Outer Code-Mixing Used by Rural High School Students at a Senior High School in Taraju

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ABSTRACT

Outer code-mixing is very helpful to support English communication. Outer code-mixing happens when the speakers mix the first language with foreign languages for helping in communication. It can improve English skills to facilitate students to practice English inside and outside of the classroom. Moreover, the students in rural area especially hard to learn English because of some problems that faced them. The aim of this research is to investigate the reasons why students use outer code-mixing in their communication and what the advantages of the use of outer code-mixing as perceived by high school students are. The research used descriptive qualitative as the research design plus the research gathered from six high school students at a senior High School students in a rural area. In addition, individual interviews are used to gather the data. The findings revealed that outer code-mixing used by High School students at school is identified to practice English, to practice pronouncing English words, to improve speaking skill, to learn vocabulary, to sound more sophisticated, to achieve good English grades, and to learn English in a fun way. Furthermore, it identified the advantages of the use of outer code-mixing namely to comprehend English better, to improve students' confidence in speaking, to facilitate in socializing, to gain new vocabulary, and to improve grammatical knowledge.
Keywords: outer code-mixing, EFL, reasons for outer code-mixing, advantages of outer code-mixing

INTRODUCTION

As a human being, communication is important for the interaction among pupils. Communication is one of the learning strategies for teachers in the world to deliver the information in academic or public setting. Teachers, as a role model, should master the basic learning strategy to make it easier to interact with students. According to Ahmad (2016), students are often encountered in communication in English; if they have no skills in English, the communication will not be effective because of the lack of English understanding in communication.

English is an international language that is frequently used among people. Indonesia is one of the nations that use English as the communication language in many aspects, especially in the aspect of education. As foreign language learners, Indonesian students are learning English for their academic purpose, such as for exchange program, studying abroad, debating, and international volunteering program. Furthermore, to facilitate students in learning English, students do not only need to learn with the class. Moreover, one of the ways that can be used by people to learn English is by using code mixing during the conversation or during the texting in their interaction. As Ho (2007) implied that code-mixing is the alteration of one language to another within the same expression or in the same spoken or written text. Gunasari, Budiarsa, Artawa, and Satyawati (2020) stated that there are three types of code-mixing; inner code-mixing, outer code-mixing, and mixed code-mixing (p. 89). This research focuses on mixing the language by using English as foreign language and Indonesian as the mother tongue. It is called as outer code-mixing. Gunasari et al., (2020) stated that outer code mixing occurs when the native language mixes with foreign language (p. 89).

Some students think that English is not really crucial for them so that communication in English is rarely used. However, there are several students who make efforts to learn English, especially by using the outer code-mixing in English learning process. Then, several students use outer code-mixing to practice their English in conversation so that it is easier for them to remember and get used to it.

According to the previous research, the use of English and their first language was used as the method in outer code-mixing. Outer code-mixing was used to improve their English in communication which it was supported by the surrounding. However, this research has a distinction which is the students that using outer code-mixing was minority, due to some factors in surrounding. However, they still endured in an unsupported environment, and they still had motivation to learn English by using outer code-mixing.

Therefore, this research is conducted the research at a senior high school in Taraju which is located in a rural area, so the process of learning English should need more efforts. It is because Taraju was a rural area that people barely used English. Due to the objectives of this research, the researcher chose outer code mixing as the topic of this research because this research finds out the students' reasons about the use of outer code mixing in their English learning either inside or outside the class and also the advantages of using outer code mixing in learning English as perceived by the students.

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- Research Questions

The research questions of this study are:
(1) What makes high school students at a senior high school in Taraju do the outer code mixing inside and outside the class?
(2) What are the advantages of doing outer code-mixing in their English learning as perceived by rural high school students at a senior high school in Taraju?

Significance of the Study:

Students. The aims of this research are finding out the reason and the advantages of students use outer code-mixing. This research gave students the knowledge about outer code-mixing as the method to learn English in their daily life at school. Therefore, students consider to use code mixing as part of their learning instead do not using the language at all.

