

# TYPES AND REASONS FOR CODE-MIXING IN WHATSSAPP GROUP COMMUNICATION AMONG UNIVERSITY EFL LECTURERS AND STUDENTS

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**Abstract:** Because of the advanced development of technology, people can now interact with others easily by any means of communication, such as text messages and telephone calls. One of the most popular applications that has messaging and call features is WhatsApp. WhatsApp messaging feature is also used by the lecturers, students, and staff of English Department at Universitas Abdurachman Saleh Situbondo for sharing both academic and non-academic information. The group members communicate using Indonesian, English, and the mix of the two. This current research analyzed the types of code mixing used by the members of the group and the reasons why they used code mixing. The data of this descriptive qualitative research are the utterances containing code mixing made by the members of the group. Muysken's theory was used to analyze the types of code mixing and Bhatia's was used to study the reasons for using code mixing. The result of this research shows that insertion is the only type of code mixing which appeared in the group, while situational factor is the most used reason why the code mixing occurred.

**Keywords:** *code-mixing, English department, WhatsApp group*

Language is a unique medium for expressing our thought, ideas, and emotion. It also reveals various aspects of human existence (Shogren, 2011). Any words or languages people use is based on their thought to express something. Furthermore, there are some people who use more than one language while speaking. They are called bilinguals. Those people often mix one language with another language. Maftoon and Shakibafar (2011) add that bilinguals can be anyone who understands and speak his message in a second language with whatever level of proficiency he has. Such a phenomenon is commonly called code-mixing. Code-mixing is a branch of Sociolinguistics, a field of language that investigates language with social variables such as gender, age, class, and the speaker's background (Meigasuri & Soethama, 2020). Nababan in (Arfan, 2019) states code mixing happens when somebody uses more than one language in their speech without any force to do mixing codes. Code mixing usually occurs in bilingual or multilingual communities or societies. It also happens to some people who learn languages. People practice the language they learn by mixing the target language with their native languages. In addition to that, Raksang (2019) states that code-mixing is used when the conversation uses both languages together to the extent that they change from one language to the other language in the course of a single utterance.

Muysken (2004) in his book *A Typology of Code Mixing* classifies code-mixing into three types, they are insertion, alternation, and congruent lexicalization. Insertion occurs when material a word or phrase of any language is inserted into another language that has been arranged by the structure. An example of insertion is, "Otakku nge**blank** gara-gara soal tadi". "Blank" is an English word inserted into the Indonesian structure. Alternation occurs when there is an alternation between two language structures. A material (clause) from one language is ended by a material (clause) of another language, for example, "Aku tak bisa berbicara dengan lancar **because I am nervous**". That utterance begins with the Indonesian clause and then continued with the English clause which means each clause is arranged with the structure of each language. The last type of code-mixing happens when there are grammatical structures of two languages that can be arranged or filled lexically with materials of those languages. Words or phrases can be forms of code mixing whose meanings are generally known by people in their first language. An example of congruent lexicalization is, "Aku **interested** untuk **hunting discount** di hari Lebaran". The mixing does not only on the words that form the

sentence but also on the grammar. It is because the sentence can easily become Indonesian or English with the same arrangement of the structure.

The phenomenon of code-mixing has been mushrooming in society recently. Who don't code-mix languages? Radio announcers, celebrities, influencers, students, office employees, and even online sellers often put English words to their utterances which reflect globalization (Jimmi & Davistasya, 2019; Sari, 2020; Dewi et al., 2021). Nowadays it is common to see people code-mix their language with English. Hoffmann (2014) mentions talking about particular topics, quoting, showing empathy, interjection, and clarifying the speech content are the reasons why people code-mix languages. Previously mentioned research shows some other reasons, they are limited vocabulary and an effort to get attention.

Various reasons are said to be the reasons why people do code-mixing. Bhatia (2008) mentions four reasons why people code-mix languages. The first reason is **participant roles and relationship**. Participants roles and the dynamics of their relationships become a crucial role in bilinguals society. People speak naturally with unconscious agreement or disagreement on language choice. This aspect influences the speaker to use code-mixing in conversation based on the role of participant or the relation between speaker and participant. For example, if we talk with our close friends, some code or style usually appear in conversation because know well each other. Whereas when we talk to new people, formal code or style automatically appear in that conversation. It is the cause of participant roles and relationship become the most important role in bilinguals. **Situational factor** is the second reason for code-mixing languages. Particular participants (social group), setting or topics of communication have big impact to people to choose the correct language which suits to use. Social variables such as class, religion, gender, and age can influence people to code mix certain languages. It means the situation or atmosphere while interaction happens determines how people speak. It happens because each social group has different codes or styles in using languages. **Message-intrinsic factor** is the third cause of code-mixing. Bhatia states that in order to avoid misunderstanding messages, people use words in their native language. It is like when people quote some words or forward a message from someone to another, as an example "I'm sure that all of you have heard this words *berakit-rakit ke hulu berenang-renang ke tepian*". In this utterance, there is an Indonesian saying. Code-mixing is used to avoid misinterpretation in understanding the saying. Moreover, sayings are preferably conveyed in the native language because they are related to cultural wisdom of the language. **Social attitude, language dominance, and linguistics security** is the last reason that cause people to code-mix languages. In social attitude, the rate of mixing can be looked up by the frequent of people mix the code which sometimes it refers to particular cultural or social identity, and how positive or negative the mixing depends on it. Language dominance means the mixing happens when someone can speak two or more languages but master at one which influences mixing happen on the speech. In linguistics security, people tend to mix languages when they feel insecure.

