AN ANALYSIS OF CODE MIXING USED BY ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS RIAU ONINSTAGRAM

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ABSTRACT

This study has an objective to find out the code mixing types used in Instragram by the English Department students - Universitas Riau. The respondents of this research were all related students in 2016/2017 academic year. The researcherused descriptive qualitative research design and the data were collected from documents as the instrument. Then, Hoffman"s theory (1991) was used for data analysis to find out the types of code mixing used by these students. Thus the research finding has revealed that all of the three types of code mixing appeared in the captions or comments written by the students as suggested by Hoffman. There were twenty-nine data classified into intra- sentential, two data classified into intra-lexical code mixing, two data classified into involving a change of pronunciation and two data classified into both intra-sentential code mixing and intra- lexical code mixing.

Keywords: Analysis, Code Mixing, Instagram

INTRODUCTION

Human cannot be separated from language. Language which we use in communicating plays a crucial role in the society. It is a tool to communicate that has the essential part in communication in our life (Hutajulu and Herman, 2019). It helps us to express ideas, feelings and intention. The evidence is a daily conversation between human and other humans.

Language has many varieties and diversities. There are 6,909 distinct languages in the world exclude might be the language has not been documented. Estimation amount of language in the world is up to 7,000 languages (Goryz, 1994). One of the examples in varieties and diversities of language is English, which has developed its users in some countries such as Malaysia, Singapore, and India, as well as in New Zealand, Australia, Canada and the United States.

Many people in our society are able to speak more than one language. It is because they live in somewhere where their mother tongue is not used by most people in their environment where they live or they take the education that lead them to talk in another language besides their mother tongue. A situation when people change one code to another code when they speak is called bilingualism and multilingualism (Wardhaugh, 2006). They are required to select one particular code when they speak and sometimes they may also switch and mix their languages although sometimes within very short utterances. Code switching is the condition of linguistic when a person speaks with someone who has equal level with her/him will change his/her language in another language that they use to communicate (Mujiono, 2013). On the other side, Muysken (2000) states that code mixing is the presence of lexical items and grammatical systems from two different languages in the same sentence.

As one of interesting phenomenon in sociolinguistics, code mixing also has several types. In this research, Hoffman"s theory (1991) is selected. He has categorized the types based on syntactical patterns such as intra-sentential code mixing, intra-lexical code mixing, and involving a change of pronunciation.

Nowadays, people tend to use language by mixing one another. This phenomenon not only can be found in the real life but also in social media, including in Instagram. According to Cambridge Dictionary (1999), Instagram is a social media service to take, change, and share photos and videos. It becomes very popular and used by people to upload and share their pictures or videos. Some people put caption on their pictures or videos to make it more interesting. Caption is some words or sentences to clarify the pictures or videos which are usually used to get other users" intention. Not only write a caption but also give comment in other people's posts. Comment is something that people write in someone's post to deliver their opinion about the post.

For those users who are bilingual or multilingual, they often mix their languages in writing a caption and comments, for example, the English Department students. They genuinely study English and use it to practice and improve their skills in English. As they also study about sociolinguistics, they

know about the term of code mixing and code switching as well.

In this study, the researcher was interested to conduct the research to search for the types of code mixing written in the captions and comments by the students in their Instagram.

LITERATURE REVIEW

2.1. Perception

Perception is the process that takes place within the individual that begins with receipt of excitatory until it is realized and understood by the individual so that the individual can recognize himself and his surroundings. Individuals try to rationalize the environment, objects, people, and events through perception (Walgito, 2002; 69). It is the process of human thinking about a certain phenomenon (Walgito, 2003; 87). Meanwhile, Rackhmat (2000) stated that perception is the experience of an object, event, and relationship acquired by resuming information and interpreting a message. It gives meaning toward stimulus-response in resuming information and predicting messages which involve attention, hope, motivation, and memory. From those statements, it can be stated that

perception is a process of human thinking, how an individual is selecting, organizing, and interpreting the experience and information.

2.2. Online Learning Platform

In the education sector, the use of technology has grown rapidly. Cakrawati (2017; 23) stated that teachers should be able to develop the ability to creatively use technology to meet students' learning needs. The learning process not only happened in the classroom, technological devices can be used to facilitate language learning. Online learning platforms are technological devices that can be used to support the learning process. It is a learning tool that brings lecturers, students, and parents have access to general resources, communication tool, and information both inside and outside the classroom (Bagata et al., 2020).

