



Code Mixing and the Factors Used by Kindergarten Students

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ABSTRACT

Speaking by mixing two languages currently become a habit in national plus school which used both of English and Bahasa Indonesia in their teaching and learning activities. The code mixing in early ages like kindergarten was very unique and interested to be analyzed. The purpose of this research was to identify the type of code mixing used and the factors caused the code mixing of the students' conversation at the school. The research used descriptive qualitative methods. The data were the transcript of students's conversation and the parents' interview. The data were collected by using voice recorder and questionnaire through google form. The data were analyzed by using three data analysis theory of data reduction, data display, and drawing conclusion. After analyzing the data, the results showed that there were seven utterances of insertion, eleven utterances of alternative, and seven congruent lexicalization of code mixing occurred in students' conversations. Then, the factors caused the code mixing in students' conversation were situation and prestige factor bilingual factor which most of students speak both of English and bahasa indonesia not only at school but also at home, the speaker and partner speaking factor, the social community factors, the situation factor, vocabulary factor and prestige factors. Thus, situation factor and prestige factor were the dominant factors that mostly motivated students to mix their conversation in the class discussion and in their daily communication.

KEYWORDS

Bilingualism; Code
Mixing; Linguistics

ABSTRAK

Berbicara dengan mencampurkan dua bahasa saat ini menjadi kebiasaan di sekolah nasional plus yang menggunakan bahasa Inggris dan bahasa Indonesia dalam kegiatan pembelajaran dan teknologi mereka. Campur kode pada anak usia dini seperti taman kanak-kanak sangat unik dan menarik untuk dianalisis. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis campur kode yang digunakan dan faktor-faktor penyebab terjadinya campur kode dalam percakapan siswa di sekolah tersebut. Penelitian ini menggunakan metode deskriptif kualitatif. Data yang digunakan adalah transkrip percakapan siswa dan wawancara orang tua. Pengumpulan data dilakukan dengan menggunakan perekam suara dan kuesioner melalui google form. Data dianalisis dengan menggunakan tiga teori analisis data yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Setelah menganalisis data, hasilnya menunjukkan bahwa terdapat tujuh ujaran penyisipan, sebelas ujaran alternatif, dan tujuh leksikalisasi kongruen dari campur kode yang terjadi dalam percakapan siswa. Kemudian, faktor-faktor yang menyebabkan terjadinya campur kode dalam percakapan siswa adalah faktor situasi dan prestise dwibahasa dimana sebagian besar siswa berbicara bahasa Inggris dan bahasa Indonesia tidak hanya di sekolah tetapi juga di rumah, faktor pembicara dan mitra berbicara, faktor sosial masyarakat, faktor situasi, faktor kosa kata dan faktor prestise. Dengan demikian, faktor situasi dan faktor prestise merupakan faktor dominan yang paling memotivasi siswa untuk memadukan percakapan mereka dalam diskusi kelas dan dalam komunikasi sehari-hari.

KATA KUNCI

Dual Bahasa; kode campur; Linguistik

INTRODUCTION

Language plays an important part in human communication. By language, people are able to understand each other. Without a language there will be no society universe. The relationship between language and society called Sociolinguistics. (Holmes 2013) said that sociolinguistics is the study of the relationship between language and society. The environment where people grow up or stay can give the big effect in how people use language to communicate. English as international language become more popular in Indonesia and it is also important to be learned or even mastered because many people use for working and studying.

The people who have an ability of using more than one language equally is called Bilingual (Jendra 2010). To be a bilingual, speaker has to master at least two languages. According to Jendra (2010), multilingual is referred to the people who can use more than two languages. Nowadays, many individuals use a variety of languages to communicate with one another. At the same time, they mix their native tongue when speaking to others in both Indonesian and English. The native language in this situation is Bahasa Indonesia, sometimes known as the local language, while English is the foreign language. Moreover,

it is also possible for the bilingual or multilingual people to use more than one code or language in a communication. In sociolinguistics, this phenomenon is frequently referred to as code mixing.

Code mixing is a term that refers to all cases where lexical items and grammatical features from two languages appear in one sentence (Muysken 2000). It can be found in everyday conversation. In relation to the language and social groups, code mixing is a phenomenon of bilingual or multilingual society. Nababan cited in Udoro (2008) stated that code mixing happens when people mix two languages or more language in such speech act or discourse without any force to do mixing codes. Code mixing can be seen in a spoken and written language. The use of code mixing in daily conversation become a common thing today.

