

**AN ANALYSIS OF CODE-MIXING IN WHATSAPP GROUPS: INTERACTION
BETWEEN LECTURERS AND STUDENTS OF ENGLISH DEPARTMENT
OF IAIN PONOROGO**

THESIS



By

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JULY 2022

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ABSTRACT

AZIZAH, KHOLIFATUL. 2022. *An analysis of code-mixing in WhatsApp groups: interaction between lecturers and students of English department of IAIN Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Ponorogo. Advisor: Ahmad Nadhif, M.Pd.

Keywords: *Bilingualism, Code-Mixing, Sociolinguistic, WhatsApp*

Code mixing has become one of the studies in sociolinguistics, along with the rapid increase in the use of bilingualism caused by people's use of multilingual and bilingual languages worldwide. Therefore, the importance of studying code-mixing is to add value to language for communication because some people have limited vocabulary, different styles, and attitudes.

The purpose of this research was to examine the types of code-mixing and the functions used code-mixing in the WhatsApp group: interaction between lecturers and students of the English Department of IAIN Ponorogo.

The researcher applied qualitative research design. The data of the research are types of code-mixing according to Musyken's theory. They are *insertion, alternation, and congruent lexicalization*. Meanwhile, the data of the research is sourced from WhatsApp groups, which are *Business English, Public Speaking, and Research on English Language Teaching*. In analyzing the data, the researcher uses three steps such as data reduction, data display, and conclusion.

The result of the research is that there are 37 utterances in WhatsApp Groups. The researchers found 26 data (70,2%) in the *Research on English language teaching (ROELT)* group. In the second class, namely *Business English*, the researchers found 2 data (5,4 %), while in the last group, *Public Relations* class, it has 9 data (24,3 %). It can be concluded that there are 26 insertion data (70,2 %), 1 alternation data (5,4 %), and 10 congruent lexicalization data (27 %) in the three classes in the WhatsApp group. The researchers found 12 data in the *function by Hoffman's theory*. The first *function is talking about specific topics* there are 6 data (50 %). In the second function, namely, *be emphatic about something*, there are 1 data (8,3 %), while the last *function is expressing the identity of the group*, there are 5 data (41,6 %). In conclusion, the most dominant types of code-mixing in WhatsApp Groups are Insertion, and the most dominant functions used in code-mixing on WhatsApp Groups is *talking about a specific topic*. Meanwhile, the first dominant group used code-mixing is *Research on English Language Teaching*, the second dominant group used code-mixing is *Public Relations*, and the last dominant group used code-mixing is *Business English*.

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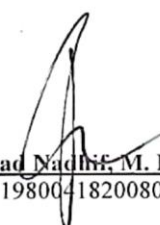
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Day : Tuesday
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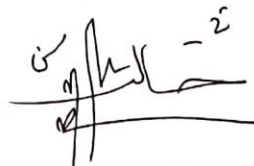
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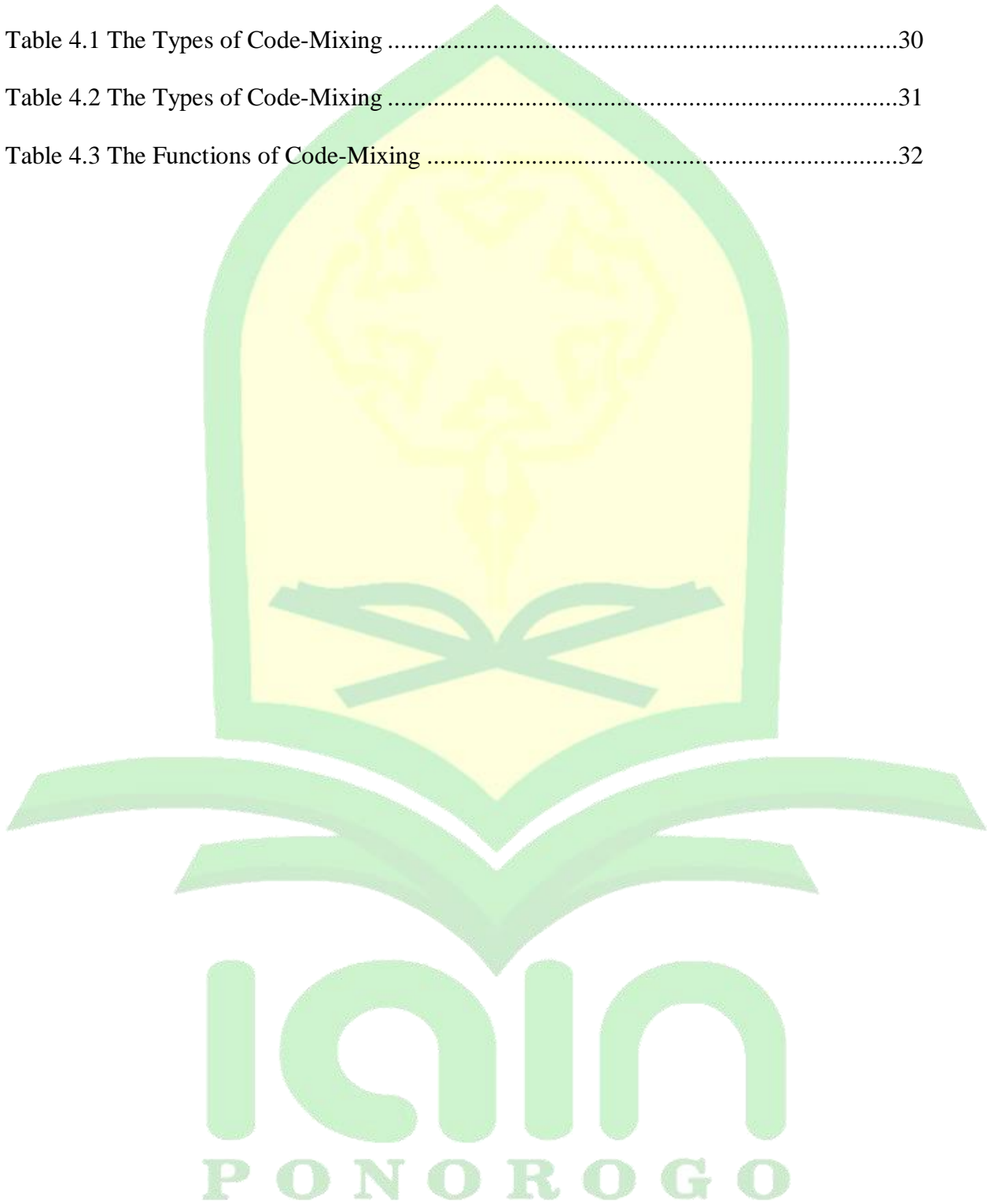
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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the focus of the research, the question of the study, the objectives of the research, the significance of the study, and the last is the organization of the study.

A. Background of the Study

Code mixing has become one of the studies in sociolinguistics, along with the rapid increase in the use of bilingualism. According to Muysken, code-Mixing is the use of two languages mixed in one sentence.¹ Most of the local people use English as one of the languages of the occurrence of code-mixing,² where code-mixing can appear in the form of words, phrases, clauses, or sentences,³ even in parts of speech.⁴ People can mix up what they say in the language when they speak.⁵ Code-mixing strategy is essential to use to communicate with each other, according to Luke.⁶ In conclusion, code-mixing is a common phenomenon that occurs in everyday life.⁷

Grosjean gave several reasons why code-mixing was used.⁸ For example, some words or expressions cannot match the expressions, so they mix some languages. According to Barman,⁹ code-mixing in the current era is caused by people's use of multilingual and bilingual languages worldwide. Most people recognize Bilingualism

¹ Pieter Muysken, *Bilingual Speech: A Typology of Code-Mixing*, (Cambridge: Cambridge University Press 2000), pp. 678-682.

² Nana Yuliana, et al. "Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study". *Lingua Cultura*, 9(1), (2015), pp. 47-54.

³ Teeratom, L & Pattama, S, "Study of English Code-mixing and Code-switching in Thai Pop Songs," *In FLLTCP*, (2012), pp. 494-505.

⁴ Lau Su Kia, "Code-Mixing of English in the Entertainment News of Chinese Newspapers in Malaysia," *International Journal of English Linguistics*, 1(1), (March,2011), pp. 3-14.

⁵ Kiranmayi Nallanchakravarthi, "Code-Switching and Code Mixing in Arab Students – Some Implications Strength for Today and Bright Hope for Tomorrow," *Language in India*, 10(8), (August,2010), pp. 153-167.

⁶ Joice Yulinda Luke, "The Use of Code-Mixing among Pamonese in Parata Ndaya Closed-Group Facebook," *Lingua Cultura*, 9(1), (May, 2015), pp. 40-46.

⁷ M. S. Husin, Kamisah Ariffin "Code-Switching and Code-Mixing of English and Bahasa Malaysia in Content Based Classrooms: Frequency and Attitudes," *The Linguistics Journal*, 5(1), (2011), pp. 220-247.

