

**ANALYSIS OF CODE MIXING USE IN INSTAGRAM AT THE FOURTH
SEMESTER AT ENGLISH LANGUAGE EDUCATION STUDENTS**

AT UIR

A THESIS

*Intended to fulfill one of the requirements for the Award of Sarjana Degree in
English Language and Education*

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DECLARATION

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I admit that this thesis is belonging to my own work except the quotation (directly or indirectly). The quotation was taken from my sources mentioned scientifically. I can responsible for this thesis.

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ABSTRACT

Kiki Permatasari, 2021, Analysis of Code Mixing use in Instagram at the Fourth semester at the English Language Education Students at UIR

Keyword: Instagram, Students, Code Mixing

Students of English language education department open their Instagram daily. People can share their real moments, share information, ideas, and whatever they want to share their real moments, share information, ideas, and whatever they want to Instagram.

The research was conducted with a Descriptive Qualitative Research. The samples were the students of English Language Education in the 4th semester, to get more specific subject in the research the researcher used random sampling technique. The instrument used in this research Observation Sheet and Interview Guide.

The result of this research that the almost used type of code mixing used by the 4th semester students of English Language Education at UIR in Instagram is Intra-Sentential code mixing 15 times, Intra-lexical code mixing 17 times, A change pronunciation 5 times, Alternation congruent lexicalization 12 times, single full sentences 36 times and the reasons were used to analyse the reasons in using code mixing on Instagram by the 4th semester students English Language Education. There are reasons in used code mixing are Need filling motive, Prestige filling motive, Repetition, Clarify the speech, and Exclude other people. The based on the research also could be concluded that most of the students used code mixing because they got filling motive and the researcher also could be concluded that the students rarely use code mixing to exclude other people.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In modern era nowadays, people use various kind of language. One of the most popular languages is English in Indonesian, there is a phenomenon in which people mix the use English and Indonesia language in their communication activities, such as code mixing or code switching. For examples are Indonesian people who is study in Australia, must be able to speak English language to support her learning activities and also to communication with the environment.

In linguistic branch the phenomenon of combining one language and another language is called as code mixing. People usually combine two languages in communication because several factors. The ability of the speaker of using more the language is basic bilingualism. Speaker needs partner speaking to communicate and code mixing could appear if both use and understand it well most communicates are bilingual that use two languages in their interaction. Code mixing occurs in relax of informal situation. This situation is closer with conversation, the inability to find

appropriate word or expression in one language makes people change the word or phrase from one to another language. So, what they want to convey can be delivered through use code mixing.

Based on my experience code mixing occurs in daily interaction like in campus. Mostly, the students use code mixing when difficulty to speak English language clearly. Therefore, the students mixing their language when speak to other . Not only in campus, phemomena of code mixing occurs such as social media like Facebook, whatsApp, line, Snapchat, Twitter, and Instagram.

Based on observation in social media Instagram, the phenomena code mixing is interesting because it often happen in daily life. Code mixing is the alternating use two or more languages within conversation, has become a common of technology era enables people to communicate one with another. The people use English as language communicate with people all over the world, and people use their mother tongue and national language to communicate with their origins community.

Nowdays, Instagram is one of the most popular social media in the world, including Indonesia which has million members from various type of social media accounts. Usefulness of Instagram to upload photo or video with using caption, and for followers of Instagram can also comment on what we have posted. Many people who use Instagram in this era is mainly to find information selling, and want to be popular with the Instagram. Each Instagram users can use it for specific purpose.

1.2 Identification of the Problem

Sometimes used two or more language, they mixed their language from another language. In sociolinguistic is called code mixing. Code mixing is speech act that the speakers or writers mix two codes or more language in discourses the main in code mixing are relaxed situations and informal situation.

The phenomenon of code mixing happens not only between local language and Indonesia language, but also among local language. The use of code mixing is to improve language ability in society. But it is possible and very important to the reader for social interaction especially in social media Instagram, phenomenom of code mixing combine are language to another language.

1.3 Research Question

1. What are the types of code mixing that the students of English Language Education of UIR used on their Instagram?
2. What are the reasons of the use of code mixing by the students of English language education of UIR on their Instagram?

1.4 Objective of the Research

This study has general objective, as follow:

1. To describe the types of code mixing that the students of English language education of UIR.
2. To describe the reason of the use of code mixing on Instagram by the students of English language education of UIR.

1.5 Limitation of the Research

This research will be focused on are types of code mixing that are used for the use of code mixing on Instagram by the students of English language education of UIR.

1.6 Significance of study

The significance of this study formulated as follow:

1. For the researcher

Observation of code mixing on Instagram used by the students of English Language Education Department makes the researcher know the types of code mixing that the students use on Instagram and the reason why they use it. This study is expected to help other researchers in conducting similar studies about code mixing and can be a reference for other researchers.

2. For lecturers

This study is to inform the use of code mixing of English Language Education Department students to the lecturers. By this study, the lecturers will know the types of code mixing used by the students of English Language Education Department and the reason for using the code mixing.

3. For the students of English Language Education Department

This study is to inform the use of code mixing that they never realized that they use it in their daily conversation in Instagram. With this research, they

will know the types of code mix that they use and the reasons of using code mixing.

1.7 Definiton of Key Terms

1. Sociolinguistic

According to Wardhaugh (2002), sociolinguistic concern with the investigation of the relationship between language and society have better understanding of the structure of the language and how the language functioned in communication. Other hand, according to Malmkjaer (as cited in Safitri, Harida,& Hamka,2017), Sociolinguistic is study of the relation between language and society that got insight from sociology, anthrophology, and social psychology.

2. Bilingualism

According to Macnamara (as cited in Sridhar,1980), happens when the speaker has some skills of the second language such as Speaking, Listening, Writing, and reading in addition to their first language skills.

3. Code mixing

According to Wardhaugh (2006), occurs when a speaker used to language together during the conversation. The speaker changes from one language to another language in one sentence without changing the topic.

4. Instagram

According to Mattern (2017:6) explais that Instagram is a photo and video-sharing application. Users learn more about they follow through as visual video posts. Users learn more about people they follow through as visual post. Users post everything from images of important life events to funny pet photos. Instagram is a social network site designed around photo and video sharing. It enables users to take photos and videos with their mobile devices, apply digital filters to them and share them on varieties of social networking services, such as facebook, twitter, and all of which are social media sites in their own right .

1.8 Research Methodology

In this chapter, the research methodology will be described. Research methodology covers research design, subject of the study, instrument, techniques of data analysis, and the procedure of data analysis.

1.8.1 Research Design

This researcher used descriptive qualitative research to carry out this study. According to O'Brien (as cited by Mandagiri in Artini, Padmadewi, and Sintya, 2019), there were five types of qualitative research, such as descriptive study, case study, phenomenology, ethnography, and historical research. O'Brien (as cited by Mandagiri in Artini, Padmadewi, and Sintya, 2019) stated that descriptive study was a study which analyze and describe the phenomena which happened in society. Since this research aimed to describe the analysis of the use of code mixing on Instagram by the fourth semester students of English Language Education, this research used descriptive qualitative research as the design of this research.

1.8.2 Subject of the Study

The subject of this research was the students of English Language Education Department. To be more specific, the students were those who were in the fourth semester. It was because they had just learned English and used English for their daily life in college. For get more specific subject of the research, this research used random sampling technique and time get the data one month on February until March years academic 2019/2020. The participants of this research were the fourth semester students of English Language Education who used code mixing in their communication in Instagram.

1.8.3 Instrument

Several instruments that were used in conducting this research were:

1. Observation Sheet

Observation sheet was used to help the researcher in collecting the data. This sheet used to answer the research question about the types of code mixing that were used by the students of English Language Education Department on

Instagram. Observation sheet was a table consist of the list of the types of code mixing. If there was any sentence in Instagram that was found using code mixing, the sentence then inserted into the table and classified into the suitable types of code mixing.

Table 3.1 Observation Sheet

No	Sentence	Types of Code Mixing					
		Intra-sentential code mixing	Intra-lexical code mixing	A change of pronunciation	Alternation	Congruent Lexicalization	Single full sentence
1.							
2.							
3.							
4.							
5.							
etc							

2. Interview Guide

Interview guide was used as the guidance for the researcher to interview the subjects. Interview guide consisted of some questions that were needed to gain the data. This guide was to answer the research question about the reason of the use of code mixing by students of English Language Education Department on Instagram.

1.8.4 Data Collection Technique

There were two techniques that were used to collect the data. The techniques were as follows.

1. Observation

The observation was conducted online through Instagram. The subjects' posts on Instagram feed and Instagram Story were observed all time during this research. If there was any code mixing found in the subjects' caption on their Instagram feed or Instagram Story, their caption was screen captured then transcribed into written text. After that, the data was analyzed using the combination of the theory from Hoffman, Ho, and Muysken.

2. Interview

The subjects were interviewed to collect the data about their reasons behind the use of code mixing on their Instagram. The subjects were asked several questions related to their reason of using code mixing on their Instagram. The interview was done online, through Google Form.

1.8.5 Data Analysis Technique

To analyze the data, the procedure of data analysis that was used while conducting this research was proposed by Miles and Huberman (2009). According to Miles and Huberman (2009), there were four stages of qualitative data analysis. The stages were as follows.

1. Data Collection

In this stage, the data was collected by observing the use of code mixing on Instagram by the students of English Language Education Department. The data was also collected by interviewing the subjects about their reasons of using code mixing.

