



## UNPACKING CODE MIXING IN ENGLISH SPEAKING: A CASE STUDY ON GENERATION Z LEARNERS

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### Abstract:

This research unpacks the phenomenon of code mixing among Generation Z students and its repercussion on English speaking skills. Using a qualitative descriptive case study, the study was conducted with second-semester English education students at Prima Bangsa Institute, Cirebon. Data were collected through classroom observation and interviews, both directly and via online forms, to capture authentic communication. The analysis applies Soewito's (1985) and Callhavid's (2010) theory of code mixing types, including word, phrase, reduplication, hybrid, idiom, and clause insertion, as well as Hoffman's (1991) theory of functions such as expressing topics, empathy, interjections, clarification, group identity, and quoting others. The results show that students frequently mix Indonesian and English, influenced by digital culture and social media, to communicate more flexibly and naturally. Furthermore, code mixing supports their speaking development by expanding vocabulary, improving pronunciation, enhancing comprehension, and boosting confidence.

**Keywords:** Code Mixing, Generation Z, English Proficiency, Sociolinguistics, Speaking Skill.

## **INTRODUCTION**

Language is the way humans communicate as social beings. According to Nabila & Idayani (2022) language is a basic skill for effective interpersonal communication through which people exchange ideas, desires, thoughts, and emotions. In Indonesia, many languages are spoken due to cultural and ethnic diversity. With technological advances, English has entered Indonesia as a foreign language, influencing language styles, especially among Generation Z. The purpose of this research is to investigate code mixing in Generation Z, particularly in their use of English and Indonesian in daily conversation, and to analyze its frequency and impact. Widyaiswara et al., (2022) state that style of language reflects the link between language and society, while Ali Ali Luthfiyyah et al., 2022 note that young people prefer short, simple, and popular language that changes quickly with trends.

Generation Z, born between the mid-1990s and early 2010s, grew up in a digital era that shaped their communication patterns. According to Bana Behbahani & İldem Develi (2023), they are more knowledgeable and skilled in communication. Yusuf et al. (2022) cited in Telaumbanua et al., (2024), explain that their closeness to technology produces unique language and slang. This is evident in their frequent use of English words in Indonesian speech, creating code mixing. Wardhaugh (2006:101) cited in Hasanah (2020) states that people choose their codes depending on the situation, and for Generation Z, mixing Indonesian and English has become a new communication style. According to Wardhaugh (2006), cited Sari et al. (2024) the choice of code mixing often depends on the speaker, the audience, and the context, which determines whether communication takes a formal or informal tone. Ukhtin et al. (2021) emphasize that language is a tool for expressing ideas and innovations, while social media accelerates this blending of English and Indonesian in daily communication.

### **Code Mixing**

This phenomenon has become more prevalent in modern communication, particularly in Indonesia, where the mixing of local languages and English has become a common practice. Code mixing itself usually occurs naturally in a social environment where people use many languages. According to Fitria (2024) code mixing is a linguistic event that appears universally in a multilingual society. Kartini (2019, cited in Idayani & Nabila, 2022) states that code mixing is used for various reasons, such as necessity or social status. It may occur when an individual

cannot find an appropriate term in their native language and resorts to another language to express their thoughts. In this research, the researcher focuses on using code mixing theories based on their functions and types.

Soewito (1985:76) and Callhavid (2010) cited in Syafryadin & Haryani (2020) identify six types of code mixing based on language elements:

