ANALYSIS OF CODE MIXING PATTERNS IN ENGLISH STUDENTS DAILY

CONVERSATION

Thesis

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ANALYSIS OF CODE MIXING PATTERNS IN ENGLISH STUDENTS DAILY CONVERSATION

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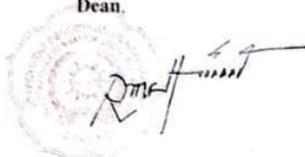
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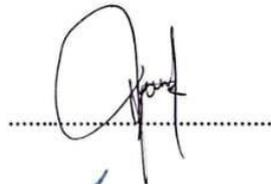
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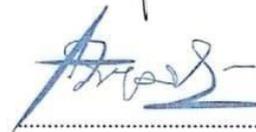**Team of Examiners Thesis**

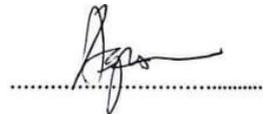1. Nurteteng, M.Pd.

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Tittle : Analysis of Code Mixing Patterns in English Students Daily Conversation

As a result of this thesis, I declare that the thesis not a work that has been submitted to obtain and academic degree in a University and in my knowledge there is no literature work that has been written and published by the other researchers, except in the writing referenced in the references.

Sorong, Desember 02 2025

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MOTTO AND DEDICATION
MOTTO

" Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release."

–Taylor Swift

" I can do all things through christ who strengthens me"

(Philippians 4:13)

DEDICATION

This thesis is dedicated by the researcher to:

To my beloved parents, My Father Kepas Kalasuat,S.Pd,M.Pd, and My Mother

Aponsina Kalaibin,SH,MPA who have given me endless love, affection, and

support. Your sacrifices and prayers have been my greatest source of inspiration

in completing this study. Thank you for being the most important pillar in my life.

Also to my beloved big sister and little brother

All my family, my beloved bestfriends

And lastly, to my beloved campus, the University of Education Muhammadiyah

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The writer's deepest appreciation is addressed to Rizky Claudia Wardani, M.Pd., as the thesis supervisor, for her invaluable guidance, patience, constructive feedback, and continuous encouragement throughout the research and writing process. Her insights and suggestions played a crucial role in improving the quality of this thesis.

Last but not least, i wanna thank me i wanna thank me for believing in me, i wanna thank me for doing all this hard work, i wanna thank me for having no days off, i wanna thank me for never qutting, i wanna thank me for always being a giver and trying give more than i receive, i wanna thank me for trying to do more right than wrong, i wanna thank me for just being me at all times.

The writer realizes that this thesis is far from perfect; therefore, constructive criticism and suggestions are highly appreciated for future improvement.

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The Researcher

Apriani S.M Kalasuat

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ABSTRACT

Apriani Sarce Mince Kalasuat / 148820321007,2025, **Analysis Of Code Mixing Patterns In English Students Daily Conversation**. Thesis, English Department, Faculty of Education, Languange, Social, and Sport, University of Education Muhammadiyah Sorong, Desember,2025.

This study investigated the patterns of code-mixing used by students of the UNIMUDA English Department in daily conversational interactions and the factors influencing its use. A descriptive qualitative design was applied. The data were collected through naturalistic observation, questionnaires, and interviews involving five active students. The conversational data were analyzed using thematic analysis and categorized based on Muysken's (2000) code-mixing theory.The findings showed that three patterns of code-mixing occurred: intra-sentential code-mixing, inter-sentential code-switching, and tag switching. Intra-sentential code-mixing was the most dominant pattern, as participants frequently inserted English lexical items into Indonesian sentence structures to maintain fluency and efficiency. Inter-sentential switching was used to clarify meaning and emphasize ideas, while tag switching functioned as a pragmatic marker in interaction.The study also revealed that code-mixing was influenced by internal factors, namely language identity and language proficiency, and external factors, including social situation and communicative purpose. Among these factors, communicative purpose was the most dominant, as code-mixing helped participants achieve clarity, emphasis, and smooth communication. Overall, code-mixing functioned as a strategic communicative practice rather than merely a linguistic habit.

Keywords: code-mixing, bilingualism, conversational interaction

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CHAPTER I

INTRODUCTION

1.1 Background

In the era of globalization and advances in information technology, the phenomenon of code-mixing in everyday communication is becoming increasingly prevalent, especially among the younger generation and academic communities. In Indonesia, as a multilingual country, this practice is part of a complex social and linguistic dynamic. Code-mixing, which refers to the use of two or more languages within a single utterance or conversation, often reflects an individual's bilingual or multilingual identity as well as adaptation to specific social contexts. In the context of education, particularly in learning English as a foreign language, code-mixing can serve as a communication strategy that facilitates understanding and mastery of the target language.

Various studies have examined the phenomenon of code-mixing within educational settings in Indonesia. Manihuruk (2021), in her research at HKBP Nommensen University Pematang Siantar, found that first-semester students frequently used intra-lexical code-mixing (68%), intra-sentential (24%), and phonological switching (8%) in classroom conversations. These findings indicate that code-mixing is an integral part of students' academic interactions.

In the context of online learning, Rahmawati et al. (2022) observed the use of code-mixing in WhatsApp group discussions in English classes. The study identified three types of code-mixing: insertion, alternation, and congruent lexicalization, with primary functions such as address specification,

personalization, and objectification. This suggests that digital communication media also influence code-mixing patterns in academic interactions.

Meanwhile, Nugraha et al. (2024) investigated students' perceptions of code-mixing in everyday conversation. The results showed that 73.5% of respondents considered code-mixing to be a normal phenomenon, and 41% saw it as an indicator of bilingual capacity. This indicates that young people tend to accept and utilize code-mixing as part of their communication.

In teaching practice, Nurpiana and Fithriani (2023) found that English teachers in Medan used insertion, alternation, and congruent lexicalization types of code-mixing to enhance students' understanding and encourage independence in learning new vocabulary. A total of 71.5% of students felt that code-mixing helped them in understanding the lesson material.

Another study by Sari (2022) at UINSI Samarinda showed that in class presentations, EFL students used intra-sentential code-mixing and phonological switching to avoid misunderstandings and clarify their explanations. Their main motivation was to clarify certain topics and adjust to their interlocutors. In the context of social media, Sari et al. (2022) observed code-mixing use by English education students on Instagram. The dominant type of code-mixing was lexical words (34.6%), with main reasons including discussing specific topics, limited vocabulary, prestige, and practicing English proficiency.

Although numerous studies have investigated code-mixing in Indonesian educational contexts, most of them focus on formal classroom interactions, teacher student communication, or language use in digital media. Relatively

limited attention has been given to code-mixing practices in informal daily conversations among English Department students, particularly outside structured teaching and learning activities.

At Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA), English Department students are regularly exposed to English through coursework, presentations, and peer interaction. However, in informal daily conversations, these students frequently mix English and Indonesian when interacting with classmates and peers. This practice occurs not only during academic discussions but also in casual conversations related to daily experiences, social issues, and personal matters.

The frequent use of code-mixing among English Department students raises important questions regarding the patterns and motivations behind such language behavior. Code-mixing may function as a strategy to ease cognitive processing and maintain fluency in English, while simultaneously reflecting reliance on Indonesian due to limitations in vocabulary or grammatical mastery. At the same time, code mixing may also serve social functions, such as expressing identity, building solidarity, and creating a relaxed communicative atmosphere among peers.

Therefore, this study aims to analyze the code-mixing patterns used by English Department students at UNIMUDA Sorong in their daily conversations. Specifically, this research examines the types of code-mixing employed and the factors influencing their use. The findings are expected to contribute to a deeper understanding of bilingual communication practices among EFL students in

informal academic contexts and to provide insights into the role of code-mixing in the development of students' English language competence.

1.2 Problem Statement

Based on the background, the following research questions can be formulated:

1. What are the common patterns of code-mixing used by English Students in their daily conversations ?

2. What factors does influence the occurrence of code mixing among English Department Students?

1.3 Objective of the Research

The objectives of this reseacrch are:

1. To find out the common patterns of code-mixing used by English Department students ?

2. To find out factors influence the occurrence of code-mixing among students ?

1.4 Significant of the research

1.4.1 Theoritically

1. This study contributes to the existing body of knowledge on code mixing phenomena by providing detailed analysis of patterns specific to English language learners in an Indonesian academic context. The findings will help expand current theoretical frameworks on bilingual speech behavior and language contact phenomena.

2. The research enhances understanding of the relationship between code mixing and second language acquisition theory, particularly in how learners process and utilize multiple language systems simultaneously during oral communication.

3. The study adds to the theoretical discourse on the role of first language influence in second language learning, specifically through the lens of code mixing patterns and their cognitive implications.

4. The findings contribute to the development of more comprehensive models for analyzing bilingual speech patterns in educational contexts, potentially leading to refined theoretical frameworks for understanding language mixing phenomena.

1.4.2 Practically

1. For Language Teachers:

   1. The research provides insights into students' natural language mixing behaviors, helping teachers develop more effective teaching strategies that acknowledge and appropriately address code mixing in the classroom.

   2. Teachers can use the findings to better understand when to encourage or discourage code mixing based on its potential impact on language learning outcomes.

2. For Students:

   1. The study helps learners understand their own language mixing behaviors and their potential impact on language acquisit acquisition.

2. Students can develop more informed strategies for managing their use of multiple languages in academic contexts.

3. For Future Researchers:

   1. The methodology and findings of this study provide a foundation for further research into code mixing patterns in various educational contexts.

   2. The research identifies potential areas for future investigation in the field of bilingual education and language learning.

1.5 Operational Definition

To understand the topic of this research more easily, this study used two variable methods, as follows:

1. Code-mixing refers to the use of two languages, Indonesian and English, simultaneously in a single utterance or conversation by English Department students at UNIMUDA Sorong. Code-mixing may take the form of inserting words, phrases, or clauses from one language into another within the same or different sentence structures. The indicators used to identify code-mixing in conversations include: (1) insertion of foreign words or terms (English) into Indonesian sentences. (2) switching between sentences in Indonesian and English; and. (3) insertion of short phrases or tag-switching (e.g., "you know," "I mean," "anyway").

2. Daily Conversations of English Department Students refer to informal spoken communication that occurs among English Department students at UNIMUDA Sorong in non-formal situations such as group discussions,

language practice, academic-related interactions, or other social interactions. These conversations are the main subject of study in data collection and are analyzed to identify the use and patterns of code-mixing.

CHAPTER II
LITERATURE REVIEW

2.1 Code Mixing

Code-mixing is a linguistic phenomenon commonly found in bilingual and multilingual communities, including in the daily conversations of students within English-speaking academic environments such as English Department students at UNIMUDA Sorong. Code-mixing occurs when a speaker combines two or more languages within a single utterance or conversation. This phenomenon is often studied within the field of sociolinguistics as it reflects social dynamics, speaker identity, and communicative functions in specific contexts.

According to Muysken (2000), as cited in a study by Rachmadani (2018), code-mixing is "the combination of two or more languages within a single utterance that are syntactically and semantically interconnected." Meanwhile, Poplack (2015) states that code-mixing can occur at the word, phrase, or sentence level, with various patterns that reflect the speaker's linguistic variation and creativity.

In the context of English Department students at UNIMUDA Sorong, code-mixing is frequently observed as students actively switch between English and Indonesian in their everyday interactions. This aligns with the findings of Li and Zhu (2017), who revealed that bilingual student tend to use code-mixing as a means to express social identity and to facilitate communication in informal situations.

Furthermore, code-mixing can be seen as an effective communication strategy, particularly when speakers encounter lexical limitations in one language or seek to assert specific social affiliations. As explained by Myers-Scotton (2002), code-mixing functions to align one's speech style with the interlocutor, the conversation context, and the intended communicative goals.

In addition, code-mixing also represents a form of linguistic creativity. Speakers can blend languages according to context and communicative needs without disrupting the flow of interaction. This characteristic is especially evident among English Department students who actively use English while maintaining Indonesian as their primary language of daily communication.

A recent study by Wulandari and Santosa (2020) on code-mixing among bilingual university students suggests that code-mixing is not merely habitual, but also serves as a tool to build group solidarity and indicate social status. Therefore, in analyzing code-mixing patterns in English Department students, it is essential to understand not only the linguistic aspects but also the social functions of such language use.

In summary, code-mixing is a natural phenomenon in bilingual communication, influenced by internal factors (such as language identity and proficiency), as well as external factors (such as social context and communicative purpose). Understanding code-mixing provides insight into how English Department students at UNIMUDA Sorong utilize two languages in their everyday conversations.

2.2 Types of Code Mixing

The phenomenon of code-mixing in bilingual conversations is not only widespread but also manifests in various forms, which can be classified based on linguistic and functional aspects. Understanding the types of code-mixing is essential to identify patterns and motivations behind its use by English Department students at UNIMUDA Sorong in their daily conversations.

According to Muysken (2000), supported by recent studies such as Chen and Lee (2019), code-mixing can be categorized into several types based on its structural position and appearance within an utterance. The three most commonly observed types in bilingual interaction are intra-sentential code mixing, inter-sentential code switching, and tag switching. These types differ in terms of syntactic structure and communicative function.