In a bilingual environment, it is common for students to combine their languages because it gave them more options for expression. Based on Muysken (2000), there were three types of code mixing uttered by the students in the classroom discussion and communication, such as insertion in word or phrase, alternation in clause, and congruent lexicalization in dialect. Insertion, the first type of code mixing uttered by inserting phrases and word such as noun, adjective, verb, and the like. The insertion appears when speakers begin an utterance in Indonesian and then insert an English word in the middle of it or an utterance in English then insert an Indonesian word in the middle of it. Alternation is the second type of code mixing that comes up in class discussions. Students' utterances involving the alternation of codes that constrained by the compatibility or equivalence of the languages involved at the moment and clause of alternation. Congruent lexicalization is one of the last forms of code mixing used in classroom discussions. Switching is grammatically unrestricted and can be described in terms of alternative lexical insertions. This is consistent with the lexicalization code mixing that the students use to express language variety and style shifting. It is believed that some factors affecting the use of code mixing. According to Beardsmore (in Andriani 2021), there were six factors influenced students to mix the languages, such as bilingualism factor, speaker and partner speaking factor, social community factor, situation factor, vocabulary factor, and prestige factor.

As an illustration, the researcher found the fact or data of code mixing from KOMPAS.com published on November 1, 2022. Code mixing now widely used by young Indonesians that were initially a trend in the Southern Jakarta area. The trend of South Jakarta slang (JakSel) is growing rapidly among the younger generation. Used not only by those living in JakSel, but also in different parts of Indonesia. The phenomenon of code mixing can be found in many aspects of everyday life where people usually choose different codes in a different situation. In other words, this situation has become a common phenomenon in Indonesian daily life. By studying this research, people can learn more about code mixing and discover why so many people are interest to mix their native language with both Indonesian and English when speaking with others even since a young age.

Like today's phenomenon, many schools are using national plus curriculum where the teacher and the students are using two languages or mixed the language such as Bahasa Indonesia and English to interact each other in the daily activity at school. As the one of the best schools in Pekanbaru, with a host of national and international achievements, Darma Yudha Playgroup and Kindergarten is a kindergarten school that services early

childhood education. As for the lessons given in religious education, in arithmetic, in reading, in writing, in English, to socializing. In Darma Yudha School, the students are expected to be able to speak in English and to interact bilingual or speak in two languages with one another. Indonesian and English are both available.

It can be challenging for students who rarely used English in daily communication and the opposite for students who rarely used Bahasa Indonesia. Moreover, speaking by mixing the language currently become a habit in many schools, especially who adopted national plus school. This phenomenon also occurs in learning language at school. Most of private kindergarten school in Pekanbaru nowadays, introducing their school with national plus curriculum, which means the people inside the school must be able to speak foreign language as English. Pekanbaru Montessori School, Sun Global School for the example. The teachers in those schools usually mix their language in Bahasa Indonesia and English while teaching or communicating with the students or parents at school. Based on the previous explanation, the research aim were to find out the types of code mixing used by kindergarten students in Darma Yudha School and to identify the factors caused of code mixing used by kindergarten students in Darma Yudha School.

METHOD

The methodology used in this research was the descriptive qualitative method. Data collection was gathered from the interview results, recorded, the scripts were written and then analyzed. Crossman (2021) states “Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places”. In other words, qualitative research needed words to explain or describe the whole contains the research. The researcher used qualitative research method because it focused on the report or on data. By using descriptive qualitative, the researcher made a point about the problems of types and factors in using code mixing used by kindergarten students in Darma Yudha School.

This research was conducted at the Darma Yudha Playgroup and Kindergarten, which is located at Soekarno Hatta Street number 18, Pekanbaru. There were four playgroup classes and six kindergarten classes. The researcher focused to take the research data in the kindergarten unit. The population were all the classes of kindergarten. There was K1A, K1B, K1C, K2A, K2B, K2C. The researcher chose K2C class as a sample of this research. Purposive sampling was used in this research by the researcher. Non random sampling includes purposeful sampling. It implies that not every member of the population has an equal chance to be sampled. According to Fraenkel and Wallen (2009), purposive sampling is when the researcher uses personal judgment to select a sample. K2C class chosen as the sample of the research because the problems found in this research were the existence of code mixing used by the kindergarten students of K2C class. There were twenty-three students (twelve boys and eleven girls) which most of them actively are able to mix the languages in their communication, besides it was recommended by the principal of the school.

The data were taken on February 8th, 10th, and 14th 2023. In this research the researcher used recorder as an instrument to analyse the types of code mixing used by the kindergarten students in K2C Class Darma Yudha School. The researcher used Sony Audio Recorder to take the data. When students talked in the class about any topic, Sony Audio Recorder were used to record their voices. Transcript of recorded data was used to

found all occurrences of code mixing. First, the researcher came into the classroom (K2C), there were two teachers in charge and twenty-three students in the class. Then, the researcher recorded the communication process or the interaction of teacher-students in the classroom by audio recorder device. The researcher used the recorder to take the data because it helps the researcher to get more data easily since the researcher cannot take the data immediately. Written interview was used to gather the data of the reasons or factors that influenced the students in using code mixing. In a written interview, respondents provide written responses rather than verbal ones, similar to a live interview. In this case, the researcher used open-ended question as the instrument to collect the data. The researcher gave the student's parents fifteen questions through google form which was generally a series of written questions for student's parents as the respondents to provide the answers. The data were analyzed by using three data analysis theory; data reduction, data display, and drawing (Miles, Matthew B and Huberman, A 1994)

FINDING AND DISCUSSION

This section described the findings as an attempt to find out the types of code mixing and factors caused the code mixing of the students conversation at Dharma Yudha Kindergarten school. The followings were the description of the findings.

a. The Types of Code Mixing of the Students' Conversation at Dharma Yudha Kindergarten school

There were three types of code mixing found in the students conversation. First, seven insertions found in their conversation. The followings were the description of the insertion.

