CHAPTER IV

RESULT AND DISCUSSION

A. Finding

1. Overview of Research Location

UIN AM Sabgadji Ambon is a State Islamic Religious College (PTKIN) in Maluku which changed its status from the Ambon State Islamic Institute (IAIN Ambon) to the Abdul Muthalib Sangadji State Islamic University of Ambon (UIN AM Sanagdji Ambon) in May 2025, aiming to integrate religious and general knowledge, especially in the maritime context, with various faculties such as Tarbiya and Teacher Training, Sharia, Ushuluddin & Da'wah, Islamic Economics and Business, Science & Technology, and postgraduate programs, and has supporting facilities such as Ma'had Al-Jamiah and the Language Development Center, which contribute to the development of human resources and education in the eastern region of Indonesia.

The vision and mission of UIN A.M Sangadji Ambon or UIN Ambon is to become a state Islamic university (UIN) that excels in the development of integral science based on Islamic values and local contextualization (maritime) for the advancement of the nation. The UIN Ambdul Muthalib Sangadji Ambon campus environment consists of various faculties and study programs that encourage intensive

interaction among students, both in academic and non-academic activities. This interaction occurs not only in the classroom but also in various informal campus areas such as the waiting room, campus courtyard, library, faculty corridors, and other student discussion areas. These places provide spaces that allow for natural, informal conversations without the constraints of language formality.

As a higher education institution, UIN A. M Sangadji Ambon uses Indonesian as the official language of instruction in academic activities. However, in everyday communication, particularly in informal student conversations, the use of more than one language is often found, particularly among English language students. Students often mix Indonesian with Maluku regional languages, English, or other languages according to their respective linguistic backgrounds. This phenomenon is known as code-mixing.

The diversity of student backgrounds is a major factor influencing code-mixing in informal conversations. Students use language not only as a means of communication but also as a means to demonstrate social identity, familiarity, and group solidarity. Therefore, the campus environment of UIN A.M Sangadji Ambon is a relevant and strategic location to research the phenomenon of code-mixing in informal student conversations.

Thus, the location of this research provides a social and linguistic context that supports the research objective, namely to

identify and analyze the forms and use of code-mixing in informal student conversations in the UIN Ambdul Muthalib Sangadji Ambon campus environment.

2. Types of Code-Mixing Used by Students

Based on data analysis, it was found that English language students used several types of code-mixing in their informal conversations. The types of code-mixing found and emerging are as follows, which the author can attach in the table below.

No	Students/ semester	Types Code-Mixing in Informal Students Convertations		
		Insertion	**Alternation**	**Lexicalization**
1.	AQS/5th semester	"Sometimes, *lupa bahasa indonesiannya*." "Maybe *setelah ini katong* lunch *bareng*."	"*Lihat orang ini ga sih?* She looks like beautiful"	"Actually, *beta punya* mindset *sudah* different *sejak* school time."
2.	ZKZ/7th semester	"*Jangan lupa share link zoom buat rapat sabantar malam.*" "At least *dia zg seperti orang-orang k atakan.*"		
3.	AR/5th semester	*"Biasanya* update *dengan perkembangan zaman."* "Sorry *ee beta datang terlambat.*	"What's Up bro? *lalu jadi ka seng sabantar ini!*"	
4.	RFL/7th semester	*"*Guys, *tadi kamong tugas dari pak Moh, udah di-*submit *belum?"* *"Jangan lupa besok kita kumpul jam 9 ee* after	"*Besok katong jadi kumpul-kumpul kan? Please on time".* "The meeting will start exactly at 9 am. *Jadi sadar diri jua*	"Our realationship *itu* so long*, tapi katong dua* never understand *masing-masing*" "The point is, *kita harus be* smart *dalam memilih* healthy food."

		matkul filsafat pendidikan." *"Jang talalu* overthinking *soal nilai, yang penting katong su* effort *maksimal par presentasi tadi."*	*par datang tepat waktu*."	
5.	MPS/7th semester	*"Katong gunakan bahasa asing yang terdengar Familiar dan simple"* *"Beta kemarin hapus aplikasi tiktok karena beta ke-*distract *par mau belajar."*		
6.	MFB/5th semester	*"Jang lupa* screenshot *jadwal kuliah lalu krm par beta."* "Guys, *ada yang lia dia ka seng tadi?"*	*"Beta sudah di jalan nih,* sorry I will be late*."*	
7.	JL/7th semester	*"Nanti sore katong jadi* meeting *k seng?* *Kayaknya bagus kalau rapat ini* online *aja."*		
8.	MR/7th semester	*"Besok se presentasi* research proposal, *jadi jangan lupa siapin* slide-*nya"* *"Kirim beta* link *yang ini do."* *"*Guys*, hari ini beta paleng* exieted *ee"*		
9.	SR/7th semester	*"*Thanks, *se su kasih beta tugas minggu kemarin."*	*"*Bay the way *abis ini ada mata kulaih apa lai?"*	
10.	NU/5th semester	*"*To be honest, *beta lupa bawa se*		

		buku yang kemarin beta pinjam." *Beta sudah* on the way eee.		
11.	FIH/5th semester	*"Beta gunakan bahasa inggris di* combine *dengan bahasa indonesia"* *"Beta tu, kayak* like that man. *Tapi dia itu kayak bagemana bagitu."* "Guys, *beta ada perjalana kesitu nih,* on the way."	*"*I do really like *bahasa inggris"* *"Sumpah se itu harus lihat dia*. He looks like very handsome.!"	*"*Sometimes, *katong bahas* about our self, *dan mungkin orang lain,* maybe. *"Beta tu, kayak* like that man. *Tapi dia itu kayak bagemana bagitu."*
12.	SK/5th semester	"Honestly, *beta deng dia itu kayak teman aja*." "Bay the way *kamong tau zg kalau tadi malam beta bikin tugas sampe jam 11 malam.*"		
13.	SJ/7th semester	*"Makanan ini enak.* Right?*"* "*Se punya power* point *berapa* slide?" "*Se balom balas bta* chat whatsApp." "*Tolong* share *se punya* power-pont *di* group."		
14.	EM/7th semester	"*Beta* excited *buat nonton* film *avatar sabantar.*" "Wait *yaa, beta lagi siap-siap*."	"*Beta su paling boring ee,* Let's play a game *yuk*."	
15.	HRJ/7th semester	"Tadi se lia beta *HP "Handphone"* seng?"		
16.	FR/7th semeater	"*Jang lupa* save *beta pung nomor*."		

