

A CODE MIXING ANALYSIS ON EFL STUDENTS' CASUAL CONVERSATIONS AT SCHOOL

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ABSTRACT

This descriptive qualitative research is aimed at analyzing the types of code mixing used in students' interaction and finding out the reasons underlining the use of code mixing in the interactions. It is investigated using the theory of Suwito to know the kinds of code mixing they might be used (form of words, phrase, hybrid, repetition word, idioms or clauses). The subjects of this research were the first-year students in SMK Mahkota Wisata Rendang. In this research, the researcher used two research instruments, namely questionnaire and interview. The questionnaire was used to know how the students interacted each other, whether they did code mixing by adding English or not; and when they mostly do code mixing. There were fifteen students involved for this questionnaire. Meanwhile, the interview was conducted for six students (three female and three male) in order to examine the students' motivates in doing code mixing between different genders. The result showed that students did code mixing in their communication with their friends at school. The number of phrase insertion used was 50%, word insertion was also often used for 26%, hybrid insertion was 8%, repetition word insertion was 4%, idioms insertion was 4% and clauses insertion was 4%. In brief, they are frequently use phrase insertion and word insertion in communication, rather than hybrid, repetition word, idioms and clauses insertion. Accordingly, there were several reasons of code mixing utilization in students' interaction at school.

Keyword : Code mixing, students' interaction

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INTRODUCTION

Language is basic tool that humans use to communicate in society. Thus, without language people cannot communicate and interact each other. In term of linguistic, it is known as sociolinguistic. According to Holmes (2001) as cited in Piantari et al. (2011), sociolinguistics is a science that indicates the relationship between language and society. Sociolinguistics concerns with the correlation between social factors and linguistic variations. Sociolinguistics basically does not focus on the structure of a language, but rather focuses on how the language is used in social life and cultural context.

Nowadays, English becomes favorite language; thus, the interest of learning and using this language has increased. English is one of foreign languages frequently used besides mother tongues. With the rapid life development, English is now considered as a lingua franca that is widely learned as international language and people tend to learn it. Moreover, English is inserted as one subject into curriculum in education in Indonesia; it learns from primary into high school students and university.

Accordingly, many Indonesian students today often use English in daily conversation, besides their mother tongue, *Bahasa Indonesia*. Furthermore, they mostly

mix their first language (national or local language) and English in their daily communication. This is happened because students accustomed with English use in school (English subject inserted in curriculum as important language to be learnt), social media (caption with English or mixed languages), smart phone setting with English language, game application using English instruction, and many others. Therefore, the enlargement of English use cannot be avoided. This phenomenon is known as bilingualism. According to Artini & Nitiasih (2014), bilingualism is a world phenomenon which identified most of the population in this world use two or more languages in their social interaction. There are two types of language using in bilingualism, namely: code mixing and code switching.

Yao (2011) stated that the phenomenon of mixing and switching more than one languages within the same utterance or conversation is known as code mixing and code switching. In this era, those codes can be observed from students tend to do code switching and code mixing English and their local languages in their social communication setting. This phenomenon can be seen in their usage of language in the daily communication and interaction with their friends to express their feeling and obtain information of others.

Wardhaugh (2002) mentioned that code mixing is the phenomenon of mixing one language with another language. Code mixing is a process of mixing two or more languages that occur without changing the topic talked. Meanwhile, Nababan (1984) emphasized the reasons of using code mixing rather than its definition. He stated that code mixing could occur because the speaker of a particular language does not find the suitable terms that can be used in that certain language. Therefore, in informal situation, it often occurs especially to express or make meaning in another language. In this case, code mixing is considered as an alternation of two languages including grammatical and lexical in a sentence, both Indonesian and English.

This is supported by Grosjean (1982) pointing out that code-mixing deals with moving or transferring the elements from a lexical item to a sentence whereas the alternation of two languages within a single discourse, sentence or constituent is defined as code-switching.

