

**A SOCIOLINGUISTICS ANALYSIS OF CODE-MIXING IN
DAILY CONVERSATIONS OF ENGLISH LANGUAGE
EDUCATION DEPARTMENT STUDENTS**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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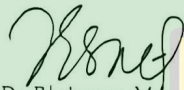
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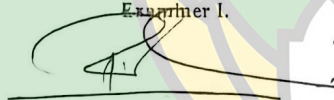
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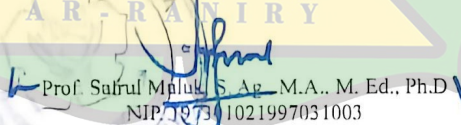
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A Sociolinguistics Analysis of Code-Mixing in Daily Conversations of English Language Education Department Students

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ABSTRACT

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This study investigated the reasons behind the use of code-mixing and the challenges faced by English Language Education Department students in their daily conversations at UIN Ar-Raniry Banda Aceh. Using a qualitative descriptive approach, the study involved six students from the 2022 batch who were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using Miles and Huberman's qualitative data analysis procedures, including data reduction, data display, and conclusion drawing and verification. The findings revealed four main reasons for using code-mixing: academic influence, ease of expression, habitual exposure, and comfortability. Students frequently mixed Indonesian and English because of their continuous exposure to English during lectures, classroom discussions, presentations, and other academic activities. They also considered certain English expressions to be more natural, precise, and effective for conveying ideas and maintaining the flow of communication. In addition, the study identified two main challenges: communication difficulties due to listeners' limited English proficiency and the need to repeat, explain, or translate English expressions into Indonesian to maintain mutual understanding. Overall, the findings indicate that code-mixing has become a natural communication strategy among English Language Education students in both academic and informal settings, supporting sociolinguistic perspectives that bilingual language choice is influenced by social context, communicative needs, and interactional purposes.

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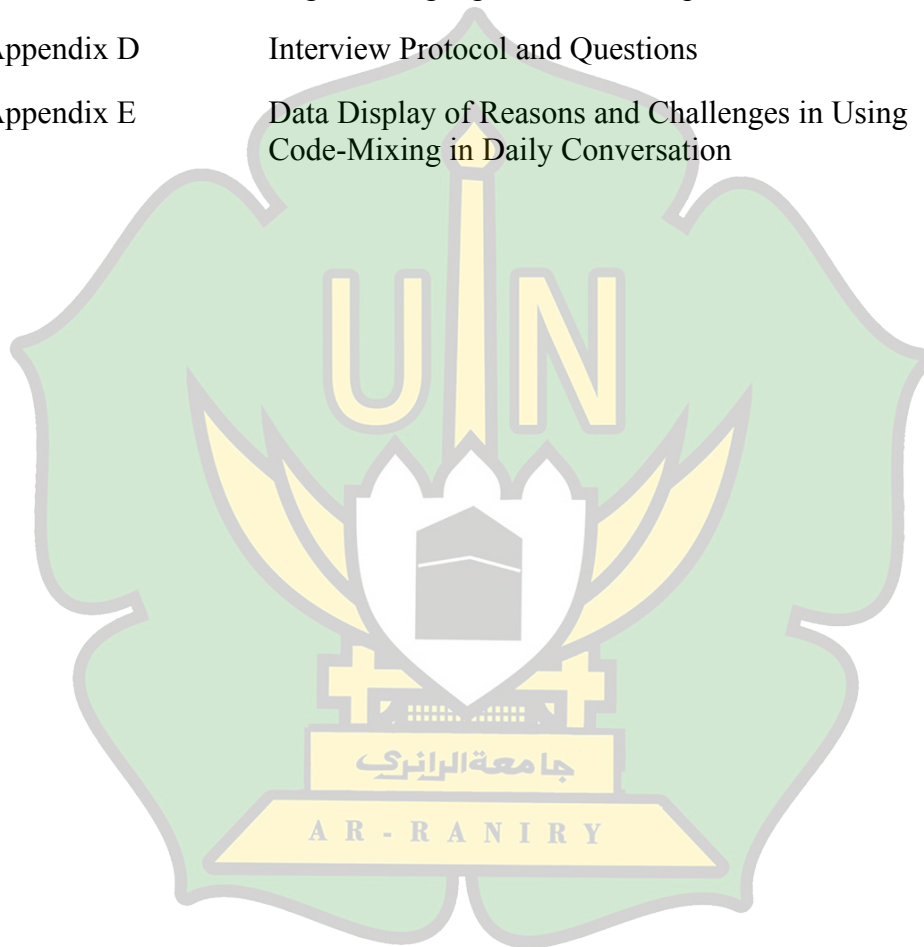
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CHAPTER I

INTRODUCTION

In this chapter, the researcher briefly explains the motivations for conducting the study. It also presents the research objectives, which are aligned with the research questions. Additionally, this chapter provides definitions of key terms related to the study's title.

A. Background of the study

In today's globalized world, English has become an international language used by many people around the world. As more people learn and use more than one language, bilingualism and multilingualism have become common in daily life. This reality often leads to code-mixing, where people naturally combine two or more languages during communication (Zhu, 2025). This reality is also common in academic environments, where individuals are regularly exposed to more than one language in both formal and informal settings (Pérez-Llantada, 2018). Among university students, particularly those in English Language Education programs, code-mixing between their native language and English frequently occurs in daily conversations as a natural result of their bilingual or multilingual backgrounds. Therefore, bilingualism and multilingual interaction have become important aspects in understanding how students communicate in their social and academic lives.

This phenomenon also occurs among students of the English Education Department at UIN Ar-Raniry Banda Aceh. As an English education student who interacts daily with peers from various language backgrounds, the researcher

realizes that the use of English cannot be separated from daily interactions, both inside and outside the classroom. In social life, students often use more than one language, such as English, Indonesian, and Acehnese, when communicating with friends and people around them. The use of these different languages often happens naturally and unconsciously, including the use of code-mixing in daily conversations such as casual talk with friends, discussing assignments, or talking with classmates outside class hours. This phenomenon has become part of students' communication habits and serves various purposes and functions in building social relationships and conveying meaning more comfortably and effectively. Based on personal experience and the interactions found in the researcher's social environment, the researcher is interested in investigating this phenomenon more systematically, particularly the reasons and challenges of using and understanding code-mixing in the daily conversations among English Language Education Students.

In this study, code-mixing is the main focus of discussion in the communication of English Language Education Students. Code-mixing happens when speakers insert words or phrases from another language into their primary language while communicating. This practice is shaped by sociolinguistic factors such as educational background, cultural exposure, and peer interaction, as well as sociocultural aspects like gender, age, social status, and digital communication (Ishak et al., 2025). Code-mixing, then, is not merely random behavior; it reflects linguistic flexibility and social identity in communication. For this reason,

code-mixing has become an important topic in sociolinguistic studies, as it illustrates the close relationship between language and social interaction.