		"*Tadi se* upload *tugas di sabalah mana*?"		

Table: 4.1: types of code-mixing in informal students' conversion.

Based on Table 4.1 presented above, from 16 English Language Education student informants and several interview transcripts, three types of code-mixing were found. A total of 10 interview excerpts showed the use of alternation type code-mixing, 5 interview excerpts used congruent lexicalization type, and 36 interview excerpts showed the use of insertion type code-mixing.

No	Types of Code-Mixing	The total Informants
1.	Insetion	16
2.	Alternation	08
3.	Congruent Lexicalization	03

Table 4.2: The total informant featuring use types of code-mixing

Based on table 4.2, 16 informants use the insertion type of code-mixing, 08 informants use the alternation type, and 03 informants use the lexicalization type.

3. The Reasons for Using Code Mixing in Informal Student Conversations in the Campus Environment.

Based on data obtained from observations and interviews, this study found that students use code-mixing in informal conversations due to several influencing factors. These reasons reflect the students' linguistic backgrounds, academic environment, and social interactions

on campus. The use of code-mixing occurs naturally and spontaneously during everyday communication among students, especially students from the English Language Education Department. These reasons are explained as follows:

No	The Reasons	Explanation	Informant Quotes
1.	Talking about a Particular Topic	Students use code-mixing when discussing specific topics, particularly those related to academics, technology, film, or modern terms that are easier to express in English. English is considered more appropriate and common for these topics.	"We use code-mixing usually when discussing lectures, films, and sometimes food." (by SJ, AS, MS) "The topics we often discuss are sometimes random topics, but there are also viral news that are currently being hotly discussed, not only that, but lectures also often." (by FB, SR, RL)
2.	Repetition for Clarification	Code-mixing is used to repeat information in another language to clarify the intended meaning. Students often repeat English words or phrases after Indonesian to help their conversation partner better understand the message.	Repetition usually occurs because people are used to using English instead of their primary language. The repetitive language is also simple English. (by SK, MS) "The repetition is to make them understand and the repetition uses familiar foreign language to make it clearer." (by RL)
3.	Interjection	Students insert short words or phrases from English such as *okay, well, sorry,* or *thanks, on the way (otw), by the way (btw), honestly, sometimes, exactly, oh my god (omg),* as a form of spontaneous expression in informal conversations.	"Exclamations or short expressions that we often use spontaneously include *thanks, sorry, otw, btw.anyway, omg, exactly,* to emphasize the meaning conveyed to the person we are talking to. For sentences like *" **By the way,** what other courses are there after this?"* (by AR, JL, MR, et al)
4.	Expressing Group Identity	The use of code-mixing demonstrates student group identity, particularly as part of a particular academic or social community. Mixed language is used to	"Code-mixing is usually used with circles or friends from the same major, to be more familiar and have more of the same frequency in conversations."

		demonstrate togetherness and familiarity among fellow students.	(by SJ, AS, RL)
5.	Prestige	Students use English in conversation to project a sense of modernity, education, and foreign language proficiency. These factors are related to self-image and social status on campus.	“Of course, we are confident, because we are able to use more than one language, especially since the language we use is a global language that many countries have adopted and use.” (by RL, FH,) "English has become a popular language that young people often use in their conversations to appear more modern and keep up with the times." (by ZK, AR, MR, EM)
6.	Emphasizing Something	Code-mixing is used to emphasize or strengthen the meaning of a statement. English words or phrases are considered more powerful and effective in conveying certain emphasis.	“If you use English, it gives a more serious impression, so the person you're talking to immediately understands that it's important.” (by NU, SK) “Sometimes one word of English is enough to explain the meaning.” (by FH, RL)
7.	Lack of Vocabulary	Students mix languages due to limited vocabulary in one language. When they can't find an appropriate Indonesian equivalent, they use English to maintain smooth communication.	"Sometimes we don't know or forget certain words or expressions in Indonesian, so we look for equivalents or replacements in English." (by SM, RL, ect.) "I've been using English too often that I've forgotten my own language and I've only used that language if I can remember it." (by AS, AR, ZK)

Table 4.3: Reasons of Code-Mixing use in Informal Conversations.

Based on Table 4.3 presented above, from 16 English Language Education student informants and several interview transcripts, several factors were found that underlie the use of code-mixing. There are two interview excerpts that represent the talking about particular topic factor, two excerpts related to the repetition for clarification reason, one excerpt

that shows the interjection reason, two excerpts that describe the prestige factor, two excerpts that explain the emphasizing something reason, and two interview excerpts that show the lack of vocabulary reason. All of them the quote was taken from the statements of the respondents involved in this research.

