

The Phenomenon of Language Mixing Used among Gen Z in Indonesian Students

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ABSTRACT

Code-mixing has become increasingly prevalent among Generation Z, particularly in academic and social contexts. This study explored the types of code-mixing used by 8th-semester Gen Z students at Muhammadiyah University of Tangerang, Indonesia, and examined the underlying reasons for this linguistic phenomenon. A qualitative descriptive approach was employed. Data were collected through direct observation of students' spoken interactions and open-ended interviews conducted at different times. Audio recordings of code-mixing utterances were documented and transcribed for analysis. A total of 177 code-mixing utterances were identified, consisting of three types: insertion (85.3%, 151 instances), alternation (14.7%, 26 instances), and congruent lexicalization (6.2%, 11 instances). The data suggest that insertion is the most dominant form of code-mixing among participants. Several reasons were identified for the frequent use of code-mixing. Students often engage in it unconsciously and see it as a way to improve their English language skills. Additionally, code-mixing is perceived to carry social prestige, making speakers feel confident, proud, and "cool." Social factors—such as peer influence, exposure to trends, and admiration of public figures—also contribute significantly to this behavior. The study reveals that code-mixing among Gen Z students is driven by both linguistic and sociocultural factors. These findings underscore the need to understand code-mixing not merely as a linguistic habit but as a socially influenced form of communication reflective of identity and group belonging.

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1. INTRODUCTION

The phenomenon of language modification for simplification and stylistic purposes is widely observed in modern communication. Speakers often adapt language to ensure comprehension, frequently inserting words from another language without altering the intended meaning. This is especially common in multilingual societies, where factors such as language pride, social roles, untranslatability, and vocabulary

enrichment drive code-mixing (Marzona, 2017; Rusyadah, 2020). In Indonesia, this phenomenon has given rise to the so-called "up to you" speech, where certain words or phrases are incorporated into daily conversations due to their lack of exact equivalents in Indonesian (Riadil & Nur, 2019). Gen Z, in particular, exhibits a strong tendency toward language mixing, using it as a means of self-expression and identity formation. The influence of celebrities, social media, and digital communication has further amplified this trend, making code-mixing a marker of social prestige and cultural participation (Septianuraini, 2021). However, despite its prevalence, limited research has systematically examined the structural forms of code-mixing in Gen Z's speech and the underlying motivations behind its use.

Code-mixing, as defined by Holmes (1982), refers to the use of two languages within a single conversation, occurring at the phrase, term, clause, or sentence level (Girsang, 2015). This practice arises from speakers' diverse linguistic backgrounds and is most commonly found in informal settings, where communication is relaxed and spontaneous (Muljayati, 2018). Among Gen Z, English structural elements are frequently incorporated into Indonesian speech, such as "which is" for explanation, "even" for emphasis, and "worth it" for valuation. Verbs like "prefer" also appear in mixed-language utterances to express choices. While bilingualism has long existed, the increasing use of English in everyday communication suggests a shift in linguistic preferences, particularly among students, professionals, and educated individuals (Muin, 2010). Given this trend, the present study seeks to investigate the types of code-mixing utterances produced by 8th-semester students at Muhammadiyah University of Tangerang, focusing on their structural characteristics and underlying motivations. This research aims to answer two key questions: (1) What are the types of code-mixing uttered among Gen Z students in the 8th semester of the English Education Program at Muhammadiyah University of Tangerang? (2) What are the reasons behind the widespread use of code-mixing among these students? By addressing these questions, this study contributes to a deeper understanding of how linguistic adaptation reflects broader social and cultural dynamics within Gen Z.

Code-mixing is widely recognized as a communication strategy in bilingual communities, where speakers seamlessly switch between languages within a conversation (Mujiono et al., 2017). It involves the use of two or more languages in discourse, either in spoken or written form (Wulandari, 2016). This linguistic phenomenon, also known as language mixing, is a common characteristic of bilingual speakers who blend different languages within a single utterance (Alexiadou, 2018). Yuliana (2015) defines code-mixing as the alternation of languages within the same expression, while Sumarsih (2014) emphasizes that it occurs within the same clause despite the combination of multiple languages. Gullberg and Couto (2016) describe code-mixing as an example of how bilinguals simultaneously activate two languages during speech, highlighting its role in bilingual formation. This process is influenced by various factors, including language prestige, social status, stylistic expression, untranslatable words, and the enrichment of English vocabulary.

