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Mix Code and Second Language Acquisition

Study of the Use of Social Media in Digital Natives Children in Indonesia

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Commented [RMJ1]: Reviewers respectfully suggest the change of title due to grammatical incorrectness. Our suggestion is:

Code-Mixing and Second Language Acquisition on Social Media by Digital Native Indonesian Children

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Abstract:

The trend of Indonesians as speakers of the official Indonesian language is to write upset status, up-to-date information, quotes, by mixing using English on social media. The case of the COVID-19 pandemic presents various new terms used by everyone, including on social media. This condition has an impact on the acquisition of second language digital natives in children. The purpose of this study is to (1) explain the forms of mixed-use of L1 to L2 codes in social media posts, (2) explain the factors causing the use of mixed L1 to L2 codes and (3) describe the mastery of second language features as a result of using mixed codes. This research uses a descriptive qualitative analysis method. Data in the form of Code Mix were obtained on secondary data from social media Facebook and twitter on written posts with COVID-19 content. The use of mixed L1 and L2 codes in posts on social media includes the form of words and phrases that are embodied in the form of insertion, alteration, and congruent Lexicalization. The factors that influence it are divided into 2, namely (1) speaker factors such as showing off and prestige, language skills, (2) linguistic factors such as popular terms, topics, modes, speech partners, time and place/location. With the emergence of various terms related to COVID-19, the mastery of a second language for digital natives, in this case English, is increasing. Although in the use of mixed code there are several errors in writing, sentence structure, and cohesion, L2 native digital mastery through the use of mixed code includes word writing accuracy, word selection, syntactic structure, cohesion, and coherence in sentences. Thus the acquisition of a second language through social media generally has a positive impact.

Keywords: *code-mixing, digital natives, language acquisition, social media*

BACKGROUND

In today's digital era, social media has shifted into a necessity for everyone, especially for children aged 15-24 in Indonesia. Data from the tempo of the institute stated that as many as 150 million people or 56% of the total population of Indonesians use social media activities such as Facebook, Twitter, Instagram, and other social media (Tempo Institute, 2019). Social media is used as a place to express various desires, feelings, and also share information. In the use of social media, it is not uncommon for children to use a mixed language between Indonesian as L1 and English as L2. This condition in this study is defined as the use of code mix.

Code-mixing is the mixing of two or more languages in an act of language wherein mixing the languages one word or one phrase from each language is used (Kamisah Ariffin & Misyana Susanti Husin, 2011). Code-mixing is divided into 3 types, namely: (1) mix the code into, namely the type of code-mixing that absorbs language that is still related, for example elements of Javanese, Sundanese, and other regional languages mixed with Indonesian (2) mix the code out, namely mixing code is done by inserting a foreign language such as English in the use of Indonesian, and (3) mixing mixed codes, namely mixing codes in which there is a mixture of regional language codes and foreign languages (Chaer & Agustina, 2010). In this research, the focus of the research is mixing the code out. Code-mixing can be done in the form of words, phrases or word repetitions (Rulyandi, Rohmadi, & Sulisty, 2014). Muysken (2000) divides the form of code-mixing into 3 forms, namely (1) insertion of words, phrases, or clauses, (2) alteration of doubling or marking of words or phrases, and (3) congruent lexicalization. According to Halim (2015), code-mixing that is most often used is code-mixing in the form of phrases.

The case of the COVID-19 pandemic presents a new phenomenon in the world of languages. A lot of vocabulary has sprung up during a pandemic. Vocabulary that was previously used very rarely has now become everyday language when discussing COVID-19 (Roig-Marín, 2020). The vocabulary can be in Indonesian or English. The use of English vocabulary related to COVID-19, which is a popular term, is one reason for using code-mixing so that speech partners can more easily understand the information conveyed. Generally, factors that cause code-mixing are divided into 2, namely the speaker factor and the language factor. The speaker factor can be caused by not mastering L2 well (Kustati, 2014). Indonesian is not quite right in this situation. The speaker even felt prestige because the code-mixing was done not necessarily through the speakers (Suandi, 2014). While linguistic factors such as limited use of codes where speakers do not understand equivalent words when using the basic language, the use of more popular terms, habit and leisure factors, speech partners who have the same language background, speaker's mode, scientific topics, functions and goals in speech, variety, and level of speech, the presence of a third speaker, and to evoke a sense of humor (Ariffin, K. & Husin, 2011; Kiranmayi & Celta, 2010).

The habit of mixing codes that are carried out indirectly affects the mastery of a second language in English. Mixing codes together has several implications for maintaining the vocabulary of first or second language (Kiranmayi & Celta, 2010; Lu, 2014). One of them is when the items are presented to students through code-mixing, they will be able to rely on existing knowledge to use new vocabulary in other syntactic functions (Kiranmayi & Celta, 2010; Spice, 2018). Mix code becomes a useful tool for learning and defense of a second language at an early stage of learning acquisition (Spice, 2018). Code-mixing is closer to mastering second language words compared to using the memorization method (Rahimi, 2014).

The second language is the language that is mastered after the first language. The acquisition of a second language is a complex learning process built by many linguistic, social, psycholinguistic, and intercultural factors (Song, 2018). The repetition process is very

influential on second language acquisition (Quick, Hartmann, Backus, & Lieven, 2019). Language is easily mastered by children up to 17 years of age and thereafter will gradually decline both in terms of difficult syntax and easy syntax which is usually mastered at the beginning of language acquisition (Hartshorne, Tenenbaum, & Pinker, 2018). In behaviorism theory, it is assumed that a person after birth has nothing, so the acquisition of environmental language is very important. Thus it is said that the environment plays an important role in language acquisition (A. Purba, 2013).

