when communicate among families and relatives from the same ethnic or whom shares the same local native language. Besides, Indonesian speak or the national and official language; Bahasa Indonesia to communicate with people who do not speak the same local native language or the one who from the different regions.

Yet in this globalization era Indonesian people tend to be multilinguals. It can be seen from the increasing the large number of Indonesian who learn international language, English. Multilingualism is a person with a comprehending of more than two languages. Bilingualism and multilingualism is not only in Indonesia, it widely happens in any part of the world. The easiest example is taken from the phenomenon experienced by group of people from other countries who temporary staying in Surabaya, Indonesia. They are a group of foreign students who currently learning Bahasa Indonesia at Universitas Negeri Surabaya through a student exchange program.

In everyday life, people do not only communicate with people who share the same language with. Meeting and then having interaction with various of people who speak different language(s) with us required a comprehending on at least one language that can be understood by both parties (speaker and the interlocutor). Musyken (2000) in Anzaskas's, states that there were large number studies had proven that many bilinguals and multilinguals produced mixed sentence in their daily communication.

Musyken (2000) defines that the concept of code mixing is referring to the cases where lexical item and grammatical features from two languages occur in one language at the same time. In line with what Musyken (2000)

suggest, Kim (2006) states code mixing is the concept of inserting such material likewise lexical items of one language into a structure from the other language or the entire of the constituents. In the other hand Gumperz (1982) comes with the definition which says that in code mixing case, certain piece of language used while the speaker is basically using another language. In this case, a speaker is indicated to consciously use (insert and/or alternate) a piece of another language while he or she is basically speaking one language. In conclusion, the term code mixing refers to the mixing of different linguistic units such as; words, phrases, sentences, modifiers, usually from two participating grammatical systems within one sentence Anastassiou (2017).

The taken example of code mixing phenomenon is the code mixing on Bahasa Indonesia for Non-Indonesian Learners (Bahasa Indonesia bagi Penutur Asing / BIPA) learners' daily conversation. It is very interesting to be studied because BIPA learners did not only speak, for example, Chinese to Chinese friends or Japanese to Japanese friends. Yet BIPA learners make interaction among them coming from many countries such as; Japan, Korea, other foreign countries. They also do communicate with Indonesian friends who study at UNESA as well. This kind of thing requires BIPA learners to speak not only in their own language but also they must at least master the language(s) that can be understood by both parties (speaker and interlocutor) during the conversation.

BIPA learners use Bahasa Indonesia to communicate among BIPA learners or with Indonesian native speaker mates. It is a way of practicing their Bahasa Indonesia during their exchange program at UNESA. But in the use of Bahasa Indonesia, it is found that they often mix the language used since Bahasa Indonesia is not their first language. For example when having a talk with Indonesian mates, they sometimes have difficulties in addressing certain terms in Bahasa Indonesia. Thus, they combine the language between Bahasa Indonesia and English; mix or alternate their Bahasa Indonesia with English. And this very case – the personal reasons – will be further discussed in this article.

Whenever bilinguals are mixing or switching two languages, there might be motivation as well as the reasons underlie for code-switching and code-mixing, Kim (2006). There are some experts who bring their statement about the reasons / motivation behind the use of code mixing.

Spolsky (1998: 45) defines bilingual as "A person who has special capability in the second language", yet it does not mean that they will always have a very high comprehension in their second or third language. They may be able to speak languages other than their first language, but sometimes they have lacks on it. This lack of knowledge of the certain lexicons in the target language becomes a reason why people tend to use code mixing. As Holmes (1992) said in Anzaska (2017) that people be likely to borrow some terms from another language because their language is not able to express their idea as another language does. Not only for when they do not know the equivalent words in certain language, but sometimes bilinguals also do code mixing because there are some standard word in English that cannot be changed. Thus using the original form of the English words is inevitable

Kloss (1996) states that factors underlie behind different languages and dialects are; rich literary heritage, high degree of language modernization, considerable standing, or the prestige of its speakers. The ability of comprehending certain foreign language may become a self-prestige for some people. Moreover English is well known as the international language that is why people in non-English speaking country who are able or master English well, will have such certain feeling of prestige, for they can show or look impressive to others.

