

## **Code Mixing in Female Teenagers' Daily Conversation at An English Dormitory**

**Roisatul Muttaqin Alalloh**

English Literature, Faculty of Language and Arts, Universitas Negeri Surabaya  
roisatul.19072@mhs.unesa.ac.id

### **Abstrak**

Fenomena campur kode merupakan hal yang umum terjadi, khususnya di kalangan masyarakat multibahasa. Campur kode mengacu pada penggabungan dua atau lebih bahasa di mana unsur leksikal dan gramatikal dari beberapa bahasa terjadi dalam satu kalimat. Penelitian ini membahas tentang campur kode di asrama bahasa Inggris putri di Pesantren Al-yasini Pasuruan. Tujuan dari penelitian ini adalah untuk mengklasifikasikan jenis-jenis campur kode yang digunakan dan mengungkap faktor-faktor yang menyebabkan mereka melakukan campur kode. Penelitian ini menggunakan metode kualitatif dalam pengumpulan dan pengolahan data, sedangkan dalam bentuk kata, frase, dan kalimat menjadi data penelitian. Teori Musyken mendukung pertanyaan penelitian 1, dan teori Hudson mendukung pertanyaan penelitian 2. Penelitian ini menggunakan kombinasi teknik kuesioner, observasi, dan wawancara. Ada 3 pengolahan yang dilakukan dalam analisis data, yaitu (1) mengumpulkan data dari kuesioner dan observasi non-partisipatif dalam bentuk rekaman suara (2) Mengklasifikasikan data ke dalam kategori pilihan yang disediakan, dan (3) Mengungkap data dari hasil klasifikasi dan didukung dengan data wawancara. Hasil penelitian mengungkapkan bahwa ada 124 informan yang tinggal di asrama bahasa Inggris sebagai anggota, 48 informan kurang dari satu tahun (lebih dari enam bulan), 52 informan lebih dari satu tahun, dan 24 informan lebih dari tiga tahun. Data menunjukkan bahwa ketiga kelompok informan menggunakan tiga tipe jenis campur kode: insertion, alternation approach, dan congruent lexicalization. Faktor individu dan sosial menyebabkan campur kode, dan tidak ada faktor budaya.

**Kata Kunci:** Multibahasa, Pencampuran Kode, Asrama, Percakapan

### **Abstract**

The phenomenon of code-mixing is a common occurrence, particularly among multilingual people. Code mixing refers to combining two or more languages in which lexical and grammatical elements from multiple languages occur in a single sentence. This study deals with code-mixing in the females' English dormitory at the Islamic boarding school Al-yasini Pasuruan. The objectives of this study are to classify the types of code-mixing used, and reveal the factors that cause them to do code mixing. This study used qualitative method for collecting and processing the data, while in the form of words, phrases, and sentences became the data of the study. Musyken's theory supports research question 1, and Hudson's theory supports research question 2. This study employed a combination of questionnaires, observations, and interview techniques. There were 3 processed was done in the data analysis, such as (1) collecting the data from the questionnaires and non-participatory observation in the form of voice records (2) Classifying the data into the provided categories of options, and (3) Revealing the data from the classification results and supported by the interview data. The study revealed that there were 124 informants who lived in English dormitory as members, 48 informants for less than one year (more than six months), 52 informants for more x than one year, and 24 informants for more than three years. The data shows that the three groups of informants used three types of code mixing, such as insertion, alternation approach, and congruent lexicalization type. Individual and social factors cause code-mixing, and no cultural factor exists.

**Keywords:** Multilingualism, Code-mixing, Conversation, Dormitory

## INTRODUCTION

Indonesia is a big country with a various tribes and cultures. Each tribe has a different language, such as Maduranese, Sundanese, and Javanese (Romaine, 2000). Therefore, it is unsurprising that Indonesian people become a multilingual society and they can certainly master two or more languages. English is an essential and obligatory language that is frequently used daily, when the students reach a higher level of education, they are taught not only local languages or Indonesian language, but also foreign languages, such as English. In higher education, including junior high school, senior high school, and up until college.