The language environment can be divided into 2, namely the formal and informal environment. Formal environments such as those carried out in classrooms, courses, or through reading books (Kung, 2013). Meanwhile, the informal environment such as at home, communicating with friends and other people, communication in the market, at the office, or anywhere as well as various other situations that occur naturally. Kung (2013) states that bilingual learning in class and courses does not always provide effective results in the acquisition of a second language. This is related to the competence of the teachers themselves. In research, the language environment used is the informal language environment, namely through social media.

Various methods are integrated with digital technology that can be applied in the acquisition of a second language for learners. Blackmore-Squires (2010) study of using blogs can help students' skills in writing a second language through a collaborative learning environment. The use of social media such as Facebook has also been widely studied regarding its effectiveness in acquiring second languages. Dizon (2016) in his research suggests that compared to the use of writing on paper, the use of Facebook media is more effective in helping students write fluency in using a second language but not for lexical or grammar skills. Meanwhile, research conducted by Kelly (2018) shows that students state that Facebook can support language, especially grammar and lexical knowledge. Several principles support the use of Facebook, such as peer learning, student interaction, collaborative and contextual learning. There are also principles of motivation, responsibility and peers, and a learner-centered approach. The motivation to follow second language learning plays an important role in the second language acquisition position (Morita, 2004). The application of code-mixing is one method that can be used to motivate students to learn a second language (Kustati, 2014).

Research conducted by Setyaningrum (2019) examines the types, forms, and factors that cause code-mixing in the talk of the "this talk show" on net tv. In the study, it was found that the code-mixing carried out on the TV program was a mixture of regional language codes and foreign languages in the form of words, phrases and rephrases. Factors that cause speakers such as the use of mother tongue, educated speakers and mere prestige. Meanwhile, linguistic factors such as code limitations, more popular terms, speaker and speaker personality, speech partners, functions and goals, and an increased sense of humor. Meanwhile, the code-mixing conducted on Facebook by Safitri, Harida, & Hamka (2017) found that mixing the insertion code was used more often than changing and matching congruent lexicalization codes in the status of Facebook users and posted comments. Also, the reasons for coding are so diverse, such as improving their language, mixing multiple languages is unique, unable to say and forget words, living in a bilingual environment, emphasize, funny, joke, and apply new words about status and comments. Facebook.

Research on the impact of using code-mixing on L1 and L2 was conducted by Lu (2014). In this study, it was stated that the trend of code-mixing is also popular and growing in China to meet practical and pragmatic needs. The application of the code-mixed communication method does not become a barrier to the development of L2 or blocks to L1 maintenance. Furthermore, Spice (2018) in his research suggests that code-mixing plays a role in facilitating the acquisition of a second language at the beginning of language development

but for advanced levels of code-mixing is not approved because it requires more input the target language is needed.

Method

This study uses a qualitative descriptive analysis method. Code mixed data were obtained from the use of Indonesian (L1) and English (L2). Data in the form of Code Mix in the elements of words, phrases, sentences, and phrases. Data tabulation is limited to code-mixing based on Muysken's opinion which divides the mixed code form into insertion, alternation, and congruent lexicalization. The data source of this research is secondary data originating from social media Facebook and Twitter on written posts of children with digital natives with COVID-19 content. The data obtained are in the form of written data in the form of posts, words about the variety of language terms during the COVID-19 pandemic as material to be used as research analysis. When the data was traced, it was carried out from April to September 2020. Data tracing was carried out random by looking at their representation in tabulated data. The collected data is then inventoried and codified to determine the data that qualifies as data and deserves to be followed up for analysis. The data analysis technique used is the Miles end Huberman model which includes data collection, data reduction, data display, and conclusion drawing/verification.

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RESULT

The form of using L1 to L2 code-mixing in posts on social media

Writing status on social media, digital natives using a mix of L1 and L2 codes contained in the elements of language and phrases. Based on the data obtained, code-mixing is done in the form of inserting words in sentences. Word insertion occurs at the beginning, middle, or end of a sentence. At the beginning of the sentence can be seen in the post "*insecure* bole-bole aja.." (Data 9), "*sendernya* kehilangan arah" (Data 13), "*Glamrock* dulu deh..." (data 21). The use of mixed code form words in the middle of a sentence as in posts "masih *intro*, nanti *reff*, *bridge*, dan *outronya* beda lagi" (Data 2), "...nambah putih+*glowing* malah.." (Data 11), "...selalu *excited* dalam menyambut bulan Juni" (Data 15), "baca hasil *research2* dari @KemenkesRI. yg virus *strainnya* asal Indonesia.." (Data 17), "...belum ada foto *traveling* lagi.." (Data 18), "...boleh *cancel* tapi...buat *attempt* lari FM.." (Data 19), "magnanya meningkat since #Covid19" (Data 24), "Suka sama *creativenya* iklan ini" (Data 29), "Sebenarnya males *comment* di fb.." (Data 31). Meanwhile, the use of mixed code in the form of words at the end of sentences is not found in posts.

