

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a crucial aspect in human life for communication or interaction with others. Through language, people are able to communicate in speech and writing. Moreover, people use language to share their ideas, feelings, and emotions. As a result, they can assert that is impossible for the people when learning a language separated by people or society. According to Hudson (1980:4), the study of language when connected to society is called sociolinguistics. In addition, it refers to the study of how language is used in society.

In many communities in this world, almost all people can communicate using more than one language. This phenomenon is called as bilingualism. Adams (2003) stated that being bilingual is the way people apply two languages alternately. In this case, people sometimes mix one language with another in the middle of a conversation. This condition is also known as code-mixing. Richard claims that code mixing is the condition when people mix more than one language without an alteration of topic.

Nowadays, in daily life, people mix languages frequently and unintentionally in direct communication and on social media. Social media is a tool used by people to communicate and get information online. According to Merriam Webster Dictionary, social media is a device that helps people communicate, share

their ideas, build relationship, and find information all over the world. There are various social media, such as Facebook, Instagram, WhatsApp, Twitter, TikTok, etc. In social media itself, implementing code-mixing is usually used to communicate with their friends and make a caption for their pictures or videos on social media.

However, when confronted with this phenomenon not everyone accepted code mixing in communicating on social media. Everyone can have different perceptions of code-mixing on social media. Atkinson (1983) says perception is the way people arrange and interpret the pattern of stimuli in the environment. These definitions show that perception is a conceptual process in people's mind as human beings. It unintentionally happens, but it takes a long time to perceive certain situations.

As a phenomenon that frequently happens, code mixing is an interesting topic to be taken as sociolinguistics research. Because most people especially students, are familiar with code mixing, it was chosen as a topic for this study. As a result, the researcher is interested in conducting the study titled "English Study Program Student's Perception at Mahasaraswati Denpasar University on Code Mixing of Social Media" because surely all students have different perceptions about code-mixing. Moreover, English Study Program students are used for the population and sample because they more active and easily accept phenomenon of code mixing. In addition, English Study Program students have a lot of experience using social media and frequently find code-mixing in social media.

1.2 Problems of the Study

Based on the background of the study, there are two research questions formulated in this study. Those research questions are:

1. How do Eighth semester of English Study Program students at Mahasaraswati Denpasar University do code mixing in social media?
2. How are the perceptions Eighth semester of English Study Program students at Mahasaraswati Denpasar University on the code mixing of social media?

1.3 Objectives of the Study

According to the problems, there are two objectives that become the goal of this study, those objectives are:

1. To find out the way Eighth semester of English Study Program students at Mahasaraswati Denpasar University do code mixing in social media.
2. To analyze Eighth semester of English Study Program students' perception at Mahasaraswati Denpasar University toward code mixing in social media.

1.4 Limitation of the Study

This study is limited to the way code mixing was done and the perception of code mixing in social media, which was obtained from English Study Program students at Mahasaraswati Denpasar University. The researcher applied Hoffman's (1991) theory to the responses of English Study Program students about how to mix code.

1.5 Significance of the study

In this study, the researcher expects to contribute theoretically and practically related about the background and problems above. The significances of this study are:

1.5.1 Theoretical Significance

The result of this study is intended to enrich and develop knowledge about perspective, especially how to do code mixing and Mahasaraswati Denpasar University English Study Program students' perception toward the code mixing found in social media.

1.5.2 Practical Significance

Practically, the researcher expects this study can be fruitful as a guide for future researchers in sociolinguistics, especially in code mixing. Moreover, the knowledge of this study can be applied in daily life and help readers understand when and where they can mix codes properly.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter is divided into three sections, namely review of related literature, concepts, and theories. In the review of literature, the researcher studied some of the previous works done by different researchers.

2.1 Review of Related Literature

This study is not the first study about code-mixing. Previously, some researchers also took code-mixing as their study. To arrange this study requires previous studies which are relevant to the topic of the study. Three previous studies were chosen to be reviewed that are related to this study.

The first is the related study by Khairunissa (2016) entitled *Code Mixing Analysis in English Teaching-Learning Process at Senior High School 1 Takalar*. This study examines the type of code mixing used by teachers of English at the first level of SMA 1 Takalar, why the English teacher performs the code mixing and represent the students' perceptions of the code mixing done by the first level English teacher at SMA 1 Takalar in the teaching and studying process.

