INDOGLISH AS A SOCIOLINGUISTIC PHENOMENON: A CASE STUDY AT ENGLISH DEPARTMENTS UMMY SOLOK

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Abstract: This study looked into the use of Indoglish as a Sociolinguistic Phenomenon by English Department students of UMMY Solok. The indoglish utterances were collected using a descriptive qualitative approach in this study. The participants in this study were all English Department students in UMMY Solok's sociolinguistic class. The data for this study are snippets of speech gathered from the use of language in the sphere of daily education of students in the campus setting as a whole over the course of three months. Direct speech in everyday communication, which is supposed to contain the forms of 'Indoglish' is used to observe closely. Speech inducements are also used to collect data for this study. This method can be enhanced by recording directly or indirectly, publically or secretly. The interview will then proceed to describe the causes that led to the creation of Indoglish used by students. The study's findings suggest that 53 English words were recognized as Indoglish expressions from students' non-academic conversation. The data indicates that the likelihood of using Indoglish at the word level is higher than the likelihood of using phrases, clauses, or sentences. Meanwhile, the findings of the investigation revealed that this occurrence was caused by a number of variables. The majority of students utilize Indoglish in their conversations to build closeness, relaxed friendliness, and intimacy with their interlocutors, according to the findings. Second, the speaker is having trouble locating the correct term in Indonesia. Finally, this phenomena arose as a result of students' desire to improve their English language skills by employing Indoglish in regular discourse.

.   *Keywords: indoglish, sociolinguisticphenomenon*

Introduction

Indoglish is an abbreviation for "Indonesian English," and it refers to the use of English in Indonesian contexts (Saddhono, Hastuti, & Devilito, 2016). It is an unusual type of language that results from the combination of English and Indonesian. The form of speech is in English but the meaning is rooted in Indonesian culture. Some of example commonly found in this term such as "di-release" (diterbitkan), "ga-worth-it" (tidak layak), "fine-fine aja kok" (baik-baik saja), dan "nge-add" (menambahkan). The mix of Indonesian and English creates a distinct image in a certain group, in this example, young people or teens who are typically associated with academic status and high intellectual level.

Indoglish is the result of combining Bahasa Indonesia with English in both formal and casual everyday communications. It involves borrowing the English language, which indicates that a word existed in the language before being imitated and introduced to the Indonesian language. In sociolinguistics, this phenomenon is known as code-mixing, and it is defined as a mixture of the grammar of one language and the grammar of another language that is utilized without changing the grammar of the first language used (Mabule, 2015). This phenomenon is common in bilingual communities and reflects social group affiliations.

Indoglish emerged for various reasons and backgrounds. According to Saddhono & Sulaksono (2018), one aspect contributing to the emergence of the Indoglish phenomenon is the effect of social media and technological advancement. Some features on social media, for example, are written in English. People are progressively becoming acquainted with English words via social media and other forms of communication. As a result, they begin to mix Indonesian words with English on that platform. Riadil & Nur (2019) also provide another reason for the emergence of Indoglish phenomenon. They state that the emergence of Indoglish phenomena is a sort of prestige. This phenomenon is frequently employed by celebrities in Indonesia, particularly in the infotainment industry. When utilizing Indoglish forms, speakers feel more distinguished. Because celebrities employ this version of Indoglish, the general population, particularly teenagers, imitate this tendency. Teenagers in general will feel more prestigious if they can keep up with celebrity trends, one of which is related to how they use their language. The last reason for the emergence of the Indoglish form is that the Indonesian language has yet to find the appropriate form to convey speech (Rakhmawati, Saddhono, Hastuti, & Devilito (2016). Many words or phrases in Indonesian do not effectively reflect the speaker's intention, hence speakers commonly use foreign languages, in this case, English. The shape of the language that emerges, on the other hand, is already nuanced in Indonesian, and this is what the Indoglish form reflects.

