

CHAPTER I

INTRODUCTION

In the first chapter, the researcher explains the background of the study, identification of problems, scope of the problems, research questions, objectives of study, and significances of the study, previous related study, theoretical background, and conceptual framework.

1.1 Background of The Study

Communication is an essential component of human life that functions not only as a means of conveying information, but also as a tool for building social relationships, negotiating meaning, and reflecting the cultural and social identity of its speakers. In this context, communication is no longer just about delivering messages; it also plays a vital role in forming social bonds and promoting cooperation. Language, as the core element of communication, plays a strategic role in expressing ideas, participating in academic discussions, and encouraging intercultural interactions. Language is a social phenomenon that develops in line with the growth and progress of its speakers (Purba, 2025). Thus, language is not only a tool for communication, but also a medium for building connections and fostering mutual understanding (Ningrum & Muhammad, 2024).

In intercultural communities, communication can be challenging because respondents bring different linguistic backgrounds and communication styles into their interactions. One example of such a community is the Australia–Indonesia Youth Association (AIYA), a bilateral youth organization that connects young people from Indonesia and Australia. Within AIYA, members often engage in formal communication settings, such as organizational meetings, seminars, and official programs. In these contexts, members commonly use more than one language, particularly Indonesian and English, depending on the purpose of communication and the interlocutors involved. In bilingual and multilingual societies, this practice of shifting between languages or dialects in response to social context, audience, or topic is commonly referred to as code-switching (Savase & Ganmote, 2025).

According to Gumperz (1982), code-switching refers to “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.” In general, code-switching occurs when bilingual or multilingual speakers use more than one language or dialect within a single conversation or utterance (Tseng & Cashman, 2015, as cited in Prin, 2021). This phenomenon is commonly found in bilingual and multilingual communities, particularly in culturally and linguistically diverse social environments. From a sociocultural perspective, code-switching reflects the presence of multiple and interconnected identities that speakers negotiate according to situational demands (Alexander *et al.*, 2025). In this sense, code-switching can be viewed as a form of linguistic adaptation that demonstrates speakers’ flexibility and communicative competence. Moreover, code-switching is not a random practice; rather, it follows systematic patterns and principles related to language use (cf. Bullock & Toribio, 2009, as cited in Cedden *et al.*, 2024). This phenomenon is especially noticeable in multilingual societies such as Indonesia, where the interaction between local languages

and global languages like English frequently occurs in everyday communication.

The growing use of Indonesian-English code-switching reflects Indonesia's increasing participation in global networks. As education, media, and international collaboration continue to develop, switching between Indonesian and English has become a common and accepted part of communication. A recent study by Pratama and Suryani (2024, as cited in Akfan, 2025) argues that Indonesian-English code-switching has become increasingly prevalent, especially on digital platforms, where it functions not only as a communicative strategy but also as a reflection of evolving social and cultural identities. In many contexts, this alternation serves practical purposes, such as expressing specific terms, delivering ideas efficiently, and building rapport. At the same time, it also reflects a modern and global identity among speakers.

Although previous studies have examined Indonesian-English code-switching in digital spaces and informal interactions, limited attention has been given to how this phenomenon functions in formal organizational contexts. In youth organizations such as the Australia–Indonesia Youth Association (AIYA) South Sulawesi, code-switching plays an important role in structured communication. Within formal meetings and official discussions, it operates not only as a communicative strategy but also as a social resource. Speakers consciously or unconsciously adjust their language choices to align with institutional norms, communicative objectives, and audience expectations. In this way, code-switching in formal interactions enables individuals to negotiate their professional identity, signal group membership, and express a sense of belonging within an international and multicultural organizational environment (Rojas, 2025). As a member of AIYA South Sulawesi, the researcher observes that formal organizational communication among members frequently involves the integration of Indonesian and English, with shifts occurring fluidly within a single interaction.

Preliminary observations indicate that this language use is influenced by specific communicative and social considerations rather than occurring arbitrarily. This can be seen in expressions such as *“Trus nanti kita akan ada breaking session, kayak stretching dulu sebelum kita lanjut untuk membahas pembahasan yang mungkin akan sedikit berat,”* *“Semoga kita bisa eh lebih bonding lagi,”* and *“Kita akan brainstorming idea.”* These examples illustrate how English lexical items are naturally embedded in Indonesian structures during official meetings, planning sessions, and collaborative discussions. The patterned integration of both languages demonstrates that code-switching plays a meaningful role in shaping organizational discourse and interactional dynamics within AIYA South Sulawesi.

Therefore, this research aims to investigate code-switching in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi. This research adopts the code-switching framework proposed by Poplack (1980), which classifies code-switching into three main types: intra-sentential switching, inter-sentential switching, and tag-switching. To enable a more detailed analysis of linguistic forms, this research also draws on Yassi's (2001) framework, which examines code-switching at the clausal, phrasal, and lexical levels, as well as Yassi's (2016) framework, which explains the motivations underlying the use of code-switching. By integrating Poplack's (1980) and Yassi's (2001, 2016) frameworks, this research provides a comprehensive sociolinguistic analysis of both the forms and motivations of code-switching in formal organizational

interactions among AIYA South Sulawesi members. This research focuses on formal communication because such contexts are typically associated with standardized language use and institutional norms, making the occurrence of code-switching particularly noteworthy. Moreover, research on code-switching in formal organizational settings remains limited, especially within youth organizations. As a bilingual and internationally oriented organization, AIYA South Sulawesi offers a relevant and meaningful context for examining how code-switching functions strategically to achieve communicative and social goals.

1.2 Identification of Problems

In this research, the researcher identified several problems and key issues related to Code-Switching in Formal Communication among Members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi:

- 1.2.1 It is challenging to identify the types of code-switching that are used in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi.
- 1.2.2 The motivations behind AIYA South Sulawesi members' use of code-switching are not always clearly observable.
- 1.2.3 The role of digital communication platforms in influencing code-switching behavior is difficult to assess, especially in terms of how these platforms compare to face-to-face communication in frequency, context, and types of switching.
- 1.2.4 It is difficult to distinguish variations in code-switching between spoken and written communication among AIYA South Sulawesi members.
- 1.2.5 It is challenging to analyze how members' educational backgrounds, such as field of study and level of education, affect their code-switching patterns, frequency, and functions.

