

**WRITING DAILY STATUS ON SOCIAL MEDIA:
CODE-MIXING PHENOMENA AT SEKOAH ADVENT
MAKASSAR**

THESIS

BY

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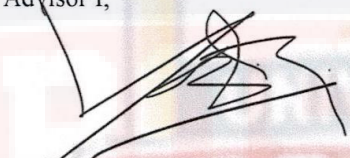
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ABSTRACT

CAROLINA MEWENGGANG. *Writing Daily Status On Social Media: Code Mixing Phenomena at Sekolah Advent Makassar.* (Supervised by Sukardi Weda and Sudirman Maca).

The purpose of this research is to analyse the using of code mixing on social media at the Eleventh Grade of Sekolah Advent Makassar. This research applied descriptive qualitative method. The subject of this research was the eleventh grade Sekolah Advent Makassar while the object of this research was code mixing on social media. The researcher used purposive sampling technique to take the sample. There were 5 students as sample from 26 students. The data was taken by the screenshot observation and interview with the students to know the students reasons using code mixing in writing status on social media. In this study, the researcher used structure interviews. When the researcher did the interview, the researcher asked one by one of the students to know about their reasons why they used code mixing in their status on social media. In this research, the researcher took five students.

The result of the research showed that the type of insertion was dominant in the students' writing daily status. There are two reasons of using code mixing by students in writing status on social media: vocabulary and social community. The researcher found that the highest reason of using code mixings' by the students is that they have less English vocabulary.

Keywords: Code Mixing; Bilingualism; Social Media

TABEL OF CONTENT

COVER	i
APPROVAL SHEET	ii
ADMISSION SHEET	iii
THESIS ORIGINALITY STATEMENT	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABEL OF CONTENT	viii
CHAPTER I INTRODUCTION	
A. Background of The Research	1
B. Problem of The Research.....	4
C. Question of The Research.....	5
D. Objective of The Research.....	5
E. Significant of The Research.....	5
F. Scope of The Research	6
G. Definition of Key Term	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Studies	9
B. Review of Related Theory	15
1. Sociolinguistics	15
2. Bilingualism	16
3. Code Mixing.....	17
a. The Types of Code Mixing	17
b. The Reasons of People Use Code Mixing	19

4. Social Media.....	22
C. The Conceptual Framework.....	23

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	24
B. Setting of the Research	25
C. Subject of The Research	25
D. Research Instrument	26
E. Technique of Data Collection	26
F. Technique of Data Analysis.....	27

CHAPTER IV FINDING AND DISCUSSION

A. FINDINGS.....	30
1. Type of Code Mixing	30
a. Insertion.....	30
b. Alternation.....	34
c. Congruent Lexicalization	37
2. Reason of Code Mixing.....	38
a. Participant Roles and Relationship.....	38
b. Situational Reason	39
c. Message Intrinsic Reason.....	40
d. Language attitude, dominance, and security	40
B. DISCUSSION.....	41
1. Type of Code Mixing	41
a. Insertion.....	41
b. Alternation.....	45

c. Congruent Lexicalization	48
2. The Reason of Code Mixing.....	50
a. Participant Role and Relationship	50
b. Situational.....	52
c. Message Intrinsic.....	53
d. Language Attitude, Dominance, and Security.....	54
3. The Reasons of Code-Mixing Used by Student of Sekolah Advent Makassar Grade XI Based on Interview	55
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	56
B. Suggestion	57
BIBLIOGRAPHY.....	58
APPENDICES.....	62
List of Pictures	63
The Interview's Guideline Questions	78
Transcription of Interview	79
Coding and Content Analysis of Interview Transcript	86
CURRICULUM VITAE.....	96

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a basic for human and language as the system of communication in speech and writing that use by everyone. According to Liddicoat and Scarino (2009, p.2), language is something that people do in their daily lives and something they use to express, create and interpret meanings and also establish and maintain social and interpersonal relationship. It is mean of communication for individuals that bring them into relationship with their environment.

Sociolinguistics is a branch of linguistics that studies social factors that play a role in language use. For example, in sociolinguistics, we learn about "bilingualism". Starling (2013:5) says that the capacity to interact in two languages on a daily basis is known as bilingualism. We study two language codes in sociolinguistics about "bilingualism, namely code-switching and code-mixing. Sutrisno and Ariesta (2019) stated that language is a system of words used in an organized and predictable fashion for spoken or written human communication.

In Indonesia, English serves as a foreign language it becomes mandatory subject at secondary school in Indonesia. The people of Indonesia who understand English always blend it with Bahasa in their conversation and writing. As the use of English is increasing daily in characteristic administration, there is estensive evidence of the use of English in Bahasa thru code-mixing. It was exposed when the researcher viewed the public figure's Instagram

accounts. The study to establish the phenomena about code mixing usage in Instagram caption by students. According to Al Arif (2019) that social media help the students improve their English skills from the content of the social media that is more varied and this encourages students in English language learning using social media. Furthermore, Nababan (1993) says that code-mixing is a situation mixing when people mix two or more languages or languages that require language. In such a state, only the speaker's relaxation or custom is submitted. Sutrisno and Ariesta (2019:143) in their research, states that code mixing refers to all instances of lexical and grammatical elements and is an act of switching languages. It is most common in informal encounters and happens when the conversationalist uses both languages simultaneously. Code-mixing is a phenomenon in the use of language elements certain words in one sentence or another language discourse with an element of intent.

Code-mixing and code-switching are similar because these two actions are in society multilingualism in the use of two or more languages (Chaer & Agustina, 2010). However, there is a significant difference: code-switching happens with each language used still have independence alone, carried out consciously, and purposely, for specific reasons, while code-mixing is the main code or base code without freedom and functions as a code. KhudaBukhsh, et al. (2020) states that Code mixing (or code switching) is a commonplace phenomenon found in social-media content generated via a linguistically various person-base.

The researcher conducted this study because there was not much research done in this area in Makassar. The result of this study would give

information for the teachers, educators, students, and researchers. According to the author's observations, code mixing is commonly used on Instagram, Tik Tok and Facebook by many users in Indonesia. Talking about Facebook, Tik Tok, and Instagram, these applications are social media that are often used to connect with other people to share stories, upload status using words, upload photos/videos, view other people's posts, and meet with old friends just by searching their name on Instagram, Tik Tok and Instagram. In writing status or writing a photo or video description, the author observed many Indonesian users who used code-mixing and code-switching Indonesia to English. Clarification to express a group's identity, soften or strengthen a request or command, due to a lexical need, to exclude the person of others when the comment is intended only for this status. From the theory of Suwito (1985), the author found 3 reasons for code mixing, namely, role factors, variety factors, and desire factors to explain and interpret.

Therefore, the study presence of the English Language persisted in being felt in Indonesia. The mixture of English through the students is simply an instance of it. So it may be said that English has been used for years and for specific purposes, and regularly it is far becoming part of the socio-cultural device in Indonesia. While some people think there is no way to use bilingual language, studies have shown that there are fewer using two language for their status in social media for communicate with other people.

Wardhaugh (1972) define language as a vocal symbol system for human communication. The study of language is Linguistics. The New Oxford Dictionary of English (2013) reveal that "linguistics is defined as the scientific

study of language and its structure, including the study of grammar, syntax, pragmatics, semantics, morphology, and phonetics.” Specialized branches of linguistics include sociolinguistics, ethnolinguistics, psycholinguistics, and historical and comparative linguistics. The author chooses one branch of linguistics, namely sociolinguistics as the basis for this research.

Based on the explanation above, the researcher was interested to carrying out a research entitled “Writing Daily Status On Social Media: Code Mixing Phenomena at Sekolah Advent Makassar”.

B. Problem of the Research

In globalization era, internet develops many aspects of life including the communication. Nowadays, people communicate not only through face to face meeting but also through a platform called social networking or social media. Where there social media allows people to communicate with people around the world by sharing their feelings, ideas, and experiences. Some platform such as Instagram, Facebook, Tik Tok and Whatsapp becomes a very popular social media which has more than half million users around the world. Mostly, other people can not understand of some words when code mixing put in sentences of media social account.

The use of Code Mixing in media social is usually done by people who express their feelings. It has specific function in communication, such as trend, prestige, emphasizing, quoting, clarification, reiteration, checking, indicating emotions, lack of vocabulary, practice and etc. Based on the phenomena above, the researcher is interested in analyzing of code mixing. The researcher focuses on analyzing the types and reasons of code mixing.

C. Question of the Research

This research states problems based on the background of the study, the researcher formulates some questions of the research as follows:

1. What are the types of code-mixing used by students of Sekolah Advent Makassar in social media?
2. What are the reasons of code-mixing used by students of Sekolah Advent Makassar in social media?

D. Objective of the Research

Dealing with questions of the research above, the researcher intend to achieve some objectives through the researcher as follows:

1. To describe the types of code mixing used by students of Sekolah Advent Makassar.
2. To discover the reasons of code mixing used by students of Sekolah Advent Makassar.

E. Significant of the Research

This research has several benefits for the researcher, the readers, the students, and the teachers. In this research, the researcher hopes that the result of this study will achieve some benefits as follows:

1. Theoretically

The result of this research is expected to give the benefit in developing the study of theory about bilingual or sociolinguistic, especially the theory of Code Mixing that occurs in the students communication. It is also expected to be a reference for the next researcher.

2. Practically

The result of this research is expected to be useful for the students of Sekolah Advent Makassar in understanding the variation of language, like Code mixing. They are more communicative and able to adjust their language in writing and communicate with others. What they convey can be understood by the other person. This research also expected to give contribution for the students of Sekolah Advent Makassar to improve their English. They can use code mixing to practice their English when they write status and chat in social media or talk with their friends. Furthermore, the students are hoped to apply mixing codes to establish the bilingual communication with their friends.

F. Scope of the Research

The researcher focused on analysis the types of Code Mixing based on the Muysken's theory such as Insertion, Alternation and Congruent Lexicalization. The Data in this research is the student's post or chat in social media such as Facebook, WhatsApp, Instagram and Tik Tok used by the students of Sekolah Advent Makassar of the 2022/2023 academic year that interaction in public figures social media account such as Facebook, WA, Instagram, and TikTok. The researcher observe the comments by students in uploaded photo, video, caption by students on social media. In addition, the researcher only analyze the Indonesian-English code-mixing included in the comments to make the study focus. Furthermore, the researcher will choose five social media accounts of students to be studied. The researcher also analysis the reasons why the students use code mixing in their status or chat in social media based on the Bhatia and Ritchie's theory such as participant roles and relationship, situational factors, message-intrinsic factor, Language attitude, dominance and security.

G. Definition of Key Terms

There are many terms involved in this research. In order to avoid misperception and misunderstanding to the term used in this research, the researcher defines them as follows:

1. Code Mixing

Code-mixing is a bilingual or multilingual which use of combine than one language in conversation. According to Muysken(2002) in Moyer (2002:2) the terms code mixing or language alternation are used to describe more stable situations in which multiple languag are used without such pramgatic effects. Valli and Lucas (2000:474) stated that Code mixing is the embedding or blending of different linguistic components, such as affixes, words, phrases, and clauses from two different grammatical systems or subsystems, within the same sentence and the same speech circumstance. Furthermore, McKay (1996;59) code mixing expresses particular types of complicated personalities and societies in crucial sociocultural and linguistic ways.

2. Students

This refers to students of Sekolah Advent Makassar.

3. Social Media

This refers to students' social media account such as Instagram and Facebook. Tuten and Solomon (2020:35) Social media are the online methods of communication, conveyance, collaboration, and nurturing among interdependent and connected networks of people, communities, and organizations boosted by technical capabilities and mobility. Nowadays, every people have an account of media social such as Instagram, Facebook, and Tik Tok where they can

communicate each other by writing status and comments some status of their colleagues. Furthermore, Luttrell (2016:19) The term "social media" describes the "activities, practice, and behavior among communities of people who gather online to share information, knowledge, and opinions using conversational media, such as creating content in the form of words, pictures, video, and audio using social platforms like Facebook, Twitter, Instagram, Pinterest, and Wordpress.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher intends to present the theoretical framework of the study. It consists of previous studies and review of related study.

A. Previous Related Studies

The researcher has found some of the previous studies and journals about code-mixing employed by students as follows: A journal written by Purba and Suyadi (2018). On this qualitative study, this research specializes in reading the fourth semester students of English education study application Batanghari College Whatsapp, Instagram, and facebook status by way of display screen shoot hat is contained code mixing within the information of the research. This studies pursuits to discover the types and motives for code mixing. The evaluation affords occurrences of code mixing; they are phrase insertion, alternation insertion, and congruent lexicalization.

Graduating paper proposed by Safitri (2017). On this descriptive qualitative examine, the researcher particularly focuses to locate code mixing on college students' Facebook popularity and feedback of the sixth semester TBI IAIN Padangsidimpuan. The targets of this research have been to research of the usage of code mixing, sort of the code mixing and students reasons in the use of code mixing on Facebook status and comments in English software at TBI-1 sixth Semester. The end result showed, in terms of the sort cautioned by Muysken such as insertion, alternation and congruent lexicalization, regarded in Facebook. Insertion code mixing changed into greater regularly use than alternation and

congruent lexicalization code blending in Facebook users popularity and remarks published. So, the Facebook customers have been dominantly used insertion than alternation and congruent lexicalization. Moreover, the reasons of doing the codes had been so sorts, inclusive of might enhance their language, mixing some language was unique, couldn't say and forgot the word, live in bilingual surroundings, to make emphasize, humorous, comic story, and making use of new phrases on Facebook fame and feedback.

