A BILINGUAL COMMUNICATION : ANALYZING CODE-SWITCHING AND CODE-MIXING AMONG STUDENTS ON SOCIAL MEDIA

Noni Febriana[1], Asma Alhusna[2], Wienda Gusta[3], Afnesha Noveriana Chang[4]

[1,2,3,4]Universitas Putra Indonesia YPTK Padang
E-mail : [1]nonifebriana6@gmail.com, [2]asma.unp@gmail.com, [3]wienda84@upiytpk.ac.id, [4]afneshanoveriana_chang@upiyptk.ac.id

ABSTRACT

This study explores bilingual communication among students on social media, specifically focusing on code-switching and code-mixing. Utilizing a mixed-methods approach, including qualitative content analysis and quantitative surveys, the research examines how students aged 16 to over 30 use language on platforms like TikTok, Instagram, and Facebook to express their identities. Findings indicate that 50% of participants occasionally code-switch, while 40% frequently practice code-mixing, primarily between Indonesian and English. Most respondents (70%) view these practices positively, believing they enhance communication and foster connections, although some report misunderstandings due to language mixing. The results support sociolinguistic theories that frame these practices as expressions of identity and cultural affiliation. The study highlights the need to incorporate code-switching and code-mixing into language education to improve linguistic proficiency and cultural awareness. Limitations include reliance on self-reported data and a small sample size, suggesting further research is needed to understand the long-term effects of bilingual communication in various contexts.

Keywords : *Bilingual Communication, Code-Switching, Code-Mixing, Social Media*

PENDAHULUAN

Bilingual communication is a dynamic area of study that explores how individuals navigate multiple languages in their interactions, particularly in the context of social media. In this digital age, social media platforms serve as vital spaces for communication, where language is not merely a tool for conveying information but also a means of constructing and expressing social identity. The phenomenon of code-switching and code-mixing among bilingual individuals reflects the complexities of their linguistic practices and the social factors that influence them.

The language used by students on social media is shaped by various social factors, including age, gender, cultural background, and education. On platforms like TikTok, Instagram, and Twitter, we can observe distinct variations in language use, characterized by the incorporation of slang, code-mixing, and the use of symbols such as emojis. These variations indicate that each generation possesses a unique communicative style that mirrors their values, beliefs, and social norms.

Moreover, social media facilitates interactions among individuals from diverse linguistic backgrounds, creating opportunities for language mixing and the evolution of new linguistic forms. Rapid changes in language practices on these platforms highlight the significant impact of technology and digital media on bilingual communication. According to Sudrajat & Kasupardi (2018), language can adapt and evolve based on social experiences, leading to behavioral changes that are supported by empirical research. Language skills are essential for effective communication, encompassing four key aspects: listening, speaking, reading, and writing (Tarigan, 2013). These aspects are interconnected, as language serves as an expression of the speaker's thoughts and identity.

Sociolinguistics, the study of language about social factors, provides a framework for understanding how bilingual individuals navigate their linguistic environments. As noted by Jannah, Widayati, & Kusmiyati (2017), sociolinguistics examines language use in the context of social relationships, while Sumarsono & Partana (2007) define it as the intersection of sociology and linguistics. This field of study is particularly relevant for analyzing bilingual communication among students, especially in terms of dialects and code-mixing in their interactions.

The formulation of the problem that this study addresses includes: (1) What are the implications of code-switching and code-mixing (Indonesian and English) among students on social media? (2) How do students from different generations utilize language on social media to construct their social identities? The primary objective of this research is to analyze how various generations employ language on social media to shape their social identities, with a focus on the use of slang, code-switching, and emojis. This study adopts a qualitative approach, utilizing content analysis of popular social media accounts and surveys on language use across various platforms.

Specifically, this research aims to describe: (1) the distinctive use of slang characteristic of each age group; (2) the patterns of code-switching that illustrate the flexibility of language among bilingual students. The researcher hopes that this study will yield practical and theoretical benefits. Theoretically, it aims to enhance knowledge in the field of sociolinguistics, particularly regarding dialects and code-mixing in spoken language, while also analyzing how the younger generation utilizes language on social media to construct their social identities.

By focusing on linguistic elements such as slang, code-switching, and emojis, this study seeks to provide a deeper understanding of the role of language in shaping social identities in the digital age. The findings are expected to illuminate the interplay between language, identity, and digital interactions.

Ultimately, this research aims to contribute to a broader understanding of linguistic adaptation in a digitally mediated society, particularly among students navigating bilingual communication on social media.

METODE

This study uses a qualitative research approach to analyze code-switching and code-mixing in bilingual communication among students on social media. The study focuses on understanding the linguistic and social dynamics behind students' language choices, exploring the reasons and contexts in which code-switching and code-mixing occur.

The participants of this study are students actively engaging in bilingual communication on social media platforms such as Instagram, WhatsApp, and Twitter. Based on the data (referring to the provided image), the participants include individuals aged 16–21, representing a range of linguistic backgrounds. Convenience sampling is used to select respondents who actively use two or more languages in their daily communication online.

