AN UNDERGRADUATE THESIS

AN ANALYSIS OF CODE MIXING

IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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AN ANALYSIS OF CODE MIXING

IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

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NOTIFICATION LETTER

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To The Honorable,

The Head of Tarbiyah Faculty

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to undergraduate thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be examined on the munaqosah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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   tempat

AssalamualaikumWr. Wb.

  Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi	: AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

Sudah kami setujui dan dapat dimunaqosahkan, demikian harapan kami atas

perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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ABSTRACT

AN ANALYSIS OF CODE MIXING
IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

By:

SINTHA PUTRI MULIATI

This thesis discusses the types and levels of code mixing in the Uncommon Way book by Jovi Adhiguna. The purpose of this research is to find out the types and levels of mixing English-Indonesian codes used in Uncommon Way books.

The research method of this research is qualitative research. To analyze and find out the type and level of code mixing here, the researcher applies Musyken theory. The researcher collects data from Uncommon Way books by reading the book from beginning to end.

The findings from the data analysis show that there are three types of code mixing found in uncommon way book, namely: insertion, substitution and congruent lexicalization. Among the three types of code mixing, it is known that the most commonly found code mixing is the insertion type, which is 90,98% data. Meanwhile, at the level of code mixing, the most frequently occurring code mixing word level was found as many as 48,36% data.

Key Word: Code Mixing, Uncommon Way Book.

ABSTRAK

ANALISIS PENCAMPURAN KODE YANG DIGUNAKAN

OLEH JOVI ADHIGUNA DALAM BUKU UNCOMMON WAY

Oleh:

SINTHA PUTRI MULIATI

Skripsi ini membahas tentang jenis dan tingkatan percampuran kode yang yang ada di dalam buku uncommon way. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis dan tingkatan-tingkatan percampuran kode inggris-indonesia yang digunakan dalam buku uncommon way.

Metode penelitian dari penelitian ini adalah penelitian kualitatif. Untuk menganalisis dan mengetahui jenis dan tingkatan percampuran kode disini peneliti menerapkan teori musyken. Peneliti mengumpulkan data dari buku uncommon way dengan membaca buku dari awal hingga akhir.

Temuan dari analisis data menunjukkan bahwa ada tiga jenis campur kode yang ditemukan dalam buku jalan biasa, yaitu: penyisipan, pergantian dan leksikalisasi kongruen. diantara ke tiga jnis code mixing tersebut, diketahui bahwa code mixing yang paling banyak ditemukan adalah jenis insertion yakni ada sebanyak 90,98% data. Sedangkan pada tataran campur kode yang paling sering muncul adalah code mixing word level yang ditemukan sebanyak 48,36% data.

Kata Kunci: *Percampuran Kode, Buku Uncommon Way.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: Sintha Putri Muliati
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States that this undergraduate thesis is origanally the result of the research's research, in exeption of certain parts which are exeption from the bibliographies mentioned.

Metro, 28 October 2021
The Researcher

SINTHA PUTRI MULIATI
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Oktober 2021
Peneliti

SINTHA PUTRI MULIATI
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MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ

إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّلْعَالِمِينَ

"And one of His signs is the creation of the heavens and the earth and

the diversity of your tongues and colors; most surely there are signs in

this for the learned."

(Ar- Rum: 22)

"To learn a language is to have one more window from which to look

at the world"

(Chinese Proverb)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved parents, my great father Mr. Abdul Rohman and my patient mother Mrs. Suprapti who always loves, prays and supports my success, because of their great sacrifice, their daughter was able to complete her studies at this campus.

2. My beloved friends Nacha Angelia, Sekar Winda Putri, Rahma Nurul Huda and Melia Wulandari who have always been by my side to accompany, support and encourage me from the beginning to the end of the semester.

3. A special guest in my heart who is a mentor in my life, who always gives me advice and always calms me down in his way when everyone brings me down.

4. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all these hard work, I wanna thank me for having no days off, I wanna thank me for never quiting, I wanna thank me for always being a giver and tryna given more thank I receive, I wanna thank me for tryna do more right than wrong and for just being me at all times

5. My beloved Amamater of State Institute for Islamic Studies of Metro.

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In the name of Allah, the most charitable, the most benevolent praise be to Allah, king of kings, lord of the world, and ruler of the next day, who has given us blessings and direction because of generosity and liberality. The researcher realizes and feels very confident that without blessing, benevolence and guidance, it would be possible to complete this paper. Prayers and Sallam may Allah send them to our Prophet Muhammad, family, friends and followers.
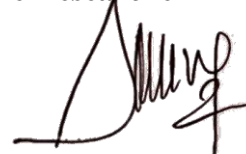
This under a research entitles "An Analysis Of Code Mixing In Uncommon Way Book By Jovi Adhiguna" could finish successfully. On this occasion the researchers would like to express his deepest gratitude to:

1. Dr. Siti Nurjanah, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd., as The Dean of the Faculty of Tarbiyah and Teacher Training
3. Andianto, M.Pd., as the Head of English Education Department.
4. Trisna Dinillah Harya, M.Pd., as the sponsor.
5. All of the lecturers at the State Institute for Islamic Studies (IAIN) of Metro.

Last, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been written.

Metro, 28 October 2021
The Researcher

SINTHA PUTRI MULIATI
St. Number. 1701070203

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CHAPTER I

INTRODUCTION

A. Background of study

Language is used by people to communicate in a social environment both in oral and writing. Because the differences in regions and cultures in this world cause language diversity. A person usually masters the mother tongue as the first language to communicate, and can develop along with changes in the relationship that a person makes. Commonly, a person can master more than one language. Language is used to express feelings, ideas, thoughts, desires, hope, and so on.

When there are two or more people interacting by carrying out the process of conveying information using the same system or behavior, it is called communication. Language has a very important role for human life, such as when expressing ideas, when working and negotiating. This can certainly be seen from the daily life of the community in the world of work. All profession is inseparable from the use of language. For example a teacher, public speaking, and tour guide. As a result, multiple languages were created in world, one of the most often used to communicate is English.

Language is flexible which means that it can change over time. Language can develop easily following the times. Language can also be used as a characteristic of a community that has experienced development or not. People develop some knowledge and abilities in second languages and

become bilingual. Sometimes the language they use is mixed this is known as code mixing and code switching. In sociolinguistics there is one part that learns about language mixing called code mixing. In real life using code mixing in conversation is a common thing for everyone to do. This can be found anywhere on the internet, novels, book, magazines, advertisement, and even daily conversation.

Code mixing is the insertion of certain languages that are carried out in various languages which aim to explain the same meaning or purpose.[1] The phenomenon of using code mixing exists worldwide, which is very interesting to discuss it. Many factors influence someone using code mixing, such as their background in work, education, culture, and economy, social and so on. They think so when they mix native language with other languages in their pronunciation, they will look more impressive.

The use of code mixing is not only found in direct conversation, the use of code mixing can also be found in books or novels. Many people like to read books or novels. Many book authors who use more than one language or mix two languages in the book they write this is called code mixing. Code mixing is used to describe thoughts, ideas, and express the author's feelings. Many people try to speak English after reading a book or novel. When reading a book that contains code mixing Indonesian-English, then it can help readers to increase their vocabulary in English. So reading a book or novel can be an excuse for someone to try to speak by mixing two different

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[1] Wiruma T. Adi, "Code Switching in Critical Eleven Novel," *Jakarta: Metathesis Journal Of English Language, Literature and Teaching*, Vol. 2, No.1 (2018) p. 42.

languages. In this study, researchers contributed to a sociolinguistic course which discussed one of its sub-chapters, namely code mixing. It is hoped that after reading this research, it can provide additional knowledge for students who are studying sociolinguistics, especially for code mixing.

In this study, the researcher will only analyze chapters one, two and three and then focus on some aspects of code mixing, especially about the types and levels of code mixing in the Uncommon Way book by Jovi Adhiguna. The character in the book usually uses some English and Indonesian when to communicate. An example of code mixing that found in the book is: "*Eventually*, memang hidup, tuh, terkadang ada diatas dan ada di bawah." The example above, there are some inclusion of English into Indonesian sentences. It is found that there are some types of code mixing used in Uncommon Way Book by Jovi Adhiguna. The researcher interests to analyze on the process of code mixing in English into Indonesian language use by the character of the book. The researcher is really motivation to conduct a research entitle "An Analysis of Using Code Mixing in Uncommon Way Book by Jovi Adhiguna".

B. Focus of The Study

In this study the researcher focus to the analysis on the process of code mixes in English into Indonesian and type of code mixing use in uncommon way book by Jovi Adhiguna.

C. Research question

Based on the background of the research above, the formulation of the problem that is reveal in this study can be start, as follow:

1. What are the types of code mixing that use in Uncommon Way book by Jovi Adhiguna?

2. What are the levels of code mixing which appear in Uncommon Way book by Jovi Adhiguna?

D. Objectives and Benefits of Study

1. Objective of the Study

    Base on the problem formulation, this study aims to find out the types and levels of code mixing which appear in Uncommon Way book by Jovi Adhiguna.

2. Benefit of the Study

    Overall, this research is expected to help provide good information for the readers. This research is not only aimed at the linguist community, however also other people, especially Indonesian teenagers who have used a lot of deep code mixing daily communication. In particular, as expected have the following benefits:

    a. Theoretical benefits

    The result of this study can be used as additional knowledge to improve the ability of code mixing. It will influence students to study

linguistics, sociolinguistics, and especially about code mixing. Besides, this code can be found in the novel and another media.

b. Practical benefit

The result of this study can be as a reference for students, and other researchers who are interested in analyzing and developing study about code mixing. It can be used as additional reference and information in using better utterances.

E. Prior Research

The analysis of code mixing has ever been conducted by Waode Hamsia entitled *code mixing and code switching in umar kayam's novel para priyai.* Result the analysis researcher shows that there are some forms in this study. The researcher focuses to analyze code mixing and code switching of Indonesian-Javanese. They are code mixing in the form of word and in the form of phrase. Then, in the term of code switching only the form of the sentence.

Another research conducted by Rr. Astri Indriana Octavita entitled *code mixing and code switching in novel the devil wears prada by lauren weisberger: a sociolinguistic study.* The researcher analyzes code mixing and code switching for Indonesian-English, Indonesian-Javanese and Indonesian-French. The research result shows that code mixing that happens in the novel is categorize into two types, inner code mixing and outer code mixing. Then, code switching that found in the novel categories into three types, which are tag-switches, inter-sentential switches, and intra-sentential switches.

In order to make the research about code mixing is more diverse, besides from discussing the types of code mixing used, the researcher will also discuss the levels of code mixing contained in this Uncommon Way book. In previous studies the researchers analyzed code mixing contained in Indonesian with regional or foreign languages, while in this study researchers will only focus on code mixing in Indonesian-English sentences contained in Uncommon Way Book by Jovi Adhiguna.

CHAPTER II

THEORETICAL REVIEW

A. Sociolinguistics

Language cannot be separated from human daily life, because language is used in the form of listening, reading, writing and speaking. So that activities carried out by humans are always related to language. The relationship between language and culture in society can be seen from the expansion of culture. Seen from a social point of view there are two aspects of language behavior, namely: first, the function of language for builds social relationships; and second, the role language plays to convey information from the speaker.[2] This shows that there is a close role between language and society.

