INVESTIGATING CODE MIXING USED BY EFL STUDENTS IN VIRTUAL PSYCHOLINGUISTICS CLASS

(A Descriptive Qualitative Conducted at the Fourth Semester of English Department at State Islamic University of Fatmawati Sukarno Bengkulu)

THESIS

Submitted as a Particular Requirement for the Degree of Sarjana (S.Pd)

in Study Program of English Education

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MOTTOS

“But perharps you hate a thing and it is good for you,
And perharps you love a thing and it is bad for you.
Allah knows, while you know not.”
(Al-Baqarah 2:216)

If something you like doesn't happen, then enjoy what happens.
(Ali bin Abi Thalib)

Happy people must love the fatigue of struggling.
(Plato)

Try and fail but never fail to try.
(Rabil Juliawan)

DEDICATION

The researcher would like to dedicate this thesis to:

1. Allah SWT, as the Only One God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.
2. My beloved parents, My father (Muhammad Yakub) and My mother (Nurma). Thank you so much for your entire prays and support to fulfill all of my needs and stuff remind me to never give up. I love you both very much, who always work hard and tirelessly. In order to meet the needs of their children in achieving their goals.
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In hereby sincerely state that the thesis entitled **"Investigating Code Mixing Used by EFL Students in Virtual Psycholinguistics Class (A Descriptive Qualitative Conducted at the Fourth Semester of English Department at State Islamic University of Fatmawati Sukarno Bengkulu)"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

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In the name of Allah SWT, the most Gracious, the most Merciful

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ABSTRACT

Rabil Juliawan. August. 2021. *"Investigating Code Mixing Used By EFL Students In Virtual Psycholinguistics Class (A Descriptive Qualitative Conducted at the Fourth Semester of English Department at State Islamic University of Fatmawati Sukarno Bengkulu)".* Thesis, Study Program of Tadris Bahasa Inggris, Faculty of Tarbiyah dan Tadris.

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Background The reasons for code mixing can be divided into two categories: (1) attitude (type attitudinal): the speaker's attitude background, and (2) language (linguistics of type): the language's background limitation, so that there is a reason for role identification, manner identification, and the desire to explain or interpret. As a result of the code mixing, there was a connection between the speaker's role, the language form, and the language function. In a virtual Psycholinguistics class at State Islamic University of Fatmawati Sukarno Bengkulu, the research looked at the different types of code mixing and the variables that might lead to students doing code mixing. This research is aimed at explaining code mixing used by EFL students in virtual Psycholinguistics class at Fourth Semester of English study program at State Islamic University of Fatmawati Sukarno Bengkulu. The data collected by documentation and the questioner are analyzed using the descriptive qualitative method. The information is divided into kinds and variables that cause them. To investigate the different forms of code mixing, Musyken and Hoffmann theories were used. Hoffman's theory is also used to investigate the elements that cause code mixing. Based on data analysis, it can be concluded that: (1) there are six types of code mixing used by EFL students in virtual Psycholinguistics class at State Islamic University of Fatmawati Sukarno Bengkulu's at Fourth Semester English study program, namely word insertion, phrase insertion, baster insertion, insertion repetition, insertion of idioms or expressions, and insertion of clauses; (2) there were three factors that cause code mixing, first being emphatic about something, second making the utterance clearer and the last not finding a word that has representation in another language except from the language.

Keywords: *Language, Code Mixing, Virtual Learning, Platform*

ABSTRAK

Rabil Juliawan. Agustus. 2021. *"Investigating Code Mixing Used By EFL Students In Virtual Psycholinguistics Class (A Descriptive Qualitative Conducted at the Fourth Semester of English Department at State Islamic University of Fatmawati Sukarno Bengkulu)".* Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing: 1. Feny Martina, M.Pd. 2. Zelvia Liska Afriani, M.Pd.

Latar Belakang Alasan campur kode dapat dibedakan menjadi dua kategori: (1) sikap (type attitudinal): latar belakang sikap penutur, dan (2) bahasa (linguistics of type): keterbatasan latar belakang bahasa, sehingga ada alasan untuk identifikasi peran, identifikasi cara, dan keinginan untuk menjelaskan atau menafsirkan. Akibat campur kode tersebut terjadi keterkaitan antara peran penutur, bentuk bahasa, dan fungsi bahasa. Di kelas Psikolinguistik virtual di Universitas Islam Negeri Fatmawati Sukarno Bengkulu, penelitian ini melihat berbagai jenis campur kode dan variabel yang mungkin menyebabkan siswa melakukan campur kode. Penelitian ini bertujuan untuk menjelaskan campur kode yang digunakan oleh mahasiswa EFL di kelas Virtual Psikolinguistik pada semester IV program studi bahasa Inggris di Universitas Islam Negeri Fatmawati Sukarno Bengkulu. Data yang dikumpulkan dengan dokumentasi dan kuesioner dianalisis dengan menggunakan metode deskriptif kualitatif. Informasi dibagi menjadi jenis dan variabel yang menyebabkannya. Untuk menyelidiki berbagai bentuk campur kode, digunakan teori Musyken dan Hoffmann. Teori Hoffmann juga digunakan untuk menyelidiki unsur-unsur yang menyebabkan campur kode. Berdasarkan analisis data, dapat disimpulkan bahwa: (1) ada enam jenis campur kode yang digunakan oleh mahasiswa EFL di kelas Psikolinguistik virtual di program studi Bahasa Inggris Semester IV Universitas Islam Negeri Fatmawati Sukarno Bengkulu, yaitu penyisipan kata, penyisipan frase, penyisipan baster, penyisipan pengulangan, penyisipan idiom atau ungkapan, dan penyisipan klausa; (2) ada tiga faktor penyebab terjadinya campur kode, pertama karena adanya penekanan terhadap sesuatu, kedua membuat ujaran menjadi lebih jelas dan terakhir tidak ditemukannya kata yang memiliki representasi dalam bahasa lain kecuali dari bahasa tersebut.

Kata Kunci: *Bahasa, Campur Kode, Pembelajaran Maya, Platform*

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, focus of the study, limitation of the research, research questions, research objectives, significances of the research and definition of key terms.

A. Background of the Study

Code mixing is commonly in society, especially among young people. This code mixing occurs when people use the first language in the first situation and the second language in different situations. However, conversational code mixing involves deliberate mixing of two languages without changing the related topic. Many people, especially young people, in communicating via short messages or speaking directly mix Indonesian with English because it follows the current trend to make it look cooler. There are two types of code-mixing, namely situational and communicative. When individuals use two languages, one language and one other language, with the same pronunciation, such as Indonesian and English, there is a mixture of situational codes.

Code-mixing is a strategy to communicate using several languages. It is the same as code switching and both of these are commonplace in multilingual societies that use two or more languages. Code-switching and code-mixing are well-known traits in the speech pattern of the average bilingual in any human society the world over (M.O, 2006). The difference between code switching occurs between the languages used that still have

their respective autonomy, done consciously, and deliberately, for certain reasons, while code mixing occurs in a main code or the basic code used has function and autonomy, while the other codes involved in the use of the language are only pieces, without function and autonomy as a code.

Both of these things are common events that happen to places where routines bring people who are Bilingual or Multilingualism together come from various regions with different languages. Bilingualism is present in most countries throughout the world, in all classes of society and in all age groups (Liddicoat, 1991). Bilingualism is unavoidable due to the widespread use of the English language. For communications, many individuals mix Indonesian into English. They have various reasons for mixing the two languages. An analysis of bilingual language acquisition and development is not complete without an examination and exploration of the act of code-mixing, and furthermore an understanding of how and why code-mixing occurs to begin with (Lyne, 2016).

With advancements in trade and worldwide communication, bilingualism and multilingualism have become most common sociolinguistic phenomenon which includes switching and mixing of codes of different languages into one another to interact and get the message across successfully (Chunghtai, Khan, & Khan, 2016). Thus, bilingual code-mixing can be described as the combination of elements within a single utterance from two different languages. For example, every bilingual combines two languages if the exact word or phrase cannot be

identified or if the language used does not have a suitable translation. Code-Mixing is often generated by the interlocutor, circumstances, text, actions, and feelings. In Indonesia, many people mix Indonesian and English to communicate with others to convey emotions, seek information, and make new friends. The combination of the existing code of ethics among young people today such as in the school environment and in the neighborhood where they live, can lead to code-mixing.

Code-Mixing usually occurs within the class. This way can increase students' vocabulary. Besides, when the teacher or lecturer mix their local languages in class to convey the material or topics discussed, it will make the students easy to understand. Because of the 2019 corona virus disease (Covid-19) that hit 215 countries in the world. Interactions in class that were previously face-to-face have now turned into virtual meetings. It provides challenges for educational institutions in Indonesia, especially universities. The government has banned crowds, must maintain social distancing and physical distance, wear masks and wash their hands frequently to deal with Covid-19. Education and culture through the Ministry. The government has banned universities for carry out face-to-face (conventional) lectures and order to organizing lectures or learning online (MenDikBud, 2020).

Virtual learning is learning that takes advantage of the internet's accessibility, connection, flexibility, and ability to generate many forms of learning interactions. Some virtual learning uses instant message

applications or in the form of text, this makes it easier to find out which code mix students use when learning. At the implementation level, online learning requires the support of mobile devices such as smartphones or Android phones, laptops, computers, tablets, and iPhones which can be used to access information anytime and anywhere (Gikas & Grant, 2013). The use of mobile technology has a major contribution in the institution education, including the achievement of distance learning goals far (Tugrul & Alkan, 2011). To support the introduction of virtual learning, different media may also be used. For example, interactive classes that use platforms such as Google Classroom, Zoom, Edmodo, and Schoology, and instant messaging apps such as WhatsApp and Telegram. It is also possible to do online learning through social media such as Twitter, Facebook and Instagram. Meanwhile, this trend is seen in the use of language conversations during the learning process in virtual meetings on platform.

Virtual learning is a learning process through electronic media that uses several platforms as access to learning. Platform is one of the popular media among youngsters and can be used as a learning tools. We can send and receive messages from individuals or groups via this method. There are pedagogical, educational and technical advantages to users of any platform. Help for the introduction of online learning is given by this application. You will use this program with an Internet connection, such as 4G or Wifi. We can conversations online, swap data, exchange images,

have a virtual meeting and more by using Platforms. Users of any platform enables its consumers to make specific announcements, share ideas and opportunities for learning, and promote online discussions. Each platform has a variety of functions, such as sending text messages, images, audio and video documents, a connection address, watching the latest movies you want, and so forth.

This new normal policy also applies to students at State Islamic University of Fatmawati Sukarno Bengkulu. They carry out lectures by studying at home or learning distance to avoid the spread of Covid-19. The current situation is certainly a challenge for students and lecturers. With the current learning system, of course, learning motivation is needed, because students are required to study independently and away from the supervision of lecturers, facilities are very limited.

Based on the interview with several students in the Psycholinguistics Class, namely 4th semester students of State Islamic University of Fatmawati Sukarno Bengkulu on Wednesday, 18 and 19 March 2021, they admit that they have experienced difficulties in the current learning system. This is due to the less conducive learning facilities, so that there are still students who are late in joining the class when the learning process begins. A lack of English language skills and make them less confident to write English properly and correctly. So they express their opinion or answer questions in English using the help of Online Translation. In this case, they each have their own reasons for

using Code-Mixing. When the lecturer asked questions, only a few students actively answered and gave ideas or comments, the others only became listeners, likewise the methods used by the lecturers were less attractive so the learning process was not conducive. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. Therefore, based on the results of the initial interview in the 4th semester students at State Islamic University of Fatmawati Sukarno Bengkulu, there were several problems in student writing related to Code-Mixing in students in virtual Psycholinguistics class during New Normal which was still low and there were several factors that influenced it.

In addition, Amsal (2011) entitled An Analysis Of Code Mixing In Conversation Of The Students At State Junior High School (SMPN) 3 XIII Koto Kampar. This research was applied at State Junior High School (SMPN) 3 XIII Koto Kampar. Some of the students of State Junior High School 3 XIII Koto Kampar still lack of English vocabulary in speaking. The writer is interested to carry out the research dealing with this problem with formulation of the students' code mixing. The subject of this research is the students of State Junior high School 3 XIII Koto Kampar in academic year 2008-2009 while the object is Typical Code Mixing. There are six classes and the total number of the students is 180. Therefore, the

researcher takes 30% of the students as the sample. To collect the data, the researcher uses record and questionnaire. Record is the primary instrument in collecting the data dealing with an analysis of Code Mixing in Conversation of the students at State Junior High School 3 XIII Koto Kampar, and the Questionnaire is used to find out the code mixing items do appear in conversation of the students and types of code mixing are dominant used by the students. After the data collected, the data are processed and analyzed.

Furthermore, Hany Hairennisa (2018) entitled Code Mixing In Students' Whatsapp (WA) Conversations At Eight Semester Of English Study Program At State Islamic Of University Raden Intan Lampung. This study was carried out at the State Islamic University of Raden Intan Lampung. Researchers discovered numerous sorts of code-mixing in students' Whatsapp (WA) conversations at the State Islamic of University Raden Intan Lampung's eighth semester English study program. As well as finding three causal factors mixing code, first to empathize about something, second to make speech more clearly and lastly do not find words that have representations in other languages except from the language.

Based on this phenomenon, the researcher is interested in including research that focuses on the types of code-mixing mostly used by EFL students in virtual Psycholinguistics class. Besides, the researcher intended to highlight the research questions.

B. Focus of the Study

The focus of this research is code-mixing which is used in group conversations on several Platform by the students of the Fourth Semester of the English Department at the State Islamic University of Fatmawati Sukarno Bengkulu.

C. Limitation of the Research

This study was focussed on code-mixing which is used in group conversations on several Platforms by the students of the Fourth Semester of the English Department at the State Islamic University of Fatmawati Sukarno Bengkulu was selected for this study. The researcher had taken all the topics that contained code-mixing which is used in group conversations on several Platforms. The researcher was analyzed the process of teaching and studying in Psycholinguistics class.

D. Research Questions

The following researchers formulate several questions based on the above background:

1. What are the types of code-mixing used by English Department students in their virtual Psycholinguistics class at UIN FAS Bengkulu?
2. What are the factors that can cause students do code-mixing in the virtual Psycholinguistics class?

E. Research Objectives

The purposes of this study are twofold, namely:

1. To find out the types of code mixing used by English Department students in their virtual Psycholinguistics class at UIN FAS Bengkulu.
2. To find out what are the factors that can cause students did code mixing in the virtual Psycholinguistics class.

F. Significances of the Research

1. For students, they can enrich their vocabulary. So that they are more confident in answering questions and providing motivation for them in learning.
2. For educators, especially those who have specifications in developing learning skills, it is hoped that they can provide additional information for improving student skills, especially in writing or speaking skills and put in the form of journals related to code-mixing that bearing ISBN or ISSN.
3. For higher education is expected to contribute in efforts to improve the quality of education so that it can produce students who have superior skills.
4. This research is a tool for teachers to use in writing exercises.
5. This study is intended to provide a substantial addition to code-mixing theory for the benefit of the readers.
6. This study will serve as a reference for future studies, based on the current researcher.

G. Definition of key terms

In order to clarify the key term in this study, some definitions are out forward:

1. Language is a structured system of communication used by humans consisting of speech (spoken language), gestures (sign language) and writing.
2. Code-mixing is a role-dependent and situation dependent device. Code-Mixing is often generated by the interlocutor, circumstances, text, actions, and feelings. Code-mixing is a way of communication used by language speakers that passes elements or laws to their language from another language.
3. Platform is a program used to execute work plans, where the platform functions as the main container or basis for running the system to be used. There are many systems and people who can use this platform, starting from the fields of computers, business, politics, to education.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature related to research, namely virtual learning, sociolinguistics, language variation, code mixing (types of code mixing and factors that can cause code mixing) and platforms. As well as an explanation of related previous studies.

A. Theoritical Review

1. Virtual Learning

Since there are no standardized definitions or implementations of virtual learning or e-learning, many people have different ideas about it. The term e-learning stands for electronic learning (Sohn, 2005). E-learning as the transmission of learning content via an electronic medium such as the Internet, intranet/extranet, satellite broadcast, audio/video tape, interactive TV, CD-ROM, and computer based training (Gilbert & Jones, 2001). The Australian National Training Authority (2003) proposes a similar definition, which involves technologies and processes that use electronic media such as the internet, audio/video tapes, interactive television, and CD-ROM to provide learning materials more flexibly.