Apart from being in the form of words, mixing the code can also be done in the form of phrases. The insertion of L2 phrases in L1 sentences is mostly done by digital natives in writing their posts with various types of existing phrases. The type of noun phrase can be seen in the post "jenis *artificial sinew*, jarum udah patah 5 biji"(Data 5), "...penyebaran *imported case* dapat dikendalikan" (Data 6), "...nyobain golden hournya Jakarta.." (Data 18), "...*elite global*.." (Data 23), "*Video call* sama sodara.." (Data 27), "...*politic global*.." (Data 28). Types of adverbial phrases in posts "*so handsome* (data 12), "*new normal*" yang paling banyak digunakan pada postingan terkait COVID-19, "*new moral*" (Data 8). Prepositional phrase in posts "*Next time* mungkin.." (Data 5), "Yg on *corona* jarak satu langkah" (Data 14), "after #*pandemic* era atau post #*pandemic2020* (Data 20), "kerjaan due to Covid-19" (Data 25), "Udah sold out ya" (Data 30), "tetap stay at home" (Data 33). And gerund phrase in posts "*Running events* boleh.." (Data 19).

A more detailed description of the L1 to L2 code-mixing was found in the form of insertion, alternation, and congruent lexicalization.

Insertion form

The insertion of words can be either single or multiple constituent insertions. Single constituent insertion means that only one word is inserted. The words inserted in this study consist of nouns, verbs, adjectives, and adverbs.

- hahah omg i'm sooo excited wkwk (data 1)
- "*insecure* bole-bole aja.." (Data 9)
- "di *like* yaaa" (data 10)
- "...nambah putih+*glowing* malah.." (Data 11)
- "..selalu *excited* dalam menyambut bulan Juni" (Data 15)
- "*Glamrock* dulu deh..." (data 21)
- "maknaanya meningkat since #Covid19" (Data 24)
- "Sebenarnya males *comment* di fb.." (Data 31)
- "..*Lockdown* aku bikin gudang.." (Data 34)
- "PSBB gagal, *Lockdown* gagal.." (data 35)
- "untuk pasien *suspect* covid nambah" (data 36)

The insertion of a single constituent of the noun is in the data 10 *like* 'suka'. Verb is in the data 9 *insecure* 'takut', data 15 *excited* 'tertarik', data 31 *comment* 'komentar'. Adjective is in the data 11 *glowing* 'bersinar', *suspect* 'terduga', data 34 and 35 *lockdown* 'situasi yang melarang warga masuk ke suatu daerah karena kondisi darurat'. Adverb of time is in the data 24 *since* 'sejak'.

Apart from being a single word, code-mixing can also be done in the form of single constituent phrases or just one phrase. The insertion of L2 phrases in L1 sentences is mostly done by digital natives in writing their posts with the following types of phrases.

- "..pada buat april mop.." (data 4)
- "jenis *artificial sinew*, jarum udah patah 5 biji" (Data 5)
- "..penyebaran *imported case* dapat dikendalikan" (Data 6)
- "*Running events* boleh.." (Data 19).
- "New Normal bareng.." (Data 22)
- "kerjaan due to Covid-19 pandemic" (Data 27)
- "*Social distancing* menghambat cita-citaku" (data 38)
- "Gaya hidup *new normal*.." (data 39)

Type of noun phrase can be seen in the data 5 *artificial sinew* 'otot buatan', data 6 *imported case* 'kasus impor', data 23 *elite global* 'elit global', and data 27 *video call* 'panggilan video'. The type of adverb phrase is in the data 22 and 29 using *new normal* 'suatu keadaan normal yang baru' and on data 38 *Social distancing* 'pembatasan sosial'. The type of prepositional phrase is in the data 25 *due to Covid-19* 'karena covid'. The type of verb phrase can be seen in the data 30 *sold out* 'terjual' and data 33 *stay at home* 'tinggal di rumah'.

In a larger portion, the insertion of L2 in L1 is mapped in the form of multiple constituent words and phrases side by side. Especially for the L2 word elements which are categorized as double constituents side by side as follows

- "*Finally* dapat keluar .. *suspect* (data 40)
- "suspect covid-19 .. *full* APD .." (data 41)
- "..boleh *cancel* tapi...buat *attempt* lari FM.." (Data 19)

The insertion of double constituent word elements side by side is the insertion of two words in one sentence as seen in data 19, namely there are verbs *cancel* and *attempt*, data 40 there is an adverb *finally* and noun *suspect*, and in the data 41, there is *suspect* and *full*. The third can have the insertion of two-word elements.

The same is true for the L2 insertion data in adjacent multiple constituents. The side-by-side insertion of multiple constituent phrase elements is categorized based on the insertion of two phrases in the code mix that is performed. The data is described as follows.

- “New Normal atau New Moral ??? (data 8)
- “Terapkan social distancing & physical distancing” (data 42)
- “Mw *new normal* atau *stay at home*..” (data 49)
- “.. masuk di *new normal*...*tp physical distancing* ... (data 53)
- “*Stay at home* ga ada pemasukan, *stay with you* ga ada (data 54)

Data insertion is done by combining two adverbial phrases, namely *new normal* dan *new moral*, in the data 42 there is 2 verb phrase that is *social distancing* and *physical distancing*, data 49 there is phrase *new normal* and *stay at home*, data 53 which combines adverb phrases *new normal* and verb phrase *physical distancing*, and in the data 54 there is verb phrase *Stay at home* dan *stay with you*. The data sentence has two phrases that are inserted in one post.

The insertion of double constituent words and phrases side by side means that in one post there are L2 words and phrases in L1. The element of English words and phrases which include insertion of double constituents side by side in the following data

- “Covid19, *politic global and business*. Jahat sekali jika semua ini benar (data 28)
- “grafiknya *flat* konsisten .. lakukan *social distancing*” (data 42)
- “..kalau *Lockdown*... Sekarang di *New Normal* ..(data 43)

The insertion can be seen in the 28 data posts which have word elements, namely *business* and the phrase element is *global politics*, 42 data with *flat* word elements and the phrase element is *social distancing*, and 43 *lockdown* data as verb elements and *new normal* as adverbial phrases.

