

An analysis of using code mixing on interaction between homogeneous pair in collaborative writing

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ABSTRACT

Code-mixing is a procedure that involves the insertion of components from one language into another. Therefore, this study aimed to identify the types of code-mixing utilized by the students in homogeneous pairing interaction in collaborative writing and investigate the frequencies of code-mixing used by the students in homogeneous pairing interaction in collaborative writing. In this study, a descriptive qualitative research approach was applied. Furthermore, the types and frequencies of code-mixing utilized by students in homogenous paired interaction in collaborative writing are the focus of this study. The subjects were fifth-semester students in Central Java, Indonesia. To collect data, the researchers used audio recordings of student interactions. In analyzing the data, the researchers used Hoffman's (1991) theory on types of code-mixing. According to the findings, there are three types of code-mixing: intra-sentential code-mixing (28), intra-lexical code-mixing (29), and code-mixing requiring a change in pronunciation (30). (5). There are numerous types of code-mixing for each form. Thus, intra-lexical code-mixing is the most prevalent type of code-mixing in student interactions, while code-mixing involving a change in pronunciation is the least common.

Keywords: code mixing, collaborative writing, homogeneous pairing

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RESEARCH & PUBLISHING



1. INTRODUCTION

Language is essential for communication and is used to understand what is happening in the world. Many languages are used worldwide. English is a language that is very important in education. English also has several functions; it can be used as a medium of learning, a tool to communicate with other people, and a system of communication.

In Indonesia, learning English should start at the basic level because English is not the native language. The four competencies of English are listening, speaking, reading, and writing. These abilities are required for efficient communication. Typically, we learn to listen first, then to talk, then to read, and finally to write. People must have the writing skills to write well. Writing skills are explicit capacities that assist essayists in articulating their considerations in an important frame and intellectually associating with the message. Nowadays, students are mastering writing skills because they can use them to communicate their thoughts just as sentiments and speak with others (Nunan, 2003). There are many strategies for teaching writing that are concerned with individuals, pairs, or groups. This is called collaborative writing.

One outcome of the development of the concept of collaborative learning is collaborative writing. Collaborative writing should incorporate dynamic errand commitment by at least two students during the writing process, which makes shared possession of plans and delivers thoughts for a single written text (Ede and Lunsford, 1990).

Students can converse with their peers while they write. Therefore, learners can easily speak many languages simultaneously. Bilingualism or multilingualism refers to the phenomenon of persons possessing several codes (languages). In multilingual cultures, code mixing and switching are necessary. At the very least, bilingualism leads to code-switching and code-mixing. (Wardhaugh, 1986). Wardhaugh (1986) argues that a speaker speaks two or more languages to the point that they change from one to the other in a single phrase. As a result, the researchers want to focus on various types and frequencies of code-mixing that students employ when working together to create a text.

Code-mixing has a great influence on bilingual language acquisition (Gunawan & Suparti, 2018) and communication with friends at school (Rinawati et al., 2020). In addition, code-mixing can help students understand the language (Kustati, 2014) and avoid misunderstandings while interacting (Hanafiah et al., 2020). However, the participant in these studies, on the other hand, is fairly common. As a result, the researchers wished to examine the types and frequencies of code-mixing with specific participants. Understanding the influence of code-mixing on a particular subject is crucial.

Mahmoud (2011) suggests that the achievement of students in homogeneous grouping showed more improvement than the achievement of students in a heterogeneous grouping. The findings of this study showed that homogeneous grouping has a stronger effect than heterogeneous grouping. Therefore, homogeneity is better than heterogeneity. Based on his study, the researchers wanted to know whether learners could acquire new knowledge if they interacted with the same proficiency pairing or homogeneous pairing.

Based on the issues above, the researchers intend to research the types and frequencies of code-mixing used by the students in homogeneous pairing interactions in collaborative writing. The researcher will know the types and frequencies of code-mixing in collaborative writing. It is important to ensure that homogeneous pairing can provide more improvement for students.

2. LITERATURE REVIEW

2.1 Sociolinguistics

Sociolinguistics is the science of interaction between linguistic and social variables. Sociolinguistics focuses on inequalities in the social use of language, according to Chomsky in Romaine (2000), such that an object might be the object language learning another language. He went on to say that the issue of language is fundamentally a power issue: Thus, it is obvious that sociolinguistics is the study of language

usage in society that focuses on differences in language use and language growth instead of the composition of sentence forms. In addition, all of the topics contain a wealth of information on how language functions, community social interactions, and how people use language to represent aspects of their social identity (Holmes, 2001). The theme of social organization in language in society was the focus of the language. As a result, sociolinguistics lessons focus not only on the language's organizational structure, but also on the level of growth of societal language usage, educating users to use language that is appropriate for their developmental and language levels of civility.