Lastly there is Hoffman (1991: 116) who comes with approach conveys that there are seven reasons of why bilinguals sometimes do code mixing. They are:

1) Talking about a particular topic

This first point is akin to one of the social factors of code mixing. Both in the social factor and reason of code mixing, topic occurs as an essential point of discussion. Fishman (2000) in Kim's states; "sometimes there are some topics which are better maintained in one language than another. It is all because bilinguals perhaps has learnt how to deal with a topic in a particular language, the other language lacks specialized terms for a topic, or because it would be considered strange or inappropriate to discuss a topic in that language."

2) Quoting somebody else

This point shows that bilinguals or multilinguals may do the code mixing in term of quoting somebody else's famous words, expression and proverb. For example there are many famous English anonymous words or jargon that is used in this world such as; *"time is money", "easy come easy go", "work hard play hard"* and so on. These well-known words are somehow easy to be remembered and most people find it suit with the situation of their daily life. That is why we can easily find those words in verbal and non-verbal communication.

3) Being emphatic about something (express solidarity)

It happens usually when bilingual is talking not in his/her native language but when there is something to be emphatic about, it sometimes feels more convenient to say it in their native language or vice versa.

4) Interjection (inserting sentence connectors or fillers)

When someone is having a talk with someone else, sometimes they apply some figure to make such an attractive talk. For instance, they insert some expressions, fillers, etc.

to give an emphasis such as; strong emotion, surprise or may be to gain the interlocutor's attention.

5) Repetition for clarification

Sometimes the act of speech repetition is done to clarify the message of the speaker to make its listener get better understanding. It can be conveyed in the same language the speaker masters or it is repeated in different code (language) to emphasize the message or the meaning of the talk.

English-Hindi; Father calling his baby son while walking through a train compartment;

Keep straight. *Sidhajao*
(Keep straight).

(Gumperz, 1982:78)

6) Intention of clarifying the speech content for the interlocutor

When a bilingual or multilingual is having conversation with another bilingual or multilingual, there might be high tendency of code mixing occurrence. Moreover when they come from different native language background, mixing or switching the language is needed to make its listener understand well what is meant by the speaker.

7) Expressing group identity

The way people communicating in one group might be not the same with the way people communicating in other group. Thus code mixing can be expressing group identity as well. For instance Chinese-American bilingual possibly to talk in Mandarin in a family gathering or to Chinese mates at campus collage.

Besides those seven points mentioned above, experts also note some other points which are as well as considered as the reason of bilinguals or multilinguals to do the code mixing.

METHOD

This study is merely intended to find out the linguistics phenomenon that is code mixing occurred in BIPA learners. In order to meet the results, this study gained the data from the conversation between subjects and the researcher which was recorded in the audio recording through mobile phone and then transcribed. Since the data of this study is in a form oral or spoken data, qualitative is considered as a suitable method to be applied (Wei & Moyer, 2008)

Wei & Moyer (2008) also add that qualitative method is a research method that focuses on gathering and analyzing the informative data which can be collected through; surveys, tests, instruments, interviews, and observation. Thus, this study applied observation and interview to collect all the data needed. In addition, James P. Key (1997) suggests, Qualitative method is a general term for analytical

methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research.

There are many ethnographic researches that take a concern on bilingualism use the combination of observation (audio- or videotape recording) and interviews, since so much of this work is keen to spoken language (Wei & Moyer, 2008). Based on that statement, the researcher therefore, applied observation, interview and documentation as the data collection technique. Wei & Moyer (2008) also add that observation, interviews, recording and document analysis can be combined for different kinds of data or different perspectives on the same data.

ANALYSIS

When code mixing occurs in bilinguals or multilinguals' utterance, the speakers' reason or motivation somehow becomes an essential consideration. There are some factors found that motivate BIPA learners to do code mixing in their daily communication.

