

**ENGLISH LANGUAGE ADAPTATION AMONG EFL STUDENTS AT
SMA NEGERI 3 PANYABUNGAN: A SOCIOLINGUISTIC STUDY OF
CODE-MIXING PATTERNS AND FUNCTION IN DAILY
COMMUNICATION
A THESIS**

Submitted to the Department of English Education in a
Partial fulfilment of the Requirement for the Degree of Strata I
(Bachelor of Education) in English Language Education



BY:

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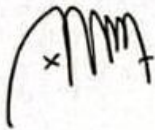
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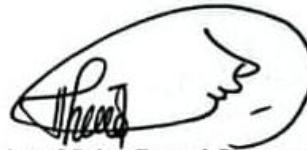
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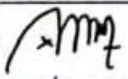
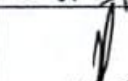
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Abstract

Uswatun Hasanah, 2026, “English Language Adaptation Among Efl Students At Sma Negeri 3 Panyabungan: A Sociolinguistic Study Of Code-Mixing Patterns and Function In Daily Communication.”

Language plays an important role in communication, particularly in multilingual environments where speakers use more than one language in their daily interactions. In the context of EFL students, English may be incorporated into Indonesian and Mandailing communication through code-mixing. This study investigated English language adaptation among EFL students at SMA Negeri 3 Panyabungan, focusing on the patterns and functions of code-mixing in daily communication. The study aimed to identify the patterns of code-mixing used by students and to analyze their communicative functions. This research employed a qualitative case study approach. The participants consisted of ten selected EFL students. Data were collected through naturally occurring conversations and semi-structured interviews and were analyzed by identifying, classifying, and interpreting the English elements used in students' utterances. The findings showed that English code-mixing was a natural part of students' daily communication, especially in informal interactions and academic discussions. The patterns found were insertion and alternation, while congruent lexicalization was not sufficiently evident. Code-mixing was used to express emotions and reactions, create humor, refer to academic activities, communicate spontaneously, and maintain informal interaction. Its use was influenced by school, social media exposure, peer interaction, familiarity with English expressions, and communication context in everyday school interactions.

Keywords: *English Language Adaptation, EFL Students, Code-Mixing, Insertion, Alternation, Sociolinguistics.*

Abstrak

Uswatun Hasanah, 2026, “Adaptasi Bahasa Inggris di Kalangan Siswa EFL di SMA Negeri 3 Panyabungan: Studi Sociolinguistik tentang Pola dan Fungsi Campur Kode dalam Komunikasi Sehari-hari.”

Bahasa memainkan peran penting dalam komunikasi, khususnya dalam lingkungan multibahasa, di mana penutur menggunakan lebih dari satu bahasa dalam interaksi sehari-hari. Dalam konteks siswa EFL, bahasa Inggris dapat digunakan dalam komunikasi berbahasa Indonesia dan bahasa Mandailing melalui campur kode. Penelitian ini mengkaji adaptasi bahasa Inggris di kalangan siswa EFL di SMA Negeri 3 Panyabungan, dengan berfokus pada pola dan fungsi campur kode dalam komunikasi sehari-hari. Penelitian ini bertujuan untuk mengidentifikasi pola campur kode yang digunakan oleh siswa dan menganalisis fungsi komunikatifnya. Penelitian ini menggunakan pendekatan studi kasus kualitatif. Partisipan penelitian terdiri dari sepuluh siswa EFL yang dipilih secara purposif. Data dikumpulkan melalui percakapan yang berlangsung secara alami dan wawancara semi-terstruktur, kemudian dianalisis dengan mengidentifikasi, mengklasifikasikan, dan menginterpretasikan unsur-unsur bahasa Inggris yang digunakan dalam tuturan siswa. Hasil penelitian menunjukkan bahwa campur kode bahasa Inggris merupakan bagian yang alami dalam komunikasi sehari-hari siswa, terutama dalam interaksi informal dan diskusi akademik. Pola yang ditemukan adalah insertion dan alternation, sedangkan congruent lexicalization tidak ditemukan secara memadai. Campur kode digunakan untuk mengekspresikan emosi dan reaksi, menciptakan humor, merujuk pada kegiatan akademik, berkomunikasi secara spontan, dan mempertahankan interaksi informal. Penggunaannya dipengaruhi oleh lingkungan sekolah, paparan media sosial, interaksi dengan teman sebaya, familiaritas terhadap ungkapan bahasa Inggris, serta konteks komunikasi dalam interaksi sehari-hari di sekolah.