2.2 Code Mixing

The code may be used for any communication system that involves two or more than 20 persons. A code is a mechanism through which individuals communicate with one another. People who want to speak with one another must employ a certain code to represent their feelings. The term code refers to a variety. Wardhaugh (1998) states that a code is a system agreed upon and used by at least two persons. The code is an instrument for interaction. A code is defined as a language or a variety of languages. Code as a language means that the system is agreed upon by people to communicate with one another.

Wardhaugh (2002) stated that the phenomenon of mixing one language with another is referred to as code mixing. Code mixing is a technique of mixing two or more languages without changing the topic of discussion.

Ho (2007) argues that the movement from one language to another within the same speech or oral/written text is referred to as code-mixing. This is a regular occurrence in communities where two or more languages are spoken. Thus, code-mixing may be defined as the process of combining two or more languages in a sentence or speech.

Suwito (in Rodli asy'ari, 2009) describes code-mixing as the employment of two or more languages by inserting portions of one language into another with no reason for the insertion. This indicates that the speaker was under no obligation to combine the codes in any way. In other words, some researchers only used one language, although there are certain similarities between languages. Several researchers had items that may be lexical (words) or grammatical in nature (phrases, clauses, and sentences).

When a speaker uses two languages in a statement or speech, it is known as code mixing. The speaker speaks in one dominant language, but in the same sentence, they also speak in another language. It typically has something to do with the speaker's social background, educational level, or religion. It typically refers to unstructured or casual settings. However, it can arise due to a language barrier when the speaker is unfamiliar with the target language. Consequently, they were forced to blend their speech with other languages. Linguistic convergence is included in code mixing.

2.3 Theories of Code Mixing

According to Hoffman (1991), there are several types of code mixing depending on the context in which the language is used. He classified code-mixing into three groups: (1) Intra-sentential code-mixing. This form of code-mixing occurs within a phrase, clause, or sentence boundary, such as when a French-English bilingual states, "I started going like this. Y luego decla (and then he said), look at the smoke coming out my fingers." Wardaugh provides another example. "Estaba training para pelar": "He was training to fight." (2) Intra- This type of code-mixing happens inside a word boundary, as in shopp (English shop with the Punjabi plural ending) or kuenjoy. (In English, the Swahili prefix ku, which indicates 'to,' is used). (3) Code-mixing involving a change of pronunciation. This type of code-mixing occurs at the phonological level when Indonesians say an English term but adjust the phonological structure to match the Indonesian phonological structure. Strawberry, for example, is pronounced 'stroberi' among Indonesians.

Moreover, Muysken (2000) classified code mixing into three main types: (1) Insertion. Insertion occurs when a lexical item, phrase, or clause from one language is inserted into another language's grammatical structure. (2) Alternation: Alternation occurs when a speaker switches between the

grammatical systems of two languages within the same discourse, often at clause or sentence boundaries. (3) Congruent Lexicalization. Congruent lexicalization occurs when both languages share a grammatical structure and elements from both are freely interchanged within that shared structure.

2.4 Previous Studies of Code-Mixing Analysis

Several researchers have conducted studies on code-mixing. The first researcher was [Gunawan and Suparti \(2018\)](#), who conducted “An Analysis of Code Mixing in A Bilingual Language Acquisition.” This study examines how multilingual language learning affects code-mixing and which language dominates in the mind of a child raised in a bilingual household. The youngster (Thomas) created more mixed-language phrases in his regular discussions, according to the researcher, especially while interacting in Bahasa Indonesia. When speaking Bahasa Indonesia, he loves to blend more languages than when he speaks Javanese. According to statistics, Javanese is the most frequently spoken language at home, with English spoken by 20% of the population.

[Kustati \(2014\)](#) conducted a study entitled “An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross-Cultural Communication Context.” It investigated the various types of code mixing and code switching that instructors and students in an EFL cross-cultural communication class engaged in, as well as the reasons for their occurrence. In EFL cross-cultural communication education, tag-switching, intra-sentential, intersentential, and intra-word were found to be common forms of code-switching. These data suggest that code-switching and mixing remain popular EFL teaching methods. In other words, they continue to play an important role in helping certain learners' or students' interlanguage development, as well as assisting teachers in explaining concepts to their learners or students.’

