



Code Mixing of Supervisors' Oral Feedback on Students' Thesis Writing

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Abstract

This study aims to obtain research answer of the use of code mixing in the supervisors' spoken language in providing oral feedback during thesis guidance. The research used is qualitative with phenomenological method, which describes the meaning of the experience of a phenomenon from several individuals with a focus on the description of what is experienced. Data in the form of recordings transcripts of five supervisors with students at the time of giving oral feedback in thesis writing and interviews in the form of words, phrases, clauses, sentences, and language units above sentences. Then, the researcher found the type of code mixing of outer code mixing by absorbing foreign language elements, that is English insertion of words, phrases, sentences, and fragments. Based on the findings of this study, several implications were put forward, such as being able to increase knowledge about the form of code mixing, adding English knowledge and being able to create scientific references in language regarding the use of code-mixing. In addition, the results of this study can provide additional knowledge that code-mixing can also be used in guiding thesis writing.

Keywords: *Oral Feedback; Code Mixing; Outer Code Mixing*

Introduction

In the process of communication or interaction between supervisors and students in providing feedback, and in this communication it does not occur in a dimension that is separate from social space, but in a certain context or situation and conditions. This is influenced by several aspects such as: 1) Physical aspects: shape of the room, wall color, seating arrangement, number of communication participants, and available tools to convey messages, climate, weather, air temperature, 2) Psychological aspects: attitudes, tendencies, prejudices, and emotions of the participants in the communication. 3) Social aspects: social values, group norms, and cultural characteristics, and 4) Time-related aspects: when the communication takes place, what day, what time, morning, afternoon, evening, night, and so on (Mulyana, 2005: 61). This is also in accordance with Hymes (1974: 9) that the language used by supervisors in providing feedback to students should be in the corridor of language variety according to the aspect of '*SPEAKING*'.

The term feedback according to DeFranzo (2018) is used to describe useful or critical information about an individual's previous actions or behavior, communicated to other individuals (or groups) who can use the information to adjust and improve current and future actions and behaviors. Feedback occurs when the environment reacts to an action or behavior. For example, 'customer feedback' is the buyer's reaction to a company's products, services or policies; and 'employee performance feedback' is an employee's reaction to feedback from their manager - the exchange of information involves both expected and demonstrated performance.

Feedback in the opinion of Hattie and Timperley (2007: 81) is information given by someone or something (teachers, colleagues, books, parents, self, experience) related to aspects of one's performance or understanding. Feedback is an important part of any education and training program that helps students to maximize their potential at various stages of training, increase their awareness of their strengths and areas for improvement, and identify actions to be taken to improve performance.

Feedback is a complex communicative activity that guides pedagogy and provides avenues for the construction of meaning between students and teachers. In an instructional setting, feedback can be used to communicate task specifics, set instructor expectations, explain what a student did well, and identify areas of improvement; thus, become an important resource that helps students improve performance (Booth-Butterfield, 1989).

Feedback is interaction and is an ongoing two-way communication that promotes teaching and learning between educators and students. Feedback also functions as error correction and grammar correction (Wang, 2005) and can affect the final product, namely student writing. In addition, feedback helps students to determine the correct parts of writing, and areas that need improvement for better writing and reminds students of their strengths and weaknesses in academic writing.

There are several things attached to some of the definitions of feedback above. 1) Process: No universal approach to feedback works in all contexts; The main challenge in feedback is to create a feedback process that effectively uses different sequences, sources, modalities, and so on. 2) Learners: Rather than focusing on comments, this definition focuses on what students do. In this definition, information about performance can come from the teacher, but it can also be generated by students, peers, other people or even automated systems. 3) Sense Creation: The challenge in feedback design is conceptualizing sense creation process. 4) Information: What type of information is most useful for learners (e.g.: multiple sources, modalities, detailed, personalized, individualized, task-oriented, metacognitive/thinking-oriented, etc.) 5) Performance: Is single performance sufficient? Should feedback focus on the whole performance, or just the components? How can we have more early feedback opportunities without judging more? 5) Effect/impact: How do teachers or students know if feedback has an effect? The challenge in feedback design is to set conditions for learners to have the opportunity and demonstrate improvement that goes beyond simply asking them to perform further tasks. Opportunities should also be offered for students to assess their performance and evaluate it in relation to changes in their work/learning strategies. 6) Quality: Feedback information needs to be targeted for improvement, but against what benchmark. In systems that refer to criteria or standards, comments on student work must relate to explicit task expectations.