A have a look at analyzed via Syafaat and Setiawan (2019). The research is focused on explaining the kinds of code blending that appear in twitter fame. The data series techniques used in this research is an statement approach with writing technique. The tool of studies is the human instruman and Musyken's theory as point to classify the sort of code mixing. Furthermore, the records analysis technique uses data discount, facts display and drawing conclusion. Inside the studies finding, there was found that three types of code mixing inclusive of insertion, alternation and congruent lexicalization. The maximum kind which appears in twitter status is insertion and folllowed through congruent lexicalization and the closing is alternation. The English phrase, word and clause are blended into a single sentence that has Indoneisan language as a primary code.

The study of Rahmatika (2018) In this situation, research goals to discover and describe the code mixing utilized in Social Media Instagram. This studies turned into performed with a Descriptive Qualitative technique a good way to describe the shape and cause of code mixing in Social Media Instagram. The supply of facts were 55 Instagram customers, in particular university college students. Documentation turned into accomplished in gathering the records.

Primarily based at the findings, the researcher found that are numerous reason of code mixing in Instagram. They may be; prestige filling inspire, want feeling motive, putting forward popularity, satisfaction and power, being extra informative, making jokes and expressing self-emotion.

The observe from Meliani, et.al. (2021) targets to apprehend the forms of code mixing and elements influencing code mixing by means of twitter users. This look at makes use of a descriptive qualitative studies layout. The problem of this observe is Twitter customers who post tweets that incorporate code mixing. The researcher uses documentation and interviews as statistics collection strategies. The information for identifying the varieties of code mixing had been accumulated with the aid of documenting the tweets posted formerly by using Twitter users on the Twitter platform. The interview manual become used to ask inquiries to respondents about the elements influencing the use of code mixing in communicate as language style. The information have been analyzed via three stages: information discount, data show, and end: verifying. It's miles stimulated through numerous elements from inside language speakers and external elements.

Bali, et al. (2014) made a research an analysis of information from Facebook generated via En-Hin bilingual users. Their evaluation suggests the extent of code mixing in English-Hindi statistics. The type of code mixing words based totally on frequency and linguistic typology underline the reality that while there are without problems identifiable cases of borrowing and mixing at the two ends, a massive majority of the phrases form a continuum inside the middle, emphasizing the want to deal with these at special degrees for computerized processing of the records. Their evaluation shows that a sizable quantity of this

statistics suggests Code mixing in the shape of En in Hindi matrix as well as Hin in English matrix. While the embedding of Hindi words in English commonly follows formulaic styles of Nouns and particles, the integration of English in Hindi is definitely occurring at unique degrees, and is of different types.

Sutrisno and Ariesta (2019) cause to investigate code-blending utilized by social media influencers in Instagram. The method of this research is qualitative approach and commentary is find to locate the posts of influencers in which they use code-mixing. Thinking to the influencers approximately the reasons they frequently use code-blending through Instagram direct message or e-mail are also completed. The end result from this studies is that the influencers use code mixing because they want Indonesian humans to increase themselves via mastering English language and they need to provide example to humans, in particular their fans that English can be fun and all of us can exercise English.

A look at from Kurniawan, (2016). Purpose to investigate the use of English, in phrases of code mixing bureaucracy, and its motivations by means of EFL teen freshmen. The contributors of this have a look at are three college students inside the age variety of 12-14 year's old (grade 8th and 9th) in a junior high school in Tangerang, Indonesia. The information become a one week Facebook postings from the scholars Facebook page. Content analysis turned into used as a way for data analysis. Further, interview became also performed to discover the individuals' motivation in the use of English on their fb posts. The research findings showed that English is often utilized by college students in social media to carry out code-blending which can be found in caption, reputation, hashtag, and comments.

Apridhayati (2019) This objective of the take a look at was to research and analyze the kinds of code blending used by Junior excessive school students. The study used descriptive qualitative approach. Each sentence from the pupil's communication became carefully identified to determine its code blending kind according to Hoffman's theory (1991). The statistics of the examine is utterances which code blending is included in it. The approach of the information collections used is documentary approach. It is observed that there have been 3 kinds of code mixing utilized by Junior excessive school students according to Hoffman concept specifically: (1) intra-sentential code-blending, (2) intra-lexical code-mixing, (3) code-mixing concerning trade of pronunciation.

A observe from Tarihoran & Sumirat (2022) investigated the impact of social media on the usage of code mixing via generation Z. This study turned into finished at Serang Raya university, Indonesia, where English is the only foreign language used to teach college students. The research also targets to highlight the contribution of social media in code-mixing and decide the reasons this generation makes use of English and Indonesian in social media. Records were gathered through self-finished questionnaires and interviews. The outcomes confirmed that the usage of social media had an effect on code-mixing among Indonesian and English for Gen Z.

Syafrizal & Sari (2017). In their examine is meant to find out (1) why do the scholars use code blending in their communicate at twitter status (2) what factors have an impact on the students in the use of code mixing in twitter status (three) what varieties of code blending that students produce of their reputation. The approach used is qualitative studies via content material evaluation. The data

had been gathered via doing statement, documentation, and interview. Researchers focused on code blending used by students at 8th Semester of Sultan Ageng Tirtayasa University. To analyze records, the researchers used matrix descriptive of Miles and Huberman consisted of facts reduction, information display, and drawing end/verification. Information discount changed into used to collect data from statement, documentation, and interview.

Nabila and Idayani (2022) purposed of this study is to determine the form and function of Indonesian-English code-mixing on Twitter. A descriptive qualitative method becomes used to perform this take a look at. The facts for this take a look at employed the tweets of influential human beings on Twitter. The instrument utilized by this researcher changed into documentation. This study was carried out totally on line, more often than not on Twitter. The influencers' tweets had been screenshotted via the researcher. The fact was then categorized as code-mixing by way of the researcher. The researcher found a few applicable purposes of code-blending in Twitter. There want feeling cause, be extra informative, make jokes, expressing their feelings.

Purba (2021) intention of this study was to discover code mixing on fb that posted on fb popularity and feedback of the students' Facebook. The Facebook users frequently combined their language with some other language in popularity and remarks on Facebook. The goals of this study were to discover of the usage of code mixing, styles of code mixing and their reasons in the use of code mixing on Facebook fame. To reply the objectives of the studies, the researcher used descriptive qualitative method. The effects of the data analysis confirmed three types of code mixing advised via including insertion, alternation and congruent

lexicalization, seemed in Facebook. There were amounts of code mixing that were done by Facebook consumer or ninth magnificence students' SMP Taman Siswa Tebing Tinggi have been 71 for insertion, 9 times for alternation and 3 for congruent lexicalization. So, the whole of code blending that had been executed by using them changed into 83 instances. So, the Facebook customers had been dominantly used insertion than alternation and congruent lexicalization. Moreover, the reasons of doing the codes were so sorts, which include might enhance their language, mixing some language became precise, couldn't say and forgot the phrase, stay in bilingual environment, to make emphasize, funny, joke, and making use of new phrases on facebook repute and feedback.

B. Review of Related Theory

1. Sociolinguistics

The term sociolinguistics consists of two words, there are socio and linguistics. "Socio" means society and "linguist" which means language. Sociolinguistic is a study of the relationship between language and society. Meyerhoff (2006:1) stated that sociolinguistics is a very broad field, and it can be used to describe many different ways of studying the language.

Wardhaugh (2006:13) defines sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and of how languages function in communication: the equivalent goal in the sociology of language is trying to discover how social structure can better be understood through the study of language. In addition to the above statement, Holmes (2013: 1) stated, Sociolinguists study the connection between language and society. He was

interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning Chomsky in Romaine (2000:1) stated that sociolinguistics focuses on differences in the use of language in society so that an object can be the object language learning another language. It means that sociolinguistic is the development of using language in a society in which there is a discussion about bilingual and multilingual.

2. Bilingualism

Bilingualism is a phenomenon of language that include in the study sociolinguistic. Ahmed (2019;40) stated that bilingualism is ability in two or more language that similar to that native speaker. According to Baker (2011;166), bilingualism and multilingualism are possible people have the capacity to store two or more languages.. Based on the statement by experts, we can state that bilingualism is ability to use two or more languages in communicating. It can give the different variations in language, so the society is not only using one language but they can also develop their language through the use of several different variations.

Associated with the two languages or bilingualism, there are something that we need to understand that not all people who are bilingual can use it in daily life, the use two languages should be adjusted to the situation where we are. Loveday (1982;11) stated that often one language serves a 'high' function such as the officialdom, media and education while another serves a 'low function such as shopping, speaking with friends.

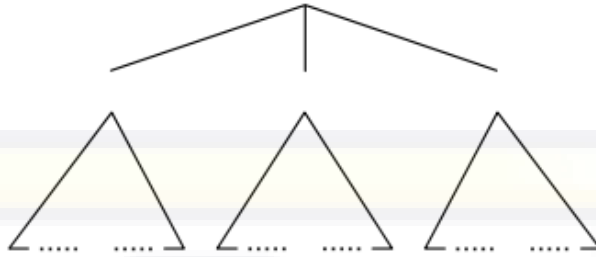
3. Code Mixing

Code-mixing is a bilingual or multilingual which is using or combining more than one language in communicating. It is almost the same with code-switching because it also using more than one language in communication. While Bokamba (1989) in Ayeomoni (2006:91) defines code-mixing is the embedding of various linguistics unit such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity what they hear with what they understand. Holmes (1992:50) stated that incompetence can be the reason of code-mixing. Code mixing is used to minimize the ambiguous of certain words if by chance the other language can give clearer explanation (Hudson, 1996:53). Code-mixing speaker need to have more knowledge and aware to the norms in the society (Wardhaugh, 2006:104). Code-Mixing is mixing two or more languages in one sentence. It occurs in a single sentence or utterance.

a. Types of Code Mixing

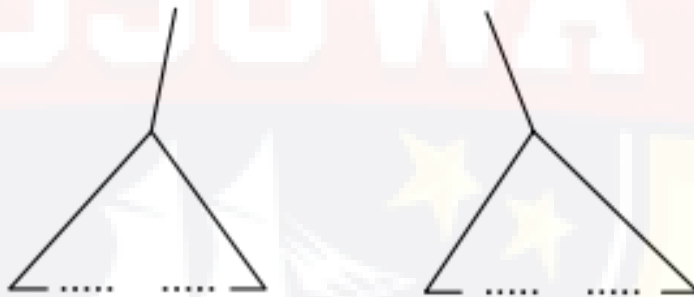
Muysken (2000, 7-8) defined that code mixing is typically divided into three most important types – insertion (word), alternation (clause) and congruent lexicalization (dialect) – and the most common occurrence of code mixing variations in society is insertions code-mixing. What the author means approximately insertion is insertion of material (lexical objects or whole components) from one language into a structure of the other language. Alternation means the alternation among structures from languages. The final is congruent lexicalization of the material from different lexical inventories into a shared grammatical shape.

(I) Insertion



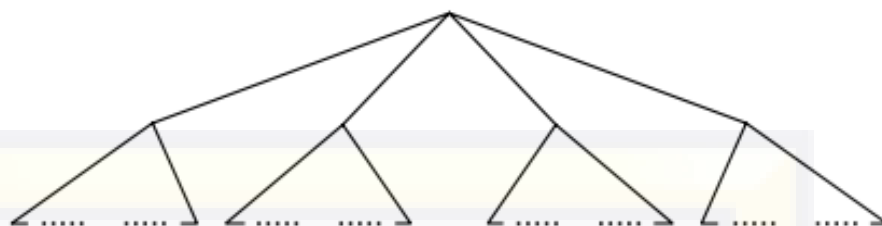
In this situation, a single constituent B (with words b from the same language) is inserted right into a shape described by using language A, with words a from that language. As an example “Jangan suka nge-bully gitu dong.” (word that bully is the English phrase inserted within the Indonesian utterance)

(II) Alternation



In this case, a constituent from language A (with phrases from the same language) is accompanied through a constituent from language B (with phrases from that language). The language of the constituent dominating A and B is unspecified. For instance “i can’t study karena bukuku ketinggalan di rumah.”

(III) Congruent Lexicalization



Finally, in (III) the grammatical structures are shared by languages A and B, and words from each language a and b are inserted greater or much less randomly. Congruent lexicalization is akin to language variation and style transferring: switching is grammatically unconstrained and may be characterised in terms of opportunity lexical insertions. According to Muysken (2000), congruent lexicalization may be specially related to second generation migrant communities, dialect/standard and pidgin/creole continua, and bilingual speakers of carefully associated languages with more or less equal status and no lifestyle of overt language separation. For example from Bogaerde and Baker (2006) in Netherlands language. *Gee mi een kis* (deliver me a kiss) and the final kind, congruent lexicalization, is most usually found in mixing among dialects and among languages, which might be near every different in structure.

b. The Reasons of People Use Code Mixing

Bilinguals blend languages that might be motivation and motives for use code mixing. Which is a few bilinguals mix languages after they can not find proper phrases or expressions or whilst there may be no appropriate translation for the language being used. On the basis of some of motives consisting of with whom (player: their heritage and courting), approximately

what (topic, content material), and while and where a speech act occurs, bilinguals make their language preference (Bhatia & Ritchie, 2004). According Bhatia and Ritchie in Kim (2006), there are some reasons and motivation for the use of code mixing:

1. Participants roles and relationship

Participant roles and relationship play a very vital role in bilingual subconscious settlement and confrontation on language desire. This is, whether bilinguals code mix or now not depends upon on whom they talk to.