Muysken (2000) categorized code-mixing into three types: insertion, alternation, and congruent lexicalization. Insertion occurs when words or phrases from another language are embedded within a sentence, often marked by nouns, verbs, or adjectives, such as in "Jadi gimana pengalaman naik subway itu?" where "subway" is a noun insertion. Alternation involves the use of clauses from different languages, separated structurally, as seen in "Waktu itu bener-bener gak habis pikir, because the situation was really chaotic," where "because" functions as a conjunction in alternation. Congruent lexicalization happens when two languages share grammatical structures, allowing seamless mixing, such as in "Mbak yang itu keliatan show off banget, ya," where "show off" is a collocation representing this type. These classifications, supported by Muysken's theory, were used to analyze students' utterances and identify phrases indicating code-mixing.

Generation Z, born between 1995 and 2010 (Bencsik, Csikos, & Juhez, 2006), is often referred to as post-millennials, Zoomers, or iGen-ers, and is characterized by their deep connection to technology and the internet (Katz, 2020). This generation naturally integrates English into their communication, both online and in real life, making code-mixing a common linguistic feature (Tarihoran, 2022). Exposure to English through music, digital content, and social media enriches their vocabulary and fosters global interactions (Lutfiani, 2018; Francis & Hoefel, 2019). Their communication style reflects a blend of their native language and English, driven by their desire to stay updated with global trends and connect with international peers. Additionally, Gen Z is distinguished by traits such as hyperactivity, technological proficiency, and an innovative mindset (Sugiarti, 2019). These characteristics contribute to their evolving language use, making English increasingly resemble a second language in their daily lives.

Based on Rusydah (2020), Gen Z often incorporates English words into their daily conversations due to language pride, social status, and untranslatability in Indonesian. They also see code-mixing as a way to enrich their vocabulary while maintaining their native language. This phenomenon is driven by their bilingual nature, where they frequently switch between Indonesian and English in a single utterance. Brammer (2006) emphasized that social factors influence language use, as speech reflects prestige and education levels. English, still a foreign language in Indonesia, is often associated with higher social class and education. Additionally, Gen Z finds English aesthetically pleasing, influenced by global pop culture and celebrities, leading them to mix languages to appear modern and connected. Furthermore, Machin & Leeuwen (2005) suggested that social roles impact communication styles, including age, class, and professional environments, contributing to the widespread practice of code-mixing among young people.

Several studies support this phenomenon, such as Rusydah (2020), who analyzed "*Bahasa Anak Jaksel*" as a sociolinguistic phenomenon, revealing that English words are commonly used due to prestige and social demands. Tarihoran (2022) investigated the impact of social media on code-mixing among Gen Z, highlighting that technological engagement and social influence shape their linguistic habits. Sabrina (2021) examined internet slang on Twitter, finding that users mix languages to create a casual and engaging communication style. Gunawan (2018) focused on bilingual language acquisition, discovering that code-mixing is influenced by early exposure to multiple languages. While these studies explore different aspects of language mixing, they all align with the researcher's study, which analyses the prevalence of code-mixing among Gen Z students at the University of Muhammadiyah Tangerang and the reasons behind their linguistic choices.

2. METHODS

This study seeks to understand a sociolinguistic phenomenon; therefore, a qualitative descriptive method is employed. This approach is suitable for capturing and analysing real-life language usage among students, particularly in their natural conversations. The study examines and categorizes students' utterances into different types of code-mixing at both phrase and sentence levels. Additionally, it explores the reasons behind students' language-mixing behaviour in conversations, focusing on their motivations, contextual factors, and linguistic strategies. The research was conducted at the University of Muhammadiyah Tangerang and involved 15 eighth-semester students from the English Education Program. These participants were selected using purposive sampling based on three inclusion criteria: (1) they were enrolled as eighth-semester students in the 2023 academic year, (2) they belonged to Generation Z, and (3) they had prior exposure to language mixing in their studies. The exclusion criteria included students who did not meet these qualifications. The sample size of 15 was determined based on the principle of data saturation in qualitative research, which suggests that a small but information-rich sample is sufficient (Creswell & Poth, 2018). While Tristiana (2014) posits that 5-10 participants are adequate for qualitative research, this study expands beyond that justification by incorporating broader qualitative research principles to ensure data richness and analytical depth.