Therefore, this research would like to answer a research question "What are the types of code mixing used by English Department students of Universitas Riau on their Instagram?

Gomez (2016) as cited in Bagata et al., (2020) stated that it is a way to structure the instruction, which encourages optimal content organization and student interaction. Meanwhile, Ouadoud (2016) in his research stated that an online learning platform is software including services to assist lecturers to manage their courses. It can be assumed that an online learning platform is a supporting media that can be used to support and manage the classroom. So the learning process is not only taken traditionally but we can hold it virtually. Since the pandemic happened it completely used to support and manage the class so the teaching and learning activity keep running.

2.3. Previous Study

Many researchers had investigated concerning on students' perception of online learning. Coldwell (2006) conducted the research to ascertain students' perception about their learning experience in the online learning environment at Daikin University. The results indicate that overall students were enthusiastic about learning in such an environment. The advantages are the flexibility that it provides and the ability

to study when it suits students. While the disadvantages include technical issues such as speed of access and the need to participate regularly. Cakrawati (2017; 22) investigated students' perceptions of the use of Edmodo and Quipper as online learning platforms. It is effective and efficient in terms of time although slow-speed internet is considered to be one of the difficulties in using the platforms. Haryati (2021; 48) conducted a survey related to the implementation of online platforms. The survey consisting three major questions, those are platform reference, the advantages, and challenges. The finding revealed that the students prefer having Screen Recording, Google Meeting, Kahoot, and Edpuzzle. The advantages of the platforms are time flexibility, platform effectiveness, quota friendly, interactive fun application, and mastery of grammar. The challenges are monotonous activities, the students' boredom, and difficulties to create an account, poor responses, poor internet connection, and a different schedule. Agung & Surtikanti (2020; 225) identified three major obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino; the first is

availability and sustainability of internet connection, the second is the accessibility of the teaching media and the last is the compatibility of tools to access the media. The results suggest that accessibility still becomes the major factor influencing the success of online learning.

From those studies above, it can be seen that internet connection is still being the main issue. This situation still happens until the middle of the COVID-19 pandemic. Since the pandemic is still running and does not end yet, this situation is still challenging. So the lecturer needs to understand how their students perceive, access, and react to online learning. It is crucial to find the best online learning platforms which suit the students' needs and conditions to support their learning. Therefore, this research will explore English students' perceptions which focus on students' participation, accessibility, and material & assignment delivery, and their preferences of online learning platforms.

2 Sociolinguistics

Humans live in a society where language is used as a tool to communicate to each other. They use language to express their feelings, ideas, thoughts, and views. In linguistic, a branch which discusses about the relationship between human and language is sociolinguistics.

Sociolinguistics is a study of how language relates to society (Holmes, 1992). It means that sociolinguistics occurs relationship between language and the context in society are presented, because how people talk is influenced by the social context in what they talk, who hear them, where they talk, and how they feel. The people who study about the intercourse among language and society are called as sociolinguists.

As sociolinguistics studies about society and language, the goal is to investigate about what kind of thing language is used based on its social functions in the society. From previous definitions which argued by experts, it can be concluded that sociolinguistics is the study of theories about how people interact with society by using language as mean communication.

2.1. Bilingualism

Bilingual persons are those who have ability to use two or more languages

proficiently and/or at least they can make casual conversation (Myers-Scotton, 2006). However, problems come when it to define the meaning of bilingualism itself since every people has bilingual characteristics that could be classified as bilingual.

Another definition is given by Haugen in Liddicoat (1991) that said, "Bilingualism is knowledge of two languages. Bilingualism begins at the point where a speaker of one language can produce complete, meaningful utterances in the other language. If it described in more general notions, bilingualism is the use of two languages interchangeably both productive and respective by an individual or by the community."

Based on these statements above, it can be concluded that, in the context of bilingualism, people are not only actively able to be bilingual, but also they are able to understand more than one language passively without speaking. For example, in Indonesia, most of the people are bilingual and multilingual. They are able to speak the mother tongue as first language, Bahasa Indonesia as the second language, even some of them are able to speak in

English.

