

CODE MIXING USED BY THE STUDENTS AND LECTURER IN SPEAKING CLASS AT ENGLISH EDUCATION STUDY PROGRAM

Yuli Yanti Abdurahman¹, Ade Ismail², Firmansyah³

^{1,2,3} English Language Education Study Program, Faculty of Teacher Training and Education,
Khairun University, Indonesia
Email: yuliyantiabdurahman@gmail.com

Abstract: This study aims to analyze the use of code-mixing by students and lecturers in speaking classes at the English Education Study Program of Khairun University. The focus of the research is to identify the types of code mix used and the factors that encourage code mix in the learning process. This study used a descriptive qualitative approach with data collection techniques through direct observation and in-depth interviews. The research subjects consisted of 45 first-semester students and one lecturer of “Speaking for Everyday Communication” course. The results of the observation research show that there are three types of code mix used, namely insertion, alternation, and congruent lexicalization, with insertion type as the most dominant form used by lecturers. In addition, of the 13 factors causing code-mixing, the interview results revealed three dominant factors that encourage the use of code-mixing by students and lecturers, namely (1) the use of more popular terms that are more easily understood by students, (2) the subject matter containing foreign terms or difficult concepts, and (3) the limitations of code usage in the use of English vocabulary which is the main obstacle in classroom communication. The findings reveal that the use of code-mixing is an important adaptation strategy for both parties in improving the understanding of teaching materials and facilitating communication in the learning process.

Keywords: *Code Mixing, English Language Learning, Speaking Skills.*

INTRODUCTION

Code mixing is the phenomenon of mixing two languages in one sentence or conversation, such as inserting words, phrases, or sentences from another language (Purnama, 2019). In an educational context, especially in speaking classes in English Education study programs, code mixing is often used as a strategy to bridge the language understanding gap between lecturers and students. Lecturers often mix Indonesian and English when explaining complex concepts, for example, in the explanation of grammar or academic terms. For example, when explaining the *present perfect tense*, a lecturer might say, “*Present perfect tense* digunakan untuk menyatakan sesuatu yang sudah terjadi, contohnya, 'I have eaten.' Ini berarti bahwa saya sudah makan, dan ada relevansinya dengan sekarang.” This helps students who have not fully mastered English to better understand the material. The use of code-mixing is also often found in student discussions, where they combine Indonesian and English to convey ideas more clearly and overcome language barriers, for example, “Menurut saya, kita harus lebih banyak *practice speaking* karena itu penting untuk *improve* kefasihan kita.” In this case, code mixing is used to clarify messages and improve communication fluency, so that students can participate more actively. In addition, code-mixing is also beneficial in several aspects, such as helping to convey difficult concepts that may not be explained easily in one language, reducing students' mental load when processing information, and creating an inclusive learning environment. From a sociolinguistic perspective, code-mixing in Indonesia, where English serves as a foreign language, offers an adaptation mechanism that allows for a smoother transition from Indonesian to English in academic contexts. This helps students and lecturers

create a balance between the use of the foreign language and the understanding of the learning content. Overall, code-mixing plays an important role in reducing language barriers and increasing comprehension and active class participation. By combining both languages, lecturers and students can create more effective and productive learning interactions. Code mixing is not just a tool, but an integral part of a teaching strategy that facilitates continuous learning without compromising the quality of comprehension or language skills.

This study focuses on first-semester students and lecturers teaching Speaking courses in the English Education study program, who are often in the early stages of adjusting to the use of English in an academic environment. First-semester students are chosen as research subjects because they generally face great challenges in understanding materials delivered in English and are still trying to adjust to the new academic environment. One of the main difficulties is limited vocabulary, which is in line with Ode Hanafiah & Hikmah's (2023) findings that many university students only started learning the basics of English while in junior high school, resulting in limited vocabulary which affects their understanding of the subject matter.

Limited exposure to English outside of formal education can also hinder their ability to interact with academic texts, leading to frustration and decreased motivation. In addition, students often experience difficulties in keeping up with the pace of teaching, where lecturers speaking in English at a fast pace can make students feel pressured and lose focus, further exacerbating their anxiety about participation.

In this situation, students may feel unable to actively participate in class discussions, which in turn can affect their understanding of the material being taught. This lack of engagement can create a cycle of helplessness that further hinders their language acquisition. Therefore, lecturers need to frequently use code-mixing as a strategy to ease the explanation of the material and ensure that students can follow the lesson well. By integrating mother tongue terms and phrases, lecturers can bridge comprehension gaps, provide clarity, and encourage a more inclusive learning environment. This approach not only supports comprehension but also encourages students to gradually build their confidence in using English.

