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Analysis Of Speech Events Of Bilingualism In UMN

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Abstract-Bilingualism in higher education, especially at Universitas Muslim Nusantara Al-Washliyah (UMN), is an important linguistic phenomenon to analyze, considering the diversity of languages used by students, lecturers, and administrative staff. This study aims to analyze the pattern of bilingualism speech events in academic and social interactions at UMN Al-Washliyah, and to identify the factors that influence and impact on communication effectiveness. A qualitative approach was used in this study with data collection methods in the form of observation, in-depth interviews, and analysis of related documents. The data obtained were analyzed descriptively-analytically to identify bilingualism patterns that occur in various communication contexts. The results of the study indicate that the pattern of bilingualism speech events at UMN Al-Washliyah varies, with the use of Indonesian as the main language in formal communication and a mixture of English or regional languages in academic and social contexts. Factors that influence the use of bilingualism include institutional policies, students' cultural backgrounds, and social support and the campus environment. The impact of bilingualism on communication effectiveness includes increasing academic competence and cross-cultural communication, although there are also challenges such as linguistic confusion. This study suggests strengthening language policies, providing additional language training, and creating a supportive environment to maximize the benefits of bilingualism at UMN Al-Washliyah.

Keywords: Bilingualism, Higher Education, Communication Effectiveness, Language Policy, Cross-Cultural Interaction

1. INTRODUCTION

Bilingualism, as a linguistic and social phenomenon, has become an important research topic in the world of education and communication. In the context of Universitas Muslim Nusantara Al-Washliyah (UMN), bilingualism emerges as one of the main aspects in academic and social interactions, both among students, lecturers, and administrative staff. The diversity of languages used, such as Indonesian, English, and regional languages, creates unique dynamics in every communication activity. This study focuses on the analysis of speech events involving bilingualism in the UMN Al-Washliyah environment, with the aim of revealing patterns of language use and their impact on the teaching and learning process and social interaction.

Universities as higher education institutions play an important role in shaping individual language competencies, especially in the era of globalization. At UMN Al-Washliyah, the existence of bilingualism is not only influenced by academic policies such as English-based teaching, but also by the diverse cultural backgrounds of students. This condition poses challenges as well as opportunities in creating an inclusive learning environment. In practice, bilingual speech events can be seen in class discussions, seminars, or informal



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activities. However, there is still little research that has studied this phenomenon in depth, especially regarding how the use of two or more languages can affect communication effectiveness and academic achievement.

The pattern of bilingualism speech events in the UMN Al-Washliyah environment shows various forms of different language use according to academic and social contexts. In formal interactions such as class discussions or seminars, students tend to use English or Indonesian with a mixture of certain elements of regional languages. On the other hand, in informal situations, such as conversations between students outside the classroom, the use of regional languages is more dominant with a mixture of Indonesian. This reflects linguistic adaptation influenced by communication needs and individual cultural backgrounds.

Factors influencing the use of bilingualism include students' cultural backgrounds, institutional policies regarding bilingual teaching, and access to language learning resources. Cultural background has a major influence on the choice of language used in various contexts. In addition, institutional policies that encourage teaching in English also shape patterns of bilingualism, especially in formal academic activities. Access to resources, such as textbooks and language training, also determines the extent to which students can use a foreign language effectively.

The impact of bilingualism on the effectiveness of interactions at UMN Al-Washliyah is seen in the improvement of cross-cultural communication skills and increased academic competence. The use of two or more languages enables students to participate in a variety of academic discussions involving global concepts. However, there are also challenges that arise, such as linguistic confusion or difficulty understanding material presented in a foreign language. Therefore, a strategic approach is needed to manage bilingualism so that its positive impacts can be maximized.

This research is expected to provide a significant contribution in understanding the dynamics of bilingualism in higher education environments, especially at UMN Al-Washliyah. The research results are expected to be used as a basis for policy making to support more effective language use in academic environments. In addition, this study also aims to provide new insights for the development of a multilingualism-based curriculum, so that it can improve students' communication competencies at the national and international levels.

To achieve the research objectives, a qualitative approach was used with data collection methods in the form of observation, interviews, and document analysis. This study also involves various parties, including students, lecturers, and administrative staff, to obtain a comprehensive picture of the bilingualism phenomenon at UMN Al-Washliyah. By identifying the challenges and opportunities that exist, this study will offer practical recommendations for language management in the UMN Al-Washliyah environment, such as the development of language training programs and the provision of supporting resources for bilingualism. These recommendations are expected to improve the quality of academic and social interactions in the university environment.

Research on bilingualism has become the focus of studies in various fields, especially education and linguistics. Previous research shows that the use of bilingualism in academic



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environments has a significant impact on language acquisition and learning effectiveness. For example, research by Baker (2006) revealed that bilingualism can improve students' cognitive skills, including critical thinking skills and creativity. In the context of higher education, Garcia and Wei (2014) found that the use of more than one language in learning encourages the creation of a more inclusive environment, so that students from various cultural backgrounds can adapt better. In addition, research conducted by Mahendra (2020) at one of the universities in Indonesia showed that students who actively use English and Indonesian in academic discussions tend to have better achievements than those who only use one language.