2. Situational factors

A few languages viewed as greater suitable to particular participant/social group, putting or topics than others. They also postulate that social variable along with class, religion, gender, and age can impact the pattern of language mixing switching each qualitatively and quantitatively. Bhatia and Ritchie (Kim: 2006) country that during many traditional societies, wherein gender roles are certainly demarcated, i.e. men work outside the home and ladies are engaged in home activities, language mixing and switching in momen is qualitatively specific from that in men. Now maximum groups are bilingual that use two or extra languages of their interaciton.

3. Message-intrinsic factors

Bhatia and Ritchie (Kim: 2006), there are a few reasons which generate code mixing which includes questions, reiteration, topic remark/relative clauses, hedging, interjections and idioms and deep rooted

cultural understanding. Direct citation or suggested speech triggers language blending/switching amongst bilinguals pass-linguistically.

4. Language attitude, dominance, and security

Language attitude, dominance, and security determine the qualitative and quantitative properties of language mixing Bhatia and Ritchie (in Kim: 2006). As for the attitudes, the frequency of code mixing from bilinguals relies upon on whether a society considers code mixing positively and negatively.

Zuhra (2019) According Hoffman as cited by Saleh (1991:116), there are number of reasons for bilingual or multilingual person to switch or mix their languages. Those are: talking about particular topic, quoting somebody else, being empathic about something (express solidarity), interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity.

According Bhatia and Ritchie in Kim (2006) there are some social factors that become reasons why people use code mixing in their communication:

a. Participants and social groups are one of the situational elements which make code switching and code mixing. That is, bilinguals may also communicate differently relying on whom and which groups they are speaking to. As an instance, if Korean-English bilinguals talk to a Korean individual, they in all likelihood begin talking to them in Korean. However, in the event that they speak with human beings from one of the English speaking nations, they could communicate to them in English.

b. Physical situations (settings) play a significant position which triggers code switching and code mixing. Bilingual may switch and blend their languages according with a variety of conditions.

c. Topic of discourse would motivate bilinguals to code switch and code mix. There is not appropriated words and when there is lack of vocabulary in one language, expression in one language make people change the word or phase from one to another language and combined them.

d. Other social variables such as status, race, age, etc. would cause bilingual people to switch their utterances and/or mix their languages. The socioeconomic status of the participants is an important factor.

4. Social Media

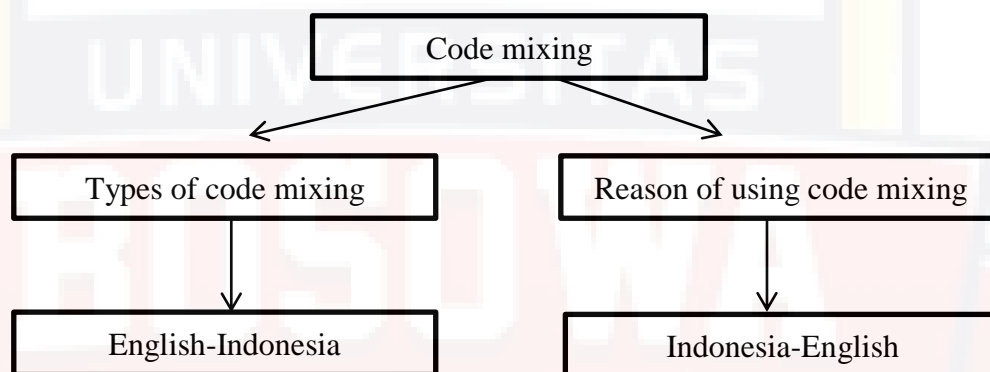
Rouse (2015) Social media are interactive laptop mediated technologies that facilitate the creation and sharing of statistics, thoughts, career hobby and different kinds of expression thru virtual communities and networks. Many students use social media together with fb, WhatsApp, Tik Tok and Instagram.

Facebook is a famous loose social networking internet site that lets in registered users to create profiles, upload images and video, ship messages and hold in contact with friends, family and colleagues. WhatsApp is a proprietary, pass platform instant messaging subscription service for smart phones and selected characteristic phones that makes use of the net for communicate. Instagram is a social networking app made for sharing photos and films from a cellphone. Tik Tok is a famous video social networking and platform to share short video track.

C. The Conceptual Framework

This research focuses on the use of code mixing writing daily status made by students at grade XI Sekolah Advent Makssar. There are four analyzes main points. (1) Code mixing (2) Types of code mixing (Muysken: 2000), (3) The reasons using code mixing and (4) English and Indonesia or Indonesia English writing. In order to know the use code mixing in writing daily status, it is important to consider the type and reason of English students' code mixing.

Figure 2.1 Conceptual Framwork



CHAPTER III

RESEARCH METHODOLOGY

Research method is very important in conducting a research, it is necessary for researcher to apply an appropriate method. In this chapter, explained the methodology of this research. It consists of type of the study, object of the study, source of the data, technique of collecting data and technique of data analysis.

A. Research Design

This research applied descriptive qualitative method. Where the researcher describe the types of students' code mixing in social media based on the Muysken's theory and the reasons why they produce code mixing based on the Bhatia and Ritchie's theory. This method aim to describe the events or phenomena that occur in the process of research and the results obtain after doing observations on the subject of research.

According to Creswell (2014:4) Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social human problem. Qualitative research is a scientific method of observation to gather non-numerical data (Babbie, 2014:303-304). Furthermore, Creswell and Poth (2016:43) Qualitative research places the observer in the world and is a situated activity. A set of interpretive, practical techniques that make the world visible make up qualitative research.

Partington (2002:109) stated a qualitative research design is one where information is gathered using words and observations rather than numbers.

Additionally, qualitative research is related to research questions and phenomena of interest that call for exploration of in-depth, detailed data with the intention of description, comparison, or perception. Also Fox and Bayat (2008:71) stated that qualitative research combines a variety of data collection and analysis techniques. Shi (2007:153) stated that the unit of analysis in quantitative research varies substantially depending on the goal of the study or what the researchers hope to achieve in the end. Furthermore, Bhandari (2002) stated that qualitative research involves collecting and analyzing non-numerical data (eg., text, video or audio) to understand concepts, opinions, or experiences.

B. Setting of the Research

This research was conducted as Sekolah Advent Makassar, it is located on H.I.A. Saleh street Number 1. This research conducted for 6 weeks from 19 December 2022 until 27 Januari 2023 in academic year 2022/2023. The researcher selected this school because Sekolah Advent Makassar as a secondary school, so a model of instruction which apply two languages as media of learning process and this school emphasizes learning English course in communication. So, it is appropriate with the goal of researcher who wants to investigate about code mixing.

C. Subject and Object of the Research

The subjects of the study are grade XI students in Sekolah Advent Makassar. Students' writing daily status comment on uploaded photo, video, caption by the students which contain Indonesian-English code mixing in media social account. Students period of 2022/2023 school year. The subject are 5 students, that often writing daily status on their social media account. While the

object was code mixing in writing daily status in social media, the code mixing from English to Indonesian or Indonesian to English. The source of the data was based on purposive sampling. Patton, 1990, p. 169 as cited Creswell (2012, p. 206) states that in purposive sampling, the researchers deliberately choose individuals and sites to learn or understand the main the phenomenon

D. Research Instrument

1. Interview

The instrument for collecting data in this research used interview using recording the researcher used one-on-one interviews. The Purpose of using audio is to record the activity when interviewed students. To record the answered of students reason using code mixing and observation for media social account. According to (Creswell, 2012) he stated that “one-on-one interview is a data collection process in which the researcher asks the questions to and records answer from only one participant in a time”. The reason of choosing one-on-one interviews was to make students feel enjoy and comfortable to tell the ideas without affected by other students’ idea and so that students could answer the questions based on their point of view.

E. Technique of Data Collection

According to Mohammad (2012:174) that data collection is a systematic and standardized procedures to obtain data that is required. In collecting the data, the researcher employed observation to searching in social media about the students’ code mixing when they write the status or when they chat with their friend in social media. Besides that, the researcher employed documentation. The documentation of this research is the screenshot from the students’ statuses and

chats in social media. Documentation needed to save the data which took from the observation.

Zuhra (2019)The selection of observation methods in the study is based on consideration, that the observation method has some advantages that (1) with the researcher observation method obtaining a clearer picture of social life, (2) the observation method can be used to view and observe growing and evolving social phenomenon and (3) the observation method can be used as an exploration.

The other instrument in this research was an interview. The researcher asked some questions to find the reasons why the students produce code mixing in their status or chat in social media. The questions for interview were consisted of some items which relate to the purpose of the research. Based on the form of interviewing in this research, the researcher will use one-on-one interviews.

Creswell, (2012) stated that “one-on-one interview is a data collection process in which the researcher asks the questions to and records answer from only one participant in a time” . The reason of choosing one-on-one interviews is to make students fell enjoy and comfortable to share the ideas without affected by other students’ idea and so that students could answer the questions based on their own opinions

F. Technique of Data Analysis

The data analysis is the activity after collecting all of the data from the respondents. Wiersma (1991:85) stated that records analysis in qualitative research is a process of categorization, description, and synthesis.

In which the analysing data using some steps of descriptive qualitative. There are three activity to analze data in descriptive qualitative research. Miles

and Huberman (1994:10) state that qualitative data analysis contains of three simultaneous flows of action: data reduction, data display, and drawing conclusion. Where the researcher analyzed data based on the procedure above.

The steps of analyzing data in the study are as follows:

1. Data reduction

Miles and Huberman (1994:10). Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data presented in written field notes or transcripts. In this step the researcher has been obtained by observation and interview as selected based on the purposes and continued by making a set classification and omitting the irrelevant data. Read all of the data that is collect from social media. The data was collected from the students' posts in social media.

2. Data display

Miles and Huberman (1994:11). The second main compartment is the data display. The data viewer is an organized, condensed collection of information that enables you to draw conclusions and take action. The data analysis was selected the posts or chats by the students in their social media. After selecting the data, there are 5 students will selected for analysis. The researcher chose them because the researcher in presenting the data analysis result use the sentence to explain clearly to easier the reader to understand the data analysis result.

3. Conclusion drawing/verification

In this step, the researcher will classify and describe by drawing conclusion or verification. According to Miles and Huberman, (1994:11) the third stream of analytical activity is inference. Determining what things mean - means

noting regularities, patterns, explanations, possible configurations, causal streams, and propositions. The result of the analysis was concluded after constructing the concept related to the research focus. The data was describe by use researcher own sentences.

Analysis involves working with the data, organizing them, breaking them into manageable unit, and searching for patterns identivication. After evaluating one by one, automatically resesarcher found the types and the reasons for students' writing.

Conclusion for the analysis was verifying was an activity of formulating research result that answer present in the descriptive form of the research object based on the research. This process also involved consultation with advisors. It aimed to get truth worthiness, validity reliability, of the data and also make a final conclusion of the data that after analyze, interpret and identify in the preceding process. Finally, the result of data were elaborate in the words through descriptive qualitative.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the result of the research and the explanation to answer the statements of the problem. The researcher analyzes types and reasons of Code-Mixing used by students at Sekolah Advent Makassar.

A. Findings

This data took in social media of their Instagram account. In this chapter presented findings to answer the research problem about the types of code mixing based Muysken's theory such as Insertion, Alternation, and Congruent lexicalization and the reasons why they produced code mixing based on Bhatia and Ritchie's theory.

1. Types of Code Mixing used by Grade Eleventh Students in Sekolah Advent Makassar in writing daily status on social media.

a. Insertion

The finding of this research showing that the students wrote the types of code mixing by inserting words. It was found that there are some types of insertion in students' writing status in social media . The figure of them as followed:

Extract 1

*NS : "Selamat **birthday** kak olievia yang dikasih oleh Tuhan"*

In extract 1 above student Nadine Suyanto used insertion on Instagram story of code mixing namely *birthday*. She mix the code *birthday*. In this sentence he wrote Instagram story to say congratulation

to her teacher that had birthday on that day. Where NS upload picture of her and the teacher.

Extract 2

*SP : “Dikit-dikit **editing**”*

In extract 2 above, student Sky Pantow used Insertion of code mixing on Instagram story namely *editing*. He mix the code *editing*. In sentence he want to showed that he was work to made a presentation of rundown for school program which is year end celebration.

Extract 3

*FS : “**KKR day 5**”*

In extract 3 above, student Farah Sasabone used Insertion of code mixing on Instagram story namely *day*. She mix the code *day* in sentence to showed that they was follow the church program and it was the day five of the program. They take picture together.

Extract 4

*CH : “**thanks** sie konsumsi yg suka bikin sakit kepala”*

In extract 4 above, student Christian R used Insertion of code mixing on Instagram story namely *thanks*. He mix the code *thanks* in sentence to showed that he want to say thank you to his friend who give him birthday greeting on his birthday, who was team as leader of prepare

Extract 5

SP : “Harapanmu di tahun 2023 apa bang? Kalo aku..... Tetap

***Happy Kiyowok**”*

In extract 5 above, student Sky Pantow used Insertion of code mixing on Instagram story namely *Happy*. He mix the code *Happy* in sentence to showed that he make question to someone and give his answer to make his friend know what his hope in the year of 2023.