Table 1. Insertion in Students' Conversation

No	Recording	Student's Utterances
1	Rec.1 (0 _h :06 _m :03 _s)	S.J: "S.J Miss, S.J pernah minum papaya." (S.J Miss, S.J ever drinks papaya)
2	Rec.1 (0 _h :06 _m :20 _s)	S.S: "Sama sugar ya?" (With sugar, okay?)
3	Rec.3 (0 _h :01 _m :20 _s)	S.Jo: "Biar poopnya jangan keras ." (To avoid constipation)
4	Rec.3 (1 _h :01 _m :50 _s)	S.Jo: "Nggak tau, S.Jo liat di tempat S.Jo pun ada yang fat kali." (Don't know, S.Jo saw in S.Jo's place there a very fat one)
5	Rec.3 (1 _h :05 _m :38 _s)	S.M: "Miss aku mau tissue, please." (Miss, I want tissue, please.)
6	Rec.4 (0 _h :01 _m :33 _s)	S.K: "Miss, sayang teacher." (Miss, love teacher)
7	Rec.4 (0 _h :08 _m :39 _s)	S.Al: "Saya ke Indomart beli, beli ice cream ketan ". (I went to the Indomart bought, bought sticky rice ice cream)

From the table, it can be seen that seven insertions were found in the conversation. Code mixing occurred in both of English and Bahasa Indonesia. In the first utterance, the phrase **pernah minum** (ever drink), then in the fifth utterance the phrase **aku mau** (I want), and in the six utterance the phrase **sayang** (love) were bahasa indonesia phrase which were inserted into English utterance. Meanwhile, in the second utterance the word **sugar**, in the fourth utterance the word **fat**, in the seventh utterance the word **ice cream** were English word which were inserted into Bahasa Indonesia utterances. From the findings, it was

reveal that insertion can be in the form of words or phrase from one language were inserted into other language (Suwito and Muysken in Janah (2017)

Second, there were four alternation in the conversation of the students in K2C class of Darma Yudha School. The followings were the description of the alternation.

Table.2 Alternation in the students' Conversation

No	Recording	Student's Utterances
1	Rec.1(0 _h :02 _m :52 _s)	S.S: "Watermelon, <i>sama e... itu jambu air</i> ". (Watermelon, with e.. that water guava)
2	Rec.2 (0 _h :03 _m :54 _s)	S.R: "Dragon fruit, <i>alias buah naga</i> ." (Dragon fruit, namely dragon fruit.)
3	Rec.2(0 _h :09 _m :18 _s)	S.R: "Guava! <i>Jambu biji!</i> " (Guava! Guava!)
4	Rec.2 (0 _h :09 _m :18 _s)	S.N: " <i>Enak, yummy, sweet</i> ." (Tasty, yummy, sweet))

From the table, it can be seen that four alternation utterances found in the conversation. In utterance (1), the word **watermelon** in English was alternated with the words *jambu air* (water guava) in Bahasa Indonesia. In utterance (2), the word **dragon fruit** in English was alternated with word *buah naga* (dragon fruit) in Bahasa Indonesia. In utterance (3) the word **guava** in English was alternated by the word *jambu* (guava) in bahasa Indonesia. In utterance (4) the word *enak* (delicious) was alternated by the words **yummy and sweet** in English

Third, congruent lexicalization is one of the last forms of code mixing used in classroom discussions. Switching is grammatically unrestricted and can be described in terms of alternative lexical insertions. This is consistent with the lexicalization code mixing that the students use to express language variety and style shifting. There were six congruent lexicalization were found in the conversation of the students. The followings were the description of the congruent lexicalization in students' conversation.

Table 3. Congruent Lexicalization in Students' Utterances

No	Recording	Student's Utterances
1	Rec.1(0 _h :03 _m :38 _s)	S.K: " <i>Biar poop, poopnya</i> <i>nggak bisa, nggak bisa, keras</i> ." (To avoid constipation, the poopsie is not severe)
2	Rec.1(0 _h :07 _m :01 _s)	S.J: "Miss, e.. buah-buahan itu full of vitamin" (Miss, e.. the fruits full of vitamins)
3	Rec.1(0 _h :07 _m :35 _s)	S.Jo: "Miss Gerna, Joe <i>pandai makan</i> fruit" (Miss Gerna, Joe is good eating fruit)
4	Rec.3(0 _h :19 _m :15 _s)	S.Jo: " <i>Banyak kali starnya</i> ." (So many stars)
5	Rec.3(0 _h :19 _m :19 _s)	S.Jo: "Miss, <i>ada yang fat</i> ." (Miss, there is a fat one)

