Hybridity in Academic Writing: Lexical Deficits and Compensatory Language Practices among SMP Terbuka Students

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ABSTRACT

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This study presents the results of an analysis of the phenomenon of language hybridity in the academic writing of students at SMP Terbuka, a formal educational institution that serves students with limited access to literacy. This study is based on the finding that students' low writing skills are not only evident in spelling errors. The problem is related to a more fundamental condition, namely limited vocabulary (lexical deficit), which encourages students to use digital language (netspeak) and non-standard language to complete their assignments. Using a descriptive qualitative method, this study analyzes five linguistic aspects that appear consistently in students' writing, namely the change of the sound /u/ to /o/ (taruh becomes taro), the shift of the preposition berneaktif to buat, the use of the word sama as a marker in passive sentences, morphological interference in the form of the use of the suffix -in, and the use of the number "2" as a marker of reduplication. The pattern shows how restricted code and netspeak function as cognitive scaffolding in the context of low literacy, enabling students to continue producing text even with limited lexical resources. This analysis is supported by Basil Bernstein's language code theory (restricted and elaborated code) and David Crystal's concept of Netspeak to show that this phenomenon is the result of thinking difficulties due to students' limited academic vocabulary.

1. Introduction

The current literacy level of students in Indonesia presents an interesting situation. Students in the digital age are very adept at communicating through online media, but when faced with school assignments that require them to communicate formally, they encounter difficulties. (Wulandari, 2024; Hartanti, 2021; Disdikpora, 2024). This condition is particularly evident among SMP Terbuka students who are accustomed to using gadgets and everyday language, but have minimal access to conventional reading materials. As a result, there is no distinction between formal and informal writing, so that students' writing is dominated by netspeak, such as abbreviations commonly used in communication on social media and digital writing (Computer-Mediated Communication), rather than standard writing (Manik, 2025; Arisetya, 2025; Fitriani, 2019; Utami, 2024).

This situation is not something that can be tolerated; rather, it is a problem that can affect the learning process, especially in writing instruction (Arisetya, 2025). Dalman (2018) explains that writing is a way of conveying thoughts through symbols that have meaning. Writing is the process of pouring out thoughts or ideas into a structured form of writing, which involves certain stages (Akhaidah dalam Abidin, 2016). In addition, writing is an important form of communication between humans and their

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environment, because through writing, people can express their thoughts and views about their environment to others (Damaianti & Anshori, 2021).

Writing skills at the junior high school level are one indicator used to measure students' literacy competencies. Descriptive texts and procedural texts are the main gateway for seventh-grade junior high school students in writing (Simanjuntak et al.,2018). Descriptive texts require students to have a broad vocabulary, which is often a challenge for students with limited access to literacy. The reality in the field shows that there is a significant gap between curriculum expectations and student output. Students still experience difficulties when assigned to write descriptive texts. Research conducted by (Lismi et al., 2020) shows that many students are still unable to compose a conclusion and make many mistakes in word choice, spelling, and sentence usage. Another study conducted by (Saragih et al., 2022) shows that students' ability to write descriptive texts is still lacking, as seen from the results of their writing, which is not in accordance with the theme and text structure. In addition, other studies also show that the use of non-standard language in academic writing often occurs (Arisetya, 2025). Students are expected to be able to write in a standard and structured manner, but in reality, they tend to produce hybrid writing, a complex mixture of formal school language and digital language or Netspeak (Prihatini, 2022).

This study is based on the understanding that this phenomenon cannot be explained solely as spelling errors or inconsistencies with EYD. There is a more fundamental factor, namely limited vocabulary. When students are asked to describe objects or write down steps involving foreign or technical terms, they often find it difficult to express their ideas accurately. This condition encourages students to use alternative strategies, namely writing in the language they are most proficient in. Thus, there is the use of spoken language written as it is with a digital conversation style in written texts.

Unlike previous studies that tended to view these forms of language as errors or disruptions in academic writing, this study positions the phenomenon of language hybridity as a systematic compensation strategy rooted in students' lexical deficits. From this perspective, the use of netspeak and non-standard language forms is not understood as random errors, but rather as a way for students to maintain the continuity of the writing process when their formal vocabulary is limited.

