

Code Mixing and Code Switching in the Speech Events of Intern Students at the South Sulawesi Provincial Language Center

Nur Halidya^a, Andi Srimularahmah^b, Muhammad Idris^c

^aMuhammadiyah University of Bone

Corresponding Author:

^anurhalidya965@gmail.com

ABSTRACT

This study focuses on analyzing code mixing and code switching in the speech events of student interns at the South Sulawesi Provincial Language Center. This study aims to describe the forms and types of code mixing and code switching as well as the factors that cause code mixing and code switching. The method used in this study is a descriptive qualitative approach because the object of study appears naturally, namely the speech of student interns. The data collection techniques used were observation, recording, conversation, and note-taking. The data analysis used in this study was to identify the data, classify the data, analyze the data according to the research questions, and group the analyzed data. The results obtained from this study were 21 data points, consisting of 11 mixed code data points and 10 code-switching data points. The mixed code data points consisted of 4 data points in the form of words, 2 data points in the form of phrases, 1 data point in the form of word repetition, and 4 data points in the form of clauses. In terms of the type of code-mixing, there were 9 data in the form of internal code-mixing and 2 data in the form of external code-mixing. Meanwhile, the code-switching data were detailed as 7 data in the form of situational code-switching and 3 data in the form of metaphorical code-switching. In terms of type, there were 9 data in the form of internal code-switching and 1 data in the form of external code-switching.

Keywords : Sociolinguistics, Code-Mixing, Code-Switching, Intern Students.

INTRODUCTION

Humans are social beings who use language to communicate with other humans. Language is spoken utterances that have their own meanings. Language plays an important role in the process of exchanging information and identifying oneself. In everyday life, conversations often involve more than one language. The diversity of languages in Indonesia has led to the creation of bilingual and multilingual communities, causing people to choose which language to use according to the situation and conditions. Bilingual events can occur anytime and anywhere. Interns, as the subjects of this study, play an important role in the communication process with other interns at the South Sulawesi Provincial Language Center and with the staff at the center, where it is very possible for interns to choose the code to be used in communication. This triggers interns to involve themselves in various language changes due to changes in the situation or topic of conversation. These events can originate from within the interns themselves or from outside the interns. These events can take the form of codemixing and code-switching.

According to Holmes in (Rahmawati, 2023), sociolinguistics studies the relationship between language and its users, as well as matters related to or influencing the relationship between the two. From a sociolinguistic perspective, language communities are never homogeneous, but heterogeneous (Wijana, 2019). Code-mixing and code-switching are part of sociolinguistic studies. Next is relevant research containing previous studies with similar topics. This relevant research aims to confirm that the research conducted has not been done before. The results of research by (Nurfaisyah, et al., 2022) with the title Code Switching and Code Mixing in Bugis and Indonesian in Interactions between Health Center Officers and Patients, shows that there are three forms of code-switching, namely code-switching that occurs within a sentence in the form of a clause, code-switching within a sentence in the form of a clause with a clause and a phrase with a phrase, and tag code-switching in the form of certain exclamations and phrases. Similar research was also conducted by (Fayyaadh, 2024) with the title Code-Switching and Code-Mixing in Facebook Group Posts and Their Implementation as Teaching Materials for Writing Advertising Texts. This study focused on the use of language in social media, particularly in Facebook groups that reflect modern communication. In this study, the forms of code-switching and code-mixing involved three codes, namely Javanese, English, and Arabic. The results of this study were then implemented as teaching materials for Indonesian language in the form of modules with advertising text material for 8th grade junior high school students. A similar study was also conducted by (Manaf, 2021). The results of the study, entitled Code-Switching in Communication Between Students and Employees at the Baubau City Regional Office, showed that code-switching and code-mixing occurred in communication between the community and employees working at the Baubau City regional office. The code-switching was divided into high-to-low code-switching and low-to-high code-switching. From a review of similar research literature, this study has new findings that the researcher will present from previous studies. The novelty of this study discusses the topic of code-mixing and codeswitching in the speech of student interns at the South Sulawesi Provincial Language Center. From all previous studies, there has not been a single study that discusses in detail the linguistic forms used in code-mixing and code-switching. Through this study, the researcher attempts to describe the linguistic aspects that arise in code-mixing and code-switching events. The researcher considers it important to study code-mixing and code-switching because these linguistic phenomena can facilitate interaction and communication.

The use of code-mixing and code-switching is unavoidable for students interning at the South Sulawesi Provincial Language Center. Most of the students interning at the South Sulawesi Provincial Language Center are bilingual. They are fluent in two languages, namely the local language and Indonesian. The students who are interning from October to November 2024 consist of 17 students from four universities, namely the Indonesian Muslim University, Makassar State University, Muhammadiyah Bone University, and Hasanuddin University. These four universities certainly have different linguistic backgrounds for their students.