1) Do Not Know the Equivalent Terms in the Target Language / Real Lexical Need

This very first reason becomes the highest motive which motivates the subjects of this study to do code mixing even switching. During the dialogue, subjects showed a very high intention of changing the certain terms or words from Bahasa Indonesia into English. This event was signaled with such long pause, hesitation, and filler while uttering their talk. In addition, they sometimes give some question or statement that they cannot say the proper terms or words in Bahasa Indonesia.

NO	ORIGINAL DATA	TRANSLATED DATA
(11)	Iya iya, tapi rasanya harus beda. Kalo seperti itu rasanya sangat bagus and… eee how to say (thinking the term in Bahasa Indonesia)	Yes, but the taste must be different. If it is like that, the taste would be good and eee how to say, (thinking the term in Bahasa Indonesia)
(12)	Kan ada house, tidak apa-apa. Ada stove. What is stove, Apa ya? Ada… bukan stove, apa itu? (asking to Shun)	It is okay, there is house. There is a stove. What is stove, what is that? There is… not a stove, what is that? (asking to Shun)
(13)	Eee bukan roti, how to describe? Hehe	Eee not bread, how to describe? Hehe
(14)	Bahasa Indonesia juga kurang bagus hehe jadi kadang-kadang pakai Bahasa Inggris hehe	(my) Bahasa Indonesia is not good enough hehe so sometimes (I) use English hehe
(15)	Saya menggunakan Bahasa inggris hanya di Indonesia ketika belajar dengan teman2 di Indonesia, umm atau apa ya? Atau tidak tau gimana kata-kata itu dalam Indonesia.	I use English only in Indonesia, when (I) study with Indonesian friends, umm or what is this? Or when I do not know the term of the word(s) in Bahasa Indonesia.

These five data show that the use of English in their (subjects) Bahasa Indonesia utterances is because they lack of the knowledge of the target language. Meaning, they do not own a sufficient comprehension of the second or the third language being spoken beside their first language. It is very common for bilinguals and/or multilinguals to have such lack since they speak different language from their home language in their daily life. In this context, the subjects were the foreigners who enrolled a student exchange program in Indonesia -UNESA- who came from various countries in

Asia such as China, Japan, South Korea and so on. In this program they aimed to learn Bahasa Indonesia, hence they use Bahasa Indonesia in their daily life while in Indonesia in term of practicing the theoretical knowledge they have got in class. Yet as it has been previously pointed out, in its implementation, the use of Bahasa Indonesia of BIPA learners is still in average or even below the average level seen from the word choice, grammatical structure and so on.

As it is seen in the table above, data (11), (12), (13) are the real example taken during the conversation while data (14) and (15) are subjects' direct statement. In data (11), (12), and (13) it can be seen that the subjects signaled a difficulty in finding and delivering the proper or right term of certain word in Bahasa Indonesia. It is signed by the very obvious phrase, words or sentence such as: "what is that?", "how to say?", "how to describe?" "like, like what". Other signs are the use of fillers: "um" "ee" "ah" and also a long pause which indicate that the subjects were thinking and trying to find the right term in Bahasa Indonesia yet ended up by found nothing and say the words or the sentences in English instead.

Meanwhile data (14) and (15) are not the real sign of the difficulty in conveying the term in the target language yet straight statements which imply the imperfection of themselves using Bahasa Indonesia, thus they tend to insert English words as a motive or way to ease them or to control the flow of the communication with the mates or lectures. This lack and the use of code mixing or even switching is somehow still tolerable since Bahasa Indonesia is not their first language and it is impossible to speak their native language to Indonesian friends who do not master it, thus the only one way out is the use of the neutral language, English, as an international and universal language in which most of Indonesian mates understand it.

2) Language Prestige

As mostly found in many similar studies, language prestige becomes the main reason of code mixing. However in this study, language prestige becomes the second main reason. This conclusion was developed from an interview yet the result marked below the expectation. From that interview, there were only two subjects who conveyed that English language equals to language prestige in their answer.

