

'SOK INGGRIS' OR SIMPLY BECOMING TEACHERS?

Social Stigma, Linguistic Capital, and Code-Mixing Identity Among Pre-Service English Teachers at Universitas Negeri Medan

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ABSTRACT

In this qualitative case study, the code-mixing strategies adopted by fifteen (R-01 to R-15) pre-service English teachers from Universitas Negeri Medan English Education Department (PBI)'s 2025 batch in Indonesia are analyzed in relation to the role of sociolinguistic stigma (Sok Inggris). Guided by Bourdieu's theoretical constructs of linguistic capital and symbolic violence, along with Norton's investment model, Blommaert's scale perspective, and García and Wei's concept of translanguaging, the research explores the impact of such stigma on identity construction and multilingual practice. Through direct observation, WhatsApp conversation analysis, and semi-structured interviews, the following four key findings were identified: (1) an endemic habitus of inserting academic lexical terms in English into conversations in 93.3% of the subjects; (2) a morphosyntactic mixing of Medan dialect pragmatic particles (ko, kan, we, lah) alongside English and Indonesian in 73.3% of the subjects; (3) a contradictory structure with 66.7% reporting stigma and 93.3% accepting code-mixing as integral to their identity as PBI Unimed; and (4) the emergence of a pedagogical orientation, where 73.3% have plans to use code-mixing as a scaffolding device in future teaching endeavors.

Keywords: *code-mixing; linguistic capital; pre-service teacher identity; translanguaging; Medan dialect*

ABSTRAK

Studi kasus kualitatif ini menganalisis strategi campur kode yang diterapkan oleh lima belas (R-01 hingga R-15) calon guru bahasa Inggris dari angkatan 2025 Program Studi Pendidikan Bahasa Inggris (PBI) Universitas Negeri Medan, Indonesia, dalam kaitannya dengan peran stigma sosiolinguistik (Sok Inggris). Berpedoman pada konstruk teoretis Bourdieu mengenai modal linguistik dan

kekerasan simbolik, model investasi Norton, perspektif skala Blommaert, serta konsep translanguaging García dan Wei, penelitian ini mengkaji dampak stigma tersebut terhadap konstruksi identitas dan praktik multibahasa. Melalui observasi langsung, analisis percakapan WhatsApp, dan wawancara semiterstruktur, ditemukan empat temuan utama berikut: (1) habitus endemik penyisipan istilah leksikal akademik berbahasa Inggris ke dalam percakapan pada 93,3% subjek; (2) pencampuran morfosintaktis partikel pragmatik dialek Medan (ko, kan, we, lah) bersama bahasa Inggris dan bahasa Indonesia pada 73,3% subjek; (3) struktur yang kontradiktif, dengan 66,7% melaporkan stigma dan 93,3% menerima campur kode sebagai bagian integral dari identitas mereka sebagai mahasiswa PBI Unimed; serta (4) munculnya orientasi pedagogis, di mana 73,3% berencana menggunakan campur kode sebagai perangkat scaffolding dalam kegiatan mengajar di masa depan.

Kata Kunci: *campur kode; modal linguistik; identitas calon guru; translanguaging; dialek Medan;*

A. Introduction

The phrase "Udah di-submit ko kan?" can be seen structurally as an academic question. However, when analysing the linguistic components used within the phrase, one can see a much deeper and more complex sociolinguistic story hidden behind this apparently simple sentence: within a single utterance, there are Indonesian passive morphology *di-submit*, an English loan-word *submit*, as well as pragmatic particles *ko* and *kan* that mark the Batak-Melayu-Medan dialect specific to communication in Indonesia's biggest city in North Sumatra province. The fact that this linguistic utterance was created by a

pre-service English teacher at Unimed – a student whose professional future lies in the mastering of the language they are hybridising in this case – makes it important from both linguistic and theoretical points of view. To consider this utterance a mere mistake would mean misunderstanding its role; to see in it a sign of language learner's identity negotiation, professional involvement, and sociolinguistic creativity means understanding language learning processes.

From the sociolinguistic point of view, the phenomenon of code-switching and code-mixing is not uncommon among multilingual

students: according to Holmes (2013), sociolinguistics is primarily concerned with variation in language use depending on socio-contextual factors and communicative demands, while Wardhaugh and Fuller (2015) define switching between two languages as a natural part of the multilingual communicative practice. When considering Indonesia specifically, code-switching and code-mixing are seen as systematic ways for university students to communicate within the English-medium academic discourse and the social Indonesian discourse simultaneously (Fauziati et al., 2020; Nur'aini & Fitriana, 2024).