Extract 6

*NS : "Di suruh hester **repost**"*

In extract 6 above, student Nadine Suyanto used Insertion of code mixing on Instagram story namely *repost*. She mix the code *repost* in sentence to showed the picture they shoot together that her friend command ed her to post agian in her Instagram story status.

Exctract 7

*FS : "Terjebak hujan = **werewolf**"*

In extract 7 above, student Farah Sasabone used Insertion of code mixing on Instagram story namely *werewolf*. She mix the code *werewolf* in sentence to showed their togetherness when the weather was rain and it is time to play card game named werewolf.

Extract 8

*FS : "**hbd** indo"*

In extract 8 above, student Farah Sasabone used Insertion of code mixing on Instagram story namely *hbd*. She mix the code *hbd* in sentence to showed their togetherness when they are in a moment to serve as Paskibraka of Indonesia's Independent day program before and

Extract 9

*NS : "Ga jj ga **a6**"*

In extract 9 above, student Nadine Suyanto used Insertion of code mixing on Instagram story namely *a6*. She mix the code *a6* in sentence to showed their togetherness in their free time and have dinner. Showed that their are happy when they walk together. And *a6* showed the emotion of have fun .

Extract 10

*FS : “Kamera **man** nya gaje”*

In extract 10 above, student Farah Sasabone used Insertion of code mixing on Instagram story namely *man*. She mix the code *man* in sentence to showed that they want to take a picture but the result was blur. So, they say the person to take a picture is unclear.

Extract 11

*FS: “**hbd** slmt **seventeen** mas chris ”*

In extract 11 also, student Farah Sasabone wrote story status in type of Insertion on Instagram story namely *hbd* and *seventeen*, she used words insertion *hbd* and *seventeen*. In her status that she give greeting for her friend who had birthday Christian.

Extract 12

*FS: “PA alam berkedok ‘**healing**’”*

In extract 12 also, student Farah Sasabone wrote story status in type of Insertion on Instagram story namely ‘healing’, she used word insertion ‘healing’. In her status that she want to say that they in youth program of church.

b. Alternation

The second types code mixing is alternation. Alternation code mixing used by the students constraint of mixing in terms of compatibility or equivalence of the languages involve at the mix point and clause. The extract some of them as followed:

Exctract 13

FS : “Happy Birthday kak Olivv”

In extract 13 above, student Farah Sasabone used alternation of code mixing on Instagram story namely *happy birthday*. She mix the code of phrase i.e. *happy birthday*. From the student’s story status that she express to say congratulation to her teacher called kak Olivv.

Exctract 14

MG : “MUST READ BANGET. GUYS!”

In extract 14 also, student Miratul Ginayah wrote story status in type of alternation and insertion on Instagram story, she used phrase alternation *must read* and insertion *guys*. In her status she showed a picture of book with caption “MUST READ BANGET. GUYS!”. It probably she already read that book and she wants everyone who read

Exctract 15

FS : “Happy Sabbath by kelas pemimpin”

In extract 15 also, student Farah Sasabone wrote story status in type of alternation on Instagram story namely *Happy sabbath by*, FS used phrase alternation *happy Sabbath by*. In her status she showed a picture

of some of her friend who followed that program. she want to say happy sabbath to everyone from their group called master guide class.

Exctract 16

CH : “Thank uu cece cantikk”

In extract 16 also, student Christian R wrote story status in type of alternation on Instagram story namely *thank uu*, he used phrase alternation *thank uu*. In his status he showed a picture of his sister and her children that give birthday greeting to him.

Extract 17

FS : “Selamat happy birthday deastyyy”

In extract 17 also, student Farah Sasabone wrote story status in type of alternation on Instagram story namely *happy birthday*, she used phrase alternation *happy birthday*. In her status she showed a picture of her friend with the birhtday cake because her birhtday.

Extract 18

SP : “org ganteng carry us”

In extract 18 also, student Sky Pantow wrote story status in type of alternation on Instagram namely *carry us*, he used phrase alternation *carry us*. In his status showed statement that need respond. That status use picture someone on motorcycle on the way in the street.

Extract 19

NS : “Finally ujian finish guys”

In extract 19 also, student Nadine Suyanto wrote story status in type of alternation on Instagram , she used phrase alternation *finish guys*.

In her status showed picture they take in the classroom after followed the examination.

Extract 20

FS : “mission success. bazaar selesai kita senang”

In extract 20 also, student Farah Sasabone wrote story status in type of alternation on Instagram, she used phrase alternation *mission success*. In her status showed picture they team take in place they made bazaar for their final program of school year end.

Extract 21

MG : “happy birthday our ketua panitia pls janang ajak saya nonton midnight lagi kalo akhir”na hrs keluar duluan ya @christiano.ar”

In extract 21 also, student Miratul Ginayah wrote story status in type of insertion and alternation on Instagram, she used phrase alternation *happy birthday our*. In her status showed picture she say happy birthday to his friend who had birthday as the team leader of they program of school year end.

Extract 22

FS: “going out dengan my friends after ujian”

In extract 22 also, student Farah Sasabone wrote story status in type of alternation on Instagram, she used phrase alternation *going out* and *my friend after*. In her status showed picture she was going out with her friend. They spent time at mall and play some games there.

Extract 23

MG: "*happy birthday guru ekonomi andalaan aka kak oliv*

@olievia_egeten"

In extract 23 also, student Miratul Ginayah wrote story status in type of alternation on Instagram, she used phrase alternation *happy birthday*. In her status showed screenshot picture of her teacher who had birthday.

Extract 24

SP: "*Nah, me dont interest in fantasy*"

In extract 24 also, student Sky Pantow wrote story status in type of alternation on Instagram, he used phrase alternation *me dont interest in fantasy*. In his status that answer the question of his anonymous messages wrote by someone else, said "did you watch game of thrones?"

c. Congruent Lexicalization

The last types of code mixing in writing status on social media is congruent lexicalization. Congruent lexicalization code mixing used by the students to language variation and style shifting: switching is grammatically unconstrained and can be characterized in terms of alternative lexical insertions. The researcher found some types of congruent lexicalization in students' writing status, two of them as followed:

Extract 25

CH: "*mengcosplay*"

In extract 25 above student Christian R used congruent lexicalization of code mixing on Instagram namely *mengcosplay*. He mix the code of word i.e. *mengcosplay*. He wrote the story status with picture and caption “mengcosplay”. That status he wrote wants to show that their photo style like character of anime.

Extract 26

FS : “PA & werewolfnya”

The other in extract 26 also student Farah Sasabone include in type of congruent lexicalization on Instagram, she used congruent lexicalization *werewolfnya*. She was in their retreat program and wrote the story status. PA means Pemuda Advent and werewolfnya means dear leader of that program and they play some games at that program.

2. Reasons of Code Mixing used by Grade Eleventh Student in Sekolah Advent Makassar on Social Media

There were four reasons of code mixing used by students in writing status such as participant roles and relationship, social factor, message intrinsic, and security according to Bahtia and Ritchie’s theory.

a. Participant Roles and Relationship

The first reason that motivated the student to code mixing their words was participant roles and relationship reason. The researcher found some participant roles and relationship reason motivated the students to code mix their writing status on social media, two of them as followed :

Extract 6

NS : Di suruh hester *repost*”

In this extract, student Nadine Suyanto repost on Instagram story status from her friend Hester where there in that story status apload a picture of them. Because her friend command her to repost.

Extract 21

MG : “**happy birthday our** ketua panitia. **Pls** jangan ajak saya nonton **midnight** lagi kalo akhir”nya hrs keluar duluan ya

In this extract, students Miratul Ginayah in her Instagram story status posting picture with caption. She wants to congrats her friend who has birthday and at that moment her friend is the leader of their program.

b. Situational Reason

The second reason that motivated students to code mix their words was situational reason. The researcher found there are some situational reason motivated the students to code mix their writing status on social media, two of them as followed :

Extract 4

CH : “**thanks** sie konsumsi yg suka bikin sakit kepala”

In this extract, students Christian R in his on Instagram story status posting picture with caption. He wants to say thank you to his friend as a team of school program because he is the leader of their program .

Extract 11

FS : “hbd slmt seventeen mas chris”

c. Message-Intrinsic Reason

The third reason that motivated the student to code mix their words was message-intrinsic reason. The researcher found some intrinsic reason motivated students to code mix the writing status on social media, as followed :

Extract 12

FS : “PA alam berkedok ‘healing’

In this extract, students Farah Sasabone in her Instagram story status posting picture with caption. She was on youth program of her church. The program was run at the beach so they can refreshing there while followed the program.

d. Language attitude

The last reason that motivated the student to code mix their words in writing status on social media was language attitude. The researcher found there was only one security factor motivated the students to code mix the writing status on social media, as follows :

Extract 16

CH : “thank uu cece cantiikk”

In this extract, students Christian R in his Instagram story status posting picture with caption. He wants to say thank to his sister who congratehim at his birthday.

B. Discussion

1. Type of Code Mixing Used by Students of Sekolah Advent Makassar Grade Eleventh According Muysken Theory

Based on the previous analysis of code mixing by Students of Sekolah Advent Makassar grade Eleventh found that there were three types of code mixing were used by the students writing status on social media such as, insertion, alternation and congruent lexicalization.

a. Insertion

The first type is insertion, from the students' writing status in extract 1, the researcher found formation of code mixing's is insertion. It can be seen when student NS inserted phrase "*birthday*" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "*birthday*" was inserted in her Indonesia's writing daily status. The writing daily status in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 2, the researcher found formation of code mixing is insertion. It can be seen when student SP inserted "*editing*" in his Indonesia's writing status. It called insertion since the English lexical class of phrase "*editing*" was insert in his Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 3, the researcher found formation of code mixing is insertion. It can be seen when student FS inserted "*day*" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "*day*" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 4, the researcher found formation of code mixing is insertion. It can be seen when student CH inserted "*thanks*" in his Indonesia's writing status. It called insertion since the English lexical class of phrase "*thanks*" was insert in his Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 5, the researcher found formation of code mixing is insertion. It can be seen when student SP inserted "*happy*" in his Indonesia's writing status. It called insertion since the English lexical class of phrase "*happy*" was insert in his Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other

language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 6, the researcher found formation of code mixing is insertion. It can be seen when student NS inserted "*repost*" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "*repost*" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 7, the researcher found formation of code mixing is insertion. It can be seen when student FS inserted "*werewolf*" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "*werewolf*" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 8, the researcher found formation of code mixing is insertion. It can be seen when student FS inserted "*hbd*" in her Indonesia's writing status. It called insertion

since the English lexical class of phrase "hbd" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 9, the researcher found formation of code mixing is insertion. It can be seen when student NS inserted "a6" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "a6" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 10, the researcher found formation of code mixing is insertion. It can be seen when student FS inserted "man" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "man" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 11, the researcher found formation of code mixing is insertion. It can be seen when student FS inserted "*hbd* and *seventeen*" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "*repost*" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

From the students' writing daily status in extract 12, the researcher found formation of code mixing is insertion. It can be seen when student FS inserted "*healing*" in her Indonesia's writing status. It called insertion since the English lexical class of phrase "*healing*" was insert in her Indonesia's writing status. That word included in insertian because insertion of material form one language into a structure of the other language. The students inserted words in their daily status. As we can see at findings, the writing included in insertion because insertion of material from one language into a structure of the other language.

The findings have been in step with the Muysken concept (2000) tactics that appart form the country of insertion view the constraints in phrases of the structural residences of some base or matrix structure.

b. Alternation

The second type was alternation code mixing. From the student's writing status in extract 13, the researcher found formation of code

mixing's was *alternation*. It can be seen student FS mix in English "*Happy birthday*" with Indonesia's words to give a sign to the audience to know whose birthday.

As we can see from the words in extract 13, student mixed two languages class of clause in a sentence. In this situation, a constituent from English was followed by a constituent from Indonesia. So the researcher concludes that it includes in alternation where alternation occurred when the student mixed point in the writing status.

From student's writing status in extract 14, the researcher found formation of code mixing was alternation. It can be seen when student MG mixed in English sentence "*MUST READ BANGET. GUYS!*" with Indonesia's words to give a sign to the audience to know and read the book from the statement above.

From student's writing status in extract 15, the researcher found formation of code mixing was alternation. It can be seen when student FS mixed in English sentence "*Happy Sabbath by kelas pemimpin!*" with Indonesia's words to give a greeting to the audience from their program such as master guide class.

From student's writing status in extract 16, the researcher found formation of code mixing was alternation. It can be seen when student CH mixed in English sentence "*thank uu cece cantikk*" with Indonesia's words to give thanks to his sister of birthday wishes for him.

From student's writing status in extract 17, the researcher found formation of code mixing was alternation. It can be seen when student FS

mixed in English sentence “*selamat happy birthday deasty*” with Indonesia’s words to give congratulation of her friend birthday.

From student’s writing status in extract 18, the researcher found formation of code mixing was alternation. It can be seen when student SP mixed in English sentence “*orang ganteng carry us*” with Indonesia’s words to give statement to carry them by motorcycle.

From student’s writing status in extract 19, the researcher found formation of code mixing was alternation. It can be seen when student NS mixed in English sentence “*Finally ujian finish guys*” with Indonesia’s words to give people know that they was finish their examination.

From student’s writing status in extract 20, the researcher found formation of code mixing was alternation. It can be seen when student FS mixed in English sentence “*mission success bazaar selesai kita senang*” with Indonesia’s words to show their program was over with a good result.