2.2.1 Intra-sentential Code Mixing

Intra-sentential code mixing occurs when a language shift takes place within a single sentence or clause, where two languages are intensively mixed at the morphological and syntactic level. A typical example in the daily conversations of UEC students is the insertion of English words or phrases into an Indonesian sentence without a clear pause, such as: *"Aku harus finish this assignment malam ini."*

Intrasentential code-mixing reflects not only the speaker's high level of proficiency in both languages but also their ability to navigate complex linguistic structures, often used to convey nuanced meanings or culturally embedded concepts that may not translate easily (Myusken P, 2000)

2.2.2 Inter-sentential Code Switching

This type of code-mixing involves a switch of languages at the boundary between sentences. One sentence is spoken in one language, and the following sentence in another. An example from English student conversations might be: *"Besok kita meeting jam sepuluh. Are you ready for the presentation?"*

Inter-sentential switching functions as a marker of topic shift, attitude change, or social context within the conversation. This type is common in flexible bilingual communication and is used to adjust to different interlocutors or situations. In the English Department students context, inter-sentential switching reflects the natural transition between Indonesian as the mother tongue and English as the language of learning and practice (Poplack, 2015).

2.2.3 Tag Switching (Extrasentential Switching)

Tag switching refers to the insertion of short elements such as words or phrases (tags) from a second language into a sentence in the primary language without altering the syntactic structure. For example: *"Kamu tahu kan, that's really important."*

According to Myers-Scotton (2002), supported by Nguyen (2018), tag switching serves functions such as emphasis, drawing attention, or expressing emotional attitudes in conversation. Among English students, tag switching reflects a tendency to enhance expressiveness and reinforce messages without departing from the primary language being used.

These three types of code-mixing do not operate in isolation but often interact within everyday bilingual conversations. The use of various types of

code-mixing by English Department students demonstrates their linguistic competence in managing two languages simultaneously, while also reflecting their social identity as bilingual learners in an academic environment.

A thorough understanding of these types of code-mixing is crucial in analyzing the conversational patterns of English Department students at UNIMUDA Sorong, as it helps reveal the social and pragmatic functions of the phenomenon. For instance, intra-sentential mixing may indicate linguistic creativity and effective language use, while inter-sentential switching may reflect speakers' adaptation to context or communicative intentions

2.3 Factors Causing Code-Mixing

Code-mixing is a common linguistic phenomenon in bilingual or multilingual societies. The use of two or more languages within a single utterance is influenced by various factors, which can generally be classified into two main categories: internal and external factors.

2.3.1 Internal Factors

Internal factors are related to the speaker's personal aspects, including linguistic identity and language proficiency.

1. **Linguistic Identity**

Bilingual speakers often use code-mixing as a means of expressing their social and cultural identity. Code-mixing often reflects speakers' attempts to index social identities, group affiliations, or educational background, serving as a linguistic strategy to position themselves in particular social contexts (Garcia & Wei, 2018).

2. **Language Proficiency**

The level of proficiency in a second language also influences a speaker's tendency to mix codes. Speakers with high competence in both languages tend to be more flexible in mixing languages to meet communicative needs. Conversely, limitations in vocabulary or certain grammatical structures may lead speakers to insert elements from the language they are more proficient in.

2.3.2 External Factors

External factors include social and situational conditions that influence language choice in communication.

1. **Social Situation**

    Social context, such as the formality of an event, relationships among speakers, and social norms, can influence the use of code-mixing. In informal or relaxed situations, speakers are more likely to use code-mixing as a way to create familiarity or a casual atmosphere. On the other hand, in formal situations, code-mixing may be minimized to maintain politeness or professionalism.

2. **Communicative Purpose**

    The purpose or function of communication is also a significant external factor. Speakers may use code-mixing to emphasize a point, explain complex concepts, or adjust to their interlocutor. Speakers often engage in code-mixing to serve specific communicative functions, such as clarifying meaning, accommodating the interlocutor, or expressing nuanced ideas more effectively (Canagarajah, 2018).

In conclusion, understanding the internal and external factors influencing code-mixing is essential in analyzing communication patterns in bilingual communities. These factors not only reflect individual speaker dynamics but also the complex interaction between language, identity, and social context.

2.4 Previous Study

In this research , the researcher reviewed some reports related to research about code mixing. The researcher used some graduating papers. First, Fitri Sundari, a student of Universitas Islam Riau, entitled " an analysis of code mixing used in speaking classroom activity at second grade students of MTS Darul ulum manggala" (2020). This study focused on types of code mixing (insertion, alternation) and reasons such as topic relevance and fear of errors. It emphasized that students often revent to their native language due to vocabulary gaps.

Second, Arniati Arfan, a student of Universitas Muhammadiyah Makassar, entitled " an analysis of code mixing used by seventh semester students of english department of Muhammadiyah University of Makassar" (2019). This research classified code mixing into insertion, alternation, and congruent lexicalization. It examined motivations for code mixing, highlighting comfort and language profiency as key factors.

The last, Febria Rahmanika, a student of Universitas Sultan Syarif Kasim Riau, entitled " code switching in english learning process at department of english education" (2023). This study found that students used code switching and mixing for topic disscussion, clarification, and confidence issues. It identified

inter-sential and intra-sential switching, as well as intra-lexixal mixing during English learning.

According to those studies, the difference between this study and earlier studies lies in its focus on natural daily conversations among English Department students outside formal classroom settings. While previous studies primarily examined code-mixing in teaching learning processes, classroom activities, or academic tasks, this study investigates how code-mixing patterns occur spontaneously in informal peer interactions. In addition, this study highlights communicative purpose as the dominant factor influencing students' use of code-mixing, supported by data triangulation through observation, questionnaire, and interviews.

2.5 Conceptual framework

The conceptual framework underlying this research is given in the following figure:

Table 2.1 Conceptual Framework

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        │  Analysis of Code Mixing Patterns    │
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│ Code Mixing           │   │ Causing                  │
│ Patterns in Students  │   │ Code Mixing :            │
│ Conversations :       │   │ • Internal Factors       │
│ • Intra-Sentential    │   │   (Identity and          │
│   Code Mixing         │   │   Language Proficiency)  │
│ • Inter-Sentential    │   │ • External Factors       │
│   Code Mixing         │   │   (Situation and         │
│ • Tag Switching       │   │   Communicative Purpose) │
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        ┌─────────────────────────────────────┐
        │ Code Mixing Patterns and Their       │
        │ Causal Factors in                    │
        │ English Department Environment       │
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The conceptual framework above explaining the Systematic Steps in Analyzing Code-Mixing Patterns in Students' Everyday Conversations. This research begins with a primary focus on analyzing the patterns of code-mixing used by students in informal communication settings. The object of study is centered on student communities that actively use more than one language in their daily conversations. The first step in this process is identifying the forms of code-mixing used by students in their speech. The researcher classifies the types of

code-mixing based on relevant theories, namely: Intra-sentential code mixing (mixing within a single sentence), Inter-sentential code mixing (switching between sentences), and Tag switching (insertion of phrases or short expressions from another language). Once the code-mixing patterns are identified, the research continues with an analysis of the factors that cause code-mixing. This analysis is divided into two categories: internal and external factors. Internal factors include students' linguistic identity and language proficiency, while external factors encompass the social context of the conversation and the communicative purposes of the speakers when using code-mixing. The entire analysis process aims to obtain a comprehensive understanding of the dominant forms of code-mixing used by students and the underlying causes. Thus, the final outcome of this study is expected to provide an in-depth understanding of the code-mixing phenomenon in student environments, from both linguistic and sociolinguistic perspective.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Desain

The design of this research is descriptive, where the researcher observe and analyze students' interactions in everyday communication situations. This research aims to explore the patterns of code mixing that occur in conversations, as well as the factors that influence the use of code mixing.

3.2 Population and Sample

3.2.1 Population

The subjects of this research are students of the English study program at Muhammadiyah University of Education Sorong

3.2.2 Sample

English Student representatives number of 5 Sorong. The sample selection conducted through purposive sampling, where the researcher chose students who have good English language skills and frequently interact in daily conversation contexts.

3.3 Location and Time

3.3.1 Location

This research conducted at Muhammadiyah University of Education, Sorong Regency.

3.3.2 Time

This research conducted starting from October 25 2025.

3.4 Instrument of The Research

This research use a qualitative method. For that purpose, the instruments that w be used are Observation, Questionnaire, Interviews, and Audio recording.

3.4.1 Observation Guide

In this study, the observation technique is used to directly observe the phenomenon of code-mixing that occurs in students' daily conversations. The observation is conducted in a non-participatory manner, where the researcher does not directly engage in the conversations but acts as an observer of naturally occurring interactions within the student environment.

To support accuracy and systematization in data recording, an Observation Guide Format is used, specifically designed to align with the focus of the study namely, the identification of types of code-mixing and the factors causing code-mixing.

3.4.2 Interview

The interviews were conducted in person with informants who were selected from the English Study Program at Universitas Pendidikan Muhammadiyah Sorong. The number of interview participants in this study consisted of five English Department students. During the interviews, the researcher sat together with each informant in a quiet and comfortable setting to ensure that the participants felt relaxed and were able to express their ideas openly.

Each interview session was carried out face to face and lasted approximately 20 to 30 minutes, depending on the informant's availability and the depth of their responses. The interview consisted of 16 open-ended questions designed to explore the participants' experiences, perceptions, and motivations related to the practice of code-mixing in both formal and informal communication.

The researcher also took notes and used a recording device with the informants' permission to ensure the accuracy of the data collected.

3.4.3 Questionnaire

Before conducting interviews, the researcher also used a questionnaire as a supporting instrument to identify the dominant factors that influence students in using code-mixing. This questionnaire served as a preliminary stage to provide quantitative insight into which internal and external factors were most relevant among the participants before exploring them in depth through interviews.

The questionnaire developed based on the theoretical framework presented in Chapter II, which classified the factors causing code-mixing into internal factors (linguistic identity and language proficiency) and external factors (social situation and communicative purpose). Each category was represented by several statements formulated using a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

3.5 Technicque of Collecting Data

In this study, the researcher employed three complementary data collection techniques: observation, interview, and audio recording. These techniques were selected to obtain in-depth data regarding the practice of code-mixing in students' daily conversations, as well as the underlying factors that influence it.

1. **Observation**

   During the observation, the researcher positioned herself as a non-participant observer by sitting among the students without engaging directly in the conversation. This approach was applied to ensure that the data collected reflected the participants' authentic language use in a natural setting.

   The researcher carefully observed the flow of conversations, with particular attention to identifying instances of code-mixing between Indonesian and English. Every occurrence of code-mixing, whether in the form of words,

phrases, or clauses, was recorded using a prepared observation sheet. Additional notes were taken regarding the context of the utterance, the speaker, and the situation in which the code-mixing occurred.

Each observation session lasted approximately 45 to 60 minutes, depending on the duration of the students' interactions on that day. During the observation, the researcher quietly monitored the interaction and documented relevant utterances in real time. This method enabled the researcher to capture spontaneous language behavior that might not be fully revealed through interview data alone.

2. **Interview**

The interviews were conducted in person with informants who were selected as research subjects. The number of research subjects in this study consisted of five English Students at Unimuda Sorong. During the interviews, the researcher sat together with each informant in a quiet and comfortable setting to ensure that the participants felt relaxed and were able to express their ideas openly. Each interview session was carried out face to face and lasted approximately 30 to 45 minutes, depending on the informant's availability and the depth of their responses. The interview consisted of 16 open-ended questions designed to explore the participants' experiences, perceptions, and motivations related to the practice of code-mixing in both formal and informal communication within the community. The researcher used a recording device, with the informants' permission, to ensure that all information was accurately documented for further analysis.

3. **Questionnaire**

The questionnaire data were analyzed quantitatively using descriptive statistics. Each item in the questionnaire was scored on a Likert scale from 1 (strongly disagree) to 5 (strongly agree). The researcher calculated the mean score for each category (internal and external factors) to determine which type of factor was more dominant in influencing students' use of code-mixing.

The results of this questionnaire served as preliminary data and guided the development of interview questions. The dominant factors identified from the questionnaire were explored more deeply through interviews to obtain richer qualitative information.

3.6 Technicque of Data Analysis

The data analysis technique in this study uses a thematic analysis approach, which is a qualitative method for identifying, analyzing, and interpreting patterns of meaning or themes in the data. This method was chosen for its flexibility and ability to reveal the deep meaning contained within participants' narratives or conversations (Braun & Clarke, 2006; Nowell et al., 2017; Braun & Clarke, 2023). The thematic analysis approach used in this study refers to the reflexive thematic analysis model as developed by Braun and Clarke (2019, 2021, 2023), which emphasizes the active role of the researcher in shaping themes thru a reflective interpretive process. In this approach, themes are not considered to "emerge" automatically from the data, but are consciously constructed by the researcher thru deep engagement with the data (Braun & Clarke, 2019).

The analysis process will follow the six stages outlined by Braun and Clarke (2006), namely: (1) recognizing and understanding the data thru repeated reading; (2) generating initial codes; (3) searching for potential themes; (4) reviewing and developing themes; (5) defining and naming themes; and (6) compiling a report of the analysis results. In practice,

this process also considers the principle of reflexivity, which is the researcher's awareness of their position, values, and influence in the analysis process (Braun & Clarke, 2021; Kiger & Varpio, 2020).