Sociolinguists have long recognized code-mixing not only as a reflection of linguistic competence but also as a marker of social identity, group membership, and appropriateness within particular contexts (Wardhaugh & Fuller, 2021). Holmes and Wilson (2017) emphasize that code-mixing serves pragmatic purposes, such as signaling solidarity, emphasizing a point, or shifting topics. Yule (2022) further explains that the phenomenon arises naturally in bilingual interactions and is shaped by social contexts and conversational goals. These insights suggest that code-mixing is not merely a means of simplifying communication, but a strategic communicative tool influenced by various sociolinguistic factors. Thus, sociolinguistics provides an important framework for understanding why bilingual speakers use code-mixing in their daily communication.

This sociolinguistic phenomenon can also be observed among English Language Education students in their daily interactions. Language use among English Language Education students is influenced by their exposure to multiple languages in academic and social environments. As individuals who frequently interact with English, Indonesian, and local languages, students develop communication patterns that reflect their linguistic experiences. In many situations, language choice is shaped by the context of interaction, the relationship between speakers, and the communicative purposes they intend to achieve. These factors contribute to the emergence of various language practices that can be

examined through a sociolinguistic perspective to better understand how language functions in everyday communication.

Based on the explanation above, this research focuses on the use of code-mixing among English Language Education students in their daily interactions, with particular emphasis on face-to-face communication. As bilingual and multilingual speakers, students frequently utilize various linguistic resources when communicating with their peers in both academic and social settings. The occurrence of code-mixing in direct conversations is an important area of sociolinguistic investigation because it reflects how language choices are influenced by communicative needs, social relationships among speakers, and interactional contexts. Therefore, this study aims to investigate the use of code-mixing among English Language Education students in their daily conversations and also to explore the challenges they encounter in using code-mixing in everyday communication.

B. Research Questions

This research attempts to seek answers for the following research questions:

1. What are the reasons behind the use of code-mixing in daily conversation among English Language Education Department students?
2. What challenges do English Language Education Department students face when using code-mixing in daily conversation?

C. Research Aim

Based on the research questions above, the aims of this research are:

1. To identify the reasons behind the use of code-mixing in daily conversation among English Language Education Department students.
2. To investigate the challenges faced by English Language Education Department students when using code-mixing in daily conversation.

D. Significance of the Study

The outcomes of this research are projected to provide valuable insights from both theoretical and practical perspectives:

1. Theoretical Significance

This study contributes to the field of sociolinguistics by providing deeper insights into the phenomenon of code-mixing, particularly within the context of university students who are bilingual or multilingual. By analyzing the types, patterns, and functions of code-mixing used in daily conversations among English Language Education Department students, this research enriches existing literature and supports the understanding of how language choice reflects social factors such as identity, group membership, and language proficiency. It may also serve as a reference for future researchers who are interested in language variation and sociolinguistic behavior in academic settings.

2. Practical Significance

The results of this study are expected to help students of the English Language Education Department at UIN Ar-Raniry become more aware of how code-mixing operates in everyday communication. This awareness can encourage them to use language more effectively and adaptively in both formal and informal settings. Furthermore, the study may aid students in improving their English

language skills by using code-mixing as a bridge in conversations, such as when speaking with peers or writing on social media. Understanding the role of code-mixing can also help educators develop teaching strategies that acknowledge and utilize students' linguistic backgrounds as a learning resource.

E. Terminology

1. Sociolinguistics

Sociolinguistics is the study of how language and social factors such as ethnicity, gender, age, class, and cultural norms interact. Holmes and Wilson (2017, pp. 1, 4) highlight how language varies across social groups and contexts, reflecting social identity and meaning. It not only observes language use in context but it also examines why people speak differently in various settings and how language helps construct and express social identities (Wardhaugh & Fuller, 2021). In this research, sociolinguistics refers to the analysis of how language is used and shaped by social interactions among students of the English Language Education Department at UIN Ar-Raniry. It specifically focuses on how social factors such as peer relationships, academic environment, and communicative purposes influence students' language choices, particularly in the use of code-mixing during daily face-to-face conversations.

2. Code-Mixing

Code-mixing refers to the fluid blending of two or more languages in speech, often occurring in multilingual communities. According to Muysken (2000, p. 1), "the term 'code-mixing' refers to all cases where lexical items and grammatical features from two languages appear in one sentence." In addition,

García and Wei (2014) argue that code-mixing should be viewed as part of a broader translanguaging practice, where speakers use the languages they know according to their communication needs. In this study, code-mixing is defined as the use of elements from both the Indonesian and English language within a single utterance or conversation among students of the English Language Education Department. It occurs naturally in informal, spoken interactions and is analyzed as a communicative strategy used by students to express ideas, maintain group identity, and facilitate understanding in real-life conversations.

3. Daily Conversation

Daily conversation includes informal and spontaneous conversations that occur in everyday life, particularly in social and educational settings. Daily conversations play a very important role in improving children's speaking abilities because consistent and meaningful verbal interactions can stimulate vocabulary development, sentence structure formation, and children's self-confidence in communication (Sapriani & Depalina, 2025). In addition, engaging in daily conversations promotes pragmatic competence, speaking fluency, and language skills in social contexts. In this study, daily conversation refers to spontaneous and informal spoken interactions among students of the English Language Education Department and their peers, including fellow students, classmates, and close social circles within and beyond the academic setting. These interactions take place both inside and outside the classroom, where Indonesian and English are frequently mixed, allowing code-mixing to emerge naturally as part of everyday communication.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviews the existing literature and studies that are relevant to the research topic. The theoretical structure explains key concepts and theories that form the foundation of this research, while the previous studies highlight previous findings and show how they relate to the present study.

A. Sociolinguistics

Sociolinguistics is the study of the relationship between language and society, focusing on how language varies and changes in different social contexts. Holmes (2013) defines sociolinguistics as the study of language in relation to society and social interaction. Her discussion emphasizes that language use is influenced by factors such as ethnicity, gender, age, social class, and educational background. Similarly, Darwis (2018) explains that sociolinguistics connects language with social interaction in daily communication. Both perspectives highlight that language and society are closely related because social environments shape communication patterns. For example, speakers may use formal language in academic settings but use informal expressions in daily conversations with friends or family.

Relatedly, Sari and Kusumawardhani (2021) describe sociolinguistics as a field that studies language within social and cultural contexts. Their explanation focuses on the role of language as a communication tool in society. This view is supported by Wardhaugh and Fuller (2021), who argue that sociolinguistics also examines language variation based on social class, gender, ethnicity, age, and

region. They further explain that language functions not only as a communication tool but also as a marker of identity and social relationship.

