



## **A Sociolinguistic Perspective on the Indonesian-English Code Mixing Used by Students**

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### **Abstract**

This research aims to know the type of code mixing and the factors for code-mixing used by students at Ma'had Al-Jami'ah UINFAS Bengkulu. The research approach used to analyze the data is a descriptive qualitative approach. As the theory used. The researcher described, based on the theory of Muysken (2002), how to analyze the types of code mixing and the theory of Bhatia and Ritchie (2004) to analyze the factors of code mixing. The result of this study shows that five kinds of code mixing used by students, namely insertion, which consists of 37 data, alternation consists of 49 data, and congruent lexicalization consists of 7 data. Several reasons for using code mixing are participant roles and relationships, situational factors, message-intrinsic factors, linguistic attitude, dominance, and security. The other reasons are the regulation in Ma'had, the situation, and the lack of vocabulary.

**Keywords:** Sociolinguistics, Code Mixing, Students

### **A. Introduction**

Language is the key to communicating with other people. The ability to communicate is crucial in today's culture. People use language as a mediator to convey what is on their minds to others. They communicate clearly and effectively by using language. Even if they originate from various places and speak different languages, people still need to connect in order to express their needs and share their feelings. Despite their differences, they work to develop and keep a positive connection in their communication with each other. Most people in today's world, as in Indonesia, are able to speak many languages. As a consequence, the majority of Indonesians favor using many languages while speaking or writing. Language is considered to have a significant role in the process of establishing human connections.



In communication, Language and society are connected and cannot be separated. Sociolinguistics is the study of the interaction between language and society. Holmes states that sociolinguistics is the study of language as part of language and society (Holmes, 2001). They are concerned with defining the social function of language and the means through which it is utilized to express social meanings, and they are interested in understanding why we speak differently in various social contexts. One of the sociolinguistic phenomena that occurs in bilingual or multilingual societies is code mixing. Code mixing is two dialects by the acquainted to the degree that they change from one dialect into another over the span of a single expression (Wardhaugh, 1986). Abdullah stated that the condition where people use two or more languages in the same sentence or discourse is called code mixing (Abdullah, 2011).

According to Muysken, code mixing is where lexical items and grammatical features from two languages appear in one sentence (Muysken, 2002). This phenomenon has become a reason for the researcher to choose code mixing as a research topic. Based on observation by the researcher at Ma'had Al-Jami'ah UINFAS Bengkulu, students sometimes did code mixing during their activity. Code mixing is a common practice in oral communication today, particularly in daily interactions and even in formal education. Every person has different ways of using code mixing. This situation also occurs at Ma'had Al-Jami'ah UINFAS Bengkulu.

There are several studies have been conducted in the same field. The first study is Code Mixing Used By Students Of French Study Program State University Of Medan by Windi Sahputra Barus (Barus et al., 2019). the research showed the students French language study program at University of Medan used code mixing with the insertion of morphological elements in forms of nouns, numerals, verbs (infinitive and conjugation), adverbs (question and time), and adjectives; the insertion of phrase in terms of noun phrases (objects and numerals), verb phrases, and adverb phrases); the insertion of clause in the forms of noun clauses, numeral clauses, verb clauses, and adverb clauses; and the insertion of idiomatic forms.

The second research was written by Tira Nur Fitria with the title "Code Mixing Used by English Lecturers in English Language Teaching (ELT) for Non-EFL Students" (Fitria, 2022). The data of this research is in the form of utterances containing code-mixing. The results show that English lecturers use code-mixing during the English teaching and learning process by inserting Indonesian words, phrases, and clauses. The last researcher is Astri and Fian, who carried out research entitled "The Sociolinguistics Study on the Use of Code Mixing in Gita Savitri Devis's YouTube Channel Video" (Astri & Fian, 2020). In this research, the researcher found the types of code mixing used in theory by Hoffman. The result of this research, the researcher finds the kinds of code mixing. The type of intra-sentential code-mixing was the highest type, and involving a change of pronunciation was the lowest one.



In this research, the researcher looked for code-mixing used by students at Ma'had Al-Jami'ah UINFAS Bengkulu, especially for the types of code-mixing and the factors of using code-mixing. The difference between this research and previous research is that the writers looked for types of code-mixing, as stated by Muysken's theory (Muysken, 2002). According to Muysken, there were three forms of code mixing, they were: Insertion, alternation, and congruent lexicalization. Then, the theory applied to analyze the factors of code mixing in this study is a theory by Bhatia and Ritchie (2004) in Kim Eunhee's article states that there are some factors causing code mixing, including participant roles and relationships, situational factors, message-intrinsic factors, linguistic attitude, dominance, and security.