No	The Reasons	Total informant
1.	Talking about a Particular Topic	06
2.	Repetition for Clarification	03
3.	Interjection	16
4.	Expressing Group Identity	02
5.	Prestige	06
6.	Emphasizing Something	04
7.	Lack of Vocabulary	10

Table 4.4: Frequency of Reasons for Code-Mixing among Informants

B. Discussion

1. Analysis of the types of code-mixing found in informal student conversations

In this sub-chapter, the researcher explains the types of code mixing found in informal student conversations on campus UIN AM Sangadji Ambon. The classification of code-mixing types in this study refers to Muysken's (2000) theory, which divides code mixing into three types: insertion, alternation, and congruent lexicalization. Based on observations and recordings of student conversations, these three types of code mixing were found in students' daily interactions.

a. Insertion

Insertion is the most dominant type of code-mixing employed by students in informal conversations. This form of code-mixing arises when speakers embed elements from another language

such as words or phrases into the sentence structure of the primary language, without altering its syntactic framework. In essence, the primary language serves as the core sentence matrix, while foreign elements are inserted mid-utterance and maintain grammatical continuity with the surrounding words. The language preceding and following the insertion remains consistent, ensuring no shift in sentence structure occurs. Insertions typically comprise content words, including nouns, verbs, adjectives, and adverbs, which are utilized to enhance clarity, adapt to context, or compensate for lexical gaps in the first language.[1]

In this study, Indonesian (Ambonese Malay) functions as the matrix language, with English being the most frequently inserted one. As evidenced by the data in Table 4.1 on types of code-mixing in students' informal conversations, insertion emerges as the predominant pattern. This aligns with Muysken's (2000) view that insertion involves embedding a word or phrase from another language into the grammatical structure of the host language.

This phenomenon underscores the robust language contact between Indonesian (Ambonese Malay) and English in students' everyday interactions.[2] Within the study's context, students primarily rely on Indonesian or Ambonese Malay as their base

[1] Pieter Muysken. *Bilingual Speech: A Typology of Code-Mixing*. Cambridge: Cambridge University Press, 2000.
[2] François Grosjean. *Bilingualism: Language and Cognition*. Cambridge, MA: Harvard University Press, 2010.

language, incorporating English elements such as sometimes, literally, excited, on the way, screenshot, share link, thanks, and meeting. Illustrative examples appear in Table 4.1 (entries 01 and 07): AS, a 5th-semester English Education student, remarked, "Sometimes, *lupa bahasa Indonesianya*,"[3] while JL, a 7th-semester English Education student, stated, "*Nanti sore katong jadi* meeting *k seng?*"[4]

Data analysis reveals that insertion, a prevalent form of code-mixing, frequently appears in the speech of several informants. For instance, an American informant stated, "sometimes forgets Indonesian," embedding the English adverb "sometimes" into the Indonesian matrix "*lupa bahasa Indonesianya*." Grammatically, the sentence remains anchored in Indonesian structure, with the English element functioning solely as a single-word insertion at the outset. This observation aligns with Shana Poplack's (1980) perspective, which posits that language mixing commonly manifests as straightforward lexical insertions, particularly among proficient bilinguals. In the realm of informal student conversations, the use of "*sometimes*" exemplifies spontaneous code-switching or mixing, often triggered when second-language terms surface more readily during speech production.

[3] Interview with AS, a fifth semester student of English Tadris Department, January 9, 2026.
[4] Interview with JL, a 7th semester student of English Tadris Department, January 9, 2026.

Theoretically, this instance qualifies as insertion-type code-mixing, involving the embedding of lexical elements from a foreign language into the matrix language—here, Indonesian. Although "*sometimes*" serves as a temporal adverb with a direct Indonesian equivalent like "*kadang-kadang*," speakers opt for the English variant in spontaneous informal discourse. Among English Language Education students, such insertions not only reflect ingrained linguistic habits but also signal an academic identity shaped by frequent English exposure in learning activities.

The subsequent data derives from informant JL, who remarked, "*nanti sore katong jadi* meeting *ka seng*." This utterance integrates multiple linguistic elements: Indonesian "*nanti sore jadi*", English "meeting", and Ambonese regional terms "*katong*" and "*ka seng*". Despite involving more than two languages, the sentence's core syntactic framework adheres to Indonesian patterns. Here, "meeting" functions as an inserted noun, substituting for the Indonesian equivalent "*rapat*."

This example also exemplifies insertion-type code-mixing, wherein the English element is embedded within the Indonesian matrix without disrupting the overall structure. The inclusion of

regional language components does not alter this classification, as Indonesian persists as the dominant matrix language.[5]

Drawing parallels with the earlier “sometimes” instance, JL's use of “meeting” highlights speakers’ reliance on familiar English vocabulary, often prioritizing accessibility over Indonesian equivalents. Such patterns stem from factors like lexical gaps and habitual usage, particularly in informal contexts where comfort and fluency take precedence.

In the JL data, the deployment of “meeting” underscores students’ preference for English terms that are perceived as more commonplace, practical, and prevalent in academic settings. Additionally, the incorporation of regional language elements highlights speakers' assertion of local identity in daily discourse, while preserving Indonesian as the syntactic backbone.

These two exemplars thus substantiate Muysken’s (2000) theory, positing insertion as the predominant code-mixing strategy in informal conversations. It manifests when speakers embed words or phrases from another language deemed more expressive, familiar, or contextually apt.

The prevalence of insertions in student interactions is further shaped by entrenched habits and the academic milieu. Frequent

[5] Pieter Muysken. *Bilingual Speech: A Typology of Code-Mixing* . Cambridge: Cambridge University Press, 2000.

exposure to English via social media, classroom instruction, and scholarly texts renders such vocabulary readily accessible and pragmatically advantageous. Moreover, insertions enhance semantic precision, communicative efficiency, and a touch of sophistication in social exchanges.

This insight is corroborated by an interview with student informant Adik Arini (a fifth-semester English Language Education student), who noted that English insertions occur unconsciously, having evolved into a ingrained habit.[6]

> "Sometimes it's easier to use English words because I'm used to hearing them in class and most of them are familiar to my friends, especially if I'm from the same English language education department. And it feels more fitting than trying to find an Indonesian equivalent."