The study also accounted for gender balance and academic backgrounds. The participants included both male and female students, ensuring a diverse representation of perspectives. Their academic focus within the English Education Program was relevant, as it ensured familiarity with bilingual language use and an awareness of linguistic structures that contribute to code-mixing. The participants engaged in discussions on various topics, including relationships, academic life, social trends, and extracurricular activities (See Table 1). The data collection involved a combination of participant observation, in-depth interviews, and documentation. The researcher acted as a participant observer, engaging in conversations naturally to capture authentic language-mixing instances. The settings included the canteen, classrooms, and campus ground areas. The data collection process followed these steps: (1) briefing participants on the conversational recording process, (2) observing and recording conversations in natural settings, (3) collecting data through audio recordings with informed consent, (4) conducting semi-structured interviews with 15 open-ended questions to explore reasons for language mixing, and (5) transcribing and coding recorded conversations and interviews. The transcription process involved systematically identifying patterns and categorizing different types of code-mixing. Additionally, methodological triangulation was applied by cross-referencing

data from observations, interviews, and documentation to enhance credibility.

A qualitative descriptive approach was employed for data analysis, following systematic steps to ensure a rigorous examination of findings. First, data reduction was conducted to filter relevant information, identifying frequently used code-mixing instances and their contextual meanings. Next, thematic analysis (Braun & Clarke, 2006) was used to categorize data into emerging themes such as lexical borrowing, grammatical integration, and conversational necessity. Data presentation involved descriptive summaries supported by direct excerpts from conversations and interviews to illustrate key findings. The research further applied methodological triangulation to cross-validate findings, ensuring consistency and reliability by comparing interview responses with observed and documented evidence. Finally, conclusions were drawn by synthesizing insights, explaining the motivations behind language mixing, and identifying the dominant types of code-mixing used in student interactions. This revised framework ensures a well-justified participant selection, detailed data collection techniques, and a robustly integrated data analysis process.

3. FINDING AND DISCUSSION

The sociolinguistic identity of Gen Z, as reflected in the interviews, is shaped by a dynamic interplay between individual agency and external influences such as social media, peer groups, and academic environments. Language mixing among these students is not merely a linguistic trend but a reflection of their desire for self-improvement, academic success, and social integration. While many participants cited language mixing as a means to enhance English proficiency or fulfill academic demands, others revealed it as a habitual practice shaped by exposure to digital culture and popular media. Although some students expressed a sense of pride or elevated social identity through the use of English, most maintained a strong attachment to the Indonesian language, indicating a balanced linguistic identity. This duality underscores how Gen Z navigates global and local linguistic norms, negotiating their place within both communities through purposeful yet unconscious code-switching practices based on table 1.

Table 1. Synthesized Thematic Patterns from Student Interviews on Language Mixing

Theme 1: Motivation for Language Mixing		
Subtheme	Supporting Quotes	Participants
Self-Improvement and Practice	"Because I want to improve my English skill and gain more vocabulary."	AN, DP, MI, NPAP
Academic Requirements	"Because I am an English education student so I need to use and learn English."	D, AS, SRM, K
Social Media Exposure	"I got it on the internet." / "Social media is teaching us the importance of speaking English."	AN, DP, AUK
Theme 2: Identity and Social Status		
Subtheme	Supporting Quotes	Participants
Feeling Proud/Cool	"I feel proud because... I can speak English even though only words."	NPAP, AS, VA
No Perceived Social Superiority	"No, English doesn't make us like that."	AN, DRS, NPAP
Perceived Higher Social Class	"Yes, I feel more confident... I think I will also look like a classy person."	AS, AIY, K
Theme 3: Peer and Environmental Influence		
Subtheme	Supporting Quotes	Participants
Peer Group Influence	"Of course, I got influenced by them."	AIY, D, WFS, AS
Lecturer Influence / Academic Culture	"My lecturer always talks in English."	ANF, K