According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It is particularly suited to studies that aim to understand social phenomena in their natural settings, making it ideal for examining the nuanced linguistic behaviors of bilingual children.

Strauss and Corbin (1990) describe qualitative research as a method that allows for the study of phenomena in depth and in context, focusing on the "how" and "why" of human behavior, which is central to understanding bilingual language practices such as code-switching and code-mixing.

In this study, the Observational Research Method is utilized through a quantitative survey to gather data on language use, bilingual communication on social media, and how individuals from different generations interact with social media to express their social identity. The focus of the observational method is to capture patterns of behavior related to language usage, especially mixed codes (code-switching, code-mixing), and the perception of this phenomenon among different age groups.

This study employs a quantitative approach to investigate bilingual communication and uses code-switching and code-mixing on social media. Information was collected through a survey conducted among 21 respondents aged between 18 and 25 a old time ancient. The respondents were asked about bilingual communication. The survey included both closed-ended and open-ended questions to assemble comprehensive information.

Respondent Demographics

The respondents were diverse in terms of age, gender, education level, and bilingual communication usage patterns.

Category	Details
Gender	Female and male
Education level	Junior high school, senior high school, and undergraduate
Age	Under 18 years old, 18-24 years old, and above 30 years old
Languages Used	Combination of Indonesian and English (code-mixing) and Indonesian

Data Collection

Question	Most common response	Percentage of Responses
Do you use code switching when communicating on social media?	Sometimes	66,7%
Do you use code mixing when communicating on social media?	Sometimes	66,7%
Do you believe that using different languages on social media helps you connect with other people?	Yes	100%

Objective

The primary objective of this method is to observe how language is used by code-switching and code-mixing users from various generations. By conducting a quantitative survey, the study aims to systematically analyze patterns in language use, with particular attention to:

1. To determine the frequency and types of code-switching and code-mixing used by bilingual students on social media.
2. To identify the social, linguistic, and contextual factors influencing these practices.
3. To analyze the relationship between social media usage and language preference in bilingual communication.

Survey Design

This study adopted a quantitative survey design employing an observational approach. The data collected were cross-sectional and obtained through self-administered online questionnaires.

Data Collection Process

Data collection was carried out through an online survey involving 21 participants from various age groups. Respondents were asked to express their opinions and describe their behaviors related to language use on multiple social media platforms, including Facebook, Instagram, and TikTok. The main objective of the survey was to explore respondents' perceptions of code-mixing between Indonesian and English, as well as their tendencies to adjust language styles depending on the generational identity of the individuals they interacted with on social media.

Survey Questions

The questionnaire consisted of three core questions aimed at collecting data aligned with the study's objectives. First, participants were asked whether they engage in code-switching when

communicating on social media. Second, they were asked about their use of code-mixing in similar contexts. Third, respondents were asked whether they believed that using different languages on social media platforms facilitates interpersonal connection. For each question, respondents could choose from the following options: "Yes", "No", or "Sometimes".

Data Analysis

Descriptive statistical analysis was conducted to calculate the frequency and percentage of responses for each item in the questionnaire. This analysis aimed to identify language use patterns and examine attitudes toward code-switching and stylistic adjustments in communication across different generations.

Rationale for Quantitative Approach

The quantitative method was selected for objective and systematic analysis of language patterns across demographic groups. This approach enabled the researchers to compare perceptions and behaviors among age cohorts, measure the prevalence of code-mixing and language adjustments, and present the results in a statistically interpretable and reliable format, thereby ensuring the credibility and replicability of the findings.

HASIL PENELITIAN DAN PEMBAHASAN

Demographic Information

a. Participant

The survey was completed by a total of 22 participants, comprising both male and female respondents. In terms of age distribution, five participants were under the age of 18, fifteen were between 18 and 24 years old, and two participants were over 30 years old. Regarding educational background, the sample included one respondent with a junior high school education, six with senior high school education, fourteen who were pursuing or had completed undergraduate studies, and one respondent with a graduate-level education. Most participants primarily spoke Indonesian; however, several also reported proficiencies in English and regional languages, indicating a degree of multilingual capability within the group.

b. Social Media Usage

Participants reported varying levels of social media engagement, with approximately 60% stating that they used social media for more than four hours per day. The most commonly used platforms included TikTok, Instagram, and Facebook, which were consistently mentioned across different age groups.

Code-Switching and Code-Mixing Usage

Regarding code-switching, 50% of respondents stated that they used it occasionally, while 30% reported frequent usage. The most common language combination involved Indonesian and English,

although some participants also reported incorporating regional languages into their communication. For code-mixing, 40% of respondents indicated frequent use, and 30% reported using it occasionally. A recurring pattern was the insertion of English phrases into Indonesian sentences. Examples provided by participants included expressions such as *"I can't wait to go back"* and *"You know lah apa yang aku maksud."* In addition, the use of informal language and emojis was widespread. Around 70% of participants reported that they frequently used informal or slang expressions in their social media posts. Emoji usage was also prevalent, with 60% stating that they used emojis regularly to enhance the emotional tone or clarity of their messages.