The frequent use of code mixing can be found in a group chat room among its members. WhatsApp, one of the biggest messaging applications (Amanullah & Ali, 2014) that offers group chat rooms for daily communication (Dixon, 2022) is the place where we can see many people code-mix languages in their messages. The use of WhatsApp for daily communication also common in academic context like university (Haryati & Praywana, 2020; Setiawati & Farahsani, 2020; (Hall & O'Connor, 2006; Roslan et al., 2021). Because of its easy use, the lecturers, students, and staffs of English Department of Universitas Abdurachman Saleh Situbondo use WhatsApp group *Keluarga Fakultas Sastra* for sharing academic and non-academic information daily. The members of the group usually interact using Indonesian, but in some cases, they usually code-mix Indonesian with English. Because of that, this research aims to analyze the types of code mixing that appear on that WhatsApp group and to describe the reasons for using code-mixing in communication.

There are some previous research about code mixing, such as done by (Sukrisna, 2019) entitled *An Analysis of Using Code Mixing on Atta Halilintar's Video YouTube Channel*. He used Hoffman's theory to analyze the types of code mixing and Suwito's theory to classify the level of code mixing which appears on the video. The second research was done by (Ivana, 2018) entitled *An Analysis of Code Mixing Used by English Teachers in Teaching Learning Process at MAS PAB 2 Helvetia*. She used Hoffman's theory to analyze the types of code-mixing and Nababan's theory to describe the reason for using code-mixing. The last research conducted by (Fahrurrozy, 2015) is entitled *Analysis of Code Mixing in Commercial Advertisement*. He used Wardhaugh's theory in analyzing the types of code-mixing and Coulmas's theory to convey the function of code-mixing. Based on those researches, this research used Muysken's theory (2004) in classifying the types of code-mixing and Bhatia's theory (2008) to describe the reason of using code-mixing in group *Keluarga Fakultas Sastra* WhatsApp. The differences between this current research from the previous one lie on the theories used to analyze the data, the data source, and the aims of the research.

**METHOD**

This qualitative research aimed at describing the types of code-mixing used by the members of group *Keluarga Fakultas Sastra* and the reasons why they used code-mixing in messaging. The group members are lecturers, students, and staffs. The data collected were messages containing code-mixing from September 2021 – June 2022. The researchers used the theory on the types of code mixing proposed by Muysken (2004) and the theory on the reasons of code-mixing by (Bhatia, 2008) to analyze the data. The data were collected through documentation and interview. The documentation was done by collecting and analyzing all utterances containing code-switching made by the group members to know what types of code-mixing used, while the interview was conducted to those people who used the code-mixing to find out why they code-mix Indonesian and English.

**FINDINGS AND DISCUSSION**

Twenty-four code-mixings were found in this research, with all of them are insertions. No alternation and congruent lexicalization were found in this research. Meanwhile, the reasons why the group members used code-mixing in the chat dealt with participant roles and relationships (seven data), situational factors (eleven data), message-intrinsic factors (four data), and language attitude, dominance, and security (three data). Table 1 shows the clearer display of the findings followed with some examples of the data.

**Table 1. Findings**

| No | Types of Code Mixing   | Reason of Using Code Mixing |    |   |   | Total |
|----|--|-----------------------------|----|---|---|-------|
|    |  | P                           | S  | M | L |       |
| 1  | Insertion  | 7                           | 11 | 3 | 3 | 24    |
| 2  | Alternation  |                             |    |   |   |       |
| 3  | Congruent Lexicalization   |                             |    |   |   | 0     |
| *  | P : Participant roles and relationship<br>S : Situational factors<br>M : Message intrinsic<br>L : Language attitude, dominance, and security |                             |    |   |   |       |