Based on the explanations above, the researcher concludes that sociolinguistics is the study of the relationship between language and society. It examines how social factors, such as culture, age, gender, social class, and ethnicity, influence language use, as well as how language reflects social identity and interpersonal relationships. Through this perspective, sociolinguistics helps explain the variations of language used by individuals in different social contexts and highlights that language is not only a means of communication but also an important part of social life and identity.

B. Language Choices in Multilingual Context

In today's world, bilingualism is influenced not only by geographical or political factors but also by personal interest and individuals' choice to learn foreign languages (Göksu & Louis, 2025). The growth of global communication, education, digital media, and popular culture has encouraged many people, especially young people, to become bilingual (Kallibekova & Kenessova, 2025). In bilingual or multilingualism societies, individuals often use more than one language depending on the context and communicative goals. This reflects both linguistic competence and social adaptability, as speakers choose the most appropriate language in different situations. Therefore, bilingualism is now considered important for personal and professional development.

According to Edward and Mercer (2013), bilingualism involves psychological, social, and cultural dimensions because language reflects identity

and group membership. Their theory shows that bilingual speakers do not only use two languages but also negotiate social identity through language use. In addition, social identity and solidarity influence how speakers select a language in interaction. Individuals often choose a language to express closeness, group membership, prestige, or cultural identity. Similarly, Wardhaugh and Fuller (2021) argue that language variation and language use are closely connected to social class, ethnicity, age, and community norms. Therefore, bilingualism is closely related to the way speakers position themselves socially through language.

The social context also plays an important role in shaping bilingual behavior. Because bilingual and multilingual speakers use more than one linguistic system, they must choose the most appropriate language in different interactions. Some bilingual speakers are equally fluent in both languages, while others are more proficient in one language. In daily communication, some speakers use both languages equally often, whereas others use one language more frequently (Mann & De Bruin, 2021). In addition, some bilingual speakers often switch between languages, while others separate their language use based on specific situations. These differences show that language use is influenced by social situations and communicative purposes.

Another perspective is proposed by Grosjean (2010), who introduces the complementarity principle. He explains that bilingual speakers usually use different languages in different domains, such as home, school, or the workplace. For instance, a bilingual student may use Acehnese at home, Indonesian in public communication, and English in academic discussions. This idea shows that

bilingual speakers adjust their language use depending on social situations and communicative needs. Relatedly, Suek (2017) argues that code-mixing and code-switching among bilingual speakers reflect linguistic awareness rather than confusion. These practices demonstrate that bilingual speakers are able to manage and select languages appropriately in different contexts. Therefore, bilingualism naturally leads to language choice, where speakers select certain languages or language varieties to maintain effective communication.

Additionally, in bilingual and multilingual communities, language choice is influenced by various social and contextual factors. Holmes (2013) explains that language choice is influenced by participants, setting, topic, and communicative functions. In line with this, Widiyanto (2018) states that language choice is a selection process carried out by bilingual or multilingual speakers during interaction. This view is supported by Yusmawati et al. (2018), who describe language choice as communicative behavior in social contexts. These perspectives indicate that language choice is not random but closely connected to social interaction and communicative purposes.

Several studies have also examined the factors influencing language choice in bilingual and multilingual societies. Ibrahim (2014) found that socio-cultural background and communicative context strongly shape speakers' language preferences. Similarly, DeFrank and Kahlbaugh (2019) explain that the language used by speakers may reflect personality, social characteristics, and interpersonal intentions. Furthermore, Amin (2020) emphasizes that language

attitudes and language loyalty contribute to the sustainability of language use within multilingual communities.

In conclusion, bilingualism and language choice are closely interconnected. The use of multiple languages requires speakers to make context-sensitive linguistic decisions influenced by social, cultural, and psychological factors, as reflected in code-mixing practices in everyday communication.

C. Code-Mixing

1. Definition of Code-Mixing

Code-mixing is a linguistic phenomenon in which speakers combine elements from two or more languages during communication. According to Muysken (2000), code-mixing occurs when lexical elements from different languages are combined within a single language structure during speech. This mixing may include words, phrases, or grammatical structures from one language inserted into another language, creating a mixed form of expression. Therefore, code-mixing is commonly found in both spoken and written communication, especially in informal situations where language boundaries are more flexible.

Marzona (2017) explains that code-mixing commonly occurs in conversations, social media communication, and informal writing. His discussion emphasizes that bilingual speakers often combine languages naturally during interaction. Similarly, Mewengkang and Fansury (2021) distinguish code-mixing from code-switching by explaining that code-mixing combines language elements

within the same utterance, while code-switching involves changing from one language to another.

This view is supported by Riadil and Dilts (2022), who define code-mixing as the blending of several languages or language varieties in communication. Their explanation suggests that code-mixing reflects communicative needs and social interaction among bilingual speakers. For example, students may insert English terms such as “submit,” “deadline,” or “presentation” into Indonesian sentences during classroom discussions.

Based on the perspectives above, code-mixing can be understood as the practice of combining elements from two or more languages within communication, particularly in bilingual or multilingual contexts. It commonly occurs in spoken and written interactions and reflects speakers’ communicative needs, social interaction, and linguistic flexibility. Therefore, code-mixing is not merely a random blending of languages, but a natural phenomenon that emerges from everyday bilingual communication.

2. Types of Code-Mixing

According to Muysken (2000), code mixing can be categorized into several types based on how elements from different languages are combined. The three primary types he identifies are insertion, alternation, and congruent lexicalization.

a. Insertion

Insertion involves the inclusion of lexical items or entire phrases from one language into the structure of another. For example, a speaker

might use an English word within an Indonesian sentence, such as “*Saya harus submit tugas hari ini.*” In this case, the word submit is inserted into an Indonesian grammatical structure. Muysken (2000) notes that this form often reflects a strong base language with borrowed terms from another.

b. Alternation

Alternation on the other hand, refers to the switching between languages at the level of clauses or sentences. For instance, a speaker might say, “*Saya capek banget today, I think I need a break.*” Here, the speaker alternates between Indonesian and English clauses. This type of code mixing usually indicates a higher level of bilingual competence, as it involves managing the grammar and syntax of two languages simultaneously (Muysken, 2000).

c. Congruent lexicalization

Congruent lexicalization occurs when elements from different languages are combined within the same grammatical structure, typically in communities where both languages share similar syntactic rules. This form is less common and is often seen in languages that are typologically close. For example, “*Dia nge-check email terus, padahal belum ada yang reply*”. In such cases, speakers may blend elements so seamlessly that the boundaries between the languages are difficult to detect (Muysken, 2000).

3. Factors Influencing Code-Mixing

It is suggested that the occurrence of code-mixing is influenced by various motivations and reasons. Bilingual speakers may alternate between two or more

languages when they encounter difficulty in finding precise expressions or when code-mixing allows them to convey their ideas more clearly and facilitate understanding. Kim (2006) explains that several factors influence code-mixing, including situational reasons, participant roles, and language attitudes. Speakers often choose different languages depending on the topic, setting, or interlocutor. In addition, language dominance and language security also affect the use of code-mixing. Speakers with lower confidence in a language may rely on code-mixing to overcome linguistic limitations, while more confident speakers may use it strategically in communication.