2. Data Reduction

To get clear data, data reduction was needed. In data reduction stage, the data that were already collected then being selected to be analyzed. The data from observation technique were analyzed using the theories from Hoffman, Ho, and Muysken that were already combined together to know the types of code mixing used by students of English Language Education Department. Then, the data from interview technique were analyzed using theories from Hockett, Hoffman,

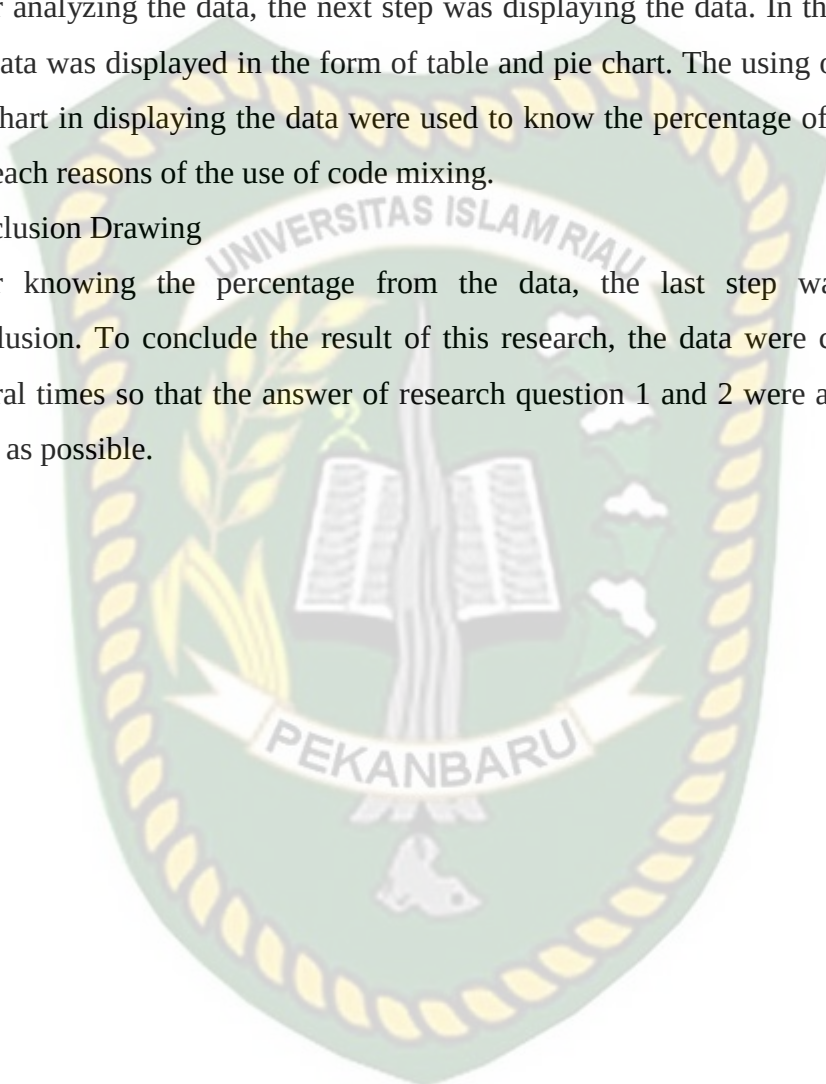
and Saville-Troike that were already combined together to know the reason of using code mixing.

3. Data Display

After analyzing the data, the next step was displaying the data. In this research, the data was displayed in the form of table and pie chart. The using of table and pie chart in displaying the data were used to know the percentage of each types and each reasons of the use of code mixing.

4. Conclusion Drawing

After knowing the percentage from the data, the last step was drawing conclusion. To conclude the result of this research, the data were checked for several times so that the answer of research question 1 and 2 were answered as clear as possible.



CHAPTER II

REVIEW OF LITERATURE

This chapter is focused on the review of the literature. The review of the literature in this chapter covers theoretical review and empirical review. In theoretical review, the theories that are used in this study are Sociolinguistics, Bilingualism, Code Mixing, Types of Code Mixing, and Reasons of Using Code Mixing.

2.1 Theoretical Review

2.1.1 Sociolinguistics

In society, people use language to interact with each other. Language, for people, is a bridge to communicate with people from other cultures. And sociolinguistics is a study about the relation between language and society. According to Wardhaugh (2002), sociolinguistics concern with the investigation of the relationship between language and society to have better understanding of the structure of the language and how the language functioned in communication. Moreover, according to Malmkjaer (as cited in Safitri, Harida, & Hamka, 2017), sociolinguistics is a study of the relation between language and society that got insights from sociology, anthropology, and social psychology.

On the other hand, Holmes (2004) explained that sociolinguistic is the study concerning with the relationship between language and the context in which it is used, why people say something in different way and to identify the social function of language they do more than just to get another person to understand the speaker's thought and feelings.

Based on explanation above, general sociolinguistic discuss language relation between language and society. This relate as functions of the language in general as means of communication. Sociolinguistic is commonly defined as the study of character and variations of language and relation among the speaker with the communication with the show language, variety of language or style of what language should use when we talk to a certain persons.

2.1.2 Bilingualism

When two or more language use alternately by the same speaker , it can be said that those language contact each other, speech community that has a relationship with another speech community it will pass language contact. Therefore, bilingualism in Indonesia called *Kedwibahasaan* (Chaer 2004, 84) cited by Sumarsih (2014:78) of the terms prposed by Chaer , it is understood that bilingualism or relating to the use *Kedwibahasaan* by people bilingual speaker in essentially same. Bilingualism, according to Macnamara (as cited in Sridhar & Sridhar, 1980), happens when the speaker has

some skills of the second language such as speaking, listening, writing, and reading in addition to their first language skills.

The people who have some skills of the second languages, According to Bialystok (as cited in Jayanthi, Ramendra, & Dewi, 2019), are called bilingual people.

According to Weinreich (1953), there are three types of bilinguals. The types are as follows.

1) Co-ordinate bilinguals

Co-ordinate bilinguals are people who have learned the first and second languages in different places. For example, a child acquires the first language at home. The child learns the first language from the communication with the parents. Meanwhile, the child also acquires the second language from the subjects they get from school. Because the child learns both languages in a different environment and in a different context, both of the languages then belong to a separate system in mind.

2) Compound bilinguals

Compound bilingual is the opposite of co-ordinate bilingual. If co-ordinate bilinguals learn both languages in a different environment, compound bilinguals learn both languages in the same environment. The languages that are separated in the mind of co-ordinate bilinguals become one system in compound bilinguals.

3) Subordinate bilinguals

Subordinate bilinguals are people who cannot understand the second language without any help from their first language. They have to translate the second language into their first language to understand them.

Muysken (2000) stated that most of the bilinguals would produce sentences that consist of two languages in ordinary conversation. If people are able to speak in more than one language, they will have the habits of using two or more languages while they are interacting with others. The example of the use of two languages in one utterance is

code mixing. Poplack (as cited in Muysken, 2000) stated that when the speakers do the code mix fluently, they tend to be proficient bilinguals.

2.1.3 Code Mixing

Code mixing, according to Wardhaugh (2006), occurs when a speaker uses two languages together during the conversation. The speaker changes from one language to another language in one sentence without changing the topic. Moreover, according to Hoffman (as cited in Dewi & Ekalaya, 2015) code mixing is a switch from one language to another in one sentence, which consists of the subject, predicate, and one full stop only.

However, according to Muysken (2000), code mixing occurs when the lexical items and grammatical features from two languages appear in a single sentence. Therefore, code mixing can be concluded as an act of mixing the lexical items and grammatical features of one language to another language in a sentence without changing the topic of the conversation or utterance.

2.1.4 Types of Code Mixing

There are several types of code mixing that appear in the utterances of the speakers. According to Hoffman (as cited in Dewi & Ekalaya, 2015), there are three types of code mixing. The types are as follows:

1. Intra-sentential code mixing

According to Hoffman (as cited in Dewi & Ekalaya, 2015), intra-sentential code mixing is a code mix that occurs within a phrase, clause, or sentence. In this type, the speaker says the code of the second language in the middle of the sentence with no interruptions, hesitations, or pauses that indicates the shift of the languages. For example: *Aku sudah follow kamu*. In this sentence, the speaker is unaware of the shift because the word “follow” is a common word on Instagram.

2. Intra-lexical code mixing

This type of code mixing, according to Hoffman, occurs within a word boundary. For examples are such as *nge-follow* and *ng-update*. In those words, the prefix *nge-* in Bahasa Indonesia means do. If it is added by the verbs like “follow” and “update”, in English it means “following” and “updating”

3. A change of pronunciation

According to Hoffman (as cited in Dewi & Ekalaya, 2015), in this type, the mix of code occurs in the phonological level. For example, the word “telephone” in English that is said or written to be “*telpon*” by Indonesian.

The types of code mixing by Hoffman is the simple one. Ho then stated that there are seven types of code mixing, which is more detail than Hoffman’s theory. According to Ho (as cited in Sari, Suarnajaya, & Dewi, 2017), the types are as follows.

1. Letter of alphabet

In letter of alphabet type, code mixing occurs in the use of letter of the alphabet instead of saying the whole word. For example is IG that stands for Instagram, or FB that stands for Facebook.

2. Short forms

In short forms type, code mixing occurs while the reduce words. For example, “univ” for university

3. Proper words

In this type, code mixing occurs to refer to the name of the specific person, brands, companies, building, etc. For example: Instagram, Facebook, and Google.

4. Lexical words

In lexical words type, code mixing refers to nouns, verbs, adjectives, and adverbs. It’s mean that a word from one code is inserted in a sentence of another code.

5. Phrases

In phrases type, code mixing occurs when a combined words of one code is inserted into a sentence with another code. The examples of the phrase are “broken leg”, “Instagram stories”, and “short caption”.

6. Incomplete sentence

In incomplete sentences type, code mixing only occurs in the form of partial sentence or minor sentence. The sentence only consists of a part of complete idea with the lack of verb or subject. For example, “you ok?”.

7. Single full sentences

The last type, in single full sentences, the code mix occurs in the form of a group of words that has subject and verb, and also includes a full stop, question mark, or exclamation mark.

From Ho’s theory, we can see that Ho’s type of code mixing is more detail than Hoffman’s type. If the types of code mixing from Ho are compared with Hoffman’s, letter of alphabet, short forms, proper words, lexical words, and phrases are similar to intra-sentential code mixing type.

For example, “*Tidak disarankan untuk swipe kanan*”. In this sentence, if we use Ho’s theory, the word “swipe” belongs to the lexical words type. But if we use Hoffman’s theory, the word “swipe” belongs to the intra-sentential code mixing type. Another example “*Boleh minta no. WA?*” If Ho’s theory is used to analyze this sentence, the word WA belongs to letter of alphabet type which WA stands for Whatsapp, an application of chatting. This word also belongs to proper words type since Whatsapp is the name of a brand. But, if this sentence is analyzed using Hoffman’s theory, the word WA belongs to intra-sentential code mixing.

Another type of code mixing comes from Muysken (2000). Muysken (2000) stated that there are three types of code mixing. The types are as follows:

1. Insertion

According to Muysken (2000), insertion occurs when the lexical items from one language are inserted into another. The lexical items that are inserted may consist of single word and phrases. The example of insertion of word is

“Tidak disarankan untuk swipe kanan”. In this sentence, the word *swipe* that is from English language is inserted into Bahasa Indonesia sentence which means “not recommend to swipe right”. Moreover, the example of insertion of phrase is “*kalem dong, bukan mad teacher type*”. In this sentence, “mad teacher type” is a noun phrase that is inserted into a Bahasa Indonesia sentence, which means “chill, I am not a mad teacher type”.