To understand this phenomenon in depth, this study uses Basil Bernstein's language code theory framework (restricted code and detailed code) and the concept of netspeak. The analysis focuses on five linguistic aspects, namely phonology, lexical grammar, syntax, morphology, and orthography, which appear consistently in the writings of SMP Terbuka students. Based on this framework, this study was formulated to answer the following questions:

1. What forms of language hybridity appear in the academic writing of SMP Terbuka students?
2. How do these forms of hybridity relate to the lexical deficits of students?
3. How can Basil Bernstein's language code theory and the concept of netspeak explain these patterns of language hybridity as cognitive compensation strategies?

2. Methods

This study uses a qualitative approach with a case study design. This method was chosen to study and examine linguistic phenomena in depth in a specific context, namely the phenomenon of language hybridity in students' writing. The technique used to analyze the data is content analysis, which aims to systematically identify and interpret the writing patterns contained in the students' writing documents (Rukminingsih et al., 2002).

The data source was obtained from the written documents of seventh grade students at Rancaekek SMP Terbuka. The initial data was obtained from 10 students through a descriptive text writing assignment carried out during the learning process. All texts were collected as part of the routine Indonesian language learning assignment. Initial analysis showed that most of the students' writing had identical sentence structures and word choices, indicating the practice of copying texts in groups. Therefore, this study focused on the most clear and representative texts, which contained the linguistic patterns being analyzed.

Data collection was conducted through documentation studies collected over a two-week period, during which descriptive text material was taught. Writing assignments were given without specifying a particular text length, so that the resulting texts varied according to the students' abilities.

After all assignments were completed, students were informed that their writing would be used as research data, and data collection was conducted based on the students' consent.

The data analysis procedure was carried out in several stages, namely: (1) identifying similarities and patterns of copying in all student texts; (2) selecting the most representative and legible texts for analysis; (3) classifying forms of language hybridity based on five linguistic aspects, namely phonology, lexical grammar, syntax, morphology, and orthography; and (4) interpreting the findings by relating them to the concept of lexical deficit and Basil Bernstein's theoretical framework and the concept of netspeak.

3. Results and Discussion

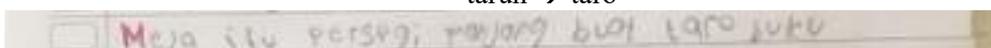### 3.1 (Phonology: Change of sound /u/ to /o/)

taruh → taro

Figure 1. Student writing

The first and most noticeable phenomenon is the writing of words ending in the vowel /u/ being changed to the vowel /o/, often accompanied by the omission of the glottal phoneme /h/ at the end of the word. An example is the change of the word taruh to taro.

1) Lingustic Mechanisms

In Standard Indonesian, the word taruh is pronounced [taruh]. However, in non-standard (colloquial) Indonesian, two phonological processes occur:

a) Apocope (Elimination of Final Sounds): occurs when the glottal fricative phoneme /h/ at the end of a syllable is omitted. In Malay dialects and Austronesian languages, /h/ at the end of a word is unstable and often not pronounced, especially in fast or casual speech (Asyhar et al., 2025; Sukesti, 2015).

b) Vowel Reduction: the loss of /h/, the vowel /u/ in the final open position is reduced to /o/.

The phonological formula:

$$/u/ \square /o/ /\_ (h)\#$$

This sound change does not only occur in taruh. A similar pattern is found in the following words (Maulida et al., 2025; Agesta et al., 2023; Tauk, 2016):

- Jauh /dʒauh/ ☾ Jao
- Suruh /suruh/ □ Suro
- Perahu /pərahu/ ☾ Prao
- Tuduh /tuduh/ □ Tudo

2) Deficit Analysis and Netspeak

The appearance of the word taro in students' writing, for example in the sentence "Meja itu persegi panjang buat taro buku" (The table is rectangular for putting books), shows the strong influence of oral culture in students' writing. They tend to write words according to the sounds they hear in everyday speech. In Basil Barnstein's theoretical framework, this pattern describes the use of a restricted code, which is a variety of language that relies on implicit cues and simplified phonetic forms. (Kalantzis & Bill, 2022).