However, one aspect of code-mixing and switching within the Indonesian EFL environment which has not been considered thoroughly enough is what this study aims to analyse – the convergence of Medan dialect, its social perception, and professional identity in a group of Indonesian pre-service English teachers at Unimed. The Medan dialect itself, developed through the contact of Batak-Karo, Batak-Toba, and Melayu-Deli varieties, is associated with cultural ambivalence: the dialect is appreciated as a marker of local cultural identity and, at the

same time, socially perceived as unrefined and inappropriate from a professional perspective. This study considers the case of fifteen pre-service English teachers of PBI Unimed (R-01 to R-15) who exhibit sociolinguistic practice of incorporating Medan dialect particles in English dominant constructions. Such behavior demonstrates the paradox in which participants not only acquire linguistic capital from the engagement in globalization of their profession but also retain their affiliation to a specific dialect that, according to social discourse, opposes the professional activity performed by individuals. It is worth noting that 66.7% of participants receive a pejorative title "Sok Inggris" (pretentious English speakers), whereas 93.3% of them perceive such a title as part of their professional identity.

The objectives of the study include filling out one of the gaps in the field of code-mixing research, specifically addressing the following research questions: (1) What are the typologies of code-mixing practices used by pre-service English teachers of the PBI Unimed cohort 2025 in sociolinguistic repertoires? (2) How is Medan Dialect

used as a morphosyntactic substrate in English dominant constructions utilized by pre-service English teachers? (3) What is the role of social stigma in the use of code-mixing practice among pre-service English teachers?

B. Literature Review

Code-Mixing, Translanguaging, and the Typology of Hybrid Speech

Indeed, although the difference between code-switching and code-mixing is often ignored in applied linguistics literature, this distinction bears significance. Code-switching represents changes between languages within sentences, while code-mixing involves embedding linguistic elements of multiple languages within one utterance (Poplack, 1980). According to Muysken's (2000) taxonomy of bilingual speech structure, which is the most reliable tool used for classification in this field, there are three possible types: insertion (the use of lexical elements from one language within the grammar frame of another), alternation (alternations of two different grammatical systems), and congruent lexicalization (the integration of two different grammatical systems into one frame allowing for lexical input from each of them). One of the main empirical examples of this phenomenon is provided by the following phrase: "Udah di-submit ko kan?". This utterance combines the use of

Indonesian grammar, English lexicon, and pragmatic particles characteristic of the Medan dialect. Thus, it represents an example of congruent lexicalization, which Muysken considers to be the most developed type of integration between two linguistic systems.

Even Muysken's model has been criticized by more recent theoretical developments for being too conservative. Garcia and Wei (2014) propose the model of translanguaging, where bilinguals are considered not to switch between isolated codes but to use a single unified code in its entirety according to the context and situation. In this case, the Medan-English-Indonesian speech combinations in the presented study should not be viewed as cases of language mixing but as bilingual individuals utilizing all linguistic resources at their disposal through one multilingual code. Such a shift has far-reaching consequences concerning how such behavior is perceived pedagogically since what can be interpreted in terms of incomplete language acquisition as a result of deficits in linguistic competence becomes a manifestation of multilingual agency (Garcia & Wei, 2014; Liando et al., 2023).

Concerning the sociolinguistic aspect of code-switching, Myers-Scotton (1993) makes a significant theoretical contribution to code-switching research, suggesting that the reasons for code switching include the desire to achieve certain social goals like expressing identity and

negotiating group membership. In addition, code-mixing is seen by Gardner-Chloros (2009) as a result of bilingual competence in which the use of language is determined not only by linguistic but also by social conditions. In the age of digitalization, Tarihoran et al. (2022) observe the rising acceptance of code mixing amongst Generation Z Indonesian learners on social media, thus demonstrating that code-mixed languages have become a natural element of digital interaction outside learning activities.

The Analytical Framework: Linguistic Capital, Symbolic Violence, Scales, and Investment

There are four major theoretical frameworks that serve as lenses through which the research conducted in this study analyzes empirical data, and all four cannot be studied separately from each other.

