



## The Perception of EFL Mahasaraswati Denpasar University Students Toward Code Mixing on Social Media

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### Abstract

This study elaborates with EFL (English Foreign Language) students' responses on Google Form. This study focused on how to do code mixing and perception of EFL students toward code mixing on social media. Hoffman's theory (1991) is implemented to compare with students' responses about how to doing code mixing on social media and Ulya's formula (2015) is used to analyzed closed questions about perception toward code mixing. To analyzed the data, descriptive qualitative and quantitative methods were used in this study. The data were obtained from an online questionnaire in Google Form. In collecting the data, this study applies an online survey technique. For the data analysis, it was represented using formal and informal methods. The result shows there are 5 similarities between how to students doing code mixing and reason for applying code-mixing from Hoffman's theory. Whilst, about perception, it was found that students had 15 positive perception, 6 neutral and 4 negatives.

**Keywords:** *code mixing, social media, google forms*

### Abstrak

Penelitian ini mengulas tanggapan mahasiswa Bahasa Asing yang ada di Google Form. Penelitian ini mengarah tentang cara menerapkan campur kode dan pandangan mahasiswa Bahasa Asing mengenai campur kode di media sosial. Teori dari Hoffman (1991) diaplikasikan untuk dibandingkan dengan tanggapan mahasiswa mengenai cara menerapkan campur kode di media sosial dan rumus dari Ulya (2015) untuk menjabarkan pertanyaan tertutup tentang pandangan campur kode. Untuk menguraikan data, metode deskriptif kualitatif dan kuantitatif digunakan dalam studi. Data diambil dari kuesioner online yang terdapat di Google Form. Dalam pengumpulan data, studi ini mengaplikasikan teknik survey online. Mengenai data analisis, ditampilkan dengan menerapkan metode formal dan informal. Hasil menunjukkan bahwa adanya 5 persamaan antara cara siswa menggunakan campur kode dengan alasan menggunakan campur kode dari teori Hoffman (1991). Mengenai persepsi, dijumpai persepsi positif (15), netral (6) dan negatif (4).

**Kata kunci:** *campur kode, media sosial, google form*

## **Introduction**

Language plays an important role in human life that is used to communicate and interact with each other. With language, someone can convey ideas, thoughts, and feelings to others, both orally and in writing. Thus, it is not possible if someone learns the language apart from people or society. According to Hudson (1980: 4), the study of language when connected to society is called sociolinguistics.

Nowadays, almost of people can communicate using more than one language. This phenomenon called bilingual. Bilingual has capability to mix their utterance using more than one language. The condition to mix language known as code mixing. Currently, people mix languages in direct discourse and on social media. Social media utilize to explore, find much information, communicate with people all over the world. There are many kinds of social media such as Facebook, Instagram, WhatsApp, TikTok, etc. In social media itself, code mixing plays role for talking with people, write stories, captions on their platforms in social media. Nevertheless, the existence of code mixing not always can admitted in communicating on social media. As we know, every people have different perceptions about it. Atkinson (1983) says perception is the way people interpret the pattern of stimuli in the environment. These definitions show that perception is from a conceptual process in someone's mind. It unintentionally happens, but it takes a long time to perceive specific situations.

To arrange this study, five previous studies linked to be reviewed that are related to this study . First was conducted by Rini and Rustandi (2018) titled “*Code Mixing Analysis on Teacher’s and Students Classroom Interaction of Ice Breaking Session.*” This study focused on the kinds, functions, and teacher’s perception on code mixing in classroom applied Cantone and Marasigan’s theory (2007). The perception is that teachers doing code mixing are assisting the students comprehend the lesson and facilitate to conceive the topic, escalating assessment such as presenting new words, providing students to deliver themselves better, and assisting to prevent miscomprehend. This previous study showed 51 insertions, 33 alternations, and 1 congruent lexicalization. For the function, it was found 3 quotation, 12 addressee, 20 repetition, 7 interjections, 1 message qualification, 4 personalization objectification focused analysis. The differences between Rini and Rustandi study concentrated on find out the types, functions, and perceptions on code mixing, while this study examined how to do and perception on code-mixing.