The insertion of morphologically integrated constituents gets the insertion of words and phrases that get affixes. The data exposure is referred to as follows...jadi *video call* an aja (data 48).

- “masih *intro*, nanti *reff*, *bridge*, dan *outronya* beda lagi” (Data 2)
- “*sendernya* kehilangan arah” (Data 13)
- yg virus *strainnya* asal Indonesia..” (Data 17)
- belum ada foto *traveling* lagi, jadi nyobain *golden hournya* Jakarta (Data 18)
- “Suka sama *creativenya* iklan ini” (Data 29)
- “Malam ini keluar *result swab test* nya...(data 55)

The data obtained describes the insertion that is performed in the post using the suffixes –an and –nya. Constituent insertion uses the suffix –an is present in the data 48 “..jadi *video call* an aja” meaning through video calls only. While insertion using the suffix can be seen in data 2 where the affix is added after the word *outro*, in the data 13 “*sendernya*”, data 17 suffix was added in the *strain*, data 18 in phrase *golden hour*, data 29 in the word *creative*, and the data 55 in phrase *result swab test*. The addition of his suffix means ownership.

An alternation form

The form of using L1 to L2 code-mixing is also found in the form of alternation. From the available data, the alternation is divided into marking and multiplying. L2 word elements and phrases which include tagging alteration are exemplified in the following data:

- “..make me *sad*, *upset and mad*. Gimana caranya yang jaga atau yang memutus penyebaran #covid19 ini Cuma sebelah pihak aja???” (Data 16)
- “.. pake thread jenis *artificial sinew*... mungkin harus di *split*, *twist* or *both maybe*” (Data

5)

In data 16, the form of the adverb which is preceded by a tagging uses the word "and" as well as the element of the L2 phrase which is included in the alteration of marking. Likewise, with data 5, there is a nominal form, namely artificial sinew which is preceded by a tagging, namely the word "or".

In contrast to the form of tagging which is reflected in the elements of words and phrases, in the form of multiplication, there are no posts mixed with code with L2 word elements that are categorized as multiplication alteration. However, we found elements of English phrases which include multiple alterations

"Ancaman terbesar adalah kasus impor atau imported case" (data 44)

"*Herd immunity* itu... *populasi sudah kebal*, baik karena sudah kena vaksin atau ada vaksin." (data 45)

Multiplication alteration is indicated by the meaning or re-explanation of the phrase used. The multiplication alteration can be seen from Data 44 where imported cases (kasus impor) are explained again using the phrase imported case. On the other hand, data 45 shows a multiplication alteration by re-explaining the phrase herd immunity using an already immune population (*populasi yang sudah kebal*).

Forms of Congruent Lexicalization

Overview of the use of words and phrases in code-mixing events in the form of congruent lexicalization, only in the event of code switching in phrase elements.

Yg *on corona* jarak satu langkah (data 14)

"FULL 3 MINUTES TO SET" (Data 12)

In the data from 14 congruent lexicalization processes, it was found that the use of a predisposition on corona, which means being suffering from corona. Whereas in data 12 the lexicalization process is congruent with the verbal phrase, namely full 3 minutes to set, which means 3 full minutes to set.

Elements of English clauses that include congruent lexicalization

"*life is never flat* kalau bertemu mereka" (data 3)

"Sama satu lagi sensornya melebihi kewajaran hohoho bye I love netflix and youtube. Stay safe and stay at home don't forget watch youtube and netflix" (data 46)

"It's a normal... not new normal (data 50)

In data 3, there is a shifted clause, namely *life is never flat*, which means *life is never flat*. On data 46 which adds *bye I love netflix and youtube* which means *goodbye, I like netflix and youtube*. Even in data 50, there is a clause *It's a normal ... not new normal*, which means *this is normal, not new normal*. The elements transferred to the congruent lexicalization process are parallel and structurally parallel to the syntactic link between the L1 and L2 variants.

The use of code mix in the form of sentences, which is also done by digital natives. These sentences can be seen in the following post.

"hahah omg i'm sooo excited wkwk" (data 1)

"life is never flat kalau bertemu mereka" (Data 3)

"I don't know... I'll make it work somehow" (data 5)

"It's really make me sad, upset and mad" (Data 16)

"how are you" dan "stay healthy" (Data 24)

"I hope God will grant my prayer. Aamiin" (Data 32)

Based on the description of the data, mixing code in the form of insertion of both words and phrases is the form of code-mixing that is mostly done. The description of the two elements. Next is alteration and congruent lexicalization follows. Also, the use of mixed code in the form of sentences

with cohesion although not coherent.

Factors causing the use of L1 to L2 code-mixing

The results of the tabulation of data show that the mixing of L1 to L2 codes is mostly caused by the time and place the posting took place. Starting in March the COVID-19 pandemic began to be affected in Indonesia, so the use of the more popular term is widely used in posts on social media.