Teachers. The purpose of this research is to give the knowledge and reference to the teachers about outer code-mixing. Hence, teachers can understand the students in learning English based on this research in the discussion about the reasons and the advantages of outer code mixing. Furthermore, the teachers help students to find out the solution in arising students" skills.

Other researchers. This research can be a reference for their research which is based on the similar topic. Besides that, this research can motivate other researchers to learn about outer code-mixing more deeply. Thus, they can look for other problems that can be used as a topic of the research.

LITERATURE REVIEW
In this study, there are two reviews of related studies. First, the study by Ehsan and Aziz (2014) about Code Mixing Patterns Ilocano Conversation Language as an Input to the Philippine Mother-Tongue-Based Multilingual Education. The aim of this study is to find out the implementation of Mother-Tongue-Based Multilingual Education while mixing the language among their mother-tongue and second language which is Tagalog with English. This study used qualitative method descriptive analysis and the procedure during research was conducted through interview by using cell phone, and the respondents of this research were the students of Tumog Elementary School grades 1, 2, and 3 and from High School students of Tumog National Agricultural School with the total 104 of Ilocano students. The research was conducted from January to March 2020 in one campus of elementary and secondary schools. The findings of this study in conducting code mixing are students of Tumog Elementary School and Tumog National Agricultural School interact with Ilocano language by borrowing English language, so it is easier for students to pick the language.
The second study is from Chinese by Zhang (2019) entitled Mainland Chinese Students" Shifting Perceptions of Chinese-English Code-mixing in Macao. The aim of this study is to find out the students" perception of language ideologies between Mainland students" changing perceptions, the negotiation of identities, and linguistic practice. The research method of this study is qualitative

method used survey in the macro-approach and used semi-structured interviews which were conducted by 21 Mainland students participants and which also used MP3 for recording interview. The results of this study are that the Mainland students frequently use English in Chinese as the linguistic practice when they lived in Macao, because the surrounding of Mainland students use code mixing English in Chinese. They have also been exposed to English class which uses English as a medium for instruction. So, when Mainland students interact with peers, their local language is used to being mixed with English in the communication. There are a similarity and a difference between previous researches and the research that the researcher carries out. The similarity is that this research has objective to find out how students use outer code mixing when speaking, discussing, and habituating by using English to improve their English skill where the majority of their friends have difficulty in speaking English. Besides that, the difference is that this research will find out the reasons and advantages of code mixing that student in rural area use while learning English. It is because students in rural area are still not encouraged to learn and pay attention to the English learning.

- Code-Mixing
People get used to mixing the first language with foreign language in any activity to increase their English skill. According to Waris (2012), "Code mixing happens when the speakers use two languages at the same time which mixing one language into another and they change in one sound" (p. 127). For example, when Indonesian students are talking with their friends in English, but they still do not know about the sentence or vocabulary that they propose so that they combine the uses of Indonesian- English in their conversation, or vice versa. Moreover, there are three types of code-mixing in Candidasa tourist area: inner code-mixing, outer code-mixing and mixed code- mixing (Gunasari, Budiarsa, Artawa, & Satyawati, 2020, p. 89).

The first is inner code-mixing. Inner code mixing occurs when the language that is used is combined with a specific language (Gunasari et al., 2020, p. 89). It can be defined also as the mixed language between native language and the variation of local languages. For example when the Sundanese people speak in Indonesian language and mixed with the local language that is Sundanese or vice versa. For example:
"aku[Indonesian] teh[Sundanese] da[Sundanese] gatau[Indonesian] geuning[Sundanese] kalau dia sudah sesukses ini[Indonesian]." ["I did not know if she is as success as now."]

The italicized words are Sundanese words that are used to mix with Indonesian.

The second is outer code-mixing. Gunasari et al., (2020) stated that Outer code mixing occurs when the native language is mixed with foreign language (p. 89). Outer code mixing occurs because of the additional elements from a piece of foreign language. The users who mix the languages

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typically mix the languages which involve elements and the structure of the languages (Wibowo, Yuniasih, & Nelfianti, 2017, p. 17). For example, when speaking in Indonesian, there are elements of English language which consist of vocabulary and phrases. For example:
"Kalo wisuda biasanya suka beli bucket snack untuk hadiah." [In a graduation ceremony, I usually buy a bucket snack for presents]

The third is mixed code-mixing. Mixed code mixing is the mix code between inner code-mixing and outer code-mixing (Gunasari et al., 2020, p.90). It means that people will speak the common language with other language. For example, someone speaks Sundanese, subsequently; there are elements that involve the uses of Indonesian and English.

