

## Code-Switching and Code-Mixing in English Department Students' Conversations at Universitas Pamulang

**Amanda Amelia Putri**

Universitas Pamulang  
Email: mndaaa925@gmail.com

**Desthalita Rafni Azzakiya**

Universitas Pamulang  
Email: desthalitarfn@gmail.com

**Kanaya Ratu Vanisa**

Universitas Pamulang  
Email: ratuvaneesa@gmail.com

**Tasya Aulia Hidayati**

Universitas Pamulang  
Email: tasyaauliahidayati@gmail.com

### Abstract

*This study explores the variety and function of code switching and code mixing in conversations among English Literature students at Pamulang University. The students, who are at an intermediate to advance level, often involve in literary discussions where both English and Bahasa Indonesia are used interchangeably. This phenomenon reflects the practical use of language strategies to bridge communication gaps and boost mutual understanding. A qualitative method was applied, involving the analysis of 20 recorded conversations between students. The research specifies that code switching and code mixing occur frequently in various varieties ranging from words and phrases to full clauses and serve important communicative functions, using two grand theories, as well as "Introduction to Linguistics" by Dr. Lamhot Naibaho (2019) and Ronald Wardhaugh (2006). This include clarifying meaning, reducing misunderstandings, and strengthening social bonds among peers. The use of both languages helps the students engage more comfortably and meaningfully in literary discussions, making their interactions more effective and connected.*

**Keywords:** *code -switching, code-mixing, qualitative method, english literature.*

## **A. Introduction**

In linguistic research, the phenomena of code-switching and code-mixing have garnered considerable interest, particularly in multilingual environments where speakers frequently alternate between languages. *Code-switching* refers to the practice of shifting between two or more languages or language varieties within a single conversation, while *code-mixing* involves the insertion of elements from one language into another within the same utterance, without a complete switch in grammatical structure (Wardhaugh, 2006). These practices are not arbitrary; rather, they serve specific communicative functions and reflect the sociolinguistic realities of multilingual speakers (Naibaho, 2019).

As communication evolves within increasingly globalized academic settings, it becomes essential to examine how bilingual or multilingual individuals employ these linguistic strategies in their daily interactions. This is especially pertinent in educational contexts where English serves as the primary medium of instruction, yet students frequently incorporate their native languages in both formal and informal settings (Wardhaugh, 2006).

This study focuses on the everyday conversations of English literature students at the University of Pamulang, who regularly engage in code-switching and code-mixing between Bahasa Indonesia and English during academic and social interactions. The bilingual nature of their environment provides a valuable context for observing and analyzing how these linguistic practices manifest in natural discourse. Although extensive research exists on bilingual language use globally, there remains a scarcity of studies specifically examining Indonesian university students within this framework (Naibaho, 2019).

The primary objective of this research is to identify and analyze the types and characteristics of code-switching and code-mixing evident in the daily conversations of English literature students. Drawing from 20 recorded and transcribed interactions, this study aims to classify the forms of code-switching and code-mixing used, the contexts in which they occur, and the communicative functions they fulfill. Particular attention is paid to how these practices enhance communication, express individual and group identity, and foster social cohesion among students.

This research is significant as it contributes to the fields of sociolinguistics and language education by demonstrating how students draw upon their full linguistic repertoires in authentic settings. Gaining insight into these patterns can help educators develop more inclusive pedagogical strategies that acknowledge and harness students' multilingual competencies.

To achieve these objectives, the study adopts a qualitative methodology, utilizing authentic recorded conversations to analyze instances of *inter-sentential*, *intra-sentential*, and *extra-sentential* code-switching, as well as *lexical* and *phrasal* forms of code-mixing. This approach provides a richer, context-sensitive understanding of language use than would be afforded by purely quantitative methods.

Ultimately, this study seeks to expand the growing body of literature on code-switching and code-mixing, particularly within the context of higher education in Indonesia. The findings and subsequent analysis will categorize observed linguistic behaviors and interpret their social and functional meanings in light of established sociolinguistic theories, including those advanced by Wardhaugh (2006) and Naibaho (2019).