The second study was conducted by Purandina, Sutrisna, Darmawan (2021) titled “*An Analysis of Students’ Perception on Code Mixing Used in ELT : A Case Study at Dwijendra Primary & Secondary School.*” This study focused on students’ perception of code mixing in ELT at Dwijendra Primary and Secondary School Denpasar. In analysis, this study used the descriptive qualitative method. A close-ended questionnaire was used for data collection. The result showed there is positive perception by students toward the teacher when applying code mixing in the English teaching and studying section. Moreover, it could enhance their comprehending learn new English vocabularies. . The differences midst Purandina, Sutrisna, Darmawan study with this study is their study merely examined on analysing perception using

code mixing. In contrast, this study examined how to do and perception toward code-mixing.

The third study was conducted by Diyanty and Heriansyah (2021) titled “*Code Mixing : Why Do English Teachers Use It in the Classroom.*” This study examined to recognize why English teachers apply code mixing in teaching at SMP Negeri 6 Banda Aceh. The participants in this study are 3 English teachers who were selected purposively. The result is that the English teachers apply code mixing in the language class to clarify the speech for hearer or students and give detailed comprehension when teaching the material. Then, another reason is repeated for clarification. The teacher combines some words or phrases in the first language, so the students will grasp what the teacher discusses. In sum, the use of code mixing has brought positive influences on learning and studying section to explain the lessons. The comparison between previous studies with this study focused on why English teacher apply code mixing in English class. In contrast, this study focuses on how to do and perception on code mixing.

The fourth one study was conducted by Putra and Sulistiyo (2019), titled “*The Use of Code Mixing Performed by EFL Student Teachers and Lecturers at STAIN Kerinci : A Qualitative Study.*” The previous study focused on students’ and lecturers’ encouragement in presenting code mixing and perceptions toward utilization on code mixing. The study showed that motivations for students performing code- mixing in speaking class were a language gap, and students perceived the listener was getting complicated to grasp the material, and lacked vocabulary. For the perception has positive impacts. The comparison between the previous study and this study focuses on exploring students’ and lecturers’ motivation and perception of code mixing. Meanwhile, this study focuses on how to do and perception on code mixing.

The final study was conducted by Abdurahman (2020) titled “*Perception Towards the Code – Mixing of Bahasa Indonesia and English.*” This study focused on attitudes about varieties of English used in Indonesia. The study showed that the type of English and Bahasa, for example , alternation, is considered as more socially appealing. Meanwhile, standardizes English is considered as more proficient. The conclusion is that social factors may influence people’s perception toward the way using English in Indonesia. The differences between Abdurahman study with this study focused on attitudes given towards varieties of English used in Indonesian. Meanwhile, this study focuses on how to do and perception toward code mixing.

Code-mixing is an appealing theme was taken as sociolinguistic research. Because most people especially students, it is common and familiar with phenomenon toward code mixing. Therefore, this study used English Foreign Languages students at Mahasaraswati Denpasar University as a data source because the researcher already done simulation in this university. Then, eighth semester academic year 2021/2022 is a fascinating sample because they have studied sociolinguistics and have some knowledge about code -mixing. This research examines how responses English Foreign Languages students about code mixing on social media. Moreover, this study

examined to discover how to do code mixing and perception toward code mixing on social media.

## **Method**

This study was acquired from the responses of English Foreign Languages students at Mahasaraswati Denpasar University academic year 2022/2023 as a data source. The reason for selecting the sample is because they have some knowledge about the phenomenon of code mixing. The subject of this study was 25 English Foreign Languages (EFL) students. In selecting the students, this study was using purposive sampling based on consideration of some criteria by the researcher. In other words, purposive sampling is one of the non-probability sampling forms in which the researcher selects the members of the population based on their judgment. Descriptive qualitative and quantitative methods were applied in this study. The students were asked to fill the link of questionnaire shared on WhatsApp. The questionnaire in this study consists of close-ended and open questions. The questionnaire consists of 6 close-ended questions about perception and 2 open questions about perception and how to do code mixing. In collecting data, this study used survey technique.