The third research was conducted by [Hanafiah et al. \(2020\)](#) entitled “Code-Mixing Employed in Examiner-Examinee’s Interaction: A Sociolinguistic Study”. This study examines how code-mixing is employed in thesis seminar interactions between the examiner and examinee. The interaction used intra- and inter-sentential code-mixing. The researchers found that the use of code-mixing in observer contact was intended to eliminate misinterpretation of the questions presented as well as preserve the interaction's smoothness.

[Rinawati et al. \(2020\)](#) conducted the fourth study, "A Code Mixing Analysis on EFL Students' Casual Conversations at School". This study examines the various types of code-mixing utilized in student interactions and determines why they are employed. The findings revealed that the pupils used code mixing when communicating with their classmates. Phrase insertion was used 50% of the time, word insertion 26% of the time, hybrid insertion 8% of the time, repetition word insertion 4% of the time, idiom insertion 4% of the time, and clause insertion 4% of the time. In a nutshell, they commonly employed phrase and word insertion in communication rather than hybrid, repeated words, idioms, and clause insertion.

[Nalendra, et al. \(2017\)](#) published a study titled "Code Switching and Code Mixing in a TV Talk Show at NET tv." The goal of the study is to determine how hosts of Net TV show programs interact when employing code-mixing and code-switching. The most prevalent forms of code-switching, according to Sara Sechan Show, are intersential (7 data), intrasential (2 data), and insertion (2 data) (6 data). Insertion (6 data) and alternation are the two most prevalent types of code-mixing (1 data). According to the Breakout Top 20 Chart, the most prevalent forms of code-switching are intersential with 5 data, intrasential with 4, and insertion with 6 data and alternation with just 4 data.

However, the studies above still used general participants. So, it is very important and interesting to observe the types and frequencies of code-mixing with particular participants. In addition, this research also has one specific topic. So, the research can be more focus and clear.

3. METHODOLOGY

This study uses descriptive qualitative research. The use of descriptive qualitative because the data to investigate this study are transcripts of audio recordings from student interaction and this study aims

to analyze the data that are used code-mixing descriptively and the result in the form of explanation. Data of this research was taken from transcripts of audio recordings used by the students in homogeneous pairing interaction in collaborative writing.

Furthermore, the research object of this research is the types and frequencies of code-mixing used by the students in homogeneous pairing interaction in collaborative writing. Meanwhile, the research subject is the students in the fifth semester in Central Java, Indonesia. The researchers will observe students with homogeneous pairing. The biodata of the participants is provided in table 1.

Table 1. Research Subjects

Pair Number	Name	Gender	Semester	Relative Proficiency
1	H	M	5	H
	N	F	5	H
2	R	F	5	H
	N	F	5	H
3	A	M	5	L
	L	F	5	L
4	R	F	5	L
	C	F	5	L

H: high proficiency/L: low proficiency (relative to year group as assessed by TOEFL like Test)

In collecting the data, the researcher used qualitative audio materials. To carry out this method, the researcher used audio recordings in student interaction. After collecting the data from student interaction, the researcher analyzed the data using Hoffman's theory (1991).

4. RESULT AND DISCUSSION

In this study, the researcher offered data analysis based on three forms of code-mixing in student engagement while writing an essay collaboratively. Based on Hoffman's hypothesis, the researchers discovered several sorts of code-mixing in students' interactions in homogeneous pairing (1991). There are three forms of code-mixing found: intra-sentential code-mixing, intra-lexical code-mixing, and code-mixing with a change in pronunciation. The following is a code-mixing analysis:

4.1 Intra-Sentential Code-Mixing

After identifying instances of code-mixing in the recorded data, the researcher categorized them according to their structural types. The classification and frequency of intra-sentential code-mixing for the four pairs are shown in Table 2.

Table 2. Type and Frequency of intra-sentential code-mixing for the Four Pairs

Pair	Intra-sentential	Composition time (Minute)
1	10	32:44
2	5	17:32
3	5	09:18
4	8	28:49

The four couples differed in the quantity of intra-sentential code-mixing events, as Table 2 illustrates. With ten instances of intra-sentential code-mixing during the course of a 32-minute talk, Pair 1 produced the greatest number of results. Pairs 2 and 3 each produced 5 instances during shorter discussions of 17 and 9 minutes, respectively, while Pair 4 followed with 8 instances in 28 minutes.

