

## CODE MIXING IN SOCIAL MEDIA: BALINESE LANGUAGE, INDONESIAN LANGUAGE, AND ENGLISH

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### **ABSTRACT**

*Foreign language students are potentially in doing code mixing. These students mix the code in their daily interaction with their friends and their lectures. Interestingly, they also mix the code in their social media interaction, such as Facebook. Reflecting up to this issue, this study was interested in investigating code mixing phenomenon in the Facebook interaction among the English Education pre-service teacher, students in Bali, Indonesia, including the forms and reason of using code mixing. By documenting their Facebook interaction and distributing questionnaires to them purposively, the forms and reasons of code mixing were discovered. From the documentation archived, four forms of code mixing were identified; word, phrase, hybrid, and clause. Moreover, from the questionnaire distributed, the reasons of using codemixing were gained: spontaneous action, the lack of translation, medium of training in English, to emphasize word or sentence, and only want to mix it which indicated having no certain reason. Uniquely, they were also able to mix up three codes: Balinese Language, Indonesian Language, and English. Therefore, English Education pre-service teacher, students need to reflect their habits in mixing codes since it may influence their way in communication with others and teaching technique.*

**KEYWORDS:** *Balinese Language, Code Mixing, English, Indonesian Language, Social Media Interaction*

### **INTRODUCTION**

Since the existence of bilingualism era in the world has grown up, the phenomenon of code mixing has arisen and become one of the issues in sociolinguistics study. This phenomenon happened as the result of the growing number of people around the world being bilingual and multilingual (Barman, et al., 2014) since in a bilingual community, code-mixing becomes one effective strategy in communication (Luke, 2015). These people can mix their utterances in their conversation (Kiranmayi, 2010; Parveen & Aslam, 2013) and thus code mixing becomes a common phenomenon appear in bilingual and multilingual society (Ariffin & Husin, 2011; Likhithphongsathorn & Sappapan, 2012; Singh & Manoj, 2017), such as in Pakistan (see Ehsan & Aziz, 2014), Saudi Arabia (see Kenali, et al., 2016), India (see Kathpalia & Ong, 2015), Malaysia (see Ahmad Bukhari, et al., 2015), Thailand (see Yiamkhamnuan, 2011) and Nigeria (see Mensah, 2010).

Moreover, the existence of code mixing also appear written language, especially in informal situation (Bhat, et al., 2017), such as texting or commenting in social media Facebook (see Ahmad Bukhari et al., 2015; Anuar & Hamid, 2014; Parveen & Aslam, 2013; Shafie & Nayan, 2013) or in chatting room (see Bhat, et al., 2017; Cárdenas-Claros & Isharyanti, 2009; Yiamkhamnuan, 2011). Moreover, the existence of code mixing also occurs in news

media (see Akhtar, et al., 2016; Ehsan & Aziz, 2014; Kia, et al., 2011), advertising (see Kathpalia & Ong, 2015), and song (see Likhithongsathorn & Sappapan, 2012). Thus, code mixing has blended in people's daily life.

This code-mixing phenomenon is defined as a situation when a speaker uses two languages together in a communication, including the lexical items and grammatical features, in one utterance (Muysken, 2000). It is mostly the combination of mother tongue with English (Yuliana, et al., 2015) . It may appear at any level, including word, phrase, clause, sentence (see Likhithongsathorn & Sappapan, 2012), part of speech (see Kia et al., 2011), lexical (see Yiamkhamnuan, 2011), or morphological pattern (see Ahmad Bukhari et al., 2015; Anuar & Hamid, 2014).

To enrich the literature foundations on code-mixing forms and patterns, scholars have established several investigations on it. Yiamkhamnuan (2011) who investigated the form of code mixing in Thai chat rooms found that Thai chatters succeed in doing code mixing in the level of word insertion, word translation, word quotations, word repetition, specialized features expression, and net culture switching.

Another study conducted by Kia et al. (2011) who examined the code mixing phenomenon occurred in Chinese newspapers in Malaysia revealed that parts of speech commonly used in the code mixing sentences are common nouns, proper nouns, adjectives, verbs, and abbreviations. Meanwhile, the addition of adverbs and interjections to be mixed into the Chinese entertainment news were difficult. Moreover, in this Chinese entertainment news, none of the English pronoun, conjunction, imperative, and preposition was mixed.