Similarly, Bhatia and Ritchie (2016) state that social and psychological motivations contribute to code-mixing. Speakers may use mixed languages to express solidarity, show group identity, or create a more informal and friendly interaction. Code-mixing is also influenced by communicative efficiency, especially when certain words or expressions are easier to express in one language than another. In some contexts, the use of English may also reflect prestige, education, or modern identity. Therefore, code-mixing functions not only as a communication strategy but also as a reflection of social and cultural identity.

Furthermore, Hoffman 1991 (as cited in Santika et al., 2023) identified seven reasons for code-mixing and code-switching: talking about a particular topic, quoting somebody else, being emphatic about something, using interjections, repetition for clarification, expressing group identity, and clarifying speech content for the interlocutor. These reasons provide an important framework for understanding the motivations behind the use of code-mixing in

daily conversations. Hoffman also explained that speakers may use code-mixing to clarify messages and convey meanings more precisely. This suggests that code-mixing functions not only as a linguistic practice but also as a communicative strategy that helps speakers express their intended meaning clearly and effectively.

In addition, Mareva and Mapako (2012) also found that code-mixing is influenced by language competence, solidarity, and speakers' attitudes toward language use. These findings indicate that code-mixing reflects communicative needs as well as social and cultural identity. In academic environments, for example, students often mix languages to create a more relaxed and familiar interaction.

Several previous studies also have investigated the reasons behind the use of code-mixing among English language learners in different contexts. Zulfira (2023) examined code-mixing in the social media interactions of English Language Education Department students at UIN Ar-Raniry Banda Aceh and found that students mixed languages because of their language proficiency, identity expression, and the need to communicate more easily in bilingual settings. Likewise, Dharmawan et al. (2020) reported that students used code-mixing to express ideas more effectively, compensate for limited vocabulary, show emotions and identity, and respond naturally to their social environment.

Similar findings were reported by Arfan (2019), who found that English Department students at Muhammadiyah University of Makassar used code-mixing

because of social and situational factors, identity expression, and interpersonal communication. Raksang (2019) also found that students at IAIN Palopo mixed languages to express group identity, practice their English, make communication easier, and follow common language practices among their peers. These studies indicate that code-mixing is influenced by both individual and social factors, although they mainly focus on online interactions or different educational settings. Therefore, the present study explores the reasons behind the use of code-mixing in the daily face-to-face conversations of English Education Department students at UIN Ar-Raniry Banda Aceh.

4. Challenges in Code-Mixing

Code-mixing is widely discussed in sociolinguistics as a natural phenomenon in bilingual and multilingual communication; however, it also presents several challenges for language learners. One of the main challenges relates to linguistic competence, particularly in terms of vocabulary and grammar. According to Wei (2018), bilingual speakers may experience difficulty in selecting appropriate lexical items when switching between languages. This issue is closely related to lexical retrieval, where speakers may struggle to recall specific words in the target language, resulting in pauses or shifts to another language. In addition, Gull et al. (2020) explain that mixing languages requires a high level of grammatical awareness, as speakers must manage different linguistic systems simultaneously. As a result, learners may experience uncertainty in applying correct grammatical structures, which can lead to errors or reduced fluency in communication.

Another important challenge in code-mixing is related to social and interactional factors. Grosjean (2010) states that bilingual speakers do not use their languages equally in all contexts; instead, language choice depends on the interlocutor, setting, and communicative purpose. When there is a difference in language proficiency between speakers and listeners, the use of mixed codes may lead to misunderstandings or the need for repetition and clarification. Furthermore, language attitudes also play a significant role in shaping language use. Kim (2006) explains that social perceptions toward a language can influence how speakers feel about using it in communication. Negative perceptions from society may cause speakers to feel anxious or hesitant when mixing languages.

Moreover, lexical limitations and social perceptions toward language use may also create difficulties in the practice of code-mixing. According to Holmes (2013), lexical borrowing occurs when speakers use words from another language due to limited vocabulary in the language being used or because there is no appropriate equivalent to expressing a particular concept. In bilingual contexts, this phenomenon often occurs unconsciously as part of communicative needs. In addition, language attitudes also influence the use of code-mixing, as some speakers tend to perceive language mixing negatively, which ultimately reflects society's attitudes toward language users and the social functions of language. These challenges demonstrate that code-mixing involves not only linguistic competence but also social acceptance and communicative adaptability in multilingual interactions.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in conducting this research. It covers the research design, research participants, data collection methods, and data analysis techniques. The purpose of this chapter is to explain how the data were obtained and analyzed in order to answer the research questions related to the use of code-mixing in daily communication.

A. Research Design

This study employs a qualitative descriptive approach in order to gain an in-depth understanding of the phenomenon of code-mixing in the daily conversations of students in the English Language Education Department at UIN Ar-Raniry. A qualitative design is suitable for this research because it allows the researcher to explore the reasons behind students' use of code-mixing and the challenges they face when engaging in it. According to Creswell (2014), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It focuses on understanding participants' meanings, experiences, and viewpoints within their natural contexts, making it an appropriate approach for examining language use and communication practices among students in multilingual settings, including the phenomenon of code-mixing in everyday interactions.

B. Research Participants

This research employed purposive sampling to select participants who met specific criteria relevant to the research objectives (Creswell, 2023). The

participants were six students from the 2022 batch of the English Language Education Department at UIN Ar-Raniry Banda Aceh. They were selected because they had sufficient experience in using code-mixing during their daily face-to-face conversations and were able to provide detailed information regarding their language use and communication experiences.

Participants were selected using the following inclusion criteria:

- 1. Students of the 2022 Batch of the English Language Education Department**

Participants had to be students from the 2022 batch of the English Language Education Department at UIN Ar-Raniry Banda Aceh.

- 2. Frequently Used Code-Mixing in Daily Conversations**

Participants were required to frequently use code-mixing (Indonesian and English) during their daily conversations, both in academic and informal settings, such as classroom discussions, group assignments, and conversations with friends.

After conducting observations and approaching several students who met the inclusion criteria, six participants agreed to participate voluntarily in this study. To protect their privacy and maintain confidentiality, the participants were identified using their initials (**MT, MM, AR, PM, AS, and SL**) throughout this thesis. The participants' background information is presented in the table below.

