THE USE OF CODE-SWITCHING IN SOCIAL MEDIA (LINE) BY ALUMNI OF SMAN SUMATERA SELATAN

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Abstract

The phenomenon of code-switching is an important issue in bilingualism. Many researchers have investigated its value in formal classroom teaching and learning activity. Code-switching in this study refers to the alternation of two languages, English and Indonesians, which happens during a conversation in social media. This study identified types and topics as well as investigated the factors that affect code switching in the online chatroom among 96 bilingual young adults. Cross-sectional survey design was used in this study. The data were collected through review of chats, questionnaire, and interview. Later, the data were analysed by using the statistics. The findings from the study revealed that the alumni of SMAN Sumatera Selatan mostly used intra-sentential code- switching (67%), were interested in the topics of social, health, economics, politics, education, and technology, and their primary factor or reason of using code-switching was avoiding misunderstanding (75%). Other noted factors were: being easier to speak in own language (52.5%), not knowing the English words (28.7%), not similar words in L1/L2 (27.5%), filling the stopgap (25%), adding emphasis (25%), conveying intimacy (18.8%), and privacy (18.8%). In addition, the data revealed that the factors and the topics had a significant connection. Finally, code-switching can be a useful strategy in online interaction if the aim is to maintain solidarity in an efficient way.

Keywords: Code-Switching, Bilingual, Social Media

INTRODUCTION

Languages provide a variety of ways of saying the same thing. In sociolinguistics, the relationship between language and society is thoroughly discussed. Namely, the society of multicultural will tend to use more than one language. This situation creates bi/multilingualism. Bilingual speakers reputedly demonstrate a phenomenon defined as "code-switching". A 'code' is a language or a dialect. When they alternate sentences, phrases, or words from more than one tongue during interaction both in spoken and written communication means they code-switch. Holmes (2013) states three reasons of choice of a code. Those were the participants, the social setting and the topic or purpose of the interaction.

Wardhaugh (2006) states that there are two kinds of code-switching: situational and metaphorical. Situational code-switching occurs when the languages used change according to the situations in which the conversants find themselves: they speak one language in one situation and another in a different one. No topic change is involved. However, when a change of topic requires a change in the language used we have metaphorical code-switching. Meanwhile, Holmes (2013) introduces four terms in extent of code-switching, which are; 1) situational code-switching, 2) metaphorical code-switching, 3) intra-sentential code-switching, and 4) inter-sentential code-switching.

Intra-sentential code-switching occurs within a clause or sentence boundary. Inter-sentential code-switching however, occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. Holmes (2013) argues, in multilingual contexts, code-switching may serve as a strategy or contextualisation cue for conveying meaning at a covert, taken-for-granted level (p.381).

The growth of English use as universal foreign language along with the technology development lead to the massive increase of bi/multilingual speaker existence. The internet helps them in translating the English words to their native. However, the more exposure they get, the greater their chance to adapt to the new words they got. It is resulted in the use code-switching. This practice of code-switching in online social media is a widely observed phenomenon currently. In the last five years there were three writers who have conducted research on this topic in three different kinds of social media. First is Halim and Maros (2014). The purpose of the study was to examine the code-switching functions performed by five Malay-English bilingual users in their Facebook interactions. The results indicated that code-switching occurred in online interaction to serve quotation, addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, principle of economy and free switching functions. The similarity between the previous study and this study was the purpose, which was to reveal the reason(s) of using code-switch.

Second is Tajudin (2013). The purpose of the study was to investigate the languages used in code-switching on personal message of Blackberry messenger (PM of BBM), the types of code-switching, and the reasons of BBM users in using code-switching. The subjects were 25 university students in Bandung. The results revealed that the users tended to use group of switched-language (Indonesian-English) in code-switching (80%); the type of code-switching dominantly used is intersentential switching (40.63%), and 24% of respondents stated that they did switching for real lexical need due to the lack of equivalent lexicon. The similarity between the previous study and this study was the purpose, which was to reveal the reason(s) of code-switching.