## **B. Method**

The methodological framework of this study employed a qualitative descriptive approach to investigate how students engage in code-switching and code-mixing in their daily conversations. The research was conducted among students from the English Literature Department at the University of Pamulang, who regularly use both Bahasa Indonesia and English in various communicative contexts. To ensure the collection of authentic linguistic data, the researcher recorded twenty naturally occurring conversations in typical student environments, such as classrooms, hallways, and the campus cafeteria—locations where informal interactions usually take place. The primary aim was to capture spontaneous speech without influencing the participants' natural language use.

This study followed the qualitative research procedures outlined by Creswell (2014), which include: (1) data collection, (2) data preparation and transcription, (3) data analysis, and (4) presentation of findings. Participants were selected through purposive sampling, whereby individuals who frequently use both English and Indonesian were intentionally chosen. Prior to the recordings, the purpose of the study was clearly communicated, and informed consent was obtained from all participants. The conversations were recorded using audio devices to ensure accuracy.

Subsequently, the recordings were transcribed verbatim to preserve the original linguistic features, tone, and conversational flow. The data were then analyzed based on sociolinguistic frameworks provided by Wardhaugh (2006) and Naibaho (2019). These theoretical perspectives enabled the identification of motivations behind code-switching and code-mixing, including clarification of meaning, avoidance of misunderstanding, expression of solidarity, and conformity to group norms. This method highlighted the linguistic flexibility and strategic competence of the students in navigating bilingual communication. Furthermore, the findings underscored the sociocultural significance of language mixing as a means of reinforcing social bonds and facilitating effective interaction.

## **C. Findings and Discussion**

This section presents the findings of the study based on the analysis of 20 conversational data samples. The focus is on the types and functions of code-switching and code-mixing employed by students in the English Literature Department at the

University of Pamulang. These findings reveal how multilingual students navigate bilingual interactions in everyday communication settings such as classrooms, hallways, and cafeterias.

The analysis identifies three main types of code-switching: inter-sentential, intra-sentential, and extra-sentential (tag-switching). The discussion below outlines each variety with illustrative examples and functional interpretations.

### **1. Inter-sentential Code-Switching**

Inter-sentential code-switching involves shifting from one language to another across sentence boundaries, typically marked by a pause or punctuation (Naibaho, 2019). This type was the most frequent in the data, observed in nine instances. Below are representative examples:

**(a)**

**Speaker A:** *“Nilam, kamu udah nonton film Avengers?”*

**Speaker B:** *“Udah, seru banget kok. I have just watched it yesterday. The plot was unpredictable.”*

Speaker B begins with Indonesian and then switches to English in the following sentence. This exemplifies inter-sentential switching, where the shift occurs naturally between complete thoughts.

**(b)**

**Speaker A:** *“Kamu udah ngerjain e-learning advance grammar belum?”*

**Speaker B:** *“Belom nih. I totally forgot.”*

The switch emphasizes the speaker's sense of regret using a more expressive phrase in English.

**(c)**

**Speaker A:** *“Liburan kemarin seru banget ya.”*

**Speaker B:** *“Banget! Jogja never disappoints.”*

The Indonesian interjection *“Banget”* is followed by a complete English sentence,

Amanda, et. al

used to convey excitement and emphasis.

(d)

**Speaker A:** *“I think dia suka kamu deh.”*

**Speaker B:** *“Ah, are you sure? Dia biasa aja tuh ke aku.”*

The speaker moves between English and Indonesian across separate sentences.

(e)

**Speaker A:** *“Weekend kemarin kamu ke mana?”*

**Speaker B:** *“Gak kemana-mana sih. I just spent time with my family. Kita makan bareng terus nonton film di rumah.”*

**Speaker A:** *“Quality time banget ya. I miss that vibe.”*

Speaker B’s response includes alternation between Indonesian and English sentences for natural expression and narrative clarity.