From student’s writing status in extract 21, the researcher found formation of code mixing was alternation. It can be seen when student MG mixed in English sentence “*happy birthday our ketua panitia. Pls jangan ajak saya nonton midnight lagi kalo akhir’nya hrs keluar duluan ya @christian.ar*” with Indonesia’s words to say happy birthday to her friend.

From student’s writing status in extract 22, the researcher found formation of code mixing was alternation. It can be seen when student FS

mixed in English sentence “*going out dengan my friend after ujian*” with Indonesia’s words to show of their activity after they examination week.

From student’s writing status in extract 23, the researcher found formation of code mixing was alternation. It can be seen when student MG mixed in English sentence “*happy birthday guru ekonomi andalan aka kak olive @olievia_egeten*” with Indonesia’s words to uttered her beloved teacher’s birthday.

From student’s writing status in extract 24, the researcher found formation of code mixing was alternation. It can be seen when student SP mixed in English sentence “*nah, me dont interest in fantasi*” with Indonesia’s words to answer the question from anonymous messages that said “did you watch game of thrones?”

The findings supported the code mixing concept of Muysken in Putri (2020), alternation is the constraint of mixing terms of compatibility or equivalence of the languages worried at the mix component and clause.

In additional, a constituent from language A (with phrases from the same language) is accompanied by a constituent from language B (with words from that language).

c. Congruent lexicalization

The third type was congruent lexicalization code mixing. As we can see at extract 25 and 26. The English words in the Indonesia’s sentence which can share grammatically structure can be filled lexically

with elements from English. So, the researcher concludes that code mixing included in congruent lexicalization.

From the students' writing status in extract 25 the researcher found the type of code mixing is congruent lexicalization. The student inserted lexical words in English "*mencosplay*" and in the Indonesian word. That's word if translated with Indonesian language will have meaning "menggunakan kostum game". It is called congruent lexicalization because the English words in the Indonesian sentence which cannot share grammatical structure can be filled lexically with elements from English. In this situation, the grammatical structure was shared by Indonesian and English, and words from English were inserted into Indonesian's structure.

In students' writing daily status in extract 26 the researcher found the type of code-mixing is congruent lexicalization. The student inserted lexical words in English "*werewolfnya*" and in the Indonesian utterance. That's word if translated with Indonesian language will not have meaning of Language and it is called congruent lexicalization because the English words in the Indonesian sentence which cannot share grammatical structure can be filled lexically with elements from English.

This finding was supported by According to Musken (2000), The term congruent lexicalization refers to a scenario where the 2 languages share a grammatical structure which can be filled lexically with

factors from either language. In addition, the grammatical structure is shared by languages in extract 26 was inserted more or less randomly.

According to Sagala. et.al (2022) congruent lexicalization is defined as a situation where the collaborating languages percent a grammar that can be crammed lexically with factors from each language. Steady with some, it is miles just like how a language can exchange and range in style.

2. The Reasons of Code-Mixing Used by Student of Sekolah Advent Makassar Grade XI According Bahtia and Ritchie Theory

Based on the previous analysis of code mixing used by students of Sekolah Advent Makassar grade XI, the researcher found that there were four reason of code-mixing that were uttered by the students in writing status in social media such as, participant roles and relationship, situational factors, message-intrinsic factors, and language attitudes.

a. Participant Roles and Relationship

The first reason was participant roles and relationship. As we can see at extract 6, the researcher concluded that participant roles motivated the student to code mix their status because she were aware to whom she show that status. As these two bilinguals and their relationship with audience affect their code mixing.

The reason which motivated the student to code mix the writing status was participant role and relationship. Student NS inserted word “repost” in her English when writing to show about the picture. It can be seen the student felt that the phrase made her easy to write about the

picture. In the other words, student NS write and used English for easy and make relationship with her friends. So, by mixing her writing into English made her easier to express feeling.

The reason which motivated the student to code mix the utterance was participant role and relationship in extract 21. Student MG inserted phrase “happy birthday our keuta panitia. Pls jangan ajak saya nonton midnight lagi kalo akhir”nya hars keluar dulaun ya @ christiano.ar” in her English words when writing about the words student use participant role to write about topic. It can be seen the student felt that the phrase made her easy to write about the materials. In the other words, student MG write and used English for easy and make relationship with the audients. So, by mixing her writing into English made her easier to express it.

In additional, she also believed that her audience understood what the point of her writing. So, the researcher concludes that participant roles and relationship motivated the student code mixed the writing because the student aware with whom she shows to.

This locating turned into supported by using Grosjean (Kim: 2006) the end result of his interview turned into bilinguals did code mix to lead them to ease to communicated and the audience encouraged them too. The findings have been in line too with the Bhatia and Ritchie theory (Kim, 2004) remark participant roles and relationships play a very critical role in Bilinguals unconscious agreement and confrontation on language

preference. Agreement leads to language - matching, which in turn mirror the nature in their perceived social relationship.

b. Situational

There were situational factor why the student mixed his writing in social media. The student mixed “thanks” in his English’s writing to give an explanation about the content. As we can see in the extract 4, he mixed in English and he continued the explanation in Indonesia. He used it as an expression about the specific word from the content of the picture.

In extract 4, it can be seen the student writing code mixing in writing daily status because they could separate that the words or phrases suited in that sentence. The findings supported the code mixing theory of Bhatia and Ritchie (Kim: 2006) state some languages are viewed as more suited to particular participant/social groups, settings or topics than others. They also postulate that social variables such as class, religion, gender, and age can influence the pattern of language mixing and switching both qualitatively and quantitatively.

In extract 4, we can see that some of his sentences in English and he used Indonesia when the words already in English from the status. So, when he used the word “*thanks*”, Based on the status, the researcher concludes, it includes in situational factor.

In extract 11 also, we can see that some of her sentences in English and she used Indonesia when the words already in English from the status. So, when she used the clause “*hbd slmt seventeen mas chris*”,

Based on the status, the researcher concludes, it includes in situational factor.

In addition, Muysken (2000) explained that based on intrasentential, contextual and situational conversation, code mixing is expressively purposing languages which can be combined to increase social reputation or to hold the speaker's prestige in the society and Gel (Kim: 2006) writes: "a few of the numerous attributes of speakers it is miles neither their fame as peasants nor the character in their social networks that correlates maximum intently with language use..

c. Message Intrinsic

The third reason was message intrinsic factor. This code mixing was wrote by the students for explaining in social media status. Furthermore, the code mixing wrote by the students when they wanted to express their program, as we can see at extract 12.

There was message-intrinsic factor motivated the student to codemix in this writing status. It can be seen when the student inserted the phrase which was the part of status. The student inserted phrase as the parts of explanation about types sign language. She wanted to give an explanation that "*healing*" is one of parallel language. Based on the status, the reason of the student mixed her status to explain the program based on the theory which already in Indonesia, then she explained the types in English. So, it can be concludes that it is message-intrinsic factor.

The findings have been in keeping with the Bhatia and Ritchie theory (Kim: 2006), there are some factors which generate code-mixing which include quotations, reiteration, topic-comment/relative clauses, hedging, interjections and idioms and deep-rooted cultural information. Direct quotation or pronounced speech triggers language mixing/switching amongst bilinguals cross-linguistically.

d. Language Attitudes

The last reason was language attitudes. The reasons motivated the student to code mix in extract 16 was the language attitude. Student CH inserted “thank uu” in his Indonesian’s writing. As we can see at the appendix, as a young brother, student CH explained to express feeling. So it can be seen, student CH used that words since he felt that he gave the comment to his sister. From that situation, the researcher concludes that it includes in language attitude.

The researcher did not find the reason about the second and the third part, dominance and security reason. The first reason in this part was language attitude. Bilinguals mixed their writing in carefully to make people understand what they are talking or writing, or to avoid disunion of people relationship, they usually code mix their language when they are in emotion or tired in order to the audience do not understand what they mean.

It can be seen, when the researcher’s finding the student mixed the writing status when student felt happy because he only used that word to clarify his feeling and as sign to say thank you, as we can see at extract

16. So, the researcher concluded that language attitude influenced the student code-mixed.

The finding turned into in keeping with Kim theory (2006) the bilingualism normally code mix their language while they are irritated or tired a good way to the audience do not understand what they suggest. This is whilst human beings sense; they have a tendency to mix their language more. In additional, supported as said from Grosjeans (in Kim: 2006) look at, the bilinguals generally combined the conversation whilst the audio system felt tired, excited, or irritated.

3. The Reasons of Code-Mixing Used by Student of Sekolah Advent Makassar Grade XI Based on Interview

There are some reasons why students produce code mixing in their daily status in social media based on the Bhatia and Ritchie's theory: participant roles and relationship, situational factor, message-intrinsic factor, language attitude dominance, and security. The result of the interview is the students used code mixing because of the reasons are less English vocabulary and social community. The result of this research corroborate the previous theory about the reasons for using code mixing expressed by Bhatia and Ritchie's theory.

From the writing daily status which considered as code mixing, the researcher concludes that situational is the dominant reason motivated the students to mix their writing daily satus in social media. The researcher concludes that the highest reason of students use code mixing is because they have less English vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion. The conclusion is drawn after getting research finding and data analysis. Furthermore, suggestion leads to students and teachers at Sekolah Advent Makassar also for further researcher who interested in doing similar research.

A. Conclusion

Based on the findings and discussion in the previous chapter from the observation and interview with students, that concluded that students grade XI at Sekolah advent Makassar writing code mixing in social media. However there are much less congruent lexicalization produce by the students. The students mix Indonesian language and English language in their popularity. The type of insertion is dominant in the students' writing each day status. The result of the interview is the students used code mixing because of a few reasons they are vocabulary and social community. The end result of this research corroborate the previous theory about the reasons for the usage of code mixing expressed by means of Bhatia and Ritchie's theory.

From the writing each day popularity which taken into consideration as code mixing, that concluded that situational is the dominant purpose prompted the students to mix their story status on Instagram. Primarily based on the findings records it is able to conclude that code mixing is vital in mastering and social community. That concluded that the highest cause of students use code mixing is due to the fact they have got less of English

vocabulary. The teachers can blend their language once they provide an explanation for the material, especially English material.

B. Suggestion

Based on the findings, there are some suggestions which can be offered by the researcher:

1. By this research, wish that the students at Sekolah Advent Makassar can do the alternate in mastering process by way of the usage of code mixing. Also, code mixing can be a way to practice your English due to the fact many students used it to practice their English correctly. So, in case you need to enhance your English you can try and used code mixing to your daily lifestyles while you speaking with your friends and while you write a status or chat in social media and getting to know manner.
2. For the teacher of Sekolah Advent Makassar. On this research, was determined a few vocabularies this is frequently used by the students, in order that suggest to teachers at Sekolah advent Makassar to apply new vocabulary in learning process that is nevertheless from time to time used by the scholars. So that it may be increase students' new vocabulary.
3. For the further research. For the following researcher who wants to discusse approximately code mixing, the researcher propose to discusse code mixing in distinct situation together with in classroom learning, films, books, and song lyrics.

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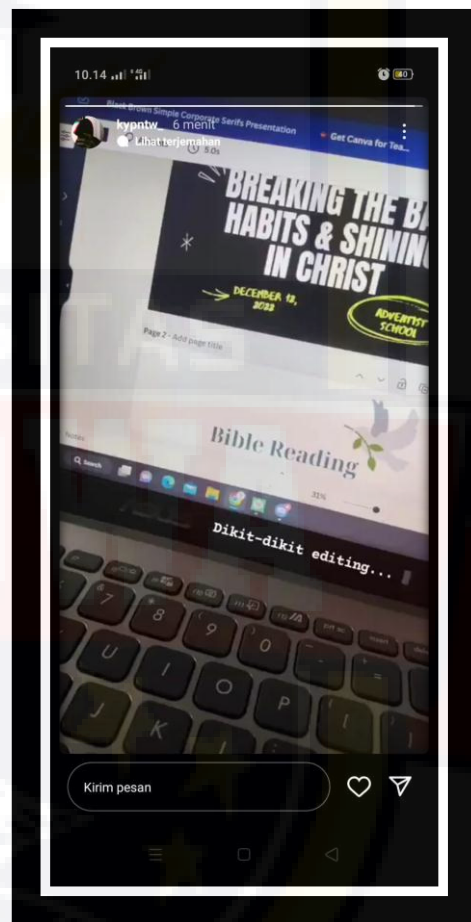


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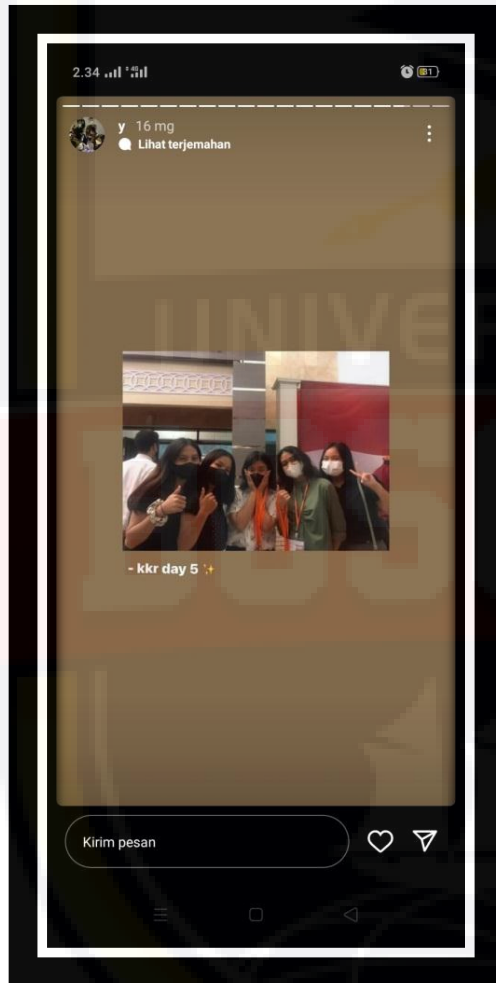
List of Pictures of Instagram Story