Third is Fauzi (2015). The purpose of the study was to investigate the language use in code switching in WhatsApp group. The subjects were Android users in Cirebon, Kuningan, Majalengka and Indramayu. The group (WhatsApp) consisted of 25 male participants. The results showed that the users used code switching because of topic discussion (68%), because of solidarity factor and affective function (28%), and when quoting a person (4%). The results showed that users used intra-sentential switching (86%), tag switching (12%), and inter-sentential switching (2%). The similarity between the previous study and this study was the purpose, which was to reveal the reason(s) of code-switching. Since nowadays conversation not only happens during face-to-face interaction, but also in cyber world. It is common that most of educated people whose English as their second language (L2) is fluent, often employ code-switching. Regardless to the awareness when code-switching is being performed, there must always be a reason behind the occurrence.

A number of social and linguistic factors determines code-switching. Therefore, no wonder that people in multilingual and multicultural communities are widely using this strategy of communication in daily life. Speakers from Asian countries who are bilingual usually have English as their second language (L2) and their mother tongue

and dialect as their first language (L1). Similarly, speakers from European alternatively may use French, German, Spanish or Italian as the second language (Bista, 2010). In addition, bilingual speakers who use code-switching have various reasons in doing so.

This study identifies types and topics as well as to investigate the factors that affect code-switching in the online chatroom among 96 bilingual young adults. The research was conducted in LINE group chatroom, which is labelled "3rd Intake SMANSS". Primary data have been collected, analysed, and compared with related research for the purpose of reaching comparative conclusions. This paper explores the mostly used types of code-switching, the encouraging topics, the factors that lead to code- switching practice among non-native speakers of English in the chatroom and proposes whether the three aspects are related or not.

METHODOLOGY

2.1. Design and Procedure of the Study

A cross-sectional survey design was applied in this study where data were collected at one point in time. The purpose of this method is to describe "what is". It deals with the prevailing conditions of objects, people, and events. The data were collected by documenting the speech of the sample of the study on LINE, distributing questionnaire which was consisted of three sections, and conducting interview which was consisted of four open-ended questions. Speech record sheet (appendix 6) was the main source of obtaining data for answering what type that was dominantly occurred and what topics that was most encouraging. Meanwhile, questionnaire and interview were used to assure the consistency of results, as well as to convince the writer herself of her understanding of the respondents' view towards this phenomenon. Later, the speeches of the participants were analysed and were categorized based on types; intra-sentential and inter-sentential and topics; social, technology, education, politics, economics, health, and faith. However, further analysis was needed to identify the factors. Each of utterances was categorized based on its function. Next, to prove whether the aspects have contribution one another or not advanced statistics was used, namely Pearson chi-square test with a set level of 0.05. This test is useful to determine significance value of variables (between aspects). Finally, the results were presented through charts and tables.
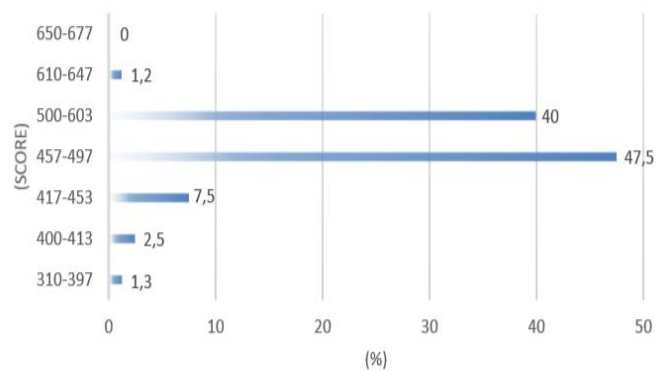
2.2. Participants in the Study

The questionnaire was distributed to the total of 96 alumni of SMAN Sumatera Selatan. However, 16 participants did not respond. From the total of 80, 37 (46.25%) were females and 43 (53.75%) were males. And of the 80, there are six participants who were going for the interview. These six participants consisted of two females and four males. They were the ones whose utterances were code- switched most frequent. They then were asked 4 open-ended questions concerning about the reasons why they code switch during the chat on LINE.

All participants were Indonesian-English bilinguals. The ages of participants ranged from 21 to 23.57 (71.3%) were from 21 years-old group, 21 (26.3%) were from 22 years-old group, and 2 (2.4%) were from 23 years-old group. Of the 80, 12 (15%) were studying at level of diplomas and 68 (85%) were studying at level of undergraduates. Those with diploma are currently working at governmental offices. Some of the undergraduates are currently doing part-time jobs in education centre and/or private company.