- The Reasons of Using Outer Code-Mixing

There are six categories for the theory of the reason for outer code-mixing

(1) To understand communication. In one country, the conversation among people that uses different languages has been globalizing. They mix languages to understand the process of interaction, so that doing code mixing and code switching is necessary in bilingualism areas (Kim, 2006, p. 43). This phenomenon is familiar to bilingual people, even for children because this technique will help them to alternate the interaction between two languages. Kim also claimed that this phenomenon naturally learns not only the languages but also the culture and social aspects so that their conversation runs smoothly.

(2) To facilitate communication of low frequency words. The reason of speakers use low frequency words because the words is easier to remember and has stable view. Those words refer to the popular words in society than the word in Indonesian (Aini, 2019, p. 5). For instance the words that used in makeup or cosmetics such as brand, compact powder, packaging, and so on. So, the audience will understand the words fast that used frequently in daily.

(3) To increase vocabulary. The bilinguals or multilingual usually do outer code-mixing which are based on their motivation and several reasons. Fadilah and Astutik (2020) stated that the students" point of view of why they use code-mixing because they lack of vocabulary, unconfident in using English, and they are not used to talking in English only (p. 121). Furthermore, teachers usually help students to clarify the words and they decide to talk in English for a while so students get trained.

(4) To avoid the ambiguity. Sometimes, Indonesian words are confused other speaker if there are words that has different meaning with English. According to Aini (2019), pernicious homonymy helps speakers and listeners to avoid the meaning misinterpretation (p. 5). Hence, it can minimize the ambiguity of the words that speaker used so that people will understand of each words in conversation.

(5) To convey message-profound. The message of quoting such idioms is also included as the reason of using outer code-mixing. Reasons and motivation of somebody that mix the language are usually because it will be beneficial for their order. The speakers who do not want to answer the speaking partner usually use outer code-mixing in their conversation so that the code only refers to the topic in question. As mentioned by an expert that teachers use code-mixing to emphasize the message, to make students give more attention, and it because the teacher want to show the respect (Fadilah & Astutik, p. 121).

(6) To expedite language attitudes. Language attitudes will lead the speaking partner to the purpose of the conversation, whether the conversation has a positive or negative view. However, the speakers who are fluent in code mixing will adapt bilingually. In addition, the use of mixing code also use dominant language and do not tend to use non-dominant languages because of their different linguistics, but these are used in certain circumstances and secure or in certain things. (Kim, 2006, p. 49).

- The Advantages of Outer Code-Mixing

There are six categories for the theory of the advantages of outer code-mixing.

(1) To develop language skills. In the learning process, code mixing helps students" development in language skill. The use of code mixing can be done in academic or non-academic process, such as in classroom, private tutoring, outside of classroom, and commonly in everyday life. According to Saddhono (2014), the advantages of code-mixing is to give knowledge of foreign language for students thus students need to use non-native language to improve the skills while learning the language so that students can grasp teacher"s clarification, to maintenance teacher and students" relationship, to urge active learning such as replying, asking, and answering demands (p. 28).

(2) To facilitate process of learning language. Saddhono (2014) added that mixing is an effective way to deliver information to make it easier for the students in learning language and in communicating. In addition, the situation is also good to fascinate student"s attention toward the lesson that being taught (p.28). Besides that, Saddhono also stated that the use of code mixing by students has supporting factors in the background of the learning process between teachers and students , tradition, environment, and coziness.

(3) To develop the knowledge. It is another advantage of code mixing. Code mixing can be formed as students" habit in language learning. Students can add vocabularies, can increase English skill training (speaking, writing, listening, reading), can train public speaking, can support students to learn English more, can make it easier for students to follow the times to ease communicate with others, and so on. (Saddhono, 2014, p. 28).