1.3 Scope of The Problems

Based on the identified problems, this research focuses on analyzing the types of code-switching used in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi, as studies examining code-switching in formal organizational contexts are still limited. In addition, this research investigates the motivations behind the use of code-switching in formal organizational interactions within AIYA South Sulawesi.

1.4 Research Questions

Based on the background, identification of the problems, and scope of the problem above, the researcher proposes the following research questions;

- 1.4.1 What types of code-switching are used in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi?
- 1.4.2 What motivations underlie the use of code-switching in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi?

1.5 Objectives of The Study

According to the research questions above, the researcher formulates the objectives of the study as follows:

- 1.5.1 To identify the types of code-switching used in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi.
- 1.5.2 To analyze the motivations for using code-switching in formal communication among AIYA South Sulawesi members.

1.6 Significances of The Study

1.6.1 Theoretical benefits

This study contributes to sociolinguistic research on code-switching by applying the frameworks of Poplack (1980) and Yassi (2001, 2016) to formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi. By focusing on the types and motivations of code-switching in formal organizational interactions, this study provides empirical evidence on how language switching operates within structured and institutional communication settings. The findings help clarify how different structural types of code-switching, as classified by Poplack and Yassi, are realized in formal discourse, as well as the communicative motivations that underlie their use. As a result, this research extends and expands existing theories of code-switching by demonstrating their applicability to formal communication within a youth organization, thereby enriching sociolinguistic understanding of language use in professional and organizational contexts.

1.6.2 Practical Benefits

This study offers practical insights for community groups and language practitioners by showing how formal and informal contexts shape code-switching practices among AIYA South Sulawesi members. The findings can help organizational leaders and program coordinators better understand language use in meetings, events, and informal interactions, allowing them to communicate more effectively with members from diverse linguistic backgrounds. By recognizing how language choice shifts according to context, organizations can promote clearer, more inclusive, and context-appropriate communication. In this way, this study connects linguistic theory with real-world communication practices in multicultural community settings.

1.7 Previous Related Study

A previous related study is presented to elaborate on the differences and similarities between the previous studies and this study to prove the originality of this research.

First, Huda *et al.*'s (2025) study, *Code Switching and Code Mixing Uttered by Thai Students in Indonesia: Types and Contributing Factors*, examined the types of code-switching and code-mixing used by Thai students in Indonesia. Using a descriptive qualitative design, the study applied Myers-Scotton's (1989) classification of code-

switching and Muysken's (2000) typology of code-mixing. The findings showed that tag-switching was the most frequent type of code-switching, while alternation was the most dominant form of code-mixing.

Second, Jofita and Haryanto's (2026) study, *Functions and Patterns of Code-Switching in social media: A Study on Audreyfannyau's Instagram Captions*, analyzed code-switching practices in Instagram captions posted by Audrey Fanny Aulia. Using a descriptive qualitative approach, the study applied Poplack's (2001) typology of code-switching and Appel and Muysken's (2006) functions of code-switching. The findings showed that inter-sentential code-switching was the most commonly used pattern, while the expressive function was the most dominant in the captions.

Third, a study by Al Yousef *et al.* (2025) entitled "*Beyond Linguistic Gaps: Types of Code-Switching Among Jordanian Bilingual Speakers*" investigated the motivations and types of code-switching among Arabic–English bilingual speakers in Jordan. Using a qualitative research method and adopting Poplack's (1980) framework, the study found that intra-sentential switching was the most frequent type, and code-switching was mainly motivated by speakers' desire to demonstrate fluency in both languages.

Fourth, a study by Karubaba and Rahman (2025) entitled "*Code-Switching and Code-Mixing in Indonesian EFL Classrooms: Teacher-Student Interactions in North Biak*" investigated the types and functions of code-switching and code-mixing used by teachers and students during English learning activities. Using a qualitative descriptive method and Hoffman's theory, the study found that intra-sentential switching was the most frequently used type, with several functions such as clarification, repetition, emphasis, and topic-shifting.

Fifth, a study by Athaillah *et al.* (2025) entitled "*Implementations of Code Switching in The Characters of The Movie 'Everything Everywhere All at Once'*" examined the use of code-switching in the movie. Using a qualitative descriptive approach and Poplack's (1980) typology, the study found that intra-sentential switching was the most dominant type.

Sixth, a study by Halidun (2024) entitled "*Grammatical Categories and Language Model on Code Switching: Based on Bahasa Indonesia–Chinese*" examined the grammatical categories and language models in Indonesian–Chinese code-switching. Using mixed methods and applying Poplack's (1981) grammatical constraints theory and the Matrix Language Frame model of Myers-Scotton (1993), the study found that nouns were the most frequently repeated category and that Bahasa Indonesia functioned as the dominant language in most cases.

Seventh, a study by Putranta and Aji (2025) entitled "*The Use of Code-Switching on YouTube Vodcast: Types and Reasons*" identified the types and reasons for code-switching in a YouTube vodcast. Using discourse analysis and applying Poplack's (1980) framework and Hoffman's theory, the study found that intra-sentential switching was the most frequently used type, and clarification was the main reason for code-switching.

Based on the seven previous studies, the researcher identified several differences between those studies and the present research. The first, third, fourth, fifth, and seventh studies examined code-switching in different objects, such as students, general bilingual speakers, classroom interactions, movie dialogues, and digital content creators, which differ from the formal organizational context investigated in this research. Additionally, the

second study analyzed code-switching in written communication, particularly in Instagram captions, representing a different medium from the spoken interaction examined in this research. Meanwhile, the sixth study focused on grammatical categories and language models, which emphasize structural analysis rather than communicative motivations. Furthermore, the first and fourth studies also applied different theoretical frameworks, such as Myers-Scotton's and Hoffman's theories, which differ from the frameworks used in this research. By applying Poplack's (1980) typology of code-switching and Yass'i's (2001, 2016) frameworks, this research provides a more comprehensive sociolinguistic analysis of both the types and motivations of code-switching within formal organizational interactions. Thus, this research offers a new perspective on how code-switching functions as a communicative strategy in formal bilingual youth organizational communication.