These results suggest that longer engagement times and richer conversational situations tend to enhance the frequency of intra-sentential code-mixing. Longer conversations gave participants additional chances to interchange and blend linguistic components within phrases.

The following examples demonstrate intra-sentential code-mixing in the participants' speech to further highlight the patterns shown in Table 2. According to Hoffmann (1991), these examples illustrate the various justifications for code-mixing, such as topic specification, emphasis, and social interaction.

4.2 Excerpt 24 (Intra-Sentential Code-Mixing)

- 33 A: Apa? Orangtua adalah.... orang yang bisa- orang yang berjasa dalam kehidupan dan
34 tumbuh kembang kita. Bahasa inggrisnya apa? Parents, parents...parents is... a... apa?
35 Orang yang paling berjasa apa, Lus?
36 B: Meritorious person.
37 A: He'e he'e is-
38 B: Jadi, the most meritorious person.

The excerpt above considers as intra-sentential code-mixing because there is a code-mixing in sentence boundary. The students in the excerpt discuss the context in the text. They discuss the sentence that is appropriate to the text.

In this dialogue, the students switch between Indonesian and English within the same statement to convey meaning more clearly. For example, Student A begins in Indonesian, then pauses to look for the right English equivalent, then Student B adds the English term "meritorious person" to finish the idea. This pattern exemplifies Hoffmann's (1991) assertion that code-mixing can occur to discuss a specific topic or to clarify meaning, with one language filling lexical gaps in the other.

The episode also highlights the collaborative aspect of code-mixing in school settings. The students help each other produce a semantically and grammatically correct sentence, demonstrating how intra-sentential code-mixing may be used to communicate effectively. This also demonstrates their multilingual proficiency, as they carefully blend components of both languages to acquire comprehension and keep the talk coherent.

4.3 Intra-Lexical Code-Mixing

Table 3 presents the types and frequencies of intra-lexical code-mixing observed among the four pairs of participants. The table illustrates how lexical items from one language were incorporated into words from another language, highlighting patterns of bilingual language use during the task.

Table 3. Type and Frequency of intra-lexical code-mixing for the Four Pairs

Pair	Intra-lexical	Composition time (Minute)
1	8	32:44
2	8	17:32
3	5	09:18
4	8	28:49

Table 3 presents the type and frequency of intra-lexical code-mixing observed among the four pairs of participants during their composition tasks. Intra-lexical code-mixing refers to the blending of morphemes or affixes from two languages within a single word, reflecting bilingual speakers' ability to manipulate linguistic elements for communicative purposes.

Based on the table, Pair 1 and Pair 2 each produced 8 instances of intra-lexical code-mixing, while Pair 4 also produced 8 instances. Pair 3 produced slightly fewer instances, with a total of 5 occurrences.

The composition times varied across the pairs, with Pair 1 taking the longest time (32 minutes and 44 seconds) and Pair 3 the shortest (9 minutes and 18 seconds).

The data show that the frequency of intra-lexical code-mixing does not vary significantly across most pairs, implying that this type of code-mixing is a common technique despite minor differences in task duration. Longer composition times, as evidenced in Pairs 1 and 4, may give students greater opportunities to use intra-lexical code-mixing, although even brief sessions (Pair 3) demonstrate the use of this method. Overall, Table 3 shows that bilingual students consistently use intra-lexical code-mixing to explain meaning, fill lexical gaps, and improve communication during collaborative writing activities. This is consistent with Hoffmann's (1991) idea that code-mixing is a planned and strategic communication strategy.

4.4 Excerpt 5 (Intra-Lexical Code-Mixing)

- 164 A: Manja? Spoiled ..
- 165 B: Spoiled child
- 166 A: Tapi ada kata-kata lain sih
- 167 B: Childish itu kenak-kanakan

The excerpt above considers as intra-lexical code-mixing because there is a word boundary in the excerpt. The students discuss the word “manja” in English. They discuss the vocabulary that appropriates to the context. So, the student used code-mixing to discuss that word.

In this case, the students combined English elements with an Indonesian word to develop an analogous term that best conveyed the intended idea. This is consistent with Hoffmann's (1991) statement that intra-lexical code-mixing is frequently used to clarify meaning, fill lexical gaps, or assist comprehension when one language lacks a precise or familiar phrase. Using code-mixing, the students were able to collaboratively negotiate meaning, ensuring that the chosen vocabulary suited the context of the text.