NO	ORIGINAL DATA	TRANSLATED DATA
(16)	Iya.. karena Bahasa Inggris, apa waktu bilang.. keren sangat fashion	Yes, because English, what is this, when I speak English… it so cool
(17)	Uhm, Inggriss proud! Karena international, sangat fashion, keren sekali! Dan international, sangat fashion!	Uhm, English proud! Because international, so fashionable, so cool! And international, very fashionable!
(18)	R: kalo disana berlaku kayak gini juga gak? kan seperti yang aku bilang tadi kalo teenager disini, remaja disini, anak-anak kalo pake Bahasa inggris tuh ada kebanggaan tersendiri, rasa bangga kalo, ingin menunjukkan ke yg lain kalo "nih, aku bisa Bahasa inggris" kalo disana ada juga kayak gitu nggak, feeling proud? S: uhmm, iya iya, ada ada. R: oh, jadi mereka juga bangga kalu misalnya temen-temen nya tau kalo dia bisa berbahasa inggris, gitu? S: Ehem.. (nodding)	R: as I told you before, in Indonesia so many teenagers are in eager to use English because there will be proud feeling, pride, to show others that "I can speak English so well". Is this phenomenon also happens in Japan? Kind of feeling proud? S: uhm, yes there is also that kind of thing. R: oh, so they feel proud if their friends are aware of their English speaking ability, don't they? S: ehem (nodding)

These direct statements come to a conclusion that English equals to pride also applies not only in Indonesia but also in other countries in Asia such as China and Japan. In Indonesia itself, English language has its high position after Bahasa Indonesia and tribal language. English language these days not only becomes a subject taught at formal school but many informal institution offer classes, ways, method to master English well. As a matter of fact, Indonesian people view English not only as an international language but as tool of prestige as well in term of mastering foreign language. Being able to speak English well is a skill, because not all people can easily master it. Thus, when certain people capable to speak English so well in a circle which is not a common for them to speak any foreign language, it is considered as prestigious and respectable. Some of the people even sometimes intentionally show it off to impress others.

The same case more or less also happens in subjects' countries. Subject from China conveyed that she feel so proud when she speak English language. It is simply because English is an international language. Since not all Chinese can speak English fluently, therefore it seems very cool when she is seen as a person who is be able to speak English well in her community. As teenager who lives in a millennial era, it is seemingly own a certain prestige and self-pride if we can do something in which not everyone can simply do it as well. For instance, they can show their English skill through social media such as uploading photos with English caption or status written in English on Facebook, Instagram, Path, Snapchat and other online messengers to gain their pals' attention or getting new friends from overseas. On the other hand, the subject from Japan also states that they also have such 'pride thing', yet he did not further mention a specific personal opinion about the phenomenon. It seems there are not too many such cases happens in Japan, in short it only few of them who experience such stuff.

3) Interjection (inserting sentence connectors or fillers), Talking about Particular Topic, Repetition for Clarification and Intention of Clarifying the Speech Content for the Interlocutor

On the contrary, theory brought by Hoffman does not become the majority reason found in this study. Even from the 7 points of reason, there only 3 reasons which meet the finding. Interjection (inserting sentence connectors or fillers), talking about a particular topic, repetition for clarification and intention of clarifying the speech content for the interlocutor are some reasons found, but then again only one aspect which is quite dominant yet the rest remain less dominant points in this study.

NO	ORIGINAL DATA	TRANSLATED DATA
(19)	Like this, and apa yaa, nilai saya, hasil saya, uhm di Provinsi aku, di dii… how to say?	Like this, and what is that, my score, my result, uhm in my province, in in, how to say?
(20)	Contoh nya saat saya mau menjelaskan budaya sendiri, itu istilahnya bahasa jepang saja. Bahasa English, Indonesia tidak ada. Jadi saya biasanya pake Bahasa English saat menjelaskan budaya sendiri kadang.	For instance when I purposefully want to explain my culture, there are some terms that only appear in Japanese language. I cannot find it both in English and Bahasa Indonesia. Therefore, I usually use English to explain my culture sometimes.
(21)	Dan maaahal sekali. Mungkin satu kuliah, satu jam atau dua jam dua ratus yuan, when I was a child! WHEN I WAS CHILD!!!	And it is so expensive. Perhaps one lecturer, one hour or two is two hundred yuan. I was a child! WHEN I WAS CHILD!!!