According to Sapir-Whorf, actually each language shows a distinctive symbolic which describes the reality of the user's thoughts and needs to think, see the environment and the universe around them in different ways, therefore showing different behavior as long as the language they use is structurally different[3]. In addition, language can also be used to maintain and establish good relationships in society. The relationship between humans and language in the branch of linguistics is called sociolinguistics.

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[2] Piter Trudgill, *Sociolinguistics: An Introduction To Language And Society* (Fourth Edition), (London: Penguin Books Publishing, 2000) p. 2.
[3] Ronald Wardhaugh and Janet M. Fuller, *An Introduction To Sociolinguistics*: *Seventh Edition,* (Australia: Blackwell Publishing, 2015) p. 11.

Sociolinguistics is the study of the relationship between language and society, that is explain why we speak differently in different social contexts with regard to the social function of language and the way in which it is conveyed[4]. People who use language in different social contexts will provide additional new information how language works, as well as about social relationships within a community and the way a person constructs aspects of their social identity through the language they speak.

Trudgill explain that, sociolinguistics is part of linguistics concerned with language as a social and cultural phenomenon.[5] It describes the field of language and communities closely related to sciences, particularly social psychology, anthropology, geography and human sociology. This certainly affects the language formed in a society. Language can change over time. With technology that continues to develop, language will also continue to develop. Nowadays people not only master their mother tongue, but someone can master more than one language to support their lives in socializing with people of different cultures and languages.

B. Bilingualism

The ability of a person to speak more than one language is called bilingualism and multilingualism. In Indonesian bilingualism is known as "*kedwibahasaan*", which means the use of two a language or two of code.

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[4] Janet Holmes, *An Introduction to Sociolinguistics: Fourth Edition*, (New York: Routledge, 2013), p. 1.

[5] Nana Yuliana, Amelia R. Luziana & Pinito Sarwendah, "Code-Mixing and Code-Switching of Indonesian Celebrities: A Comparative Study," *Jakarta: Jurnal Lingua Cultura*, Vol. 9, No. 1 (2015) p. 48.

Whereas bilingual is the ability of a person to speak two languages as well as native speakers in each one.[6]

Weinreich said that bilingualism as the practice of using two languages interchangeably, as a habit of using two or more languages.[7] The practice of using two or more languages in bilingualism can occur either individually or in groups. Bilingualism is the ability to use two languages to communicate with each other people, and the use of this second language pronunciation is as fluent as the use of the mother tongue. Many people in the world speak more than one language in their daily life, because everyone wants to try to increase their knowledge through bilingualism.

A person becomes bilingual when the language that usually uses is considered to lack understanding so that words from other languages that have the same meaning are inserted. As we know several factors can influence a person to change language in society. For example, the development of modernization in the field of communication technology and education requires one to develop language skills to survive in this modern era.

Usually, a person can understand more than one language. When they make a conversation with another person, they will use the ability to combine or insert between one language and another. In sociolinguistics, that's common called by code.

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[6] Ahmad M. Waris, "Code Switching and Mixing," *STAIN Manado*, Vol . 13 No. 1 (2012): p. 128.

[7] Suardi Silaban & Tiarma I. Marpaung, "An Analysis of Code-Mixing and Code-Switching Used By Indonesia Lauyers Club on Tv One," *Medan: Journal Of English Teaching As A Foreign Language*, Vol. 6 (2020) p. 5.

C. Code

The system used by people to communicate with each other is called code. To express feelings, someone usually chooses the right code to use when communicating so that the message conveyed can be received and understood properly. According to Stockwell code is a symbol of nationalism that is use by societies to say or communicate in specific language, accent, dialect, style, register on different times and for different meaning.[8]

In daily life people will use different codes depending on the situation that they need to be. Someone will choose the correct code to use when communicating. For example, when discussing certain more calm topics it will be easier to use daily language that is usually used at home and to discuss more serious topics, the use of language can be adapted to the topic area.

However, there are many problems that arise because of differences in code from one code to another, this can be called a single sub-variety language, and for example there are differences in dialect, style, and registers.[9] Functional differences between codes can regulate the use and selection of the appropriate code. Currently the phenomenon of bilingualism and multilingualism are found in daily life.

Bilingual people must have mastery in choosing the right language usage to be used in a group so that the communication process can run effectively. This condition makes them use code switching and code mixing

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[8] Citra Dewi and Yayan Ekalaya, "An Analysis of Outer Code Switching and Code Mixing In Indonesia Lawyers Club," *Dehasen University: Literary Criticism Journal,* Vol. 2, No. 1 (2015) p. 51.
[9] Ronald Wardhaugh, *An Introduction To Sociolinguostics: Sixth Edition*, (Australia: Blackwell Publishing, 2010) p. 84-85.

to convey their speech so that it can be understood. Code switching and code mixing phenomena can be found on the internet, novels, book, magazines, advertisement, and even daily conversation.

1. Code Switching

One's ability to switch from one code to another or to mix code of a single utterance, in speech so as to create the new code is known as code switching[10]. Code switching is used when in a conversation there are two different languages. The variation in the use of different languages in a bilingual society occurs in certain conditions and situations, which make it possible for this code switching to occur. Code-switching occurs for other reasons such as, a certain situation, the existence of interlocutor or the hearer's language competence, and the topic of the conversation.[11]

According to some Wardhaugh factors that can affect code switching such as solidarity, select of subjects, and observations of social and traditional space.[12] Mixing this code can be an option for someone who has the ability to be bilingual when he wants to talk about something that is private to others and does not want many people to know. Currently, the code switching phenomenon is common, especially among young people. Some of them will feel more confident and extraordinary when they can use code switching in their conversations.

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[10] Ronald Wardhaugh, *An Introduction To Sociolinguistics: Fifth Edition*, (Australia: Blackwell Publishing, 2006), p. 101.

[11] Syahreni Siregar, "The Use of Code-Switching in English Education Study Program at State Islamic Collage of Jurai Siwo Metro," *English Education*, Vol.03, No. 02 (2015) p. 97.

[12] Waode Hamsia, "Code Mixing And Code Switching In Umar Kayak's Novel Para Priyai," *Didaktis,* Vol. 15, No. 1 (2015) p. 36.

a. **Types of Code Switching**

Base on Poplack there are three types of code switching, such as intra-sentential switching, inter-sentential switching, and tag-switching. For more explanation, can be seen below:

1) Intra sentential switching

   Intra-sentential is a clause or sentence in which there is a code switching. In this case, change of phrase, word or clause of the speaker can happen. Intra-sentential switching occurs when there is a foreign language found in basic language sentences.

   For example, "*Tapi* if one day I have a kids, *aku bakal ngajarin merekabetapa indahnya perbedaan, betapa indahnya toleransi.*"

2) Inter sentential switching

   Intra-sentential switching is used for switching between sentences and occurring within sentence boundaries, this happens when each sentence has a different language between one sentence and another.

   For example, "If you don't love yourself, who's gone, love you. *Kamu harus cintain diri kamu*, flaws and all."

3) Tag switching

   Tag-switching or emblematic switching is the insertion of tags that occur from one foreign language into speech entirely in another

language. Tag-switching can be interjection, brackets or tag in a language other than another sentence.[13]

For example, "*Intinya, tanpa mereka semua, nggak aka nada Jovi yang sekarang*. I am so grateful!"

2. Code mixing

Code mixing is the insertion of certain languages that are carried out in various languages which aim to explain the same meaning or purpose.[14] Mixing that code carried out in at least two types of language which have harmonious meanings. According to Saputo code mixing is more than just the use of language where speakers or writers mix two or more codes into a discourse, this code mixing can be found in unintentional situations and informal situations.[15]

Code mixing occurs during a conversation use two languages at the same time or by inserting words which is changed from one language to language others in a single conversation or sentence.[16] In code mixing can involve mixing levels of language such as lexical items, morphology or phonology.

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[13] Wiruma T. Adi, "Code Switching in Critical Eleven Novel," *Jakarta: Metathesis Journal Of English Language, Literature and Teaching*, Vol. 2, No.1 (2018) p. 42.

[14] Deri R. Pratama, Sarwiji Suwandi & Nugraheni E. Wardani, "Cade-Mixing and Switching of The Novel Kukejar Cinta Ke Negeri Cina By Ninit Yunita," *Padang: E-Jornal Humanus*, Vol. XVI, No. 1 (2017) p. 16.

[15] Santika Wulandari, "Indonesia-English Code Mixing In Raditya Dika's Manusia Setengah Salmon," *Central Kalimantan: Journal On English As A Foreign Language*, Vol. 6, No. 1 (2016): p. 72.

[16] Astir I. Octavita, "Code Mixing and Code Switching in Novel The Devil Wears Prada By Lauren Weisberger: A Sociolinguistic Study," *Jakarta: Scope: Journal Of English Language Teaching*, Vol. 1, No. 1 (2016) p, 71.

In addition, Suwito explain we can see borrowing sentence elements from one language to another language in mixing code.[17] Book writers usually use two languages or more languages to describe thoughts, ideas, ideas, and expression. So that the message the writer wants to deliver and can be conveyed properly by the reader. Different from code switching where the insertion is done in one sentence, in mixing code the insertion is only done on a few words in one full sentence.

Among the community, code mixing in conversation is not a new thing. This phenomenon is also commonly found in Indonesia. This is triggered by the fact that people in Indonesia can be said to be a bilingual society multilingual due to the variety of languages used in daily conversation.

a. **Types of code mixing**

According to Suwito there are two types of code mixing, such as inner code mixing and outer code mixing. For more explanation, can be seen below:

1) Inner code mixing, which occurs because of the insertion of words from the original language with all its variations. Usually this happens a lot in Indonesia, which has many regional languages, so they mix Indonesian with other languages. For example, "*Kamu* demen *banget makan bakso ya*?"

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[17] Trisna D. Harya, "Sociolinguistics (Code: Code Switching and Code Mixing)," *Lentera: Educational Scientific Journals,* Vol. 11 (2018) p. 92.

2) Outer code mixing, which occurs because of the insertion of words that come from foreign languages in one sentence. This means that, the speaker mixes his national language with a foreign language. English is generally the most widely used language for this mixture.[18] For example, "*Mami selalu menerima dan* supports *apapun yang akan aku lakuin.*"

In addition, based from Muysken explain that three types of code mixing:

1) Insertion (word phrase)

Insertion is mixing code with addition of new words into a sentence or speech. Here the code mixing process is used when they don't know the meaning in their national language so they mix or borrow other languages. For example, "*Besok siang mau* lunch *dimana*?"

2) Alternation

The approach departs from the alternation view mixing of languages in terms of ability or equality, is involved in switch point. For example, "*aku bisa meng*eksplore *banyak tempat yang sebelumnya nggak pernah terbayangkan.*"

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[18] Ary I. Wibowo, Idah Yuniasih & Fera Nelfianti, "Analysis of Types Code Switching and Code Mixing By The Sixth President of Republic Indonesia's Speech At The National of Independence Day," *Jakarta: Progressive Journal*, Vol. 8, No. 2 (2017) p. 17.