**Datum 1:** “Ini linknya, ya.”



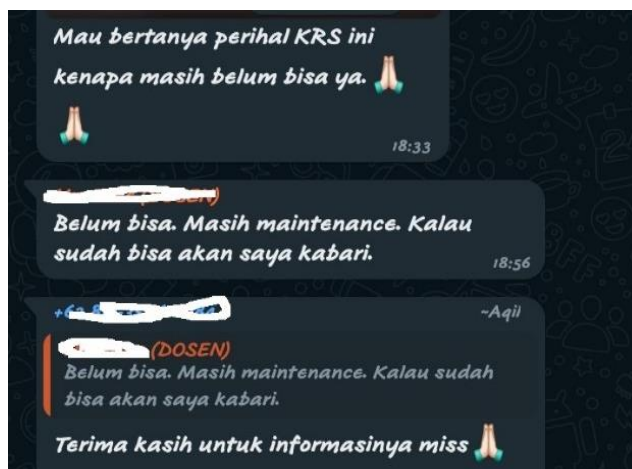
Datum 1 shows that there is an English word ‘link inserted into Indonesian structure. Thus, it is a form of **insertion**. The reason of mixing in the utterance is **participant roles and relationships**. The speaker who was a lecturer mixed the English word in her utterance because the message was for the students who would graduate, so the relation between them influenced her to mix the utterance in Indonesian with English as she knew that the recipients would understand.

**Datum 2:** “Bantu share ya. Kalau bisa **dishare** ke grup kenalan kampus lain”



In Datum 2, the utterance is in Indonesian but there is a word “share” in it. The English word share is inserted into a structure of Indonesian. Thus, this type of code mixing is **insertion**. The reason for code-mixing the utterance deals with a **situational factor**. The utterance implies a request to the other members of the group whose members are English major lecturers and students, meaning that the message suited to particular society.

**Datum 3:** “Belum bisa. Masih maintenance. Kalau sudah bisa akan saya kabari.”



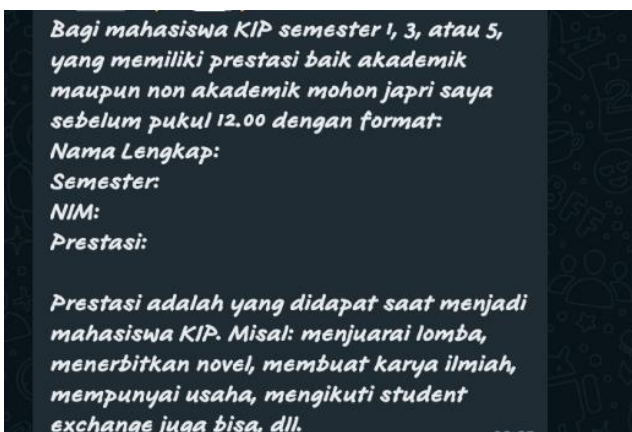
In Datum 3, the utterance is in Indonesian. At the middle of the utterance, the speaker mixed Indonesian with the English word “maintenance”. In English, “maintenance” is an object. It can be concluded in that utterance the speaker used **insertion**. The reason of her mix Indonesian utterance with English word is a **situational factor**. She did the mixing because the situational conversation in which a student asked a lecturer about the problem dealing with her study plan card (KRS). The mixing code the lecturer did to was make all students understand efficiently about the problem, so the other students did not need to ask the same question anymore.

**Datum 4:** “Jam berapa, Mr?”



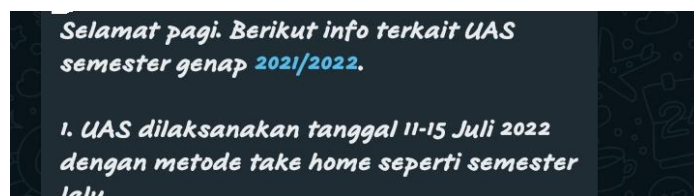
In Datum 4, the speaker’s utterance was in Indonesian, but she mixed it with an English word in the end. In English, “Mr” is a noun, a word that is used to call a male senior. It shows that the speaker mixed the code of noun in her utterance. Mixing a noun of English with Indonesian is considered as **insertion** in code mixing. The reason why she code mixed her utterance was **language attitude, dominance, and security**. She mixed an English word in her utterance to show respect to the recipient who was older than her and the recipients is the lecturer.

**Datum 5:** “Prestasi adalah yang didapat saat menjadi mahasiswa KIP, Misal: menjuarai lomba, menerbitkan novel, membuat karya ilmiah, mempunyai usaha, mengikuti student exchange juga bisa, dll.”



In Datum 5, the speaker's utterance is in Indonesian, but in the end she put an English phrase "student exchange" in it. That English words are a noun phrase, so she mixed the code of noun phrase in her utterance. Mixing a noun phrase with an Indonesian utterance is an **insertion** in the type of code mixing. The reason of her using code mixing in her utterance is because of **situational factors**. It means that the situational context when the utterance happened influenced her to do the mixing. The message was addressed to the students in the group. She realized that she informed something to a social group, so mixing in her utterance occurred to suit the situation that she had with the recipients of the message.