This method has been widely used in various fields, such as education (Kiger & Varpio, 2020), nursing (Nowell et al., 2017), and pharmacy (Castleberry & Nolen, 2018), and has proven effective in generating findings that are relevant, credible, and contextually meaningful. Therefore, thematic analysis is considered suitable for examining qualitative issues related to the experiences, perceptions, and meaning-making of participants.

3.6 Thematic Analysis

Thematic Analysis is a qualitative data analysis method used to identify, analyze, and interpret patterns (themes) that emerge from the data. In the context of an observation guide, thematic analysis helps researchers systematically understand the meaning behind observed behaviors, interactions, or events. Steps of Thematic Analysis Based on the Observation Guide :

1) Familiarization with Data

- The researcher observes student interactions (e.g., during discussions, informal conversations, or in UEC community activities)

- Observation notes are read repeatedly to understand the context in which code-mixing occurs.

2) Generating Initial Codes

Initial codes are assigned based on observed phenomena, for example:

- "Use of English words/sentences in the middle of a conversation"

- "Interlocutor's response to code-mixing"

- "Formal vs informal situations"

- "Code-mixing due to lack of vocabulary"

3) Searching for Themes

The codes are grouped into broader themes, such as:

- Types of code-mixing: Intra-sentential, inter-sentential, tag switching

- Social functions: Identity assertion, group solidarity, contextual adaptation

- Context of use: Formal situations (e.g., presentations) vs informal (e.g., casual chatting)

4) Reviewing Themes

The identified themes are reviewed to ensure their relevance and consistency with the observational data. For instance, are all examples of "tag switching" truly following a similar pattern?

5) Defining and Naming Themes

Each theme is clearly named and its definition elaborated. For example:

- Communication strategy : use of code-mixing to bridge language gaps

- Bilingual identity expression : demonstrating linguistic proficiency and community affiliation

6) Writing the Report

The results of the observation are presented in the form of thematic narratives, supported by real examples from observed interactions. For example: In a casual conversation among English Students, the researcher noted the use of intra-sentential code mixing, such as: *"Aku belum done tugas listening-nya."* This illustrates the integration of English into an Indonesian sentence as a reflection of the speaker's bilingual proficiency.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings Type of Code Mixing Patterns

This section presented the findings of the study related to the types of code mixing used by English students during conversational interaction. The data were obtained from natural and informal conversations among students and were classified based on Muysken's (2000) theory of code mixing.

4.1.1 Code Mixing used by English Students

No	Example Uttarance	Pattern	Context
1	" Okay guys, jadi today my activity just apa ya? Wake up in the morning"	Intra-sential	Sharing daily routine
2	" Aku seperti juggling... there's so many assignments."	Intra-sential	Academic pressure
3	" I really like singing, maybe Indonesian music."	Intra-sential	Musical preference
4	" So yeah, i started to learning.. meskipun aku masih berpikir.."	Inter-sential	Reflection
5	" I have a solution. Baca jurnal. It can make you feel sleepy."	Inter-sential	Giving advice
6	" Yeah, because i listened to my mom. Guru bahasa inggris aku datang ke rumah.."	Inter-sential	Strorytelling
7	" Oh my God, kok aku kasihan sekali"	Tag Switching	Expressing emotion

| 8 | " Please, trust me. Trust me" | Tag Switching | Emphasis |
| 9 | " Okay okay.. but we have to make it clear" | Tag Switching | Clarification |

Table 4.1 presents the types of code mixing identified from the observation guide. The data show that English students employed three types of code mixing, namely insertion, intra-sentential code mixing, and tag switching. These types were identified based on the structure and position of the mixed elements within the utterances.

a.) Intra-Sentential Mixing

Intra-sential code mixing occurs when a language shift takes place within a sentence or clause, where two languages are intensively mixed at the morphological and syntatic level. From the pattern found " Okay guys, jadi today my activity just apa ya? Wake up in the morning". The utterance contains word-level and phrase-level code-mixing, as English lexical items (today, activity, just) and a verb phrase (wake up in the morning) are inserted into an Indonesian sentence structure. This type of mixing is categorized as intra-sentential code-mixing.

b.) Inter-Sentential Switching

Inter-sential switching involve a switch of language at the boundary between sentences. One sentence is spoken in one language, and the following sentence in another, such as " So yeah, i started to learning.. meskipun aku masih berpikir..".

The speaker switches from an English clause (So yeah, i started learning) to an Indonesian clause (meskipun aku masih berpikir), indicating inter-sentential code switching used to express reflection and continuation of thought.

This type of switching typically appeared when speakers shifted topics, introduced new ideas, or clarified their points. This aligns with the view that sentence level switching serves

discourse management functions, allowing speakers to control meaning, emphasis, and interpersonal relations within the interaction.

c.) Tag Switching

Tag switching refers to the insertion of short elements such as words or phrases (tags) from a second language into a sentence in the primary language without altering the syntatic structure. From the example found " Oh my God, kok aku kasihan sekali." This utterance is categorized as tag switching, as the speaker inserts an English exclamatory tag (Oh my God) into an Indonesian sentence (kok aku kasihan sekali) to express emotion and emphasis.

Tag switching appeared as a pragmatic device, functioning as emotional markers, emphasis cues, softeners, or tools for maintaining interpersonal connection. Although its frequency was relatively low, its functional significance was notable, showing that code-mixing is not merely structural but also socially and pragmatically motivated.

4.1.2 Code Mixing Pattern Findings

Pattern	Frequency (n)	Percentage (%)
Intra-sential code mixing	21	70%
Inter-sential code switching	7	23.3%
Tag switching	2	6.7%

1. Intra-sential code mixing

This pattern accounted for approximately 70% of all occurrences, indicating that English students frequently inserted English lexical items into Indonesian syntactic structures. This dominance can be attributed to several factors, including lexical gaps, habitual bilingual

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practices, expressive needs, and the students' identity as English Education students within a bilingual academic environment. In addition, the informal and relaxed conversational setting encouraged natural language mixing, allowing the interaction to flow more smoothly and flexibly.

2. Inter-sential code switching

This type of switching typically appeared when speakers shifted topics, introduced new ideas, or clarified their points. This aligns with the view that sentence level switching serves discourse management functions, allowing speakers to control meaning, emphasis, and interpersonal relations within the interaction.

3. Tag switching

Tag switching appeared as a pragmatic device, functioning as emotional markers, emphasis cues, softeners, or tools for maintaining interpersonal connection. Although its frequency was relatively low, its functional significance was notable, showing that code-mixing is not merely structural but also socially and pragmatically motivated.

4.1.3 Overview of the Data and Informants

The informants in this study consisted of English Department students at Universitas Pendidikan Muhammadiyah Sorong who actively participated in informal or casual group conversations. The characteristics of the data are as follows:

• Total number of informants: 5 participants

• Type of data: Observation notes (observation guide)

• Duration of observation: Approximately 60 minutes

• Context: Informal student interactions involving spontaneous conversation

, daily-life sharing, light discussions, and casual communicatio

4.1.4 Reflection on the Literature

This section is structured to relate the findings of the study to relevant theories and previous research on code-mixing. The dominance of intra-sentential code-mixing found in this study supports Muysken's (2000) theory, which states that bilingual speakers tend to insert lexical items from one language into another, particularly in informal interaction. Similar patterns have also been reported in previous studies on English students in Indonesian higher education contexts.

However, this study differs from earlier research by focusing on natural daily conversations among English students outside formal classroom settings. The findings indicate that code-mixing is used not merely due to limited language proficiency, but also as a communicative strategy to maintain fluency, express ideas effectively, and adapt to conversational contexts. Thus, this study reinforces and extends existing literature by highlighting the role of code-mixing in spontaneous bilingual interaction among English students.

4.2 Findings on Factors Influencing Student's Code Mixing

4.2.1 Questionnaire Findings

The results of the survey administered to five English students are presented in this section. The thirteen questionnaire items were classified into four main categories: Language Identity, Language Proficiency, Social Situation, and Communicative Purpose. Besides identifying the dominant factors influencing code-mixing, the questionnaire also served as the

basis for developing the semi-structured interview questions used in the subsequent phase of data collection.

Recapitulation of Questionnaire Results on Factors Influencing Code-Mixing

No	Factor	Item Numbers	Mean Scores	Factor Mean
1	Language Identity	1,7,9	4,2 4,8 , 4,0	4.33
2	Language Profiency	2,3,6	3,8 4,2, 4,0	4.20
3	Social Situation	4,8,10,11	4,2, 4,4, 4,2 4,6	4.35
4	Communicative Purpose	5,12,13	4.6, 4.8, 4.8	4.73

Most Dominant Factor: Communicative Purpose (Mean = 4.73)

The mean scores for each possible element impacting respondents' codemixing behavior are displayed in the table. According to the data, code-mixing is primarily seen by participants as a communicative approach to promote clarity, efficiency, and expressiveness, with Communicative Purpose receiving the highest rating (Mean = 4.73 out of 5). Language Identity (M = 4.33), Language Proficiency (M = 4.20), and Social Situation/Peer Influence (M = 4.35) have the next highest means.

These findings imply that while a variety of factors influence code-mixing behavior, communication demands stand out as the primary motivator. They also play supportive roles, as evidenced by the comparatively high ratings for social, identification, and proficiency elements.

As a result, the questionnaire has two crucial functions in this study: first, it quantitatively determines participants' perceived reasons for code-mixing, second, it provides information for interview questions. The semi-structured interviews thoroughly examined how and when communicative goal, social context, identity, and proficiency influence the decision to combine languages based on the main factor found here.

4.2.2 Interview Findings

This section presents the findings obtained from semi-structured interviews conducted with five English students. The interview data were analyzed descriptively to identify key factors influencing the use of code-mixing in daily conversations. The analysis focused on recurring explanations, perceptions, and experiences shared by the participants. Based on the interview data obtained from the five participants, four major factors that influenced their use of English–Indonesian code-mixing were identified. These factors were aligned with the theoretical perspectives outlined in Chapter Three: (1) Language Identity, (2) Language Proficiency, (3) Social Situation, and (4) Communicative Purpose.

The following sections provide an in-depth explanation of how each factor occured across participants.

4.2.3 Language Identity

Language identity refers to the extent to which the participants perceived bilingual communication as part of their personal speaking style or self-expression. The findings revealed that for several participants, code-mixing was strongly connected to their sense of self as English Education students within a bilingual academic environment.

1. Code-Mixing as Personal Style

   Some participants indicated that code-mixing had become a habitual and natural part of the way they spoke. They viewed it as a communicative pattern that reflected who they were as speakers of two languages. One participant stated:

   "Iya, itu gaya aku banget." (Wulan)

   "Yes, that was really my speaking style."

   Another participant also associated code-mixing with her personal way of communicating since childhood:

   " Iya, karena sebagai anak yang emang when I was little emang udah terbiasa untuk ngomong bahasa Inggris dan bahasa Indonesia, jadinya aku lebih sering untuk campur bahasa. " (Suci)

   "*Yes, because as a child, when I was little, I was already used to speaking English and Indonesian, so I often mix the two languages.*"

2. Identity as English Education Students

   Several participants connected their code-mixing practices to their academic background within an English-learning environment, particularly their major as English Education students. They perceived code-mixing as a distinctive characteristic of students who are academically exposed to English on a daily basis..

   ": ee.., karena aku basicnya emang anak bahasa, iya lebih terasa natural dan lebih ngerasa itulah vibes aku sebagai anak bahasa. Misalnya ee.. ketika

ngobrol sama temen aku atau ngediskusi sama temen aku yang juga ngerti dua

bahasa ee...ngobrolnya tuh jadi lebih natural gitu. ”(Suci)

"Well, because I'm basically a language person, yes, it feels more natural and

I feel like that's my vibe as a language person. For example, when I'm chatting

with my friends or discussing things with my friends who also understand two

languages, the conversation feels more natural.".

3. Sense of Familiarity and Naturalness

A number of participants described code-mixing as something that felt natural because their minds automatically retrieved words in both languages simultaneously.

"Iya, karena ee... udah terbiasa tuh kak aku ngomong pakai bilingual kan, jadi kadang-kadang otak aku tuh udah langsung gitu loh memunculkan kata-kata dalam dua ee.. bahasa secara bersamaan. Kayak gitu sih biasanya kak." (Suci)

"Yes, because uh... I'm used to speaking bilingually, so sometimes my brain

just comes up with words in two uh... languages at the same time. That's usually how it

is, uh.

For these participants, code-mixing was not a deliberate choice, but rather a reflection of their bilingual linguistic identity.

4.2.4 Language Proficiency

Language proficiency emerged as the second internal factor that influenced participants' decisions to mix English and Indonesian. Across interviews, limitations in vocabulary, retrieval speed, and fluency were the most recurrent reasons.

1. Limited English Vocabulary

Most participants acknowledged that they frequently switched to Indonesian due to gaps in their English vocabulary. When they forgot a specific term or expression, mixing languages allowed them to maintain fluency.:

" Iya, lebih cepat contohnya ketika saya berbicara menggunakan bahasa Inggris dan saya lupa kosa kata bahasa inggris. Saya memilih untuk mix bahasa Indonesia agar lebih cepat ketika saya berbicara". (Anggi)

"*Yes, it is faster. For example, when I am speaking in English and forget an English word, I choose to mix Indonesian so that I can speak more quickly .*"

2. Faster Lexical Access

Participants often mixed languages because certain English expressions came to mind more quickly than their Indonesian equivalents. This enabled smoother and faster communication.