2. Alternation

According to Muysken (2000), alternation occurs when two languages structures are alternated at the grammatical and lexical level. Different from insertion which only inserts a word or phrase, alternation alternate clauses of both languages. For example, “The one we used to call ‘Mutachi’ *karena doi sering ngejailin kita sambil bilang ‘Mutachi’.*” In this sentence, an English independent clause, “The one we used to call ‘Mutachi’” is alternated with a Bahasa Indonesia dependent clause “*karena doi sering ngejailin kita sambil bilang ‘Mutachi’*”.

3. Congruent Lexicalization

According to Muysken (2000), congruent lexicalization occurs when two languages share grammatical structure then can be filled lexically with elements from each language. Muysken (2000) stated that in congruent lexicalization, the grammatical structure of the sentence are shared by the languages and it can be fully or in part. Therefore, the vocabulary in the sentence will come from different languages. In one sentence, after the first language produces the word or phrase, the second language produce its word or phrase afterward, then it is followed by the first language’s word or phrase, then the second language again. At first it seems like the insertion type, but congruent lexicalization has more vocabulary from both of the languages.

From the explanation above, the first type, which is insertion, is also similar to intra-sentential code mixing type from Hoffman. Insertion is also similar to letter of alphabet, short forms, proper words, lexical words, and phrases types from Ho. For example, “*Maaf tiang hanya pakai BBM*”. In this sentence, if Ho’s theory is used to analyze this sentence, the word “BBM” belongs to letter of alphabet which stands for

BlackBerry Messenger. This word also belongs to the proper word since it is the name of a brand, an application to do the chatting. Moreover, if we use Hoffman's theory, the word "BBM" belongs to intra-sentential code mixing. Furthermore, according to Muysken's theory of type of code mixing, the word "BBM" belongs to insertion type because in this sentence, a single word of "BBM" is inserted into a sentence of Bahasa Indonesia.

The second type of code mixing by Muysken, alternation type, is similar to incomplete sentence type from Ho. It is because both of these types alternated a clause or a minor sentence of one language into a whole full sentence of another language. For example, "**just kidding**, sayang". "Just kidding" is a minor sentence that does not have any subject in it, but the readers can understand the meaning of it, which means "I am just kidding". And this minor sentence belongs to Ho's incomplete sentence and Muysken's alternation.

From the explanation of the theories above, we can see that the types of code mixing from Hoffman, Ho, and Muysken have similarities and can be putted into groups. The groups then are used to analyze the types of code mixing that are used by students of English Language Education Department on Instagram. The groups are intra-sentential code mixing, intra-lexical code mixing, a change of pronunciation, alternation, congruent lexicalization, and single full sentence with explanation as follows:

1. Intra-sentential code mixing

Intra-sentential code mixing is one of code mixing types from Hoffman. In intra-sentential code mixing, the mix of code occurs within phrase, clause, or sentence. This type is similar to some types that are stated by Ho. The types are letter of alphabet, short forms, proper words, lexical words, and phrases. Moreover, insertion type from Muysken is also can be putted in this group.

For example, "Aku sudah *follow* kamu". This sentence means I have followed you. The word *follow* is inserted into Bahasa Indonesia sentence. Based on the types from Hoffman, Ho, and Muysken, the word *follow* in that sentence belongs to inter-sentential code mixing, lexical word, and insertion type.

2. Intra-lexical code mixing

This type is also one of code mixing types from Hoffman. Intra-lexical code mixing is different from any other types that come from Ho and Muysken. It is because this type occurs within word boundary and none of Ho or Muysken's types of code mixing consist of the type which occurs within word boundary.

3. A change of pronunciation

The third type of code mixing by Hoffman has no similarity with any other types of code mixing from Hoffman and Ho since this type occurs in phonological level. For example, "Tadi aku sudah *telpon* kamu". This sentence means "I have phoned you". The word *telpon* in that sentence comes from the word *telephone* in English. This word got a change in phonological level and Indonesian people pronouns it with *telpon*.

4. Alternation

When the types of code mixing above only inserted one or two words into a full sentence, alternation mixes the language of a sentence in the form of clauses or minor sentence. Alternation type from Muysken is similar to incomplete sentence type from Ho.

5. Congruent Lexicalization

Congruent lexicalization is the type of code mixing from Muysken which is different from any other types of code mixing from Hoffman and Ho. It is because this type of code mixing occurs when two languages share grammatical features.

6. Single full sentence

The last type is the single full sentence. The code mix occurs in the form of a group of words that has subject and verb, and also includes a full stop, question mark, or exclamation mark.

2.1.5 Reasons of Using Code Mixing

People who mix their code while communicating with others must have a reason. According to Hockett (as cited in Hahyesalaemae, 2017), there are two reasons for the use of code mixing. The reasons are as follows:

1. Need filling motive

People who do the code mix because of the need filling motive are the people who cannot find a word which has similar meaning with the first language. Therefore, they use the word from their second language that has the same meaning.

2. Prestige filling motive

People do the code mix sometimes because they want to show their status. They want to get the prestige from other people because they can master more than one language. Moreover, according to Hoffman (as cited in Sari, Suarnajaya, & Dewi, 2017), there are seven reasons of the use of code mixing. The reasons are as follows:

- 1) Talking about particular topic

While talking about particular topic, some people may prefer to talk in one language rather than in another language. Lack of vocabulary about the particular topic may be a trigger for someone to talk in the languages they master. This condition then leads people to switch or mix their language while talking about particular topic.

- 2) Quoting somebody else

Popular expressions or famous people's utterances are quoted by lots of people nowadays. People tend to quote those expressions with its original language so the meaning will be effectively transferred to their interlocutors.

- 3) Being emphatic about something

When people are emphatic on certain things, people who are able to speak using more than one language tend to mix or switch their

language to show their empathy. They will mix or switch their sentence with the languages that make them feel more convenient.

4) Using interjection

The use of interjection from other language is sometimes happened intentionally and unintentionally. Sometimes the individual does not realize that they mix their language with the interjection from other languages. For example, “**Look!** *Ada monyet!*”

5) repetition for clarification

When an individual wants to clarify their statement, they will mix their languages. It is used not only to express their statement, but also to emphasize it so the interlocutors will be more understand about what they said.

6) Intending to clarify the speech content for interlocutor

In order to make the flow of the speech or the writing runs smoothly and can be understood by the interlocutors, the individual will mix their languages.

7) Expressing group identity

Group identity can be expressed through the way of communication. People tend to mix their language to express their group identity. It is because their interlocutors will notice they are from a certain group from the way they communicate.

From the explanation above, if we compare the reasons stated by Hoffman with Hockett, some similarities will be found. The reasons of talking about particular topic, quoting someone else, being emphatic, and interjection are similar to need filling motive by Hockett. It is because when someone is talking about particular topic, quoting someone else, being emphatic, and unintentionally uses interjection, they do not know the word in their language so they borrow the word from their second language which has the same meaning. Moreover, the reason of expressing group identity is also similar to prestige filling motive by Hockett. It is because when someone wants to express their group identity, it means that they want other people to know that they are from the certain group and they want to get the prestige from the people.

Furthermore, Saville-Troike (as cited in Dewi & Ekalaya, 2015), stated that there are three reasons of the use of code mixing. The reasons are as follows.

1. Soften or strengthen the request or command

The request or command can be softened or strengthened by mixing the language. For example, “***follow back*** *aku dong*, ***please***”. In this sentence, the word “please” is to soften the request. It makes the request more polite. However, it also can be strengthened by mixing the language. For example, “*Edengin (tunjukin), Kus, edengin (tunjukin) zoom zoom!*” In this sentence, the word zoom that written twice is to strengthen the request of show it off. In this case of strengthening the request, the individual is not only strengthened their request or command. They also can feel they are more powerful than the interlocutors because they master more than one language when others are not. This then makes the interlocutors will do what they said.

2. Real lexical need

Lack of vocabulary from one language is such a common reason of bilinguals. When the bilinguals do not know a single word in one language, they will mix their sentence with the word from other languages that has the same meaning.

3. To exclude other people

People mix their language because sometimes they do not want other people to understand what they say. They exclude other people because they only want to express their mind to certain group of interlocutors only. Therefore, they mix their sentences with the language that not everyone knows.

From the explanation above, some of the Saville-Troike’s reasons of using code mixing are similar to Hockett and Hoffman’s reasons. The reason of soften or strengthen the request or command is similar to prestige filling motive by Hockett. It is because if the code mixing is used to strengthen the command by giving power in the utterance, then it belongs to prestige filling motive. However, the reason of soften or strengthen the request or command is also similar to the reason of repetition from Hoffman. It is because sometimes people repeat what they say or what they request in other languages so that the interlocutors will understand them.

Moreover, the reason of real lexical need is very similar to need filling motive by Hockett. Lack of vocabulary is a common reason for bilinguals to mix their language. They need to borrow some words from other languages in order to make their statements run smoothly, without any interruptions.

From the explanations above, we can see that some reasons of using code mixing by Hockett, Hoffman, and Saville-Troike are similar and can be put into groups. There are five groups of the reasons of using code mixing that will be used to analyze the data of this research. The groups are as follows:

1) Need filling motive

People mix their language when they are lack of vocabularies. They usually experience the lack of vocabulary when they are talking about particular topic, quoting someone else, or when they are emphatic about something. When they are in these conditions, they will borrow the words from other languages that they know. People also sometimes unintentionally use interjection just because they do not know what does it mean in their first language or just because they feel more convenient using their second language when they are using interjection.

2) Prestige filling motive

People who are mastering more than one language tend to want the people to know it. So they mix their languages to impress people, to express their group identity, or to strengthen their command so they can get what they want.

3) Repetition

People do repetition by mixing their language to make the interlocutors more understand about what they say. People also use it to strengthen their command, so the interlocutors will do what they want.

4) Clarify the speech

Code mixing is used to make the interlocutors understand what the speaker or the writer said. This reason is from Hoffman and this one is different from any other reasons from Hockett or Saville-Troike.

5) Exclude other people

People who only want to share their ideas to certain group of interlocutors tend to mix their language so that other people will not know what they said. They mix their first language with the second language which only the certain group of interlocutor knows.