Minimal External Influence	"No, I learned it myself."	YNO, MI
Theme 4: Language Mixing as Trend vs. Habit		
Subtheme	Supporting Quotes	Participants
Influenced by Trends	"Yes, because we live in Tangerang near Jakarta, so English is a must to learn."	NPAP, VA, K
Habitual Practice (not Trend-driven)	"Before I knew the artists and celebrities, I already use language mixing."	D, SRM, AIY
Theme 5: Attitudes Toward Bahasa Indonesia		
Subtheme	Supporting Quotes	Participants
Maintains Use of Bahasa Indonesia	"I love Indonesian language."	MI, VA, ANF
Selective Reluctance	"Sometimes I feel more confident in using English like when I show or tell my feelings."	AN
Theme 6: Code-Mixing from External Media		
Subtheme	Supporting Quotes	Participants
Influence from Celebrities or Series	"Especially my Western celebrities like Justin Bieber..."	AN, AUK, DP
Influence from Fanfiction or AU	"I got influenced by Twitter-like AU posts."	ANF
Not Influenced by Celebrities	"No, I think there are no artists that influenced me."	MI, VA
Theme 7: Untranslatable Terms and Lexical Efficiency		
Subtheme	Supporting Quotes	Participants
English Words Are More Expressive	"Achievement feels nice to say rather than 'pencapaian'."	AS
Pop Culture Terms Lack Equivalents	"The term 'pick me'... there's no exact Indonesian equivalent."	AN, NPAP, ANF

The researcher presents the results that have been found and analyzed by 8th-semester students' utterances based on Muysken (2000) to find out what type of code-mixing is used by the students. The data was taken by phone audio recording and transcribed for analysis. There are 15 students that are analyzed by the researcher. The transcribe was analyzed and differentiated into 3 types of code-mixing, the first one is insertion which is marked in verb, noun, and adjective elements. The second one is alternation, which is marked in discourse particles, interjections, adverb and adverbial modification, flagging, doubling, and embedded in discourse. The last one is congruent lexicalization, which is marked by idiom and collocation. Therefore, the researcher put the short for the types of code-mixing such as I: Insertion, A: Alternation, CL: Congruent Lexicalization.

Concluded that not all the respondents use those three types of code-mixing. Some use only one type of code-mixing, and others use all of it. From all the utterances that have already been analyzed, it can be seen that there are some typical and repeated English words that were used by the respondents, for example, the word 'happy', 'chatting', and 'full'. Adding some English words in the form of Indonesian word order sentences still makes the other person understand what the context is being discussed.

Rusydah (2020) stated that there are reasons why Gen Z, in this case, the 8th-semester students of the English Education Program at the University of Muhammadiyah Tangerang, add some English words to their daily conversation because it becomes their language pride, and speaking English is their social status and style, there are also some untranslatable words in Indonesian language which they think are better to use in the English version, and it also to enrich their English vocabulary without losing their Indonesian language.

The researcher then analyses the reasons why 8th-semester Gen Z students do the language mixing with in-depth interviews. There were 15 respondents that were asked, and the total number of questions that were asked was 18. The data was obtained with the use of a phone audio record and transcribed it. The researcher deliberately conducted the question relating to the research and the aims to find out the reason for the use of language mixing in students' conversations.

The result of an interview with all 15 respondents is that the researcher summed up all the answers to questions 1-18 below.