Kata Kunci: *Adaptasi Bahasa Inggris, Siswa EFL, Campur Kode, Insertion, Alternation, Sociolinguistik.*

MOTTO

*“ Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya
Dia mendapat (pahala) dari (kebajikan) yang dikerjakannya dan mendapat
(siksa) dari (kejahatan) yang diperbuatnya “*

(Q.S Al- Baqarah:286)

*“ Allah tidak mengatakan hidup ini mudah . Tetapi Allah berjanji, bahwa
sesungguhnya bersama kesulitan ada kemudahan”*

(Q.S Al- Insyirah:5-6)

*“ Hatiku tenang karena mengetahui bahwa apa yang melewatkanmu tidak akan
pernah menjadi takdirmu, dan apa yang ditakdirkan untukmu tidak akan pernah
melewatkan ku ”*

(Umar Bin Khattab)

*“ Apapun yang sudah terjadi dalam hidupmu, jangan katakan “ seandainya”, tapi
katakan “Qadarullah” karna semua yang terjadi adalah takdir dan takdir Allah
itu selalu baik,karna Allah itu maha baik”*

(Ustadz Hanan Attaki)

*“ Yang sudah tertakar, tidak akan pernah tertukar, dan Allah tidak akan
menciptakan sedih tanpa merencanakan bahagia setelahnya, dan Allah memberi
rezeki dari arah yang tidak disangka-sangka dan mencukupkan keperluan orang
yang bertawakal.*

*“ Skripsi ini tidak sempurna, tapi cukup untuk membuat saya wisuda dan
mendapatkan gelar S.Pd. Bismillah untuk segala hal – hal baik yang sedang
diperjuangkan. Seburuk – buruknya halaman sebelumnya, langkahmu tetaplah
masa depan, tugas mu hanya menjadi lebih baik dari hari kemarin, setiap orang
memiliki kesempatan yang sama. Tetaplah tumbuh dan lebih kuat lagi.*

*Banggalah pada dirimu sendiri karena tidak seorang pun yang tahu, bagaimana
rasanya menjadi dirimu setiap harinya. Orang yang hebat adalah orang yang
memiliki kemampuan menyembunyikan kesusahan, sehingga orang lain mengira
bahwa ia selalu senang. Orang tua dirumah menanti kepulanganmu dengan hasil
yang membanggakan, jangan kecewakan mereka. Simpan keluhmu, sebab letihmu
tak sebanding dengan perjuangan mereka menghidupimu.Perbaiki Sholat mu
maka Allah akan memperbaiki hidupmu ”*

(Penulis)

DEDICATION

This thesis is dedicated to:

- My beloved parents, for their endless love, prayers, sacrifices, patience, and support. Thank you for always believing in me, encouraging me when I felt tired, and becoming my greatest source of strength. This achievement is dedicated to both of you.
- My beloved cousin, Delima Aulia, who has always been willing to help me, accompany me, and let me trouble her whenever I needed someone. Thank you for your kindness, patience, support, and for always being there throughout this journey.
- My supervisors and examiners, for their valuable guidance, advice, corrections, knowledge, patience, and encouragement throughout the process of completing this thesis. Your guidance has been an important part of my academic journey.
- All my friends of the 2022 English Education Program, who have shared laughter, struggles, stories, support, and unforgettable moments throughout our university journey. Thank you for being part of this beautiful chapter of my life. May we all achieve the dreams we have been working and praying for.