1.8 Theoretical Background

1.8.1 Sociolinguistics

In the *Introduction to Sociolinguistics* (2010), Chaer and Agustina define that sociolinguistics is the study of how language functions within social contexts and how it reflects the society in which it is spoken. It investigates the relationship between language and social factors such as age, gender, ethnicity, social class, and education. Unlike traditional linguistic approaches that focus solely on grammatical structures, sociolinguistics examines language use as dynamic and influenced by the social environment. Chaer and Agustina further explain that Language is not a fixed set of rules; it adapts and changes depending on various factors, including the speaker's identity, the context of the conversation, and the social dynamics at play. Chaer and Agustina also highlight that while sociolinguistics focuses on the ways in which language varies in different social groups and contexts, it is often confused with the sociology of language. Both fields share a focus on language and society, but they differ in scope and approach. Chaer and Agustina claim that sociolinguistics focused in on specific language behaviors and their social functions in everyday interactions. It examines how different social factors such as social class, age, gender, and ethnicity affect how individuals and communities use language.

According to Dittmar (1976, as cited in the *Introduction to Sociolinguistics* by Agustina and Chaer, 2010), sociolinguistics encompasses seven key dimensions within its scope of study. He identifies that those include the social identity of the speaker, the social identity of the interlocutor involved in the communication process, and the social environment where the speech event occurs.

1. The Social Identity of the Speaker: A speaker's social identity influences their language use, shaped by their role in an interaction (e.g., family member, colleague, teacher). This identity determines the language or variety they choose, which can vary depending on the context and the relationships they hold with others.
2. The Social Identity of the Interlocutor: The interlocutor's social identity, as perceived by the speaker, also affects language choice. The speaker adjusts their language based on how they view the interlocutor's status and relationship, such as whether the

interlocutor is a superior, peer, or subordinate.

3. The Social Environment in Which the Speech Event Occurs: The environment, such as a family living room, mosque, classroom, or public space, significantly influences the language and speaking style used. Different settings have distinct norms and expectations, leading to more formal or informal language depending on the context.
4. Synchronic and Diachronic Analysis of Social Dialects: Sociolinguistics analyzes social dialects through both synchronic and diachronic lenses. Synchronic analysis looks at how dialects function at a specific point in time, while diachronic analysis studies how these dialects evolve over time, reflecting changes in social groups and contexts.
5. Different Social Assessments by Speakers of the Behavior of Speech Forms: Social groups evaluate speech behaviors based on their cultural norms and expectations. These evaluations influence how speakers judge different ways of speaking, with individuals from different social classes having varying views on what constitutes appropriate, polite, or effective language.
6. Levels of Linguistic Variation and Variety: Language varies across different social groups and contexts, and these variations are shaped by factors such as education, occupation, and social class. Dialects, registers, and language varieties serve different social functions, from expressing identity to signaling authority or expertise.
7. Practical Application of Sociolinguistic Research: Sociolinguistic research has practical applications in real-world scenarios, such as improving language teaching methods, standardizing languages, managing translation, and addressing social conflicts arising from language differences. These studies help solve societal issues related to language use and communication.

In *An Introduction to Sociolinguistics* (2015), Wardhaugh and Fuller state that researchers in the field of sociolinguistics frequently distinguish between macro-sociolinguistics, also referred to as the sociology of language, and micro-sociolinguistics. While both disciplines investigate the connection between language and society, they concentrate on distinct issues. Wardhaugh and Fuller explain that micro-sociolinguistics studies the effects of social variables on speech patterns, including age, gender, and socioeconomic status. It aims to understand language structure and how language is used in everyday communication. With this approach, phenomena such as code-switching, dialect use, and linguistic variety within a speech community are studied with a greater emphasis on individuals and small groups. On the other hand, Wardhaugh and Fuller point out that macro-sociolinguistics studies how languages are used across entire societies. It explores at broader subjects such language maintenance, shifts in language, language planning, and the functions of various languages in society. This perspective is useful for understanding how language reflects and shapes social structures, such as how certain language features are linked to national identity or social organization. Wardhaugh and Fuller highlight that Both perspectives are important in sociolinguistic research. While micro-sociolinguistics focuses on how society influences language use at the individual level, macro-sociolinguistics helps explain how language functions across larger social systems.

1.8.2 Bilingualism

Bilingualism is commonly understood as the use of two languages within a social or communicative context. In the book *Bilingualism* (2020), Mahootian clarifies that the use of two or more languages is described by several terms and definitions. While bilingualism refers specifically to the ability to use two languages, linguists often use bilingualism, multilingualism, and the newer term plurilingualism to describe a common linguistic reality for much of the world's population. These terms are used almost interchangeably to refer to the coexistence of two or more languages among individuals, communities, or nations. Mahootian also explains that bilingualism emerges from contact between languages, or more specifically, from interaction among people, cultures, and nations. Such contact occurs in various ways, most notably through migration, war, and colonization throughout history, which have led many countries to contain more than one language within their societies. Within this context, the term *bilingual* is best used to describe individuals who are able to use more than one language or dialect. Along with this, Mahootian explains that linguists and other scholars generally agree that several key factors influence an individual's level of bilingual ability. These factors relate not only to how languages are learned, but also to how they are used in daily life:

- 1) Age of acquisition refers to whether a language is learned during early childhood, adolescence, or adulthood, as earlier exposure is often associated with higher proficiency.
- 2) Manner of acquisition concerns the context in which the languages are learned, either naturally through everyday interaction at home or socially, or formally through schooling and language instruction.
- 3) Sequence of acquisition distinguishes between languages learned at the same time and those acquired one after another.
- 4) Literacy skills involve the individual's ability to read and write in one or more of their languages, which can affect overall language competence.
- 5) Function relates to how and where the languages are used, including whether they serve similar purposes across different domains and how frequently they are employed.
- 6) Fluency refers to the degree of proficiency in each language, including whether the individual demonstrates balanced or unequal abilities across their languages.