A similar investigation conducted by Likhithongsathorn & Sappapan (2012) who investigate the English code mixing form in Thai pop songs and discovered that most of the code mixing appearing in Thai pop songs were at the level of words, sentences, phrases, and clauses. Relating to the English word classes used, this study revealed that code mixing occurred at nouns, verbs, exclamations, adjectives, fillers, adverbs, pronouns, prepositions, and some uncategorized elements. Moreover, looking up at the English phrases used, this study revealed that the code mixing occurred at noun phrases, verb phrases, adverb phrases, prepositional phrases, and adjective phrases. Regarding the English clauses used, this study revealed that the code-mixing occurred at adjective clauses and adverb clauses. Examining the English sentences used, this study revealed that the code-mixing occurred at simple sentences, complex sentences, compound sentences, and compound-complex sentences. Furthermore, they also carried out the English words nativization characteristics in Thai pop songs, including truncation, hybridization, conversion, semantic shift, reduplication, and word order.

Anuar & Hamid (2014) also conducted a study on investigating the pattern of code mixing alternation at the morphological level. Their findings revealed that the pluralization of nouns (-s) and continuous tense (-ing) were the two lack of congruence in Malay-English code mixing. They also invented certain patterns of English suffixes insertion into Malay lexical items.

An investigation conducted by Ahmad Bukhari et al. (2015) also explore the code mixing phenomenon at the morphological level and they revealed that the pluralization of nouns and continuous tense were the lack of congruence in English-Malay code mixing alternation.

Reflecting up on the forms and patterns of code mixing revealed, the reasons behind in doing code mixing were also questioned. To create a clearer insight, some studies had been conducted to find the reason for mixing the code in utterance or sentence.

Yiamkhamnuan (2011), in the same investigation of the form of code mixing in Thai chat rooms, also revealed 3 reasons of mixing the codes in chat rooms, including the non-proficiency in English of Thai chatters; the habitual use of Thai cultural terms; and the expression of Thai cultural identities.

Another study on code-mixing reasons was also conducted by Parveen & Aslam (2013) who explored the reasons from bilingual speakers. They revealed 9 reasons, including the lack of facility; the lack of registeral competence; the habitual expressions; the mood of the speaker; emphasizing a point; the semantic significance; showing identity with the group; the pragmatic reason; and addressing different audiences.

Different reasons found by Anuar & Hamid (2014) who also identified the reasons for doing code mixing. They identified 6 reasons in doing code mixing, including spontaneous; drawing other attention; showing off; taking the advantage of knowing a separate language; being lack of translation equivalent; and following the current language trend.

Besides, Kustati (2014) also carried out other reasons that exist in code mixing phenomenon, including managing the communication strategy, having no appropriate translations, building solidarity and relationship, and transferring necessary knowledge and topic with others.

One study which also investigated the reasons for code mixing was conducted by Ahmad Bukhari et al. (2015). In the same investigation with their previous study mentioned on form and pattern of code mixing investigation, they also explored the reasons of using code mixing and revealed 4 main reasons, including emphasizing a point; the semantic significance; the mood of the speaker; and addressing different audiences.

Moreover, in line with exploring the reasons, some studies also identified the functions of having code mixing. One study established by Ndebele (2012) investigated the code switching and code-mixing phenomenon among isiZulu speakers in KwaZulu-Natal society. The result of the study discovered many functions that can be attributed to code switching and code mixing. The isiZulu speakers use code switching and code mixing in order to emphasize, reprimand, and clarify something, to expand idea, to show humor, to show social identity, to have word replacement, borrowing and loaning, to have accommodation and exclusion, as a means of self-expression and a reflection of speakers' attitudes towards each other, an expression of feelings, and for direct quotations.

Futhermore, Ndebele (2012) also found out the nine factors that motivate the speakers in doing code switching and code mixing, they are educational background, language attitude, unconscious linguistic behavior, cultural loyalty and disloyalty, linguistic factors, social class and group identity, politics, religion, and broadcasting media.

