



Analysis of Code Mixing in Student Conversations of Islamic Religious Education Study Program at IAID Martapura

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Nowadays, people usually speak more than one language, especially college students. They often mix English vocabulary in their daily conversations. This phenomenon attracted the attention of researchers to investigate code mixing in daily conversations among students of Islamic Religious Education Study Program at IAID Martapura and the reasons for using code mixing. This study uses a descriptive qualitative research design with 15 Islamic Religious Education students as research subjects. The subjects were selected using the purposive sampling technique. Data were obtained through observation and interviews. The observation is intended to obtain data on the form of use of mixed codes. The data was then analyzed based on the mixed form of code proposed by Suwito (1983). Meanwhile, interviews are used to obtain data on the reasons for using code mixing. To analyze the data, researchers used an interactive model from Miles, Huberman and Saldana (2014). The results showed that code mixing at the dominant word level occurred which reached 14 words (66.7%). The main reason for using code mixing is because of the student environment.

INTRODUCTION

The relationship between language and society comes under the study of sociolinguistics. Holmes (2013) states that sociolinguistics examines the variety of information that people use in diverse social situations and can teach us about the function of language, social relationships in a community, and how people express and build part of their social identity through their language. Furthermore, Sumarsih et al. (2014) stated that sociolinguistics is the study of the development and level of language use in a community where there is a conversation about bilingual and multilingual integrated language. In short, it also discusses the phenomenon and examples of language and society.

According to Bell (1983) bilingualism refers to the use of one or more languages by an individual or society. In addition, Astuti (2018) revealed that for bilingualism to occur, two or more languages must be spoken or used in the culture they are part of. Furthermore, Zainuddin (2016) stated that being bilingual or multilingual cannot be differentiated in students' daily conversations. This situation arises a language phenomenon, namely *code-mixing* or code mixing.

Code mixing refers to a situation in which the vocabulary and grammatical rules of two different languages are still in a single sentence (Muysken, 2000). Wardhaugh and Fuller (2015) revealed that *code-mixing* occurs in spoken language when a speaker uses two languages and switches from one to the other. Meanwhile, code mixing occurs when speakers use two languages and they mix words or phrases in one speech.

Furthermore, Muysken (2000) divides *code-mixing* into three categories: insertion, alternation, and congruent leksikalization. Insertion is a code mixing technique designed to be similar to loans. The term "alternation" describes a change in the structural elements of a language. When the phrase and language

Combined it is used. Congruent lexicalization, on the other hand, refers to the division of grammatical structures between two languages that can be filled with vocabulary from both languages.

Among the three types, insertion is one type of code mixing that often occurs in conversations. Suwito

(1983) revealed that one The type of code mixing, insertion, can be segmented based on the language component, namely: (1) word insertion; (2) insertion of phrases; (3) hybrid insertion; (4) word reduplication; (5) insertion of expressions and idioms; and (6) insertion of clauses.

In general, code mixing insertion occur for some specific purpose. According to Nababan (1984), there are three justifications for adopting code mixing:

1) friendly or informal settings, 2) the excess of appropriate terminology or terminology, and 3) displaying proficient language skills. In addition, Suandi (2014), specifically reveals the elements that lead to the mixing of codes in conversations into various groups, including: frugal use of code, use of more common terms, speaker and listener personalities, topics, functions, and goals, variety and level of speech-language, diversity and complexity of the language used, the presence of others, topics of conversation, intention to create humor, and the goal of gaining prestige.

Nowadays, young people used to mix between Indonesian and English in everyday conversation. This is due to the demands of the times where everyone is required to be able to speak English in order to be able to relate and negotiate with anyone around the world. In addition, there is an assumption that the English language is considered to represent a highly educated, well-informed symbol and also has more prestige. So, speaking English, even if mixed, will look cooler.

This is supported by the field situation that students of Islamic Religious Education Study Program at IAID Martapura mixed codes in their conversations. Code mixing that occurs in a conversation everyday student presented as follows:

Student 1: Seru, bisa *flashback* ke jaman sebelumnya.

Student 2: Nah.. *recommended* sih menurutku.

The example above shows that there is code mixing in students' daily conversations where students1 used the word *flashback* and Student 2 used the word *recommended*.