2.3 Code

Communication can make longer the life expectancy of the people. It means that is impossible to live without any communication. A good communication is when the listener can understand and get what we are talking about. Therefore, when people want to talk each other they have to choose a particular code to expresstheir feeling.

Wardhaugh (1986) states that the term "code" can be used to refer to any kind of system that two or more people employ for communication. People usually chooseone particular code when they are speaking, and they do switching andmixing one code to another codes even sometimes in very short utterances. The phenomenon in switching or mixing the code called code switching and code mixing. It is a common phenomenon that bilingual or multilingual societies have used or practiced code-switching and code-mixing when they speak and these can be part of their traits.

2.3.1 Code Mixing

In Indonesia, the phenomenon when people mix their languages has

become a common thing in the society as most of Indonesian people are bilingualism or multilingualism. Nababan (1993) explains that code mixing is the condition in which people mix two or more languages or language style in the speech act. It is a condition when a speaker uses one word or phrase from another language (Fasol, 1984). Code mixing occurs when the speakers use both languages together to the extent that they change from one language to the other language in the course of a single utterance (Wardhaugh, 1986). If the speakers mix one code to another code by inserting one element of one language into the language they are speaking, it means they use code mixing.

People have purpose to mix languages in their daily activities. As Holmes (1992) states that there are three important social factors in code choice, they are participants (relation, status, ethnicity, etc), setting (time and place), and topic (work, sport, national events, etc). But, Holmes adding that there is other social factors that is very influence in code choice, there is the function or goal in interactions (greetings, thanks, and apologizes).

2.3.1.1 Types of Code Mixing

There are some experts who have explained about the types of code mixing in different opinion. In this research, the researcher used the theory from Hoffman (1991) which are based on syntactical patterns such as:

a. Intra-sentential Code Mixing

Intra-sentential code mixing is the type of code mixing that occurs within a phrase, clause, or a sentence boundary in utterances both in oral and written (Hoffman, 1991). Here is the example taken from Hoffman"s book, "and then *me dijo* (he said to me) stop acting silly," (Hoffman, 1991). In the example, the speaker used two codes which were English -Spanish. In the utterance, the Spanish expression was added into the English sentence. Another example in Indonesian-English:

A: "*For your information*, hari senin kita ujian loh" (For your information, we wiil have a test on Monday).

B: "Serius? Kita harus *study hard* kalau gitu" (Seriously? We have to study hard then).

From the conversation above, the speaker A and B mix two languages which are Indonesian language and

English. Both of the two speakers use Intra- sentential code mixing because they mix both of the languages in a sentence boundary.

b. Intra-lexical Code Mixing

This kind of type appears with in a word boundary (Hoffman,1991). For example in Indonesian-English:

A: "Kapan berita ini akan *di-upload*?" (When will this news be uploaded)

B: "Besok aku upload dan *meng-update* berita baru" (Tomorrow, I will upload it and update the new news).

From the conversation above, the speaker A and B mix two languages which are Indonesian language and English in the level of word. The first speaker uses the addition for the word *"upload"* with *"di"* and the second speaker uses addition *"meng"* for the word *"update.*

2.3.1.2 Involving a Change of Pronunciation

This type of code mixing appears at phonological level (Hoffman, 1991). For instance is when Indonesian people speak English, they mention the word which is modified to Indonesian phonological structure. For example, the English word *"guitar"* is said as *"gitar"* by Indonesian people.

METHOD

This research used descriptive qualitative approach. This study explains natural background in order to interpret the phenomena and it is carried out by involving various methods (Moleong, 2009). There were thirty-five students involved as the subjects, majoring in the English Department, 2016/2017 academic year. Purposive sampling technique was selected to get the subjects since they have certain characteristics to be sample such as their captions or comments consisted code mixing and they are the English Department students of Universitas Riau. The researcher used her existing Instagram account as the instrument.

For collecting the data, some steps were implemented as follows:

a. Using the researcher's existing Instagram account.

b. Observing the Instagram accounts to be selected.

c. Taking the captions and comments that include code mixing as the data.

d. Asking the owners of the posts to allow the researcher to take their captions or comments for the data in personal using direct message one by one.

e. Giving the owners of the posts explanation about the research and the reason to take their captions or comments as the data for the research.