In the book *An Introduction to Bilingualism*, Hoffmann (1991) explains that when children learn to speak, they do more than master linguistic forms such as sounds, words, and grammar; they also learn to use language for communication, social interaction, and understanding the world around them. Language therefore becomes a key part of a child's socialization, helping children build relationships and participate in their social environment. Hoffmann also introduces different types of bilingualism by age: early bilingualism and late bilingualism. The terms early bilingualism or child bilingualism are used to describe children who are exposed to two languages from birth or who acquire a second language during early childhood after the first language has already developed. In contrast, late bilingualism occurs when a second language is acquired later in life. This may happen through natural exposure, such as when migrants learn a new language in everyday social environments, or through formal language learning, including classroom

instruction and structured language courses. As a result, late bilingualism can develop through either natural or instructional processes.

The presence of bilingual individuals who use more than one language in their daily lives often leads to interactions between languages during communication. In this context, Myers-Scotton (2006), in *Multiple Voices: An Introduction to Bilingualism*, explains that bilingual speech refers to any clause or sentence that contains elements from more than one language. One common manifestation of bilingual speech is code-switching, where speakers combine words or phrases from two languages within a single utterance, such as mixing Indonesian and English in the same sentence. However, bilingual speech does not always display two languages at the surface level. In some cases, a sentence may appear to use only one language, while its underlying grammatical structure is influenced by another language known by the speaker. This indicates that bilingualism affects not only vocabulary choice but also deeper aspects of language structure. Myers-Scotton also discusses the concept of mutual intelligibility, which is often used to distinguish between different languages by referring to the ability of speakers of one language to understand another. Nevertheless, mutual intelligibility is not absolute, since comprehension depends not only on vocabulary but also on pronunciation and grammatical structure.

1.8.3 Code-switching

In the book *Discourse Strategies (Studies in Interactional Sociolinguistics)* (1982), Gumperz interprets code switching as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. Gumperz explains that code-switching sometimes happens in the form of two sentences that follow each other. In this case, the speaker uses one language first, then switches to another language in the next sentence. This switch usually happens for two main reasons; either to repeat the same message in another language to make it clearer (reiteration), or to respond to what someone else has said using a different language.

Gumperz (1982) also introduces the idea of the "we-code" and "they-code" to explain how language choice can reflect social relationships and group identity. The we-code, often a minority or ethnic language, signals closeness, informality, and in-group connection, while the they-code, usually a dominant or official language, is associated with formality, distance, and out-group interaction. In code-switching, speakers may shift between these codes not only for functional reasons but also to express social meaning or manage interpersonal interaction. However, these associations are not rigid. Gumperz outlines that speakers often rely on contextual understanding and shared cultural knowledge to decide when and how to switch codes.

In context of code-switching types, Blom and Gumperz (1972, in Wei, *Defining Multilingualism*, 2001) classify code-switching into two types; Situational and metaphorical switching. Situational code-switching happens when speakers change languages because the social meaning of the situation shifts, even if the place stays the same. This usually reflects a change in roles, formality, or expectations. For instance, a group may switch to a more formal language when outsiders join, or a teacher may use informal language to encourage discussion. This kind of transition demonstrates how

language and social situation are directly related. Meanwhile, Blom and Gumperz states that metaphorical code-switching occurs when speakers switch languages to reflect a change in topic or meaning, not the situation. The setting and roles stay the same, but the switch adds emotional or cultural depth. It helps express different social identities or intentions, like seriousness, intimacy, or emphasis. This kind of switching relies on shared understanding of each language's social meaning.

Also, Poplack (1980) in *Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPANOL: toward a typology of code-switching* identified that there are three main types of code-switching; intra-sentential, extra-sentential, and tag-switching. Intra-sentential code-switching occurs within a clause or a sentence, where both languages are integrated which requiring a high level of bilingual competence to maintain grammaticality in both languages. Extra-sentential or inter-sentential switching happens between sentences. One sentence is spoken in one language, and the next sentence is spoken in another. This type of switching usually happens at sentence boundaries, and each sentence tends to adhere fully to the grammatical rules of one language. Tag-switching involves inserting short, stand-alone phrases or interjections, such as "you know" or "¿verdad?" (right?), into a sentence, without altering the sentence structure.

1.8.4 Poplack's Theory on Code-Switching

Code-switching, as defined by Poplack (1980), involves alternating between two languages within a single discourse, sentence, or constituent. Poplack categorizes code-switching based on how well elements from one language are integrated into the grammatical structures of the other language which distinguishing between fluent bilinguals who seamlessly switch and those who adapt elements from one language into the syntactic patterns of the other. Poplack categorizes code-switching into 3 types: Intra-sentential, inter-sentential, and tag-switching.

According to Poplack (1980a), individuals may exhibit different types of code-switching depending on their bilingual ability and social context. One type, called intimate or complex code-switching which involves intra-sentential switching that refers to the alternation of languages within a single sentence or discourse unit. Unlike extra-sentential code-switching, where language alternation occurs between distinct sentences, intra-sentential switching involves the integration of elements from both languages within the same sentence. This form of code-switching requires a deeper level of bilingual competence, as the speaker must adhere to the syntactic and grammatical rules of both languages while constructing a coherent sentence. This is often used by fluent bilinguals during in-group interactions. For example:

"Why make Carol SENTARSE ATRAS PA' QUE (sit in the back so) everybody has to move PA' QUE SE SALGA (for her to get out)?"

In this example, the speaker switches between English and Spanish within the same sentence, maintaining the grammatical integrity of both languages. The switch happens naturally and fluently, demonstrating the speaker's high level of proficiency in both languages. This type of switching is often seen as a reflection of a more intimate and fluent form of bilingual communication. It allows for the use of the most appropriate language for each part of a sentence, depending on the context, topic, or emotional tone.

