

Multilingualism Codes Reflected On Efl Students' Social Media Posts

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Abstract:The research intends to figure out the language, types and levels of code mixing used in social media posts of the students majoring in English at UniverstasSintuwuMaroso. The research applies qualitative method to get the language, types and level of Code-Mixing, while the analysis uses Maher's (1995), Hoffman's (1991) and Suwito's (1988) theories. The results show that out of 46 students, only 9 used code mixing in their captions of social media posts with 33 posts. The students' of English Language Education Study Program are able to practice multilingualism because they can usecode mixing by combining Bahasa, English, and Arabicin their captions of social media. Intra-sentential type of code mixing is more dominant because there are 29 data, 1 data of Intra-lexical type, and 3 data of involving a change of pronunciation type. While at the level of code-mixing, the word level is more dominant because there are 19 data, the phrase level is 13 data, then the clause level is 3 data, the baster level is 1 data and there are no data found of the repetition word, and idiom level.

Keywords; *Multilingualism, Types and levels, Social media, Post*

1. INTRODUCTION

Today, in many societies there are people who are able to speak more than one language, where this condition is commonly known as multilingualism.Multilingualism is an action that occurs when a community combines more than two languages in one sentence. Multilingualism is interesting to be studied, especially in its use social media networks because it can help us understand language phenomenon reflected in social media, by studying multilingualism codes in social media, we can understand the way people interact with others in a multiculturalism setting are involve mixing two or more languages across types and levels.

Multilingualism codes, especially Code-mixing is commonly used on Instagram, TikTok, and Facebook by many users in Indonesia. Talking about these applications are social media that are often used in connection with other people to share stories, upload status using words, upload photos/videos, view other people's posts and meet with old friends just by searching their name on Instagram, TikTok, and Instagram.When writing statuses or writing photo or video descriptions, many Indonesian users use code mixing from Indonesian to English. The reasons were for instance, clarification to express a group's identity, soften or strengthen a request or command, due to a lexical need, to exclude the person of others when the comment is intended only for this statue. (Mewengkang & Fansury, 2021).

The mixing of two languages that occurs in a conversation so that the caption contained in a post is no longer something that sounds foreign. The terms code-mixing refers to the use of one or more languages mixture developing a new restricted code of linguistic interaction.(Gibbons, 1987)

Moreover, that there are three types of code mixing based on syntactical patterns, for instance: Intra-sentential code mixing that is the appearance of a phrase, clause, or a sentence boundary in a conversation both oral and written, i.e "Ehmm. Yakamuharusstudy hard, supayanilaikamubagus".Next Intra-lexical code mixing that appears in the conversation when the speakers attach a word boundary in their utterance,i.e "Wahyu, kamusudahmenge-savenomerWhatsappSayabelum?"Then Involving a change of pronunciationthat occurs at the phonological level. It means, when Indonesian people speak in English, the word that they say is modified to Indonesian phonological structure. For example, the word of "hello" is said "halo" or the word "television" is said "televisi".(Hoffman & Ytsma, 2004). Then there are differentiation levels of code mixing in the forms of word, phrase, baster, repetition, idiom, and clause (Suwito, 1988).

Some previous studies also defined about the type and level of code mixing. Firstly, Sukrisna (2019)analyzed 34 data of the types and levels of code mixing found in Atta Halilintar's Video Youtube Channelbased on the theory of Hoffman and Suwito. Secondly, Ivana (2018) indicated that there are three different types of code mixing that English teachers employ in the teaching and learning processAt MAS PAB 2 Helvetia, including intra-sentential code mixing, intra-lexical code mixing, and pronunciation

modification. Lastly, Palampanga (2021) also analyzed the type and level of code mixing used by English education students in teaching process through video.

Moreover, multilingualism usually occurs in everyday life is included in the lives of English students at Universitas Sintuwu Maroso who can speak several languages, not only Indonesian, but also English and local languages when they do direct communication with their lecturers and friends. As well as when they do interaction through social media, for instance Whatsapp Group, Facebook, Instagram, and many more. Based on this background, the writers interested to analyze multilingualism codes of the English students at Universitas Sintuwu Maroso. It included the types and levels of code mixing used in social media posts made by English students at Universitas Sintuwu Maroso.