Virtual learning or e-learning is described by the ILRT of Bristol University (2005) as the use of electronic technology to provide, support, and improve teaching, learning, and assessment. E-learning is a type of distance learning, whereas online learning is a

type of e-learning (Urdan & Weggen, 2000). Furthermore, the term e-learning encompasses a wide range of applicationns and processes, including computer-based learning, web-based learning, virtual classrooms, and so on. On the other hand, on-line learning is a type of technology-based learning that makes use of the internet, intranet, and extranet tools. E-learning is the use of Internet technologies to distribute learning material so that students can access it from any place (Rosenberg, 2001).

a. Virtual Learning Communication Methods

1) Syncronous

Synchronous virtual learning, on the other hand, refers to learning and teaching at the same time with the use of an interactive medium. Teacher-students and student-student contact is possible in synchronous voice or text chat rooms. Video-conferencing, in addition to chat, allows for face-to-face contact. Surveys, polling, and question-and-answer sessions will make web conferences more engaging than video conferencing.

Synchronous mode fosters a sense of community through collaborative learning (Teng, Chen, Kinshuk & Leo, 2012). Instructors and students will communicate and collaborate in real time in a synchronous virtual classroom. It resembles a typical classroom, with webcams and class

discussion features, except that all participants access it remotely through the Internet. Lessons can be recorded and saved as part of an electronic library. Students can view and replay instructor lessons many times as they need to master the content using the archived e-library. Direct real-time contact with teachers and students is very similar to a typical face-to-face classroom, if not better, since distance is no longer an issue and no time is spent traveling thanks to Internet access. Due to the involvement of the teacher and classmates, synchronous sessions will result in high levels of encouragement to remain engaged in e-activities (Yamagata-Lynch, 2014). Instant input and responses will assist students in resolving any learning issues they may have. Facial expressions and voice tones will help them provide a more human feel over a wider spectrum, resulting in low-cost global interaction.

The challenges of synchronous in learning education include the students' need to be available at a certain time and the need for an elevated Internet connection. Owing to technical difficulties, participants can feel discouraged and thwarted. Furthermore, since pedagogy is more relevant than technologically facilitated media, a carefully devised instructional design is needed. For example, consider synchronous mode to be more teacher-oriented (Murphy,

Rodriguez-Manzanares & Barbour, 2011). To expand the reach of synchronous in communication beyond a teacher-student discussion, special e-activities must be created.

2) Asynchronous

Since learners are not timed and can answer at their leisure, The most commonly used method for online education is asynchronous e-learning (Parsad & Lewis, 2008). They can utilize their higher order learning abilities to think about an issue over a longer period of time and develop divergent thought when they have the choice of delayed response. The spontaneity of communication is replace with a prepared response. As a result, asynchronous learning promotes self-paced, autonomous, and student-centered learning (Murphy, Rodrguez-Manzanares, & Barbour, 2011). Less dependence on memory and notes, as well as more opportunities for peer group discussions, help in deep learning and critical thinking (Huang & Hsiao, 2012). The teacher's anxiety is relieved by the distance mode, which reduces shyness. Because there is less pressure than in a real-time encounter, the emotional filter remains low, allowing learners to respond more innovatively and imaginatively. Since there is plenty of time to try out e-activities, the chances of being disappointed by technological issues such as slow speeds or lack of connectivity are slim.

Asynchronous virtual learning can be difficult to keep students involved and interested in because only a carefully devised set of techniques can promote motivation, trust, engagement, problem solving, analytical, and higher order thinking skills in this type of learning environment. Furthermore, it is a self- paced environment in which students must be self-disciplined in order to remain engaged and interactive when tracking e-activities. While discussions on forums and blogs can keep them engaged, they can also become distracted if they stray from the subject. Another source of annoyance is delayed feedback (Huang & Hsiao, 2012). Furthermore, since there are inadequate opportunities for socializing, students must create their own networks.

2. Sociolinguistics

The relationship between language and society is a study of sociolinguistics. Sociolinguistics is a derivative word of the expression. Sociology and linguistics are two terms which make it up. Sociology refers to a science of society, and linguistics refers to a science of language. Language is a structured system of communication used by humans consisting of speech (spoken language), gestures (sign language) and writing. Most languages have a writing system composed of glyphs to inscribe the original sound or gesture and its meaning (Wikipedia, 2021). Language research from

the viewpoint of culture can be seen as linguistics and sociology. It has been found by some scholars to distinguish between sociolinguistics and language sociology. Some others regard sociolinguistics as often referred to as the sociology of language (Mu'in, 2019). Sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and of how languages function in communication: the equivalent goal in the sociology of language is trying to discover how social structure can better be understood through the study of language.

In sociolinguistics, we research language and society and find out as much as we can about that language, and we reverse the course of our interest in the sociology of language. They want to know why we communicate in various ways in different social situations, and sociolinguistics is interested in discovering the social functions of language and how it is utilized to express social meaning. It can be assumed that communicating differently is using more than a language to communicate. It is triggered by good communication, of course. It is sometimes easier to see the relationship between linguistic options when multiple languages are involved.

There are definitely some rules for the use of language as a medium of human verbal communications. Sociolinguistics gives knowledge of how vocabulary should be employed in a specific aspect

of the social word. Sociolinguistics can direct us when interacting with multiple languages or what sort of language we can use when communicating with others. It is reasonable to believe that sociolinguistics is a linguistic branch of sociology that focuses on the link between language and social dynamics in a society.

3. Language Variation

Most people think their way of speaking is the natural, the best way, maybe the only way. The "funny talk" attitude of the other person is a powerful thing. This is the influence around the place of residence or derivatives of the family. Language speakers have variety in conveying their language. One of the external elements of language in sociolinguistic studies is language variation. The variety of languages does not just come about, but is born from the diversity of languages and their actualization in society, which until now the diversity is not limited.

Language variations in terms of place, time, user, user, situation, and social status. In language variations, there are the same language patterns, the language patterns can be analyzed descriptively, and the patterns that are limited by these meanings are used by the speakers to communicate (Pateda, 1990). Time, geography, sociocultural context, and medium of expression all influence language variety. Language distinctions arise as a result of the passage of time.

The language spoken in one location differs from that spoken in another due to regional influences. The language spoken in one location differs from that spoken in another due to sociocultural variables. The language spoken by a social group is differentiated by sociocultural variables. Language users pick certain language qualities in specific contexts, resulting in situational aspects. The medium of disclosure factor differentiates spoken language and written language (Chaer & Agustina, 1990). The existence of linguistic variety is generated not only by the heterogeneous speakers, but also by the wide range of social interaction activities they engage in. Language variations arise due to linguistic and nonlinguistic factors, non-homogeneous language users, and the use of language in the interests of communicating.

4. Code-mixing

a. Definition of Code-Mixing

This code is different from borrowing. Code-mixing usually occurs on occasion people communicate verbally or in writing and a deeply informal situation. Rapid switching is also termed code-mixing. While linguistics may have had comparatively little interest in distinguishing code-mixing from code-switching, especially in the mechanism or type of code-mixing. In this tradition, the terms code-mixing or language alternation are used to

describe more stable situations in which multiple languages are used without such pragmatic effects (Muysken, 2000).

Meanwhile, Code-mixing as the integration of different linguistic units such as affixes (bound morphemes), terms (unbound morphemes), sentences and clauses from a collective activity in which they hear what they understand (M.O, 2006).

Code-Mixing leads to the developmental stage of research in bilingual language learning, a person from an early age mixes components of more than one language. Almost all bilingual children experience periods in which they move from one language to another without overt discrimination. It differs from code-switching, which I understand to mean the use of a variety of socially and grammatically appropriate varieties (Vandergrift & Goh, 2012).

The code does not provide one language's automatic features. Code-mixing is a type of language choice that is less obvious than code-switching. Pieces in one language are used in code-mixing statements, but the speaker is speaking in a different language. In most parts of the world, code mixing is a common occurrence, especially in South Asian countries. Code-mixing is a role-dependent and situation dependent device (Rasul, 2011). It is used when the consumer believes that using objects from another code will help him engage more fully in a situation by creating a

communicative intimacy. In coded mixed sentences, part of one language is used while the speaker is using another (Liu, 2006). Code-mixing is a way of communication used by language speakers that passes elements or laws to their language from another language. The elements transferred are mainly words, articles, prepositions, conjunctions, and adverbs that are functional (Hoffmann, 2014). From this explanation, the researcher points out two important things, namely fluency in single speech and the use of pieces of language in sentences or speech, he inserts words or phrases from other languages.

b. Types of Code-mixing

Code mixing inserts are classified into six structure-based forms (Hoffmann, 2014). There are word insertion, phrase insertion, baster insertion, repetition insertion, idiom/expression insertion, and alternation/clause insertion.

1) Word insertion happens when a speaker uses word components in his voice, either in the local dialect or in a foreign language. For example:

   "Uhh **fresh** *banget"*

   (Hmm so fresh)

2) Phrase insertion happens when a speaker inserts into his speech a foreign language word. For example:

"**Don't keep your feelings to yourself, if you** *galau with* **someone** *yang buat kamu* **disappointed**"

(Don‘t keep your feelings to yourself, if you upset with someone who made you disappointed)

3) Baster insertion exists when language elements are inserted from two separate language elements by a speaker. For example:

“*Sekarang banyak sekali orang yang enggak aku kenal* ***nge-*** **follow Instagram-*ku***. *Kadang-kadang aku confirm, tergantung* **Profile-*nya*** *norak atau enggak*”

(Now, there are so many people I don't know who follow my Instagram. Sometimes I confirm, depending on the Profile is tacky or not).

4) Repetition insertion happens as a speaker introduces another language into his speech in the form of repetition. For example:

Hai, Alhamdulilah **good-good.**

(Hi, I‘m good)

5) Idiom insertion is a concept or phrase that may be learned as a whole and whose meaning is not apparent from the meaning of the corresponding phrases. Idiom incorporation happens when a speaker incorporates his original language into another language's idiom form. For example:

"Friska memang memiliki suara yang sangat bagus. Dia adalah bintang kampus yang sangat famous dan disukai orang-orang."

(Friska does have a very good voice. She was a very famous college star and was liked by many people). The idiom *bintang kampus* that means campus starin English it refers to a singer who is famous on campus.

6) Alternation/Clausa insertion happens when a speaker incorporates a foreign language aspect clause into the original language. The provision consists of at least a subject and a verb.

For example:

"Dia itu tipe anak yang baik dan **he's very diligent**. *Selama kita bersekolah, nggak pernah ada kasus* **he fights with me and stuff***, kami berteman baik."*

(He is the kind of kind kid and he is very diligent. As long as we went to school, there was never a case of he fights with me and stuff, we were good friends).

c. Factors that Cause Code-mixing

Language dependence has resulted in code mixing and switching. Suwito says "*...Penanda ketergantungan bahasa dalam campur kode adalah hubungan timbal balik antara peran dan fungsi bahasa...*)" (The interrelationship between the role and the

language function is a sign of language dependency in code mixing.). Furthermore, states that factors that cause external code mixing are role identification, variety identification, and the desire to explain and interpret.

Besides the interrelationship between the role (speaker), language type, and language function, internal code mixing occurs when the speaker inserts elements of the regional language into the national language, elements of dialect into the regional language, or elements of variety and style into the dialect. External code mixing is caused by social, regional, and educational variables in the dimension of role identification, whereas the dimension of variety identification is caused by the language of code mixing and the dimension of desire to explain and understand.

The speaker's attitude and relationship are influenced by code mixing, or vice versa. Internal code mixing, on the other hand, happens when a speaker from a specific social background prefers to utilize a specific form of code mixing to serve a specific purpose. Bilingual persons swap or combine their languages for a variety of reasons.

Among the reasons for talking about a particular topic, quoting other people, being firm about something, interjection (insert sentence filler or sentence connector), repetition used for

clarification, the purpose of clarifying the content of speech for the interlocutor, and expressing the group identity (Hoffmann, 2014). It means that people switch or mix up their language because they speak about a certain topic so they have to change or mix their language to give explanation to the listener.

Code-mixing and code switching have been reliant on vocabulary. Internal code-mixing happens because, in addition to the interaction between positions (speakers), language forms and language functions, speakers enter elements of regional languages into the national language, dialect elements into regional languages or elements of variation and style into dialects. Social, geographic, educational are the variables triggering the mixture of external codes of position recognition dimensions. Meanwhile, the language code-mixing is used to describe and interpret the dimensions of various language recognition.

Code-mixing makes an impact on the speaker's mood and friendship, or vice versa. Meanwhile, as speakers of certain social backgrounds appear to use certain forms of code-mixing to serve certain tasks, internal code-mixing happens. There are many explanations why bilinguals swap their languages or combine them. Through vocabulary modifications, repetition may also happen. People use repetition to convey something to their listeners

from one language to another. Another explanation for people to change their vocabulary is by defining their group identity.

Factors that affect code-mixing and code-switching can include where the speech takes place and the situation. The factors that influence the components of the speech situation are: (1) the setting and atmosphere of the conversation situation, which distinguishes between physical place and type of activity; (2) participants are often characterized by terms such as caller, receiver, speaker, performer, audience, questioner, answerer, caller, interviewer, interviewee; (3) objectives, including functions and results; (4) the series of acts, including the substance and form of the speech; (5) the distinction between serious, witty, formal, satirical, key, sound, mood, or manner; (6) the instrumentality, including 'line' (verbal, nonverbal, face to face, written) and 'code' (language and/or style used); (7) interaction and interpretation standards (ground rules that seem to underlie interactions); (8) genre, one of the classes of speech act named (greetings, leave, lectures, jokes). Thus, the elements of the expression situation affect the speakers through group words.

5. Platforms

a. Definition of Platforms

The communication media is a component of interpersonal communication that is a conduit or a means to facilitate parties

communicating indirectly with each other (Effendy, 2009). With the advent of technology, the internet seems to erase the barriers of time and space, encouraging users at all time to interact with people who are part of the earth. With social media, communication that delivers this to the internet is then named.

Media is an internet-connected medium that enables people to engage in the offline world or online (Yunus, 2010). Social media in general refers to the means of contact between entities where the internet network can communicate and exchange information (Jalonen, 2014).

The concept of an information technology (IT) related "platform" is broad and covers phenomena ranging from the operating system Linux to the Internet. Such platforms are of increasing importance to innovation and value creation across many facets of industry and daily life (Sun, Gregor, & Keating, 2015). Platform is a program that is used to carry out work plans, and it serves as the main container or foundation for the system to be employed. There are many systems and people who can use this platform, starting from the fields of computers, business, politics, to education.

Over the last decade, digital contact between student groups and between students and teachers has become widespread across different channels: Email, Google Classroom, Zoom, SMS,

Facebook, Twitter, Instagram, WhatsApp, and recently Telegram. For example, the learning platform at Zoom is used as a medium for teachers to carry out teaching and learning online.

b. Benefits of Platforms

Field of education.

This platform serves as teaching material. Examples of application such as Microsoft PowerPoint, which can present various types of material in the field of education that are not just writing. You can also use the Zoom application, which can present virtual meetings with students. As well as instant messaging applications such as WhatsApp and Telegram. However, it can also be in the form of video, audio, animations, and others so that the teaching and learning atmosphere will be more interesting and fun.

Field of science.

In this one field, various Platforms can be used to get information about science. This application can also be developed to help someone do research. One example of its application is an application that can bring students together with their teachers or private tutors.

Medical field.

This platform in the medical field can serve to help doctors in various ways. Starting from diagnosing diseases, concocting drugs,

scheduling treatment, and so on. Currently, there are many applications that have been developed in the medical field.

Military field.

Platforms in the military field can function as aircraft controllers. That way, there is no more manual control. As a result, the determination of control information will be more optimal when compared to doing it manually.

Business field.

When viewed from the business field, Platforms can function as a tool to calculate the amount of profit more quickly, easily and accurately. That way, someone who is in his business does not need to spend a long time just calculating numbers because applications can replace their performance.

Based on this understanding, these Platforms are made to make it easier for someone to do their work or activities on a daily basis. Here is an example that you can use on a daily basis: WhatsApp, Telegram, Google Classroom, Zoom, Instagram, Twitter, YouTube, and so forth.