Students with limited vocabulary do not have a strong visual memory of the spelling of the word taruh because they rarely interact using standard language. As a result, when they have to write down the meaning of "to put," students tend to use the form they hear most often in their daily lives, which is "taro," and then write it down as is at school. The habit of communicating through text messages or digital media further reinforces this pattern, because in that context, non-standard spelling is considered acceptable as long as the message is still understandable (Achmad et al., 2025).

Basil Bernstein (1971) distinguishes between two language codes, namely Restricted Code and Elaborated Code. Students from low socioeconomic backgrounds tend to be socialized in Restricted Code, which is characterized by short, simple sentences that contain a lot of meaning that is not expressed directly. In the digital context, fast-paced conversational language such as

chatting is a modern form of Restricted Code: concise, familiar, and efficient (Kalantzis & Bill, 2022). Both codes have their own characteristics, namely (Melati, 2013):

Table 1. Characteristics of Elaborated Code and Restricted Code

Elaborated Code	Restricted Code
Accurate Grammatical Order	*Unfinished and short sentences*
Complex sentences	*Simple clauses*
Frequent use of preposition	*Repetitions of conjunctions*
Impersonal pronoun	*Hesitancy*
Passive construction	*Confusion of reasons*
Unusual adjectives	*Language of implicit meaning*

This finding is reinforced by research showing that in areas with strong dialectal influence (such as Medan or Java), these vowel changes occur very frequently and are carried over into formal writing (Amalia, 2022).

3.2 Lexicogrammar: Prepositions **buat** to Replace **untuk**

untuk → *buat*

Figure 2. Student writing

The second mistake that is often found is the use of the word "buat" as a preposition to express purpose or destination, replacing standard forms such as *untuk*, *bagi*, or *guna*.
1) Semantic Analysis and Grammaticalization
In Standard Indonesian, "buat" is the basic form of the verb membuat. Therefore, it does not function as a preposition. However, in informal usage, "buat" has undergone grammaticalization. Grammaticalization is the process by which a lexical word changes into a function word. In this case, there is a shift in syntactic category from (verb) to grammatical word (preposition) through the mechanism of semantic bleaching (Khairiansyah et al., 2025; Kridalaksana et al., 1985 Dryer, 2014; Volume et al., 2023).

V→ Prep

This process can be mapped into three stages:

a) Lexical Verb Stage (Full Lexical Meaning): The verb "buat" means "menciptakan," "memproduksi," or "menghasilkan." Here, "buat" has the meaning of an agent.
b) Ambiguous/Transitional Stage (Benefactive Contexts): The verb "buat" is used in contexts of receiving benefits. The lexical meaning of "buat" is still retained, but the benefactive function "untuk seseorang/untuk sesuatu" begins to appear implicitly.
c) Prepositional Stage (Grammatical Function): at this stage, the lexical meaning of "menciptakan" in the word "buat" is completely lost. The word buat no longer functions as a verb, but undergoes grammaticalization into a grammatical marker that expresses purpose or destination (Boye, 2023; Arka & Manning, 1998).

2) Lexical Defiist and Simplification Strategy

The use of the word buat indicates the limited variety of prepositions that students have mastered. In standard Indonesian, there are differences in meaning between "untuk" as a general marker of purpose, "bagi" as allocation or distribution, 'guna' as usefulness, and "demi" for idealistic purposes or sacrifice. Students with limited vocabulary tend to combine all these functions into one word that is most familiar to them, namely "buat" (Achmad et al., 2025; Khairiansyah et al., 2025).

Based on corpus data 1, the use of the preposition "buat" in academic writing is considered inappropriate because it is associated with informal language. However, SMP Terbuka students continue to use it because in their way of thinking, 'buat' is the easiest way to convey the meaning of "purpose" and is easily understood (Nusarini, 2017; Markum, 2016).