ACKNOWLEDGEMENT

The researcher would like to express deepest gratitude to the Almighty Allah SWT for endless blessings, love, guidance, health, and mercy, which have enabled for researcher to complete this thesis entitled "English Language Adaptation Among EFL Students at SMA NEGERI 3 Panyabungan: A Sociolinguistic Study of Code-Mixing Patterns, Function, and Meanings in Daily Communication". This thesis is submitted to the English Education Department of the State College of Islamic Studies Mandailing Natal as a partial requirement for obtaining the Bachelor's Degree in Education (Strata 1/S1). May peace and blessings be upon the noble Prophet Muhammad S.A.W., who brought enlightenment to all of humanity and served as a guiding light, especially for Muslims around the world. Throughout the process of writing this thesis, the researcher has received invaluable support, encouragement, insightful suggestions, and constructive feedback from many people. On this special occasion, the researcher would like to sincerely acknowledge and extend her heartfelt thanks and appreciation to the following people:

1. **Dr. Mara Samin Lubis, M.Ed.**, the Chairperson of STAIN Mandailing Natal, for providing the opportunity and facilities for the researcher to pursue and complete her education at STAIN Mandailing Natal.
2. **Dr. Amrizal, M.Pd.**, as the Head of the English Education Study Program, and **Rica Umrina Lubis, M.Hum.**, as the Secretary of the English Education Study Program, for their support, guidance, and contribution to the development of the English Education Program.
3. **Dr. Amrizal, M.Pd.** and **Ayu Meita Puteri Siregar, M.Pd.**, as the researcher's supervisors, for their valuable guidance, advice, corrections, patience, knowledge, and encouragement throughout the process of writing and completing this thesis. The researcher is deeply grateful for every suggestion and direction that helped improve this work.
4. **Suadi, M.Pd.** and **Ari Saputra**, as the examiners, for their valuable suggestions, corrections, constructive criticism, and insightful feedback. Their

comments and recommendations have greatly contributed to the improvement of this thesis.

5. With the utmost respect and gratitude, I would like to express my sincere appreciation to my first thesis examiner, **Mr. Akhrif Yahsya, M.Hum**, and my second thesis examiner, **Miss Resdilla Pratiwi, M.Hum**, for their patience, valuable guidance, constructive feedback, encouragement, and for generously dedicating their time and energy throughout the process of completing this thesis. May all the knowledge and kindness they have shared be blessed by Allah and become a source of goodness and reward as an act of worship.
6. **All lecturers of the English Education Study Program**, who have sincerely shared their knowledge, experience, and valuable lessons throughout the researcher's academic journey. Every lesson and experience given will always be remembered and become a valuable provision for the future.
7. **My beloved parents, Ali Sati Batubara and Nur Azizah**, the two most important people in my life, father who is my first love and mother who is my world and color. who is the driving force behind every step and achievement of the author to date. Thank you for the love and the ceaseless prayers. Although she never had the opportunity to attend university herself, she never once allowed that limitation to hinder her children from pursuing the highest possible level of education. This bachelor's degree does not mark the end of the journey; rather, it is a token of devotion and gratitude for every tear, prayer, instance of hard work, and act of love that has brought the author to this point. May this achievement serve as a beginning to bring her happiness and to repay her even though it can never truly match the magnitude of the sacrifices she has made. Thank you for your endless love, prayers, sacrifices, patience, and unconditional support. Thank you for always believing in me, even during the moments when I doubted myself. No words can fully describe how grateful I am to have you as my parents. This achievement is not mine alone; it is also the result of your prayers, sacrifices, and unwavering support.

May Allah SWT always bless, protect, and grant you both a long and happy life.

