

# similarity check Ni Wayan PW.pdf

by dedysandiarsa36@gmail.com 1

---

**Submission date:** 17-Jul-2025 10:07PM (UTC+0530)

**Submission ID:** 2712687189

**File name:** Ni\_Wayan\_PW.pdf (443.81K)

**Word count:** 2180

**Character count:** 13814

## CODE MIXING IN FOURTH-SEMESTER STUDENTS AT UNDIKMA

<sup>1</sup>Ni Wayan Prami Wahyu<sup>1</sup> Santari

<sup>1</sup>Lecturer of English Language Education Department, Faculty of Culture, Management and Business, Mandalika University of Education, Indonesia

Corresponding Email: [niwayanprami@undikma.ac.id](mailto:niwayanprami@undikma.ac.id)

ABSTRACTS	ARTICLE INFO
<p>This study explores the phenomenon of code mixing among fourth-semester university students, focusing on the linguistic patterns, motivations, and sociocultural factors that influence this practice in both academic and social contexts. Using a descriptive qualitative methodology, data were collected through classroom observation<sup>2</sup>, recorded student interactions, and semi-structured interviews. Qualitative descriptive method is used in analyzing the data because it explained with words, phrases, and sentences. The data based on the words of the fourth semester students at UNDIKMA. In collecting data, the researcher used observational and non-participatory methods, and also taking notes. The analysis employs Muysken's typology and Criper and Widdowson's sociolingu<sup>13</sup> framework to classify and interpret code mixing instances. Findings reveal that students frequently engage in intersentential and intrasentential code mixing, primarily between Indonesian and English, with occasional insertion of regional languages. Motivations include identity expression, communicative efficiency, social solid<sup>15</sup>, and the influence of digital media. This study contributes to a deeper understanding of bilingual language use in higher education and offers implications for language teaching and policy.</p>	<p><b>Article History:</b> Received: July 5<sup>th</sup>, 2025 Revised: July 17<sup>th</sup>, 2025 Published: July 2025</p> <hr/> <p><b>Keywords:</b> Code mixing, Bilingualism, Sociolinguistics, Intersentential, Intrasentential</p>

## INTRODUCTION

In multilingual societies around the world, code mixing, the practice of blending two or more languages within a single conversation, utterance, or even sentence, has emerged as a prevalent and dynamic linguistic phenomenon. This intricate interplay of languages is not merely a random occurrence but rather a complex communicative strategy employed by speakers to navigate their multifaceted social realities. Among various social groups, university students stand out as particularly active users of code mixing due to their exposure to diverse linguistic environments and their need to adapt to both academic and social contexts. This phenomenon is especially pronounced in Indonesia, a country characterized by its rich linguistic diversity, where the national language, Indonesian (Bahasa Indonesia), coexists with numerous regional languages such as Javanese, Sundanese, Sasaknese, and Balinese, alongside the widespread use of English as a global lingua franca. Indonesian university students often fluidly switch between these languages depending on the setting, interlocutor, and communicative purpose.

Fourth-semester students, in particular, constitute a critical demographic for examining code mixing patterns because they have typically acquired essential academic language skills and are transitioning into more advanced levels of discourse. At this stage, students engage extensively in formal academic activities such as group discussions, presentations, and writing assignments, which often require the use of specialized vocabulary and concepts predominantly in English. Simultaneously, they maintain vibrant informal interactions with peers, where regional languages and colloquial Indonesian intermingle with English expressions. This dual engagement makes fourth-semester students at UNDIKMA an ideal group to study how code mixing functions as a linguistic resource that facilitates effective communication, identity construction, and social bonding.

Moreover, the increasing influence of digital communication platforms, such as social media and instant messaging, further accelerates and diversifies the ways in which these students mix languages, reflecting broader sociocultural trends and globalization processes. Understanding the patterns and motivations behind code mixing among this group not only sheds light on evolving language practices in Indonesian higher education but also provides valuable insights into the cognitive and social dimensions of bilingualism and multilingualism in contemporary society.

## RESEARCH METHODS

This study used a descriptive qualitative research design aimed at providing an in-depth understanding of the patterns, functions, and motivations behind code mixing among fourth-semester university students at a public university in Indonesia. The qualitative approach is particularly suited for this study because it allows for rich, contextualized insights into the complex linguistic behaviors and social dynamics that quantitative methods might overlook. The study involved a purposive sample of 30 fourth-semester students. The purposive sampling technique was employed to ensure that participants had sufficient exposure to both formal academic settings and informal social environments where code mixing is likely to occur. The selection criteria included students who demonstrated bilingual or multilingual proficiency, particularly in Indonesian and English, as well as those who regularly interacted with peers from diverse linguistic backgrounds. This heterogeneity among participants was intended to capture a broad spectrum of code mixing practices reflective of the university's multilingual environment. Data collection was conducted over a period of two months and involved multiple complementary methods to triangulate findings and enhance the study's validity. The collected data underwent a rigorous multi-step analysis process: 1) Transcription: All audio recordings were transcribed verbatim, capturing not only the spoken words but also notable paralinguistic features such as pauses, intonation, and emphasis, which are crucial for interpreting code mixing phenomena. 2) Coding and Classification: Using Muysken's (2000) typology as an analytical framework, the transcriptions were systematically coded to identify instances of insertion, alternation, and congruent lexicalization. Each code mixing occurrence was categorized according to its structural characteristics, linguistic functions, and contextual usage. 3) Thematic Analysis: Beyond structural classification, a thematic analysis was conducted to uncover the sociocultural motivations and communicative purposes behind code mixing. This analysis

