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Attacmenet Observation Sheet

(The Code-Mixing in Informal Student's Convertation in the Campus Environment)

A. Observation Identity

Researcher's Name :

Date of Observation :

Time :

Location :

Convertation Situation:

B. Observation Guidelines

1. The observer listens to informal students' conversations in the campus environment.
2. Record every code-mixing expression found in the conversation.
3. Classify the types of code-mixing based on the theories of:
    a. Insertion
    b. Alternation
    c. Congruent Lexicalization
4. Identify the reasons influencing students to use code-mixing.
5. Put a check mark (✓) in the appropriate column.

C. Observation Sheet of Code-Mixing Types

No	Students' Conversation Excerpt	Languages Used	Insertion	Alternation	Congruent Lexicalization	Notes
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Table

D. Indicators of Code-Mixing Types

1. Insertion: The insertion of words, phrases, or expressions from another language into the structure of the main language.

   Ex.

2. Alternation: The switching from one language to another in the form of clauses or sentences.

   Ex.

3. Congruent Lexicalization: the mixing of two languages within the same grammatical structure flexibly.

   Ex.

E. Observation Sheet of Reasons Influencing Students to Use Code-Mixing

No	Conversation Excerpt	Talking about particular topic	Repetiton of clarification	Interjection	Expressing group identity	Notes
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

No	Conversation Excerpt	Pregtiges	Emphizing something	Lack of vocabulary	Notes
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

F. Indicators of Reasons for Using Code-Mixing

1. Talking About Particular Topics

Students use a certain language because specific topics are easier or more common to discuss in that language.

Ex. “I am studying *speaking skill* for the presentation.”

2. **Repetition for Clarification**

   Repeating information in another language to clarify the meaning.

   Ex.

3. **Interjection**

   The use of exclamatory words or spontaneous expressions from another language.

   Ex.

4. **Expressing Group Identity**

   Code-mixing is used to show group identity or social solidarity.

   Ex:

5. **Prestige**

   Students use code-mixing to show prestige, educational background, or social status.

   Ex.

6. **Emphasizing Something**

   The use of another language to emphasize certain information.

   Ex.

7. **Lack of Vocabulary**

   Students use another language because they do not know or cannot find the appropriate vocabulary in the main language.

   Ex.

G. Field notes

During the observation, the researcher found that the use of code-mixing occurred more frequently in informal settings, such as in the cafeteria and on classroom terraces. Students tended to use English to emphasize particular meanings, express group identity, and discuss academic topics. In addition, habitual usage and an English-based academic environment contributed to the intensity of code-mixing practices. Several participants appeared unaware that they were mixing languages, as it had become an integral part of their everyday communication.

Attachment Interview Sheet

Name :

Semester :

Day/Date :

Time :

Located : (Classroom, Waiting room, Library, Park, Canteen)

A. Quesation RQ-1

1. What language elements do you usually insert from another language into your daily conversations? For example, words, phrases, clauses, or short expressions. Please mention some examples.
2. Why do you insert words, phrases, or sentences from another language into your conversations? How do you choose those expressions when speaking?
3. How do you use code-mixing to repeat or clarify your meaning in a conversation? Please explain with an example of a conversational

situation.

4. Can you describe a situation when you switch from Indonesian to English in an informal conversation? Please provide an example of a sentence you have used.
5. How does the process of switching from one language to another occur when you are speaking? Does it happen consciously or spontaneously? Please explain.
6. In your conversations, are there certain English words or expressions that you frequently use? Why do you prefer to use those words rather than their Indonesian equivalents?

B. Questions for RQ-2

7. What topics of conversation usually make you mix languages? For example, academic topics, social media, entertainment, or daily life
8. Where do these situations usually occur? Please describe the place, the context, and with whom you usually use code-mixing (for example, classmates, close friends, or in the campus environment).
9. How does the use of code-mixing in informal conversations influence your communication habits with your friends? Do your friends also frequently use it?
10. Does mixing languages make you feel more confident or appear more modern when speaking? Please explain your reasons.

11. Do you use code-mixing because you cannot find an appropriate equivalent word in Indonesian? Please give an example of the situation or word.
12. How does code-mixing help you express or clarify what you want to say in informal conversations? Please explain with an example.
13. In your opinion, does the use of code-mixing reflect group identity or closeness with your friends? Please explain how this happens.
14. Please describe an experience when you spontaneously used codemixing in a daily conversation. What triggered you to mix languages at that moment?

Documentation

1) The interview with 7th semester students English Tadris Department





















2) The interview with 5th semester students English Tadris Department













3) Appendix: Interview Transcript