8. **My beloved cousin, Delima Aulia**, thank you for always being willing to help me, even when I repeatedly troubled you with many things. Thank you for your patience, kindness, willingness to help, and for always being there whenever I needed you. Your presence and assistance have made many difficult moments feel much easier.
9. **Arwansyah Pulungan** Thank you to my beloved, my love for supporting and constantly helping me, both financially and by encouraging me to stay strong through this final semester thank you for the support, care, and financial assistance.
10. **My beloved Putri, Nur Aisyah DLT, and Husin As'ari**, thank you for always helping and supporting me without even being asked. Thank you for always being present whenever I needed someone, and for staying by my side throughout my university journey. Thank you for sharing both happy and difficult moments with me, for all the laughter, jokes, stories, and conversations about life that we shared together. You have been more than friends; you have been a source of comfort, strength, and beautiful memories throughout my college years. I am truly grateful to have met you and to have shared this journey with you.
11. **Adji Putrah**, thank you for always being willing to help me with assignments and tasks that I did not understand. Thank you for your patience, your kindness, and for always being willing to help even when I came to you with many questions. Thank you for always allowing yourself to be troubled and for never hesitating to lend a hand whenever I needed help. Your kindness will always be remembered.
12. **Laila Saqila Putri, Nur Hayati, Romaito Batubara, Winda Amalia, and Eka Abelia Putri**, thank you for your support, friendship, and for accompanying me from 2022 until today. We have shared so many stories, laughter, struggles, and unforgettable moments together. Thank you for being part of one of the most meaningful chapters of my life. You are among the

best friends I have ever known. I hope that no matter where life takes us, the friendship and memories we have built since 2022 will always remain. Please stay the wonderful people you have always been, and never change.

13. **All my friends in the English Department**, thank you for every moment, support, laughter, assistance, and togetherness throughout our university journey. Thank you for being part of the story and memories that have colored my years at STAIN Mandailing Natal. Every person I have met and every moment we have shared has contributed to making this journey meaningful and unforgettable.

14. **Lastly**, the writer would like to express her deepest gratitude to one person who has quietly fought through every challenge without giving up, someone who may not always appear strong but has always tried to keep going. Thank you to the writer of this thesis, myself, **Uswatun Hasanah**. A 23-year-old woman, the second child and the first daughter in the family, who has gone through countless processes, tears, exhaustion, doubts, and prayers known only to herself and Allah. Thank you for making it this far, for having the courage to face every challenge, and for choosing to finish what you started, even when things did not always go according to your expectations. Thank you for trying to become someone who can make your family proud. Do not be too hard on yourself when things do not turn out the way you hoped. Learn to accept that not everything you wish for is meant to be yours, because sometimes Allah has prepared a far better path. Trust that every process, delay, and disappointment has its own reason and its own perfect timing.

To myself, keep moving forward, even if it is slowly. Never doubt your abilities simply because your journey looks different from others. Celebrate every small achievement, appreciate every step of the process, and never forget to be grateful for everything Allah has given you. May Allah always strengthen your steps, surround you with good people, give you opportunities to grow, and lead you toward the future you have always prayed for. And today, after everything you have been through, allow yourself to pause for a

moment and say: “Thank you, **Uswatun Hasanah**. Thank you for holding on, for fighting, and for never giving up. You have done your best. Whatever awaits you from this moment forward, keep believing in yourself and in Allah’s plan. You deserve to be proud of yourself. You did it, and I am truly proud of you.”.

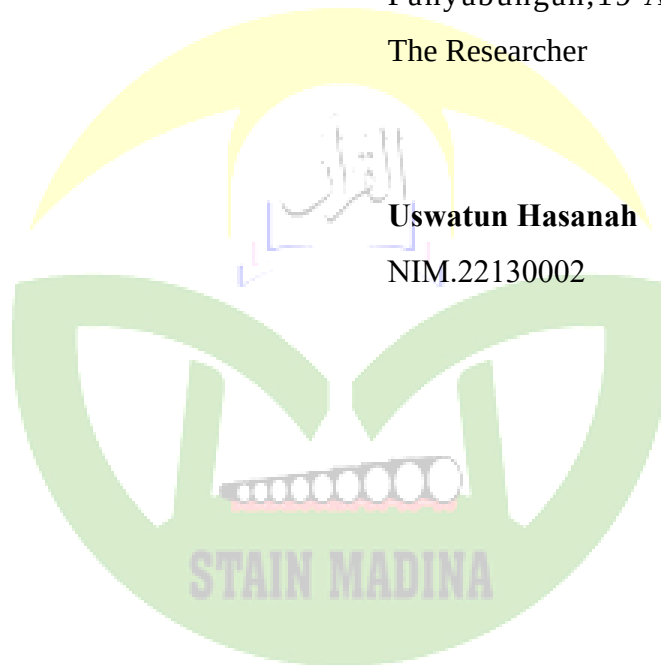
May Allah SWT reward everyone who has supported, helped, and prayed for the researcher throughout this journey. Aamiin Ya Rabbal ‘Alamin.

