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SWITCHING CODE AND MIXING CODE IN VIOLATION OF COOPERATION PRINCIPLES: A SOCIO-PRAGMATIC STUDY

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Abstract

The interaction between multilingual speakers creates code-switching and code-mixing. The phenomena have occurred in the learning process of foreign language acquisition. This research is aimed at describing code-switching and code-mixing caused by violating the principle of cooperation occurred in EFL classroom. This research used qualitative case study method. The subjects in the research were 65 English learners in a private university in Jakarta. The data of conversation scripts were analysed using fundamental theories of code-switching, code-mixing, and cooperative principles. The open-ended questionnaire applied to set the object of the study. The results revealed that code-switching includes inter-sentential and intra-sentential. In the meantime, code-mixing includes alternation and insertion. The English learners utilize switch and mix code to accommodate their communication in the target language. The switching and mixing code have positive impacts on the learning process. The students express direct speech in the source or mother language, which is different from the target language, clarifying or emphasizing a message. The degree of speaker relationship is also influenced by whether a statement reflects a personal viewing, thinking, or understanding. The switching and mixing codes happened because of the violation of the cooperation principle. It is naturally accepted to violate the cooperation principle in language classroom. Maxim violation was caused by inadequacy, incompatibility, and misunderstanding of the foreign language acquisition's language discourses.

Keyword: switching code, mixing code, violation principle cooperation

INTRODUCTION

A socio-pragmatic or sociolinguistic method to investigate the language code explores the cultural variables that determine code-switching or code-mixing between bilinguals. According to the compositions, the society-based method to the examination of language is practical, acquire their forms of the purposes they accomplish in a speech community. Indonesia is geographically positioned in ASEAN, acknowledged as a section of the sizeable island area. The linguistic portrayal of Indonesia exposes various languages and dialects uttered within the island and with distinct situations. Bahasa Indonesian is the first language and mother tongue of most Jakarta people. It also implies the national and official language. Enthusiasts of the linkage among community and conversation demonstrate this language acquisition is not merely a cognitive process concerning the activation of a preference in the human understanding, but preferably a societal process which can significantly unfold in social interaction. Street, Brian & Leung, Constant (2010:

290) stated "the 'social' perspective being outlined challenges dominant models that assume literacy to be just a set of technical skills and language to be a set of cognitive properties residing within the individual."

Code-choice and code-mixing may accordingly be expressed as the bilingual's choice for a precise discourse. Code-choice is the more comprehensive perspective in bilingual performance within which language connection events such as code-switching and diglossia are explained. Code-switching occurs in communication situations of several types and associates in complicated language shift and styles. Yow, Tan, and Flynn (2018: 1075) mentioned "Code-switching is a common phenomenon that bilingual speakers regularly engage in. When bilinguals codeswitch, words from two languages are used within a single discourse". The displacement of one variation by another and language variation – meaning changes to the substance of the sorts themselves. The relationship between these phenomena is an indirect one: the relationship between shift and change itself. Code Switching is considered to be an extremely important aspect in both cognitive development and social communication (Mishra & Yadav, 2013, cited Simasiku, Kasanda, Smith, 2015: 73). This relationship is verbalized in custom through intervening factors. It is a reasonably safe assumption that some code-switching will occur in most, if not all, contact situations. Code-switching can be linked with diverse configurations within contact circumstances, from adaptation to alteration and language maintenance to language shift. Contact in the form of Code-Switching has principally been examined in spoken contexts. "Translanguaging in classrooms is where two languages are used in an integrated and coherent way to manage and facilitate the mental process of learning, whether by teachers or by students." (Cahyani, de Courcy, & Barnett, 2018: 468)

The academic determinations of classroom code-switching among the target language and language education environments, restrictions on the implementation of the monolingual procedure in Indonesia, and English-Indonesia code-switching in the circumstances of customary English learning in Indonesia. Code-switching in classroom activities will be acquainted with its aspects as a point switch, practical purposes, and repetitive employment. The focus directions shift to students' code-switching by introducing primary functional perspectives: equivalence, platform holding, recapitulation, and ambivalence control. de Bot, Verspoor, & Lowie (2005) as cited Gilead (2016: 270) stated that "their practice of code-switching is seen as part of an emerging and continuously changing system whereby their knowledge of language (first, second, third, and so on) is never stable and keeps developing when used". Its bilingual community backgrounds' capacity will concisely be described by providing an authentic sample conversation, which will encourage the reader to deduce its feasible applications in educational circumstances. Poplack (1980) as cited in Yuliana, Luziana, and Sarwendah (2015: 48) mentioned there are three types of code-switching: (1) Intrasentential code switching; (2) Intersentential code switching; and (3) Extrasentential code switching.