3) Congruent lexicalization (dialect)

Congruent lexicalization is the study of style shifting and dialects / standard variations that influence the use of appropriate language. That is, when there are words that are like a foreign language different from speech, it usually comes out of the speaker's mouth.[19] For example, "*Apa kamu sudah mematikan* computer?"

b. Levels of code mixing

According to Suwito defines that there are differentiation levels of code mixing in the forms of word, phrase, baster, repetition, idiom, and clause. To divide every level of code mixings in order to be easier to understand, here the explanation written bellow in the table.

Table 2.1
The levels of code mixing

No	Levels of Code Mixing	Definition of Code Mixing	Example of Code Mixing
1.	Word level	Word is the smallest unit within language that consists of morpheme or more than a morpheme.	Tapi teks ini **catchy** banget, bos.
2.	Phrase level	Phrase is a group of word that does not have subject or verb.	Nah, yang satu lagi formatnya buku seni, bentuknya **coffee table book.**

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[19] Titi D. Rohati & Dadan Hidayat, "Code Mixing In Novel Takbir Cinta Zahrana*," Bina Saran Informatika University: E-Journal BSI,* Vol. 11, No. 2 (2019) p. 185.

3.	Baster level	Baster is a combination of two elements and creates one meaning. The baster form basically from English and the words in English get addition of Indonesian Affixation.	Emang kadang mendingan **nge-date** pake sepeda kumbang daripada Fiat kuning itu.
4.	Repetition Word or Reduplication Word Level	Repetition word is a word formed because of words reduplication.	**Morning, morning** guys.
5.	Idiom Level	Idiom is group of words with a meaning that is different from the meaning of the individual word. It means that idiom creates new meaning that is different from the real meaning of each word.	Ide kamu itu fresh banget, **out of the box.**
6.	Clause level	Clause is a group of word that has subjects and verb but smaller than sentence. There are two kind of clause, such as independent clause and dependent clause. Independent clause is a clause that can stand alone. While, dependent clause is a clause that cannot stand alone as clause, they need another independent clause to make it perfect.	Hari ini, hari yang teristimewa buat aku, karena **I get a new car.**

Source: adapted from Suwito.[20]

3. **The differences between code switching and code mixing**

Code switching and code mixing both have strong similarities, even we find it difficult to distinguish between the two. The similarity lies in its function when we use two or more languages as language variants in community speech. While the difference in code switching show in the switching events of language or variety of languages by bilinguals for certain reasons and consciously. While code mixing, the use of pieces of other languages in one language sentence is possible needed, has a function and is not considered wrong or deviant. Currently in in our country, code mixing and code switching are widely used in daily life. A bilingual sometimes slips a piece of another language in the conversation he does, this can be said he does code mixing.

Fasold (1996) describes one criterion that differentiates between code mixing and code switching. One of the things that distinguish code switching of code mixing is that grammar in the defining clause the language used.[21] With this criterion, if someone using a word or phrase from another language, then he has mixed not switched. But if one clause has grammar the structure of one language and the next clause built according to grammar another so as to create code then this is called code switching.

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[20] *Ibid.*

[21] Trisna D. Harya, *Sociolinguistics (Code Switching and Code Mixing).*, 96.

According to Thelander, the difference between code switching and code mixing is, if code switching is when a speaker switches from one language clause to another language clause. Meanwhile, if the clause or the phrase consists of a hybrid clause and a hybrid phrase and they do not support each one otherwise known as code mixing.[22]

From previous studies, it is difficult to distinguish between code mixing and code switching, because there are still some concepts rules to be observed relating to language interference to make it clear when you change the language on purpose and you do it for a specific purpose (eg your interlocutor have a different mother tongue from you, or change of topic or situation), then here you can use code switching to understand each other. But when you enter only a piece words other than your language, and you have no specific purpose or because accidentally when doing it means you have done code mixing.

D. Uncommon Way Book

Uncommon way book is an Indonesian language book which contains the life journey of the author, Jovi Adhiguna. The writer's ability to use two languages in his daily life makes this book contain Indonesian-English mixing code. The reason the researcher uses Uncommon Way books to find types of code mixing is to make the reader understand and to make it easier to

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[22] Ahmad M. Waris, "Code Switching and Mixing (Communication in Learning Language)," *Manado: Jurnal Dakwah Tabligh,* Vol. 13, No. 1 (2012) p. 129.

understand the use of code mixing in daily conversations. The synopses of uncommon way book are written bellow:

The Uncommom Way Book tells about the author's life journey which is like a rollercoaster. Sometimes life is at the bottom, sometimes at the top, until finally it is in freefell. Moreover, he realized that there was something different about him that was difficult for others to accept, even his own family. That of course is not easy to deal with. However, he always felt lucky. Maybe his life is destroyed, his family is broken, but with the presence of mom, dad, family and their followers on social media he feels that his life is happy.

Jovi Adiguna started his first business by opening a custom shoe business. He started his business by taking photos of products from websites and then publishing them on Facebook. This custom shoe business developed over time until after graduating from college he released his own brand. The profits he gets are getting bigger and his market is also expanding, until some of his friends become retailers. From here the pebbles start to appear. From what was once a business run alone without any problems, until finally he was deceived by his own friends. The business he runs is destroyed until he is being chased by debt.

Until where Jovi Adhiguna met one of the artist managers named Sister Vanda, who asked him to styling the artists. The first artist to styling it was the Tantri kotak, and then naturally requests to styling it began to emerge. After receiving styling offers from several artists, Jovi Adhiguna began to get

to know Sony Music International to work on many video clips of artists under their sponsorships. Then projects to make videos are coming. He has worked on the video clips SM*SH twice, Mytha Lestari, Novita Dewi X Factor, GAC, Denada, to Malaysian artists.

After getting through all the injuries, good and bad memories, loss, and finally choosing to get out of his comfort zone by becoming a content creator, fashion designer and business man. Now, he feels surrounded by the people he loves and can explore many places he never imagined before. He is privileged to do what he likes and can make a living from it. One of his greatest achievements is having online friends, his followers, his subscribers who feel motivated after seeing his posts on social media. He feels happy because what he does can help others. As simple as, he can make others laugh.

E. The Biography of the Author

Jovi Adhiguna Hendrawan is the author of uncommon way book, content creator, entrepreneur and fashion designer who were born in Bekasi, June 24, 1990. He graduated from Telkom University Bandung bachelor's degree in textile and fashion crafts (KTM). Someone who never believes thought that YouTube would become a new zone in his life. Even through YouTube, Jovi is increasingly known for various achievements, one of which is being one of the representatives of content creators from Indonesia to attend YouTube Creator for Change and has won an award as a Breakout

Creator of the Year at the Beauty Fest Asia 2017. Not only that, Jovi also increasingly loved by his fans for his straightforward attitude when appearing in public. Uncommon way is the first book published in 2019. This book contains a safety journey that is unique and different from most people. This book became a best seller in bookstores at the beginning of its publication and many are hunting it both online and offline.

CHAPTER III

RESEARCH METHOD

A. The Characteristics and Types of the Research

This research uses descriptive qualitative research, where the researcher collects data then makes an analysis and ends with making conclusions. Bogdan and Taylor explain that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.[23] In other words, qualitative the analysis emphasizes the level of information obtained by the researcher. So that, the deeper and more accurate the knowledge obtained the higher of standard of analysis conducted by researchers.

Bogdan and Biklen, S. explained that qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed.[24] It is hoped that this qualitative research will be able to produce a description of the behavior, writing or speech that can be observed in a particular individual, group, community, or organization which is studied from a complete, comprehensive and holistic perspective. After the data was obtained, the researcher then developed and explained the results of the data using their own language.

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[23] Samsu, "Metode Penelitian: Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development," Pusaka Jambi (2017) p. 86

[24] Pupu S. Rahmat, "Penelitian Kualitatif," *EQUILOBRIUM*, Vol. 5, No. 9 (2009) p. 2-3.

In this study, researchers analyzed and collected data from the Uncommon Way book. The author of this book is an influencer who often uses two languages in his daily life and also applies it to the book he wrote entitled Uncommon Way. The researcher analyzed of the code mixing contained in this Uncommon Way book, and then the researcher described the data that had been obtained based on the topic to be analyzed.

B. Data Resources

Research cannot be carried out in the deficiency of data, so data is the most important part of a research. Jack and Norman explain that the term "data source" refers to types of information obtained by researchers through research subjects, and from where the data was obtained.[25] The data source used in this study is a book by Jovi Adhiguna entitled Uncommon Way. In this study, data were obtained from the analysis of English words, sentences and phrases in the Uncommon Way book by Jovi Adhiguna.

Researchers analyzed the types and levels of code mixing in this Uncommon Way book using descriptive text as the data. This is because after the data is obtained the researcher explains it. The reason of the book Uncommon Way as a source of data is because the author of this book is Jovi Adhiguna, who is an influencer who often uses bilingual in his daily life and is also applied in the books he writes. The use of Indonesian-English code mixing in this book can also be used by readers as a means to increase English vocabulary.

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[25] *Ibid.,* 95.

C. **Data Collecting Technique**

In this research, the researcher utilized documentation to collect the data. To collect the data, there are several ways that the researcher should do, as follows:

1. Firstly, the researcher reading the uncommon way book as a whole to the end.

2. Secondly, the researcher underline the sentences that contains of code mixing.

3. Next, the researcher make a table bo be classified every types and levels of code mixing.

4. The researcher starts to identify the data.

5. And the last, the researcher classify the data base on the types and levels of code mixing.

D. **Data Analysis Technique**

The data analysis technique used in this research is data analysis from the book to be analyzed about the types and levels of one of the English language communication materials, namely code mixing. Researchers not only collect data but also analyze the data obtained to get the expected research results. In this study, the data analysis technique used by the researcher was taken from the Uncommon Way book and will analyze the code mixing in it.

Leedy and Ormrod argue that content analysis is a detailed and systematic examination for the purpose of identifying themes, biases or patterns.[26] In this method discusses forms communication used by humans such as in newspapers, books, films, etc. Based on the explanation above, the researcher used qualitative analysis techniques to collect data. So to complete the data analysis technique in this study, the researcher used content analysis of the data. What will be analyzed is the code mixing sentence contained in the Uncommon Way book. The stages carried out are as follows:

1. Researchers read the Uncommon Way book from beginning to the end. It aims to find out the entire contents of the Uncommon Way book and analyze sentences containing code mixing.

2. The researcher collected sentence data which was included in the code mixing from the Uncommon Way book. After reading the entire book, the researcher initiated to collect sentences containing English-Indonesian code mixing.

3. Based on the theory of Muysken, the researcher classifies the division of code mixing into three types, that is:

    a) Insertion

    b) Alternation

    c) Congruent lexicalization

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[26] Monica Destaria and Yulan P. Rini, "Analysis Of Translation Strategy In Transferring Meaning Of English Idiom Into Bahasa Indonesia In The Subtitle Of Pitch Perfect 3 Movie," *Lampung: English Education: Journal Tadris Bahasa Inggris,* Vol. 12 (1) 2019, p.37-38

4. Provide a code for each data obtained. This coding is intended to facilitate analysis of the data. These codes can represent the types and levels of mixing code that are in the uncommon way book.

