



## Code-Mixing and Code-Switching in the Interaction with the Students of English Literature Students of HKBP Nommensen

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### Abstract

This study aims to identify the types and ways of code-mixing and code-switching used in EFL students' interactions. The qualitative descriptive method was used with the foundation of Muysken's theory and Poplack's theory. The data obtained from the podcast were 125 data, with 83 code-mixing data and 42 code-switching data. The results show 32 (39%) Insertion data, 50 (60%) Alternation data, and 1 (1%) Congruent Lexicalization data. Dominated by alternation in code-mixing, while in code switching 20 (48%) inter-sentence switching data, 4 (9%) tag switching data, and 18 (43%) intra-sentence switching data. Inter-sentence switching dominates in code-switching. The researcher found that the use of code-mixing and code-switching is influenced by the social and educational environment of EFL students. Important findings include the influence of social and educational backgrounds on their linguistic choices, especially in interactions between EFL students of HKBP Nommensen Medan majoring in English literature that form patterns of code-mixing and code-switching.

**Keywords:** *Language, Sociolinguistics, Code-Mixing, Code Switching, EFL Students;*

### INTRODUCTION

Communication is a method that humans use to interact. In that interaction, humans try to communicate well. Social communication can occur due to differences in social activities. Differences in social activities lead to a range of communication styles, from formal discourse in academic settings to informal between friends.

This variation in social activity creates a dynamic outlook where communication adapts to the nuances of the context, thus fostering a wide array of linguistic expressions. Moreover, the influence of social activity on communication is not one-way; it is a reciprocal relationship where communication patterns can in turn shape social activity. (Silaban & Marpaung, 2020) Asserted that language serves as the fundamental tool of communication, playing a vital role in facilitating communication processes.

Social activities play a significant role in sociolinguistics, as they influence and shape language use within a community. Sociolinguistics examines how social factors, such as class, ethnicity, and gender, impact language variation and communication patterns. In the context of social activities, people often adapt their language based on the social context, reinforcing linguistic norms and creating shared communication practices within a group.

In the context of sociolinguistics, analysis of the languages used in a community or social group can provide insight into how social factors influence language selection and use. Engagement in social activities can include the use of more than one language, which is related to bilingualism and multilingualism. Bilingualism refers to a person's ability to speak two languages, while multilingualism involves mastering more than two languages.

The relationship between bilingualism and multilingualism is often associated with the phenomena of code-switching and code-mixing. Code-switching refers to the transition between two or more languages within a single conversation or communication situation. On the other hand, code-mixing involves using language elements from two or more languages within a sentence or discourse. The ability to engage in code-switching and code-mixing lies in an individual's skill to switch between languages or blend language elements from various sources based on the communication context. In situations requiring understanding and participation in more than one language, individuals may utilize code-switching and code-mixing as strategies for self-expression. These phenomena are also relevant to students learning English as a foreign language (EFL).

The relationship between code-switching, code-mixing, and English as a Foreign Language (EFL) students lies in the use of these linguistic phenomena as strategies for communication and language learning. EFL students may use code-switching and code-mixing to express themselves in situations that require understanding and participation in English. Code-switching allows EFL students to switch between their native language and English in conversational or communication contexts. EFL students may use code-mixing to unify gaps in their language ability and improve communication in various language situations.

The writer opts for exploring code mixing and code switching due to their prevalence among bilingual or multilingual individuals, now considered a norm in daily life. In contemporary society, being bilingual is widespread, particularly among the youth, who often employ code-mixing and code-switching to enhance their prestige and personal branding. This choice of focus for the study is influenced by the characteristic use of code-mixing in relaxed, informal settings. Typically, code-mixing occurs in casual conversations, with formal situations witnessing it on occasions where there's no fitting alternative term to replace a phrase.

In the contemporary era, incorporating Indo-English code mixing and code switching is seen as a means to enhance one's value. The grammar of individuals employing these language dynamics is often perceived as sophisticated, making them appear classier and smarter, and their words more trustworthy to others. This perspective, prevalent in the Gen Z era, including the writer's, contributes to the growing trend of choosing to be bilingual or multilingual instead of being proficient in just one language. As outlined by Muysken in Treffers-Daller (2018) "There are three types of code mixing: insertion, alternation, and congruent lexicalization". And Poplack, (1988:129) Code Switching Theory Overview, Poplack's Code Switching Theory, proposed in 1980, emphasizes the systematic aspects of code-switching the alternation between two or more languages within a discourse. Poplack "identified three types of code-switching: inter-sentential, intra-sentential, and tag-switching".

