The Portrait of Code-Mixing in High School Students' Facebook Status in Surabaya

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Abstract

Code-mixing has become a phenomenon of language. Recently, there has been a growing interest among high school students to use English words in daily Indonesian language conversation. Furthermore, they do not only use it to communicate verbally but also in written texts. The purpose of this study was to reveal the social factors influencing the high school students in Surabaya to use code-mixing in their Facebook status. The results of this study showed that code-mixing in Facebook status is caused by several social factors. The first factor was the participants in the conversation on Facebook, including the distance of relationship between the speaker and the addressee, the age of the addressee, and the background of the addressee in the conversation. Moreover, the factor of the bilingual and multilingual usage within the society in Surabaya also supports the phenomenon of code-mixing. Ultimately, the interaction using code-mixing has become a common thing within the society in Surabaya.

Keywords: Code-mixing, Facebook, Pattern, Social Status, Multilingual

1. Introduction

As the result of modernization and the ease of communication, it becomes obvious that there is transfer of communication elements from one language to another. Indonesia is one of the examples where people adopt foreign language and apply it into their own language. Due to the frequency of people in applying foreign language, Indonesian society get accustomed to use foreign language in their daily lives by imitating what others say despite the fact that many of them only have a little understanding about it.

Recently, there has been a growing interest among Indonesian youngsters to use English in their daily conversation. The intensive utilization of English in television programs, magazines, advertisements, and other media has influenced its development in Indonesia. To fluently convey messages to others, speaker frequently overlook the appropriate grammar and mix the Indonesian and English, thus the listeners will easily obtain the point. In general, code-mixing is popular among youngsters who master English in which they adapt English words into Indonesian and create new expression since code-mixing is a common phenomenon occurs in Bilingual or Multilingual community like in Indonesia. Wei (2013) suggested that bilingualism and multilingualism are similar because both of them refer to coexistence, contact and interaction of different languages.

The case of multilingual community is also found on the community of high school students—who can speak and understand more than one language, particularly English despite of its moderate level. High school students use code-mixing because it is a common thing that happens in bilingual and multilingual community.

In using code-mixing, the high school students use English in their daily communication. They do not only use English for verbal communication, but also non-verbal communication, such as using Indonesian and English when posting on social media. One of the varieties of these non-verbal communications is the written form in social media of Facebook.

Facebook is one of the most common online social media used by people. Obar and Wildman (2015) claimed that social media are computer-mediated technologies that enable the making and sharing of information, idea and other forms of statements via virtual communities and networks. Facebook allows the users to register and connect them to their friends via online. It is very popular since it has simple features for the users to share with their family and friends by posting comments, sharing photos, etc. In relation with the background, this study aimed to reveal the social factors that influence the high school students in Surabaya in using code-mixing in their Facebook status.

In overall, the remarkable point of this study is to describe the social factors that influence the use of code-mixing among the high school students in their daily communication on Facebook. It portrays the phenomenon of mixing English in daily Facebook status as well as analyzes the phrases and sentences produced by high school students in written communication to find the possible social factors that affect them in using English code-mixing.

2. Methods

The sources of data in this research were any written texts shared by the participants on their Facebook account and the results of questionnaires and interview. The participants of this study were nineteen students from diverse senior high schools in Surabaya. The data of this study were the results of observation, including sentences and phrases, which were obtained from the participants' Facebook account. In addition to the result of the observation, the data of this study were also the results of questionnaires and interview, namely the responses/answers of the participants. Prior to the data collection, Internet access, recorder to record the interview with the participants, laptop to document the interview result, and interview sheets were prepared to gain more information and additional details of the data. The data analysis technique included three stages of: 1. Data Reduction, 2. Data Display, 3. Conclusion or verification (Miles & Huberman, 1994).

3. Results and Discussion
3.1 The Factors of Using Code-mixing

The variation of language depends on the users and the utilization. In addition, language is used depends on the setting, the participants and to whom it is addressed.

The first factor influencing code-mixing is the addressee of the conversation. The addressee of the conversation influences the language style preferred by the speaker. The closer the relationship between the speaker and the interlocutor, the more casual and relaxed the language style will be used in the conversation. Holmes (1992) affirmed that people tend to use formal language to communicate with those they know adequately and use more casual language to their companions.