B. Related Previous Studies

There are several researchers who have analyzed related code-mixing. First, Amsal (2011) entitled An Analysis Of Code Mixing In Conversation Of The Students At State Junior High School (SMPN) 3 XIII

Koto Kampar. This research was applied at State Junior High School (SMPN) 3 XIII Koto Kampar. Some of the students of State Junior High School 3 XIII Koto Kampar still lack of English vocabulary in speaking. The writer is interested to carry out the research dealing with this problem with formulation of the students' code mixing. The subject of this research is the students of State Junior high School 3 XIII Koto Kampar in academic year 2008-2009 while the object is Typical Code Mixing. There are six classes and the total number of the students is 180. Therefore, the researcher takes 30% of the students as the sample. To collect the data, the researcher uses record and questionnaire. Record is the primary instrument in collecting the data dealing with an analysis of Code Mixing in Conversation of the students at State Junior High School 3 XIII Koto Kampar, and the Questionnaire is used to find out the code mixing items do appear in conversation of the students and types of code mixing are dominant used by the students. After the data collected, the data are processed and analyzed.

Second, Hany Hairennisa (2018) entitled Code Mixing In Students' Whatsapp (WA) Conversations At Eight Semester Of English Study Program At State Islamic Of University Raden Intan Lampung. This study was carried out at the State Islamic University of Raden Intan Lampung. Researchers discovered numerous sorts of code-mixing in students' Whatsapp (WA) conversations at the State Islamic of University Raden Intan Lampung's eighth semester English study program. As well as

finding three causal factors mixing code, first to empathize about something, second to make speech more clearly and lastly do not find words that have representations in other languages except from the language.

The two studies above have previously discussed about Code-Mixing analysis in students, both orally and in writing. However, in this study, the researcher wanted to analyze the Code-Mixing used by students in the Psycholinguistics class through several platforms used by students. In this study, researcher also took different places, different subject, and used several platforms used when learning online. This research will be conducted at the Fourth Semester of English Department at the State Islamic University of Fatmawati Sukarno Bengkulu. To find out the types and factors that cause code-mixing used by students during online learning.

C. Theoretical Framework

Humans are social creatures. People need language to satisfy their desire to be social. When we study words, we enter what some people call the 'human essence', a characteristic of the mind that is unique to humans as far as we know (Noam, 2010). A set of biological constructs, chosen in the developmental phase of the human brain, must be the inherent characteristic of language capability (Luria, 2003). A language is a means to communicate and collaborate with others. In our everyday life, we will

see it. People in businesses, hospitals, offices, and so on use vocabulary. In any situation, this language works.

Then, in that it explores the internal elements of language such as vocabulary, morphology, phonology, grammar, and so on, sociolinguistics differs from many other branches of linguistic areas. Through the interaction between language and culture, the unified relationship between language and the users of language themselves, language is studied.

Finally, while sociolinguistic research is very wide-ranging, there are a few core ideas on which most sociolinguistic research is focused. It seeks to justify that the truth is not the way it is. Although these two methods are distinct, they compliment each other in reality.

CAPTER III

RESEARCH METHOD

This chapter discusses research design, research subject, data and data source, instrument of the research, trustworthiness of the data, the procedure of collecting data and technique of data analysis.

A. Research Design

In this study, the researcher was applied descriptive qualitative analysis because it concentrated on a complete picture of the code mixing modes in conversations on Psycholinguistics class. Like qualitative analysis, the qualitative approach is a research method that generates descriptive data from the individuals and actions under analysis, both in written and oral form, in the form of words (Taylor, Bogdan, & Devault, 2016). Qualitative research, in other words, is a type of research that cannot be taken into account. This research must be thorough, pay attention to matters related to code mixing by students, investigate the required data, and write down the data collected based on the research objectives to carry out investigations and get the results. The researcher was analyzed the data after the data was collected by defining the forms of code mixing and discussing the factors that caused code mixing in several platforms used in online learning or virtual meetings.

B. Research Subject

In qualitative research, it does not use population terminology, but the social condition consisting of three components: place, activity, and actors (Taylor et al., 2016). In this study, the subjects are the students at fourth semesters of English study program at State Islamic Univesity of Fatmawati Sukarno Bengkulu. Academically, researcher focus on the courses available in the fourth semester, namely Psycholinguistics. The sample of this research is students from class A to class E who take a virtual Psycholinguistics class. The subject are chosen by using cluster random sampling from five classes.

C. Data and Data Source

1. Data

Data is the data of the device that can be collected, investigated and applicable to any topic. Data of theory and research must be important to both sides (Tanzeh, 2011). "The term "data" refers to the rough materials collected by researchers from the world they are studying; they are the information that forms the basis of the analysis" (Taylor et al., 2016). The data in this analysis is qualitative data. In this study, the researcher got the data from documentations. The investigator collected the data from records in this report. The important feature of performing qualitative analysis is this evidence.

2. Data Source

A data source is an entity, something, or location that provides a piece of research with information. So, from these sources, the researcher can get the details. Data sources in this analysis were extracted from the actors' conversations (students from class A to class E in the fourth semester of the English study program). In order to gather the requisite data, the investigator gathered further information from these data sources.

D. Instrument of the Research

In this research, Documentation (screenshot) and Questionnaires used as the research instruments. Screenshot was used to taken all the topics that contained code-mixing which is used in group conversations on several Platforms. It enables the researchers to collected the data in the form of documentation.

Moreover, the Data Classification sheet was used to display types and factors that can cause students do code-mixing in the virtual Psycholinguistics class. It is used to present the structure of the research results, as follows:

Table 3.1 **Data Classification Sheet**

No.	DATA	TYPE	PERCENTAGE
1.		Word Insertion	

2.		Phrase Insertion	
3.		Baster Insertion	
4.		Repetition Insertion	
5.		Idiom/ Expression Insertion	
6.		Clause Insertion	
TOTAL			**100%**

E. Trustworthiness of the Data

In quantitative studies, credibility and dependability of the research refers to how valid and reliable the results are, while in qualitative research, the research outcomes are measured to guarantee that they are credible, transferable confirmable, and dependable. In this case, the researcher was used intercoder in ensuring that the data of the research is credible and dependable.

F. The Procedure of Collecting Data

By using documentary methodology, the data in this researcher will be collected. Documentation is the tool used for gathering data in scientific analysis using the proof list document. It is used to evaluate the classification of the primary and secondary data applicable to the investigation.

The researcher uses a tool in this step to get valid and true facts.

1. The researcher chose platform that are used when studying online.
2. Researcher found code-mixing in conversations on platform.
3. The researcher take screenshots of the group conversations which contained code-mixing as evidence or documentation.
4. Researcher collect and read books and several articles related to code-mixing.
5. In the conversations on several platforms, the researcher investigate the code-mixing and investigate the causes of code-mixing based on the theory
6. The researcher completes the study.

G. Technique of Data Analysis

In this study, a qualitative approach of data processing is used by the researcher. In qualitative analysis, the activity after gathering all the data from respondents or other sources is to interpret the data. Data collection is a time-consuming and challenging method for qualitative studies. Data review is the method of finding and manually organizing the transcripts of the interview, field notes, and other resources that you collect to increase your own knowledge of them and allow you to present to others what you have learned. Research means dealing with knowledge, arranging it, dividing it into usable units, synthesizing it, looking for trends, figuring out what is relevant and what needs to be learned, and choosing what you are going to teach everyone.

Data analysis is the act of carefully examining and organizing the interview transcripts, field notes, and other materials you collect in order to better understand them and convey what you've learned to others. Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering that is important and what is to be learned, and deciding what you will tell others (Bogdan and Biklen, 1998).

The next step is data interpretation, after the data has been processed. Using the following steps, the extracted data from the sentences was evaluated.

1. Coding the data on the basis of types and the reason of code mixing. Because the approach was qualitative, researcher developed a coding system to analyze data. “Developing coding system involves several steps. Search through data for regularities and pattern as well as for topic data cover, and then wrote down words and phrase to present those topics and pattern”. After all the mixed expressions in all sentences have been highlighted, the researcher then starts to analyze the data one by one, by applying analysis of the use the of six forms and three reasons of code mixing.

2. Discussation and review of results

   In this step, researcher showed the six forms of code mixing and explained the reasons of code mixing found in virtual Psycholinguistics class.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents a description of the results of the research and a discussion on the types of code mixing and the factors that can cause code mixing.

A. Research Result

Insertion, alternation, and congruent lexicalization are three types of code mixing that are used to analyze data. In the data, the researcher discovered many types of code mixing insertions. Word insertion, phrase insertion, baster insertion, Repetition Insertion, idiom insertion, and clause insertion are the different types of insertion. The researcher utilize Hoffman theory to study the variables that cause code mixing, such as being enthusiastic about something (express solidarity), to make the utterance clearer and does not discover a term that has no representation in another language other than the language itself.

The study has investigated (32) thirty-two instances of code mixing. There are (12) twelve word insertions, (5) five phrase insertions, (1) one baster insertion, (2) two repetition insertions, (1) one expression insertion and (11) eleven clause insertions.

Table 4.1 **Data Classification**

No.	DATA	TYPE	PERCENTAGE
1.	Hmm ***reasonable*** lah	Word Insertion	**37,50%**
2.	Eka ***too*** kan???		
3.	Iya beb, besok kumpul tugasnya, kata ***mam*** gitu		
4.	Serius?? Ntar ***hoax***		
5.	***Sorry***, ***chat*** kalian apa sih?		
6.	***Maybe*** coba tanyain ke Rize hhah		
7.	***Actually*** kalo kita yakin, pasti bisa ye kan		
8.	Mana ada. Dia sekarang gak mau lagi makan makanan yg kurang sehat, dia udah ***vegetarian*** biar asupan nutrisi nya terjamin wkwk biar bisa mikir pelajaran besok		
9.	Owalahh ***chat*** udah numpuk sih, jadi bingung mau baca penjelasan materinya		
10.	***Finally*** kan, ga usah ngasih pertanyaan yg sama. Kan udah dijelasin, nanti kalian ***scroll*** aj		
11	***Btw*** diganti jam berapa besok mam?		
12.	***Mam,*** tugas kelompok kami udah di***upload mam. Thank you mam***		

13.	Iya... ***please*** jangan chat disini cuy, ***I*** bingung mau baca materinya	Phrase Insertion	**15,60%**
14.	Disini ***rain***nya sangat deras mam, ***no signal*** juga...		
15.	***I don't know*** cuy, coba ***searching*** di Google		
16.	Iyaaa ***my beloved friends***, kalo nggak hujan nanti aku nyusul ***oke***		
17.	Dew kamu ***ready*** jadi moderator presentasi besok?		
18.	Cuss langsung ke ***campus*** skrg	Baster Insertion	**3,10%**
19.	Wa'alaikumussalam, Alhamdulillah ***good good*** mam	Repetition Insertion	**6,30%**
20.	Insya Allah, ***okay2***		
21.	**Cihuyyyy** kami besok udah selesai, ***so happy we're finished***	Idiom/ Expression Insertion	**3,10%**
22.	Iyo ***mam***		
23.	Kaba ***group*** berapo Nel?		
24.	Au ***mam*** hujan, ***no signal***		
25.	***Gws*** kawan2, jaga kesehatannya		
26.	***Gws*** fikkk		

27.	Dimana?? Shareloc weh biar cepat selesai tugas ini	Alternation/ Clause Insertion	**34,40%**
28.	***I*** pikir2 kau dak bakal datang cuyy		
29.	Itu *file* tugas kelompok kami, di***save*** yo file nyo biar dak ilang pas uts klk		
30.	Iyaa udah di***save*** semua		
31.	*Oke* deh, nanti kita kerjain bareng aja. *Thank you*		
32.	Silahkan di***share*** ke ***story*** ig dan wa masing2 ya		
TOTAL			**100%**

B. Discussion

1. Types of Code Mixing

a. Word Insertion

When a speaker inserts a word element from a local dialect or a foreign language into an utterance, this is known as word insertion.

1. *Mana ada. Dia sekarang gak mau lagi makan makanan yg kurang sehat, dia udah* ***vegetarian*** *biar asupan nutrisi nya terjamin wkwk biar bisa mikir pelajaran besok.* (No. 8)

   'No such thing. He now does not want to eat unhealthy food anymore, she is already a vegetarian so that his nutritional

intake is guaranteed wkwk, so she can think about tomorrow's lesson'.

2. ***Finally*** *kan, ga usah ngasih pertanyaan yg sama. Kan udah dijelasin, nanti kalian* ***scroll*** *aj*. (No. 10)

   'Finally, there is no need to ask the same questions. It is been explained, just scroll later'.

3. ***Mam****, tugas kelompok kami udah di****upload mam****. ****Thank you mam.*** (No. 12)

   'Mam, our group assignment has been uploaded mam. Thank you mom'.

Data (1-3) it indicates code mixing that uses word insertions. In the data (1) word from vegetarian 'pemakan sayuran' put in Indonesian construction *Mana ada. Dia sekarang gak mau lagi makan makanan yg kurang sehat, dia udah* ***vegetarian*** *biar asupan nutrisi nya terjamin wkwk biar bisa mikir pelajaran besok.*

While in data (2) words from *finally* 'akhirnya' dan *scroll* 'menggulir' added to the Indonesian construction ***Finally*** *kan, ga usah ngasih pertanyaan yg sama. Kan udah dijelasin, nanti kalian* ***scroll*** *aj.*

Then on data (3) words from *upload* 'unggah' and *thank you mam* 'terima kasih bu' added to the Indonesian construction ***Mam****, tugas kelompok kami udah di****upload mam****. ****Thank you mam****.*

Based on the discussion of the data (1-3) above, that code mixing can be characterized by the insertion of English words into Indonesian constructions. The following is an example of code mixing that has the same pattern as the data above:

4. *Iya beb, besok kumpul tugasnya, kata **mam** gitu.* (No. 3)

   'Right, the assignment is due tomorrow, Mam said like that'.

5. *Serius?? Ntar **hoax***. (No. 4)

   'serious? then you trick me'. Hoax comes from the word hocus 'mengelabui' or cheat.

6. ***Maybe** coba tanyain ke Rize hhah.* (No. 6)

   'Maybe try asking Rize hhah'.

b. Phrase Insertion

When a speaker inserts a phrase from a foreign language into his or her utterance, this is known as phrase insertion. The following data demonstrates phrase insertion:

1. *Iya... **please** jangan **chat** disini cuy, **I** bingung mau baca materinya*. (No. 13)

   'Yes... please don't chat here, my friend, I'm confused about reading the material'.

2. *Disini **rain**nya sangat deras mam, **no signal** juga...* (No. 14)

   'The rain here is very heavy, mam, the signal is also not there'.

3. *Iyaaa **my beloved friends**, kalo nggak hujan nanti aku nyusul **oke.*** (No. 16)

‘Yes, my beloved friends, when the rain stops, I will follow okay’.

Data (1-3) it indicates code mixing that uses phrase insertions. In the data (1) words from *please, chat* and *I* put in Indonesian construction *Iya... **please** jangan **chat** disini cuy, **I** bingung mau baca materinya*.

While in data (2) words from *rain* ‘hujan’ and no *signal* ‘tidak ada sinyal’ put in Indonesian construction *Disini **rain**nya sangat deras mam, **no signal** juga.*

Then on data (3) words from *my beloved friends* ‘teman-temanku tercinta’ and *oke* ‘baiklah’ put in Indonesian construction *Iyaaa **my beloved friends**, kalo nggak hujan nanti aku nyusul **oke.***

Based on the discussion of the data (1-3) above, that code mixing can be characterized by the insertion of English words into Indonesian constructions. The following is an example of code mixing that has the same pattern as the data above:

4. ***I don’t know** cuy, coba **searching** di Google*. (No. 15)

   ‘I don't know cuy, try searching on Google’.

5. *Dew kamu **ready** jadi moderator presentasi besok?* (No. 17)

   ‘Dew, are you ready to be the moderator of tomorrow's presentation?’.

c. Baster Insertion

When a baster is inserted into an utterance, a form of code mixing occurs. Baster is a term that refers to a mixture of a native form with a variety of foreign linguistic forms. The following data demonstrates baster insertion:

1. *Cuss langsung ke **campus** skrg*. (No. 18)

   'Cuss go to campus now'.

   Word from *campus* 'kampus' put in Indonesian construction *Cuss langsung ke **campus** skrg. Cuss* is a foreign linguistic form that is inserted into the word which actually means the word from 'go to'.

d. Repetition Insertion

When a speaker repeats words from other languages inserted in pronunciation, this is a code mixing form of repetition insertion. The following data demonstrates repetition insertion:

1. *Wa'alaikumussalam. Alhamdulillah **good good** mam*. (No. 19)

   'Wa'alaikumussalam. Alhamdulillah I am good, mam'.

2. *Insya Allah, **okay2.*** (No. 20)

   'Insya Allah, just okay'.

Data (1-2) it indicates code mixing that uses repetition insertions. In the data (1) words from *good good* 'baik-baik' the word is repeated and inserted into another language to provide a description of a condition.