Mix code using a popular language chosen to facilitate the communication process to occur. The data referred to as:

“*New Normal* atau *New Moral*” (Data 8),

“dilakukan *after#pandemic* era atau *post#pandemic2020*” (Data 20),

“how are you and stay healthy” (Data 24),

“*Video call.*” (Data 27),

“..*Lockdown* aku bikin gudang..” (Data 34)

“PSBB gagal, *Lockdown* gagal..”(data 35)

“untuk pasien *suspect* covid nambah” (data 36)

“Bersihkan hatimu pake *handsanitizer*” (data 37)

“*Social distancing* menghambat cita-citaku” (data 38)

“Terapkan *social distancing* & *physical distancing*” (data 42)

“Ancaman terbesar adalah kasus impor atau *imported case*” (data 44)

“*Herd immunity* itu... *populasi* sudah *kebal*, baik karena sudah kena vaksin atau ada vaksin.” (data 45)

“Malam ini keluar *result swab test* nya...(data 55)

The tabulation of popular terms from the data from L1 is presented in the following table:

Table 1. Tabulate popular terms

No.	Popular Terms L2	Translate popular terms in L1
1	New normal	Normal baru
2	Social distancing	Jaga jarak
3	Physical distancing	Pembatasan fisik
4	Lockdown	Penutupan
5	Swab test	Tesusab
6	Rapid test	Tes cepat
7	Suspect	Terduga
8	Handsanitizer	Pensanitasi tangan
9	Herd immunity	Kekebalan kelompok
10	Imported case	Kasus impor

The show-off factor is also a lot of reasons for using code mix, for example, "It's really make me sad, upset and mad. Gimana caranya yang jaga atau yang memutus penyebaran #covid19 ini Cuma sebelah pihak aja???" (Data 16), "...#thefrakarsas bisa dan sholat idul fitri bersama. We always learn something" (Data 26), Ya Tuhan setiap hari ku berdoa agar pandemic Covid-19 segera berakhir I hope God will grant my prayer." (Data 32). The assessment of the show-off factor of a speech is very likely to be subjective. The objective indicator is that the types of speech L2 on data 16, 26, and 32 are performative speeches that are common in L1. The choice of the prevalence of using L2 in the choice of L1 which is more prevalent shows the speaker's egoism.

Topic factors where because the posts being traced discuss the topic of COVID-19, the status owner uses a lot of code-mixing according to existing COVID-19 topics, for example "...risiko penyebaran *imported case* dapat dikendalikan.." (Data 6), "*New Normal* atau *New Moral*" (Data 8), "*...elite global..*" (Data 23), "*Covid19, politic global and business. Jahat sekali jika semua ini benar*" (Data 28).

The use of mixed codes is also caused by language limitations. This can be seen in several posts such as "*New Normal* atau *New Moral*" (Data 8). The word *New Normal* is an L2 word that refers to a relatively new concept so that even though there is a meaning in L1, the language limitations of the new concept cause code-mixing to occur. Another word L2 in data "Insecure boleh-boleh aja.." (Data 9), the word *Insecure* (L2) in L1 means "conditions of insecurity or inconvenience, do not have synonymous equivalents in one special word that have the same meaning in L1 other than the possibility that the word itself will become a standard loanword. The language limitation factor is also shown in the use of certain field terms/terminology such as the noun contained in data 56"Ingat 3T (Trace, Test, Treat)"... and data 57 test positivity rate, where these two examples are terms that are widely used in the medical field.

The mode factor also significantly encourages code-mixing. The mode in this context is the use of L2 into L1 which aims to emphasize, reinforce the information the speaker wants to convey, for example,

"2020 dimana manusia tersesat karna digiring oleh sistem yang zalim (WHO) elite global, dibantu oleh media untuk menggiring manusia ketempat pejalagan. *Wake up people.* (Data 23)

In this data, the use of the phrase L2 "*wake up people*" is the essence of the whole persuasive sentence of the speaker.

"Alhamdulillah... walaupun di tengah #covid19 #corona #pandemic dan ada begitu banyak penyesuaian yang harus dilakukan, #thefrakarsasbisadansholatidulfitribersama. *We always learn something.*" (Data 26).

"Ya Tuhan setiap hati kuberdoa agar pandemic COVID-19 segera berakhir. *I hope God will grant my prayer.* Aamiin #coronavirus #likeforfollow #instalike #ilf #covid19 #pandemic." (Data 32).

Tadi liat vlog nya Tatum Zulaika di youtube. Doi tinggal di aussie, dan di vlog itu orang2 di aussie sana udh hampir ga pake masker krn bisa kendalikan covid. *And somehow i miss the good day when i can breath without wearing a mask in front of my nose.* (Data 58).

From data 58, the main idea of the speech contains the speaker's longing for the conditions before COVID-19, this main idea is contained in the L2 sentence at the end of the speech. Overall, based on the four data presented, the mode factor shows that the use of L2 language lies in the part that

represents the main idea of the whole speech, so that the mixing of foreign language codes aims to emphasize, clarify, all information.

Apart from these factors, the speech partner factor also affects the occurrence of code-mixing, such as the following conversation data 56:

X: Kalau mau melaporkan keberhasilan jangan laporkan tingkat kesembuhan. Tidak ada maknanya. Laporkanlah test positivity rate,

Y: *Couldn't agree more*, Penyajian data bisa disesuaikan dengan kebutuhan pihak tertentu

X: *So that way*, genjot lagi jumlah tes kita. Ingat 3T (Trace, Test, Treat).

Based on the conversation, the two speakers responded to each other by inserting conjunction and a noun in L2 to enhance the interconnection of information and otherwise prevent information distortion. Speakers' Y using L2 at the beginning of the speech aims to familiarize the atmosphere and respect the other person. Meanwhile, the response of speaker X using L2 in the form of conjunctions and nouns aims to convince the topic of conversation to speaker Y with the basic assumption that speaker Y has sufficient L2 abilities. There are also time and place factors, these factors are defined as conditions and situations that affect the communication process. So in this context, the social media channels used are considered as a unit of observation that represents the condition and situation factors. The data shows that code-mixed speech that spreads from Facebook's social media tends to be in the form of words and phrases that are characterized as such data 7 "Baju dan Masker yang matching in *The New Normal*" dan data no 59 "Aku bosan *online learning*". Meanwhile, data from social media twitter tends to be more diverse, especially the use of mixed code sentences as such data 26 "Alhamdulillah... walaupun di tengah #covid19 #corona #pandemic dan ada begitu banyak penyesuaian yang harus dilakukan. *We always learn something* and data 32 "Ya Tuhan setiap hatiku berdoa agar pandemic COVID-19 segera berakhir. *I hope God will grant my prayer.*" This shows that certain types of social media have contributed to code-mixing representing environmental factors. The impetus of the images and speaker's perceptions of certain characteristics of social media contributes to shaping code-mixing behavior.

