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ENVISAGING CODE-MIXING AND CODE-SWITCHING IN ENGLISH CONVERSATION AMONG THAI STUDENTS: BREACHING THE MOTIVES FROM SOCIOLINGUISTIC PERSPECTIVES

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Abstract
People always communicate to make relationships with others. Some way they do this is to make the other understand what the speaker means. Therefore, the speaker uses code-mixing and code-switching to make the listener understand. The purpose of code-mixing and code-switching is to make the utterance more communicative, and more friendly to show the master can speak more than two languages. In this research, the subject is students from the English Department at Tidar University in Indonesia and the International Business China Program Faculty of International Studies at Prince of Songkla University in Thailand. This research used a descriptive qualitative method in which the researchers describe the form, the types, and the reason for code-mixing and code-switching in an educational conversation by students from the English Department Tidar University in Indonesia and International Business China Program Faculty of International Studies Prince of Songkla University in Thailand. All of the students in daily life use code-mixing and code-switching to communicate with others or their lecturers because they are from the English Department and International Program where all of the lectures are taught in English. The types of code mixing such as insertion, alternation, and congruent lexicalization based on Singh and Sachan (2017), while types of code-switching are intra-sentential, inter-sentential, and tag switching based on Ansar (2017). The researchers also found some factors related to Hudson (1980) such as social factors, cultural factors, and individual factors. In a nutshell, as stated from the data analysis, numerous code-mixing and code-switching used by these students in their daily life, it helps them to understand and simplify communication.

Keywords: code-mixing, code-switching, conversations, English language

Introduction
Language is closely related to how people communicate with each other (Riadil, 2020). Therefore, we are also bound to other people or society when we learn a language. Language and society cannot be separated in communication. The study of language and society is sociolinguistic. Sociolinguistics is, to some degree, linguistics in which the latter refers to language study as the framework without

regard to the social context in which Hudson (1980) is studied, taught, or even used. According to Sukarno (2018), sociolinguistics studies the relationship between language and social contexts for communication. Related to Wardhaugh (2006), sociolinguistics is the study of the coherence between language and society to understand the structure of language and the language function of communication. To make a message understood when communicating with a person, the speaker usually uses two or more languages to give the message. According to Weinreich in Grey (2017), if the speaker wants to communicate with a person who uses alternative contact, the speaker will use two or more languages to understand the listener. For example, the immigrant's introduction of a new language to a resident population. Sometimes, they introduce second-language lexical items in conversation and mix them with their own or first language.

It is now easier to find people who use two or more languages efficiently. It is called bilingualism or multilingualism when people can speak two or more languages. According to Rahardi (2001), bilingualism is a phenomenon where the speaker or person can speak and use two or more languages to communicate. Therefore, a person who can use two languages to communicate is called bilingual. The two kinds of bilingualism are code-mixing and code-switching. Instead of code-mixing and code-switching, the study of language usage in cultural or social contexts has become an interesting phenomenon because it is part of the development process and uses multiple (bilingual) languages or a combination of (multi-lingual) languages. In general, bilingualism uses code-mixing or code-switching: first, the speaker makes the listener more understand to use the target language, and second, the bilingual speaker has other goals in communication.

Sociolinguistics

Sociolinguistics is a field of macro linguistics in linguistic study. Sociolinguistics is the study of the relationship between language and society, a branch of both linguistics and sociology. Sometimes it is called the sociology of language. There are definitions of sociolinguistic from many sources: Wardhaugh (2006) says, Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language. It shows that sociolinguistics investigates how social structure influences the way people communicate and how language functions in society.

Further on Holmes (2001) defines that "Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning." Sociolinguistics is concerned with the relationship between language and the context in which it is used. So, there is a concern about explaining and identifying language changes that are spoken. On the other hand, Wardhaugh and Fuller (2015) state that *"Sociolinguistics is the study of our everyday lives-how language works in our casual conversations and the media we are exposed to, and the presence of societal norms, policies, and laws which address language."* It means

sociolinguistics is not a study of facts but the study of ideas about how a member of a particular society may influence the terms with our language use.