- a) Insertion of Word: One method of code mixing is inserting vocabulary from one language into a sentence of another, as in this research where English words are inserted into Indonesian. This occurs when a speaker uses one language but adds a word or several words from another. Example: “...*menguasai tentang teknik **speed, aperture, dan lighting.***” (Haryani & Syafryadin, 2020). Here, speed refers to motion speed, aperture to the camera hole size for light, and lighting to the light effect influencing image results.
- b) Insertion of Phrase: A phrase is a group of words forming one structural element without a subject–predicate structure. In code mixing, it occurs when a phrase from another language is inserted into a sentence. Additionally, based on Ester et al. (2022) explains that a phrase is a collection of words that contain meaning systematically in a certain pattern. Example: “...*buat yang masih bingung menentukan **future career.***” (Haryani & Syafryadin, 2020). Here, future career means the profession someone will pursue in the future.
- c) Insertion of Word Reduplication: Word reduplication is the process of repeating a word or part of a word, which may change its form, meaning, or function Pabuntang & Qarimah (2025). In code mixing, this occurs when a reduplicated word from another language is inserted into a sentence. Example: “*Siapa tahu bisa **chit-chat** sama pakar fisika terkemuka.*” (Haryani & Syafryadin, 2020). Here, chit-chat refers to friendly but informal conversation.
- d) Insertion of Hybrid: Hybrid is formed when elements from different languages are combined into one meaningful word. In Indonesian, this often happens by attaching local affixes to English words Karimah & Hermilia Wijayanti (2023)..Example: “..*ehhh ada yang nge-**add** aku kemarin, kenal gak?*”. Here, nge-add combines the Indonesian prefix nge- with the English word add, meaning someone added the speaker as a new friend.

- e) Expression or Idiom Insertion: Idioms are word combinations whose meanings differ from their literal definitions. They cannot be translated directly because each region has unique idioms (Ariyani et al. (2021). This type of code mixing occurs when an idiom is inserted into a sentence. Example: “*Udahlah, **move on** dong.*” (Scientia et al., 2020). Here, move on does not mean simply “move,” but rather forgetting the past, letting go, and moving forward.
- f) Insertion of Clause: A clause is a grammatical unit with a subject and a verb, classified into independent and dependent clauses Azar and Hagen (2011) quoted from Octasary et al. (2024). Code mixing occurs when a clause from another language is inserted into speech. Example: “*Makanya masalah kali ini **hopefully will help you to find it.***” (Haryani & Syafrudin, 2020). Here, ‘hopefully will help you to find it’ is a dependent clause because it cannot stand alone and still requires connection to the main sentence.

Hoffman (1991:116) cited in Amriani et al. (2023) lists several functions of code mixing, including:

- a) Talking about particular topic: Someone will use the language they are most comfortable with when discussing a topic, usually choosing familiar words. Example: “*Solo! ini **hot sekali***” Chairani (2014) cited in Nasution (2022). In this case, the word hot is used instead of *panas* because the speaker is more accustomed to the English term.
- b) Being emphatic about something: In expressing feelings, someone may use a foreign language to make their message sound stronger. Example: “*aku sudah berkorban, **but I get nothing, sakit hatiku***” Apriana (2006:48, cited in Nasution, 2022). Here, Indonesian is dominant, but English is inserted to emphasize the emotion expressed.
- c) Interjection: Interjections are words or expressions inserted into sentences with the aim of conveying surprise, strong feelings, or to get attention. It has no grammar mark, for example: Hey! Look! Well! Okay! Etc. Example: “*Dompetku ketinggalan di taksi! **Shit!***” Cakrawati (2011:16, cited in Nasution, 2022). The word ‘shit’ is used by the object to express his emotions as a sign of feeling annoyed.
- d) Repetition used for clarification: People sometimes use two languages with the same goal, aiming to clarify the message. Example: “*Aku kok **miss him** ya? Nggak papa ya? kalo aku sms dia, **is that ok?***” Apriana (2006: 49, cited in Nasution, 2022). In this

example, the phrase "*nggak papa, ya?*" in Indonesian is repeated in English as "is that ok?" to make the question clearer.