Panyabungan, 19 Agustus 2026

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LIST OF CONTENTS

STATEMENT OF AUTHENCITY	Error! Bookmark not defined.
ADVISOR’S APPROVAL SHEET	Error! Bookmark not defined.
DEDICATION.....	Error! Bookmark not defined.
ACKNOWLEDGEMENT.....	Error! Bookmark not defined.
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Background of the Study	1
C. Research Objectives.....	6
D. Significance of the Study	6
E. Scope and Limitation of the Research.....	8
F. Keyterms	9
CHAPTER II LITERATURE REVIEW.....	11
A. Review of Related Theories	11
1. Language and Communication	11
2. Sociolinguistics.....	13
3. Multilingualism.....	16
4. English as a Foreign Language	18
5. English Language Adaptation	21
6. Code-Mixing.....	24
7. Code-Mixing and Code-Switching	26
8. Muysken's Theory of Code-Mixing (2000).....	29
9. Functions of Code-Mixing.....	37
10. Code-Mixing in Daily Communication	39
11. Mandailing, Indonesian, and English in Students' Communication.....	40
B. Review of Related Studies	43
C. Conceptual Framework	46
CHAPTER III RESEARCH METHODOLOGY	52
A. Research Design.....	52
B. Location and Time	53
C. Source of Data.....	54

D. Technique of Data Collection	55
E. Techniques of Validating the Data	56
F. Technique of Data Analysis	58
CHAPTER IV FINDINGS AND DISCUSSION	61
A. Research Findings.....	61
B. Discussion	70
CHAPTER V CONCLUSION AND SUGGESTIONS	76
A. Conclusion	76
B. Suggestion.....	77
REFERENCES.....	76



CHAPTER I

INTRODUCTION

A. Background of the Study

Language was one of the most important means of communication in human life. Through language, people could communicate ideas, feelings, experiences, and information with others. Language was not only a means of transferring information but was also closely related to social relationships, cultural backgrounds, and the situations in which communication occurred. The way people used language was influenced by their social environment, relationships with other people, cultural background, and communicative purposes (Wardhaugh & Fuller, 2021). Therefore, language use could not be separated from the social context in which communication took place.

In everyday communication, people did not always use only one language. In multilingual communities, speakers could use two or more languages depending on the topic, situation, interlocutor, and purpose of communication. Multilingual speakers could move between languages or combine linguistic elements from different languages as part of their natural communication practices (Wei, 2018). Bilingualism and multilingualism therefore involved not only the ability to use more than one language but also the ability to make appropriate language choices according to particular communicative situations (Romaine, 1995). Language choice could also reflect social relationships, identity, social distance, and the level of formality of an interaction (Holmes, 2013).

This phenomenon was particularly relevant in Indonesia because Indonesia was a multilingual country in which Indonesian functioned as the national and official language while many local languages continued to be used in daily communication. In such a linguistic environment, speakers could have access to several linguistic resources and could use them according to their communicative needs. Multilingual communication could consequently involve the combination of Indonesian, local languages, and foreign languages. The use of several linguistic resources in everyday communication

showed that language practices were flexible and closely related to the social environment of speakers (Wardhaugh & Fuller, 2021; Wei, 2007).

English had also become an important language in Indonesian educational contexts. As an English as a Foreign Language (EFL) context, Indonesian students generally encountered English through formal education, textbooks, classroom activities, digital media, social media, entertainment, and interaction with other people. Exposure to English was therefore not limited to formal classroom instruction because learners could also encounter English outside the classroom through various forms of communication and media (Ellis, 1994). (Lightbown & Spada, 2025) explained that second-language learning was influenced by learners' exposure to language and opportunities to interact with it. Consequently, students' increasing exposure to English could influence their everyday linguistic practices.