"Kayak I think, maybe, itu tuh lebih terikat gitu di otak." (Wulan)

"*Expressions like 'I think' or 'maybe' came more quickly to mind.*"

Ruth also expressed that she used English terms such sunset because recalling the Indonesian explanation required more processing time.

" Ada kak saya sering kali mengatakan ayo kita pergi menikmati indahnya sunset. Nah sunset kan artinya matahari tenggelam, lebih mudah mengatakan sunset dibanding saya harus bilang ayo kita menikmati matahari tenggelam gitu kak." (Ruth)

"Yes, I often say something like 'let's go and enjoy the sunset.' The word sunset means matahari tenggelam, but it feels easier to say sunset than to say 'let's matahari tenggelam"

3. Avoiding Hesitations and Breakdowns

Mixing languages helped participants avoid interruptions in speech, especially during long explanations. Suci stated that when she struggled to articulate something in one language, switching allowed her to continue speaking smoothly

. " Iya, karena kan ee.. kadang tuh aku aku susah explain ya kak. Misal, ee.. aku ngertinya nih ketika aku ngejelasin dalam Bahasa Indonesia atau Bahasa Inggris, nah daripada bingung ngejelasinnya, yaudah mendingan aku sampein langsung aja kak Bahasa Inggris atau Bahasa Indonesia langsung." (Suci)

"Yes, because, um... sometimes it's hard for me to explain,. For example, um... I understand this when I explain it in Indonesian or English, so rather than getting confused trying to explain it, I'd rather just say it directly, sis, in English or Indonesian."

Yulin also explained that code-mixing prevented her from "getting stuck" during long explanations.

" Iya, bagi saya karena kalau untuk menyampaikan sesuatu yang panjang, itu saya harus gitu, mix, karena begitu sudah kaka kembali lagi saya punya kosa kata yang bagi saya itu masih setengah, jadi kalau untuk bicara terlalu panjang nanti, itu nanti banyak pikir kosakata dan bikin stuck disitu." (Yulin)

"Yes, for me, when I need to explain something at length, I have to mix languages. Because my vocabulary is still limited, if I speak for too long in one language, I end up thinking too much about vocabulary and get stuck."

4.2.5 Social Situation

The interviews also revealed that social context played an important role in determining whether the participants used code-mixing in conversations. This external factor was influenced by the interlocutor, environment, academic setting, and formality level.

1. Interlocutor's Language Ability

Participants adjusted their use of English depending on their conversation partners. Many reported that they mixed languages when speaking with peers who had limited English proficiency to ensure mutual understanding.

" Jadi bagi saya kalau menjelaskan dengan Bahasa Indonesia itu kan kayak lebih mudah dipahami dan saya pun tidak terlalu grogi pada saat menjelaskan karena ada campurannya, dan bagi teman-teman juga mereka lebih cepat mengerti karena bagi saya, teman-teman mereka juga kan hampir berapa persen mereka semua tidak terlalu lancar dalam Bahasa Inggris." (Yulin)

"For me, explaining something in Indonesian is easier to understand, and I feel less nervous when explaining because there is some language mixing. My friends also understand more quickly because many of them are not very fluent in English."

2. Classroom and Presentation Setting

Participants frequently mixed languages during academic activities, especially in classroom presentations or explanations of learning materials. Mixing was considered helpful when English terms felt too formal or difficult.

" Situasi yang saya alami itu ketika saya lebih sering jelasin materi karena bahasa yang dipakai itu terlalu baku. Jadi saya memilih untuk memakai campuran bahasa ketika jelasin materi". (Anggi)

"*The situation I often experience is when I explain learning materials, because the language used is too formal. Therefore, I choose to mix languages when explaining the material*."

4.2.6 Communicative Purpose

Communicative purpose emerged as the most dominant external factor, aligning with the questionnaire findings. Participants mixed languages intentionally to achieve specific communicative goals.

1. Increasing Clarity and Precision

Participants often used English expressions when they believed the English term conveyed meaning more precisely than the Indonesian equivalent.

For example, Ruth preferred to use "sunset" instead of "matahari tenggelam" for efficiency and clarity.

2. Enhancing Understanding

Some participants mixed languages to prevent misunderstandings, especially when both speakers shared basic English proficiency.

" Iya itu menghindari konflik juga kayak, no, no, no, what I mean is not that. gitu" (Wulan)
"Yes, it also helps to avoid conflict, like saying 'no, no, no, what I mean is not that."

3. Maintaining Fluency and Speech Flow

Participants mixed languages to avoid pauses, hesitations, and breakdowns in communication. Switching languages allowed them to continue speaking even when their vocabulary in one language was insufficient.

" Iya lebih cepat contohnya ketika saya berbicara dalam bahasa inggris dan saya lupa kosa kata dalam bahasa inggris. Saya memilih untuk mix bahasa indonesia agar lebih cepat ketika saya berbicara" (Anggi)

"Yes, it is faster. For example, when I am speaking in English and forget an English word, I choose to mix Indonesian so that I can speak more quickly.

5. Emphasizing Certain Ideas

Some participants used English when they wanted to highlight or stress particular points.

"Iya, menurut aku dengan mencampur bahasa itu aku jadi lebih gampang nyampein ide. Ee.. Misalnya tuh ketika aku pengen ngejelasin ide aku ketika misal aku lagi ada dalam suatu diskusi ini. Nah, menurut aku dengan mencampur bahasa tuh aku jadi lebih gampang gitu loh kak nyampaikan ke teman-teman secara to the point gitu. " (Suci)

"Yes, I think mixing languages makes it easier for me to convey my ideas. Uh... For example, when I want to explain my ideas when I'm in a discussion. Well, I think mixing languages makes it easier for me to convey my ideas to my friends in a to-the-point manner.

4.3 Disscussion

This section discusses the major findings of the study by integrating the observational data, questionnaire results, and interview insights with the theoretical framework presented in Chapter II. The discussion addresses the two research questions simultaneously by explaining how code-mixing patterns are used by English students and what factors influence their use of code-mixing in daily conversations.

The findings revealed that intra-sentential code-mixing was the most dominant pattern, accounting for 21 out of 30 utterances (70%). This result aligns with Muysken's (2000) theory, which explains that bilingual speakers frequently insert lexical items or short phrases from one language into the syntactic structure of another, particularly in informal interaction. Interview data supported this finding, as many participants reported that English expressions such as literally, vibes, maybe, and I think were easier to recall and felt more natural than their Indonesian equivalents. This suggests that English students tend to process both languages simultaneously and rely on English lexical items to maintain fluency during spontaneous speech.

Inter-sentential code-switching was the second most frequent pattern, occurring in 7 out of 30 utterances (23.3%). This pattern was commonly used when speakers wanted to elaborate ideas, clarify meaning, or emphasize certain points. This finding is consistent with Chen and Li (2019), who argue that inter-sentential switching functions as a discourse-management strategy that helps speakers organize ideas and maintain coherence. In this study, inter-sentential switching often appeared in narrative or explanatory contexts, indicating its role in structuring longer stretches of talk.

Tag switching was the least frequent pattern, appearing only twice (6.7%). Despite its low frequency, tag switching played an important pragmatic role in the interaction. Expressions such as oh my God, please, and trust me functioned as emotional markers and discourse tags rather than syntactic components of the sentence. This finding supports Muysken's (2000) view that tag switching is commonly used for expressive and interpersonal purposes, especially among young bilingual speakers who are frequently exposed to English through media and peer interaction.

In addition to identifying code-mixing patterns, this study also examined the factors influencing English students' use of code-mixing. Based on the questionnaire and interview findings, four main factors were identified: language identity, language proficiency, social situation, and communicative purpose. Among these factors, communicative purpose emerged as the most dominant, while language identity appeared as the strongest internal factor.

Language identity influenced code-mixing as participants perceived bilingual language use as part of their personal speaking style and identity as English Education students. Many participants described code-mixing as something that felt natural and comfortable, reflecting their academic background and continuous exposure to English. This finding supports Wardhaugh's (2010) argument that language choice functions as a marker of identity and group belonging.

Language proficiency also played a significant role in shaping code-mixing behavior. Participants often mixed languages due to limited vocabulary or difficulty recalling certain English words. This finding aligns with Hoffman's (1991) explanation that lexical gaps and memory limitations encourage bilingual speakers to insert elements from another language. In this study, proficiency functioned in two ways: facilitating the use of English when English terms were more accessible, and triggering a switch to Indonesian when English vocabulary was insufficient.

Social situation further influenced how and when participants mixed languages. Code-mixing occurred more frequently in informal settings such as group discussions, peer conversations, and classroom explanations, especially when interlocutors shared similar levels of English proficiency. Conversely, participants tended to avoid code-mixing when interacting with lecturers or in situations that required the exclusive use of one language. This supports Holmes' (2013) view that language choice is shaped by context, formality, and social relationships.

Among all factors, communicative purpose was the most influential. Participants deliberately mixed languages to achieve clarity, efficiency, emphasis, and fluency. Code-mixing helped them avoid misunderstandings, maintain conversational flow, and express ideas more directly. This finding is consistent with Gumperz's (1982) theory that code-mixing serves important conversational functions rather than occurring randomly or as a sign of linguistic deficiency.

Overall, the findings demonstrate that code-mixing among English students is a strategic and meaningful practice shaped by linguistic competence, identity, social context, and communicative needs. Rather than indicating a lack of proficiency, code-mixing reflects the students' ability to manage bilingual resources effectively in daily interaction.

4.4   Overall Interpretation

Combining all findings, code-mixing among English students was not a random or accidental linguistic habit. Instead, it functioned as a strategic, socially embedded, and identity-driven practice shaped by bilingual proficiency and communicative demands. The results align with previous studies indicating that young bilinguals frequently mix languages to enhance expressive power, maintain fluency, and navigate academic interaction.

The dominance of intra-sentential mixing reflects a natural integration of linguistic resources, while the prominence of communicative purpose and language identity suggests that code-mixing has become a meaningful and functional aspect of English students' everyday communication.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research aimed to investigate (1) the patterns of code-mixing used by English students at Muhammadiyah University of Education Sorong and (2) the factors that influenced the use of code-mixing during conversational interaction. Based on the analysis of data obtained from observation, questionnaires, and semi-structured interviews, several conclusions can be drawn.

First, regarding code-mixing patterns, the findings revealed that English students predominantly employed intra-sentential code-mixing, followed by inter-sentential switching, while tag switching occurred least frequently. Intra-sentential mixing was the most dominant pattern, as students frequently inserted English lexical items, phrases, or short clauses into Indonesian sentences to maintain fluency, emphasize meaning, or compensate for lexical limitations. Inter-sentential switching occurred when students shifted between Indonesian and English across sentence boundaries to clarify ideas, elaborate explanations, or structure discourse. Meanwhile, tag switching appeared mainly in the form of fixed expressions or discourse markers used to express emotion or reinforce emphasis. These findings align with Muysken's (2000) classification and confirm that bilingual speakers naturally integrate two languages according to communicative needs and contextual demands.

Second, with regard to factors influencing code-mixing, the study identified both internal and external factors. Internal factors included language identity and language proficiency, while external factors consisted of social situation and communicative purpose. The questionnaire results indicated that communicative purpose was the most dominant external factor, showing that students mixed languages primarily to achieve clarity, efficiency, and fluency in communication. Interview data further revealed that students

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engaged in code-mixing to overcome vocabulary limitations, convey ideas more precisely, avoid misunderstandings, adapt to their interlocutors, and create a more comfortable speaking atmosphere. In addition, code-mixing was associated with the students' linguistic identity as English education students who regularly operate within bilingual academic environments.

Overall, the findings suggest that code-mixing among English students is not merely a habitual linguistic behavior, but rather a strategic, functional, and socially embedded practice shaped by bilingual competence, communicative goals, and interactional context.

5.2 Suggestions

Based on the results of this study, several recommendations are proposed as follows:

1. Suggestions for English Students

English students are encouraged to continue using English actively in both formal and informal interactions. While code-mixing can support fluency and comprehension, students should gradually increase their use of full English communication to enhance vocabulary development and overall language proficiency. Regular speaking practice, participation in discussion groups, and setting personal language targets may help strengthen their communicative competence.

2. Suggestions for Future Researchers

This study involved a limited number of participants and focused on face-to-face conversational interaction among English students in a university setting. Future researchers are encouraged to involve a larger number of participants and explore code-mixing across different contexts, such as classroom interaction, digital communication, or academic discussions.

In addition, future studies may specifically conduct research on code-mixing within English-speaking communities or English-based student communities, such as English clubs, English communities, or extracurricular language organizations. Investigating code-mixing in

such communities may provide deeper insights into how social bonding, shared identity, and group norms influence bilingual language practices.

Furthermore, future researchers may apply different analytical approaches or focus on learners' attitudes, sociolinguistic awareness, or psychological motivations behind code-mixing in order to enrich the existing literature on bilingual communication.

3. Suggestions for Educators and English Programs

Lecturers and English program facilitators are advised to design learning activities that balance bilingual interaction with structured English only practice. Providing speaking-focused activities, vocabulary enrichment sessions, or peer learning programs may help students reduce unnecessary reliance on code-mixing while increasing confidence in full English communication. Encouraging reflective awareness of language choice may also support students' long-term language development.