5. Appeal conclusions and suggestions based on data analysis that has been obtained. Appeal conclusions based on data that has been found in the book. As well as providing the necessary suggestions in order to make this research more complete.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Descriptive of Research

In this chapter, the researcher classifies the data in this study based on the type and level code mixing. The data found were obtained from uncommon way book chapters one, two and three. Researchers found code mixing in various types and the level. For the type of code mixing contained in the book, the researcher analyze using the theory of Musyken which divides code mixing into three types, that are insertion, alternation and congruent lexicalization. Meanwhile, for the level of code mixing the researcher uses the theory of Suwito. According to level theory, the level of code mixing is divided into six that are words, phrases, baster, word reduplication/repetition, idioms, and clauses.

After the data reduction process, all English-Indonesian data there are 125 codes mixing found by researchers in uncommon way book. The classification of code mixing types in the uncommon way book code mixing insertion type has 111 data and code mixing type alternation has 11 data. The most common type of code mixing found in uncommon way books is insertion type code mixing. While at the level of code mixing, data is acquired, code mixing at the word level is 59 data, mixing code mixing phrase level 22 data, code mixing reduplication/repetition level there is 1 data, code idiom level mixing there are 2 data, code mixing clause level 27, baster code mixing there are 11 data levels. It can be concluded that the

highest number of code-mixing in the uncommon way book is code-mixing in the form of words that reaches 59 data, the least the number of code mixing in the form of reduplication/repetition of words and idiom that has 1 data.

1. **Findings**

   Code mixing is more than just language use where speakers or writers mix two or more codes into a discourse. This means that code-mixing occurs when pieces from one foreign language used by the speaker in the main language. Words are snippets of language that are often used in code mixing. Not only that, but they can also use larger phrases or units.

   Researchers classify data about types and levels of code mixing. In the type of code mixing, the researcher uses Musyken theory which is divided into three, which are: insertion, alternation and congruent lexicalization. While, to classify the data in the level of code mixing, the researcher uses Suwito's theory which is divided into six levels, that are: word level, phrase level, baster level, word repetition rate, idiom level, and the last one is clause level.

2. **Types and Levels of Code Mixing**

   The author will analyze the code-mixed data, after identify Indonesian-English code mixing used in Uncommon Way books. Then, the author classified the data based on the types and levels of code mixing. The last step the researcher present what are the purpose of data.

Based on the classification of code-mixing type data on table 3, it can be discussed:

a. Insertion

The author additions some words in English into sentences whose main language is Indonesian. Addition of words in English is called code mixing insertion type. Insertion is mixing code with addition of new words into a sentence, phrase, clause, or in someone's speech.[27]

1) Word Level

Word is a unit of language that can stand alone either a single morpheme or a combination of morpheme and has meaning. There are several types of word in English among nouns, verbs, adjectives, adverbs and pronoun.[28] These types of words are known as word class or part of speech.

(a) Karena dia memang punya **interest** dengan **makeup**, jadi dia masuk ke dunia YouTube as a beauty vlogger.

The bold words are including nouns, so the noun is singular in English word.

(b) Bahkan, dari zaman dia **playgroup** sampai sekarang,...

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[27] Titi D. Rohati & Dadan Hidayat, "Code Mixing In Novel Takbir Cinta Zahrana*,"* p. 185

[28] Dedi Irwansyah, *English Grammar for Tadris Bahasa Inggris,* First Edition (Yogyakarta: Idea Perss, 2019), p. 2.

The bold word is including nouns, so the noun is singular in English word.

(c)   … setiap sarah lagi **recording** buat video,..

The bold word is including nouns, so the nouns are singular in English word.

(d)   Nah, kadang bagian aku sering lewat-lewat itu dijadiin **bloopers** sama si sarah.

The bold word is including nouns, so the noun is singular in English word. The word bloopers appear three times.

(e)   Ternyata, banyak **viewers** yang faforitin bloopers sarah.

The bold word is including nouns, so the noun is singular in English word. The word viewers are found twice.

(f)   **Seriously**, yang terakhir itu aku nggak bohong.

The bold word is including adverb, so the adverb is singular in English word.

(g)   ..,dia malah jadi seseorang yang istilahnya ngajak aku untuk **go public.**

The bold words are English words, that are verb "go" and noun "public". So they are included in the word level.

(h)   Debut **channel** YouTube aku sendiri adalah video chubby bunny challenge…

The bold word is including nouns, so the noun is singular in English word. The word channels are found twice.

(i) ..,aku sama sekali nggak berekspetasi tinggi tentang **reaction** orang-orang yang menonton video itu.

The bold word is including nouns, so the noun is singular in English word.

(j) Jadi, aku ngumpulin pertanyaan-pertanyaan dari **followers** di snapchat,..

The bold word is including nouns, so the noun is singular in English word.

(k) ..,jadi aku bikin 2 **part** video Q&A.

The bold word is including nouns, so the noun is singular in English word.

(l) ..,minta tip soal **fashion**, minta tutorial chili-chili dance juga.

The bold word is including nouns, so the noun is singular in English word.

(m) Nah dari situ, **subscribers** banyak yang request ke aku untuk bikin draw my life.

The bold word is including nouns, so the noun is singular in English word. The word subscribers are found twice.

(n) Now I've grown up, bekerja sebagai fashion designer dan punya tanggung jawab **brand** sendiri,..

The bold word is including nouns, so the noun is singular in English word.

(o) **And honestly**, itu semua sama sekali nggak mudah buat aku hadapi.

The bold words are English words, that are conjuction "and" and adverb "honestly". So they are included in the word level.

(p) But as a normal human being, jelas aku juga pernah merasa **down** banget kecil hati.

The bold word is including adjective, so the adjective is singular in English word. The words down appear three times.

(q) Aku punya dua **sister**, yang pertama namanya Merzi Andalliza.

The bold word is including nouns, so the noun is singular in English word.

(r) ..,so makanan sunda tuh **the best.**

The bold words are English words, that are article "the" and adjective "best". So they are included in the word level.

(s) Papa itu orangnya keras, tapi **loner** banget.

The bold word is including nouns, so the noun is singular in English word.

(t) Nah, kalo dari **face**, banyak banetyang bilang kalau wajah aku itu mirip banget sama papa.

The bold word is including noun, so the noun is singular in English word.

(u) **Actually**, nggak banyak kenangan yang bisa aku ingat sama papa.

The bold word is including adverb, so the adverb is singular in English word.

(v) Menurut aku, itu jadi salah satu **moment** yang **sweet**.

The bold word "moment" is including noun. Then, the word "sweet" is an adjective. So nouns and adjectives are singular in English words. The words sweet appear three times.

(w) Mami tuh kalau ngomong memang **loud** banget, suka teriak-teriak gitu.

The bold word is including adjective, so the adjective is singular in English word.

(x) Kalau **excited** sama sesuatu pasti ngomongnya jadi cepet kayak lagi nge-rap.

The bold word is including adjective, so the adjective is singular in English word.

(y) **So**, kalau misalnya suatu saat nanti kalian nemu ada sebuah video viral di media sosial…

The bold word is including adverb, so the adverb is singular in English word.

(z) **And then**, karena cengeng, aku suka dipukulin opa kalau sudah nangis-nangis lebay gitu.

The bold words are English words, that are conjuction "and" and adverb "then". So they are included in the word level.

(aa) ..,oma balik lagi ke Belanda, tapi **sometimes** masih suka ke Indonesia...

The bold word is including adverb, so the adverb is singular in English word.

(ab) ..,mami sama papa aku tuh**, typical** pasangan yang habis pisah, kemudian memilih untuk tidak akur,..

The bold word is including adjective, so the adjective is singular in English word. The words typical are found twice.

(ac) And then, kami berdua, **which mean** aku dan kak Merzi, itu dititip ke om-ku,..

The bold words are English words, that are conjuction "which" and verb "mean". So they are included in the word level.

(ad) Awalnya, kak merzi ikut kami pindah tapi dia sudah sering keluar masuk rumah-aku akan bahas ini di **chapter** tersendiri, ya.

The bold word is including noun, so the noun is singular in English word.

(ae) Dirumah itu juga ada mantan istrinya om aris **which is** namanya cindy.

The bold words are English words, that are conjuction "which" and verb "is". So they are included in the word level.

(af) Kalau ada **project** atau bisnis apa gitu, papa aku percaya sama om aris buat kontrol gitu.

The bold word is including noun, so the noun is singular in English word.

(ag) **Let say**, jumlah uang itu satu juta, dan zaman dulu tuh gede banget, kan.

The bold words are English words, that are verb "let" and "say". So they are included in the word level.

(ah) Cuma, ya, treatment-nya aja yang beda karena kak Merzi cewek, jadi papa-nya lebih **gentle**.

The bold word is including adjective, so the adjective is singular in English word.

(ai) Itu **memorable** banget, sih.

The bold word is including adjective, so the adjective is singular in English word.

(aj) Walaupun punya banyak teman komplek, aku sering banget **feel lonely**.

The bold words are English words, that are verb "feel" and adjective "lonely". So they are included in the word level.

(ak) Tapi kamu tetap ibu saya dan kamu tetap papa saya, **never change**, sampai kapan pun itu.

The bold words are English words, that are adverb "never" and noun "change". So they are included in the word level.

(al) Setelah mami dan papa cerai, aku harus memulai **fighting** hidup sendiian.

The bold word is including noun, so the noun is singular in English word.

(am) Papa aku **overprotective** banget sama aku dan kak Merzi.

The bold word is including verb, so the verb is singular in English word.

(an) Jadi ada satu **case** di mana papa marah banget sama aku.

The bold word is including noun, so the noun is singular in English word.

(ao) But, almost every day aku suka teleponan sama mami karena telepon rumah selalu **available**…

The bold word is including adjective, so the adjective is singular in English word.

(ap) Karena di dalam pikiranku waktu itu **simple**, sih.

The bold word is including adjective, so the adjective is singular in English word.

(aq) Tapi, **problem** aku waktu kecil adalah hubungan aku sama my dad's side family.

The bold word is including noun, so the noun is singular in English word.

(ar) Terakhir pun kalau dia nggak punya duit, dia sering **chat** aku.

The bold word is including noun, so the noun is singular in English word.

(as) ...,kalau **connection** aku sama keluarga dari pihak papa nggak terlalu dekat karena memang mereka jarang baik ke aku, Cuma beberapa doang yang masih ngehargain aku dan **respect**.

The bold word "connection" is including noun. Then, the word "respect" is a verb. So nouns and verb are singular in English words. The word connections are found twice.

(at) Sejak kecil aku sudah **lost respect** gitu ke mereka, dan kebawa sampai gede.

The bold words are English words, that are adjective "lost" and verb "respect". So they are included in the word level.

(au) Karena sejujurnya aku nggak mau dekat sama orang-orang yang **toxic**.

The bold word is including adjective, so the adjective is singular in English word.

(av) ..,meskipun pada waktu itu menikah di usia yang sangat muda **is normal**.

The bold words are English words, that are verb "is" and adjective "normal". So they are included in the word level.

(aw) Dia jadi lebih ramah, meskipun cuma sekedar **repeat question**…

The bold words are English words, that are verb "verb" and noun "question". So they are included in the word level.