⁸ Grosjean, "Reasons and Motivations for Code Mixing and Code Switching," Vol.4 No.1, 2006, p. 47

⁹ Utsab Barman, et al, "Code Mixing: A Challenge for Language Identification in the Language of Social Media," *In First Workshop on Computational Approaches to Code Switching*, (2014), (pp. 21-31).

when they use more than two languages, mother tongue and other languages, in communicating.¹⁰ Bilingualism is usually used in two languages by the community or residents, such as schools, colleges, and even boarding houses that use more than one language for daily communication.¹¹

According to Hoffman, the reasons for the occurrence or use of code-mixing are: is a specific topic that is discussed, quoting other people, being firm about something, exclamations (connector sentences or connecting words), repetition used for clarification, code-mixing also can be used as an intention to clarify the content of speech to the interlocutor and can reveal group identity.¹² Also, Hoffman argues, that code-mixing occurs is closely related to the speaker's background, such as the educational background. The speech of highly educated people is different from those of low educated people because of the different vocabulary factors. This varied vocabulary makes people say something with code switches. The varied vocabulary makes people say things with switching codes. This mixed vocabulary is not only in the form of words but phrases and clauses included.¹³

The code-mixing phenomenon in social media can affect readers and writers.¹⁴ Code-mixing can add value to language for communication because some people have limited vocabulary, different styles, and attitudes, which is the reason that encourages someone to use code-mixing, the use of code-mixing is to help and give courage to people who have difficulty with vocabulary. In conclusion, code-mixing has an important role in language.¹⁵

¹⁰ Josiane Hamers and Michel Blanc, "Bilinguality and Bilingualism Second Edition," *Cambridge: Cambridge University Press*, (2002), 1–110. p. 6

¹¹ Roger Thomas, B, *Sociolinguistics: Goals, approaches, and problems*, (London: B.T. Batsford Ltd, 1983)

¹² C. Hoffman, *An Introduction to Bilingualism*, (Inc: Longman, 1991)

¹³ *Ibid*

¹⁴ Jimmi and Rafelia Elsa Davistasya, "Code-Mixing in Language Style of South Jakarta Community Indonesia," *Premise: Journal of English Education* 8, no. 2 (2019): 193, <https://doi.org/10.24127/pj.v8i2.2219>.

¹⁵ *Ibid*.

In ordinary formal education situations, code-mixing usually use lecturers and students in teaching and learning activities in class, such as delivering material, asking questions, or in joint discussion situations,¹⁶ like Javanese or other languages used in the family, they will use Indonesia language at school or the workplace.¹⁷ The use of mixing two languages starts from learning the mother tongue.¹⁸ Myers-Scotton stated that people who commonly use two languages or more are not able to speak the language fluently.¹⁹

The code-mixing phenomenon in Indonesia does not only occur in daily conversational dialogue. Li found that code-mixing generally occurs when informal flow issues touch on specific domains, such as computing, business, food, fashion, film, & music.²⁰ Code-mixing occurs in written situations informal²¹ or when sending messages or commenting on social media on WhatsApp or in chat rooms. The implementation of WhatsApp Messenger has occurred in schools & colleges. WhatsApp Messenger, which students use and their lecturers, reaches 90% of usage in daily life and learning activities.²² Mahajan (2013) stated that online communication has experienced a sharp decline in cellular communication in the last 8 years.²³ Code-mixing is not only occurring in personal communication but also conversations like WhatsApp. Learning in schools and colleges is one object that is increasingly using the performance of WhatsApp Messenger.²⁴ The

¹⁶ Saldi Ady Saleh, *An Analysis of Code Mixing Used by Teachers of Zarindah House of Learning in a Teaching Learning Process*, (Makassar: English and Literature Department Adab and Human Faculty Alauddin State Islamic University Makassar, 2017) <http://respositori.uinalauddin.ac.id/6903/1/Saldi%20Ady%20Saleh.pdf>(access on September 2018).

¹⁷ *Ibid.*

¹⁸ William, L, "Foreign and second language learning: Language acquisition research and its implications for the classroom," *Cambridge University Press*, (1984), 45(1), pp. 191–192.

¹⁹ C. Myers-Scotton, "Multiple Voices an Introduction to Bilingualism," *Garsington Road, Oxford, UK: Blackwell Publishing Ltd*, (2006), p. 38.

²⁰ Li in Josep Wibi Khri Setya, *The Analysis of Code-Mixing Used in "Marmut Merah Jambu" by Raditya Dika* (Universitas Kristen SatyaWacana), p. 6

²¹ IA. Bhat, et al. Joining Hands : "Exploiting Monolingual Treebanks for Parsing of Code-mixing Data," *EACL 2017 Short Paper*, 2(1), (2017), pp. 324–330.

²² *Ibid.*

²³ Aditya Mahajan, M S Dahiya and H P Sanghvi, "Forensic Analysis of Instant Messenger Applications on Android Devices," *International Journal of Computer Applications* (0975 – 8887), 68(8), (2013), pp. 38-44.

²⁴ Samsul Susilawati and Triyo Supriyatno, "Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID -19," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5, no. 6 (2020): 852, <https://doi.org/10.17977/jptpp.v5i6.13670>.

technology with an instant helper feature that uses the internet, which is very attractive, is called WhatsApp.²⁵ The way of communication between teachers and students includes unique things that happen on social media, especially the use of WhatsApp; it can say that they belong to a group that can use or controls three languages, namely: Indonesian, English, and Javanese.²⁶

WhatsApp uses include sending messages, pictures, documents, and web links. Teachers and students widely use WhatsApp in the learning process, such as sending assignments and consulting by forming a group to facilitate each other in the learning process. Kheryadi (2018) found that WhatsApp is considered a trendy application or social media among teachers and students due to its effectiveness of the WhatsApp application.²⁷ In the background, the researcher chose code-mixing because the researcher wants to know the type of code-mixing and the function of code-mixing. In conclusion, the researcher is interested in examining "An Analysis of Code-Mixing in WhatsApp Groups: Interaction Between Lecturers and Students of English Department of IAIN Ponorogo."

B. RESEARCH FOCUS

The researcher focuses on conducting the study, code-mixing in WhatsApp groups: interaction between lecturers and students at 6th and 7th semesters in TBID class of English Department of IAIN Ponorogo academic year 2021-2022.

²⁵ Chada Kongchan, How a Non-Digital-Native Teacher Makes Use of Edmodo. International Conference "ICT for Language Learning." (2008).

²⁶ Madrasah Tsanawiyah Negeri and English Teacher Forum, "Beyond the Code Switching in Whatsapp Chats of Javanese English Teachers Forum in Tulungagung," *Diksi* 26, no. 1 (2018): 56–63, <https://doi.org/10.21831/diksi.v26i1.25443>.

²⁷ K. Kheryadi, "The implementation of "WHATSAPP" as a media of English language teaching," *Loquen: English Studies Journal*, 10(2), (2018), pp. 1- 14.

C. RESEARCH QUESTIONS

Based on the problems, the researcher decided the stated issues of this study are as follows:

1. What types of code-mixing are found in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo?
2. What are the functions of code-mixing used in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo?

D. RESEARCH OBJECTIVES

Based on the problems stated in this study, the objectives from this study are as follows:

1. The researcher wants to analyze the types of code-mixing are found in the WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo.
2. The researcher wants to identify the function of code-mixing used in WhatsApp Groups: interaction between lecturers and students of English Department of IAIN Ponorogo

E. SIGNIFICANCES OF THE STUDY

The researcher expects the significance of this study as follows:

1. Significant Theory

There are benefits for bilingualism and sociolinguistics, specifically for the use of code-mixing in students, and can be a reference or help further researchers.

2. Significantly practical.

a. For teachers

It can be expected to help teachers know the types of code-mixing, which is commonly used for communication in WhatsApp groups and also can be used as a reference or teacher learning model.

b. For students

With this research, it is hoped that students can better master and understand English and use code-mixing anywhere and anytime.

c. For the English department

The researcher hopes that this research will continue to make the learning process better and more effective.

d. For the researcher

The researcher hopes that others will inspire other researchers to continue exploring other languages in the community.

F. ORGANIZATION OF THE STUDY

The organization of the thesis includes five chapters. Chapter 1 is an introduction, including the background of the study, research focus, statement of the problems, objectives of the study, significance of the study, and organization of the thesis. Chapter 2 is previous research findings on content analysis of code-mixing and theoretical background about code-mixing, including the definition of sociolinguistic, bilingualism, and code-mixing also types of code-mixing. Chapter 3 is research methods, including research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking the validity of findings, and research procedure. Chapter 4 is findings and discussion, including the types of code-mixing and the function of using code-mixing in the WhatsApp groups. Chapter 5 is the conclusion, and recommendations.

CHAPTER II

THEORETICAL FRAMEWORK AND PREVIOUS RESEARCH FINDINGS

This chapter discusses the theoretical background and previous research findings on the definition of sociolinguistic, the definition of bilingualism, the definition of code-mixing, the type of code-mixing, and the function of code-mixing.

A. Theoretical Background

This section discusses four aspects: sociolinguistics, bilingualism, and code-mixing (the types and the functions).

1. Sociolinguistic

Sociolinguistics is a relationship that is closely related to language and society. Sociolinguistics comes from the word social which means community, and linguist which means language, so they cannot separate the relationship between them. According to Wardhaugh, sociolinguistics is closely related to language and society, which aims to facilitate each other in terms of communication and understanding society's class and social structure.²⁸ Hudson explains that there are differences between sociolinguistics and sociology.²⁹

According to Nancy Parrot Hickerson, Sociolinguistics is one of the developments of the branch of linguistics by taking speech variations in social contexts. According to Sharon & Caroline, Socio in "sociolinguistics explains that," at the interpersonal level we can see or use how we interact with each other, also, in larger groups, it will produce a national culture and language in which each area has a difference.³⁰ According to Janet, people are interested in different ways of speaking or

²⁸ Ronald Wardhaugh and Janet M. Fuller, *An Introduction To Sociolinguistic*, 7 edition (UK: Wiley Blackwell, 2011). p. 13

²⁹ *Loc. Cit*

³⁰ Sharon K. Decker and Caroline H. Vickers, "An Introduction to Sociolinguistics," *New York: Continuum International Publishing Group*, (2011), P.1

communicating with other language tongues and how to use or convey the social functions of language; in conclusion, sociolinguistics studies has a close relationship between language and society.³¹ Sociolinguistic correlations are closely related to factors and variations,³² so sociolinguistics and linguistic phenomena can be seen in the school environment and the community.