According to Belfast (2008), It is necessary for the Indonesian population to know English, and a chance to master multiple languages from the earliest levels of education. Likewise, when it comes to master a foreign language, children with a relatively high level of education have an excellent opportunity. That is important for the Indonesian population to know and acquire English from the earliest levels of education.

Code mixing occurs when a speaker combines their language with foreign words, phrases, or sentences. This phenomenon of code-mixing can be found in various places, especially in education. The students who reside in an English-speaking dormitory are required to speak English 24 hours a day, because it has become a dormitory rule. For instance, the English dormitory at the Islamic boarding school Al-Yasini is a dormitory that accommodates students who are willing and able to learn English under the current rules and restrictions. But, in conditions, the children are susceptible did code-mixing in their daily formal and informal communication.

Several previous studies have examined the use of code-mixing in the daily conversations at school. The title of the first previous study was Code-Switching And Code Mixing In The English Learning Process. According to the findings of this study, XI MA Khas Kempek Cirebon pupils were found code mixing in their communication during the English language learning process. They discovered that insertion, alternation, and congruent lexicalization were the most common types. In addition, the study identified three factors that contributed to do code-mixing among the students, such as conversation patterns (the influence of the first and second language), the absence of or difficulty in establishing equivalence, and the perception of being modern. Consequently, in this research demonstrates that code-mixing is acceptable, because in terms of learning and communication, they also combine languages in the classroom (Ahmad, 2018).

The second previous study was done by Ahmed in Code Mixing in Arabic conversations of college students: A Sociolinguistic study of attitudes to switching English. In this study, it was found that code-mixing

phenomenon experienced by students in Saudi Arabia who mixed two languages, such as English and Arabic, was something that became commonplace, because it happened in universities as a form of dominant trend carried out by everyone who could practice two languages. This finding also revealed that 65% said implementing code-mixing was unconscious, which was expressed naturally to them (Ahmed & Hassan, 2020).

From the explanation above, it also shown that around 61% of people believe that they do not focus on grammatical or grammatical correctness when they practice code-mixing in their conversations. However, in this study, no restrictions caused them to limit code-mixing. The use of code-mixing itself can be said to be free and very wild to be practiced. It also causes confusion and even less development due to a lack of focus on improving speaking skills in specific languages because it has become habits, which are normal in their daily communication.

Since English dormitories and course settings necessitate 24-hour use of English but fail to properly impact children to speak English, more research is needed. The researcher also emphasizes the limitations of using technology in ordinary life and social interaction, so that informants have a supportive environment to use English within twenty-four hours and there are consequences for those who did code-mixing. Despite this, they readily engage in code-mixing while enjoying the "mandatory use" rule of English in the dormitory. This will help identify how to urge English females' dormitory to avoid code-mixing in their daily conversation.

In language mixing, code mixing has some types. In this case, sociolinguistic experts have various opinions (Wibowo, 2017). First, according to Suwito, there are two types of code-mixing (Jimmy, 2019). Such as, inner code-mixing and exit code-mixing. In these two types, we can see that the speakers' first language is their mother tongue which is inserted by a foreign language from the speaker's background, making it very possible for code-mixing to occur. Meanwhile, according to other experts, Muysken (2000) said that code-mixing is divided into three types, such as Insertion (word phrase), this type of code-mixing is usually known as a borrowed word, where the new insertion is constrained in structural properties such as the basic structure or matrix. For example: Please waiting me to go to the school *yaa*. Alternation Approach, this type of code-mixing looks at the language constraints or abilities involved at the switch point, such as Indonesian English. For example : *Yes? Why se?*. The last type is congruent lexicalization (dialect), this last type of code-mixing, is a stylistic shift phenomenon in speakers, such as dialect variations or standards that arise in bilingual dialect variations. Pronunciation of this type is limited by structural

conditions that are different in bilingual and certain settings. For example : *Ayo let's go*