(f)

**Speaker A:** *“Kamu biasanya naik apa kalau ke kampus?”*

**Speaker B:** *“Biasanya aku naik motor sendiri. But sometimes, I just book an online ride to save time.”*

The switching occurs between independent clauses separated by a period.

(g)

**Speaker A:** *“Untuk weekend ini ada rencana seru gak?”*

**Speaker B:** *“Aku pengen santai aja sih. Maybe watch some Netflix series.”*

English is used here to state future intentions casually.

(h)

**Speaker A:** *“Kamu ngapain kalau lagi burnout karena tugas kuliah?”*

**Speaker B:** *“Kadang aku istirahat sebentar. I just need to clear my mind before continuing.”*

The switch follows the completion of an Indonesian sentence.

(i)

**Speaker A:** *"Gimana kamu atur waktu antara kuliah dan aktivitas lain?"*

**Speaker B:** *"Aku pakai jadwal harian biar gak kewalahan. Otherwise, everything gets messed up and I get tired."*

Speaker B emphasizes consequences using English after explaining the routine in Indonesian.

These examples illustrate how inter-sentential switching allows students to switch contexts or emphasize parts of their messages. This aligns with Naibaho's (2019) definition, which highlights clear boundaries between language alternations across sentence units.

## **2. Intra-sentential Code-Switching**

Intra-sentential code-switching refers to the insertion of words or phrases from another language within a single sentence (Naibaho, 2019). Examples from the data include:

(a)

**Speaker A:** *"Kamu pake foundation apa sih? Kok smooth banget?"*

**Speaker B:** *"Ini pake yang Maybelline Fit Me, it's really cocok for oily skin."*

English and Indonesian elements co-occur within a sentence, where the switch supports product evaluation.

(b)

**Speaker A:** *"Kamu udah nonton Avengers Endgame lagi?"*

**Speaker B:** *"Udah dong! That final battle scene masih bikin merinding."*

**Speaker A:** *"Same! I almost cried pas Tony bilang I am Iron Man."*

The switch blends English descriptions with emotional expressions in Indonesian.

(c)

**Speaker A:** “*Kamu scrolling TikTok berapa lama sehari?*”

**Speaker B:** “*Honestly, aku bisa sampai tiga jam. It’s bad, I know, but I just can’t stop sometimes.*”

English phrases are integrated within the speaker’s overall Indonesian utterance to convey intensity and authenticity.

These intra-sentential examples show a higher degree of fluency and integration between languages, suggesting linguistic agility and bilingual ease among students.

### **3. Extra-sentential Code-Switching (Tag-Switching)**

Tag-switching involves inserting short fixed expressions or *tags* from one language into an utterance in another language (Naibaho, 2019). A common example includes phrases such as “I think,” “you know,” or “right?”

#### **Example**

**Speaker A:** “*Kamu liat Poppy kemana?*”

**Speaker B:** “*Dia ke toilet, I think?*”

The phrase “*I think*” functions as a tag added to an otherwise Indonesian utterance. It reflects uncertainty and aligns with Naibaho’s description of extra-sentential switching.

The data from 20 recorded conversations reveal that students commonly employ all three types of code-switching. Inter-sentential switching was the most prevalent, followed by intra-sentential and extra-sentential (tag-switching). These linguistic choices serve various communicative purposes, including clarifying meaning, expressing emotions, asserting identity, and aligning with peer group norms. The findings underscore the sociolinguistic competence of bilingual students in higher education, supporting prior research by Naibaho (2019).

#### **Code-Mixing Variety**

##### **(a)**

**Speaker A:** “*Aku mau cari nail polish sebentar.*”

**Speaker B:** “*Can I go with you? Aku juga mau beli new color.*”

This conversation demonstrates code-mixing, where Speaker B blends English and Indonesian within a single sentence. The sentence begins in English (“Can I go with you?”), transitions into Indonesian (“Aku juga mau beli”), and ends with an English

phrase ("new color"). This form of mixing is typical in bilingual communities such as the English Department at the University of Pamulang, particularly in casual interactions. The switch often results from linguistic habit, convenience, or lexical gaps.