Data (19) is the example of the use of filler in the subject's utterance. The occurrence of fillers was noticed quite often done by subjects during the conversation. Using or inserting fillers in conversation is common thing. Moreover for those who speak English whom the countries basically are not English speaking countries such as Japan, China, Indonesia, Brunei Darussalam etc. Filler is signaled as pause before ones continues the talk. It is also signed as a time to refresh the memory; to find and construct any ideas, words, or sentence want to be conveyed henceforth. In this case, subjects were noticed to use fillers frequently. It happened whenever they told stories, events, etc. fully in English, moreover in Bahasa Indonesia and did not know what to say about the Indonesian terms, then fillers frequently occur (see also data 11, 12, 13).

It has already been discussed that a topic can be a factor of code mixing (see 4.1.2, data (5) & (6)). Indeed, certain topic of a talk may be easier or more convenient to be handled in certain language. It does not stop only in that points, topic also comes to be one of the reasons for bilinguals to do code mixing. This statement is supported with the self-opinion from one the subjects in this study (see (20)). In that data, subject declared that when he wants to tell about or explain his cultural stuff, there are certain terms that only appear in Japanese and it is hard to find the similar word/term or the synonym in Bahasa Indonesia. Therefore as a way out, he will try to explain it in English or use English term instead.

Lastly, one of the subjects likes to talk eagerly and full with emphasis. In this case, subject often noticed tend to repeat what has been said. For instance, while talking in Bahasa Indonesia yet there is a thing that should be emphasized she would repeat the words/phrases/sentence twice or many times (see also (5), (10)). This thing regularly occurs whenever subject talks about her hometown-stuffs which were quite complex or when the interlocutor signed a hesitation or confusedness about ideas or what the subject was talking about.

As foreigner, BIPA UNESA learners were noticed to use two frequent languages while having conversation with their friends. First, they use Bahasa Indonesia at the most time considering one of their aims was to learn Bahasa Indonesia. But since they were still in the process of learning, the comprehension of Bahasa Indonesia was in average level. Meaning, sometimes they still had trouble in finding and uttering certain words or terms in Bahasa Indonesia. Therefore, this kind of situation resulted the combination between two languages between Bahasa Indonesia and English or in linguistics, it is called code mixing.

Code mixing does not merely occur without any reason. There might be at least a motive underlies behind that. Whenever bilinguals are mixing or switching two languages, there might be motivation as well as the reasons underlie for code-switching and code-mixing, Kim (2006).

From the interview and observation and further through the data analysis, there are some of the reasons that turn out to be the dominant motive to do code mixing. When other studies found that prestige became the most frequent reason for bilinguals or multilinguals to do code mixing, however this study, revealed that lexical need was the most reason which triggered subjects to do code mixing. Here prestige positions the second most reason of the use of code mixing followed by interjection, talking about a particular topic, repetition for clarification and intention of clarifying the speech content for the interlocutor as the minor reasons exist in this study.

Referring to the 4.1.3 section, it is clearly stated that subjects of this study are foreign students who took an exchange student program in Universitas Negeri Surabaya, Indonesia. Since they are foreigner, they absolutely have each native language. But in this case, their aim joining the program was more likely to learn Bahasa Indonesia. Therefore, they spoke Bahasa Indonesia in their daily routines as a method of practice. But again, since Bahasa Indonesia is not their first language, seems they sometimes still have difficulty in its conveyance, and it is common and acceptable.