2.2 Instagram

Instagram is a social network that is most popularly used to post photos, share video, chatting with friends and others. Users upload photos digitally, apply filters to edit their appearance and share the photos with another users (Lansverk, 2014). The history of Instagram based on co-founder Kevin Systrom. In 2009, Systrom worked for a travel website called nextstop. While there, he had an idea to build his app. Systrom's app allowed people to use a mobile devices Global Positioning System (GPS) to tell others where they were. Users could also play game and share the picture in the app.

Systrom called this app Burbn. He then asked Mike Kriger to work on Burbn with him. The two had met years earlier, as classmates at Stanford University in California. Kriger agreed to help build this app. Burbn launched in March 2010. The founder soon realized people most often used this app's photo-sharing function. So, Systrom and Kriger created a new app just for sharing taken on mobile phones or smartphone. The new app had special tools for editing photos. Systrom and Kreiger called this app Instagram, a combination of the words instant and telegram. Instagram was launched on October 6, 2010 (Mattern, 2017). Instagram announced that it had already reached one million members after only two months in operation. A year later, more than 150 million photos have been uploaded to the site. By 2011, the site had grown to include 10 million users. In August 2012, Facebook acquired Instagram with a \$1 billion offer in cash and stock. Ever since, interest in Instagram has continued to flourish, especially among business. Research from the media social analyst from Simple revealed that the top brands' interaction with customers through the site increased by 500 percent in the first 10 months following the acquisition.

2.2.1 Purpose of Instagram

Many people like to connect with other people through social media on the Internet. That great over the internet and become penpals. The social media is are usefull to exchange experience, the knowledge and idea. Instagram is social media whose usefulness to post photos or video with the filter inside and using caption under the photo or video and also send direct messages to another. And with Instagram, we can find out our vacancies, scholarships, and old friends. People can find the news at the moment is happening, learn more about topic that are important to you, and get information directly from the source real time. Instagram make it easy to see product on sale and can directly comment under the photos interest. Intagram into a social media that many opportunities to do business users can be used as a marketing communication media, through the share photos of seller products and has a lot of Instagram followers make it easy to see the products on sale and can directly comment under the photos interest.

2.3 Relevance Studies

There are several studies about the use of code mixing that had been conducted by several researchers. Kongkerd (2015) investigated the use of code switching and code mixing in Facebook conversations among Thai users. In his study, Kongkerd explored the possible reasons behind the use of code switching and code mixing on communication via Facebook and the possible effects of code switching and code mixing in learning and communicating English. This research found out that there were three key reasons for the use of code switching and code mix. There were expressing politeness and respect, conveying precise meanings and feelings, and presenting the identities or group membership.

Wulandari (2016) investigated the use of code mixing in Raditya Dika's *Manusia Setengah Salmon* to find out the word classes, the meaning, the dominant use, and also the reasons of using the code mixing. This research used data collection, data reduction, data display, and conclusion drawing to collect the data. From those procedures, the results showed that 65 sentences consisted English nouns as code mixing. There were 87,69% of countable nouns, 3,08% of uncountable nouns, 6,15% of abstract nouns,

1,54% of concrete nouns, and 1,54% of plural nouns. Three kinds of translating processes were also found in this research. There were 25 sentences of borrowing, 14 sentences of literal, and 28 sentences of adaptation.

Nugraha, Seken, and Agustini (2013) investigated the types of code mixing used by the characters in the films written by Raditya Dika. This research also focused on the factors that motivate the use of code mixing. Descriptive qualitative research was used as the design of this research. The films written by Raditya Dika that was being analyzed in this research are *Kambing Jantan* (2009), *Cinta Brontosaurus* (2013), and *Manusia Setengah Salmon* (2013). Based on Ho's theory that was used to analyze the data, the result of this study showed that there were several types of code mixing appeared on the three films written by Raditya Dika. The types were lexical words, followed by phrases, proper nouns, single full sentence, incomplete sentences, and letters of alphabet. However, short form less frequently appeared in the films. Moreover, based on Holmes and Napitupulu's theory, the factors that were found in the films were lack of vocabulary, domain of the communication, social distance and status of the character, situation of the communication, prestige of the characters, and goal of interaction.

Sri, Suarnajaya, and Wedhanti (2016) discovered the types of code mixing used by the villagers in Nusa Sari village. Qualitative research was used as the design of this research. The informants of this research were two families that consisted of five family members. Observation, interview, and document technique were used to collect the data. The data then analyzed with the use of three domains, namely friendship, neighborhood, and family. To analyze the data, three processes needed to be done. There were data reduction, data display, conclusion drawing, and verification. The result showed that there were three codes in Nusa Sari villagers' daily conversation. They used Nusa Penida dialect, Jembrana dialect, and Bahasa. From the use of those codes, there were two types of code mixing that were found during this research. The types were insertion and alternation. However, there was no congruent lexicalization type of code mix found in this research.

Dwiyota (2018) analyzed the code mixing used by KPOP fans on Twitter. In this study, the researcher found three types of code mixing used by KPOP fans on their

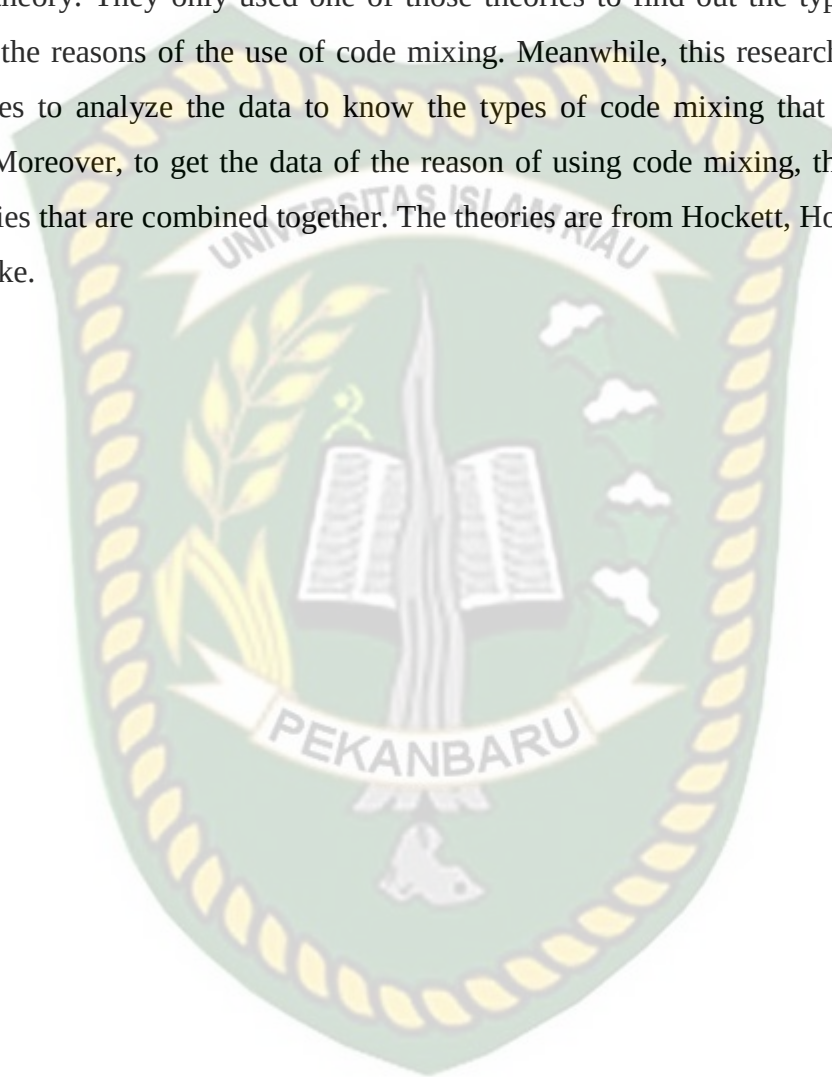
tweets on Twitter, such as insertion, alternation, and congruent lexicalization. Moreover, the functions of code mixing in KPOP fans' tweets on Twitter were to communicate with particular participants, to share ethnicity, to express idea, to create sense of humor, and to express disapproval.

Kurniawan (2016) analyzed the use of code mixing and its motivations by EFL teenage learners in the junior high school in Tangerang. The data was collected from the post uploaded on the students' Facebook page. The method of this study was content analysis and interview. The result of this study showed that English was frequently used in the form of code-mixing and it usually appeared in the caption, status, hashtag, and comment.

Sari, Suarnajaya, and Dewi (2017) analyzed the types of code mixing that were found on Instagram. The participants of their research were the students of English Language Education Department. Descriptive qualitative research was used as the design of this research. The data were collected by observing Instagram accounts of the students and interviewing the subjects. The data then analyzed using Ho and Hoffman's theory. The result showed that most of the code mixing used by the students was lexical word type. Moreover, the most reason for using code mixing was talking about particular topic.

Dwineta, Marjohan, and Batan (2013) were also analyzing the mix of code used by the 8th grade students of SMP Negeri 1 Seririt in Facebook status and its implications in learning English. This research used descriptive research design to analyze the types of code mixing, the reasons of code mixing, and the implications in learning English. English teacher and the students of 8E and 8F in SMP Negeri 1 Seririt were the subjects of this research. To collect the data, observation, interview, and recording process were done during this research. The result showed that most of the Facebook status written by the subjects used lexical words type of code mixing. The subjects used code mixing with the reason of helping other Facebook users to understand the topic, students' habit, expressing group identity, quoting famous expressions, and talking about particular topic. Moreover, the implications in learning English that were found during this research were the students used inappropriate English pattern and the students were not able to communicate effectively.

Based on the researches above, we can see that code mixing happened anywhere. It can happen in the classroom, in the movie, in the book, even in social media. The researches above investigated the types of code mixing mostly with Ho, Muysken, or Hoffman's theory. They only used one of those theories to find out the types of code mixing and the reasons of the use of code mixing. Meanwhile, this research combines those theories to analyze the data to know the types of code mixing that is used on Instagram. Moreover, to get the data of the reason of using code mixing, this research uses 3 theories that are combined together. The theories are from Hockett, Hoffman, and Saville-Troike.



CHAPTER III

RESEARCH FINDINGS

3.1 Data Presentation

This chapter describes the result of the research. This chapter discusses about the analysis of the types of code mixing and the reason of using code mixing by the fourth semester students of English Language Education of UIR.

3.1.1 The Types of Code Mixing

After the data was collected during the observation for one month through Instagram, the data then being analyzed using Hoffman, Ho, and Muysken's theory in order to find out the types of code mixing that are used by the fourth semester students of English Language Education. The types were Intra-sentential Code Mixing, Intra-lexical Code Mixing, A Change of Pronunciation, Alternation, Congruent Lexicalization, and Single Full Sentence.