## B. Research Methodology

To conduct this research, the researcher uses descriptive qualitative research with students at Ma'had Al Jamiah of UIN Fatmawati Sukarno Bengkulu to find out the types and factors in using code mixing English-Indonesian that are used by students at Ma'had Al Jamiah of UIN Fatmawati Sukarno Bengkulu. In this case, to determine informants in this research, the researcher selects them using purposive sampling; they are five students who are staying at Ma'had Al-Jami'ah State Islamic University of Fatmawati Sukarno Bengkulu. The researcher focused on the utterances of students who communicate using code mixing (Indonesian-English). This research used observation, interview, and documentation as the instruments.

## C. Results and Discussion

### 1. Results

In this chapter, the researcher identified code mixing done by the students at Ma'had Al-Jami'ah UINFAS Bengkulu. The researcher has already reviewed the relevant distinctions that are made to point out the differences between the types of code mixing based on Muysken's theory. Then, the researcher explains the factors of using code mixing.

The whole data was transcribed from the students' utterances. It is presented in the form of tables. The data shows that the three types of code mixing such as insertion, alternation, and congruent lexicalization. However, it appeared that alternation tends to be the dominant type of code mixing used by students. The findings are presented in the table below:

**Table 1.** Types of Code-Mixing Student I

No	Types of Code Mixing	Frequency
1.	Insertion	5
2.	Alternation	8
3.	Congruet Lexilacation	1



	Total	14
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Based on Table 1 above, there were 14 utterances by students. The researcher found that the student used all forms of code mixing in her utterance. The dominant types of code mixing used by student I is alternation. Other types that she used were insertion and congruent lexilacation as the lower's number.

**Table 2.** Types of Code-Mixing Student II

No	Types of Code Mixing	Frequency
1.	Insertion	10
2.	Alternation	9
3.	Congruet Lexilacation	4
	Total	23

Table 2 showed that there were 23 utterances containing code mixing. The dominant type of code mixing used by students II is insertion. Other types that she used were alternation and congruent lexilacation as the lower's number.

**Table 3.** Types of Code-Mixing Student III

No	Types of Code Mixing	Frequency
1.	Insertion	7
2.	Alternation	17
3.	Congruet Lexilacation	1
	Total	25

Based on the table above, the researcher found that there were 25 utterances of students that included code mixing. The dominant types of code mixing used by students III are alternation. Other types that she used were insertion and congruent lexilacation as the lower's number.

**Table IV.** Types of Code-Mixing Student IV

No	Types of Code Mixing	Frequency
1.	Insertion	8
2.	Alternation	6
3.	Congruet Lexilacation	1
	Total	15

Based on the result of observation on student IV, the researcher found that there were 15 utterances of student IV that included code mixing, and the dominant type of code mixing used by student IV is insertion.

**Table V.** Types of Code-Mixing Student V



No	Types of Code Mixing	Frequency
1.	Insertion	7
2.	Alternation	9
3.	Congruet Lexilacation	1
	Total	18

Based on the table above, there were 17 utterances of students that included code mixing, and the dominant types of code mixing used by student V are alternation.

The result of the interview session before, the researcher analyzes the factors why the students used code mixing at Ma'had Al-Jami'ah UINFAS Bengkulu, because all students are required to use English at certain times, which is a rule and one of the learning programs, apart from studying the Al-Quran and other books. This rule applies to all mahasantri in the ma'had area. The situation in Ma'had requires all students to use English and the program from Ma'had. The students sometimes use English and mix it in certain situations to make it easier to talk to the person they are talking to. Their mixed English and Indonesian, and also used hand signals so that the other person understood what she meant spoken so that the interlocutor understands what is being said. On the other hand, the student often mixes her language because it depends on the interlocutor and mixes Indonesian and English in ma'had because of a lack of vocabulary, and sometimes the languages are accidentally mixed up, and if you don't use English on a certain schedule, you can be penalized.

## 2. Discussion

In this part of the point, the writer discusses the findings of the study that have been described and their relationship with the theories in the previous chapter. This study of research is about code mixing. Based on the statement problem, there are two questions to be answered in this study. Here, the researcher has to understand the form of code mixing and explain the factors of the students' use of code mixing. The researcher would connect all of the results of the data interview with Bhatia and Ritchie's theory about the factors of using code mixing.

### 2.1. Types of Code Mixing

#### a) Student I

Insertion data has been found; there were 5 utterances. It means that the student used Indonesian in her utterance and then mixed an English word in her utterance. For example, when the student said "*Iya boleh, di bedroom dekat buku buku aku*". In this case, the student mixed the English word "*bedroom*" in an Indonesian utterance of a noun. She mixed the English word in the middle of an Indonesian utterance.



The second type was alternation. The data has been found there have 8 utterances. The student said “Good morning semuanya” was an insertion of a phrase. Another example was when a student said, “Oalah disana, I’m forgetting about that.” So it could be said that alternation code mixing occurs because mixing happens with the use clause.

The last type was congruent lexicalization. For example, when the student said, “*Aku kayaknya bakal eat di canteen aja mbak.*” In this case, “eat” and “canteen” are inserted into each Indonesian language sentence.