The use of Indoglish does not only occur in the community but also applies in the field of education, especially in the campus environment. In the English education department, for example, the Indoglish phenomenon very often appears on campus both in the academic and non-academic fields. The use of Indoglish in this environment is not merely a form of being prestigious but also because of academic demands where students must be able to speak English well, but because they still have limitations in mastering English they tend to mix Indonesian with English in their daily communication. Furthermore, Indoglish occurs as a type of communication that exists as a result of the influence of English instruction in the classroom. Students are accustomed to using specific terms in English; while interacting with their friends outside of class, they are more likely to use these words because they believe they both comprehend the content of the words used and will find it more difficult to translate them into Indonesian word form.

In the English class, interactions in the use of formal English tend to occur. However, when in non-academic communication where English is not used in full, the use of Indoglish appears. The non-academic environment here is meant to be an event that occurs when students interact with friends, lecturers, and other academics in the educational environment. This non-academic interaction shows the use of informal language, so code-mixing can occur between these two languages.

Therefore, the author wants to discuss this Indoglish phenomenon on campus from a sociolinguistics point of view and examine the factors behind the use of Indoglish in non-academic communication. The purposes of this study are: (1) to describe the linguistic forms of the Indoglish phenomenon in the educational environment at the English department of UMMY Solok, (2) to describe the classification of Indoglish language, (3) to describe the factors behind the emergence of Indoglish in the English Department of UMMY Solok?

Research Methodology
This study investigated Indoglish as a Sociolinguistic Phenomenon: a Case Study at English Department UMMY Solok. This study utilized a descriptive qualitative design to obtain the indoglish utterences used by the students. The respondents of this study consisted of all of English Department students in sociolinguistic class UMMY Solok. They have various social,

economic, cultural backgrounds so that they are expected to be able to describe natural English conversations like those in everyday life. Thus, the Indoglish phenomenon will be more visible when speech events occur between speakers whose background have studied Indoglish phenomena in sociolinguistic courses. This study describes linguistic phenomena related to the intricacies of mixing and borrowing words between Indoglish languages in an educational environment, especially in student communication in the campus environment with friends and lecturers.

The data of this research are various snippets of speech that are taken authentically from the use of language in the realm of daily education of students in the campus environment as a whole for 3 months. The source of this research data can also be in the form of recordings of the results of the speeches of students obtained secretly. So it is hoped that the data obtained can be natural and reliable. The data source is categorized as a substantive data source. The data collection was used the observe attentively method as is commonly done in linguistic research. Observing attentively is done by observing direct speech in daily communication which is assumed to contain the forms of 'Indoglish. This research data is also obtained by giving speech inducements. This technique can be supplemented by recording either directly or indirectly, openly or hidden. Then proceed with the interview to describe the factors behind the emergence of Indoglish in the English Department of UMMY Solok. The method of analysis was conducted out after the data collected were classified properly. Furthermore, and the interpreted data is then the results are presented and described.

Findings and Discussion
1.Indoglish Forms of Linguistics Level Commonly Used in English Department UMMY Solok

From the data collected, 53 Indo-English forms were obtained from the records of various forms of communication among students and lecturers at the English Department, UMMY Solok. The analysis reveals that their linguistic levels differ at the word, phrase, and sentence levels. Linguistically, the numbers show that the tendency to utilize words is higher than the tendency to use phrases, clauses, or sentences. This demonstrates that the use of Indoglish is related to the level of language difficulty. A more difficult language is not preferred, but a simpler one (i.e., at the linguistic level of words) since it is easier to employ. The linguistic facts that describe the form and linguistic level of Indoglish are detailed in the table below.