Code, according to Marjohan (1995), is a term that refers to a variety. Thus, codes can be idiolects, dialects, sociolects, registers, or languages. A speaker has a linguistic repertoire, which consists of various codes. In monolingual situations, the use of different codes depends on the diversity of languages. In a bilingual or multilingual society, it is natural for people to be in a situation where a choice between two or more codes (languages) has to be made. In such situations, bilinguals may want to consider, for example, who is speaking to them, in what language or variety, and when or where the conversation takes place (Fishman, 1965).

Code mixing occurs as a result of bilingualism. Wardhaugh (1998) says that code mixing occurs when speakers use both languages together to the extent that they change from one language to another in one utterance. Different code mixing with code switching. This is supported by Grosjean (1982) who shows that code mixing is related to moving or transferring elements from lexical items to sentences while the switching of two languages in one discourse, sentence or constituent is defined as code switching.

There are several reasons to use code mixing. Sridhar and Sridhar (1980) stated that it is used to create variety in communication. According to Siregar (1996), code mixing is divided into two types, namely intra-sentential mixing and extra-sentential mixing. Code switching different experts define the term code switching. Gumperz (1977) is considered one of the pioneers of this term and provides the following definition of “the juxtaposition of parts of speech acts” belonging to different grammatical systems or subsystems in the same exchange. According to Van Herk (2012: 199), “code switching refers to on events where people switch between at least two languages or various languages in one conversation.

Code switching is distinguished from code mixing. Both are language interdependence events, but code switching emphasizes the function of context and situational relevance as characteristics. Dependence Code mixing is the use of one or more languages by consistently inserting elements of one language into another. Code mixing can also be interpreted as an event of mixing or a combination of different variations in the same language. Based on the background to the occurrence of code mixing, then there are two types of code mixing, namely: (1) background in attitude (attitudinal type) (2) which type of linguistic background (linguistic type) the two types of code mixing are interdependent and often overlap (Irmayani et.al, 2005: 13).

From some of the opinions above, it can be summed that code mixing is the use of two or more languages in the form of pieces to expand the variety of language or language styles in a conversation element involved in code mixing can be divided into inserting elements in the form of words, inserting elements in the form of phrases, and inserting elements in the form of words or clauses.

In the thesis guidance process, there are times when the lecturer uses more than one language. The use of more than one language depends on the situation and demands during the guidance activity. As a result of the use of two or more languages by the lecturer, linguistically there is code switching and code mixing. Suwito (in Rahardi, 2001:22) states that code is a variant in the linguistic hierarchy used in communication. Code in a rather broad study is a neutral term that can refer to a language, dialect, sociolect, or variety of languages.

In simple terms, code switching events can be marked when the lecturer uses a certain language and then switches to another language. In contrast to code switching, code mixing events are marked when the lecturer inserts elements of another language into the language used. The elements inserted in the code mixing event do not have their own function.

Code switching and code mixing events are generally still found in various activities, including in thesis guidance. This is caused by the attachment of speakers to the language they use in everyday life. The use of code switching and code mixing is important in educational activities, especially during learning interactions.

The use of code mixing in thesis guidance is important to note. Therefore, researcher is interested in analyzing the use of code mixing. Based on the problem background above, the main problem in this study is "How is the use of the supervisor's code mixing in providing oral feedback on writing thesis.

Methodology

The type of research used in this study is qualitative. According to Moleong (2011: 6), qualitative research is research that intends to understand the phenomenon of what is understood by research subjects, for example behavior, perception, motivation, action, holistically and by way of description in the form of words and language, at a time. special contexts that are natural and by utilizing various scientific methods. Moleong added that qualitative research is rooted in a natural background as a whole, relies on humans as research tools, utilizes qualitative methods, relies on inductive analysis, directs fellow researchers to try to find theories from a descriptive basis, prioritizes processes over results, limiting focus, has a set of criteria to check the validity of the data, the research plan is agreed upon by both parties, the researcher and the research subject.

Meanwhile, according to McCusker, K., & Gunaydin, S. (2015), the selection of the use of qualitative methods in terms of the research objective is to understand how a community or individuals accept certain issues. In this case, it is very important for researchers who use qualitative methods to ensure the quality of the research process, because the researcher will interpret the data that he has collected.