Holmes in (Rahmawati, 2023) states that sociolinguistics is a theory that examines how language is used in a community and the choices made by the community about how they use that language. In the case of code-mixing, elements of another language are used in a language, which may be necessary and are not considered an error or deviation. Aslinda and

Syahfahya in (Mariana 2021) say that code-mixing occurs when a speaker of a language inserts elements of another language into the target language (the language they are using). Kachru in (Fayyaadh, 2024) explains code-mixing as the use of two or more languages by consistently incorporating elements of one language into another. Thus, it can be concluded that code-mixing is the incorporation of words, phrases, clauses, and so on into a language used with a different language. Meanwhile, Suwito in (Fayyaadh, 2024) argues that codemixing is a linguistic convergence whose elements originate from several languages. Each language abandons its function and supports the function of the language into which it is inserted. Striking differences in the form of code-mixing can be found in both formal and informal situations. Nababan in (Margareta, 2024) states that in official or formal situations, it is rare to find speakers using code-mixing. If code-mixing occurs in formal situations, it is because there are no appropriate words or expressions in the language being used, so it is necessary to use foreign or regional languages to express the words or expressions needed by the speaker. According to Suwito in (Margareta, 2024), code-mixing can be distinguished based on the linguistic elements involved, namely: insertion of words, insertion of phrases, insertion of repeated words, and insertion of clauses. Code-mixing is then further classified into several more specific types. Chaer in (Kadang, et al., 2025) distinguishes three types of codemixing, namely external code-mixing, internal code-mixing, and mixed code-mixing. Furthermore, code-switching and code-mixing are the use of two or more languages in a speech community. Therefore, the difference between code-switching and code-mixing is that if in a speech event one clause of a language switches to a clause of another language, then what occurs is code-switching. is code-switching. However, if in a speech event, the phrase or clause used by the speaker consists of mixed phrases and clauses, and these phrases and clauses do not support their respective functions, then the event is code-mixing, not codeswitching. According to Myres and Scotton in (Nurfaisyah, et al., 2022), code-switching is the transition from using one language code to another. If someone uses Indonesian as their first language and then switches to English as their second language, this language shift is called code-switching. Thus, code-switching is the shift from the first language to the second language for a specific purpose, or it can be said to be the transfer of a form of speech to the second language. In code-switching, each language still tends to support its own functions, and each of these functions is appropriate to its context. Regarding the form of codeswitching, Thomson in (Febrianto, 2024) states that code-switching is a shift between sentences, which means from one language to another at the boundary of a sentence. From several opinions regarding code-switching, Holmes in (Rahmawati, 2023) classifies codeswitching into two forms, namely situational code-switching, and metaphorical codeswitching. In relation to this, Suwito and Chaer in (Manaf, 2021) distinguish between two types of code-switching, namely internal code-switching and external code-switching. Regarding the factors that cause code-mixing, Suandi in (Silvia, 2021) explains that codemixing does not arise because of situational demands, but rather other underlying factors (causes), namely the limitations of more popular terms, the speaker and the speaker's personality, the conversation partner, the place of residence, and the time of the conversation, the mode of conversation, the topic, function, and purpose, the variety and level of the

speaker's speech, the presence of a third speaker, the subject of the conversation, evoking humor, and simply for prestige.

Based on this description, the researcher formulated two problems, namely: (1) What are the forms and types of code-mixing in the speech events of student interns at the South Sulawesi Provincial Language Center, and (2) what are the forms and types of code-switching in the speech events of student interns at the South Sulawesi Provincial Language Center. From the explanation of the research questions, it can be understood that the purpose of this study is to describe the forms and types of code-mixing and code-switching in the speech events of student interns at the South Sulawesi Provincial Language Center.

METHOD

This research is qualitative in nature, meaning that it is based solely on facts or phenomena that are empirically observed in the speakers. Bogman and Taylor (Ndruru, 2023) state that qualitative research is a research procedure that produces descriptive data in the form of written words or spoken words from the people being observed. Qualitative research was chosen for this study because the data collected consisted of words from speakers and interlocutors that contained elements of code-mixing and code-switching. This research was conducted from October to November 2024 at the South Sulawesi Provincial Language Center office, located at Jalan Sultan Alauddin No. 7, Makassar. This location was chosen because the Language Center is an institution engaged in language development and preservation. In addition, the South Sulawesi Language Center office is also a strategic place to collect data because there are several students who are currently interning there.