Based on the above background, this study aims to determine the types of code mixing in speaking classes in the English Education study program and identify the factors that cause students and lecturer to use code mixing in the class. It is hoped that the results of this study can contribute to the development of English teaching methods that are more effective and in accordance with the needs of students, especially in a bilingual or multilingual context. The researcher decided to conduct a study with the title *“Code Mixing Used by the Students and Lecturer in Speaking Class at English Education Study Program”*.

RESEARCH METHOD

This research uses a descriptive qualitative method to analyze the use of code-mixing by students and lecturers in Speaking class at English Education Study Program of Khairun University. The purpose of this method is to provide an in-depth understanding of the types and factors that influence the use of code-mixing during classroom interactions. The participants in this study consisted of 45 first-semester students and one lecturer who taught the course “Speaking for Everyday Communication.” The participants were selected using a purposive technique. The selection of participants was done by a purposive sampling technique so that the data obtained is really relevant to the focus of the research. Data collection was conducted through classroom observation, semi-structured interviews, record, and field notes. Observations were conducted to record and take notes on code-mixing events during the learning process, while interviews were used to explore the causes behind the use of code-mixing by both students and lecturers. A recorder was used to ensure the accuracy of the data,

and field notes were used to document descriptive and reflective information during the research process. Data were analyzed using the interactive model of Miles, Huberman, and Saldana (2014), which consists of three stages: data reduction, data display, and conclusion drawing. Through this method, the researcher was able to describe the patterns and factors causing code-mixing in a natural classroom environment.

FINDINGS AND DISCUSSION

Findings

This chapter presents the findings of the study on the use of code mixing used by the students and lecturer in the speaking class of the English Education Study Program at Khairun University. The findings are divided into two main aspects: (1) What are the types of code mixing used by students and lecturers in Speaking class in English Education study program? and (2) What are the factors that cause students and lecturers to use code mix in Speaking classes in English Education study programs?

1. Types of Code Mixing by Students and Lecturers in Speaking Classes in the English Education Study Program

The observation results showed that in the Speaking class, it was found that students and lecturers used three types of code mixing, namely insertion, alternation, and congruent lexicalization. The data was obtained from two meetings, namely the 14th meeting and the 15th meeting. The following are the results of the analysis of the number of code-mixing uses in the two meetings:

a. Insertion

Insertion is a type of code-mixing characterized by the insertion of foreign language elements, either in the form of words or short phrases, into the main language sentence structure, in this case, Indonesian. Usually, this insertion is done without changing the grammar or sentence pattern of the main language.

Extract 1

Lecturer: Kayak nya artis kita belum hadir hari ini yah?
Students: Yeah, Yes
*Lecturer: Oke, kalau begitu ketika artis kita hadir hari ini, kita akan memberikan **applause**. Ketika dia masuk kedalam kelas kita akan?*
Students: Applause

Transcript 1 on December 11, 2024

Extract 2

Lecturer: Siapa itu?
Student 2: Ikbal ngana
Lecturer : Kok tidak ada? Kita keluarkan dia dari grup kalo tidak ada
*Student 3: Iya **kick** aja ibu*
Lecturer : Ibu sudah telpon

Transcript 2 on December 13, 2024

The two conversation excerpts show that they all belong to the insertion type because of the insertion of English words or short phrases into Indonesian sentences. Words such as *applause* and *kick* are inserted directly without changing the main sentence structure. This process occurs because lecturers or students feel that the word is easier to pronounce, is commonly used, or because they find it difficult to find the right word in Indonesian. So, the

main reasons for this insertion are habit, practicality, and the absence of a suitable word equivalent.

b. Alternation

Alternation is a type of code-mixing that occurs when speakers move from one language to another between clauses in one speech. In other words, not only does it insert a word or phrase, but there is an alternation of grammatical structures between languages. This type shows that speakers have competence in both languages and can switch sentence structures flexibly.