Picture 1. IG story of Nadine Suyanto



Picture 2. IG story of Sky Pantow



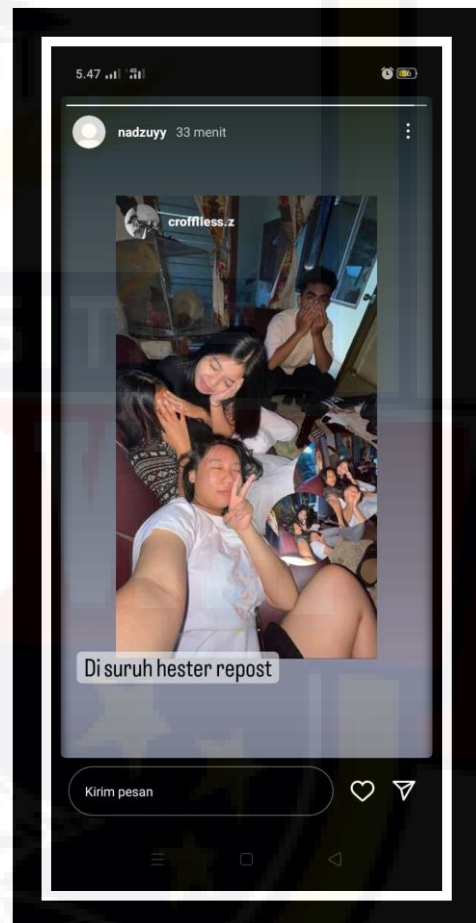
Picture 3. IG story of Farah Sasabone



Picture 4. IG story of Christian R



Picture 5. IG story of Sky Pantow



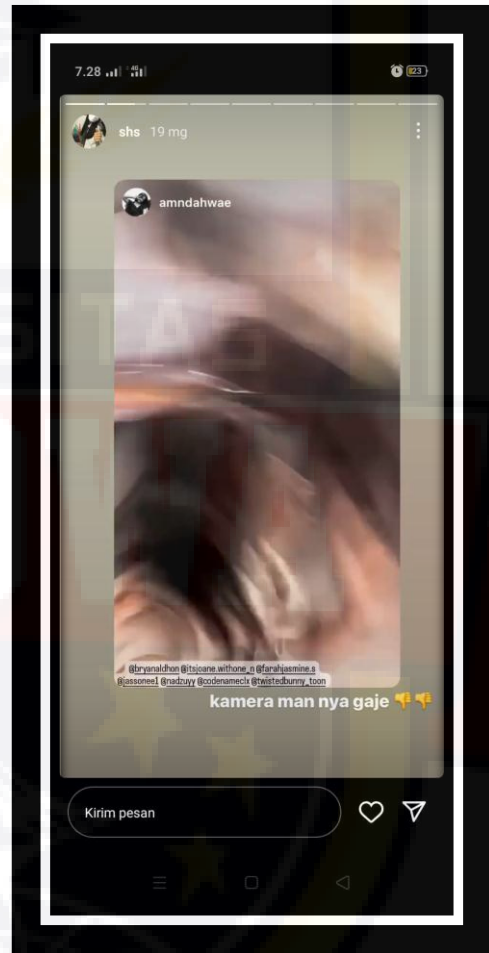
Picture 6. IG story of Nadine Suyanto



Picture 7. IG story of Farah Sasabone Picture 8. IG story of Farah Sasabone



Picture 9. IG story of Nadine Suyanto



Picture 10. IG story of Farah Sasabone



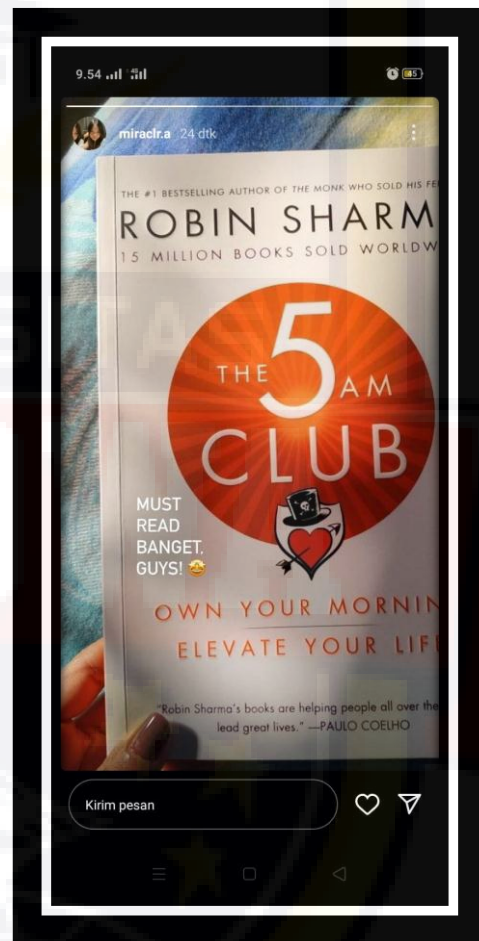
Picture 11. IG story of Farah Sasabone



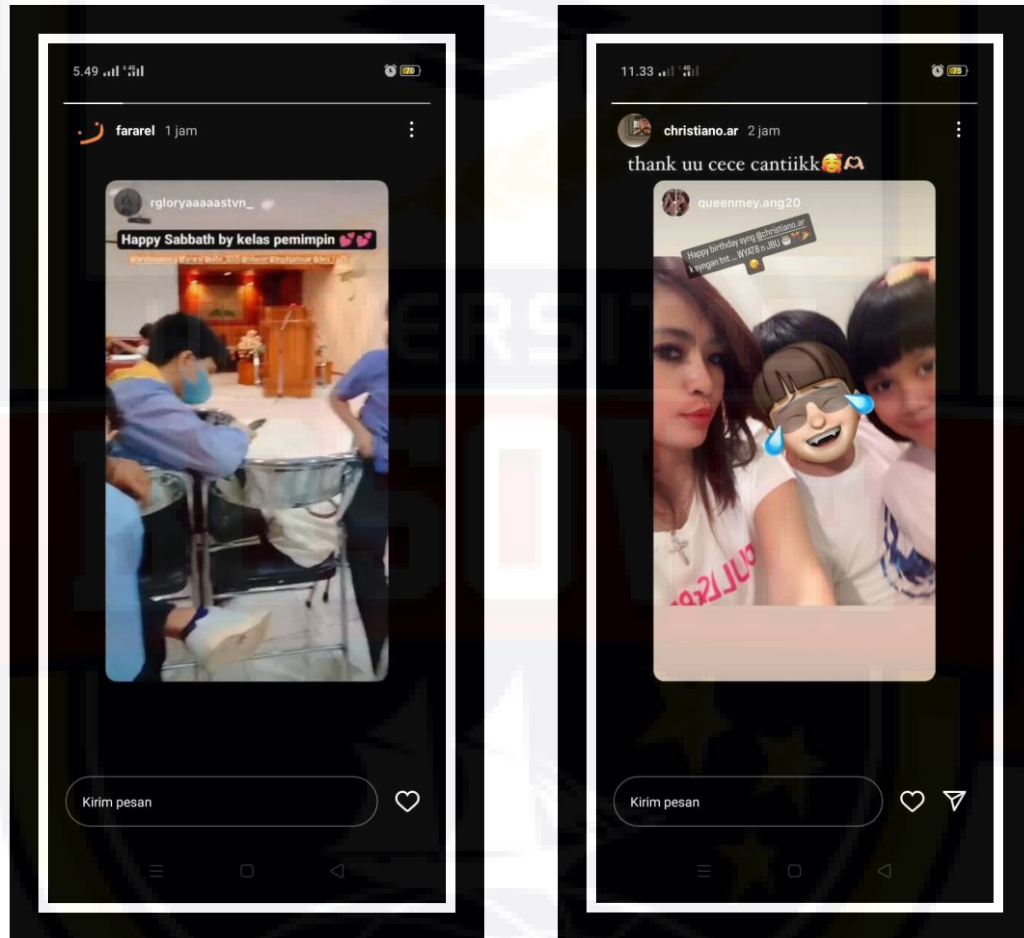
Picture 12. IG story of Farah Sasabone



Picture 13. IG story of Farah Sasabone



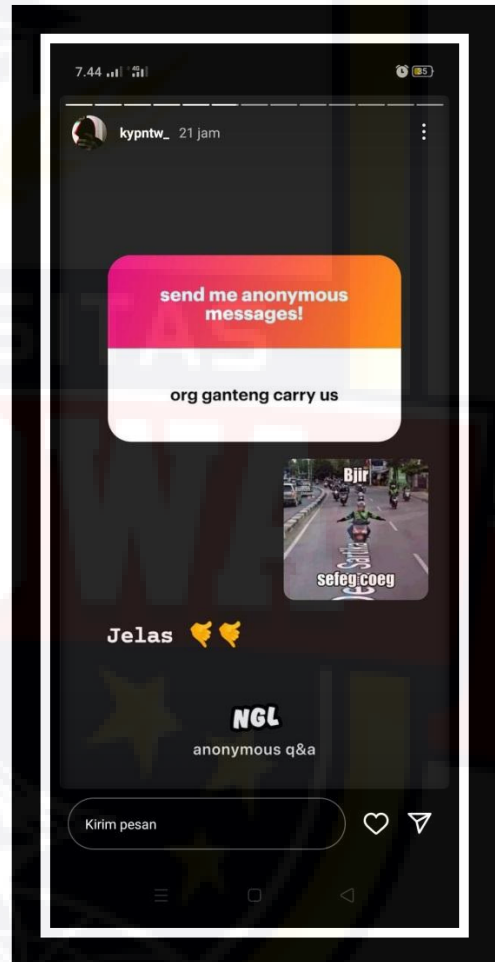
Picture 14. IG story of Miratul Ginayah



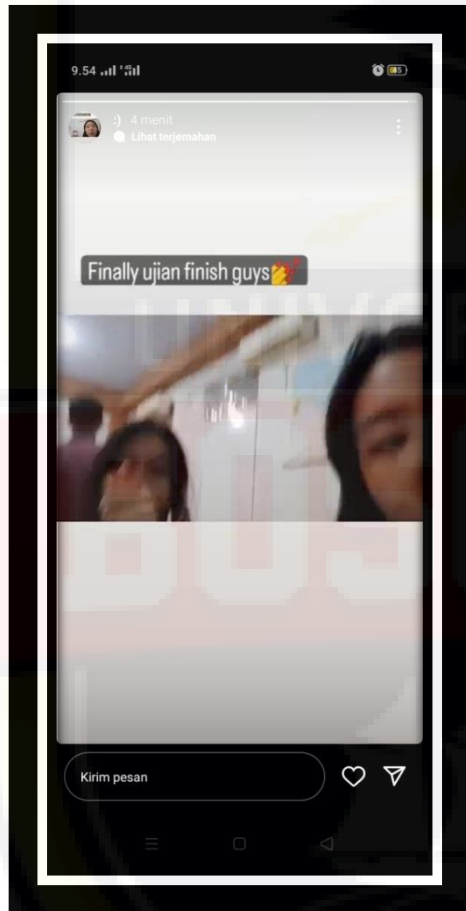
Picture 15. IG story of Farah Sasabone Picture 15. IG story of Christian R