First of all, the concept of linguistic capital by Pierre Bourdieu (1991) implies that language is not simply a tool of communication; it is a symbolic resource that allows gaining social prestige, authority, and legitimacy. The use of English academic vocabulary, hybrid professional language, and pedagogic discourse in the field of PBI Unimed indicates one's membership in the community and acquisition of professional capital. The title "Sok Inggris" is an example of symbolic violence defined by Bourdieu as a way for the members of the community with insufficient linguistic capital to challenge the legitimacy of those who

have linguistic capital and make the dominated group misinterpret its legitimate success (Bucholtz & Hall, 2005).

The scale theory of Blommaert (2010) offers the complementary geographical and sociological framework to Bourdieu's perspective. According to Blommaert, linguistic resources acquire prestige value based on the scale level on which their application is considered: while certain linguistic resources are highly prestigious in one scale level (e.g., English as an international language), others may be systematically delegitimized in another (community-based ideologies that perceive English use as an affectation). The "Sok Inggris" phenomenon, therefore, represents this scale discrepancy translated into reality, when participants' global-scale professional engagement in the target language faces community norms which persistently enforce legitimate language use.

The idea of social investment by Norton (2013) and its further elaboration in the form of the extended social investment by Darwin and Norton (2015) offers an alternative view of language learning where language learners are viewed as social agents whose engagement with a target language represents investment in a desirable future self. In this sense, social investment becomes an activity which reflects socially defined expectations from language use; the learners invest in certain

linguistic activities because they expect certain gains associated with such practice. Such gains include a professional position of an English language teacher.

Collectively, the four theories form a consistent analytical framework: while Bourdieu and Blommaert discuss the structural reasons for the stigma attached to code-mixing, Norton discusses how code-mixers continue to use it despite the stigma; Garcia and Wei give the positive theory behind it, where code-mixing is considered a complex multilingual strategy.

C. Methodology

Research Design and Participants

This study adopts a qualitative descriptive approach in a case study design (Yin, 2018). The case study design was selected since it can provide insights into the contextual nuances and identity negotiations that are not available to quantitative instruments (Creswell & Poth, 2018). According to Yin (2018), the PBI Unimed 2025 cohort is a bounded, institutionally-situated group that shares a common academic curriculum, language environment and set of sociolinguistic pressures, thus forming a bounded system.

Purposive maximum variation sampling was used to select fifteen pre-service English teachers (R-01 to R-15) from five different classroom units (Class A, Class B, Class E, Class F, and Class G) in order to capture a representative range of linguistic

experiences and social perspectives within the cohort (Creswell & Poth, 2018). Table 1 presents the respondent profile.

Table 1

*Profile of Research Respondents: PBI
Unimed Cohort 2025 (N = 15)*

Respondent Code	Classes	Direct Observation	Whats App Analysis	Interview
R-01	Class B	✓	✓	✓
R-02	Class B	✓	✓	✓
R-03	Class E	✓	✓	✓
R-04	Class G	✓	✓	✓
R-05	Class F	✓	✓	✓
R-06	Class A	✓	✓	✓
R-07	Class E	✓	✓	✓
R-08	Class E	✓	✓	✓
R-09	Class E	✓	✓	✓
R-10	Class A	✓	✓	✓
R-11	Class F	✓	✓	✓
R-12	Class F	✓	✓	✓

R-13	Class G	✓	✓	✓
R-14	Class E	✓	✓	✓
R-15	Class A	✓	✓	✓
Total	5 Classes	15 / 15 (100%)	15 / 15 (100%)	15 / 15 (100%)

Note. All participants provided informed consent for data collection and analysis.

Data Collection

Three complementary instruments were deployed in triangulated sequence. Direct field observation captured spontaneous code-mixing in unscripted peer interactions across the FBS campus environment, consistent with naturalistic inquiry principles (Creswell & Poth, 2018). WhatsApp digital discourse analysis systematically collected and analysed chat logs with informed consent, following the sociolinguistic precedent of Agustine et al. (2021). Personal narratives about professional identity formation, social stigma, and attitudes about code-mixing in future pedagogy were obtained through semi-structured interviews using an eight-question methodology (Yin, 2018).