Code-Mixing

Code mixing is where the speaker mixes the language he or she uses with two languages for communication. The purpose of code-mixing is to make the utterances more communicative and friendly and show that he or she can use two or more languages (Sukarno, 2018; Sutrismi, 2014). Code mixing uses elements from one language through a particular speech to create another. Dewi (2021) states that code-mixing occurs when speakers slip elements of other languages while using specific languages. On the other hand, the code-mixing concept is stated by Muysken (2000). He described code mixing as the behavior of two languages in an expression when lexical elements in the two languages are joined into one language structure used in the speech. Singh and Sachan (2017) said that the types of code mixing are:

Insertion

Approaching that depart from the notion of insertion new to constraint in term of the structural properties of some base or matrix structures. Here the process of code-mixing is conceived as something borrowing. The lexical (word) of other languages into one language.

> Example: *Eh, liburan enak nih* ***hiking*** *ke gunung.* (Eh, it is a nice vacation hiking to the mountains)

The word ***hiking*** is from English and is inserted in between Bahasa Indonesia sentences.

Alternation

Approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. A lexical term (word) or one language phrase is preceded by a lexical term (word) or another language phrase.

> Example: *Coba besok aku* ***ngeupload*** *foto nya di facebook ya*! (I'll try to upload the photo on Facebook, yeah!)
> *Aku tidak bisa datang ke acara ulang tahun kamu besok,* ***Because I feel sick*** (I can't come to your birthday tomorrow, Because I feel sick)

Here, English language phrases are followed by Indonesian language phrases.

Congruent Lexicalization

The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language. Lexical terms (phrases) can be inserted randomly in any language of "A" and "B".

> Example: ***Hey, how are you? I'm Sam****, Senang bertemu anda.* Nice to meet you. (Hey, how are you? I'm Sam, Nice to meet you)

The words of English in the Indonesian language phrase randomly.

Code-Switching

Code-switching is the bilingual speaker switching between two languages back and forth in the same sentence (Sukarno, 2018). Code-switching is a phenomenon of switching language from one language to another in bilingual or multilingual communities (Wardhaugh,1986; Wardhaugh, 2006; Yuliana et al., 2015). Code-switching also is defined as an interchange between two or more languages in a speaker's speech or conversation. Some people may use code-switching unknowingly as the outcome of their skills in using more than one language, while others may use code-switching to repeat what has been said before. There are ten reasons why people use code-switching in their conversations. Those reasons are talking about a particular topic, quoting somebody else, being emphatic about something, interjection, repetition, intention to clarify something, expressing group identity, softening and straightening request or command, real lexical needs, and the last is to exclude other people.

While the types of code-switching:

Inter-sentential

This type of code-switching occurs between a clause or a sentence boundary, where each clause or sentence uses Indonesian or another use English. For example, a bilingual speaker said:

> Example: "*Dia cantik tapi tidak baik. **I don't like her**"* (She is beautiful but she is not a good person. I don't like her).

Intra-sentential

This kind of code-switching which a single discourse between two languages. For example, bilingual speakers:

> Example: *"Saya pikir **she has pretty face though**, tapi kelakuannya very bad attitude"* (I think she has a pretty face though, but her behavior has a very bad attitude).

Tag-Switching

This type of code-switching where a tag phrase or a word both from one language to another language, like the bilingual speaker said:

> Example: *"Dia cantik, **but no good, right?**"* (She is beautiful but no good, right?).

The above are explanations of Code-Switching with concrete theory. This study is adapted from one previous research from Riadil (2021) entitled *"Investigating EFL Learners' "Indonglish" Usage by English Department Students: A Qualitative Study"* which talks mostly about code-mixing used by the two different student levels in the English department of Tidar University. The similarity between this study and the previous study is analyzing the same variables which analyzes the code-mixing. Nevertheless, this study will analyze deeper about

code-mixing and code-switching and also the reasons from students in two different universities, different cultural backgrounds, and different countries. The novelty of this study is the researchers are not investigating code-mixing, they researcher also investigating code-mixing. In addition, the researchers observed the reason for the code-mixing and code-switching usage by Indonesian and Thailand students. The researcher conducts this research about code-mixing and code-switching because the researcher is interested to continue the study of previous research in sociolinguistics, especially in the introduction and the reasons for code-mixing and code-switching. This research includes the form or introduction of code-mixing and code-switching, the reason bilingual speakers use code-mixing and code-switching, and the types of code-mixing and code-switching in an educational conversation by the students of the English Department Tidar University, Indonesia, and International Business China, Prince of Songkla University, Thailand. In this research, the researchers provided two research questions, those are;

1. What types of Code-Mixing and Code-Switching are used by Indonesian and Thailand Students?
2. What are the reasons for using code-mixing and code-switching?

