

Code Switching and Code Mixing in Indonesian Language Learning for Foreign Speakers (BIPA) Universitas Komputer Bandung

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Abstract

Universitas Komputer Indonesia (UNIKOM) has become a crucial center for international students learning Indonesian as a Foreign Language (BIPA). The specially designed BIPA program, with experienced instructors, ensures effective learning. UNIKOM's multicultural environment enriches the educational experience and accelerates cultural adaptation. The program also teaches Indonesian culture, providing essential insights for international students' studies and lives in Indonesia. However, using Indonesian as a second language often leads to language errors, primarily influenced by the students' dominant mother tongues. This research aims to explore the sociolinguistic phenomena in bilingual learning environments and identify the causes and purposes of these occurrences.

The research employs a qualitative descriptive method. Data collection techniques include observation and conversation, utilizing participant observation, recording, and note-taking. Data were naturally gathered during the BIPA learning process. The findings reveal sociolinguistic phenomena such as code-switching and code-mixing. Researchers identified 21 sociolinguistic instances, divided into two categories: 14 instances of code-mixing 10 involving Indonesian to English and 4 from Indonesian to Arabic and 7 instances of code-switching 5 from Indonesian to English and 2 from Indonesian to Arabic. The study reveals that code-mixing and code-switching in BIPA classes at UNIKOM serve to enhance understanding between students and instructors, facilitating inquiries and explanations for terms unfamiliar in students' native languages.

Keywords: Code switching, code mixing, BIPA

INTRODUCTION

Universitas Komputer Indonesia (UNIKOM) Bandung is a higher education institution that is determined to be a pioneer in the world of technology and informatics. As a leading private university in Bandung, UNIKOM is known for its dedication in providing high-quality education and producing graduates who are ready to compete in the global job market. UNIKOM's achievement of taking 51st place among Indonesian universities in the 2022 world ranking according to SIR University, as well as 9th place among more than 400 universities in West Java, is an impressive achievement. This shows that UNIKOM is able to compete well, even at the international level, despite standing among universities that have a long history in the world of

education. Even in 2022 UNIKOM has always succeeded in realizing to become a world class university. One indicator is the number of foreign students studying at UNIKOM. In 2024, there were 2 students from 2 countries for the student exchange program and 17 students from 3 countries studying at UNIKOM who came from various countries in the world (International Office UNIKOM, 2024). UNIKOM is also one of the universities in Indonesia that organizes the darmasiswa program, which is a program for foreigners to learn about Indonesian language and culture. In 2023-2024 UNIKOM received 2 foreign students in the darma-siswa program and 17 foreign students in other programs. This is proof that UNIKOM has a big attraction for foreign students.

International students at UNIKOM are required to have Indonesian language skills as their second language. This is in accordance with the provisions stipulated in Law No. 24 of 2009 concerning flags, languages and state symbols, which emphasizes that Indonesian must be used as the language of instruction in the national education system. By mastering Indonesian, they can more easily communicate, both orally and in writing, especially in the context of learning and completing academic assignments on campus. Therefore, every foreign student studying in Indonesia, especially at UNIKOM, is required to take part in the Indonesian Language for Foreign Speakers (BIPA) learning program.

The use of Indonesian as a second language by foreign language speaking students is often accompanied by errors. The more errors that occur, the lower the level of achievement of language learning objectives. Therefore, efforts are needed to reduce as many language errors as possible. Language errors can be caused by various factors, such as the influence of the mother tongue, lack of understanding of the language being learned, and non-optimal teaching methods. In addition, language errors can also occur due to inter-language contact. This happens because all foreign language speaking students have bilingual abilities (Saddhono, 2012). Sociolinguistically, bilingualism refers to a person's ability or tendency to use two languages fluently and flexibly in their social interactions. It includes the use of two languages interchangeably, depending on the communication situation and the audience involved. Bilingualism involves not only the skills of speaking two languages, but also comprehension, reading, and writing in both (Normasunah, 2020).

Bilingualism, or the use of two or more languages by individuals or communities, refers to a condition in which a person uses two or more languages in his or her communication activities (Juwita et al., 2023). People who use two or more languages in their interactions are called bilinguals (Citra Nasution et al., 2023). A person is considered bilingual if they are able to use two languages simultaneously without having to fully master both languages, just with minimal mastery of the

second language, someone is considered bilingual. Bilinguals are also considered as individuals or communities who use two or more languages in their communication activities. Bilingualism can be characterized by the emergence and appearance of phenomena such as code switching, code mixing, interference, integration and language shift (Siwi & Rosalina, 2022).