**(b)**

**Speaker A:** "You keliatan pucet banget, tau."

**Speaker B:** "Aku demam from yesterday."

This exchange includes code-mixing within Speaker B's utterance. The sentence starts in Indonesian and ends with the English phrase "from yesterday." This mixing reflects natural bilingual usage, with English used for emphasis or stylistic variation.

**(c)**

**Speaker A:** "Aku pengen something spicy. Ada saran gak?"

**Speaker B:** "How about ayam geprek? Di kantin basement ada yang enak tuh."

Speaker A mixes English and Indonesian, using "something spicy" within an otherwise Indonesian sentence. This type of code-mixing reflects casual speech and emphasizes preference with more expressive phrasing.

**(d)**

**Speaker A:** "Aku super nervous pas tadi present di kelas."

**Speaker B:** "Tapi you did really well. Clear banget."

Speaker B uses English phrases to offer encouragement. The expression "You did really well" followed by "clear banget" combines languages to create a tone that is supportive and modern.

**(e)**

**Speaker A:** "Eh, kamu liat crash-nya Leclerc di FP1 kemarin?"

**Speaker B:** "Iya! Dia nabrak belakangnya Stroll, front wing-nya langsung hancur."

**Speaker A:** “Parah banget sih. Gara-gara itu, sesi langsung red flag. Untungnya dia tetap fastest di practice tapi tetep aja, unlucky banget di home race-nya.”

This exchange includes extensive code-mixing, especially from Speaker A. English expressions such as "red flag," "fastest," and "unlucky banget" are integrated within Indonesian discourse. These terms are typical in the Formula 1 racing context and often lack precise Indonesian equivalents.

(f)

**Speaker A:** “Eh, kamu udah ngerjain tugas sosiolinguistik belum?”

**Speaker B:** “Belum, aku masih confused tentang topic-nya. Code-switching sama code-mixing bedanya apa ya?”

**Speaker A:** “Tenang, nanti kita bahas bareng di library, kamu free kan?”

In this dialogue, the code-mixing occurs naturally with technical and conversational terms like "confused," "topic," "library," and "free," reflecting academic bilingual discourse.

According to Wardhaugh (2006), code-mixing occurs when elements from two languages are used within the same sentence or clause. The examples above illustrate this practice in natural, unscripted student conversations.

### Functions of Code-Switching

In the context of daily bilingual communication among students, various examples illustrate how code-switching and code-mixing serve specific communicative functions. The use of English alongside Indonesian allows speakers to enhance clarity, express emotions more vividly, or align with modern and informal tones. In transportation-related contexts, a speaker saying, *"But sometimes, I just book an online ride to save time,"* performs an inter-sentential code-switch that highlights the practicality and efficiency of digital services. The language choice adds a personal, relatable touch.

During conversations about weekend plans, the phrase *"Maybe watch some Netflix series"* demonstrates an intra-sentential switch that evokes a casual and modern lifestyle. The insertion of English aligns with current trends and youth culture. In discussions about academic fatigue, the sentence *"I just need to clear my head before continuing"* serves to express emotional exhaustion more intimately. This inter-sentential switch allows the speaker to emphasize a personal need for a mental break.

When managing time, one speaker states, *"Otherwise, everything gets messed up and I get tired,"* illustrating intra-sentential switching that underscores the consequences of poor planning. The English phrase intensifies the emotional tone. On social media habits, a participant shares, *"It's bad, I know, but I just can't stop sometimes."* This inter-

sentential switch conveys casual frustration and internal conflict, reinforcing the speaker's awareness of excessive usage. Movie-related discussions also invite vivid language, as seen in *"I have just watched it yesterday. The plot was unpredictable."* The inter-sentential shift captures excitement and the speaker's detailed reaction.