The increasing exposure to English could be observed in the communication of students. Students sometimes used English words, phrases, or expressions while primarily speaking Indonesian or a local language. Words such as deadline, assignment, schedule, presentation, meeting, and online could appear naturally in students' conversations. Such practices indicated that English was not only used as a subject in the classroom but could also become part of students' informal communication. This phenomenon was particularly interesting in EFL contexts because students could incorporate English linguistic elements into their first or local languages while communicating with their peers.

One linguistic phenomenon related to this practice was code-mixing. Code-mixing referred to the combination of linguistic elements from different languages within communication. It could occur when speakers inserted words, phrases, or other linguistic elements from one language into another language. Code-mixing was closely related to multilingual speakers' ability to utilize their available linguistic resources in communication (Muysken, 2000). Unlike the simple assumption that speakers always maintained clear

boundaries between languages, multilingual speakers could combine elements from different languages as part of their interaction.

Refers to (Muysken, 2000) classified code-mixing into three major patterns: insertion, alternation, and congruent lexicalization. Insertion occurred when linguistic material from one language was inserted into a structure belonging to another language. Alternation occurred when speakers alternated between structures from different languages. Congruent lexicalization occurred when linguistic elements from different languages were combined within a shared grammatical structure (Muysken, 2000). This classification was particularly useful for analyzing students' naturally occurring conversations because it enabled researchers to identify how English elements were incorporated into Indonesian or local-language communication.

Code-mixing was also related to the broader phenomenon of code-switching. (Poplack, 1980) demonstrated that bilingual speakers could switch between languages in systematic ways, while (Gumperz, 1982) emphasized that language alternation could carry social and conversational meanings. Code-switching and code-mixing could therefore not be understood merely as linguistic errors. They could also be connected to communicative purposes, social relationships, identity, emphasis, topic, and interactional context (Gumperz, 1982; Holmes, 2013). (Myers-Scotton, 1992) further explained that language choices and switching practices could be influenced by social motivations and relationships between speakers.

In educational settings, the use of multiple languages could also serve particular communicative functions. Students might use English elements to express particular concepts, emphasize an idea, create a more informal atmosphere, show familiarity with English expressions, or communicate effectively with their peers. In Indonesian EFL classrooms, multilingual practices could provide learners with linguistic resources that supported communication and participation (Liando et al., 2023 & Rasman, 2018). Therefore, the occurrence of English code-mixing among students deserved to

be examined not only from its linguistic forms but also from its functions and meanings.

Previous studies had shown that code-mixing and code-switching occurred in various educational and social contexts. Studies of Indonesian EFL students had found code-mixing in classroom presentations, discussions, and other academic interactions (Gendroyono & Baharun, 2023; Helmie et al., 2020; Sari, 2022). These studies indicated that Indonesian students could naturally combine English and Indonesian during communication. Other research also showed that multilingual practices could involve local languages in addition to Indonesian and English (Liando et al., 2023). This suggested that the investigation of code-mixing in Indonesia needed to consider the multilingual environment in which students actually communicated.

The phenomenon was particularly relevant in regions where local languages remained actively used in students' everyday communication. In Mandailing Natal, students could interact using Indonesian, Mandailing, and English in different situations. The use of these languages could be influenced by the interlocutor, topic, communicative purpose, and social situation. Previous research in the Mandailing context had also examined the relationship between local-language use and English learning. (Aulia, 2020) for example, investigated Mandailing language interference in English speaking skills, while (Meita Puteri Siregar et al., 2024) examined local-language barriers in English pronunciation among Mandailingnese students. These studies demonstrated the relevance of local linguistic backgrounds in understanding students' English-related language practices.