The factor of time and place or rather the factor of the use of social media and IT has driven various forms and increased the intensity of code-mixing. Analysis of data from other IT channels, namely online learning channels, shows a high intensity of code-mixing behavior among digital natives. Data 60 "Guys, tolong bantuannya dong, cara upload tugas gimana ya?" dan 61 "Jadwal video conference hari jumat via zoom meeting" shows the use of L2 words and phrases, some other words whose usage intensity is quite high are "login", "submit", "download", "e-learning", "virtual class", etc. The use of multiple IT channels has encouraged the acquisition of L2 which in turn causes code-mixing behavior among digital natives.

Another important factor is the speaker's personal factor. The main dimension of this factor is L2 language competence. The relevant data which shows the evidence of this factor is shown by the results of the analysis of the intensity of the code-mixing behavior of one of the respondents. During the observation period from March 13 to April 13 2020, there were 26 posts with 20 of them containing code mixed elements. From this respondent's data, at least about 77% of their posts contain mixed codes with various forms. This percentage represents the relatively high intensity of code-mixing. From this data it was also concluded that speakers of mixed codes with good L2 language competence tended to perform high code-mixed repetitions in their speech.

Factors that influence the use of code-mixing are divided into 2, namely (1) speaker factors such as prestige and language skills, (2) linguistic factors such as limited use of codes, use of more popular terms, topics, functions and purposes, variety and level of speech. language.

Mastery of L2 as a result of using code mix

Mastery of language is reflected in the use of code-mixing by digital natives of children in Indonesia. Mastery of word writing accuracy is illustrated in the following data.

"It's really make me sad, upset and mad. Gimana caranya yang jaga atau yang memutus penyebaran #covid19 ini Cuma sebelah pihak aja??? Yang pihak lain seenaknya keluar, nongkrong tanpa masker, ngantri makanan tanpa jarak. Lucunya warga +62 #PSBBJakarta"
(Data 15)

In this data, the writing of words that experienced code-mixing "*It's really make me sad, upset and mad.*" is following the rules of writing L2. As with the use of capital letters at the beginning of the sentence that is appropriate. The use of single quotation marks in the word *It's* which is an abbreviation of the word "It is" following the rules for writing acronyms in L2. However, for data 16, there is a lack of use of punctuation marks, especially commas after the word *upset*. So, the sentence is right and does not experience punctuation errors based on the sentence above, namely: "*It's make me sad, upset, and mad.*"

Mastery of L2 in the linguistic component of the broad-scale is also seen in data 17 which shows the right choice of words, syntactic structures, and meaning constructs in sentences. The data referred to as follows:

"Sebelumnya selalu *excited* dalam menyambut bulan Juni tapi untuk kali ini harus lebih prihatin dengan adanya pandemic #Covid19 yang sedang melanda dunia." (Data 17)

In data 17, the L2 code was mixed with the word "excited" in the L1 sentence in Indonesian. Analysis of the orthographic review of the word writing component can be said to be correct. Likewise, choosing the word "excited" which means "excited" can build the right meaning in a series of sentences. Mix the code with the word "excited" referring to the speaker or in this case the owner of a social media account. The code mix is also a choice of adjectives that are believed by speakers to be a driving force in living life. The sentence in the post still refers to the syntactic structure of L1. Thus, the use of mixed code in these posts can be said to be good at the level of using words in sentences.

The use of mixed codes in the form of words and phrases in a sentence shows the ability of language users to insert single, side-by-side constituents, and morphologically integrated constituents. The words that are inserted consist of nouns, verbs, adjectives, and adverbs. Apart from being in the form of words, it is also found the use of single or double constituent phrases side by side. This means that in one post there are L2 words and phrases in L1. Likewise, the mastery of the morphologically integrated insertion feature that mostly uses the suffix -an and -nya. The understanding in actualizing the alteration includes marking words and phrases with nominal forms. Likewise, the use of mixed codes is categorized under congruent lexicalization, in the form of phrases and words.

In the linguistic component at the paragraph level, even though it uses mixed code, it remains cohesion with the next sentence.

"FULL 3 MINUTES TO SET [#belajardirumah](#) beneran pake pomade dong!!! so handsome eh ma boi" (Data 12)

The post was coded in the form of phrases, namely "full 3 minutes to set" and "so handsome eh ma boi". The writing in the first sentence does not have a subject even though the meaning has cohesion with the next sentence. The second phrase also has cohesion with the previous sentence but there is an error in writing the word "ma boi" which should be "my boy". The existence of errors in writing words in these posts can be caused by a lack of knowledge and just want to make the post look more slang. Also, the consequences of using a variety of media languages and incoherence are due to the variety of languages used. Likewise, with the previous 16 data, it's the placement of the word it's at the beginning of the sentence, causing structural errors. It's as a pronoun parsed before an explanatory sentence. As a result of this, the sentence in the post is not cohesive but still builds a coherent meaning with the next sentence. Coherence can be observed in the meanings of other sentences that connect the first sentence in the post based on context. The context in question is the Indonesian people who do not comply with the standards of preventing Covid 19.