Qualitative methods encourage understanding of the substance of an event. Thus, qualitative research is not only to fulfill the researcher's desire to get an overview / explanation, but also help to get a deeper explanation (Sofaer, 1999). Based on this opinion, it can be synthesized that the qualitative method is a method that focuses on in-depth observations. Therefore, the use of qualitative methods in research can result in a more comprehensive study of a phenomenon. Qualitative research that pays attention to humanism or the human individual and human behavior is the answer to the realization that all consequences of human actions are affected by internal aspects of the individual. The internal aspects such as beliefs, political views, and social background of the individual concerned.

While the method used is phenomenology, from five qualitative traditions (narrative, phenomenological, grounded theory, ethnography, and case studies) as stated by Cresswell (2007). The phenomenological method is a type of research that describes the meaning of the experience of a phenomenon from several individuals. Furthermore, phenomenological research focuses on describing what people experience and how they explain what they experience (Cresswell, 2007).

The sampling technique used is purposive sampling, which is one of the sampling techniques that determines sampling by setting specific characteristics to suit the research objectives, so that it is expected to answer research problems. Meanwhile, the criteria for informants are those who provide guidance to students so that they graduate on time (four years). Regarding this research method is phenomenology, Polkinghorne (in Cresswell, 2007) suggests the number of informants between 5 to 20 people. The researcher succeeded in identifying and inviting five lecturers to participate in the research process.

In analyzing the data, several steps were taken and divided into three stages, namely the open coding stage, the axial coding stage, and the selective coding stage. In the open coding stage, the researcher forms initial categories of information about the phenomenon under study by sorting the data obtained from data collection techniques into relevant types (Strauss and Corbin, 1990: 57-68). In the axial coding stage, the researcher chooses one of the existing categories and positions it as the core of the phenomenon being studied and connects all concepts that have similarities in one category. In this study, researchers conducted constant comparisons to categorize all concepts that had been compiled at the open coding stage. Data that have similarities or similarities are classified in the same category.

In the selective coding stage, the researcher writes a theory of the interrelationships of all categories in the axial coding stage. In this study, the researcher formulated a substantive theory of the interrelationship of all categories in the axial coding stage. In this study, the selective coding stage was carried out by associating all forms.

Result and Discussion

Based on the data obtained, the supervisors' code mixing in giving oral feedback on student thesis writing, in terms of the use of English is found: 1) Words, 2) Phrases, 3) Sentences, and 4) Fragments.

Table 1. Words (nouns, verbs, adjectives, conjunctions, prepositions, particles, exclamations), phrases, sentences, and fragments in English are outer code mixing

Category	Theme
	Words
assignment random effectiveness anxiety representative	Nouns are code mixing of supervisors in giving oral feedback on thesis writing
compose delete contribute download state	Verbs are code mixing of supervisors in giving oral feedback on thesis writing
easy simple previous fear	Adjectives are code mixing of supervisors in giving oral feedback on thesis writing
because so however	Conjunctions are code mixing of supervisors in giving oral feedback on thesis writing
in according to like	Prepositions are code mixing of supervisors in giving oral feedback on thesis writing
<i>The</i> <i>a</i>	Particles are code mixing of supervisors in giving oral feedback on thesis writing
good oh	Interjections are code mixing of supervisors in giving oral feedback on thesis writing
the best aspect topic sentence the frequency previous study washback effect transition word negative feedback	Phrases are code mixing of supervisors in giving oral feedback on thesis writing
There are some aspects. Two students think that English is not important. What is motivation? While I am writing in English, I am not nervous at all. In teaching English as foreign	Sentences are code mixing of supervisors in giving oral feedback on thesis writing

language anxiety has been a barrier for students.

is not easy
teacher shows
the factors that contribute students'
writing anxiety
contribute students writing anxiety
from Indonesian learners' perspective

Fragments are code mixing of supervisors in giving oral feedback on thesis writing

The code-mixing findings in the form of nouns are: *assignment, random, effectiveness, anxiety, and representative*. For example, “**random** aja kamu lagi mengajar di sekolah nih misalnya, rajin nggak di sekolah. Atau observasi harus pasti kan melihat terjadi atau tidak kegiatan kegiatan itu ... ini yang tadi **effectiveness** ini eksperimen ... sebenarnya ini lebih rumit... eksperimen itu lebih rumit karena harus.” (“**random** if you teach at school, for example, don't be diligent at school. Or observation has to be sure to see whether or not these activities occur ... this is what was previously **effectiveness** this is an experiment ... actually this is more complicated ... the experiment is more complicated because it has to be.”)