In the language environment, the phenomenon of bilingualism or multilingualism refers to an individual's ability to use more than one language (Dahniar & Sulistyawati, 2023). The main challenge in bilingualism arises when two or more groups of speakers of different languages interact. In an era of increasingly open globalization, languages around the world face pressure to survive without being affected by foreign languages. As a result, more and more individuals are developing the ability to use two or more languages, regardless of how fluent they are in each. This reflects the importance of language adaptation to changing global dynamics, where multilingualism is becoming increasingly common and considered a valuable asset in social and professional contexts.

The use of Indonesian as the second language of international students and positioning international students as bilinguals is very likely to cause student errors in language (Saddhono, 2012). Language errors cannot be separated from the influence of the mother tongue that dominates when learning a second language. Language, which is an important communication tool for individuals, cannot be separated from its speakers, including bilingual speakers who cannot let go and forget their mother tongue when learning a second language.

Phenomena about foreign-speaking students' errors in speaking during BIPA learning needs to be researched. This research is expected to provide benefits for international students, UNIKOM as an educational institution, BIPA teachers, and other parties involved. The study of spoken language use by foreign students in the context of BIPA is interesting because the speakers come from various countries with diverse mother tongue backgrounds, and there is often the influence of English as an auxiliary language in communication situations that are not fluent in Indonesian between teachers and students.

In the observations made by researchers during the Indonesian language learning BIPA program, researchers often found the phenomenon of code switching and code mixing in communication during BIPA learning. Code switching and code mixing that occurred during the BIPA learning process was code switching from Indonesian to Arabic and English, and code mixing that occurred during the BIPA learning process also occurred in Indonesian mixed with Arabic and English.

Code switching and code mixing can be observed through various media, both electronic and print and are often found in both conversations and interactions (Cahyaning Ridho Tulaini &

Markhamah, 2024). In fact, with careful observation, code switching and mixing between speakers and speech partners are often seen in everyday life, both in written and oral communication (Siwi & Rosalina, 2022). It can be understood that code switching is the use of another language in a language to adjust the role of the speaker to the interlocutor, and code mixing is the use of one particular language in a language that is being used with the aim of expanding the style and variety of language (Mustikawati, 2016). Meanwhile, according to (Suparman, 2018) code switching is a term that is widely used to describe changes or transitions between the use of two or more languages, various variations of one language, or even various styles of one variety. Code switching can be divided into two types based on the direction of the switch, namely internal code switching and external code switching. Internal code switching includes switching from Indonesian to local language, from formal Indonesian to informal language, and from informal language to formal Indonesian (Rahmawati, 2023). From some of the explanations above, it can be seen that code switching is the transition of language use into another language in conversation.

Code mixing is a phenomenon that occurs in many multilingual societies (Ayu Wulandari et al., 2023) where speakers mix various types of languages (Purba et al., 2024) code mixing is the use of two or more languages by inserting elements of one language into another language, where the elements of the language or its variations that are inserted into another language no longer have their own functions. Among the factors causing code mixing can be divided into three, namely: (1) role identification; (2) variety identification; and (3) the desire to explain and interpret. Integration, according to Nababan (in Kuswardono, 2013: 102), is a systematic interference, whose change mechanism is called levy or absorption. For example, in Indonesian there is the word “huruf” which comes from the Arabic “harfun-hurufun” (Aviah et al., 2019).

According to (Fauzi & Rosalina, 2023) code-mixing has two main characteristics: first, there is a close relationship between the speaker and the intended linguistic function; second, the language elements incorporated into another language lose their independent function in the conversation. Code mixing is different from code switching, there are some fundamental features that distinguish the two. Unlike code-switching which is driven by external factors and the context of the conversation, code-mixing is more influenced by the choice of the speaker and the communication purpose of the language used. Code mixing occurs more often in informal situations and reflects the speaker's comfort and familiarity with both languages (Hutabarat, 2023).