- e) Expressing group identity: Communication methods in each society differ, and code mixing can serve to express group identity. As stated by Irawan et al. (2021), this function allows academic, professional, or other groups to communicate in ways that highlight their distinct characteristics. Example: "**Morning** Li. *Mau nanya nih, kita masuk kapan?* **Silent** *weeknya kapan?* **And Final** *kapan?* **Thank U very much**" Apriana (2006: 49, cited in Nasution, 2022). In this example, the use of Indonesian-English indicates that the speaker masters English and is possibly an academic person.
- f) Intention of Clarifying The Speech Content For The Interlocutor: The function of code mixing this time is to make it easier for the listener to receive the message conveyed. For example: "*tolong dong bawain buku biologi, mau aku* **copy. Thanks banget ya**" Apriana (2006: 49, cited in Nasution, 2022). The word 'copy' here means photocopy. By saying that it is hoped that the listener will understand, that the book will be copied using a machine not manually.
- g) Quoting somebody else: This type of code mixing function occurs when someone in communicating includes quotes from other people speech, adage, proverb, or speech from a famous figure in the original language. For example: "*dia lupa namanya, what is a name?*" (2006: 49, cited in Nasution, 202). This example reflects the famous quote from Shakespeare, an English poet.

A number of research on the use of code mixing have been analyzed by applying different instruments, focuses, and goals. Hasanah (2020) reviewed code mixing in Bayu Skak's videos using Spradley's four-step theory and found its use influenced by motivation, emotion, limited vocabulary, lexicon gaps, pronunciation variations, and cultural factors, though limited by a small sample size. Tarihoran et al. (2022) examined the impact of social media on Generation Z's code mixing with 336 students, showing individual, cultural, and societal factors as causes, but without analyzing audience perspectives. Lumintang & Rahmawati (2023), studied code mixing in South Jakarta through TikTok, highlighting positive and negative effects on communication, though lacking detailed explanation of negative impacts. Ukhtin et al. (2021) analyzed 100 Twitter statuses to identify types of language styles, finding casual style most common and formal least, but without generalizing to other generations or platforms. Sari et al.

(2024) analyzed Taylor Swift's graduation speech, showing casual style most frequently used, but focusing only on types and frequency rather than functions or impacts.

Based on previous research, the researcher found differences and similarities in theory, focus, benefit, shortcoming, and objective. Some studies revealed factors causing code mixing, while this research offers something new by connecting code mixing with Generation Z as the object. It identifies the repercussions through social media and real-life communication, showing how far Generation Z implements code mixing in daily interaction.

## **METHODOLOGY**

This research uses descriptive qualitative as its research method with a sociolinguistic approach regarding code mixing. Creswell (2014) cited in Novriansyah (2023) explains that qualitative research is presented in words and interpreted through data images and text. The design applied is a case research, which according to Creswell (2014, cited in Priya, 2021), investigates a bounded system through detailed and in-depth data collection involving multiple sources of information. The subjects were Generation Z students from the English Education Study Program at Prima Bangsa Institute in Cirebon. From 10 second-semester students, three were chosen based on criteria such as active use of English speaking skills, confidence, participation in class, social media activity, and ability to understand topics.

Data were collected through observation and interviews, with the researcher acting as a participant observer using a structured checklist form to record Indonesian-English code mixing, supported by notes, photos, and videos. Interviews were conducted directly and via Google Forms with open-ended questions, supported by voice recordings and written responses. The data were then classified and interpreted using Soewito (1985) and Callhavid (2010) frameworks on code mixing types, and Hoffman's (1991) based on functions. To ensure accuracy, the analysis was reviewed repeatedly, and instruments such as checklists, interview lists guides, and audiovisual documentation were designed to be simple and replicable.

## **FINDINGS**

The research found 39 data of code mixing, by types and functions of code mixing. The analysis used the frameworks of Soewito (1985) and Callhavid (2010, in Haryani & Syafryadin, 2020). The functions of code mixing as proposed by Hoffman (1991:116), cited in Amriani et al. (2023). The types and functions found in this research came from students' spoken language in

both formal and informal situations. Based on the results of the data analysis, the students employed code mixing according to its functions in various conversational contexts, including academic, informal, and specific interactions. To facilitate the presentation of data, the researcher used initials for the three subjects involved in this research, namely S1, S2, and S3.