Inter-sentential Switching happened in the "If I have enough money, *saya akan buka tempat usaha cucian motor*" in complete English *I have enough money, I will open a motorcycle washing shop*. In the mean time, The Intra-sentential Switching "I cannot *hidup* without wi-fi in complete English *I cannot live without wi-fi*. In addition, Tag

Switching "*It is wonderful, ya kan?*" in complete English "*It is wonderful, isn't ?*"

Code-Switching is characterized as a skill of the bilingual speaker. Code-switching is a term in linguistics referring to using more than one language or variety in conversation. The bilingual speakers perceive the difficulty while conversing with another bilingual, so they switch their language from code to another to make the interlocutor understand. They do it with the same language background may do so many times. Yataganbaba and Yildirim (2015, p. 85) stated that "the teachers used cs also for translating unknown linguistic items, clarifying unclear points, highlighting important points, establishing or re-establishing certain relationships with the students, strengthening solidarity or authority, encouraging or praising students and disapproving the students' performances or behaviors."

Language, including society, participate in a symbiotic connection and has continuously influenced several other most thoroughly. Language-communication produces variations in one or more usage grammars. Additionally, the views of language users are indispensable in selecting the size and nature of this transformation. Code mixing is a mixture of one language's grammar, and another language is employed without adjusting the primary language's syntax. "Conversational code-mixing involves the deliberate mixing of two languages without an associated topic change" (Wardhaugh (1992) as cited in Mabule, (2015: 341). Borrowing and code-switching are events at both ends of a continuum: an organized loan-word is a historically communicated word that has been mixed with the receiver language, while code-switching is higher or more invisible automatic, defined switch from sentences of one language to penalties of another, affecting all levels of the linguistic structure simultaneously.

Muysken (2009) as cited in Febiyaska and Ardi (2019: 292) explained that "there are three types of code-mixing, namely alternation, insertion, and congruent lexicalization." Alternation appears the utterance. It has congruence or relationship among the grammars of two shifted languages. The utterance insertion type "*I think it has a negative **dampak** to the society*" in complete English sentence "*I think it has a negative impact to the society.*" In the same manner, the utterance alternation "*I cannot **tidak bayangin** living without wifi*" in complete sentence "*I can't imagine living without wifi.*" However, congruent lexicalization type utterance "*I mungkin will get **ngalusan** my life*" in complete sentence "*I will probably get improve my life.*" Insertion happens during unusual components is more far-reaching than a word is inserted in a sentence. congruent lexicalization is a rule of two languages experience the same morphological composition. Ritchie and Bhatia (2013) "code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses, and sentences) primarily from two participating grammatical systems within a sentence" (as cited in Akhtar, Khan, and Fareed (2016:31). Code-mixing is confronted as it contributes to a natural communication device. The covert or prominent place that English is a positively universal language, yet it is not quickly comprehended. The bilingual Indonesian speakers are regarded as code-mixing among English and Indonesia to gain a confirmed language. Yulianti (2013) as cited in Saddhono and Rohmadi (2014: 28) stated that "code-mixing in teaching-learning process can be in the form of words, phrase, clause, and interference." It is rooted in the conversation from practice, learning, and ability amid their restricted vocabulary of Standard English.

Remarkable bilingual speakers continuously achieve the capability to

manage the second or foreign language among at least any knowledge standard. "code mixing is governed by grammatical rules and can be prompted by social/psychological motivations. Code switching refers to the combination of different linguistic units (phrases, words, clauses, sentences) mainly coming from two participating grammatical systems in a single speech event" (Anastassiou and Andreou, 2017: 15). It may be perceived here that even where users are reasonably proficient in two languages, code-mixing is accepted in speech patterns. It assuredly possesses its uncommon skill as being advantageous to social and professional demands between English and another language in a country

Students' interest in daily basis conversations in the class is to exchange different varieties of information. For strong communication, interlocutors necessitate cooperating to get anything they state and whichever they intend. The cooperative aspect can be familiar called as "principle cooperation of conversation" (Grice, 1975, as cited in Gnewuch, Morana, and Maedche, 2017: 2). The cooperative principle assumes participants in a conversation customarily endeavor to be informational, frank, consistent, and sincere. It indicates individual participant is demanded to provide contributions in the conversations as needed. Grice distinguishes four primary maxims which represent the comprehensive cooperative principle (CP). Grice (1975) stated that "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (as cited in Poggi, 2016: 232).