While in data (2) words from *okay2* the meaning of the word shows the repetition of the word okay-okay ‘baik-baik’ the word is inserted into another language to provide a description of a condition or condition.

e. Idiom/ Expression Insertion

When a speaker inserts his or her native language into an express form of language, this is known as expression insertion. The following data demonstrates expression insertion:

1. ***Cihuyyyy*** *kami besok udah selesai,* ***so happy we’re finished.*** (No. 21)
   ‘Cihuyyyy we are done tomorrow, so happy we are finished’.
   The word from *cihuyyyy* is a word that shows an expression. *Cihuyyyy* is almost the same as the word *hurray* ‘hore’ which describes a happy expression. The word is inserted into another language this is a mixed code that shows the expression insertion. Then, put in Indonesian construction ***Cihuyyyy*** *kami besok udah selesai,* ***so happy we’re finished.***

f. Alternation/Clause Insertion

When a speaker adds a clause from a foreign language into his or her native language, this is known as clause insertion. The following data demonstrates clause insertion:

1. *Dimana?? Shareloc weh biar cepat selesai tugas ini*. (No. 27)
   ‘Where?? Share the location so we can finish this task quickly’.
2. ***I*** *pikir2 kau dak bakal datang cuyy*. (No. 28)
   ‘I thought you would not possibly come’
3. *Itu* ***file*** *tugas kelompok kami, di****save*** *yo file nyo biar dak ilang pas uts klk.* (No. 29)

‘That is our group assignment file, save the file so it does not get lost during the midterm exam’.

Data (1-3) it indicates code mixing that uses clause insertions. In the data (1) words from *shareloc* comes from the word *share location* ‘bagikan lokasi’ the word is an insertion clause which is then added to the mother tongue when communicating. Then, put in Indonesian construction *Dimana?? Shareloc weh biar cepat selesai tugas ini.*

While in data (2) word from *I* ‘saya’ the word is an insertion clause which is then added to the mother tongue when communicating. Then, put in Indonesian and Bengkulu construction ***I*** *pikir2 kau dak bakal datang cuyy*. In this case, there are several languages he uses when communicating, namely English, Indonesian and Bengkulu language.

Then on data (3) words from *file* ‘berkas/dokumen’ and *save* ‘simpan’ the word is an insertion clause which is then added to the mother tongue when communicating. Then, put in Indonesian and Bengkulu construction *Itu* ***file*** *tugas kelompok kami, di****save*** *yo file nyo biar dak ilang pas uts klk.* In this case, there are several languages he uses when communicating, namely English, Indonesian and Bengkulu language.

Based on the discussion of the data (1-3) above, that code mixing can be characterized by the insertion of English words into Indonesian constructions. The following is an example of code mixing that has the same pattern as the data above:

4. *Iyo* ***mam***. (No. 22)

‘yes mam’.

5. *Kaba **group** berapo Nel?.* (No. 23)

   ‘What group are you in, Nel?’.

6. *Au **mam** hujan, **no signal.*** (No. 24)

   ‘yes mam it's raining, no signal’.

2. The Factors that Cause Code Mixing

The students utilized code mixing in their conversations for a variety of reasons. The researcher related all of the responses to Hoffman's theory regarding the reason for code mixing based on the findings of the investigation.

a. Students use code mixing in conversation for a variety of purposes, one of which is to emphasize something (express solidarity). When someone communicating in a language that is not his/her native language suddenly wants to be emphatic about something, he/she will transition from his second language to his/her original language, either consciously or inadvertently. Alternatively, he/she may move from his/her second to his/her first language since it is more convenient for him to be forceful in his second language than in his first. As an example:

   1. Kawan2 ada yg tau ***video editing app*** yang mudah digunakan?

      ‘Guys, does anyone know an easy-to-use video editing app?’.

   2. ***I don’t know*** cuy, coba ***searching*** di Google.

      ‘I don't know cuy, try searching on Google’.

The data is one example to emphasize something. In the data (1) The first person asks her friends in English. While in data (2) the second individual responds in English before moving on to Indonesian construction.

b. The second factor of students use code mixing is to make the utterance clearer; this reason is similar to Hoffman's theory of repetition use for clarification, which states that when a speaker wants to clarify his or her conversation so that it is better understood by the listener, she or he can use both of the languages (code) that she or he masters to say the same massage. As an example:

1. *Silahkan di**share** ke **story** ig dan **story** wa masing2 ya*. (No. 32)

   'Please share it to your respective ig and wa stories'.

In the data (1) words from *story* 'cerita' repeatedly incorporated into Indonesian construction *Silahkan di**share** ke **story** ig dan **story** wa masing2 ya*. The researcher concludes that repeating for explanation is one of the reasons students used code mixing.

c. The last reason is that students may have difficulty locating a term that has no comparable lexicon in another language other than the language itself, which is similar to Hoffman's notion of Real Lexical Need, which is due to a lack of analogous lexicon in the language. When an English-Indonesian bilingual encounters a

word that he does not know in English, he will choose to speak it in Indonesian. She will utilize the English phrase when he needs a word that isn't available in Indonesian. As an example:

1. *Dimana?? **Shareloc** weh biar cepat selesai tugas ini*. (No. 27)

   'Where?? Share the location so we can finish this task quickly'

Based on data (1) word from *shareloc* 'bagiikan lokasi' put in Indonesian construction *Dimana?? **Shareloc** weh biar cepat selesai tugas ini.* From the description above, it can be concluded that the reason students use code mixing is a real lexical need.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws conclusions from this research and provides some suggestions for all parties directly related to research on code mixing.

A. Conclusions

Following are the conclusions based on the findings and discussion, the researchers conclude as follows:

1. The types of code mixing used by English Department students in their virtual Psycholinguistics classes are word insertion, phrase insertion, baster insertion, repetition insertion, idiom/expression insertion, and clause insertion.
2. The dominant type of code mixing used by English Department students in their virtual Psycholinguistics class is insertion phrase, they use word insertion less frequently.
3. Factors that can cause students to code-mixing in virtual Psycholinguistics class: empathize about something, which is used for clarification and the reasons students use code-mixing are real lexical needs.

B. Suggestions

Observing the conclusions from the results of the research above, the researcher gives some suggestions as follows:

1. For the students from class A to class E at fourth semesters of English study program at State Islamic University of Fatmawati Sukarno Bengkulu always try to use code mixing especially in English because then it can help students understand and improve their vocabulary in a language.
2. In the classroom, the educator should practice wisely. Because the use of code mixing may help them teach English in the future. In teaching English, edducators should practice English more than any other language, such as Indonesian or the local language. This is to acquaint students with the usage of English as a communication tool.
3. For future researchers who want to research code mixing, this research will be a reference for further research, based on current researchers. Investigate mix code in different object situations for example in daily conversation or in discussion forum.