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APPENDICES

LIST OF APPENDIX

INSTRUMENT OF THE RESEARCH

I. Panduan Wawancara Mendalam (Semi-terstruktur)

A. Faktor Utama Eksternal: Tujuan Komunikasi (Communicative Purpose)

1. Menurut kamu, kenapa kamu sering pakai campuran bahasa Inggris dan Indonesia waktu bicara?

2. Apakah menurut kamu, pakai campuran bahasa bikin ngobrol jadi lebih cepat atau lebih gampang? Bisa kasih contoh?

3. Ada tidak kata atau istilah bahasa Inggris yang menurut kamu lebih enak dipakai daripada bahasa Indonesia? Contohnya apa?

4. Kalau kamu lagi jelasin sesuatu, apakah campur bahasa membantu kamu lebih jelas dalam menyampaikan maksud?

5. Dalam situasi apa kamu paling sering campur bahasa? Misalnya saat diskusi, bercanda, atau jelasin materi?

6. Kamu merasa lebih nyaman atau lebih natural nggak kalau ngomong pakai dua bahasa sekaligus?

7. Menurut kamu, apakah campur bahasa membantu kamu menyampaikan ide yang sulit dijelaskan kalau hanya pakai satu bahasa? Bisa ceritakan kapan hal itu terjadi?

8. Saat kamu ingin membuat pembicaraan terasa lebih santai atau akrab, apakah kamu memilih untuk campur bahasa?

9. Kalau kamu sedang menjawab pertanyaan atau menyampaikan pendapat yang panjang, apakah campur bahasa membuatmu lebih mudah mengatur kata-kata?

10. Menurut kamu, campur bahasa membantu tidak dalam menghindari salah paham ketika berbicara dengan teman-teman yang juga bisa dua bahasa?

11. Ketika ada kata yang lebih cepat teringat dalam bahasa Inggris daripada bahasa Indonesia, apakah itu mempengaruhi kamu untuk langsung mencampurnya?

12. Apakah kamu merasa campur bahasa bisa membantu kamu menekankan bagian tertentu dari apa yang ingin kamu sampaikan?

B. Faktor Utama Internal: Identitas Bahasa (Language Identity)

13. Bahasa apa yang palimg sering kamu pakai sehari-hari? Kenapa kamu lebih nyaman pakai bahasa itu?

14. Kalau kamu campur bahasa Indonesia-Inggris, kamu merasa itu lebih "gaya kamu" mu tidak? Bisa jelaskan?

15. Kamu merasa lebih percaya diri kalau bicara campur bahasa? Kenapa?

16. Menurut kamu, campur bahasa itu bagian dari identitas kamu sebagai anak komunitas bahasa inggris tidak?

Interview Result

Date   : November,19 2025

Informant   : Suci

Question 1   : Menurut kamu kenapa kamu sering pakai campuran bahasa Inggris dan Indonesia waktu bicara?

Answer   : eee... untuk menjawab pertanyaan ini. Karena bahasa Inggris adalah bukan bahasa ibu aku atau bukan ee.. my first language. Jadi aku kadang kekurangan kosa kata dalam bahasa Inggris untuk menjelaskan sesuatu. Begitupun juga kadang aku lupa nih gimana, how to explain it in bahasa. Jadi eee... otomatis aku suka banget otomatis campurin bahasa Inggris atau Bahasa Indonesia. Supaya eee..ketika aku take a conversation with someone, itu ee.. maksudnya atau apa yang aku ingin sampaikan itu lebih cepat tersampaikan.

Question 2   : Apakah menurut kamu pakai campuran bahasa bikin ngobrol jadi lebih cepat atau lebih gampang? Bisa kasih contoh?

Answer   : ee.... Iya, menurut aku kalau pakai campuran bahasa atau bikin ngobrol jadi lebih cepat atau lebih gampang. Contohnya nih, misal aku pengen ngejelasin sesuatu kayak itu terjadi secara harafiah. Aku lebih daripada ngejelasin ee.. misal secara harfiah, aku lebih baik menggunakan kata bahasa Inggris like literally dibanding aku harus ngejelasin itu secara harfiah emang gitu. Ya lebih cepat kalau aku ngomong literally yah emang kayak gitu. Gitu kak.

Question 3   : Ada tidak kata atau istilah bahasa Inggris yang menurut kamu lebih enak dipakai daripada bahasa Indonesia? Kalau ada, contohnya apa?

Answer   : Hmm ada, contohnya kayak apa ya? literally, kayak tadi, kemudian random, terus juga vibes. Menurut aku kata- kata yang itu lebih cocok buat eee..

ngegambarin sesuatu dibanding terjemahannya. Karena menurut aku kayak aneh aja gitu loh kalau itu kata-kata itu tuh diucapin dalam Bahasa Indonesia.

Question 4 : Kalau kamu lagi ngejelasin sesuatu, apakah campur bahasa membantu kamu lebih jelas dalam menyampaikan maksud?

Answer : Iya, karena tuh kayak ada beberapa istilah dalam Bahasa Inggris itu terasa lebih cepat ketika disampein dalam Bahasa Inggris aja dibanding kayak... ee terus juga lebih, ee... menurut aku kalau aku negejelasin sesuatu pake bahasa inggris itu kadang-kadang lebih langsung kena ke konsep da.. ee.. ke konsep atau kayak ngegambarin apa yang mau aku jelasin.

Question 5 : Kamu merasa lebih nyaman atau lebih natural enggak kalau ngomong pakai dua bahasa sekaligus?

Answer : ee.., karena aku basicnya emang anak bahasa, iya lebih terasa natural dan lebih ngerasa itulah vibes aku sebagai anak bahasa. Misalnya ee.. ketika ngobrol sama temen aku atau ngediskusi sama temen aku yang juga ngerti dua bahasa ee...ngobrolnya tuh jadi lebih natural gitu.

Question 6 : Menurut kamu, apakah kamu merasa lebih nyaman atau lebih natural enggak kalau ngomong pakai dua bahasa sekaligus?

Answer : Iya, karena ee... udah terbiasa tuh kak aku ngomong pakai bilingual kan, jadi kadang-kadang otak aku tuh udah langsung gitu loh memunculkan kata-kata dalam dua ee.. bahasa secara bersamaan. Kayak gitu sih biasanya kak.

Question 7 : Menurut kamu, apakah campur bahasa membantu kamu menyampaikan ide yang sulit dijelaskan kalau hanya pakai satu bahasa? Bisa ceritakan kapan hal itu terjadi?

Answer   : Iya, menurut aku dengan mencampur bahasa itu aku jadi lebih gampang nyampein ide. Ee.. Misalnya tuh ketika aku pengen ngejelasin ide aku ketika misal aku lagi ada dalam suatu diskusi ini. Nah, menurut aku dengan mencampur bahasa tuh aku jadi lebih gampang gitu loh kak nyampaikan ke teman-teman secara to the point gitu. Karena kadang kalau aku nggak ngerti nyampeinnya ke dalam Bahasa Indonesia, kadang aku suka jadinya ngomongnya jadinya mumbling atau kayak belibet.

Question 8   : Saat kamu ingin membuat pembicaraan terasa lebih santai atau terang, apakah kamu memilih untuk mencampur bahasa?

Answer   : Iya, misalnya nih ee... aku penegen nyampein bahasa ketika aku take a conversation with my friends, aku kadang lebih senang pakai slang dalam Bahasa Inggris. Jadi kayak lebih santai dan lebih, apa ya bahasanya, casual gitu.

Question 9   : Kalau kamu sedang menjawab pertanyaan atau menyampaikan pendapat yang panjang, apakah campur bahasa membuatmu lebih mudah mengatur kata-kata?

Answer   : Iya, karena kan ee.. kadang tuh aku aku susah explain ya kak. Misal, ee.. aku ngertinya nih ketika aku ngejelasin dalam Bahasa Indonesia atau Bahasa Inggris, nah daripada bingung ngejelasinnya, yaudah mendingan aku sampein langsung aja kak Bahasa Inggris atau Bahasa Indonesia langsung. Biar aku langsung ngomong gitu loh kak. Jadi kayak daripada aku meski kayak kebanyakan, ee.. mesti mikir ini itu segala macam, mending aku langsung ngomong aja pakai bahasa yang aku bisa.

Question 10 : Menurut kamu, campur bahasa membantu tidak dalam menghindari salah paham ketika berbicara dengan teman-teman yang juga bisa dua bahasa?

Answer   : Hmm untuk ngejawab pertanyaan ini agak kompleks ya, tapi menurut aku iya sih. Karena kan kadang ada beberapa istilah yang kalau aku terjemahin malah jadi kayak takutnya malah bakal misunderstanding. Jadi lebih baik aku pakai bahasa Inggris tuh biar ee.. teman-teman tuh nggak salah mengartikan juga, biar nggak salah interpretasi atau (kurang jelas).

Question 11 : Ketika ada kata yang lebih cepat teringat dalam bahasa Inggris daripada bahasa Indonesia, apakah itu mempengaruhi kamu untuk langsung mencampurnya?

Answer   : Iya, karena aa.. aku orangnya gampang ke-distract, jadi kadang-kadang bahasa Inggris tuh yang muncul duluan. Jadi itu yang otomatis aku omongin tanpa langsung gitu loh, tanpa mikir orang ini ngerti atau nggak. Cuma daripada aku ke-distract dan malah jadinya lupa aku pengen nyampein apa, yaudah aku langsung ngomong aja ee... Nanti ee.. kalau misalnya aku udah bisa nerrjemahin, baru aku nerjemahin.

Question 12 : Apakah kamu merasa campur bahasa bisa membantu kamu menekankan bagian tertentu dari apa yang ingin kamu sampaikan?

Answer   : Iya, kadang tuh ee.. aku pakai bahasa Inggris untuk kayak ngenekanin ekspresi atau ee.. giving a highlight ketika aku ngomong hal penting. Apalagi kayak misal aku marah, ee.. aku marah tuh ketika aku marah, aku biasanya daripada aku marah pakai bahasa Indonesia, kadang-kadang aku lebih senang marah pakai bahasa Inggris. Aku lebih senang ngeluarin ekspresi aku ee.. iya mengeluarkan ekspresi aku in English.

Question 13 : Bahasa apa yang paling sering kamu pakai sehari-hari? Kenapa kamu lebih nyaman pakai bahasa itu?

Answer   : Ya, pastinya bahasa Indonesia, karena bahasa Indonesia adalah my mother toung... eeh.. my mother language. Jadi aku lebih sering pakai bahasa Indonesia, tapi kadang-kadang biar aku nyaman, aku campur pakai juga pakai bahasa Inggris. Dan aku rasa aku lebih cocok kalau aku campur bahasa Indonesia sama bahasa Inggris.

Question 14 : Kalau kamu campur bahasa Indonesia dengan bahasa Inggris, kamu merasa itu lebih gayamu tidak? Kalau iya, bisa jelaskan?

Answer   : Iya, karena sebagai anak yang emang when I was little emang udah terbiasa untuk ngomong bahasa Inggris dan bahasa Indonesia, jadinya aku lebih sering untuk campur bahasa. Dan aku ngerasa ketika aku campur bahasa, ee.. itu membuat aku jadi more natural mungkin. Jadi aku ngerasa bahwa ketika aku campur bahasa, itu udah aku banget gitu loh kak. Jadi eemm.. ketika aku campur bahasa, aku rasa itu udah mencerminkan eee.. mencermirkan apa yang ingin aku sampaikan dan itu juga ee.. adalah bagian dari diri aku. Jadi seperti menggambarkan diri aku ketika aku campur bahasa.

Question 15 : Apa kamu merasa lebih percaya diri kalau bicara campur bahasa? Kalau iya, kenapa?

Answer   : Iya, karena beberapa kata-kata dalam bahasa Inggris itu terasa lebih enak ketika aku nyampein. Jadi ketika aku ngerasa kurang nyaman nyampein itu dengan bahasa Indonesia, aku ngejelasin pakai bahasa Inggris. Dan itu membuat aku lebih nyaman ketika ngobrol.

Question 16 : Menurut kamu, campur bahasa itu bagian dari identitas kamu sebagai anak komunitas bahasa Inggris, tidak?

Answer : Hmm.. Iya, sebagian. Karena aku sering berinteraksi sama anak-anak komunitas bahasa Inggris juga kan. Jadi ee.. misalnya nih, karena aku sering berinteraksi dalam konteks yang berkaitan dengan bahasa Inggris, jadi cara bicara aku otomatis terbentuk dari situ.

Date : November,19 2025

Informant :Yulin

Question 1 : Menurut kamu kenapa kamu sering pakai campuran bahasa Inggris dan Bahasa Indonesia waktu bicara?

Answer : Kalau dari saya saat bicara, saya menggunakan Bahasa Indonesia dan Bahasa Inggris Karena menurut saya, ada beberapa kosa kata, atau dalam percakapan sehari-hari ataupun kosa kata expression yang lainnya itu saya belum terlalu menguasai . Jadi nanti ada beberapa kata yang kalau pada saat saya ee.. speak dengan teman saya, itu saya akan menggunakan ee.. Bahasa Inggris Namun kalau saya ee.. kurang tahu kosa katanya itu Bahasa Inggrisnya apa, nanti saya mix campur ke Bahasa Indonesia saja Karena ee.. tidak ada waktu bagi saya untuk mau mengecek kembali kamus ataupun apapun itu untuk melihat dia punya ee,, apa namanya ee.. dia punya kosa kata itu.