Method

This research involved a qualitative descriptive study that produces descriptive data in the form of words written that were taken by a script's speech. As stated in Dörnyei (2007) qualitative data usually involves recorded spoken data (for example, interview data) that is transcribed to textual form as well as written (field) notes and documents of various sorts. Type this research was a descriptive qualitative method because the writer described the linguistic form, the reason, and the types of code-mixing and code-switching used by students from the English Department, Tidar University in Indonesia, and International Business China, Prince of Songkla University in Thailand. Descriptive qualitative was used in this research to identify linguistics, the reasons, and the types of code-mixing and code-switching in an educational conversation used by the English Department, Tidar University in Indonesia, and International Business China, Prince of Songkla University in Thailand. Descriptive research could be dealt with as proving what livings, already existing and lived are by being described and explained (Alacapinar, 2016).

The subject of this research was the students of the English Department, at Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand, where they were being taught in English the class. The data of this research was the educational conversation with each other in the campus area. In collecting data, the researchers used interviews and observation. The Interview contained three questions for the students adapted from Hudson (1980). It was divided to be three terms, those are social factors, cultural factors, and individual factors:

1. Do you use two or more languages in your daily life?
2. When are you using two or more languages in your communication with others?
3. Why are you using those methods in daily conversations?

The observation contained about looking for the data having code-mixing and code-switching in educational conversations used by the English Department, Tidar

University in Indonesia and International Business China, Prince of Songkla University in Thailand selected by the researchers.

Findings and Discussion

Findings

The Form of Code-Mixing and Code-Switching

The researcher analyzes the form of code-mixing and code-switching by Ansar (2017). This research found that code-mixing and code-switching in educational conversations are specially taken in the campus area used by the students of the English Department, Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand.

Table 1. The total of code-mixing and code-switching used by Indonesian students

Utterances	Code-Mixing	Code-Switching
Student 1: Hai, kamu udah ***submit*** tugas UTS ***article*** untuk mata kuliah Maam Lilia belum?	2	-
Student 2: Hmmm, ***not yet*** nih. ***I'm still downloading some of the articles as my references***. Ini materinya ada yang ***not free but we need to pay***. Padahal Selasa besok harus di ***submit***.	2	2
Student 1: ***What?*** Ndak Selasa minggu depan to?	1	-
Student 2: Ngawur, Selasa besok. Makanya aku buat ***dateline*** hari ini harus selesai buat ***paper*** nya karena ***dateline*** udah mepet banget.	3	-
Student 2: Tugasnya ***softcopy*** aja, ***right****?*	1	1
Student 1: Iya, ***I guess***.	2	-
Student 2: ***Yes***, dua-duanya. Ini aku lagi ***browsing*** artikelnya kok gak ada ya? ***It is so difficult to find articles that related to my research topics*** sumpah deh, Wah ***lowbat*** juga ***laptop***ku.	4	1
Student 1 : Loh salahmu, kamu sambil main ***games*** sih.	1	-
Student 2: Engga kok. Ini aku masih cari materi dan ***references journal*** tapi belum dapet.	2	-
Student 1: Santai aja, coba aku ***searching*** di ***google***. Biasanya cepat ketemunya. ***Anyway***, carinya ***keywords*** nya apa?	4	-
Student 2: ***Up to you*** lah yang penting ada hubungannya dengan tema ***paper*** aku.	4	-
Student 1: I see. Lah ini banyak hasil ***searching***nya. Yang penting materi dah ada semula. Nggak usah panik ***keep calm*** aja hahaha.	5	-
Student 2: Lah iya. ***Good good***. Ini bagus artikelnya, tolong di ***save*** dan ***send*** ke ***whatsapp*** ku ya. ***Thanks*** ya ***bro***.	7	-
Student 1: Eh ***anyway***, makan yuk, udah ***lunch*** belom?	2	-
Student 2: ***Nope, come on, let's eat together then.*** Aku lagi mau makan yang **spicy** gitu nih	1	1
Student 1: ***I think***, Mie ayam enak deh	2	-