## b) Student II

Insertion data has been found; there were 10 utterances. It means that the student used Indonesian in her utterance and then mixed an English word in her utterance. For example, when the student said “*Sini kita unboxing bareng.*” this utterance is classified as an insertion, because she inserts the word “*unboxing*,” which was an English word, so it could be said insertion code mixing.

Alternative data has been found there with 9 data utterances. It can be seen when the student said, “*Sebentar. I will ask them*”. So it could be said that alternation code mixing occurred because mixing happened in her utterance with the use clause.

Congruent lexicalization data have been found; there were 4 utterances. This type was congruent lexicalization, which occurs when there is more than one word or phrase in a single sentence. For example, when a student said “Okay, ambil aja di second floor dekat our bedroom,” it is inserted into each Indonesian language sentence.

## c) Student III

Insertion data has been found; there were 7 utterances. It means that the student used Indonesian in her utterance and then mixed an English word in her utterance. For example, “Alhamdulillah ada, soalnya cuacanya hot banget nih”. This utterance is classified as an insertion of adjectives because she inserts the word “hot”, which was an English word, in front of her utterance.

17 utterances were alternations of clauses. For example, in data number 19, “serius tapi seru. You must watch!” this utterance was classified as alternation because she mixed Indonesian then she mix an English word “You must watch!”. So it could be said that alternation code mixing occurs because mixing happens with the use clause. Another example, when a student said For example, in data number 14, “Oke, aku delivery via maxim ya.” The utterance is in Indonesian, then he mixed in English words “delivery via maxim”. So it could be said alternation of code mixing because mixing happened in his status with the use phrase.





This last type was congruent lexicalization, which occurs when there is more than one word or phrase in a single sentence. For example, when the student said “me too kayaknya bakal di canteen juga” is inserted into each Indonesian language sentence. The words are more than one word in the sentence.

d) Student IV

Insertion data has been found; there were 8 utterances. For example, when a student said “Makasih ya, love deh”. The utterance is in Indonesian, then she mixes in the English word “love”. So it could be said that insertion code mixing occurred because mixing happened in her utterance with adjectives.

Alternative data has been found where 6 utterances, for example, when a student said “I’m giving memorization, kalian gimana?” this utterance was classified as an alternation with the use of calque because she mixed Indonesian and English words “I’m giving memorization.

The last type was congruent lexilocation, for example, when the student said “Oke dek, nanti mbak ada paket tolong di keep dulu ya, ga COD kok”. In data number 15, there are two English words, such as “Keep” and “COD”. It could be seen as code mixing.

e) Student V

Insertion data has been found; there were 7 utterances, for example, when the student said “Jess yang piket nanti siang after dzuhur”. The utterance is in Indonesian, the she mixes in the English word “after”. So it could be said that the mixing of English in Indonesian utterance is because mixing happened in her utterance with the use preposition.

Alternative data has been found where 9 utterances, for example, when the student said “Oke mbak, Thanks for the recommendation bakal aku tonton”. The utterance is in Indonesian, then he mixes in English words, “Thanks for the recommendation”. So it could be said alternation of code mixing because mixing happened in her utterance with the use phrase.

Congratulatory lexicon, for example, in data number 17, when the student said “Ya ampun yummy, enak banget gepreknya. Bakal aku repeat beli sih ini ” are inserted into each Indonesian language sentence. The word English is used more than once in the sentences.

The total of code mixing used by students at Ma’had Al-Jami’ah UINFAS Bengkulu. There are 97 instances of code mixing done by the students. They are 37 data of insertion, 49 data of alternation, and 7 data of congruent lexilocation. Among those three mixing methods, the most used is alternation code mixing.



## 2.2. The factors of students who used code mixing

There were some factors why the students use code mixing at Ma'had Al-Jami'ah UINFAS Bengkulu based on Bhatia and Ritchie's theory. The researcher found that there were four factors of code-mixing based on the results of interviews with students, such as participant roles and relationships, situational factors, message-intrinsic factors, and language attitudes, dominance, and security. The researcher discovered several other factors why students use code mixing in addition to those supported by Bhatia and Ritchie's theory. It can be concluded that students mix codes when in the Ma'had area because this is a regulation in Ma'had, and the situation in Ma'had requires them to use this habit. They indirectly mix up their own language and lack vocabulary.

## D. Conclusion and Suggestion

The conclusions from the results and discussion of this study. Based on the code mixing used by students. There are three types of code mixing, including insertion, alternation, and congruent lexicalization, in accordance with Muysken's theory. The researcher found the dominant type that was used by alternation. There are some factors why the production of code mixing based on Bhatia and Ritchie's theory was caused including participant roles and relationships, situational factors, message-intrinsic factors, linguistic attitude, dominance, and security. The other reasons are the regulation in Ma'had, the situation, and the lack of vocabulary.

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