

THE PHENOMENON OF MIXED BAHASA INDONESIA AND ENGLISH LANGUAGE IN “INGGRIS JAKSEL” COMMUNICATION

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Received on 23 Desember 2025 / Approved on 29 April 2026

Abstract

Language is one of the important aspects to be used in communicating in the daily life of every individual. Nowadays, the phenomenon of the use of English is also growing in the midst of community communication which generally uses Indonesian in their daily lives. In this case, the researcher conducted a study on the phenomenon of the use of English mixed with the phenomenon of ‘Inggris Jaksel’ which is trending among the community. This study was conducted using a qualitative survey method. Data were obtained through a survey of questions and analyzed using behavioristic theory and intercultural communication. The results of the study showed that English influences the use of mixed languages with Bahasa Indonesia. In addition, the influence of the surrounding environment and trends in the development of the era, such as from courses to the use of social media as a learning method, also have an impact on the mixing of languages which has an impact on individual confidence in expressing themselves.

Keywords: phenomenology; mixed language; communication; intercultural communication

Abstrak

Bahasa merupakan salah satu aspek yang penting untuk digunakan dalam berkomunikasi di waktu keseharian setiap individu. Pada saat ini, fenomena penggunaan Bahasa Inggris juga semakin berkembang di tengah komunikasi masyarakat yang secara umum menggunakan Bahasa Indonesia di kesehariannya. Dalam hal ini, peneliti melakukan penelitian tentang fenomenologi penggunaan Bahasa Inggris yang dicampur dengan fenomena ‘Bahasa Inggris Jaksel’ yang tren di kalangan masyarakat. Penelitian ini dilakukan dengan metode kualitatif survey. Data didapatkan lewat survey pertanyaan dan dianalisa dengan menggunakan teori behavioristik dan komunikasi antar budaya. Hasil penelitian menunjukkan bahwa Bahasa Inggris mempengaruhi penggunaan bahasa campuran dengan Bahasa Indonesia. Selain itu, pengaruh dari lingkungan sekitar serta tren perkembangan zaman seperti dari kursus hingga penggunaan sosial media sebagai metode pembelajaran juga berdampak kepada pencampuran bahasanya tersebut dimana berdampak kepada kepercayaan diri individu dalam berekspresi.

Kata Kunci: fenomenologi; bahasa campuran; komunikasi; komunikasi antar budaya

INTRODUCTION

Communication is an inseparable part of human life. In society, communication is used in various areas of life, accompanying all activities, such as providing information, asking questions, interacting with others, and even demonstrating each individual's social and cultural identity. Therefore, communication is a crucial skill for every individual living in a society. Generally speaking, communication can be defined as messages and behaviors that convey information within a social context and all its aspects. This is consistent with the notion that individuals need to communicate to understand each other. This context can be interpreted as meaning that communication itself contains a message or meaning that one individual wishes to convey to another or to a group of people.

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Within communication itself, language is essential for human communication. Language serves as a tool or medium for humans to communicate with one another. Through language, humans can communicate fluently and express themselves, both in terms of what they want to convey and the information they wish to share with others. Language, if further developed, can be understood as a number of combinations of vocabulary items that will later be generated by a regular and meaningful grammar (Liliweri, 2011). In addition, language can also be interpreted as a pattern of human speech and an implicit system that regulates how people speak and listen. In addition, language is also closely related to several other signs such as writing, linguistic signs, human hearing, and also languages that exist in technology. In other words, language can reflect that language itself can reflect the process of existence of speech related to these signs. Furthermore, if we specify language from another perspective, language can be implemented in terms of semantic interpretation. A formula undergoes semantic interpretation when it is placed in a systematic relationship with other objects.

These objects, for example, are related to formulas from other languages, to the conditions under which language is used, or to conditions that may occur in the real world (Deirdre & Dan, 2009). From this perspective, it can be seen that language is a system that regulates human communication with other individuals and is also a symbol used to represent human sounds, which, when combined, form facts, sentences, and spoken words. Reflecting on the understanding and comprehension of basic communication and language theories, the current trend among Indonesians, especially among the millennial generation, is the use of English.

English has now become a popular language and is frequently used in Indonesian social interactions across various aspects, including among young people, also known as the millennial generation. With the active use of English in various aspects of life, it is not surprising that English is now the language frequently used for interpersonal communication, especially in large cities like Jakarta, in the current era of globalization.

Globalization is certainly an inseparable phenomenon today. In fact, this globalization is reaching every country in the world, including Indonesia (Winarko & Kohar, 2015). One of the results of globalization in every country is that English has emerged as an international language capable of reaching all levels of society and social status. Jakarta, with a population of nearly 10 million according to the 2026 census and almost reached 11 million in the future, is a diverse city center with diverse cultural backgrounds. Furthermore, the rapid expansion of development and the rapid influx of foreign cultures into this metropolitan city have further contributed to the growing intermingling of cultures, not only from within Indonesia but also from foreign cultures within the community. One such cultural blend is English.