**Datum 6:** "Selamat pagi, berikut info terkait UAS semester genap 2021/2022. 1. UAS dilaksanakan tanggal 11-15 Juli 2022 dengan metode take home seperti semester lalu....."



In Datum 2 and 3, the speaker's utterance is in Indonesian. She informed about the final test to all students of English department, but in the end, she put an English phrase on her announcement. "Take home" was the English phrase she put on it. It means she mixed the code of phrase on her announcement. Mixing the code of phrase in an Indonesian utterance is considered as an **insertion**. The reason of her using code mixing in her utterance was because of a situational factor. She realized that she announced the information to all students (social group) of English department which made the situation of communication surrounded by English students, so it influences her to use code mixing.

In this research, the researchers found that insertion is the most used type of code mixing in group Keluarga *Fakultas Sastra*. It is because noun and phrase are the form which most appeared on mixing that member most did in that WhatsApp Group. People do not have to think about English grammar; they can put directly a single English word into Indonesian. In other words, this form of code mixing was prevalent because members commonly used nouns and phrases in their communication, and they found it convenient to seamlessly incorporate individual English words without being overly concerned about adhering to English grammar rules, while in alternation and congruent lexicalization people have to think about English grammar which is difficult for some people. That is why those two types of code mixing were not found. The researchers noted that these two forms of code mixing, which require a greater consideration of English grammar rules, were not as prevalent, likely due to the perceived difficulty in using them effectively. Interestingly, the findings of this study were consistent with prior research conducted by Sukrisna in 2019. Sukrisna's work also highlighted that code mixing involving the insertion of English words or phrases into Indonesian sentences was the most dominant form. This continuity in results suggests that this particular pattern of code mixing is robust across different communication contexts. The researchers also referenced other relevant studies. Ivana's research in 2018 found that teachers frequently incorporated English words or phrases, particularly nouns or phrases, into their Indonesian utterances when teaching students. Fahrurrozy's 2015 thesis revealed that the most common type of code mixing in advertisements was the inclusion of English words

Regarding the factors driving the incorporation of Indonesian and English through code-mixing, the situational aspect emerges as the predominant reason impacting the group members' bilingual communication. Within this study, the dynamics of the group's situation significantly shape the members' language usage patterns. Notably, the group comprises individuals from the English Department, a factor that distinctly sets the group's ambiance apart from that of other departmental groups. This unique context fosters the utilization of code-mixing in the members' discourse within the Keluarga Fakultas Sastra group. This finding aligns with previous research, which underscores the paramount influence of situational factors on code-mixing usage. This notion gains further support from Ivana's (2018) study, which illustrates that teachers often resort to code-mixing in the classroom due to the need to ensure students' comprehension. When teachers speak entirely in English, students might struggle to grasp the content, prompting teachers to use code-mixing as an instructional tool. Interestingly, this research brings forth a distinct perspective by suggesting that code mixing can be harnessed for individuals who are new to English. It serves as an avenue for newcomers to gradually engage with the language, acting as an alternative means for learners to familiarize themselves with English usage. This insight sheds light on code mixing's potential to facilitate language acquisition by creating an environment where learners feel more at ease and encouraged to embrace English within their communication.

An additional prominent motivation for employing code mixing, recurrently observed in this study, is associated with the roles and relationships of the participants. The dynamic between the speaker and the recipients plays a pivotal role in prompting the speaker to incorporate code mixing during their conversational exchanges. This aspect becomes particularly evident when individuals engage in discussions with those who share a mutual understanding of the context. This phenomenon arises due to the established familiarity and rapport between the interlocutors, causing the speaker to naturally integrate certain linguistic elements or

codes into their speech without deliberate intention. In essence, the underlying familiarity and shared background among participants subconsciously lead to the utilization of code mixing as a means to enhance comprehension and communication efficiency within these specific conversations.

## **CONCLUSION AND RECOMMENDATION**

Based on the previous discussion, it can be concluded that what kind of code mixing used in a WhatsApp group code-mixing is determined by various reasons, such as roles of participant or relation, situation of conversation, message intrinsic of certain words, and language attitude, dominance, and security. However, situational factor is the most frequently used reason for using code-mixing. It is because every conversation has a condition where the speaker and participants talk based on a particular context. In this case, the group that belongs to English Department members has a situational context that is only understood by its members.

It is hoped that this research can improve the readers' knowledge about code-mixing, particularly on the types and reasons for code-mixing. Furthermore, this research also shows that the use of code-mixing eases the process of transferring the messages or information as it creates convenience between the speaker and the interlocutors. The researcher suggests future potential researchers to explore more on the use of code-mixing in other messaging applications.

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