Studies of sociolinguistics language related to society, while sociology studies language is directly related to language itself, things that can be studied by sociolinguistics are language, culture, society, and the influence on the surrounding environment because different social can affect patterns of thought and communication. Sociolinguistics makes life practical because language is a human verbal communication tool that certainly has rules for using it. In addition, sociolinguistics helps us communicate with other people.³³ In conclusion, sociolinguistics is not the same as using sociology & language, where sociolinguistics focuses on language whereas sociology studies focus on the local community.

2. Bilingualism and Multilingualism

The aspects of bilingualism include the definition of bilingualism and the types of bilingualism.

a. Definition of Bilingualism

Bilingualism is the use of two languages similar to mastery of two native languages (capable of mastering two languages, local and non-native languages), according to Chin and Wiggles.³⁴ In conclusion, a bilingual user must have second

³¹ Janet Holmes, *An introduction to the sociolinguistic, fourth edition*, (New York: Routledge, 2013), P. 1

³² Abdul Chaer and Leonie Agustina, *Sosiolinguistik*, (Jakarta: PT Rineka Cipta, 2004),p.4.

³³ Karsten Legère, Janet Holmes, and Karsten Legere, *An Introduction to Sociolinguistics, Language*, 4th ed., vol. 70 (New York: Routledge, 2013), <https://doi.org/10.2307/416511>.p.1

³⁴ Didik Santoso and Pirman Ginting, (2015), *Bilingual EDUCATION PROGRAMS*, Jakarta: KENCANA Prenadamedia Group, P.17

language skills such as a native speaker. Didik added that the ability to use two languages in formal and informal situations is bilingualism.³⁵

b. Types of Bilingualism

According to Weinrich in Canton, bilingualism has three types:

1) Multiple Bilingualism

There is no dividing line between one language and another; this is also known as additive bilingualism. Such as a child whose parents are bilingual, so that when communicating in daily life, they use both.

2) Bilingualism Coordination

This type has the authority to use between the two languages; for example, children at home use the first language, but when at school, use the second language.

3) Sub-coordinate Bilingualism

People have learned a second language but have difficulty understanding it, translating it first into their mother tongue. It can be concluded that the mother tongue will permanently be attached to a system, and the second language is attached to the system through the mother tongue.³⁶

Besides explaining above, the three types of bilingualism are multiple Bilingualism, coordinate bilingualism, and sub-coordinate bilingualism; the types can conclude that various bilingualism is a person who studies the same contest and situation in two languages. Meanwhile, someone who checks in different cases and conditions in two languages is called coordinating bilingualism, for example,

³⁵ *Ibid.* P. 18

³⁶ The role of mother language on indonesian enlightenment
<http://repository.uinsu.ac.id/6366/1/jurnal%20pbi%20the%20role%20of%20mother%20language%20elighntenmen.pdf>

someone who learns English at school and speaks his local language at home. The type bilingualism can be said that be faster and stronger than the other two types.

c. Definition of Multilingualism

Multilingualism is a form of a phenomenon that exists in a society.³⁷ One of the worldwide phenomena is bilingualism because every corner of the world has speakers of their own language. Large population up to hundreds of millions of humans population who bilingual in their daily lives for communication. This is due to their moving places, both small children and adults. This phenomenon occurs due to different cultures and languages, so when they are going to communicate with other people, they choose the appropriate language. Many cases often occur, which is then called the phenomenon of bilingualism or multilingualism.³⁸

Multilingualism is considered a phenomenon because have been studied by individuals. Multilingualism refers to a person's ability to use two or more languages.³⁹ Multilingualism is a language reality found in many places around the world because almost all countries are multilingual.⁴⁰ For example, children who get two or more languages represented in their minds can write and speak. This phenomenon is called an individual phenomenon.

Mixing from one language to another is the only opportunity to extend monolingual capacity in the form of registers and styles.⁴¹ Therefore, multilingualism focuses not only on one type but also on language behavior. Some

³⁷ Larry E. Humes and Charles B. Koval, *Temporary Threshold Shifts for Masked Pure Tones: II. Broad-Band Masker*, ed. Nancy H. Hornberger and Sandra Lee McKay, *International Journal of Audiology*, vol. 20 (US: United State: Cambridge University Press, 2009), <https://doi.org/10.3109/00206098109072705>. P. 47.

³⁸ Wardhaugh and M.Fuller, *An Introduction To Sociolinguistic*. (Blackwell Publishing, 2006), p. 9.

³⁹ John Edwards, *Multilingualism*, (London: Taylor and Francis, 2003).

⁴⁰ John Edwards, *Foundations of Bilingualism*, In T. K. Bhatia & W. C. Ritchie (Eds.), *The handbook of bilingualism*, (Oxford: Blackwell Publishing, 2006), pp. 7-31.

⁴¹ *Ibid.*

must consider bilingualism and multilingualism that can always be used in everyday life.

3. Code-Mixing

In this section describes the definition of code-mixing, the types of code-mixing, and the function of code-mixing.

a. Definition of Code-Mixing

Definition of code-mixing is mixing code into the "use" of a second or third language, where this language is tightly bound by a defined structure, according to Maschler Wibowo. Code-mixing is linguistic elements transferred to other words, which means that the components can be combined, according to Pardede.

According to Bokamba, code-mixing is the insertion of various linguistics, such as bound morphemes (units such as affixes), unbound morphemes (words), phrases, and clauses.⁴² In developmental studies, it is stated that code-mixing in children who mix more than one language in the growth stage, because almost all children go through a phase of displacement so that they have different languages in every place without discrimination, this phenomenon is referred to as bilingual, even though different from those that have been studied both socially and grammatically according to some varieties.⁴³

Hymes widely takes the perspective that while some other experts think that mixing code in a foreign language with the basic language. Hymes explains that a Code is an ordinary meaning in bilingualism and the emotions contained in the code; therefore, code-mixing can be recognized as a single language or shifting power registers. The work of a person who is identical with the understanding of

⁴² M O Ayeomoni, "Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community," *Nordic Journal Of African Studies* 15, no. 1 (2006): 90–99.

⁴³ Christine, M. Goh, *Teaching and Learning Second Language* (UK: Routledge, 2012), p. 70

language and speech is certainly very tied to bilingualism, in conclusion the study of code-mixing is an important thing.⁴⁴

A speaker uses one dominant language, it supports a speaker to input another language; this is referred to as the phenomenon of code-mixing. Code-mixing can express the background of people, writing characteristics, and religion. Background elements usually occur in informal situations; this is due to the limitations of the language they have.

According to Patteda, code-mixing is usually used because of the influence of the surrounding environment such as social class, economic level, age, and gender, as well as specific professions, so they use code-mixing. The code-mixing phenomenon is also due to the rapid development of technology. People cannot deny that technological developments have penetrated their lives. Nababan stated that code-mixing was found mainly in informal relationships, there are several reasons why people do code-mixing; First, in code-mixing, Speakers use terms and phrases in foreign languages while the mother tongue is the primary language.⁴⁵ Second, speakers using code-mixing will not change the topic, meaning, and situation.⁴⁶

According to Hoffman, code-mixing occurs for several reasons, which cover a particular topic, are empathic and interjection. Therefore, they mix languages to explain their meaning. According to Suandi, the factors that cause code-mixing are Restrictions on the use of codes, the use of more general words, the character of the speaker, the interlocutor, the place and time of the dialogue, the conversation, the topic, the function and purpose, and the level of the conversation

⁴⁴ Dell Hymes, *Foundation in Sociolinguistic: An Ethnography Approach* (London: Longman, 1977), p. 103

⁴⁵ Nababan. *Sosiolinguistik studi pengantar*. Jakarta : Gramdia Pustaka utama. 1993

⁴⁶ John Gumperz, *Discourse Strategies*. Cambridge: Cambridge UP, selected 1-7.. 10.1075/z.184.47gum. (2014).

talk, third speaker. Evokes a sense of existence, subject matter, emotion, and humor.⁴⁷

The reasons why bilingualism and linguistics turn to code-mixing, Hoffman stated, there are expressing solidarity, interjection, quoting other people, or explain the meaning of speech conveyed by others. There are four factors that influence someone to use mixed code.⁴⁸

In conclusion, about the explanation, code-mixing is changing one language into another in a sentence without changing its meaning. Code mixing is the input of another language into the dominant language or enter a foreign language into the mother tongue in one language. For example, they were inserting English when speaking Indonesian. These 'slices' of other languages are often words but can also be phrases from a generic to local perspective or larger units.

b. Types of Code-Mixing

Code-mixing is divided into three types, according to Muysken's explanation:⁴⁹

Muysken revealed that code-mixing is divided into three main types: the first type is insertion (words), the second type is alternation (clauses), and the last type is congruent, and the most generic variant of code-mixing that occurs in citizens is insertion code-mixing. In conclusion, author means regarding insertion is the insertion of material (lexical items or all constituents) according to one language into the structure of another language. Alternation means alternation between systems according to language or at the level of clause. The last is

⁴⁷ I.N. Suandi, *Sosiolinguistik*, Graha Media, 2014.

⁴⁸ Saldi Ady Saleh, "An Analysis of Code Mixing Used by Teachers of Zarindah House of Learning in a Teaching-Learning Process," *Occupational Medicine* (ALAUDDIN STATE ISLAMIC UNIVERSITY MAKASSAR, 2017).