One area in Jakarta widely known for its widespread use of English is South Jakarta. South Jakarta, a region which has experiences a rapid cultural blending, much like other areas in the city. In this area, there are various places where Bahasa Indonesia and English are intertwined, such as in schools, shopping centers, and other public spaces where cultures converge. In South Jakarta, English speakers are generally referred to as *Inggris Jaksel*. This term stems from the uniqueness of the use of English among millennials. The use of *Inggris Jaksel* also differs slightly from English in general, as its structure and meaning tend to be more Indonesian, which is translated literally in English. So it is not surprising that what the millennial generation conveys using *Inggris Jaksel* sometimes gives rise to misunderstandings or misinterpretations due to misunderstandings in communicating using this foreign language.

If we want to delve deeper, *Inggris Jaksel* can be considered slang. Slang can be defined as language whose sentences have been modified from the basic language, so that only a select few know or understand the sentences (Alfiah & Siagian, 2023). For this millennial generation, using *Inggris Jaksel* is a source of pride. This is because English is perceived as cooler, or in other words, more "cool," and contemporary than Bahasa Indonesia. Using English means they are perceived as educated, more up-to-date, and trendy, and it also enhances their image in public. Therefore, they intentionally use a mixture of Bahasa Indonesia and English to gain a higher profile, both from the public and those around them, due to the globalization that is taking place worldwide. In today's

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increasingly modern era of globalization and technological advancement, the use of English, specifically *Inggris Jaksel* is crucial for some individuals' social presence. This is further compounded by the increasing use of social media among young people and Western lifestyles, which have further fueled the widespread use of this hybrid language. *Inggris Jaksel* is arguably a trendier language among young people in Jakarta than Bahasa Indonesia for everyday communication.

With this linguistic communication phenomenon, the fusion of cultural communication in terms of language can be felt tangibly by the people of Jakarta, especially millennials. Furthermore, this fusion of cultural communication in terms of language also has a cultural impact that can impact the Indonesian language itself. While it has an impact on Indonesian as a mother tongue, *Inggris Jaksel* is also crucial for the development of the language in Indonesia. This is because people are becoming more fluent and more familiar with English vocabulary, which can enhance their existence and competence in the current era of globalization.

Based on the research background outlined above, a research problem formulation can be concluded, encompassing the areas of further research to be conducted. These problem formulations include:

1. What influences the use of mixed Indonesian-English?
2. How does each individual use mixed Indonesian-English?
3. How significant is the impact of mixed Indonesian-English?
4. What is the purpose of mixed Indonesian-English use?

Referring to the background and research problem formulation outlined previously, the researcher outlines several objectives for this research. The objectives of this research are:

1. To understand the new phenomenon of communication in Indonesian society today
2. To identify the factors and impacts of mixed Indonesian-English language use in Indonesian society
3. To determine the level of interest among Indonesians in learning new communication methods

LITERATURE REVIEW

Communication

Communication is one of the fundamental elements of human interaction. Furthermore, it is a tool for humans to express themselves and interact interpersonally. Sometimes, communication is also used as a means to convey messages or information to others. Communication or in Latin "*communicatus*," means to share or become common property. Communication is defined as the process of sharing between parties involved.

Meanwhile, the *Kamus Besar Bahasa Indonesia* (KBBI) defines communication as the sending and receiving of messages and information between two or more people so that the intended message can be understood. Furthermore, Gerard R. Miller, as quoted by Mulyana, explains that communication occurs when a source conveys a message to a recipient with the conscious intention of influencing the recipient's behavior (Mulyana, 2002).

Furthermore, Effendy (2011) explained that communication itself can be divided into two types: primary communication and secondary communication. Primary communication can be defined as the process of conveying one person's thoughts and/or feelings to another using symbols as the medium. Furthermore, secondary communication can be defined as the process of conveying a message from one person to another using tools or means as a secondary medium after using symbols as the primary medium.

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Based on these definitions, it can be concluded that communication itself is the sending of messages or information from one person to another. Furthermore, communication can also be carried out in ways other than verbal communication, namely by using symbols as a medium.

Intercultural Communication

Intercultural communication is a form of communication that combines one culture with another. According to Liliweri, it is the sharing of messages in the form of information or entertainment delivered orally or in writing or other methods carried out by two people with different cultural backgrounds (Liliweri, 2004). In addition, intercultural communication must also be recognized that culture determines how we communicate, including topics of conversation, who can talk or who we meet, how and when, body language, the concept of space, the meaning of time is very dependent on culture (Mulyana, 2010).