was informed by Ciper and Widdowson's (1975) sociolinguistic framework, which emphasizes the role of code mixing in expressing social identities, negotiating group membership, and adapting to interlocutors. Themes such as identity construction, social solidarity, pragmatic efficiency, and digital media influence emerged from the data. Triangulation: To ensure the credibility and reliability of the findings, data from observations, recordings, and interviews were triangulated. This cross-validation helped to confirm patterns and provided a comprehensive understanding of the multifaceted nature of code mixing among the participants. Overall, this robust methodological approach enabled the study to capture both the linguistic intricacies and the social dynamics underpinning code mixing practices among fourth-semester university students, providing valuable insights into their bilingual communication strategies within academic and social contexts.

## RESEARCH FINDINGS AND DISCUSSION

### Types of Code Mixing Observed in Fourth-Semester Students at UNDIKMA

#### 1. Intersentential Mixing

Intersentential mixing involves switching languages at sentence boundaries, where one complete sentence is spoken in one language followed by a sentence in another language. This type of code mixing was frequently observed among the students, especially when they wanted to clarify, emphasize, or add nuance to their statements. For instance, a student might say in Indonesian:

"*Saya sudah mengerjakan tugasnya.*"  
(I have already done the assignment.)

followed immediately by an English sentence:

"*But I still need to review it before submission.*"

This pattern allows speakers to maintain the flow of conversation while strategically switching languages to highlight important information or to ensure comprehension. Another example includes:

"*Besok kita ada presentasi kelompok.*"  
(Tomorrow we have a group presentation.)

"*Make sure you prepare your slides well.*"

In this way, intersentential mixing serves as a pragmatic tool to manage discourse, signaling shifts in emphasis or topic and accommodating interlocutors' language preferences.

#### 2. Intrasentential Mixing

More prevalent than intersentential mixing was intrasentential mixing, which entails embedding lexical items or phrases from one language within the grammatical structure of another language, often within a single sentence. This type of mixing was especially common

with the insertion of English technical terms, academic jargon, or slang into Indonesian sentences. For example:

"*Saya harus submit tugas ini besok.*"

(I have to submit this assignment tomorrow.)

Here, the English verb "submit" is inserted into an otherwise Indonesian sentence, reflecting the speaker's familiarity with English academic terminology and the lack of a concise Indonesian equivalent used in everyday academic discourse. Other examples include:

"*Kita harus brainstorming ide untuk project ini.*" (We have to brainstorm ideas for this project.)

"*Deadline-nya sudah dekat, jadi kita harus cepat finish.*" (The deadline is near, so we have to finish quickly.)

"*Aku lagi cari referensi buat literature review.*" (I'm looking for references for the literature review.)

These insertions often signal the speaker's bilingual competence and their adaptation to academic environments where English terms are dominant. Additionally, slang or informal English expressions such as "cool," "okay," or "sorry" frequently appeared within Indonesian conversations, reflecting peer group identity and casual communication styles.

### 3. Congruent Lexicalization

Congruent lexicalization occurs when two languages involved in code mixing share similar syntactic structures, enabling a more seamless and integrated blending of lexical items. This phenomenon was observed in conversations where Indonesian and English shared parallel grammatical patterns, allowing students to mix languages without disrupting sentence flow or comprehension. For example:

"*Aku sudah finish the report tadi malam.*"

(I already finished the report last night.)

Both Indonesian and English follow a subject-verb-object order, making it easier to insert English verbs or nouns into Indonesian sentences naturally. Another example:

"*Dia sedang prepare untuk ujian minggu depan.*"

(He is preparing for the exam next week.)

In such cases, the grammatical compatibility between the two languages facilitates fluid code mixing, often making the language switch almost imperceptible to listeners familiar with both languages. This type of mixing is particularly common among bilingual speakers who have internalized the syntactic rules of both languages, allowing them to blend elements effortlessly. These detailed examples illustrate how fourth-semester university students in Indonesia employ various types of code mixing as flexible linguistic strategies to navigate academic and social interactions. The choice of mixing type often depends on the

communicative purpose, the interlocutor's language proficiency, and the context of the conversation.