From the table, it can be seen that there were six congruent lexication utterances found in students' conversation. In utterance (1) the utterance started with bahasa Indonesia word *biar* then shifted into English by uttering the word **poop** and continued again with bahasa Indonesia. Utterance (2) was started with English word **miss**, then

shifted into word *buah-buahan* (fruits) in bahasa Indonesia, and then shifted again with English phrase **full of vitamin**. Utterance (3) was also started with English sentence **Miss Gerna** then shifted into Indonesian phrase *pandai makan* (good in eating) and then continued with English word **fruit**. Utterance (4) used Bahasa Indonesia *banyak kali* (so many) then shifted into English word **star**, and then continued by affix *nya* in bahasa Indonesia. In Utterance (5), student made English statement but he shifted into bahasa Indonesia by adding bahasa Indonesia phrase *ada yang* (there is). It is in line with the statement of Muysken (2000) that Code mixing refers to any situation in which lexical elements and grammatical traits from two languages appear in the same phrase.

b. Factors Caused Code Mixing in the Students' Conversation

The researcher used written interview to get the data. There were fifteen questions shared through Google form. The researcher received twelve feedback that represented the student's parents of the K2C class in a written interview. The description of the findings as following:

1. *Bilingualism*

The first factor that motivated the students in K2C classroom to code-mix was bilingual factors. The researcher found there were five students speak bilingual, and twelve of them were agreed that children's ability to learn and even master foreign language as a second language were important.

Table 4. Parents' Respond on language used by children daily

Student (I)	Parent's Respond (Answered)
Fl	<i>Bahasa Indonesia</i> (Bahasa)
Me	Mix, campur keduanya (Indonesia - Inggris) (Mix, mixing both (Bahasa – English))
Al	Mix, campur keduanya (Indonesia - Inggris) (Mix, mixing both (Bahasa – English))
Ka	<i>Lainnya...</i> (Others..)
Ev	Mix, campur keduanya (Indonesia - Inggris) (Mix, mixing both (Bahasa – English))
Na	<i>Bahasa Indonesia</i> (Bahasa)
Ro	Bahasa Indonesia, Mix, campur keduanya (Indonesia - Inggris) (Bahasa, mix, mixing both (Bahasa – English))
Re	<i>Bahasa Indonesia</i> (Bahasa)
Ke	<i>Bahasa Indonesia</i> (Bahasa)
Sa	<i>Bahasa Indonesia</i> (Bahasa)
Ja	<i>Bahasa Indonesia</i> (Bahasa)
Dz	Mix, campur keduanya (Indonesia - Inggris) (Mix, mixing both (Bahasa - English))

In the question number one, there were five parents of students that answered about the daily language their children used in communication. Student with initial Me, Al, Ev, Ro, and Dz were mix their languages (Indonesia and English) in their daily communication. The factor which motivated the students to code-mix was *bilingualism* factor.

Table 5. Parents Respond on the importance of Mastering Foreign Language

Student (I)	Parent's Respond (Answered)
Fl	<i>Ya (Yes)</i>
Me	<i>Penting (Important)</i>
Al	<i>Penting (Important)</i>
Ka	<i>Sangat perlu karena membantu aktifitas dan sosialisasi anak baik di rumah maupun di sekolah</i> (It is necessary to contribute to the activity and socialization of children both at home and at school)
Ev	<i>Penting (Important)</i>
Na	<i>Sangat penting (So important)</i>
Ro	<i>Ya. Sangat penting (Yes, really important)</i>
Re	<i>Iya penting (Yes, important)</i>
Ke	<i>Penting (Important)</i>
Sa	<i>Ya (Yes)</i>
Ja	<i>Penting (Important)</i>
Dz	<i>Sangat penting (So important)</i>

In question number two, most of parents were agreed that the ability of their children to speak in another language as a second language was important and even so important. Ka's parent stated that the ability of the children to use and to speak in another language was so important, because it can help the children in her daily life at school and home as well. The factor which motivated the students to speak in English as a second language was *bilingualism* factor.

2. Speaker and Partner Speaking

The second factor that motivated students to code-mix was speaker and partner speaking factor. The researcher found that all of the students live with their family at home (parents, sister, brother, grandmother, and aunty) and there were eight speakers and partner speaking factor motivated the students to code-mix the conversation, as followed:

Table 6. Parents' Respond on Students' Family Members at Home

Student (I)	Parent's Respond (Answered)
Fl	<i>Sama orgtua (With parents)</i>
Me	<i>Ortu (Parents)</i>
Al	<i>Orang Tua (Parents)</i>
Ka	<i>Orang tua (Parents)</i>
Ev	<i>Orang tua dan abang (Parents and brother)</i>
Na	<i>Dengan orang tua, kakak2 dan tante (With parents, sisters and aunty)</i>
Ro	<i>Orang tua (Parents)</i>
Re	<i>Orang tua dan saudara kandung (Parents and siblings)</i>
Ke	<i>Orang tua (Parents)</i>
Sa	<i>Orangtua (Parents)</i>

Ja	<i>Orang Tua</i> (Parents)
Dz	<i>Nenek dan adik nya</i> (Grand mother and his little sister)

Based on these answered of question number three, mostly students in K2C class live with their parents and family member such as grandmother, aunty, sister and brother. Family as the partner speaking of the students while they were at home. The factor which motivated the student in having speaking partner in a communication called speaker and partner speaking factor.