Interestingly, students who learn a foreign language are also often in a risk in doing code mixing. The students learn another language in order to increase their ability in mastering the foreign language, but sometimes the students mix the code unconsciously in their daily interaction in their school life with their friends and their lectures (see Ariffin & Husin, 2011; Berthele, 2012), and vice versa, the teachers who teach foreign language also sometimes mixed the code in teaching the students (see Ariffin & Husin, 2011; Berthele, 2012). Thus, foreign language learner and teacher may have a risk in doing code mixing.

Uniquely, none of the related researchers had investigated on the pre-service teacher student. The pre-service teacher student has both roles as a teacher in the classroom who teaches the students and also as a student who has lectures on campus. Seeing these roles had by pre-service teacher-student, it may affect them in mixing the code more often.

Therefore, the researcher was interested in observing the forms of code mixing used in their Facebook interaction among the pre-service teacher students of English Education and the reason behind of applying code mixing in their Facebook interaction, whether it relates to their study or teaching technique. Moreover, common studies on code mixing (Ahmad Bukhari et al., 2015; Anuar & Hamid, 2014; Cárdenas-Claros & Isharyanti, 2009; Kathpalia & Ong, 2015; Likhithongsathorn & Sappapan, 2012; Yiamkhamnuan, 2011) only investigate two languages, the native language and one other language which can be a first language, a second language, or a foreign language, meanwhile this study explored the code mixing phenomenon occurred on trilingual people, in which the pre-service teacher students investigated has mastered three languages; Balinese Language as their native language, Indonesian Language as their national language, and English as their foreign language. Thus, the result of this study may become a new discovery on code mixing phenomenon where the speaker can mix three languages in a single utterance or sentence. Furthermore, the result of this study becomes one important feedback for the students since they can realize their habits in using code mixing and doing a reflection into themselves to change their habits in mixing two or more language in an utterance or sentence in line with future teaching technique.

## **METHODS**

This study was a qualitative research about language which focused on finding out the phenomena of the code mixing appeared in the Facebook interaction among English Education pre-service teacher students in Bali, Indonesia.

The data were collected from a group of English Education pre-service teacher- students in one university in Bali, Indonesia, where these pre-service teacher-students discuss the lesson, update status, and share the paper and certain information about the issues around the department or the classroom.

Seventeen pre-service teacher-students who shared status and comment on the Facebook group were selected purposively. These pre-service teacher-students were able to use more than one language in interacting with their friends. They were able to use Balinese Language (native language), Indonesian Language (national language), and English (foreign language), and they often use two or three languages in a single sentence when updating status or giving comment on Facebook.

This study focused on observing the status and comment, noting the sentence found, collecting the data of code mixing used, analyzing the form of code mixing used, and distributing questionnaires to the pre-service teacher students to find out the reason of using code mixing. The questionnaire used consisted of 4 close-ended question covering the language use and 1 open-ended question covering the reason for using code-mixing. The result of code mixings found was displayed based on their code mixed and the form alternated. Meanwhile, for the reason of doing code-mixing were displayed and discussed with related theory and findings from the related previous studies.

## **FINDINGS AND DISCUSSIONS**

### **Code Mixed**

From the documentation of Facebook interaction among the English Education pre-service teacher- students, there were found 57 sentences consisting code mixing, which mixed three codes into four types code mixing; Indonesian Language – English (I-E), Indonesian Language – Balinese Language (I-B), Balinese Language – English (B-E), and Indonesian Language – Balinese Language – English (I-B-E). The total of codes mixed found in this study is

presented in table 1.

**Table 1: Code Mixed**

Code Mixing	Total
I-E code mixing	50
I-B code mixing	3
B-E code mixing	1
I-B-E code mixing	3

In Indonesian Language - English code mixing, the pre-service teacher-students used the Indonesian Language as their main code (Code 1) and English as their subordinate code (Code 2). It can be seen from their sentences which Indonesian Language dominated their sentences and they inserted the English lexical items and grammatical features into their sentences. In this study, it was found 50 sentences were Indonesian Language - English code mixing. The examples of the sentences with these codes mixed can be seen as follows:

- Biarin jadi **secret group**!!!! (I-E.3)
- Ra bantuin dech nyari daun pisangnya **even if through one hundred oceans**. (I-E.8)
- Kalo ada dan kalo bisa **share** di grup yah minta tolong. (I-E.14)