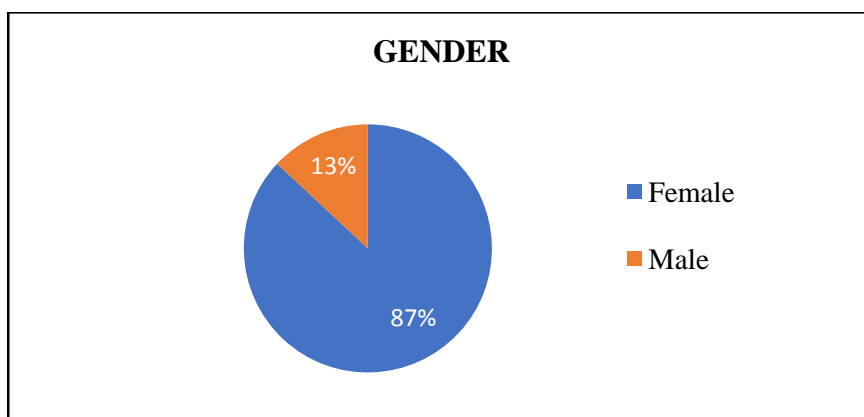
2. METHOD

The design of this study is qualitative approach that provides the latest information so that it is useful for the development of science and can be applied to various problems (Lianda et al., 2022). The data sources are taken from English students at Universitas Sintuwu Maroso posts in social media. There were 46 students filled out the distributed Google Form and write down their social media names accounts. However, there were only 7 students who used code mixing in their social media captions during November, 2022 to April, 2023. Then, the writers saved them by taking screenshots of the posts.

3. RESULTS AND DISCUSSION

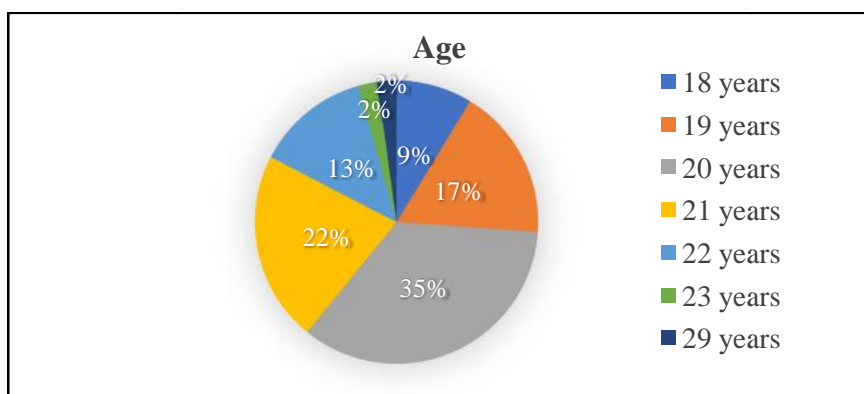
Diagram 1 – 4 below show the characteristics of the 46 informants who filled out the distributed Google Form about their social media posts, respectively.

Diagram 1. Respondents based on Gender



As seen at Diagram 1, male student is 13% (6 students), and female student is 87% (40 students).

Diagram 2. Respondents based on Age



At the Diagram 2, the average age was 18-29 years with a total of 18 years is 9% (4 students), 19 years is 17% (8 students), 20 years is 35% (16 students), 21 years is 22% (10 students), 22 years is 13% (6 students), 23 years is 2% (1 student), and 29 years is 2% (1 student).