In addition, there are several previous studies that have been conducted in connection with the use of code mixing among student interactions in Indonesia. Tsamratul'aeni (2019) found forms and various types of code mixing that are prevalent on social media used by students of the sixth semester English Education Study Program of Cokroaminoto Palopo University. The findings show that there are four types of code mixing octaves, namely, words, phrases, *hybrids* and repetitions. In addition, this study revealed that word is the most common form of code mixing used by college students. There are similarities and differences between previous studies and this study. The similarity is in the form of a type of code mixing research. However, previous research investigated code mixing on students' social media, while research investigated code mixing in everyday conversations. Previous studies did not investigate the reasons for using code mixing while this study explored the reasons for using code mixing. The subjects of the previous study were English students while this study was non-English students.

For that reason, it is interesting to ascertain the extent of code mixing in students' daily conversations. This research focuses on the discussion of code mixing in the daily conversations of students of Islamic Religious Education Study Program at IAID Martapura. This research is important because code mixing is a unique language phenomenon that is happening today among the younger generation. This study asks two research questions that focus on the level of student code mixing and the reasons why students of the Islamic Religious Education Study Program use code mixing in daily conversations. Therefore, the results of this study are expected to be used as a reference for readers who want to learn more about code mixing in everyday conversations.

METHOD

This study uses a qualitative approach as a research design. This research was conducted at IAID Martapura in February 2025. This research involved 15 students consisting of 4 second-semester students, 6 fourth-semester students and 5 sixth-semester students. They were selected using *purposive sampling* based on primary research conducted by researchers through observation. Researchers found that these students used code mixing when

interacting with their friends. Data on the level of code mixing was collected through recordings of students' speech in conversations. Meanwhile, data on students' reasons for using code-mixing was collected through interviews with 8 students (2 second-semester students, 3 fourth-semester students, and 3 sixth-semester students). The interview lasted for 15 minutes for each respondent. After that, the data was analyzed using an interactive model from Miles, Huberman and Saldana (2014), namely data condensation, data display, and conclusion.

In this study, the data recordings of students' daily conversations were transcribed. The researcher analyzed English-containing speech from the transcripts. These statements were then categorized according to Suwito's (1983) theory regarding the level of code mixing. After that, the data is displayed in the form of a table. The amount of data included in each category of code mixing levels is then calculated by the researcher to determine at what code mixing levels occur most frequently. The researcher then made a conclusion.

In addition, from the transcript of the interviews, the researcher identified the reasons for using code mixing. Then, it is grouped into the same aspects of the reasons for using code mixing. After that, the data is displayed in a table of reasons for using code mixing. The researcher then calculated and found the most prominent reason using code mixing. After that, the researcher made a conclusion.

RESULT AND DISCUSSION

In this section, the results of the research are divided into two parts. First, the researcher revealed the level of mixing of student codes used in everyday conversations. Second, the researcher discussed the causes of code mixing in students' daily conversations.

Table 1: Student Code Mixing Rate

No	Speech	Translate
1.	"aku lagi <i>browsing</i> ".	<i>I'm still browsing, guys.</i>
2.	"aku selalu <i>a typo</i> ".	<i>I do often typo.</i>
3.	"ini <i>post</i> nang <i>group</i> ja kah mbak?"	<i>Does it post to the group, girl?</i>
4.	"bantui <i>translate</i> wal"	<i>Help me translate it guys, please.</i>
5.	"lah belum di <i>save file</i> nya"	<i>I haven't save the file yet</i>
6.	"jadi <i>order</i> apa ini?"	<i>What are we going to order?</i>
7.	"Aku es <i>cappuccino</i> ."	<i>I order cappuccino ice.</i>
8.	"Cycle <i>downloading</i> iki."	<i>It is still downloading</i>
9.	" <i>Sorry</i> wal, laptopku <i>error, loading</i> terus."	<i>Sorry guys, my laptop is error, it is still loading</i>
10.	"Aku belum <i>interview</i> siswa."	<i>I have not interview students.</i>
11.	"Ealah, inya <i>offline</i> "	<i>He is offline</i>
12.	"Hee, wal. Bis ngampus <i>walking-walking</i> yok!"	<i>Hi, guys. After class finished, let's go hang Out.</i>
13.	" <i>Love you</i> pul pokok nya"	<i>Love you so much.</i>
14.	" <i>Thank you</i> , mas."	<i>Thank you, boy.</i>
15.	" <i>Step-step e</i> , bujur ini apa kada ?"	<i>Are these the correct steps?</i>
16.	"ikam ngerekam lah, aku sing <i>take a note</i> ."	<i>You do recording, I do take a note.</i>