Extract 3

*Lecturer: Yah, jadi mulai dari sekarang itu sudah harus... Luruskan badan ente guys talama ketiduran kesurupan. Okay, jadi mulai sekarang kalian harus udah bisa menentukan jenis pakaian kalian, karena **you are going to make the first in fashion**. Karena kita ga tau siapa dan kapan kita bertemu o?*
Students 3: Orang

Transcript 1 on December 11, 2024

Extract 4

Lecturer: Jadi bisa saja nomor satu itu pop, nomor dua dangdut, nomor tiga tradisional atau nomor satu pop, nomor dua bla bla bla, dan juga nomor tiga dangdut. Sama? Then one here chart the same because?
*Student 1: **Maybe dangdut is little bit class because pendengar nya lebih banyak.***

Transcript 1 on December 11, 2024

The two conversation excerpts above are included in the alternation type because the speaker not only inserts one English word, but switches languages from Indonesian to English in the form of a complete sentence unit. For example, in the sentence “*you are going to make the first in fashion*” or “*maybe dangdut is little bit class because*”, the sentence structure already uses English grammar patterns, not just one inserted word. This process occurs because the speakers (both lecturers and students) are able to use two languages alternately fluently in one speech.

c. Congruent Lexicalization

Congruent Lexicalization is a type of code-mixing that occurs when elements from two languages are mixed in the same grammatical structure because the syntactic structures of the two languages are similar or compatible. In this type, speakers use lexical elements from two languages overlapping in one sentence or even one clause, and the mixture still feels natural because the grammatical structures of the two languages (usually English and Indonesian) can be fused together.

Extract 5

*Lecturer: Apakah kita coba menyanyi seperti Diki juga?... Okay, so in the slide you can see that there are sound please. Okay the slide you can see that in the United States they are defined the most popular genre of music. Bisa dilihat, jenis ini mereka sudah **mendifine** dan membagi-bagi, apa namanya? Jenis atau jumlah musik **terfavorite** di United State. Now, what I'm going to ask tell you are going to define by your own self the general of music in Indonesian okay? Tapi sebelumnya kita bagi dulu biar semuanya sama. Jadi di Indonesia ada jenis musik?*
Students: Pop, Traditional

Transcript 1 on December 11, 2024

Extract 6

Lecturer: Oke paham? hari sabtu bisa?
Students: Iya

Lecturer: Semuanya?

Student 1: Sorry mam, berati format video nya di skip or?

Lecturer: Bagus nya landscape karena mau upload ke?

Students: Youtube

Transcript 1 on December 11, 2024

The sentences in the quote above are included in the congruent lexicalization type because speakers mix English and Indonesian elements in one sentence structure that still feels natural. For example, the words *mendifine*, *mentranslate*, and *menspill* are a combination of the Indonesian prefix “me(n)-” with English verbs. This happens because speakers take advantage of the structural similarities between the two languages, such as sentence patterns and ways of forming verbs, so that the word mixture can still be understood easily. In addition, there are also inter-phrase mixtures such as *terfavorite* and *favoritenya* that show how English words are incorporated into Indonesian patterns. Speakers usually do this because they are used to using two languages together and find it easier or more expressive when mixing them. This process happens naturally, especially in academic environments where both languages are frequently used.

Table 1: The Use of Code Mixing in Meetings 14 And 15

Types of code mixing	Lecturer	Students	Total
Insertion	82	13	95
Alternation	34	3	37
Congruent lexicalization	30	2	32
Total	146	18	164

The table shows that lecturers use code-mixing more often than students, with insertion as the most dominant form of code-mixing.

2. Factors that cause Students and Lecturers to use Code Mixing in Speaking Classes in the English Education Study Program

The findings of this research reveal that both lecturers and students use code mixing in speaking classes due to various reasons categorized according to Suandi's (2014) theory. Through interview analysis, thirteen distinct factors were identified.

The most frequently mentioned factor by students was the use of more popular terms and the subject matter, each mentioned 10 times. Students admitted to using Indonesian terms because they were more familiar or when they lacked English vocabulary on specific topics. This often happened during discussions on technology or unfamiliar material. The second most common factor was limitations in code usage (8 mentions). Many students found it difficult to express themselves entirely in English due to limited vocabulary, leading them to mix languages for ease of communication. Other notable factors include the mode of speech, function and purpose, and to increase the sense of humor, each mentioned 7 times. Students tended to use code mixing more in relaxed or informal situations, to ensure mutual understanding, or to create a more enjoyable classroom atmosphere.

Factors like variety and level of speech, the speech partner, topic, the place and time, and the presence of third speakers were each cited between 6 to 7 times, indicating their moderate influence. In informal settings or when interacting with certain people, students were more

likely to mix languages. The speaker and the speaker's personality also played a role, with several students mentioning the need for adaptation based on their personal experiences or identity. Meanwhile, for prestige was the least cited factor, with students and lecturers alike viewing code mixing more as a habit than a status symbol. Lecturers, on the other hand, confirmed only 8 of the 13 factors, including the use of more popular terms, subject matter, limitations in code usage, the speaker and the speaker's personality, speech partner, mode of speech, function and purpose, and To increase the sense of humor. They emphasized that code mixing was often used deliberately to maintain student interest, foster understanding, or adjust to the classroom context. However, factors like the place and time, topic, variety and level of speech, presence of a third speaker, and for prestige were not considered influential by the lecturer.