*Hey anak jelek aku kangen, kirimin nome di **inbox**, masih inget kan?* (Hey, bad one. I miss you, inbox me your phone number. Remember me, do you?)

In the sentence above, the utterance was addressed to a friend. The usage of *Hey anak jelek aku kangennn (Hey, bad one, I miss you)* shows the intimacy between the addresser and the addressee. Since they know each other well, the casual style is chosen. Similarly with the term of "inbox" in the sentence which is a casual term of "private message" commonly used among Facebook users. If the speaker and the addressee are not really close or both of them are not the

user of Facebook, the speaker will avoid using the particular term, e.g. 'inbox'. This term is included in the sentence because they exactly know the meaning.

The second factor is the age of the addressee. On Facebook, most participants only use English to communicate with peers or people around their age. They use different style when having conversation with adults and older people. Generally, youngsters do not use casual style when talking or writing to the elder and prefer t use formal style. This study reaffirmed Holmes (1992), who stated people usually talk differently to children and to adults. They will correct their style when talking to adults in compared to the others. It is also revealed by conversation below that occurred between a younger and an older person.

Me   : I was texting my friend, I accidently sent it to you...
Me   : WTF... LOL...
Mom   : Apa itu WTF?(What is it?)
Me   : Singkatan dari Wallahi Too Funny... :'D (It means *Wallahi Too Funny*)

The conversation took place between a mother and her daughter. Because the daughter was too excited, she accidentally sent her mother an acronym "WTF" when she was texting her friend. "WTF" is the acronym of "What The Fuck", it is perceived as a swear words due to the word "Fuck", which is considered as an impolite word.

Youngsters commonly and casually use the acronym "WTF" and mostly use it among peers since they perceive it as a usual term. Older people do not use it, perhaps because they do not recognize such an acronym or they assume it as a rude one. Nevertheless, swear words intended to older people are a seriously inappropriate. Thus, when the daughter realized that she sent her mother a text contained such a swear words, she attempted to make it up and to prevent her mother's anger by giving her mother a modified definition of "WTF".

Unlike with the situation above, in having a conversation with companions and peers, high school students are able to casually use impolite words or even cursing in acronyms without hurting anyone or being hurt. It is demonstrated by the example of code-mixing as follows.

Seriusan (Seriously) ..*The weather is cold AF!*

When someone writes "AF" in social media like Facebook or in text message, it means "As Fuck". In addition, people frequently fill in asterisk symbols with the rest of the letters when they expand the abbreviation because it is not a polite word. "AF" is used in almost all situations, the term is positioned directly after adjective as a way to exaggerate the meaning of the sentence.

Using "AF" in a conversation is a massive trend among teenagers and young adult. They use such acronyms and abbreviations to convey the point faster and lesser character space. Unlikely, when having a conversation with older people, youngsters cannot use such abbreviations. In addition, they have to be more careful in preferring particular dictions since the principle of politeness is essential.

The third factor is the social background of the addressee. The social background of addressee has a very significant effect on the speaker's language style. The results of the interview indicated that the participants have a tendency to use English as code-mixing with those who have the same social background or educational background with them.

Babak ke 2 olycon ismu in arabic soalnya SUBHANALLAH :')

The English words in the above sentence are "olycon ismu in Arabic". The actual form of the sentence is "Olimpiade dan Conferensi ISMUBA (Al-Islam, Kemuhammadiyahan, dan Bahasa Arab) dalam Bahasa Arab". It is a national olympiad and conference for Muhammadiyah's students all around Indonesia. This status was addressed to her friends at school, she used English to make the sentence shorter and abbreviated the term of olympiad and conference into *olycon*. However, it is a common abbreviation among Muhammadiyah's student and they are accustomed to use it for referring the event.

The fourth factor is bilingual and multilingual society. In some regions, people who live together come from diverse cultures, social backgrounds, dialects, *etc*. Furthermore, each country has its own national language but still there are other languages that are commonly used by the people. In Indonesia, every ethnic has its own regional dialect to communicate in daily life. However, most speakers use Indonesian language in formal situations, such as in school and office. But they speak differently in informal situations. Therefore, it is highly possible that a person is able to speak two languages, or called "bilingual".