The inability of students to distinguish between the word "buat" as a verb and "buat" as a preposition indicates weak syntactic mastery, which is one indicator of low formal literacy among students (Fausia et al., 2019).

3.3 Syntax: same as the Agent Marker in Passive Sentences
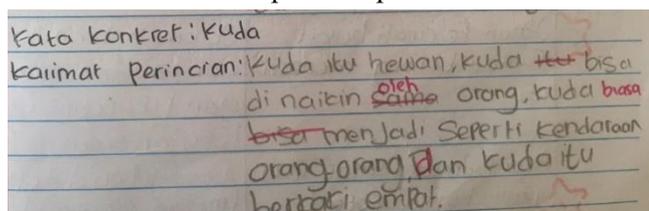
sama → penanda pelaku

Figure 3. Student writing

The most noticeable syntactic inaccuracy is the use of the word 'sama' to indicate the agent in passive sentences. In standard Indonesian, the preposition 'oleh' or the passive form of the first person pronoun ('saya') should be used.

The word "sama" in standard Indonesian functions as an adjective meaning 'similar' or as a reciprocal marker (mutual), as in the word "sama-sama." As a versatile preposition that encompasses various meanings, this word can express the meaning of togetherness, recipient, and agent, as in the sentence (Wahyudin, 2024):
- *Pergi sama Ibu (bentuk baku: dengan atau bersama)*
- *Kasih sama dia (bentuk baku: kepada)*
- *Dipukul sama teman (bentuk baku: oleh)*

Struktur baku:

Verba Pasif(di-) + Preposisi(oleh) + Pelaku

The use of the word "sama" as a marker of the agent in the students' descriptive texts is evidence of the use of limited code. Students use one word (same) to represent various logical relationships that in detailed code require specific prepositions (by, with, to)(Maryam, 2020; Crisnayanti et al., 2018).

The lexical deficit here is not only about knowing the word "oleh" but also the inability to understand the concept of a formal agent. Students view the agent as an entity that is "together" with the action, so the word 'sama' (meaning "bersama") is intuitively chosen. This is a form of cognitive simplification in academic writing.

When students write "The horse can be ridden by people," they map the cognitive structure of spoken language directly into written text without going through the process of changing it into standard language. According to generative syntax theory, this phenomenon can be analyzed as a difference in the functional head selection process. Students choose lexical items that have broader semantic features [+Associative], rather than choosing prepositions that have more specific semantic features [+Agentive] (Jeoung, 2020; Jeoung & Biggs, 2017).

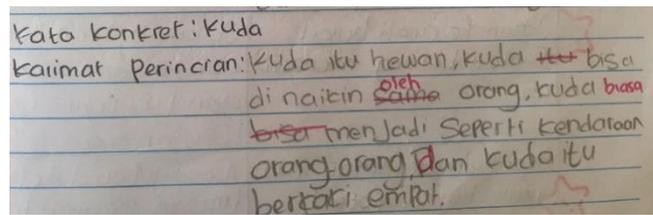*3.4 Morphology: Interference of the suffix -in (non-standard) between -kan/-i (standard)*

Figure 4. Student writing

At the morphological or word formation level, there is a clear dominance in the use of the Jakarta dialect suffix -in, which replaces the standard suffixes -kan and -i.

In Standard Indonesian, the choice of suffixes -kan and -i requires precision in meaning. The suffix -kan is used to express an action that causes something to happen or is done for someone else, for example in the words menaikkan bendera (raise the flag) or membelikan (buy for someone). Meanwhile, the suffix -i is used to express an action that is done in a certain place or repeatedly, as in the word menaiki kuda (ride a horse) (Khairiansyah et al., 2025).

1) Suffix -kan (benefactive/causative):
  a) Benefactive: performing an action for someone else (e.g., m embelikan adik mainan).
  b) Causative: causing an object to move or change state (e.g., menaikkan bendera, menjalaan mesin).
2) Suffix -i (locative/repetitive):
  a) Locative: performing an action in a place (e.g., menduduki kursi, menaiki tangga).
  b) Repetitive/Intensive: performing an action repeatedly (e.g., memukuli tembok).