Data Analysis

Data analysis followed the interactive model of Miles, Huberman, and Saldana (2014), comprising three recursive processes. Data

condensation involved the systematic coding and transformation of field notes, WhatsApp transcripts, and interview recordings into analytically tractable units: initial open codes were generated inductively and subsequently consolidated into focused codes around four theoretical constructs (linguistic capital, social stigma, morphosyntactic hybridity, and pedagogical orientation). Data display organised condensed codes into thematic matrices enabling cross-case comparison of the fifteen participant datasets. Conclusion drawing and verification developed theoretical interpretations from the thematic matrices and subjected them to systematic verification through member-checking with a participant subset. Trustworthiness was secured through source triangulation addressing Lincoln and Guba's four criteria: credibility, transferability, dependability, and confirmability (Creswell & Poth, 2018).

D. Findings

Thematic analysis of data from R-01 to R-15 yielded four analytically distinct but theoretically interrelated patterns. The following subsections present each in turn.

Pervasive Linguistic Habitus: Frequency and Context of Code-Mixing

The key statistically reliable finding relates to the frequency with which English academic lexicon is used in informal language. Out of fifteen participants, fourteen indicated

that they employ English academic terms with the frequency ranging from Sering (Often) to Selalu (Always), and the only exception is participant R-14, who uses academic vocabulary only sometimes. The high rate of saturation indicates that the conscious systematic insertion of English academic lexicon into the informal context becomes an established part of the sociolinguistic repertoire of the studied group of students.

Three main settings for code-switching were identified, including formal discourse in classrooms, WhatsApp chats between peers, and informal language on campus. Among all three channels mentioned above, WhatsApp proved to be the most salient one. Twelve out of fifteen participants noted that they code switch while chatting on WhatsApp. Participant R-02 was particularly accurate in describing this phenomenon, pointing out that people switch codes “saat di kelas dan waktu chat di WhatsApp, terutama kalau lagi bahas tugas” (in class and on WhatsApp, especially when talking about assignments).

Table 2

Typology of Lexical Borrowing: Categories, Items, and Pragmatic Functions Identified Across R-01 to R-15

Categor y	Englis h Lexic al Items	Pragmati c Function	Represent ativeness
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Academ ic- Adminis trative	<i>deadli ne, submit , assign ment, feedba ck</i>	Reflecting urgency of scholarly tasks; replacing formal Indonesian equivalents deemed contextually imprecise	13–15/15 (86.7– 100%)
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Pedago gical Metadis course	<i>scaffol ding, topic senten ce, speaki ng practic e</i>	Signaling professional identity as future teachers; using specialized terminology in informal peer discourse	2–4/15 (13.3– 26.7%)
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Affectiv e- Express ive	<i>literall y, I'm so done, basica lly</i>	Embedding emotional states in online communication; establishing shared youth discourse on WhatsApp	2–3/15 (13.3–20%)
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Register - Taxono mic	<i>slang, taboo words,</i>	Categorizing linguistic registers metalingu	2–5/15 (13.3– 33.3%)
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vocab istically;
 ulary raising
 awareness
 s of
 language
 variation

Note. Items and functions derived from thematic analysis of open-ended responses and interview transcripts (R-01 to R-15). Representativeness figures indicate the number of participants who explicitly produced or referenced each category. Adapted from Muysken's (2000) insertion typology and Gumperz's (1982) contextualization cues

In the case of pedagogically advanced terminology, i.e., scaffolding and topic sentence (R-06, R-15), this phenomenon becomes analytically relevant. Such lexical behavior can be seen as emergent professional discourse, where individuals practice the terminological language of their future pedagogic specialty before officially joining it. The native adaptation of the term deadline, supported by R-07's claim that peers view this word as an indigenous one, is an example of the deep level of integration achieved through the naturalization of loanwords as described by Gardner-Chloros (2009).

*"Lebih praktis bilang
 'clause, assignment,
 feedback' daripada
 mencari padanan
 Indonesia yang kadang
 terasa kurang pas."*

— R-06

Morphosyntactic Hybridity: The Systematic Infusion of Medan Dialect Particles

Apart from lexical integration, however, the study also reveals a more complex linguistic phenomenon, which involves the introduction of Medan dialect particles into English dominated syntax and hence constitutes the congruent lexicalization, as discussed by Muysken (2000). All but three of the fifteen interviewees (73.3%) stated that they employ expressions containing the above multilingual formation. The list of main Medan dialect particles involved is given in Table 3 below.