Most people in Indonesia can speak more than one language, because they speak both their local/regional language with particular dialect and national language. However, globalization and the need for having interactions with foreigners has opened a new door to the other side of world. Consequently, it is common for people to learn and absorb foreign languages into their daily communication. It is not difficult for people in Indonesia to speak foreign language since they are accustomed to speak more than one language. In general, many people in Indonesia can speak local language with particular dialect, national language, and foreign language. The phenomenon when a speaker or a group of speakers master two or more languages is called "multilingual".

Most of young generation in Indonesia can be classified as multilingual, especially students who obtain foreign language subject at school. They learn how to properly speak and write in national language and foreign language, usually English. In Surabaya, most of the residents use Javanese language, called "Suroboyoan", and the students are multilingual. It is because they speak Suroboyoan in daily activities and national language at school. In addition, they also learn various languages. They learn how to speak Javanese honorifics words (*Krama Inggil*) and Indonesian language well. They also learn English as a compulsory subject and another foreign language as extra subject. Moreover, some Islamic private schools provide more languages subjects, such as Arabic, to support students' comprehension in reading and understanding the Holly Quran. Therefore, it can be perceived that a person is able to master two languages or more. Being a bilingual or even multilingual is an ordinary phenomenon in Surabaya.

The fifth as the last is code-mixing in social interaction. In relation with bilingualism and multilingualism within a community, there are other phenomena in sociolinguistics, namely Code-switching and Code-mixing. Since the society is accustomed to speak more than one language, it is not impossible that one of the members of the society sometimes switches language in a social interaction (Holmes, 1992). Even though there are two theories of code-switching and code-mixing, this study was only focused on code-mixing without involving code-switching.

Code-mixing occurs when there is a change from one clause of language to one clause of another language. It happens when there is a change of circumstance or change in a situation, e.g. an arrival of a new person. Code-mixing may be related to particular participant and

addressee or who talk to whom. As a social phenomenon, Code-mixing often exists in a communicative event when the speaker is familiar in using more than one language. The mixing of language also influences one's social status because of the prestige of being able to master more than one language. Hence, code-mixing is a situation where a person switches from one language to another language in the form of sentence, variety of language, and speech act.

From the explanation, it can be summarized that there are five social factors influencing high school students in Surabaya in using code-mixing on Facebook. From the statuses posted by the participants on their Facebook timeline, it can be observed that one of the factors that affect their language style is the participants of the conversations. It is related to the theory of Holmes (1992) that language varies depending on the use and the users, it also depends on the setting of the conversation and to whom it is addressed. The addressee of the conversation influences the preference of language style. For example, when the speaker has close relationship with the interlocutor, the speaker tends to use casual language, including some popular English terms in the conversation.

In addition to the degree of relationship with the addressee, the age of the addressee also makes a difference. In general, participants post a status or give a comment in English on Facebook when they interact with their friends and peers. When having a conversation with the older people, they still may use English but the style is different with what they use to communicate with peers. When the status or the conversation on Facebook is addressed to the youngsters, the language style is relatively more casual. It is usually written with popular English terms or certain codes that only youngsters exactly know the meaning, even it is common to use swear words in the sentences.

The social background of the addressee also takes a part as a determinant in choosing a style of language used by high school students in Surabaya. They have different language style based on the background of the addressee. Based on the result of this study, high school students have a tendency to combine English word and Indonesian word when they have conversation with people who have the same social or educational background with them. In this context, social background and educational background are the experiences of learning and the ability of speaking English. They prefer to use English more often when having conversation with addressee with similar background, hence the conversation will be more flexible. In addition, with the same knowledge that they share, they can be creative with the language and can create new English-like word and yet understandable for both of them.

Conveying code-mixing to people who do not speak English is almost impossible since it potentially leads to misunderstanding and the addressee may not receive the message at all. Hence, the speaker has to figure whether the addressee have the same background with the speaker. If the speaker finds the addressee does not speak English, it is necessary for the speaker to utter language that can be understood by both of the parties. The findings of this study reaffirmed Wardaugh (1992) who stated that participants, topic, and social distance possibly motivate the use of certain language.