People who can understand and practice more than one language will certainly experience mixing languages. Those who can communicate in multiple languages have factors that lead to code-mixing. In this case, it is very commonplace and no longer an open secret. Usually, the factors that cause code-mixing are participant factors, topic factors, the purpose of the conversation, educational background factors, and social factors. (Anggraeni, 2015). Not only that, many other factors influence the occurrence of code-mixing, such as language limitations and forgetting vocabulary, so the message is conveyed clearly and understood by listeners. So code-mixing can occur accidentally, intentionally, or even forced to use another language. Based on Hudson's theory (2004), 3 factors can cause code mixing in conversations of people who can use 2 or more languages, such as social, individual, and cultural factor. Social factor can occur due to 5 aspects, such participants, topic, situation, place, and the last is setting.

The second is implementation cultural factor of code-mixing can also occur due to cultural factors, so that this code-mixing can happen because it felt that they want to show their background to the habit of using polite language to respect elders, as in the example in the Javanese environment, which still uses *kromo inggil* in their daily communication with their elders, but they also live in an English dormitory where they use English 24 hours a day. They will practice it when they are talking with an *ustadzah* or commonly called a *tutor*. The word *panjenengan* in English has translated as *you*, but when they feel that calling you is rude to say to their teacher, they will practice it in the way *It belongs to panjenengan*, *Miss*, where it should be they said was *It's yours*, *Miss*. Those culture is also a factor in the occurrence of code mixing in the daily conversations of children who live in English dormitory (Anastassiou, 2017).

Lastly is individual factors, this can occur due to two aspects: they lack or limited vocabulary, which encourages them to do code-mixing. They will use the language and mix it with their first language to ensure that the language they combine can facilitate their communication with the other person and give the other person a better understanding of what they want to convey. So, that during the period of getting used to communicating using English and collecting as much vocabulary as possible for their communication material, they will be in the phase of mixing languages for the sake of smooth and fast communication or even have to choose to be silent or look for the vocabulary they want (Novianti, 2021).

## METHOD

This study used a qualitative method which determine what types of code-mixing are frequently used,

what factors cause them to implement code-mixing in their conversations, and what future recommendations and solutions can be implemented in the English dormitory (Richie & Lewis, 2003). This study also used a qualitative approach for expressing the findings of this study, as specific statistical data are also unnecessary. The subject in this study were 124 females teenagers who lived in an English dormitory for at least six months. The form of words, phrases, and sentences got from paper questionnaires, a non-participatory direct observation, and interviewes techniques were used in collecting data and analyzing the data by Litosseliti's explanation (2010). The results of the distributed questionnaires served as one source of data, while the voice recording contained the utterances from the conversation and the data got from interviews as another source of data. The recording contained a conversation between the informants and their intercultural companion involved code-mixing. Then, the recording was transcribed, while all the results were the data for this study. Furthermore the theory of types of code mixing used in this study to analyse the implementation of type code mixing used and the theory of factors of code mixing used in this study to reveal the factors caused them did code-mixing. The data analysis technique consisted of 3 steps : collecting the data from the questionnaires and non-participatory observation in the form of voice records, classifying the data into the provided categories of options, revealing the data from the classification results and supported by the interview data, and drawing the conclusion by Miles (2014).

## FINDING AND DISCUSSION

Result and discussions presented to answer two research questions. The first research answered whether the all female teenagers did code mixing theory by Hoffman (1991), the researcher provide the analysis result with a form paper of questionnaire and non-participatory observation. In the second question, this study provided the findings of types of code mixing from a questionnaire and non-participatory observation did by the informants while using theory by Musyken (2000)

### The type of code mixing in female teenagers' English dormitory

There are two analysed processed taken from questionnaire and non-participatory observation. As discussed in the literature review, there are 3 types of code mixing, according to Muysken (2000), which are often practiced, such as insertion (word phrase), alternation approach, and congruent lexicalization (dialect). The data collected from distributing questionnaires and produces three different types of code-

mixing practiced. The following is the data from 124 informants living in English dormitory.