The code-mixing findings in the form of verbs are: *compose, delete, contribute, download, and state*. For example, coba deh **compose** dulu besok kita bongkar lagi, gimana kamu bisa, kamu ngertikan apa yang aku maksud, baru. The code-mixing findings in the form of adjectives are: *easy, simple, previous, and fear*. For example, bilangnye nggak **easy** karena writing itu prosesnya panjang dan banyak hal yang harus diperhatikan tugas kamu penjelasan yang disini adalah prosesnya apa aspeknya apa (they say it's not **easy** because writing is a long process and there are many things that must be considered in your task. The explanation here is what the process is and what aspects).

The findings of code mixing in the form of conjunctions are: *because, so, and however*. For example, tau tapi, setelah **because** diikuti kata apa (you know but, after **because**, what word is followed). The findings of code mixing are in the form of adverbs: *indirectly, very, and scientifically*. For example, maksudnya kok **indirectly** itu yang mana sih (what do you mean **indirectly**?). The finding of code mixing is in the form of pronouns: his or her, I don't use My, you. For example, ha **his** atau **her** ini laki apa perempuan (ha **his** or **her** is this male or female). The findings of code mixing in the form of prepositions are: *in, according to, like*. For example, **in** paragraf ini kamu mau ngomongin apa, jadi jangan langsung kutipan **according to** bla... bla... bla (what do you want to talk about in this paragraph, so don't quote directly **according to** blah... blah... blah). The findings of code mixing in the form of particle are: The, a. For example, **a**... eee nah baru alasannya (**a**... eee well, that's the reason). The findings of code mixing in the form of an exclamation are: good, oh. Example: **oh** bener nggak hapal (**oh** really don't know).

The findings of code mixing of phrases are: the best aspect, topic sentence, the frequency, previous study, washback effect, transition word, negative feedback. For example, **the best aspect** nah tiba-tiba bilang ini, memang sebelumnya ngomongin apa kamu bicara **aspect** nggak disini, **topic sentence** nya yang mana. (**the best aspect**, now suddenly saying this, did you previously talk about **aspect** or not here, **topic sentence** was it?). The findings of code mixing of sentences are: *There are some aspects, Two students think that English is not important, What is motivation? While I am writing in English I am not nervous at all, In teaching English as foreign language anxiety has been a barrier for students*. For example, iya kalau pun mau mau itu untuk memperkenalkan, baru maka kita disini bilangnye **there are some aspects** baru, entar dulu, anda harus tahu, **what is motivation?**, he-eh **in teaching English as foreign language anxiety has been a barrier for students** nih nggak nyambung nih dengan **anxiety**. (yes, even if you want to introduce it, then we are here to say there are some new aspects, first, you should know, what is motivation?, he-eh in teaching English as a foreign language anxiety has been a barrier for students, isn't it? It doesn't connect with anxiety.)

This finding is consistent with the research conducted by Buckingham and Aktug-Ekinci (2017) although the research subjects differ regarding how 32 primary and secondary Turkish EFL students

responded to metalinguistic feedback on the first draft of a timed writing assessment. Correction codes are used to indicate problematic linguistic features of each student's text, and students rearrange the text with the help of a correction code key (containing model sentences) and a dictionary. Student errors are classified as one of four types: morphological, syntactic, lexical, and orthographic (including punctuation).

The findings of code mixing are in the form of fragments: *is not easy, teacher shows, the factors that contribute students' writing anxiety, contribute students writing anxiety from Indonesian learners' perspective*. Sentence fragments are sentences or parts of sentences that are incomplete (Oshima, Alice and Ann Hogue, 2006). This finding is in accordance with Dwi et.al (2022) regarding the analysis of student academic writing assignments, in the form of analyzing sentences without verbs or subjects, sentences without capital letters, sentences with improper punctuation, and sentences without main or independent clauses.

It is also related to code mixing that is carried out by Lecturers in providing verbal feedback as by Research conducted by Ridwan Hanafiah (2018) *The Levels of English-Arabic Code-Mixing in Islamic Boarding School Students' Daily Conversation*. This study aims to determine the level of code-mixing of English-Arabic in the daily conversations of Islamic boarding school students.