2.3. Language Proficiency of the Participants

For all the participants, first language (L1) were their dialects and/or their official language, and second or target language was English (L2). The proficiency of English for this study was measured using their standardized test scores of Test of English as Foreign Language (TOEFL).
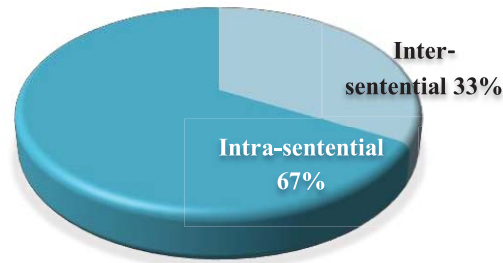
PARTICIPANTS' TOEFL SCORE

Participants in this study were enrolled in English classes where they learned and practiced the second language in a classroom setting during their secondary school, particularly senior high school.

FINDINGS

3.1 Types of Code-Switching that were Mostly Used in the Study

The data which have been documented from February 28th until March 14th, 2018 showed that the code-switching occurred dominantly within sentence (intra-sentential). However, inter- sentential code-switching was also documented on the conversation in the chat room. Most of the participants who joined the discussion in the chatroom inserted some translated words to a sentence which is in one certain language structure, whether it is in Indonesian to English sentence structure or viceversa.

For examples:

"*http://www.instagram.com/p/BcPXa-gAUI2/ Hi my beloved colleagues, bantu untuk view and like yow. Thank you.*"

In the sentence above, the speaker used English words and sentence structure in greeting. Later, the speaker inserted words "*bantu untuk*" or in English it means "need help for". The speaker also put "yow" which is considered Indonesian word that functions as "please".

"*minat jilbab rawis saudi ansania? Only 17k per pcs. Bisa langsung japri ya. Pre order.*"

Here in the sentence the speaker inserted the word 'only' and 'pre order' which are English words.

Meanwhile, overall the sentence structure was in Indonesia.

"*Bukanny udah solved ya? Di jawaban kak Fina dan post-an Yunus.*"

In this sentence, the speaker used Indonesian sentence structure, but with influence of English too. The word 'udah' or 'sudah' indicates past event, so the speaker used past form of the word 'solve'.

Another is the word 'post'. Instead of using the term 'kiriman' which means post or feeds, the speaker put Indonesian suffix '-an' after the word 'post' in order to adapt the word to Indonesian language and sentence structure.

Next are examples of inter-sentential code switching, which are rarely found during the study. S1   :   (posting picture)

S2 :   "*Wah, keren sekali! Selamat ahyah! Smoga berkah* @Achyar Ulul Amri"
S3 :   "Awh congrats Achyarrrrr! Can't be more proud of youuu"
S4 :   "*Cepet banget*. Congrats achyar!"
S5 :   "Well, congratulations achyar,. Hope you get what you need. Cayo!"
S6 :   "Barakallah... *selamat untuk achyar... semoga makin dekat dengan cita2*"
S7 :   "*Semoga sukses yar!*"
S8 :   "*Huaaaa cepetnyo*. Congratsss ayarr! @Achyar Ulul Amri"
S9 :   "Daaaaaammmmn *keren*! Congraaaatttzzzzz"
S10 :   "*Selamat* @Achyar"

S11 : "3.5 *tahun...* Woww... *Selamat ya* my buddy.. *Dak sio2 bolak balik lab terus wlau liburan..*
@Achyar Ulul Amri barakaahh *ilmunyaa..*"

S12 : "*Makasih dulur2* 3rd intake 🙏🏻, Aamiin *untuk doa2nyo, semoga doa yg terbaik untuk kito galo2 e* 🥰"

On the conversation above, the inter-sentential code-switching happened between the sentences of speaker 2 to 3 (Indonesian to English), 3 to 4 (English to Indonesian), 4 to 5 (Indonesian to English), 5 to 6 (English to Indonesian), 7 (Indonesian) to 8 and 9 (English), 9 to 10 (English to Indonesian). However, intra-sentential was also existed in almost every utterance of each speaker.