Previous research that discusses the phenomenon of code switching and code switching is research conducted by (Wiranto, 2022) with the title analysis of code switching and code mixing in Arabic language learning at SMA IT Nurul Ilmi class X. This research identifies various forms of code switching (formal and informal) and code mixing (elements of words and phrases) between

Arabic and Indonesian. The factors causing it include changes in the situation, speakers and speech partners, changes in language varieties, changes in topics, and the use of humor in communication. Research conducted by (Meilani et al., 2023) with the title analysis of code switching and code mixing in the podcast “Thirty Days Of Lunch” and its utilization as teaching material in high school. In this study, two forms of mixed language were found: external code switching and code mixing with variations of words, phrases, clauses, word repetition, baster, and idioms. The main factors influencing code switching are speakers, prestigious events, and interlocutors, while code mixing occurs in casual communication situations or when there is no appropriate expression. Research conducted by (Suratiningsih & Yeni Cania, 2022) with the title of code switching and code mixing in the podcast video of Dedy Corbuzier and Cinta Laura, this study shows that code mixing and code switching occur due to several factors such as speakers, interlocutors, and variations in the use of two languages (bilingualism). In the video, Dedy uses dominant Indonesian, while Cinta uses dominant English. There are a total of 25 code-switching utterances in the video, with 13 code-mixing utterances that use Indonesian and English simultaneously. Research conducted by (Dahniar & Sulistyawati, 2023) with the title code mix analysis on tiktok podcast *kesel aje* and its impact on the existence of millennial children's language: a sociolinguistic study. The results showed the dominance of word-shaped code mixes on the *Kesel Aje* Podcast taken in December 2022. This code mix mainly mixes Indonesian with English. The second dominance is phrase-shaped code mix, all of which also involves a mixture of Indonesian and English, especially using current terms.

From several previous studies, it can be seen that the object of study of previous studies focused on code switching and code mixing that occurred in Arabic language learning and video. In previous studies, the discussion focused on code-mixing and code-switching between two languages. While the researcher focuses on code switching and code switching that occurs in 3 languages, because the object of research is students with different native languages, namely English and Arabic so that the code mix and code switching that occurs consists of 3 languages.

METHOD

In this study the authors used a descriptive qualitative method. Qualitative descriptive method is a research method that uses a simple qualitative approach with inductive flow aims to explain the process or event descriptively. This approach begins by describing the process or event in detail, and then concluding generalizations from the description. In other words, this research focuses on explanations which are then used to make general conclusions (Nurmalasari & Erdiantoro, 2020). This research was conducted in an Indonesian class for foreign speakers

organized by the International class in collaboration with the UNIKOM language center. The method of data collection in this research is the method of listening and speaking by using the technique of simak libat cakap, recording techniques, and note-taking techniques (Saddhono, 2012). The data in this study were collected naturally during the BIPA teaching process. This research is included in sociolinguistic research because it discusses between language and its speakers, where in sociolinguistic studies consider two aspects, namely linguistics in terms of language and sociology in aspects of its society (Paramitha, 2017).

RESULTS AND DISCUSSION

The results show that international students have a variety of language choices. Indonesian (BIN) is the most dominant because it is used as the language of instruction in BIPA learning. However, English (BIG) is also used quite a lot. This is due to the lack of Indonesian language skills of most international students, the majority of whom are living in Indonesia for the first time. Although some foreign students have mastery of English (BIG), there are also those who only master it passively.

Language use in BIPA learning at UNIKOM shows the phenomenon of code-mixing, code-switching, interference, and integration, which are relevant aspects in the study of sociolinguistics. However, in this research, the author focuses on the phenomenon of code-mixing and code-switching in BIPA learning at UNIKOM, and the results of the phenomenon of code-switching and code-mixing in BIPA learning at UNIKOM are as follows:

Table 1. Conversation Between Student and Lecturer

1	Lecturer	:	“Hariss membuat salad buah pagi ini?”
2	Student 1	:	Iya saya membuat fruit salad
3	Lecturer	:	Iya fruit salad dalam bahasa Indonesia disebut salah buah
4	Student 1 & 2	:	Owh iya pak

- Actor : The speaker is a BIPA teacher at UNIKOM. The speech partners are 2 foreign students from Africa who are studying BIPA at UNIKOM.
- Speech Situation : The speech situation is formal where the conversation occurs in the BIPA UNIKOM learning process.
- Topic : Asking about breakfast
- Speech Location : The speech happened in BIPA UNIKOM class.

