CHAPTER I

INTRODUCTION

A. Research Background

Language is a powerful instrument in fostering interpersonal relationships and collaboration.[1] The function of language is not limited to conveying information alone, but also serves as a means of constructing social bonds, articulating ideas, and forming collective identity. As social beings, humans inherently cannot exist solitarily without interaction with others.[2] In daily dynamics, social interaction among community members is carried out through the use of language as a fundamental element of communication. The significance of narrative/linguistic knowledge has substantial implications for the formation of perception.[3] Consequently, each community has a language or a variety of languages that reflect the social, cultural, and educational backgrounds of its members.[4]

More specifically, students, as members of the intellectual community, also have distinct language habits, especially in informal

[1] SOPAMENA, N. (2016). Teaching English through Outdoor Experiential Learning at Islamic State University in Ambon. *al- Iltizam: Journal Islamic Religious Education*, *1* (1), 100111.

[2] Aristotle, Politics, trans. Benjamin Jowett (New York: Dover Publications, 2000), p. 5

[3] Masniati, A. (2022). THE EFFECT OF LANGUAGE NARRATIVE IN PRODUCT LABELS ON CONSUMER PERCEPTION. *AMAL: Journal of Islamic Economics*, *4* (1).

[4] Chaer, Abdul & Agustina, Leonie. (2010). *Sosiolinguistik: Perkenalan Awal*. Jakarta: Rineka Cipta.

situations on campus. The language used by students often reflects their diverse backgrounds, including their mother tongue, regional languages, and the influence of foreign languages, such as English.[5] This phenomenon is interesting to study in sociolinguistic research.

Sociolinguistics, as a branch of linguistics that examines the relationship between language and society, provides an understanding of how language is used in various social contexts. It is the science that studies the connection between language and society, including language variations that arise within specific communities.[6] According to Holmes (2013), sociolinguistics studies language variations that arise due to social factors, such as social class, age, gender, and educational background.[7] In this context, language use reflects the social identity of individuals and groups, as well as indicating the dynamics of social interaction occurring within a community.

One phenomenon that attracts attention in sociolinguistic studies is Code-Mixing. Code-Mixing is the use of two or more languages simultaneously in one conversation or even one sentence. This phenomenon occurs when a speaker inserts elements from another language into the main language of the conversation. For example, a student might use Indonesian as their primary language, but insert English vocabulary or phrases such as

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[5] Trinaldi, A., et al. (2022). Informal Communication and Code-Mixing in University Student Interactions. *Sociolinguistic Studies*, 14(2), 210–225.

[6] Wardhaugh, Ronald. (2006). *An Introduction to Sociolinguistics*. Oxford: Blackwell Publishing

[7] Holmes, Janet. (2013). *An Introduction to Sociolinguistics* (4th ed.). London: Routledge

"deadline," "thanks," or "meeting."[8] This phenomenon is common in informal situations, where speakers feel, more free to express themselves, and also indicates linguistic expansion influenced by the development of technology, social media, globalization, and the communication styles of the younger generation.[9] Code-mixing has emerged as a prevalent linguistic practice within the university milieu, particularly among members of the multicultural English Tadris Society at UIN A.M. Sangadji Ambon.

Among students, this phenomenon manifests dynamically and informally, especially during extracurricular interactions beyond formal classroom settings. Such dialogues characteristically embody expressive liberty, contemporary communicative norms, and the pervasive impact of popular culture. The resultant communicative paradigm in this context is typically casual, characterized by a relaxed register, often incorporating elements of humor, abbreviations, and lexical borrowings from foreign languages.[10]

This distinctive communicative framework engenders the spontaneous and innate practice of code-mixing among speakers, often without their conscious awareness. In light of this phenomenon, scholarly inquiry into code-mixing within informal student dialogues on university campuses holds significant relevance, as it elucidates the linguistic

[8] Siregar, R. (2020). The Influence of Social Media on Code-Mixing Practices among University Students. *Indonesian Journal of Applied Linguistics*, 10(3), 123–131.

[9] Lee, J. S. (2017). Globalization and Youth Language Practices: The Case of CodeMixing. *International Journal of Bilingualism*, 21(2), 153–167.

[10] R Wardhaugh, *An Introduction to Sociolinguistics* (Oxford: Blackwell Publishing, 2006), hlm. 97.

dynamics prevalent within academic communities. Moreover, such investigation is pivotal for discerning the degree to which sociocultural milieu, popular culture, and digital media shape students' linguistic selections, alongside the inherent social functions embedded in code-mixing practices.[11]

Therefore, the researcher is interested in raising the title **"The Code-Mixing in Informal Students' Conversation in the Campus Environment (English Tadris Society at Uin Ambon)."** Its primary objective is to delineate the factors precipitating code-mixing in student interactions and to elucidate the underlying rationales compelling members of the English Tadris Society to employ code-mixing in everyday informal discourse. Ultimately, this research endeavors to enrich sociolinguistic scholarship, particularly by illuminating the linguistic behaviors of the younger generation in academic and social spheres.

B. Research Scope

This study will investigate the phenomenon of code-mixing within informal student conversations on university campuses. The scope of this inquiry encompasses the following dimensions:

1. The Subject

The participants in this study comprise university students engaged in informal conversations within the campus environment.