Suwito (1983) classified the variety of code mixing in the form of words, phrase, hybrid, repetition word, idioms and clauses. First, word insertion is when the speaker inserts a word foreign language in his or her utterance. For example, *nanti aku reply ya* (**later I will reply it**). Second, phrase insertion phrase is when the speaker inserts a phrase of a foreign language into his or her utterance. For instance, *you know lah siapa dia* (**you know who I mean**). Third, hybrid insertion occurs when the speaker inserts the element of language from two different language elements. For example, *dia kayaknya ngehack akudeh, aku ga bisa liat Facebook-nya* (**I think she hack me on Facebook, that is way I can't see her account**). The fourth classification is repetition insertion. It takes place when the speaker inserts another language in a repetition form into his or her utterance. For example, *cewek Bali beautiful beautiful ya* (**Balinese girls are beautiful, aren't they?**). The fifth type is idiom. It is phrase or sentence whose meaning is not clear from the meaning of its individual words. It happens when the speaker inserts his or her native language in an idiom form of another language. For instance, *inget harus usaha dulu, no pain no gain* (**keep trying, no pain no gain**). The last type is clause insertion. This type occurs when the speaker inserts a clause of a foreign language element in his or her native language. A clause consists at least of subject and verb. For example, *dia baik, pinter lagi, he is amazing* (**he is kind and smart, he is amazing**).

According to Kim (2006), there are six factors that affect the occurrence of code mixing and code switching. The first factor is bilingualism. It shows that the ability to speak more than one language is a basic factor of code-mixing. Without knowing and understanding another language or

monolingual people cannot do code mixing. The second factor is speaker and partner to speak with. Communication is the process of expressing and sharing ideas between two or more participants, speaker needs speaking partner to communicate and code-mixing could appear if both use and understand the languages well. The next factor is social community. People live in community and it would influence people for using language mixing in the social life. The fourth factor is situation. Code-mixing usually occurs in a relax or informal situation. This situation is closer with daily conversation as habitual communication. The fifth factor is vocabulary. The inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it also can be combined together. The last factor is prestige.

This era demands people to be able to speak more than one language, especially English. Young generation uses code-mixing for prestige and showing off their ability in using second language.

Related to language learning, Khati (2011) claimed that most students felt that mother tongue should be used in EFL classroom interaction to understand the difficult concept better. In line with Cook (2001), he stated that a first language could be used to teach explicit grammar rules to help students get a better understanding of these grammar rules. Besides, it is used to giving direction. Teachers used first language to explain how students should do their task. The teachers used first language to make the students understand easily.

There were several researchers who had conducted several studies about code mixing in social media. The first research was done by Mashita, et.al (2017), identifying code mixing used in instagram by the students of English language Education that focuses on Indonesian-English language using Ho's theory for code mixing classification and using Hoffman's theory for investigating underlined reason of code mixing use. It revealed that the dominant type of code mixing used by the students was lexical word with the total

number of 54 items (34.6%), single full sentences (26.9%), phrases (18.6%), incomplete sentences (2.6%), short forms (5.1%), proper nouns (5.8%), and letters of the alphabet (6.4%).

Another research was conducted by Samhan (2017) who identified the occurrence of code switching and code mixing in twitter in term of its social aspects. It investigated whether there was code mixing or code switching in one hundred tweets (from April 8th to May 15th) of eighty participants who had active accounts on twitter. The subjects were divided into three groups regarding to their age, gender and educational level. Then their tweets were analyzed for the existence of code mixing or code switching. The study revealed that age and education could firmly affect the participants' language while gender did not affect the occurrence of those codes.

The third research was done by Safitri et al. (2017). It showed three types of Muysken's code mixing theory, namely insertion, alternation and congruent lexicalization, appeared in Facebook. Insertion code mixing was rarely used rather than alternation and congruent lexicalization code mixing in facebook users status and comments posted. It was seen from the percentages revealed; they used 3.61 % insertion, while alternation was 85.54% and congruent lexicalization was 10.85%. Moreover, there were several reasons of doing the codes, such as practice to improve their language, mixing some language was unique, could not say and forgot the words, live in bilingual environment, to make emphasize, funny, joke, and applying new words on facebook status and comments.

The last research about code mixing phenomenon in social media was done by Syafaat and Setiawan (2018) in the term of code mixing in twitter. It showed that the most type which appeared in twitter status was insertion, congruent lexicalization and alternation. The English word, phrase and clause were mixed into single sentence that has *Bahasa Indonesia* as a main code and English as the second code.

Subsequently, there were some researches that examining the reasons of code mixing in social media. First, Kurniawan (2016) investigated in his research about code mixing on facebook postings by EFL students. It showed that English is frequently used for code mixing as presented in caption, status, hash tag, and comments. Using Hoffman's categorization (1991), their reasons for code mixing are identified as: 1) talking about a particular topic, 2) quoting others' statements, 3) being emphatic about something, 4) interjection (inserting sentence fillers or sentence connectors), 5) indicating pride and 6) words limitation. It was related to the research result found in Mashita, et.al (2017) about reason underlying the use of code mixing by the students. The dominant reason was talking about a particular topic and three additional reasons out of Hoffman's theory, namely: vocabulary limitation, prestige, and practicing English mastery.