## **Result and Discussion**

To represent the proceeds of this study, in discussion section, open question about how to EFL students do code mixing compared with Hoffman's theory (1991) related to the reason of code mixing. Then, perception EFL students toward code mixing divided into 2 sections, first the closed question is showed with diagram and the second one, open question explain with descriptively.

### **1. How to do code mixing on social media**

This study was conducted to compare English Foreign Language (EFL) students' responses and Hoffman's theory (1991) related reason for doing code mixing. Hoffman (1991) asserts that there are seven reasons why people doing code mixing : 1) Talking About a Particular Topic, 2) Repetition Used for Clarification, 3) Being Emphatic About Something, 4) Intention of Clarifying the Speech Content for the Interlocutor , 5) Quoting Somebody Else, 6) Interjection, and 7) Talking About a Particular Topic.

The study results indicate that some English Foreign Language (EFL) students had similar responses to code mixing on social media. First, some respondents stated they mix the codes when chitchat or discussing with their mate about certain topics such as daily life and the secret matter (Thania, Jung Is, Sri, Chandra, Dita, Melati – 8B,8C,8J). In this case, the students mix it only to discuss something in an informal situation. This response is the same as Hoffman's theory (1991) called talking about a particular topic. When people communicate with other people, they feel enjoy revealing their message in different languages, which is not their language, to discuss a specific topic in a conversation. Next, some students mix the language to convey their feeling when talking or writing something on social media. (Sintami, Thariska, Junia, Gita, Elsi- 8A and 8C). This response is the same as Hoffman's theory (1991) about being emphatic about something. It means the speaker wants to reveal their emphatic in other languages, and they way sense more confident to do it. After that, some students insert the word expression into a sentence that states surprise when communicating on social media. (Nia and Mega – 8B and 8I). This response is the same as Hoffman's theory (1991) about interjection. It means the speaker puts the word or expression to react their feeling and draw attention to their utterance. Then, some students combine Indonesian and English language to repeat their points so that the hearer will understand their more message. (Adi, Vera, Kristina- 8D). This response is the same as Hoffman's theory (1991) about repetition used for clarification. The speaker mixes the language that they repeatedly mastered their utterance in a conversation. Last, some students combine the language with phrases to clarify their message and hope the hearer will instantly grasp what they are discussing about. (Yanti and Niki – 8B and 8C). This response is the same as Hoffman's theory (1991) about the intention of clarifying the speech content for the interlocutor. It means the speaker wants to convey their point and hopes the interlocutor will understand their message.

Besides the previous responses about the way do code mixing regarding Hoffman's theory (1991) related to the reason for doing code mixing, the researcher found another way English Foreign Language (EFL) students to do code mixing on social media. The students not only happen between Indonesian and English languages, but some students combine it with other languages for expressing themselves when communicating on social media. (Thania and Doni – 8C and 8I). In the second one, they mix the languages to talk about various topics with people on social media. (Junia, Wulan, Sonia – 8C,8I and 8J).

