CHAPTER I

INTRODUCTION

1.1   Research Background

Every individual can communicate, connect, and share feelings or thoughts with another individual through the use of language, gestures, or symbols. According to Lyon (1995), languages are the main communication systems used by specific groups of human beings in their own culture. Language is closely linked to human society because it plays such an important role in people's lives. It is obvious in human daily activities, which never end to communicate with one another.

Language and society are closely connected, which can be seen in how language is always used in any activity that requires communication with each other in society. Wardhaugh (2006), defines sociolinguistics as a study of language-cultural interactions with the aim of a deeper comprehension of language structure and how languages work in communication. To put it another way, sociolinguistics is the analysis of language phenomena that arise within society. There are so many language phenomena that can be found in society one of them is bilingualism.

Bilingualism is a language phenomenon that is widely experienced today. According to Kokturk (2016), Bilingualism is a language phenomenon where individuals use more than one language when they are communicating with another

individual. The bilinguals frequently find themselves introducing lexical items from the second language into conversations with other bilinguals in their first language. Bilinguals often use *code-mixing* in everyday communication, both through speaking and also in writing. In this context, according to Wardhaugh (2006) *code* is a system used to communicate between two or more speakers in the form of a particular dialect or language. Bilinguals typically mix language and dialect in their daily communication, this phenomenon known as code-mixing.

According to Ho (2007), *code-mixing* is a phenomenon in which a speaker or writer inserts parts of another language into the utterance of another language in the form of words, phrases, or sentences, resulting in the two languages being combined in one sentence. In everyday life, *code-mixing* is often found both in conversation and in written form in various places. One of the places where *code-mixing* phenomena are often found is social media.

Instagram is one of the most popular social media among Indonesian people. According to Holak (2017), Instagram is an application that was purchased and developed by Facebook in 2012, this application is used to share photos and videos with the caption, comment, direct message, *instastory*, and more features. The Instagram application was chosen because many code-mixing phenomena were found in this application by researchers. Researchers found the use of code-mixing in Instagram features such as *instastory* and caption. The code-mixing found is mostly used by English Language Education graduates. English Language Education graduates are people who have studied English for approximately four years, which means that English Language Education graduates are bilinguals who have above

average English language skills. This study used this phenomenon to discover *code-mixing* in social media, specifically Instagram.

Due to the many cases of the use of code-mixing on Instagram by English Language Education graduates that were found, it made researchers want to do additional research on code-mixing. The researcher conducts additional *code-mixing* research because the researcher is interested in continuing the work of the previous researcher, especially in the linguistic types of *code-mixing* and the reasons for using it. The previous researcher Adinata (2020), in his research he examined the types and reasons for using code-mixing on Facebook. He used the theory of Ho (2007), Muysken (2000), and Hoffman (1991) to analyze the type of *code-mixing* in his study. However, in his study, the researcher discovered five reasons underlying the usage of *code-mixing*, namely, sharing specific subjects, expressing emotions, a lack of language, showing social status, and softening a strong command or message. Therefore, the previous study that was conducted by Adinata (2020) encourage the researchers to research discovering the types and reasons why English Language Education graduates used *code-mixing*.

1.2 Problem Identification

Code-mixing occurs in everyday life, such as discussions, events such as presentations, media (including mass and electronic media), seminars, and many others. In this research, the researcher investigated the use of *code-mixing* by English Language Education graduates. The researcher choose a group of English Language

Education graduates who were still active on the social media platform Instagram. In this case, the researcher looked into the usage of *code-mixing* in the *Instastory* and captions of English Language Education graduates' Instagram accounts.

English Language Education graduates are people who have studied English for approximately four years where they already know English well, therefore English Language Education graduates may use Indonesian-English *Code-mixing* in their everyday life. This is indicated by the existence of multiple English Language Education graduates on Instagram social media who use *code-mixing*, which is frequently seen by researchers while using Instagram social media. With this phenomenon, researchers are curious about what kind of *code-mixing* types are used by English Language Education graduates, as well as the underlying reasons for their usage of *code-mixing*. Furthermore, the researcher expects that this research will provide knowledge on the *code-mixing* phenomena that occur in everyday life.

1.3   Research Limitation

This study was conducted to investigate the use of *code-mixing* by English Language Education graduates on a social media platform, Instagram. The subject of this study was English Language Education graduates which actively used social media Instagram to shares their experience through *instastory* and captions. The data for this study was collected from the *instastory* and captions that English Language Education students shared on their Instagram account, as well as an interview between the researcher and correspondences that were conducted via WhatsApp. The instruments

used to collect the data were an observation sheet and interview guide for collecting the data on Instagram and also the smartphone used as a tool to collect the data from the interview between the researcher and the subjects. This topic inspired the researcher because it is a modern phenomenon in social media networking, particularly Instagram.

1.4 Research Questions

1. What are the types of *code-mixing* used by the English Language Education graduates on Instagram?
2. What is the reason for using *code-mixing* by the English Language Education graduates on Instagram?

1.5 Research Objectives

1. To identify the type of *code-mixing* uses by the English Language Education graduates on Instagram.
2. To identify the reason for using *code-mixing* by the English Language Education graduates on Instagram.

1.6   Research Significance

1.6.1   Theoretical Significance

The result of this study is expected to give a contribution as empirical evidence and source of additional data about the types of *code-mixing* and the reasons underlying the use of *code-mixing*.

1.6.2   Practical Significant

1.6.2.1 Researcher

Researchers will benefit from this study because it provides additional information on the types and reasons for using code-mixing, as well as a deeper understanding of code-mixing.

1.6.2.2 Further Researcher

The results of this study were expected to provide more knowledge about the use of *code-mixing* on Instagram by English Language Education students, as well as encourage other researchers to continue their studies.

1.6.2.3 Education Field

This study will be beneficial for the educational field especially for English Language Education students who want to learn more about code-mixing. This study contains additional knowledge about code-mixing. It is hoped that by reading this research, students can understand the types and reasons for using code-mixing.

1.7 Definitions of Key terms

To avoid mistakes and misunderstanding about the terms and topic of this study, it is important to explain the key terms used in this study:

Code : According to Wardhaugh (2006) *code* is a system used to communicate between two or more speakers in the form of a particular dialect or language. Practically *code* is usually used by people to communicate with each other. This study analyzes the code-mixing found in the features of the Instagram application, where there is code that is combined by English Language Education graduates when using Instagram features such as *instastory* and caption.

Code-Mixing : According to Ho (2007), *Code-mixing* is a phenomenon in which a speaker or writer inserts words, phrases, or sentences from one language into the sentence of another language, resulting in the two languages being combined in

one sentence. The *code-mixing* analyzed in this study is the Indonesian-English *code-mixing* found and used by English Language Education graduates on their Instagram accounts.

Instagram : According to Holak (2017) Instagram is a free online photo-sharing software and social media platform purchased by Facebook in 2012. Instagram is a social media that can be used as a place to share or express something that you want to express through photos or videos that can be filled with captions and contains interactions related to the things being shared. In this study, the researcher used Instagram as a research setting where the researcher observed and look for Indonesian-English *code-mixing* on the *instastory* and caption features of an Instagram account owned by English Language Educations graduates.