

Speaking in Layers: The Role of Code-Mixing and Code-Switching in Multilingual Student Communities

Winda Khoirun Nisak⁽¹⁾, Widiarini⁽²⁾, Arfa'un Nadhiroh⁽³⁾

^{1,2,3} Universitas Nahdlatul Ulama Blitar, Indonesia

Email: ¹ winda.side@gmail.com, ² arini.widi@gmail.com, ³ arfaun933@gmail.com.

Abstrak: The vast number of languages in the world enables individuals to master more than one language. Bilinguals and multilinguals often blend the languages they know in daily interactions. This phenomenon, known as code-switching and code-mixing, reflects the dynamic nature of multilingual communication. Observations conducted at Universitas Nahdlatul Ulama Blitar involving multilingual teachers and students revealed distinct patterns: code-switching frequently occurs due to changes in conversational contexts or topics, while code-mixing stems from habitual practices developed during first language acquisition. This study provides valuable insights into the linguistic behaviors of multilingual speakers and the factors influencing their language use. This research is a qualitative research. The result of the research emphasizes that code-switching and code-mixing are context-driven behaviors shaped by audience, setting, and situational demands. These practices underscore the linguistic flexibility of multilingual individuals as they balance diverse social and educational contexts, reinforcing the interplay between language, identity, and communication.

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PENDAHULUAN

Society creates languages, which open up opportunities for humans to master more than one language. A person who can speak more than one language fluently is known as a multilingual. The existence of multilingualism not only reflects high linguistic abilities but also indicates openness to various cultures and perspectives. However, one of the problems that often arises in daily activities for multilinguals is the phenomenon of code-switching and code-mixing. This phenomenon generally occurs in bilingual or multilingual speakers, who usually unknowingly mix elements from different languages in their daily conversations (Hudson, 2001). Code-switching occurs when a speaker changes the language used in the middle of a conversation. In contrast, code-mixing occurs when elements from two or more languages are used in one sentence or utterance.

Linguistic experts, such as Grosjean and François (2010), state that code-switching and code-mixing are often considered a form of language impurity. This phenomenon shows high cognitive flexibility and linguistic creativity. Bhatia and Ritchie (2008) added that code switching and code mixing are communication strategies used for various purposes, including filling lexical gaps, emphasizing a point, and managing social identity. Research by Myers-Scotton (1993) also shows that code-switching can function to negotiate relations of power and solidarity in social interactions. Those who master more than one language are able to switch between languages easily, adapt to different contexts and audiences, and create broader and more effective communication bridges in a multicultural society.

Code-switching occurs in conversations between bilingual speakers or between monolingual and bilingual speakers. Code-switching can arise from individual choice or be used as a primary identity marker for speakers who have to deal with more than one language in their daily activities (Wardhaugh, 2006). In other words, code-switching is when a bilingual or multilingual person consciously switches one language to another for various reasons.

This phenomenon not only reflects flexible linguistic abilities but also reflects complex social and cultural dynamics. For example, code-switching may be used to show solidarity with a particular social group, as a tool to conform to language norms in a particular situation, or to indicate a change in the topic of conversation. In formal contexts, someone might switch from non-standard to standard language to show professionalism, while in informal contexts, they might switch back to show familiarity or comfort.

Research shows that code-switching is not only a linguistic phenomenon, but has also become a strategic communication tool. For example, according to Myers-Scotton (1993), code-switching can be used to negotiate relations of power and solidarity in social interactions. In addition, Bhatia and Ritchie (2004) added that code-switching is often used to fill lexical gaps, emphasize a point, or manage social identity. Code-switching is therefore a practice rich in meaning and full of nuance, reflecting the speaker's skill in navigating diverse language environments.

While code-switching may seem like a problem for bilingual or multilingual speakers because they have to think as quickly as possible to switch languages, code-switching has benefits in terms of communication. Code-switching is an effective mode of communication for proficient bilingual speakers to interact with other individuals who share both languages (Duran, 2005).