Tabel 3. Participant Background Information

Participant	Gender	Age	Background	Experience with Code-Mixing
MT	Male	22	English Language Education student (2022 batch)	Frequently uses Indonesian and English in daily conversations, particularly during classroom discussions and group assignments.
MM	Female	22	English Language Education student (2022 batch)	Frequently practices code-mixing in academic discussions and informal conversations with classmates.
AR	Male	22	English Language Education student (2022 batch)	Regularly uses code-mixing with friends in both academic and social settings.
PM	Female	23	English Language Education student (2022 batch)	Frequently combines Indonesian and English when discussing academic topics and everyday activities.
AS	Male	24	English Language Education student (2022 batch)	Actively uses code-mixing during campus activities and daily interactions with peers.
SL	Female	22	English Language Education student (2022 batch)	Frequently engages in bilingual communication and naturally uses code-mixing in face-to-face conversations.

C. Data Collection Techniques

1. Observation

The observation was conducted at UIN Ar-Raniry to obtain a natural understanding of how English Education Department students use code-mixing in their daily conversations. The researcher employed the Observation Without Participation technique, which involves observing participants' interactions without actively engaging in the conversations in order to maintain the authenticity of the communication (Laurier, 2016). The participants involved in this observation were students from the English Education Department, batch 2022.

2. Semi-Structured Interviews

Semi-structured interviews were used as the data collection method in this study. This type of interview combines prepared guiding questions with flexibility, allowing participants to elaborate on their responses while enabling the researcher to ask follow-up questions when necessary. The complete list of interview questions is provided in Appendix.

The interview questions were open-ended and designed to explore the reasons why students use code-mixing, the challenges they encounter when using it, and their personal experiences in daily conversations. These questions were intended to obtain comprehensive information about the motivations and challenges associated with the phenomenon of code-mixing in natural communication. The flexible interview format allowed participants to share their

experiences in detail and provide deeper insights into how the phenomenon of code-mixing occurs in their everyday interactions.

The interviews were conducted from March 4 to March 18, 2026, at several locations within the UIN Ar-Raniry campus, based on the participants' preferences and availability. Each interview was conducted face-to-face in an informal setting to create a relaxed atmosphere and encourage participants to share their experiences openly. All interviews were recorded and subsequently transcribed, while field notes were taken to ensure the accuracy and reliability of the collected data.

D. Data Analysis Techniques

Upon completion of the data collection, the interview data were analyzed using a qualitative approach. The researcher analyzed the interview transcripts to identify the reasons behind students' use of code-mixing in daily conversation and the challenges they face when using it. According to Miles and Huberman (2014), qualitative data analysis consists of three stages: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and organizing the data that has been collected from the interviews. This process began after all interview data had been transcribed verbatim and continued throughout the data analysis until the final report was completed. The researcher carefully reviewed each transcript several times to gain a clear understanding of the participants' responses.

After reviewing the interview transcripts, the researcher selected only the data that were relevant to the research questions, namely the reasons behind the use of code-mixing in daily conversation and the challenges students face when using code-mixing. Data that were not related to the focus of the study were excluded from the analysis. The selected data were then coded and grouped based on similar meanings. Through this process, the large amount of raw interview data was reduced into organized categories that served as the basis for developing the research themes.

2. Data Display

Data display refers to the process of organizing and presenting the reduced data in a clear and systematic form to make the information easier to understand and interpret. After the data had been reduced and categorized, the researcher organized the data based on the research questions, namely the reasons behind students' use of code-mixing in daily conversation and the challenges they face when using it. The researcher displayed the data in table form. The table summarizes the research findings based on the identified themes and provides a brief description of each theme. The complete data display is provided in the Appendix.

3. Conclusion and Verification

In the final stage, the researcher drew conclusions based on the displayed data. The researcher identified the main findings related to the research questions, namely the reasons behind students' use of code-mixing in daily conversation and the challenges they face when using it. After the conclusions were drawn, the

researcher verified the findings by reviewing the interview transcripts and comparing them with the organized data to ensure that the conclusions were consistent with the participants' responses. Through this process, the researcher obtained the final conclusions of the study.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two main sections: findings and discussion. The findings section presents the reasons why students use code-mixing in their daily conversations and the challenges they face when using it, based on the interview data. The discussion section explains these findings by collaborating them with relevant theories and previous studies. This helps clarify the results and provides stronger support for the conclusions of the study.

A. Findings

The findings of this study are presented based on the two research questions: (1) the reasons why English Language Education Department students use code-mixing in their daily conversations, and (2) the challenges they experience when using code-mixing in everyday communication. Based on the interview data, several main themes were identified to represent the participants' responses. These themes explain the factors that encourage students to use code-mixing and the challenges they face when using it in daily conversations. The findings help explain how and why students use code-mixing and describe the difficulties they experience when using it in everyday communication.

1. Reason for Using Code-Mixing in Daily Conversation

The findings of this study indicate that all participants reported using code-mixing between Indonesian and English in their daily conversations. Based on the interview data, several key factors were identified to explain why English Language Education students frequently mix languages in their communication.

The following table presents the main reasons reported by the participants for using code-mixing in their daily conversations.

Table 4.1 Reported Reason for Using Code-Mixing in Daily Conversation

Theme	Description	Example Codes	Representative Quotes
Academic Influence	English is frequently used in academic activities, influencing students' daily conversations.	Academic discussion, English terminology, classroom exposure, academic activities	“When we talk about presentations, assignments or teaching practice” [MM]. “Assignment or linguistic topic or like teaching method” [PM]
Ease of Expression	English expressions are sometimes clearer and more natural for expressing ideas or emotions.	Clearer meaning, natural expression, communicative effectiveness, expressing ideas	“a certain word is easier to talk in English” [AR]. “English words can express ideas more clearly” [SL]
Habitual Exposure	Frequent exposure to English makes codemixing become a natural communication habit.	Spontaneous use, Language habit, repeated exposure, peer influence	“It happens naturally because we are used to hearing English in class” [MM] “It becomes a habit” [AR]
Comfortability	Using English helps students feel more comfortable and relaxed in conversation	Feeling natural, enjoyable, comfortable communication, self-assurance	“I feel more confident when I use English” [MM] “For me, it feels comfortable and natural” [SL]

a. Academic Influence

One of the common reasons participants used code-mixing in their daily conversations was the influence of their academic environment. As English

Education Department students, they are continuously exposed to English through lectures, classroom discussions, presentations, assignments, and other learning activities. Because English is frequently used in academic settings, many educational terms become familiar and are naturally carried over into their everyday conversations with classmates. This reason was mentioned by several participants, who explained that they tend to use English expressions when talking about academic topics.

“Because we are used to English in class, the terms feel more familiar. For example, when we talk about presentations, assignments, or teaching practice.”[MM]

“In my conversation with my friends, it often appears when we discuss about assignment or linguistic topic or like teaching method or other educational terms.”[PM]

“English appears quite frequently actually, especially when we talk about assignments, presentations, or campus activities.”[SL]

These responses show that participants' academic environment has a strong influence on their language use in daily conversations. Frequent exposure to English through lectures, classroom discussions, presentations, and coursework makes academic terms more familiar, encouraging participants to use them naturally without consciously translating them into Indonesian. As a result, code-mixing becomes a natural part of their communication, particularly when discussing topics related to their studies with classmates who share the same academic background.

b. Ease of Expression

Another reason behind the use of code-mixing identified in this study is the ease of expression. Several participants explained that they sometimes use

English because certain words or expressions are easier to say and better represent what they want to communicate. Instead of translating every idea into Indonesian, they prefer to use English expressions that feel more familiar, natural, or appropriate in a particular context. Several participants mentioned that code-mixing helped them express their ideas more effectively.