Table 3

Morphosyntactic Hybridity: Medan Dialect Particles in English Discourse Among PBI Unimed Students (R-01 to R-15)

Parti cle	Synta ctic Positi on	Pragmat ic Functio n	Illustra tive Hybrid Uttera nce	Confir ming Partici pants
ko	Claus e- final, post- predic ate	Mild assertio n; speaker- verificati on seeking; equivale nt to 'right?' in affirmati ve address	"Udah di- submit ko kan?" (You have submitt ed it already , right?)	R-01, R-02, R-03, R-07, R-09
kan	Claus e- final,	Confirm ation- seeking	"We deadlin e-nya	R-01, R-02, R-05,

	tag positi on	tag; equivale nt to 'isn't it?' or 'right?' in seeking shared understa nding	kapan, kan udah dibilan g?" (So when is the deadlin e; it was mentio ned already , right?)	R-06, R-11	(Interview Q7, R-01 to R-15). Syntactic positions and pragmatic functions are analyzed with reference to Gumperz (1982) and Muysken (2000). All four particles derive from the Batak-Melayu-Medan dialect continuum characteristic of the participant population.
we	Claus e- initial, addre ss positi on	Casual peer- address particle; equivale nt to 'hey' or 'so' as a turn- initiating marker	"We, udah submit assign ment- nya?" (Hey, have you submitt ed the assign ment yet?)	R-02, R-05, R-06, R-09, R-11	The significance of such utterances for the research lies precisely in their complex nature: understanding them requires a good grasp of the morphology of the Indonesian language, English vocabulary and Medan dialect pragmatics. Such an expression should be viewed as a highly developed multilingual phenomenon rather than just one more means of communicating. R-03 highlighted the cultural depth of the phenomenon by pointing at the prevalence of Batak Karo ethnicity and Medan dialect accent among the largely Sumatran population of students. According to R-09, Medan-dialectalized English is the "ciri khas anak PBI Unimed, terutama karena pengaruh logat dan struktur bahasa daerah Medan" (a distinctive feature of PBI Unimed students, particularly because of the regional accent and dialectic language structure).
la/la h	Claus e- final, post- predic ate	Softenin g or emphasi s particle; adding mild urgency, persuasi on, or resignati on to an utteranc e	"Submi t la dulu, baru kita discuss feedba ck- nya." (Just submit first, then we will discuss the feedba ck.)	R-03, R-06, R-13	

Note. Illustrative utterances are reconstructed from participant interview descriptions

of their identity as PBI Unimed students. The only exception is R-14, who disagrees with this position. Such a contradictory situation is at the core of the empirical findings.

The affective reaction to the "Sok Inggris" label differed among respondents. R-01 initially felt uncomfortable and overcame this feeling by adopting a deliberately indifferent stance. R-03 experienced strong feelings of shame that ultimately changed into determined resilience based on his professional commitment: "harus membiasakan berbahasa Inggris sebagai bahasa kedua yang harus dilatih" (one must habituate oneself to English as a second language that should be trained actively). For R-05, the feeling of being stigmatized became a motivational resource for overcoming fear: "motivasi untuk lebih berani speaking English di outdoor" (motivation to be more courageous about speaking English outdoors). R-07 provided a sociological perspective on the issue by suggesting that those who apply such a label feel that "merasa bahwa belajar bahasa itu tidak penting" (learning languages is not important).

*"Motivasi untuk lebih
berani speaking English
di outdoor, walaupun
dikatai."*

— R-05

Pedagogical Orientation: Code-Mixing as Prospective Scaffolding

The final pattern revolves around the participants' orientation toward their future classrooms. Eleven of the fifteen (73.3%) responded that the practice of code-mixing would impact their future behavior as teachers, whereas thirteen of the fifteen (86.7%) were confident that their experiences of living with code-mixing would enable them to better empathize with the challenges faced by their students in acquiring English. The most theoretically sound response was that of R-06, who referred to code-mixing as "alat bantu pedagogis; idealnya menggunakan campur kode dengan sadar dan strategis" (code-mixing can be a pedagogical tool; ideally, one should use code-mixing consciously and strategically). Code-mixing was defined as "teknik scaffolding atau jembatan agar siswa lebih mudah memahami materi" (scaffolding technique or a bridge to make learning easier for students) by R-15. R-12 provided an epistemological caveat by stating that using code-mixing without proper knowledge of the structure of English may be a crutch.