Question 2 : Apakah menurut kamu pakai campuran bahasa bikin ngobrol jadi lebih cepat atau lebih gampang? Bisa kasih contoh?

Answer : Untuk pertanyaan nomor 2 , bagi saya, Iya kalau untuk campuran bahasa itu ngobrol itu cepat begitu Karena begini ya kak, kalau untuk saya pribadi, ini kan kita sama teman kita di semester 5 dan yang saya ikuti beberapa kita semester 4 semester kan teman-teman ee.. banyak juga apa namanya ee..kurang belajar otodidak,

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jadi mereka tidak terlalu ee.. menguasai Bahasa Inggris, maybe mereka hanya menguasai basicnya saja, namun untuk yang seperti daily conversation dan expression lainnya itu mereka tidak terlalu memahami. Jadi bagi saya kalau apa namyanya...kita bicara melalui mix itu kan membantu bagi mereka gitu Misalnya begini contohnya, kayak saya dengan Anggi itu kan kita sudah buat ini kita punya ee.. list untuk speaking di hari sabtu, Nah disitu kita speak tentang apa saja yang kita sudah jalani, alktivitas kita dari pagi hingga malam, jadi kita punya jadwal itu 6 hari. Nah disitu kalau saya bicara semuanya ee.. Bahasa Inggris, ada juga yang dia kurang ee.. kurang paham Dan begitu sebaliknya, kalau dia bicara semua Bahasa Inggris, saya juga kurang paham Karena bagi saya pribadi, kita di Indonesia ini kan menggunakan Bahasa Inggris itu sebagai bahasa hidup kita Jadi banyak orang tidak terlalu apa ya? Tidak terlalu pusing untuk harus belajar Bahasa Inggris, mereka rasa itu tidak penting Jadi mereka lebih ke bahasa aslinya mereka, Bahasa Indonesia begitu. Jadi itu saja contoh dari saya kak.

Question 3 : Ada tidak kata atau istilah Bahasa Inggris yang menurut kamu lebih enak dipakai daripada Bahasa Indonesia? Kalau ada, contohnya apa?

Answer : Untuk nomor 3 bagi saya kata atau istilah Bahasa Inggris yang lebih enak dipakai daripada Bahasa Indonesia itu Ketika saya kalau bicara dengan teman-teman itu, saya lebih senang menggunakan kata Ini, kata atau mungkin frasa, to be honest, usually, at least, kemudian hold on, stop, be quiet Intinya, bagi saya itu kayak simple aja gitu sih, kalau bicara pakai kata itu dan cara pronounciation nya kayak bagus begitu.

Question 4 : Kalau kamu lagi jelasin sesuatu, apakah campuran bahasa membantu kamu lebih jelas dalam menyampaikan maksud?

Answer   : Jawabannya iya Bagi saya untuk menjelaskan sesuatu itu harus campuran bahasa karena saya, ketika saya bicara dalam Bahasa Inggris, itu nanti kayak saya pikirlah gitu dia punya kosa katanya apa Karena kan saya pribadi kan tidak terlalu menguasai semua kosa kata Baik itu kosa kata dalam conversation di kampus ataupun di luar kampus dan sebagainya, saya tidak terlalu menguasai Jadi bagi saya kalau menjelaskan mix dengan Bahasa Indonesia itu kan kayak lebih mudah dipahami Dan saya pun tidak terlalu grogi pada saat menjelaskan karena ada campurannya. Dan bagi teman-teman juga mereka cepat mengerti karena bagi saya, teman-teman mereka juga kan tidak hampir, hampir berapa persen untuk mereka semua Tidak terlalu lancar dalam Bahasa Inggris, jadi mereka juga butuh penjelasan dari Bahasa Indonesia Supaya mereka lebih memahami apa yang dijelaskan atau dipresentasikan oleh saya.

Question 5 : Dalam situasi apa kamu paling sering campur bahasa? Misalnya saat diskusi, bercanda atau jelasin materi?

Answer   : Saya lebih dalam situasi presentasi sih karena menurut saya itu juga Bagi saya sangatlah cocok dengan keterbatasan saya bahwa saya tidak terlalu menguasai Bahasa Inggris Jadi saya rasa kalau mix itu lebih bagus, tapi kalau untuk situasi yang lainnya itu saya lebih senang mix Karena menurut saya kalau membahas di luar daripada teori, seperti kita punya percakapan sehari-hari itu memang saya sudah menghafal setiap kosa katanya Jadi lebih bebas begitu kalau bertemu teman baru kita conversation.

Question 6 : Kamu merasa lebih nyaman atau lebih natural tidaknkalau ngomong pakai dua bahasa sekaligus?

Answer   : Kalau menurut saya, saya tidak nyaman sih karena kalau Bahasa Inggris saya tetap Bahasa Inggris dan Bahasa Indonesia saya tetap Bahasa Indonesia

Makanya dari itu saya harus berusaha untuk belajar lebih banyak kosa kata supaya ketika presentasi atau semacam diskusi tentang pelajaran Saya lebih lancar ke Bahasa Inggris, full Inggris, karena kalau saya pribadi full Inggris itu kalau ke daily routine begitu, itu yang saya lebih full Inggris.

Question 7 : Menurut kamu, apakah campur bahasa membantu kamu menyampaikan ide yang sulit dijelaskan kalau hanya pakai satu bahasa? Bisa ceritakan kapan hal itu terjadi?

Answer : Ya bagi saya campur bahasa itu sangat membantu Contohnya seperti pada semester lalu kalau tidak salah itu kita sedang duduk di rektorat dan kita sedang bahas terkait apa namanya, schedule kita untuk belajar Bahasa Inggris sama-sama Waktu itu kan kita ada bentuk beberapa orang itu, namun dari mereka tidak terlalu konsisten hanya saya dan Anggi saja Jadi waktu itu saya memberikan mereka saran untuk belajar Bahasa Inggris dan lewat schedule yang sudah dikentukan Seperti hari Selasa itu belajar apa, kemudian hari Rabu dan seterusnya itu belajar apa, lalu nanti di hari Minggu kita mengulangi lagi Dan nanti kita buat video Zoom Pada saat saya jelaskan itu kan ada itu saya pakai Bahasa Inggris karena kan saya juga tidak mau begitu teman-teman atau orang-orang Bukan teman-teman sih, lebih orang-orang yang duduk di samping kita, di sebelah kita maupun di belakang kita itu Mereka dengar apa yang kita rencanakan begitu, jadi saya jelaskannya itu pakai Bahasa Inggris Tapi teman-teman mereka ada yang mereka kurang paham dengan apa yang saya jelaskan Nanti saya rasa kalau baru Bahasa Inggris kayaknya mereka tidak terlalu paham dengan apa yang saya sampaikan Jadi saya bicaranya pakai Bahasa Indonesia, kalau begini-begini nanti kita buat ini kayak gini, rencananya begini.

Question 8 : Saat kamu ingin membuat pembicaraan terasa lebih santai atau agrak, apakah kamu memilih untuk mencampur bahasa?

Answer   : Saat untuk nomor mau membuat pembicaraan terasa lebih santai atau akrab, bagi saya iya, karena itu tadi kembali lagi teman-teman mereka dan saya juga pribadi kita punya Apa ya, kosa kata itu bisa dibilang masih tertinggal, jadi kalau kita bicara lebih agrak dan santai gitu ya Biar kita kayak mix gitu, supaya mereka juga bisa balas kita punya pertanyaan dan biar kita punya konversasi lancar gitu Tapi ada juga yang lebih seru kalau kita pakai Bahasa Inggris itu pun kalau nanti cari teman-teman yang se-pemikiran untuk mau improve kita bahasa Inggris gitu.

Question 9 : Kalau kamu sedang menjawab pertanyaan atau menyampaikan pendapat yang panjang apakah campur bahasa membuatmu lebih mudah mengatur kata-kata?

Answer   : Iya, bagi saya karena kalau untuk menyampaikan sesuatu yang panjang, itu saya harus gitu, mix, karena begitu sudah kata kembali lagi Saya punya kosa kata yang bagi saya itu sangat sesetengah, jadi kalau untuk bicara terlalu panjang, itu nanti banyak pikir kosa kata dan bikin stuck disitu terlalu lanjut bicara Daripada saya berhenti di tengah-tengah, mending saya mix saja supaya memperlancar saya punya, apa yang saya mau jelaskan ke orang-orang begitu, ataupun teman-teman saya.

Question 10 : Menurut kamu campur bahasa membantu tidak dalam menghindari salah paham ketika berbicara dengan teman-teman yang juga bisa dua bahasa?

Answer   : Iya jawabannya sangat membantu bagi saya dan juga teman-teman yang nanti speak dengan saya untuk menghindari salah paham itu Karena kalau begini, misalnya saya ini, contohnya saya ini lebih tahu bicara untuk bahasa Inggrisnya, sedangkan aku teman itu, dia bahasa ini masih sedikit-sedikit Tidak mungkin kan kalau saya bicaranya laju saja terus nanti juga dia akan pikir, itu pasti dalam otaknya

masih pikir kosa katanya itu apa-apa begitu Jadi lebih bagusnya itu yang mix supaya mereka juga pahami apa yang saya sampaikan dan mereka boleh menerimanya.

Question 11 : Ketika ada kata yang lebih cepat teringat dalam bahasa Inggris daripada bahasa Indonesia, apakah itu mempengaruhi kamu untuk langsung mencampurnya?

Answer   : Iya itu mempengaruhi karena bagi saya kalau macam saya apa ya, jelaskan-jelaskan sudah panjang begini baru bahasa Inggrisnya baru saya mau Bahasa Indonesia itu kayak lupa bahasanya itu apa, begitu itu kayak macam-macam buat santuk berhenti menjelaskan dan harus fokus untuk mencari arti dari bahasa Inggris yang tadi itu saya sampaikan itu.

Question 12 : Apakah kamu merasa campur bahasa bisa membantu kamu menekankan bagian tertentu dari apa yang kamu sampaikan?

Answer   : Menurut saya iya, itu bisa membantu karena ketika saya jelaskan itu kalau Mix dapat memperjelas apa yang saya sampaikan kepada orang yang dengar maupun teman-teman saya.

Question 13 : Oke pertanyaan selanjutnya, bahasa apa yang paling sering kamu pakai sehari-hari? Kenapa kamu lebih nyaman pakai bahasa itu?

Answer   : Bahasa yang saya pakai sehari-hari dan nyaman itu hanya bahasa Indonesia karena bagi saya, saya sudah sangat-sangat menguasainya jadi saya lebih nyaman ketika bicara dengan seseorang maupun teman-teman saya.

Question 14 : Kalau kamu campur bahasa Indonesia-Inggris kamu merasa itu lebih gayamu tidak? Kalau iya bisa jelaskan?

Answer   : Kalau ketika menjelaskan sesuatu campur bahasa Indonesia dengan bahasa Inggris itu sebenarnya bukan gaya saya, kata jadi itu hanya digunakan pada saat memang saya tidak tahu kosa katanya dalam bahasa Inggris untuk menjelaskan sesuatu jadi saya mix ke bahasa Indonesia Tapi untuk kalau Indonesia-Inggris begitu itu bukan saya punya gaya karena saya kalau mau bicara sesuatu itu fokus di satu bahasa begitu, kayak Inggris-Inggris, Indonesia- Indonesia Tapi kembali lagi kayak tadi yang saya sampaikan itu kalau saya tidak tahu kosa katanya dalam bahasa Inggris ya saya mix ke Indonesia gitu kak, kalau nanti ketika saya apa konversasinya dengan teman saya ataupun seperti mahasiswa tinggi ya mereka itu memang sangat membantu kalau ketika konversasi kan full Inggris jadi saya lebih senang Jadi itulah kalau saya itu lebih kayak satu bahasa aja tidak campur-campur karena itu bukan gaya saya.

Question 15 : Apa kamu merasa lebih percaya diri kalau bicara campur bahasa? Kalau iya kenapa?

Answer   : Bagi saya kalau bicara campur bahasa itu lebih bagus karena begini kak, kalau kita ke satu bahasa saja ya khususnya kayak saya begitu kan saya belum terlalu menguasai. Jadi nanti kalau bicara ada yang tidak atau kurang sesuai begitu apalagi kalau kita bicara baru ada orang yang lebih menguasai bahasa Inggris itu kan kayak malu gitu kayak tidak terlalu pede tapi kalau macam-macam campur bahasa itu kan kayak yang kita bicara lurus-lurus ketika bahasa Inggris nanti kalau macam kosa katanya tidak ada atau bukan tidak ada tapi kalau kita tidak tahu di dalam bahasa Inggris kosa katanya itu seperti apa cara penyampaian Kita memiliki bahasa Inggris itu lebih natural dan tidak perlu paksa diri begitu untuk harus mengetahui gitu kak.

Question 16 :Menurut kamu campur bahasa itu bagian dari identitas kamu sebagai anak komunitas bahasa Inggris tidak?