"Sometimes expressions sound more natural in English, like 'deadline', 'presentation', or 'feedback'." [MM]

"In other situations, English expressions may sound more precise for me." [AS]

"Sometimes English words can express ideas more clearly." [SL]

These responses indicate that participants do not always mix languages because they lack Indonesian vocabulary. Instead, they choose English expressions when they feel the words are clearer, more precise, or more suitable for conveying their intended meaning. As a result, code-mixing becomes a practical way for participants to communicate their ideas naturally and effectively in everyday conversations.

c. Habitual Exposure

Another reason for the use of code-mixing is habitual exposure to English. The participants explained that using English has become part of their daily activities, especially during classes and conversations with friends. Because they use English regularly, mixing English and Indonesian gradually becomes a natural habit that often happens without them realizing it. As mentioned by three participants, code-mixing has become a normal part of their everyday communication.

“Because I study English every day, English words often come to my mind first. Yeah, it's like because we usually use it, and it's just naturally out from my brain.” [MM]

“Sometimes it happens spontaneously during the conversation, and it becomes a habit”. [AR]

“Most of my friends also mix languages, so it feels normal.” [SL]

These responses show that frequent exposure to English influences participants' habit of using code-mixing in daily conversations. As they regularly use English, mixing English and Indonesian becomes a natural part of their communication. They often mix the two languages without realizing it because it has become part of their everyday communication. This habit is not only seen on campus but also continues outside the university when participants interact with friends from the English Education Department as well as friends from other departments. Therefore, habitual exposure to English makes code-mixing a natural part of their daily communication.

d. Comfortability

Another reason behind the use of code-mixing identified in this study is comfortability in communication. Several participants explained that mixing Indonesian and English makes conversations feel more natural, relaxed, and enjoyable. Because English has become a familiar part of their daily communication, they feel comfortable using both languages when interacting with others. This finding was mentioned by several participants who described code-mixing as a natural and comfortable way to communicate.

“It does not feel forced. Rather, it feels like a normal part of how I express my thoughts.” [AS]

“Sometimes it also makes the conversations feel more relaxed and more fun.” [MM]

“In some situations, it also makes the conversation more relaxed and expressive.” [AR]

These findings indicate that code-mixing makes participants feel more comfortable in daily conversations. Because they are used to mixing Indonesian and English, it feels natural for them to communicate in both languages. As a result, they can express their ideas more easily and communicate in a more relaxed way.

2. Challenges in Using Code-Mixing in Daily Conversation

Although code-mixing provides several benefits for students in expressing ideas and maintaining communication flow, the findings also reveal that participants encounter various challenges when using mixed languages in their daily conversations. These challenges are related not only to linguistic competence but also to social interaction and communicative effectiveness. The following table presents the main challenges experienced by the participants when using code-mixing in their daily conversations.

Table 4.2 Reported Challenges for Using Code-Mixing in Daily Conversation

Themes	Description	Example Codes	Representative Quotes
Communication Difficulties Due to Listener Language Proficiency	Participants experienced difficulty because some listeners did not fully understand English expressions used in conversations.	misunderstanding, limited English proficiency, language adjustment, being careful	“They do not understand what I mean.” [MM]“I need to adjust the way I speak...” [AS]
Repeating and Explaining	Participants often needed to repeat,	repetition, translation,	“I usually repeat or explain what I said

Meaning	paraphrase, or translate their statements into Indonesian to make the meaning clearer.	explaining meaning, extra effort	in Indonesian.” [AR] “I repeat or paraphrase it using Indonesian...” [MM]
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a. Communication Difficulties Due to Listener Language Proficiency

One of the common challenges experienced by the participants when using code-mixing was communication difficulties caused by the listener's English language proficiency. Some participants explained that not everyone they talked to was familiar with English expressions used in conversation. Because of this, they often had to be more careful and adjust the way they communicated so that their messages could be understood clearly. This challenge was mentioned by four participants who shared similar experiences when interacting with people who had different levels of English proficiency.

"One challenge is when I talk with people who are not familiar with English. It's so hard for me because they do not understand what I mean."[MM]

"Not all people know English as well as my English language education friends."[AR]

"I feel more maybe careful when I talk with certain people."[PM]

"Sometimes I need to adjust the way I speak so that the other person can fully understand what I mean."[AS]

These statements indicate that communication difficulties may occur when speakers and listeners have different levels of English proficiency. In such situations, participants tend to adjust their language use and become more careful when using English expressions during conversations. As a result, they often

modify the way they communicate to maintain mutual understanding and avoid misunderstanding.

b. Repeating and Explaining Meaning

Another challenge experienced by the participants was the need to repeat or explain their meaning during conversations. This usually happened when the listener did not immediately understand the English words or expressions used in code-mixing. As a result, participants often had to restate, paraphrase, or translate their message into Indonesian to make sure the conversation could continue smoothly. This challenge was mentioned by several participants who felt that repeating their ideas had become a common strategy in daily communication.

“I repeat or paraphrase it using Indonesian so they can understand better.”[MM]

“I usually repeat or explain what I said in Indonesian.”[AR]

“I usually explain the meaning of the English word or simply repeat the sentence in Indonesian.”[AS]

These responses indicate that participants frequently needed to provide additional explanations to ensure that their intended meaning was understood by the listener. Although code-mixing helped them express their ideas, they sometimes had to spend extra time repeating or clarifying their message when English expressions were unfamiliar to others. As a result, communication became less efficient because the same information often had to be delivered more than once.

B. Discussion

The findings of this study reveal that English Language Education Department students use code-mixing in their daily conversations for several interconnected reasons, while also encountering certain challenges when communicating with others. These findings indicate that code-mixing is not simply a matter of combining two languages, but a natural communication strategy shaped by students' academic experiences, bilingual backgrounds, and interaction with their peers. From a sociolinguistic perspective, language choice is closely related to social context and communicative purpose rather than being a random linguistic behavior (Holmes, 2013; Wardhaugh & Fuller, 2021). Therefore, the reasons and challenges identified in this study can be understood through existing sociolinguistic theories and previous research on bilingual or multilingual communication.