Table 2. The results of student's interview

No	Questions	Student's Answer
1	Do you often use English in your daily conversation?	4 respondents frequently use English, 8 sometimes use it, 2 use it occasionally, and 1 never speaks full English.
2	Do you often mix languages or insert English words in your conversation?	11 respondents frequently mix languages, while 4 sometimes do.
3	Do you mix languages consciously or unconsciously?	7 respondents do it unconsciously, 4 do it consciously, and 4 do both.
4	When do you use language mixing?	Most respondents use language mixing with friends in chats and real-life conversations. Some also use it with coworkers, lecturers, and on social media.
5	Why do you use language mixing?	Reasons include habit, improving English skills, social trends, and prior knowledge from studying sociolinguistics.
6	What is your opinion about the phenomenon of language mixing?	Respondents generally view it positively, considering it trendy, useful for career opportunities, and a natural Gen Z phenomenon. Some acknowledge potential drawbacks, such as confusion for older generations.
7	With whom do you usually mix languages?	All respondents mix languages with friends, and some also with partners, lecturers, and coworkers.
8	Do you feel proud when using language mixing?	6 respondents feel proud, 2 are indifferent, and 2 occasionally feel proud.
9	Do you feel 'cooler' when using language mixing?	9 respondents feel cooler, 1 slightly does, and 5 do not care.
10	Does your friend group influence your language mixing?	12 respondents feel influenced by friends, 1 is self-motivated, and 2 feel little to no influence.
11	Do you mix languages due to academic or occupational demands?	6 respondents use it for academics, 7 for both academics and work, while 1 opposes it for formal contexts.
12	Does language mixing boost your confidence?	11 respondents feel more confident, 2 feel slightly confident, and 1 depends on the conversation partner.
13	Do you use language mixing because of trends?	8 respondents mix languages due to trends, 3 do not, and 4 have other reasons (e.g., habit, social influence).
14	Are you influenced by celebrities in using language mixing?	9 respondents are influenced by celebrities, 2 are more influenced by movie characters, and 5 are not influenced.
15	Does language mixing make you reluctant to use Indonesian?	All respondents still prefer Indonesian, though one feels more comfortable using English to express emotions.
16	Did you learn language mixing from school or on your own?	6 respondents learned independently (e.g., from the internet), while the rest attribute their skills to both school and self-learning.
17	Do you feel of a 'higher class' when using language mixing?	5 respondents feel a sense of status, but 10 disagree, citing humility and a lack of fluency as reasons.
18	Do you use English for words that are difficult to translate into Indonesian?	All respondents agree that some words are easier or more natural to express in English. Some also find English terms trendier or more aesthetically pleasing.

From the explanation above, it can be concluded that there are many reasons why the respondents use language mixing. Some of them are because they are used to it, they want to look cooler, they want to feel more confident, they want to improve their English skill and enrich their English vocabulary, as well as because they find there are some English terms that are untranslatable in Indonesian. There is also information about whom they often talk to when using language mixing, such as friends, lovers, coworkers, and even lecturers. The respondents all also agree that they still use Indonesian and do not plan to abandon their native language, even though they still stick to adding English words in their conversation. This study intends to seek an understanding of a phenomenon. Therefore, the researcher uses a qualitative descriptive method. The combination of descriptive and qualitative methods was applied because it was appropriate to describe the phenomenon that was found based on the objectives of the study and the collected data. This research examines and analyzes the students' utterances and classifies them into different types of code-mixing in the form of phrases and sentences during the investigation. The researcher also examines the reasons why the students use language mixing in their conversations.

The researcher started collecting data by recording the students' utterances first and then interviewing all of them afterwards. Conducted at the University of Muhammadiyah Tangerang with a target of 15 students as participants from 8th-semester students of the English Education Program because has the potential for a language mixing phenomenon to occur, as well as because the students are Gen Z and already received the knowledge about the language mixing. The data source will be divided into two types: primary data as the main source and secondary data. 1) Primary Data, the researcher obtained the data through observations and the distributed interview with the participants from 8th semester students which focuses on Gen Z participants. The interview will be collected as a main source, and the researcher will provide several questions to the participants. After that, the researcher will analyze the collected data. 2. Secondary Data: Secondary data will be obtained from things related to the same variables. Secondary data collection was gathered from books, journals, articles, and previous related studies.