#### **Motivations Behind Code Mixing**

1. Identity Expression: Students used English to project modernity, professionalism, or affiliation with global academic communities.
2. Communicative Efficiency: English terms were preferred when no exact Indonesian equivalent existed, particularly in academic discourse.
3. Social Solidarity: Code mixing served to strengthen in-group bonds among peers, especially in informal settings.
4. Digital Media Influence: Frequent exposure to English on social media platforms encouraged natural mixing in spoken language.
5. Role Identification: Students in English-related majors felt pressure to demonstrate proficiency by integrating English into conversation.
6. Sociocultural Influences: The multilingual environment of Indonesia, combined with globalization and digital communication, fosters a natural bilingual interaction space. Students' bilingual competence allows fluid switching without disrupting communication flow. Attitudes toward code mixing were generally positive, seen as a resource rather than a barrier.

This study confirms that code mixing among fourth-semester university students is a multifaceted sociolinguistic phenomenon influenced by identity, social context, and pragmatic needs. The findings align with previous research highlighting the role of social media and globalization in shaping bilingual language practices. The use of English in academic settings as a prestige language also motivates students to integrate English lexemes to signal competence and modernity.

The strategic use of code mixing reflects students' linguistic creativity and adaptability, allowing them to navigate complex social and academic environments effectively. This challenges traditional views that regard code mixing as a linguistic deficiency, instead positioning it as a valuable communicative resource.

#### **CONCLUSION**

Code mixing in fourth-semester students at UNDIKMA is a dynamic and context-dependent linguistic strategy. It reflects students' bilingual proficiency, sociocultural identities, and the influence of digital media. Recognizing and understanding this phenomenon is essential for educators and policymakers to support effective bilingual education and communication. Future research should explore longitudinal changes in code mixing patterns and its impact on academic performance.

#### **REFERENCES**

- Tarihoran, M., et al. (2024). *A Sociolinguistic Analysis of Code Mixing Usage Among Students at Muhammadiyah University of Tangerang*. Variable Research Journal.
- Suwito. (1985). Role Identification and Language Use in Educational Contexts.

4  
Ahmad, M., et al. (2024). Crossing the Boundaries of Languages: Code-Switching and Code-Mixing Tendencies in the Young Generation in Bangladesh.

6  
Itmeizeh, M., & Badah, A. M. A. (2021). Factors Motivating Code-Mixing Among Palestinian Bilingual Postgraduate University Students. *International Journal of Advanced Research*, 9(2), 178-186.

8  
Alharbi, A. (2020). Code Mixing in Arabic Conversations of College Students: A Sociolinguistic Study of Attitudes to Switching to English. SSRN.

9  
Muysken, P. (2000). *Bilingual Speech: A Typology of Code-Mixing*. Cambridge University Press.

14  
5  
Giriper, C., & Widdowson, H. G. (1975). *Sociolinguistics and Language Teaching*.

6  
Wardani, A. W. P., Sabat, Y., & Aisyah, S. (2022). Code Mixing Analysis: Case Study of Livy

7  
Penatta on Deddy Corbuzier's YouTube Channel. *Jurnal Huriah*, 3(2), 9-19.

8  
Meda, E. E., & Nasa, R. (2023). The Use of Code Mixing Between Indonesian and English Language on Ruang Sandi Podcast. *Metahumaniora*, 13(2), 100-105.

# similarity check Ni Wayan PW.pdf

## ORIGINALITY REPORT

17%

SIMILARITY INDEX

16%

INTERNET SOURCES

5%

PUBLICATIONS

8%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://jose.sinarlima.com">jose.sinarlima.com</a> Internet Source	5%
2	<a href="http://www.scilit.net">www.scilit.net</a> Internet Source	2%
3	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	2%
4	<a href="http://journal.jcopublishing.com">journal.jcopublishing.com</a> Internet Source	2%
5	<a href="http://academicareview.com">academicareview.com</a> Internet Source	1%
6	<a href="http://journal.equinoxpub.com">journal.equinoxpub.com</a> Internet Source	1%
7	Submitted to unars Student Paper	1%
8	Submitted to British University in Egypt Student Paper	1%
9	<a href="http://ijciss.org">ijciss.org</a> Internet Source	1%
10	Submitted to Middle East Technical University Student Paper	1%
11	<a href="http://repository.ubn.ru.nl">repository.ubn.ru.nl</a> Internet Source	<1%
12	<a href="http://dspace.unive.it">dspace.unive.it</a> Internet Source	<1%

13

[ejournal.unwaha.ac.id](http://ejournal.unwaha.ac.id)

Internet Source

<1 %

14

[lib.convdocs.org](http://lib.convdocs.org)

Internet Source

<1 %

15

[www.academypublication.com](http://www.academypublication.com)

Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off