Student 2: ***Yes***, mie ayam enak tuh, ***good idea!***	3	-
Student 1: Yowes, **okay let's go there then**	-	1
Student 2: udah agak mendung, ***do you bring an umbrella?***	-	2
Student 1: oh iya nih kayaknya mau ***raining***, aku bawa ***umbrella*** kok	2	-
Student 2: rapopo, ***That's okay***, tidak jauh juga dari kampus kan tempatnya	2	-
Student 1: ***Okay***, yuk jalan	1	-
Student 2: ***Alright dude,*** yuk	2	-
Total	53	8

From Table 1, the researchers found some code-mixing and code-switching used by students from English Department, at Tidar University in Indonesia. The table stated that code-mixing is the most term that they used in their conversations which showed that there are fifty-three code-mixing. Additionally, these Indonesian Students used around eight times in code-switching in their conversations. Then, all of the expressions from the above, the results are all expressions in an educational conversation especially taken in the campus area has code-mixing and code-switching. However, these Indonesian students mixed their expressions using two or more languages like Indonesia-English, English-Indonesia, or Indonesia-Local (Javanese)-English.

Table 2. The total of code-mixing and code-switching used by Thailand students

Utterances	Code-Mixing	Code-Switching
Student 1: ***Hii***, สวัสดี ค่ะ	1	-
Student 2: ***Hallo too***, สวัสดี ค่ะ	2	-
Student 1: ดังนั้น***, at high school what are you studying about***?	-	1
Student 2: ***English and Chinese*** นะ	3	-
Student 1: ***oh, but you are more like*** พูดจีนเก่งกว่า?	-	1
Student 2: ใช่, ใช่. ***I prefer like Chinese, because I think Chinese conversation is very easy than English, right?***	-	1
Student 1: ดังนั้น, ***How long have you been studying Chinese?***	-	1
Student 2: ห้า ***years, yeah..***	2	-
Student 1: ***So, like since you're*** หก ***in elementary school***, ใช่ไหม?	-	1
Student 2: ***No.***. มอ สอง ***in junior high school***.	1	1
Student 1: มอ สอง? ***Oh okay***	2	-
Student 2: ***But, at that time, I dont like it because it's really hard***, อ่านไม่ออกอ่า, ดูตัวจีนไม่รู้เรื่อง. ***I don't understand the Chinese characters. When I see uh when I watch movie, it's Chinese movie or series I like, So I practice my Chinese. And now I speak Chinese*** **เอ่อดีกว่าภาษาอังกฤษอ่ะค่ะ.**	-	3
Student 1: ***oh*** ใช่ uh-huh	1	-
Student 2: ***Yeah***, ใช่	1	-

Student 1: แต่ ***now you're studying International Business?***	-	1
Student 2: ***yes*** ค่ะ	1	-
Student 1: ***So***, เขายังเป็นโฟกัสภาษาจีนอยู่ปะ?	1	-
Student 2: ***Yeah,*** จะแนวไปที่ภาษาอังกฤษมากกว่า	1	-
Student 1: ***Oh but I think,*** แต่ก็มีพอภาษาจีนอยู่	4	-
Student 2: ***yes, yes,*** ใช่ๆยงเรียนจีนอยู่.	2	-
Student 1: แล้วเราแบบ แล้วเรา พอที่นี้มัน, ***they focus about English more than Chinese? So yeah, now in this major***	-	2
Student 2: ค่ะ. ***So, now we*** …	3	-
Student 1: ***But***, แล้วทำไง เกรียดไหมที่นี้?	1	-
Student 2: ***yes, very serious. But, I want to practice my English*** ก็คือให้มันหนักขึ้สุด พยายามฟังเพลงหรือดูหนังให้มันเยอะขึ้นประมาณนี้ค่ะ ก็คืออาจจะใช้วิธีเกี่ยวกับการดูซีรี่ย์เอาประมาณนั้นแบบภาษาจีนเอ.	1	1
Student 1: ***oh, Okay*** ค่ะ. ***In your here studying, a lot of English would be better***	2	1
Student 2: ***Yes*** นะ… hahaha	1	-
Student 1: ***Okay***, ฉันต้องไปเดอะมอลล์แล้ว ยินดีที่ได้คุยกับคุณ**.** ***谢谢你的谈话.***	1	1
Student 2: ***Okay*** ค่ะ, *也谢谢你*, สวัสดี ค่ะ	1	1
Total	**34**	**16**

From Table 2, the researchers found some code-mixing and code-switching used by students from International Business China, Prince of Songkla University in Thailand. The table stated that code-mixing is the most term that they used in their conversations which showed that there are thirty-four code-mixing, which means Thailand students less using code-mixing rather than Indonesian students. Additionally, these Thailand Students used around sixteen times in code-switching in their conversations, which means Thailand students more using code-switching rather than Indonesian students. Then, all of the expressions from the above, the results are all expressions in an educational conversation especially taken in the campus area has code-mixing and code-switching. However, these Thailand students mixed their expressions using two or more languages like Thailand-English, English-Thailand, or Indonesian-Chinese-English.