(4) To encourage confidence. According to Plessis and Louw (2008), the perception of participants" specific

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teaching with multilingual learners proves that it improves their confidence (p. 68). They also added that experiencing multilingualism affects the participants" experience of confidence positively (p. 68). The use of outer code-mixing makes students confident in their English learning.

(5) To understand Western culture. Mixing code helps students understand the culture, especially Western culture (Chairat, 2014, p.15). Not only understanding the culture, but also it gives the life lesson of the culture. Thus, it can beapplied into daily life.

(6) To improve vocabulary. Outer code-mixing helps users to add vocabulary. According to Sabri, Pratolo, and Basopi (2019), the implementation of code-mixing strategies impacts on vocabularies; it influences spoken and written text which depends on capability of how the teachers teach students to make them interested (p. 537). Sabri, et.al., also added that code-mixing assists in directing the meaning of new words and combining words with the existing texts.

METHOD
The research focused on the students" reasons and the advantages of outer code mixing used in senior high school level inside and outside the class. This research used a qualitative method to collect the data. According to Creswell and Creswell (2018), the qualitative method involved analyzing data that is written in description (p. 179). Therefore, the descriptive qualitative design was suitable for this research.

The place for this study was in Taraju which was a rural area that people barely used English. Especially at school in Taraju, people almost not to use complete English because it was rarely use in school daily life. Besides, this research held in October 2021.

The research participants were the six participants from a senior high school in Taraju. The researcher chose the participants based on criteria as follow; students who stand out in English skills so that they had good English grades. The participants were obtained from the English teacher"s recommendation in that school. Therefore, based on participants" English backgrounds, they preferred to learn English by themselves, and had a specific purpose inlearning English.

The researcher used interview for collecting the data. The focus for the research that was used: interviews for both research questions. Interview was a flexible instrument for collecting the data, sustaining multi- sensory channels to be used which could be verbal, non- verbal, spoken and heard (Cohen, Manion, & Morrison, 2011, p. 409). To make the interview ran well, Bahasa Indonesia used to interact with the interviewee so that they easily answer the questions and misunderstanding deficiency. The construction of schedule that used was open-ended question. It was flexible, so the interviewer had a chance to probe more depth about the questions that were conveyed and avoid misunderstandings, and the interviewer could test participant"s knowledge and

was able to establish rapport with the encourage cooperation (Cohen, et al., 2011, p. 416).

The objectives of this research are to find out the reasons and the advantages of the use outer code-mixing by the rural high school students at SMAN 1 Taraju. Outer code-mixing is a piece of code mixing. The researcher wants to find out the reasons of the problem that is faced by the students during learning English in high school level. The criteria of the participants are the students who stand out in English skills, have good English grades, and have a good background in English skills previously. The advantages of this research are that this will give the solution for the teachers who face the problem that is related with the topic. Besides that, the students will get the information about the topic and get motivated to learn English and use English confidently.

RESULT AND DISCUSSION
The results show the reason and advantages of the use outer code-mixing by rural high school students.

The Reasons of Rural High School Students to Do the Outer Code-Mixing

Finding 1: To practice English. The first reason for using outer code-mixing by rural high school students is to get used to practice English. Hence, outer code-mixing was used to practice English by the participants to enhance their English skills. There are three students who mentioned this reason, which is James, Laurant, and Edyson. James mentioned that to get used to using English is one of the reasons for using outer code-mixing at school. James argued, "I use outer code-mixing in order to get used to using English more". Furthermore, Laurant also stated similar reason Laurant said, "My reason for using outer code-mixing is that when we speak in full English, we get used to using English". Moreover, Edyson also stated that to get used to using English is the reason for using outer code-mixing. Edyson stated, "In order to get used to it and can use the language". Based on the statements above, the participants" reason of using outer code-mixing is to get used to using English and when speaks English in full it helps more, thus they can use the language. It suitable with an expert that had mentioned, the lecturer helps students while talk in English so that it beneficially make students practice more to get used to comprehend of what lecturer had said (Srinawati, Wahyuningsih, Yulianingsih, & Ernawati, 2020, p. 827).