Table 7. Parents’ Respond on Students’ Speaking Partner Home

Student (I)	Parent’s Respond (Answered)
Fl	<i>Semua</i> (All)
Me	<i>Ortu dan sepupu</i> (Parents and cousin)
Al	<i>Orang Tua</i> (Parents)
Ka	<i>Ibu/ mama</i> (Mother)
Ev	<i>Mama</i> (Mother)
Na	<i>Dengan semua orang</i> (With everyone)
Ro	<i>Mama</i> (Mother)
Re	<i>Kakaknya</i> (Her sister)
Ke	<i>Mama</i> (Mother)
Sa	<i>Mama</i> (Mother)
Ja	<i>Mama & Cece</i> (Mother and sister)
Dz	<i>Setiap org dirumah (nenek, adik, mami ketika di pk / by phone)</i> (Everyone at home (grand mother, brother/ sister, mother when in Pekanbaru/ by phone)

In these answered of question number four, found that mostly students like to speak or communicate with their parents at home especially with mother (*mama* or *mami*). The factor which motivated the student having a partner speaking was *speaker and parter speaking* factor.

3. Social Community

The third factor that motivated the students to code-mix in communication was social community factor. Most of the students in K2C class were sociable, as followed:

Table 8. Parents’ Respond on Children Social Skill

Student (I)	Parent’s Respond (Answered)
Fl	<i>Senang</i> (Happy)
Me	<i>Ya</i> (Yes)
Al	<i>Senang</i> (Happy)
Ka	<i>Sangat senang</i> (Very happy)
Ev	<i>Pemalu</i> (Shy)
Na	<i>Sedikit pemalu tapi senang, terutama dengan seumurannya</i> (A little

	shy but happy, especially with others at her age)
Ro	Ya (Yes)
Re	Iya (Yes)
Ke	Senang, namun masih cenderung pemalu (Happy, but sometimes still shy)
Sa	Ya (Yes)
Ja	Senang (Happy)
Dz	Ya (Yes)

Based on the answered of the question above, it can be concluded that the factor which motivated the students was *social community factor*. Most of the kindergarten students in K2C class were sociable, they were like to build communication with people around them and met new friends at the same age, even though some of them were quite shy.

Table 9. Parents' Respond on the students Social Community

Student (I)	Parent's Respond (Answered)
Fl	<i>Dimana saja</i> (Anywhere)
Me	<i>Dirumah, sekolah</i> (At home, school)
Al	<i>Orang Tua</i> (With parents)
Ka	<i>Dimana saja, bahkan bertemu teman baru</i> (Anywhere, even when meet new friends)
Ev	<i>Tetangga</i> (Neighbors)
Na	<i>Dimana saja senang</i> (Happy anywhere)
Ro	<i>Anak tetangga</i> (Boy next door)
Re	Di sekolah , lingkungan rumah, di tempat les (At school, good environment)
Ke	<i>Dengan adik kandung dan tetangga sekitar rumah</i> (With sister at home and neighbors around the house)
Sa	<i>Keluarga di rumah. Teman di sekolah, di sekitar rumah, di gereja</i> (Family at home. Friends at school, around the house, at church)
Ja	<i>Dirumah (cece), Sekolah (teman-teman)</i> (At home (sister). School friends))
Dz	Disekolah , tempat kursus dan tempat bermain (At school, at the academy and playground)

From the answered above, the students of K2C class mostly socialized with friends at school as their social community. And it explained that some of them socialized at home with family, parents, neighbor, with friends in the playground, course classes.

4. Situation

The fourth that motivated the students to code-mix was situation factors. The researcher found that places and situations were affected the students in mixing code when communicating, as followed:

Table 10. Parents' Respond on the place where the Students learn and Develop social Communication Skill

Student (I)	Parent's Respond (Answered)
Fl	<i>Ya (Yes)</i>
Me	Tempat les (At the academy)
Al	<i>Belum ada</i> (Not yet)
Ka	<i>Ada, tempat latihan/ olahraga (sepatu roda)</i> (Yes, practice place/ sport (roller skates))
Ev	Tempat les (At the academy)
Na	<i>Tidak ada</i> (Nothing)
Ro	<i>Di lingkungan tempat tinggal</i> (In the neighborhood)
Re	Tempat les (At the academy)
Ke	Tempat bimbel (At the academy)
Sa	<i>Di gereja. Ditempat les. Ditaman bermain</i> (At the church, at the academy. At the playground)
Ja	Les Dance (At the dance place)
Dz	<i>Ya, di tempat kursus</i> (Yes, at the academy)

In this situation, the researcher found that besides learn at home and school, mostly the students learnt to developed their ability to communicate in course classes. This formation of code mixing process was *situational* factor.