In Bahasa Indonesia - Balinese Language code mixing, Bahasa Indonesia became the main code (Code 1) while Balinese Language became the subordinate code (Code 2). In this study, it was found 3 sentences consisting Bahasa Indonesia - Balinese Language code mixing. The sentences with these codes mixed can be seen as follows:

- Yuk kita **melali** bareng-bareng (I-B.1)
- **Suksma** sudah melecehkan. (I-B.2)
- **Pang ngenah** kelas kita cetar terus banyak yang nonton. (I-B.3)

In Balinese Language - English code mixing, Balinese Language placed as the main code (Code 1) while English became the subordinate code (Code 2). In this study, it was found 1 sentence consisting of Balinese Language - English code mixing. The sentence with these codes mixed can be seen as follows:

- Nah ci be paling **holiday** 'e her. (B-E.1)

In Bahasa Indonesia - Balinese Language - English code mixing, Bahasa Indonesia became Code 1, Balinese Language became Code 2, and English became Code 3. In this study, it was found 3 sentences consisting of Bahasa Indonesia - Balinese Language - English code mixing. The sentences with these codes mixed can be seen as follows:

- **Yang nyaluk** putih juga belum tentu *angel* ra, **bise gen** kuntilanak. (I-B-E.1)
- **Niki** jadwal kita **sane anyar** *are you ready guys?* (I-B-E.2)
- **Niki** *discourse* kawan, maaf telat. (I-B-E.3)

### Forms of Code Mixing

From 57 sentences found, it was analyzed and the result revealed 61 code mixings formed in English Education pre-service teacher students' Facebook interaction. It was found that these pre-service teacher-students mixed the codes in 4 forms; word, phrase, hybrid, and clause. The total of code mixing form found in this study is presented in table 2.

**Table 2: Forms of Code Mixing**

Forms of Code Mixing	Total
Word	37
Phrase	7
Hybrid	16
Clause	1

### Form of Word

In this study, the pre-service teacher-students inserted the Code 2 words into Code 1 sentence. Specifically, the word is differentiated into 9 word classes; noun, verb, adjective, adverb, preposition, pronoun, determiner, article, and conjunction. However, in this study, it was found only 3 word classes insertion of code mixing; 17 noun insertions, 12 verb insertions, and 8 adjective insertions.

### The Examples of the Sentences Consisting of Codes Mixed in a form of Noun Insertion can be Seen as Follow

- Rencana **tour** kita. (I-E.5/noun)
- **Guys**, ada yang tahu kapan batas waktu mengumpulkan laporan PPL-A? (I-E.11/noun)
- Kesannya kayak **mirror** gitu. (I-E.30/noun)

The examples of the sentences consisting of codes mixed in a form of verb insertion can be seen as follow:

- Kalo ada dan kalo bisa **share** di grup yah minta tolong. (I-E.14/verb)
- Paper yang waktu ini salah **copy**. (I-E.20/verb)
- Coba **check** lagi, kali aja ada kesalahan. (I-E.52/verb)

The examples of the sentences consisting of codes mixed in a form of adjective insertion can be seen as follow:

- Seneng banget bisa menghabiskan waktu bersama teman-teman sekelas walau tidak seharian **full**. (I-E.9/adjective)
- Buat **big** bos kita, selamat ulang tahun. (I-E15)
- Palingan orang **psychopath** yang ngehack. (I-E.17/adjective)

### Form of Phrase

In this study, the pre-service teacher-students inserted the Code 2 phrase into Code 1 sentence without changing the meaning of the phrase itself. Generally, phrases are differentiated into 9 types; noun phrase, verb phrase, adjective phrase, adverbial phrase, prepositional phrase, infinitive phrase, gerund phrase, participle phrase, and absolute phrase. Meanwhile, in this study, it was found only 2 types of phrase insertions; 4 noun phrase insertions and 3 verb phrase insertions.