*"Campur kode bisa jadi
alat bantu pedagogis;
idealnya gunakan*

*campur kode secara
sadar dan strategis."*

— R-06

E. Discussions

Linguistic Capital Under Siege: The "Sok Inggris" Paradox as Symbolic Violence

The "Sok Inggris" label must be theorised at a level of analytical sophistication that exceeds surface-level description. Interpreted through Bourdieu's framework, this label constitutes a form of symbolic violence: a socially legitimated mechanism through which communities lacking equivalent linguistic capital seek to delegitimise those who possess it, inducing the dominated party to experience legitimate capital accumulation as social transgression (Bucholtz & Hall, 2005).

The PBI Unimed environment constitutes a specialised field in Bourdieu's sense, one governed by its own logic of capital accumulation through English academic vocabulary, hybrid professional registers, and pedagogical discourse. The "Sok Inggris" label, directed at participants who have legitimately internalised this field's norms, represents precisely the misrecognition mechanism Bourdieu identifies as the operational signature of symbolic violence.

Blommaert's (2010) scale theory provides the spatial complement to this analysis. English

carries prestige at the global scale of the international academic field; at the local scale of Indonesian community interaction, it is repositioned as social affectation. The "Sok Inggris" stigma is this scale friction made audible. Yet, crucially, the data reveals that this symbolic violence fails to foreclose identity investment. R-03's trajectory from acute shame to principled resilience, and R-05's reframing of stigmatisation as motivational capital, both exemplify what Blommaert would recognise as scalar negotiation: the refusal to confine the legitimacy of English capital to the institutional scale of the university, and the assertion of its validity at the broader scale of community and professional interaction. The "Sok Inggris" paradox is not an identity crisis; it is, as the 93.3% affirmation rate confirms, a productive site of ideological contestation.

*dalam keseharian
dianggap sebagai
bentuk melatih
keterbiasaan."*

— R-13

Investment and Professional Habitus: Code-Mixing as Self-Constitution

The 93.3% affirmation rate for code-mixing as a defining feature of PBI identity is theoretically decisive from Norton's (2013) perspective. Norton repositions language learners as historically situated social agents who invest in language practices to construct and claim a desired future self. R-13's formulation, that code-

mixing in everyday speech represents "melatih keterbiasaan" (practising habituation), is not merely a description of linguistic behaviour; it is a description of habitus formation in Bourdieu's precise sense: the internalisation of professional dispositions through embodied, repeated practice prior to formal occupational entry. Code-mixing, for these participants, is performative self-constitution, an enactment of the professional teacher identity they are actively becoming.

The differences in language styles that have been recorded from all respondents, there are 13 out of 15 participants using formal language styles that mostly speak English with lecturers in class, while they mix their language with peers, this can improve their English skills. This showing the concept of situational adjustment Gumperz (1982) their ability to adjust language styles when interacting socially.

These students are not linguistically careless; they are demonstrating the sociolinguistic sophistication of developing professionals who understand precisely when and how their capital should be deployed.

*dalam keseharian
dianggap sebagai
bentuk melatih
keterbiasaan."*

— R-13

Trilingual Hybridity and the "Medan Effect": Translanguaging as Agency

The morphosyntactic data constitutes this study's most theoretically original contribution. The systematic production, by 73.3% of participants, of utterances simultaneously deploying Indonesian morphological conventions, English lexical material, and Medan dialect pragmatic particles within a single clause cannot be adequately theorised through Myers-Scotton's (1993) bounded code-switching framework or Muysken's (2000) insertion typology alone. These frameworks presuppose the separability of linguistic systems and treat their mixing as requiring special explanation. Garcia and Wei's (2014) translanguaging paradigm, combined with Blommaert's (2010) scale theory, provides the more adequate analytical instrument.

These participants navigate between the global scale, where English indexes cosmopolitan professional aspiration, and the hyper-local scale, where Medan dialect particles index communal belonging, interpersonal solidarity, and regional cultural identity rooted in the Batak-Melayu linguistic heritage of the predominantly Sumatran student body. The utterances produced at this intersection constitute what Bhabha (1994) designates a third space: a productive zone of cultural and linguistic hybridity irreducible to either of its constituent systems. R-09's

characterisation of Medan-structured English as "ciri khas anak PBI Unimed" (a hallmark of PBI Unimed students) confirms that this third space is intentionally inhabited and collectively ratified as a sociolinguistic position, not a residual artifact of incomplete acquisition.