However, not all studies show completely positive results. A study by Fitriani (2018) identified that in some cases, the use of bilingualism in teaching and learning activities can cause linguistic confusion, especially when students do not have adequate competence in a foreign language. On the other hand, research by Nurhidayat and Suryani (2019) shows that cultural factors and institutional policies play an important role in determining the success of bilingual implementation. Unsupportive policies or lack of language learning resources can hinder the development of students' bilingual abilities. Taking these findings into account, the research on bilingualism at UMN Al-Washliyah aims to fill the research gap by focusing on the patterns of bilingualism speech events, the factors that influence them, and their impact on academic and social interactions in this university environment. So based on the background, previous research, and the relevance of the issue of bilingualism in academic and social contexts, the researcher took the title: "Analysis of Bilingualism Speech Event Patterns in Academic and Social Interactions at Al-Washliyah Muslim Nusantara University" This title was chosen to examine in depth the pattern of bilingualism use, the factors that influence it, and its impact on the effectiveness of communication in the UMN Al-Washliyah environment. This research is expected to contribute to the development of language policies and improving the quality of academic interactions in higher education institutions.

2. METHODS

This study will use a qualitative approach to explore the patterns of bilingualism speech events at UMN Al-Washliyah. The methods used include direct observation, in-depth interviews, and analysis of related documents. Observations will be conducted in various campus environments, including classrooms, libraries, and informal meeting places, to record language use in academic and social interactions. Interviews will involve students, lecturers, and administrative staff to identify factors that influence the use of bilingualism and its impact on communication effectiveness.

Data analysis was conducted using a descriptive-analytical approach to identify patterns, factors, and impacts of bilingualism. The data collected will be categorized based on the context of interaction, such as formal or informal, and the type of language used. This analysis will provide a comprehensive picture of how bilingualism affects communication dynamics at UMN Al-Washliyah.

3. RESULTS

This study reveals patterns of bilingualism in speech events that occur at the Muslim Nusantara University (UMN) Al-Washliyah, factors that influence the use of bilingualism, and its impact on the effectiveness of communication in academic and social contexts. Data were obtained through in-depth interviews, participatory observation, and analysis of relevant policy documents and learning materials.

3.1 Patterns of Bilingualism in Speech Events

The bilingualism patterns identified at UMN Al-Washliyah include the use of Indonesian as the primary language in formal communication, with English interpolations in academic contexts such as class discussions, seminars, and presentations. In informal contexts, students often mix Indonesian with regional languages such as Batak, Javanese, or Minang, depending on their ethnic background. The phenomena of code-switching and code-mixing occur consistently, reflecting students' linguistic adaptation in various situations.

For example, in class discussions, students often use English to explain academic concepts but revert to Indonesian to ensure collective understanding. Conversely, in informal interactions such as conversations in the canteen or dormitory, the use of regional languages is more dominant, especially among students with the same ethnic background. This pattern suggests that bilingualism at UMN Al-Washliyah is situational, depending on communication needs and social context.

3.2 Factors Influencing Bilingualism

Several factors that influence the use of bilingualism at UMN Al-Washliyah can be grouped into three main categories:

1. Institutional Policy

UMN Al-Washliyah implements a bilingual policy in several study programs, especially those oriented towards the internationalization of education. The English-based curriculum encourages students to improve their foreign language skills. In addition, language training and access to learning resources, such as English textbooks, also play an important role in supporting bilingualism.

2. Cultural Background

Students' ethnic background has a significant influence on bilingualism patterns. Students from communities with a bilingual tradition, such as those from urban areas, tend to be more flexible in using more than one language. In contrast, students from rural areas tend to be more comfortable using their local language, especially in informal contexts.

3. Social and Environmental Support



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A supportive campus environment, including learning communities and extracurricular activities, is an important factor in shaping students' bilingual habits. Interaction with lecturers and friends who have good English language skills also motivates students to use the language more often.

3.3 The Impact of Bilingualism on Communication Effectiveness

Bilingualism has various impacts on the effectiveness of communication at UMN Al-Washliyah. In an academic context, the use of English enables students to understand global literature and participate in discussions involving international concepts. This ability increases students' confidence in facing academic challenges.

However, this study also found that bilingualism can pose barriers, especially for students with limited foreign language skills. For example, some students expressed difficulty in fully understanding the material taught in English. This resulted in linguistic confusion that could hinder the teaching and learning process.

In a social context, bilingualism strengthens cross-cultural connections among students from different ethnic backgrounds. The use of regional languages in informal conversations creates a sense of togetherness, while English language skills open up opportunities for students to interact with the international community. However, there are also students who feel isolated if they do not master a particular language that is often used in their social group.

4. CONCLUSION

This study shows that bilingualism at UMN Al-Washliyah not only functions as a means of communication but also as a reflection of cultural and academic identity. The varied patterns of language use indicate students' adaptation to communication needs in various contexts. However, to maximize the benefits of bilingualism, a holistic strategy is needed, including strengthening language policies, providing training, and creating a supportive environment.

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