Finding 2: To practice pronouncing English words. The third reason for using outer code-mixing is to practice pronouncing English words. It made students pronouncing English better and get used to it. It was perceived by three participants, Bony, Theressa, and Rheez. Bony agreed that using outer code-mixing helps in practicing pronouncing English words. He directed, "Speaking or communicating with other people by mixing languages so as I can be even more trained in pronunciation and using that foreign language". Furthermore, Theressa stated that outer code-

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mixing helps in pronunciation. She said, "Outer code-mixing helps in pronunciation, because it's often said, so I can hone my skills". Moreover, Rheez also claimed outer code mixing trains the pronunciation. She mentioned, "If I use a foreign language, it trains the pronunciation of the words". The result shows that outer code-mixing helps in practicing the pronunciation of English words which used more while speaking or communication so that it also can hone the users‟ English skills. The statement above was supported by Thuy (2009) "contact with a native that mixing the language through communicative settings may sustain the constancy of native language pronunciation in consecutive bilinguals" (p.39).

Finding 3: To improve speaking skill. The fourth reason for using outer code-mixing is to practice speaking English. The use of outer code-mixing helps students in speaking improvement which it used often in daily. There are two participants that mentioned the reason, James and Laurant. James believed that practicing speaking English is one of the reasons for using outer code-mixing at school. He explained, "I can also practice speaking English when I speak everyday if I use outer code-mixing". Furthermore, another participant, Laurant also stated, "practicing English increased speaking skill while using outer code- mixing". She added, "We can start a conversation with other people, so outer code-mixing improves speaking skill". In line with the statement above, the participants said that outer code-mixing is used to practice the speaking skill which occurs while do a conversation with others. Thus, by using outer code-mixing, the speaking skill will increase. As supported by Dussias, Halberstadt and Carlson agreed that code mixing proved with some evidence that there is a strong affiliation between verbal fluency task and objective measures of language proficiency (as cited in Johns, Kroff, & Dussias, 2019, p. 588).

Finding 4: To learn vocabulary. The sixth reason for using outer code-mixing is to learn vocabulary. By using outer code-mixing, students easily learn English vocabulary. Three participants mentioned the reasons; they are Laurant, Bony, and Edyson. Laurant stated, "If I use outer code-mixing, maybe I can add knowledge to our friends who are learning English little by little. For example:
"Ih gua udah prepare nih buat vacation besok, jadi gua udah ready banget."
["I‟ve been prepared for the vacation tomorrow, so I‟m ready well"]
So my friend will ask,
"Prepare itu apa?"
["What is prepare means?"] So I answer:
"Oh prepare itu persiapan"
["Oh prepare is persiapan" (prepare means persiapan in Bahasa Indonesia)] like that".
Moreover, Bony added about the other reason, "I use outer code mixing because I want to share knowledge with friends". Furthermore, Edyson also mentioned, "I use outer code-mixing because I learn to remember word by word". In line with the statements above, outer code- mixing is used to learn vocabulary which it can add the knowledge of

English from the users who knows English to the people who do not know English, so as it helps the users in learning vocabulary. Moreover, it can be used to remember the English words. As supported by a researcher that outer code mixing is used when people just remember the words or phrases from foreign language so that they insert those words in their sentences even though the speaker used in their accents (Kim, 2006, p. 47) In addition, Grosjean argued the speaker used outer code mixing is for quoting what someone has said (as cited in Kim, 2006, p. 47).

Finding 5: To sound more sophisticated. The seventh reason for the use of outer code-mixing is to sound more sophisticated. Outer code-mixing makes students felt sophisticated so that they learnt English in a purpose. There are two participants who implied about this reason, Laurant and Rheez. Laurant agreed that to claim higher social status is one of the reasons for outer code-mixing being used as she perceived, "I use outer code-mixing in order to look cool". Moreover, Rheez claimed, "If we are teenagers, there are people who think that someone who uses foreign languages or mixes the languages, looks cool, hits or whatever". In the report of Kustati (2014), conveying languages other than target language does not naturally spare the students from society but rather, they represent the eagerness to be accepted in the community (p. 179). Another opinion from Ho (2007) stated that Mixing the language affects social stratification explicitly and dissociates those with good education, great respectability and higher social status than those without. Furthermore, other researcher also added that "English which is as a second language pursuing higher education and social status" (Hossain & Bar, 2015, p. 124).