Diagram 3. Respondents based on Class Year

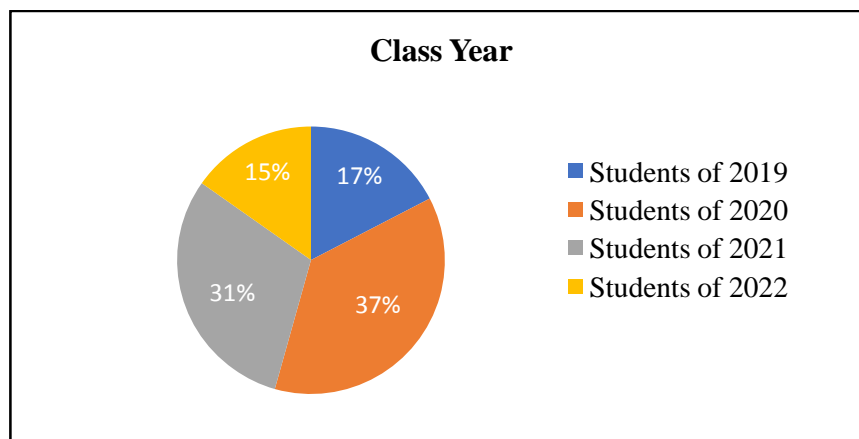
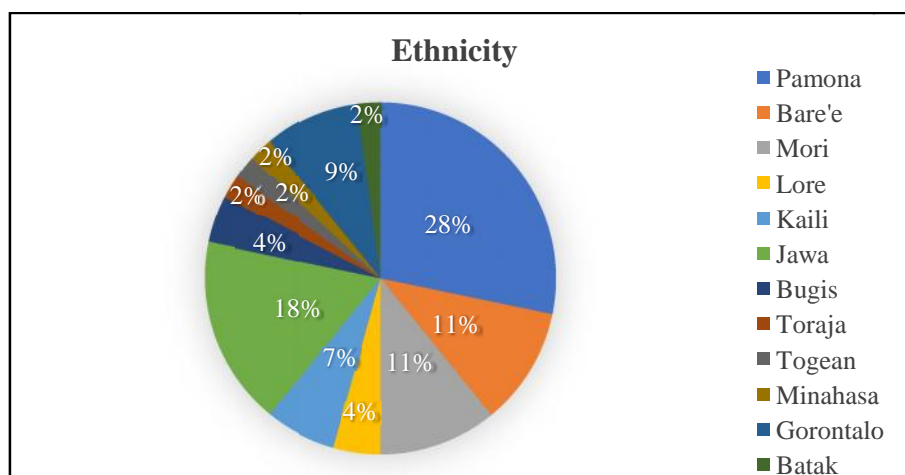


Diagram 3 shows the students majoring in English Education from the 2019-2022 class year, with a total student of Year 2019 is 17% (8 students), student of Year 2020 is 37% (17 students), student of Year 2021 is 31% (14 students), and student of Year 2022 is 15% (7 students).

Diagram 4.2 Respondents based on Ethnicity



The last, Diagram 4 shows the various ethnic groups, such as, Pamonanese is 28% (13 students), Bare'enese and Morinese have the same total of 11% (5 students), Lorenese and Buginese also have the same total of 4% (2 students), Kailinese is 7% (3 students), Javanese is 18% (8 students), Gorontaloese is 9% (4 students), and for Torajanese, Minahasanese, Togeaneese and Batakneese also have the same total of 2% (1 student).

According to the findings of the study, the students of English Education at Universitas Sintuwu Marosuse Bahasa in their daily communication with some variations of the local languages, such as Pamonanese, Javanese, Gorontalo, Batak and so on. For the first time, the researcher assumed that they would use their variations of the local languages in writing social media posts. But in fact, they wrote their caption in social media, only by combining Bahasa, English and Arabic. However, the Arabic language that appears as the data is a kind of greeting that usually used at certain times and it is their specialty to write it down. For example: (1) "Happy *eidmubarak. Minalaidinwalfazizimohonmaafalahirdanbatin. Mines keldarigtlo.*"; (2) "*Masyaallahtabarakallah, akhirnyaketemuuncle*"; and (3) "*Bismillah. Ready jagungkuningdirumah 5 rb/kg.bisaambilbanyak.*"

Eid Mubarak and *Minalaidinwalfaizin* are Arabic phrases of greetings that especially use to greet in Islamic holiday and everyone seems know the meaning. *Eid Mubarak* means Happy Islamic Holiday, and *MinalAidinWalfazin* means asking for forgiveness. Then *Masya Allah Tabarakallah* greeting is used as a sign of gratitude. while *Bismillah* greeting is usually said in the beginning of every Moslem people's activities, hence it became the characteristic of one informant's caption because some posts began with prefix *Bismillah*. It is rather difficult to find the equivalent phrases to perform the greeting in Bahasa or English words, hence these greeting are cannot be replaced with other sentence and usually used by Islamic people.

In the captions above include multilingualism because occurs in three languages, namely English words of Happy, uncle, and ready, also Arabic *Eidmubarak*, *Minalaidinwalfaizin*, *Masyaallahtabarakallah*, *Bismillah*, and Bahasa words for the rest of the sentences. Hence it can be concluded that the students can practice code mixing in their social media post, especially use Bahasa, English, and Arabic.

Moreover, as many as 33 posts wrote captions by mixing several languages on the students' social media accounts, then the researchers identified the 33 posts as belonging to any type of code mixing. The type of code mixing obtained was the type of intra-sentential code mixing with a total of 29 data, type of intra-lexical code mixing with a total 1 data and involving a change of pronunciation with a total of 3 data. For example:

3.1 Type of Code Mixing

3.1.1 Intra-sentential of code mixing

"*Harini semuagadget menujukelangit*" (SK.7)

"*Ygbawahvibes nusakambangan*." (A.1)

The captions are included in the type of Intra-sentential code mixing because the mixing occurs within clause or sentence boundaries of Bahasa, and each clause or sentence appears in English words, namely **gadget** and **vibes**.