Code-switching allows for smoother and more efficient communication when it is used simultaneously. This helps overcome language barriers that may arise in conversation, allowing speakers to express themselves most clearly and understandably. For example in a multilingual work environment, code-switching can help clarify instructions, avoid misunderstandings, and speed up the process of communication. Code-switching can also strengthen social relationships by using different languages in appropriate contexts, speakers can show respect, familiarity, or solidarity with their interlocutors. This can create stronger bonds and increase cooperation between individuals from different cultural backgrounds. According to research conducted by Grosjean (2010), the ability to switch between languages also indicates a high level of linguistic expertise and cognitive flexibility, both of which are invaluable in an increasingly global and connected world.

Code mixing is a phenomenon in which a bilingual or multilingual speaker unconsciously combines elements of one language into another. Muysken defines code mixing as all cases in which lexical elements and grammatical features from two languages appear in one sentence (Muysken, 2000).

This phenomenon often occurs without the speaker realizing it, as their brain automatically draws from both language systems they have mastered to convey their message as efficiently as possible. Code mixing can indicate complex and flexible cognitive abilities, in which speakers can use the linguistic resources of two languages simultaneously. Code mixing also plays an important role in social and cultural dynamics. In multilingual communities, code-mixing can be a way to demonstrate group identity, mark social closeness, or create a sense of solidarity. In informal contexts, code mixing is often used to add emotional color or additional nuance to a conversation. For example, a speaker may use words or phrases from another language to express feelings or ideas that are difficult to express themselves in the primary language.

Research shows that code-mixing is not a sign of linguistic weakness but an indication of skill in managing and integrating two different language systems. According to Myers-Scotton (1993), code mixing is a sophisticated communication strategy that allows speakers to exploit the advantages of both languages. It also shows linguistic creativity and the ability to adapt to various communication contexts.

METODE

This research is a qualitative research case study that uses observation as a way to collect data. The research subject was students and lecturers who taught in the 5th semester of the English Language Education Study Program at UNU Blitar. The research schema for a case study involves several key stages. First determining the boundaries of the case. For this study, the research questions focus on the patterns and influencing factors of code-switching and code-mixing among multilingual students at UNU Blitar, with the case selected being multilingual students and lecturers within the university setting. Next, a comprehensive literature review is conducted to identify gaps in existing research on code-switching, code-mixing, and multilingualism, particularly in the context of UNU Blitar.

The data collection phase involves selecting appropriate methods such as observations, and document analysis, developing data collection instruments like observation guides and systematically gathering data through these methods. Following data collection, the analysis phase involves organizing the data into themes and categories, analyzing patterns and frequencies of code-switching and code-mixing, and interpreting the influence of contextual factors on these linguistic behaviours. Ensuring the validity and reliability of the study is crucial, achieved through techniques such as triangulation, member checking, and maintaining consistency in data collection and analysis procedures. Ethical considerations are addressed by obtaining informed consent from participants, ensuring confidentiality, and addressing any ethical issues that arise during the research process.

Notes taken during observations include behaviour, responses, and language used by the teachers and students in the classroom. According to Creswell, J. W. (2014), observation allows researchers to understand the social context and behaviour that occurs naturally in certain settings. The data collected is then analyzed and explained using words and sentences in the next chapter. This analysis aims to identify certain patterns in language use, the teaching strategies applied, and student responses to the teaching methods used.

This research also tries to dig deeper into how the phenomenon of code-switching and code-mixing occurs in the academic environment. According to Merriam et. Al (2019), qualitative research provides deep insights that cannot be achieved with quantitative methods, especially in understanding complex and contextual phenomena. This research can provide a richer and more detailed picture of the linguistic practices that occur in the classroom. Explanations regarding the data collected are not only limited to descriptions of observed phenomena but also include interpretation and critical analysis that can provide new insights into the dynamics of English language learning in higher education environments.

Thus, this research aims to document the phenomena that occur and contribute to the effectiveness of teaching and learning in English language classrooms. It is hoped that the results of this research can be a reference for educators in designing teaching strategies that can accommodate the needs and characteristics of students learning foreign languages. Patton (1993) emphasized that the results of qualitative research can provide practical guidance for the development of educational policy and practice.