### The Examples of Noun Phrase Insertion in the Sentence Can be Seen as Follow

- Biarin jadi **secret group**!!!! (I-E.3/noun phrase)

*Secret group* =

[secret] + [group]

Adjective      Noun

(*modifier*)    (*head*)

- **Last scene** taun lalu ne. (I-E.23/noun phrase)

*Last Scene* =

[last] + [scene]

Adjective      Noun

(*modifier*)    (*head*)

### The Examples of Verb Phrase Insertion in the Sentence Can be Seen as Follow

- Belum minta ttd dan cap **please comment**. (I-E.12/verb phrase)

*Please comment* =

[please] + [comment]

Adverb          Verb

(*modifier*)      (*head*)

- Maaf yo, **just giving opinion**. (I-E.22/verb phrase)

*Just giving opinion* =

[just] + [giving opinion]

Adverb          Verb Phrase

(*modifier*)      (*head*)

### Form of Hybrid

In this study, the pre-service teacher-students inserted the parts of Code 1 into Code 2 words. In this study, it was found 3 types of Hybrid insertion. They are 6 Hybrid of Affixation-Prefix insertions, 9 Hybrid of Affixation-Suffix insertions, and 1 Hybrid of Affixation-Prefix-Suffix insertion.

#### The Examples of Hybrid of Affixation-Prefix Insertion in the Sentence Can be Seen as Follow

- Palingan orang psychopath yang **ngehack**. (I-E.17/Hybrid of Affixation-Prefix)

*Ngehack* = [nge-] + [hack]

- Kok belum **dishare** di grup? (I-E.32/Hybrid of Affixation-Prefix)

*Dishare* = [di-]+[share]

#### The Examples of Hybrid of Affixation-Suffix Insertion in the Sentence can be seen as Follow

- Uda siap **papernya**? (I-E.40/Hybrid of Affixation-Suffix)

*Papernya* = [paper]+[-nya]

- Abis tu apus **messageku** tanpa jejak. (I-E.47/Hybrid of Affixation-Suffix)

*messageku* = [message] + [-ku]

#### The Example of Hybrid of Affixation-Prefix-Suffix Insertion in the Sentence can be seen as Follow

- Sekalian **memfixkan** segala macam konsep yang masih ngambang di project ini. (I-E.31/Hybrid of Affixation-Prefix-Suffix)

*Memfixkan*= [mem-]+[fix]+[-kan]

### Form of Clause

In this study, the pre-service teacher student inserted one Code 2 clause into Code 1 sentence without changing the meaning of the clause itself. In this study, the researcher only found 1 sentence consisting of adverbial clause insertion. The sentence consisted of adverbial clause insertion can be seen as follow:

- Ra bantuin dech nyari daun pisangnya **even if through one hundred oceans**. (I-E.8/adverbial clause)

### Reasons of Code Mixing

To identify the pre-service teacher-students' reason in using code-mixing in Facebook interaction, an open-ended question was provided in the questionnaire. It was used to explore further explanation from the respondents. The result of pre-service teacher student's questionnaire responds is presented in table 3.



**Table 3: Reason of Code Mixing**

Reason	Total
Spontaneous	12
Lack of translation equivalent	1
Medium of training in English	2
To emphasize	1
Only want to mix it	1

From the result above, this study revealed that 12 pre-service teacher-students did code mixing spontaneously, while 2 pre-service teacher-students made it as a medium of training in English, and the rest of pre-service teacher students had their own reason, 1 pre-service teacher student was lack of translation equivalent, 1 pre-service teacher-student wanted to emphasize the meaning of the word, and 1 pre-service teacher-student only wanted to mix it with no specific reason.

For spontaneous reason, twelve pre-service teacher students updated their status or gave comments in Facebook group without thinking of what code that they have used. A pre-service teacher student added a further explanation that she thought that mixing the code could make the communication became simpler. It is in line with a statement that code mixing can manage the communication well between two speakers (Kustati, 2014). On the other side, another pre-service teacher student also stated further explanation that she mixed the code spontaneously and it could be a joke to other pre-service teacher students. It was also found in Ndebele' study (2012) that switching the code is also used as a word replacement strategy and for the purposes of humor that is used to ease the tension. It also in line with Kathpalia & Ong's finding (2015) that code mixing is used in advertisements to multiply the humorous effect and it can make the sentence become more memorable. However, another pre-service teacher student who mixed the code spontaneously also told that he just wanted to follow the trend of code mixing in Facebook. Anuar & Hamid (2014) discovered the similar reason that code-mixing is considered as language fashion among the university students. Besides, Anuar & Hamid (2014) also discovered that these students had understood the grammar systems of both languages, but still being spontaneously posted on Facebook without thinking of the grammatical rules of both languages.