Table 11. Parents' Respond on what situation their Children communicate in two languages

Student (I)	Parent's Respond (Answered)
Fl	<i>Bisa</i> (Able)
Me	<i>Mengobrol dan bercerita disekolah dan tempat lain, asalkan ada interaksi dengan orang</i> (Talk and tell stories at school and other place, provided there is interaction with people)
Al	Random
Ka	Saat bermain (While playing)
Ev	<i>Setiap saat</i> (Everytime)
Na	<i>Kadang dalam bermain, dan bercerita</i> (Sometimes while playing, and tell story)
Ro	<i>Dalam waktu bercerita tentang pelajaran disekolah. Atau main tebak2an dirumah, dan saat bermain dengan orang tua</i> (In time to tell her about school lessons. Or play guessing games at home, and when playing with an old man)
Re	Bermain dengan kakaknya (Playing with her sister)
Ke	Menceritakan hal yang digemari (Tell about favourite things)
Sa	<i>Bernyanyi, bermain game online</i> (Singing, playing game online)
Ja	Bermain Game & Nonton TV (Playing game and watching TV)

Dz Dalam kegiatan keseharian (In daily activity)

In this situation, the researcher found formation of code mixing process was situational factor. From the answered above, explained that mostly students show their ability to mix their language when they were playing and telling a story.

5. Vocabulary

The fifth factor that motivated the students to code-mix their utterances was vocabulary factors. Vocabulary factor is the ability of the students to find the appropriate word or expression, as followed:

Table 12. Parents' Respond Whether Their Children Like to Listen Music and English Song

Student (I)	Parent's Respond (Answered)
Fl	<i>Ya (Yes)</i>
Me	<i>Ya (Yes)</i>
Al	<i>Suka (Like)</i>
Ka	<i>Kurang (Not really)</i>
Ev	<i>Lagu indo dan Inggris (Indonesian and English song)</i>
Na	<i>Sangat suka (Really like it)</i>
Ro	<i>Musik ya (Yes, music)</i>
Re	<i>Iya (Yes)</i>
Ke	<i>Kadang2 (Sometimes)</i>
Sa	<i>Ya (Yes)</i>
Ja	<i>Suka (Like)</i>
Dz	<i>Ya (Yes)</i>

From the answered above, the researcher found that most of the students in K2C class were like to listen to the English song that probably can increase their English vocabulary. The factor which motivated the students in their answered was *vocabulary* factor.

Table 13. Parents' Respond Whether Their Children Tent to Insert English Word into Their Daily Communication

Student (I)	Parent's Respond (Answered)
Fl	<i>Mengikuti perkembangan jaman (Keeping track of ages)</i>
Me	<i>Ya (Yes)</i>
Al	<i>Suka (Like)</i>
Ka	<i>Tidak (No)</i>
Ev	<i>Ya (Yes)</i>
Na	<i>Kadang kadang (Sometimes)</i>
Ro	<i>Masih jarang sekali (Still rarely)</i>
Re	<i>Iya (Yes)</i>
Ke	<i>Jika ditanya atau diajak bicara dalam bahasa Inggris terlebih</i>

	<i>dahulu. (If questioned or spoken to in English first.)</i>
Sa	<i>Kadang kadang (Sometimes)</i>
Ja	<i>Jarang untuk berbicara dalam bahasa Inggris, tapi mengerti dan paham jika mendengarkan/membaca. (It's rare to speak English, but understand if listen.)</i>
Dz	<i>Ya (Yes)</i>

From the answered above, explained that sometimes the students like to mix their language while communicating with others. This formation of code mixing process was *vocabulary* factor.

6. Prestige

The last that motivated the students to code-mix was prestige factors. Code mixing has become a personal style for many young people, which is hoped to be modern and educative, as followed:

Table 14. Parents' Respond on the Reason of Choosing National Plus School

Student (I)	Parent's Respond (Answered)
Fl	<i>Supaya lebih berkualitas dan nyaman/keamanan dari hal hal negatif (To have more quality and security than negativity)</i>
Me	<i>Agar dapat meningkatkan kemampuan anak baik bahasa (In order to enhance the ability of good language children)</i>
Al	<i>Supaya pelajarannya ga kuno (To prevent the lesson from being ancient)</i>
Ka	<i>Untuk mendapatkan banyak kegiatan sekolah diluar hanya pendidikan saja (To get a lot of school outing activities instead of education only)</i>
Ev	<i>Memilih yg bagus (Choose the best one)</i>
Na	<i>Karena pendidikan yang mengajarkan bilingual, lingkungan yang menyenangkan, dan guru2 yang sangat koperatif kepada anak dan orang tua (For education that teaches bilingual, pleasant environment, and highly cooperative teachers to children and parents)</i>
Ro	<i>Karna saya tahu sekolah ini sangat bagus dan bisa membantu anak saya berkembang untuk lebih maju dan lebih pintar (Because I know that this school is very good and that it can help my child to progress and become smarter)</i>
Re	<i>Supaya kemampuan bilingualnya berkembang (To allow its bilinguistics to develop)</i>
Ke	<i>Dengan harapan ada nilai lebih yang didapatkan anak. Baik dalam bahasa yg digunakan, aktivitas sekolah, atau dalam cara penyampaian pembelajaran (In the hope that there is more value to the child. Whether in the language used, school activity, or in the manner of learning delivery)</i>
Sa	<i>Supaya anak terbiasa dengan bahasa asing (To get the children used to foreign languages)</i>
Ja	<i>Agar anak bisa beradaptasi dengan pembelajaran (baik dari kurikulum maupun bahasa) dimanapun nanti dia mau</i>