Grice (1975) as cited in Jorfi and Dowlatabadi (2015: 365) "CP consists of the four maxims of quantity, quality, manner, and relevance. Based on each maxim respectively means: be truthful,

provide as much information as required, be relevant, Avoid unnecessary ambiguity". Toward our regular conversation, students interact our thought effectuated by sense or knowledge in the construction of written or spoken method with our interlocutor. Utterances that they interchange should be significant so the communication can be successful and work efficiently. Each utterance performed by an appropriate speaker can accommodate speech or speaker purpose and sentence meaning. Zebua, Rukmini, and Saleh (2017: 104) stated "the violation of maxim is the condition in which the speakers do not purposefully fulfill or obey the four sub-maxims." Meanwhile, Kempson (1977) as cited in Muslah (2015: 65) states that "the norms of conversation are deliberately and flagrantly broken in such a way that the speaker knows and intends that the hearer shall recognize that a maxim has been broken"

Saying something indirectly utterances is an illustration of the available varieties of the violation. This account designates someone applied utterance indirectly, and they performed violated maxim of the cooperative principle. Additionally, If students did not respond to the speech when conversing to other partner, they also caused the violation. Unusual students created a violation because each student had a diverse background and capability. "It had been noted that at the discourse level there is no one-to-one mapping between linguistic form and utterance meaning. A particular intended meaning (which could be produced via a direct speech act) can in fact be conveyed by any number of indirect speech acts" (Davies, 2000: 2). The violation occurred in the opening, middle and the end of the teaching and learning process. It is arranged to respond to the teacher's utterance discursively, no response at all to the teacher. Cooperative

principles throughout teaching and learning manners are necessitated.

The study is explained on several grounds. It simultaneously initiates the examination of both sociolinguistic and structural elements. This ground is accomplished by investigating the data within an analytical structure consisting of two principles. Gumperz (2015:217) stated "Interactional Sociolinguistics (IS) is an approach to discourse analysis that has its origin in the search for replicable methods of qualitative analysis that account for our ability to interpret what participants intend to convey in everyday communicative practice".

METHOD

This research applied a qualitative case study method with an ethnography of communication as sociological and linguistic objectives. The focus emphasizes the importance of the researcher's perspective and subjectivity. It often relies on data collection techniques through qualitative data or both by obtaining through text interviews, field notes, personal documents, and other official documents. This qualitative research aims to describe the empirical reality behind the phenomena entirely and profoundly of switching and mixing code connected with cooperative principle violation.

The study was conducted at the Akademi Sekretari Budi Luhur. Data collection through observation and recording techniques. This data is obtained through English language learning activities that occur between teachers and students. The data is analysed using a qualitative approach. This step includes the selection of focus data on code-switching and code-mixing. The mixing and switching code were transcribed and connected to the violation of the principle

Code-switching or code-mixing is a general event amid bilingual or multilingual. Students have already used code-switching or code-mixing in English foreign language classes, but there is still limited study identifying its functions, mainly linked to the violation of principle cooperation, especially in bilingual pedagogy. This study aims to describe and explain the implication student interactions in using code mixing and code switching as a learning perspective. Code switching and mixing is focused and associated with violations of the principle of cooperation. explore and identify the elements involved as a form of basic knowledge to increase the potential of communicative skills for students in higher education.

of cooperation. The presentation of the data analysis results is carried out by applying informal methods by presenting data regarding the use of language containing descriptive. code-switching and code-mixing and violations of the principle of cooperation. This is displayed in the form of words or clauses.

The open-ended questionnaire is designed to set the object in this study. The systematic questionnaires are separated into two categories. The first category has implicated the justification of Switching and Mixing English Code, and the second category concerns the question-context for Switching and Mixing English Code related to the interviewed question.

Ethnomethodology and conversation analysis is applied for the survey of data collection and analytic procedures. The pattern consists of sixteen elements. It is essential to consider in sequence to precisely and convincingly describes any selective speech situation: communication form, communications content, context, scene, speaker/sender, addressor, hearer/receiver/audience, addressee, objectives (results), objectives

(intentions), key, channels, forms of speech, norms of communication, norms

FINDING AND DISCUSSION

Violating principle caused by switching and mixing codes

The maxim violation can trigger the code-switching and mixing as speakers disobey, violate, or flout the maxim's rules. Understandably, the participant violates the sentence structure or context in teaching and learning process, rather than merely infringing, but they communicate certain interests. Another reason is that misapprehension on their oral communication activities. The violation intended to expand answers, amuse the participants, elude arguments, avoid disagreeable conditions, and express opinions.