In shopping scenarios, a speaker expresses polite interest with, *"Can I go with you? I want to buy a new color too."* This intra-sentential switch enhances interpersonal connection through soft, inclusive language. Expressions of concern are evident in phrases like *"What happened? You look pale,"* where the inter-sentential switch communicates immediate care and emotional responsiveness. Academic exhaustion is captured through a combination of switches in statements like *"I'm so fed up with all the works. I really need some me time,"* where English highlights emotional burnout.

Finally, in moments of spontaneous observation, the phrase *"She was here seconds ago, now she's gone"* reflects confusion or surprise through inter-sentential switching. The use of code-mixing also carries specific functions in everyday communication. In casual family contexts, utterances such as *"I just spent time with my family," "quality time,"* and *"I miss that vibe"* (intra-sentential) evoke a sense of warmth and familiarity. While discussing makeup products, a sentence like *"It's really suitable for oily skin"* serves to describe cosmetic benefits clearly using globally recognized terminology.

In Formula 1 conversations, terms like *"front wing," "red flag,"* and *"home race"* are embedded in Indonesian discourse to preserve the authenticity of technical vocabulary that may lack equivalents.

Within academic settings, the use of words like *"topic," "code-switching,"* and *"confused"* reflects bilingual students' preference for English technical terms when discussing scholarly content. When recalling iconic movie scenes, phrases such as *"That final battle scene"* and *"I am Iron Man"* are used in English to retain the emotional power and cultural resonance of the original lines. In expressions of forgetfulness, the phrase *"Belum nih, I totally forgot"* adds spontaneous emphasis to a common student scenario, blending casual Indonesian with dramatic English. Describing cravings, as in *"I want something spicy,"* employs intra-sentential mixing to create a vivid and contemporary feel. To offer praise, a student might say, *"You did really well. Very clear,"* combining inter-sentential switching with a warm, affirming tone. Positive experiences are expressed using phrases like *"Jogja never disappoints,"* where the switch to English emphasizes satisfaction and personal connection. Finally, doubt and denial can be softened with phrases such as *"Ah are you sure? He's just normal to me,"* demonstrating intra-sentential switching for polite disagreement.

#### **D. Conclusion**

Code-switching and code-mixing are common linguistic practices in multilingual communities, including within academic environments such as university campuses. These phenomena frequently occur in student interactions, particularly in departments

where English is emphasized. In such contexts, code-switching and code-mixing function as communicative strategies that facilitate language learning, enhance expression, and enable more flexible and natural conversations among peers.

Based on the analysis of recorded conversations among students in the English Department at the University of Pamulang, various types of code-switching and code-mixing were identified, along with their specific functions. Code-switching involves alternating between English and Bahasa Indonesia across sentences or utterances. This switching serves purposes such as clarifying meaning, expressing emotions, enhancing naturalness in speech, or emphasizing a point. In contrast, code-mixing refers to the insertion of words or phrases from one language into a sentence structured in another language. This type of mixing is commonly observed in discussions about academic subjects, social media, entertainment, and everyday casual interactions.

These language practices are not random or accidental; rather, they are intentional and serve communicative goals. Speakers use code-switching and code-mixing to improve understanding, enrich expression, and make conversations more dynamic. The ability to shift between languages demonstrates the flexibility, creativity, and sociolinguistic competence of bilingual speakers. Overall, the findings indicate that code-switching and code-mixing enhance communication by allowing speakers to adapt language use to suit diverse purposes and social contexts.

## E. References

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). New York: Routledge.
- Myers-Scotton, C. (1993). *Social motivations for code-switching: Evidence from Africa*. Oxford: Clarendon Press.
- Naibaho, L. (2019). Code mixing in EFL instruction spoken by the English lecturers. *English Language Teaching Educational Journal (ELTEJ)*, 2(2), 88–94. <https://doi.org/10.12928/eltej.v2i2.10669>
- Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics*, 18(7-8), 581–618. <https://doi.org/10.1515/ling.1980.18.7-8.581>
- Wardhaugh, R. (2006). *An introduction to sociolinguistics* (5th ed.). Oxford: Blackwell Publishing.