17.	“Aku bingung, <i>like don’t know what to do</i> ”	<i>I am confused, like don’t know what to do.</i>
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Table 1 above shows 17 speeches by students of the Islamic Religious Education Study Program that contain *code-mixing*. The data was analyzed through Suwito's (1983) theory about the types of specific mixing codes, insertion. The data illustrates that there are five types of insertion found in student speech, namely: insertion at the word level, insertion at the phrase level and insertion at the clause level. The detailed explanation is presented as follows:

a. Code Mixing at the Word Level

The following table displays student code mixing data at the word level.

Table 2: Code Mixing of Student at the Word Level

No	Speech	Translate
1.	"aku lagi <i>browsing</i> ".	<i>I'm still browsing, guys.</i>
2.	"aku selalu <i>a typo</i> ".	<i>I do often typo.</i>
3.	"ini <i>post</i> nang <i>group</i> ja kah mbak?"	<i>Does it post to the group, girl?</i>
4.	"bantui <i>translate</i> wal"	<i>Help me translate it guys, please.</i>
5.	"lah belum di <i>save file</i> nya"	<i>I haven't save the file yet</i>
6.	"jadi <i>order</i> apa ini?"	<i>What are we going to order?</i>
7.	"Aku es <i>cappuccino</i> ."	<i>I order cappuccino ice.</i>
8.	""Cycle <i>downloading</i> iki."	<i>It is still downloading</i>
9.	“ <i>Sorry</i> wal, laptopku <i>error, loading</i> terus.”	<i>Sorry guys, my laptop is error, it is still loading</i>
10.	“Aku belum <i>interview</i> siswa.”	<i>I have not interview students.</i>
11.	“Ealah, inya <i>offline</i> ”	<i>He is offline</i>
12.	“Hee, wal. Bis ngampus <i>walking-walking</i> yok!”	<i>Hi, guys. After class finished, let's go hang Out.</i>
13.	“ <i>Love you</i> pul pokok nya”	<i>Love you so much.</i>
14.	“ <i>Thank you</i> , mas.”	<i>Thank you, boy.</i>
15.	“ <i>Step-step e</i> , bujur ini apa kada ?”	<i>Are these the correct steps?</i>
16.	“ikam ngerekam lah, aku sing <i>take a note</i> .”	<i>You do recording, I do take a note.</i>
17.	“Aku bingung, <i>like don’t know what to do</i> ”	<i>I am confused, like don’t know what to do.</i>

Table 2 shows that there are 17 utterances from students' daily conversations consisting of 21 codes. Of the total data taken from Islamic Religious Education Study Program at IAID Martapura, there are 14 codes (66.7%) of English words that are categorized as *code-mixing* at the word level. Namely *browsing, typo, post, group, translate, save, order, cappuccino, downloading, sorry, error, loading, interview* and *offline*.

b. Code Mixing at the Phrase Level

In addition to mixing codes at the word level, researchers also found code mixing at the phrase level. The following table shows the mixing of codes at the level of phrases that appear in student speech.

Table 3: Student Code Mixing at the Phrase Level

No	Speech	Translation
1.	“ <i>Love you</i> pul pokok nya”	<i>Love you so much.</i>

2.	“ Thank you , mas.”	<i>Thank you, boy.</i>
3.	“ikam ngerekam lah, aku sing take a note .”	<i>You do recording, I do take a note.</i>

Apart from the words inserted in the student's conversation, they also use phrases in the spoken speech. According to the table above, there are 3 codes (14.3%) that are categorized as code mixing at the phrase level. It is *loving you, thank you, and write it down*.

c. Code Mixing at the Hybrid Level

From the students' remarks, it was found that the code was mixed at the *hybrid* level. Students mix English words with Indonesian suffixes. It is presented as follows:

Table 4: Mixing of Student Codes at the *Hybrid Level*

No.	Speech	Translation
1.	"lah belum di save file nya"	<i>I haven't saved the file yet</i>

Based on the table above, there is 1 code (4.7%) that is included in the mixing of codes at the hybrid level. The word is the **file**. In the table above, it is categorized as *a hybrid code-mixing* because it consists of two languages combined, namely **the file** and **its - File** is an English word combined with **its** which is a suffix in Indonesian.

d. Code Mixing at the Reduplication Rate

Mixing the code at the level of reduplication means that English words are repeated. The same words are spoken twice. The following table shows the code mixing data at the level of reduplication found in student speech.