Table 1. Types of code-mixing implemented by informant

No	Type	Conversation
1.	Insertion (word phrase)	1. Yes, ayo let's go!! (Datum 1) 2. Wait for just moment rek (Datum 2) 3. Join po'o (Datum 3) 4. Yes wes, I am take money first yes (Datum 4) 5. Who seng wash mealbox? (Datum 5)
2.	Alternation Approach	1. Atul, sido or not buy-buy in canteen mother-mother ? (Datum 6) 2. Now ta ? (Datum 7) 3. Yes lah, when neh ? (Datum 8) 4. What-what an iki !! (Datum 9) 5. You have eat ta ? (Datum 10)
3.	Congruent Lexicalization (dialect)	1. you join o also yes! (Datum 11) 2. not wes, I am waiting you in here ae (Datum 12) 3. Move en this al-qur'an to the table yes! (Datum 13) 4. why loh, never mind, not until telat loh madin e, just moment ae kok (Datum 14) 5. There is no seng will go to mak-mak ta? (Datum 15)

According to Hoffman (1991) there are three types of code mixing, which are insertion, alternation, and congruent lexicalization. From the data found, it shows that the model words or sentences that are often used by participants indicate the type that is often applied by participants. This study found 3 types that used by female teenagers in their daily conversation.

The data shown in datum 1 to datum 5 shows the insertion of material that is intentionally or unintentionally used or mixed. It also shows the existence

of lexical items from one particular language (Javanese and Indonesian) into the structure of another language (English). For example, in datum 5, *who seng wash mealbox*, the Javanese structure was used in those sentence, the word *seng* is the lexical item from the Javanese language used in English sentences, so it seems as if the sentence structure used is a English struture, and it also applies to the data found in datum 1 to datum 5 so that the datums applies the characteristics of the insertion type.

According to Muysken (2000) the notion of insertion is to view constraints in terms of the structural properties of some basic structure or matrix. Thus, it refers to the use of words or phrases that replace words or phrases in other languages. As in the datum 1, *Yes, ayo let's go!*, it indicated that the sentence repeat the different word with the same meaning. In the datum 1 the data found lexical items that replace words from one language to another, and this is also called insertion type.

In datum 6 to datum 10 shows the use of type alternation, this datum shows that there is a change in structure from another language which involves grammar. According to Muysken, this type views that in terms of compatibility or equality of the languages involved at the transition point, it is a matter of mixing constraints that exist in this type.

So, sometimes the point in this sentence is Indonesian English. In this perspective, this type of code mixing practices the use of one language to another, which can involve grammar and lexicon. As is shown in the data in datum 6 to 10. For example in the datum 8 *yes lah, when neh?*, the data found that the sentence used was the Indonesian English, with the word *lah* and *neh* being to be in their sentences . The data found the English language while using Indonesian structures and Javanese word being *tobe* was used. It is also the case with datums 6-7 and 9-10, the data found the word *ta*, *neh*, *iki* to replace or make it easier for participants to use the *tobe* both in terms of questions. This results in grammatical involvement and language structure in presenting an English sentence that is presented using another language structure.

The last one, in datum 11 through 15 indicates the implementation of congruent lexicalization types. The datums shows the informants practicing sentences in different languages with grammatical differences, which actually can be filled lexically with elements from the two languages. For example in the datum 13, *move en this Al-qur'an to the table yes!*, the data shown that there were 2 structures such as Javanese and English, *move en this Al-qur'an is the Javanese structure*, and *to the table yes!* is the English structure, even though the sentence also includes words from other languages. The data above is a type of congruent lexicalization because there are 2 structures into 1 structure involving sentence structure and grammar.