Data (1) describes an interesting phenomenon in sociolinguistic studies where the phenomenon that occurs in data (1) is code mixing. In the conversation data above, student 1 uses the language code mix used, where the student mixes the English code in the Indonesian sentence. In the phenomenon of code mixing above, it can be seen that the speech partner tries to balance his conversation with the speaker so that the sentence he does not know in Indonesian, the speech partner uses English. After the code mix that was carried out by the speech partner with the aim of compensating for the next speaker, the speaker also carried out a sociological phenomenon, namely code mix, where the code mix carried out by the speaker aims to explain the word that has not been understood by the speech partner so that the speech partner knows “fruit salad” in Indonesian. The linguistic phenomenon of code-mixing and code-switching also occurs in data (2).

Table 2. Conversation Between Student and Lecturer

1	Student 1	:	Kejadian ini terjadi pada tahun 1929 (sembilan belas dua puluh sembilan)
2	Lecturer	:	Ini tidak bisa dibaca seperti itu, dalam cara membaca angka di indoensia berbeda dengan cara membaca tahun dalam bahasa Inggris
3	Student 2	:	Bagaimana bedanya pak?
4	Lecturer	:	Dalam bahasa Inggris kita bisa membacanya dengan twenty tewntyfour : kalau dalam indoensia tidak bisa di indonesia dibacanya berdasarkan urutan bilangan sehingga dibaca seribu sembilan ratus duapuluh sembilan
5	Student 1	:	Owh I see

- Actor : The speaker is a BIPA teacher at UNIKOM. The speech partners are 2 foreign students from Africa who are studying BIPA at UNIKOM.
- Speech Situation : The speech situation is formal where the conversation occurs in the BIPA UNIKOM learning process.
- Topic : Talking about the year
- Speech Location : The speech happened in BIPA UNIKOM class

Data (2) illustrates an interesting phenomenon in sociolinguistic studies where the phenomenon that occurs in data (2) is code mixing and code switching. In the conversation data above, student 1 performs language interference where student one reads the year in English so that the lecturer justifies the student's reading. The lecturer explained how to read the year in Indonesian correctly but before justifying the lecturer did code mixing where the lecturer said

twenty twenty-four where this was done by the lecturer to balance the interlocutor so that students could understand the difference in pronunciation of the year in Indonesian and English.

In data (2.5) students do code switching where before using mixing the language code used, where the speaker and the speaking partner use Indonesian in the BIPA learning process, but after the speaker explains how to pronounce the correct year in Indonesian and the speaking partner understands the speaker's explanation then the speaking partner switches from Indonesian into English where in that case the speaking partner says “owh i see” this is because the speaking partner wants to show his position towards a culture, this is reinforced because the speaking partner often uses English in his daily life. The linguistic phenomenon of code-switching and code-switching also occurs in data (3).

Table 3. Conversation Between Student and Lecturer

1	Lecturer	:	Rata-rata di Indonesia memiliki kereta antar kota, akan tetapi belum memiliki kereta antar pulau
2	Student 2	:	Pulai itu apa pak?
3	Student 1	:	Pulai itu island
4	Student 2	:	Island itu jazirah?
5	Lecturer	:	Ia Mohseen jazirah dalam bahasa Indonesia disebut dengan pulau
6	Student 2	:	Jazirah dalam bahasa Indoneisa itu wilayah
7	Lecturer	:	Kalau wilayah itu zone
8	Student 2	:	owh
9	Lecturer	:	Mengerti samapai sini?
10	Student 2	:	Sampai sini?
11	Lecturer	:	Mengerti sampai sini?
12	Student 2	:	Ila huna
13	Lecturer	:	Ya benar

Actor	:	The speaker is a BIPA teacher at UNIKOM. The speech partners are 2 foreign students from Africa who are studying BIPA at UNIKOM.
Speech Situation	:	The speech situation is formal where the conversation occurs in the BIPA UNIKOM learning process.
Topic	:	Talk about train transportation
Speech Location	:	. The speech happened in BIPA UNIKOM class

Data (3) illustrates an interesting phenomenon in sociolinguistic studies where the phenomenon that occurs in data (3) is code mixing and code switching. In the conversation data above, the speaker is explaining about train transportation in Indonesia, where trains in Indonesia are not yet available between islands. Speech partner 2 asked about the vocabulary that he did not know, namely the island, then spontaneously speech partner 1 answered that the island was an island. In the data above there has been a code switching from Indonesian into English, this is done by speech partner 2 to explain the word island to speech partner 1.