The data source in this study used primary data. Primary data is data obtained directly. The research data was obtained from conversations of students who were interning at the South Sulawesi Provincial Language Center. The object in this study was every conversation conducted by intern students that was suspected of being a form of code-mixing and codeswitching. Conversations that were considered personal and conversations that could not be understood were ignored. Although code-mixing and code-switching conversations occurred in an office environment, these events did not take place in a public service/informal setting. The languages used were Indonesian, regional languages (Bugis, Makassar, and Jenepono), and foreign languages (English and Korean). The students consisted of 17 students from four universities, namely the Indonesian Muslim University, Makassar State University, Muhammadiyah Bone University, and Hasanuddin University. Of course, these 17 students had different linguistic backgrounds.

The methods and techniques used to collect data in this study included observation, recording, followed by a further technique of observation accompanied by conversation and note-taking. Mahsun in (Raharja, 2022) states that the data collection process can take the form of listening techniques, recording techniques, listening and talking techniques, and notetaking techniques. The listening technique was used in this study because data was obtained by listening to language use. The recording/tapping technique is a basic technique in listening, because basically listening is realized through tapping. The conversation technique, in this case, involves the researcher directly in the conversation that occurs between students. The note-taking technique is collecting data by recording all the information that is heard.

This technique was used to support the data in the field, because the researcher could not record everything that happened in the field, so the researcher used a recording device in the form of a mobile phone.

The research data analysis technique uses the "Miles and Huberman" model, which has three components, namely (1) data reduction, (2) data presentation, and (3) verification. Researchers will carry out several stages in this study. In the first stage, the data obtained by researchers from the data collection process will be reduced to determine whether the data obtained is in accordance with the data sought, namely whether it includes mixed codes and code shifts. In the second stage of data presentation, researchers will classify the data that has been identified previously. In the final stage, verification, the analyzed data must be verified with relevant evidence to ensure its validity. At this stage, the researcher draws conclusions regarding the use of code-mixing and code-switching in the speech events of student interns at the South Sulawesi Provincial Language Center.

Data validity (triangulation), Moleong in Banjarnahor (2024) distinguishes triangulation as a data examination technique into three types, namely (1) source triangulation, the source of data for this study is recordings of interns obtained directly, (2) method triangulation, this study uses participatory observation methods, (3) researcher triangulation, which is a data validation technique using other researchers to re-examine the collected data, thereby helping to reduce errors and improve data validity.

RESULTS

The results of this study describe the forms and types of code-mixing and code-switching in the speech of student interns at the South Sulawesi Provincial Language Center, as well as the factors that cause code-mixing and code-switching. Table 1 below contains the forms of code-mixing and Table 2 contains the types of codemixing. Table 3 contains the forms of code-switching and Table 4 contains the types of codeswitching in the speech events of students at the South Sulawesi Provincial Language Center.

Table 1. Forms of Code-Mixing

No	Forms of Code-Mixing	Number of Data
1.	Mixed code in the form of word insertion	4
2.	Mix code in the form of phrases	2
3.	Mix code in the form of word repetition	1
4.	Mix code in the form of clauses	4
Number		11

Table 2. Types of Code Mixing

No	Mixed Code Type	Number of Data
1.	Internal code mix	8
2.	Mix external code	3
3.	Mix mixed code	0

Table 3. Code Transfer Forms

No	Code Conversion Form	Amount of Data
1.	Situational code conversion	7
2.	Metaphorical code conversion	3
Number		10

Table 4. Types of Code-Switching

No	Type of Code Conversion	Amount of Data
1.	Internal code conversion	9
2.	External code conversion	1

Forms and types of code mixing in the speech of student interns at the South Sulawesi Provincial Language Center

1. Code-mixing in the form of word insertion

Data 1

"There is a task *ta di*? Have you finished *mi* your work?"

(Do we have any assignments? Have you finished your assignments?)

Data (1) is a statement made by a student from Bone. This statement shows a codemixing event in the form of the insertion of words from the Bugis language into the word *ta*, which means "we," and into the word *di*, which means "yes," as well as into the word *mi*, which serves to emphasize the sentence. This utterance is classified as internal code-mixing because it incorporates elements of a regional language into Indonesian speech, namely the insertion of Bugis words into Indonesian speech.

Data 2

"What task? *Lodiagai*? Pretend to forget."

(What task? What for? Pretend to forget)

Data (2) is a statement made by a student from Bone in an informal situation. This statement shows code-mixing with the insertion of a word from the Bugis language in the word *lodiagai*. *Lodiagai* is a Bugis word which means "for what".

The context of the utterance is that one of the students is asking again about the assignment that was given and wants to pretend to have forgotten about it. *Lodiagai* is a Bugis word inserted into an Indonesian utterance. The student's utterance mixes Bugis code into Indonesian because the student's background is Bugis, so they mix Bugis into their speech.