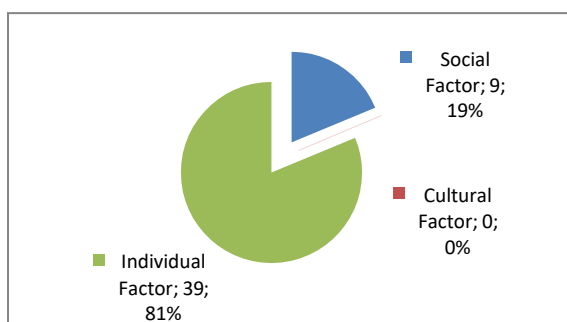
The above data has the same to the data presented in datums 11-12 and 14-15, which are English sentences with a structure resulting from a combination of structures, such as Javanese and English or Indonesian and English, by involving grammatical structures that can be lexically filled with elements from both languages. They implement code-mixing to facilitate communication.

The researcher found that the dominant type practiced by the informants in their daily conversation is the insertion type. This happens because the practiced of code mixing conversations carried out by them is code mixing by mixing one or two words from one language to another in the structure of the English language. And it found and classified the results from the data collected by the participants that the insertion type was the dominant type that was practiced by female teenagers. The second is congruent lexicalization, it because they used Indonesian and Javanese grammatical structures which are practiced in English structure. And the less dominant type that was practiced was alternation, in this type is used in interrogative sentences involving grammar in other languages.

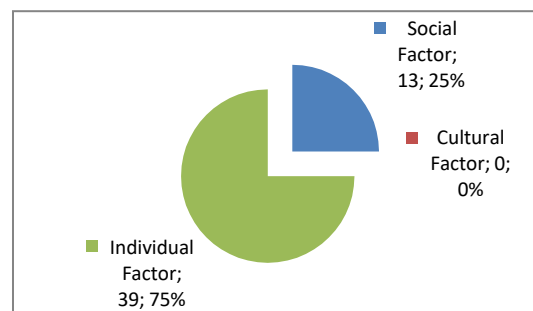
#### **The factors that cause code mixing in female teenagers' daily conversation in the English dormitory**

As explained in the literature review, based Hudson's theory that there are 3 factors caused the use of code-mixing, such as cultural, social, and individual factors. The factors were the beginning of their code-mixing's influences on their daily conversation, this influence was the beginning of their choice to address whether they will continue to do code-mixing or if they can deal with the right solution to reduce or even eliminate code-mixing in their daily conversation.

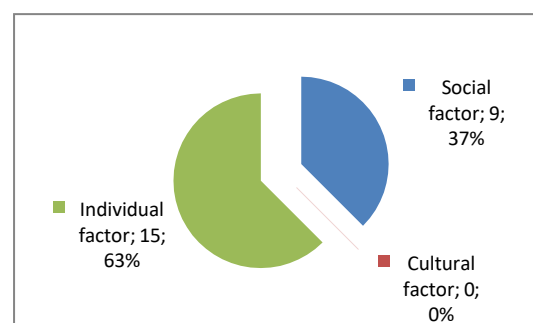
The main way to stop code mixing should be to ensure that everyone stays in the same groups and the rules. Most of the time, people should refrain from using code-mixing in places where they must speak English 24 hours a day. But the study found that even the informants felt the three things made them did code-mixing.



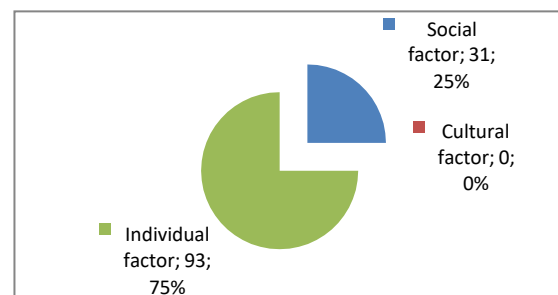
**Diagram 1 the factors caused code mixing from participant less than 1 year**



**Diagram 2 the factors caused code mixing from participant more than 1 year**



**Diagram 3 the factors caused code mixing from participant more than 3 years**



**Diagram 4 is the sum of the three preceding diagrams (1,2,3) above**

The results of the data found revealed that from factors of distributing the questionnaires from 3 groups of the informants produced the same results. The results of distributing the questionnaire resulted in that the strongest factor that influenced them to do code-mixing was the individual factor, with the results of 81% for participants who had been in the dormitory less than 1 year, 75% who lived in an English dormitory for more than 1 year, and 63% who lived in English dormitory for more than 3 years.