Answer   : Tidak, menurut saya kalau campur bahasa itu apakah itu bagian dari identitas saya sebagai anak-anak UEC, menurut saya ya tidak sih karena kalau sudah kita masuk ke dalam lingkup UEC kita full Inggris. Makanya itu biasa saya merasa bahwa saya kan Inggrisnya tidak terlalu ya menguasai jadi saya lebih pilih diam kalau ketika disuruh kamu berikan pendapat begini-begini-begini-begini dari kakak-kakak mereka saya lebih pilih diam karena saya tahu saya punya kekurangan jadi saya tidak bisa memaksakan diri, mungkin kalau teman-teman lain mereka merasa bisa jelaskan yang mereka jelaskan begitu kak, jadi kalau menurut saya ya kalau di UEC tetap full Inggris.

Date   : November,19 2025

Informant   :Anggi

Question 1   : Menurut kamu, kenapa kamu sering pakai campuran bahasa Inggris dan Indonesia waktu bicara?

Answer   : Menurut saya karena gampang dan bisa membantu saya menyampaikan sesuatu dengan cepat.

Question 2   : Apakah menurut kamu pakai campuran bahasa bikin ngobrol jadi lebih cepat atau lebih gampang? Bisa kasih contoh?

Answer   : Iya, lebih cepat contohnya ketika saya berbicara menggunakan bahasa Inggris dan saya lupa kosa kata bahasa Inggris. Saya memilih untuk mix bahasa Indonesia agar lebih cepat ketika saya berbicara.

Question 3   : Ada tidak kata atau istilah bahasa Inggris yang menurut kamu lebih enak dipakai daripada bahasa Indonesia? Kalau ada, contohnya apa?

Answer   : Ada, contohnya seperti maybe, I think, you know, likewise, and what's that?

Question 4 : Kalau kamu lagi jelasin sesuatu, apakah campuran bahasa membantu kamu lebih jelas dalam menyampaikan maksud?

Answer   : Iya, lebih jelas karena biasanya saya jelaskan dan lupa kosa kata bahasa Inggris. Dan saya lebih memilih untuk campur bahasa untuk menyampaikan sesuatu dengan baik.

Question 5 : Dalam situasi apa kamu paling sering campur bahasa? Misalnya saat diskusi, bercanda, atau jelasin materi?

Answer   : Situasi yang saya alami itu ketika saya lebih sering jelasin materi karena bahasa yang dipakai itu terlalu baku. Jadi saya memilih untuk memakai campuran bahasa ketika jelasin materi.

Question 6   : Kamu merasa lebih nyaman atau lebih natural kalau ngomong pakai dua bahasa sekaligus?

Answer   : Sejauh ini, saya merasa lebih nyaman. Karena, menurut saya kan bahasa Inggris jadi harus terbiasa.

Question 7 : Menurut kamu, apakah campuran bahasa membantu kamu menyampaikan ide yang sulit dijelaskan kalau hanya pakai satu bahasa? Bisa ceritakan kapan hal itu terjadi?

Answer   : Menurut saya sangat membantu karena kosa kata yang saya punya itu belum terlalu banyak untuk menyampaikan ide-ide yang sangat sulit. Tapi kalau untuk kosa kata sehari- hari itu tidak terlalu sulit.

Question 8   : Saat kamu ingin membuat pembicaraan terasa lebih santai atau berat, apakah kamu memilih untuk mencampur bahasa?

Answer   : Ya, saya memilih untuk mencampur bahasa karena dari teman-teman saya itu banyak yang kosa katanya belum lancar. Jadi, kalau bicara itu campur bahasa itu lebih asik.

Question 9 : Kalau kamu sedang menjawab pertanyaan atau menyampaikan pendapat yang panjang, apakah campur bahasa membuatmu lebih mudah mengatakan kata-kata?

Answer   : Ya, lebih mudah.

Question 10 : Menurut kamu, campur bahasa membantu tidak dalam menghindari salah paham ketika berbicara dengan teman-teman yang juga bisa dua bahasa?

Answer   : Menurut saya sangat membantu karena belum tentu apa yang tidak sampaikan itu teman-teman bisa dipahami.

Question 11 : Ketika ada kata yang lebih cepat teringat dalam bahasa Inggris daripada bahasa Indonesia, apakah itu mempengaruhi kamu untuk langsung mencampurnya?

Answer   : Ya, sangat mempengaruhi. Ketika saya berbicara dan kata itu lebih saya ingat itu sangat mempengaruhi untuk saya.

Question 12 : Apakah kamu merasa campur bahasa bisa membantu kamu menekankan bagian tertentu dari apa yang ingin kamu sampaikan?

Answer   : Ya, sangat membantu karena biasa ada kata-kata yang saya sulit untuk saya sebut, jadi campur bahasa itu sangat membantu saya.

Question 13 : Pertanyaan selanjutnya. Bahasa apa yang paling sering kamu pakai sehari-hari? Kenapa kamu lebih nyaman pakai bahasa itu?

Answe r   : Bahasa yang saya gunakan itu bahasa Indonesia dan yang kedua itu bahasa Inggris. Kenapa saya memilih bahasa Inggris? Karena saya ingin melatih keterampilan berbahasa Inggris saya. Dan kata-kata yang saya pelajari itu bisa cepat diingat.

Question14 : Kalau kamu campur bahasa Indonesia-Inggris, kamu merasa itu lebih gayamu tidak? Kalau iya, bisa jelaskan?

Answer   : ya, karena membuat pembicaraan lebih asik dan kayak ada tantangan gitu. Kalau misalnya kosa kata apa yang saya lupa, saya bisa cari dan berusaha untuk berbicara lagi.

Question 15 : Apa kamu merasa lebih percaya diri kalau bicara campur bahasa? Kalau iya, kenapa?

Answer   : Saya merasa percaya diri karena ketika saya lupa kosa kata dalam bahasa Inggris. Dan campur bahasa ini bisa membantu saya untuk berbicara.

Question 16 : Menurut kamu campur bahasa itu bagian dari identitas kamu sebagai anak komunitas bahasa Inggris tidak?

Answer   : Menurut saya iya, karena bisa membantu dan belum tentu teman-teman yang lain sudah paham bahasa Inggris. Jadi ketika berbicara dalam komunitas, menurut saya perlu untuk mencampur bahasa karena tidak semua teman-teman itu bisa paham bahasa Inggris.

Date   : November,19 2025

Informant   :Wulan

Question 1   : Menurut kamu, kenapa kamu sering pakai campuran bahasa Inggris dan Indonesia waktu bicara?

Answer   : Karena mencampur bahasa indonesia dan bahasa inggris saat berbicara itu adalah bagian dari practice to speaking in english because my major is english education.

Question 2   : Apakah menurut kamu pakai campuran bahasa bikin ngobrol jadi lebih cepat atau lebih gampang? Bisa kasih contoh?

Answer   : It's to make it easy, kayak lebih nyaman aja sih, lebih nyantai aja. Kayak, oh my God, oh really? Do you want? Gitu.

Question 3   : Ada tidak kata atau istilah Bahasa Inggris yang menurut kamu lebih enak dipakai daripada Bahasa Indonesia? Kalau ada, contohnya apa?

Answer   : Yang paling sering ulan pakai itu contohnya kayak, oh my God, oh really? Terus abis itu apa lagi ya? Banyak sih sebenarnya aku ingatnya itu.

Question 4   : kalau kamu lagi ngejelasin sesuatu, apakah campur bahasa membantu kamu lebih jelas dalam menyampaikan maksud?

Answer   : Iya benar, lebih jelas tapi tergantung lawan bicaranya kalau sesama orang yang ngerti bahasa inggris itu bisa.

Question 5   : Dalam situasi apa kamu paling sering campuran Bahasa misalnya saat diskusi, bercanda atau jelasin materi?

Answer   : Saat jelasin materi, iya. Saat presentasi tugas di kelas, gitu.

Question 6   : Kamu merasa lebih nyaman atau lebih natural nggak kalau kamu pakai dua Bahasa sekaligus?

Answer   : Iya, lebih nyaman, lebih natural.

Question 7 : Menurut kamu, apakah campuran Bahasa membantu kamu menyampaikan ide yang sulit dijelaskan kalau hanya pakai satu Bahasa? Bisa ceritakan kapan hal itu terjadi?

Answer   : Pas kayak misalnya dia udah tanya-tanya gitu, eh misalnya aku udah jelasin gitu terus pas aku bilang, Do you understand? Itu pasti dia harus, aku tuh memperjelas gitu.

Question 8 : Saat kamu ingin membuat perbicaraan terasa lebih santai atau akrab, apakah kamu memilih campuran Bahasa?

Answer   : Iya, aku lebih milih campuran Bahasa, tapi sesama teman yang mengerti Bahasa Inggris aja.

Question 9 : Kalau kamu sedang menjawab pertanyaan atau menyampaikan pendapat yang panjang, apakah campur Bahasa membuatmu lebih mudah mengatur kata-kata?

Answer   : Iya, lebih mudah mengatur kata-kata betul.

Question 10 : Menurut kamu, campuran Bahasa membantu tidak dalam menghindari salah paham ketika berbicara dengan teman yang bisa dua bahasa?

Answer   : Iya, itu menghindari konflik juga kayak, no, no, no, what I mean is not that gitu.

Question 11 : Ketika ada kata yang lebih cepat teringat dalam Bahasa Inggris daripada Bahasa Indonesia, apakah itu mempengaruhi kamu untuk langsung mencampurnya?

Answer : Iya, benar. Kayak I think, misalnya gitu, maybe, nah itu tuh lebih udah terikat gitu di otak.

Question 12 : Apakah kamu merasa campur Bahasa yang bisa membantu kamu menekankan bagian tertentu dari apa yang kamu sampaikan?

Answer : Iya, benar. Bisa menekankan, that gitu, what is that gitu kayak gitu.

Question 13 : Bahasa apa yang paling sering kamu pakai sehari- hari, kenapa kamu lebih nyaman pakai Bahasa itu?

Answer : Karena, yaudah, karena my daily life is speaking in English and Indonesia, jadi udah terbiasa juga.

Question 14 : Kalau kamu campur Bahasa Indonesia-Inggris, kamu merasa itu lebih gayamu tidak? bisa dijelaskan?

Answer : Iya, itu gaya aku banget.

Question 15 : Kamu merasa lebih percaya diri kalau bisa campur Bahasa, kenapa?

Answer : Iya, benar lah. Aku lebih percaya diri karena ya orang-orang nggak tahu artinya yang aku omong itu apa.

Question 16 : Menurut kamu campur Bahasa itu bagian dari identitas kamu sebagai anak komunitas Bahasa Inggris?

Answer : Betul banget. Sebagai anak komunitas , Unimuda English Community itu ya ciri khas kita lah.

Date : November,19 2025

Informant :Ruth

Question 1 : Menurut kamu kenapa kamu sering pakai campuran bahasa Inggris dan Indonesia waktu bicara?

Answer : Kalau pakai bahasa Indonesia dan Inggris sebenarnya lebih ke bagaimana saya, dengan siapa saya berbicara ani dalam keadaan apa. Misalnya kalau lagi praktek kelas speaking ya pastinya kita berusaha pakai bahasa inggris tapi kalau lupa kosakata nya ya dibantu dengan menggunakan bahasa indonesia. Nah kalau misalnya sering saya menggunakan bahasa Inggris saat berbicara dengan native Indonesia itu karena memang ingin efisiensi kata saja. Jadi ada kata-kata yang kalau di Indonesia kan itu kan terlalu panjang. Jadi saya pakai bahasa Inggris untuk lebih efisiensi saja. Begitu Kak.

Question 2 : Apakah menurut kamu pakai campuran bahasa bikin ngobrol jadi lebih cepat atau lebih gampang? Bisa kasih contoh?

Answer : Benar kaka saya seringkali menggunakan beberapa istilah dalam bahasa Inggris di percakapan saya, misalnya dalam keseharian saya, saya ingin mengajak teman-teman saya jalan-jalan menikmati pemandangan. Saya tidak mengatakan terlalu panjang, demi efisiensi saya biasa mengatakan, teman-teman ayo kita pergi healing. Healing itu adalah suatu translation yang menunjukkan kita untuk pergi jalan-jalan atau misalnya ayo kita hangout.

Question 3 : Ada tidak kata atau istilah bahasa Inggris yang menurut kamu lebih enak dipakai daripada bahasa Indonesia? Kalau ada, contohnya apa?

Answer   : Ada kak saya sering kali mengatakan ayo kita pergi menikmati indahnya sunset. Nah sunset itu kan artinya matahari tenggelam, lebih mudah mengatakan sunset dibanding saya harus bilang ayo kita menikmati matahari tenggelam gitu kak.

Question 4   : Kalau kamu lagi jelasin sesuatu, apakah campur bahasa membantu kamu lebih jelas dalam menyampaikan maksud?

Answer   : Tidak lebih jelas dalam menyampaikan maksud sih Kak, tapi biasanya saya kalau sedang berbicara dan berusaha untuk berbicara dengan lancar, maka saya langsung menggunakan bahasa yang muncul di otak saya, entah itu bahasa Indonesia atau bahasa Inggris, agar saya bisa langsung menyampaikan maksud itu terlebih dahulu, baru nanti diikuti dengan penjelasannya dari belakang.

Question 5   : Dalam situasi apa kamu paling sering campur bahasa? Misalnya saat diskusi, bercanda atau jelasin materi?