Additionally, Hahyesalaemae (2017) found that there were five reasons of code mixing between Thai and English language in Thai younger's facebook account. The reasons were showing personal habit, matching with the situation, conveniences, making more simple and familiar, and following the trend.

The last study on code-mixing used in Instagram was conducted by Nuraeri & Farid (2018). The result revealed that Indonesian Instagram users were frequently accustomed with word insertion, phrase insertion, idiom insertion and clause insertion. Furthermore, there was not found hybrid insertion and repetition. Additionally, the reason of using code-mixing by Indonesian youngsters on instagram captions was as the result of bilingualism which happens in Indonesia.

Apart from studies on code mixing in social media, some studies of code mixing in societal life were also conducted by Andriyani et al. (2019) and Elly et al. (2019). The study on code mixing done by Andriyani et al. (2019) was to analyze codes used by the moslem speech community of Telagamas Village, Subagan, Karangasem regency. The results of the study showed that there were three kinds of code used by the Moslem

people in Telagamas Village. Those are Sasak language, Balinese, and Indonesian. Furthermore, there were 46 utterances categorized as code switching and code mixing used by the villagers. There were 32 utterances (70%) that belonged to code switching and 14 utterances (30%) to code mixing.

The other study was done by Elly et al. (2019). The study was indentifying a sociolinguistic interaction that occurred in Busungbiu District Buleleng Regency. It revealed language variations in terms of dialect and sociolect and language variations in terms of formality speakers. Code switching occurrences were identified between Balinese and Indonesian. Besides, the respondents also did language mixing during interaction. The factor that influenced language mixing in that society was the language variation of the speaker's and social origin. The language choice changes the speech situations and the presence of a third person; awakened a sense of humor and promoted more prestige through the use of popular terms.

The studies on code mixing are not only on social media and in society, but also in classroom interaction and language teaching and learning processes. Those studies were conducted by Kustati (2014); Purnamasari et.al (2016); Ansar (2017); Rini and Rustandi (2018); Mujiono and Diputri (2018); Moetia et al. (2018) ; and Ningrum (2019).

A research conducted by Kustati (2014) was analyzing the use of code mixing and code switching in EFL teaching of cross cultural communication context. It showed that the teacher used code mixing and code mixing in delivering material in the classroom to clarify certain issue and to help students have more comprehensible understanding on a particular issue. The teacher did these kinds of switching in engaging the students, switching the topic, persuading and motivating the students to connect themselves to the learning process. On the other hands, the students switched and mixed their language to help them overcome their limitation of English knowledge.

Another research was done by Purnamasari et.al (2016) focusing on code mixing by the English teacher at SMAN Bali Mandara. The findings showed that 62.22% (84 sentences) were classified as insertion processes, and 27.41% (37 sentences) belonged to alternation process, while the last 10.37% (14 sentences) were classified as congruent lexicalization processes.

Additionally, some reasons of using code mixing were identified, namely: (1) making intention and clarifying the content of speech for interlocutor, (2) being emphatic about something, (3) there was no appropriate word that can be understood by the students, (4) it helped the teacher to create relax situation, and (5) quoting somebody else.

Furthermore, the students' responses to code mixing's utilization were, (1) code mixing could facilitate the students in some aspects, for instance the content of English material, vocabulary mastery, and grammar mastery, and (2) it was able to negotiate social rules in some aspects such as make the relationship between teacher and students relax or less formal in terms of teaching-learning process, and increase communicative interaction between teacher and the students.

In line with the previous studies, there was a study conducted by Ansar (2017) in terms of use of code mixing and code switching in teaching and learning process. The findings showed that the use of the elements of English was sometimes unconsciously taking place on the part of the speaker. Similarly, the teacher observed sometimes consciously and unconsciously made a switch and mixed languages in delivering material to students. Code switching and code mixing were well-known widely used in the speech of bilingual people.