This observation underscores the pivotal role of habitual patterns and linguistic exposure in facilitating insertion-based code-mixing. Similarly, another informant, Samlan Rumain (a 7th-semester English Language Education student), explained that such English insertions serve to accommodate the interlocutor. He stated that...[7]

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[6] Interview with Arini Sopamena, a fifth semester student of English Tadris Department, January 9, 2026.

[7] Interview with Samlan, a 7th semester student of English Tadris Study Program, January 16, 2026.

> "When chatting or talking with friends, mixing languages is common, especially when discussing assignments or things related to campus. And we are also used to inserting English words into our conversations."

This suggests that insertion serves not merely as a linguistic mechanism but also as a tool for fostering solidarity and interpersonal rapport among students. Consequently, the predominance of insertions in student conversations signifies that code-mixing operates at the lexical level, rather than structurally. Students refrain from blending the grammars of the two languages, opting instead to embed select, familiar English elements prevalent in their daily environment.

b. Alternation

Alternation represents a form of code-mixing wherein a speaker transitions from one language to another within a single utterance, typically at the clause or sentence boundary. In this pattern, each language preserves its independent grammatical integrity, rendering the switch distinctly discernible—such as from Indonesian to English or vice versa. As Muysken (2000) delineates, alternation entails a full language shift devoid of intermingled grammatical elements across languages within the same sentence frame.

Research data indicate that alternation-type code-mixing surfaces in select informal student conversations on campus, albeit

far less frequently than insertion.[8] It typically emerges when speakers seek to underscore a point, articulate specific emotions, or express ideas deemed more fitting in the alternate language. This pattern reflects student heightened linguistic awareness, enabling them to strategically select languages aligned with their communicative objectives.

The findings illustrate alternation in informant FH's (7th-semester English Education) utterance: "*Sumpah, se itu harus melihat dia.* He looks like very handsome*!*"[9] Here, the speaker initiates in Indonesian before executing a full switch to an independent English clause. This constitutes not mere insertion but a discrete language transition, with English upholding its own grammatical integrity.

A parallel instance appears in informant RL (7th-semester English Tadris Department) speech: "The meeting will start exactly at 9 AM. *Jadi sadar diri jua par datang tepat waktu*."[10] The speaker delivers a complete English sentence prior to alternating to Indonesian. The languages operate sequentially and autonomously across sentences, eschewing any intra-clausal grammatical fusion.

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[8] Penelope Gardner-Chloros. *Code-switching.* Cambridge: Cambridge University Press, 2020.
[9] Interview with Feby Indriani Hardin, a fifth semester student of English Tadris Study Program, January 9, 2026.
[10] Interview with Radhika Lestaluhu, a 7th semester student of English Tadris Department, January 12, 2026.

Thus, alternation in students' informal conversations is far from random; rather, it manifests as a deliberate strategy, showcasing their bilingual proficiency in navigating dual languages adeptly.[11] This aligns with Muysken's (2000) assertion that alternation underscores speakers' linguistic competence in sustaining distinct structural systems within a unified communicative act.

Additionally, alternation is shaped by students' ingrained language habits and academic profiles. Those habituated to English in classroom settings exhibit more frequent switches during casual exchanges.[12] English often conveys opinions, heightens emphasis, or encapsulates concepts more succinctly and evocatively than Indonesian equivalents, thereby embodying the bilingual ethos of English Tadris Department students.

Interviews with informants support these findings. Nuralyah Ulath (a fifth semester English Tadris Department student) stated.[13]

> "Sometimes when I'm having a casual chat with friends, I use English in the middle of a sentence because it just feels more appropriate, especially when I talk to my friends who speak English, I feel like the conversation is more exciting, especially since I understand the meaning better, so I feel the difference too."

[11] François Grosjean. *Bilingualism: Language and Cognition*. Cambridge, MA: Harvard University Press, 2010.
[12] Penelope Gardner-Chloros. *Code-switching*. Cambridge: Cambridge University Press, 2020.
[13] Interview with Nuralyah Ulath, a fifth semester student of English Tadris Department, December 27, 2025.

Sucitra Jija'a (student in semester 07 of English Tadris Department) also said that alternation is used unconsciously:[14]

> "It wasn't actually planned; it just suddenly became a language skill. Usually, it's when I'm repeating a sentence, clarifying what I'm saying, or explaining something more serious with a slang."

Interview findings reveal that alternation transcends mere communication; it functions as a vehicle for self-expression and social identity among students. In informal conversations, this practice mirrors linguistic dynamics shaped by psychological, social, and academic influences. Ultimately, alternation emerges as a natural and pivotal phenomenon in bilingual or multilingual student communities.

c. **Congruent lexicalization**

Congruent lexicalization arises when two or more languages share compatible grammatical frameworks, enabling lexical elements from each to coalesce within a cohesive syntactic structure.[15] Unlike other types, no single language asserts consistent dominance as the matrix; instead, contributions from multiple languages blend seamlessly into a versatile structural template.

This phenomenon can be seen in the following statement by informant FH (English Language Education student):[16]

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[14]2026.Interview with Sucitra jija'a, a 7th semester student of English Tadris Department January 12, 2026.

[15] Liando, NVF (2025). *Translanguaging practices in an Indonesian EFL classroom*

[16] Interview with Febi Indriani Hadin, 5th semester student of English Tadris Department, Janury 09, 2025.

"Sometimes, katong bahas about ourselves, dan mungkin orang lain, maybe."

This utterance incorporates English "sometimes," "about ourselves," "maybe", Indonesian "*bahas, dan mungkin orang lain*", and Ambonese regional elements "*ktong*", all woven into a unified sentence structure. The syntax eschews strict adherence to pure English or Indonesian patterns, emerging instead from the synergistic fusion of multiple language systems. "Sometimes" initiates as a temporal adverb, followed by a colloquial pronoun blending regional and Indonesian features. The phrase "about ourselves" then serves as a complement, transitioning to Indonesian "and maybe someone else," before concluding with "maybe." These lexical transitions unfold without disrupting the overarching sentence frame, effectively dissolving language boundaries.