The Types of Code-Mixing and Code-Switching

The researchers analyzed code-mixing by Singh and Sachan (2017) and code-switching by Hoffman (1991).

Table 3. The types of code-mixing and code-switching used by Indonesian students

Utterances	Code-Mixing by Singh & Sachan (2017)	Code-Switching by Hoffman (1991)
Student 1: Hai, kamu udah ***submit*** tugas UTS ***article*** untuk mata kuliah Maam Lilia belum?	Insertion	-

Student 2: Hmmm, ***not yet*** nih. ***I'm still downloading some of the articles as my references***. Ini materinya ada yang ***not free but we need to pay***. Padahal Selasa besok harus di***submit***.	Insertion and Alternation	Inter-Sentential and Intra-Sentential
Student 1: ***What?*** Ndak Selasa minggu depan to?	Insertion	-
Student 2: Ngawur, Selasa besok. Makanya aku buat ***dateline*** hari ini harus selesai buat ***paper*** nya karena ***dateline*** udah mepet banget.	Insertion	-
Student 2: Tugasnya ***softcopy*** aja, ***right****?*	Insertion	Tag-Switching
Student 1: Iya, ***I guess***.	Insertion	-
Student 2: ***Yes***, dua-duanya. Ini aku lagi ***browsing*** artikelnya kok gak ada ya? ***It is so difficult to find articles that related to my research topics*** sumpah deh, Wah ***lowbat*** juga ***laptop***ku.	Insertion and Alternation	Intra-Sentential
Student 1 : Loh salahmu, kamu sambil main ***games*** sih.	Insertion	-
Student 2: Engga kok. Ini aku masih cari materi dan ***references journal*** tapi belum dapet.	Insertion	-
Student 1: Santai aja, coba aku ***searching*** di ***google***. Biasanya cepat ketemunya. ***Anyway***, carinya ***keywords*** nya apa?	Insertion and Alternation	-
Student 2: ***Up to you*** lah yang penting ada hubungannya dengan tema ***paper*** aku.	Insertion	-
Student 1: I see. Lah ini banyak hasil ***searching***nya. Yang penting materi dah ada semula. Nggak usah panik ***keep calm*** aja hahaha.	Insertion and Alternation	-
Student 2: Lah iya. ***Good good***. Ini bagus artikelnya, tolong di ***save*** dan ***send*** ke ***whatsapp***ku ya. ***Thanks*** ya ***bro***.	Insertion and Alternation	-
Student 1: Eh ***anyway***, makan yuk, udah ***lunch*** belom?	Insertion and Alternation	-
Student 2: ***Nope, come on, let's eat together then.*** Aku lagi mau makan yang **spicy** gitu nih	Insertion	Inter-Sentential
Student 1: ***I think***, Mie ayam enak deh	Insertion	-
Student 2: ***Yes***, mie ayam enak tuh, ***good idea!***	Insertion	-
Student 1: Yowes, **okay let's go there then**	-	Inter-Sentential
Student 2: udah agak mendung, ***do you bring an umbrella?***	-	Inter-Sentential and Tag Switching
Student 1: oh iya nih kayaknya mau ***raining***, aku bawa ***umbrella*** kok	Insertion	-
Student 2: ***Rapopo***, ***That's okay***, tidak jauh juga dari kampus kan tempatnya	Congruent Lexicalization	-
Student 1: ***Okay***, yuk jalan	Insertion	-
Student 2: ***Alright dude,*** yuk	Insertion	-

From Table 3, the researcher found some types of code-mixing by Singh and Sachan (2017) and code-switching by Hoffman (1991). From the types of code-

mixing by Singh and Sachan (2017), the students from English Department, at Tidar University in Indonesia more effectively used insertion type followed by Alternation and Congruent Lexicalization from code-mixing, because they inserted one-word item from English into Indonesia phrase. However, they also used congruent lexicalization, they used three languages English, Javanese, and Indonesian, then they inserted one word from English and one word from Javanese into an Indonesian phrase or sentence. While code-switching by Hoffman (1991), the researchers found some types of code-switching in the English Department, at Tidar University in Indonesia. The Indonesian students more using inter-sentential types followed by the intra-sentential and tag-switching types of code-switching takes about four times used it.