The identities of switching and mixing code function when utilised two or more languages as an alternative language under the speech community. However, the varieties of code-switching are switch language events or various languages by the bilingual because of a particular purpose and consciously. While code-mixing uses different language to one language demanded presumably has the function and is not considered a mistake or deviation. In language pedagogical, bilingual students seldom glid a piece of language in communication. It can be assumed they did code-mixing or switching. The principles of grammatically compared between code-mixing and code-switching. Code mixing is when a speaker practices one word or phrase from one language to another language. And code-switching is when the language implies organised structurally and grammatically in another language.

Switching code

Code-switching signifies the setting or changing of units (words,

of interpretation, and genres phrases, sentences) of two systems within the equal speech context grammatically . This code-switching is a common language outcome by multilingual students. It is generally accepted as an alternative to two or more variations of language or style. This process involves switching words, phrases, and sentences from two different grammar systems across sentence boundaries in terms of spoken similarity. The data findings show a violation of the principle of cooperation in the process of switching codes with intersentential and intrasentential categories.

Switching code in violation maxim quantity

The selection of the first data as sample code-switching in violating the maximal quality is found in the response "*no, because many other people use online shop and can find any income from it,and I mean ... banyak orang lain yang tertarik dengan toko online 'like' karena memiliki dampak positif pada orang lain*" from the question" Do you think e-commerce give bad impact to society? why? ". Inter-sentential code-switching occurs when the subject uses additional sentences in Indonesian with formal variations. The subject's decision occurs because of the incomprehension of using a second language (English). The speaker's response or answer as a resource is by the information from the speaker's closed question. Closed questions (closed question) begins with an answer no.

The same thing can be seen in the next data, when the subject redirects the response using Indonesian on "*my plan is work, because 'you know'... I want cari money and to help my father 'Hmm'.... membiayai kehidupan keluarga.* " This code transfer includes intrasentential and

intersentential with a variety of informal languages. The use of the word 'way' is supposed to look for while 'to pay for family life' belongs to the Indonesian dialect's formal variety. When analyzed concerning the question "What will you do in the next 5 years? (Q2) ", the answer or response follows the expected information. Like the previous one, this transfer occurred due to the unfamiliarity of the informant's vocabulary in the situational code-switching context. This code-switching occurs when a change in a situation causes the bilingual to switch from one code to another in various languages or other languages.

Switching code in violation maxim quality

The first selection of data as sample code-switching in violating the maximal quantity is in the response results "yes off course, like the goods do not match … kaya diberita onlen pa what they want or 'er' … the goods are not datang" from the question "Do you think e-commerce give bad impact to society? Why? "—simultaneous inter-sentential and intra-sentential code-switching when the subject uses additional sentences in Indonesian with formal variations. *kaya diberita onlen* pa is an inter-sentential diversion with the first language transfer character by forming a sentence while coming is part of the intrasentential transfer. The selection of *kaya diberita onlen pa* becomes like online news. Violation of this maxims occurs when reporting questions to get answers raises sentences rich in online news related to the fact that online news does not always involve commercial fraud.

Switching in the second question (Q2) "What will you do in the next 5 years"? with a Javanese speaker's response "I am happy You see…kalo saya bisa kerja di kantor, because if I work in the office, I will kaya everyone will not humble me

right." Inter-sentential code-switching occurs when a speaker inserts the first language with an informal variety kalo saya bisa kerja di kantor, while intra-sentential occurs in kaya's insertion words. The transfer of this inter-sentential code can be changed in Indonesian with the official mode to work in the office. Violation of quality maxims occurs when a speaker responds, "if I work in the office, I will be *kaya (rich)* to everyone ..." The fact is that people working in offices do not always have many assets. The term rich is not always synonymous with material properties such as money, assets, and others.

Switching code in violation maxim manner

The preliminary data finding in code switching is found in the question "Do you think e-commerce will give bad impact to society? why "with a response. "Menurut saya, 'uh' … e-commerce memberi dampak jelek dan bagus, the good impact like Improve customer loyalty, I 'mean' … Improve supplier … using the *Menurut saya* and *memberi* is a form of code transfer from the second language (English) to the first language (Indonesian). This type of code transfer is included in the intra-sentential part because it uses a verb in *Menurut saya* and *memberi*. Also, this conversion was followed by a standard first language variant. Violation of implementing maxims in response ii when the object gives a confusing answer with a word collection. **Menurut saya**, *'uh'* … e-commerce **memberi dampak jelek dan buruk** the use of the words *jelek* (bad) and *buruk* (bad) give a double meaning. These words violate the maxims of the manner with the vagueness of the answer.