Similar findings on code mixing were also identified in the study by Rini and Rustandi (2018). They found that the number of insertion of clauses used was 51 (30.4%), alternation clauses was 33 (19.6%), and congruent lexicalization was 1 (0.6%) clause. Those were done for code mixing involved in

classroom activities for ice breaking session. Furthermore, the perceptions of teacher in using code mixing showed that the use of code mixing helped students comprehend the material and the topic easier, enhance learning through examples, introduce new words, helped students expressed themselves better, and helped them avoid misunderstandings.

Furthermore, Mujiono and Diputri (2018) found that intra-sentential switching (in code switching) were used by students in presentation because of less vocabulary, to express their mind easier, to make listener or audience understand the topic presented easily, and to overcome nervousness.

Relevant findings to previous studies were also identified by Moetia et al. (2018). They identified the use of code mixing and code switching in the classroom interaction. The results revealed that the teacher did these kinds of codes to cover up the lack of target language proficiency of students and to make the process of transferring knowledge run effectively in the class. However, excessive mixing and switching in *Bahasa Indonesia* and less in English could make students hard to read and spell English words well, and; thus, it made them unaware and were lazy to use English during the process of teaching and learning in the classroom.

Finally, a study by Ningrum (2019) analyzed the occurrence of code mixing in students and teacher interaction in narrative texts in SMP Negeri 3 Busungbiu, Buleleng. She found that students' reasons to do code mixing were because they felt shy to speak English, were afraid in doing mistakes when they spoke English, and they lost the idea when they began to speak English.

The English teacher also explained that the reason she used code mixing was to help and stimulate students to speak. Based on the result of code mix found during the research, the researcher did not find code mix in idiom level from the two transcripts because the students did not have many vocabularies in English.

Afterward, there were two researches that aimed to investigate different reasons

might occur in code mixing which is caused by different genders. The researches were investigated by Alenezi & Arabia (2016) and Samhan (2017). Findings of those studies showed that there was no different reason occurred in different genders.

While the previous studies commonly investigated the use of code mixing in classroom interaction and social media used by students, this current research investigated the students' code mixing during interactions with their friends at school. This study, therefore, aimed at examining the type of code mixing used by the students based on the theory of Suwito. Another purpose is identifying their motivation in mixing Indonesian and English or local language in school interaction as well as different reasons might occur in different genders.

METHOD

The methodology which was used in this research was descriptive qualitative. Nassaji (2015) stated that the goal of descriptive research is to describe a phenomenon and its characteristics. The subjects of this research were fifteen students of the first-year students in SMK Mahkota Wisata Rendang. In this research, the researcher used two research instruments for collecting the data, namely questionnaire and interview. The questionnaire was used to know how the students interacted each other, whether they did code mixing by adding English or not and when they mostly did code mixing. The items were based on the theory of Suwito to know the variety of code mixing they might use (form of words, phrase, hybrid, repetition word, idioms or clauses).

Meanwhile, the interview was done to six students (three female and three male) which was selected purposively. It was aimed to know students' motivation in doing code mixing as well as whether to investigate different motivation that might be occurred because of different genders. The researcher conducted in-dept interview by doing relax conversation without any questions guidance.

In this study, the data interpreted and analyzed descriptively. It means that the data

that were collected from questionnaire and interview were described and analyzed inductively following theories were provided in the empirical review. To answer the research questions, the researcher showed the data by firuging them into table.

FINDINGS AND DISCUSSION

Based on the result of questionnaire and interview conducted to the research's subject, the researcher explained the result as follow:

a. Code mixing occurrences based on Suwito's theory

For the first data collection through questionnaire, all students mentioned themselves did code mixing in daily communication continuously. The students' frequency in doing code mixing was 20% for often, 50% was sometimes, and 30% was rarely. They did code mixing mostly at school with their friends, during the class break and free time.

According to the content of data analysis that has been conducted, there were fifty different clauses found based on Suwito's theory (form of words, phrase, hybrid, repetition word, idioms or clauses). The result is presented in table 1.

Table 1.
Code mixing classification

Code mixing classification	Total	Percentage
Words insertion	13	26%
Phrase insertion	25	50%
Hybrid insertion	4	8%
Repetition word insertion	2	4%
Idioms insertion	2	4%
Clauses insertion	4	8%

In conclusion, from those fifty different clauses of code mixing that presented in the table above, students prefer used phrase insertion with daily expression usage. Moreover, word insertion was also frequently used by them because they were more accustomed to words and phrases in English. The frequency of using code mixing in hybrid insertion, repetition word insertion, idioms insertion and clauses insertion were less rather than phrase and word insertions. Thereason of doing so would be answered in interview session.