The use of English among young people could also be associated with identity and contemporary communication styles. Young speakers were increasingly exposed to English through social media, entertainment, technology, and peer interaction. Research on code-mixing among young Indonesian speakers suggested that English could be incorporated into Indonesian communication as part of identity construction and communication style (Sormin et al., 2025). Similar research in other multilingual contexts also

showed that young people could use English code-mixing as part of informal interaction and social expression (Saengboon, 2015).

Although previous studies had examined code-mixing in classrooms, presentations, social media, and university environments, fewer studies had specifically focused on the natural daily communication of senior high school students in a multilingual Mandailing context. The existing studies had provided important information about code-mixing, but the forms, functions, and meanings of English elements used by students in their everyday peer conversations still required further investigation. This gap was important because naturally occurring communication could provide a different picture from formal classroom communication.

Therefore, this study focused on English language adaptation among EFL students at SMA Negeri 3 Panyabungan, particularly on the use of English code-mixing in students' daily communication. The study investigated the patterns of code-mixing based on (Muysken, 2000) classification, namely insertion, alternation, and congruent lexicalization. It also examined the functions and meanings of code-mixing in the students' communication. By examining naturally occurring interactions among students, this research was expected to provide a more comprehensive understanding of how English was adapted and incorporated into Indonesian and Mandailing communication.

The study was also expected to contribute to the understanding of multilingual practices in EFL contexts. From a theoretical perspective, the study could provide additional evidence regarding the application of (Muysken, 2000) theory in a multilingual Indonesian high-school environment. From a practical perspective, the findings could help English teachers understand students' actual language practices and consider multilingual resources as part of students' communication rather than viewing every occurrence of language mixing negatively. As suggested by research on translanguaging in Indonesian EFL contexts, students' use of multiple linguistic resources could be understood as part of their broader communicative repertoire (Liando et al., 2023; Rasman, 2018).

Based on these considerations, the researcher conducted the study entitled “English Language Adaptation Among EFL Students at SMA Negeri 3 Panyabungan: A Sociolinguistic Study of Code-Mixing Patterns, Function, and Meanings in Daily Communication.”

B. Research Question

1. What patterns of code-mixing are used by EFL students at SMA Negeri 3 Panyabungan in their daily communication?
2. What are the functions of code-mixing used by EFL students at SMA Negeri 3 Panyabungan in their daily communication?

C. Research Objectives

1. To identify and analyze the patterns of code-mixing used by EFL students at SMA Negeri 3 Panyabungan in their daily communication.
2. To identify and analyze the functions of code-mixing used by EFL students at SMA Negeri 3 Panyabungan in their daily communication.

D. Significance of the Study

This study is expected to provide both theoretical and practical contributions to the understanding of code-mixing among EFL students, particularly in a multilingual environment involving Mandailing, Indonesian, and English. The significance of this study can be described as follows:

1. Theoretical Significance

Theoretically, this study is expected to contribute to the field of sociolinguistics, particularly to the study of code-mixing in multilingual communication. This study applies (Muysken, 2000) theory, which categorizes code-mixing into three main patterns: insertion, alternation, and congruent lexicalization. By applying this framework to the daily communication of EFL students, the study is expected to provide a clearer understanding of how linguistic elements from English, Indonesian, and Mandailing are combined in students' natural conversations.

Furthermore, this study may contribute to a broader understanding of language adaptation among EFL students. The findings are expected to demonstrate that students' use of English in daily communication is not

only related to their English learning but also to their social environment, linguistic background, interaction with peers, and exposure to English. Therefore, the study can provide additional insight into the relationship between language, society, and communication among multilingual students. The study may also serve as a reference for future researchers who are interested in sociolinguistics, code-mixing, multilingualism, language adaptation, or the use of English among EFL learners. In particular, the study may provide a basis for further research on code-mixing involving local languages, Indonesian, and English in educational and social contexts.

2. Practical Significance

1) For Students

This study is expected to help students become more aware of their language use in daily communication. By understanding the patterns and functions of their code-mixing, students may recognize how they use Mandailing, Indonesian, and English according to different situations and communication purposes. The study may also encourage students to view their multilingual abilities as a useful linguistic resource while continuing to develop their English proficiency.