This utterance is classified as internal code-mixing because it incorporates elements of a regional language into Indonesian speech, specifically the insertion of Bugis into Indonesian speech.

Data 3

"How many previews do you have from your previous research?"

(how many reviews of your previous research?)

Data (3) is a statement made by a student from Makassar. The above statement shows a code-mixing event in the form of the insertion of a word from English, namely previews,

which means "review". The context of the statement is that the speaker is asking a fellow student from the Indonesian Muslim University about the previous research contained in their proposal.

The word "previews" is an English word in Indonesian discourse. The speaker uses English code in Indonesian discourse because the speaker is a student majoring in English literature, so it is easy for him to mix foreign languages into Indonesian discourse. This occurs due to the influence of educational factors, which tend to use formal language. The discourse is classified as external code-mixing because it absorbs foreign language elements into Indonesian discourse.

Data 4

"I'm healthy, I'm enthusiastic, it's an affirmation, right? What is being said... I want to drink this, but it doesn't taste good."

(I am healthy, I am enthusiastic, it's an affirmation, right? What is being said... I want to drink this, but it doesn't taste good)

Data (4) is a statement made by a student from Bone. This statement shows an instance of code-mixing in the form of the insertion of a word from English, namely affirmation, which means "afirmasi" in Indonesian. The word affirmation is an English word in Indonesian speech. The speaker uses English code in Indonesian speech because the word affirmation is a word of reinforcement or acknowledgment given to oneself. This occurs in a relaxed atmosphere, so there is a tendency to use popular language. This speech is classified as external code-mixing because it absorbs foreign language elements into Indonesian speech.

2. Code-mixing in the form of phrase

Data 5

P1: "*Mauko pulang*"

(you want to go home)

P2: "*Ma' bayar inrang.*"

(pay the debt)

Data (5) is a statement (P2) made by a student from Jeneponto. This statement shows a code-mixing event in the form of a verb phrase originating from the Makassar language in the phrase *ma' bayar inrang*, which means "paying debts". It is said to be a phrase because it is a group of words consisting of two words. This is in line with the opinion stated by Ramlan in (Margareta, 2024) that a phrase is a grammatical unit consisting of two or more words that do not exceed the limits of a clause. The reason why the speaker (P2) mixed Makassar language into his speech was because of their similar linguistic backgrounds, where his interlocutor (P1) was from Makassar, or it could be said that it was due to the influence of the students' language culture, which tends to use regional languages in everyday life. This speech belongs to the type of internal code-mixing (internal) because it mixes regional language into Indonesian speech, namely the insertion of Makassar language elements into Indonesian speech.

Data 6

P1: "In Bone, do they still often play *mappalecce bola*? Have you ever seen it?"

(Do people still often move houses in Bone? Have you ever seen it?)

P2: "Yes, I have."

Data (6) is a statement (P1) made by a student from Sengkang. The statement shows a mixing event in the form of the insertion of a verb phrase from the Bugis language into the phrase *mappalecce bola*, which means "to move house." The utterance is classified as internal code-mixing (internal) because it mixes a regional language into an Indonesian utterance, namely the insertion of Bugis language elements into an Indonesian utterance.

3. Code-mixing takes the form of word repetition

Data 7

P1: "Long bean leaves."

P2: "Long bean leaves? *Maga dita?*"

(long bean leaves? What do they look like?)

P1: "Leaves... *laing-laingen*."

Data (7) is a statement made by a student from Bone. This statement shows a codemixing event with the insertion of a repetition of words originating from the Bugis language in the repetition of the word *laing-laingen*, which means "other." This statement is classified as internal code-mixing.

4. Code-mixing in the form of a clause

Data 8

"Don't be afraid to make mistakes. *Aja' to masiri*, what is the function of Indonesian? *Ditanaiki tu, orang bahasa indonesia semua.*"

(Don't be afraid to make mistakes. Don't be shy, what is the function of Indonesian? We are asked a question, everyone speaks Indonesian).

Data (8) is a statement made by a student from Sengkang. This statement shows code-mixing in the form of a clause originating from the Bugis language in the clause *aja' to masiri*, which means "don't be shy". This statement is classified as internal code-mixing.

Data 9

"Actually, *de upuji manre pakkoyye.*"

(Actually, I don't like eating this)

Data (9) is a statement made by a student from Bone. This statement shows codemixing with the insertion of a clause originating from the Bugis language in the clause *de upuji manre pakkoyye*, which means "I don't like eating this." The clause *de upuji manre pakkoyye* is a code-mixing in the form of a Bugis clause inserted into an Indonesian utterance. This utterance is classified as internal code-mixing.

Data 10

"*Appanna ro egka* keyboard ku?"