There were several examples of code mixing classification based on the theory of Suwito that had been done by students in their casual conversation at school:

1. Words insertion

Eg:

Thanks atas kerjasamanya (thank you for your help), please kasi tahu dong (please, let me know), and maybe dia marah (maybe he is angry).

2. Phrase insertion

Eg:

Btw, next time kita jalan yuk (by the way, lets travelling next time), my pleasure kawan (my pleasure my friend), and of course, ga masalah (of course, it doesn't matter).

3. Hybrid insertion

Eg:

Kalau ga sibuk, aku biasanya nge-make up pin adikku dirumah (if I am not busy, I usually do make up my sister at home), ehha ada yang nge-add aku kemarin, kenalga? (hay, someone added me on my social media account yesterday, did you know her?), and sweet-nya (ohh, its sweet).

4. Repetition word insertion

Eg:

Soalnya easy easy kok (the task is easy)and ngujang smiling smiling ke aku (why do you smiling at me?).

5. Idioms insertion

Eg:

Udahlah, move on dong (enough, move on bro), and yuk semangat, never give up begitu mudah kawan (keep trying, don't give up easily).

6. Clauses insertion

Eg:

I hate it pokoknya (in any case, I still hate it),this is for you ya (well, this is for you) and I don't know yang mana yang benar (I don't know which one is right).

b. Interview

The interview was done to six students (three female and three male). It was aimed to know students' motivation in doing code mixing as well as to discover different motivation that might be occurred because of the different genders. Most of the students had and gave similar motivation according to code mixing use in their casual conversation at school.

The result of interviewing female students showed that they did it because of several reason. First, they love English. Second, they think that English is a simple language that could be used for expressing their feeling more easily rather than *Bahasa Indonesia*. Third, it is an interesting language to be learnt. As they are in a vocational high school majoring hotel accommodation, they want to practice their English more. By doing so, hopefully they will master English well when they do training later on. Fourth, they believe that English language competence will bring them better future.

Reasons for doing code mixing.

Reason 1:

"For me mixing language is interesting, I can remember the common vocabulary that is usually used in daily communication by practicing them even my English is not perfect. I usually mix the language with mostly Indonesian or even Balinese language with English; I do it because I don't have many vocabulary in English. But, I love learning English;

it is a challenging language to be mastered” (participant 1)

Reason 2:

“Sometimes when I insert English word in my sentence, it is simple. I prefer say *“I am sorry for that”*, rather than *“maaf ya gara-gara aku semua itu terjadi”*. English sounds simple but meaningful.” (participant 2)

Reason 3:

“I study in vocational high school majoring hotel accommodation now, it pushes me to learn and practice my English more. Because I want to get better job in the future when I am getting adult.” (participant 3)

In addition, the interview result of male students showed that they did code mixing for some reasons. First, they did it for fun and for making jokes with language mixing with their friends. Second, by saying some English words, it sounded cool. Third, they think English is an important language to be mastered in this era that is way they practice it by mixing the language. Fourth, they had less English vocabulary. However, they they understand that mastering English would be beneficial for their future.

Reasons for doing code mixing.

Reason 1:

“Language mixing I used it often at school with my friend for having fun. I think speak English is fun when I want to make joke, it sounds cool even I only use several words in English.” (participant 1)

Reason 2:

“I cannot speak English well because of less English vocabulary, that is way I mostly mix my language when I speak.” (participant 2)

Reason 3:

“I know English is important language, I also practice my English when I make language mixing because later I want to work in hotel with foreign guest.” (participant 3)

This research done by using Suwito’s theory of code mixing classification. The result found, there were fifty different clauses of

code mixing (form of words, phrase, hybrid, repetition word, idioms or clauses) done by students in their communication with their friends at school. Accordingly, they were frequently used phrase insertion and word insertion in communication, rather than hybrid insertion, repetition word insertion, idiom insertion and clauses insertion.

This result was in line with the research conducted by Nuraeri & Farid (2018). The result showed that Indonesian instagram users frequently used word insertion, phrase insertion; which was the number of word insertion was 13 and phrase insertion was 6. Meanwhile, idiom insertion, clause insertion, hybrid insertion and repetition were rarely used by the instagram users observed.