In summary, the use of code mixing in speaking classes is influenced by both linguistic limitations and pedagogical strategies. Students tend to rely on it for clarity and comfort, while lecturers use it purposefully to enhance learning effectiveness.

Discussion

This section discusses the interpretation of the research results as researchers discuss the findings regarding the research questions and the scope of the study.

1. Types of Code Mixing by Students and Lecturers in Speaking Classes in the English Education Study Program

Based on the observations recorded in the field notes, it was found that in the Speaking class, students and lecturers used three types of code mixing as categorized by Muysken (2000), namely insertion, alternation, and congruent lexicalization.

a. Insertion

The first type, Insertion, refers to the insertion of words or phrases from one language into the sentence structure of another language without changing the main grammatical pattern (Muysken, 2000). In the observation, the lecturer was seen smiling while saying, “*Oke, kalau begitu ketika artis kita hadir hari ini, kita akan memberikan **applause**,*” which was greeted by students' laughter and some even clapped their hands immediately. In addition, one student mixed Indonesian with English terms when saying, “*Lya, **kick** aja ibu.*” The reflection of this interaction shows a relaxed and intimate classroom dynamic between lecturers and students. This high use of insertions suggests that the insertion of English terms has become a natural part of daily classroom communication, driven by students' familiarity with terms from social media, online games and other popular culture. Insertions are chosen because they offer convenience in conveying meaning without the need to look for Indonesian equivalents that are sometimes less precise or not commonly used.

b. Alternation

The next type of code mix is alternation, which is a switch between languages at the clause level in one speech (Muysken, 2000). The lecturer used alternation when ending the class by saying, “*Jadi sampai di sini saja pertemuan kita, ya, **thank you full for our class, thank you for attention in learning process.***” The reflection of this data shows that the lecturer closed the class by incorporating appreciative expressions in English to emphasize gratitude and appreciation for students' involvement during the learning process. This language choice shows that the use of English is not only symbolic, but also a means to enhance the formal and professional feel of closing the class.

c. Congruent lexicalization

Another type of code mix is congruent lexicalization, which is the mixing of lexical elements from two languages in compatible syntactic structures (Muysken, 2000). Students show congruent lexicalization when asking the lecturer about the video format that must be made by saying, “Sorry mam, berarti format video-nya di skip or?” The reflection of this data shows that students integrate English words and phrases into Indonesian sentence structures naturally. The use of elements such as “sorry”, “video format”, “di skip”, and “or?” in one sentence shows that students are familiar with mixed language forms that often appear in daily communication, especially in digital and academic contexts. This reflects an openness to the influence of English in their communication practices.

Overall, the observation results show that insertion is the most dominant type of code mix used by both lecturers and students, as also explained by Muysken (2000) that in bilingual situations, insertion of foreign elements is more common because it is simpler than other forms of code mix. This finding is in line with the research of Ode Hanafiah et al. (2023), who also found that in English classes, insertion is the form of code-mixing most often used by teachers to overcome students' limited vocabulary. Just like in this study, the reason for the dominant use of insertion is closely related to practical needs in clarifying meaning, facilitating understanding, and creating a more natural and communicative learning atmosphere. Thus, the use of insertion, alternation, and congruent lexicalization in speaking classes reflects effective linguistic adaptation in supporting the development of students' English skills in the early stages of the course.

2. Factors that cause Students and Lecturers to use Code Mixing in Speaking Classes in the English Education Study Program

Through the analysis of interview data, there are several main factors that cause students and lecturers to use code mixing in the speaking class. These factors are categorized based on Suandi (2014) theory and supported by the interview data that has been collected.

a. Use of more popular terms

Both lecturers and students stated that some English terms are more common and more comfortable to use than their Indonesian equivalents. For example, words like *action*, *applause*, or *jump scare* are more familiar to use without the need for translation.

b. Subject matter

Students mix languages more often when discussing topics related to music, movies, or technology. On these topics, many of the English terms are already part of everyday usage, so it is more natural to insert them in conversation.

c. Limitations of code usage

The responses from the students showed that they often used code-mixing because they did not know or were unsure of the equivalent words in English. This is reflected in the students' statements that they find it difficult to speak continuously in English without inserting Indonesian.