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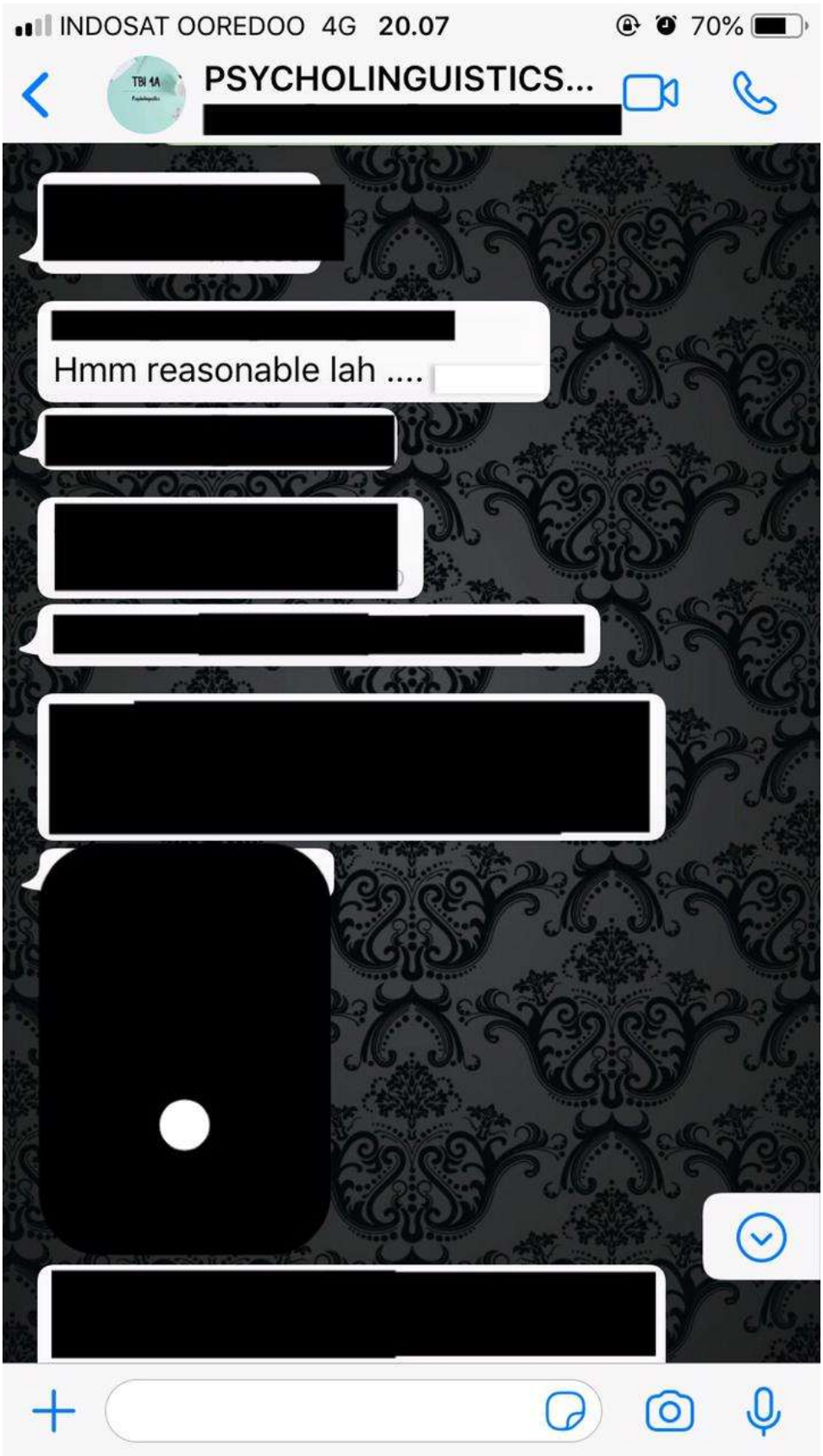
A P P E N D I C E S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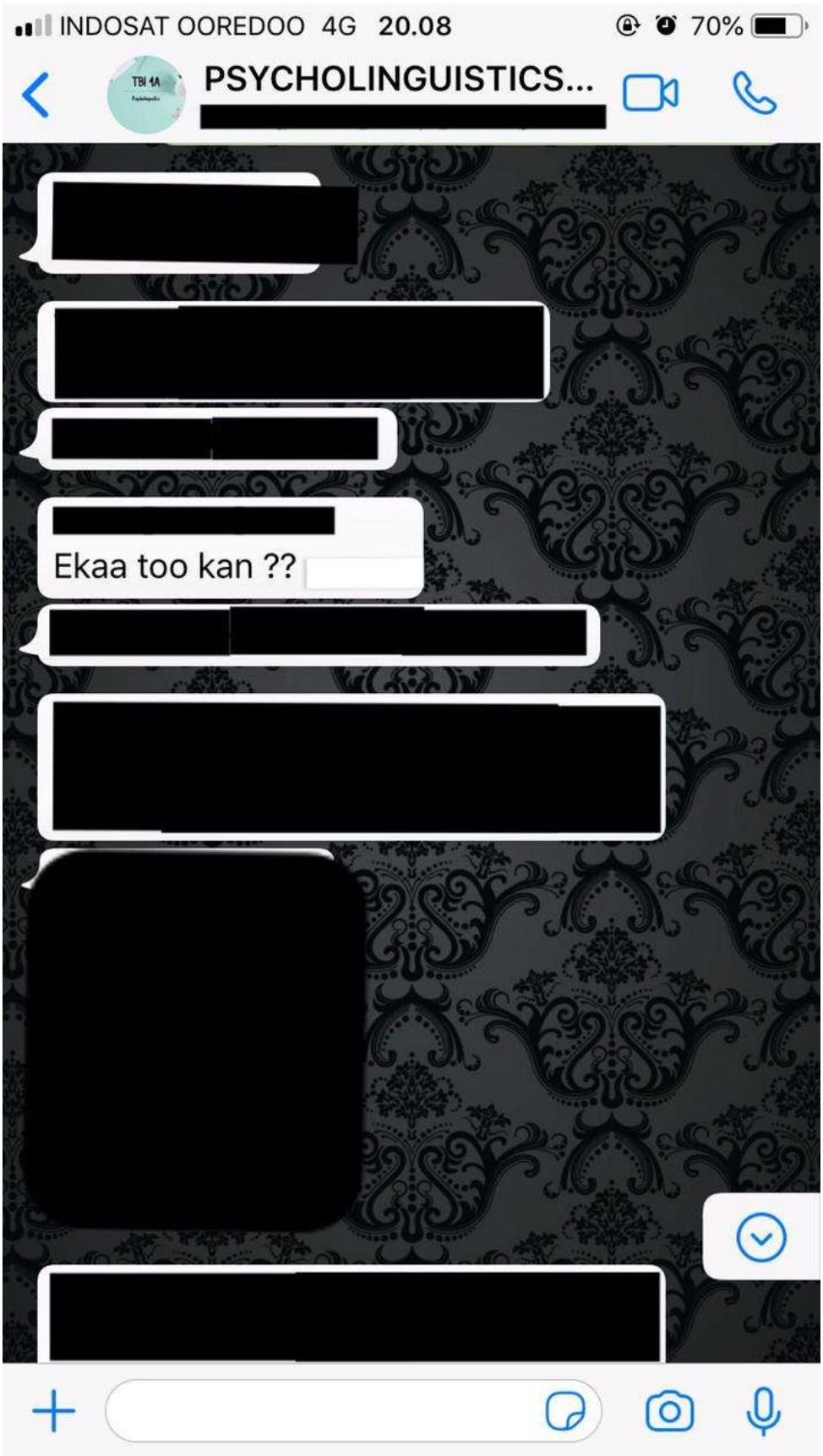
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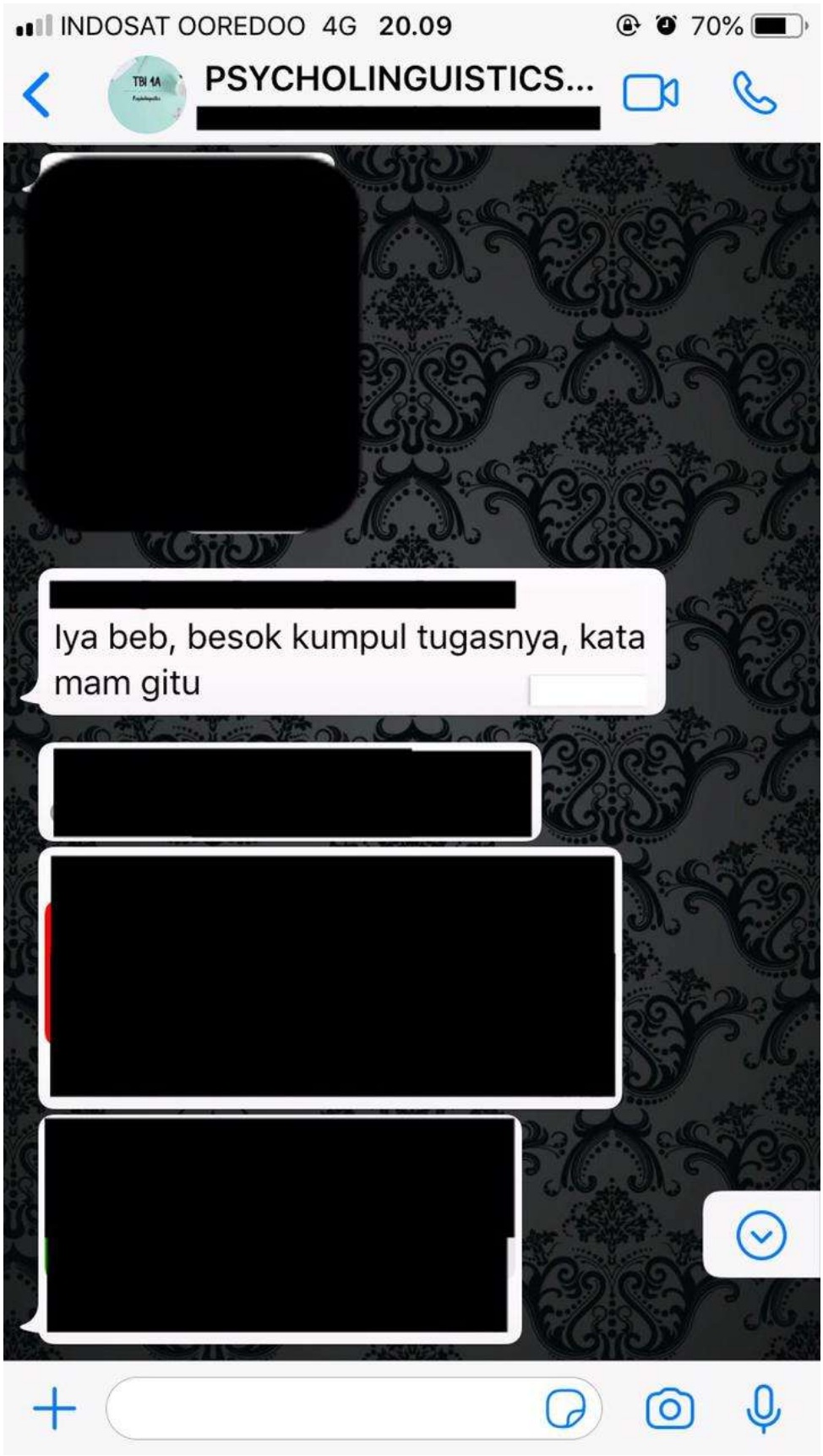
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Iya beb, besok kumpul tugasnya, kata mam gitu
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69%
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Serius? Ntar hoax.. 13.14
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Maybe coba tanyain ke Rize hhah
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Actually kalo kita yakin, pasti bisa ye kan 😝 😝
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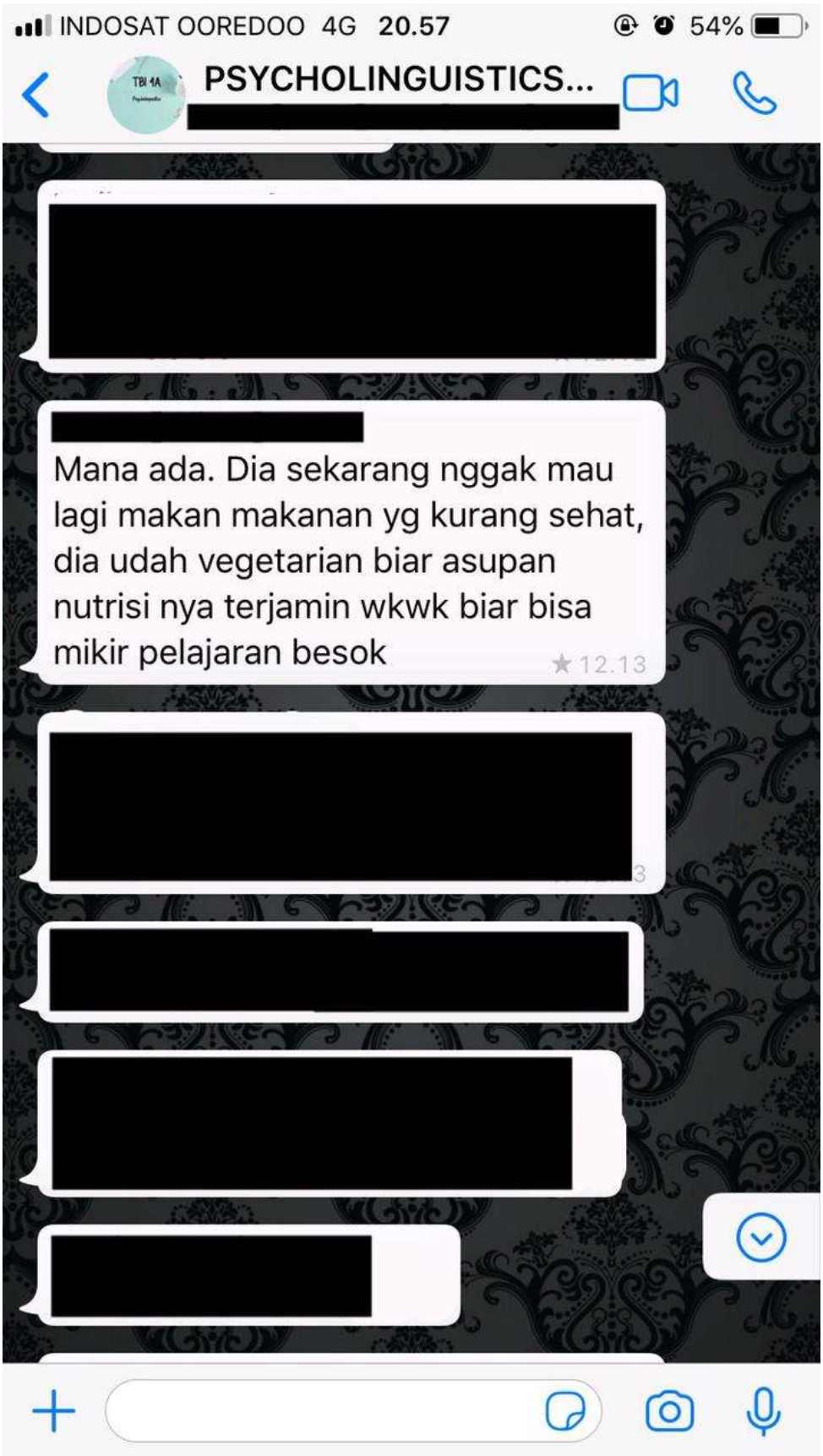
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Mana ada. Dia sekarang nggak mau lagi makan makanan yg kurang sehat, dia udah vegetarian biar asupan nutrisi nya terjamin wkwk biar bisa mikir pelajaran besok
★12.13
[redacted]
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GWS fikkk 15.12
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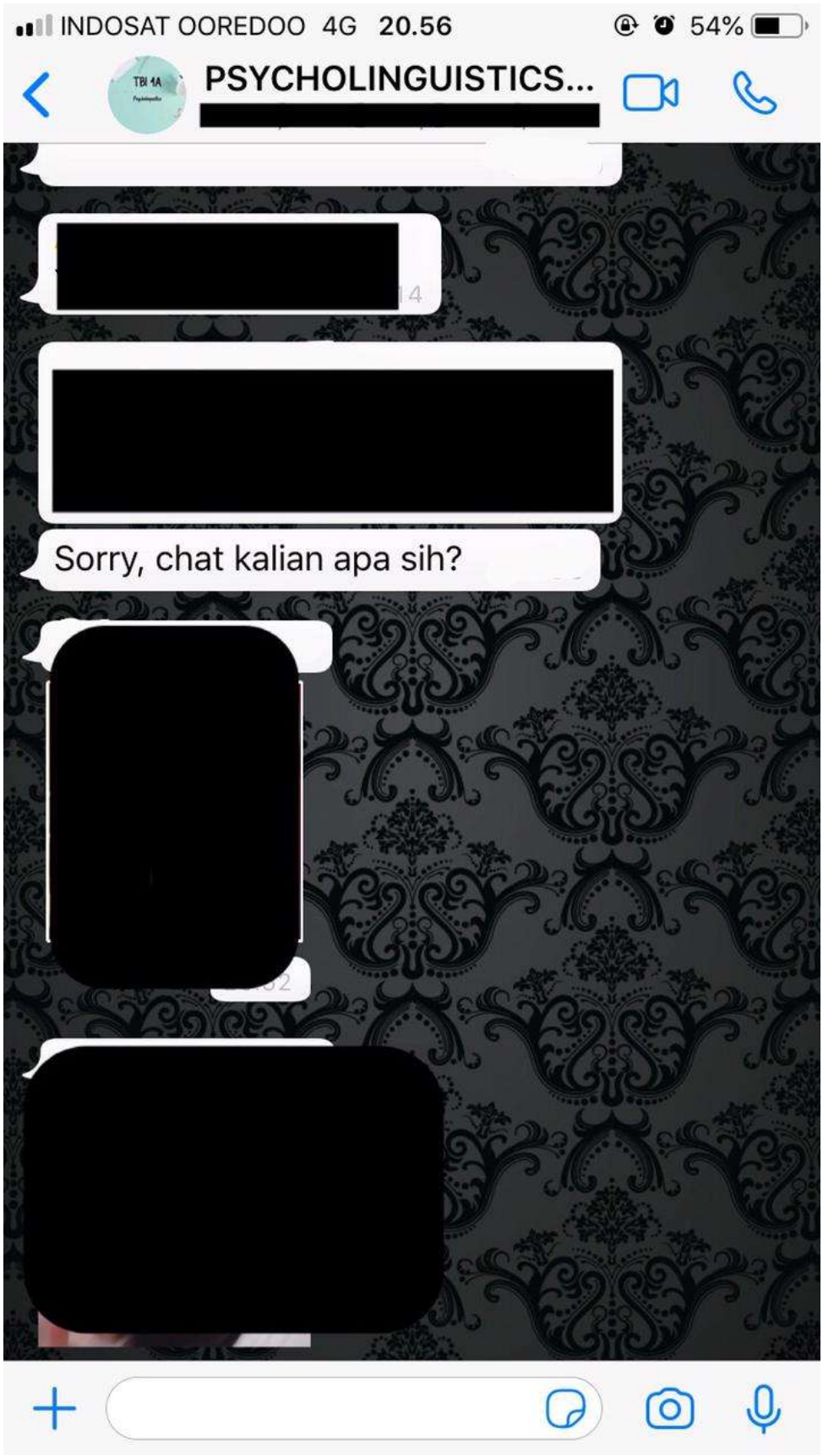
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Sorry, chat kalian apa sih?
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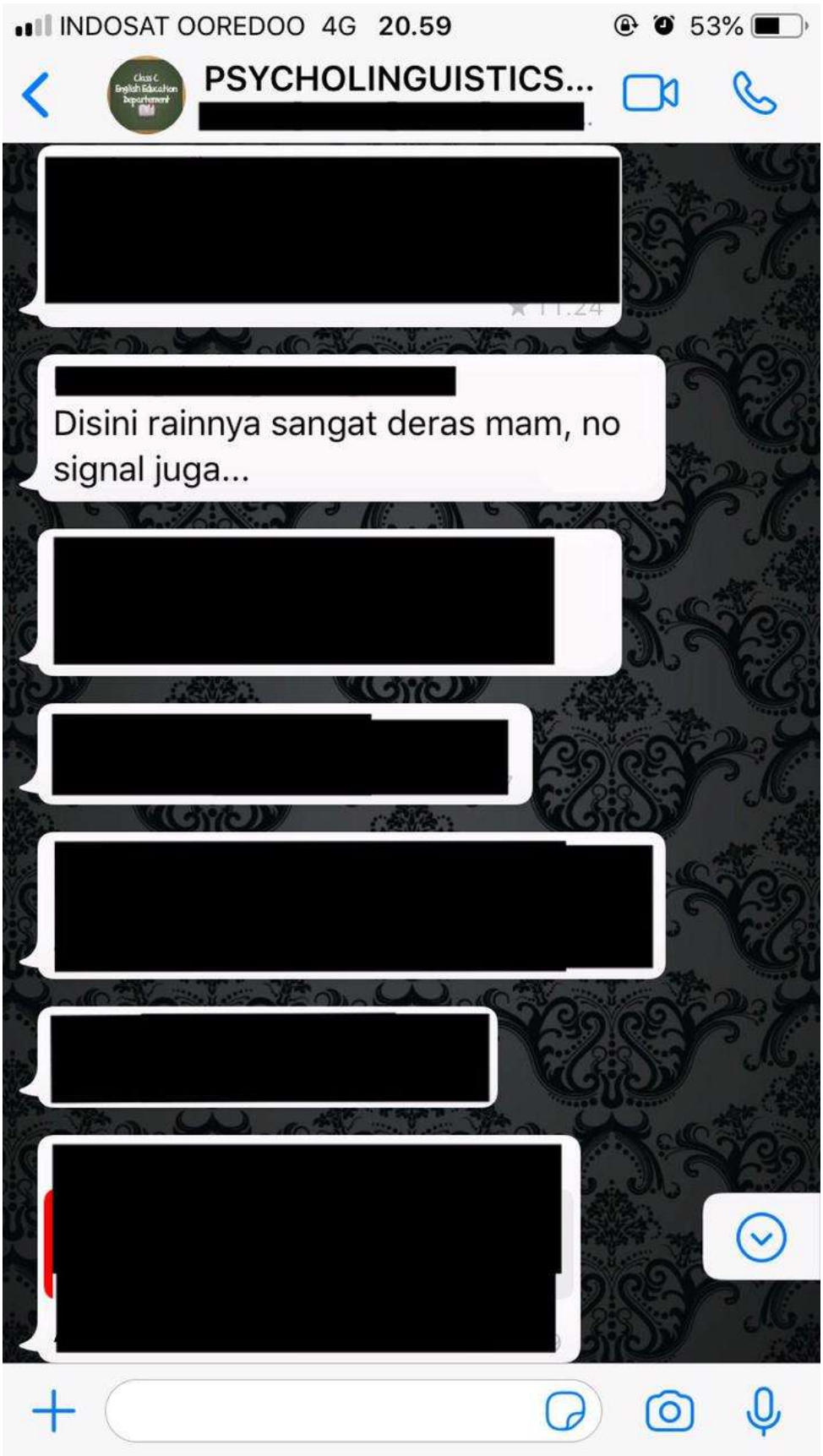