Table 2. Comparison of standard and colloquial suffixes

Semantic Function	Standard Verbs	Colloquial Verbs
Kausatif (membuat jadi)	Menghidupkan	Hidupin
Benefaktif (untuk orang lain)	Mengambilkan	Ambilin
Lokatif (tempat)	Mendatangi	Datengin
Repetitif	Memukuli	Pukulin

Junior high school students who are accustomed to using spoken and digital language tend to replace both suffixes with the suffix -in, thereby eliminating the difference in meaning. In everyday language, the suffix -in functions as a versatile ending used in various contexts. This can be seen from the change in the standard form from naiki to di naikin (Achmad et al., 2025).

In students' writing, hybrid forms are often found where students attempt to be formal but fail to maintain formality at the end of words. This shows that students are aware that they are in a formal situation, but their command of vocabulary and word structure is not yet strong enough, so that in the end they revert to using the suffix -in, which is more familiar to them. This condition is known as morphological mixing, which is the mixing of morphological forms that indicates an incomplete language learning process or the influence of a first language that is still very strong. This pattern reflects the structure of spoken language in students' writing (Firlianda et al., 2022).

This phenomenon also indicates a failure of registration. Students may realize that they are in a formal situation (school), but due to a deficit in morphological competence, they do not have sufficient cognitive reach to understand the rules for using the suffixes -kan and -i. Based on language acquisition theory, this condition is in line with the phenomenon of overgeneralization, which is the tendency to learn using one simpler pattern or rule broadly for various contexts, as a strategy to avoid the complexity of standard rules that have not been fully mastered (Amalia, 2016).

3.5. Orthography: Reduplication Using the Number "2"

Writing descriptive texts often requires describing multiple objects, such as pohon-pohon (trees) or rumah-rumah (houses). Students consistently write the plural form using the number 2.
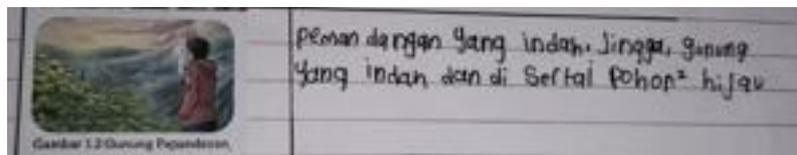

Figure 5. Student writing

David Crystal argues that Netspeak is a third medium that lies between spoken and written language (Melati, 2013; Warschauer, 2002). The main points in Neatspeak include:

1) Logogram: The use of symbols or numbers to represent words (e.g.: '&', '2', '@') (Nordquist, 2025).
2) Skeletal Spelling: Elimination of vowels and retention of main consonants (e.g: 'yg', 'kpn') (Thangaraj & Maniam, 2015).

The use of the number 2 is a habit that originated from chat culture, which emphasizes speed and saving space when writing. For SMP Terbuka students who are accustomed to typing on device screens, writing the full form, such as teman-teman, feels longer and less practical than writing teman2.

Problems arise when these habits carry over into academic writing. This shows that students are not yet able to distinguish between the use of language in personal contexts, such as conversations with friends, and formal contexts, such as school assignments. In Basil Bernstein's framework, this condition reflects the inability of students to adapt their language choices to different situations. Students tend to stick to one variety of language in different situations. Students tend to stick to a limited variety of language, which prioritizes speed and practicality in conveying messages over adherence to formal writing rules (Dewi et al., 2025).

The findings above are not merely a list of spelling errors.

When viewed as a whole, thesephenomena point to one main issue, namely limited vocabulary, which is then compensated for by the use of digital language (netspeak).

Writing descriptive texts requires a high level of thinking, because students must think about the content to be written as well as how to write it correctly. For SMP Terbuka students who have limited access to reading materials, this condition further complicates the situation.

To avoid writer's block, students unconsciously choose the easier path by using the vocabulary they are most familiar with, namely digital language and everyday language. Thus, the use of netspeak can be understood as a way for students to persevere in order to complete their writing assignments, even though the quality of the language produced does not meet the requirements of academic writing.