Finding 6: To achieve good English grades. The eighth reason for using outer code-mixing is to gain a good English grade. Students use outer code-mixing is motivated by achieving a great grade. One participant has answered that gaining good English grades is one of the reasons for using outer code-mixing, which uses outer code-mixing to give attention to the teacher to be given a good score for her. She is Laurant. Laurant implied, "I use outer code-mixing in order to be given a good English grade by the teacher". As maintained by Asrifan (2021), mixing of code the language improves students‟ word levels, promoting educational success and supports standard English masterships (p. 4). Asrifan also added that the use of code-mixing distinguishes scores by comparing students‟ preference to the results of learning by code-mixing (p. 9). Another Asrifan‟s opinion also claimed that using code mixing and switching is involved to enhance students‟ learning achievements (p. 7).

Finding 7: To learn English in a fun way. The ninth reason for the use of outer code mixing is fun. Outer code- mixing is a fun method that students used so that they comfortable while learning language. There are two participants who mentioned the reason, Laurant and Theressa. Laurant agreed, "If I use outer code-mixing with friends, it is just for fun". Furthermore, Theressa claimed that using outer code-mixing just because she loves English and it is fun to use it.

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She agreed, "I use outer code-mixing because I like English". Laurant also added that she liked to use outer code-mixing because it was comfortable. As the result, the use of outer code-mixing makes the users comfortable because they like English, so they enjoy using it. It was supported by Ho (2007), Focus group interviews addressed that mixing between English and Cantonese as the most comfortable choice to speak cautiously.

The Advantages of Outer Code-Mixing

Finding 8: To comprehend English better. The first advantage of using outer code-mixing is being familiar with English. Outer code-mixing helped students in learning English especially while do conversation, so that they could understand each other. It was mentioned by one participant, James. James believed that outer code-mixing helps him to introduce more about English. He stated, "the positive impact is that by using outer code-mixing, I will know more about English and the meaning of some English." As claimed by Chalaemwaree and Rodrigo, as English used in Thai is a foreign language and used through social media as a medium language, which if English mixed with a base language can increase the English competence (p. 96). The statement above was supported by On the word of Saddhono (2014), found that the advantages of code-mixing is to give knowledge of foreign language for students thus students need to use non-native language to improve the skills while learning the language so that students can grasp teacher"s clarification, to maintenance teacher and students" relationship, to urge active learning such as replying, asking, and answering demands (p. 28).

Finding 9: To improve students' confidence in speaking. The third advantage of using outer code-mixing is to make it more confident. Students used outer code-mixing to train their English speaking so that they would become confident while speaking with others. There were two participants who mentioned it, Laurant and Theressa. Laurant mentioned that the advantage of using outer code mixing is making her confident while using English. Laurant stated, "I can be more confident if I use outer code-mixing." Moreover, another participant, Theressa claimed that outer code-mixing makes her more confident while speaking English. Theressa said, "outer code-mixing makes me become more confident while speaking." According to Plessis and Louw (2008), the perception of participants" specific teaching with multilingual learners proved that it improves their confidence (p. 68). They also added that experiencing multilingualism affected the participants" experience of confidence positively (p. 68).

Finding 10: To facilitate in socializing. The fourth advantage of using outer code-mixing is to expand relationships. By using outer code-mixing, students were helped to socialize with others easily. Three participants have mentioned it, they are Laurant, Rheez, and Edyson. Laurant assumed that outer code-mixing can expand relationships. Laurant inferred, "I can expand relationships if I use English in daily life, so I do not need to worry about to whom I talk to and where I was placed in an environment that speak English is a must." Moreover, Rheez also agreed that outer code-mixing helps her to make relationships with others. Rheez argued, "outer code-mixing helps out in socializing." On the other hand, Edyson also implied that outer code-mixing helps him while talking to others and expanding relationships. Edyson maintained, "To make it easy to talk to people who can speak English." The statement above was supported that the use of Arabic and English at school had been believed that it improves the knowledge, expand relationships, and fulfill the school language requirements (Bin Tahir, 2015).

