

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Sociolinguistics is the study of how language is used in everyday life, both in conversation and in interactions on social media, and how it is influenced by social norms, policies, and rules. This is also supported by Wardhaugh & Fuller (2021), “Sociolinguistics is the study of our everyday lives – how we use language in, for example, our conversations or social media interactions, and how this language use is influenced by the presence of societal norms, policies, and laws which address language”(p. 1). In bilingual and multilingual communities, one phenomenon that occurs is the use of more than one language which is mixed in single utterance (Kumari, 2024).

Previously it has been explained that in bilingual and multilingual communities, code-mixing is a phenomenon in communities. Furthermore code-mixing is a linguistic phenomenon that occurs when lexical items and grammatical structures from two languages are used at the same time in one sentence. This explanation is supported by Muysken (2000). “code-mixing refer to all cases where lexical items and grammatical features from two languages appear in one sentence”(p. 1). In other words, code-mixing is not only the borrowing of vocabulary, but it’s also involves the construction of sentences that combine the grammatical structures from two languages at the same time in one sentence(Kumari, 2024).

In the context of universities in Indonesia, particularly in the English Education program, Students must be able to use English correctly in speaking or writing. According to Ananthi (2019) students are expected to use English correctly and appropriately in both spoken and written communication . However, in speaking, especially during class presentations and the learning process, Sometimes students mixed their English language with Indonesian language(Hidayatullah et al., 2023). This phenomenon is influenced by various factors, such as limited vocabulary, lack of self-confidence(Palupi & Putri, 2021), as many first-semester students in the English Education program at Universitas Maritim Raja Ali Haji come from coastal area island, where the English language is unfamiliar and rarely used(Askurny & Pujiastuti, 2020). These factors contribute to their limitations in speaking, which leads them to use code-mixing.

Furthermore, several previous studies have discussed the phenomenon of code-mixing in various domains, such as on social media, the use of code-mixing in speaking by high school students, and by foreign students in Tunisia who use a mix of Tunisian Arabic and French. The results of these studies indicated that code-mixing is used to facilitate communication. However, these studies only focused on high school students, foreign university students, and social media. For the Research that specifically examining the phenomenon of code-mixing among first-semester students of the English Language Education study program, particularly at Universitas Maritim Raja Ali Haji, is still rarely found.

The first reason this research was chosen is to analyze the types of code-mixing used by first-semester students of the English Education Study Program at

Universitas Maritim Raja Ali Haji during the learning process. This is important because at the initial stage of their studies, students come from various regions and different backgrounds. They must adapt to an academic environment where the English is used as the main language in learning process(Eusafzai, 2022). At this stage that code-mixing tends to appear, as shown in examples such as the use of insertion, illustrated in the following utterance by a student 1 “I *pergi* to campus by my motorcycle”.By identifying the types of code-mixing that occur, this study is expected to provide an overview of language use patterns and the extent to which students have mastered the target language.

The next reason of this research is to describe the factors underlying the use of code-mixing, such as limited vocabulary, language habits, self-confidence, and environmental influences. This analysis is expected to provide a deeper understanding of code-mixing in English language learning at the university level, as well as offer practical insights for developing more effective learning strategies. At the end , Based on the background above, this study aims to identify the types of code-mixing used by students, and to describe the reasons behind it.

1.2 Identification of Problems

Based in the background, this study identifies the problem as follow :

1. Various types of code-mixing occur in students’ speaking.
2. The underlying reasons for students’ use of code-mixing are not yet clearly understood.

1.3 Limitation of Problem

This study is limited to analyzing code-mixing in speaking activities among first-semester students of the English language education program at Universitas Maritim Raja Ali Haji . It does not investigate writing or other language skills.

1.4 Research Questions

There are two research questions based on the limitation of problem above:

1. What types of code-mixing are found in speaking of first-semester English language education students at Universitas Maritim Raja Ali Haji ?
2. What factors caused the code-mixing in speaking of first-semester English language education students at Universitas Maritim Raja Ali Haji ?

1.5 Objectives of Study

Based on the research question above there are two objectives of the study :

1. To identify the types of code-mixing found in speaking of first-semester English language education students at Universitas Maritim Raja Ali Haji.
2. To answer the factors that caused the code-mixing in speaking of first-semester English language education students at Universitas Maritim Raja Ali Haji.

1.6 The Significant of Study

1. Theoretical Significance:

This research contributes to the development of sociolinguistic studies, particularly in the research of code-mixing as proposed by Muysken (2000).

The results of this research reinforce Muysken's classification types of code-mixing, insertion, alternation, and congruent lexicalization, through findings obtained from the context of English language learners in Indonesia. This research also supports the view that code-mixing is not merely a communication strategy that helps language learners convey ideas when they have limited vocabulary, but also provides reasons for the occurrence of code-mixing.

In addition, this research contributes to the field of education, especially in English language teaching and learning. The findings can serve as a reference, foundation, and consideration for educators, helping them understand how and why students use code-mixing in classroom interactions. By recognizing these patterns, teachers can design more effective teaching strategies that align with learners' linguistic behavior. Furthermore, this study can function as a valuable basis for future researchers who wish to conduct further investigations on code-mixing, sociolinguistic behavior in EFL contexts, or similar studies involving language use among students.

2. Practical Significance:

- a. For students : This research helps students understand that code-mixing is a natural part of the language learning process, reducing anxiety or hesitation when they use it.

Students can improve their language awareness by recognizing when and why code-mixing occurs and learning to use it appropriately.

The findings can motivate students to enrich their English vocabulary so that their reliance on code-mixing gradually decreases.

- b. For lecturers : Lecturers can design more effective teaching strategies that align with learners' linguistic behavior.
- c. For future researchers : this study can function as a valuable basis for future researchers who wish to conduct further investigations on code-mixing, sociolinguistic behavior in EFL contexts, or similar studies involving language use among students.

1.7 Definition of Key Terms

1. Code-Mixing:

Code-mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence.

2. Speaking Performance:

Speaking can be viewed as an interactive process of constructing meaning that involves the activities of producing, receiving, and processing information.

3. Qualitative Descriptive Study:

A research method aimed at describing and interpreting phenomena in natural settings.