Table 5: Mixing of Student Codes at the Reduplication Level

No	Speech	Translation
1.	“Hee, wal. Bis ngampus walking-walking yok!”	<i>Hi, guys. After class finished, let's go hang Out.</i>
2.	“ Step-step e , bujur ini apa kada ?”	<i>Are these the correct steps?</i>

The table above shows that there are 2 words (9.6%) that are classified as reduplication. The words used are **walking-walking** and **step-step**. These words are a repetition of the English language. Meaning of **walking- walking** is a *hangout*. While the word **step- step** means more than one step.

e. Code Mixing at the Clause Level Code mixing at the clause level is one of the six types of insertion proposed by Suwito (1983). Table next Serving Mixing code at level Clause which was found in the daily conversations of students of the Islamic Religious Education Study Program.

Table 6: Mixing of Student Codes at Clause level

No	Speech	Translation
1.	“Aku bingung, like don't know what to do ”	<i>I am confused, like don't know what to do.</i>

According to the table above, there is 1 speech (4.7%) of students who are categorized as mixed code at the clause level. The clause is " **like don't know what to do** ".

Reasons Students Use Mixed Code Regarding the reasons for students using mixed codes, interviews with 8 students of the Islamic Religious Education Study Program who were involved in the conversation, then analyzed, as shown in Table 7. Abbreviations for M1 (student 1), M2 (student 2), M3 (student 3), M4 (student 4), M5 (student 5), M6 (student 6), M7 (student 7) and M8 (8 students) is used in the following table.

Table 7. Reasons Students Use Code Mixing

Mahasiswa	Ujaran	Alasan Campur Kode					
		Ker e n	Tre n d	Mengungkapka n Makna	Lingku ngan	Menunjukkan Kemampuan Bahasa	Spontanitas
M1	Menunjukkan penguasaan kosa kata					√	
	Terlihat keren	√					
	<i>Trend</i> saat ini		√				
	Mudah menyampaikan maksud			√			
M2	Mengukur kemampuan bahasa Inggris					√	
	Help me to convey information			√			
M3	Spontanitas atau secara tidak sadar						√
	Pengaruh setelah mata kuliah bahasa Inggris					√	
M4	Spontanitas					√	
	Kata -kata bahasa Inggris lebih familiar						√
M5	Situasi ketika lawan bicara menggunakan bahasa Inggris				√		
M6	Pengaruh lingkungan teman				√		
	Menyesuaikan dengan lawan bicara yang menggunakan bahasa Inggris			√			

	Tren saat ini dan terlihat keren	√	√				
M7	Pengaruh lingkungan				√		
	Menunjukkan kemampuan bahasa Inggris					√	
M8	Kata -kata yang populer dan pengaruh media sosial				√		√

Table 7 above shows that there are several reasons why students use code mixing in their daily conversations. The reason is, it looks cooler, follows the times, *conveys* meaning, environment, showing foreign language skills, unconsciously, and unfamiliar words. 5 students (M3, M5, M6, M7, and M8) stated that the environment influences students to use English in everyday conversations. They claim that the campus situation is like after an English class contribute to the use of code mixing in everyday conversations. In addition, the M8 revealed that cyberspace such as social media is also affected by the use of mixed codes.

Furthermore, two students (M3 and M4) stated that they used English spontaneously. They have no specific reason. Then, three students (M1, M2, M6) revealed that using English was very helpful in conveying meaning. In addition, three students (M1, M2, and M7) said that the reason for using mixed code was to show their language skills. They can measure on the level of foreign language proficiency of students especially in speaking skills. In addition, two students (M1 and M6) explained that mixing English in their conversations made them look cooler. M1 added that this is such a trend.