On the other hand, two other pre-service teacher students stated that they mixed the codes in order to make it as a medium of training in English. A pre-service teacher student added a further explanation that he thought it could make the communication became warmer and closer between the Facebook user and it also could be a good habit to use English in communication. In line with Kustati (2014), the solidarity and intimate relationship among the students can be built through having code mixing. Ndebele (2012) also found out that code mixing is also used to signify group solidarity, identity with a social group. Moreover, Cárdenas-Claros & Isharyanti (2009) also identified that code mixing give an opportunity for the speaker to express their feelings and thoughts to other, and it can satisfy them in communicating with other people. So, mixing the code can indicate their solidarity and intimacy among the members of the group, in this case is the English Education pre-service teacher students. However, the other pre-service teacher student added that using code mixing as a medium of training in English and also thought that mixing the code is a cool stuff. It can be done since mixing the code became a phenomenon in the modern multilingual and bilingual world and what have been found by Anuar & Hamid (2014) on using code mixing to follow the language trend can give a clearer insight on this current reason. Anuar & Hamid (2014) found that the language trend occurred in mixing the language has become one language style that has been adopted by some university students in Malaysia. Thus, using code mixing as a language trend follower can be considered as one reason to be taken in an account.

Then, another pre-service teacher student stated that she mixed the code because she was lack of translation equivalent. She could not find the appropriate meaning of the term itself in Indonesian language so she still put it in English. This case was the same with Kustati's finding (2014) which shown that code mixing became an alternative way when having no appropriate translation, since it can help the speaker who has lack vocabulary to avoid any misunderstanding in the conversation (Luke, 2015). Having no appropriate translation did not show the pre-service teacher student's incompetence since she was having the competence to insert the lacking translation to other languages (Anuar & Hamid, 2014) and having the linguistics competence (Fekete, 2015) which can be understood by the readers and it shows her ability in using two languages appropriately. Thus, the lack of translation can be one factor influencing the growing number of code mixing in the society.

However, two other pre-service teacher students stated that they had other reasons which were not classified. A pre-service teacher student stated that she usually uses Indonesian language and she uses English in emphasizing the meaning, so she mixed the code. The mixture of code is often made if the speaker wants or needs something from the addressee (Ndebele, 2012) and in this case, this pre-service teacher student wanted to emphasize the meaning. Since her friends were able to use English, so she thought mixing the code with English could emphasize the meaning of the word. It is similar to Parveen & Aslam's finding (2013) and Ahmad Bukhari, et al.'s finding (2015) in which the speaker wanted to emphasize on a certain point in their utterance by using code mixing. Meanwhile, another pre-service teacher student stated that he only wanted to mix the code and having no certain reason. He thought mixing the code was a fun thing, so he just mixed the code. The ability in mastering two languages can facilitate the speaker in processing the communication and making the conversation becomes smoother (Barman et al., 2014) and sometimes, code mixing makes the conversation easier and more expressive than normal language (Kenali, et al., 2016), and thus, this pre-service teacher- student found it was a fun way in communication with their friends.

## CONCLUSIONS

From the result revealed above, it can be concluded that code-mixing has happened in the Facebook interaction among the English Education pre-service teacher students. These pre-service teacher-students can mix two or three languages in a sentence of their status and comments by mixing Indonesian language, Balinese Language, and English and had mixed the codes in 4 forms; word, phrase, hybrid, and clause.

Moreover, the reasons behind of using code mixing in their Facebook interaction identified in this study was dominated by spontaneous action, and other reasons found were the lack of translation, medium of training in English, to emphasize words or sentences, and only want to mix it which is indicated having no certain reason. Therefore, these English Education pre-service teacher-students need to reflect their habits in mixing codes since it may influence their way in communication with others.

In addition, further research may investigate the types of code mixing used by the pre-service teacher-students on Facebook and the comparison of code mixing used by male and female pre-service teacher students on Facebook. The researcher also gave a recommendation that the next study should be held in a longer length of time, with more variation instruments, especially interview, to make a clarification to the respondent's reason for using code mixing and also the clarity of further explanation.

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