In the translanguaging framework, this trilingual hybridity is not evidence of deficiency; it is evidence of multilingual agency. The capacity to draw selectively and purposefully from a unified sociolinguistic repertoire encompassing Indonesian grammar, English lexicon, and Medan dialect pragmatics in the service of contextually appropriate meaning-making represents a form of culturally grounded global competence that deficit-oriented frameworks are structurally incapable of recognising. This revaluation carries direct pedagogical implications addressed in section 5.4.

"Ciri khas anak PBI Unimed, terutama karena pengaruh logat dan struktur bahasa daerah Medan."

— R-09

Pedagogical Agency and Practical Implications

The study found that 73.3% of participants intended to use code blending as a learning aid to improve their English skills, while 86.7% felt this method was effective in fostering closeness and empathy. These

findings align well with the concept of translanguaging. The interesting is that respondent 6 uses a framework to explain how mixed languages can aid the learning process, despite not having received formal theoretical knowledge. This is in line with the way of working that has been formulated by education experts such as Emilia and Hamied (2022) in the context of English teaching at Indonesian Universities. However, respondent 12 noted that the use of mixed languages without a foundation in English language skills will only serve as a crutch that discourages students from learning. This critical thinking accurately describes the educational challenge often discussed by researchers: the boundary between providing learning support and creating language dependency.

For policymakers and curriculum designers at Universitas Negeri Medan and comparable Indonesian institutions, the practical implications are substantive. First, pre-service teacher curricula should not treat code-mixing as a habit to be eliminated; it should be recognised as a form of anticipatory professional socialisation that merits formal cultivation. Second, structured metalinguistic reflection activities should be embedded in the pre-service curriculum, enabling students to move from intuitive to principled, research-informed management of their multilingual repertoires. Third, the "Medan Effect" documented here, the organic layering of Indonesian morphology, English lexicon, and

Batak-Melayu-Medan dialect pragmatics, should be positioned in teacher education discourse not as interference to be remediated but as a resource to be theorised, valued, and strategically deployed in the linguistically complex classrooms that these pre-service teachers will inherit.

*. "Campur kode bisa jadi
alat bantu pedagogis;
idealnya gunakan
campur kode secara
sadar dan strategis."*

— R-06

F. Conclusions and Suggestions

Conclusions

The current research shows that code-mixing carried out by pre-service English teachers in UNIMED is not done arbitrarily or because of a lack of language proficiency but is rather a calculated social practice with implications for their identity and professionalism as shaped by linguistic capital accumulation, social stigmatization, and professional habitus formation.

Four distinct findings substantiate this claim, namely: academic code-mixing habitus (93.3%); classification of the process of borrowing into four groups based on professional functions; morphosyntactical trilingualism with the use of Medan dialect particles (73.3%), and finally, a seemingly paradoxical scenario wherein 'Sok Inggris' stigmatization (66.7%) occurs

alongside persistent code-mixing identification (93.3%).

The "Medan Effect" observed in this study, involving the organic combination of Indonesian grammatical structures, English lexical items, and pragmatic usage of Batak/Melayu/Medan dialects, should not be dismissed as interference but rather should be acknowledged as a high-level global competency based on cultural knowledge. It is recommended that teacher educators at Universitas Negeri Medan encourage, instead of discouraging, the metalinguistic knowledge attained by this generation on their own accord.

Suggestions

Three approaches deserve special consideration. Firstly, tracking the participants longitudinally throughout both their teaching practicum and initial in-service period will shed light on the role that professional socialisation plays in the shaping of code-mixing patterns and pedagogical stance. Secondly, cross-cultural studies comparing pre-service teacher groups at other regional universities in Indonesia will test the validity of the "Medan Effect" and add to the theorising of translanguaging identity in the EFL context of Indonesia. Thirdly, empirical research exploring the potential for accelerating the emergence of principled translanguaging pedagogy through metalinguistic reflection training will supply the necessary basis for curriculum reform at Universitas

Negeri Medan and equivalent universities.

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