### **The Ways Generation Z Students in Speaking Class Use Code Mixing in Their Daily Communication**

During observations and interviews, the researcher found that most Generation Z students actively inserted English into Indonesian conversations in both informal and formal settings, even using full English sentences. Code mixing served various functions and types, also students showed the ability to adjust language use according to situation, context, and purpose. The researcher also asked about their interest in learning English, understanding of code mixing, and use of English in daily activities.

### **The Application of Code Mixing Based on Type in Generation Z Communication**

For the first data collection through interviews both from google form or directly, all students must use code mixing in their communication according to the questions asked by the researcher based on the type of code mixing. 18 data on the use of code mixing were found, classified by type from Suwito's theory which discusses the types of code mixing. The following is an interpretation of the data that has been collected from code mixing based on its types.

**Table 1. Interview Questions (Types of Code Mixing)**

The Questions	The Participants		
	S1	S2	S3
How do you apply code mixing insertion of words?	“ <i>Aku merasa kesulitan saat pronounce di kelas Reading.</i> ”	“ <i>Aku sedang membuat kue homemade, no bake pake topping keju.</i> ”	“ <i>Semua kerajina n tangan disi ni handmade da n berbahan</i> ”

			<i>das</i> <i>ar</i> certified wood.”
<b>How do you apply code mixing insertion of phrase?</b>	“ <i>Aku udah mulai nyiapin final project presentasi d ari sekarang biar gak buru-buru.</i> ”	“ <i>Aku lebih milih tim short text daripada long text karena gasuka bany ak bicara.</i> ”	“ <i>Kayaknya gak gitu deh, harusnya kan ada furth er explanation-nya gitu.</i> ”
<b>How do you apply</b>	“ <i>Aku pengen lebih</i>	“ <i>Ada gak sih batik</i>	“ <i>Dia berusaha jadi</i>

The Questions	The Participants		
	S1	S2	S3
<b>code mixing insertion of word reduplication?</b>	<i>banyak ngobrol face- to-face discussi on biar speaking ku makin lancar.</i> ”	<i>yang motifnya zig-zag ?</i> ”	<i>penyihir main hocus pocus.</i> ”
<b>How do you apply code mixing insertion of hybrid?</b>	“ <i>Besok aku harus nge-submit tugas writing sebel um deadline.</i> ”	“ <i>Dia suka nge-download-in lagu dari Youtube.</i> ”	“ <i>Aku gak bisa nge-judge dia tanpa paham lebih lanjut.</i> ”

<p><b>How do you apply code mixing insertion of expression or idiom?</b></p>	<p>“<b>Dont sweat it,</b> tetap tenang dan fokus aja sama tugas kamu.”</p>	<p>“Rony Parulian, dia itu kayaknya kalo ketemu seca ra langsung orangnya <b>Green Flag banget.</b>”</p>	<p>“<b>Jangan menyerah</b> <b>h</b> <b>Break a leg yah!</b>”</p>
<p><b>How do you apply code mixing insertion of clause?</b></p>	<p>“<b>Kita harus serius belajar</b> if we dont prepare well we will fail the final exam.”</p>	<p>“<b>kamu lagi sidang proposal</b> y <b>ah, semangat!</b> i hope you’re doing well!”</p>	<p>“<b>Kamu harus giat berlatih</b> if you dont exercise well you will fail.”</p>

Based on the results of research on second-semester Generation Z students at IPB Cirebon, it was found that the use of code mixing appears in various forms, namely insertion of words, phrases, reduplication, hybrids, idioms, and clauses. In the insertion of words, students tend to insert English vocabulary because it is considered more familiar, more frequently used, and more representative compared to the Indonesian equivalents. Meanwhile, the insertion of phrases appears in expressions used in both academic and everyday contexts, reflecting the communication habits of Generation Z, which are closely connected to English terminology.