melanjutkan pendidikannya. (So that the child can adapt to learning (both curriculum and language) wherever he further his education.)

Dz *Agar mampu mengikuti perkembangan zaman yg semakin canggih*
 (To be able to keep up with the growing sophistication of the times)

From the answered above, the researcher found that six from twelve parents were choosing school with national plus curriculum so that their children can improved their language skills, especially in speaking bilingual or in using foreign language as the second language. Some of parents also said that they chose this school because of the quality of this school was the best from others. The factor which motivated the students in the answered above was *prestige* factor.

Table 15. Parents' Respon on Their Motivation to Encourage their Children to Master Two Languages

Student (I)	Parent's Respond (Answered)
Fl	<i>Mengikuti perkembangan zaman</i> (Keepinf up with the time)
Me	<i>Untuk berinteraksi dan dapat memahami film yg ditonton</i> (To interact and understand the movies she see)
Al	<i>Perkembangan jaman</i> (Historical development)
Ka	<i>Agar bisa ikut berbaur dengan teman atau kakak beradik yang sudah bisa berbahasa Inggris</i> (To blend in with friends or siblings who already speak English)
Ev	<i>Modal bersosialisasi</i> (Social capital)
Na	<i>Karena kemajuannya tekhnologi yang memerlukan bahasa Inggris</i> (Because it advances technology that requires English)
Ro	<i>Yang utama adalah pelajaran disekolah 90% Bahasa Inggris jadi anak memang harus bisa menguasai Bahasa Inggris</i> (The main thing is that school subjects are 90% English so children should be able to master English)
Re	<i>Karena perkembangan dunia dan teknologi</i> (Due to the development of the world and technology)
Ke	<i>Dunia sekitar yg digemarinya jg berunsur bahasa inggris, baik lingkungan belajar, games, atau tontonan.</i> (The world around him is also English, whether it is a learning environment, games, or spectacles.
Sa	<i>Mengikuti perkembangan</i> (Keeping up)
Ja	<i>Agar kedepannya lebih mudah melanjutkan pendidikan kemanapun anak mau.</i> (So that in the future it's easier to continue education wherever children want.)
Dz	<i>Perkembangan zaman & teknologi yang mengharuskan untuk menguasai berbagai bahasa international, agar mampu menghadapi era baru dan masa depannya dengan lebih baik.</i> (The development of the age and technology requires mastering international languages, in order to cope better with the new era and future.)

From the answered above, the researcher found that most of parents were thinking about the future. The factor which motivated the students in the answered above was *prestige* factor. The development of the globalization and the advancement of technology were the main purpose of parents to support their children in improved their English speaking skills.

Table 16. Parents Responds on Their Expectation to Their Children English Skill

Student (I)	Parent's Respond (Answered)
Fl	<i>Ya (Yes)</i>
Me	<i>Dapat berkomunikasi full degan Inggris (Can communicate in full English)</i>
Al	<i>Ga ada harapan (No hope)</i>
Ka	<i>Menjadi lebih fluent dan menjadikan bhs Inggris sebagai salah satu bahasa utama (To be more robust and to make English one of the major languages)</i>
Ev	<i>Menambah pergaulan (Adding association)</i>
Na	<i>Agar bisa mengikuti perkembangan zaman sekarang dan akan datang (To keep up with the present and future developments)</i>
Ro	<i>Yang pasti saya harapkan dapat berkembang dengan baik (Which I certainly hope to be well developed)</i>
Re	<i>Bisa masuk dalam pergaulan dunia yang lebih luas (Make it through the wider scope of the world)</i>
Ke	<i>Memiliki kemampuan bahasa inggris yang aktif, bukan sebagai pendengar saja. (Have an active English ability, not just as a listener.)</i>
Sa	<i>Bisa berkomunikasi menggunakan bahasa Inggris saat diperlukan (It can communicate in English when it needs to)</i>
Ja	<i>Setidaknya mampu dan berani berkomunikasi 2 arah. (At least capable and brave to communicate both ways.)</i>
Dz	<i>Fasih berbicara dan menulis, berkomunikasi dengan siapapun (Eloquent in speaking and writing, communicating with anyone)</i>

From the answered above, the researcher found that the parents of students in K2C class hoped that their children had an ability to speak in English since it needed in modern and educational world. The factor which motivated the students in the answered above was *prestige* factor.