Some steps from Miles and Huberman (1994) were used in analyzing the data such as:

a.   Data Reduction

This is the step of summarizing, choosing, focusing on essential things, and searching themes and patterns (Sugiyono, 2009). The captions and comments which consisted of code mixing were identified and the ones which were not consisted code mixing were omitted.

b.   Data Display

A display is the information which is organized, compressed assembly that will lead to the conclusion drawing (Miles and Huberman, 1994). After the reduction, the data were described as the research data which contained code mixing,

c.   Conclusion Drawing/Verification

The last step to analyze a qualitative data is to draw a conclusion and verification (Miles and Huberman, 1994). After reduction and display, the data were categorized into specific groups based on the objective of the research.

To classify the data, the researcher used a coding system to each sample. Coding system is giving symbols to reduce the data (Rustanto, 2015). It uses word or phrase to identify and outline the sentence, paragraph, or block of text. The researchers made some codes which consisted of alphabetical capital letters for the types of code mixing, such as:

1)   ISCM: Intra-sentential CodeMixing

2)   ILCM: Intra-lexical CodeMixing

3)   ICP: Involving Change of Pronunciation

RESULTS AND DISCUSSION

The objective of this research is to look for the types of code mixing that were used by the English Department students of Universitas Riau. After the process of data reduction, the researcher found 35 data that consisted of code mixing in the captions or comments of English Department students of Universitas Riau

on Instagram. There were 29 data classified into intra-sentential code mixing, 2 data classified into intra-lexical code mixing, 2 data classified into involving a change of pronunciation and 2 data classified into both intra-sentential code mixing and intra-lexical code mixing. The frequency of those is presented below:

Table 1. The Frequency of Types of Code Mixing

No.	Types of Code Mixing	Frequency
1.	Intra-sentential Code Mixing	29
2.	Intra-lexical Code Mixing	2
3.	Involving a Change of Pronunciation	2
4.	Intra-sentential Code Mixing and Intra-lexical Code Mixing	2
	Total	35

Furthermore, the contexts of types of code mixing that were used by English Department students of Universitas Riau are presented in tables as follow:

Table 2. The Data of Code Mixing

NO.	Findings	Types of Code Mixing		
		ISCM	ILCM	ICP
1.	"**Instructor Training**.. T*hank you for coming* kak @puteriyuci dan makasih buat materi tentang *public speaking* nya. Bagus banget deh.."	√		

		√		
2.	"Hai, aku Yosi. ***Let's talk about my insecurities***. Semua terjadi ketika aku SMP, ketika dikelas aku sering diejek tentang penampilanku. Seorang perempuan dari desa kecil, yang merantau kepekanbaru. Ya umurku baru 12 tahun dan aku harus tinggal jauh dari orangtuaku untuk bias bersekolah di ***homeland of*** melayu ini. Disekolah itu tidak terlalu banyak perbedaan disetiap siswanya. Berat, saat itu benar-benar ***worst school experience*** aku."	√		
3.	"… Gitarnya kacau, ***feeling*nya** apalagi. Ngga niat bikin ulang ***cause I don't want it to be beautiful, I just want it to be exhausting***. ***Thanks to one of my senior*** karena sudah memperkenalkan lagu yang sejak pertama kali diputar udah terasa seperti refleksi diri sendiri. Dan selalu bingung kenapa tiap dengar lagu ini selalu ***cry, lol***…"	√	√	
4.	"…***A week ago***; ***event*nya** selesai, rindu dan belang wajahku masih berlanjut. ~Emak ***Black Widow*** yang anaknya sudah mandiri semua, Z."	√	√	
5.	"biar ***feed*** nya gak rapi aja"	√		
6.	"@m_iqbaal_lubis salah ***build*** juga☹"	√		
7.	"@cindyhanyy ***next time*** ayooo"	√		
8.	"@galaxy_kacamata ahahaha nettyy, cek ***store*** ini guys! Kacamata yg saia pake itu dari ***store*** mereka"	√		
9.	"…certain dong kisah gemes kalian bareng ***crush***"	√		
10.	"@nailahkasih.22 abistu ***class meeting*** yee"	√		
11.	"Kangen..nggak terasa ya itu kemah terakhir di sma :(yang biasanya mandi bareng, makan main senang sedih gila semuaaa bareng bareng, sekarang udah nggak akan ada lagi ***moment moment*** kayak gitu bareng kalian…"			√
12.	"… abis makan, pergi beli ***face wash***. Ntar mau ***review face wash*** nya juga deh xixixi…"	√		