Such integration epitomizes congruent lexicalization, wherein diverse linguistic elements converge within a shared syntactic scaffold.[17] Unlike insertion's mere word embedding, speakers here orchestrate a fluid, spontaneous amalgamation of lexical inventories across languages.

Thus, data from informant FH reveal that congruent lexicalization arises organically in English Language Education

[17] E. Sulistiono (2024). *Code Mixing Types and Congruent Lexicalization in Sociolinguistic Analysis* , JOURNAL OF LINGUE: Language, Culture and Literature.

students' informal conversations, emblematic of advanced multilingual proficiency. This corroborates Muysken's contention that such code-mixing thrives in bilingual or multilingual settings where participating languages exhibit structural congruence.

In summary, research findings identify three code-mixing types in informal conversations among students at UIN AM Sangadji Ambon: insertion, alternation, and congruent lexicalization. Insertion proves the most prevalent, underscoring students' dynamic engagement with dual languages in everyday interactions.

2. The Factors for using of Code Mixing in Informal Student Conversations in the Campus Environment

Based on the analysis of conversation data and interviews with students, it was found that the use of code mixing in informal conversations is influenced by several factors. These factors refer to Janet Holmes theory, which states that code mixing occurs for social, situational, and linguistic reasons. In the context of the campus environment, these factors emerge naturally in the daily interactions of students, specifically English language education students.

a. Talking about Particular Topic

The phenomenon of code-mixing on specific topics arises when speakers alternate between languages, as the subject matter is more readily or aptly expressed in a particular language, especially

English. Within the university context, students habitually employ this practice for academic discussions such as assignments and presentations as well as informal subjects like films, cuisine, and viral trends. Empirical studies frequently promote the spontaneous integration of English terminology in such discourse.

Meanwhile, Marisa P. Samsudin (7th semester, student of English Tadris Department).[18]

> "Topics that usually make me use code-mixing are things like college assignments or discussing films with my college friends."

This intervew is also articulated by Arini Sopamena, a fifth-semester student in the English Tadris Department.[19]

> "For example, code-mixing English is when talking with English-speaking friends about things like college. For example, Korean and Japanese are when discussing anime or Korean dramas."

The reason for using code-mixing in lecture discussions or film discussions is to make the conversation seem more intimate and engaging. It also makes conveying your message to the other person much more enjoyable.

In discussing a specific topic, the utterance "*Besok se presentasi* research proposal, *jadi jang lupa siapin* slide-*nya*" exemplifies code-mixing, wherein the speaker blends Indonesian and English. This occurs because terms such as "research proposal"

[18]Interview with Marisa P. Samsudin, 7th semester, student of English Tadris Department, December 27, 2025.

[19]

and “slide” are more prevalent in academic university settings. Such code-mixing enhances comprehension and expedites communication among students.

b. Repetition for Clarification

Repetition for clarification entails a speaker reiterating the same message in a different language to elucidate its meaning and facilitate comprehension for the interlocutor. This strategy is frequently observed in informal conversations among students, particularly when conveying critical information.

Delivered by Radhika F. Lestaluhu (7th semester. Student of English Tadris Department).[20]

> “For example, if I say assignments are due next week, people or friends are very familiar with the Indonesian term next week. So, people or friends will understand if we say next week. One example is, "Don't forget, the assignments are due next week.”

The repetition of meaning across two languages ensures the message’s clarity and comprehension. In a bilingual university setting, this technique mitigates potential misunderstandings among students.

c. Interjection

An interjection involves the insertion of a word or short phrase from another language into discourse to convey emotions,

[20]Interview with Radhika Lestaluhu, 7th semester. Student of English Tadris Department, January 12, 2026.

spontaneous reactions, or distinctive expressions during communicative interactions. In informal conversations among students, English interjections are frequently employed due to their perceived expressiveness and informality.

This research was presented by M. Fadil Basta's younger brother (5th semester. Student of English Tadris Department).[21]

> "Switching languages or mixing languages in everyday conversation. Where I accidentally mix languages, I sometimes use Indonesian, Ambonese, and English. Spontaneous examples include people often using or what is happening now, such as FOMO (Fear of Missing Out), Whats up, sometimes also like honestly. These actual slang languages are often used in daily conversation too."

Also conveyed by Aidin Rumbia (5th semester. Student of English Tadris Department).[22]

> "In spontaneous reactions, I accidentally said familiar English words like sorry, thanks, and also OMG (Oh My God), BTW (By the Way), which I often use."

Examples of interjections, such as those used by the two informants above, are used to express surprise. This factor arises from the influence of popular culture and student habits of informal interaction on campus.

d. Expressing Group Identity

[21]Interview with M. Fadil Basta, 5th semester. Student of English Tadris Department, January 14, 2026.

[22]Interview with Aidin Rumbia, a 5th semester. Student of English Tadris Department, January 6, 2026.

The factor of expressing group identity manifests when speakers employ code-mixing to signify affiliation with a specific group, such as English language students or a particular friendship circle. In this context, code-mixing functions as a marker of community membership.

The following excerpt illustrates this phenomenon: “Well, actually togetherness comes back again because we are from the English department, automatically we often, for example, find new vocabulary to get used to using it frequently. For example, I just learned that tired is not only the English word ‘tired’ but also another English word, “exhausted.” Well, I often use repetition of the word in my coverage. “I am very tired, I use exhausted. I'm exhausted.” so you could say that to show a sense of togetherness with friends, it can enrich our vocabulary and build good emotional relationships.”

In this instance, the speaker employs code-mixing and repetition alternating between Indonesian and English terms such as “tired” and “exhausted” to demonstrate solidarity with fellow English department peers, thereby enhancing lexical repertoire and fostering interpersonal bonds.