Table 1. Indoglish Form of Linguistic Level

CORPUS	INDOGLISH FORM OF LINGUISTIC LEVEL
Mahasiswa 1: Kemana dim? Mahasiswa 2: Rental, mau **memprint assignment reading**. Mahasiswa 3: Lho, bukannya **disubmit** di **GC** aja? Mahasiswa 2: Kami jd **presenter next week**, jadi perlu **ngeprint** makalah. Mahasiswa 3: Oh.. **I see.** Eh aku ikut ya, mau **browsing materi** di warnet sebelahnya. Mahasiswa 2: ya udah,, yuk	• Memprint: **Word Level** • Assignment : **Word Level** • Reading : **Word Level** • disubmit : **Word Level** • GC : **Word Level** • Presenter : **Word Level** • Next week : **Phrase Level** • I see : **Clause/Sentence Level** • Browsing materi : **Phrase Level** • Riding bareng : **Phrase level**

riding bareng.	
Mahasiswa 1 : Maaf **Miss**, **make up class** kita besok **online** atau **offline** Miss? Dosen : **Offline** di kampus, **you** kabari yang lainnya ya. Mahasiswa : Baik **Miss**, **assignmentnya** gimana miss? **Send** ke **email** atau **Google Classroom**, **Miss**? Dosen : Di Google Classroom, sudah saya **setting date timenya**. Materi juga sudah saya **upload** disana. Mahasiswa tinggal **download** langung pada **GC**. Mahasiswa : Baik **Miss**, terimakasih **Miss** Dosen : **okay**	▪ Miss: **Word Level** ▪ Make up class: **Phrase Level** ▪ Online : **Word Level** ▪ Offline : **Word Level** ▪ You : **Word Level** ▪ Assignment : **Word Level** ▪ Send : **Word Level** ▪ Email : **Word Level** ▪ Google Classroom : **Phrase Level** ▪ Setting : **Word Level** ▪ Date time nya : **Phrase Level** ▪ Upload : **Word Level** ▪ Download : **Word Level** ▪ Okay : **Word Level**
Mahasiswa 1: Fan, udah siap **summary nya**? Liat dong? Mahasiswa 2: **Deadlinenya** ntar malam lo, bikin la lagi. **Searching** aja dulu artikelnya. Mahasiswa 1: Iya, nyari topik nya susah Mahasiswa 2: **Easy** kok nyarinya, **googling** aja topik yang sesuai dengan materi kita. Bisa juga nyari di jurnal. Mahasiswa 1: Iya deh, **deadline nya** jam barapa malam ini? Mahasiswa 2: Jam 11 kalo gak salah Mahasiswa 1**: Sleeping late** lagi dah malam ini, eh **weekend** kita **healing** yuk, ke Padang Panjang, ada **Coffee Shop** baru skalian makan **ayam crispy** favorit kita. Habis ntu cus ke Bukit **hunting baju**. **Boring** ngerjain tugas mulu, bener-bener butuh **healing**. Mahasiswa 2: Oce	▪ Summary nya : **Word Level** ▪ Deadlinenya : **Word Level** ▪ Searching : **Word Level** ▪ Easy : **Word Level** ▪ Googling : **Word Level** ▪ Sleeping late : **Phrase Level** ▪ Weekend : **Word Level** ▪ Healing : **Word Level** ▪ Coffee shop : **Phrase Level** ▪ Ayam crispy : **Phrase Level** ▪ Hunting baju**: Phrase Level** ▪ Boring : **Word Level**
Mahasiswa 1: **Guys**, udah kalian	▪ Guys : **Word Level**

kumpulin tugas **Mister** Herman? Mahasiswa 2: **By the way**, tugas apa? Mahasiswa 1: **Making video** tentang **speaking in formal situation** Mahasiswa 2: **Oh My God, definitely forgot** Mahasiswa 3: Ya udah kerjakan tugasnya dulu. Biar gak telat ngumpulinnya. Mahasiswa 2: **Thank you** ya infonya.	▪ Mister : **Word Level** ▪ By the way : **Phrase Level** ▪ Making video : **Clause/Sentence Level** ▪ Speaking in formal situation : **Phrase Level** ▪ Oh My God : **Phrase Level** ▪ Thank you : **Phrase Level**
Mahasiswa 1 : Nih, hasil **searchingan** artikelnya. Mahasiswa 2 : **Let me see**, ini gak masuk Jen, yang diminta **Miss** itu **research article** bukan **conceptual article** Mahasiswa 1: Oh.. **really**? **I don't think so**. Kemaren dengernya **can both of them** Mahasiswa 2: Kamu sih, pas nguli **stalkingin** mantan terus, ya gak nyimak Mahasiswa 1: heiii…..	▪ Searching : **Word Level** ▪ Let me see : **Clause/Sentence Level** ▪ Miss : **Word Level** ▪ Research article : **Phrase Level** ▪ Conceptual article : **Phrase Level** ▪ Really : Word **Level** ▪ I don't think so : **Clause/Sentence Level** ▪ Can both of them : **Phrase Level** ▪ Stalking : **Word Level**