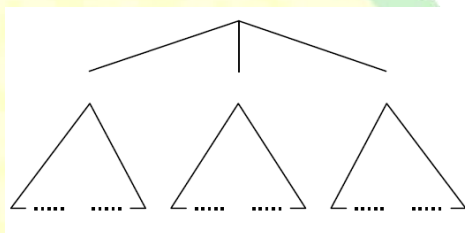
⁴⁹ SHANA POPLACK and JAMES A. WALKER, "Pieter Muysken, Bilingual Speech: A Typology of Code-Mixing." Cambridge: Cambridge University Press, 2000. Pp. Xvi+306.," *Journal of Linguistics* 39, no. 3 (2003): 678–83, <https://doi.org/10.1017/s0022226703272297>.

lexicalization of material Congruent according to the different lexical inventory to vocabulary and grammatical structures.

1) **Insertion (word or phrase)**

is the insertion of words from one language to another.

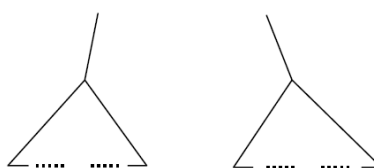
Figures 2.1



In this type, a constituent B (the same B-word from the language) is included with the definition of the structure A by the language. Example "I feel **cantik** every day" (the word **cantik** is **beautiful** (English) is among Indonesian in this category).

2) **Alternation (clause)** is a structure and language that changes.

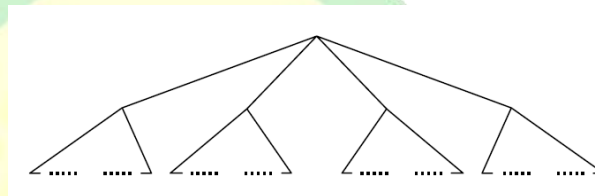
Figures 2.2



Constituent A is followed by constituent B, and it is NOT determined which constituent between A and B dominates. Example "I **take this one**, karena ini sangat cantik sekali" is the influence of the regional language in the use of the language.

3) **Congruent lexicalization** is the material classicization of different lexical investments into a typical lexical structure

Figures 2.3



In this case, there is almost no change in either words, phrases, or clauses. Changes occur only because of the influence of regional languages in it. For example, " **software** lu buat **convert file** mp4 jadi mp3 udah **expired**"
From these data, it refers to the situation of two languages sharing grammatical structures (Muysken).

c. **The Function of Code-Mixing**

According to Hoffman, there are several functions of people doing language mixing. The functions are:

1) **Talking about specific topics**

Code-mixing makes people feel free and comfortable when talking. Therefore, people often mix their languages, from one language to another. Example: *Bekasi! kamu memang sangat **hot*** (Chairani)

In this model, the speaker describes the Bekasi weather using the English word '**hot**.' Speakers may feel comfortable conveying English messages rather than Indonesian.

2) Being emphatic about something

Code-mixing can convey the feeling of a message in a foreign language mix. People feel more powerful when they speak their mother tongue because they master that language.

Example: Indonesian – English

“*Gimana sih si K, kerjanya nggak professional. Aku sudah korban banyak but I get nothing malah sakit hati.* (I do not understand K. Her work is not professional. I've done many things, but I get nothing, and my hurt hurts.”

(Apriana)

In this model, speakers are generally master using Indonesian. Then, the speaker changes their language to English to express his empathy for someone. Therefore, the speaker may be more comfortable expressing his anger in English than in Indonesian.

3) Interjection (insert sentence filler or sentence connector)

An interjection is a sentence show an expression (emotion or wanting to get attention). In this case, the word of interjection language has no value or no morals.

For example: **Hey! Look! Healthy!** Etc.

Standard: Indonesian - English

“*Dompetku ketinggalan di taksi! Shitt!*”

The speaker expresses his emotions using the English term unlucky from the model above.

4) Repetition is used for clarification

Conveying messages to clarify or present messages so listeners can get the meaning of messages is used by people who speak two languages.

Example: Indonesian - English

“Li, aku kok miss him ya? Nggak papa ya? kalo aku sms dia, is that ok?”

Soalnya dia kan iceberg banget.”

In this model, the speaker expresses the Indonesian expression, "*nggak papa ya?*" Then, the speaker repeats the same message in the English phrase, "**Is that OK?**" Therefore, the speaker can clarify or emphasize his message.

5) Expressing the identity of the group

This function can express a specific group or community so that the way one group communicates with another can be different.

Example: Indonesian - English Morning

“Morning *Li. Mau nanya nih, kita masuk kapan? Silent weeknya kapan?*

And final kapan? Thank U very much.” (Apriana, 2006: 49).

The speaker uses Indonesian and English in the message from the model above. The speaker can explain that he is an academic person. Therefore, the speaker may use code-mixing to describe his ability in language English.

P O N O R O G O

6) Intention to clarify the content of speech versus speaking

People using two bilingual languages can cause code-mixing evenly in society. Code mixing is also used for clear writing so that listeners can reach it.

Example: Indonesian - English

*“Tolong bawain buku cara nulis proposal, Mau ta’ **copy**. **Thanks banget.**”*

(Apriana, 2006: 49).

In this model, the meaning of '**copy**' is photocopying. In this message, the speaker would like to clarify that he would like to request a photocopy of the book. Using the English term '**copy**,' the speaker hopes that the listener will understand that he does not want to rewrite the text but photocopy it.

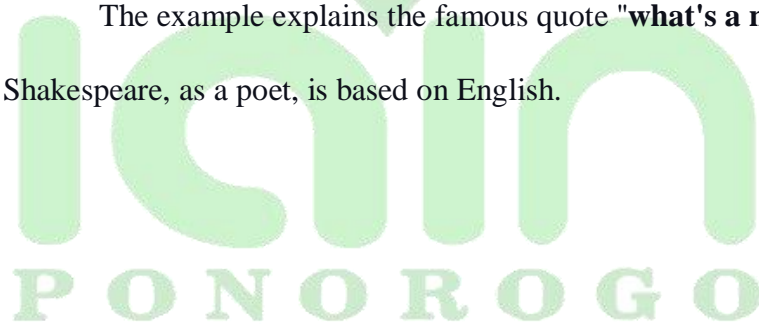
7) Quoting other people

When someone speaks quoting someone's terms, famous phrases, proverbs, or the words of some famous figures, it can be repeated and said in its entirety in the original language or mother tongue.

Example: Indonesian – English

*“Saya lupa siapa namanya, **What is a name?**” (Apriana, 2006: 49).*

The example explains the famous quote "**what's a name?**" Shakespeare, as a poet, is based on English.



B. Previous Research Findings

In this previous study, the researcher will confirm previous research conducted by other researchers before as follow;

The first thesis takes previous research with the title "Code-Mixing in Students Whatsapp (WA) Chat at Eight Semesters of English Study Program at State Islamic of University Raden Intan Lampung" by Hany Hairennisa. This research uses descriptive qualitative, which aims to find out the types of code-mixing, as well as what factors are the causes of the use of code-mixing. In this research, it can be concluded that there are six types of code-mixing in the use of WhatsApp at eight semesters of study English Department at State Islamic University, Raden Intan Lampung. Those types are insertion, phrase insertion, baster insertion, repetition insertion, idiom insertion, clause, and factors that cause users to use code-mixing are empathy factors and make words or communication clearer, and can't find the right words.⁵⁰ The difference between Hanny Haerinnisa and this study was they analyzed the types of code-mixing and what factors are the causes of the use of code-mixing. The similarities are this both use qualitative methods.

The second thesis take previous research with the title "Analysis of Code-Mixing in Social Media the Work of English Department Students IAIN Palopo" by Alisa Raksang. This research uses qualitative descriptive to know the types of code-mixing and the reasons for using code-mixing. The conclusion of this study is that there are two types of code-mixing, namely insertion and alternation, and the factors of using code-mixing are roles and relationships, intrinsic message factors, language attitudes, dominance, and security.⁵¹ The

⁵⁰ Hany Hairennisa, 'Code Mixing in Students' WhatsApp (WA) Chat at Eight Semester of English Study Program at State Islamic of University' (STAIN Raden Intan Lampung, 2018).

⁵¹ Alisa Raksang, "The Analysis of Code-Mixing in Social Media Produced by Students of English Department of IAIN Palopo," *IAIN Palopo* (IAIN Palopo, 2019).

difference between Alisa Raksang and this study was they analyzed the types of color mixing and what factors are the causes of the use of code-mixing. The similarities are this both use qualitative methods.

The third thesis take previous research with the title "Code Mixing found in the Novel Tell Me Your Dreams" by Barokatus Salamah". This research describes to know the types of code mixing used in the novel "Tell Me Your Dreams" and the function of code mixing in the novel Tell Me Your Dreams. In this research, the researcher applied library research and content analysis method to analyze the data. Besides, the researcher used a descriptive qualitative approach which was done by classifying and analyzing those objects. After collecting the data, the data were classified based on the types of codemixing. There were inner code mixing and outer code mixing. There are five functions of code mixing, namely: reiteration, interjection, quotation, a specific of function of opponent and content of qualify message. Through the analysis of the novel, it was found 49 data of code mixing. There were two types of code mixing, inner code mixing, and outer code mixing. There was 4 classifications Inner code mixing, classified 3 interjections inner code mixing and 1 content of qualify of message inner code mixing. While outer code mixing there was found 45 outer code mixing which then divided into 18 reiteration of outer code mixing, 11 interjections of outer code mixing, 6 a specific function of opponent of outer code mixing and 10 content of qualify of message of outer code mixing.⁵²

The forth thesis take previous research with the title "Code Switching and Code Mixing Used by Expert in Concert of Rising Star Indonesia on RCTI", by Ratna Puji Astutik. The aims of this research are to describe the types and the functions of Code Switching and Code Mixing used by Millane Fernandez as an expert in Rising Star Indonesia on RCTI The researcher used descriptive qualitative method. The researcher applied documentation as the