HASIL DAN PEMBAHASAN

1. Code switching

Code switching is common phenomenon for happen in certain community. One of the communities is school or university community. The reserchers observed this phenomenon during learning process and the result is present The teacher that observed right here is multilingual teacher and teaching 2 subjects in the class. She uses English Language to teach Language Testing and Indonesian Language to teach Sumber dan Media Pembelajaran. This teaching activity happen in one day but separate time. Look at the comparison below:

Tabel 1. Observations toward the teacher

Utterance	Language Testing Class	Sumber dan Media Pembelajaran Class
1. At the beginning of teaching process	"Good morning, students. How are you today?"	"Selamat pagi semuanya. Gimana kabarnya pagi ini? Masih fresh atau sudah ngantuk" (Good morning, everyone, how are you today? Are you already feel sleepy or still fresh?)
2. During teaching process	"What do you thing about the principle of language testing?"	"Apakah ada yang ingin menambahkan saran atau kritik terhadap media yang sudah dipresentasikan?" (Anyone want to add another comment and suggestion about the media that has been presented?)
3. At the end of learning process	I think it's enough. See you next time and don't forget to read the next material on your book page 103	Kita akhiri pembelajaran kita hari ini, jangan lupa belajar materi untuk pertemuan selanjutnya. (Let's close the lesson today, don't forget to learn the material for the next meeting)

As we see in the comparison above. The teacher changed her language because of different situations. All of the situation above happens on the same day. In this case, the situations happen because of the different of the subject. She uses English when the subject is categorized as an English subject. This happens because she wants to adjust the subject and the way she talks also to make students feel the atmosphere of learning English. And it goes the same for changing English to Indonesian when the subject is changed.

The majority of the students are also multilingual, they speak Javanese, Indonesian and English. Look at different situations and the change of the language below:

Tabel 2. Different Situation and The Change of The Language

Situation/ Subject of the conversation	Language Use	Example Sentences
1. Discuss how the presentation will divide	Javanese	"Eh aku Sidone slide siji sampek limo to. Beh aku ra paham slide ke 2
2. Close friends	Language	lo, wi pie to maksut

		e?" (How's the result, I explain the first until fifth slide right? I don't understand the second slide, what does that mean?)
1. Start the presentation 2. Friends and teacher	English Language	"We are from second group of Language Assessment will explain you about Testing Listening Skill"

The table illustrates the language choices made by multilingual students who speak Javanese, Indonesian, and English in different contexts. In informal settings, such as when close friends are discussing how to divide their presentation tasks, they prefer to use Javanese. For example, one student might say, "Eh aku Sidone slide siji sampek limo to. Beh aku ra paham slide ke 2 lo, wi pie to maksut e?" which translates to "How's the result, I explain the first until fifth slide right? I don't understand the second slide, what does that mean?" This use of Javanese reflects the comfort and familiarity among friends, making the conversation feel more relaxed and personal.

However, when the situation shifts to a formal academic setting, such as starting their presentation in front of friends and a teacher, the students switch to English. They might begin their presentation with, "We are from the second group of Language Assessment and will explain to you about Testing Listening Skill." This shift to English is likely because it is the language of instruction and is expected in formal presentations. Using English in this context signifies professionalism and ensures that the content is understood by the broader audience, including the teacher. This language switch highlights the students' ability to navigate different social contexts by adjusting their language use accordingly.

Tabel 3. Different Situation and The Change of The Language

Situation/ Subject of the conversation	Language Use	Example Sentences
1. Answer the question from the audience Friends and teacher	Indonesian Language	" <i>Maaf pakai Bahasa Indonesia saja ya biar mudah dipahami. Jadi, Listening Skill itu sulit di tes kan secara langsung karena produk dari testing itu sendiri biasanya berupa writing atau speaking</i> " (I'm sorry I use Indonesian language to make us more understand. So, listening skill it's hard to test because there's no

indirect product
from that test,
usually the product
is writing or
speaking)

From the result above we can conclude that the change in the language (Javanese-English-Indonesia) happened because of the change in the situation and the listener. The student uses Javanese when she talks with his friend when the situation is informal or happens before the class starts. It happened because the common language that is used in the community is Javanese. She uses English because the situation makes her do that, in this case, she was having a presentation for a Language Testing subject so she needed to speak the English Language. Meanwhile, she uses Indonesian to answer the questions from the listener because she thinks that her answer would easily be understood by her friends and teacher if she used the Indonesian language.