Delivered by Erni Mewar (semester 07 English language education student).[23]

> "Using code-mixing with friends, especially those who are also English majors, creates a more solid, fun impression, and creates internal humor or inside jokes that only I and my fellow English majors understand. And mixing languages also makes the group seem unique and different from other groups."

This phenomenon underscores the distinctions prevalent in the academic milieu, particularly between English majors and other students. The motivations underlying code-mixing such as fostering solidarity with peers, projecting professionalism, cultivating a modern and educated persona, and reflecting shared cultural and educational backgrounds—highlight its role beyond mere linguistic preference. Within the framework of expressing group identity, code-mixing emerges as a deliberate communicative strategy that affirms collective identity, reinforces solidarity, and delineates group boundaries from outsiders.

e. Prestige

The prestige factor pertains to the speaker's aspiration to project an image of modernity, erudition, or elevated social status within their social milieu. This is exemplified in the following interview excerpt from Radhika Fardha Lestaluhu, a seventh-

[23]Interview with Erni Mewar, a 7th semester. Student of English Tadris Department, January 12, 2026.

semester student in the English Language Tadris Department, who stated:[24]

> "My feeling when I use code-mixing is, of course, to look cooler and more contemporary. If I use code-mixing, people will know that I can speak more than one language."

This assertion illustrates that code-mixing is propelled not only by communicative exigencies but also by social and psychological imperatives. Speakers deliberately incorporate English elements to cultivate a self-perception as proficient, contemporary, and bilingual individuals.

In academic settings, English is frequently imbued with prestige owing to its status as a global lingua franca and the primary medium of scientific discourse.[25] From a sociolinguistic perspective, language selection serves as a marker of speaker identity and socioeconomic standing (Holmes, n.d.). As Janet Holmes elucidates, language operates as a social emblem, signifying group affiliation and occupational or hierarchical positions. This aligns with Joshua Fishman's conceptualization of the interplay between language and social stratification, wherein particular linguistic varieties embody prestige within societal structures.[26]

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[24] An Interview with Radhika Lestaluhu, a 7th semester. Student of English Tadris Department, January 12, 2026.
[25] Janet Holmes, *An Introduction to Sociolinguistic*, 4th ed. (London: Routledge, 2013).
[26] Joshua Fishman, *The Sociology of Language* (Rowley, MA: Newbury House, 1972).

Consequently, informants' assertions that code-mixing renders them "cool" and "trendy" underscore English's elevated symbolic capital in the campus milieu. In congruence with Fishman's framework on language and social status, code-mixing herein functions as a strategic mechanism for projecting scholarly identity and bolstering self-presentation. Thus, the prestige factor evident in this dataset posits code-mixing as a multifaceted phenomenon, extending beyond linguistic utility to encompass identity construction and the attainment of social approbation within the bilingual student community.

f. Emphasizing Something

Emphasizing something entails the integration of languages by a speaker to accentuate or reinforce the import of a statement, with English strategically deployed to heighten emphasis in discourse. In informal student interactions, code-mixing frequently serves to underscore meanings associated with urgency, importance, or imperatives that demand attention. For instance, the utterance "*Besok katong jadi kumpul-kumpul kan?!* Please on time".[27] illustrates this, wherein English constituents amplify semantic intensity, rendering the message more assertive and compelling.

[27] Interview with Radhika Lestaluhu, a 7th semester student of English Tadris Study Program, January 12, 2026.

In one of the interviews delivered by Jawani Ladjamadia (English student, semester 07, English Tadris Department).[28]

> "Usually, I use other languages to emphasize important points or to make my meaning clearer. Sometimes there are words or expressions in other languages, like English, that feel more appropriate and powerful than in Indonesian. Code-mixing helps me emphasize my meaning because it makes the message easier to understand and captures the attention of the person I'm talking to. It also makes the message sound more assertive and appropriate to the situation."

Another informant was Nuralyah Ulath's younger sibling (5th semester student of English Tadris Department).[29]

> "I chose a foreign language because if I chose Indonesian, sometimes there are words like, for example, I say I'm going to the street, eee. I feel like I'm that close to my friend, but if I say I'm going to the street, eee, I feel like I'm already very close to my friend."

Emphasizing something in code-mixing occurs because the speaker wants to strengthen the message, express emotions more precisely, and make communication feel more effective and natural and feel close to the person they are talking to.

g. Lack of Vocabulary

A lack of vocabulary arises when speakers encounter difficulty identifying suitable equivalents in their first language

[28]Interview with Jawani Ladjamadia, 7th semester student of English Tadris Department, January 9, 2026

[29]Interview with Nuralyah Ulath, a 5th semester student of English Tadris Department, January 9, 2026.

(L1), prompting recourse to another language. This phenomenon is particularly prevalent with specialized academic or technological terminology. Given that numerous such terms originate from foreign languages predominantly English speakers perceive L1 lexical items as insufficiently precise for conveying intended meanings. This perspective is articulated by Zahdun Khalik Zidane, a seventh-semester student in the English Language Education program.[30]

> "The reason is because we learn too many other languages, so we forget the language we use every day. And we also spontaneously use words from other languages."

In an interview, Zahdun elaborated that his lexical deficiencies arise from extensive exposure to multiple languages, which inadvertently leads to the unconscious neglect or omission of appropriate Indonesian terms in daily discourse. He further noted that the incorporation of foreign lexical items occurs spontaneously. Several key insights emerge from this account:

1) Intensive Exposure to Foreign Languages

   As an English Language Education student, Zahdun engages intensively with English-language materials, terminology, and interactions. This protracted exposure renders English vocabulary more salient and readily accessible in his mental lexicon compared to Indonesian equivalents.

[30] Interview with Zahdun K. Zidane, a 7th semester. Student of English Tadris Department, January 12, 2026.