In data (3.4) speech partner 2 made an external code switch where at that time the speech partner said island is jazirah? This shows the transfer of English into Indonesian and into Arabic. This is motivated because the speaker wants to make sure that what he understands is correct so that speaker 2 again mixes the outside code from English into Arabic, where speech partner 2 comes from Yemen with his mother tongue is Arabic.

In data (3.5) it can be seen that there has been an external code switching from Indonesian into Arabic. This code switching is done by the speaker where the speaker tries to answer questions from speech partners who are still in doubt about the meaning of the word island in their native language so that the speech partner answers it in Arabic. This aims to convince the speech partner of the meaning of the word island by balancing the language used by the speech partner. In data (3.6) shows that there has been an external code mix from where the speech partner says “Jazirah in Indonesian is a region” this shows that the speech partner mixes Arabic into Indonesian conversation. After the speaker explains the meaning of the word island into the native language of the speech partner, speech partner 2 denies the explanation of the speaker this is because the speech partner previously knew the information that the meaning of jazirah was the region so that speech partner 2 again asked that what he already knew was that the meaning of the word jazirah was the region. So that speech partner 2 in asking for an explanation of the information he already knows uses code mix this aims to ask for an explanation and balance the language of the speech partner who previously used the word jazirah in explaining the meaning of the island into the mother tongue of speech partner 2.

In data (3.12) shows the phenomenon of code “paham sampai sini?” then speech partner 2 asks the meaning of the sentence above and after the speech partner re-explains the sentence above the speech partner immediately tries to express what has been obtained from understanding the sentence “paham sampai sini?” using Arabic by saying “ila huna” this is done by the speech partner to ensure the truth of the understanding obtained from the sentence that has been explained by the speaker. The linguistic phenomenon of code-switching and code-switching also occurs in data (4).

Table 4. Conversation Between Student and Lecturer

1	Lecturer	:	Stasiun ini dikenal dengan, mengerti maksud dari kata dikenal?
2	Student 1	:	known?
3	Lecturer	:	betul
4	Student 2	:	Apa itu dikenal?
5	Lecturer	:	Dikenal dalam bahasa Arab yaitu yu'rof atau masyhur
6	Student 2	:	Owh famous
7	Lecturer	:	Iya benar

- Actor : The speaker is a BIPA teacher at UNIKOM. The speech partners are 2 foreign students from Africa who are studying BIPA at UNIKOM.
- Speech Situation : The speech situation is formal where the conversation occurs in the BIPA UNIKOM learning process.
- Topic : Talk about train transportation
- Speech Location : The speech happened in BIPA UNIKOM class

Data (4) illustrates an interesting phenomenon in sociolinguistic studies where the phenomenon that occurs in data (4) is code mixing and code switching. In data (4.2) the phenomenon of external code switching occurs where the speech partner switches from a conversation that uses Indonesian to English. Speaking partner 1 said the word “known” after the speaking partner asked if the speaking partner understood the meaning of the word known, this was done by speaking partner 1 to balance the language understood between the speaker and the speaking partner, speaking partner 1 tried to express his understanding with English this was motivated because English was the language used by speaking partner 1 before learning Indonesian.

In data (4.5) the phenomenon of code switching has occurred. The speech partner in data (4.5) said the sentence “Known in Arabic as yu'rof or masyhur”. This shows code switching from Indonesian into Arabic, this happened because in the previous conversation speech partner 2 asked about the meaning of the word “known” even though speech partner 1 had answered it in English but speech partner 2 still did not understand the meaning of the word “known” this was motivated because the English language skills of speech partner 2 were weak so that the speaker tried to explain again the meaning of the word “known” in Arabic because the mother tongue of speech partner 2 was Arabic.

In data (4.6) there has been a phenomenon of code switching where speech partner 2 says the sentence “owh famous” where the language used in this conversation is Indonesian, this is motivated by speech partner 2 who previously did not understand the meaning of the word “known” so that the speaker tries to explain the sentence with Arabic or the mother tongue of speech partner 2 then speech partner 2 convinces the answer he caught from the word “known” using English. The linguistic phenomenon of code-switching and code-switching also occurs in data (5).