The findings show that the participants frequently used code-mixing because English had become part of their academic activities. Since they regularly encountered English during lectures, presentations, and classroom discussions, many English terms naturally appeared in their daily conversations. This finding is consistent with Holmes (2013), who explains that language choice is influenced by the setting, topic, and participants involved in communication. It also reflects Pérez-Llantada's (2018) view that multilingual academic environments encourage students to use multiple languages beyond formal learning. A similar finding was reported by Arfan (2019), who found that English Department students at Muhammadiyah University of Makassar often mixed Indonesian and English

because academic learning made English terminology more familiar in everyday communication.

Another reason for using code-mixing was that some English expressions were considered clearer and more suitable for expressing ideas. The participants preferred using English when they believed it conveyed their intended meaning more naturally than Indonesian. This finding is in line with Bhatia and Ritchie (2016), who argue that bilingual speakers mix languages to improve communicative efficiency and express ideas more precisely. A similar result was found by Dharmawan et al. (2020), whose study showed that university students often used English expressions because they were easier to use and better represented what they wanted to say during conversations.

The participants also explained that code-mixing had become a habit because they were constantly exposed to English in both academic and social settings. Frequent interaction with classmates who regularly used English made mixing languages feel natural and spontaneous. This finding supports Grosjean's (2010) complementarity principle, which explains that bilingual speakers use different languages according to the domains in which they communicate. Likewise, Raksang (2019) found that English Education students at IAIN Palopo gradually developed the habit of mixing languages because English was frequently used in their learning environment and peer interactions.

The findings further reveal that code-mixing helped participants feel more comfortable and relaxed during conversations. Because they shared similar educational backgrounds, mixing Indonesian and English allowed them to

communicate naturally without feeling restricted. This finding supports Holmes and Wilson (2017), who state that bilingual speakers often use code-mixing to build solidarity and create closer interpersonal relationships. Similarly, Zulfira (2023) found that English Education students at UIN Ar-Raniry frequently mixed languages because it had become a comfortable way of communicating with friends who had similar linguistic experiences.

Despite its advantages, participants experienced communication difficulties when talking with people who were not familiar with English. In these situations, they needed to adjust their language to ensure that their message could be understood. This finding agrees with Grosjean (2010), who explains that bilingual speakers adapt their language according to the listener and communicative context. A similar finding was reported by Ibrahim (2014), whose study showed that speakers' language choices are influenced by the communicative situation and the linguistic background of their interlocutors to maintain effective interaction.

The findings also show that participants often repeated or explained English expressions in Indonesian when listeners did not understand their meaning. This strategy helped avoid misunderstanding and maintain the flow of conversation. The finding is consistent with Hoffman (1991, as cited in Santika et al., 2023), who explains that bilingual speakers often repeat or clarify information to make their messages easier to understand. Similarly, Mareva and Mapako (2012) found that bilingual speakers frequently adjusted or clarified their language

during interaction to achieve effective communication, especially when their interlocutors had different language abilities.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are derived from the analysis of the research findings presented in the previous chapter. In addition, the suggestions are intended to contribute to the development of future research in this area.

A. Conclusions

The study identified four main reasons why students use code-mixing, namely academic influence, ease of expression, habitual exposure, and comfort in communication. Regular exposure to English during lectures, classroom discussions, and academic activities encourages students to use English expressions more naturally in their daily conversations. In addition, many participants explained that certain English words or expressions are easier to use and more suitable for expressing their ideas, while frequent use of both languages has also made code-mixing a comfortable communication habit.

The findings also revealed that students experience several challenges when using code-mixing. The most common difficulties were communicating with people who have limited English proficiency and the need to repeat, translate, or explain the meaning of English words during conversations. As a result, students often adjusted their language choice to help their listeners understand the message and to maintain smooth communication.

Overall, this study concludes that code-mixing is a common language practice among English Language Education students at UIN Ar-Raniry Banda

Aceh. Its use is shaped by students' academic environment, daily communication needs, and continuous exposure to both Indonesian and English. Although students encounter several communication challenges, the findings suggest that code-mixing supports effective interaction while also providing opportunities to use and maintain their English skills in everyday conversations.

B. Suggestions

Based on the conclusions presented above, the researcher offers several suggestions related to this study. These suggestions are intended for students, lecturers, and future researchers who are interested in the use of code-mixing in daily communication. It is expected that the findings and recommendations of this study can provide useful insights for both educational practice and future research on bilingual communication.

First, for students, it is suggested that they continue practicing English in their daily conversations while improving their vocabulary and grammar knowledge. Increasing language proficiency will help students communicate more confidently and reduce difficulties when using code-mixing. By developing both language knowledge and communication skills, students can use code-mixing more appropriately according to different communication contexts.

Second, for lecturers, it is recommended that they provide more opportunities for students to use English through interactive classroom activities, such as discussions, presentations, and group work. These activities can encourage students to communicate more actively while becoming more familiar with using English in meaningful situations. In addition, lecturers can guide

students to use code-mixing appropriately by helping them understand when and why it occurs in bilingual communication, particularly in academic and everyday contexts.

Third, it is suggested that future researchers conduct further studies on code-mixing with a larger number of participants or in different contexts. Future research may also explore other aspects of code-mixing, such as its influence on language learning, communication effectiveness, or students' language attitudes. In addition, future researchers are encouraged to use an ethnographic approach that allows longer and more natural interactions, so that firsthand experiences and spontaneous code-mixing practices can be observed more comprehensively in daily communication.

Finally, the researcher hopes that this study can provide a better understanding of the reasons why English Language Education students use code-mixing in their daily conversations and the challenges they experience when using it. The findings are expected to serve as a useful reference for future studies on bilingual communication, particularly those focusing on code-mixing in educational settings. It is also hoped that this study will enrich the existing literature on code-mixing and contribute to further discussions of language use among bilingual university students.