To answer the last research question about students’ motivation in code mixing was quite similar with the result of several researches that has been mentioned in the introduction above. There were several underlining reasons for using code mixing. First, code mixing often occurred in a relax or informal situation in daily conversation. Second, an inability to find an appropriate word in one language makes people change the word or phrase from one to another language in order to overcome their limitation of English knowledge. Third, code mixing doneas practice to improve language. Fourth, mixing some language was unique. Fifth, code mixing may awaken a sense of humor. And last, it promoted more prestige.

For this research, there were seven reasons of code mixing utilization in students’ interaction at school. First, words limitation. This was related to the study conducted by Mashita, el.al (2017) and Purnamasari et.al (2016) about no appropriate word in a language because of students’ lack vocabulary. It was also supported by Kim (2006) about the inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language and it also can be combined together to overcome their limitation of English knowledge. That was way students prefer mixed the languages in their casual conversation. Moreover, they

did not need to care about the language error they made since they did it with their friend in a relax situation. It was also related with the study of Kim (2006) which was stated that the situation where students performed code mixing became one of reason in code mixing occurrences. It was closer with daily conversation in a relax communication atmosphere.

The second reason was indicating pride. It meant that they believed when they inserted some English words in their communication, it will show their competence in that language; therefore, it will boost self prestige. It was in line with Mashita, et.al (2017), Kurniawan (2016), and Kim (2006) that code mixing could indicate self pride and prestige.

The third reason was making jokes. It was in line with Safitri et al. (2017). Mixing local words with English is fun to be done in informal context or casual communication among students.

Afterward, the forth reason was interjection. Interjection is a word that expresses emotion and feeling. Students accustomed with English interjection in their casual communication. It was related to Kurniawan (2016), that code mixing done in term of inserting sentence fillers or sentence connectors.

Fifth, English is simple and interesting language. Students found that English is simple to be used in their conversation rather than using the *Bahasa Indonesia* of an utterance. For instance, students prefer using “*btw*” rather than “*ngomong-ngomong*” in their communication with their friends. Therefore, students thought English is simple and interesting to be learnt and mastered.

Sixth, practice time of language using. It was in line with Safitri et al. (2017) and Mashita, et.al (2017), that code mixing utilization would become the students’ tool for improving their language. The first-year students in SMK Mahkota Wisata Rendang believed that mixed language in daily communication would help them practice their English more although they need *Bahasa*

Indonesia to support their English because of English words limitation.

The last reason was personal motivation for grabbing a good job and better future by having English competence since they are in vocational high school majoring hotel accommodation. The students had certain goal in learning English. They had good internal motivation that would greatly drive them in learning English in the classroom context.

For the possibility of different genders that might own different reason in code mixing’ utilization; it revealed that both female and male had several common reasons and knew mastering English would give benefit for their future. Accordingly, there is no different reason between the different genders in code mixing. It is in line with the research conducted by Samhan (2017). It showed that gender did not affect the occurrence of code mixing. Both agreed that code mixing was fun to be used which able to cover their English words limitation and by mixing the language, it believed that they got many chances for practicing their English.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings above, it was clearly showed that code mixing in forms of phrase insertion and word insertion were dominantly used by students in communication at school. Meanwhile, hybrid insertion, repetition word insertion, idioms insertion and clauses insertion were rarely used by them. Additionally, some reasons of code mixing were identified after interviewing the students. Firstly, English words limitation motivated them to code mixing when they wanted to express an idea, thought, information, and feeling. Secondly, code mixing was done as a way to indicate pride. Furthermore, making jokes was another motive of code mixing their first languages (Indonesian or local language) with English. The fourth reason was to do interjection. Fifth, English was considered an interesting code to be mixed with Indonesia or Balinese. The other reason was they wanted to practice

English as much as possible and code mixing was one easy way of practicing English. The last reason was internal motivation because they want to get their dream job in the future since they study in vocational high school majoring hotel accommodation.

Suggestion

In this part, the writer would like to contribute some suggestions for the other researchers based on the research findings and discussion. To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how code mixing occur in different setting as bilingualism phenomenon in students' interaction.

Furthermore, the result of this research could become teachers' guidance in equalizing code mixing use in students' casual conversation into the classroom context. It may be slightly different for students because of the different atmosphere. However, if the teachers motivate them continuously and accustom students with English use, hopefully it will help them to keep learning even with mixing the languages. Therefore, it can be one solution that would help teacher to cope students' difficulty in English using for communication means. Eventually, the English learning aims to make students enable using their English competency into real communication.

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