It states that the ultimate factor that caused them did code mixing was individual factor, with some of their claims as the reason. The second strongest factor is social factor, namely 19% informants for less than 1 year, 25% who have lived more than 1 year, 37% who have lived more than 3 years. And finally, the data found 0% factor



on cultural factors that influence the use of code-mixing in children who live in English dormitory. Following are some statements of the results of distributing questionnaires to 124 participants.

Table 2. Factors that caused did of code-mixing implemented by informants

No	Factor	Reason
1.	<b>Individual</b>	1. Limited vocabulary 2. Forget speak English 3. Lazy to speak English
2.	<b>Social</b>	1. Environmental influences 2. The influence of tutors and friends 3. Lack of supervision from tutors or friends

Table 3. Aspect of social factors of code-mixing implemented by informants

Social Factor		
NO	Reason of participants	Aspect
1.	no supervision from the tutor	situation
2.	in safe places from spies and tutors	place
3.	messages communicated quickly delivered	topic
4.	the topic of discussion is too heavy and complicated	Topic
5.	comfort zone environment	Situation
6.	communicate with non-English dormitory friends	Participant

### Individual factor

The technique in this data was spreading the questionnaires and interviews. The resulting data can capture the reasons and causes felt by the participants. It quickly conceptualizes that the data generated was 81% for participants less than 1 year, 75% for participants more than 1 year, and 63% for participants more than 3 years. The data above shows that the greatest influence generated is the individual factor. The following data shows the most appealing factors felt are limited vocabulary, forgetting to speak English, laziness in using English, and the intended communication being quickly conveyed. The factors above show that these individual factors are influential because they are more dominant than social and cultural factors and have contributed to the cause of code-mixing. The informant's reasons for not using English were strong, so they only had one choice to keep code-mixing in their daily conversations.

### Social factor

Another factors that causes them to do code-mixing is social factors. According to Hoffman (1991), social factors can occur due to 5 aspects, such as participants, topic, situation, place, and the last is setting. Following are some of the reasons presented in the

questionnaire that was distributed, such as no supervision from the tutor, being in safe places from spies and tutors, messages communicated quickly delivered, the topic of discussion being too heavy and complicated, comfort zone environment, and communicated with non-English dormitory.

The data above presented shows the factor of social factors in using code mixing, but this is also divided into 5 more aspects, such as participants, topic, situation, place, and the last is setting. However, the data found 4 possible aspects of the English dormitory, except the setting. In the table 3, those 4 aspects strongly influence participants to do code-mixing in their daily conversations. The aspect were reached and found there were only 4, such as participant, topic, situation, and place. They will be required to do code mixing if they are dealing with non-English dormitory friends, It is done to expedite the delivery of messages from their communications to avoid misperception, misunderstanding, or miscommunication. The influence of the topic aspects that occur when they did code-mixing is because the topics they discuss were heavy and complicated. In the conversations, they use a lot of vocabulary they do not know. They did code-mixing to expedite the flow of communication rather than get an English dictionary and then look up vocabulary they need to learn so they do not get charged points for not using English.

The next influence is the situation aspect, it can even be used as a moment for them not to use English, such as no supervision from tutors and a comfort zone environment that they use as an opportunity for them not to use English. It is unfortunate because they are in a place that can make them develop in learning English to communicate fluently. This place is a threat for them to do code-mixing, which can result in losing the image of using good and correct Indonesian and not optimal in learning English. Things like this can hinder the process of developing English-speaking skills in participants.

And the last aspect that can affect code-mixing is place. This place can be a comfort zone for them. Because they can know and analyze which safe areas they can code mix at will, even worse, they will not use English at all in their daily conversations in certain places, such as, for example, the bathroom on the right side, clothesline, and beside the stairs of their dormitory. This data was collected through interviews with two tutors who became their tutors and roommates. The findings showed no effect of the setting aspect on social factors. It happened because did not find data on the influence of the setting element, either through direct observation, questionnaires, or interviews.