(when will my keyboard arrive)

Data (10) is a statement made by a student from Bone. This statement shows codemixing in the form of clauses originating from English and Bugis in the clause *appanna ro egka* keyboard, which means "when will my keyboard arrive". The context of this statement is that the speaker is asking about his keyboard order, which has not yet arrived. This statement is classified as external code-mixing.

Data 11

"*Egka sedding wingngerang logat-logatna, kayak baku.*"

(I think I remember the dialect, like standard)

Data (11) is a statement made by a student from Sengkang. This statement shows code-mixing with the insertion of a clause from the Bugis language in the clause *egka sedding wingngerang*, which means "I think I remember." The context of the utterance is that the speaker remembers the sentence uttered by the interlocutor sounding like a standard sentence in a formal situation. The clause *egka sedding wingngerang* is included in codemixing in the form of an insertion of a Bugis clause into an Indonesian utterance. The utterance is classified as internal code-mixing.

Forms and types of code-switching in the utterances of student interns at the South Sulawesi Provincial Language Center

Based on data analysis, there are findings of code-switching in the speech of student interns at the South Sulawesi Provincial Language Center. There are two forms of code-switching found in the speech of student interns at the South Sulawesi Provincial Language Center, namely situational code-switching and metaphorical code-switching. Furthermore, there are two types of code-switching found in the speech of these interns, namely internal codeswitching (inward) and external code-switching (outward).

1. Situational code-switching

Data 1

P1: "What date is the withdrawal?"

P2: "December 2nd, sis."

P3: "December 2nd, sis."

P2: "*Manna tanggalak lakbi sampulu erokja ammantang kanyamanga ki.*"

(Even if the date is more than ten days away, we want to stay comfortably.)

Data (1) is a conversation between students from Bone and Makassar. The first speaker is a student from Bone, while the second and third speakers are students from Makassar. The conversation shows code-switching from Indonesian to Makassar. At the beginning of the conversation, the first, second, and third speakers still use Indonesian, until at the end of the conversation, the second speaker switches codes and says '*manna tanggalak lakbi sampulu erokja ammantang kanyamanga ki*', which means 'even if it's more than ten days, we want to stay comfortably'. This sentence is a statement in the Makassar language, which is a regional language. The factor causing this code-switching is that the second and third speakers have the same linguistic and educational backgrounds, so this is classified as internal code-switching.

Data 2

P1: "My friend asked me earlier, but I said no because I also wanted to bring materials to Athira. So, I was allowed to come along too."

(My friend asked me earlier, said no, because he wanted to bring materials to Athira. So he came along)

P2: "At the Athira hotel?"

P3: "At the school, I think."

P1: "*Agangngare mbe najama di?*"

(What is he doing)

Data (2) is a conversation between students from Bone and Jeneponto. The first and third speakers are students from Bone, while the second speaker is a student from Jeneponto. The conversation shows a code-switching event from Indonesian to Bugis. The context of the above utterances is that the first speaker said that his friend could not deliver the material at the hotel because he would deliver the material at school, so he would only participate at school. Meanwhile, the second and third speakers responded using standard Indonesian. Then the first speaker responded and asked a question using Bugis.

At the beginning of the conversation, the first speaker uses the Bone dialect of Indonesian, while the second and third speakers use standard Indonesian. At the end of the conversation, the first speaker responds and says "*agangngare mbe najama di?*", which means "what is he doing?". This sentence is in Bugis, which is a regional language. Based on the situation and context of the conversation, an internal code-switching event (inward) occurred, namely a shift from Indonesian to Bugis. Therefore, it is classified as internal code-switching.

Data 3

P1: "Who is La Galigo?"

P2: "*Dewissengngi tuli wankelinga tapi na dewissengi, Jadi yerodo loka bacai.*"
(I don't know if I've heard of it before, so I want to read it)

P1: "Then what?"

Data (3) is a statement made by a student from Bone. This statement shows a codeswitching event from Indonesian to Bugis. The context of the above statement is that the first speaker asks about a familiar-sounding book title. Then the second speaker responds by saying '*dewissengngi, tuli wankelinga tapi na dewissengi, Jadi yerodo loka bacai*', which means 'I don't know if I've heard of it before, so I want to read it'. Based on the context of the conversation, an internal code-switching event (inward) occurred, namely a shift from Indonesian to Bugis. Therefore, it is classified as internal code-switching.

Data 4

P1: "What are you looking for, sis?"

P2: "Nothing."

P1: "Look at this, it's confusing."

(No need to look at this, you'll get dizzy)

P2: "Control A delete restart."