S9 : "*Ya Allah, masalah dlu sma tuh Cuma* math *samo kimia. Ngapo sekarang cak masalah galo yoooo. Ahahahahaaaaaaaa*"

S3 : "Overthinking ruins everything Nabsky"

S9 : "-----sending virtual hugs to all of youuuuu-----"

S10 : "*Doa kan kami bae yang masih lamo nii*"

S3 : "*Wkwkwkwk dpp* Uncleee. Same here!"

S13 : "Amazing, *banggaaaa*"

S14 : "*Wahhh* Alhamdulillah broo @Achyar Ulul Amri, *akhirnya ! Selamat berjuang* for next step. *Doakan kita2 smoga cepet nyusul jugo haha*"

Later, speaker 9 continued the conversation with Indonesian sentence structure and then speaker 3 responded with English. Thus, speaker 9 also responded back in English. And then, speaker 10 responded using Indonesian, but speaker 3 kept using English in responding speaker 10. Speaker 13 and 14 then joined the conversation using intra-sentential code-switching in commenting what speaker 1 has shared (photo) to the group chatroom.

3.2 Topics that Encourage Code-Switching in the Study

Below is the list of topics that encourage code-switching in the study. These seven topics were determined from the utterances in speech record sheet and also several subtopics which were gathered from questionnaire.

Table 1: Topics that encourage code-switching in the study

	Topic	**Including;**	**Percentage**
	Social	Hobbies, jokes/comedy	74.2
	Techn	Games, updates	35.5
	Educa	Study plan	22.6
	Politi	Governmental issues, new policy	6.5
	Healt	Food, lifestyle, personality, medicine	3.2
	Econo	Finance	3.2
	Faith	Phenomena of LGBT, islamic history	3.2

However, the results of speech record sheet (appendix 6) revealed that the intra-sentential code- switching makes bigger percentage than inter-sentential code-switching during the conversation. Meanwhile, results of questionnaire (appendix 4) revealed that topic of social makes the biggest percentage of all topics. Furthermore, the uses of intra-sentential and inter-sentential in each topic are as follows:

Types*Topics Crosstabulatio

Count

		Topics						
		Social	Technology	Education	Politics	Health	Economics	Faith	
Types	Intra-sentential	118	89	29	7	27		27	302
	Inter-sentential	77	39	22	3	11		11	167
	Total	195	128	51	10	38		38	469

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,929ᵃ	6	,431
Likelihood Ratio	5,956	6	,428
Linear-by-Linear Association	1,288	1	,256
N of Valid Cases	469		

b. 2 cells (14,3%) have expected count less than 5. The minimum expected count is 3,20.
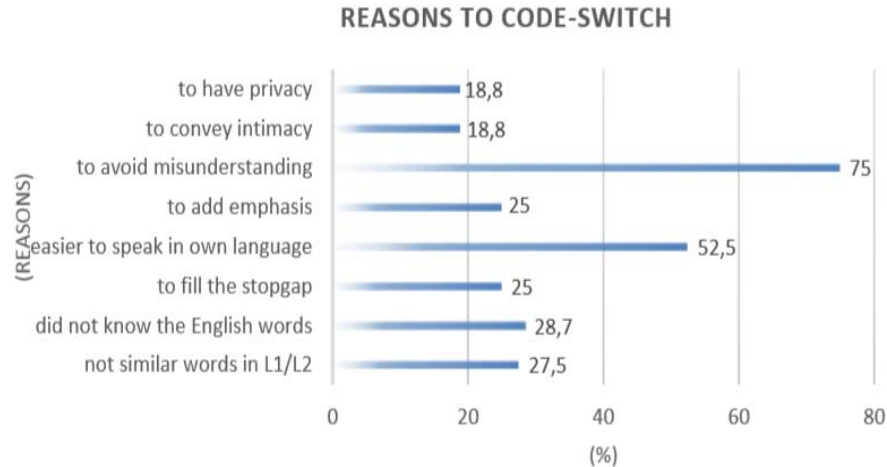
The results of the Pearson Chi-Square tests showed that the value of the significant is 0.431 which is greater than 0.05 and the value of calculated chi-square is 5.929 which is smaller than chi-square table (12.592). It means it is not significantly different. Therefore, in this study it is understood that the types of code-switching being used do not depend on the topics being discussed.