The explanation above is complex enough to serve as the reason and purpose for carrying out code-mixing. It can correlate according to Hoffman's (1991) conceptualization that 3 factors can influence individual, social, and cultural factors. However, what happened and

was done by the participants was due to personal factors and social factors. So, it can be validated that no cultural factors influenced the use of code-mixing by the informants. The factor was less dominant because it has been implemented in the English dormitory due to habituation factors, for example due to cultural influences or the habit of respecting older people. It was become habit respect and be polite while in their conversation with the conversational style using English structure.

The data found above also compared with the previous study by Ahmed in *Code Mixing in Arabic Conversations of college students: A Sociolinguistic Study of Attitudes to Switching to English*, that cultural factors were the dominant factor influencing their code-mixing. It happened because the data revealed that 65% said implementing code-mixing was unconscious, so they expressed this very naturally. It also shows that around 61% of people believe that they do not focus on grammatical or grammatical correctness when they practice code-mixing in their conversations. They use code mixing as a culture that will indeed occur in the student environment and is very reasonable.

In contrast, in a study conducted based on regulations, it is mandatory to use English for 24 hours, which is the basis for the prohibition of using code mixing in their daily conversations. So, those explanation were one of the reasons that, in this study, there was no cultural factor. Also, the dominant factors influencing code mixing in the previous study were individual and social. However, what makes the difference that there was liberation and no limitations in using code mixing. Thus, the informants using code-mixing in their daily communication is natural and should not be restricted and prohibited. This study revealed several factors that affect the female teenagers did code-mixing when they get a lot of restrictions that should make them minimize the use of code mixing, as researcher explained above.

Table 4. the data from interview

List of answer from the tutors		
No	Type of factors	Factors
1.	Individual factor	1. underestimating the tutors and the situation 2. Lazy to use English language 3. Forget to use English
2.	Social Factor	1. The tutors does not use English language 2. Communicate with non English dormitory 3. Safe places from the tutors

The data generated from interviews with two tutors, such as Mrs. X and Mrs. Y, it was found that two factors influenced the use of code-mixing in English dormitory, such as individual factors and social factors. The data shows that the informants' attitudes affect them

did code-mixing, such as underestimating tutors, being lazy to speak English, and forgetting to speak in English. This reason is enough to validate that the answers included by the participants are correct with the reinforcement by the two tutors interviewed.

As with social factors, it is also shown by the tutors explanations that the situation when the tutor does not use English also reinforces members not to use English. The other social factors were communicating with non-English dormitory friends, safe places from tutors, and other factors. It causes members to feel they are taking advantage of opportunities in adversity. The tutors feel that there needs to be more instilled in members to continue to use English daily, whether there is monitoring from tutors or spies. members to continue to use English daily, whether there is monitoring from tutors or spies.

The above data generated from tutors can validate the data generated by members through distributing questionnaires. Tutors also recognized the factors explained in responding to the phenomenon of code-mixing, both from individual characteristics and social factors. It is also consistent with the absence of cultural factors in the English dormitory because the transfer of Javanese and Indonesian communication culture can be applied by members in the culture of communicating in English. So, it shows that the data found is same as the data generated through questionnaires and interviewes.

## CONCLUSION

An individual who can master (read, write, and speak) more than 2 languages is called multilingualism. In a second, third or fourth language acquisition, everyone needs clarification in practicing the language in their conversations, which will result in code-mixing. The phenomenon that occurs in the English dormitory is the existence of facilities that accommodate those interested in learning English in the dormitory with various regulations in the dormitory facilitating the performance and the 24-hour used English language as the mandatory. From this phenomenon, the data found 3 types practiced in their daily conversation, such as insertion, alternation approach, and congruent lexicalization. The various examples generated through non-participatory observation and questionnaires, such as *join po'o*, are examples of this type of insertion because there are words or phrases from other languages that change the structure of first-language sentences. The second is *what-what an ae*, it is an example of the alternation approach type. And the last one is *not wes, I am waiting here ae*, it is an example of the congruent lexicalization type. The researcher found 2 factors that make the informants code-mixing in their daily conversations, such as individual factors and social factors. The results show that individual factors have a strong and dominant effect, while social factors also have an effect, but a lower percentage than individual factors. Meanwhile, the

cultural factor weakens the occurrence of code-mixing because it is less dominant than the other 2 factors. Then, it found individual factor such as laziness in using English, forgetting to speak English, and limited vocabulary. Meanwhile, the example of social factor were no supervision from the tutor, comfort zone environment, and communicating with non- English friends.