Data (4) is a conversation between students from Bone and Jeneponto. The first speaker is a student from Bone, while the second speaker is a student from Jeneponto. The conversation shows code-switching from Indonesian to English. The first speaker in the conversation chose to use the Bugis dialect of Indonesian, then the second speaker responded by saying 'control A delete restart', which means 'control A delete restart'.

Data 5

P1: "That's all, *lewatki nakanai...*"
(passed by and said...)

P2: "*Jari tenanapabayarak jko?*"
(so you don't pay).

- P1: "No. *Tenapi taunna*."
(No. The person isn't here yet.)
P2: "This is a good selfie."
P3: "But there are many."
P4: "Do you mean it's spacious there?"

Data (5) is a conversation between students from Bone and Jenepono. The first and second speakers are students from Jenepono, while the third and fourth speakers are students from Bone. The conversation shows a code-switching from the Makassar language to Indonesian. In this data, the first speaker is talking to the second speaker using the Jenepono dialect of Makassar in the sentence '*itu saja toh lewatki nakanai*', which means 'that's all, just pass by and say', and '*jari tenanapabayarak jko?*', which means "so it's not paid for," and "*tidaklah, tenapi taunna*" which means "no, the person isn't here yet." Based on the situation and context of the conversation, there was an internal codeswitching event (inward), namely a shift from the Makassar language to Indonesian. Therefore, it is classified as internal code-switching.

Data 6

- P1: "Because he usually comes in the afternoon."
P2: "Tomorrow, okay."
P3: "*Desi tu gagai anak Unhas e, di hotel mupi*."
(There are no Unhas students, they are still at the hotel)

Data (6) is a conversation between students from Makassar and Bone. The first speaker is a student from Makassar, while the second and third speakers are students from Bone. The first speaker in this conversation chooses to use Indonesian. Code-switching occurs in this data when the third speaker invites the second speaker to use Bugis, who is indeed a student of Bugis ethnicity. Thus, it can be seen that when the third speaker uses the Bugis language in the sentence '*desi tu gagai anak Unhas e, di hotel mupi*', which means 'there will be no Unhas students, they are still at the hotel'. Based on the context of the conversation, an internal code-switching event (inward) occurs, namely the transition from Indonesian to Bugis. Therefore, it is classified as an internal code-switching event.

Data 7

- P1: "*Teaki kak, tanreka passewaku bajikanngang jappa*."
(Don't, sis, I don't have the money, it's better to walk)
P2: "On Monday, okay?"
P3: "Can we go on Monday?"
P4: "It's too close to when."

Data (7) is a conversation between students from Jenepono and Bone. The first and second speakers are students from Jenepono, while the third and fourth speakers are students from Bone. The conversation shows a code-switching event from the Makassar language to Indonesian. In this data, the first speaker is talking to the second speaker using the Makassar language in the sentence '*teaki kak, tanreka passewaku bajikanngang jappa*,' which means 'no, I don't have any money, it's better to walk'. However, the second, third, and fourth speakers respond using Indonesian. Based on the situation and context of the

conversation, there was an internal (inward) code-switching event, namely a shift from the Makassar language to Indonesian. Therefore, it is classified as internal code-switching.

2. Metaphorical code-switching

Data 8

P1: "These pants?"

P2: "*Kulot*."

P3: "*Ih iyya wita mua, makkadaka kulot*."

(I see, I say kulot)

Data (8) is a statement made by a student from Bone. This statement shows a codeswitching event from Indonesian to Bugis. The context of the utterance is that the first speaker asks about a type of long pants with wide legs resembling a skirt. The second speaker then answers P1's question by saying that the pants in question are culottes. The third speaker then responds by reiterating that the pants are culottes.

At the beginning of the conversation, Speaker 1 and Speaker 2 used Indonesian, until finally Speaker 3 responded and said '*ih iyya wita mua, makkadaka kulot*', which means '*Ih iyya wita mua, makkadaka kulot*'. This sentence is a Bugis utterance, which is a regional language. In this data, there is an internal code-switching event (inward), namely a shift from Indonesian to Bugis. Therefore, it is classified as internal code-switching.

Data 9

P1: "There are seats. You can sit there. But ask first how much."

(There are seats. Just sit there. But ask first)

P2: "Let me see your photos?"

P3: "*Aleh suluk maki*."

Data (9) is a conversation between students from Jeneponto and Bone. The first and third speakers are students from Jeneponto, while the second speaker is a student from Bone. At the beginning of the conversation, the first and second speakers use Indonesian. Then the third speaker arrived and switched codes by speaking Makassar, namely in the sentence *aleh suluk maki*, which means 'let's just go out'. This utterance shows that there was a code-switching event from Indonesian to Makassar. Based on the situation and context of the conversation, there was an internal (inward) code-switching event, namely the switch from Indonesian to Makassar

Data 10

P1: "Don't take selfies because there are many people."