Table 5. Conversation Between Student and Lecturer

1	Lecturer	:	Jadi jakarta adalah provinsi
2	Student 1	:	province?
3	Lecturer	:	betul
4	Lecturer	:	Saat ini stasiun jakarta kota hanya melayani kereta jarak jauh, masih inget maksud dari melayani?
5	Student 1	:	serve
6	Student 2	:	khidmah
7	Dosen	:	Iya benar

- Actor : The speaker is a BIPA teacher at UNIKOM. The speech partners are 2 foreign students from Africa who are studying BIPA at UNIKOM.
- Speech Situation : The speech situation is formal where the conversation occurs in the BIPA UNIKOM learning process.
- Topic : Talk about train transportation
- Speech Location : The speech happened in BIPA UNIKOM class.

Data (5) illustrates an interesting phenomenon in sociolinguistic studies where the phenomenon that occurs in data (5) is code switching. In data (5.2) there is a code-switching phenomenon where speech partners switch from conversations that use Indonesian into English. Speech partner 1 said the word “province?” after the speaker explained that Jakarta was a province, this was done by speech partner 1 to balance the language understood between the speaker and speech partner, speech partner 1 tried to express his understanding with English this was motivated because English was the language used by speech partner 1 before learning Indonesian.

In data (5.5) there has been a phenomenon of code switching. speakers in data (5. 4) the speaker tries to convince that the speech partner still remembers the meaning of the word “serve” which at the previous meeting has been explained by the speaker, so that the speech partner tries

to answer and prove that the speech partner still remembers the meaning of the word “serve” where speech partner 1 switches from Indonesian into English and says “serve” and speech partner 2 says “khidmah” this is motivated because speech partner 1 masters English so he tries to balance and explain what he understands in English, but speech partner 2 where his native language is Arabic so he expresses what he understands in Arabic. The linguistic phenomenon of code-switching and code-switching also occurs in data (6).

Table 6. Conversation Between Student and Lecturer

1	Lecturer	:	Kereta jarak jauh adalah kereta yang melayani jurusan antar kota
2	Student 1	:	Jurusan itu direction pak?
3	Lecturer	:	Lebih tepatnya destination. Atau dalam bahasa Arab disebut dengan almutawajih. Mengerti?
4	Student 1 & 2	:	Mengerti pak

- Actor : The speaker is a BIPA teacher at UNIKOM. The speech partners are 2 foreign students from Africa who are studying BIPA at UNIKOM.
- Speech Situation : The speech situation is formal where the conversation occurs in the BIPA UNIKOM learning process.
- Topic : Talk about train transportation
- Speech Location : The speech happened in BIPA UNIKOM class.

Data (6) illustrates an interesting phenomenon in sociolinguistic studies where the phenomenon that occurs in data (6) is code-mixing. In data (6.2) there is a code-switching phenomenon where speech partners switch from conversations that use Indonesian into English. Speech partner 1 said the word “direction?” after the speaker explained about the major, then speech partner 1 tried to emphasize what speech partner 1 understood about the meaning of the word major.

In data (6.3) there has been a phenomenon of code switching. speakers in data (6.3) speakers try to justify the understanding of speech partner 1 about the word major and speech partners say the word “destination” to explain the meaning of the word major to speech partner 1 with English, after that speech partners also try to explain the meaning of the word destination to speech partner 2 with Arabic because the mother tongue of speech partner 2 is Arabic.

CONCLUSION

The use of Indonesian as a second language by international students and its position as bilingual speakers make language errors highly possible. These errors are often influenced by the mother tongue, which dominates the process of learning the second language. Language, as an essential tool for communication, is always closely related to its speakers, including bilingual individuals who cannot fully detach from the influence of their mother tongue when learning a second language. During observations conducted in the Indonesian Language Learning Program (BIPA), researchers often encountered code-switching and code-mixing phenomena in communication during the learning process. In this study, researchers identified sociolinguistic phenomena, specifically code-switching and code-mixing. A total of 21 sociolinguistic phenomena were found, divided into two categories. The first category is code-mixing, with 14 occurrences, consisting of 10 cases of code-mixing from Indonesian into English and 4 cases of code-mixing from Indonesian into Arabic. The second category is code-switching, with a total of 7 occurrences, comprising 5 cases of code-switching from Indonesian into English and 2 cases of code-switching from Indonesian into Arabic. The identified purpose of code-switching and code-mixing in BIPA learning at UNIKOM is to strengthen understanding between students and lecturers, whether for asking or explaining things that students do not yet know, particularly terms that are unfamiliar in their mother tongue.

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