Code-switching with two types of intra-sentential and inter-sentential occurs in the second question "What will you do in the next 5 years?" with the response

"*Basically'… Because, after lulus I was still young, so 'like'… Saya lebih milih untuk mencari pengalaman kerja dulu*.". Intra-sentential redirection when the object uses a lulus (graduate)verb in the first language with standard language variants, while inter-sentential switching when the object uses a sentence Saya lebih milih untuk mencari pengalaman kerja dulu (I prefer to look for work experience first) with non-standard language variants. Violating maxims when objects use words in the first language, I prefer to seek work experience first. This violation has inequality of meaning and interpretation for participants.

Switching code in violation maxim relevance

Code-switching with intra-sentential and inter-sentential classifications is found in the response "' *um' … the bad impact of e commerce make people malas. people always choose the easiest way to buy something and 'I mean'… e commerce dapat access dimana saja* ". Intra-sentential redirection occurs when a speaker changes the first language code with a **malas** (*lazy*) word, while inter-sentential redirects occur when a speaker changes using a sentence **dapat access di mana aja** (can access anywhere). This transfer generally occurs due to the unfamiliarity of speakers using the second language, namely English. Violation of the maxim of relevance is seen by not providing answers related to the speaker. Closed questions "do you" should be able to answer in advance with yes or no. This context is the same if it is changed by using Indonesian. A closed question, whether it is commensurate with doing, should be answered as yes or no.

The next switching is inter-sentential. This data can be seen when the speaker answers with "*Because, i want to always have enough in everything. ' Actually'…. Bisa lanjut kuliah S1 pake*

uang sendiri. " The use of Indonesian as the respondent's first language results from the speakers' incomprehension in using the second language (English). violation of the maxim of quality in this section when the speaker uses the because as the answer. In meaning, lexical is because it is generally used in Indonesian when a speaker wants a reason. This is violating because speakers use the word what expecting what works in context.

Mixing Code

Code-mixing is the arranging or mixing of diverse linguistic units (words, phrases, affixes, clauses) of two contrasting grammatical arrangements in a similarly sentence and speech setting. The mixing code violates the principle cooperation. This phenomenon is the pedagogical process. The data was found three categorizations, such as insertion, alternation, and congruent lexicalization. Mixing occurred at the grammatical and lexicon levels by changing the first and second languages. Insertion is related to unconscious lexical borrowing, which also involves lexical units. The term congruent lexicalization leads to a circumstance where the two languages share a grammatical structure filled lexically with elements from either language.

Mixing code in violation maxim quantity

Code mixing results from language mixes or combines various language variations in the different language units. Data "Do you think e-commerce will negatively impact society? why? " with the response "*Uhh.Umm'… sometimes, I think because it makes jadi males people to out of the house, and more focus to cellphones but I think its emmm*. " Mixing elements of the adjective phrase in *jadi males* (being lazy) is one of the insertion classification unit. The phrase is a complete grammatical sentence if it is placed after *people*. Violation of the maxim of

quantity in the speaker gives vague answers. The section "sometimes, I think because it makes people jadi males to out of the house…" realizes that the speakers agree that online trading can have a destructive impact, but the part "but I think its emmm" gives ambiguity of meaning.

The data finding with the congruent lexicalization classification occurs with the response "I like to make *kue kue kitu*, maybe from making cakes can open a bakery someday ." with the question "What does business you want based on the activities you love most?" This classification underlies the study of stylization and standard dialect / variation rather than bilingual languages' proper use. *kue kue kitu* is in the first language includes noun phrases with the characteristics of reduplication first language and informal language. A violation of the maxims of quantity occurs when a speaker uses the adverbial maybe "maybe" thereby omitting the true meaning of the information because the word lexically implies uncertainty as to whether something is true or whether something will happen.

Mixing code in violation maxim quality

Mixing the code with the alternation classification when the speaker answers with "Umm….I was young I was very ngedreming every time about it because my hobby was watcing football and Well…I thought it was impossible so I wanted to be work in bank." The word combination nge-dreaming is a combination of prefixes and verbs. In Indonesian as the first language, a prefix is used to lower a part of speech. This variety indicates that a prefix is called "preformative", because prefixes can change words and meanings. The quality maxim violates this speech when the speaker uses the word every time. This noun phrase has a meaning every time, and this meaning is contrary to the true

meaning that it does not allow every sleeper always to dream.