⁵² Barokatus Salamah, 'Code Mixing found in the Novel Tell Me Your Dreams'. IAIN Ponorogo (2017)

way to collect the data. Then, technique of data analysis that used was data reduction, data display, and drawing conclusion/ verification. The finding showed that the types of code switching that was used by expert of Rising star Indonesia "Millane Fernandez" were 39 utterances of intra- sentential switching, 20 utterances of inter-sentential switching, and only an utterance of emblematic switching. Then, the types of code mixing used by her were 89 utterances of intra-sentential mixing and 33 utterances of intra lexical mixing. Meanwhile, the functions of code switching that used by Millane Fernandez were 19 utterances of expressing solidarity, 10 utterances of topic switch, 21 utterances of covering inability in speaking a certain language, 8 utterances of reducing and avoiding face, and an utterance of making amusing situation by using humor. Whereas the functions of code mixing that used by her were 49 utterances of lexical need, 59 utterances of incompetence, and 6 utterances of expressing self emotion. In conclusion, there are 3 types of code switching and 2 types of code mixing used by Millane Fernandez. Meanwhile the functions of code switching that used by her are expressing solidarity, topic switch, covering inability in speaking a certain language, reducing and avoiding face, and making amusing situation by using humor. And the functions of code mixing are lexical need, incompetence, and expressing self's emotion.⁵³

The fifth thesis take previous research with the title "Code Mixing Used by Bilingual Teachers in Classroom Interaction (Case Study in SMPN 2 Ponorogo)" by Ulfatul Masruroh. This study uses qualitative descriptive research with documentation method. The aim of this study is to know the form of code-mixing and the form of code-mixing. The results of the research there were six forms of code mixing used by bilingual teachers, they were 34 bilingual teacher's utterances that insertion of words, 16 bilingual teacher's utterances that insertion of phrases, 18 bilingual teacher's utterances that insertion of hybrids, only one bilingual teacher's utterances that insertion of word reduplication, 4 bilingual teacher's

⁵³ Ratna Puji Astutik. Code Switching and Code Mixing Used by Expert in the Concert of Rising Star Indonesia on RCTI. IAIN Ponorogo. 2018.

utterances that insertion of idioms, and 12 bilingual teacher's utterances that insertion of clause. Formally, the purpose of using code mixing were to showed their need felling motive by lexical need, to asserting their status, pride, and power on their educational status, in order to being more informative, and the last to making joke.⁵⁴



⁵⁴ Masruroh, Ulfatul. Code Mixing Used By Bilingual Teachers in Classroom Interaction (Case Study in SMPN 2 Ponorogo). IAIN ponorogo. 2016

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, researcher's role, research setting, data source, data collection technique, data analysis technique, findings' validity, and research procedure.

A. Research Approach and Design

The researcher used descriptive qualitative because it is seen from the problems and objectives of this research. Qualitative research is an analytical process to understand social or human problems, according to descriptions and detailed information, and is carried out in a naturally structured process, according to Creswell. This research used this method because the researcher wants to describe the phenomena contained in the use of code-mixing in WhatsApp groups: interaction between lecturer and students of the English Department of IAIN Ponorogo, which is the subject of research. The researcher obtain data by searching and reading and analyzing (learning) what is obtained in the research subject of the researcher. After obtaining the data, the researcher analyzed the data by describing the types of code-mixing and the functions for the used of code-mixing in the WhatsApp groups of the English Department of IAIN Ponorogo.⁵⁵

B. Researcher's Role

The researcher acts as an instrument in this study because the researcher made observations and collects data related to code-mixing in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo, by collecting data in the form of types of code-mixing and the functions for using code-mixing.

⁵⁵ John Cresswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* 3rd Edition (London:2009), p. 13.

C. Research Setting

In this study, the researcher chose the WhatsApp groups: interactions between lecturers and students majoring in English of IAIN Ponorogo in the academic year 2020-2021, as the object of research. This research is located on Pramuka Street No. 156, Ronowijayan Siman District.

D. Data And Data Collection Technique

This section discusses data source, data collection technique, and data analysis technique.

1. Data Source

Data sources are information that is available either by people, things, or places, so researcher can get references or assistance from these sources. The data source is information, according to Arikunto (2016:129). This data collection starts from January to December, a total of two semesters, there are semesters 6th and 7th of the English Department in the academic year 2020-2021. The sample in this study was 3 lecturers and 27 students. The researcher took the data by screenshotting the chat in the WhatsApp groups. The groups that took data in this study were *Business English*, *Public Speaking*, and *Research on English Language Teaching*.

2. Data Collection Technique

In this study, researcher collected data by means of technical documentaries. Documentation is used to provide evidence in scientific research, which aims to obtain an overview of the primary data that is appropriate in this study. In this study, the researcher took steps to retrieve data by selecting WhatsApp, searching and finding code-mixing on

WhatsApp, and reading some theories from several sources; after that, the researcher analyzed and then concluded.

3. Data Analysis Technique

The researcher used a qualitative data analysis technique, for this research. Analyzing the data is done after all the data is collected. In this study, researcher need to search for data systematically and organize data in order to better understand their data or even interpret it for others. Data analysis involves several things, such as looking for patterns from the smallest to the largest and deciding the results to be conveyed to others; (Bogdan and Biklen, 1998:157).

In this study, the researcher used several steps, the steps are:

- a. First, the researcher analyzed the types and the function of code-mixing. On types of code-mixing, the researcher uses Musyken's theory in insertion, alternation, and congruent lexicalization.
- b. Second, the researcher made a table to classify the data from the three classes taken from the WhatsApp groups. In the process of displaying the data, the researcher classified the classifications of code-mixing and then displayed the data in the table as follows:

Table 3.1 Table of Data Analysis

No.	Group	Data	Types
1.	Public Relation	Teman-teman saya minta membuat link GM untuk kelas	Insertion

- c. Then, after the researcher analyzed the types of code-mixing. The researcher uses Sudijono's formula to calculate the percentage of the number of code-mixing types and the functions.

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Number of cases⁵⁶

- d. Next, the researcher concludes the types of code-mixing and the functions for using code-mixing

E. Checking Validity of Finding

In this study, the researcher confirmed the validity of the data by checking several components:

1. Intense observation

The researcher finds the elements that are in accordance with the problem through earnest observation. The researcher analyzed the reasons for using code-mixing in the WhatsApp groups: interactions between lecturers and students of IAIN Ponorogo, as well as studying and understanding the data to find valid data.

⁵⁶ Anas Sudijono, Pengantar Statistik Pendidikan. (Jakarta: PT Raja Grafindo Persada, 2006), p. 43

2. Triangulation

Data sources that are cross-checked to check and determine the accuracy of the data are referred to as triangulation. This method is a valid validity method because it facilitates data validation by means of cross-data from two or more sources. According to Denzin, there are four types of Triangulation: data triangulation (time, space, people), investigator triangulation (multiple researchers), theory triangulation (more than one person), and method triangulation (using several methods, such as observations and documents.⁵⁷

The researcher used the fourth type of triangulation because it involves documentary techniques. Triangulation is used first to convey the fact that you need more than one source of information on the social sciences.⁵⁸ This time, this researcher uses this method for " an analysis of code-mixing in WhatsApp groups: interaction between lecturers and students of English Department of IAIN Ponorogo."

F. Research Procedures

To conduct research, researcher have several mechanisms as follows:

1. Planning

This procedure includes the preparation of a research plan, selecting research settings, such as schools and classrooms as objects of observation, preparing instruments that support the validity of the data, and other related mechanisms using research ethics.

2. Data analysis procedure

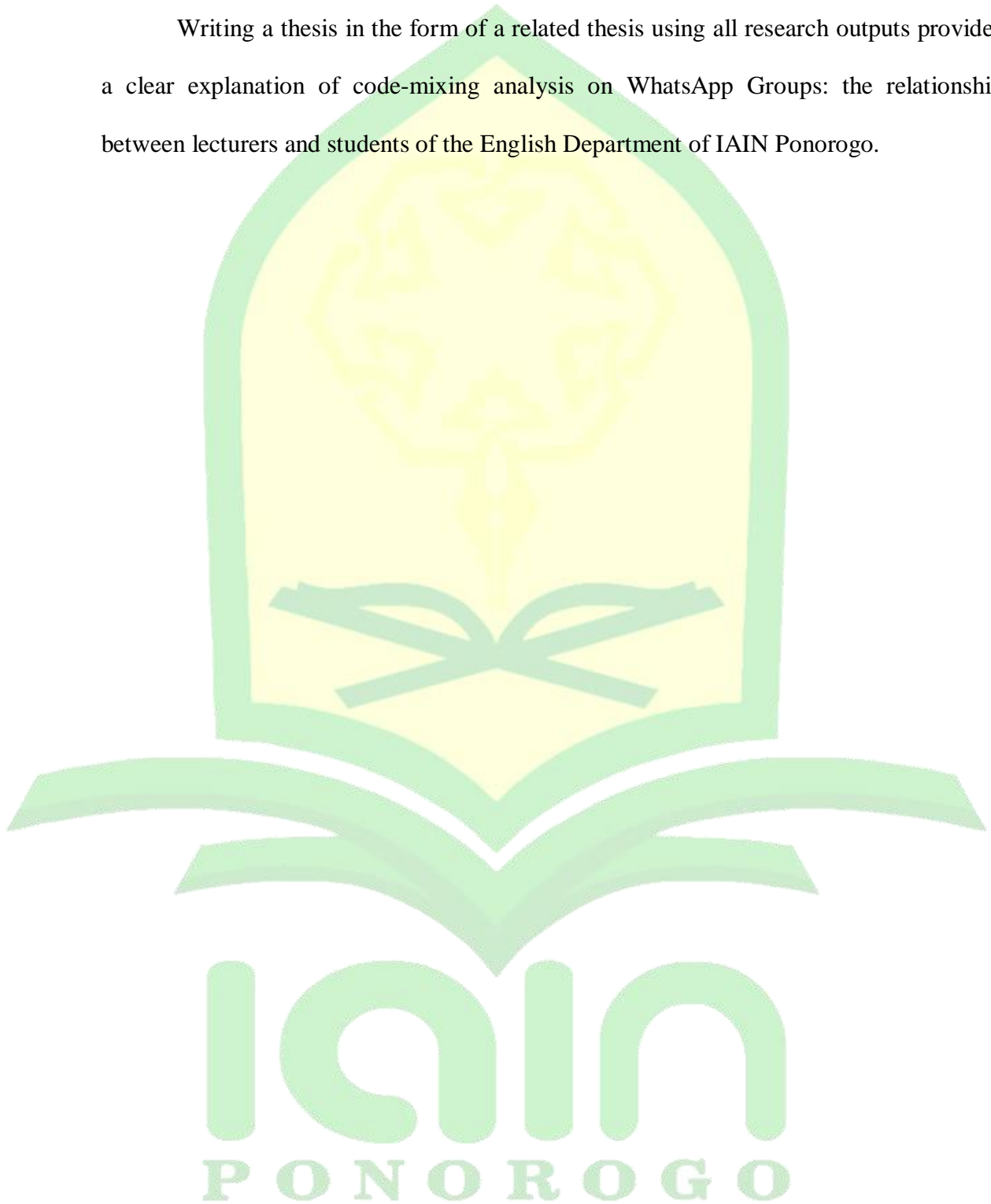
Among them are analyzing data, observing students in the learning process, analyzing code-mixing applied during learning, and other types of receiving data.