The classification of the types of code mixing used by 4th semester students of English Language Education that were found on Instagram were described in the following table:

Table 3.2 Types of Code Mixing

No.	Types of Code Mixing	Number of Occurrences
1.	Intra-sentential code mixing	15
2.	Intra-lexical code mixing	17
3.	A Change of Pronunciation	5
4.	Alternation	12
5.	Congruent Lexicalization	14
6.	Single Full Sentence	36
TOTAL		99

From the table 4.1, it could be seen that there were 99 codes mixing occurred during the observation of the use of code mixing by the 4th semester students on Instagram. From the six types of code mixing by Hoffman, Ho, and Muysken, it could be seen that Intra-sentential code mixing was the type of code mix that mostly used by the participants on their Instagram. Intra-sentential code mixing occurred 107 times with

56% percentage. The second type of code mixing that was mostly used by the participants was Single Full Sentence which occurred 36 times with 19% percentage. After that, Intra-lexical code mixing occurred 17 times with 9% percentage, Congruent Lexicalization occurred 14 times with 7% percentage, and Alternation occurred 12 times with 6% percentage. The last, the most rarely used type of code mixing was A Change of Pronunciation which only occurred 5 times with 3% percentage.

Chart 3.2 Types of Code Mixing.

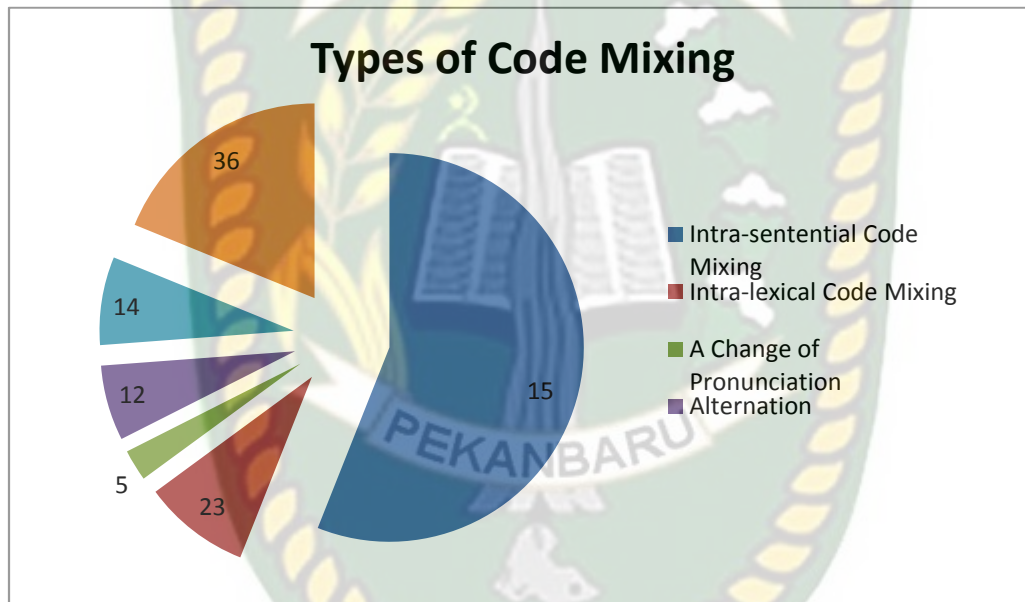


Chart 3.1 shown the amount of the types of code mixing that were used by the 4th semester students of English Language Education on their Instagram account. Based on chart 4.1, it could be seen that Intra-sentential Code Mixing was the most used type of code mixing on Instagram by the fourth semester students of English Language Education. In contrast, A Change of Pronunciation was the most rarely used type of code mixing on Instragram.

There were several types of code mixing. Hoffman (as cited in Dewi & Ekalaya, 2015), stated that there were three types of code mixing, namely intra-sentential code mixing, intra-lexical code mixing, and a change of pronunciation. However, Ho (as

cited in Sari, Suarnajaya, and Dewi, 2017) claimed that there were seven types of code mixing, namely letter of alphabet, short forms, proper words, lexical words, phrases, incomplete sentence, and single full sentences. Moreover, according to Muysken (2000), there were three types of code mixing. The types of code mixing by Muysken (2000) were insertion, alternation, and congruent lexicalization.

Because there were some similarities found in those types of code mixing by Hoffman, Ho, and Muysken, the types were grouped into six types of code mixing which were used to analyze the types of code mixing used by 4th semester students of English Language Education Department. The types of code mixing used by the 4th semester students of English Language Education of UIR are as follows.

3.1.1.1 Intra-sentential code mixing

Intra-sentential code mixing is a type of code mixing from Hoffman. Intra-sentential code mixing is the insertion of one code into another code which occurs within phrase, clause, or sentence. The insertion includes letter of alphabet, short forms, proper words, lexical words, and phrases. The example of intra-sentential code mixing used by the 4th semester students of English Language Education Department on their Instagram are as follows.

1. **Data (20) My Kesayangan**
The bold words its means something have someone.
2. **Data (S1), At home emang the best**
The bold words its means home is the good place for him
3. **Data (S12), ok, COD dimana ntar udah ga sabar.**
The bold words its mean someone buying something and cannot patients to pay it.
4. **Data (S13), Danau Tamblingan udah ga asing lagi di telinga para travellers.**
The bold word its mean someone visited to Danau Tamblingan.
5. **Data (S26), Yuk besok explore air terjun lagi.**
The bold word its mean someone ask person to played in waterfall against.
6. **Data (S21), tiba-tiba ga bisa nulis caption.**
The bold word its mean information in a photo or video account.

7. **Data (23)**, luwak *white coffe password* nyaa?

The bold word its mean brand a coffe and kidding with friend.

8. **Data (12)** @Rendimaulana : pria *limited_edition*, cari aja ditempat lain kalo ada wkwk.

The italic and bold word consist of two words *limited* and *edition* it means the small number of copies.

9. **Data (16)** @queensarita : melepas kangen, *old friends*.

The italic and bold word consists of two words *old* and *friends* it means a person who has been one's friend for a long time.

10. **Data (45)** @nabilahatifa: mau ada apa yaa... *stay tuned*

The italic and bold word consists word *stay* and *tuned* it means continue to pay attention.

11. **Data (47)** @rezaalfarizy: *keep calm* and jangan ribuk!

The italic word consists of two words *keep* and *calm* it means a person does not show feel any worry, anger, or excitement.

12. **Data (10)** @zulkrnniskandar: *wasting time* itu buang buang waktu.

The italic word and bold consists who two words *wasting time* it means someone to spend time to doing something that is unnecessary or does not produces.

13. **Data (2)** @fairuztsabit: sampai saat ini masih *fine-fine* aja bro.

The italic word consists of two words *fine* and *fine*. It means everything it's okay or pleasure situation and convenience.

14. **Data (26)** @kittendust: bagaikan langit disore hari berwarna biru sebiru hati Q *fun-fun* yippe.

The italic and bold word consists of two words *fun* and *fun*. It means everything it's happy.

15. **Data (24)** @daffaaak223: *it so-so*, ya bolehlah.

The italic word consists of two words *so* and *so*. It means something not good and not bad.

3.1.1.2 Intra-lexical code mixing

Intra-lexical code mixing is a type of code mixing from Hoffman that is different from the types of code mixing by Ho and Muysken. This type is a code mixing which occurs within word boundary. In this type, usually the word from one language is added with the affix from another language. The example of intra-lexical code mixing used by the 4th semester students of English Language Education on their Instagram are as follows:

1. **Data (25)** Jadi terpaksa ***ngupload*** yang ini deh.
The italic and bold its means that someone share something in their social media.
2. **Data (17)** Salah satu tempat yang menurutku gak ada habisnya untuk ***diexplore***
The italic and bold its means that someone explore a new place he visited.
3. **Data (9)** Kalau ke Lombok jangan lupa ***sunset-an*** di sini.
The italic and bold its means that ask someone to enjoy in sunset
4. **Data (13)** Tau gini kamu tak suruh buat tugas ***Poetryku*** kemarin.
The italic and bold its means that ask someone to do her exercise
5. **Data (5)** Ada ***price listnya*** mbak
The italic and bold means that it's the question from customer
6. **Data (40)** Kok make ***caption*** ne
The italic and bold its means that statement from someone
7. **Data (26)** Yuk manfaatkan libur ***seproductive*** mungkin
The italic and bold its means that doing more activity
8. **Data (30)** Jadi kita ga kehujaan dan ga bisa buat nikmatin ***viewnya*** meskipun hujan gerimis
The italic and bold its means that somenone cannot enjoy to look in view at there because rain.
9. **Data (6)** Cuma suka jalan-jalan ke tempat yang sejuk dan bagus buat ***dicapture***
The italic and bold its means that he like travelling and save the view.
10. **Data (24)** Kalo kalian ke Lombok jangan lupa ***sunsetan*** di sini
The italic and bold its means that mention visitor to enjoyed in sunset.
11. **Data (42)** Salah satu tempat yang menurutku ga ada habisnya untuk ***diexplore***
The italic and bold means that place cannot finis for explore

12. **Data (27)** Sepertinya *footageku* yang disini hangus

The italic and bold means that footage is lost

13. **Data (8)** Suka banget sama *tone nya*

The italic and bold means that someone really like tone.

14. **Data (40)** Yuk semangat ngerjain *final project nya*

The italic and bold means that advise to support doing final project

15. **Data (43) Viewnya** bagooooossss

The italic and bold means ask someone to see the view

16. **Data (25)** Jiwa *literature ku* bergetar

The italic and bold means that someone happy

17. **Data (20)** Koor *terfancy*

The italic and bold means that cool

Showed examples of intra-lexical code mixing used by the 4th semester students of English Language Education Department on their Instagram. It can be seen that the 4th semester students of English Language Education Department used to add the affix of Bahasa Indonesia to the word of English language.

The first example of the use of intra-lexical code mixing on Instagram was *ngupload*. The word *ngupload* was developed from Bahasa Indonesia prefix *nge-* which added with English word, "upload". Prefix *nge-* in Bahasa Indonesia meant doing something, same like suffix *-ing* in English. Therefore, in this example, *ngupload* meant uploading something to Instagram.