3.1.2 Intra-lexical of Code Mixing

"*Sukakliatkebgini, but sometimes pasdipracticesukalazy bcslibett*." (S.2)

The caption above is included in the type Intra-lexical because the mixing occurs in the word **di practice**, even though there is a space between the word, but "*di*" is preposition in Bahasa, and "practice" is English verb. Hence while these two words combined, it becomes English passive verb, means practiced.

3.1.3 Involving a change of pronunciation

"*Happy eid Mubarak. Minalaidinwalfaizin mohonmaaf lahir dan batin. Mines keldarigtlo*." (SK.1)

"*Momen yang tidak akan pernah terlupakan, people memang come and go tapi kalau soal kenangan yang tidak akan go*" (F.2)

"*Bismillah. Ready di tokopulpen viral langsung dng penghapusnyamacam2 karakter. Harga 5k/pcs, buat para pelajar worth it nih. Gercepyahh*." (S.5)

The captions above are included in the type of involving a change of pronunciation. The code-mixings happen on the word **mines**, **momen**, **viral**, they are English word but the informants modified it into Bahasa's pronunciation. First, the word **mines** is from English word **minus** /maɪn s/, but here it modified into Bahasa's pronunciation as /mi:n z/. Second, the word **momen** is from English **moment** that has to be pronounced as /m m nt/ but it modified into Bahasa's pronunciation as /m m n/. Lastly, the word **viral** is from English word **viral** that have to be pronounced /vaɪrəl/ but it modified into Bahasa's pronunciation as /vi:r l/.

3.2 Levels of Code Mixing

From 33 posts captions by mixing languages on the students' social media accounts, then the writers also identified the level of code mixing. The level of code mixing obtained was the word level with the highest number with 19 data, clause level with 3 data, then phrase level with 13 data and baster level with 1 data and for the other two levels, namely the repetition word and idioms the researcher found no data. For example:

3.2.1 Word Level

"*Always tataletak*" (I.1)

"*Kalokamuperhatikan mata kuitucipit karena se benarnya kita keturunan orang cina. Nice*." (F.1)

The caption above is included in the word level because there are only one word, namely **always** and **nice**.

3.2.2 Phrase Level

“Salahsatumy **biggest fans** juga. Semuanya di ikuti oleh orang yang satu ini mulai dari teman, organisasi, posko, dan **the newest is revisi** also ikut gue eeehhhh.” (F.6)

The caption above is included in the phrase level because code mixing that occurs in phrase came within sentence, namely **my biggest fans, the newest is, also**.

3.2.3 Baster Level

“Sukakliatkebgini, but sometimes **pasdi practice** suka lazy bcslibett.” (S.2)

The caption is included in the baster level because the mixing occurs in the word **di practice**, even though there is a space between the word, but “di” is a preposition in Bahasa, and “practice” is English verb. Hence while these two words combined, it becomes English passive verb, means practiced.

3.2.4 Clause Level

“Edisi **special launching on my sec acc** meski dorang teadadsini. **They my family and always be my family.**” (F.4)

The caption is included in the phrase level because the caption consists of the subject and produces a complete meaning, namely **special launching on my sec acc, they my family and always be my family**.

From the results obtained, associated with the writer's assumption that in the daily life of students are come from various ethnicities. When they talk to each other, they can mix the languages, including Bahasa, English and local languages/dialects which can be said that the students are multilingual speaker

However, in reality, regional languages do not appear in the social media captions of English language students, but only English and Arabic. Hence it can be concluded that the students of majoring in English language education are able to practice multilingualism and code-mixing in their posts of social media.

4. CONCLUSION

There are three conclusion obtained from this study, for instance: (1) the students' of English language education study program are able to practice multilingualism because they can use Bahasa, English and Arabic in their caption of social media; (2) for the type of code mixing, the research found intra-sentential, intra-lexical and Involving a change of pronunciation, the more dominant type of code mixing used was the intra-sentential type; then (3) for the level of code mixing, the research found 4 levels, word, phrase, clause and baster, the more dominant level of code mixing used was word level. Hence the writer can concluded that based on the result of analysis, the English students of Universitas Sintuwu Maroso are multilingual speakers, as well as they are able to practice multilingualism in writing their caption of social media by using Bahasa, English and Arabic languages.

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