⁵⁷ Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, (2006).

⁵⁸ Robert c. Bodgan, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition* (United of America: sari knop bklen, 2007), 115.

3. Research report

Writing a thesis in the form of a related thesis using all research outputs provides a clear explanation of code-mixing analysis on WhatsApp Groups: the relationship between lecturers and students of the English Department of IAIN Ponorogo.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research and data analysis findings qualitatively on the aspects of types of code-mixing and the reason used code-mixing in WhatsApp groups: interaction between lecturers and students of English department of IAIN Ponorogo.

A. Findings

In this chapter, the researcher classifies the data according to the type of code-mixing. The data is obtained based on 3 class groups on WhatsApp. Researcher found code-mixing in various styles and functions for using code-mixing. For the kind of code-mixing obtained from the data, the researcher analyzes data using Musyken's theory, such as insertion code-mixing, alternation, and congruent lexicalization. Meanwhile, for the functions of code-mixing, the researcher uses the idea of Hoffman, the functions are: talking about a specific topic, being empathic, interjection, repeating, expressing the identity of groups, identifying to clarify the content, and quoting other people.

In analyzing code-mixing, the researcher used the table to know the percentage and dominant types of code-mixing used in WhatsApp groups: interaction between lecturers and students of the English department of IAIN Ponorogo.

1. The types of code-mixing in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo.

Based on table 4.1, the researcher finds that there are 42 utterances in WhatsApp Groups. The researchers found 26 data (70,2%) in the *Research on English language teaching* (ROELT) group. In the second class, namely *Business English*, the researchers found 2 data (5,4 %), while in the last group, *Public*

Relations class, it has 9 data (24,3%). To make it clear, the researcher used the table to know the result, as below:

Table. 4.1
The Types of Code-Mixing from WhatsApp Groups Class

No	WhatsApp Groups	Types of code-mixing	Frequency	Percentage
1	Business English	Insertion	2	5,4 %
Total			2	5,4 %
2	Public Relation	Insertion	6	16,2 %
		Congruent lexicalization	3	8,1 %
Total			9	24,3 %
3	Research on	Insertion	18	48,6 %
	English Language	Alternation	1	2,7 %
	Teaching	Congruent lexicalization	7	18,9 %
Total			26	70,2 %
TOTAL DATA OF CODE-MIXING TYPES			37	100 %

2. The dominant types of code-mixing in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo.

Based on the observations on the WhatsApp groups, the researchers found 18 insertion data, 1 alternation data, and 7 congruent lexicalization data in the *Research on English language teaching* (ROELT) group. In the second class, namely *Business English*, there are 2 data insertions, while the last *Public Relations* class group has 6 data insertions and 3 data congruent lexicalization. It can be concluded that there are 26 insertion data (70,2 %), 1 alternation data (5,4

%), and 10 congruent lexicalization data (27 %) in the three classes in the WhatsApp group. To make it clear, the researcher used the table to know the result, as below:

Table. 4.2

The Dominant Types of Code-Mixing from WhatsApp Groups Class

No	Types of Code-Mixing	Frequency	Percentage
1	Insertion	26	70,2 %
2	Alternation	1	5,4 %
3	Congruent Lexicalization	10	27 %
Total		37	100 %

From the output of the analysis using Musyken's theory in classifying the types of code-mixing & the percentage is calculated using the formula proposed by Sudijono's, Researcher concluded that the most types of code-mixing in WhatsApp Groups are Insertion, the second type is Congruent Lexicalization, and the last is an alternation based on code-mixing.

3. The functions of code-mixing in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo.

Based on the observations on the WhatsApp groups, the researchers found 3 data in the *function by Hoffman's theory*. The first *function is talking about specific topics* there are 6 data (50 %). In the second function, namely, *be emphatic about something*, there are 1 data (8,3 %), while the last *function is expressing the identity of the group*, there are 5 data (41,6 %). To make it clear, the researcher used the table to know the result, as below:

Table. 4.3

The Functions of Code-Mixing from WhatsApp Groups Class

No	Types of Code-Mixing	Frequency	Percentage
1	Talking about specific topic	6	50 %
2	Be emphatic	1	8.3 %
3	Interjection	0	0 %
4	Repetition	0	0 %
5	Expressing the identify of group	5	41.6 %
6	Intention to clarify	0	0 %
7	Quoting other people	0	0 %
Total		12	100 %

From the output of the analysis using Hoffman's theory in classifying the functions of code-mixing & the percentage is calculated using the formula proposed by Sudijono's, Researcher concluded that the most functions used in code-mixing on WhatsApp Groups is *talking about a specific topic*.

B. Discussion

In this part, the researcher explained all the data that have been found in the teaching-learning process on WhatsApp groups by using Myusken's theory about the three types of code-mixing. The three types of code-mixing were insertion, alternation, and congruent lexicalization. The researcher also explained the function of the lecturers and students using code-mixing in the teaching-learning process on WhatsApp groups. Each of the data findings is discussed in the following detailed data analysis.

1. The types of code-mixing in WhatsApp groups: interaction between lecturers and students of the English Department of IAIN Ponorogo.

According to the data found, there are 3 types of code-mixing by Myusken. They were insertion, alternation, and congruent lexicalization. Each of the data findings is discussed in the following detailed data analysis.

a. Insertion

Insertion occurs when speakers insert word elements, both local dialects, and foreign languages, in their speech. In this research, the researcher finds 26 data (70,2%) data of each group. It consists of 3 data insertions from the *Business English* group, 3 data insertions from the *Public Relation* group, and 19 data insertions from *Research on English Language Teaching (ROELT)* group.

1) Business English Group

In this group, the researcher finds 2 data insertions (5.4 %). The examples will be explained as follows:

- a) *Student: Mohon maaf sebelumnya Miss, mau bertanya tentang tugas pertemuan ke 5. Yang di buat **summary** itu apakah video presentasi dari kelompok 1 Miss?*

Murid: "Sorry in advance, Miss, I want to ask about the task of the 5th meeting. What was made in summary was the presentation video from the 1st group, Miss?"

In this insertion type, it could be analyzed that data (a), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "**summary**" in utterance. The word "**summary**" is a noun in English. The word "summary" in a sentence (a) also means a student asking the lecturer about making a summary of the presentation video.

b) *Student: Mohon maaf bu kami masih terkendala **upload summary** dan video nya*

Murid: "Sorry, ma'am, we still have problems uploading the summary and the video"

In this insertion type, it could be analyzed that data (b), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "**upload summary**" in utterance. The word " **upload summary** " is a noun phrase in English. The word "**upload summary**" in a sentence (b) also means a student apologizes to the lecturer because there were problems uploading summary and video presentations.

2) **Public Relation Group**

In this group, the researcher finds 6 data insertions (16.2 %). The examples will be explained as follows:

a) *Student: Mohon maaf Miss mau bertanya, ini maksudnya **submit** tugas masih sesuai jadwal begitu Miss*

Murid: "Sorry, Miss, I want to ask; this means submitting assignments is still on schedule, Miss."

In this insertion type, it could be analyzed that data (a), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "**submit**" in utterance. The word "**submit**" is a verb in English that means put before or refers to judgment or consideration. The word "**submit**" in a sentence (a) also means the student asks the lecturer about submitting assignments and whether it is following the predetermined schedule.

- b) *Student: Assalamu 'alaikum teman-teman, mohon nama grup di **replace** ya*
Murid: "Assalamu'alaikum friends, please replace the group name"

In this insertion type, it could be analyzed that data (b), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "**replace**" in utterance. The word "**replace**" is a verb in English that means put before or refers to judgment or consideration. The word "**replace**" in a sentence (b) also means the lecturer asked the students to change the group name.

- c) *Lecturer: Jadi dengan olahraga, kita bisa **boost** hormon endorfin kita (hormone bahagia)*
Dosen: "So, with exercise, we can boost our endorphins (happy hormones)"

In this insertion type, it could be analyzed that data (c), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word **"boost"** in utterance. The word **"boost"** is a verb in English that help or encourage something to improve increase. The word **"boost"** in a sentence (c) also means the lecturer gives advice to students in a class for doing exercise.