Another example of the use of intra-lexical code mixing on Instagram was *diexplore*. *Diexplore* was a word constructed by Bahasa Indonesia's prefix *di-* and English's word "explore" that had the meaning of "to be explored". Moreover, another example found on Instagram was "*sunsetan*", which constructed by English's word "sunset" and Bahasa Indonesia's affix *-an* and had the meaning with watching sunset.

Intra-lexical code mixing did not only occur within words. This type of code mixing also occurred in the form of phrase. The 4th semester students of English Language Education Department tended to add suffixes from Bahasa Indonesia into

English phrases. For the example of the use of intra-lexical code mixing in the form of phrase was *tugas Poetryku*. *Tugas* poetry was a phrase which constructed by two languages, *tugas* from Bahasa Indonesia and poetry from English. Poetry in this example was one of the subjects in English Language Education Department. The phrase of *tugas Poetry* then added with Bahasa Indonesia's suffix, *-ku* which meant "my". Therefore, *tugas Poetryku* meant my *tugas* Poetry or my Poetry task.

Another phrase that became the example of the use of intra-lexical code mixing on Instagram was *price listnya*. Price list was a phrase from English that added with a suffix from Bahasa Indonesia, *-nya*. This suffix, according to Pastika (2012), was a definite marker which refer to the noun phrase price list. This suffix had the same meaning and function with "the", a determiner in English.

3.1.1.3 A Change of Pronunciation

A change of pronunciation is the type of code mixing which occurs in phonological level. The word from one language is brought to another language with the modification of the sound. This type of code mixing is also used by the 4th semester students of English Language Education on their Instagram. The example are as follows:

1. **Data (35)** Kos mu tak ***bom*** nanti!
The italic and bold its means that kidding with him friends
2. **Datab(7)** Yuk manfaatkan libur ***seproductive*** mungkin
The italic and bold its means that more doing activity
3. **Data (22)** Inget bawa ***shampoo***
The italic and bold its means remember someone to bring shampoo
4. **Data (2) Comment** aja terus
The italic and bold its means that statement
5. **Data (25) Telfon** santuy
The italic and bold its means that called someone with enjoyed

Show the example of a change of pronunciation in code mixing used by the 4th semester students of English Language Education Department on their Instagram. There

were several words from English that were phonologically modified so it could be brought into Bahasa Indonesia. The first example was *sampo*. *Sampo* was a word from Bahasa Indonesia which was developed from the word shampoo in English, a liquid used for washing hair. In English, shampoo was pronounced with /ʃæm'pu:/, meanwhile, in Bahasa Indonesia, shampoo was modified into /sam'po/. Another example was *komen*. *Komen* came from the word comment in English, which meant an opinion that was written by someone. Actually, *komen* was an abbreviation of *komentar*. But the 4th semester students of English Language Education Department tended to write *komen* on Instagram instead of *komentar*. Furthermore, the 4th semester students of English Language Education Department also wrote *lope* on Instagram, a slang which came from the word "love" in English.

3.1.1.4 Alternation

Alternation is the type of code mixing from Muysken which is the same with incomplete sentence type from Ho. This type of code mixing is the mix of the languages in the sentence which occurs in the form of clauses or minor sentence. The example of the use of alternation by the 4th semester students of English Language Education Department on their Instagram are as follows.

1. **Data (1)** Sampe ada yang bilang ***there is something wrong with you.***
The italic and bold its means that different habits from someone make him friends surprised
2. **Data (26)** Kalo belum aku mau ngingetin ***keep calm, find the solution, & be happy.***
The italic and bold its means that rememeber someone to going on the flow
3. **Data (4)** ***This post use English as a caption with lots of grammatical erros,*** karena lebay aja kalo pake bahasa.
The italic and bold its means that someone emberassed using bahasa in her caption
4. **Data (6)** ***Don't talk dirty,*** ntar gak sembuh-sembuh.
The italic and bold its means that remember someone for keep calm and keep healthy

5. ***Data (35) I don't like curug now***, buat kaki sakit!

The italic and bold its means that he don't like curug

The above shown the alternation that was written by the 4th semester students of English Language Education Department on their Instagram. From the table above, it could be seen that the 4th semester students of English Language Education Department built their sentence with one English clause and one Bahasa Indonesia clause.

From the first example, it could be seen that the clause "there is something wrong with you" was an independent clause in that sentence while "*sampe ada yang bilang*" was the dependent clause. "There is something wrong with you" was the statement that was spoken by the people and the interlocutor would understand this clause if it was written alone, without the dependent clause. Meanwhie, "*sampe ada yang bilang*" was the dependent clause because it explained that "There is something wrong with you" was the statement that was spoken by the people and if it stood alone, the interlocutor would not understand what the people said about them.

The first example was similar with the second example, which was "*Kalo belum aku mau ngingetin* keep calm, find the solution, and be happy". The clause in Bahasa Indonesia was the dependent clause because if it stood alone, the reader would not understand what should they remember. Therefore, this dependent clause needed the independent clause, "keep calm, find the solution, and be happy" as the note about what the reader should remember.

The use of alternation by the 4th semester students of English Language Education Department on their Instagram was not only to add the explanation of one clause, but it was also to show the cause and effect of something. For example, the third sentence in tabel 4.6 stated that "This post use English as a caption with lots of grammatical error, *karena lebay aja kalo pake bahasa.*" In this sentence, the statement "This post use English as a caption with lots of grammatical error" was the independent clause which written as the effect of the dependent clause "*karena lebay aja kalo pake bahasa*". The writer of that sentence felt that using Bahasa would be too dramatic for

the caption so the writer used English instead of Bahasa, even though the caption had lots of grammatical error in it.

Moreover, the fourth and fifth sentences in tabel 4.6 also showed the cause and effect in one sentence, with the alternation of English and Bahasa Indonesia clause. The fourth sentence stated “Don’t talk dirty, *ntar gak sembuh-sembuh*.” In this sentence, “Don’t talk dirty” was the independent clause of the dependent clause “*ntar gak sembuh-sembuh*.” The writer stated so to tell the interlocutor to not talking dirty as talking dirty might be the reason of not getting well.

Furthermore, in the fifth sentence, the writer stated “I don’t like *curug* now, *buat kaki sakit!*”. This sentence also consisted of cause and effect clauses. “I don’t like *curug* now” was the independent clause which functioned as the cause of the dependent clause “*buat kaki sakit*”. It meant that *curug* or river was the cause of pain on the foot.

3.1.1.5 Congruent Lexicalization

Congruent Lexicalization is the type of code mixing from Muysken which occurs when two languages share grammatical structure that filled lexically with the elements from each language. The sentence that has congruent lexicalization type of code mixing is built using the vocabulary from both of the languages. In the sentence, the first language fills the first word or phrase, then followed by the second language, back to the first language again, then closed with the second language. The example of the use of congruent lexicalization type of code mixing by the 4th semester students of English Language Education Department are as follow:

1. **Data (25) *Follback* dan *spam like*** ya kak

The italic and bold its means that someone for like and follback her account Instagram

2. **Data (4) *Feel grateful*** akhirnya beberapa ***bucket list*** tercoret

The italic and bold its means that someone thanksgiving with everything

3. **Data (3) Caption** ini telah diedit sebanyak 3 kali

The italic and bold its means that statement someone that caption have been edit more third times

4. **Data (41)** Akhirnya aku sadar warung **Friend** belum tentu **my friend**

The italic and bold means that friend its' not really friend

5. **Data (11)** *Set alarm* jam 5 pagi biar bisa lihat *sunrise*

The italic and bold means that someone don't want late for see sunrise.

The above shows the examples of congruent lexicalization type of code mixing used by the 4th semester students of English Language Education Department. From the table above it could be seen that the 4th semester students of English Language Education Department mixed their sentence on Instagram with more than one vocabulary from both of the languages, English and Bahasa Indonesia.

The first sentence was the common sentence written by the participants on their Instagram. "Follback *dan* spam like *ya kak*" was a request that was asked by the user of Instagram. Follow and like were the features of Instagram to connect and communicate with others. In this sentence, the participant requested those two things in one sentence mixed of English and Bahasa Indonesia. In this sentence, the participant used English and Bahasa Indonesia's words after one another. After the participant wrote a word "Follback" in English, the participant continued the sentence with a conjunction from Bahasa Indonesia, "*dan*". After that, the sentence was continued with English's phrase "spam like", and closed with Bahasa Indonesia, "*ya kak*".

The pattern of the first sentence was similar with the pattern of the second, third, and fourth sentence in tabel 4.6. In the second sentence, the participant started the sentence with an English phrase, "feel grateful", then continued with Bahasa Indonesia, "*akhirnya beberapa*", then English phrase again, "bucket list", then closed with Bahasa Indonesia "*tercoret*". The first and second sentence were similar since these sentences only inserted an udatsual word and phrase from English language to the sentence of Bahasa Indonesia.

Meanwhile, one of the insertions in the third and fourth sentence were a proper word and a word which combined with the affix of Bahasa Indonesia. In the third sentence, the sentence was started with English word, "caption", then continued with

Bahasa Indonesia, “ini telah”, then English word which added by Bahasa Indonesia’s affix, “diedit” meant “has edited”, then closed with Bahasa Indonesia “sebanyak 3 kali”.

However, while the first, second, and third sentence were all started with English word first, the fourth sentence was started with Bahasa Indonesia. It was started with “Akhirnya aku sadar warung”, then continued with English word which is the proper word of the stall’s name “Friend”, then Bahasa Indonesia, “belum tentu”, then closed with English phrase “my friend”.

The pattern of the first, second, third, and fourth sentences in tabel 4.7 were similar with the pattern of congruent lexicalization that was drawn by Muysken in his book, *Bilingual Speech: A Typology Of Code-Mixing*. Muysken (2000) sketched the pattern of congruent lexicalization which in one sentence, if the first language is A and the second language is B, then the pattern is A B A B, just like the first, second, third, and fourth sentences in tabel 4.7. However, the fifth sentence in tabel 4.7 had the different pattern with other sentences. While other sentences were having the pattern of A B A B, the fifth sentence only inserted the second language, or English, into the beginning and the end of the sentence only.

“Set alarm” was a phrase in English which was inserted into the beginning of the sentence. The sentence then continued with Bahasa Indonesia, “jam 5 pagi biar bisa liat”, and closed with English word “sunrise”. This sentence meant that the writer wanted to see the sun rises, so the writer set the alarm at 5 in the morning to see the sun rises.