Picture 17. IG story of Farah Sasabone



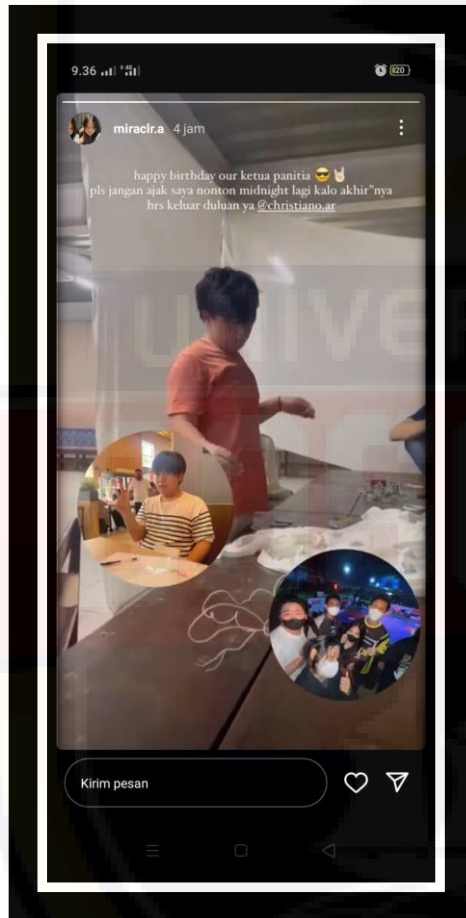
Picture 18. IG story of Sky Pantow



Picture 19. IG story of Nadine Suyanto

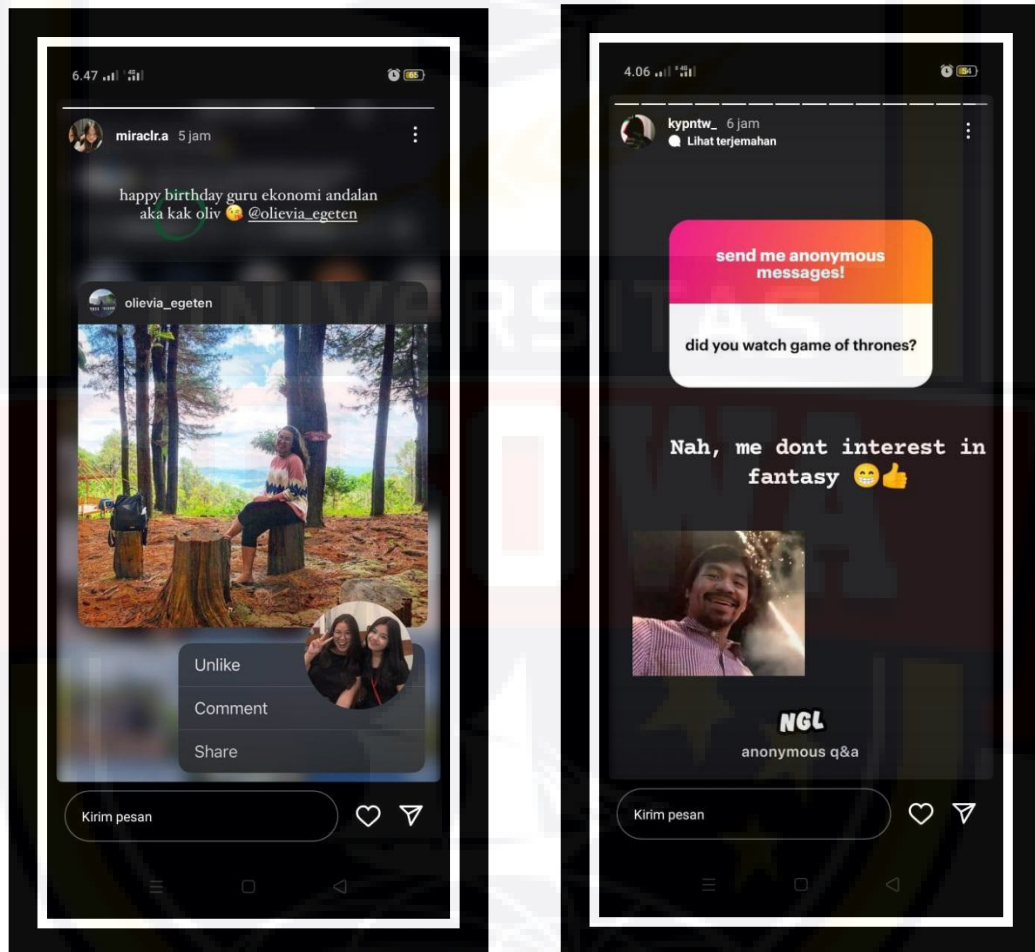


Picture 20. IG story of Farah Sasabone



Picture 21. IG story of Miratul Ginayah

Picture 22. IG story of Farah Sasabone



Picture 23. IG story of Miratul Ginayah Picture 24. IG story of Sky pantow



Picture 25. IG story of Farah Sasabone



Picture 26. IG story of Farah Sasabone



Picture 27. Introduction Preparation for Interview



Picture 28. Introduction Preparation for Interview



Picture 28. Process of Interview

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The Interview's Guideline Questions

No.	Question	Guidelines
1.	In writing daily status you used full English or mixing	Asking about the use of code mixing in writing daily status
2.	What are your reasons' to used the language mixing, why?	Asking about the reason in writing daily status with code mixing
3.	How do you add or increase the vocabulary in writng daily status	Asking about how to increase vocabulary in writing daily status
4.	Whether to use mixing the language is favorable or not to you?	Asking about the whether use code mixing the language is favorable or not

Transcription of Interview

1. Student 1

Interviewer : Carolina Mewengkang
 Interviewee : Student 1
 Date : Wednesday, 18 Januari 2023
 Time : 13.30 PM
 Place : Classroom of Eleventh Grade

No.	Researcher	Student
1.	Selamat siang.	Selamat siang Ma'am.
2.	Boleh mengganggu sebentar?	Ya boleh.
3.	Namanya siapa?	Nama saya Mira.
4.	Pertanyaannya mem di sini adalah dalam proses ee kalian mengupdate status di media sosial aa yang menggunakan campur bahasa atau code mixing itu ee bagaimana?	Kalau saya Bahasa Inggris Indonesianya di campur.
5.	Apa alasannya ee Mira menggunakan percampuran bahasa?	Jadi alasan saya menggunakan campur bahasa itu biar supaya gampang dimengerti karena bahasa inggris itukan susah di mengerti. Banyak agak samar samar, apa lagi dalam bahasanya tulisannya ada yang agak sama jadi agak susah dimengerti. Jadinya saya suka dicampur jadi bahasa Indonesia biar mudah di pahami
6.	Adakah alasan lain?	Alasan lainnya ya kadang kadang ee suka dengar ibu ngomongnya juga campur campur
7.	Kira-kirabagaimana cara menambah atau meningkatkan kosakata atau vocabulary dalam belajar ataupun dalam mengupdate status di sosial media?	Em menurut saya tu sehari harinya kita cuman perlu menambah vocabulary yang kita hafalkan karena dalam bahasa Inggris kita itu sangat penting untuk menggunakan kosakata yang akan kita gunakan
8.	Apakah Mira dalam penggunaan ee	Em menurut saya tu sangat

pencampuran bahasa ee menurut mira itu menguntungkan bagi Mira atau tidak?

menguntungkan karena kalau di campur ee bawaanya lebih enak dan ngomongnya juga jadinya rasanya nyaman nyaman kalo campur

9. Ok baik terima kasih ya Mira

Ok.



Transcription of Interview

1. Student 2

Interviewer : Carolina Mewengkang
 Interviewee : Student 2
 Date : Wednesday, 18 Januari 2023
 Time : 13.30 PM
 Place : Classroom of Eleventh Grade

No.	Researcher	Student
1.	Selamat siang.	Siang Ma'am.
2.	Em saat ini boleh Ma'am e mengganggu waktunya sebentar? Namanya siapa? Em pertanyaannya Ma'am kira-kira dalam proses Nadine mengupload status e dalam media sosial dalam menggunakan juga media sosial itu menggunakan campur bahasa atau full bahasa Indonesia atau full bahasa Inggris? Apa alasannya Nadine menggunakan campur bahasa dalam update status sosial? Ada alasan lainnya? Bagaimana cara Nadine menambah atau meningkatkan vocabular atau kosakata dalam mengupdate status di media sosial? Apakah menurut Nadin menggunakan campur bahasa itu bisa meningkatkan akan aa mengupdate status di media sosial atau di dalam pembelajaran?	Yes you can. Nama Nadine Ee saya biasanya campur bahasa Alasannya tu karena ee vocabularynya kurang kaya belum terlalu dikuasai kemudian untuk mentranslate dari satu kata ke kata yang lain juga masih yah masih agak bingung Ee karena kadang juga tidak menemukan kata kata yang pas atau yang sesuai dalam belajar jadai tacampur ki. Kalo dari saya tu biasanya saya menghafal kata kosakata kaya minimal sehari 3 lah terus saya juga biasa sering dengar lagu bahasa inggris atau nonton film film yang film barat yang seperti film Marvel yang ada inggrisnya Kalau menurut saya iya karena ee menggunakan bahasa kaya campur bahasa itu bisa membuat kita terbiasa dengan adanya bahasa inggris itu awalnya mungkin masih agak bingung tapi kalo

sudah dibiasakan sudah terbiasa

Nadine terima kasih ya

Ya siap.



Transcription of Interview

1. Student 3

Interviewer : Carolina Mewengkang
 Interviewee : Student 3
 Date : Wednesday, 18 Januari 2023
 Time : 13.30 PM
 Place : Classroom of Eleventh Grade

No.	Researcher	Student
1.	Selamat siang.	Siang Ma'am.
2.	Bolehkah Ma'am mengganggu sebentar atau mengambil waktu sebentar untuk wawancara?	Boleh Ma'am.
3.	Namanya siapa?	Namaku Christian.
4.	Kira kira Christian dalam proses ee mengupdate status di media sosial apakah Chtistian menggunakan bahasa full dalam satu bahasa atau mencampurnya?	Ee bisanya saya campur campur sedikit.
5.	Kira kira apa alasannya dari Christian menggunakan percampuran bahasa?	Em karena biasanya saya nda biasa juga karena biasa malu itu mungkin
6.	Kira kira ada alasan lain menggunakan dua bahasa?	Biasanya lidahku patah patah kalo bahasa inggris ada sdikit gagap.
7.	Menurut Christian bagaimana cara menambah atau meningkatkan kosakata atau vocabulary dalam eem mengupdate status atau belajar dalam bahasa Inggris?	Em menurut ku sering sering mendengar lagu atau bahasa asing atau bahasa inggris dan nonton nonton film luar kaya barat barat atau korea itu dapat membantu mungkin
8.	Kira kira apakah dalam menggunakan campur bahasa ee Christian itu diuntungkan atau tidak apakah itu menguntungkan atau tidak?	Kalau bagi saya personally menguntungkan kalau bahasa inggris semanya biasanya nda apa apa makanya lebih bagus tuh saya campur bahasa
9.	Ok terima kasih untuk waktunya Christian.	Ok Ma'am.

Transcription of Interview

1. Student 4

Interviewer : Carolina Mewengkang
 Interviewee : Student 4
 Date : Wednesday, 18 Januari 2023
 Time : 13.30 PM
 Place : Classroom of Eleventh Grade

No.	Researcher	Student
1.	Halo, selamat siang.	Siang Ma'am.
2.	Boleh mengganggu waktunya sebentar untuk wawancara?	Boleh Ma'am.
3.	Namanya siapa?	Ee nama saya Farah.
4.	Eem pertanyaannya Ma'am kira kira dalam proses Farah mengupload status apakah Farah biasanya menggunakan campur bahasa atau full English atau full Indonesia?	Biasa full Indonesia atau biasa juga campur
5.	Kira kira apa alasan Farah menggunakan percampuran bahasa? Dan kenapa?	Em mungkin karna sudah terbiasa pakai bahasa Indonesia jadi pas belajar bahasa Inggris, Indonesia juga terbawa campur ki..
6.	Adakah alasan lain?	ee.. nda ada ji ia.
7.	Bagaimana cara kira kira cara Farah menambah kosakata atau vocabulary dalam aa belajar atau dalam upload status di media sosial?	Biasabaca kamuskalo nda nonton film jadi bertambah
8.	Apakah menurut Farah menggunakan bahasa campur menguntungkan bagi Farah?	Iya karena kita juga bisa mengekspresikan satu kata yang kita lupa dalam bahasa lain
9.	Ok terima kasih Farah.	Ok Ma'am.

Transcription of Interview

1. Student 5

Interviewer : Carolina Mewengkang

Interviewee : Student 5

Date : Wednesday, 18 Januari 2023

Time : 13.30 PM

Place : Classroom of Eleventh Grade

No.	Researcher	Student
1.	Helo, selamat siang.	Iya siang.
2.	Ok bolehkah Ma'am mengganggu waktunya untuk wawancara sebentar?	Boleh boleh.
3.	Namanya siapa?	Nama saya Sky Bredly Pantow
4.	Kira kira menurut Sky dalam proses mengupload status atau dalam pembelajaran bahasa Inggris biasanya apakah Sky menggunakan campur bahasa atau full English?	Ya kadang kalo di perlukan di perlukan saya campur bahasa Inggris
5.	Apa kira kira alasan dari Sky menggunakan percampuran bahasa dan kenapa?	Biasa karena ada kata dari bahasa Inggris yang menurut saya kurang saya ketahui dalam bahasa Indonesia jadi saya lebih menggunakan bahasa Inggrisnya saja.
6.	Kira kira ada alasan lain?	Biasa juga karena kurang, kurang lancar kalo pakai bahasa Indonesia
7.	Bagaimana cara menambah atau meningkatkan vocabulary atau kosakata dalam eem mengupload status?	Ya kurang lebih sering seringkan dalam pemakaiannya dan terus di ulang ulang pelafalannya supaya bisa lebih lancar.
8.	Apakah menurut Sky dalam menggunakan campur bahasa itu menguntungkan atau tidak?	Tentunya meguntungkan apalagi saya sebagai orang Indonesia yang belum terlalu fasih dalam bahasa Inggris jadi kalau di campur itu bisa lebih nyaman
9.	Ok terima kasih untuk kesempatannya	Ya.