Finding and Discussion

Level of Mixing of Student Codes for Islamic Religious Education Study Program

According to the six tables above (tables 1, 2, 3, 4, 5, and 6), students in the Islamic Religious Education Study Program often use code mixing at the word level, where they use up to 15 words in 12 speeches. The first word is *browsing*. *Browsing* is the activity of searching for information on the internet. The student used *browsing* to express his activity surfing the internet. A typo is the next word or commonly known as *a typo*. This word is usually spoken when students make mistakes in writing text. Then, the word *post* is usually spoken when students want to send something on a certain platform, such as social media, namely *WhatsApp*. While *a group* means a number of people or objects that are placed together and interact with each other. In this case, students will post something on their social media groups. It should be a *WhatsApp group*. In addition, *posts* and *groups* are English words that are often spoken by students in everyday conversation. Therefore, they are familiar with these words.

Translate is the next English word found in student conversations. Students tend to use translation rather than "translate" because it is a commonly spoken word. The following English words are *save* and *file*. These words include commonly spoken words. This is because *save* and *file* are instructional languages for computers or anything related to technology. In this case, the student seems to have finished writing something, while he doesn't save the document, and something happens to his laptop. The next word is *order*. *Orders* are used to ask what to order because the speaker will go to the cafeteria. While cappuccino is a type of drink that students want to order.

The word *downloading* spoken by students has the meaning of downloading where the download process is still ongoing. Students say this word to show that the download process is still ongoing. This word tends to

be a familiar word between the speaker and the interlocutor. So there is a tendency between the speaker and the interlocutor to be easier in grasping the meaning. Interestingly, the researcher found students who used three English words in one sentence, such as *sorry*, *error*, and *loading*. These three words were expressed by the speaker to apologize and explain that something was wrong with his laptop. Because there was something wrong with the laptop, it had an impact on his activities where he had to wait for the laptop to be ready to use.

The last two English words spoken by students are *interview* and *offline*. The word *interview* is often used in a variety of contexts, including work, study, journalism, and other circumstances. In most cases, *an interview* is interpreted as a conversation where questions are asked and responses are given. Although "interview" is an Indonesian translation of the word *interview*, the word *interview* is more commonly used. In this context, students will conduct *interviews* for research purposes. While *offline* has a meaning outside the network. In this context, *offline* is a term used by students to convey when other students are not connected to the internet when they are contacted.

Based on the data from the above research, code mixing at the word level occupies the top position with a percentage of 66.7%. Students are free to mix languages according to their preferences. The listener or interlocutor will automatically understand the meaning of the word they use. And this mixing of language becomes a style of speech. In addition, sometimes speakers have difficulty translating words from one language to another. To make it easy, they use the word that is most commonly understood by the interlocutor.

Then, the second position is occupied by code mixing at the phrase level. From the overall data, 3 code mixing was found at the phrase level with a percentage of 14.3%. These phrases are *Love You*, *Thank You*, and *Take a Note*. *Love you* is a phrase used to express someone's feelings. However, in this context, students use *love you* to express great gratitude for being helped by their friends. So, the word *love you* doesn't just express feelings of love. *Thank you* is a phrase found in student speech. Students say *thank you* to thank their friends. The last phrase is *take a note*. *Take a note* means to write down an important point or information of something that is being observed. The students seemed to be planning to conduct the research and they divided one's work during the data collection process. From conversations, those phrases are regularly spoken in everyday conversations or daily interactions because it tends to be easy for students to memorize the phrases. Therefore, they used to mix up the phrase in everyday conversation.

The third position is word mixing at the level of word reduplication or word repetition of 2 words with a percentage of 9.6%. The words are *walking-walking* and *step-step*. *Walking-walking* means walking or hanging out. Speakers use the reduplication of this word to invite the interlocutor to go for a walk or hang out after they finish college. *Steps* refer to the steps or ways of how something is done. It is used to ask if the steps are correct or false.

Then the least is a mix of code at the *hybrid* level (1 word with a percentage of 4.7%) and clauses (1 clause with a percentage of 4.7%). The researcher only found 1 speech that was classified as a hybrid level code mix with a percentage of 4.7% and a clause in one speech. This is because students mix language in some parts of their speech. They don't speak English in a single sentence. They often mix English with other languages but the dominance is in word and phrase levels. This shows that students are aware of the function of the English language. English is not only used as the language of instruction in foreign language classes, but it is also used in daily life as an international language to mingle with people in a particular community and subsequently with people all over the world.