d. Function and purpose

Lecturers revealed that code mixing was used to clarify certain intentions or to ensure students understood the concepts being taught. Students also feel that mixing languages makes it easier for them to explain ideas to friends or lecturers.

e. Mode of speech

In more relaxed situations, students feel freer and comfortable mixing languages, whereas in formal settings, they tend to be more guarded in their use of language. This shows that the level of formality in conversation affects language choice, where the informal context encourages the use of code-mixing to facilitate interaction and build familiarity, in accordance with Suandi's (2014) view that the communication situation greatly influences the tendency for code-mixing.

f. Variety and level of speech

In informal classroom situations, such as group discussions or casual sessions, students use code-mixing more freely. Whereas in more formal situations, such as presentations or formal assignments, the use of code-mixing tends to be minimized.

g. To increase the sense of humor

Some students deliberately mixed languages to make the classroom atmosphere more lively and inviting with laughter. The use of English terms in a joking context makes the interaction feel more relaxed and familiar.

h. The speech partner

The use of code mixing is adjusted to who they are talking to. Students are more free to use code mixing when talking with classmates, while with lecturers, they tend to keep mixing but in a more formal form.

i. The place and time

The findings show that in a relaxed atmosphere in the classroom, for example during ice breaking or light discussion sessions, students use code-mixing more often. However, in more formal activities such as presentations, the use of code-mixing is somewhat reduced.

j. Topic

Certain topics that contain foreign terms, such as types of music (*pop, rock, classic, hip-hop*) or terms in movies (*horror, action, romantic*), encourage students to mix languages because these terms are difficult to translate without reducing their meaning.

k. Presence of a third speaker

In certain cases, the presence of other people in the classroom, such as guests or substitute lecturers, makes students more careful in using code-mixing. However, the tendency remains to use code-mixing when necessary to keep communication smooth.

l. The speaker and the speaker's personality

From the interviews, students revealed that the use of English in code-mixing became part of their daily speaking style, thus forming their own linguistic identity, especially in a social environment that is accustomed to mixed languages.

m. For prestige

Some student responses show that the use of code-mixing, especially English, gives the impression of being more modern, cool, and educated. This is in accordance with Suandi's (2014) theory that one of the factors for code-mixing is to enhance the social image.

Overall, the results of this study show that the use of code-mixing in Speaking classes is influenced mainly by the use of more popular terms, the subject matter, and the limitations of code use. Students more often use Indonesian words because they feel more familiar and easier to understand than maintaining the use of English terms, as revealed in the interview results. In addition, in discussing certain subjects that are difficult to explain fully in English, both lecturers and students choose to mix languages to clarify meaning. Limited vocabulary also encourages students to mix languages to keep communication smooth. This finding is in line with the research of Ode Hanafiah et al. (2023), which showed that vocabulary limitations and the need to clarify material were the dominant factors in the use of code-mixing in English classes. Thus, code-mixing is used as an adaptive strategy to smoothen interaction and support learning effectiveness.

CONCLUSION

Based on the observation, the types of code mix used by lecturers and students in speaking class of English Education Study Program include insertion as many as 95, alternation 37, and congruent lexicalization 32, with insertion being the most widely used by lecturers to facilitate students' understanding. In addition, out of 13 factors, the analysis of interview data revealed three dominant factors that cause students and lecturers to use code-mixing in speaking classes. First, the use of more popular terms, where students tend to use Indonesian terms because they are more familiar and easy to understand. Second, the subject matter, which often contains foreign terms or difficult concepts, encourages students to mix Indonesian in conversation to maintain smooth communication. Third, the limitations of code usage, especially in terms of limited English vocabulary, which is the main obstacle so that the use of code mixing becomes a strategy to overcome the language difficulties they face. The use of code-mixing reflects students' adaptation in the learning process to overcome the language difficulties they face.

REFERENCES

- Purnama, S. (2019). *Penggunaan Code Mixing Pada Masyarakat Multilingual*. 978–623. <https://doi.org/10.30998/simponi.v0i0.449>
- Ode Hanafiah, W., & Hikmah, N. (2023). *English Education Journal (E2j) Code Mixing Used By English Teacher In English Class At Smp Negeri 2 Tomia*.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. 3rd.
- Muysken, P. (2000). *Bilingual Speech a Typology of Code Mixing*. UK: Cambridge University Press.
- Suandi, I.N. (2014). *Sosiolinguistik*. Yogyakarta: Graha Media.