## REFERENCES

- Ahmed, A. &. (2020). Code Mixing in Arabic conversations of college students : A Sociolinguistic study of attitudes to switching to English. 6-19.
- Alshami, I. (2020). code-switching and code mixing. 15-16.
- Anastassiou, F. &. (2017). Factors Associated with the Code Mixing and Code Switching of Multilingual Children: An Overview. 22-23.
- Anggraeni, N. (2015). Code Switching and Code Mixing in Gala Show X-Factor Indonesia 2015 ( A Study of Sociolinguistics ). 2-3.
- Butler, Y. (2012). Bilingualism/Multilingualism and Second-Language Acquisition. The Handbook of Bilingualism and Multilingualism: Second Edition. Blackwell Publishing.
- Cenoz, J. (2016). Defining Multilingualism. 11-12.  
<https://doi.org/10.1017/S026719051300007X>
- Centre, E. &. (2015). The definition of bilingualism and multilingualism. 14-22.
- Clark, J. &. (2007). An Introduction to Sociolinguistics Blackwell Textbooks in Linguistics. UK: Wiley.
- Coucil, T. &. (2014). the europea *UIO*, 1-5.
- Date, P. (1999). Issues in applied linguistic title. 6-7.
- Dewaele, J.-M. (2015). Bilingualism and Multilingualism. , 11-12.
- Grant, A. S. (2014). Defining bilingualism. 9-10.
- Gregersen, F. &. (2016). Introduction : Sociolinguistics Introduction : Sociolinguistics. 23-25.  
<https://doi.org/10.1017/S0332586509990023>
- Jimmi, J. &. (2019). Code-mixing in language style of south jakarta community indonesia. Premise: journal of english education. 8-9.
- Khasinah, S. (2014). Factors influencing second language acquisition. 17-18.
- Khemesh, S. (2019). Effective communication techniques. 13-14.
- Lismayanti, D. (2020). analysis-of-types-code-switching-and-code mixing. 5-7.
- Muhammad, R. &. (2018). ational and Official Language: The Long Journey of Indonesian Language. Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences. 5-6.
- Niesler, T. &. (2009). The effect of code-mixing on accent identification accuracy q. Computer Speech & Language. 23.  
<https://doi.org/10.1016/j.csl.2009.02.002>
- Nisa, S. U. (2019). Sociolinguistics. 4-8.
- Novianti, R. &. (2021). The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process., 10-12.
- Rahimi, H. (2014). The Effect of Method of Vocabulary Presentation ( Code- Mixing , Thematic Clustering , and Contextualization ) on L2 Vocabulary Recognition and Production. Procedia - Social and Behavioral Sciences. 1475-1484. .
- Rintaningrum, R. &. (2021). An analysis of student's difficulties in speaking english and how to fix it. 13-114.  
<https://doi.org/10.1016/j.sbspro.2014.03.568>
- Romaine, S. (2000). Language in Society: An Introduction to Sociolinguistics. Oxford: OUP Oxford.
- Samsi, Y. S. (2020). Code switching and code mixing in tourism industry. 144-151.
- Soh, O.-K. &. (2020). A Systematic Review on Bilingualism and Language Processing from 2015-2019. 3L The Southeast Asian Journal of English Language Studies. 18-31.
- Waris, A. (2012). Code switching and mixing ( Communication in Learning Language. 123-135.
- Wibowo, A. Y. (2017). analysis-of-types-code-switching-and-code mixing. 20-21.