The occurrence of code mixing in communication, involving both English and Indonesian, becomes intriguing when individuals in these EFL (English as a Foreign Language) students settings speak more than one language. The types of code mixing they employ vary, with some leaning dominantly towards Indonesian and others towards English. In this study, the writer delves into code-mixing and code-switching among EFL students, as they predominantly use one language and seamlessly switch between two different languages while maintaining the same topic. Hence, it is highly probable that they utilize both languages during their communication.

The writer chose EFL (English as a Foreign Language) students as the research subject because these students communicate using English, Indonesian, and other languages. Several instances of code mixing occur, and there is data relevant to the issues the writer aims to discuss. The topic of conversation revolves around questions like "Why choose an English literature major? Do you enjoy this major? What difficulties do you face in studying English literature, and how do you overcome them?" These questions will be posed and answered collectively with EFL students, addressing communication challenges where English is considered a foreign language and is mandatory to learn in their major, especially during classroom lectures. This means

Indonesian students have limited exposure to English. The Q&A involves 20 participants, with 5 students from each semester (7, 5, 3, 1), providing insights on the issue. The writer, intrigued by this issue, has chosen it as the research focus. EFL students are selected as respondents because English is considered foreign to them, and the issue is deemed educational and constructive for the audience.

Studies on code-mixing and code-switching had been done many times before, for example, "Code Switching and Code Mixing in the EFL Teaching Learning Processes (A Sociolinguistics Analysis), Code Switching and Code Mixing used by Sarah Sechan and Cinta Laura in Sarah Sechan Talkshow, the Analysis of Code Mixing in Social Media: A Case Study of Code-Mixing used by Deddy Corbuzier and Jerome Polin in Youtube. Then the objects of study also vary such as "Songs, Podcasts, and Movies. However the object of EFL student interaction in code mixing and code switching research is still very rarely done, so further research is needed to understand its impact on the process of learning English as a foreign language.

the writer chose this title because this topic is relevant to the context of English as a foreign language (EFL) education, where non-native speakers often use code mixing and code-switching in their conversations. Studying code mixing and code switching is crucial to understanding how EFL students face communication challenges and how they navigate these difficulties in learning English. And understanding the phenomenon of code-mixing and code-switching could help EFL instructors design more effective teaching strategies and facilitate students' learning process more efficiently.

Based on the explanations above, the writer conducted a study entitled Code-mixing and Code-switching in EFL Students Interaction.

## METHOD

The study method used descriptive qualitative. In the descriptive qualitative study, which "did not emphasize generalization but rather on the meaning itself," the data was described in the form of words or phrases based on the speaker's real knowledge of existing linguistic facts or occurrences Sudaryanto in Treffers-Daller (2018). Frankel & Wallen in (Manik et al., 2024) states that qualitative study was characterized by verbal description as its data. The source of data for this study was obtained from the results of short conversations with 5 first-semester students, 5 third-semester students, 5 fifth-semester students, and 5 seventh-semester students. the data collection was to collect primary data using the Record Techniques and Transcript Technique. The procedures involved in data collection were viewing, scripting, identifying, categorizing, and analyzing the discussions seen in the video, as well as drawing conclusions about the findings.

## FINDINGS AND DISCUSSION

### Finding

After analyzing the data using Muysken's theory, the writer found three types of code mixing in the EFL students records, namely Insertion, Alternation, and Congruent Lexicalization. In addition, in analyzing the data using Poplack's theory, the writer also found three types of code-switching in the EFL students records, namely intersentential switching, tag switching, and intra-sentential switching.

Table 1. The Percentage of Total of Code Mixing

No	Code mixing	Frequency	Percentage
1	Insertion	32	39%
2	Alternation	50	60%
3	Congruent Lexicalization	1	1%
<b>Total</b>		<b>83</b>	<b>100%</b>

From the percentage table, it was found that code-mixing insertion data were around 39% of the total percentage of code-mixing data. insertion did not require fluency in two or more languages to use this type. Alternation type was a type that was more easily found in the general public, the percentage was 50%, this type was most widely used because EFL students already have basic English in their major. Alternation was also characterized by taking only one word from the original language and flipping it between the two languages. So because it was easy to use, it was most commonly found in EFL students. Congruent lexicalization type was the least type which was only 1%.

Table 2. The Percentage of Total of Code Switching

	Code-switching	Frequency	Percentage
1	Inter-sentential Switching	20	48%
2	Tag Switching	4	9%
3	Intra-sentential Switching	18	43%
<b>Total</b>		<b>42</b>	<b>100%</b>

While in code switching, the most dominant type of Inter-sentential switching were found as much as 20 data out of 42 data which were about 48%. This data was most widely used by EFL students because this type was not as complicated as intra-sentential switching type which required fluency in two or more languages but the grammatical structure was not determined completely as a type of switching between sentences. This type was mostly used by people who were moderately proficient in 2 or more languages. Tag switching type was the lowest type with a percentage of 9%.