3.1.1.6 Single Full Sentence

Single full sentence is the last type of code mixing which occurs in the form of a group of words that has subject and verb and occurs within sentences. This type of codes mixing usually used by the 4th semester students of English Language Education Department if they write a long caption on their Instagram. In their caption, they sometimes mix the sentences with the sentence that made up from Bahasa Indonesia and

the sentence with English. The example of single full sentence used by the 4th semester students of English Language Education Department are as follow:

1. Data (45) Selamat memasuki bahtera rumah tangga, kak. ***I wish you happily ever after ya!***

The italic and bold means that prayed her to her friend always happy in married

2. Data (31) ***She is getting older, but hopefully her soul and face stay young and cute as mine.*** Selamat ulang tahun, semoga doamu yang baik semua dikabulkan di waktu yang tepat.

The italic and bold means that prayed from friends in birthday

3. Data (47) OKK Jurusan Bahasa Asing 2019. ***Trying my best in doing my duty***

The italic and bold its mean that he want to try the best do for him duty

4. Data (41) ***No one can describe happiness perfectly.*** Btw, karena aku ga bisa renang itu ban aku bawa naik dong biar ga ada yang ambil

The italic and bold its means that the happiness from someone its' different

5. Data (33) ***I am counting the day until the next weekend comes.*** Panas nih, yuk berendem lagi

The italic and bold its means that she want to relax

6. Data (47) ***Taked a rest when you are tired.*** Kecuali emang udah ada due date nya jangan sampai late

The italic and bold its means that rembering someone for rest

7. Data (45) ***Prentending to be OK, but my face shows the truth.***Semangat, @explode_class

The italic and bold its means someone feel tired.

8. Data (30) Eh udah senin aja, eh udah minggu ke-4 di September aja. ***Time runs so fast.***

The italic and bold its means that someone not ready for Monday

9. Data (46) Gitu dong, jangan rebahan mulu ah. ***P.S: it was captured by my sweety***

The italic and bold its means that proud to boyfriend

10. Data (46) ***Happy sixteen my moodbreaker. Honestly*** masih kesel tapi kangen

The italic and bold its means that said compliement with him friend

11. Data (33) ***The one and only sibling I have. Fyi***, orangnya galak banget, cuek banget ga banyak orang

The italic and bold its means that statements from sibling

12. Data (45) Akhirnya umurku 21 tahun juga. ***Another year has come and gone, faster than the last.***

The italic and bold its means that her told herself that its 21 years old

13. Data (45) Jangan lupa balik sgr guys besok masih UAS. ***As usual, I am the shortest one***

The italic and bold its means that remember him friend to come early.

14. Data (32) ***Fyi***, hari ini aku sangat kecewa. Setidak berharga itukah aku? ***I know, it seems like children's problem but I think, sometimes we need to learn from a child how to treat someone better***

The italic and bold its means that sad because don't get good treatment

15. Data (46) ***Actually, I am not a good girl.*** Tapi ga buruk juga, in ***between*** lah

The italic and bold its means that someone said her attitude in the middle or so so.

16. Data (13) Detail make up for malam pemilihan ppfbs 2019. ***Super in love with this book***

The italic and bold its means that he love book

17. Data (32) Dari sekian banyak dan yang ku pilih adalah kamu! Hiyahiya. Hmm milih foto kok maksudnya. ***Thank you for the flawless make up and hair do by @tatashed***

The italic and bold its means that said thank you with MUA.

18. Data (30) Iya dong kak. ***The past is in the past***

The italic and bold its means that someone has to move on

19. Data (48) ***I love this place.*** Karena ke tempat beginian ga bayar

The italic and bold its means that he really like place who cannot pay.

20. Data (11) ***Good morning, Instagram!*** Inget hari ini nyoblos

The words italic and bold its means that mention everyone for using time choosed leader

21. Data (41) ***Ok, I know it. So cool!*** Emang lu bocah gokil.

The words italic and bold its means that he amaze with kid.

The above shown the examples of single full sentence type of code mixing used by the 4th semester students of English Language Education Department. From the examples above, it could be seen that eventhough the participants mixed the language of the sentences in their caption, the meaning of the caption were not changed, just like in the caption 1, 2, and 3. In caption 1, the participant was saying happy birthday to their friend. In the caption 1 it could be seen that the first sentence was using English which expressed that the participant's friend was getting older and the participant was hoping something for their friend. Then, in the second sentence, the participant continued it with Bahasa Indonesia, which expressed the birthday greetings.

The caption 2 was similar with caption 1. The participant wanted to congratulate someone since there was the wedding day of the interlocutor. In this caption, the participant wrote the first sentence in Bahasa Indonesia that had the meaning of congratulation for the wedding, and in the second sentence, the participant used English to deliver the wish for the bride and the groom.

Moreover, in caption 3, the participant also put 2 sentences with different languages in one caption which had one main idea. In the first sentence of the caption, the participant mentioned the name of the event they joined in, which was *OKK Jurusan Bahasa Asing 2019*. Then the caption was continued with English language in the second sentence that told about the feeling of the participant, which was trying their best in doing the duty. However, while the first, second, and third captions were having one main idea eventhough the sentences were built using English and Bahasa Indonesia, the fourth and fifth captions were different. In the fourth and fifth caption, the participant wrote both Bahasa Indonesia and English sentences, but put different idea in it.

In the fourth caption, the participant stated that no one could describe happiness perfectly in the first sentence. But then it continued, with Bahasa Indonesia sentence "Btw, karena aku ga bisa renang itu ban aku bawa naik dong biar ga ada yang ambil"

which meant that the participant was not able to swim so they kept the life vest with them. However, if it was seen in the picture posted with the caption, it could be seen that the participant was swimming and they felt happy at that time so they wrote “no one can describe happiness perfectly”.

Moreover, in the fifth caption, the participant stated that they were counting the days until the next weekend comes in English. However, in the next sentence the participant stated that the weather was hot and they asked to chill again. If the caption was read for the first time, the reader might feel that there was no connection between the first and the second sentence. But, after it was asked to the participant why they wrote it that way, the participant said that they were waiting for the next weekend to get chilled again.

3.2. Reasons of Using Code Mixing

The participants were asked about the reason of them mixing their language on Instagram. The participants were given some options based on the theories from Hockett, Hoffman, and Saville-Troike and they had to choose the reasons that relate with them and they could choose more than one reason.

Hockett (as cited in Hahyesalaemae, 2017) stated that there are two reasons of the use of code mixing, such as need filling motive and prestige filling motive. However, Hoffman (as cited in Sari, Suarnajaya, & Dewi, 2017) described the reasons of code mixing in more detail. Hoffman divided the reasons of the use of code mixing into 7 points. There are talking about particular topic, quoting somebody else, being emphatic about something, using interjection, using repetition for clarification, intending to clarift the speech content for interlocutor, and expressing group identity. Meanwhile, Saville-Troike (as cited in Dewi & Ekalaya, 2015) explained that there are only three reasons of the use of code mixing, such as soften or strengthen the request or command, real lexical need, and to exclude other people.

Eventhough Hoffman, Hockket, and Saville-Troike mentioned different kind of reasons in using code mixing, some of their reasons have similarities that can be grouped into five reasons only. These reasons were used to analyze the reasons in using

code mixing on Instagram by the 4th semester students of English Language Education Department. Their reasons in using code mixing are as follows:

Reasons of Using Code Mixing on Instagram:

3.2.1 Need Filling Motive

According to Hoffman (as cited in Sari, Suarnajaya, and Dewi 2017) stated that while the people were talking about particular topic and lack of vocabulary about the topic, it might trigger them to use the vocabularies from the second language. This statement could be proved from the participants about their reason of mixing their language on Instagram, as follow:

3.2.2 Prestige Filling Motive

Prestige Filling Motive was one of the reasons for mixing the languages that was stated by Hockett (as cited in Hahyesalaemae, 2017). According to Jayanthri, Ramendra and Dewi (2019) stated that the interlocutors or the readers would know the origin or the identity of someone based on their utterances or sentences. Related to Jayanti, Ramendra, and Dewi's study in 2019, students who learned English would be noticed that they were English students because they mixed their language while doing a communication. However, in English Language Education of UIR, especially for the 4th semester students, they said they mixed their language with English on Instagram to make them seemed cooler.

3.2.3 Repetition

According to Hoffman (as cited in Sari, Suarnajaya, & Dewi, 2017), bilinguals tended to mix their languages if they wanted to clarify their statement. The purpose of clarifying their statements was to emphasize their utterance so the interlocutors or readers would understand more about what they said. Dewi & Ekalaya (2015) also stated in their study that repeating statements but also to emphasize the idea of the statement. This condition also happened during this research.

3.2.4 Clarify the Speech

Clarifying the speech was needed in order to make the flow of the utterance or the sentence ran smoothly so it could be understood by the interlocutors or readers. Jayanthi , Ramendra, & Dewi (2019) stated that bilinguals were triggered to clarify their speech by mixing their language. However, while reason of repetition was also clarify the speech, this reason of clarifying the speech had different characteristic. Repetition did clarify by repeating the words of one language with the words in second language which had the same exact meaning and vice versa. However, Dewi & Ekalaya (2015) stated that in the reason of clarifying the speech, the code was repeated with other code in a modified form. The example of clarifying the speech could be seen form the sentences wrote by the 4th semester students of English Language Education on their Instagram account.

3.2.5 Exclude Other People

There were not many people who mastered more than one language. When a group of people knew more than one language, the might talk to each other using their second language that group knew in order to exclude other people. The purpose of excluding other people was to express one's mind to certain group only, which was the group who knew the same second language.

CHAPTER IV CONCLUSION AND SUGGESTION

In this chapter, findings and discussion from previous chapter were concluded. This chapter also provides some suggestions for the researchers who want to do a research about code mixing.

4.1 Conclusion

A research about the use of code mixing on Instagram by the 4th semester students of English Language Education was conducted to analyze the types and the reasons of using code mixing. After the analysis was done and written into the finding and discussion in the previous chapter, the finding and discussion then concluded as follows.

There were six types of code mixing that were used to analyze the types of code mixing used by the 4th semester students of English Language Education Department on their Instagram. From those six types of code mixing, the most used type of code mixing on Instagram was intra-sentential code mixing which occurred 107 times with 56% percentage, then single full sentence which occurred 36 times with 19% percentage, intra-lexical code mixing which occurred 17 times with 9% percentage, congruent lexicalization which occurred 14 times with 7% percentage, alternation which occurred 12 times with 6% percentage, and the most rarely used type of code mixing was a change of pronunciation which occurred only 5 times with 3% percentage.