Coding and Content Analysis of Interview Transcript

Interviewer : Carolina Mewengkang
 Interviewee : Student 1
 Date : Thursday, 18 Januari 2023
 Time : 08.00 AM
 Place : Classroom of Eleventh Grade
 Direction
 LSVC : *Less Vocabulary*

Line	Code	Interview
1		Selamat siang.
2		Selamat siang Ma'am.
3		Boleh mengganggu sebentar?
4		Ya boleh.
5		Namanya siapa?
6		Nama saya Mira.
7		Pertanyaannya mem di sini adalah dalam proses ee kalian
8		mengupdate status di media sosial aa yang menggunakan
9		campur bahasa atau code mixing itu ee bagaimana?
10		Kalau saya Bahasa Inggris Indonesianya di campur.
11		Apa alasannya ee Mira menggunakan percampuran bahasa?
12	LSVC	Jadi alasan saya menggunakan campur bahasa itu biar supaya
13		gampang dimengerti karena bahasa inggris itukan susah di
14		mengerti. Banyak agak samar samar, apa lagi dalam bahasanya
15		tulisannya ada yang agak sama jadi agak susah dimengerti.
16		Jadinya saya suka dicampur jadi bahasa Indonesia biar mudah di
17		pahami
18		Adakah alasan lain?
19		Alasan lainnya ya kadang kadang ee suka dengar ibu
20		ngomongnya juga campur campur
21		Kira-kirabagaimana cara menambah atau meningkatkan

22 23		kosakata atau vocabulary dalam belajar ataupun dalam mengupdate status di sosial media
24 25 26	VC	Em menurut saya tu sehari harinya kita cuman perlu menambah vocabulary yang kita hafalkan karena dalam bahasa Inggris kita itu sangat penting untuk menggunakan kosakata yang akan kita gunakan
27 28		Apakah Mira dalam penggunaan ee pencampuran bahasa ee menurut mira itu menguntungkan bagi Mira atau tidak?
28 30 31		Em menurut saya tu sangat menguntungkan karena kalau di campur ee bawaanya lebih enak dan ngomongnya juga jadinya rasanya nyaman nyaman kalo campur
32		Ok baik terima kasih ya Mira
33		Ok.

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Coding and Content Analysis of Interview Transcript

Interviewer : Carolina Mewengkang
 Interviewee : Student 2
 Date : Thursday, 18 Januari 2023
 Time : 08.00 AM
 Place : Classroom of Eleventh Grade
 Direction
 VC : Vocabulary
 LSVC : Less Vocabulary

Line	Code	Interview
1		Selamat siang.
2		siang Ma'am.
3		Em saat ini boleh Ma'am e mengganggu waktunya sebentar?
4		Yes you can.
5		Namanya siapa?
6		Nama Nadine
7		Em pertanyaannya Ma'am kira-kira dalam proses Nadine
8		mengupload status e dalam media sosial dalam menggunakan
9		juga media sosial itu menggunakan campur bahasa atau full
10		bahasa Indonesia atau full bahasa Inggris?
11		Ee saya biasanya campur bahasa
12		Apa alasannya Nadine menggunakan campur bahasa dalam
13		update status sosial?
14	LSVC	Alasannya tu karena ee vocabularynya kurang kaya belum
15		terlalu dikuasai kemudian untuk mentranslate dari satu kata ke
16		kata yang lain juga masih yah masih agak bingung
17		Ada alasan lainnya?
18		Ee karena kadang juga tidak menemukan kata kata yang pas
19		atau yang sesuai dalam belajar jadai tacampur ki.
20		Bagaimana cara Nadine menambah atau meningkatkan

21 22		vocabular atau kosakata dalam mengupdate status di media sosial?
23 24 25 26	VC	Kalo dari saya tu biasanya saya menghafal kata kosakata kaya minimal sehari 3 lah terus saya juga biasa sering dengar lagu bahasa inggris atau nonton film film yang film barat yang seperti film Marvel yang ada inggrisnya
27 28 29		Apakah menurut Nadin menggunakan campur bahasa itu bisa meningkatkan akan aa mengupdate status di media sosial atau di dalam pembelajaran?
30 31 32 33		Kalau menurut saya iya karena ee menggunakan bahasa kaya campur bahasa itu bisa membuat kita terbiasa dengan adanya bahasa inggris itu awalnya mungkin masih agak bingung tapi kalo sudah dibiasakan sudah terbiasa
34		Nadine terima kasih ya
35		Ya siap.

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Coding and Content Analysis of Interview Transcript

Interviewer : Carolina Mewengkang
 Interviewee : Student 3
 Date : Thursday, 18 Januari 2023
 Time : 08.00 AM
 Place : Classroom of Eleventh Grade
 Direction
 SCM : *Social Community*

Line	Code	Interview
1		Selamat siang.
2		siang Ma'am.
3 4		Bolehkah Ma'am mengganggu sebentar atau mengambil waktu sebentar untuk wawancara?
5		Boleh Ma'am.
6		Namanya siapa?
7		Namaku Christian.
8 9 10		Kira kira Christian dalam proses ee mengupdate status di media sosial apakah Chtistian menggunakan bahasa full dalam satu bahasa atau mencampurnya?
11		Ee bisanya saya campur campur sedikit.
12 13		Kira kira apa alasannya dari Christian menggunakan percampuran bahasa?
14 15	SCM	Em karena biasanya saya nda biasa juga karena biasa malu itu mungkin
16		Kira kira ada alasan lain menggunakan dua bahasa?
17 18		Biasanya lidahku patah patah kalo bahasa inggris ada sdikit gagap.
19 20 21		Menurut Christian bagaimana cara menambah atau meningkatkan kosakata atau vocabulary dalam eem mengupdate

		status atau belajar dalam bahasa Inggris?
22 23 24		Em menurut ku sering sering mendengar lagu atau bahasa asing atau bahasa inggris dan nonton nonton film luar kaya barat barat atau korea itu dapat membantu mungkin
25 26 27		Kira kira apakah dalam menggunakan campur bahasa ee Christian itu diuntungkan atau tidak apakah itu menguntungkan atau tidak?
28 29 30		Kalau bagi saya personally menguntungkan kalau bahasa inggris semanya biasanya nda apa apa makanya lebih bagus tuh saya campur bahasa
31		Ok terima kasih untuk waktunya Christian.
32		Ok Ma'am.

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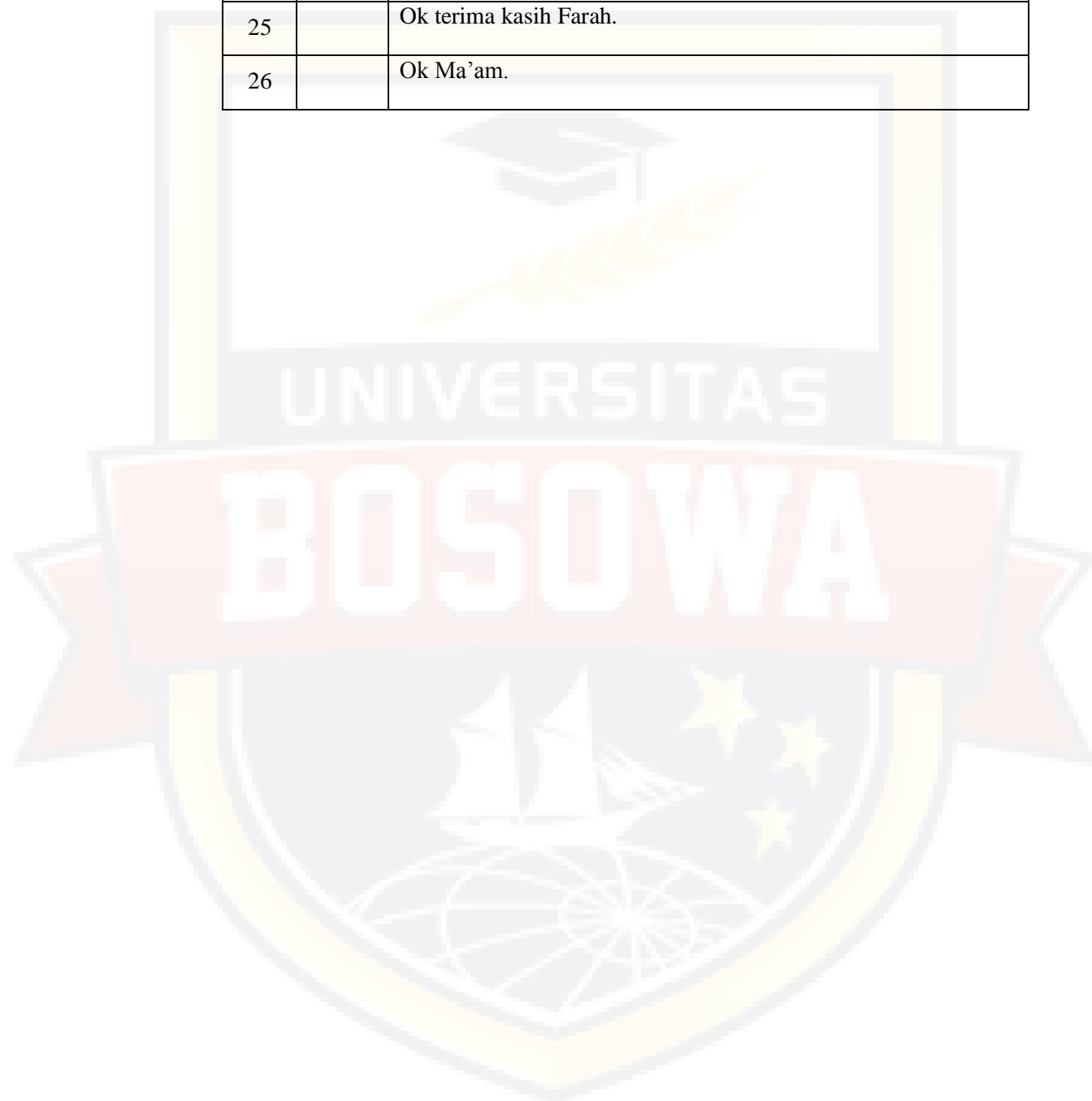


Coding and Content Analysis of Interview Transcript

Interviewer : Carolina Mewengkang
 Interviewee : Student 4
 Date : Thursday, 18 Januari 2023
 Time : 08.00 AM
 Place : Classroom of Eleventh Grade
 Direction
 LSVC : *Less Vocabulary*

Line	Code	Interview
1		Halo, selamat siang.
2		siang Ma'am.
3		Boleh mengganggu waktunya sebentar untuk wawancara?
4		Boleh Ma'am.
5		Namanya siapa?
6		Ee nama saya Farah.
7		Eem pertanyaannya Ma'am kira kira dalam proses Farah
8		mengupload status apakah Farah biasanya menggunakan
9		campur bahasa atau full English atau full Indonesia?
10		Biasa full Indonesia atau biasa juga campur
11		Kira kira apa alasan Farah menggunakan percampuran bahasa?
12		Dan kenapa?
13		Em mungkin karna sudah terbiasa pakai bahasa Indonesia jadi
14		pas belajar bahasa Inggris, Indonesia juga terbawa campur ki..
15		Adakah alasan lain?
16	LSVC	ee.. nda ada ji ia.
17		Bagaimana cara kira kira cara Farah menambah kosakata atau
18		vocabularydalam aa belajar atau dalam upload status di media
19		sosial?
20		Biasa baca kamuskalo nda nonton film jadi bertambah

21		Apakah menurut Farah menggunakan bahasa campur menguntungkan bagi Farah?
22		
23		Iya karena kita juga bisa mengekspresikan satu kata yang kita lupa dalam bahasa lain
24		
25		Ok terima kasih Farah.
26		Ok Ma'am.



Coding and Content Analysis of Interview Transcript

Interviewer : Carolina Mewengkang
 Interviewee : Student 5
 Date : Thursday, 18 Januari 2023
 Time : 08.00 AM
 Place : Classroom of Eleventh Grade
 Direction
 LSVC : *Less Vocabulary*

Line	Code	Interview
1		Halo, selamat siang.
2		Iya siang.
3 4		Ok bolehkah Ma'am mengganggu waktunya untuk wawancara sebentar?
5		Boleh boleh.
6		Namanya siapa?
7		Nama saya Sky Bredly Pantow
8 9 10		Kira kira menurut Sky dalam proses mengupload status atau dalam pembelajaran bahasa Inggris biasanya apakah Sky menggunakan campur bahasa atau full English?
11 12		Ya kadang kalo di perlukan di perlukan saya campur bahasa Inggris
13 14		Apa kira kira alasan dari Sky menggunakan percampuran bahasa dan kenapa?
15 16 17	LSVC	Biasa karena ada kata dari bahasa inggris yang menurut saya kurang saya ketahui dalam bahasa indonesia jadi saya lebih menggunakan bahasa Inggrisnya saja.
18		Kira kira ada alasan lain?
19 20		Biasa juga karena kurang, kurang lancar kalo pakai bahasa indonesia
21		Bagaimana cara menambah atau meningkatkan vocabulary atau

		kosakata dalam eem mengupload status?
22 23	VC	Ya kurang lebih sering seringkan dalam pemakaiannya dan terus di ulang ulang pelafalannya supaya bisa lebih lancar.
24 25		Apakah menurut Sky dalam menggunakan campur bahasa itu menguntungkan atau tidak?
26 27 28		Tentunya meguntungkan apalagi saya sebagai orang Indonesia yang belum terlalu fasih dalam bahasa inggris jadi kalau di campur itu bisa lebih nyaman
29		Ok terima kasih untuk kesempatannya
30		Ya.

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CURRICULUM VITAE



Carolina Mewengkang was born on December 12nd, 1984 in Pinaling, Manado Sulawesi Utara. She is first child from two siblings. Her father is Robert and her mother is Corry. She married with Aset W and have children named Caelan Claydiar and Clayrine Charenza. She started her study at SD Advent Pinaling. She continued her study at SMP Advent Amurang, Senior High School at SMK N 1 Amurang and graduated in 2011 at Universitas Klabat Manado. She is now studying at Bosowa University, majoring in English Education, for masteral degree. Work at Sekolah Advent Makassar as a teacher in Junior High School. At the end of her study, she could finish her thesis with the title “Writing Daily Status on Social Media: Code-Mixing Phenomena at Sekolah Advent Makassar”.

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