Btw diganti jam brapa besok mam ?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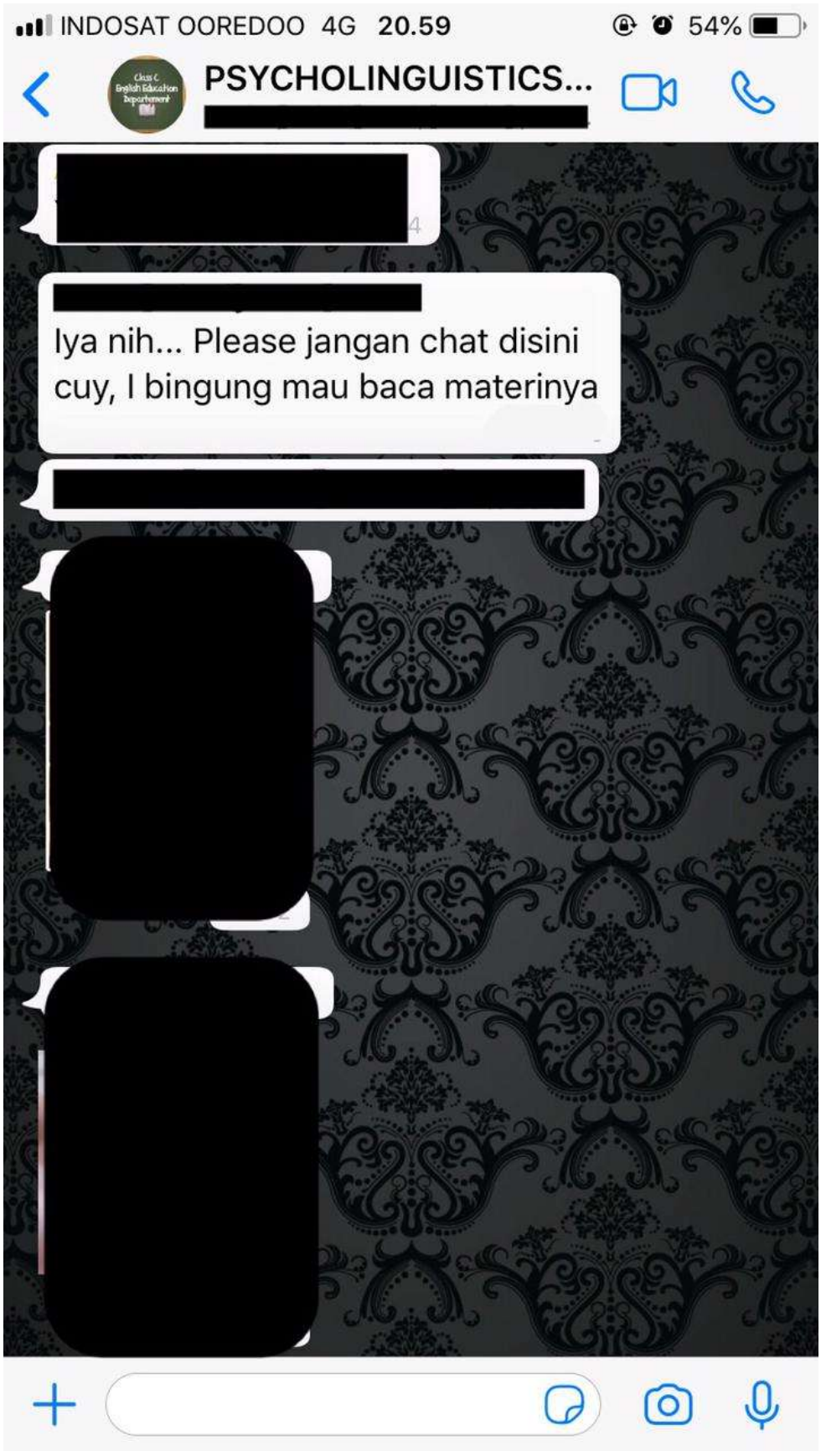
Disini rainnya sangat deras mam, no signal juga...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[redacted]
Iya nih... Please jangan chat disini cuy, I bingung mau baca materinya
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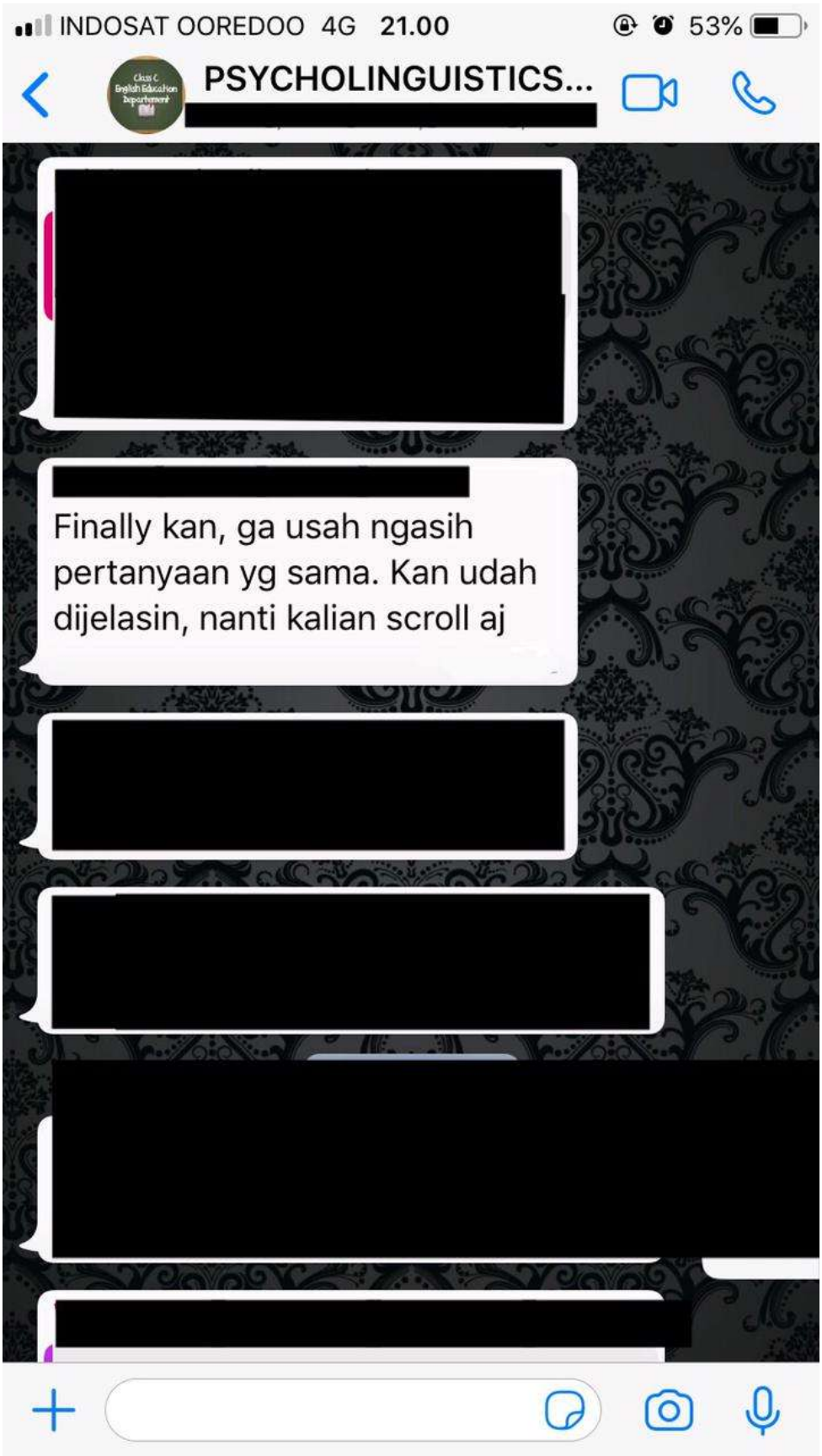
I don't know cuy, coba searching di google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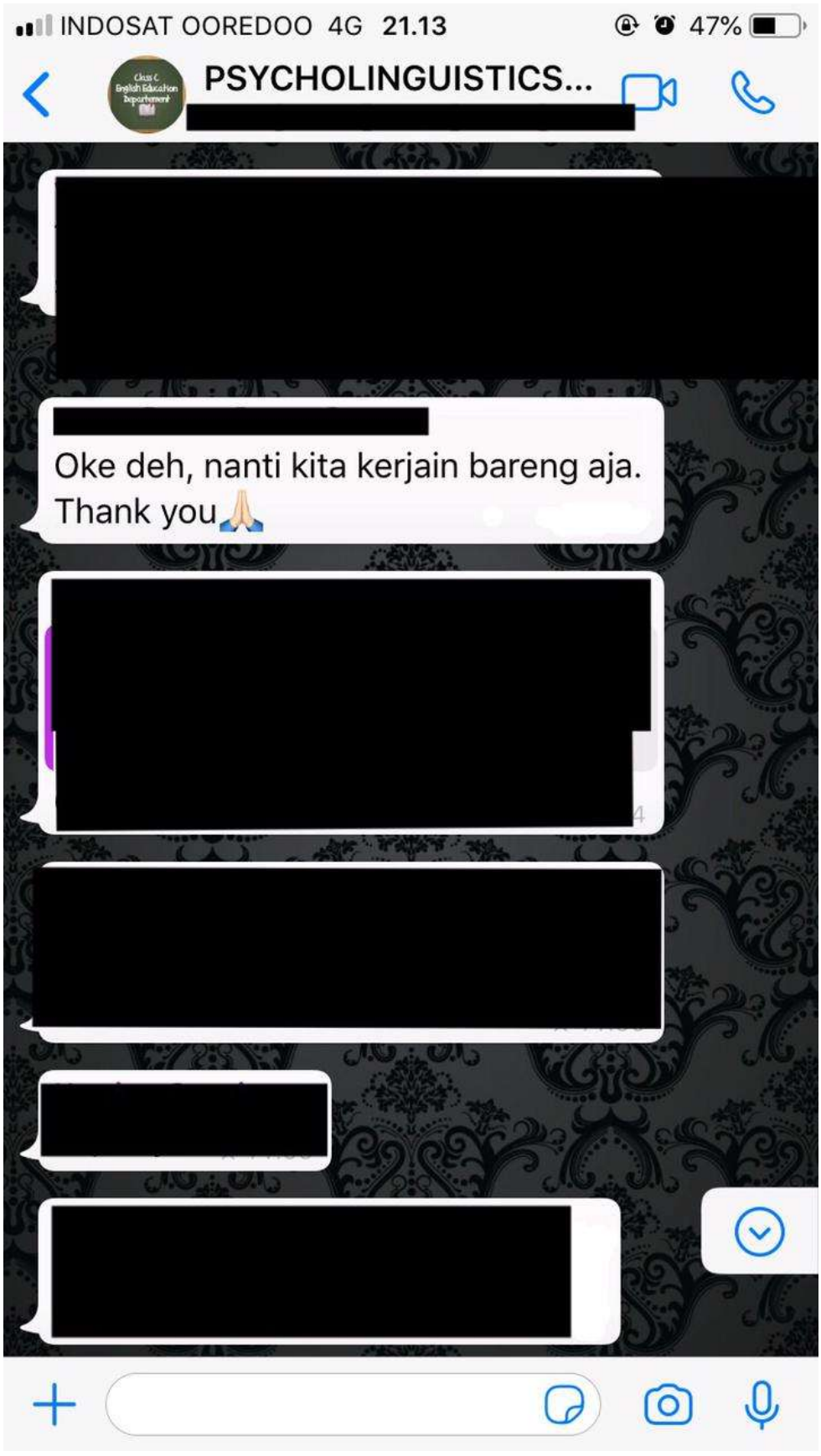
Finally kan, ga usah ngasih pertanyaan yg sama. Kan udah dijelasin, nanti kalian scroll aj
[redacted]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47%
PSYCHOLINGUISTICS...
[redacted]
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Oke deh, nanti kita kerjain bareng aja.
Thank you🙏
[redacted]
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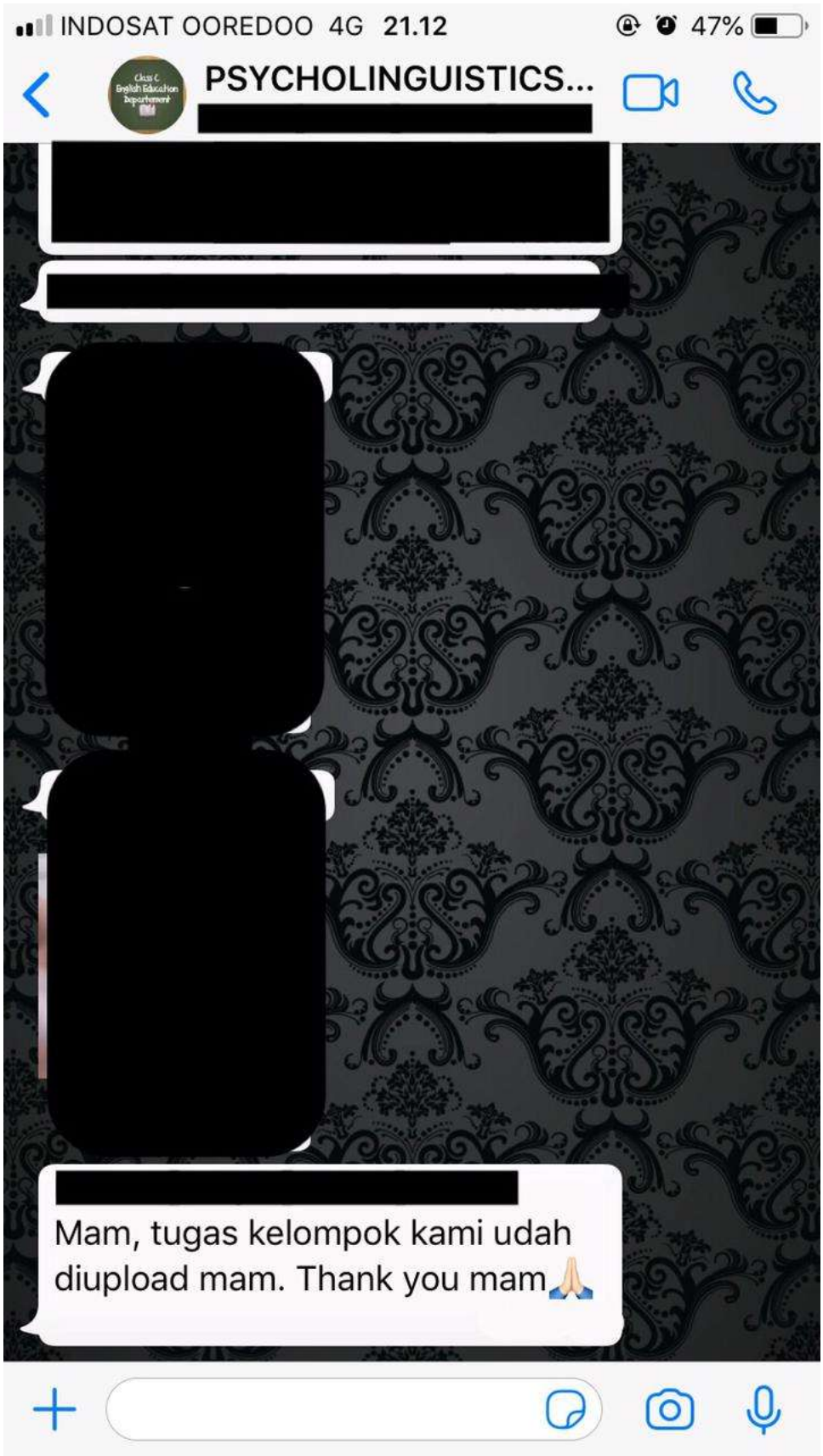
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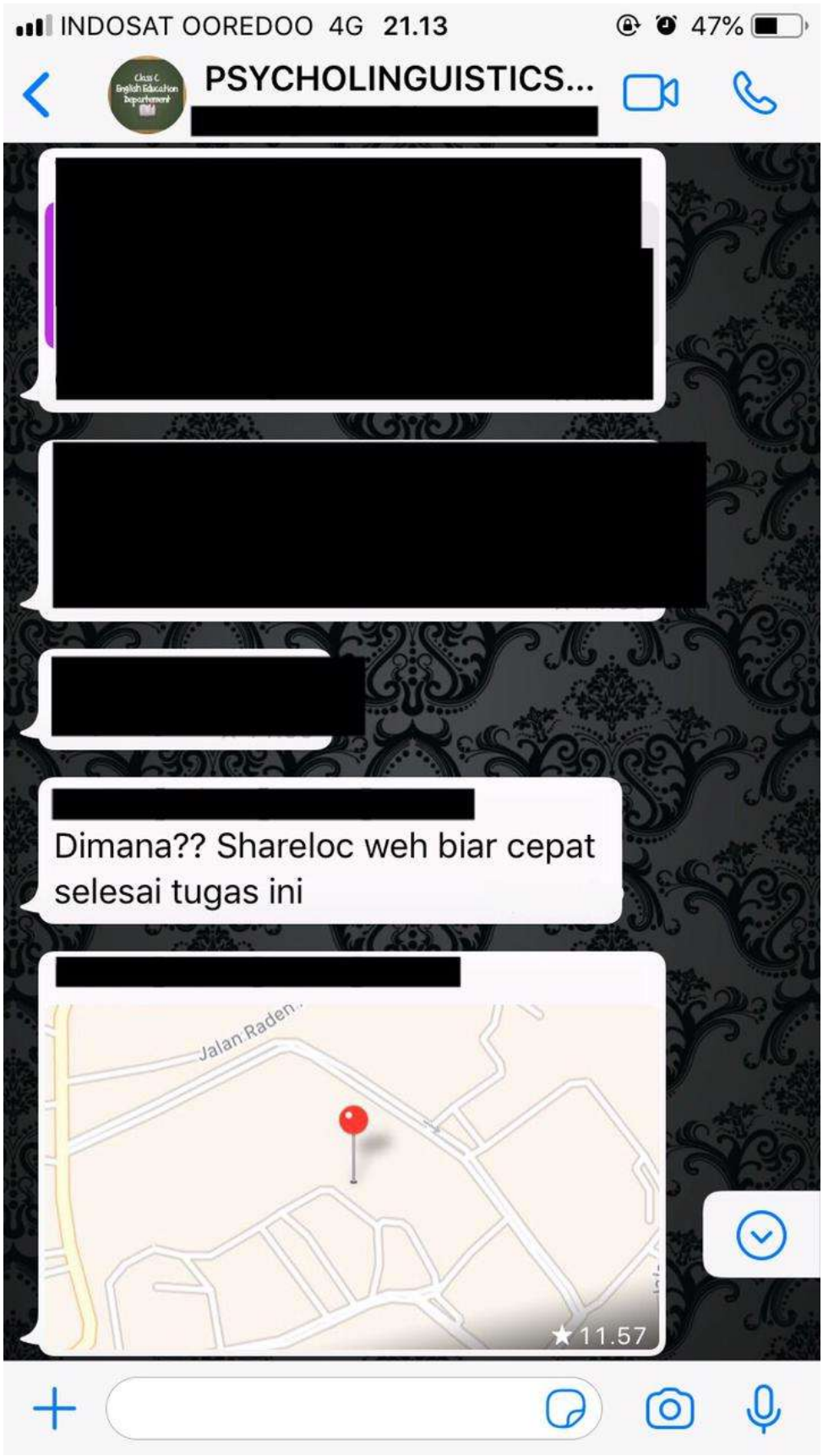
Mam, tugas kelompok kami udah diupload mam. Thank you mam🙏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[redacted]
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Dimana?? Shareloc weh biar cepat selesai tugas ini
[redacted]
Jalan Raden...
★11.57