In addition, the insertion of word reduplication emerges in forms used to convey meaning expressively in both formal and nonformal conversations. The insertion of hybrids, demonstrates the adaptation of English structures into Indonesian morphological patterns, especially in informal contexts. The insertion of idioms is found in expressions used to convey support, emotions, and social judgments. The insertion of clauses appears in sentences that indicate pragmatic awareness to deliver warnings, encouragement, or advice in a more expressive way.

## The Application of Code Mixing Based on Function in Generation Z Communication

These data were collected through two stages, namely direct interviews with students and through questions provided in the google form. From the functions identified using Hoffman's theory (1991:116), students use code mixing for various purposes, 21 data were found from the use of code mixing which were classified based on their functions. The following is an interpretation of the data that has been collected from code mixing based on its function.

**Table 2. Interview Questions (Functions of Code Mixing)**

The Questions	The Participants		
	S1	S2	S3
How do you apply code mixing when talking about particular topic?	<p><i>“Di kelas <b>grammar</b> aku masih suka bingung sama <b>tenses</b> yang beda-beda.”</i></p>	<p><i>“Kalo kamu mau <b>upgrade</b> komputer, kamu harus tau dulu spesifikasi yang kamu butuhkan.”</i></p>	<p><i>“Jujur aku masih bingung cara <b>skimming</b> dikelas reading.”</i></p>
How do you apply code mixing when being emphatic about something?	<p><i>“<b>what a letdown,</b> yang sabar yah padahal kamu udah berusaha banget, <b>i feel you</b>”</i></p>	<p><i>“<b>Im sorry to hear that</b> nanti sore aku jenguk yah <b>Get well soon!</b>”</i></p>	<p><i>“Lupain kenangan bareng sama dia, <b>its filled hurt enough for you to remember.</b>”</i></p>
How do you apply code mixing when inserting sentence fillers or sentence connectors?	<p><i>“Wah, aku lupa bawa laptop <b>Damn!</b>”</i></p>	<p><i>“<b>Shit!</b> aku belum ngerjain tugas Speaking gimana yah?”</i></p> <p><i>“<b>Well!</b> menurut aku kamu harus cepet selesaiin tugasnya deh. Soalnya deadline nya mepet banget.”</i></p>	<p><i>“<b>Fuck!</b> aku lupa bawa buku!”</i></p>

How do you use code mixing when talking about repetition?	“ <i>Aku harus mengumpulkan tugasnya besok, right? Tomorrow? sebelum jam 12 malam?</i> ”	“ <b>I said many times!</b> <i>Padahal aku udah bilang berkali-kali sebelumnya loh, kamu paham belum sih?</i> ”	“ <i>Kelas miss naelul mulai jam 1 kan? Right? bener gak?</i> ”
How do you use code mixing	“ <b>Guys, jangan lupa yah</b>	“ <b>Excuse me, sorry to interrupt your time.</b> At 8 o	“ <b>Untuk anniversary kelas kita, bakal ada</b>

The Questions	The Participants		
	S1	S2	S3
when about expressing group?	<b>presentation</b> <i>kita next week harus siap dan practice more. Biar ga tegang.</i>	<i>clock apakah miss bisa hadir di room Google Meet.</i>	<b>planning event besar nih and its gonna be lit!</b> <i>Soalnya ada Live Music, Food Festival, dan Games seru.</i>
How do you use code mixing when clarifying speech content?	“ <i>Kalo kamu ga ngerti soal grammar coba cek di grammarly, biar gampang ngerti.</i> ”	“ <i>Tolong kirimin hardfile-nya dong mau aku print thanks ya!</i> ”	“ <i>eh untuk template power point buat presentasi minggu depan, aku keep dulu design yang pertama yah.</i> ”
How do you use code mixing when quoting somebody else?	“ <b>Once you stop learning you start dying.</b> <i>Jadi kita harus sering latihan dan keep</i>	“ <i>Eh aku insecure deh.</i> ” “ <b>you are enough just as you are, kamu cantik kok.</b> ” <b>(Meghan Markle).</b>	“ <i>Kamu gaboleh putus asa, believe you can do you’re halfway there.</i> ” <b>(Theodore Roosevelt).</b>