3.3 Factors that Influence Code-Switching in the Study

Results from the questionnaire showed that most respondent use code-switching during their conversation in order to avoid misunderstanding between them and the reader, with the percentage of 75 or in the total of 60 out of 80 respondents. Reportedly, 42 respondents chose 'easier to speak in own language' (52.5%), 23 respondents chose 'did not know the English words' (28.7%), 22 respondents chose 'not similar words in L1/L2' (27.5%), 20 respondents chose 'to add emphasis'

(25%) and 'to fill the stopgap' (25%), and 15 respondents chose 'to have privacy' (18.8%) and 'to convey intimacy' (18.8%).

REASONS TO CODE-SWITCH

REASONS TO CODE-SWITCH

Reason	(%)
to have privacy	18,8
to convey intimacy	18,8
to avoid misunderstanding	75
to add emphasis	25
easier to speak in own language	52,5
to fill the stopgap	25
did not know the English words	28,7
not similar words in L1/L2	27,5

(REASONS) — (%)

Furthermore, results from interview revealed that the reasons why the respondents do code- switching were; 1) when they could not find any vocabulary related to specific word they want to speak out (did not know the English words), 2) to make them more comfortable when they speak (easier to speak in own language), 3) to deliver the sense of humour (to convey intimacy), 4) when they do not want other people to know what they are talking about (to have privacy), 5) when they forgot terms which is difficult to be described in English (not similar words in L2). In addition, there is another reason of using code-switching, which is to make the sentence catchier for people to hear or read. In addition, the results of speech record sheet (appendix 6) showed that in every conversations the participants had, there must be specific factors that motivate the use of code-switching. The factors were based on questionnaire in Bista's (2010) however, there were two factors which were excluded from the test; 'to have privacy' and 'did not know the English words' since they score zero in every topic. The total of utterance influenced by each factor in each topic is as follows:

Factors*TopicsCrosstabulation

Count

		Topics							Total
		social	technology	education	politics	health	economics	faith	
Factors	to convey intimacy	14	0	1	0	0	0	0	15
	to avoid misunderstanding	1	8	1	0	0	1	0	11
	to add emphasis	3	0	3	0	0	0	0	6
	easier to speak in own language	4	2	4	1	0	1	0	12
	to fill the stopgap	3	0	2	0	0	0	0	5
	Not similar words in L1/L2	5	9	2	0	1	1	1	19
Total		30	19	13	1	1	3	1	68

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51,480[a]	30	,009
Likelihood Ratio	54,578	30	,004
Linear-by-Linear Association	4,846	1	,028
N of Valid Cases	68		

a. 38 cells (90,5%) have expected count less than 5. The minimum expected count is ,07.

The results of the Pearson Chi-Square tests showed that the value of the significant is 0.009 which is smaller than 0.05 and the value of calculated chi-square is 51.480 which is greater than chi-square table (43.773). It means it is significantly different. Therefore, it is understood that the reasons or factors in doing code-switching in this study depend on the topics being discussed. For instance, in the topic of social, the participants code-switched because they want to convey intimacy, or in order to fill the stopgap, and probably when they could not find any similar meaning of a word in first or second language. Another, in the topic of technology, they code-switched so that they can easily deliver what they mean and it will avoid misunderstanding among speakers.
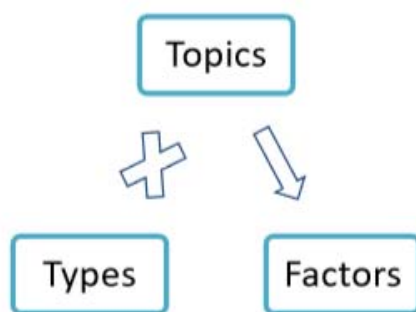
Interpretation