[11] Magi', S., & Tudang, H. (2022). Code-Mixing in the Digital Age: A Study among Indonesian College Students. *Lingua Cultura*, 16(1), 78–86.

These individuals are deliberately selected owing to their status as multilingual speakers who routinely employ both Indonesian and English in everyday discourse. The investigation specifically targets interactions occurring in informal academic spaces, including student lounges (waiting rooms), libraries, cafeterias, campus parks, group study areas, and online academic discussion forums (e.g., WhatsApp groups).

These venues are classified as informal academic spaces because, despite their detachment from structured classroom instruction, the exchanges frequently pertain to scholarly matters such as assignments, presentations, examinations, or lecture content. Concurrently, the dialogues retain a casual, spontaneous character, unbound by rigid formal academic conventions. Within such settings, code-mixing is anticipated to emerge organically, as students alternate between Indonesian and English to enhance clarity, underscore key ideas, or foster interpersonal solidarity.

By concentrating on participants in these informal academic locales, this research aims to identify the types of code-mixing employed and to analyze the factors motivating their use, thereby capturing authentic patterns of student communication rather than the contrived formality prevalent in classroom or official contexts. This delimited scope guarantees that the amassed data authentically exemplify code-mixing in semi-academic yet relaxed environments.

2. Types of Language Used

This study will examine the utilization of Indonesian and English within the conversations of the English Tadris Society at the Universitas Islam Negeri Abdul Muthalib Sangadji Ambon (UIN AMSA Ambon).

3. Conversational Context

This investigation will delineate the social contexts in which code-mixing manifests, encompassing the factors and varieties of code-mixing that shape linguistic practices, including educational background, interpersonal dynamics, and situational conversational demands.

4. Data Collection Methods

Data will be gathered via direct observation and audio recordings of informal student conversations. Semi-structured interviews with participants will additionally be employed to elicit profound insights into the motivations and rationales underlying their code-mixing practices.

5. Data analaysis

This study will adopt a qualitative methodology to analyze the collected data, addressing the following research questions: What are thr types precipitate the use of code-mixing in informal conversations among members of the English Tadris Society? And what are the

underlying reasons for that compel students to employ code-mixing in their informal conversation within the English Tadris Society?

6. Research Limitations

This investigation will be delimited to informal conversations occurring within the campus milieu, excluding formal discourses or extramural contexts. Moreover, it will eschew in-depth linguistic analyses, such as those pertaining to grammar or phonology, concentrating instead on sociolinguistic dimensions of language use and the prevalent types of code-mixing.

Through this precisely delineated scope, the study is anticipated to furnish enhanced comprehension of the code-mixing phenomenon among members of the English Tadris Society at Universitas Islam Negeri Abdul Muthalib Sangadji Ambon (UIN AMSA Ambon), along with its implications for campus communication dynamics.

C. Research Questions

This investigation is directed by the following research questions:

1. What are the types of code mixing used in informal conversations of the English Tadris society?
2. What is the reason influencing students to use code-mixing in informal conversations among the English Tadris society?

D. Research Purposes

The research purposes of this study are bifurcated into two principal components, namely:

1. To identify the types of code mixing used in informal conversations of the English Tadris society.
2. To identify and analyze the reasons students' using code-mixing in informal conversations among the English Tadris society?

E. Research Benefits

This research is expected to provide benefits both theoretically and practically:

1. Theoritical

This research contributes to the understanding of sociolinguistic phenomena, particularly code-mixing and multilingual language use.

2. Pratical

a. For students: This study aims to heighten awareness of their linguistic habits and to foster critical reflection on language selection in social interactions.

b. For language lecturers and educators: The findings may inform the development of instructional materials or activities that integrate authentic, real-world language practices.

c. For subsequent research: This inquiry can function as a foundational reference for advanced explorations of sociolinguistic behaviors within academic environments.

F. Research Terms

To promote clarity and a shared comprehension of the principal concepts employed in this investigation, the following terms are operationally defined:

1. Code-Mixing: Mixing two or more languages in one conversation or even in a single sentence. Here, it means students blending English with another language during casual chats. It usually happens right within the same sentence or phrase, unlike code-switching, which switches languages between sentences.[12] Example: "*Saya ingin mengerjakan* assignments *terlebih dahulu sebelum kelas dimulai.* Because I forgot."
2. Informal Conversation: Casual talks that happen in relaxed, non-classroom settings between friends or classmates. These chats are spontaneous, unplanned, and way less structured than formal discussions or lessons.[13]
3. English Tadris Society: A student group from the English Tadris Department. This is the specific community where we conducted the study.
4. Campus Environment: All the spots on campus where students hang out and interact, like dorms, cafes, libraries, sports areas, and student clubs. This research looks at communication outside of actual classrooms.[14]

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[12] Poplack, Shana. "Sometimes I'll start sentences in Spanish and terms in Spanish." Linguistics, vol. 18, no. 7–8, 1980

[13] Holmes, Janet. Introduction to Sociolinguistics, op.cit.

[14] Arifin, Zainal. "Code Mixing and Code Switching in Everyday Communication Among English Literature Students." LEEA Journal, vol. 4, no. 1, 2020.

These key terms are instrumental in delineating the scope, facilitating data collection, and informing the interpretation of findings in this study.