2. Code-mixing for Bilingualism/multilingualism

Code-mixing for multilingual speakers sometimes happens because mixing two languages such as:

a. Mixing Indonesian and English Language

"Maaf pakai Bahasa Indonesia saja ya biar mudah dipahami. Jadi, Listening Skill itu sulit di tes-kan secara langsung karena produk dari testing itu sendiri biasanya berupa writing atau speaking" (Student)

"Masih fresh atau sudah ngantuk" (Teacher)

b. Mixing Javanese and Indonesian Language

"Tolong ewangono aku nggolek'i kunci ku to" (Student)
(Please help me to find the key)

"Laiyo lo, izine cuma sakit katane" (Teacher)
(The permission is he just say sick)

c. Mixing English and Javanese Language

"Awakmu nyapo kui, ma friend?" (Student)
(What are you doing my friend?)

"Alah emboh, I don't know" (Student)
(Whatever, I don't know)

That combination is already becoming a habit of the student. They aren't conscious that their words are an example of code-mixing. This student usually used Javanese in her daily communication including communication with her parents or neighbourhood since she was born. She used the Indonesian language when she started school at age 5 and continues to use Indonesian in school until now on but she still uses Javanese in her house. Although she learnt English since she was in elementary school, she started speaking English properly when she was in University when the subject required her to speak in English such as in Intermediate Reading, Intermediate Speaking, Grammar and so on. She still uses Javanese in her house and Indonesian at University when the subject doesn't need her to speak English such as in Pancasila, PAI, Pengantar Pendidikan, Sumber dan Media Pembelajaran and so on. That situation of language use made this student usually mix one language with others unconsciously.

Not only the student, but also happen to the teacher for example in the sentence:

1) "Masih fresh atau sudah ngantuk"

Fresh is English but the rest of the words are Indonesian, she does it unconsciously because the sentence become her habit. This habit formed because she speaks more than 1 language so, mixing languages is just a common thing for her. Also, the word "fresh" is commonly used in Indonesian sentences.

2) "Laiyo lo, izine cuma sakit katane"

The teacher uses Javanese to make the conversation more intimate. However, she inserted Indonesian subconsciously because the word "sakit" is the common word that

she uses in her daily activities. Also, she may say “sakit” because of the influence of the message sent by students to get permission to skip the class that day.

KESIMPULAN

The research highlights the prevalent phenomenon of code-switching among multilingual students and teachers in academic settings. Observations of a multilingual teacher reveal that she switches languages based on the subject matter she teaches. For instance, the teacher transitions between English during Language Teaching classes and Indonesian for Sumber dan Media Pembelajaran on the same day. This code-switching behavior may stem from the differing linguistic requirements of each subject (Garcia & Wei, 2014).

Meanwhile, students demonstrate code-switching influenced by changes in audience and context. A student might speak Javanese when conversing with peers, use English during a presentation in a Language Testing class, and revert to Indonesian when answering audience questions to ensure clarity and comprehension (Poplack, 1980). Additionally, the study identifies code-mixing as another prevalent linguistic feature in these contexts. Common combinations include English-Indonesian, Javanese-Indonesian, and Javanese-English. This blending of languages often occurs due to habitual use shaped by situational demands, such as location, topic, or conversational participants.

Similarly, students frequently engage in code-switching during informal interactions, such as discussing tasks among close friends, where they prefer Javanese to express familiarity and comfort. Code-mixing, on the other hand, involves seamlessly incorporating linguistic elements from multiple languages within a single sentence or conversation, often unconsciously. This dynamic linguistic practice reflects the speakers' adaptability and the multilingual environment they navigate daily.

In conclusion, the research emphasizes that code-switching and code-mixing are context-driven behaviors shaped by audience, setting, and situational demands. These practices underscore the linguistic flexibility of multilingual individuals as they balance diverse social and educational contexts, reinforcing the interplay between language, identity, and communication.

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