2. The Classification of Indoglish Language

The form of Indoglish classification may be observed in two aspects, namely Indonesian elements in the English language and English elements in Indonesian (Oktavia, 2019). Further explanation can be explained as follows.

a. Indonesian Elements in the English Language

Indonesian elements in the English language can be seen in the appearance of phonemes and the addition of words.

1) Occurrence of Phonemes

The appearance of a phoneme is the appearance of a previously unknown sound in a morphological term. The presence of this phoneme is indicated by the addition of the prefix *mem–, di–,* and the suffix *–nya.* It can be seen in the data below.

*Mem*print	*(mencetak)*
*Di*submit	*(dikumpulkan)*
Assignment*nya*	*(tugasnya)*
Datetime *nya*	*(tanggal waktunya)*
Summary *nya*	*(ringkasannya)*
Deadline *nya*	*(tenggat waktunya)*

2) Addition of Words
The addition of words is a process of adding words that are affixed to the next or previous word to become an arrangement of words that have meaning. The addition of words may be noticed in the data findings as follows.

ayam crispy   *(ayam goring renyah)*
hunting baju   *(mencari baju)*
riding bareng   *(berkendara bersama)*
browsing materi   *(mencari materi)*

b. English Elements in Indonesian Language
English can be used in the form of pure English words or expressions or combinations with other languages.

1) Adoption
Language users accept the form and meaning of the foreign word as a whole, which is absorbed by the foreign language, since the user of the language absorbs foreign language terms with the same meaning as a whole, without modifying the pronunciation or spelling. It can be seen from the following findings.

offline (dalam jaringan)
online (luar jaringan)
google classroom (google classroom)
upload (unggah)
download (unduh)

2) Translation
Translation means that language users take the concepts contained in the foreign language, then the words are searched for their equivalents. It can be seen in the data findings below.

coffee shop   *(kedai kopi)*
weekend   *(akhir minggu)*
stalkingin   *(memata-matai)*

3. The Reasons for Indoglish Usage at the English Department UMMY Solok
The researcher also conducted semi-formal interviews with the students to learn more about their motivations for using Indoglish in their communication. The interview was performed with 17 students, and the results were generalized into the following points:

1. Familiarity
Respondents reported that they utilized Indoglish in their talks to develop closeness, relaxed friendliness, and intimacy with their interlocutors. Because they come from the same department, using indoglish makes it easier to communicate between them because each of them already has clear knowledge and context for the use of English. This is in line with Holmes (2013) who states that one of the factors which influence linguistic choice is how well we know someone. The closer a person to a person the higher solidarity of language they get. The example of the utterance can be seen below:

eh **weekend** kita **healing** yuk, ke Padang Panjang, ada **Coffee Shop** baru skalian makan **ayam crispy** favorit kita. Habis ntu cus ke Bukit **hunting baju**.

Based on the example of the utterance above, it can be seen that the proximity and intimacy factors make the speakers use Indoglish which gives an illustration that both

are comfortable using it and already understand each other in the context of using the utterance. They keep using Bahasa Indonesia and English as their "cool languages" and are popular trends among them. It is in line with what Sudrayat (2009) calls it as friendly affective meaning which is usually used in everyday interactions between fellow members of the community or others in the same group. Thus, there is a mixed language that sometimes feels more friendly than the use of the official language among students.