Referring to Basil Bernstein's thinking, schools require students to switch from the language variety commonly used at home or in everyday social interactions to a more formal language variety. For students at SMP Terbuka, this change has not gone well. They write as if they were speaking or sending text messages. The mixture of language forms that appears in students' writing is clear evidence of the clash between two different linguistic environments. Students' inability to distinguish between the use of sama and oleh shows that their understanding of the subject of the sentence has not yet been clearly formed in sentence structure, but still depends on context and everyday language habits.

Other findings from the students' writing show that some students copied each other's work. Many of the writings had the same sentence structure, which was also a quick way for students to complete their assignments, due to their limited vocabulary and lack of motivation. In this situation, students tended to copy their friends' writing rather than compose their own sentences.

From the perspective of modern education, plagiarism among students with low language proficiency should be understood not merely as an ethical violation, but as an interlanguage phenomenon and a form of cognitive coping strategy in dealing with limited language competence. Theories of cognitive load and second language (L2) acquisition suggest that students with limited

language skills face excessive cognitive load when forced to produce original texts (Keck, 2014; Stander, 2018; Rets, 2018).

In this desperate situation, students adopt the strategy of copying existing texts as a survival strategy. Copying frees students from the burden of thinking about grammatical structure and vocabulary choice, allowing them to meet the demands of the task even without deep understanding. In educational psychology, this is categorized as a maladaptive coping strategy, which is ineffective for long-term learning but very influential for completing tasks (Lubis & S, 2025).

Plagiarism can be linked to language anxiety and low self-efficacy. Students realize that their language skills are lacking or far from the standard, so copying other people's texts is considered acceptable and becomes a defense mechanism to hide their shortcomings (Davidovitch & Dorota, 2025).

4. Conclusion

Based on the results of the analysis, it can be concluded that the combination of academic language and netspeak elements such as taro, buat, sama, the suffix -in, and the use of the number "2" in the descriptive texts of SMP Terbuka students is a systematic phenomenon, not a random error. These forms of error illustrate the language simplification strategies used by students to overcome their limited vocabulary (lexical deficit). In this context, students tend to replace complex structures and vocabulary with simpler forms of language that are familiar in everyday life, especially those derived from digital communication practices. As a result, the boundaries between formal and informal language use become increasingly blurred in students' formal writing.

In the context of modern education, this linguistic phenomenon is also related to the practice of plagiarism by students with low language skills. This behavior cannot be understood solely as an ethical violation, but rather as a phenomenon of facing linguistic limitations. This phenomenon can be understood as a form of interlanguage and cognitive coping strategies in facing the demands of academic writing.

This finding has important pedagogical implications. Writing instruction should not focus solely on correcting spelling or grammatical errors. Teachers need to view the use of netspeak as an indicator of students' limited vocabulary and cognitive load, so that learning interventions should be directed at enriching standard vocabulary, strengthening awareness of language variety, and explicitly practicing distinguishing between formal and informal language contexts. In this way, language errors are not merely positioned as mistakes, but as starting points for learning.

From an educational policy perspective, these findings indicate the need to adjust the curriculum design and learning strategies at SMP Terbuka. The curriculum that is implemented needs to be more sensitive to students' literacy access by emphasizing mastery of basic vocabulary and the gradual use of academic language. In addition, the integration of digital literacy into Indonesian language learning needs to be directed so that it is not only focused on the use of technology, but also on the development of the ability to shift from digital language to academic language.

Theoretically, this study contributes to sociolinguistic and educational linguistic studies by positioning the hybridity of students' written language not merely as a normative error, but as a form of linguistic adaptation in the context of low literacy. Through Basil Bernstein's language code theory and the concept of netspeak, this study reinforces the understanding that the use of limited codes and digital language varieties can function as cognitive compensation strategies in the writing process. Thus, language hybridity in students' writing can be understood as a reflection of the interaction between social conditions, lexical limitations, and academic demands faced by SMP Terbuka students.

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