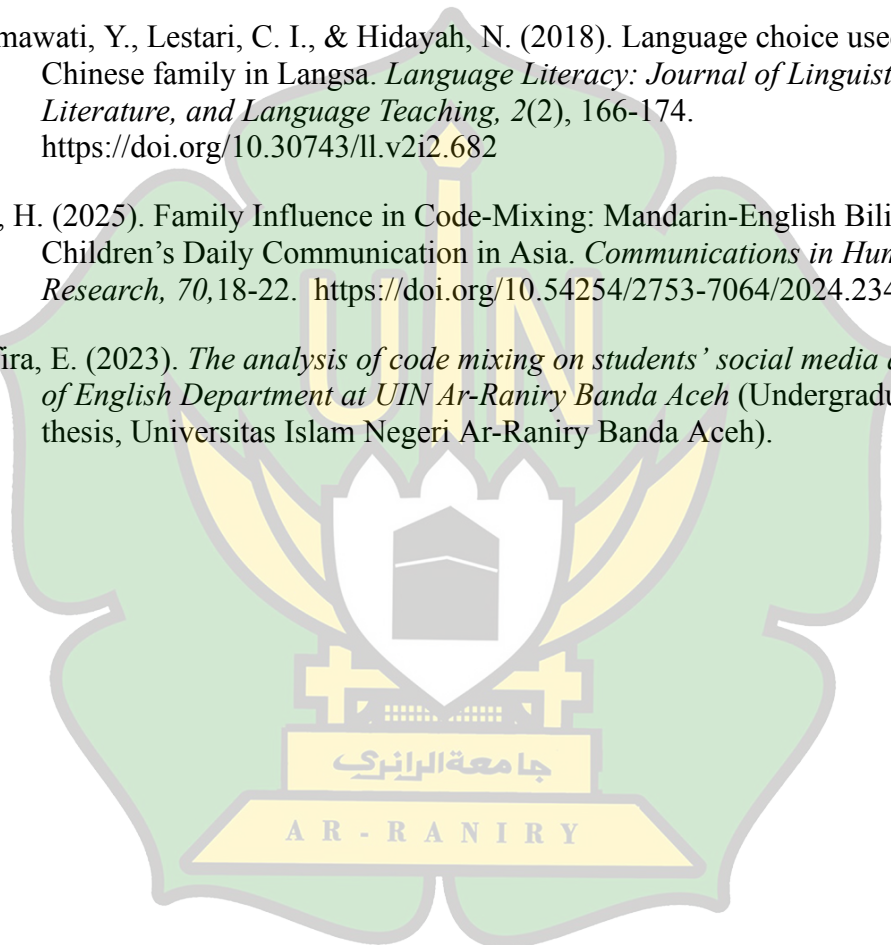
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APPENDICES

Appendix Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1491 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;

10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;

11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara : **Dr. Risdaneva, M.A.**

Untuk membimbing Skripsi

Nama : **Priska Maulia**

NIM : **220203067**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **A Sociolinguistics Analysis of Code-mixing in the Daily Conversation of English Education Department Students**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

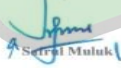
KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

UIN AR-RANIRY

Ditetapkan di : **Banda Aceh**
Pada tanggal : **30 Oktober 2025**
Dekan.


A. Satri Muluk

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;

2. Deken Pendidikan Islam Kementerian Agama RI di Jakarta;

3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;

4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;

5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;

6. Kepala Bagian Keuangan dan Humas UIN Ar-Raniry Banda Aceh di Banda Aceh;

7. Yang bersangkutan;

8. Arsip.

Appendix B Recommendation Letter from the Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3973/Un.08/FTK.1/TL.00/5/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203067

Nama : PRISKA MAULIA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Paluh tabuhan Dusun 3 melati Paya tampak

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *A SOCIOLINGUISTIC ANALYSIS OF CODE-MIXING IN THE DAILY CONVERSATIONS OF ENGLISH EDUCATION DEPARTMENT STUDENTS*

Banda Aceh, 21 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



AR - RANIRY

Berlaku sampai : 30 Juni 2026

Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

**Appendix C Confirmation Letter of Conducting Research at the English
Language Education Department**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fk@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-324/Un.08/PBI/Kp.01.2/5/2026

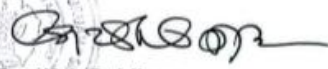
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Priska Maulia
NIM : 220203067
Prodi : Pendidikan Bahasa Inggris
Alamat : Paluh tabuhan Dusun 3 melati Paya tampak

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

جامعة الرانيري
"A Sociolinguistics Analysis of Code-Mixing in the Daily Conversations of English Education department Students"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 25 Mei 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana



Appendix D Interview Protocol and Questions

INTERVIEW PROTOCOL

Research Title : A Sociolinguistics Analysis of Code-mixing in Daily Conversation of English Language Education Department Students

Time of Interview :-

Date :-

Place :-

Interviewer : Priska Maulia

Interviewee :-

Age of Interviewee :-

Gender of Interviewee : Female/Male

Position of Interviewee : Department of English Language Education at Ar-raniry State Islamic University

List of Questions:

- Q1. In your daily conversations, what languages do you usually use?
- Q2. Do you often find yourself mixing two or more of those languages when you talk with your friends?
- Q3. When you mix languages in conversation, how would you describe your usual style of mixing languages in conversation?
- Q4. As an English Education student, how does English usually appear in your conversations with your friends?
- Q5. People mix languages for many different reasons. How about you? What usually makes you choose to mix languages when you speak?
- Q6. Can you describe what it feels like when you mix English into your daily conversations?
- Q7. What challenges have you faced when using code-mixing in your daily conversations?
- Q8. How do you usually respond to or deal with those challenges when they occur?

Appendix E Data Display of Reasons and Challenges in Using Code-Mixing in Daily Conversation

Mark (✓) in the column where the theme is identified. A single participant may demonstrate more than one theme related to the reasons and challenges of using code-mixing in daily conversation.

1. Reasons in Using Code-Mixing in Daily Conversation

No	Themes	MT	MM	AR	PM	AS	SL	Description
1.	Academic Influence	✓	✓	✓	✓	✓	✓	Participants stated that English frequently appears when discussing academic topics such as assignments, presentations, and classroom activities. Their exposure to English during lectures influences their daily conversations.
2.	Ease of Expression	✓	✓	✓	✓	✓	✓	Participants explained that some expressions are easier, more natural, or more suitable to express in English than in Indonesian.
3.	Habitual Exposure	✓	✓	✓	✓	✓	✓	Due to constant exposure to English in their academic environment, participants

								naturally mix English and Indonesian in daily conversation without realizing it.
4.	Comfortability		✓	✓	✓	✓	✓	Participants feel more relaxed and comfortable when using code-mixing, especially with friends who share similar language backgrounds.

2. Challenges in Using Code-Mixing in Daily Conversation

No	Themes	MT	MM	AR	PM	AS	SL	Description
1.	Communication Difficulties Due to Listener Proficiency	✓	✓	✓	✓	✓	✓	Participants experienced communication difficulties because some listeners did not understand English expressions used during conversation.
2.	Translation and Repetition		✓	✓	✓	✓	✓	Participants often repeated, paraphrased, or translated English expressions into Indonesian to maintain understanding during communication.

AUTOBIOGRAPHY

1. Name : Priska maulia
2. Place/Date of Birth : PKL. SUSU, May 13th 2004
3. Sex : Female
4. Nationality : Indonesia
5. Religion : Islam
6. Marital Status : Single
7. Address : Dusun 3 Melati, Desa Paya Tampak
Kec. Pangkalan Susu, Kab. Langkat
8. Email : 220203067@student.ar-raniry.ac.id
9. Parents
 - a. Father : Siman
 - b. Mother : Juliana
10. Educational Background
 - a. Elementary School : SDN 050777 Bukit Rata
 - b. Junior High School : SMP Negeri 1 Pangkalan Susu
 - c. Senior High School : SMA Negeri 1 Pangkalan Susu
 - d. University : UIN AR-raniry Banda Aceh

