The Analysis Of Code-Mixing Used By Generation Z's Particularly English Literature Student Unima Batch 2021

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Abstract : This study analyzed the use of code-mixing by Generation Z, particularly English Literature students of UNIMA Batch 2021, in their WhatsApp group discussions. Since the data were in the form of written conversations rather than numerical data, this study applied a descriptive qualitative method to answer the research question. The data were collected from WhatsApp class group discussions over one semester, specifically from August 20, 2023, to December 19, 2023. This study used Hoffmann's (2014) theory to identify the types of code-mixing and Myers-Scotton's (1998) Markedness Model as the framework. The findings revealed 113 instances of code-mixing, which were classified into three types: Insertion (63 cases), Alternation (20 cases), and Congruent Lexicalization (9 cases). The analysis also showed that 84 instances were marked, indicating intentional use for emphasis, social identity, or academic expression, while 29 instances were unmarked, suggesting a natural and habitual use of code-mixing in digital communication. The results indicate that code-mixing among these students is influenced by their academic environment, digital exposure, and peer interactions. This research contributes to the understanding of how Generation Z integrates multiple languages in everyday communication, particularly in academic settings.

Keywords: Sociolinguistics, Code-Mixing, WhatsApp, Generation Z, UNIMA

INTRODUCTION

In today's rapidly globalized and digitally connected world, language use has become increasingly dynamic, especially among the younger generation. Communication is no longer bound by geographical or cultural borders, as digital platforms enable real-time interaction across linguistic boundaries. Generation Z, born between 1995 and 2012, represents the first cohort to grow up entirely within this digital era. Their language practices are strongly influenced by technology, education, and social media, which are deeply embedded in their daily lives. As they interact via platforms like WhatsApp, Instagram, and Twitter, their linguistic behavior reflects a high frequency of code-mixing—a phenomenon in which speakers blend two or more languages within a single utterance or conversation. This linguistic strategy is often used not only to enhance communication and reduce misunderstandings, but also to express identity, social belonging, and familiarity in specific contexts.

This research is grounded in the field of sociolinguistics and focuses on code-mixing as practiced by Generation Z students within an academic environment. Specifically, it investigates the code-mixing patterns used by English Literature students of Universitas Negeri Manado (UNIMA) Batch 2021 in their WhatsApp group discussions. As digital natives, these students frequently incorporate English into their daily communication, particularly in academic and peer group settings. The study applies Hoffmann's (2014) framework to classify types of code-mixing—Insertion, Alternation, and Congruent Lexicalization—and uses Myers-Scotton's Markedness Model (1998) to analyze the contextual significance of each instance. By examining how and why these students engage in code-mixing, this study contributes to a deeper understanding of language development, bilingual behavior, and sociocultural identity among digital-native university students.

RESEARCH METHOD

This research employed a descriptive qualitative approach to analyze patterns of code-mixing in non-numerical data. The study focused on WhatsApp group discussions among English Literature students at UNIMA Batch 2021, collecting data over one semester from August 20 to December 19, 2023. This method enabled an in-depth exploration of language used in natural settings, capturing authentic communication behavior among participants.

The data were analyzed using Hoffmann's classification of code-mixing types and Myers-Scotton's Markedness Model. Each code-mixing instance was categorized into either marked or unmarked, then further classified into Insertion, Alternation, or Congruent Lexicalization. The analysis aimed to determine the dominant code-mixing type and interpret its social functions within student interactions.

FINDINGS AND DISCUSSION

This section presents the findings of the research regarding the code-mixing used by Generation Z, specifically English Literature students at UNIMA Batch 2021, in their WhatsApp group discussions. The analysis follows Hoffmann's (2014) classification of code-mixing types and Myers-Scotton's (1998) Markedness Model. The data were collected over the course of one semester—from August 20, 2023, to December 19, 2023—by observing ten WhatsApp class group discussions in various subjects. In total, 113 messages containing English-Indonesian code-mixing were identified and analyzed. The categorization focused on three primary types of code-mixing: Insertion, Alternation, and Congruent Lexicalization, while also classifying the messages based on whether they represented marked or unmarked language choices.