P2: "You can take selfies in any style you want."

P3: "*Maressa diatoro pe maega ki*."

(It's difficult to organize because there are so many of us.)

Data (10) is a conversation between students from Jeneponto and Bone. The first and third speakers are students from Bone, while the second speaker is a student from Jeneponto. At the beginning of the conversation, the first and second speakers use Indonesian with a Bugis/Makassar dialect. In the context of the conversation, the first speaker tries to inform the second and third speakers that there is no need to take selfies because the studio capacity is insufficient. The third speaker then responds to the first and second speakers and switches codes by speaking Bugis, namely in the sentence '*maressa*

diatoro pe maega ki', which means 'it's difficult to manage because there are so many of us'. Based on the situation and context of the conversation, an internal code-switching event (inward) occurs, namely a switch from Indonesian to Bugis.

DISCUSSION

The discussion section presents the results of data analysis on the forms and types of codemixing and code-switching in the speech of student interns at the South Sulawesi Provincial Language Center, including the forms and types of code-mixing in the speech of student interns at the South Sulawesi Provincial Language Center, the forms and types of codeswitching in the speech of student interns at the South Sulawesi Provincial Language Center, and the causes of code-mixing and code-switching in the speech of student interns at the South Sulawesi Provincial Language Center.

Forms and types of code-mixing in the speech of student interns at the South Sulawesi Provincial Language Cente

There are four types of code-mixing found in the speech of student interns at the South Sulawesi Provincial Language Center: code-mixing in the form of words, which is the insertion of elements from regional languages or foreign languages into Indonesian speech; code-mixing in the form of phrases, which is the insertion of phrases from regional languages or foreign languages into Indonesian speech; code-mixing in the form of word repetition, which is a form of code-mixing involving the repetition of words from regional languages or foreign languages into Indonesian speech, and code-mixing in the form of clauses, which is a form of code-mixing involving the insertion of clauses from regional languages or foreign languages into Indonesian speech. Meanwhile, there are three types of code-mixing found, namely internal code-mixing, external code-mixing, and mixed code-mixing. Based on the results of the analysis of code-mixing data in the speech of student interns at the South Sulawesi Provincial Language Center, the researcher found 11 instances of code-mixing, namely 4 (four) instances of code-mixing in the form of words, including the words *di*, *mi*, *lodiagai*, *previews*, and *affirmation*, in this case in the form of code-mixing between the Bugis and English languages. Furthermore, there were 2 (two) instances of code-mixing in the form of phrases, including the phrases *ma' bayar inrang* and *mappalecce bola*. In addition, there was 1 (one) instance of code-mixing in the form of word repetition, namely the repetition of the word *laing-laingen*. Then, there are four forms of mixed code clauses, including the clauses *aja' to masiri*, *de upuji manre pakkoyye*, *appanna ro egka keyboard*, and *egka sedding wingngerang*. In terms of type, there are internal mixed codes, external mixed codes, and mixed mixed codes.

Forms and types of code-switching in the speech of student interns at the South Sulawesi Provincial Language Center

There are two forms of code-switching found in the speech of student interns at the South Sulawesi Provincial Language Center, namely situational code-switching and metaphorical code-switching. These forms of code-switching are in accordance with Holmes (Rahmawati, 2023), who classifies code-switching into two forms, namely situational code-switching and

metaphorical code-switching. Furthermore, there are two types of code-switching found in the speech of internship students at the South Sulawesi Provincial Language Center, namely internal code-switching and external code-switching. Internal code-switching is codeswitching that occurs between one's own languages, such as the use of Indonesian to Bugis, or vice versa from Bugis to Indonesian. External code-switching is code-switching that occurs between Indonesian or regional languages and foreign languages. Based on the results of data analysis, the author found 10 instances of code-switching, namely 7 (ten) instances of situational code-switching in the form of code-switching from Indonesian to Bugis, Makassar, and English. In addition, there were 3 (three) instances of metaphorical codeswitching in the form of code-switching from Indonesian to Bugis and Makassar and vice versa.

The results of the p- s of the study show that the dominant language used by interns in codemixing and code-switching events is the regional language. Students who come from the same region tend to use their regional language in communication. This is due to cultural identity among internship students, so that regional language identity shows group solidarity and has a strong relationship with their culture. Therefore, the use of regional languages in code-mixing and code-switching events can be a strategy in maintaining identity and strengthening group solidarity. Indonesian is the main language used in the office environment of the South Sulawesi Provincial Language Center. However, in casual situations or situations not related to public service, regional languages and foreign languages are commonly used. Meanwhile, the language that is rarely used in code-mixing and codeswitching events by interns is foreign languages. This is due to the lack of foreign language skills among interns at the South Sulawesi Provincial Language Center. In a social context, this phenomenon is influenced by the cultural identities of interns who come from different regions, so that students tend to use regional languages and Indonesian, which are symbols of identity and social attachment between groups. In addition, this phenomenon shows that the use of foreign languages in everyday communication is still limited, so there is a need to improve foreign language skills among interns at the South Sulawesi Provincial Language Center.