Table 4. The types of code-mixing and code-switching used by Thailand students

Utterances	Code-Mixing by Singh & Sachan (2017)	Code-Switching by Hoffman (1991)
Student 1: ***Hii***, สวัสดี ค่ะ	Insertion	-
Student 2: ***Hallo too***, สวัสดี ค่ะ	Insertion	-
Student 1: ดังนั้น***, at high school what are you studying about***?	-	-
Student 2: ***English and Chinese*** นะ	Insertion	-
Student 1: ***oh, but you are more like*** พูดจีนเก่งกว่า?	-	Inter-Sentential
Student 2: ใช่, ใช่. ***I prefer like Chinese. Because I think Chinese conversation is very easy than English, right?***	-	Inter-Sentential
Student 1: ดังนั้น, ***How long have you been studying Chinese?***	-	Tag Switching
Student 2: ห้า ***years, yeah..***	Insertion	-
Student 1: ***So, like since you're*** หก ***in elementary school***, ใช่ไหม?	-	Intra-Sentential
Student 2: ***No...*** มอ สอง ***in junior high school***.	Insertion	Intra-Sentential
Student 1: มอ สอง? ***Oh okay***	Insertion	-
Student 2: ***But, at that time, I dont like it because it's really hard***, อ่านไม่ออกอ่า, ดูตัวจีนไม่รู้เรื่อง. ***I don't understand the Chinese characters. When I see uh when I watch movie, it's Chinese movie or series I like, So I practice my Chinese. And now I speak Chinese*** **เอ่อดีกว่าภาษาอังกฤษอ่ะค่ะ.**	-	Inter-Sentential and Intra-Sentential
Student 1: ***oh*** ใช่ uh-huh	Insertion	-
Student 2: ***Yeah***, ใช่	Insertion	-
Student 1: แต่ ***now you're studying International Business?***	Insertion	Intra-Sentential
Student 2: ***yes*** ค่ะ	Insertion	-
Student 1: ***So***, เขายังเป็นโฟกัสภาษาจีนอยู่ปะ?	Insertion	-
Student 2: ***Yeah,*** จะแนวไปที่ภาษาอังกฤษมากกว่า	Insertion	-

Student 1: ***Oh but I think,*** แต่ก็มีพอภาษาจีนอยู่	Insertion and Alternation	-
Student 2: ***yes, yes,*** ใช่ๆยงเรียนจีนอยู่.	Insertion	-
Student 1: แล้วเราแบบ แล้วเรา พอที่นี้มัน, ***they focus about English more than Chinese? So yeah, now in this major***	-	Inter-Sentential and Tag Switching
Student 2: ค่ะ. ***So, now we*** …	Insertion	-
Student 1: ***But***, แล้วทำไง เกรียดไหมที่นี้?	Alternation	-
Student 2: ***yes, very serious. But, I want to practice my English*** ก็คือให้มันหนักขึ้สุด พยายามฟังเพลงหรือดูหนังให้มันเยอะขึ้นประมาณนี้ค่ะ ก็คืออาจจะใช้วิธีเกี่ยวกับการดูซีรี่ย์เอาประมาณนั้นแบบภาษาจีนเอ.	Alternation	Intra-Sentential
Student 1: ***oh, Okay*** ค่ะ. ***In your here studying, a lot of English would be better***	Insertion	Inter-Sentential
Student 2: ***Yes*** นะ… hahaha	Congruent Lexicalization	-
Student 1: ***Okay***, ฉันต้องไปเดอะมอลล์แล้ว ยินดีที่ได้คุยกับคุณ. ***谢谢你的谈话.***	Congruent Lexicalization	Inter-Sentential
Student 2: ***Okay*** ค่ะ, ***也谢谢你,*** สวัสดี ค่ะ	Congruent Lexicalization	Inter-Sentential

From Table 4, the researchers found some types of code-mixing by Singh and Sachan (2017) and code-switching by Hoffman (1991). From the types of code-mixing by Singh and Sachan (2017), the students from International Business China, Prince of Songkla University in Thailand more effectively used insertion type followed by Alternation and Congruent Lexicalization from code-mixing, because they inserted one-word item from English into Thailand phrase. However, they also used congruent lexicalization, they used three languages English, Thailand, and Chinese, then they inserted one word from English and one word from Thailand into a Chinese phrase or sentence. While code-switching by Hoffman (1991), the researchers found some types of code-switching by International Business China, Prince of Songkla University in Thailand. The Thailand students more using inter-sentential types followed by the intra-sentential and tag-switching types of code-switching takes about four times used it. It is quite similar to Indonesian students but Thailand students tend to use more code-switching than Indonesian tend to use more code-mixing.