It can also serve to express solidarity within a social group or to emphasize cultural identity.

Extra-sentential/Inter-sentential code-switching refers to the alternation of languages between sentences rather than within them. Poplack claims that this type of switching occurs at the boundary between two distinct sentences, with each sentence staying entirely within one language. Extra-sentential switching is less syntactically complex than intra-sentential switching because it does not require the integration of elements from two languages within the same sentence. This form of code-switching is often seen as simpler, as it avoids the need for grammatical alignment between languages within a single sentence. In the context of bilingual communication, extra-sentential switching is often used by speakers who may not feel confident switching languages within a sentence but still wish to alternate between languages in their overall discourse. It is particularly common among less fluent bilinguals, as it allows them to maintain the grammatical integrity of each language separately. For example, a speaker might say one sentence in English and follow it with another sentence in Spanish, switching languages without attempting to merge them in a single sentence. For instance:

Speaker 1: *"I don't know where she went."*

Speaker 2: *"¿Por qué no me dijiste?"* (Why didn't you tell me?)

Another type, emblematic switching or known as tag-switching refers to the insertion of tags or interjections from one language into a sentence that is primarily in another language. Poplack says that tags are usually short, standalone expressions or words that don't require the grammatical structure of the main sentence to function. They are commonly used to ask questions, seek confirmation, or add emphasis, and they can be inserted into any part of the sentence without affecting the overall sentence structure. For example, a bilingual speaker might say:

"I'm going to the store, ¿verdad?" (right?)

"We need to finish this project, you know?"

In both examples, the main sentence is in English, but the tags *"¿verdad?"* and *"you know?"* are inserted from Spanish and English, respectively. These tags don't change the meaning of the sentence or disrupt the grammatical structure of the sentence, but they help signal the speaker's tone, emotional state, or request for agreement or clarification. Unlike intra-sentential or extra-sentential switching, which involves more complex shifts in syntax and structure, tag-switching is often seen as simple and flexible, requiring less integration between the two languages. Tags can be easily inserted into a conversation, and the rest of the sentence remains grammatically intact. This type of switching is also prevalent among bilingual speakers in informal or conversational contexts, as it allows them to express themselves fluidly while maintaining the syntactic rules of the dominant language. Tag-switching is often closely linked to identity signaling and ethnic expression, as these tags can be culturally loaded and carry specific social or emotional connotations. For instance, a speaker might use a tag from their heritage language to strengthen their connection with their cultural roots or to emphasize solidarity within their social group. Theoretically, tag-switching is considered a low-risk form of code-switching because it doesn't require a significant alteration in syntactic structure. It's generally viewed as a strategic tool used by bilingual speakers to add a layer of social meaning without violating the grammar of the sentence.

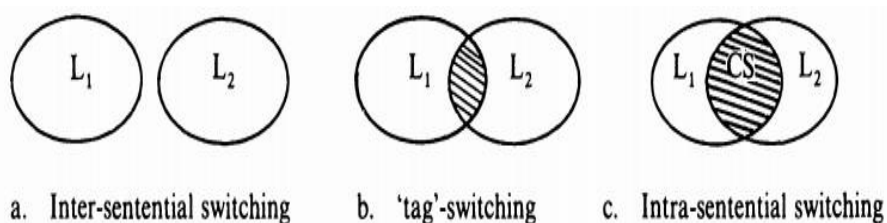


Figure 1.1 Types of Code-switching by Poplack (1980)

Source: (Poplack, 1980)

Moreover, Poplack also proposes two syntactic constraints that account for how bilingual speakers produce grammatically acceptable code-switching. The first, the Free Morpheme Constraint, states that switching may occur at any point in discourse provided it does not involve a bound morpheme. In other words, switching cannot take place within a word between a lexical root and an affix. For example, a form such as *eat* + *-iendo* (*eatindo*), where the Spanish bound morpheme *-iendo* is attached to the English verb *eat*, is not attested in code-switching data. This suggests that bilingual speakers maintain the morphological integrity of each language when switching. The second, the Equivalence Constraint, holds that code-switching tends to occur at points where the grammatical structures of the two languages correspond. Switching is therefore more likely at positions where the surface structures of both languages are compatible and do not violate the syntactic rules of either language. A sentence such as “*El man que came ayer wants John comprar a car nuevo*” illustrates a violation of this constraint, as it applies an English infinitival complementizer pattern to a structure not shared by Spanish, resulting in an ungrammatical construction. By contrast, the segment “*El man que came ayer*” follows rules common to both languages, allowing switching to occur without disrupting grammaticality. These constraints indicate that bilingual speakers avoid switching at points where the syntactic systems of the two languages do not align.

1.8.5 Yassi’s Theory on Code-Switching

Code-switching is a prevalent linguistic phenomenon especially in multilingual societies. This phenomenon is commonly observed among bilinguals and multilinguals, where speakers use elements from multiple languages, either simultaneously or alternately within their communication. Yassi (2001) categorizes the various ways in which speakers blend languages at different syntactic levels into the four main types of code-switching; Intra-sentential/clausal switching, Intra-phrasal switching, Intra-lexical switching, and Inter/Extra-sentential/clausal switching.

Firstly, Intra-sentential or clausal switching occurs when two languages are alternated within the same sentence or clause. Yassi states that this form of switching involves switching at major grammatical boundaries, such as between the subject and the predicate or between the verb and its complement. Because the switch happens within a single sentence or clause, it requires a high level of linguistic proficiency in both languages. Intra-sentential switching is often seen as a natural and seamless way of

communication for bilinguals, as they effortlessly switch between languages while maintaining the syntactic integrity of the sentence. For example, consider the sentence:

"Dia bilang she'll be late karena macet."