Furthermore, intercultural communication can influence stereotypes or labels created by a culture. Here, intercultural communication can also play a role in minimizing existing cultural conflicts and integrating existing social spheres into a unified whole within diversity. Rahardjo, in his book, states that social integration is a condition that allows each group to communicate without losing their cultural identity (Rahardjo, 2005).

In addition to the definitions outlined above, intercultural communication also has specific characteristics. Pakarkomunikasi.com, on its website, outlines at least five characteristics of intercultural communication. These five characteristics include:

- Dynamic, meaning continuous and changing
- Interactive, meaning one culture influences another
- Occurs in both physical and social contexts
- Can be viewed from a social perspective
- Temporal

With these insights, it can be concluded that intercultural communication is communication between one party and another, each with a different cultural context. In this part, intercultural communication can be conducted not only verbally, but also through the use of symbols or media objects as tools to communicate across cultures. Furthermore, intercultural communication is characterized by mutual influence within each culture, and this integration is dynamic and continuous over time.

Behaviorist Learning Theory

Behaviorist learning theory is a theory adopted by Gage about behavioral changes resulting from experience (Gage, 1979). Some of the scientists who founded and adhered to this theory include Thorndike, Watson, Hull, Guthrie, and Skinner. This theory later developed into a school of learning psychology that influenced the development of educational and learning theory and practice, known as behaviorism. This school emphasizes the formation of visible behavior as a result of learning. Behaviorist theory, with its stimulus-response relationship model, positions learners as passive individuals.

A specific response or behavior is achieved through training or habituation alone. The emergence of behavior becomes stronger when reinforced and disappears when punished. Learning is the result of the interaction between stimulus and response (Slavin, 2000). A person is considered to have learned something if they can demonstrate a change in their behavior. According to this theory, the important aspects of learning are input, in the form of stimulus, and output, in the form of response. A stimulus is anything the teacher provides to the learner, while a response is the learner's reaction or response to the stimulus provided by the teacher. The process that occurs between stimulus and response is not important to consider because it cannot be observed and cannot be measured.

What can be observed are stimulus and response. Therefore, what the teacher provides (stimulus) and what the learner receives (response) must be observable and measurable. This theory

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prioritizes measurement, because measurement is crucial for determining whether or not behavioral changes occur. Another factor considered important by the behaviorist school of thought is reinforcement. If reinforcement is added (positive reinforcement), the response will be stronger. Likewise, if a response is reduced or removed (negative reinforcement), the response will also be stronger. Some principles in behaviorist learning theory include (Gage, 1979):

- Reinforcement and punishment
- Primary and secondary reinforcement
- Schedules of reinforcement
- Contingency management
- Stimulus control in operant learning

According to Thorndike, learning is a process of interaction between stimulus and response. A stimulus is what stimulates learning activities, such as thoughts, feelings, or other things that can be perceived through the senses. Meanwhile, the response is the reaction that students display when learning, which can also be thoughts, feelings, or movements/actions. Therefore, behavioral changes resulting from learning activities can be concrete, namely those that can be observed, or non-concrete, namely those that cannot be observed.

Although behaviorism prioritizes measurement, it cannot explain how to measure unobservable behavior. Thorndike's theory is also called connectionism theory (Slavin, 2000). There are three main laws of learning, according to Thorndike (Gredler, 1991) which are law of effect, law of exercise, and law of readiness. Of these three laws from the theory that has been explained, it further specifically explains how certain things can strengthen the response.

Within communication studies, there is a well-known tradition of communication theory that is deeply embedded in every research study. Craig (2007) outlines at least seven identifiable traditions of communication theory. These seven traditions include:

- Rhetoric: Relating to public communication
- Phenomenology: Communication that concerns human awareness within its environment
- Semiotics: Semiotics itself relates to language in communication
- Cybernetics: In this case, it relates to the process of conveying messages
- Social psychology: Social psychology means that every communication has a response from each individual
- Critical: Critical can be defined as the presence of criticism in the form of communication regarding a particular event or phenomenon

RESEARCH METHODOLOGY

Phenomenology is a reflection of a school of philosophy related to social (human) sciences which uses a qualitative approach in studying human conscious experience (Donsbach, 2008). This study uses a qualitative approach to analyze the research problem, as previously explained. The use of a qualitative approach in this study is deemed appropriate because this study observes phenomena that have occurred within the researcher's social context. It is also can be seeing that this method will focus about interpretation based on the subject that reseracher conduct the research (Setiadi, 2025).

The research method is the steps taken by the researcher to collect information or data and conduct investigations into the data obtained. This aligns with the basic perception of a qualitative research approach, which is exploratory and seeks to understand the meanings of individuals or groups arising from existing social problems (Fensi, 2020).

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The method used by the researcher in this study is a qualitative survey approach, also known as a qualitative survey. This method aims to determine the habit of using mixed languages, namely Indonesian and English, in communicating with those around them.