(ax) Ke dua, **to be honest,** saat dikabarin nenek meninggal,..

The bold words are English words, that are "to be honest". So they are included in the word level.

(ay) **Relationship** aku sama mami setelah bercerai pun sangat baik.

The bold word is including noun, so the noun is singular in English word. The word relationships are found twice.

(ax) Jadi, kalau dibilang aku kehilangan kasih sayang mami, **no**!

The bold word is including adjective, so the adjective is singular in English word.

(ba) Guedeee banget! **Maybe** setinggi daddy waktu dulu.

The bold word is including adverb, so the adverb is singular in English word.

(bb) Jadi aku terimanya dengan sangat bahagia, **like**; "Horay, ada adik baru."

The bold word is including adjective, so the adjective is singular in English word.

(bc) **So**, saat sarah lahir, aku nggak pernah anggap dia musuh atau apa pun, **never**!

The bold words are including adverb, so the adverbs are singular in English word. The words so are found twice.

(bd) Dan, aku sama sekali nggak pernah anggap sarah **stranger.**

The bold word is including noun, so the noun is singular in English word.

(be) Walaupun keluarga aku rusak, tidak utuh, atau apalah itu, tapi aku sama sekali tidak pernah merasakan **impac** dari itu.

The bold word is including noun, so the noun is singular in English word.

(bf) **But**, balik lagi, aku itu dari kecil memang sebodo amat itu, lho, orangnya.

The bold word is including conjunction, so the conjunction is singular in English word.

(bg) Tapi **other than that**, kalau digabungin mereka malah bunuh-bunuhan, buat apa?

The bold words are English words, that are "other than that". So they are included in the word level.

2) Phrase Level

A phrase is a group of related words that function as a part of a part of speech, but does not contain a subject and a verb.[29] Phrases combine words into a larger unit that can function as a sentence element.

(a) Tapi, yang jadi masalah adalah "**my life**"; hidup aku sendiri.

The author inserts the English phrase in the sentence. It consists of the words, "my life". Relatively is short in extent. The words my lives are found twice.

(b) Karena dia memang punya interest dengan makeup, jadi dia masuk ke dunia YouTube **as a beauty vlogger**.

The author inserts the English phrase in the sentence. It consists of the words, "a beauty vlogger". Relatively is short in extent.

(c) Lancar jaya jelasin soal **brand makeup** inilah itulah,..

The author inserts the English phrase in the sentence. It consists of the words, "brand makeup". Relatively is short in extent.

(d) Dari situ, **comment section** vidio-vidio Sarah jadi terkontaminasi gitu, sheyeeeng.

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[29] Barbara Goldstein, Jack Waugh and Karen Linsky, *Grammar To Go: How It Works and How To Use It,* Third Edition (Boston: Wadsworth Cengage Learning, 2010) p. 42.

The author inserts the English phrase in the sentence. It consists of the words, "comment section". Relatively is short in extent.**.**

(e) Debut channel YouTube aku sendiri adalah video **chubby bunny challenge**…

The author inserts the English phrase in the sentence. It consists of the words, "chubby bunny". Relatively is short in extent.

(f) Dan waktu kuliah, aku ambil jurusan **fashion design** yang hubungannya gambar lagi, gambar lagi.

The author inserts the English phrase in the sentence. It consists of the words, "fashion design". Relatively is short in extent.

(g) Now I've grown up, bekerja sebagai **fashion designer** dan punya tanggung jawab brand sendiri,..

The author inserts the English phrase in the sentence. It consists of the words, "fashion designer". Relatively is short in extent.

(h) ..,kayak bensinnya tuh **full tank** mulu, gitu.

The author inserts the English phrase in the sentence. It consists of the words, "full tank". Relatively is short in extent.

(i) **For me**, apa yang aku alami in the past itu rasanya sudah berat banget.

The author inserts the English phrase in the sentence. It consists of the words, "for me". Relatively is short in extent.

(j) **But at least,** aku punya niat gitu untuk berbagi sesuatu yang positif ke mereka semua.

The author inserts the English phrase in the sentence. It consists of the words, "at least". Relatively is short in extent.

(k) So, I wish buku ini bisa jadi **a good way** buat aku menjelaskan tentang kisah hidup aku.

The author inserts the English phrase in the sentence. It consists of the words, "a good way". Relatively is short in extent.

(l) **My first doggy** jenis Chihuahua yang aku pelihara sejak SMA.

The author inserts the English phrase in the sentence. It consists of the words, "my first doggy". Relatively is short in extent.

(m) Oh, iya, papa juga suka banget sama mobil **jeep classic** yang bagian belakangnya itu kebuka gitu.

The author inserts the English phrase in the sentence. It consists of the words, "jeep classic". Relatively is short in extent. The words jeep classic are found twice.

(n) Sampai akhirnya aku dibolehin bikin **birthday party** di salah satu restoran mahal di Bandung.

The author inserts the english phrase in the sentence. It consists of the words, "birthday party". Relatively is short in extent.

(o) ..,**for the first time**, aku bisa senang-senang bareng mereka.

The author inserts the english phrase in the sentence. It consists of the words, "for the first time". Relatively is short in extent.

(p) ..,apa adanya, **and of course** dia sangat baik dan sweet juga.

The author inserts the English phrase in the sentence. It consists of the words, "of course". Relatively is short in extent.

(q) **This one time,** aku pernah digebukin saat uring-uringan aku kambuh.

The author inserts the English phrase in the sentence. It consists of the words, "This one time". Relatively is short in

(r) **For example,** jadi dulu tuh papa punya tumpukan uang sepuluh ribuan gitu yang biasa dia simpen di laci.

The author inserts the English phrase in the sentence. It consists of the words, "for example". Relatively is short in extent. The words for example are found twice.

(s) **But, almost every day** aku suka teleponan sama mami karena telepon rumah selalu available…

The author inserts the English phrase in the sentence. It consists of the words, "almost every day". Relatively is short in extent.

(t) Kalau liburan sekolah juga **of course** aku selalu ke Jakarta.

The author inserts the English phrase in the sentence. It consists of the words, "of course". Relatively is short in extent.

(u) ..,apalagi tiba-tiba dia harus jadi adik kita dan **full time** ngerasain kasih sayang ibu kita.

The author inserts the English phrase in the sentence. It consists of the words, "full time". Relatively is short in extent.

(v) **But as a normal human being**, jelas aku juga pernah merasa down banget kecil hati.

The author inserts the English phrase in the sentence. It consists of the words, "a normal human being". Relatively is short in extent.

3) Repetition level

Repetition word is a language unit that is reduplicated to express different meaning from its original form. This repetition usually occurs when there are words that are repeated in writing or pronunciation.

(a) ..,minta tip soal fashion, minta tutorial **chili-chili** dance juga.

In the sentence above, the author inserts the word in a foreign language **"chili-chili"** into a sentence whose main language is Indonesian. It can be seen data 21 in table 3. The author inserts English **"chili-chili"** into Indonesian sentences. This is called insertion type code mixing. Insertion of words in English which is through by the author repeatedly **"chili-chili"** can be classified as a code mixing repetition level.

4) Idiom level

Idiom is group of words with a meaning that is different from the actual meaning of the word. It means that idiom creates new meaning that is different from the real meaning of each word.

(a) Bisa nyerocos terus dan hyperactive kayak orang kena **sugar rush**.

Sugar rush is a term used to describe a condition when a person becomes too active and can't sit still after consuming sugar.

(b) Latar belakang keluarga aku itu dari, ya bisa dibilang, keluarga **broken home**.

Broken home is a condition where when a family experiences a rift that leads to separation or divorce.

5) Clause level

Clause is a series of words that consist of at least a subject (I, you, we, they, she, he, it) and verb (pray, read, laugh, serve, heal, wrote, followed, etc.).[30] There are two kind of clause, such as independent clause and dependent clause. Independent clause is a clause that can stand alone. While, dependent clause is a clause that cannot stand alone as clause, they need another independent clause to make it perfect.

(a) Alasan aku belum mau bikin **draw my life** bukan karena aku takut di-judge jelek sama orang lain.

The author inserts an English clause in the sentence. It consists of the clause, "draw my life ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(b) **I stated my YouTube channel** sejak 2015, dan itu karena adek aku, Sarah.

The author inserts an English clause in the sentence. It consists of the clause, "I stated my YouTube channel ". The

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[30] Dedi Irwansyah, *English Grammar for Tadris Bahasa Inggris,* p. 7.

code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(c) Aku yang tadinya cuman nyempil di bloopers, akhirnya bikin video challenge **what's in my mouth** dan di-upload di chanel YouTube Sarah.

The author inserts an English clause in the sentence. It consists of the clause, "what's in my mouth". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(d) **Now I've grown up**, bekerja sebagai fashion designer dan punya tanggung jawab brand sendiri,..

The author inserts an English clause in the sentence. It consists of the clause, "now I've grown up ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(e) Tapi aku pikir-pikir, **is that all enough?**

The author inserts an English clause in the sentence. It consists of the clause, "is that all enough ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(f) **But the more I think of it**, aku sadar satu hal;..

The author inserts an English clause in the sentence. It consists of the clause, "but the more I think of it ". The code

mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(g) **So, I wish** buku ini bisa jadi a good way buat aku menjelaskan tentang kisah hidup aku.

The author inserts an English clause in the sentence. It consists of the clause, "so, I wish ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(h) **I really understand** kenapa papa begitu karena memang Cuma itu yang bisa dia kasih,..

The author inserts an English clause in the sentence. It consists of the clause, "I really understand ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(i) **I really love** ngemil pokoknya!

The author inserts an English clause in the sentence. It consists of the clause, "I really love ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(j) **Like I said**, hidupku lebih banyak dilalui di kota Bandung.

The author inserts the English phrase in the sentence. It consists of the words, "like I said". Relatively is short in extent.

(k) **Maybe, because of his work**, badanya itu jadi kekar dan berotot.

The author inserts an English clause in the sentence. It consists of the clause, "maybe, because of his work ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(l) **For your information**, kak Erwin sekarang tinggalnya di belanda sama keluarga dia.

The author inserts the English phrase in the sentence. It consists of the words, "for your information". Relatively is short in extent.

(m) ..,ada salah satu hal yang menurut aku paling malu-maluin ;**I used to wet my bed until I was 16!**

The author inserts an English clause in the sentence. It consists of the clause, "I used to wet my bed until I was 16". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(n) **I know** opa gebukin aku bukan tanpa sebab.

The author inserts an English clause in the sentence. It consists of the clause, "I know ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(o) **But what I do remember**, masa kecil aku lebih banyak aku habiskan sendiri.

The author inserts an English clause in the sentence. It consists of the clause, "but what I do remember ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(p) Kalau ditanya soal momen-momen sebelum papa dan mami bercerai, **I don't remember**,..

The author inserts an English clause in the sentence. It consists of the clause, "I don't remember". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(q) Om aku itu memang orangnya **money oriented** banget, tapi dia selalu baik dan aku merasa dia benar-benar tulus urusin aku…

(r) ..,which mean papa itu sangat bebal, keras, dan tertutup, tapi aku akui **he's a really good man**.