2) For English Teachers

For English teachers, the findings of this study may provide information about how students actually use English outside formal classroom activities. Understanding students' code-mixing practices can help teachers recognize the influence of students' local language and Indonesian on their English use. The findings may also help teachers design English learning activities that are more closely connected to students' real communication experiences and linguistic backgrounds.

3) For the School

For SMA Negeri 3 Panyabungan, this study may provide information about the language practices of its students. The findings

can help the school better understand the multilingual communication environment among students, particularly the use of English alongside Mandailing and Indonesian. This understanding may support the development of a language-learning environment that is responsive to students' linguistic and social backgrounds.

4) For Future Researchers

For future researchers, this study can serve as a reference for conducting similar studies on code-mixing, multilingualism, English language adaptation, and sociolinguistic phenomena. Future studies may develop the topic by involving a larger number of participants, different educational levels, other local languages, or different communication environments such as social media and classroom interaction.

Overall, this study is expected to contribute to a better understanding of how EFL students use and adapt English within their multilingual daily communication. It is also expected to show how Mandailing, Indonesian, and English interact in students' natural conversations and how such language practices can be understood through the sociolinguistic perspective and (Muysken, 2000) theory of code-mixing.

E. Scope and Limitation of the Research

This research focuses on the use of code-mixing among EFL students at SMA Negeri 3 Panyabungan in their daily communication involving Mandailing, Indonesian, and English. The data are collected through observation and interviews during the research period. This study specifically analyzes the patterns of code-mixing based on (Muysken, 2000) theory, namely insertion, alternation, and congruent lexicalization, as well as the functions of code-mixing in students' communication. The research is limited to the students selected as research participants and does not examine other language phenomena such as code-switching, language shift, or language interference in depth. Furthermore, this study does not aim to measure

students' English proficiency but focuses specifically on the patterns and functions of code-mixing in their daily communication.

F. Keyterms

To avoid misunderstanding and clarify the main concepts used in this study, several key terms are defined as follows:

1. English Language Adaptation

English language adaptation refers to the way EFL students adjust and incorporate English linguistic elements into their everyday communication while interacting through Mandailing and Indonesian. In this study, English language adaptation is specifically observed through the use of English words, phrases, or expressions within students' multilingual conversations.

2. EFL Students

EFL students refer to students who learn English as a foreign language in an educational context where English is not the primary language of everyday communication. In this study, EFL students specifically refer to the selected students of SMA Negeri 3 Panyabungan who learn English at school and use Mandailing and Indonesian in their daily communication.

3. Code-Mixing

Code-mixing refers to the combination of linguistic elements from two or more languages within a single utterance or communication. In this study, code-mixing refers to the use of English elements together with Mandailing and Indonesian in the daily communication of EFL students at SMA Negeri 3 Panyabungan.

4. Insertion

Insertion is a pattern of code-mixing in which linguistic elements from one language are inserted into the grammatical structure of another language. In this study, insertion refers to the occurrence of English words or phrases inserted into students' Mandailing or Indonesian utterances.

5. Alternation

Alternation is a pattern of code-mixing in which speakers alternate between two different languages or linguistic structures within an utterance or interaction. In this study, alternation refers to situations in which students shift from one language to another within their communication involving Mandailing, Indonesian, and English.

6. Congruent Lexicalization

Congruent lexicalization is a pattern of code-mixing in which lexical elements from different languages are used within a shared or compatible grammatical structure. In this study, it refers to the use of lexical elements from Mandailing, Indonesian, and English within a structure that can accommodate elements from the different languages.

7. Functions of Code-Mixing

The functions of code-mixing refer to the communicative purposes served by the use of different languages within students' conversations. In this study, the functions are identified from the students' utterances and interview responses and are related to the purposes for which students combine Mandailing, Indonesian, and English in their daily communication.

8. Daily Communication

Daily communication refers to the natural interactions that occur among students in their everyday social activities. In this study, it refers to students' ordinary conversations with their peers during the research period, particularly conversations in which code-mixing involving Mandailing, Indonesian, and English occurs.