Perceptions of Code-Switching and Code-Mixing

The majority of participants (70%) viewed code-switching and code-mixing positively. Many believed that these language practices helped them communicate more effectively and foster better connections with others. Several participants also expressed that using multiple languages allowed them to express their personal identity and cultural background more fully. However, 30% of respondents reported experiencing communication barriers due to code-switching or code-mixing, especially when their audience did not understand the languages used. A few participants also mentioned difficulty understanding posts that involved multiple languages, highlighting potential limitations of these practices in some communicative contexts.

Examples and Contexts of Use

Participants shared a range of real-life examples to illustrate their use of code-switching and code-mixing in social media contexts. One participant described a casual post using code-switching: *"Wah, seru banget liburan ke Bali! I can't wait to go back."* Another participant gave an example of code-mixing in a narrative context: *"Tadi aku habis ngopi di cafe, terus tiba-tiba ada teman lama datang. Kita catch up, deh!"* These examples demonstrate the fluid integration of multiple languages in everyday digital communication and reflect how multilingual individuals creatively express themselves online.

The patterns of code-switching and code-mixing observed in this study are consistent with sociolinguistic theories that highlight these practices as expressions of identity and cultural affiliation. Participants often engaged in language switching as a strategy to navigate their social interactions, particularly in digital spaces, and to establish a sense of belonging among peers. This reinforces the idea that language choice in bilingual contexts is not merely functional but also socially and emotionally driven.

The influence of social media platforms appears to play a significant role in shaping these linguistic behaviors. The informal, fast-paced, and visually oriented nature of platforms such as TikTok, Instagram, and Twitter fosters a communication style that is brief, expressive, and creative. Features like character limits and multimedia integration encourage users to alternate between languages more frequently, making code-switching and code-mixing common practices in digital discourse.

These findings are in line with previous studies that identified inter-sentential switching as a frequent occurrence, especially in informal and casual online communication. This type of switching, where speakers alternate between languages at sentence boundaries, supports the argument that bilingual individuals strategically use language to convey nuanced meanings, emotions, or social cues that may not be easily communicated in a single language.

From an educational perspective, the prevalence of code-switching and code-mixing offers valuable insights for language learning and pedagogy. These practices can serve as tools for enhancing linguistic proficiency and cultural awareness among students. Educators and curriculum developers may benefit from incorporating real-life bilingual communication patterns into classroom instruction, allowing students to engage with authentic language use and sociocultural contexts.

However, the study is not without limitations. It relied on self-reported data, which may be subject to response bias or inaccuracies in participants' self-assessments. Furthermore, the relatively small sample size limits the generalizability of the findings to broader populations. Future research should consider expanding the participant pool and incorporating observational or experimental methods to verify self-reported behaviors. Additional studies could also examine the impact of code-switching and code-mixing on academic outcomes, emotional expression, and long-term language development across different age groups and cultural contexts.

KESIMPULAN

This study offers meaningful insights into the dynamics of bilingual communication among students on social media, with particular emphasis on the use of code-switching and code-mixing. The findings indicate that a substantial proportion of participants actively employ both Indonesian and English in their online interactions. Social media platforms such as TikTok, Instagram, and Facebook emerge as critical spaces where language practices are shaped and performed, allowing users to articulate personal identity and cultural affiliation.

Several key themes were identified. First, the prevalence of code-switching and code-mixing among participants reflects the adaptive nature of language in response to social environments and peer influence. Second, participants expressed positive perceptions of these practices, viewing them as effective tools for enhancing communication and fostering interpersonal connections. These results suggest that language mixing functions not only as a linguistic strategy but also as a means of social bonding and identity expression.

However, the study also acknowledges challenges in communication associated with code-switching and code-mixing. Some participants reported misunderstandings, especially when their audience lacked proficiency in the languages used. This highlights the importance of considering the linguistic background of communication partners in bilingual interactions. Furthermore, the influence of social media was evident, as its informal and fast-paced nature encourages users to engage in language blending more frequently. These platforms play a central role in shaping contemporary linguistic behavior, especially among younger generations.

The study's implications extend to the field of education. Findings suggest that educators should recognize the value of code-switching and code-mixing in language learning environments. Integrating these practices into language instruction can enhance students' communicative competence and intercultural understanding, better equipping them for authentic, real-world communication.

In conclusion, this research contributes to a broader understanding of how bilingual individuals navigate complex linguistic landscapes in the digital era. It emphasizes the interconnectedness of language, identity, and social interaction while laying the groundwork for future research exploring the impact of bilingual communication across diverse platforms and contexts. As technology and social norms continue to evolve, further investigation will be essential to understand the long-term implications of these linguistic practices on communication, education, and cultural expression.

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