Consequently, when seeking precise terms particularly academic ones English words emerge preferentially. This observation corroborates theoretical assertions that lexical gaps stem not solely from L1 deficiencies but also from the heightened availability of L2 vocabulary.

2) The Phenomenon of Accident or Spontaneity

Zahdun described the incorporation of foreign lexical items as “spontaneous,” indicating that the resultant code-switching was unplanned and reflexive rather than deliberate. Within sociolinguistic scholarship, this is termed unconscious switching a form of language alternation executed sans speaker awareness, attributable to the cognitive primacy of foreign-language terms in rapid lexical retrieval.

3) The Existence of a Lexical Gap in the First Language

Zahdun perceives certain Indonesian terms as less precise than their English counterparts. For instance, in academic domains, lexemes such as “assessment,” “feedback,” “fluency,” and “pronunciation” are deemed more direct and exact. When such lexical gaps manifest, speakers spontaneously resort to English equivalents as a pragmatic resolution.

4) Resonance with Code-Mixing Theory

Zahdun's account substantiates the theoretical proposition that code-mixing is frequently precipitated by

lexical exigency. When interlocutors fail to retrieve adequate vocabulary from their repertoire, they borrow terms from proficient secondary languages. In Zahdun's instance, this propensity is amplified by his academic milieu, which mandates proficiency in English across diverse contexts.

In summary, Zahdun Khalik Zidane's testimony elucidates that lexical deficiencies transcend mere limitations in L1 vocabulary, encompassing instead the ascendancy of concurrently acquired foreign-language lexicons. This perspective resonates with linguistic theory, which posits code-switching as a byproduct of expedited access to secondary-language terms, particularly in academic and technological domains. Zahdun's explication buttresses the notion that protracted foreign-language immersion can impair L1 expressiveness for specific concepts, thereby engendering spontaneous and organic code-mixing.

3. The Dominant Types and Reasons Student's Using Code-Mixing

a. The Dominant Types of Code-Mixing

Based on the findings of this research on Table 4.2 (look at page), the most dominant type of code-mixing used by Tadris Department

students in informal conversations in the campus environment is insertion, as shown in the table above. From the data, insertion was used by (18 students or 62.1 percent) of respondents, much higher compared to alternation (8 students or 27.6 percent) and congruent lexicalization (only 3 students or 10.3 percent). Most students preferred inserting English words or phrases into Indonesian sentences during daily communication, rather than changing the entire sentence structure or switching between clauses or sentences like in alternation, let alone mixing similar grammatical patterns as in congruent lexicalization, which is more complex.

The frequent use of insertion indicates that students felt more comfortable adding single lexical items rather than replacing the whole language form. This happened because English vocabulary has become very familiar to them, especially through social media, movies, music, academic activities, and digital chats. For example, they often inserted words like “sorry”, “download”, “meeting”, “deadline”, “random”, or “mood” into Indonesian sentences without disrupting the main grammar. Here, Indonesian remains the base language (matrix language), while English acts only as an addition. This approach makes code-mixing feel natural and unconscious in daily interactions.

Insertion also stands out because it is seen as the easiest and most practical. Students do not need to switch fully to English; they just

add terms that feel simpler, more modern, or more expressive. This phenomenon supports the idea that bilingual speakers like students often mix languages for more efficient and flexible communication. The findings of this study align with Pieter Muysken's theory, which divides code-mixing into three types: insertion (inserting words/phrases from one language into another's structure), alternation, and congruent lexicalization. In this case, most students inserted English lexicon into Indonesian sentences, clearly reflecting insertion.

Moreover, these results are supported by previous studies that found insertion to be the most common among young people and bilingual students. They usually have stronger mastery of one language (in this case, Indonesian) while borrowing vocabulary from another, influenced by globalization and the popularity of English in academic and social worlds. Another reason is social identity: some students use English words to appear more confident, smart, trendy, or modern to their peers. In casual chats, mixing languages also creates a more relaxed and friendly atmosphere, not just for linguistic needs but also for self-expression and group bonding.

Overall, the dominance of insertion proves that students prefer simple and flexible forms of bilingual communication, mainly by inserting English vocabulary into Indonesian utterances rather than

fully switching between languages. This confirms insertion as the most practical and common type of code-mixing in informal student conversations on campus.

b. The Dominant Reasons for Using Code-Mixing

Based on the interview results, the researcher found several reasons why the students of English Tadris Department used code-mixing in their informal conversations. The findings show that interjection became the most dominant reason, followed by lack of vocabulary, while the other reasons appeared in lower frequencies. The data can be seen in the following table 4.4 (page).

Based on the findings above, interjection became the most dominant reason for using code-mixing since all 16 informants admitted that they often inserted English words or expressions spontaneously in their conversations. The students commonly used expressions such as oh my God, well, okay, sorry, please, and thank you to express emotions, reactions, or responses naturally. This finding indicates that English interjection words have become part of the students' daily communication habits, especially among students of English Tadris Department who are frequently exposed to English in academic and social environments.

The second dominant reason was lack of vocabulary, stated by 10 out of 16 informants. The students explained that they sometimes mixed Indonesian and English because they did not know

the appropriate Indonesian words, or because English vocabulary came to their minds more easily during communication. This finding shows that code-mixing helped students maintain the flow of conversation without interruption when they experienced difficulties in choosing words

Furthermore, 6 informants stated that they used code-mixing when talking about particular topics. Certain topics, especially related to education, technology, social media, and campus activities, were considered easier to discuss using English terms because those terms were more familiar or commonly used in their environment. Similarly, 6 informants also admitted using code-mixing for prestige. They believed that inserting English words could make them appear more educated, modern, or confident when interacting with friends.

Another reason found in this study was emphasizing something, mentioned by 4 informants. In this case, students mixed languages to strengthen or stress important points in their conversations. English expressions were sometimes used to make statements sound clearer, stronger, or more expressive.