From all tabulated data, several things are linguistically inconsistent with orthographic rules such as the use of punctuation marks, writing letters in L1 and L2. However, the use of various languages on social media is often ignored or meaningless. However, it can be argued that digital natives of children in Indonesia have mastered several language components. These components include word writing, spelling, and punctuation. The data that has been described shows that there are still some mistakes made by digital natives in their posts. However, in general, it can be said that the use of social media has a positive impact on the acquisition of a second language for digital natives children.

Mastery of language can also be viewed in terms of mastery of persuasion skills. Some code-mixed data in this study were analyzed as a form of persuasive sentences. Variations in the use of L2 in mixing persuasive sentence codes are in the form of words/phrases complementing the entire persuasive sentence in L1 but in the form of whole sentences L2 plus L1 as a compliment which can be nouns, phrases, or clauses. Examples of L2 form words/phrases on data 56 "Ayo genjot lagi jumlah tes kita. Ingat 3T (*Trace, Test, Treat*)."

Examples of full-sentence forms L2 on data 60 "Stay at home and you can stay alive, percaya gue deh". Apart from the form of the speech, the mastery of the persuasion skills can also be analyzed based on the pragmatic meaning approach. Based on data 19 above, the pragmatic meaning is to give a stern warning to speech partners not to mess with COVID-19 if you don't want to only remember the photo attached to the frame. The speech gives a persuasive message and is somewhat coercive for the speech partner. Data 61 asks partners to quarantine themselves so they are not exposed to COVID-19 by inviting "Dekat dimata jauh dihati-terinfeksi". Data 62 "jauh di mata, dekat dihati ,kita aman" is an inducement so that speech partners want to be aware of the dangers of COVID-19. Another style of persuasion is data 63 by saying "Bumi sedang berduka". On the other hand, other styles of persuasion such as data 64 are told "Jatuh sakit karena Corona, tidak seindah jatuh cinta" remind the said partner not to be lulled into meeting the idol's heart, but must remember the risk of being infected with Corona. Likewise, a warning by saying "Menjaga jarak ,selamatkan nyawa" is the language of persuasion to love our lives more. Based on pragmatic meaning, in the form of a stern warning is "tetap di rumah atau tetap di pigura saja", Such speech can be interpreted as "dead" because of exposure to Covid-19. Another pragmatic meaning is "Dekat dimata jauh dihati – terinfeksi" as a warning that Covid-19 can be transmitted if the physical distance is too close. The same thing is also found in the data "Tidak seindah jatuh cinta". This also provides a risk warning if exposed to COVID-19.

DISCUSSION

The form of using mixed code L1 and L2 in posting on social media

Based on the description above, it is stated that code-mixing in the form of inserting both words and phrases is the form of code-mixing that is most commonly used. Next is the alteration form followed by congruent lexicalization.

The results showed that the form of code-mixing used in posting on social media was almost balanced between the types of words and phrases while in the form of sentences it was still lacking but it has been done. This is in line with research conducted by Halim (2015) who found that code-mixing that is most often used is code-mixing at the level of phrase form. The same results were also obtained by Y. H. Purba, Suyadi, & Fitri (2018) who found that when mixing Indonesian and English codes, what is most often done is inserting English words or phrases into Indonesian sentences. This insertion is certainly inseparable from mastery of a second language.

The words or phrases that are often used in this study are terms related to COVID-19. This is in line with the findings Okavia & Hayati (2020) that during a pandemic various English terms are widely used to communicate the problem of COVID-19. Language develops according to situations and conditions. The use of this term aims to discuss the topic of COVID-19 as well as because it is a popular term. The community, especially the digital natives generation, uses these terms in everyday conversation, for example, new normal, lockdown, social distancing, physical distancing, and other words. The increased frequency of use of these words adds new vocabulary to its users. Previously, the vocabulary related to COVID-19 was used very often mainly on social media, but during the pandemic, this vocabulary was used very often (Roig-Marín, 2020). Starting from just a word or phrase but with an increase in the intensity of using code-mixing with the term COVID-19 on social media to be able to compile clauses or being able to compile similar phrases such as stay at home and stay with me, new normal and new moral. The repetition process is very influential on second language acquisition (Quick et al., 2019). Also, the existence of environmental influences such as exposure to language in the media, which uses more of these terms, strengthens children's second language acquisition (A. Purba, 2013). In this case, digital natives have understood the use of several words and phrases through the topic of COVID-19. Thus, indirectly the COVID-19 pandemic has increased the acquisition of a second language even though its use is still limited to mixing codes in the form of words and phrases.

Factors causing the use of L1 to L2 code-mixing

The results showed that several factors motivated digital native children to mix codes including popular terms, showing off, prestige, discussing certain topics, and language limitations. Mix code as it is a popular term that goes along with covering a specific topic. This is because the topic being searched for is related to COVID-19. The popular term most often used is new normal. The results of this study are in line with Y. H. Purba et al. (2018) which suggests several factors that cause someone to mix code because they are talking about a certain topic. The issue of COVID-19 is an event that gets high attention from the community at large. This event causes a high awareness of all the dynamics related to the COVID-19 issue. Words/phrases that were used very rarely before became popular because they were used in discussing the problem of COVID-19 (Roig-Marín, 2020). On the other hand, the issue of COVID-19 with various "renewal" conditions introduces a new concept. These

concepts led to the emergence of new popular terms, where many of these terms use L2 (Okavia & Hayati, 2020). This research shows that the issue of COVID-19 is becoming a "tool" that encourages the acquisition of new popular terms for digital natives

Next is the factor of showing off and prestige, this factor is related to the desire of children to demonstrate their ability to use English. The use of English will add to individual pride where people will be interested in their posts and their self-esteem will increase. This is in line with research (Kurniawan, 2016) which states that the factor for increasing one's pride is one of the factors that causes indigenous children to mix codes in their posts.