INDOSAT OOREDOO 4G 21.13
47%
PSYCHOLINGUISTICS...
[redacted]
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Iyaaa my beloved friends, kalo nggak hujan nanti aku nyusul okeee 👌
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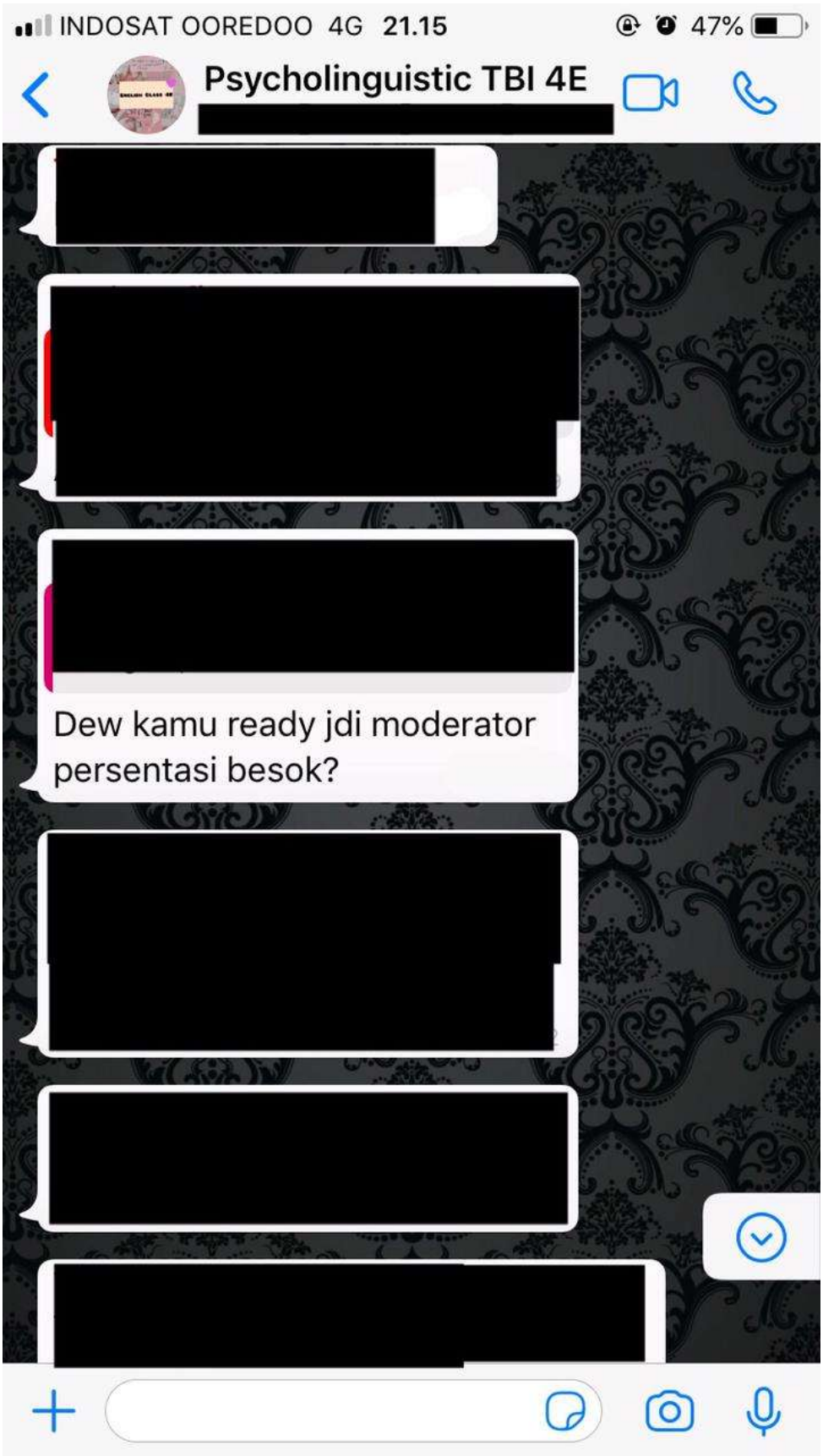
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Psycholinguistic TBI 4E
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Dew kamu ready jdi moderator persentasi besok?
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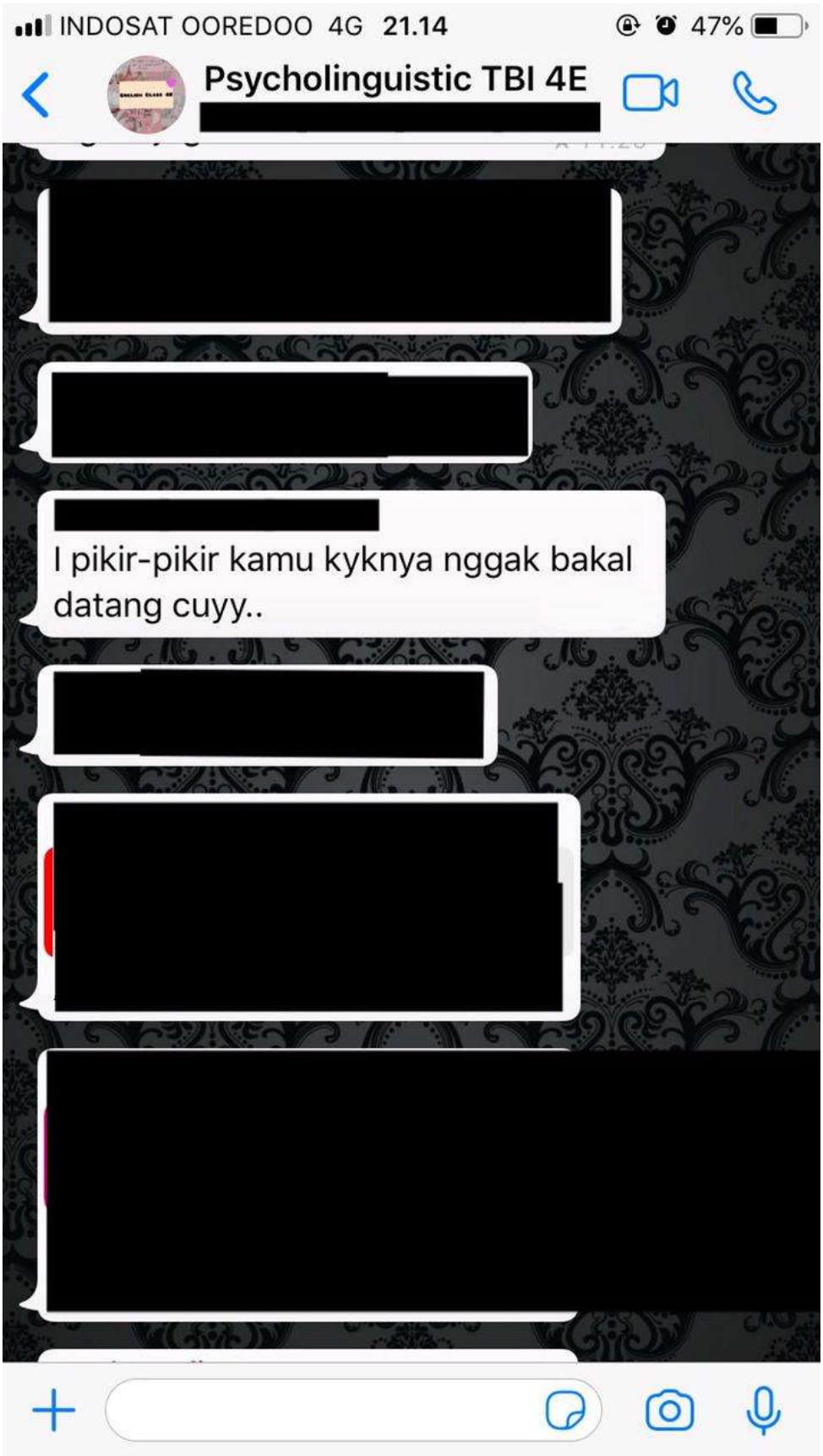
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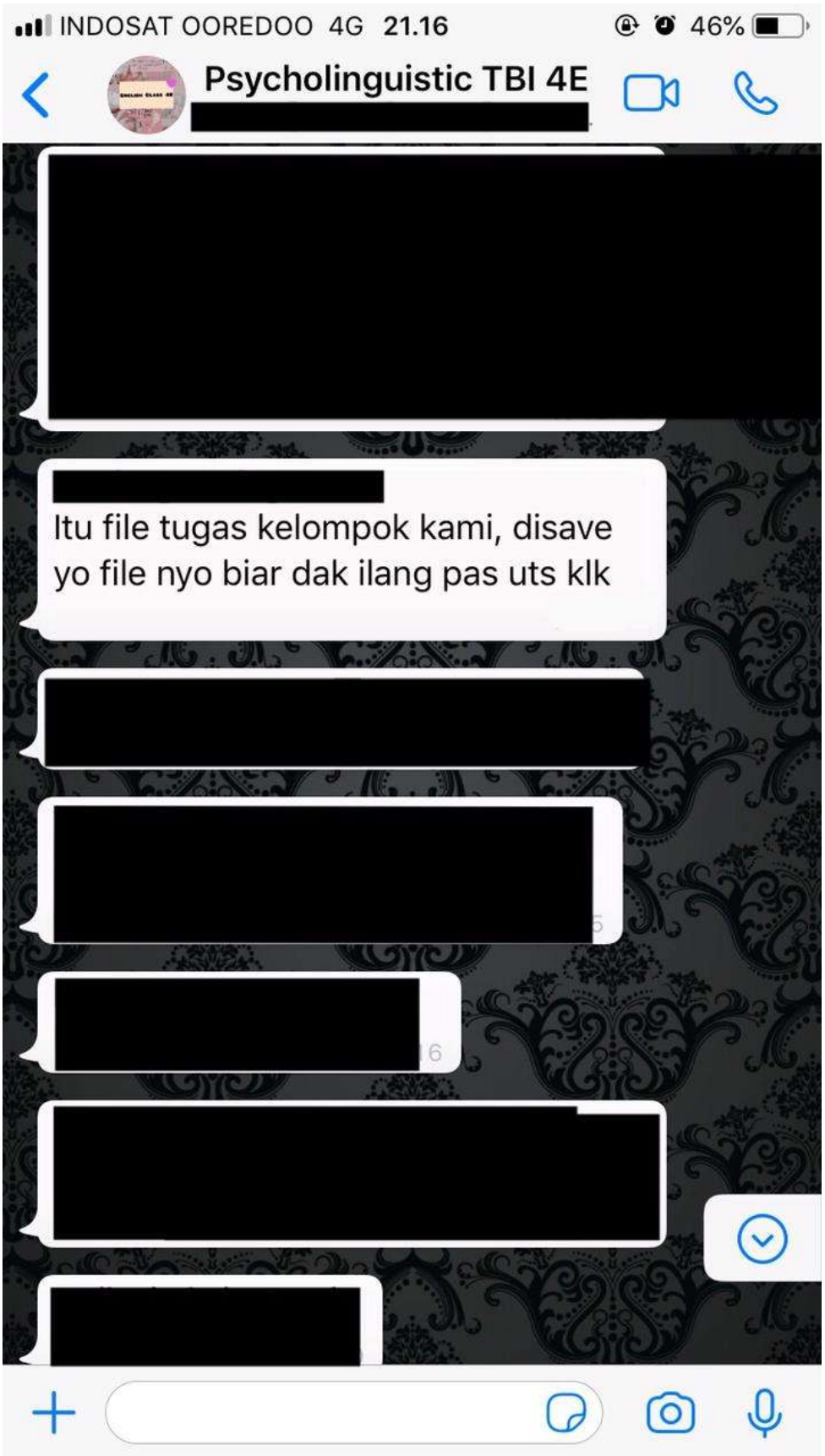
I pikir-pikir kamu kyknya nggak bakal datang cuyy..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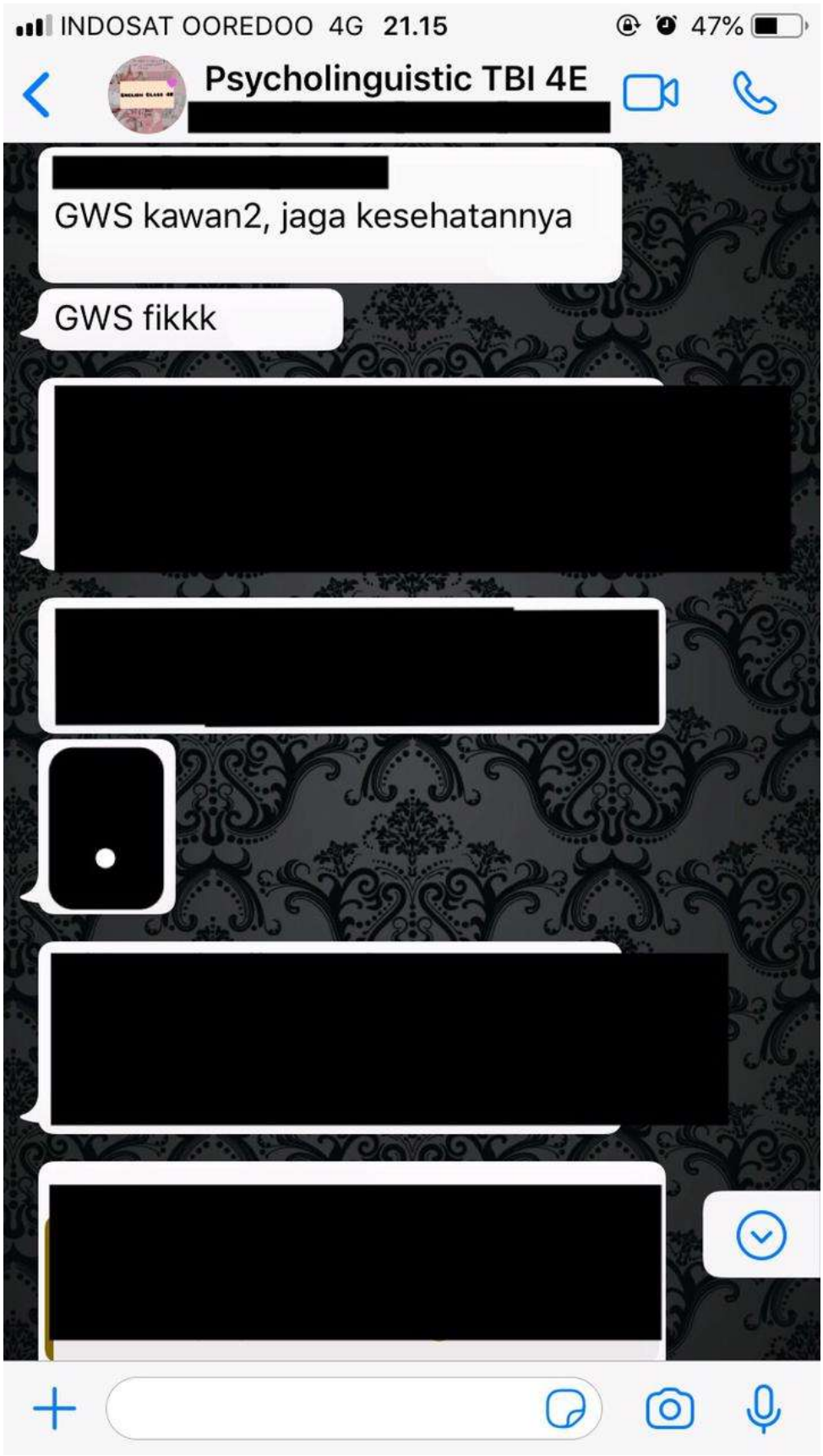
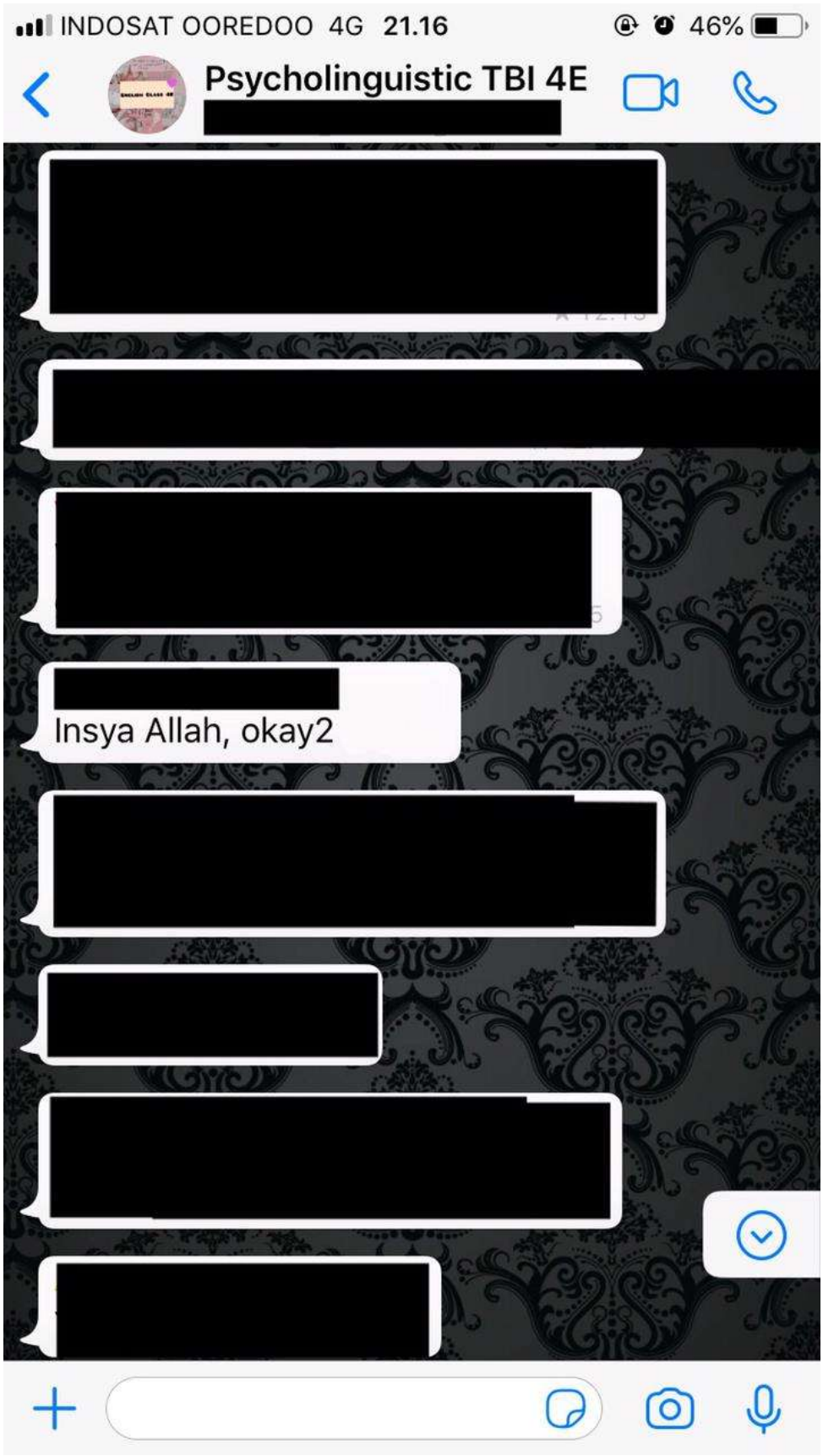
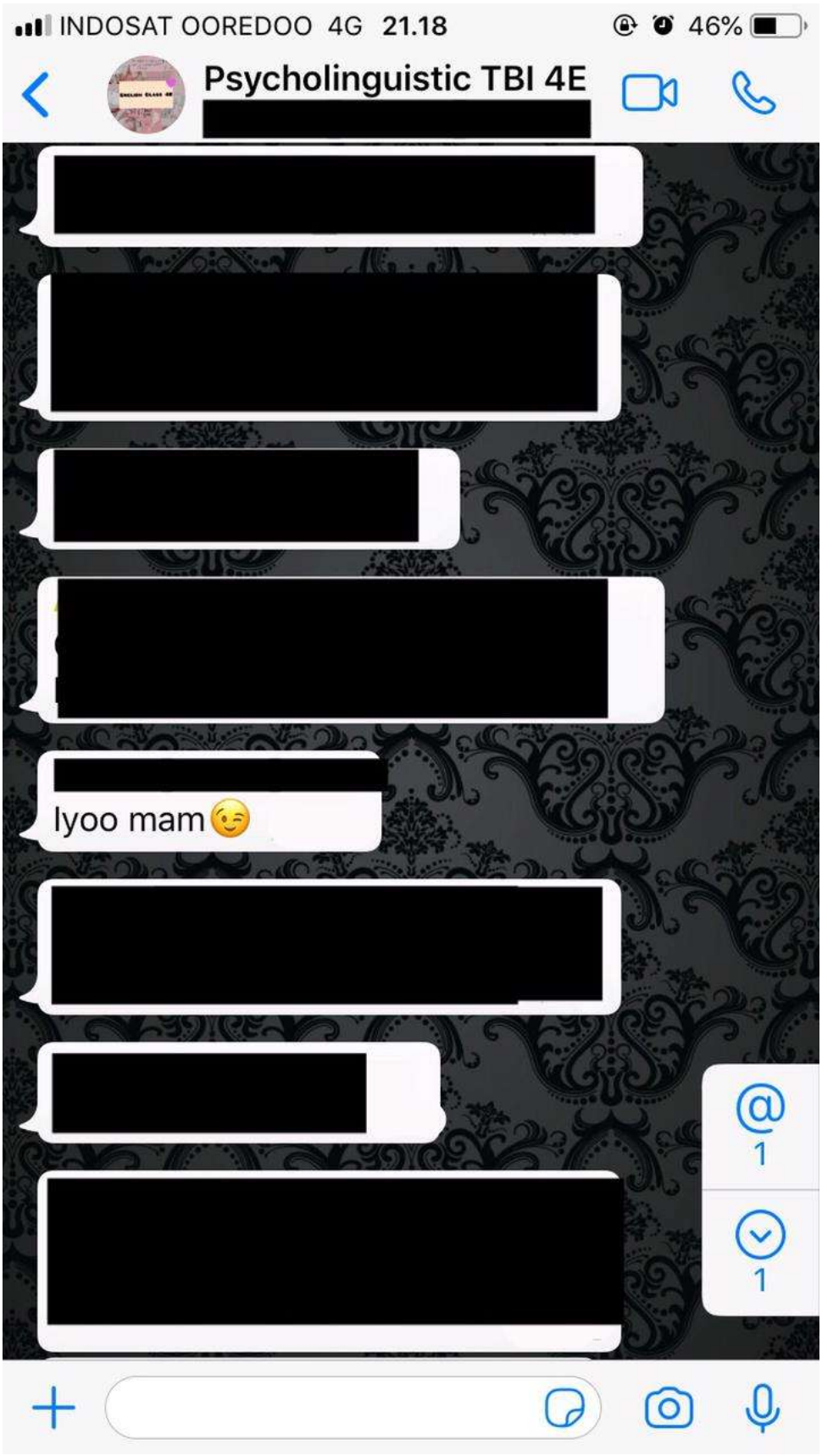
Psycholinguistic TBI 4E
[redacted]
Itu file tugas kelompok kami, disave yo file nyo biar dak ilang pas uts klk