The research discussed the analysis types of code-mixing of Gen Z students from the 8th semester of the English Education Program utterances as well as the reason why the students use language mixing. Therefore, the researcher wrote down the focus of these 2 (two) related problems: 1) What are the types of code mixing uttered among Gen Z by the 8th-semester of the English Education Program at the University of Muhammadiyah Tangerang? 2) How are the reasons behind the language mixing phenomenon to be used among Gen Z by 8th semester of the English Education Program at the University of Muhammadiyah Tangerang?

To analyse the students' utterances, the researcher analysed what types of code-mixing they used in their conversations. In order to answer the first problem in formulation, the researcher will rewrite types of code-mixing that the researcher cited based on Muysken (2000). The first type of code-mixing is insertion, which inserts words of a syntactic unit, either lexical or phrase. The insertion is characterized by verb, noun, and adjective elements. The second type of code-mixing is alternation, which is quite similar to insertion and is characterized by discourse particles, interjections, adverb and adverbial modifications, flagging, doubling, and embedding. The last type of code-mixing is congruent lexicalization, characterized by idiom and collocation.

Therefore, the data obtained from students was already being analyzed, inspired by the theory of Muysken (2000) and previous studies of Tarihoran (2022). The researcher found out that the types of code-mixing that are mostly used by students is insertion then, followed by alternation and congruent lexicalization. There are a total of 177 students' utterances of code-mixing from the findings where insertion appears 151 times, alternation appears 26 times, and congruent lexicalization appears 11 times. Several mixed code utterances from Gen Z students are divided into different characteristics based on what types of code-mixing are detected. The first one is insertion: it is shown the characteristic that is mostly used by the students is nouns appearing 71 times, followed by verbs appearing 19 times, adjectives appearing 17 times, noun phrases appearing 16 times, and reduplication of phrases appearing 3 times.

Meanwhile, the second type of code-mixing is alternation, in which the characteristics that are mostly used are embedded clause in discourse that appears 10 times, doubling appears 8 times, conjunction appears 3 times, adverb modification appears 3 times, flagging appears 2 times, interjection appears 1 time, and adverb appears 1 time. Furthermore, the last type of code-mixing is congruent lexicalization whereas the characteristic

that is only shown in findings is collocation which appears 11 times, it is a natural phenomenon where the students mostly used insertion, because insertion only inserted a phrase, words, or terms in the sentence or utterance. Although alternation also is quite similar to insertion, the difference is alternation is used in clause forms and is relatively separated (Sukrisna, 2019). The differences between these three in amount are very big. Meanwhile, the use of congruent lexicalization is relatively lower than the other two.

The second problem, the researcher was inspired by the previous study by Rusydah (2020) in order to answer the formulation of the problem. The researcher created the questions for the interviews supported by Rusydah (2020), who stated that the reasons why most young people add English words into their conversations are language pride, social demands, untranslatable words, and enriching English vocabulary. The statement of the reason for language pride was asked in question number 8, 9, 12, 13, and 14. Therefore, the questions were restated again below:

Table 3. Students' Answer Analysis

The reasons why most young people add English words into their conversation are because of language pride, social demands, untranslatable words, and enriching English vocabulary	
Question Number	Analysis
Question 8. Do you ever feel proud of yourself when using language mixing in your daily conversation?	It is shown that there are 6 respondents who agreed that they feel proud in using language mixing. Meanwhile, there are 2 respondents who feel indifferent and the rest of the two only feel proud occasionally. Based on the findings, the researcher agrees with Rusydah (2000) that English is seen as more pleasant which means the students seemingly feel different and outstanding in using English, so they feel proud of using the language.
Question 9. Do you feel cooler when using language mixing?	Question number 9 is quite similar to number 8. Based on the answer of the respondents, there are 9 respondents who admitted that they feel cooler in using language mixing, 1 respondent also agreed to feel slightly cool, and the rest of 5 students care less about it. Similar to the statement from a question before, English is seen as pleasant so the students wanted to outstand and be different from others.
Question 12. Do you gain confidence when you use language mixing?	There are 11 respondents agree that they gain confidence when using language mixing, 2 respondents only feel a little bit of confidence that rose up on using language mixing, and 1 respondent gives a response that depends on whom she talks to in order for her confidence to rise up and one more respondent answer that she has no confidence in using language mixing. Because the respondents feel cooler and proud in using language mixing, so thereafter they confidence rose.
Question 13. Do you use language mixing because of trends?	There are 8 respondents who agree that because of trends they use language mixing, and 4 respondents claimed that they are not using language mixing because of trends. Tarihoran (2022) stated that being born in this era, Gen Z tends to have special characteristics which advanced with technology and accessible on the internet. Lutfiani (2018) also added that the songs the Gen Zs listen to, the internet content they enjoyed, and the social statuses they post are basically what made them follow nowadays trends to imitate what they see and hear from both local and international news about their fav. It is no wonder that the respondents are into trends nowadays for what has been observed before.
Question 14. Do you use language mixing because you got influenced by your fav artists/celebrities?	There are 9 respondents who agreed that they use language mixing because of their favorite artists, 2 of them explained that they are not really into the artists but by their characters in movies. 5 respondents opposed and said that they are not really into artists, one of them also stated that she used language mixing because she was used to it. 1 respondent claimed that she is not really influenced by her favorite artist because her favorite is a Korean star that does not use English. English is an international language from UK and USA where artists, celebrities, and public figures have the talent to influence individuals, mostly the fans which spread into the world, including Indonesia. The fans like to imitate what they do, especially language, for example, their accent. Therefore, from the questions of the interviews above it is concluded that language pride is one of the reasons why Gen Zs use language mixing in their conversations because they wanted to feel cooler, proud, gain confidence, and imitate their favorite artist or celebrities.
The reason why Gen Z uses language mixing is because of social demands which focus on interview questions 10, 11, and 16. The question will be recited below:	
Question Number	Analysis

Question 10. Did your friends' group influence you to use language mixing?	There are 12 respondents who agreed that their friends' group influences them, 1 of the respondents claimed that she is not influenced by their friends and stated that she is learning and motivated by her own. Meanwhile, there are 2 respondents claimed that they are not really influenced by their friends. Rusydah (2020) stated that social relations are mostly influenced by their circle from school or work because the members of the circle brace each other to maintain themselves in using mix languages every time they encounter and converse together. The researcher also agrees with the statement because based on the findings, it is shown the respondents all admitted that they are influenced by their closest people such as friends, lovers, coworkers, and even some of the respondents use language mixing in their social media.
Question 11. Did you use language mixing because it is a must or a social demand such as academic needs or occupation?	There is one respondent admitted that she does the language mixing because of a must and she really wants to use English in her conversation and there is also one respondent who admitted that she doesn't agree to use language mixing for academic and occupational needs because she stated that language mixing is an informal and impolite language, the word order also messes up so, people need to practice and learn English more to become fluent. The 6 respondents agree that they use language mixing for academic needs; meanwhile, 7 respondents agree that they use language mixing for both academic and occupational needs because the hiring company requires people that be able to speak English. English is still learned at school even though until now English is still considered an international language. However, the respondents are already aware of the importance of English because it can be used for their academic needs and occupations, such as being hired by a big company that requires mastery of English.
Question 16. Do you get your language mixing skills from a course or your school?	6 respondents claimed that they got their language mixing skills on their own and from the internet, one of them also stated that schools and college lessons are too formal, basic, and structural. The rest of the respondents agreed that they get it from both school and college. Rusydah (2020) stated that the education level of someone is affected by the phenomena because it is to support social status. Based on the answer of students, they claimed that they got their English skills from school and college. It is shown that the respondents care about their academic needs. Furthermore, relating to the previous question, this level of education affects their qualification for being hired by a company.
The reason Gen Z uses language mixing is because of the enrichment of English vocabulary, which focuses on interview questions 5. The question will be recited below:	
Question Number	Analysis
Question 5. Could you please explain why you use language mixing?	There are 4 respondents claimed that they use language mixing to improve their English skills and enrich their English vocabulary. 1 of them thinks that language mixing is interesting to be used to joke around. 7 of them stated they are used to it and did it unconsciously. From the statement above, it can be seen that the reason why students use language mixing is because they want to enrich their English vocabulary
The reason Gen Z uses language mixing is because of untranslatable words in the Indonesian language. The question is from number 18 and will be restated below:	
Question 18. Did you ever find untranslatable words in Indonesian so you choose English instead?	All respondents basically agree because there are some words and terms that are untranslatable in the Indonesian language. The respondents gave one example with the term 'pick me girl'. If you translated it to the Indonesian language per word it will have the meaning 'angkat aku gadis'. But the actual meaning is very far from what it translated per word. The meaning of the term 'pick me girl' is a girl who seeks attention from boys by bringing down or speaking ill to other girls so they will be seen as different and special from the other girls. This term is quite similar to the term 'caper' or the short for 'cari perhatian' in Indonesia, but this term is a bit different because someone who has a 'caper' personality does not bring down or speak ill of other people, they just want to outstand their own selves. Kashgiry (2011) stated that the certainty level of words from untranslatability might occur because of the equivalence which is lacking between two languages. Therefore, the use of English in the terms above instead of Indonesian will prevent that kind of misinterpreting.