Another factor that influences high school students to use English is the existence of Bilingual & Multilingual society. In Surabaya, people come from various regions with different local languages, living together in the big city. Thus, it is ordinary that most people in Surabaya are bilingual since they are accustomed to speak Javanese and also Indonesian language to communicate with non-Javanese speakers. Such a phenomenon was explicated by Spolsky (1998), who defined a bilingual person as a person who has functional ability in a second language. However, the globalization and the educational growth stimulate most people in

Surabaya to learn foreign language, for example English, to interact with people outside their country. The need to communicate with various speech communities leads people to be multilingual society. Furthermore, as people are able to speak more than one language for communication, it is not impossible to use the terms of a language in a conversation which is dominated by another language.

3.2 The Effect of Multilingual community and Media

In pertaining with Bilingualism and Multilingualism society as explained previously, there is also Code-switching and Code-mixing as the factors that influence high school students in Surabaya to use English. It confirmed Holmes' theory (1992) in which it is possible that one of the members of the society sometimes switches language in a social interaction since they are accustomed to speak in more than one language. Code-switching and code-mixing occur when someone speaks a language and changes to another language that typically occurs in a society with bilingual or multilingual people. Basically, code-switching and code-mixing take place in a conversation where one language cannot convey the point intended by the speaker. The example of code-switching and code-mixing on Facebook was found when a high school student wrote a happy birthday wish in Indonesia language, but used English in the finale sentence, such as "Wish you all the best" since there is no equal words in Indonesian language for such an expression. Furthermore, code-switching and code-mixing also occur when there is a change of circumstance. There is a situation when a status is written in English and commented in English as well, and followed by a conversation in English. However, when there is another participant gives a comment with another language, the code-switching and code-mixing may be produced. It shows that the writer of the status switches the language to reply the comment with another language rather than in English to connect the language used in previous comment. These phenomena occur because code-switching and code-mixing are linked to particular participant and addressee or who talk to whom. It was asserted by Halim and Maros (2013), who suggested the Facebook users use code-switching to enhance their interaction on Facebook

However, in addition to the factors above, there is another major factor that influences the usage of English among high school students. It is associated with the language contact since people live together in this world hence they will be involved with such a contact. There is a system called language that is automatically used in order to communicate with other. Therefore, people will always need to apply language in their daily communication. The fact that people speak different languages as they live in different regions makes language contact occurs when they have interaction (Thomason, 2001).

Language contact is the use of more than a language in the same place at the same time in which it usually in direct interaction between speakers (Thomason, 2001). Nevertheless, this definition implicitly changes. Nowadays, speakers of two languages (or more) are not required to be in the same place to initiate language contact. Language can be disseminated without the necessity of users in particular place. People speak different languages assuming that when they live in different regions, they will be able to make interaction with others by some ways that makes the language contact occurs. In this modern era, millions non-English speakers have been capable to communicate with English speakers through the media, such as radio, television, music, film, and writing.

In this study, high school students are able to speak English mainly because of their regular interaction with media. In addition the compulsory English learned at school, the media is also

constructive for the use of English among high school students in Surabaya. They learn English through the media and subsequently, imitate and apply it in their daily communication.

4. Conclusion

The style of language used by high school students in Surabaya is significantly affected by the addressee. The addressee is the dominant factor that affects the style of language. The status, age, and background of the addressee determine the preference of language used by the speakers. They affect the code-mixing, whether the speaker chooses to use formal or popular English style of language. The age of the speaker and addressee also has an effect on the preference of code-mixing. As for the background of the addressee, this factor affects the speaker in deciding whether they will use code-mixing or not, since not all people has English learning background.

Code-mixing is also influenced by the surroundings and the globalization. The technology development and the ease of sharing information encourage the students to learn English, they can learn and obtain it easily through various media available nearby, such as advertisements, songs, and television programs.

It is possible for the high school students in Surabaya to modify the use of English language and also apply it at the same time since the ability of speaking English is considered as prestigious and their surrounding allow them to do so. The findings of this study found that the phenomenon of code-mixing among high school students in Surabaya is also triggered by the bilingual and multilingual society. They are forced to become skilled at various languages especially English as a prestigious language. The circumstances encourage the students to learn and practice English and be creative with it.

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