In this sentence, the first part is in Bahasa Indonesia ("*Dia bilang*") and the second part switches to English ("she'll be late") before returning to Indonesian ("*karena macet*"). The switch is fluid and does not disrupt the grammatical structure of the sentence. This type of code-switching is common in bilingual contexts where the two languages share similar syntactic structures as is the case with English and Bahasa Indonesia. Yassi also states that intra-sentential switching occurs frequently in informal communication, particularly in urban and metropolitan areas, where English has become an integral part of daily discourse. For example, by switching to English, speakers might indicate their alignment with global trends or their competence in a foreign language, signaling a modern or cosmopolitan identity.

Secondly, Intra-phrasal switching occurs within the boundaries of a single phrase, such as a noun phrase, verb phrase, or adjective phrase. Yassi states that unlike intra-sentential switching, which involves the switching of entire clauses or sentences, intra-phrasal switching is more localized which involving smaller grammatical units. It is particularly prevalent when bilinguals are discussing topics where one language might offer a more precise or efficient term. For instance;

"Baru-baru ini saya dapatkan sesuatu yang saya baca di NEW YORK TIME"

The sentence above involves a switch from the Indonesian phrase "*Aku suka*" (I like) to the English phrase "your new style of speaking." This type of switching is often used to introduce specific terms or expressions from the other language that are perceived as more modern, technical, or expressive. In many cases, intra-phrasal switching occurs when there is no direct equivalent in the base language. For example, in professional contexts, English words related to technology, business, or academia might be used within an Indonesian sentence because they are seen as more specialized or universally understood. In many cases, intra-phrasal switching occurs when there is no direct equivalent in the base language. For example, in professional contexts, English words related to technology, business, or academia might be used within an Indonesian sentence because they are seen as more specialized or universally understood.

Thirdly, Intra-lexical switching is the most intricate and complex form of code-switching occurs within the boundaries of a single word. Yassi explains that it involves the blending of morphemes from different languages within a word. This type of switching is less common than other forms of code-switching but can be found in highly informal speech, particularly in contexts where speakers seek to create new words or phrases that blend elements from both languages. For example;

"ngediscuss"

This word combines the Indonesian prefix "*nge-*" with the English verb "discuss," forming a unique lexical item.

Lastly, Inter-sentential or extra-sentential switching involves switching languages between two distinct sentences or clauses. Yassi states that this form of switching occurs at natural boundaries in discourse, often when there is a shift in topic, mood, or speaker intention. For example;

"I finished the report. Sekarang kamu yang lanjut, ya" (Now you continue)

The speaker switches from English to Bahasa Indonesia between two complete clauses. Yassi's research indicates that inter-sentential switching is less frequent than intra-sentential or intra-phrasal switching, as it requires a more explicit separation between language systems. However, it plays an important role in multilingual communication, especially in formal or structured contexts where speakers may switch languages to reflect different levels of formality or to accommodate different audiences.

1.8.6 Yassi's Theory on the motivations of Indonesian-Based Code-Switching

In the book *Code Switching as A Communication Strategy* (2016), Yassi explains that there are fourteen main motivations or reasons why speakers switch from Indonesian to English in conversation. These motivations are influenced by both language needs and social factors:

- 1) To express ideas more completely in English.
- 2) Because English is simpler or more concise.
- 3) To make the message clearer.
- 4) To emphasize certain points in the message.
- 5) To clarify the message for better understanding.
- 6) Due to a lack of appropriate Indonesian words.
- 7) To keep the conversation flowing smoothly.
- 8) To display social status.
- 9) To convince or persuade the addressees.
- 10) Out of habit; switching occurs automatically.
- 11) Because it sounds more modern, educated, or elite.
- 12) To maintain intimacy and solidarity with the interlocutor.
- 13) To practice or activate their English skills.
- 14) To involve a third party in the interaction.

In general, Yassi's (2016) theory shows that code-switching from Indonesian to English is a purposeful and meaningful communication strategy, not a random language choice. The fourteen motivations explain that speakers switch languages to meet both linguistic needs and social purposes, such as expressing ideas more clearly, filling vocabulary gaps, emphasizing messages, and maintaining smooth interaction. In addition, code-switching is used to manage social relationships, show identity, practice language skills, and support effective communication in different situations. Therefore, Yassi's framework provides a clear and systematic basis for understanding why bilingual speakers engage in code-switching in everyday communication.

1.8.7 Formal Communication

Formal communication is a fundamental component of organizational functioning because it provides an official and systematic channel for the exchange of information within an institution. According to Naz (2019), formal communication refers to verbal communication that occurs through established and predefined channels and is considered official and generally more reliable than informal communication. Gómez and Dailey (2017) further explain that formal communication is characterized by several key

features. First, it is rational, as it is guided by rules and routines that promote efficiency and help reduce personal bias. Second, formal communication is structured, meaning that it follows clear procedures and organizational hierarchies. Third, it is goal oriented; unlike informal communication, which often serves social or relational purposes, formal communication is designed to accomplish specific tasks and organizational objectives.

In terms of information flow, Tompkins (1993, as cited in Gómez and Dailey, 2017) explains that formal communication within organizations operates through three main directional patterns: downward, upward, and horizontal communication. Downward communication flows from higher levels of authority to subordinates and is primarily used to deliver instructions, provide feedback, and transmit organizational values and norms. This type of communication plays an important role in socializing members into the organization through formal mechanisms such as recruitment interviews, orientation programs, and training manuals. In contrast, upward communication involves the flow of information from subordinates to superiors and focuses on performance reporting, clarification of directives, and suggestions for improving organizational procedures. Organizations often support upward communication through formal feedback systems, including suggestion boxes and quality circles. Meanwhile, horizontal or lateral communication occurs among individuals at the same hierarchical level and supports coordination, collaboration, and the timely exchange of information, as illustrated by formal mentoring programs that encourage knowledge sharing and professional development.

The documented nature of formal communication contributes to its credibility and reliability within organizations. According to Gómez and Dailey (2017), formal communication gives collective actions official recognition as organizational actions by defining and documenting activities through meeting minutes, committee resolutions, policies, handbooks, and formal reports. These written records provide clear references for organizational members and serve as evidence in situations requiring clarification or accountability. This function is particularly important in academic, administrative, and professional contexts, where accuracy, transparency, and consistency in decision-making and performance management are emphasized.