13.	"@nursyahfitririri seperti bunyi *ambulance* uwuwuwu"			√
14.	"@ayujidi_ kami lagi *open new member* nih"	√		
15.	"*Have fun* sama diri sendiri"	√		
16.	"*Holiday* bareng kesayangan"	√		
17.	"Seketika ingin *upload* ini gara gara w nonton *short movie* di ytb, sesimpel itu dong :))."	√		
18.	"*Well, Done!!! The first time* Kenal dan masuk kelas mereka "Hmm anak-anak sombong ni" 2,3,4 (ngajar) keluaraslinya, bawel, ramah, seru, lucu, pintar *and humble* bettt..Ada pertemuan ada perpisahan, *see you* XI MIA 3, *Miss you soon..*Yahhh gak ada yang *bully* mis lagi deh, Hahaha…"	√		
19.	"Selamat beraye! Baju lama tak masalah baju baru alhamdulillah. *Wishnya* semoga ketemu lagi ramadhan tahun depan dan berharap saudara kita yg jauh disana juga merasakan kebahagiaan yg sama, aamiinn..taqobbalallahuminnawaminka. Mohon maaf lahir dan bathin."		√	
20.	"Ayo *selfie* alay dulu sini."	√		
21.	"Silau melihat yg *shining shimmering splendid*."	√		
22.	"*Finally*, Selamat Azuyy!!"	√		
23.	"InsyaAllah Sampai kesemua tempat kalau ada rezeki *with* AAC."	√		
24.	"Liburan *low budget*."	√		
25.	"Untuk saat ini orang yang di dalam foto nya aja yang manis, *caption* manis nya tunggu kalau udah foto *full team*."	√		
26.	"Pokoknya apa yang Herman suruh ikutin aja-terjadilah beberapa foto *cute* ini-."	√		
27.	"@uptouwaelah *sorry*, aku buncit."	√		
28.	"@bitter.gum *one pack* ea wow."	√		

29.	"B *stands for* Berantem. Ga afdhal banget ga ada ketua kelas @bitter.gumd an ibuknya @tiara.aww."	√		
30.	"cek *website* kita sis, bias *download* apa aja sesukamu! Hanya di brainly!"	√		
31.	"@kwaciiii_ janlah *flashback*."	√		
32.	"Jangansok *perfect*, kamubukan *past perfect tense*."	√		
33.	"*Taken by* siapatu."	√		
34.	"Udah lama gak *dipost*"		√	
35.	"@wulida.auliya *photobooth* nya itulah kak"	√		

DISCUSSION

a. Intra-sentential Code Mixing

From the captions or comments written by English Department students of Universitas Riau, 29 data were found as intra-sentential code mixing. All of the data were divided into words, phrases, and clauses.

- S5: "biar *feed* nya gak rapi aja"
  - S9: "…certain dong kisah gemes kalian bareng *crush*"
  - S15: "*Have fun* sama diri sendiri"
  - S20: "Ayo *selfie* alay dulu sini."
  - S24: "Liburan *low budget*."
  - S29: "B *stands for* Berantem, gaafdhal banget ga ada ketua kelas"

It could be analyzed that in sample 5, 9, and 20, there are English words inserted into Indonesian sentences. The dominant language of the utterances is Indonesian language. The word *"feed"* is a noun in English, it means a place where you can share and connect with people and things you care about. The word *"crush"* is an English noun and it refers to someone that we have feeling for. The word *"selfie"* is also an English noun and it means a photo that we take by ourselves. Intra-sentential code mixing is not only in word level but also in the level of phrases. The sample 15, 19, and 29 contained English phrases in Indonesia language sentence. It could be seen that the phrases are "*have fun*".

"*low budget*", and "*stands for*" which inserted into the sentences.

Furthermore, the mixing of all of the data in the utterances were categorized as intra-sentential code mixing since it is related to the meaning of intra-sentential code mixing that when a speaker mixes languages in the form of word, phrase, and in sentence boundary.

b. Intra-lexical Code Mixing

From the captions or comments written by English Department students of Universitas Riau, 2 data were classified as intra-lexical code mixing. All of the data were formed into two structures, such as prefix and suffix because the subjects of the research used affixation when they wrote the captions or comments. The affixation they used was Indonesian affixation.