## Discussion

The writer argues that the purpose of this study was to produce new findings regarding code-mixing and code-switching that have never been explored by previous researchers. In addition, this study was expected to be a reference for further study. The findings were also considered as light racy that enriches the understanding of the use of code-mixing and code-switching in the context of daily life. Furthermore, the findings could improve the writer's critical thinking skills based on the foundation of the previous study.

Based on the data analysis and findings discussed earlier, the writer found that EFL students code-mixing and code-switching between Indonesian and English. Code-mixing occurs when speakers combine elements from both languages without clear rules, usually in the form of words or phrases. It signifies the dominant use of one language with the addition of elements from the other language in an irregular manner. This was in line with Muysken's view.

Code-switching is the sequential and structured switching between phrases or sentences between two or more languages. Usually, the person using code-switching has an understanding or mastery of more than one language. Code-switching tends to be more complex than code-mixing as it involves a more organized move between the languages used.

The use of code-mixing and code-switching by EFL students was strongly influenced by factors such as social environment and educational background. The social background of EFL students who have Indonesian as their mother tongue also influences their language use patterns. In addition, if you look at their educational background which focuses on English literature, this also has the potential to influence their tendency to use code-mixing and code-switching between Indonesian and English.

This study analyzed the types and uses of code-mixing and code-switching in EFL students. The theories used by Muysken's theory, which included Insertion, Alternation, and Congruent Lexicalization, and Poplack's theory, which included inter-sentential switching, tag-switching, and intra-sentential switching. Based on the analysis, the writer found that all types of code-mixing and code-switching according to Muysken's and Poplack's theories occur among EFL students.

After the utterances were reviewed and analyzed, the data were included in the percentage table to determine the frequency and accuracy of each type of code mix and code-switching. From

the percentage table, it was explained that the total data analyzed were 125. Of these data, there were 83 code mixing data, consisting of 32 data for insertion, 50 data for alternation, and 1 data for congruent lexicalization. As for code-switching, there were 42 data, with details of 20 data for inter-sentence switching, 4 data for tag switching, and 18 data for in-sentence switching.

After analyzing all the data, the writer describes his findings, and then compares this study with previous study, there were significant differences and similarities, especially in terms of theory, methods, and study subjects.

The results of this study are different from the study by Astri & Fian (2020) for this study the most dominant was code mixing type of alternation, code-switching type inter-sentential switching. Whereas in study the type of code mixing amounted to 52 data found in this previous study. The data shows that intra-sentential code-mixing was the highest type of code mixing in Gita's video which was 88.46%. Furthermore, it did not find any data that was indicated to involve changes in pronunciation. This happens because the amount of data studied was different, and this was also due to differences in the theory used by the writer, and how to analyze the data.

The results of this study different from the study Yuliana et al (2015) for this study, the most dominant was code mixing type alternation, code-switching type inter-sentential switching. Whereas in the study the types of code-mixing and code-switching in Indonesian celebrities show that the results of code mixing were 20 times and code-switching 30 times. The percentage was 62% using code-switching and 38% using code-mixing. Although most of the celebrities speak both Indonesian and English fluently, the frequency of language switching. This previous study was different from this study in that more code-switching was used than code-mixing. In the previous study, the percentage was different from this study. This happens because the amount of data studied was different, and this was also due to differences in the objects used by the writer, and how to analyze the data.

The results of this study are different from the study by Davistasya (2019) for this study most dominant was code mixing type alternation, code-switching type inter-sentential switching. The study Davistasya that people in the South Jakarta community apply Code Mixing in their social media chats, WhatsApp, or Twitter. There were about 26 pieces of data that the writer obtained from WhatsApp and Twitter social media. There were about 19 WhatsApp chat data and 7 Twitter chat data. In this study, the writer examined the relationship between the two types of social media and the use of intra-sentential code-mixing and intra-sentential code mixing types of social media. In the previous study, the percentage was different from this study. This happens because the amount of data studied was different, and this was also due to differences in the objects, the theory used by the writer, and how to analyze the data.