Table 17. Parents' Respond on Expected Environment for their Children to Develop Their English Ability

Student (I)	Parent's Respond (Answered)
Me	English day , jadi tidak ada bahasa Indonesia (English day, so no Bahasa)
Al	<i>Ga ada harapan (No hope)</i>
Ka	<i>Disemua lingkungan, terutama dilingkungan tempat anak bermain</i>

	(In any neighborhood, especially in the neighborhood where kids play)
Ev	<i>Temannya yang berbahasa Inggris juga supaya lebih lancar</i> (English - speaking friends also to improve fluency)
Na	<i>Sekolah yang mengharuskan murid-murid berbahasa Inggris</i> (A school for english-speaking students)
Ro	<i>Paling utama lingkungan sekolah</i> (Most of the school environment)
Re	<i>Active learning di sekolah</i> (Active learning in school)
Ke	<i>Yang dapat membuat anak nyaman dan mulai terbiasa berbahasa</i> (That can comfort a child and get used to language.)
Sa	<i>Lingkungan yang membuat anak belajar merasa seperti sedang bermain</i> (An environment in which children learn to feel like playing)
Ja	<i>Ada hari dalam seminggu dimana anak-anak hanya boleh berbicara dalam bahasa Inggris</i> . (There are days of the week when children are allowed to speak only English.)
Dz	<i>Lingkungan yang kondusif yang dapat mensupport kemampuannya dalam berbahasa</i> (It's a supportive environment that can support his language)

From the answered above, the researcher found that the parents of students in K2C class hoped that school can be the good learning environment for their children to improve the ability in communication and speaking skills, especially English as the second language. The factor which motivated the students in the answered above was *prestige* factor.

Table 18. Parents' Respond on Their Effort to Develop their Children English Skill

Student (I)	Parent's Respond (Answered)
Fl	<i>Bergabung dengan anak yang lingkungan bahasa Inggris</i> (Join the kid in the English environment)
Me	<i>Sering menyelipkan kosakata dalam bahasa sehari-hari, tv dan hp untuk menonton film bahasa English</i> (Sering menyisipkan kosakata dalam bahasa sehari-hari, TV dan ponsel untuk menonton bahasa inggris)
Al	<i>Disekolahkan di National Plus</i> (Attending school at national plus)
Ka	<i>Memperbaiki kesalahan pengucapan atau kalimat yang diucapkan oleh anak</i> (Correct any mistakes of pronunciation or sentence uttered by a child)
Ev	<i>Membiasakan berbahasa Inggris</i> (Make it a practice to speak English)
Na	<i>Menyekolahkan anak di tempat sekolah yang berbahasa Inggris</i> (Educating children at school where English is spoken)
Ro	<i>Private les</i> (Private learning)
Re	<i>Masuk sekolah national plus</i> (Attending national plus school)
Ke	<i>Mulai menggunakan dalam bahasa sehari-hari, atau bila ke depannya dibutuhkan anak dapat didukung untuk mengikuti les</i>

	<i>bahasa.</i> (Begin using in the vernacular, or where a child is needed may be supported in the future for language lessons.)
Sa	<i>Les bahasa Inggris.</i> <i>Sesekali menggunakan bahasa inggris saat berbicara dirumah.</i> (Private English learning. Sometimes in English when talking at home.)
Ja	<i>Saat ini hanya dari tayangan edukasi di TV</i> (Right now it's just from the TV show education)
Dz	<i>Mengikut sertakan dalam kursus english dan melatih dirumah dalam bahasa keseharian</i> (Include in English courses and training at home in the everyday language)

From the answered above, the researcher found that most of the parents of students in K2C class facilitated their children to develop their English skills by educating them at school and including the children in English class course. The factor which motivated the students based on the answered above was prestige factor.

Regarding the development of English as a foreign language in Indonesia nowadays, the readers (especially for the linguistic learners) were hoped to continue the analysis of code mixing, not only classroom discussion, but also in the wider subject. Besides that, learning new language is very important in this modern era and code mixing is belong to the one of unique and interesting phenomena that exist in people's social life. It is in line with the statement of Andriani (2021) that code mixing exists in social life as to share unique phenomena.

CONCLUSION

After analysing the data, it was found seven utterances of insertion, five utterances of alternation, and six utterances of congruent lexicalization. The researcher concludes that type of alternation is dominant in the students' class discussion. This research also analysed the factors which influenced or motivated the students to code-mix in the daily life of communication through written interview that shared by google form. The researcher concluded that based on the answered of the parents, situation factor and prestige factor were the dominants factor that mostly motivated students to mix their conversation in the class discussion and in their daily communication life. For the future researcher, it is suggested to see the factors of the use of code mixing in terms of social status, like comparing the code mixing in high level of society and in low level of society.

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