> S19: "Selamat beraye! Baju lama tak masalah baju baru alhamdulillah. ***Wishnya*** semoga ketemu lagi ramadhan tahun depan dan berharap saudara kita yg jauh disana juga merasakan kebahagiaanyg sama.."
> S34: "Udah lama nggak di***post***"

In this type, it could be analyzed that in sample 19 and 34, there are Indonesian affixes inserted into the English words in

the utterances. The dominant language of the utterances is Indonesian language. The words are *"wishnya"* and *"dipost"*. The structure of *"wishnya"* were *"wish"* as a word and *"-nya"* as suffix and it became intra-lexical code mixing, namely *"wishnya"*. The structure of *"dipost"* were *"di-"* as a prefix and *"post"* as a word and it became intra-lexical code mixing, namely *"dipost"*.

Therefore, the mixings of all of the data in the utterances were categorized as intra-sentential code mixing because the students mix the languages in the word boundary.

c. Involving a Change of Pronunciation

From the captions or comments written by English Department students of Universitas Riau, the researcher found 2 data which were categorized as a change of pronunciation. In this research, the subjects used an English word but modified into Indonesian phonological structure.

- S11: "Kangen.. nggak terasa ya itu kemah terakhir di sma :(yang biasanya mandi bareng, makan main senang sedih gila semuaaa bareng

bareng, sekarang udah nggak akan ada lagi ***moment moment*** kayak gitu bareng kalian…"

- S13: "@nursyahfitririri seperti bunyi ***ambulance*** uwuwuwu"

In this last type, it could be analyzed that in sample 11 and 13, the dominant language of the utterances is Indonesian language. In S11, the speaker said an English word *"moment"* that should be said */məʊmənt/* but she said */momen/.* It means a particular time when something happens. In S13, the speaker said an English word *"ambulance"* that should be said */æmbjʊləns/* but she said */ambulans/.* It means a transportation with a set of medical equipment to carry patients. Hence, the mixings of all of the data in the utterances were categorized as involving change of pronunciation since the speakers mixed the languages in phonological level.

In this research, there were 2 data which consisted both intra-sentential code mixing and intra-lexical code mixing, such as:

- S3: "..Gitarnya kacau, *feelingnya* apalagi. Ngga niat bikin ulang ***cause I don't want it to be beautiful, I just want it to be***

***exhausting*..."

In sample 3, the speaker inserted an English word with Indonesian affixiation. The structure were *"feeling"* as a word and *"-nya"* as suffix. Therefore, the mixing of *"feelingnya"* was categorized as intra-lexical code mixing since it is related to the meaning of intra-lexical code mixing that someone mixes language in the form of word boundary in the form of suffix. In this caption, she also inserted an English clause into Indonesian sentence. The clause was "*cause I don't want it to be beautiful, I just want it to be exhausting*". It was a dependent clause from the previous sentence which clarified that the speaker said she didn"t want to remake what she had done. This mixing in the caption was categorized as intra-sentential code mixing because she mixed the languages in the sentence boundary.

- S4: "***A week ago***; ***eventnya*** selesai, rindu dan belang wajahku masih berlanjut. ~Emak ***Black Widow*** yang anaknya sudah mandiri semua, Z***.***"

In sample 4, the speaker inserted an Indonesian affixiation into an English word into Indonesian sentence. The

structure of this mixing were *"event"* as a word and *"-nya"* as suffix and it became intra-lexical code mixing, namely *"eventnya"*. It was categorized as intra-lexical code mixing because she mixed the languages in the word boundary in the form of suffix. She also inserted two English phrases in her utterance such as *"a week ago"* and *"black widow"*. These insertions were categorized as intra-sentential code mixing because she mixed the languages in the form of phrase.

CONCLUSION

Based on the analysis of the data, the researcher would like to draw conclusion of the study. According to the results, the researcher confirmed that all of the three types of code mixing by Hoffman"s theory were found in the captions or comments of English Department students of Universitas Riau. It showed that the most type of code mixing used was intra-sentential code mixing with 29 data, while intra- lexical code mixing was in the second with 2 data as well as a change of pronunciation with 2 data. The findings also showed that there were 2 data categorized as both intra-sentential code mixing and intra-lexical code mixing.

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