Finding 11: To gain new vocabulary. The sixth advantage of using outer code-mixing is to be up to date about English vocabulary. Outer code-mixing is mixing Indonesian and English, so the vocabularies that students reached would became considerable. It was mentioned by two participants, James and Bony. James approved that outer code-mixing helps out on being up to date about English vocabulary. He said, "Playing games, scrolling social media which usually there is a little bit of English and Indonesian words, reading a book, and observing people and surrounding. So we used to and get the knowledge of more vocabularies." Meanwhile other participant that is Bony, he believed that outer code mixing helps him while delivering words. So it helps him in mastering the word of English so he can deliver a message easily. Bony said, "I can deliver variation of words by using outer code-mixing." As the result shows that while do outer code-mixing, it helps students to deliver variation words because he knows more about the English words. The statement was supported by the researcher, Saddhono (2014) added that mixing is an effective way to deliver information to make students easier in learning language and communicate (p. 28). In addition, Code mixing helps students to increase English vocabulary and acquaint students while communicating with friends and teachers (Sabri, Pratolo, & Basopi, 2019, p. 535). Another research also found that Thai-English code mixing users learned new English vocabulary and learned English words in sentences that they used in speaking (Chalaemwaree & Rodrigo, p. 98).

Finding 12: To improve grammatical knowledge. The fifth advantage of using outer code-mixing is assisting on grammar. Learning outer code-mixing made students think and sort out the grammar when used it. One participant has mentioned it. She is Theressa. Theressa maintained that using outer code mixing is assisting her in grammar. As she mentioned, "By using outer code-mixing, it helped my grammar." She also stated that because "if it is often said, it will also become a honed skill". The grammatical structure is used while do outer code-mixing because when produce the sentence, she usually thinks the grammar rules. So if it accustomed they curious whether it is the right sentence pattern or not. Thus, if she doubt with her grammar, she will find out the truth. As a researcher supported that several children used grammatical mixing and lexical mixing more (Paradis & Nicoladis, 2000, p. 246). Hence, between the expert and participants" excerpt identified that outer code-

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mixing helps participant in supporting grammatical knowledge improvement while they were learning English. In discussion, the results of the study between this study and previous study have the similarity and the difference. The similarity of this study is on clarifying the use of English in communication and other purposes. The difference of the previous study is investigating the reasons and the advantages of the use outer code-mixing by students which had found that English is very useful in any aspect for students while learning in the classroom and outside. Meanwhile, in the previous study clarifies how the students do outer code-mixing directly with peers in other country. However, this method of outer code-mixing gives an easier way to learn English that unconsciously students use this method in daily and it can improve English skills quickly.

CONCLUSION AND RECOMMENDATION

The topic about "Outer Code-mixing Used by Rural High School Students at a Senior High School in Taraju" presented the result to investigate the reasons and advantages of using outer code-mixing inside and outside of class. This research used descriptive qualitative research approach through interviews in conducting the research. Therefore, the participants that involved in this research there were six participants from a senior high school in Taraju.

The crucial of English is proved by the use of English in any fields. Students who use English had motivation on why they using English in their communication. However, the reality is that not from all areas that student has motivation on using English, especially the students in rural areas which infrequently use English as a means of communication. Therefore, they try to learn English in any way, one of them is learning English using outer code-mixing method.

Based on the research findings, the researcher would like to give some recommendations related to the research. These recommendations are addressed to the student, teacher, and future researcher.

Student. Based on the findings of this research, using outer code-mixing is very helpful for specific purposes. Thus, students can consider to use outer code- mixing because it trains in speaking English, improve confidence, improve new English vocabulary, easy to associate, improve grammatical knowledge, and deliver variation of words.

Teacher. The results of the research present the reasons and advantages of outer code-mixing. The teacher can implement this method to the students at school so that students improve their English skill because accustomed to using outer code-mixing. The teachers can start by having conversations with students using outer code-mixing often.

Future researcher. This research focuses on outer code-mixing used by rural high school students. The researcher recommends discussing the problem that is related with the topic more deeply than the reasons and advantages of the use of outer code-mixing. It is probably discussing how the students usually do the outer code- mixing in daily life.

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