Based on the findings, it can be concluded that the phenomenon of code-mixing among Generation Z involves three main types of utterances: insertion, alternation, and congruent lexicalization. Additionally, the reasons behind this linguistic behavior were explored through interview data, particularly Question 6, which

asked:

Question 6: What is your opinion about the phenomenon of language mixing?

All respondents expressed positive views toward the phenomenon. Several described code-mixing as "cool" and "trendy," associating it with modern communication styles. Some respondents noted its practical utility, especially in professional contexts such as job applications, where English proficiency is often valued. Others emphasized that code-mixing feels natural within their social environment—particularly due to the influence of peers, the rise of social media, and the increasing presence of English in daily life.

Many participants agreed that code-mixing supports language development by enhancing their understanding and usage of English. However, respondents also acknowledged potential drawbacks. Some highlighted that mixed language structures can confuse listeners, especially older generations who may not be familiar with English. These concerns suggest that while code-mixing can aid communication within peer groups, it may also create generational or linguistic barriers.

These findings are consistent with previous research, including Rusydah (2020), which characterizes code-mixing as a natural linguistic adaptation driven by social and digital influences. Gen Z students tend to mix English and Indonesian unconsciously, shaped by their digital environments and academic or professional needs. Furthermore, integrating Qur'anic values into language education may provide a moral framework for ethical communication, encouraging students to use language responsibly and respectfully.

4. CONCLUSION

Based on the research findings and discussion, this study identifies a total of 177 instances of code-mixing from 15 eighth-semester students. The analysis categorizes these occurrences into three types: insertion (151 instances), alternation (26 instances), and congruent lexicalization (11 instances). The dominant type, insertion, is primarily characterized by the use of nouns (71 instances), verbs (19 instances), noun phrases (16 instances), adjectives (17 instances), and reduplicated phrases (13 instances). Alternation is marked by conjunctions (3 instances), interjections (1 instance), adverbs (1 instance), adverb modification (3 instances), embedded clauses (10 instances), doubling (8 instances), and flagging (2 instances). Meanwhile, congruent lexicalization appears exclusively in collocations (11 instances). Several factors contribute to the prevalence of language mixing among these students. Many participants reported that they naturally integrate English into daily conversations, often as a habit or a means to enhance their English proficiency. Psychological factors such as feeling more confident, proud, or socially 'cool' also influence this linguistic behavior. Additionally, external influences, including peer groups, favorite celebrities, and social trends, play a role. A significant linguistic motivation is the perceived lack of suitable Indonesian equivalents for certain expressions, leading students to adopt English terms for clarity, ease of pronunciation, or stylistic appeal.

The findings suggest that language mixing among Gen Z students is a natural outcome of social and digital media exposure, as well as an evolving linguistic landscape shaped by global influences. However, this study is limited by its small sample size and specific regional focus, which may not fully represent broader linguistic patterns among Indonesian students. Future research could expand on these findings by examining different age groups, exploring the long-term impact of language mixing through longitudinal studies, or investigating the role of digital platforms in shaping bilingual speech patterns. Such studies would offer deeper insights into the sociolinguistic dynamics of code-mixing and its implications for language education and identity formation in multilingual communities.

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