The two types of data used by the researcher in this study are primary and secondary data. Primary data can be defined as data obtained directly from the research object (Robin, 2020). In this study, the primary data sample consisted of five relatives monitored by the researcher who had a habit of using a mixed language, namely Indonesian and English, in their communication. Meanwhile, the secondary data refers to the related central studies described previously.

More specifically, according to Usman (cited in Silvana, 2010), a population can be defined as all values of certain characteristics regarding a complete and clear group of objects. In this study, the population was relatives who had a habit of using a mixture of Indonesian and English in their daily activities.

FINDINGS AND DISCUSSION

Based on the topic title determined by the researcher, a discussion follows. This discussion includes a survey of questions conducted by the researcher on the research topic. Furthermore, the data obtained will be discussed using the behaviorist and intercultural communication theories outlined in the previous section.

Furthermore, several questions were used to collect data. The researcher asked ten questions in this study. Five respondents, relatives of the researcher, were interviewed regarding the topic and all of the respondents were live in the South Jakarta area. The data summary is as follows:

Table 1. Summary of questionnaire findings

No	Questionnaire Items	Summary of Responses
1	Are you aware of the phenomenon of mixed Bahasa Indonesia - English language?	All five respondents were aware of the phenomenon of mixed Bahasa Indonesia – English language use.
2	Is your English good?	Three respondents considered their English proficiency good, while two respondents did not.
3	Do you often use English in communicating?	Four respondents reported frequently using English in communication, while one respondent did not.
4	English learning methods used	All respondents reported learning English primarily through the internet and media. None learned English mainly through formal courses.
5	Reasons for using mixed language	Three respondents reported using mixed language when talking with friends in everyday situations, while one respondent stated that it can be used anywhere.
6	Time and place of using mixed language	Four respondents reported using mixed language when talking with friends in everyday situations, while one respondent stated that it can be used anywhere.
7	Why use mixed language?	Three respondents reported using mixed language spontaneously, habitually, and because it allows faster communication. Two other respondents

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		included being more concise, familiar, expressive, modern, and influenced by friends.
8	What other people think about people who speak mixed languages?	Four respondents believed there is no problem with using mixed language, while one respondent viewed it as an attempt to appear cool.
9	Respondents opinions on the use of mixed languages	All respondents expressed positive opinions. They stated that mixed language is acceptable as long as the message is conveyed clearly and understood by the interlocutor.
10	Do you feel that the use of mixed words that are commonly used is based on things that are seen, learned and there is a desire to practice?	All respondents agreed that the use of mixed language is influenced by exposure, learning, and a desire to practice the language.

The findings indicate that mixed Bahasa Indonesia – English language use is a familiar phenomenon among the respondents. Most participants reported frequently using English in communication and viewed mixing language positively. The main motivations identified were expressiveness, communication efficiency, familiarity, and social influence. These findings suggest that mixing language functions not only as linguistic practice but also as a social and communicative strategy among young people.

The data obtained will be further analyzed using the behaviorist theory outlined previously. With the understanding and explanation of behaviorist theory, it can be seen that the respondents who answered the survey found that their interactions and responses when using English became more expressive when communicating with colleagues and within their environment.

Furthermore, with frequent practice and active use of English in communicating with colleagues in their environment, there were spontaneous changes in their verbal behavior. Furthermore, the respondents also responded quite favorably to the combination of English and Bahasa Indonesia in their communications.

In terms of intercultural communication, these five respondents also felt the effects of cultural fusion, which were clearly felt in their lives. The blending of English and Bahasa Indonesia also impacts existing cultural values in Indonesia, particularly in Jakarta.

English also has a significant impact and influence on the communication patterns of Jakarta residents, boosting their self-confidence and relationships with those around them. In other words, the two languages actively used by these respondents are dynamic and interactive, influencing interpersonal communication.

CONCLUSION AND SUGGESTIONS

Conclusion

The research conducted above yields several findings to address the research problem. The findings indicate that English has a significant influence on society, particularly in Jakarta. The influence of the surrounding environment and contemporary trends within Jakarta's society influences this mixed language use. Furthermore, the process of adopting this mixed language varies from individual to individual. Some learn through courses, while others utilize social media as a learning method.

Furthermore, the perceived impact of this blending of languages is also tangible for those who use the two languages. Feeling more confident and able to express themselves better than using Indonesian are examples of the impacts of the introduction and use of English in communication.

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With various objectives, using a blend of Indonesian and English is one way to communicate quickly and efficiently, conveying meaning.

Suggestions

The researcher also wishes to offer suggestions based on the research findings, which have been examined using the previously outlined theories. In the context of intercultural communication, every Indonesian citizen needs to love and use Bahasa Indonesia more correctly and appropriately.

Furthermore, although English is considered an important international language, it is still important to pay attention to its use so that it can be effectively applied in interpersonal communication within the social environment.

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