	<i>going.” (Albert Einstein).</i>		
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The results of this interviews indicate that code mixing is used when discussing particular topics, especially in academic and technological terms, because it is considered more accurate and widely recognized. In addition, code mixing functions as a medium to express empathy, sympathy, or emotional support so that messages are conveyed more strongly. Its use also appears in the form of interjections as spontaneous expressions to emphasize emotions such as disappointment, frustration, or surprise, as well as in repetitions that serve to clarify statements and ensure the listener’s understanding. Furthermore, code mixing is used to express group identity, both in academic and social contexts, thus reflecting the bilingual communication style typical of the younger generation.

It also plays an important role in clarifying speech content to avoid ambiguity, as well as in quoting well-known figures or motivational expressions to reinforce messages more convincingly. Based on these data, it can be concluded that the code mixing used by students is not merely the insertion of words or phrases but also carries expressive, emotional, informative, and group identity functions. This shows that Generation Z students consciously use code mixing according to the context of communication, both in academic and non-formal settings. Thus, code mixing serves an important role in enhancing communication comfort, clarifying messages, reinforcing linguistic identity, and strengthening social interaction in everyday conversations.

### **The Repercussions of Code Mixing on The English Proficiency of Generation Z Students in Their Speaking Skills**

The following table contains questions from participants in response to statements about the relationship between code mixing and generation Z and the benefits of those who use code mixing as a method of communication.

**Table 3. Interview Questions (The Benefits of Code Mixing for Students)**

<b>The Questions</b>	<b>The Participants</b>		
	<b>S1</b>	<b>S2</b>	<b>S3</b>

<p>Are there any benefits that you feel when you frequently use code mixing in communication?</p>	<p>The benefit is that i can explore english more. <i>saya jadi tahu lebih banyak</i> vocabulary, <i>dan ketika</i> other people use code mixing too, it helps me practice analyzing <i>karena terkadang</i> the words are unfamiliar for me. in the future, <i>mungkin ini akan membantu saya untuk meningkatkan kepercayaan diri saya, supaya saya bisa</i> speak full english <i>lebih lancar.</i></p>	<p>can increase someone's understanding of what I am talking about, and might be able to build social connections between each other.</p>	<p>I feel quite chill and making my communication progress feels friendly.</p>
<p>Do you think the language style in Generation Z communication is very attached to code mixing? Why?</p>	<p><i>Kalau patokannya cuma satu generasi,</i> i don't think that's accurate. because in the workplace, <i>yg umurnya bervariasi,</i> code mixing is still commonly used. in today's terms, we say "<i>budak korporat</i>" and they use code mixing a lot, not just gen z. <i>mungkin di bidang pekerjaan lain, selain kerja kantoran,</i> people also use code mixing quite often.</p>	<p>Yes, because most of the Z Gen itself has many connections such as having friends from abroad or just want to learn the language and apply to everyday life.</p>	<p>Great Yes, not everyone, but 80% of Gen Z like to use mixed language or slang in our sentences. I think it's because it won't make our dialogue flat and boring.</p>

Based on the table above from the statements of the participants, it shows that the use of code mixing in the communication of Generation Z students has a significant repercussion on improving their English speaking skills, especially in speaking classes and daily communication.

The most prominent positive repercussion is the increase in students' confidence in speaking, they feel more comfortable and flexible in expressing themselves using this code mixing language style. In addition, the use of code mixing also helps students expand their vocabulary, improve pronunciation, and get used to the sentence structure in English and how to apply it. With the frequent use of code mixing by students, it is possible to make them more skilled in speaking English, especially in conveying an idea and thought which ultimately supports the mastery of English more naturally, especially in an academic environment as a student.

## **DISCUSSION**

In this section, the discussion examines how Generation Z students in speaking classes apply code mixing in everyday communication. It also discusses the positive repercussions they experience, especially on speaking skills. The explanations are connected with the relevant theories used.