Despite its advantages, formal communication may also limit flexibility. The requirement to follow official procedures can slow the flow of information and restrict spontaneous interaction among organizational members. As noted by Karamoy (2024), formal communication often occurs through structured interactions, such as instructions from superiors to subordinates, feedback from subordinates to superiors, and coordination among colleagues at the same organizational level. Nevertheless, formal communication remains indispensable because it establishes a shared framework that guides organizational behavior and supports the achievement of collective goals. Moreover, the implementation of formal communication processes can enhance clarity and reduce uncertainty through standardized methods and procedures. Kapur (2024) argues that such structured communication helps individuals overcome feelings of apprehension and vulnerability, as clear guidelines and expectations provide a sense of security and confidence within organizational interactions.

1.8.8 Australia-Indonesia Youth Association

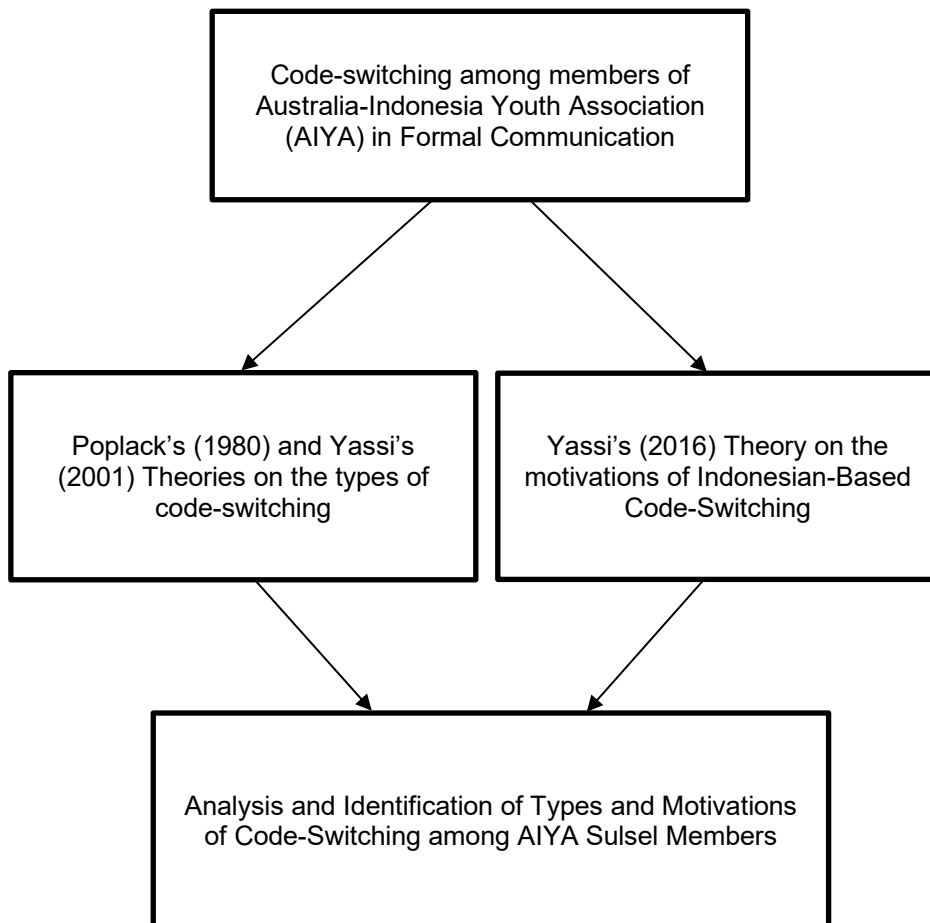
Australia–Indonesia Youth Association (AIYA) is a youth-led, volunteer-based organization that aims to strengthen bilateral relations between Australia and Indonesia through sustained people-to-people engagement. Established in 2011 in Canberra, AIYA was founded on the belief that long-term cooperation between the two countries can be strengthened through direct interaction among young people, rather than relying solely on formal diplomatic channels. By bringing together young Australians and Indonesians who share interests in culture, education, and collaboration, AIYA provides a social space where cross-cultural understanding is developed through everyday interaction.

Since its establishment, AIYA has expanded its organizational presence across both countries. In Australia, AIYA has established chapters in every state and territory, including the Australian Capital Territory (ACT), New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, and the Northern Territory, resulting in a total of eight Australian chapters. In Indonesia, AIYA initially developed chapters in major urban and educational centers such as Jakarta, West Java, East Java, Yogyakarta, and Bali. The organization later expanded to Eastern Indonesia with the establishment of chapters in South Sulawesi and East Nusa Tenggara (NTT) in 2019. With the launch of the Bali chapter in 2025, AIYA currently operates seven active chapters in Indonesia. Altogether, AIYA has twelve active chapters across Australia and Indonesia, reflecting its broad geographical reach and growing influence within the bilateral youth network.

AIYA's activities are guided by three core visions: Connect, Inform, and Inspire. First, AIYA seeks to connect young Australians and Indonesians with one another, as well as with educational, cultural, and professional opportunities related to both countries. Second, the organization aims to inform young people about pathways for engagement with Australia and Indonesia, thereby enhancing mutual understanding and awareness. Third, AIYA aspires to inspire youth, businesses, governments, educational institutions, and other organizations to actively support and facilitate youth engagement between the two nations. These visions position AIYA not only as a social organization but also as a platform for informal diplomacy and intercultural learning.

As a volunteer-driven organization, AIYA relies heavily on the active participation of its members to design and implement programs. At the national level, AIYA is governed by an executive committee composed of early-career professionals, while local chapters independently organize activities suited to their regional contexts. AIYA also organizes a wide range of activities, including flexible language exchange programs (FLEX), networking nights, trivia nights, speaking competitions, cultural workshops, sports events, and academic seminars. These activities take place in both formal and informal settings and encourage frequent interaction among members.