Based on the findings acknowledged in the previous discussion, almost all of the speakers, who joined the conversations, used intra-sentential (67%). The inter-sentential only took 33% of all conversations. In regards of what Holmes (2013) stated that only proficient bilinguals who will switch within sentences. Results of questionnaire supported the statement. 47.5% of all the 80 respondents have TOEFL score in a range of 457-597 and 40% of them were in 500-603. It is then understood that proficiency in intra-sentential code-switching requires good control of both codes. In this study the speakers

are Indonesian-English bilinguals. Therefore, it is true that in conducting intra-sentential code-switching or alternate two or more languages needs good proficiency of both Indonesian and English. However, it does not mean that the ones who used inter-sentential had low proficiency of both languages, since this phenomenon is a rule-governed, which means the speakers are aware when using this strategy, they must have a reason why to use inter-sentential instead of intra-sentential.

Since this study was conducted in semi-formal situation, the conversations went smoothly and most of the times it dealt with easy topics. The topic of social was on the top percentage (74%) of all conversations documented. Besides, this topic covered many aspects of young adults' lives, such as culture understanding, sharing thought or hobbies, and even delivering jokes in order to convey intimacy as well as to maintain solidarity. Holmes (2013) defines, in sociolinguistics relationship between language and the context is the main concern. The results indicated that the speakers were actually aware of context. It is shown from the speech and reasons or factors that influenced their ways of speaking, specifically the language choice. Furthermore, these young adults were also students of higher education institution, like university and polytechnics. 15% of them are now holding diploma degree certificates who eventually go to governmental offices. This working atmosphere brought effect to what they discuss in the chatroom. For example, the topic of politics (6.5%) showed that the speakers in this group do not only discuss easy topics, but also tried to educate one another and started to share thought of being worker. These means the broader the source of information these group members have.

Based on the results of questionnaire, the highest percentage of factors that motivate speakers to code-switch was to avoid misunderstanding (75%). Next was easier to speak in own language (52.5%). It is true that most of the respondents used their own language, in extent of language structure. During the research, only six respondents who took parts of almost all of the conversations and did code-switched often. Obviously, these six respondents who were then becoming the interviewees. They admitted that code-switching provides benefits for them personally, that was to make ease of communication. Regardless to any other reasons they had when they code-switch. Those factors mentioned in the previous discussion were both internal and external motivation of doing code- switching. For instance, 'to add emphasis' (25%), this might happen if only the listener or reader seems to be confused of what the speaker said, so the speaker code-switched perhaps by repeating the sentence to make sure that the listener or reader get the point. In this case, 'to add emphasis' was external motivation for the speaker to code-switch. However, 'did not know the English words' certainly was internal motivation which shows the speaker's low mastery of vocabulary. Those eight reasons were actually managed from three basic reasons of choice of a code that Holmes (2013) suggests, which were the participants, the social setting and the topic or purpose of the interaction.

Additionally, the two aspects of findings in this study; topics and factors, brought out the fact that the aspects were connected. In other words, the aspects are inseparable. On the contrary, the aspect of topics did not relate to another aspect which is types. It is described in the following diagram.

CONCLUSIONS AND SUGGESTIONS

This study has provided results to emphasize the phenomenon of bilingualism and the implication (code-switching) which most of the participant did not acknowledge. They have taken part of it and they were aware of it, yet they did not know what code-switching is. It means subconsciously for them, code-switching does its role as communicative strategy, which can make ease of communication among the society. Even though they have not learned it formally. It is understood that some topics might trigger the occurrence of code-switching, such as social, technology, education, health, politics, economics, and even faith. However, these topics do not necessarily rule whether the speaker code- switch intra or inter-sententialy.

Moreover, it can be suggested that participants need to be aware of the functions of CS because insensible use of CS can have harmful misinterpretation for the listener (in this case, reader). Finally, more researches in this area can open new avenues/dimensions because a better understanding of code-switching and bilingualism will have positive impacts on the planning for bilingual education. If we look at the issues of bilingual speakers with reference to Indonesian situation and as the objectives outlined for this study, it can be confidently claimed that code-switching can cater for the needs of the speakers. It is recommended that use of code-switching as a strategy of communication should be introduced and hopefully to be applied for more occasions, not only in formal classroom teaching activity, but also in daily conversation as what alumni of SMAN Sumatera Selatan did. Finally, we do believe that in learning a language, practice is most compulsory.

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