The results of this study different from the study Fadillah & Nurlaila (2022) for this study most dominant was code mixing type alternation, code-switching type inter-sentential switching. In study by Fadillah & Nurlaila. the most widely used in code-mixing was insertion. The function of code-mixing used was so that the conversation could run well and then, to show the important topic they were talking about. Then, code-switching was the same as the findings. But each part has a different function. Code-switching was used to show solidarity, friendliness, and closeness between friends, to find out the emphasis of the topic that could make listeners pay attention to the speaker. Then, it shows fluency in both languages. The study findings showed that the use of Indonesian in English from the data. The similarity of this previous study was the same as this study, which was more dominant in using code mixing, although the percentage was different. This happens because the amount of data studied was different, and this was also due to differences in the objects used by the writer, and how to analyze the data.

The results of this study were different from the study (Wibowo et al 2017) for this study most dominant was code mixing type alternation, code-switching type inter-sentential switching. The results of the study for the type of code-mixing of the President's speech most likely uses a sentential code-switching type. From the President's speech, the president might use language code to emphasize the words that the president said. As the explanation was mentioned, that intra-sentential was a simple utterance without any change of topic association. It appears that at first glance a translation or adopted only by bilinguals with a high level of fluency 52 data were found. In the previous study, the number of results was different from this study. This happens because the object of study was different, and for this study most dominant was code mixing type

alternation, code switching type inter-sentential switching is also due to differences in the location used by the writer, and how to analyze the data.

Furthermore, the results of this study different from the study Silaban & Marpaung (2020) for this study most dominant was code mixing type alternation, code-switching type inter-sentential switching. Occurred in the Indonesia Lawyers Club Talk Show Program on TV One finds also the types of code mix and code-switching that dominant that occur in the Indonesia Lawyers Club Talk Show Program on TV One were Outer Code Mixing data and internal code-switching data. The difference with this study was the factors used in code-mixing and code-switching in the Talk Show Program on TV One was because of the condition of the educated society that exists and demands the use of code-mixing and code-switching in increasing the use of code-mixing and code-switching in improving the dignity of speech. different cultural backgrounds and different environments, speakers feel free and more comfortable to express their emotions. comfortable to express their emotions. Therefore, most of the guests of the Talk Show Program Indonesia Lawyers Club Talk Show Program on TV One, when speaking in a way to convey their speech, use external code-mixing in their speech.

So the writer conducted a study on code-mixing and code-switching in EFL students' interactions. The results showed that code-mixing and code-switching were found in EFL students' interactions, and also explained each type in the data analysis. In this study, most types of code-mixing were code-switching as much as 50 or 60% of the total code-mixing data, while code-switching mostly used inter-sentence switching as much as 20 data or 48% of the total code-mixing data. Code mixing was more dominant in EFL students, this happens because EFL students use code mixing for several reasons. First, they might feel more comfortable using words from their native language when they do not find the appropriate word in English. Second, code-mixing could be a useful tool to convey meaning more clearly when they communicate with fellow speakers of their mother tongue. Thirdly, the use of code-mixing could help maintain their cultural and linguistic identity in the context of English language learning. Lastly, sometimes EFL students might not have fully mastered the vocabulary or grammar in English, so they mix their mother tongue to make up for these deficiencies.

It was different from the study Silaban & Marpaung (2020) which uses other theories. This happens because of the conditions of the existing educated society and demands the use of code-mixing and code-switching to improve the dignity of speech. This happens because the conditions of the existing educated society demand the use of code-mixing and code-switching to increase the dignity of speaking in different cultural backgrounds and different environments, the speaker feels free and more comfortable expressing his emotions. This study could be a new model and perspective on the study of code-mixing and code-switching, the writer also hopes that this study could be useful for researchers to conduct further studies.

## CONCLUSION

This study examined code-mixing and code-switching among EFL students. Based on the discussion and study findings, the writer concluded the following:

1. This study analyzed the use of code mixing and code switching in the interaction of EFL students. Code mixing included three phenomena, namely insertion type which did not require fluency in two or more languages, alternative type which was more commonly encountered in the community because it only took one word from another language and inserts it between the same two languages, and this type was the most frequently used type by EFL students at HKBP Nommensen, besides that there was also congruent lexicalization which refers to situations where two languages share grammatical structures that could be lexically filled with elements from either language. While code switching consisted of inter-sentential switching, which was most commonly used because it was not as complex as intra-sentential switching which required fluency in two or more languages. In addition, there was also tag switching which involves the insertion of tags in one language into the speech of another language. This tag switching involves the insertion of tags from one language into an utterance that was entirely in the other language.

2. The use of code mixing and code switching in EFL students was highly influenced by their social and educational background. For example, the social environment of EFL students who came from a community that used Indonesian as their mother tongue would influence their tendency to do code mixing and code switching. In addition, the educational background of EFL students who majored in English literature would also affect their language use patterns related to code mixing and code switching.

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