Furthermore, the use of intra-lexical code-mixing in this passage indicates the students' bilingualism by allowing them to modify morphemes and word forms from two languages within a single lexical item. This method not only promotes precise communication, but it also demonstrates the students' capacity to tailor their language use to both linguistic and social circumstances during collaborative work.

4.5 Code-Mixing Involving a Change of Pronunciation

The following table summarizes the type and frequency of code-mixing that involves a change of pronunciation in the speech of the four participant pairs.

Table 4. Type and Frequency of code-mixing involving a change of pronunciation for the Four Pairs

Pair	Involving a change pronunciation	Composition time (Minute)
1	2	32:44
2	2	17:32
3	1	09:18
4	-	28:49

As shown in Table 4, the frequency of code-mixing involving a change of pronunciation varied among the four pairs. Pair 1 and Pair 2 each produced 2 instances, while Pair 3 produced 1 instance, and Pair 4 did not show any occurrence during their composition time. These results indicate that this type of code-mixing is relatively infrequent compared to intra-sentential or intra-lexical code-mixing.

According to Hoffmann (1991), code-mixing can serve a variety of communicative purposes, including clarifying meaning, highlighting ideas, and matching the other person's speech style. In the

current study, modifications in pronunciation were most likely employed by participants to make borrowed words from another language sound more familiar or simpler to incorporate into the dominant language of discussion.

The results also indicate that participants with longer composition times, such as Pair 1 (32:44 minutes), had more opportunity to develop this form of code-mixing, whereas shorter or less interactive sessions (e.g., Pair 4) had no instances. Overall, code-mixing with a change in pronunciation appears to be a purposeful and infrequent bilingual behavior, indicating students' efforts to alter language forms for more effective communication.

4.6 Excerpt 9 (Code-Mixing Involving a Change of Pronunciation)

- 6 B: Ini maksudnya kayak mana?
7 A: Ini kan.. kalo essay tuh, kan apa namanya, berarti kita mbahas kayak 2 topik
8 misalnya mbahas ini cara menjadi ini adalah dengan ini sama ini nah xxxxxx
9 terus satunya jadi kita kayaknya sih.

The excerpt above considers as code-mixing involving a change of pronunciation because there is a change of pronunciation in the phrase “introductorynya”. In that phrase, English is changing pronunciation because mix with Indonesian. “Introductory” is an English word and “nya” is an Indonesian word.

This example shows how the participants changed the pronunciation of the English word to mix well with the Indonesian suffix “-nya,” resulting in a hybrid version that is easier to speak and understand inside the phrase. According to Hoffmann (1991), code-mixing can serve a variety of communication functions, including clarifying meaning, promoting engagement, and preserving conversational flow. In this situation, the pronunciation modification contributes to linguistic consistency while allowing the student to incorporate English words into an Indonesian grammatical framework.

Furthermore, this example demonstrates the participants' multilingual competency, as they can manage phonological and morphological features from two languages at the same time. By altering their pronunciation, students may effectively negotiate meaning while maintaining natural speech cadence, highlighting the strategic use of code-mixing in multilingual communication.

5. CONCLUSION

The practice of incorporating components from one language into another is known as code-mixing. The outcomes of this study reveal the types and frequency of code-mixing during student engagement during the writing process. The study observed three types of code-mixing: intra-sentential code-mixing, intra-lexical code-mixing, and code-mixing necessitating a change in pronunciation. Based on the study findings and discussion, 62 data points were code-mixed. There were 28 intra-sentential code-mixing data points, 29 intra-sentential code-mixing data points, and 5 code-mixing with a change in pronunciation data points. Among them are the several forms of code-mixing classified by Hoffman (1991).

Ethical Approval

Ethical approval was not required for this study.

Informed Consent Statement

All participants were informed of the purpose of the study, and informed consent was obtained prior to data collection. Participation was voluntary, and all responses were kept confidential and used solely for academic research purposes.

Authors' Contributions

V led the research design, coordinated data collection through audio recordings, conducted the primary analysis of code-mixing using Hoffman's (1991) framework, and drafted the initial manuscript. TI contributed to refining the methodological framework, validating data interpretation, reviewing the classification of code-mixing types, and assisting in revising the manuscript for clarity and coherence. ST contributed to data processing, supported the analysis of frequency distribution, provided critical feedback on the findings, and assisted in the final editing of the manuscript.

Disclosure statement

No potential conflict of interest was reported by the authors.

Data Availability Statement

The data presented in this study are available on request from the corresponding author due to privacy reasons.

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