The findings are corroborated by the research of Sari, Arifin, and Harida (2021), which shows that insertion is the most dominant code mix that occurs in discussions, and data shows that insertion in word form and phrase form occurs most often. Similar research conducted by Ulfiana (2021) found that code mixing in the form of words is more dominant than word and phrase repetition. In addition, Tsamratu'aeni (2019) stated that students most often use word insertion as a form of code mixing. Furthermore, research by Nabila and Idayani (2022) revealed that the largest score (41.4%) was achieved through the use of mixed codes in the form of words. Therefore, the insertion of mixed codes at the dominant word level occurs.

The code mix used by students is influenced by their limited vocabulary mastery. This can be seen from

the words that appear are words that are widely absorbed into the Indonesian language. Such as the words *download*, *browsing*, and others where the majority of these words are spoken in English instead of being translated into Indonesian.

In addition, students' foreign language skills are not the same. So that when they want to speak in *full English*, they must adjust to whether they have the same language skills so that there is no difference in interpretation.

Furthermore, there is an interesting thing found by the researcher, namely that 5 out of 6 categories of mixed codes proposed by Suwito (1983) occurred in the daily conversations of IAID students. From a sociolinguistic point of view, a person's language is influenced by social, economic, educational and other status. This is in line with the phenomenon of mixed code that occurs in students. They use mixed codes influenced by the level of education where they are studying at a university with good language literacy. So the use of mixed codes is very possible.

Another interesting thing is that students override grammatical rules in code mixing. Mix the code contained in the students' speech without paying attention to the correct sentence structure. However, when it comes to the use of spoken language, it is not a big problem. The essence of the use of spoken language is that between the speaker and the interlocutor, they understand each other's intentions.

Reasons Students Use Mixed Code

As per the data interviews, it can be concluded that most students use mixed codes at the word level. Of the 8 students, all of them stated that they used mixed codes at the word level. In addition, there were 4 students who conveyed their experience of using mixed codes at the level of words, phrases, and clauses. While the main reason for using mixed code is the student environment. Of the 8 students, 4 students revealed that the environment affects the use of mixed codes.

These results are consistent with the investigation of Silaban and Marpaung (2020), which showed that speakers mix and replace codes externally to convey their speech. In addition, the speaker feels more comfortable in expressing his thoughts. Moreover, the situation urges them to use mixed code because there are educated people. This automatically increases the prestige of speaking. This is also related to Suandi's (2014) theory that one of the reasons for using mixed code is to achieve prestige.

In addition, research conducted by Sunari and Simatupang (2021) found that the use of English mixed codes in informal Indonesian conversations is widely carried out among students. This research is supported by other research conducted by Abdulloh and Usman (2021). They revealed that in everyday life and classroom situations, students are welcome to mix three languages. Therefore, the environment tends to be the most significant factor that drives the occurrence of code mixing.

The results of this study are also in line with Nababan's (1984) theory that code mixing is done for entertainment or casual situations, lack of proper terminology or terminology, or to demonstrate linguistic proficiency. Suandi (2014) further shows that one of the motives for the use of mixed codes is prestige.

Conclusion

Based on data analysis, it can be concluded that there are 17 student sentences with 21 types of codes that are included in the use of code mixing in the daily conversations of students of students of Islamic Religious Education Study Program at IAID Martapura at the level of words, phrases, *hybrids*, reduplications, and clauses. The distribution of occurrence amounted to 14 words (66.7%), 3 phrases (14.3%), 1 hybrid (4.7%), 2 reduplication (9.6%), and 1 clause (4.7%). The dominant level of code mixing is at the word level. In addition, the most dominant reason for students to use mixed code is the environment.

Suggestion

This study also suggests that researchers can conduct similar research in different or broader areas that are not discussed in this study, especially in sociolinguistic studies. For example: the use of code mixing of social status, gender, etc. In addition, the researcher is further expected to further explore other types of code mixing used as

well as code mixing that occurs in different situations. It may be in a classroom situation or non-verbal communication such as in a song, movie or social media as a caption.

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