The author inserts an English clause in the sentence. It consists of the clause, "he's a really good man ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(s) ..,itulah yang ibaratnya, **make me who I am today**.

The author inserts an English clause in the sentence. It consists of the clause, "make me who I am today ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(t)   Aku yang dulunya dekat banget sama mami, **what I know**,..

The author inserts an English clause in the sentence. It consists of the clause, "what I know ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(u)   Tapi itu sama sekali nggak mengubah perasaan aku ke meraka, ya, **it will never change**.

The author inserts an English clause in the sentence. It consists of the clause, "it will never change ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(v)   ..,pokonya selama aku masih bisa main dan jajan, **it's okay**, sih, menurutku.

The author inserts the English phrase in the sentence. It consists of the words, "it's okay". Relatively is short in extent.

(w)   Tapi, problem aku waktu kecil adalah hubungan aku sama **my dad's side family**.

The author inserts an English clause in the sentence. It consists of the clause, "my dad's side family". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(x) Meski begitu, pada akhirnya aku tetap ke makam nenek **because she is my dad's mom**, tanpa nenek nggak aka nada papa dan nggak akan juga ada aku.

The author inserts an English clause in the sentence. It consists of the clause, "because she is my dad's mom ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(y) **I am so grateful**, sih, mami menikah sama daddy.

The author inserts an English clause in the sentence. It consists of the clause, "I am so grateful ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(z) Jadi, **when sarah was born**, aku sudah dikenalin sebagai abangnya sarah oleh mami.

The author inserts an English clause in the sentence. It consists of the clause, "when sarah was born ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

(aa) **Money is not an object** dalam saudara.

The author inserts an English clause in the sentence. It consists of the clause, "Money is not an object ". The code mixing through by the author is mixing in a complete clause because there is a subject and a verb.

b. Alteration

The approach departs from the alternation view mixing of languages in terms of ability or equality, is involved in switch point.

1) Baster level

Baster is a combination of two elements and creates one meaning. The baster form basically from English and the words in English get addition of Indonesian Affixation.

(a)   Alasan aku belum mau bikin draw my life bukan karena aku takut di-**judge** jelek sama orang lain.

The word in bold "di-judged" is the word that is given an affixes. The structure is "di-" as a prefix and "judge" as a root word.

(b)   Dia sama sekali bukan **social person-**lah.

The word in bold "person**-**lah" is the word that is given an affixes. The structure is "-lah" as a suffix and "person" as a root word.

(c) Aku yang tadinya cuman nyempil di bloopers, akhirnya bikin video challenge what's in my mouth dan **di-upload** di chanel YouTube sarah.

The word in bold "di-upload" is the word that is given an affixes. The structure is "di-" as a prefix and "upload" as a root word.

(d) Waktu itu, aku nggak langsung ngabulin **request**-an mereka.

The word in bold "request-an" is the word that is given an affixes. The structure is "-an " as a suffix and " request " as a root word.

(e) .,tetapi tetap satu kandungan ibu, **half sister**-lah ya istilahnya.

The word in bold "half sister-lah" is the word that is given an affixes. The structure is "-lah" as a suffix and " half sister " as a root word.

(f) Dan, itu semua tentu berkat papa yang berkenan membayar **bill-**nya.

The word in bold "bill-nya" is the word that is given an affixes. The structure is "-nya" as a suffix and "bill" as a root word.

(g) .., terus aku **hairdryer**-in sampai kering.

The word in bold "hairdryer-in" is the word that is given an affixes. The structure is "-in" as a suffix and "hairdryer" as a root word.

(h)   Memang aku sama mami tuh se-**attach** itu.

The word in bold "se-attach" is the word that is given an affixes. The structure is "se-" as a prefix and "attach" as a root word.

(i)   Walaupun orang-orangnya keras, tapi aku sama keluarga mami sampai saat ini , sih, merasa **connection-**nya kuat.

The word in bold "connection-nya" is the word that is given an affixes. The structure is "-nya" as a suffix and "connection" as a root word.

(j)   Cuma, ya, **treatment**-nya aja yang beda karena kak Merzi cewek, jadi papa-nya lebih gentle.

The word in bold "treatment-nya" is the word that is given an affixes. The structure is "-nya" as a suffix and "treatment" as a root word.

(k)   Aku minta nomornya untuk nge-**reach** orang itu sampai sekarang, nggak ada balasannya.

The word in bold "nge-reach" is the word that is given an affixes. The structure is "nge-" as a prefix and "reach" as a root word.

B. Discussion

Finally, the researcher will discuss this research based on the findings in the research above. In the Uncommon Way book, almost all types of code mixing are used by Author. Uncommon Way's author only uses insertion type code mixing and alternation type code mixing. While at the level of code mixing the author of this book uses all levels of code mixing. The level of code mixing used is word level code mixing, phrase level code mixing, clause level Fcode mixing, baster level code mixing, reduplication level code mixing and idiom level code mixing.

From the explanation above, insertion code mixing is the most dominant code mixing expression used in Uncommon Way books. The formula for knowing the percentage of each linguistic form is as follows:

$$P = \frac{f}{n} \times 100\%$$

Note:

P = Percentage

f = Frequency of a type

n = Number of total[31]

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[31] Allan G. Bluman, *Elementary Statistics: A Step By Step Approach* (Seventh Edition), (New York: The McGraw-Hill Companies, 2009) p. 38.

Table 4.1

The Percentage of Types Code Mixing In Uncommon Way Book

No	Types of Code Mixing	Percentage (%)
1	Insertion	90,98%
2	alternation	9,02%
3	Congruent lexicalization	0
Total		**100%**

Based on the table above, it can be concluded that the most common type of code mixing found in Uncommon Way books is code mixing insertion type, that is 90,98%. The first dominant type is the insertion type. It is obtained from insertion word in a sentence. The author inserts the appropriate word based on culture, context, and situation. The second dominant type is the alternation type, where there are several English words inserted by the author that are given affixes in a sentence. While the type of congruent lexicalization is not found in the Uncommon Way book.

Table 4.2

The Percentage of Levels Code Mixing In Uncommon Way Book

No	Levels of Code Mixing	Percentage (%)
1	Word Level	48,36%
2	Phrase Level	18,03%
3	Repetition Level	0,82%
4	Idiom Level	1,64%
5	Clause Level	22,13%
6	Baster Level	9,02%
Total		**100%**

From the table above, it can be concluded that the highest level of code mixing found in the Uncommon Way book is code mixing word level, which is as many as 48,36%. The first dominant level of code mixing is the word level. This happens because the insertion is found word in a sentence. The second dominant level is the clause level. The clause insertion performed by the author found as much 22,13%. Where, these clauses indicate that there is some mixing of Indonesian and English with subject, predicate, and object. The third dominant level is the phrase level, where There are several phrases inserted by the author in a sentence. Phrases that can be inserted by author, is noun phrases, adverbial phrases, and adjective phrases. The fourth is the baster level. This is indicated by the presence of words in English that are inserted by language affixes. The next level is the level idiom, which is found as much as two data. Idiom insertion indicates that there are several sentences that must be followed by the appropriate idiom. Then the last level is at the repetition level where only one data is found. The repetition rate is used by writers because of the way of pronunciation and Indonesian culture when they repeat English words.

In this study, researchers contributed to a sociolinguistic course which discussed one of its sub-chapters, namely code mixing. It is hoped that after reading this research, it can provide additional knowledge for students who are studying sociolinguistics, especially for code mixing. The selection of this book is considered appropriate for analyzing code mixing. Compared to code

switching, there are more code mixing in Uncommon Way books on almost every page in Uncommon Way there is code mixing, sometimes even more than one code mixing can be found on a single page. For readers who are exploring or learning about code mixing, this book can be an option to read.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

In this chapter the researcher wants to give conclusion and suggestion of this research, before giving some suggestions, the researcher would like to present the conclusions. Code mixing can happen in every ways. When people can speak more than one language they tend to mix the languages that they use. Sometimes code mixing occurs not only in spoken language but also in written language such as in a book.

Therefore, the code mixing used in a book is interesting to analyzed, the researcher wants to appeal conclusions. Based on the findings, according to Musyken There are three types of code mixing, that is insertion, alternation and congruent lexicalization. The findings from the data analysis show that among the three types of code mixing, it is known that the most commonly found code mixing is the insertion type, which is 90,98%.

While the level of code mixing according to Suwito is divided into 6 levels, that is word, phrase, baster, repetition, idiom and clause. The author uses code mixing by inserting words in English into sentences whose main language is Indonesian. Then, at the level of code mixing, the most frequently occurring code mixing word level was found as many as 48,36%.

B. Suggestion

Based on the results of research and considering the previous In conclusion, the researcher would like to give some suggestions. Some suggestions as follows:

1. The Readers

   For readers who want to get a little knowledge about code mixing especially in types and levels code mixing, the researcher hopes that this research can help the readers in answering the questions that arise in their minds. Researcher thinks that learning a new language is very important to appearance the modern era. There are many things that we can use to improve our abilities in new things one of the languages is reading books. Lots the author of a book who inserts words and sentences in the language English and other languages into the books he wrote.

2. The next Researcher

   For future researchers, researchers really hope this research can be useful as a reference if future researchers want to conduct research on code mixing contained in the book. It would be better, if the next researcher looking for code mixing in other media or next Researchers can look for code-mixing phenomena that occur in the world of education, so that there is a difference between this research and future research.

3. The English Teacher

From the results of the analysis in the book, the researcher gives: suggestions for English teachers in order to maximize the use of various media such as books in the teaching and learning process when teaching their students. Many vocabularies in English that can be taken in the book that. Researchers analyzed that reading books can also increase students' vocabulary mastery.

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APPENDICES

1. The Blue Print of Observation Sheet

Code Mixing in Uncommon Way Book by Jovi Adhiguna

No	Theory	Indicator	Reference
1.	Insertion is approaching that depart from the notion of insertion new to constraint in term of the structural properties some base or matrix structures.	• Insertion is code mixing with addition of new words into a sentence or speech.	Titi D. Rohati & Dadan Hidayat, "Code Mixing In Novel Takbir Cinta Zahrana," *Bina Saran Informatika University: E-Journal BSI*, Vol. 11. No. 2. 2019.
2.	Alteration is approaches departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point.	• Alternation is the approach departs from the alternation view mixing of languages in terms of ability or equality, is involved in switch point.	
3.	Congruent lexicalization (dialect) is the notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language use proper.	• Congruent lexicalization occurs when there are stylistic shifts and standard dialect/variations in pronunciation that affect the proper use of language.	
4.	Levels of code mixing according to Suwito	• Word level Word is the smallest	

| | defines that there are differentiation levels of code mixing in the forms of word, phrase, baster, repetition, idiom, and clause. | unit within language that consists of morpheme or more than a morpheme.
• Phrase level
Phrase is a group of word that does not have subject or verb.
• Baster level
Baster is a combination of two elements and creates one meaning. The baster form basically from English and the words in English get addition of Indonesian Affixation.
• Repetition level
• Repetition word is a word formed because of words reduplication.
• Idiom level
Idiom is group of words with a meaning that is different from the meaning of the individual word. It means that idiom creates new meaning that is different from | |

		the real meaning of each word. • Clause level Clause is a group of word that has subjects and verb but smaller than sentence	

2. Uncommon way book
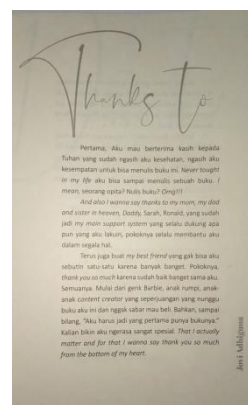
The synopses of uncommon way book are written bellow:

Uncommon way book is an Indonesian language book which contains the life journey of the author, Jovi Adhiguna. The writer's ability to use two languages in his daily life makes this book contain Indonesian-English mixing code. The reason the researcher uses Uncommon Way books to find types of code mixing is to make the reader understand and to make it easier to understand the use of code mixing in daily conversations.