The difficulty often shown by the occurrence of phrases (see 4.1.3) which signs that they seemingly either hard to find the similar term(s) in Bahasa Indonesia or totally do not know that particular term(s). Grosjean (1982) in Kim (2006) states the reason of why they mix the language. For example, some bilinguals will mix the use of two languages when they cannot find proper words or expressions or else when there is no appropriate translation for the language being used. Besides from the example of the appearance of code mixing itself, subjects likewise mentioned that their Bahasa Indonesia is still not good, thus they often insert some English words instead. It is because they had learned English way before Bahasa Indonesia, so they consider their English comprehension is better compared to their Bahasa Indonesia. Also they acknowledge that English is an

international language and know the background knowledge of their interlocutors, people who also understand English, so even if they combine English in their Bahasa Indonesia sentence, it is tolerable to keep flow of the conversation. For that reason, lexical need turns out to be the first reason found in this study rather than prestige reason.

Prestige reason is identified through the interview session. During that interview, only two of the subjects conveyed that the use of English also motivated by the prestige feeling. This point is supported by Kloss (1996) who states in Anzaska's (2017) that language is considered prestige based on; considerable international standing, speakers' prestige, high degree of language modernization and rich literary heritage. This kind of thing could possibly happen mostly in the non-English-speaking-countries including China, Korea, Japan, moreover Indonesia. In this global era, English is the most common language used in the world. Thus being skilled or be able to speak English fluently in a non-English-environment is plus point. It is because English should be learned, and not all people in the non-English-country can master it. Hence people with that particular ability are somehow seen intellectual, educated and respectable in the society, and so that kind of prestige feeling will occur.

Interjection, talking about a particular topic, repetition for clarification and intention of clarifying the speech content for the interlocutor are the minor reasons came up in this study. These reasons also stand behind the use of code mixing on BIPA learners yet do not turn out to be the dominant factor. In this context, interjection or the use of fillers in the sentence comes to be third dominant reason. It is linked to the first reason that is lexical need because when subjects were noticed to have difficulty in delivering particular words, it is marked with the emergence of fillers (see data (11), (12), (13), (19)). All the spontaneous occurrence of filler here is the sign that they are somehow in difficulty in delivering certain word(s) during their Bahasa Indonesia talk.

In conclusion, that in this study, there were only some reasons turned out to be the most principal motive for BIPA UNESA learners to do code mixing. Lexical need positioned the first place as the main reason underlies behind the use of code mixing. Prestige was revealed became the second reason mentioned during the interview, followed by interjection or the use of fillers. These reasons might become the effect of the circumstance of BIPA UNESA learners who are bilinguals and even multilinguals that enrolled the life in a place which required them to speak other than their native languages. As a result, they used English as the middle way out to overcome their obstacle (relates to Bahasa Indonesia comprehension) in communicating with people surrounding.

CONCLUSION

Code mixing will not occur without the underlying reason(s) behind. Through the analysis, this study revealed that there were two dominant reasons motivated BIPA learners to do code mixing; lexical need and prestige. While the first dominant factor was noticed through observation as well as interview, the second one was found from interview session only. Both by observation and interview, most of the subjects signaled the lexical need during their talk in Bahasa Indonesia.

What is meant by lexical need here is, whenever subjects talked in Bahasa Indonesia they quite frequent to have such difficulty in finding and delivering certain term or words. And so in such situation, they tried to find the way out by alternating the Bahasa Indonesia words they do not know with English word or explain what they were going to say in English to keep the smooth flow of the conversation with the interlocutor. This thing is so much acceptable and common since all BIPA learners are foreign students which mean they are not the native speakers of Bahasa Indonesia. Although they were studying Bahasa Indonesia, but still there must be lack of comprehension in implementing Bahasa Indonesia in their daily life likewise vocabulary and grammatical structure matters. Besides, prestige came out to be the second reason of code mixing in BIPA learners' case. But here there were only two students who stated that reason through interview session. Not all BIPA learners share the same reason in the using of English language in the daily routine because each individuals might have their own reason(s) underlie.