Answer   : Biasanya pas lagi bercanda saya tiba-tiba ngomong kayak you know what gitu Kak, jadi ada suatu pembuka candaan dengan menggunakan bahasa Inggris. Kamu merasa lebih nyaman atau lebih natural tidak kalau ngomong pakai dua bahasa sekaligus? Sebenarnya saya tidak nyaman kalau berbicara campur-campur gitu Kak, apalagi kalau misalnya konteksnya lagi presentasi gitu, presentasi bahasa Inggris saya berusaha untuk full Inggris, tapi kalau misalnya ngobrol bahasa Indonesia dengan teman gitu, sebenarnya nyaman-nyaman aja tergantung siapa saya berbicara, misalnya kayak dosen gitu saya lebih suka full Indonesia.

Question 6   : Menurut kamu, apakah campur bahasa membantu kamu menyampaikan ide yang sulit dijelaskan kalau hanya pakai satu bahasa? Bisa ceritakan kapan hal itu terjadi?

Answer   : Ya dan sering saya lakukan, misalnya seperti waktu kemarin saya di-interview oleh tim spagenya Kakak Riki, mereka menanyakan bagaimana pandangan dan harapan saya, saya disitu bilang dia sebagai role model khususnya bagi anak-anak Papua. Karena dalam kalimat itu ada penggunaan kata-kata dalam bahasa Inggris itu role model, dan itu lebih mudah dan lebih jelas saya sampaikan kejelasannya dibanding saya harus menjelaskan dalam bahasa Indonesia dari dua kata itu, yaitu role model.

Question 7   : Saat kamu ingin membuat pembicaraan terasa lebih santai atau aprap, apakah kamu memilih untuk mencampur bahasa?

Answer   : Ya saya sering mencampur bahasa saat misalnya kaya ngobrol juga sama teman- teman misalnya sama adik-adik tingkat atau sebelum berapa ketika kita ngobrol-ngobrol, nah saya sering mencampur bahasa yang funny-funny aja dan easy-easy aja sih Kak, untuk biar ngobrolnya kita lebih santai.

Question 8   : Kalau kamu sedang menjawab pertanyaan atau menyampaikan pendapat yang panjang, apakah campur bahasa membuatmu lebih mudah mengatur kata-kata?

Answer   : Iya benar Kakak, biasa kalau kata-katanya terlalu panjang itu saya menggunakan bahasa Inggris, misalnya bahasa Inggrisnya lebih efisien gitu Kak, itu saya akan pakai.

Question 9   : Menurut kamu campur bahasa membantu dalam menghindari salah paham ketika berbicara dengan teman-teman yang juga bisa dua bahasa?

Answer   : Benar sekali Kakak, itu sangat membantu untuk menghindari terkhususnya ketidakpahaman dalam menyampaikan sesuatu, itu akan lebih mudah untuk efisiensi waktu dan kelancaran kita dalam berbicara, jadi jawabannya iya.

Question 10 : Ketika ada kata yang lebih cepat teringat dalam bahasa Inggris daripada bahasa Indonesia, apakah itu mempengaruhi kamu untuk langsung mencampurnya?

Answer   : Iya saya biasa seperti itu Kak, kalau misalnya ada bahasa, demi kelancaran berbicara dengan orang saya biasanya langsung menyampaikan apa yang ada di pikiran saya, jadi misalnya kayak dalam bahasa Indonesia saya masih berpikir apa yang ingin saya sampaikan dan jika munculnya itu adalah bahasa Inggris maka itulah yang saya sampaikan.

Question 11 : Apakah kamu merasa campur bahasa bisa membantu kamu menekankan bagian tertentu dari apa yang ingin kamu sampaikan?

Answer   : Sangat membantu Kakak, jadi seperti yang saya sampaikan sebelum-sebelumnya memang di saat kita sedang menyampaikan sesuatu itu lebih baik tidak ada hambatan dalam menyampaikan yang ingin diutarakan, sehingga dengan mencampur bahasa ini itu akan lebih mempermudah dalam proses berbicara dengan lawan bicara kita. Namun akan lebih baiknya jika lawan bicara kita itu memahami apa yang kita sampaikan, misalnya mereka bisa berbahasa asing seperti yang kita ucapkan.

Question 12 : Bahasa apa yang paling sering kamu pakai sehari-hari? Kenapa kamu lebih nyaman pakai bahasa itu?

Answer   : Sehari-hari pastinya sebagai native Indonesia saya menggunakan bahasa Indonesia, menggunakannya karena memang sekitar saya tidak semua mampu

untuk menggunakan bahasa Inggris, secara pribadi juga saya tidak begitu lancar dalam menggunakan bahasa Inggris terkecuali pada lingkungan tertentu. Kalau misalnya di dalam kelas maka saya akan menggunakan bahasa Inggris jika mungkin pada saat presentasi yang diwajibkan menggunakan bahasa Inggris.

Question 13 : Kalau kamu campur bahasa Indonesia-Inggris kamu merasa itu lebih gayamu tidak? Kalau iya bisa jelaskan?

Answer   : Tergantung lingkungan dengan siapa saya berbicara, biasanya kalau di kelas saya sering menggunakan bahasa Inggris dan bahasa Indonesia, tapi sejujurnya dari pribadi saya tidak suka untuk berbicara campur bahasa. Karena saya lebih suka kalau misalnya bahasa Indonesia berarti bahasa Indonesia kur, begitu pula dengan sebaliknya. Walaupun terkadang pada situasi-situasi tertentu yang saya misalnya kayak diskumpulated, jadi saya memilih untuk menggunakan beberapa kata dalam bahasa-bahasa tertentu, misalnya kata bahasa Inggris atau bahasa Indonesia dalam satu percakapan.

Question 15 : Apa kamu merasa lebih percaya diri kalau bicara campur bahasa? Kalau iya kenapa?

Answer   : Baik itu bahasa Indonesia dan bahasa Inggris, saya memang percaya diri saat berbicara. Jika campur, sejujurnya saya agak sedikit tidak begitu percaya diri karena melalui pertanyaan sebelumnya bahwa saya pribadi yang tidak begitu suka untuk mencampur bahasa. Jadi jawabannya adalah tidak.

Question 16 : Menurut kamu campur bahasa itu bagian dari identitas kamu sebagai anak komunitas bahasa Inggris tidak?

Answer   : Ya tentu saja itu adalah sebagian dari kami, apalagi dalam berbicara menggunakan bahasa Inggris itu sudah pasti adalah suatu hal yang harus kita utamakan dan prioritaskan.

OBSERVATION GUIDE

Research Title: Analysis of Code-Mixing Patterns in UNIMUDA English Community (UEC) Students Daily Conversation.

Researcher: _Apriani · kalasuat_

Date of Observation: _25 / 10 / 2025_

Time of Observation: _60 minutes_

Location: _Unimuda university_

Observation Table: Code-Mixing Usage

No.	Speaker Name	Time (Minutes)	Situation / Activity	Form of Code-Mixing (Word / Phrase / Clause)	Example Utterance	Contextual Notes
1.	Wulan	60 minutes	DISCUSSION	Word	"Jadi today my activity, Just wake up In morning".	Sharing daily routine.
2.	Suci	60 minutes	DISCUSSION	Clause	"I have a solution. Baca Jurnal. It can make you feel sleepy."	Giving advice
3.	Anggi	60 minutes	DISCUSSION	Phrase	"My activity last night is sleep call."	Routine sharing
4.	Cahya	60 minutes	DISCUSSION	Clause	"Belakangan ini, every night I'm going outside with my boyfriend."	Experience

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OBSERVATION GUIDE

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No.	Speaker Name	Time (Minutes)	Situation / Activity	Form of Code-Mixing (Word / Phrase / Clause)	Example Utterance	Contextual Notes
5.	Suci	60 minutes	Discussion	Clause	"Aku seperti juggling ... there's so many assign-ments."	Academic-Pressure
6.	Wulan	60 minutes	Discussion	Clause	"Aku nggak bisa tidur selama seminggu, insom, I don't know why".	Psychological-Condition
7.	Suci	60 minutes	Discussion	Word	"like aku selalu meng-nyakan every agenda."	Social Pres-sure.

OBSERVATION GUIDE

Research Title: Analysis of Code-Mixing Patterns in UNIMUDA English Community (UEC) Students Daily Conversation.

Researcher: Apriani . Kalaruat

Date of Observation: 17/10/2025

Time of Observation: 60 Minutes

Location: Unimuda University

Observation Table: Code-Mixing Usage

No.	Speaker Name	Time (Minutes)	Situation / Activity	Form of Code-Mixing (Word / Phrase / Clause)	Example Utterance	Contextual Notes
1.	Wulan	60 minutes	Discussion	Clause	"I really like poetry... kayak hati aku bisa mengungkapkan saat aku menulis."	Personal reflection
2.	Sug	60 minutes	Discussion	Clause	"Aku araknya sangat kepo ... and I was asking them kayak artinya apa ya kak?".	Personal experience.
3.	Ruth	60 minutes	Discussion	Clause	"this is my butterfy-era".	Identity - expression.

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OBSERVATION GUIDE

Research Title: Analysis of Code-Mixing Patterns in UNIMUDA English Community (UEC) Students Daily Conversation.

Researcher: Apriani . kalasuat

Date of Observation: 27/10/2025

Time of Observation: 60 minutes

Location: Unimuda University

Observation Table: Code-Mixing Usage

No.	Speaker Name	Time (Minutes)	Situation / Activity	Form of Code-Mixing (Word / Phrase / Clause)	Example Utterance	Contextual Notes
4.	Suci	60 minutes	Discussion	Clause	"Aku don't want to dissappointing others."	Self pressure.
5.	Suci	60 minutes	Discussion	Phrase	"Oh my God, kok aku kasihan sekali."	Emotional expression
6.	Yutin	60 minutes	Discussion	Clause	"I really like singing, lagu Indonesia gitu."	Musical preference.
7.	Wulan	60 minutes	Discussion	Clause	"Aku selalu mulai tidur jam 4 pagi, which is very unhealthy".	Heath issue

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OBSERVATION GUIDE

Research Title: Analysis of Code-Mixing Patterns in UNIMUDA English Community (UEC)
Students Daily Conversation.

Researcher: _Apriani . kahasat_

Date of Observation: _28/10/2025_

Time of Observation: _40 minutes_

Location: _Unimuda University_

Observation Table: Code-Mixing Usage

No.	Speaker Name	Time (Minutes)	Situation / Activity	Form of Code-Mixing (Word / Phrase / Clause)	Example Utterance	Contextual Notes
1.	Suci	40 minutes	Sharing	Clause	"Because I listened to my-mom. Dan guru bahasa-Inggris aku datang ke-rumah".	Storytelling
2	Suci	40 minutes	Sharing		"karena kalau holiday, kamu juga akan holiday".	Story telling
3.	Cahya	40 minutes	Sharing	Word	"I'm so excited karena aku mau tinggal bareng kak ulan".	emotional-expression

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OBSERVATION GUIDE

Research Title: Analysis of Code-Mixing Patterns in UNIMUDA English Community (UEC) Students Daily Conversation.

Researcher: _Apriani . kalasuat_

Date of Observation: _28/10/2025_

Time of Observation: _40 minutes_

Location: _Unimuda university_

Observation Table: Code-Mixing Usage

No.	Speaker Name	Time (Minutes)	Situation / Activity	Form of Code-Mixing (Word / Phrase / Clause)	Example Utterance	Contextual Notes
4.	Ruth	40 minutes	Sharing	Phrase	"Saya masih belajar =. Coping with pressure".	Struggle
5.	Wulan	40 minutes	Sharing	Clause	"Aku selalu diam .... I play hp and try to sleep."	Routine
6.	Yutin	40 minutes	Sharing	Clause	"please, trust me. Trust me."	Emphasis

DOCUMENTATION

LETTER

PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG
Office: Jl. KH. Ahmad Dahlan, 01 Mariyat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya

LEMBAR PENGESAHAN
PERSETUJUAN REVISI SKRIPSI

Nama   : Apriani Sarce Mince Kalasuat

NIM   : 148820321007

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : *Analysis of Code Mixing Pattern in English Students Daily Conversation*

Tgl Ujian   : 17 Desember 2025

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Nurteteng, M.Pd.	Ketua Penguji	26/12/25	
2	Dr. Nursalim, M.Pd.	Penguji 1	27/12/25	
3	Rizqi Claudia Wardani H., M.Pd.	Penguji 2	2e/12/25	

Sorong, 26/12/2025

Ketua Program Studi
Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.
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Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama	: Nurteteng, M.Pd.	
NUPTK	: 5650770671230262	
Jabatan Fungsional	: Lektor/IIIC	
Unit Kerja	: Dosen Program Studi Pendidikan Bahasa Inggris	
	FABIO Unimuda Sorong	

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama : Apriani Sarce Mince Kalasuat

NIM : 148820321007

Berupa :

- ☐ Media Pembelajaran
- ☐ Modul atau bahan ajar
- ☐ Model Pembelajaran
- ☐ Instrument Penelitian
- ☐ Lain-lain : ....

Dengan judul :

" Analysis Of Code Mixing patterns in UNIMUDA English Community (UEC) Student's Daily Conversation."

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

Mengetahui,	Sorong, 2025
Ketua Prodi. Pend. Bahasa Inggris	Validator
Nurteteng, M.Pd.	Nurteteng, M.Pd.
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