The Reason for Using Code-Mixing and Code-Switching

People have some reason to use code-mixing and code-switching in their utterances. Numerous factors motivate people there to communicate with others to use code-mixing and code-switching. One of the reasons most people nowadays master two or more languages, especially teenagers. The subject of this research is students English Department, at Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand, and all of them are teenagers. The researchers knew that people seldom use one language in their daily conversation, the researchers frequently found people mix and switch their

language because of some factors. Such as communicating with other people who come from different backgrounds, cultures, and languages. Therefore, when people master more than one language they tend to mix and switch their languages as communication tools.

The researchers here described the causes or motives motivating people in their utterances using code-mixing and code-switching. The researchers analyzing the reason or motivation of students English Department, Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand used an interview technique consist four questions for them. After giving the questionnaire to the students, the researchers analyzed that then into three variables factors using code-mixing and code-switching by Hudson (1980). They are a social factor, cultural factor, and individual factor.

Table 5. Reasons Indonesian and Thailand students use code-mixing and code-switching

Reasons	Social Factor	Culture Factor	Individual Factor
Feel Comfortable	-	-	✓
To respect another speaker	✓	-	-
Because it is mandatory as a course or program	✓	-	-
So that there is no emptiness during the discussion	-	-	✓
Adapting to the context of the conversation	✓	-	-
Because sometimes I do not know the term in the other language	-	-	✓
Because the situation urges me to use it	✓	-	-
To simplify communication	-	-	✓
To clarify in detail what I'm talking about	-	-	✓
Due to a specific interest	✓	-	-
Because I'm learning a foreign language	-	-	✓
Because more enjoy and relax	-	-	✓
I use it whenever lecturers around me	✓	-	-
Because I feel cool when I mix the languages	-	-	✓

The result from table 5 above are the results of students' reasons for using code-mixing and code-switching because of individual factors like they feel enjoy, comfort, studying to more know grammar, forget words from other languages. Often people change the code in their utterances because they do not find the right word to express or they simply want to be judged as educated people by others. In addition, English is an exceedingly common language nowadays. However, when teenagers use foreign languages in their conversations today, it is no longer unusual. While the researchers also found another factor, which is the social factor with which they communicate with their friends. Sometimes people used code-mixing and code-switching for social factors because they think that is an informal situation, so feel enjoy communicating. The life of students is just from the Magelang or Javanese area and Thailand students are just from Phuket or the south side of Thailand, so the researchers cannot find cultural factors in this research. In

a nutshell, culture does not influence them to use code-mixing and code-switching terms.

Discussions

The findings of insertion that was found in an educational conversation used by the English Department, Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand were similar to the result of the research conducted by Pambudhi (2012). Indonesian or Thailand words or phrases were inserted in the English sentences. It is in line with Muysken (2000) who told that when a single constituent in form of a word or phrase is mixed, insertion is a plausible option. However, the findings of alternation found in an educational conversation used by the English Department, Tidar University in Indonesia, and International Business China, Prince of Songkla University in Thailand in this research are similar to the result of the research conducted by Pambudhi (2012). Indonesian or Thailand structure was mixed with English utterances. It is regarding the theory stated by Muysken (2000) which told that the words in English are mixed with Indonesian words, but both of them have their structure in a sentence or utterance.

Meanwhile, congruent lexicalization sentences produced by the English Department, Tidar University in Indonesia, and International Business China, Prince of Songkla University in Thailand were similar to the result of the research conducted by Pambudhi (2012). For Indonesian students, phrases and clauses in Bahasa Indonesia were mixed with English and Javanese utterance and for Thailand students, phrases and clauses in Thailand language were mixed with English and Chinese utterance. It is in line with the theory stated by Muysken (2000) which told that words in English are mixed with words in Bahasa Indonesia or other languages, but both of them have their structure in a sentence/utterance.