- d) *Lecturer*” *Teman-teman jangan lupa nanti jam ke 3 langsung **access** materi di EL*

Dosen: “Friends, don't forget that at the 3rd hour, you will directly access the material on EL”

In this insertion type, it could be analyzed that data (d), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is

Indonesian language and the speaker inserted the English word **"access"** in utterance. The word **"access"** is a verb in English that means put before or refers to judgment or consideration. The word **"access"** in sentence (d) also means the lecturer reminds students to access material at 3 o'clock.

e) *Lecturer: Materi belum sempat saya buka keburu off*

Murid: "I haven't had time to open the material; it's off"

In this insertion type, it could be analyzed that data (e), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "*off*" in utterance. The word "*off*" is an adjective in English. The word "*off*" in a sentence (e) also means the lecturer explained that he had not had time to access the material because the electricity went out and her cellphone was low.

3) **Research on English Language Teaching**

In this group, the researcher finds 18 data insertions (48,6 %). The examples will be explained as follows:

a) *Lecturer: Minggu ini kalian sudah harus selesai **introduction**. Silakan mulai proses ambil data.*

Dosen: "This week you have to finish introductions. Please start the process of fetching data"

In this insertion type, it could be analyzed that data (a), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "*introduction*" in utterance. The word "*introduction*" is a noun in English.

The word **"introduction"** in a sentence (a) also means the lecturer provides directions for completing the introduction and extends the data collection process.

- b) *Lecturer: Jangan suka **ghosting** ya. Saya jadi korban ghostingnya Nabilal*
Dosen: "Don't do ghosting. I'm the victim of Nabilal's ghosting"

In this insertion type, it could be analyzed that data (b), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word **"ghosting"** in utterance. The word **"ghosting"** is a noun in English. The word **"ghosting"** in a sentence (b) also means the lecturer asks his students to do the final assignment without missing and not submitting assignments.

- c) *Lecturer: Jadi, untuk minggu ini diselesaikan sampai **conclusion**.*

Dosen: "So, for this week, it is completed to the conclusion"

In this insertion type, it could be analyzed that data (c), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word **"conclusion"** in utterance. The word **"conclusion"** is a noun in English. The word **"conclusion"** in a sentence (c) also means the lecturer gave an order to complete the closing part this week.

d) *Lecturer: Teman teman atas keterlambatan waktunya, ini **quiz** ROELT*

Murid: "Friends, for the delay, this is a ROELT quiz"

In this insertion type, it could be analyzed that data (d), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "**quiz**" in utterance. The word "**quiz**" is a noun in English. The word "**quiz**" in a sentence (d) also means the student gives an assignment to his friends as a quiz.

e) *Lecturer: Kalau perubahan **accent**, kamu bisa memakai accent interference*

Murid: "If you change your accent, you can use interference accents"

In this insertion type, it could be analyzed that data (e), and there are English words that insert into Indonesian sentences. The Indonesian language is the main code in the sentence. The dominant language that the speaker used is Indonesian language and the speaker inserted the English word "**accent**" in utterance. The word "**accent**" is a noun in English. The word "**accent**" in a sentence (e) also means the lecturer advises students to use accent interference when looking for accent changes.

b. Alternation

Alternation occurs at the level of clause. In this research, the researcher finds 1 data (5.4 %) data only in *Research on English language teaching* (ROELT) group.

1) *Research on English language teaching group*

In this group, the researcher finds 1 data (5.4 %). The examples will be explained as follows:

- a) *Lecturer: I love exercise, biasanya saya yoga atau zumba.*

Dosen: "I love exercise; usually, I do yoga or Zumba"

In this alternation type, it could be analyzed that data (a), there is a clause in English, it can be shown that there is an independent clause in the English language such as "*I love exercise*". The data (a) also means the lecturer advises students when asked how to get rid of tiredness when teaching online.

c. Congruent Lexicalization

Congruent Lexicalization is the type of code-mixing which occurs when there more than one word or phrase in a single sentence. In this case, two or more English languages are inserted into each Indonesian language sentence. In this research, the researcher finds 10 data (27%) data of each group. It consists of 3 data Congruent Lexicalization from the *public relation* group, and 7 data Congruent Lexicalization from *Research on English language teaching* (ROELT) group.

1) Public Relation Group

In this group, the researcher finds 3 data Congruent Lexicalization (8.1%).

The examples will be explained as follows:

a) *Lecturer: Saya minta SS **virtual attendance** seperti biasa dengan menampilkan **screen** dari EL di pertemuan 11, mohon ketua kelas mengkoordinir*

Dosen: "I asked for SS virtual attendance as usual by showing the screen of Dr. EL at the 11th meeting; please ask the class leader to coordinate"

In this Congruent Lexicalization type, it could be analyzed that data (a), and there are two English words such as "**virtual attendance**" and "**screen**". In this case, two or more English languages are inserted into each Indonesian language sentence. The word "**virtual attendance**" is an adjective phrase in English and the word "**screen**" is a noun in English. The data (a) also the lecturer asked the students to provide screenshots of virtual attendance or attendance for anyone present at the 11th meeting, and the lecturer asked the class leader to coordinate.

b) *Student: mohon maaf bu, belum bisa **log in** elearning, jaringannya masih **trouble** disini*

Murid: "I'm sorry, ma'am, I can't log in to e-learning; the network is still having trouble here"

In this Congruent Lexicalization type, it could be analyzed that data (b), and there are two English words such as **“log in”** and **“trouble”**. In this case, two or more English languages are inserted into each Indonesian language sentence. The word **“login”** is a verb in English and the word **“trouble”** is a noun in English. The data (b) also means the students apologize to the lecturer because they can't join or enter e-learning due to network problems

c) *Lecturer: Nanti kalou pake **Blue botton** takut tidak **support** seperti kemarin*

Dosen: “Later, if you use the Blue button, I'm afraid it won't support like yesterday”

In this Congruent Lexicalization type, it could be analyzed that data (c), and there are two English words such as **“blue button”** and **“support”**. In this case, two or more English languages are inserted into each Indonesian language sentence. The word **“blue button”** is an adjective phrase in English and the word **“support”** is a verb in English. The data (c) also means the lecture doesn't recommend using the blue button like yesterday; afraid the application doesn't support teaching and learning processes.



2) Research on English language Teaching

In this group, the researcher finds 7 data (18.9 %). The examples will be explained as follows:

a) *Lecturer: Minggu ini silakan mulai menuliskan **introduction** dan **method** nya.*

Dosen: "This week, please start writing the introduction and method"

In this Congruent Lexicalization type, it could be analyzed that data (a), and there are two English words such as "**introduction**" and "**method**". In this case, two or more English languages are inserted into each Indonesian language sentence. The word "**introduction**" is an adjective-noun in English and the word "**method**" is a noun in English. The data (a) also means the lecturer gave directions to start writing the chapter 1 section and the method number.

b) *Lecturer: Tetapi dalam **findings**, yang ditulis kalimat nya, bukan **screenshot** an nya.*

Dosen: "But in the findings, the sentence is written, not the screenshot"

In this Congruent Lexicalization type, it could be analyzed that data (b), and there are two English words such as "**finding**" and "**screenshot**". In this case, two or more English languages are inserted into each Indonesian language sentence. The word "**finding**" is a noun in English and the word "**screenshot**" is a noun in English. The data (b) also means the lecturer explained that the sentence was not a screenshot in finding what was written.

c) *Student: Miss berarti **thesis** (roelt) dan **article** (socio) ini dengan judul yg sama miss?*

Murid: “Miss, you could say this thesis (roelt) and article (socio) have the same title, miss?”

In this Congruent Lexicalization type, it could be analyzed that data (c), and there are two English words such as “**thesis**” and “**article**”. In this case, two or more English languages are inserted into each Indonesian language sentence. The word “**thesis**” is a noun in English and the word “**article**” is a noun in English. The (c) also means the students asked the title used for making articles and thesis the same.

d) *Lecturer: Bagi yang minggu depan sudah selesai, bisa **submit** dan akan saya cek untuk **plagiarism** nya.*

Dosen: “For those who have finished it next week, you can submit it, and I will check it for plagiarism”

In this Congruent Lexicalization type, it could be analyzed that data (d), and there are two English words such as “**submit**” and “**plagiarism**”. In this case, two or more English languages are inserted into each Indonesian language sentence. The word “**submit**” is an verb in English and the word “**plagiarism**” is a noun in English. The data (d) also means the lecture explained that for those who have finished their assignments this week, they might be collected and rechecked.

e) *Lecturer: Untuk **screenshot** nya dijadikan **appendix** (lampiran)*

Dosen: “For the screenshot, use it as an appendix”

In this Congruent Lexicalization type, it could be analyzed that data (e), and there are two English words such as “**screenshot**” and “**appendix**”. In this case, two or more English languages are inserted into each Indonesian language sentence. The word “**screenshot**” is a noun in English and the word “**appendix**” is a noun in English. The data (e) also means the lecturer explains that screenshots are only used as attachments.

2. The Functions of Code-Mixing Used in Whatsapp Groups: Interaction Between Lecturers and Students of The English Department of IAIN Ponorogo

Based on the observations on the WhatsApp groups, the researcher found 3 data in the *function by Hoffman's theory*. The first *function is talking about specific topics* there are 6 data (50 %). In the second function, namely, *be emphatic about something*, there are 1 data (8.3 %), while the last *function is expressing the identity of the group*, there are 5 data (41.6 %). The examples will be explained as follows:

a. Talking about a specific topic

Talking about a specific topic occurs when they are talking. That is because they feel free and comfortable using language that is not their native language.