The researcher took the data sources from observation and interviewed the teacher about types of code mixing using, why mix codes in teaching and studying process and students' perception about code mixing the teacher used in a questionnaire. This research used the descriptive qualitative and quantitative

method. The researcher adopted Hoffman's theory to discuss types of code-mixing and questionnaires by Weng and Shi.

The result shows intra-sentential code mixing, intra lexical code mixing, and involves a change of pronunciation. Intra sentential code mixing is the one most frequently applied in the teaching and studying process. Some causes in the English teaching and studying process mixing the code; making jokes, the low knowledge of English by students, habitually, and more relaxed. Finally, as far as students' perception is concerned, applying code-mixing is very important to assist them conceive that the teaching and studying process can go smoothly.

There are some differences and similarities between both studies. First, in the previous study conducted by Khairunissa was concerned the result of classroom observation, questionnaire, and teachers' interview. In contrast, this study focused on questionnaire and interview of English Study Program students at Mahasaraswati Denpasar University. Second, her study focused on types of code-mixing, why teachers do code mixing in the teaching and studying process also students' perception of the teacher conducted in a questionnaire. This study concentrates on the way mix codes and perception code-mixing of social media by Mahasaraswati Denpasar University English Study Program students. Last, the similarity is that both studies used descriptive qualitative and quantitative methods to analyze the data.

The second is a thesis by Nurzahidah (2020) entitled *An Analysis of Code Mixing Used by The English Teacher at Senior High School 2 Batanghari*. The researcher took the data sources from English teacher's interview in science social

class at Senior High School 2 Batanghari. This study focused on finding out types of code-mixing and cause teachers do code-mixing. A qualitative study was used in analyzing the data. The result shows the first type of code-mixing employed mainly by teachers in science class was intra sentential code-mixing. However, the third type is mostly used in social class, involves a pronunciation change. This type is an English word that is changed to an Indonesian word.

Compared to her study, there are some differences between Nurzahidah and this study. First, teacher's interview in social and science class at Senior High School 2 Batanghari as the data source for her study, whereas in this study questionnaire and interview of English Study Program Students of Mahasaraswati Denpasar University were used as the data source. Second, Nurzahidah's study focused on types of code-mixing and why teachers in the teaching and studying process do code-mixing. On the contrary, this study examines the way mix codes and perception code-mixing of social media by English Study Program students. Last, Nurzahidah's study used qualitative in analyzing data, whereas this study was used qualitative and quantitative in analyzing the data.

The last is an article by Abdulloh and Usman (2021), entitled *Students' Perception towards Code-Switching and Code-Mixing in Sociolinguistic: A Case at an English Education Major*. The questionnaire of the English students from 2016-2018 who was studying Sociolinguistics in the 3rd semester was taken as a data source. The previous study examines why students do code-switching and code-mixing in their everyday discourse and classroom situations and how the student's

communication style and language capacity can be affected by code-switching and code-mixing. This research used qualitative method.

This result shows that code-mixing and code switching of local, national, and foreign languages appropriate in daily life and classroom conditions by 11 respondents. In contrast, code-switching and code-mixing of national, local, and foreign languages interrupting applied in daily communication by 3 respondents. Last, in daily life and classroom situations switch codes and mix codes considered neutral to be applied from national, local, and foreign languages by 6 respondents. Comparing to her study, there are some differences found between previous study and this study. First, questionnaire English students from 2016-2018 who have followed Sociolinguistic Class during semester 3 were used as the data source for their study, whereas in this study, questionnaires, and interview of English Study Program students at Mahasaraswati Denpasar University were used as the data source. Then, Abdulloh and Usman's study focused on why students switch codes and mix codes in their everyday discourse and classroom situations and how the student's communication style and language capacity can be affected switch codes and mix codes. Meanwhile, this study focused on the way mix codes and perception code mixing of social media by English Language Study Program students. Last, Abdulloh and Usman's study used qualitative study, whereas this study was used qualitative and quantitative study.

2.2 Concepts

Some experts apply the concepts of this study. In this study, there were three concepts, namely Code Mixing, Social Media, and Perception.

2.2.1 Code Mixing

Code mixing is a language occurrence that can be found in multilingual and bilingual communities. Nababan (1984:32) says code mixing is a condition when people mix more than one language. In addition, it can be used as a strategy by some bilingual people who cannot find the right expression to say something during a talk.