1.9 Conceptual Framework



CHAPTER II

RESEARCH METHODOLOGY

This chapter consists of the research approach, source of data, the method of collecting data, the method of analyzing data, and the procedure of research.

2.1 Research approach

This research aimed to analyze the types and motivations of code-switching in formal communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi by employing a qualitative descriptive approach. Qualitative descriptive approach was chosen because it allows the researcher to explore and provide a clear summary of individuals' experiences in their natural context (Sandelowski, 2010; Willis *et al.*, 2016, as cited in Danford, 2023). This approach enabled the researcher to examine naturally occurring language use within a formal organizational setting without manipulating the interaction.

The data were collected from authentic organizational activities. The researcher conducted naturalistic observation and recorded two formal AIYA South Sulawesi meetings, representing official organizational communication. The recordings were transcribed to ensure that all utterances were accurately documented. The instances of code-switching were then identified and classified using Poplack's (1980) typology, which includes inter-sentential, intra-sentential, and tag-switching. To provide a more detailed linguistic analysis, Yassi's (2001) framework was applied to examine code-switching at the lexical, phrasal, and clausal levels.

To explore the motivations behind code-switching, the researcher conducted semi-structured interviews with selected AIYA South Sulawesi members who demonstrated code-switching in the recorded meetings. The interview data were transcribed and analyzed thematically using Yassi's (2016) framework of motivations for code-switching. This analysis aimed to explain the underlying reasons for language alternation in formal organizational communication.

This research employed purposive sampling. Purposive sampling refers to a technique in which researchers deliberately select participants or cases that are directly relevant to the research objectives in order to obtain rich and meaningful insights into the phenomenon being examined (Tajik *et al.*, 2025). From the 26 active members of AIYA South Sulawesi, only those who actively participated in formal meetings and demonstrated Indonesian-English code-switching were included in the analysis. Furthermore, eight members whose interactions contained instances of code-switching were selected for follow-up in-depth interviews. This approach ensured that the data were drawn from participants who were most capable of providing relevant and detailed information regarding code-switching practices in formal organizational communication.

2.2 Subject of the Research

The data in this research were collected from members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi, which consisted of 26 active members. Respondents

were purposively selected based on their active involvement in formal organizational activities, particularly official meetings and programs conducted by AIYA South Sulawesi. From these members, only those who demonstrated the use of code-switching between English and Indonesian during formal organizational communication were included in the data analysis. Members who did not exhibit code-switching practices were excluded from the dataset. Furthermore, only eight respondents whose interactions contained instances of code-switching were selected for follow-up semi-structured interviews to explore their motivations for code-switching in greater depth.

2.3 Source of Data

The primary data of this research consisted of two main sources. First, transcribed video and audio recordings of formal organizational interactions were collected from two formal meetings of AIYA South Sulawesi, which were the AIYA South Sulawesi Induction offline meeting in Kopi Tawa Jl. Ratulangi No. 112, Makassar and the AIYA South Sulawesi Monthly Online Meeting through zoom meeting. These recordings provided naturally occurring data on code-switching practices in formal organizational communication. Second, transcribed interview data were obtained from semi-structured interviews with eight selected AIYA South Sulawesi members who demonstrated instances of code-switching in the recorded formal interactions. The semi-structured interviews were conducted to explore respondents' motivations for using code-switching in greater depth. Furthermore, the secondary data included relevant theories, journal articles, and previous studies on code-switching. In particular, this research drew on Poplack's (1980) and Yassi's (2001) typology of code-switching to analyze the types of code-switching found in the data and Yassi's (2016) theory of motivations for code-switching to analyze the underlying reasons for respondents' language-switching practices.

2.4 Method of Collecting Data

First, the data were collected through naturalistic observation of formal interactions among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi. The researcher observed formal organizational meetings and official activities without intervening in the interaction so that language use occurred naturally.

Next, the researcher conducted audio recording of two formal organizational meetings between December 2025 and January 2026. These meetings included the AIYA South Sulawesi Induction offline meeting held at Kopi Tawa, Jl. Ratulangi No. 112, Makassar, and the AIYA South Sulawesi Monthly Online Meeting conducted through Zoom. After the recording process, all recorded interactions were transcribed to ensure that all utterances, including instances of code-switching between English and Indonesian, were accurately documented. The researcher then identified all occurrences of code-switching in the transcripts for further analysis.

Finally, semi-structured interviews were conducted in February 2026 with eight selected AIYA South Sulawesi members who demonstrated code-switching in the recorded formal interactions to explore their motivations for language switching. The

interviews were conducted online based on respondents' availability. All interviews were audio-recorded and transcribed for analysis. Prior to the data collection process, informed written consent was obtained from all respondents, and to ensure confidentiality, all personal information was anonymized and used solely for research purposes.

2.5 Method of Analyzing Data

The analysis of the collected data followed a qualitative descriptive approach to examine the types and motivations of code-switching in formal organizational communication among members of the Australia–Indonesia Youth Association (AIYA) South Sulawesi.

Initially, all audio recordings of formal AIYA South Sulawesi meetings were transcribed. The researcher carefully reviewed the transcripts to identify all utterances containing instances of code-switching. Each instance was highlighted and coded for further analysis. After that, the researcher classified the identified instances of code-switching based on Poplack's (1980) typology, which included inter-sentential switching, intra-sentential switching, and tag-switching. To provide a more detailed linguistic analysis, the researcher further analyzed the data using Yassi's (2001) framework, focusing on code-switching at the lexical, phrasal, and clausal levels.

Subsequently, to analyze the motivations for code-switching, the researcher transcribed the interview recordings and systematically examined the transcripts derived from semi-structured interviews with selected AIYA South Sulawesi members. The researcher coded and interpreted the interview data thematically based on Yassi's (2016) motivation framework to identify the underlying reasons for code-switching in formal organizational communication.

Finally, the researcher interpreted and synthesized the findings from the interactional data and interview data to provide a comprehensive explanation of how code-switching occurred and why it was employed in formal communication among AIYA South Sulawesi members.