The findings of inter-sentential found in an educational conversation used by the English Department, Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand were similar to the result of the research conducted by Wibowo et al (2017). Indonesian or Thailand words or phrases were inserted in the English sentences. It is in line with Poplack in Romaine (2012) who told that Inter sentential switching, involves a significant amount of syntactic complexity and conformity to the rules of both languages; therefore, speakers performing this kind of switching are usually fairly proficient in the participating languages. However, the findings of intra-sentential found in an educational conversation used by the English Department, Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand in this research are similar to the result of the research conducted by Wibowo et al (2017). Indonesian or Thailand structure was mixed with English utterances. It is regarding the theory stated by Hoffman (1991) which told that a sentence in English is mixed with Indonesian or other languages sentences, but both of them have their structure in a sentence or utterance. Poplack in Romaine (2012) stated also Intra sentential switching refers to the switching that occurs inside the same clause or sentence which then contains elements of both languages.

Meanwhile, tag-switching term sentences produced by the English Department, Tidar University in Indonesia, and International Business China, Prince of Songkla University in Thailand were similar to the result of the research

conducted by Wibowo et al (2017). For Indonesian students, phrases and clauses in Bahasa Indonesia were mixed with English and Javanese utterance and for Thailand students, phrases and clauses in Thailand language were mixed with English utterances. It is in line with the theory stated by Poplack in Romaine (2012) which told that Tag switching, is simply the insertion of a tag in one language in an utterance that is entirely in the other language, e.g. you know, I \mean, right inserted with question tag *"?"*. The next discussion is about Indonesian and Thailand students' reasons for using code-mixing and code-switching in conversations.

Based on the interviews done by the researchers, it was found that there were fourteen reasons why the English Department, Tidar University in Indonesia and International Business China, Prince of Songkla University in Thailand students used code-mixing and code-switching. First, the first reason was feeling comfortable using those terms in a conversation, it means the students, especially teenagers, are comfortable using two or more languages at the same time by using code-mixing and code-switching techniques. Second, they tend to respect another speaker, which means when they use these terms in communicating with people, it respects another speaker to be able to understand easier. Third, it is because mandatory as a course or program. Indeed, in the English department at Tidar university, English is a mandatory and main language used in the class.

In addition, for International Business China, since it is an international program, the students are required to speak English, since the students in the class are having different backgrounds which means some of them to come from other countries. Fourth, they said using these terms to help to prevent emptiness in a conversation, it means it is a good way to have communicative competence. Fifth, they tend to adapt to the context of the conversation. Sixth, it is because they do not know the term or meaning in other languages so they use this technique to make a conversation smooth. Seventh, it is because the situation urges them to use it. Eighth, they use it to simplify communication, which means by using code-mixing and code-switching, they can create a good conversation and prevent communication breakdowns. Ninth, to clarify in detail what they are talking about, means to make another speaker understand properly. Tenth, due to a specific interest. Eleventh, it is because they are learning a foreign language, that's why they mix and switch from L1 to L2 or even L3. Twelfth, it is because they enjoy and relax using code-mixing and code-switching when they speak. Next, they use it whenever lecturers are around them. Last, they use code-mixing and code-switching because they feel cool when they mix the languages, it is one of the individual factors that influence them. Based on the results, the Indonesian and Thailand students' reasons are mostly related to social factors and individual factors.

Conclusion

At the end of the result, the writer jumped to conclusion that Indonesian students were more likely to use code-mixing than code-switching, and also Indonesian students were likely to use insertion and alternation types of code-mixing and inter-sentential types of code-switching. While Thailand students were likely to use code-switching rather than code-mixing but they still use plenty of code-mixing, however, Thailand students used mode code-switching rather than Indonesian students. In addition, Thailand students were also likely to use insertion

types of code-mixing and balance in using inter-sentential and intra-sentential types of code-switching.

Indonesian and Thailand students seem frequently use code-mixing and code-switching utterances when they communicate with other people. The greatest reason for the Indonesian and Thailand students is that they are from English Department and International program, therefore, they must learn and practice communicating using the English language. However, when they do not know the word or phrase in English, they will speak it in Bahasa Indonesia and similar to Thailand students when they do not know the word or phrase in English, they will speak it in Thailand language. Therefore, in daily life, they tend to use more than one language to communicate with each other with people.

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