This research departs from the theory of code mixing in sociolinguistics. A qualitative approach was used as the research design. The data are in the form of words, phrases, and clauses taken from the utterances obtained by recording student conversations. From the analysis of data taken from 20 situations, there are 98 code-mixing utterances used by students in their conversations at Islamic boarding schools which include intra- and extra-sentence code mixing. The dominant occurrence was at the word level with 65 occurrences (66.4%), followed by clause level 13 occurrences (13.2%), phrase level 10 occurrences (10.2%), and sentence level 10 occurrences (10.2 occurrences). %. Therefore, code mixing does exist in student conversations. Although the occurrence of code-mixing in student conversations is not too high, it is necessary to review the correct use of mixed-codes so that misunderstandings and miscommunication between students and teachers do not occur.

Regarding the findings made by Ramzan, et.al. (2021), it showed that code mixing lies in the insertion of nouns, adjectives, adverbs, and verbs from Punjabi in the speech of children from educated and uneducated backgrounds. The findings coincide with the research showed that there were 263 cases in Category A where 'Insertion' was taken. Details of other categories are given below: Single Word Insertion 263, Phrase Insertion 31, Clause Insertion 29, Sentence Insertion 32 and the main work of this research is to count how many Single Word insertions (Noun Insertion, Adjective Insertion, Adverb Insertion, and Verb Insertion), Phrases (Noun Phrase, Verb Phrase), Clauses and Sentences (Clause Insertion and Sentence Insertion). Single-Word Hybridization and Synthesis (Address, Repetition, Tag, and Filler Modes and Conditions).

Furthermore, the results of the study are partly in line with the words and phrases in Suwito (1985) which divides code mixing into several forms: 1. Word insertion – Word insertion here means inserting words from other languages into the dominant language used in a conversation; 2. Phrase insertion – A phrase is a group of words without a verb, especially one that is part of a sentence. Phrase insertion here is a series of words, which are used to refer to a series of words that function as a single unit; 3. Idioms or insertion of expressions – Idioms are phrases or sentences whose meaning is not clear from the meaning of individual words and which must be studied as a whole. While an expression is a word or phrase or term from a particular field. This means inserting idioms or terms from a certain field from another language into the conversation; 4. Hybrid insertion – Literally, a hybrid is something that is created by combining two different elements. In this case, a hybrid is a combination of native and foreign forms. For example, combining prefixes from one language with words from another; 5. Insertion Reduplication – Reduplication is the repetition of words.

Conclusion and Suggestion

Based on the results and discussion of the research described above, it can be concluded that lecturers often do code mixing when communicating with students in providing oral feedback on student thesis writing consisting of four forms of code mixing, namely: (1) words consisting of verbs, nouns, pronouns, adjectives, adverbs, and conjunctions, (2) phrases, (3) sentences, (4) fragments. Then the researchers found the types of code mixing of *outer code mixing* by absorbing foreign language elements, this is English insertion.

Code mixing is often found in spoken language. The results and discussion show that code mixing is often found in spoken or conversational language. This happens because there is often direct interaction by way of face to face directly that occurs in the campus environment. The mixing and switching of language codes made by a person is caused by differences in social status or factors of habit of using Indonesian. Code switching has functions to explain, ask, reprimand, confirm, and remind.

While code mixing has a function as a sentence insert to build intimacy between speakers and other people, this study seems to support the literature in the field of language learning strategies. Several points are drawn from the findings of this study. First, the effect of using code-mixing strategies on supervisors shows a significant contribution to students' learning of vocabulary, phrases, and sentences. Second, the opinion of experts during the daily use of code mixing has an important role in influencing the vocabulary results. These findings provide new insights on how lecturers can take advantage of phenomena that occur around them to create strategies for providing code mixing. The results of this study provide the basis for further research in exploring student interactions in studying dialogue used by vocabulary, such as familiarity with topics and text genres.

Based on the conclusions above, there are several suggestions given as follows: 1) Readers, especially linguistic learners, are expected to continue code-mixing analysis, not only with lecturers and class discussions, but also in a broader subject, because according to researchers code-mixing is one of the unique phenomena emerge from people's social life; 2) This research is expected to be useful for sharpening readers' understanding of code mixing, especially in the type of code mixing based on the theory that has been explained.

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