INDOSAT OOREDOO 4G 21.15
47%
Psycholinguistic TBI 4E
[redacted]
GWS kawan2, jaga kesehatannya
GWS fikkk
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]

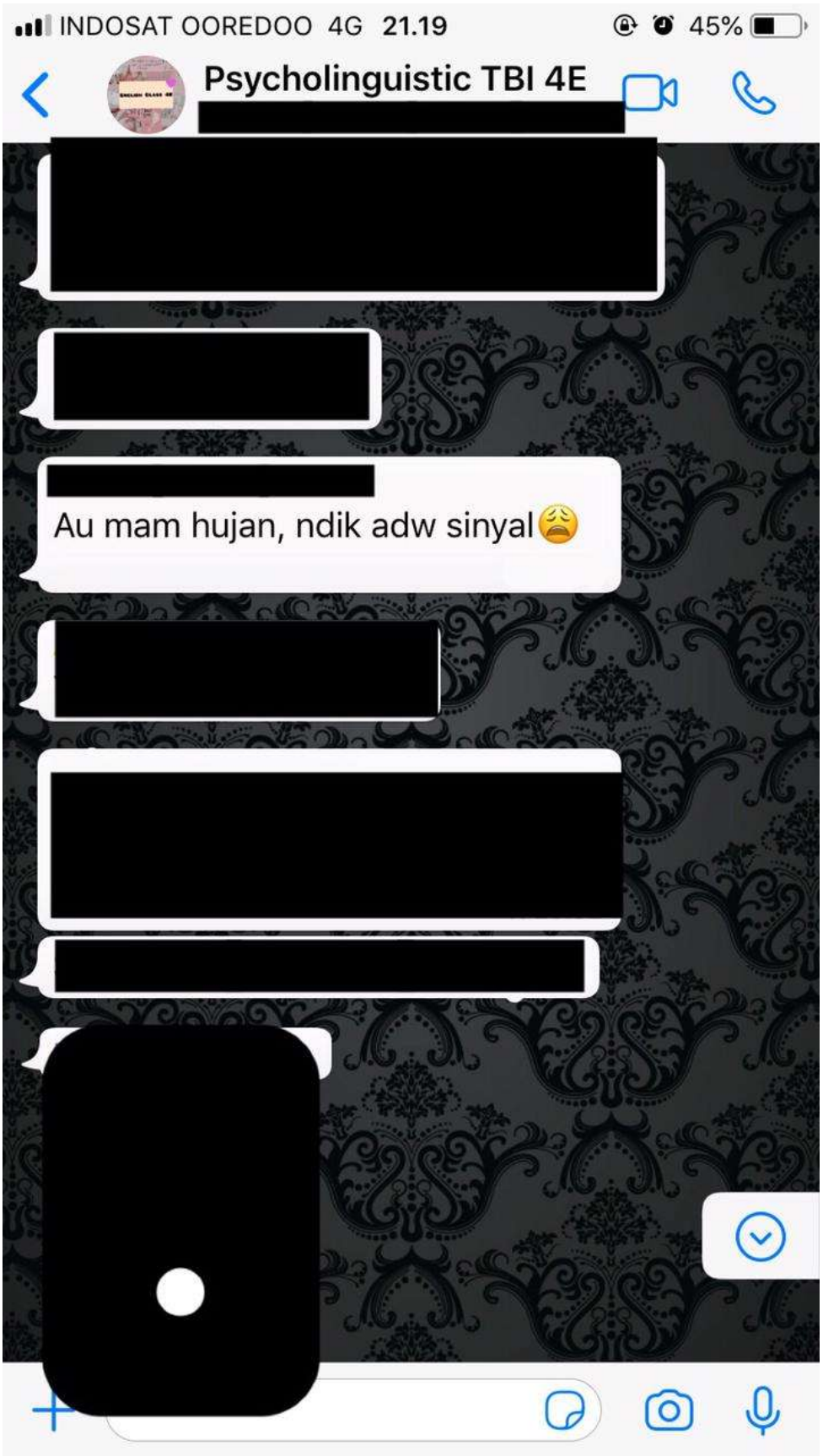

INDOSAT OOREDOO 4G 21.16
46%
Psycholinguistic TBI 4E
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
Insya Allah, okay2
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]

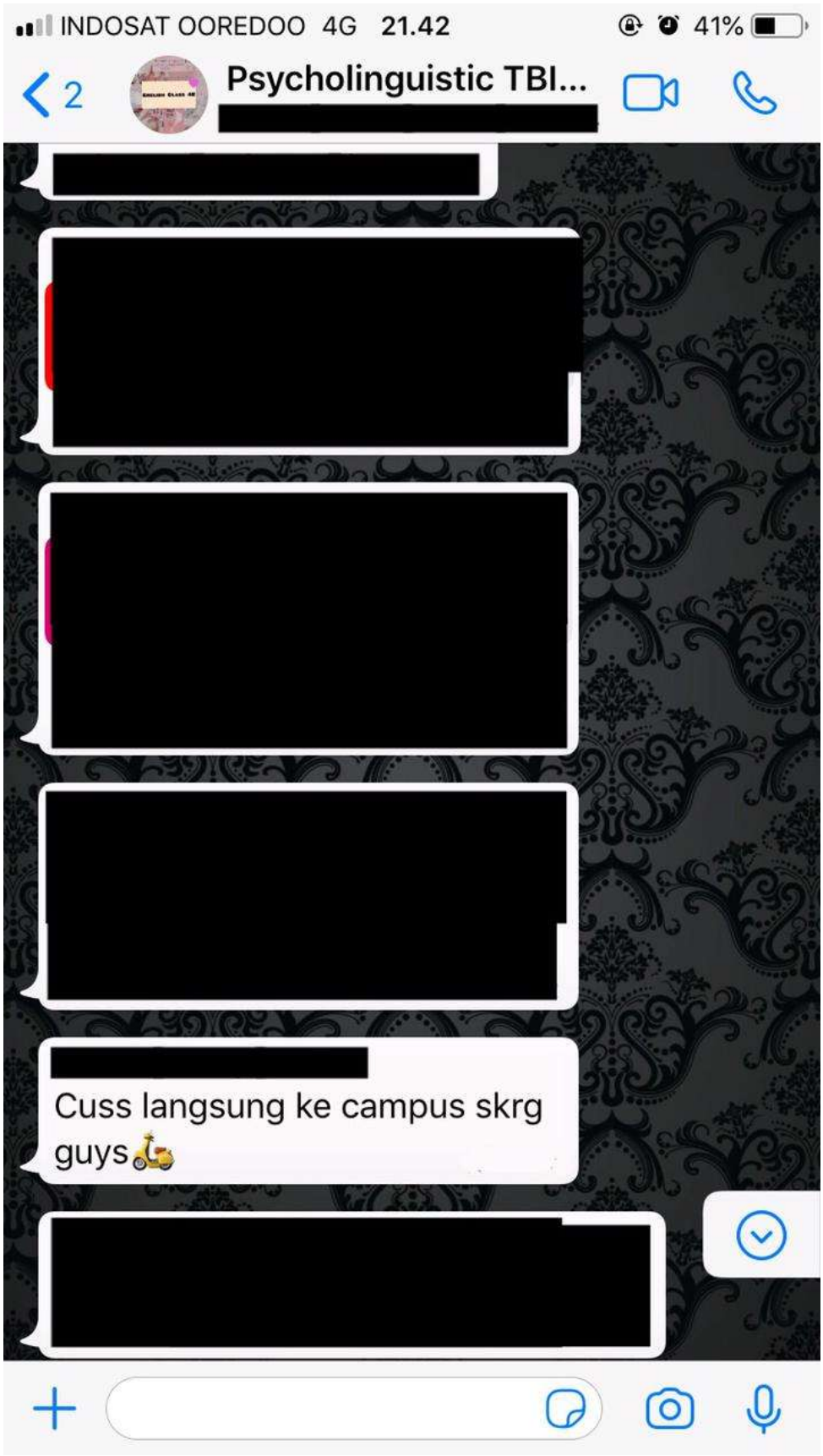
INDOSAT OOREDOO 4G 21.16
46%
Psycholinguistic TBI 4E
[redacted]
[redacted]
[redacted]
Wa'alaikumussalam. Alhamdulillah good good mam 😄
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]


INDOSAT OOREDOO 4G 21.18
46%
Psycholinguistic TBI 4E
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
Iyoo mam 😉
[redacted]
[redacted]
[redacted]
@ 1
1

INDOSAT OOREDOO 4G 21.18
46%
Psycholinguistic TBI 4E
[redacted]
Cihuyyyy kami besok udah selesai, so happy we're finished
@ 1
1

INDOSAT OOREDOO 4G 21.19
45%
Psycholinguistic TBI 4E
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
Kaba group brp nel?
[redacted]
[redacted]


INDOSAT OOREDOO 4G 21.19
45%
Psycholinguistic TBI 4E
[redacted]
Au mam hujan, ndik adw sinyal😩
[redacted]


INDOSAT OOREDOO 4G 21.42
41%
2
Psycholinguistic TBI...
[redacted]
[redacted]
[redacted]
[redacted]
[redacted]
Cuss langsung ke campus skrg guys🛵
[redacted]

INDOSAT OOREDOO 4G 21.43
41%
2
Psycholinguistic TBI...
[redacted]
[redacted]
[redacted]
[redacted]
Iyaa udah di save semua 😉
[redacted]
[redacted]
[redacted]