## **2. Students' perception on code mixing of social media**

### **a) Closed Questions**

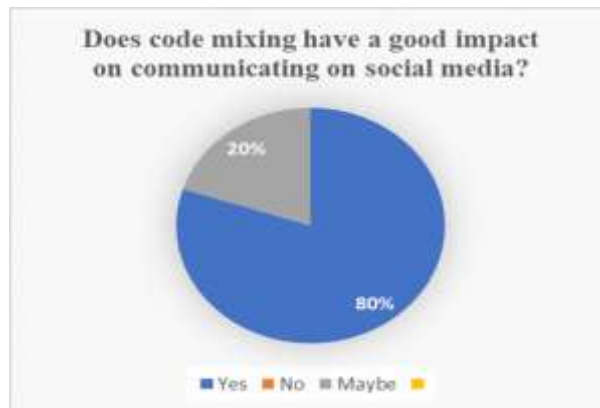


Diagram 1. Response on questionnaire No. 1

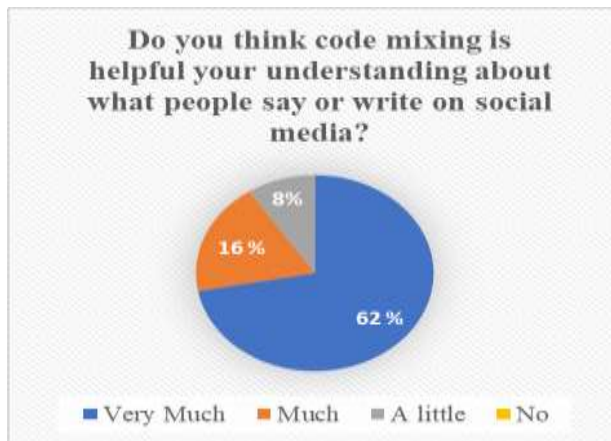


Diagram 2. Response on questionnaire No.2

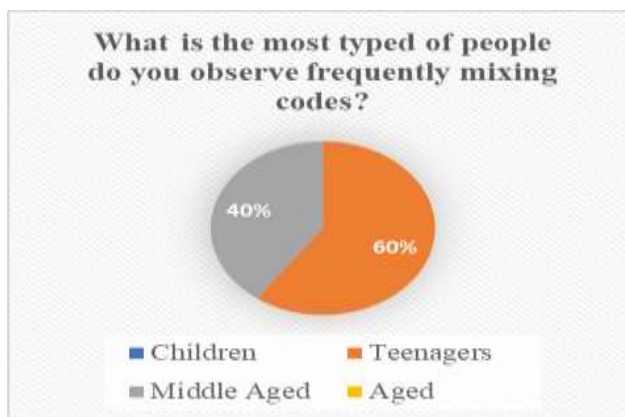


Diagram 3. Response on questionnaire No.3

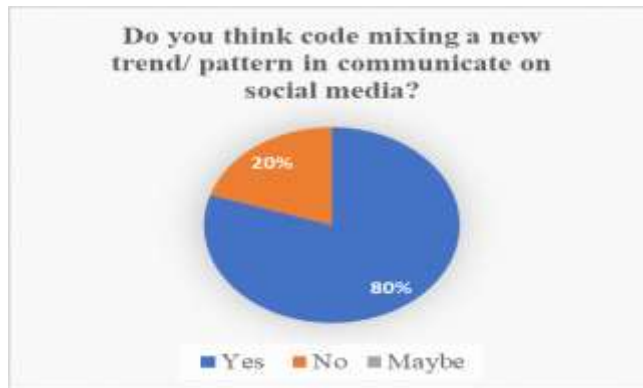


Diagram 4. Response on questionnaire No.4

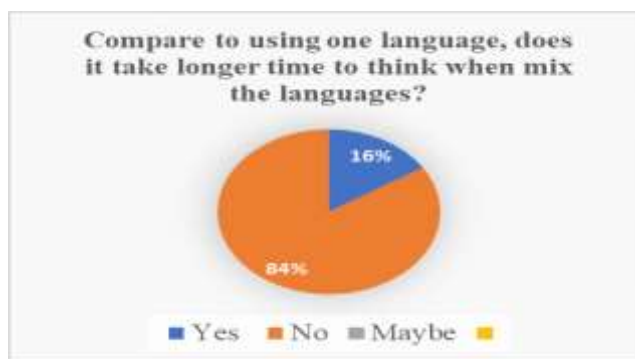


Diagram 5. Response on questionnaire No. 5

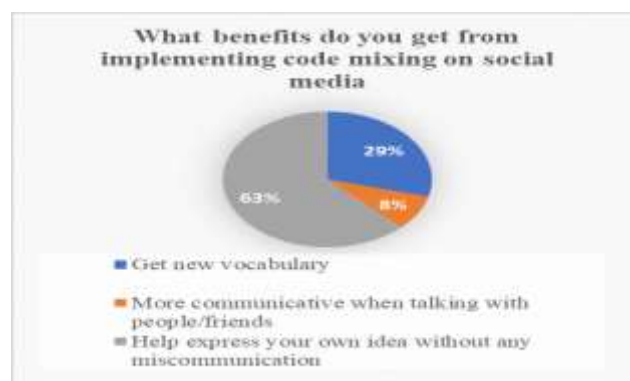


Diagram 6. Response on questionnaire No. 6

From the diagram above, it shows the response of the English Foreign Languages (EFL) students toward code mixing on social media. The first question is “Code mixing is helpful their understanding about what people talk about on social media.” There are 62 % students choose ‘very much’ if code mixing helps their understanding what people talk about on social media, 16 % students are ‘much’, and the rest 8% students choose ‘a little’. From this result, the code mixing very helpful their understanding what people talk about on social media.

The second question is ‘most typed people used on code mixing on social media.’ There are 60 % students said teenagers and 40 % students choose middle aged. From this result, it seems that most people applied code mixing on social media is teenagers. This is because teenagers more active and updated about this phenomenon on code mixing. Moreover, they easily influence by code mixing. The third question is ‘code mixing is a new trend in communication on social media.’ There are 80 % students choose yes and 20 % students choose no. From this result, it can sum that code mixing is now happening in the surrounding environment.

The fourth question is ‘mix the languages take the longer time to students think.’ There are 16 % students choose yes and 84% students choose no when they don’t take longer time to mix the language on social media. The final question is, ‘benefit from implementing code mixing on social media.’ There are 29 % students choose get new vocabulary, 8% students said more communicative when talking with people/friends and 63 % students claimed help express their idea without miscommunication. From this result, code mixing has benefit surely avoid them from miscommunication or misunderstand when talking with people or stranger on social media.