The synopses of uncommon way book are written bellow:

The Uncommom Way Book tells about the author's life journey which is like a rollercoaster. Sometimes life is at the bottom, sometimes at the top, until finally it is in freefell. Moreover, he realized that there was something different about him that was difficult for others to accept, even his own family. That of course is not easy to deal with. However, he always felt lucky. Maybe his life is destroyed, his family is broken, but with the presence of mom, dad, family and their followers on social media he feels that his life is happy.

Jovi Adiguna started his first business by opening a custom shoe business. He started his business by taking photos of products from websites and then publishing them on Facebook. This custom shoe business developed over time until after graduating from college he released his own brand. The profits he gets are getting bigger and his market is also expanding, until some of his friends become retailers. From here the pebbles start to appear. From what was once a business run alone without any problems, until finally he was deceived by his own friends. The business he runs is destroyed until he is being chased by debt.

Until where Jovi Adhiguna met one of the artist managers named Sister Vanda, who asked him to styling the artists. The first artist to styling it was the Tantri kotak, and then naturally requests to styling it began to emerge. After receiving styling offers from several artists, Jovi Adhiguna began to get to know Sony Music International to work on many video clips of artists under their sponsorships. Then projects to make videos are coming. He has

worked on the video clips SM*SH twice, Mytha Lestari, Novita Dewi X Factor, GAC, Denada, to Malaysian artists.

After getting through all the injuries, good and bad memories, loss, and finally choosing to get out of his comfort zone by becoming a content creator, fashion designer and business man. Now, he feels surrounded by the people he loves and can explore many places he never imagined before. He is privileged to do what he likes and can make a living from it. One of his greatest achievements is having online friends, his followers, his subscribers who feel motivated after seeing his posts on social media. He feels happy because what he does can help others. As simple as, he can make others laugh.

3. Biography of The Author

Jovi Adhiguna Hendrawan is the author of uncommon way book, content creator, entrepreneur and fashion designer who were born in Bekasi, June 24, 1990. He graduated from Telkom University Bandung bachelor's degree in textile and fashion crafts (KTM). Someone who never believes thought that YouTube would become a new zone in his life. Even through YouTube, Jovi is increasingly known for various achievements, one of which is being one of the representatives of content creators from Indonesia to attend YouTube Creator for Change and has won an award as a Breakout Creator of the Year at the Beauty Fest Asia 2017. Not only that, Jovi also increasingly loved by his fans for his straightforward attitude when appearing in public. Uncommon way is the first book published in 2019. This book contains a

safety journey that is unique and different from most people. This book became a best seller in bookstores at the beginning of its publication and many are hunting it both online and offline.

4. Tabel The Data Finding in the Types and levels of Code Mixing

No	Finding	Page	Type of Code Mixing			Levels of Code Mixing					
			CM IT	CM AT	CM CLT	WL CM	PL CM	BL CM	RL CM	IL CM	CL CM
1	Alasan aku belum mau bikin **draw my life** bukan karena aku takut *di-judge* jelek sama oeang lain.	11	√					√			√
2	Tapi, yang jadi masalah adalah "**my life**"; hidup aku sendiri.		√				√				
3	**I stated my YouTube channel** sejak 2015, dan itu karena adek aku, sarah.		√								√
4	Karena dia memang punya **interest** dengan **makeup**, jadi dia masuk ke dunia YouTube *as a beauty vlogger.*		√			√	√				
5	Bahkan, dari zaman dia **playgroup** sampai sekarang,..		√			√					
6	Lancar jaya jelasin soal **brand makeup** inilah itulah,..	12	√				√				

No			C1	C2	C3	C4	C5	C6	C7	C8	C9
7	… setiap sarah lagi **recording** buat video,..		√			√					
8	Nah, kadang bagian aku sering lewat-lewat itu dijadiin **bloopers** sama si sarah.		√			√					
9	Ternyata, banyak **viewers** yang faforitin **bloopers** sarah.		√			√					
10	Dari situ, **comment section** vidio-vidio Sarah jadi terkontaminasi gitu, sheyeeeng.		√				√				
11	**Seriously**, yang terakhir itu aku nggak bohong.	13	√			√					
12	Dia sama sekali bukan **social person-**lah.			√				√			
13	..,dia malah jadi seseorang yang istilahnya ngajak aku untuk **go public.**		√			√					
14	Aku yang tadinya cuman nyempil di **bloopers**, akhirnya bikin video challenge **what's in my mouth** dan *di-upload* di chanel YouTube sarah.	16	√			√		√			√

No	Teks		C1	C2	C3	C4	C5	C6	C7	C8	C9
15	Debut **channel** YouTube aku sendiri adalah video *chubby bunny challenge*…		√			√	√				
16	..,aku sama sekali nggak berekspetasi tinggi tentang **reaction** orang-orang yang menonton video itu.		√			√					
17	Dan, syukurnya baik dari **viewers** vidio sarah maupun aku,..		√			√					
18	Dan ternyata, di antara komen-komen itu, ada satu-dua yang **request** supaya aku bikin Q&A.	17	√			√					
19	Jadi, aku ngumpulin pertanyaan-pertanyaan dari **followers** di snapchat,..		√			√					
20	..,jadi aku bikin 2 **part** video Q&A.		√			√					
21	..,minta tip soal **fashion**, minta tutorial **chili-chili** dance juga.	18	√			√			√		
22	Nah dari situ, **subscribers** banyak yang **request** ke aku untuk bikin *draw my life*.		√			√	√				

No	Text												
23	Waktu itu, aku nggak langsung ngabulin **request**-an mereka.			√					√				
24	Dan waktu kuliah, aku ambil jurusan **fashion design** yang hubungannya gambar lagi, gambar lagi.	19	√					√					
25	**Now I've grown up**, bekerja sebagai *fashion designer* dan punya tanggung jawab **brand** sendiri,..		√				√	√					√
26	"Teyuusss, guys, alas an aku belum mau bikin *draw my life* juga bukan karena aku takut di-**judge** jelek sama orang lain."		√	√			√		√				
27	Tapi, yang jadi masalah adalah "**my life**"; hidup aku sendiri.		√					√					
28	*And honestly*, itu semua sama sekali nggak mudah buat aku hadapi.	21	√				√						
29	..,kayak bensinnya tuh *full tank* mulu, gitu.		√					√					
30	*But as a normal human being*, jelas aku juga pernah merasa **down**		√				√	√					

No													
	banget kecil hati.												
31	Tapi aku pikir-pikir, **is that all enough?**		√										√
32	*For me*, apa yang aku alami *in the past* itu rasanya sudah berat banget.		√					√					
33	..,ada **subscribers** aku yang lagi ngerasa **down**, bahkan lebih **down** dari yang aku rasain,..		√				√						
34	**But the more I think of it**, aku sadar satu hal;..	22	√										√
35	"**But at least,** aku punya niat gitu untuk berbagi sesuatu yang positif ke mereka semua."		√					√					
36	Tapi, habis itu aku masih belum gerak bikin *draw my life*, ya.		√					√					
37	Daripada *draw my life*, **I decided to tell my story** lewat buku ini.		√					√					√
38	**So, I wish** buku ini bisa jadi *a good way* buat aku menjelaskan tentang kisah hidup aku.		√					√					√

No	Text		1	2	3	4	5	6	7	8	9	10
39	**I really understand** kenapa papa begitu karena memang Cuma itu yang bisa dia kasih,..	25	√									√
40	Aku punya dua **sister**, yang pertama namanya Merzi Andalliza.		√			√						
41	..,tetapi tetap satu kandungan ibu, **half sister**-lah ya istilahnya.			√				√				
42	Bisa nyerocos terus dan **hyperactive** kayak orang kena *sugar rush*.		√			√				√		
43	**I really love** ngemil pokoknya!		√									√
44	..,so makanan sunda tuh **the best.**		√			√						
45	**Like I said**, hidupku lebih banyak dilalui di kota Bandung.	26	√									√
46	**My first doggy** jenis Chihuahua yang aku pelihara sejak SMA.		√				√					
47	Latar belakang keluarga aku itu dari, ya bisa dibilang, keluarga **broken home**.	27	√							√		

No		Num											
48	**Maybe, because of his work**, badanya itu jadi kekar dan berotot.		√										√
49	Papa itu orangnya keras, tapi **loner** banget.	28	√				√						
50	Nah, kalo dari **face**, banyak banetyang bilang kalau wajah aku itu mirip banget sama papa.		√				√						
51	**For your information**, kak Erwin sekarang tinggalnya di belanda sama keluarga dia.		√											√
52	Oh, iya, papa juga suka banget sama mobil **jeep classic** yang bagian belakangnya itu kebuka gitu.	29	√					√					
53	**Actually**, nggak banyak kenangan yang bisa aku ingat sama papa.		√				√						
54	Sampai akhirnya aku dibolehin bikin **birthday party** di salah satu restoran mahal di Bandung.		√					√					
55	...**for the first time**, aku bisa senang-senang bareng mereka.		√					√					

No											
56	Menurut aku, itu jadi salah satu **moment** yang **sweet**.		√				√					
57	Dan, itu semua tentu berkat papa yang berkenan membayar **bill-**nya.			√					√			
58	..,apa adanya, ***and of course*** dia sangat baik dan **sweet** juga.”	31	√				√	√				
59	Mami tuh kalau ngomong memang **loud** banget, suka teriak-teriak gitu.		√				√					
60	Kalau **excited** sama sesuatu pasti ngomongnya jadi cepet kayak lagi nge-rap.		√				√					
61	Galak-galak tapi **sweet** mami, tuh.	32	√				√					
62	**So**, kalau misalnya suatu saat nanti kalian nemu ada sebuah video viral di media sosial…	33	√				√					
63	..,ada salah satu hal yang menurut aku paling malu-maluin ;**I used to wet my bed until I was 16!**		√									√
64	.., terus aku **hairdryer**-in sampai kering.			√					√			

No	Teks		A	B	C	D	E	F	G	H	I	J	K
65	Memang aku sama mami tuh se-**attach** itu.			√				√					
66	**And then**, karena cengeng, aku suka dipukulin opa kalau sudah nangis-nangis lebay gitu.	34	√			√							
67	**This one time,** aku pernah digebukin saat uring-uringan aku kambuh.		√				√						
68	**I know** opa gebukin aku bukan tanpa sebab.	35	√										√
69	**But what I do remember**, masa kecil aku lebih banyak aku habiskan sendiri.	36	√										√
70	..,oma balik lagi ke Belanda, tapi **sometimes** masih suka ke Indonesia...	37	√			√							
71	Walaupun orang-orangnya keras, tapi aku sama keluarga mami sampai saat ini , sih, merasa **connection-**nya kuat.			√				√					
72	Kalau ditanya soal momen-momen sebelum papa dan mami bercerai, **I don't remember**,..		√										√