Congruent lexicalization classification occurs when mixing code "I want a coffee shop business because I loves coffee especially Uhh. Umm ….like ….coffee for all young people kek gtu loh. "If you pay close attention, the part of the adverbial phrases in this article is a particular form of various languages or unofficial dialects in Indonesian as the first language. The word *kek* is an informal variation of the word *kaya* (alike) with the same meaning or Indonesian. This form of variation is straightforward to find in the social order of middle or adolescent status. The violation of the maxim of quality in this data lies in the noun phrase all young people. In a lexical meaning, this phrase means that all young people like coffee. The fact is not so although many love coffees, some do not like it, especially with young people.

Mixing code in violation maxim manner

Mixing code the insertion, "I don't choose to work because I want to have my own money, lebih mandiri, and want to help with all my family's needs." This type of code-mixing occurs when insertion occurs in the first and second languages but does change the sentence structure in the first language's speech. The insertion code-mixing changed the grammatical in English. *Lebih mandiri* is part of the noun-adjective class. It should not be placed in the sentence because my own money is classified as the noun phrase. Violation of manner maxims occurs when the speaker gives an unclear answer to *I don't choose to work*, the answer becomes biased because it contains a negation sentence at the beginning of the sentence but turns into a supporting positive sentence in the next sentence.

The classification of Congruent Lexicalization in mixing code is contained in the speech "you know… I think, I love

buy some shoes, laptop, bags, sneakers, and heels and okay… mau nyoba jadi a shoes entrepreneur". Mixing code of this type sees changes in speech participants by mixing first, second, or more languages when conveying or requesting information. This symptom appears with a change or shift in style, variety, type of different language system. *mau nyoba jadi* (want to try) is a collection of words with various informal languages, but this change does not change the lexical arrangement of the word order of the utterances. Violation of the executing maxims occurs when the statement has multiple meanings. The speaker explained that he likes to buy equipment such as shoes, laptops, bags, sneakers, and heels. However, the speakers only wanted to open a shoe business. By implication, the use of the phrase "I love buy some shoes, laptop, bags, sneakers, and heels" makes the implication of this utterance biased.

Mixing code in violation maxim relevance

The type of insertion in the data code mixes with the utterance of" you know'…. make trade like departemen store 'Hmm'…. become quiet because lebih memilih people online 'rightt. "The use of the adjective phrase prefers to be part of the mixed characters of the insertion code. Grammatical English has changed with the mixing of Indonesian practical grammatical in Indonesia. The sentence order position is inappropriately positioned.Grammatical English has changed with the mixing of Indonesian practical grammatical in Indonesia. The sentence order position is inappropriately positioned. It is because various characters have the potential for involvement in the insertion: phonetic form, linguistic meaning, morphosyntax, which involves activation of a second grammar to different degrees of the syntactic layout. Violation of the principle of cooperation in the maxim of relevance occurs when the

speaker "you know"…. make trade like department store… "becomes irrelevant because this question begins with a closed question" Do you think e-commerce will give bad impact to society? why ?. " In other words, the information should be provide with yes or no response.

The same type of code-mixing is also seen in the following data "Do you think that is so important?" with the speaker's utterance, "What will you do in the next 5 years?". This mixing of codes can be seen when the speech uses the adjective phrase's insertion in the second language, in this case, English. *Penting sekali* (very important) have a class of phrases in the first language (Indonesian). Type of code-mixing insertion mixing code can be understood as generally borrowing by inserting a lexical category or foreign phrase into a particular structure. Violation of the maxim of relevance occurs when a speaker's speech information is not aligned and commensurate with its question. What is the form of the question sentence refers to a person's activity, object, or name

CONCLUSION

The English learners utilize switch and mix code to accommodate their communication with the target language. It is naturally accepted to violate the principal cooperation principle. The primary circumstance of the lecturers' use code of switching and mixing is clarifying the information in teaching English pedagogy. The purpose elaborated the critical message in the class so that the student could be easily understood with the message. The utilization of code-switching and code-mixing is essential to be one of the communicative strategies in higher education.

The learning process might have a different approach to every situation in English pedagogical. The uniqueness violation is to accommodate the learning

process. In a different perspective, violation need apply for the learner to know their communication ability. The ideal purposes of foreign language acquisition are to maintain or create a proper conversation from each participant.

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