In this function, the researcher finds 6 data (46.1 %). The examples will be explained as follows:

- 1) *Student: Mohon maaf sebelumnya Miss, mau bertanya tentang tugas pertemuan ke 5. Yang di buat **summary** itu apakah video presentasi dari kelompok 1 Miss?*
- 2) *Lecturer: Klik microphon ketika **join***
- 3) *Lecturer: Teman-teman saya minta membuat **link** GM untuk kelas*
- 4) *Student: Mohon maaf bu, belum bisa **login** elearning, jaringannya masih **trouble** disini*
- 5) *Student: Ooh iy Miss jika kami ingin menanyakan tentang artikelnya nanti **chat** pribadi atau di grup Miss*

The data (1) – (5) are still the same function because they use language that is not their native language. In data (1) the speaker uses the English word “summary” to describe a collet assignment. In data (2) the speaker uses the English word “join” to describe a rule when joining the class. In data (3) the speaker uses the English word “link” to describe the speaker asked link. In data (4) the speaker uses the English word “trouble” to describe that the speaker got a problematic network. In data (5) the speaker uses the English word “chat” to describe that contact the speaker in a private way. In these data (1) – (5) the speakers may feel comfortable conveying English messages rather than Indonesia.

b. Being emphatic about something

Be emphatic about something that occurs when they mix a foreign language in a message can convey our shared feelings towards someone. Sometimes, people who are fluent in a foreign language feel more energized when they express their feelings in a foreign language rather than in their first language. In this function, the researcher finds 1 data (8.3 %). The examples will be explained as follows:

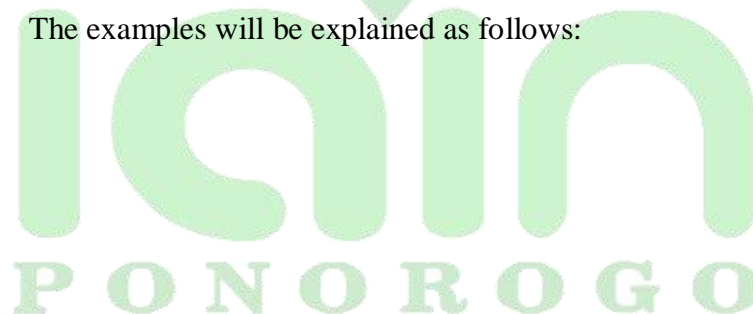
1) *Lecturer: Jangan suka **ghosting** ya, saya merasa jadi korbanya Nabila.*

In this data (1) the speakers used the word “**ghosting**” to describe speaker feelings. In this model, speakers are generally master using Indonesian. Then, the speaker changes their language to English to express his empathy for someone. Therefore, the speaker may be more comfortable expressing in English than in Indonesian.

c. Expressing the identity of the group

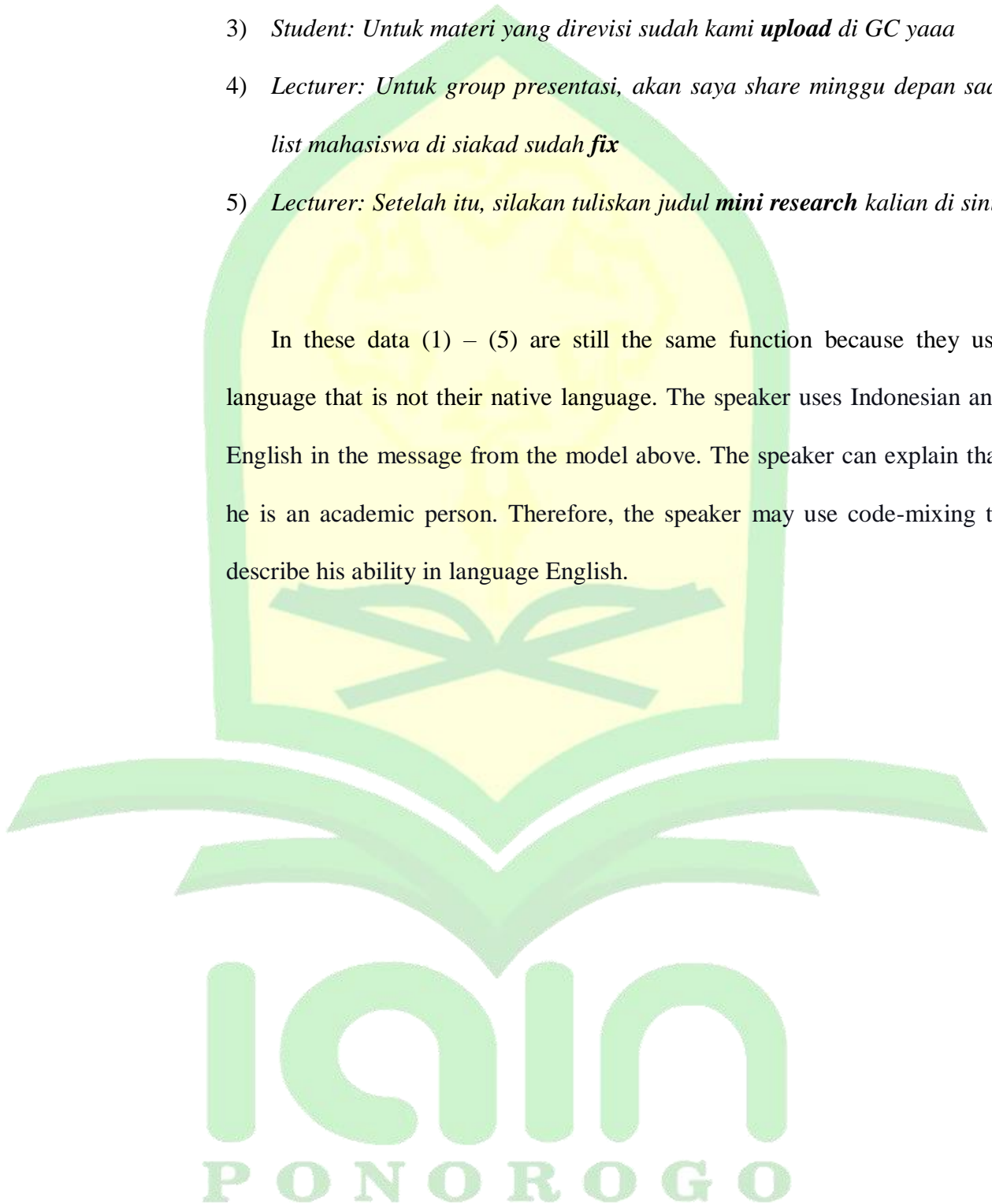
Expressing the identity of the group is also can be used to express the group's identity. Therefore, the way academics communicate is clearly out of sync with other groups. In this function, the researcher finds 5 data (41,6 %).

The examples will be explained as follows:



- 1) *Lecturer: **Next week** akan saya beri contoh seperti apa*
- 2) *Student: Teman teman atas keterlambatan waktunya, ini **quiz ROELT***
- 3) *Student: Untuk materi yang direvisi sudah kami **upload** di GC yaaa*
- 4) *Lecturer: Untuk group presentasi, akan saya share minggu depan saat list mahasiswa di siakad sudah **fix***
- 5) *Lecturer: Setelah itu, silakan tuliskan judul **mini research** kalian di sini*

In these data (1) – (5) are still the same function because they use language that is not their native language. The speaker uses Indonesian and English in the message from the model above. The speaker can explain that he is an academic person. Therefore, the speaker may use code-mixing to describe his ability in language English.



CHAPTER V

CONCLUSION

This chapter conducts the conclusion of the research and the suggestions from the researcher about the future research.

A. Conclusion

Based on the research findings and discussion of the research, the researcher found several codes mixing on WhatsApp groups: interaction between lecturer and students of English department of IAIN Ponorogo. The researcher found code-mixing in various styles and functions for using code-mixing. For the kind of code-mixing obtained from the data, the researcher analyzes data using Musyken's theory, such as insertion code-mixing, alternation, and congruent lexicalization. Meanwhile, for the functions of code-mixing, the researcher uses the idea of Hoffman, the functions are: talking about a specific topic, being empathic, interjection, repeating, expressing the identity of groups, identifying to clarify the content, and quoting other people.

The researcher finds that there are 37 utterances in WhatsApp Groups. The researchers found 26 data (70,2%) in the *Research on English language teaching (ROELT)* group. In the second class, namely *Business English*, the researchers found 2 data (5,4 %), while in the last group, *Public Relations* class, it has 9 data (24,3 %). It can be concluded that there are 26 insertion data (70,2 %), 1 alternation data (5,4 %), and 10 congruent lexicalization data (27 %) in the three classes in the WhatsApp group. The researchers concluded that the most types of code-mixing in WhatsApp Groups are Insertion, the second type is Congruent Lexicalization, and the last is an alternation based on code-mixing. The researchers found 12 data in the *function by Hoffman's theory*. The first *function is talking about specific topics* there are 6 data (50 %). In the second function, namely, *be empathic about something*, there are 1 data (8,3 %), while the last *function is*

expressing the identity of the group, there are 5 data (41,6 %). In conclusion, the most dominant types of code-mixing in WhatsApp Groups are Insertion, and the most dominant functions used in code-mixing on WhatsApp Groups is *talking about a specific topic*. Meanwhile, the first dominant group used code-mixing is *Research on English Language Teaching*, the second dominant group used code-mixing is *Public Relations*, and the last dominant group used code-mixing is *Business English*.

B. Suggestions

Based on the research findings and discussion, the researcher gives some suggestions to the students, teachers, and other researchers. For students, always try to make more frequent use of code-mixing because it can help themselves and their friends and improve their vocabulary in a language. For teachers, should practice using wisely in class. Since the use of code-mixing can help them in teaching English. Teachers must practice English more based on other languages such as Indonesian & regional languages when teaching English. That is, getting students used to using English as an auxiliary sense of communication. For further researchers who want to study code-mixing, learn code-mixing in different object situations, such as everyday dialogue, discussion boards, or films.

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