SUGGESTION

Things to be made sure with for the upcoming related studies are; in this study, the researcher was in confusion in determining the subject at the first time which leads into the lack of preparedness. The researcher also did not aware of the non-permanent-staying of the subjects in Indonesia yet luckily all the data gained were more than enough. Therefore for the forthcoming researchers who aim the similar studies, it is better to really pay attention to all the subject-related-stuffs since it is the main resource to do the analysis. As an addition, it is better to avoid in using the non-permanent-settled subjects because when the data is still not enough and needed further observation, it will not become the obstacle to the researcher

REFERENCES

Anastassiou, F., &Andreou, G. (2017). *Factors Associated with the Code Mixing and Code Switching of Multilingual Children: An Overview*. International Journal of Linguistics, Literature and Culture (LLC) September 2017 edition Vol.4 No.3 **ISSN** 2518-3966.

Anzaska, L. (2017). *Code Mixing in Facebook Status among High School Students in Surabaya*. Surabaya: UNESA.

Cakrawarti, D. A. (2011). Analysis of Code Switching and Code Mixing in the TEENLIT CANTING CANTIQ BY DYAN NURANINDYA. Semarang: Faculty of Humanities, Diponegoro University.

Fishman, J. A. (1965). Who speaks what language to whom and when? In L. Wei (ed.), *The Bilingualism Reader* (pp. 89-106). New York: Routledge. In Kim, E. (2006).*Reasons and Motivations for Code-Mixing and Code-Switching*. Spring 2006 Issues in ISL Vol.4 No.1.

Gumperz, J. J. (1982). Conversational code-switching.*Discourse Strategies, 4*, 233-274. In Kim, E. (2006).*Reasons and Motivations for Code-Mixing and Code-Switching*. Spring 2006 Issues in ISL Vol.4 No.1.

Hoffman, C. 1991. *An Introduction to Bilingualism*. New York: Longman.

Holmes, J. (2013). *An Introduction to Sociolinguistics*. New York: Routledge.

Hymes, D. (1974). *Foundations of Sociolinguistics: An Ethnographic Approach. Philadelphia*: U of Pennsylvania P, 1974.

Kia Lau et al. (2011).*Code-Mixing of English in the Entertainment News of Chinese newspapers in Malaysia*.www.ccsenet.org/ijel International Journal of English Linguistics Vol. 1, No. 1; March 2011. *ISSN 1923-869X E-ISSN 1923-8703.*

Kim, E. (2006). *Reasons and Motivations for Code-Mixing and Code-Switching*. Spring 2006 Issues in ISL Vol.4 No.1.

Kloss, H. (1996). *Types of Multilingual Communities: A Discussion of Ten Variable*.In Anzaska, L. (2017).*Code Mixing in Facebook Status among High School Students in Surabaya*. Surabaya: UNESA.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014).*Qualitative Data Analysis: An Expanded Sourcebook*. 3rd ed. California: Sage Publications, Inc.

Musyken, P. (2000). *Bilingual Speech a Typology of Code Mixing*. Cambridge: Cambridge University Pers.

Nababan, P. (1986). SosiolinguistikSuatuPengantar. Jakarta: PT. Gramedia. In Anzaska, L. (2017).*Code Mixing in Facebook Status among High School Students in Surabaya*. Surabaya: UNESA.

Rahmawati, N. M. (2016). *The Language Choice of Foreign Students in Learning Bahasa Indonesia at UNESA*. Surabaya: UNESA.

Spolsky, B. (1998). *Sociolinguistics.*Oxford University Press.In Anzaska, L. (2017).*Code Mixing in Facebook Status among High School Students in Surabaya*. Surabaya: UNESA.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics.*Blackwell Publishing Ltd.

Weinreich, U. (1953). *Languages in contact: Findings and problems*. New York: Linguistic Circle of NewYork.

Wey, L., & Moyer, M. G. (2008).*The Blackwell Guide to Research Method in Bilingualism and Multilingualism*. Blackwell Publishing Ltd. ISBN: 978-1-405-12607-6.