2.2.2 Social Media

According to Kaplan and Haenlein (2009), social media is crucial for almost all people in everyday life. These specific platforms in the virtual world allow their users to make personal profiles, share information, interact with other people, and explore many things without space and time boundaries. There are various social media such as Facebook, TikTok, Instagram, WhatsApp, etc.

2.2.3 Perception

Perception is the first step in creating an opinion connected to experience, expectations, and the general impression. Leonard (2012) says perception is the way people in selecting, organizing, and interpreting an information that they experienced.

2.3 Theories

To solve the problems as explained in the previous chapter in this study of code-mixing taken from Hoffman's theory (1991) to compare with the students' responses about the way mix codes.

2.3.1 Reason of Using Code Mixing

According to Hoffman's theory, there are seven reasons why people do code-mixing with others when communicating.

1. Talking about particular topic

When people interact with other people, they often change the code. They feel comfortable expressing their point in English, which is not their native language. The example can be seen as follow (Hoffman, 1991: 111).

I stated going like this. Y luego decia (and then he said), look at the smoke coming out of my fingers.

The example shows that discussing about a particular topic can lead to a mix of languages, also the lack of facilities in the involved lists that trigger multiple conversations in a particular language

2. Quoting Somebody Else

In this point, the code is mixing when someone's words, a famed statement, or some famous character's words are quotes by someone. Those famed statements or words are able to be cited or quoted from the pristine language. The example can be seen as follows (Hoffman, 1991: 112).

'... y si dices "perdon" en castellano, se te vuelve la mujer y te dice:'
(*'... and if you say "sorry" in Castilian Spanish, the lady turns to you and says:')*

The example above is mixing the language from Spanish into Catalan. The word “*perdon*” means “*sorry*” in English. The word “*perdon*” is a familiar word that the speaker uses to quote when talking with someone.

3. Being Emphatic about Something

When communicating, mixing languages allows people to express their emphatic feelings to others. Someone who is fluent in English expresses empathy in English preferably than Indonesian, they may sense more skillful. The example can be seen as follows (Hoffman, 1991: 111).

*Y se van a molestar, no? No tienen por qué
(They are going to be annoyed, aren't they? But there is no reason why they should)*

From the example, the speaker mixes the languages from Catalan into Spanish. The speaker may feel easier when deliver their feeling with mix the language between Catalan and Spanish.

4. Interjection (Inserting sentence)

Interjections are words to express surprise, emotions, or to draw attention to the speaker. This type has no significance in grammar. The example can be seen as follows (Hoffman, 1991: 112).

Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed.

The word “*Oh*” and “*Ay!*” used for the speaker to react how she or he feels embarrassed. An expression of interjections are sometimes not have any grammatical significance.

5. Repetition used for clarification

Repetition is used to emphasize a message and help the listener understand what the speaker says. In this case, the speakers sometimes use languages that they master repeatedly saying their utterance. The example can be seen as follows (Hoffman, 1991: 12).

‘Tenia zapatos blancos, un poco, *they were off-white, you know.*’

From the example, the speaker speaks used Spanish and English. The speaker used different languages to emphasize the point. In this case, English is used to clarify the point. The sentence in Spanish and English above actually has the same meaning to tell the listener what the speaker wants to say.

6. Expressing Group Identity or Solidarity

Every community has a different style or language. To express the group identity, people may also utilize code-mixing. In this case, how academic people communicate may differ from other groups. For example, it is taken from (Hoffman, 1991: 116) “Belonging to a bilingual community, like Estonians in Sweden or Puerto Ricans in the USA, and solidarity such a group.” Based on the example, the Estonians and Puerto Ricans communicate when they meet each other in Sweden and the USA. When they meet people of similar origins, they will talk differently to show their identity and solidarity.

7. Intention of Clarifying the Speech Content for the Interlocutor

As fellow bilinguals communicate, they will often use code mixing in their utterance. It makes information easier for the listener to understand. The example can be seen as follows (Hoffman, 1991: 112).

Christina: "This is Pascual"

Friend: "What is his name?"

Christina: "Pascual!"

Friend: "Oh..."

The word "What is his name?" shows that the listener does not catch the name. When Christina repeats the name, then her friend understands. Therefore, this indicates the reason for using code-mixing to clarify utterances.