It could be concluded that based on the research, the most used type of code mixing used by the 4th semester students of English Language Education Department on Instagram is intra-sentential code mixing. Then, the most rarely used type of code mixing used by the participants is a change of pronunciation.

There were five reasons of using code mixing that were used to analyze the data of this research. The reasons were need filling motive, prestige filling motive, repetition, clarify the speech, and exclude other people. From the research that had been done, it could be seen that most of the participants said that they used code mixing because of the need filling motive. 21 participants with 43,8% percentage chose need filling motive as their reason to mix their language on Instagram. Then, 15 participants with 31,3% percentage chose repetition, 12 participants with 25% percentage chose clarifying the statement, 7 participants with 14,6% percentage chose prestige filling motive, and only 5 participants with 10,4% chose excluding other people as their reason of using code mixing on their Instagram.

Based on the research, it could be concluded that most of the participant used code mixing because they got need filling motive, which they did not know the spesific word in one language so they borrow the word from another language that they know. Then, based on the research also could be concluded that the participant rarely use code mixing to exclude other people.

4.2 Suggestion

Based on the result of this study, some suggestions for the next researcher can be given. The suggestions may help other researchers who are interested to conduct a study about code mixing and other students who want to learn more about sociolinguistics, especially code mixing that happened on Instagram.

For other researchers who will conduct a study about code mixing, especially code mixing which occurred on Instagram or other social medias, this research was only focused on analyzing the types and the reasons of using code mixing on Instagram. Regarding with that, this research was using the combination of some theories from some experts. Therefore, other researchers also could combine other theories from other experts to have the deeper analysis of code mixing if there is any similiarites from one theory to others. Other researchers also can use this research as the reference for your research.

Meanwhile, for the students who want to learn more about code mixing, the curiosity about code mixing will be answered by reading this research. This research has explained about the types of code mixing that were used by the 4th semester students of English Language Education on their Instagram and their reasons of doing the code mixing.

SCORPUS

CODE MIXING IN INSTAGRAM

NO	NUMBER OF DATA	SENTENCES
1	1	User @tatasheda Dari sekian banyak dan yang ku pilih adalah kamu! Hiyahiya. Hmm milih foto kok maksudnya. Thankyou for the flawless make up and hair do
2	2	User @fairuztsabit

		Gak paid promote kak?
3	3	User @arvianii Caption ini telah diedit sebanyak 3 kali Ga join2 aku lah deb No offense aku deb
4	4	User @saniafahira Ok, I know it. So cool! Emang lu bocah gokil.
5	5	User @dheltaaa Haha, one brand aja, Cuma pake lipstick wardah kok
6	6	User @agungshukanda Tapi it's worth it, itu bakal terbayarkan sama indahnya view ini
7	7	User @umutsuraini16 Maaciii boss
8	8	User @aidilchandika Suka banget nih tonenya
9	9	User @ameliamaura Bersyukur hari ini diberi kesempatan mengkoordinir volunteer
10	10	User @zlkkniskandar Ayo miss kesini
11	11	User @baitij Dengan landmark puranya yang membuat indah danau beratan, Good morning , Instagram! Inget hari ini nyoblos ya 1
12	12	User @rendimaulana Soon , gus
13	13	User @syindiluciaputri Danau tambilang udah gak asing lagi di telinga para travellers Jangan lupa siapin mantel buat kalian yang ride pakai motor, jadi kita ga ke hujanan dan bias buat nikmatin viewnya meskipun hujan gerimis
14	14	User @fitolufi1945 Ake sing jadi presenter jani
15	15	User @ariefmuhhammad Thankyou , mas aji
16	16	user@queensarita big no , kamera itu booss
17	17	User @dedetkusnanda Today explore waterfall siang-siang, karena kalo sore udah pasti hujan

		Salah satu tempat yang menurutku ga ada habisnya untuk di explore
18	18	User @leonyoktarezky Kayak di Iceland yaa
19	19	User @dorippu Mood sekali
20	20	User @inijedar Sepertinya footage ku yang disini hangus
21	21	User @intanrhamaa Soulmate dari awal SMA yang awalnya sindir-sindiran dikelas dulu, setelah itu kenalan, deket, berantem lagi ampe tendang2an, maafan ya terus balik jadi sahabat lagi. Love you
22	22	user@ nova_sumaiti I don't like curug now , buat kaki sakit!
23	23	User @bellaangraini Luwak white coffe mana password nya?
24	24	User @daffak223 It so-so , ya boleh lah
25	25	User @dwiandaaa Hype banget inii..
26	26	user@kittendust tau gini kamu tak suruh buat tugas poetry ku kemarin
27	27	User @inayaprnswwii Set alarm jam 5 pagi biar bisa lihat sunrise
28	28	User @citrarizal Dear netizen, ini cicit gak pake make up banyak jerawat jelek banget ya ga sih. So the reason why girl always wear makeup is , yak arena banyak jerawat wkwkwkwk
29	29	User @anidayu Ini tempat recommended bgt
30	30	User @reziarifriyani Dusahakan as soon possible ya
31	31	User @adirasalahudi Feel grateful akhirnya beberapa bucket list tercoret
32	32	User @rasya Bisa kok come true , mungkin belum kak. Hehe
33	33	User @putrimarino

		Refreshing berfaedah yang bikin lupa semua
34	34	User @ nikoandiikaa Semoga go international kak ijal
35	35	User @cleofatrawalindri Thank you miss.. Make up by @ayurahmatikaa Yang mau dimake up sama @ayurahmatikaa murmer loh.
36	36	User @raniauliarasyuda Himm she always read book , dimana pun kapan pun
37	37	User @nadasyifa99 All photos taken by mbak koor pubdok dan anggota nya kwkwkwkw
38	38	User @ entrasusilaaerwika Terimakasih kembali, good luck !
39	39	User @retnohening Aku selalu in nature
40	40	User @megayuliana Tahun depan lope nya harus lebih banyak daripada make up di pipi
41	41	User @okvitaaandini Kiss -nya untuk emon yang berjilbab kok
42	42	User @ nabilahatifa Terima kasih Mr. Dirman untuk semua kuenya. Tanpa itu kami tidak akan bisa terus belajar. Karena kue itu banyak vocab yang dapat kami pahami. Sehat selalu, sir. You'll always be our grandpa
43	43	User @rezaalvarizy Siap kapten. I'll try harder too
44	44	User @siskaevifani Menghadiri malam final pemilihan duta bahasa jurusan bahasa sastra Indonesia dan daerah. So in love with the make up, brushed by the talented one.
45	45	user@mputrasetiaa happy sixteen my moodbreaker. Honestly masih kesal tapi kangen
46	46	user@henikenisha96 the one and only sibling I have. Fyi, orangnya galak banget, cuek banget ga banyak orang
47	47	user@astinapatria sudahkan kamu tertawa hari ini?? Kalo

		belum, aku Cuma mau ngigetin: keep calm, find the solution and be happy
48	48	User @firr____ Selamat memasuki bahtera rumah tangga kak. I wish you happily ever after ya!



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UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الْبَرِّيَّةُ

Alamat: Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 FaXL +62 761 674834 Website: www.uir.ac.id Email: edufac.fkip@uir.ac.id

SURAT KETERANGAN BEBAS PLAGIAT

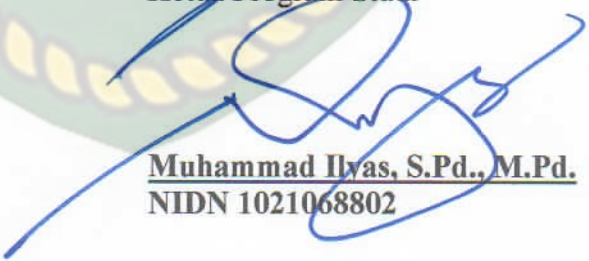
Nomor: 075/SKBP -PBIng-FKIP/UIR/IX/2021

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau menerangkan bahwa:

Nama	:	Kiki Permata Sari
NPM	:	14 631 0294
Program Studi	:	Pendidikan Bahasa Inggris (S1)
Judul Skripsi	:	Analysis of Code Mixing in Instagram at the Fourth Semester at English Language Education Students at UIR

Dinyatakan sudah memenuhi syarat batas maksimal plagiasi kurang dari 30% pada skripsi yang disusun. Surat keterangan ini digunakan sebagai prasyarat untuk mengikuti ujian skripsi.

Pekanbaru, 16 Agustus 2021
Ketua Program Studi


Muhammad Ilyas, S.Pd., M.Pd.
NIDN 1021068802

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 1787 /FKIP-UIR/Kpts/2019

Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Dra. Hj. Syofianis Ismail, M.Ed.	Lektor Kepala - Pembina/ IV/a	Pembimbing Utama
2.	Estika Satriani, S.Pd., M.Pd.	Lektor - Penata / IIIc	Pembimbing Pendamping

Nama Mahasiswa	Kiki Permata Sari
NPM	146310294
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	An Analysis of the Use Code Mixing in Instagram of the English Study Program of the English Study Program Students at UIR.

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru

Tanggal : 11 Oktober 2019

Dekan,

Drs. Alzaber, M.Si.

NIP. 19591204 198610 1001

Tembusan disampaikan kepada :

1. Yth. Rektor UIR Pekanbaru
2. Yth. Kepala Biro Keuangan UIR Pekanbaru
3. Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
4. Pertinggal..



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Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
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Pekanbaru, 11 Oktober 2019

Nomor : 1853/E-UIR/27-FKIP/2019

Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di –
Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : Kiki Permata Sari

Nomor Pokok Mhs : 146310294

Fakultas : Keguruan dan Ilmu Pendidikan

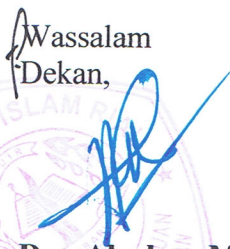
Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **"An Analysis of the Use Code Mixing in Instagram of the English Study Program of the English Study Program Students at UIR"**.

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan,


Drs. Alzaber, M.Si

NIP/NPK : 19591 204 198910 1001

Sertifikasi. 11110100600810

NIDN.0004125903

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :



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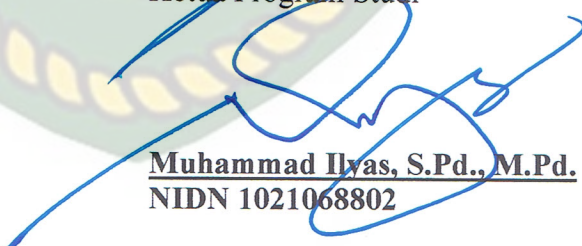
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