The word limitation factor is also the reason for code-mixing in the digital natives children's posts. The emergence of new concepts in the L2 language caused code-mixing to occur. The lack of synonyms for the word L2 into L1 causes the necessity to use L2 which has natural consequences for the implementation of code-mixing (Shanmugalingam, Sumathipala, & Premachandra, 2018). The language limitation factor is also shown in the use of the term field/terminology, many of which are L2.

The mode factor contributes to the use of code mixers. The mode in this context is the use of L2 into L1 which aims to emphasize, reinforce the information the speaker wants to convey. The mode factor shows that the use of L2 lies in the part that represents the main idea of the total speech. Thus, code-mixing is a form of speech mode used for information affirmation and affirmation (Trilipita, 2015).

Partner factors speech behavior code behavior by early speakers mixed the character of the partner said. If the speech partner has a ready level of L2 language skills, code-mixing behavior is also a response to support the effectiveness of communication between speakers and speech partners (Kongkerd, 2015). So that code-mixing can be interpreted as an effort to accommodate the character of speech partners, minimize barriers and distortion of information

The time and place/channel factors are defined as environmental factors and conditions that affect the language process, so in this study, these factors are more closely related to the influence factors of IT and social media channels on code-mixed communication. Through the use of various IT channels including social media in it, indigenous children get a new supportive environment to support their acquisition of L2 language. The indicator is that some upturned vocabulary and phrases are slowly becoming standard, including submit, login, virtual class and others, which are words that emerge from new cultural activities, the result of the perceptions of native digital children with a digital environment. The mastery of these words and phrases assess their identity as multilingual where behavior codes natural behavior

Also, the speaker's factor is also the reason where the level of competency in L2 language and habits affects the tendency of code in various forms and intensities (Sutrisno & Ariesta, 2019). In a multilingual society, the competency barrier towards mastery of various languages is a necessity.

Mastery of L2 as a result of using code mix

There are several errors in writing, structure, and cohesion between words and sentences but the results of this study provide an overview of the acquisition of a second language through social media in general which has a positive impact. This is in line with Dizon (2016) which suggests that compared to the use of writing on paper, the use of social media, especially Facebook, is more

effective in helping students write fluency in using a second language. The same thing was stated by Kelly (2018) that Facebook can support language acquisition, especially grammar and lexical knowledge. Someone who is still lacking in mastering the second language can get and memorize many words from posts and conversations on social media (Kongkerd, 2015). Some of the principles that support the use of Facebook include peer learning, student involvement, collaborative and contextual learning. Also, there are also principles of motivation, self and peer assessment, and a learner-centered approach. The motivation to follow second language learning plays an important role in the successful acquisition of a second language (Morita, 2004).

IT channels are a conducive learning environment for digital language learning for children, in this case including social media. A conducive IT channel provides a new learning space for digital natives children to develop their language skills. Through digital interaction with an unlimited probability allows digital natives children to get a rich language experience. Mixing the code itself is one of many types of learning experiences.

The main characteristic of digital natives children's language learning process through digital interaction is its naturalness. Digital interactions will encourage children to be receptive to produce multilingual speech unconsciously. Learning children will very likely occur in a bilingual manner with a communicative approach in it. The acquisition of the first and second languages is very different, the first language is obtained unconsciously through spoken input while the second language is a combination of conscious and written input (Maharani & Astuti, 2018).

Starting from data 12, it is known that there is a habit of changing the writing of words that are already known to just be stylish or look cool. The error is expressed by that one of the reasons someone mixes the code is to make it look cooler even though the writing isn't quite as it should be. The habit of writing in this style has an impact on the understanding of readers, especially those who are just learning a second language. As explained by Sutrisno & Ariesta (2019), social media is a new way to learn more foreign languages. The use of code-mixing by influencers on Instagram is proven to make followers interested and motivated to hone their English and become a part of practicing English for followers through social media. Also, the habit of writing incorrectly can have an impact when users write English in an official context because they can be considered incompetent (Kongkerd, 2015). Even so, it cannot be denied that everyone is free to express their opinion on social media and the language used on social media is informal language.

Analysis of the types of errors of learners in using a second language can be an input for teachers in terms of teaching content which will be emphasized so that the learner's second language skills are getting better.

CONCLUSION

The use of mixed L1 and L2 codes in posts on social media includes the form of words and phrases that are embodied in the form of insertion, alteration, and congruent Lexicalization. Of the various forms of code-mixing usage, the form of insertion of words and phrases that are most often used in digital natives children's posts. Of the various forms of code-mixing, the form of insertion is the form most widely used by inserting words and phrases related to the term COVID-19. The factors that influence it are divided into 2, namely (1) speaker factors such as showing off and prestige, language skills, (2) linguistic factors such as popular terms, topics, modes, speech partners, time, and place/location. With the emergence of various terms related to COVID-19, the acquisition of a second language for children with digital natives, in this case English, has increased. Even though in the use

of mixed codes there are several errors in writing, sentence structure, and cohesion between words and sentences, the mastery of L2 digital natives through the use of code mix includes word writing accuracy, word choice, syntactic structure, cohesion, coherence, and meaning construct in sentences. right. Thus the results of this study provide an overview of second language acquisition through social media in general which has a positive impact. An analysis of the types of errors of learners in using a second language can be an input for teachers in terms of teaching content which will be emphasized so that the second language skills of learners are getting better.

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