### **The Application of Code Mixing in Student Communication in Speaking Class**

The research on 2nd semester Generation Z students at IPB Cirebon concluded that code mixing is relevant in both daily and academic communication. The dominant types are insertion of word and phrase, showing familiarity with English terms, while its functions include discussing topics, showing group identity, expressing emotions, quoting figures, and inserting exclamations. Findings indicate that students use it with pragmatic awareness, contributing positively to comfort, vocabulary, grammar, confidence, and speaking skills.

### **The Repercussions of Code Mixing on The English Proficiency of Generation Z Students in Their Speaking Skills**

When learning English, code mixing helps them understand material by connecting English context with their mother tongue, as seen in observations and interviews where students use code mixing to maintain communication. This phenomenon also reflects a shift in the view of English, from being considered a special formal language to becoming part of Generation Z's everyday communication style. Code mixing now functions as a language aid and linguistic identity, making students feel more expressive, confident, and connected. Therefore, teachers' and educators' understanding of this phenomenon is crucial to adjust teaching strategies in speaking classes. Then, the researcher explains several positive repercussions of using code mixing in communicating for students through the following points.

#### *Code Mixing in Increasing Student Confidence*

Based on observations and interviews, this study shows that code mixing increases students' confidence in speaking English. By mixing Indonesian and English in formal and non-formal communication, students speak more easily without worrying about grammar, reducing fear and allowing freer expression. In speaking classes, this supports fluency and confidence. According to Celenia et al. (2021), code mixing has a positive effect on students' confidence, especially with teacher support. Participants S1 and S3 also stated that practicing code mixing makes them calmer, chill, and more relaxed, helping them become more courageous in using English in communication.

#### *Code Mixing in Improving Students' Vocabulary*

The researcher found that code mixing helps students get used to inserting English words or

phrases into Indonesian sentences, making it easier to remember vocabulary and even form hybrids as explained in the research data. Social media, books, and class materials also support this habit, especially in speaking classes. One participant said code mixing makes vocabulary increase faster, but this requires frequent practice. As stated by Humaira (2024) continuing to practice regularly will make students more comfortable in communicating using English.

#### *Code Mixing in Improving Students' Pronunciation*

After observations, the researcher found that students were more comfortable practicing pronunciation through code mixing in real communication than in formal class exercises. Many terms they use come from social media, songs, or YouTube and TikTok, giving them valid pronunciation models from native speakers or influencers. This positively affects their pronunciation, and participants revealed that social media greatly helped improve their speaking skills, especially pronunciation, as Generation Z is strongly influenced by technology. According to Fadhilil (2023), using code mixing helps students make English speech sound more natural and improves pronunciation to be more fluent.

#### *Code Mixing in Improving Understanding In Speaking*

Based on observations and interviews, code mixing positively affects Generation Z students' speaking comprehension. Mixing English with Indonesian makes meanings easier to understand, reduces cognitive load, and encourages active interaction. Participants said this method minimizes misunderstandings with classmates and teachers. According to Qalyubi (2022) code mixing supports the learning process in understanding English, especially in public speaking.

## **CONCLUSION**

This research explored the use of code mixing among Generation Z students in speaking classes and examined its influence on their English proficiency. The findings confirmed that students frequently employed various types and functions of code mixing, which not only reflected their social and cultural identity but also served as an effective strategy to support their language learning. Code mixing was found to improve confidence, enrich vocabulary, enhance pronunciation, and strengthen comprehension in English communication.

Based on these results, it is suggested that students continue to use code mixing as a transitional tool for improving their English proficiency while gradually increasing their use of full English expressions. Teachers are encouraged to recognize this phenomenon as a potential learning strategy and to design teaching methods that integrate students' natural linguistic practices with

structured language development. Future researchers are also recommended to extend this research by involving larger samples or different contexts to provide broader insights into the role of code mixing in language acquisition.

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