#### b) Open Questions

The questionnaire’s response shows that most EFL students have a positive response (15 respondents) and a neutral view (6 respondents) toward code mixing. However, other respondents also have a negative view (4 respondents). First, code mixing shows their language skill and enhance their capability to use languages in speaking. That’s why they can easily compete with others in the future. (Niki, 8C; Wulan,8I; Adit,8E). Next, students to the questionnaire responses also claimed that code mixing helps them improve their vocabulary or a new word that they never heard before. That’s why they can think creatively as fast as native speakers. (Chandra, Enos, Kristina, Uni, Eri – 8B, 8C,8D). Moreover, code mixing is a helper when limited vocabularies and learning two languages simultaneously. Meanwhile, for the neutral perception, surely the students feel that it is normal and common to use code mixing on social media. They claimed that code mixing advantaged them to be more communicative when communicating with people, and nowadays, sharing using code mixing is something ordinary, especially in an informal context (Eka and Thania – 8B). Besides that, code mixing makes them can express everyone in their way (Thariska, 8A; Elsi and Ayu, 8C; Sintya, 8B).



In contrast, 4 students stated code mixing was negative perception. First, the phenomenon of code mixing, making almost everyone on social media mix code for very common terms and honestly this term it should not mix with other language (Ngurah, 8C). Then, code mixing makes their first vocabulary or Indonesia vocabulary as fast as goes by will replace with a second a language and make people, especially teenagers, less able to apply their mother language properly (Adi,8D; Rama, 8C). Last, if code mixing used continuously, it can make people forget about their first language (Gita,8C).

## Conclusion

This study focused on EFL (English Foreign Language) students' responses about code mixing in Google Form by using the theory by Hoffman (1991) related to why people doing code mixing to compare with how to EFL students doing code mixing on social media. There are seven reasons why people mix languages namely a) being emphatic about something, b) talking about a particular topic, c) repetition used for clarification, d) intention of clarifying the speech for the interlocutor, e) interjection, f) expressing group identity, and g) quoting somebody else. The discussion reveals the researcher discovered 4 similarities of 20 students' responses about how to do code mixing and why doing code mixing by Hoffman (1991) theory such as repetition used for clarification, talking about a particular topic, interjection, being emphatic about something. Then, there are also differences by 5 students have other responses about how to code mixing on social media such as mixes the code with many languages and talking about various topics on social media. Meanwhile, for the perception of code mixing, first about closed questions, most students already grasp about code mixing. Then, for the open question, most of the students positively perceive code mixing occurs on social media.

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