2. Facilitate speaking

Another factor influence the use of Indoglish in everyday communication is the difficulty in finding the proper term in Indonesia. The speakers do not know the correct interpretation in Indonesia. They stated that when they utilize the original version of a phrase, others will completely understand what they are saying. Language users feel that English is richer because it can accommodate more of the intended meaning. This makes them aware that the vocabulary in Indonesian cannot represent the function of language as a means of communication because the purpose has not been fully conveyed.

This problem is commonly found when there are more than one language is used and the speaker feels difficulty in translating the original word from the language correctly. Translating from one language to another is not easy, because this is not about the meaning but must involve the linguistics of both languages, the culture which fits it in, also the context that can deliver the meaning (Rusydah, 2020). In the case of Indoglish, the two languages are *Bahasa Indonesia* as the main language and English as the foreign language. We found some English words which do not have the equivalence word in *Bahasa Indonesia*, like the word 'subscribe' for YouTube, for example, it is originally from English, and when it is translated into *Bahasa Indonesia*, it would be *'berlangganan'*, the meaning is different in both language. To avoid misinterpreting, most people prefer to use English rather than *Bahasa Indonesia*. Another example can be drawn from the following:

Kamu sih, pas nguli **stalkingin** mantan terus, ya gak nyimak

The word 'stalking' in the data according to oxford learners' dictionaries means 'the crime of following and watching somebody over a long period in a way that is annoying or frightening.' In Indonesian, this word means to spy on. However, if the word 'stalking' is used in the utterance, the meaning will change because they do not have a parallel meaning. Teenagers in Indonesia often use the word 'stalking' which is interpreted as an activity to find someone's information through their social media accounts. The word 'stalking' later became so popular among teenagers that many of them used it to express something that did not exist in Indonesian vocabulary. The word stalking is considered more representative of the intended activity rather than converting it into Indonesian. This is in line with what Marcellino (1993) says that the reasons for borrowing another language vocabulary, is based on the need to designate new things, namely new things that are found or imported from other language societies, or the need to designate new places, people, and concepts.

3. To show English proficiency

Some students stated that using Indoglish in everyday conversation would help them develop their English language abilities, and they also wanted to show their English language skills in a daily situation where it would be difficult to utilize full English. By combining English and Indonesian, students can at least partially utilize their English skills.

Implication for Language teaching

For learning English, the Indoglish phenomenon can be used as an example of linguistic change phenomena in sociolinguistic studies that look at the relationship between language use in social contexts and even social phenomena that occur in society. From this Indoglish phenomenon, lecturers can provide real examples of real situations about language symptoms in the sociolinguistics perspective which results in findings of language changes which include code-switching and code-mixing as well as the function and position of language in certain social environments. So, students can understand that learning a language is not only from that language but also understand external factors that affect the language which can be in the form of social context, the community of speakers, and other social factors.

Conclusion

In conclusion, 53 English words were identified from students' utterances in non-academic communication as Indoglish expressions. There are as follows: memprint, assignment, reading, submit, presenter, next week, I see, miss, make up class, online, offline, you, assignment, send, email, google classroom, setting, date time, **u**pload, download, okay, summary, deadline, searching, easy, googling, sleeping late, weekend, healing, coffee shop, ayam spicy, hunting baju, browsing materi, driving bareng, boring, guys, mister, by the way, making video, speaking in formal situation, oh my God, thank you, searching, let me see, research article, conceptual article, really, I don't think so, can both of them, stalking. The numbers show that the tendency to utilize Indoglish at the words level is higher than the tendency to use phrases, clauses, or sentences. Meanwhile, the results of the analysis showed that this phenomenon happened because of some factors. First, it was found that most students use Indoglish in their talks to develop closeness, relaxed friendliness, and intimacy with their interlocutors. Second, the speaker feels difficulty in finding the proper term in Indonesia Lastly, this phenomenon happened because using Indoglish in everyday conversation would help students develop their English language abilities.

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