Meanwhile, 3 informants used code-mixing for repetition for clarification. They repeated certain words or statements in another language to ensure that the listener understood the intended meaning. This strategy was helpful in avoiding misunderstanding

during communication. Lastly, only 2 informants stated that they used code-mixing for expressing group identity. This finding indicates that only a small number of students used code-mixing to show their identity as English Department students or as members of a particular social group.

Overall, the findings demonstrate that the students used code-mixing not only because of linguistic limitations but also because of social, communicative, and habitual factors. Among all reasons, interjection appeared as the dominant factor because English expressions had become naturally integrated into the students' informal daily conversations.

4. Relationship Between the Types and Factors of Code-Mixing

The relationship between the types and factors influencing the use of code-mixing in students' informal conversations within the campus environment is presented in the following table.

No	Types of Code-Mixing	Factor of Used Code-Mixing	Releationship
1.	Insertion	Talking about a particular topic, lack of vocabulary, Emphizing something, Prestige.	The use of code-mixing in academic conversations often occurs for several reasons. English terms are frequently inserted when discussing academic topics because speakers sometimes cannot find an appropriate equivalent in Indonesian. In addition, the use of English words may serve to emphasize certain meanings in a statement, making the intended message clearer and more impactful. Furthermore, English is often perceived as a more modern language with higher prestige in academic contexts. As

			a result, speakers tend to use English expressions to support the explanation of ideas or concepts being discussed.
2.	Alternation	Repetition for clarificasion, Interjection, Expresing group identity.	The relationship between the types and factors of code-mixing can be observed from the reasons why speakers switch languages during conversations. Language switching is often used to clarify the intended message, particularly when speakers feel that the use of another language can help convey their meaning more precisely. In addition, in spontaneous conversational situations, expressions from a foreign language often emerge naturally during speech. Language switching may also reflect group identity between the speaker and the interlocutor, for example when they are friends from the same academic major and share similar academic backgrounds and linguistic habits. Therefore, the types of code-mixing that appear in conversations are influenced not only by linguistic structures but also by the social and communicative factors underlying their use.
3.	Congruent Lexicalization	Expresing group identity, Talking about a particular topic, Lack of vocabulary.	The mixing of language structures reflects the habitual practices of bilingual communities. Such mixed structures are often used when discussing academic topics, as they facilitate the clearer expression and delivery of ideas.

Table 4.5: Relationship Between the Types and Factors of Code-Mixing.

In sociolinguistic research, code-mixing is analyzed not merely in terms of its structural forms or typologies but also with respect to the underlying motivations that drive its deployment in communicative contexts. Pieter Muysken delineates three primary categories of code-mixing: insertion, alternation, and congruent lexicalization.

Concurrently, Janet Holmes posits that the factors prompting code-mixing in bilingual discourse are inextricably linked to language's social functions, including the discussion of specific topics, the clarification of meanings, the assertion of group identity, and the circumvention of lexical gaps.

Among these, insertion emerges as the predominant form of code-mixing in students' conversations. It manifests when speakers embed words or phrases from a secondary language into the syntactic framework of the primary language. Within the informal exchanges of students, insertion is frequently motivated by such factors as addressing particular subjects, vocabulary deficiencies, semantic emphasis, and the pursuit of prestige. This pattern arises because numerous academic or technological terms enjoy greater currency in English, prompting students to incorporate them when Indonesian equivalents prove inadequate or unavailable. Moreover, English insertions often serve to underscore key ideas or to project an aura of modernity and sophistication in dialogue.[31]

Alternation, by contrast, entails a shift between languages within a single conversational turn. In student interactions, this type is commonly tied to motivations such as reiteration for emphasis or clarification, interjections, and the signaling of group affiliation.

[31] Pieter Muysken, *Bilingual Speech: A Typology of Code-Mixing* (Cambridge: Cambridge University Press, 2000), 3–5.

Speakers frequently alternate languages to rephrase messages for their interlocutors, thereby enhancing comprehension. Exclamatory or spontaneous expressions such as “well,” “oh my God,” “on the way,” “by the way,” or “anyway” often function as interjections, injecting fluidity into the exchange. Additionally, alternation can underscore communal bonds, especially in student circles where seamless bilingual switching has normalized as a hallmark of routine interaction.[32]

Congruent lexicalization, meanwhile, involves the simultaneous integration of elements from two languages within a mutually compatible grammatical frame. This type is prevalent in proficient bilingual settings. In students' discourse, it correlates with factors like group identity expression, topic-specific discourse, and lexical limitations. Such patterns reveal that students transcend mere word substitution, instead fluidly weaving bilingual constituents into unified structures as an ingrained feature of their sociocultural communicative repertoire.

Consequently, the interplay between code-mixing types and their motivating factors underscores that emergent linguistic blends are far from arbitrary; they are shaped by intentional communicative goals, contextual demands, and speakers' social milieus. This nexus implies that sociolinguistic inquiries into code-mixing typologies must

[32] Janet Holmes. *An Introduction to Sociolinguistics* (London: Routledge, 2013), hlm. 35–37.

incorporate analyses of precipitating factors to yield a holistic grasp of language's social roles in campus-based informal student conversations.[33]

Prior scholarship further affirms the intimate linkage between code-mixing forms and influences. Pieter Muysken's work elucidates how insertion, alternation, and congruent lexicalization stem from bilingual communicative exigencies. Janet Holmes complements this by attributing mixed-language use to social imperatives, such as identity projection, message clarification, and emphatic highlighting. Similarly, Carol Myers-Scotton's research demonstrates that bilinguals strategically select mixing forms attuned to communicative intents, contextual nuances, and lexical constraints. Thus, in sociolinguistic examinations, code-mixing types and factors remain indissolubly intertwined.

[33] Carol Myers-Scotton, *Social Motivations for Codeswitching: Evidence from Africa* (Oxford: Oxford University Press, 1993), hlm. 45–47.