The organizing process began by identifying and listing every instance of code-mixing from the WhatsApp group conversations. These instances were then grouped using Myers-Scotton's Markedness Model into either marked or unmarked code choices. A total of 113 conversations containing code-mixing were found. Among these, 84 messages were categorized as marked code-mixing, which suggests that the use of English in those instances was intentional and served specific purposes such as emphasizing ideas, demonstrating social status, or aligning with academic context.

Meanwhile, 29 messages were categorized as unmarked code-mixing, indicating a more habitual and natural use of mixed language that conforms to everyday norms of communication among the students.

The classification step applied Hoffmann's (2014) typology of code-mixing:

1. Insertion refers to inserting English words or short phrases into otherwise Indonesian sentences. This type was found to be the most prevalent, with 63 instances.

2. Alternation, which involves switching between entire clauses or sentences in English and Indonesian, was the second most common with 20 instances.

3. Congruent Lexicalization, which blends both languages at the grammatical level in a single sentence, was the least common, with 9 instances. In addition, 21 instances were labeled as "None" as they did not exhibit clear signs of code-mixing, even though they appeared in bilingual conversations.

The findings reveal that Insertion is the dominant form of code-mixing among UNIMA English Literature students. This is not surprising given that inserting single English words—especially academic terms like *assignment*, *presentation*, *deadline*, *feedback*, and *attendance*—has become a norm in educational settings. These words are often not translated into Indonesian because they are perceived as more precise, formal, or contextually appropriate in English. Insertion also reflects the students' exposure to English through their coursework and academic environment, where English is frequently used in instructions, textbooks, and discussions.

Alternation, though less frequent than insertion, demonstrates a higher level of bilingual competence, as students are able to switch between full clauses or sentences in two languages. This type of mixing often occurred when students gave explanations, asked clarification questions, or relayed instructions from lecturers. For example, a student might say, "Besok kita kelas jam 10, please be punctual guys," where the message switches seamlessly from Indonesian to English.

Congruent Lexicalization, the least common type, occurred when both Indonesian and English grammatical structures were blended within the same sentence. This type of code-mixing was often seen in informal conversations where students were more experimental and playful with language. While this mixing reflects

linguistic creativity, it also suggests a deep level of linguistic immersion and flexibility that allows for smooth blending of both languages.

According to the Markedness Model, the dominance of marked instances (84 out of 113) suggests that code-mixing is not merely accidental but often strategically used. These marked messages usually had functions beyond simple communication: they served to emphasize points, express politeness or professionalism, align with academic norms, or even demonstrate group identity and in-group solidarity. On the other hand, the unmarked messages (29 instances) indicate that for these students, code-mixing has become a normalized part of communication, especially in the context of digital platforms like WhatsApp where informal language use is accepted.

The findings also support the idea that digital platforms like WhatsApp foster linguistic hybridity. As Generation Z students are immersed in English through education, entertainment, and digital media, they naturally absorb and integrate English into their daily interactions. The academic setting further amplifies this phenomenon, particularly among English Literature students who are trained to think and communicate in English. Thus, the use of English becomes both a reflection of their identity and a communicative strategy adapted to the norms of their academic community.

In conclusion, this study shows that the code-mixing used by English Literature students at UNIMA Batch 2021 is a rich and complex linguistic behavior influenced by digital culture, academic setting, and peer interaction. The types and frequency of code-mixing not only reflect their bilingual capabilities but also illustrate how Generation Z constructs meaning, negotiates identity, and manages social interaction through language. The use of Hoffmann's typology and the Markedness Model offers a nuanced understanding of this phenomenon, emphasizing the significance of code-mixing in modern academic communication.

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