No		Code									
73	..,mami sama papa aku tuh, **typical** pasangan yang habis pisah, kemudian memilih untuk tidak akur,..		√			√					
74	**So**, sejak kecil sebenarnya aku lebih banyak hidup sama papa.		√			√					
75	**And then**, kami berdua, **which mean** aku dan kak Merzi, itu dititip ke om-ku,..	38	√			√					
76	awalnya, kak merzi ikut kami pindah tapi dia sudah sering keluar masuk rumah-aku akan bahas ini di **chapter** tersendiri, ya.		√			√					
77	Dirumah itu juga ada mantan istrinya om aris **which is** namanya cindy.		√				√				
78	Kalau ada **project** atau bisnis apa gitu, papa aku percaya sama om aris buat kontrol gitu.	39	√			√					
79	Om aku itu memang orangnya **money oriented** banget, tapi dia selalu baik dan aku merasa dia benar-benar tulus urusin aku…		√								√

No	Text	No	1	2	3	4	5	6	7	8	9	10
80	malah, dia **typical** orang yang suka main tangan kalau aku nakal.	41	√			√						
81	**For example,** jadi dulu tuh papa punya tumpukan uang sepuluh ribuan gitu yang biasa dia simpen di laci.		√				√					
82	**Let say**, jumlah uang itu satu juta, dan zaman dulu tuh gede banget, kan		√			√						
83	Cuma, ya, *treatment*-nya aja yang beda karena kak Merzi cewek, jadi papa-nya lebih **gentle**.	42	√	√		√		√				
84	Itu **memorable** banget, sih.	43	√			√						
85	Walaupun punya banyak teman komplek, aku sering banget **feel lonely**.	44	√			√						
86	..,**which mean** papa itu sangat bebal, keras, dan tertutup, tapi aku akui **he's a really good man**.		√									√
87	..,aku tetap nggak merasakan kehilangan sosok seorang ibu karena aslinya pun **connection** aku sama mami juga tetap dekat dari		√			√						

No												
	dulu,..											
88	..,itulah yang ibaratnya, **make me who I am today**.		√									√
89	Tapi kamu tetap ibu saya dan kamu tetap papa saya, **never change**, sampai kapan pun itu.	47	√				√					
90	Setelah mami dan papa cerai, aku harus memulai **fighting** hidup sendiian.		√				√					
91	Aku yang dulunya dekat banget sama mami, **what I know**,..		√									√
92	Papa aku **overprotective** banget sama aku dan kak Merzi.	48	√				√					
93	Jadi ada satu **case** di mana papa marah banget sama aku.		√				√					
94	*But, almost every day* aku suka teleponan sama mami karena telepon rumah selalu **available**…		√				√	√				
95	Tapi itu sama sekali nggak mengubah perasaan aku ke mereka, ya, **it will never change**.	49	√									√

No		Kode										
96	Karena di dalam pikiranku waktu itu **simple**, sih.	50	√					√				
97	..,pokonya selama aku masih bisa main dan jajan, **it's okay**, sih, menurutku.		√									√
98	Tapi, **problem** aku waktu kecil adalah hubungan aku sama *my dad's side family*.		√				√					
99	Ketika aku tinggal di bandung, **which is** kan jadi lebih sering ketemu sama keluarga papa,..		√				√					
100	**For example,** zaman dulu tuh aku paling suka sama yang namanya pantai.	51	√				√					
101	Lalu, beberapa kali papa sering banget liburan ke pantai pangandaran sambil ngajakin keluarganya naik mobil **jeep classic** papa…		√				√					
102	Aku minta nomornya untuk nge-**reach** orang itu sampai sekarang, nggak ada balasannya.			√					√			
103	Terakhir pun kalau dia nggak punya duit, dia sering **chat** aku,	53	√				√					

No	Text											
104	...,kalau **connection** aku sama keluarga dari pihak papa nggak terlalu dekat karena memang mereka jarang baik ke aku, Cuma beberapa doang yang masih ngehargain aku dan **respect**.		√			√						
105	Sejal kecil aku sudah **lost respect** gitu ke mereka, dan kebawa sampai gede.		√			√						
106	Karena sejujurnya aku nggak mau dekat sama orang-orang yang **toxic**.		√			√						
107	..,meskipun pada waktu itu menikah di usia yang sangat muda **is normal**."	54	√			√						
108	Dia jadi lebih ramah, meskipun cuma sekedar **repeat question**…	55	√			√						
109	Ke dua, **to be honest,** saat dikabarin nenek meninggal,..		√			√						
110	Meski begitu, pada akhirnya aku tetap ke makam nenek **because she is my dad's mom**, tanpa nenek nggak aka nada papa dan nggak akan juga ada aku.		√									√

No	Data	Page									
111	**Relationship** aku sama mami setelah bercerai pun sangat baik.	56	√			√					
112	Kalau liburan sekolah juga **of course** aku selalu ke Jakarta.		√				√				
113	Jadi, kalau dibilang aku kehilangan kasih sayang mami, **no**!		√			√					
114	Guedeee banget! **Maybe** setinggi daddy waktu dulu.		√			√					
115	**I am so grateful**, sih, mami menikah sama daddy.	57	√								√
116	Jadi, **when sarah was born**, aku sudah dikenalin sebagai abangnya sarah oleh mami.		√								√
117	..,apalagi tiba-tiba dia harus jadi adik kita dan **full time** ngerasain kasih sayang ibu kita.		√				√				
118	Jadi aku terimanya dengan sangat bahagia, **like**; "Horay, ada adik baru."		√			√					
119	**So**, saat sarah lahir, aku nggak pernah anggap dia musuh atau apa pun, **never**!	58	√			√					

No			1	2	3	4	5	6	7	8	9
120	Puji Tuhan-nya, **relationship** kita sebagai saudara tuh jarang atau hamper nggak pernah berantem-berantem.		√			√					
121	**Money is not an object** dalam saudara.	60	√								√
122	Dan, aku sama sekali nggak pernah anggap sarah **stranger.**		√			√					
123	Walaupun keluarga aku rusak, tidak utuh, atau apalah itu, tapi aku sama sekali tidak pernah merasakan **impac** dari itu.	61	√			√					
124	**But**, balik lagi, aku itu dari kecil memang sebodo amat itu, lho, orangnya.		√			√					
125	Tapi **other than that**, kalau digabungin mereka malah bunuh-bunuhan, buat apa?		√			√					

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Nomor   : B-2414/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

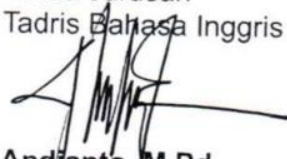|		
Nama	:	**SINTHA PUTRI MULIATI**
NPM	:	1701070203
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

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Nomor : B-0460/In.28.1/J/TL.00/02/2021
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **SINTHA PUTRI MULIATI**
NPM : 1701070203
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

untuk melakukan *pra-survey* di PERPUSTAKAAN IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Februari 2021
Ketua Jurusan
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SURAT KETERANGAN IZIN RISET
Nomor : P.13/In.28/U.1/OT. 1/03/2021

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Nomor : B-0460/In.28.1/J/TL.00/02/2021 tanggal 22 Februari 2021 tentang Permohonan izin prariset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama	:	SINTHA PUTRI MULIATI
NPM	:	1701070203
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk mengadakan pra-riset penelitian yang berjudul : "AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA" di Perpustakaan IAIN Metro.

Demikian surat izin prariset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 08 Maret 2021
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd,
NIP. 195808311981031001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2639/In.28/D.1/TL.00/07/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA PERPUSTAKAAN IAIN METRO
di-
 Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2640/In.28/D.1/TL.01/07/2021, tanggal 02 Juli 2021 atas nama saudara:

Nama	:	**SINTHA PUTRI MULIATI**
NPM	:	1701070203
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PERPUSTAKAAN IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Juli 2021
Wakil Dekan I,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.pustaka.metrouniv.ac.id; *e-mail*: pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN IZIN RISET
Nomor : P.60/In.28/U.1/OT. 1/08/2021

Berdasarkan Surat Wakil Dekan I Nomor : B-2639/In.28/D.1/TL.00/07/2021 tanggal 02 Juli 2021 tentang Permohonan izin riset penelitian di Perpustakaan IAIN Metro, dengan ini memberikan izin kepada :

Nama   : SINTHA PUTRI MULIATI
NPM   : 1701070203
Semester   : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Untuk mengadakan riset penelitian yang berjudul : "AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA" di Perpustakaan IAIN Metro.

Demikian surat izin riset penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 24 Agustus 2021
Kepala Perpustakaan,

Dr. As'ad, S.Ag, S.Hum, MH.
NIP. 197505052001121002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2640/In.28/D.1/TL.01/07/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**SINTHA PUTRI MULIATI**
NPM	:	1701070203
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Melaksanakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal   : 02 Juli 2021

Mengetahui,
Pejabat Setempat

Dr. As'ad, S. Ag, S. Hum., MH.
NIP. 19750505 200112 1 002

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-875/In.28/S/U.1/OT.01/08/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : Sintha Putri Muliati
NPM   : 1701070203
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070203

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 27 Agustus 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Sintha Putri Muliati

NPM   : 1701070203

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 27 September 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintha Putri Muliati
NPM : 1701070203

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selaso 9/3-2021	✓	Acc ch. I continue to ch. II.	
2.	Selasa 30/3-2021	✓	Acc ch. II continue to ch. III	
3.	Rabu 7/4-2021	✓	Elaborate more ch. III.	
4.	Senin 26/4-2021	✓	Acc ch. III	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintha Putri Muliati   Jurusan : TBI
NPM : 1701070203   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	29/06 2021	✓	Acc IPD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sintha Putri Muliati
NPM : 1701070203

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 16/8/2021	√	Please explain more the result of this research.	
2.	Rabu, 25/8/2021	√	Acc ch. IV	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

by Sintha Putri Muliati 1701070203

AN ANALYSIS OF CODE MIXING IN UNCOMMON WAY BOOK BY JOVI ADHIGUNA

CURRICULUM VITAE

The name of the researcher is Shinta Putri Muliati. She was born in Mulyo Asri, on December 30th 1997. She was the first daughter of Mr. Abdul Rohman and Mrs. Suprapti. She has one brother and his name is Surya Putra Wijaya. She lives in Tulang Bawang Barat.

She was enrolled her study in Kindergarten of Anggrek on 2003 a graduated 2004. She continued her study at SDN 03 Mulya Asri on 2004 until 2010. In line with her focus on the study, she continued her study at SMPN 01 Tulang Bawang Tengah on 2010 a graduated on 2013. She decided to continue her study at SMA Darusy Syafa'ah Kotagajah on 2013 until 2016. Then, at the next year, she was registered as a S1 student of English education department of state of Islamic studies (IAIN) of metro.