CONCLUSION

Based on the results of the research and discussion, the researcher found code-mixing and code-switching in the speech of interns at the South Sulawesi Provincial Language Center. Based on this, the researcher found forms of code-mixing in the form of words, phrases, word repetition, and clauses. Meanwhile, the types of code-mixing found were internal codemixing, external code-mixing, and mixed code-mixing. The code-mixing found originated from Indonesian, regional languages including Bugis and Makassar, and foreign languages. Meanwhile, code-switching was also found in the speech of student interns at the South Sulawesi Provincial Language Center. Based on the results of the study, it was found that the most frequently used form of code-switching was situational code-switching, while metaphorical code-switching was the least frequently used in the speech of the interns. In addition, foreign languages are rarely used by interns due to their lack of foreign language proficiency, so it is necessary to increase their awareness of foreign language proficiency and

foreign language skills by participating in foreign language training programs. In sociolinguistic studies, it is necessary to pay attention to the role of cultural identity and social context in language use.

Thus, the researchers provide suggestions for future researchers who will conduct research on the same topic. This study is limited because it only examines the forms and types of codemixing and code-switching among interns at the South Sulawesi Provincial Language Center with a limited number of respondents. Therefore, for other researchers, this research can be continued by examining it from a pragmatic perspective and increasing the number of respondents, as well as considering other factors that may influence language use, so that the research can be further developed.

REFERENCES

- Banjarnahor, J. 2024. Analysis of Code-Switching and Code-Mixing in the Context of Indonesian Language Learning in Grade XI Students at SMA Negeri 2 Dolok Sanggul.
- Fayyadh, Aldino Dzaki. 2024. Thesis on Code-Switching and Code-Mixing in Facebook Group Posts and Its Implementation as Teaching Material for Writing Advertising Texts.
- Febrianto, Wahyu Setyo Aji. 2024. Thesis on Code-Switching and Code-Mixing in Buying and Selling Interactions at the Rejowinangun Traditional Market, Magelang.
- Kadang, Eva and Faisal, Muhammad. 2025. Code-Mixing in Students' Speech during Field Experience Practice (PPL) in Teaching and Learning Activities: A Case Study in Grade II of Kononia Elementary School, Jayawijaya Regency. *Pedagog Scientific Journal*.
- Manaf, E. Y., Said, I. M., Abbas, A., Studi, P., Indonesia, B., Budaya, I., & Hasanuddin, I. 2021. 219 | *Journal of Cultural Studies*, 9(1), 219–231.
- Margareta, Dyah Kumala. 2024. Code-Switching and Code-Mixing in Citra Saras' Novel Collection and Its Implementation as Teaching Material for Drama Texts in High Schools.
- Mariana, Febe. 2021. Code-Mixing in the Speech of Sellers and Buyers at the Kaget Market on Jalan Karya Satu, Kampar Regency. Riau Islamic University.
- Ndruru, K., & Daely, B. 2023. Analysis of Code-Switching and Code-Mixing in the Community at Teluk Dalam Market. *Journal of Education Review ...*, 6(2), 300–306.
<http://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/18098%0Ahttp://journal.universitaspahlawan.ac.id/index.php/jrpp/article/download/18098/13222>
- Nurfaisyah, et al. 2022. Code-Switching and Code-Mixing of Bugis and Indonesian Languages in Interactions between Health Center Staff and Patients. *Indonesian Journal of Pedagogical and Social Sciences* Vol.2, No.1.
- Raharja, et al. 2022. The Politeness of Nikita Mirzani's Directive Speech in the YouTube Channel Crazy Nikmir Real (Content: Uniting the Nation with Celebrity Instagrammer Anastasyahk as a Resource Person). *Mandala Education Scientific Journal*, 8(2).
- Rahmawati, Eka Nanda. 2023. Code-Switching and Code-Mixing in Vlogs: A Case Study of Obayd Fox's YouTube Content (Sociolinguistic Study. IAIN Salatiga.

- Silvia, Mesi. 2021. Code-Mixing in the Speech of Students at SMA Negeri 2 Bangkinang Kota, Kampar Regency. Riau Islamic University.
- Wijana, I Dewa P. 2019. Introduction to Sociolinguistics. Yogyakarta: Gajah Mada University Press.