

# CHAPTER I

## INTRODUCTION

### A. Background of Research

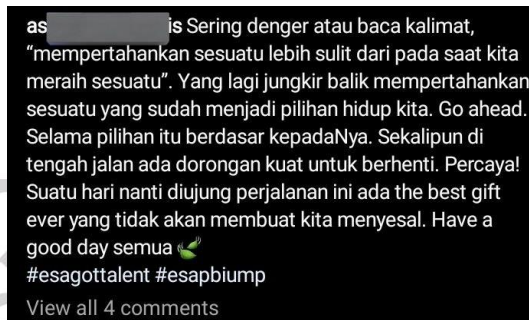
As one of the basic skills humans need to be capable of, there is no doubt someone can learn how to write well. For EFL students, writing is one of the essential skills to lead them to become an expert in English. The best writing happens when a writer lets their thought without hesitation appear in their mind (Wilson, 2014). In the educational field, writing can measure which level students stand in—the more complex their variation in writing, the higher their level of education. Yet, sometimes EFL students find it difficult to habitually use English in their daily writing, for example, when they are using social media and about to make a caption for their media. EFL learners find writing difficult, stressful, and unmotivated since writing is complicated (Dhanya and Alamelu (2019). Later, a phenomenon in writing appeared, and code-switching and code-mixing became popular today. In this research, the researcher wanted to convey the phenomenon of code-switching and code-mixing in social media caption writing.

Code-switching aims to connect communication with a clear meaning, and code-switching is a part of communicative interaction (Auer, 2013). Nurjaleka and Supriatnaningsih (2021) found that the linguistic view in code-switching focuses more on discovering general grammar

boundaries, while the psycholinguistic perspective focuses more on how the linguistic system is accessed in the cognitive aspect. Due to its main rule, code-switching is possible under several word-order requirements (Krasina & Jaballa, 2018). EFL students tend to use this code because they know that sometimes they make mistakes in transferring their thoughts to be written. To avoid it, students use code-switching to write without hesitation between two languages.

According to Siddiq, Kustati, and Yustina (2020), code-mixing is divided into two categories; the first is a combination of the internal code derived from the original language and all its variants (formal, standard, informal, and non-standard). The second is a mixture of foreign symbols derived from the language. When people communicate with others in any situation and on any subject, code-mixing appears as it always happens in people's lives since they were born to collaborate, share their trouble, and voice their feelings (Haryati & Prayuna, 2020). Lubis and Hendrawan (2022) proposed that elements of language involve the structure of code-mixing, consisting of sentences, words, clauses, and phrases; these elements are mixed from one language into the form of another language merely in the exact place. Code mixing is a phenomenon in which people combine and use two languages simultaneously to communicate differently. Sometimes this can cause the speaker to switch to a different language while maintaining the exact pronunciation of the meaning, such as when English and Indonesian or Malaysian, or Chinese are mixed

(Simanungkalit & Putra, 2021). Ginting and Rahman (2019) have already explained that code-mixing is often associated with speaker characteristics such as social background and educational level. It means that every EFL students have a different vocabulary bank that they use in writing. Here are some examples of code-switching and code-mixing in captioning:

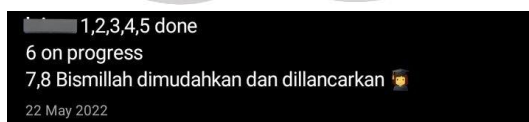


**Figure 1.1 The Example Of Code-Mixing**

Figure 1.1 shows the example of code-mixing which appears in sentence:

*“Suatu hari nanti di ujung perjalanan ini ada the best gift ever yang tidak akan membuat kita menyesal. Have a good day semua.”*

The caption is considered a code-mixing because the English phrase 'the best gift ever' is in the middle of an Indonesian sentence (Insertation (Muysken, 2000)).



**Figure 1.2 The Example Of Code-Switching**

Figure 1.2 shows the example of code-switching which appears in sentence:

"6 on progress

7,8 Bismillah dimudahkan dan dilancarkan."

The caption is considered code-switching because English and Indonesia are separated into two lines or sentences (Inter-sentential switching (Hoffmann, 2014).



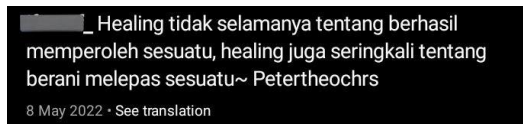
u Mengikuti kata Taylor Swift: 'make the friendship bracelets, take the moment and taste it'.  
Hasta pronto chicas!  
p. s. Kalo ngga ke Sevilla, ngga bakal tau kalo ngedayung canoe secapek itu  
View all 14 comments

**Figure 1.3 The Example Of Code-Switching**

Figure 1.3 shows the example of code-switching which appears in sentence:

"Mengikuti kata Taylor Swift: 'make the friendship bracelets, take the moment and taste it.'"

The caption is considered code-switching because the English sentence 'make the friendship bracelets, take the moment and taste it' is inserted in an Indonesian sentence, so the sentence is made up of two languages (Intra-sentential (Hoffmann, 2014)).



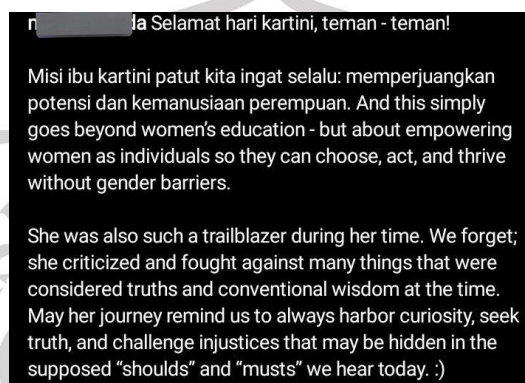
\_ Healing tidak selamanya tentang berhasil memperoleh sesuatu, healing juga seringkali tentang berani melepas sesuatu~ Petertheochrs  
8 May 2022 · See translation

**Figure 1.4 The Example Of Code-Mixing**

Figure 1.4 shows the example of code-mixing which appears in sentence:

“Healing *tidak selamanya tentang berhasil memperoleh sesuatu, healing juga seringkali tentang melepas sesuatu.*”

The caption is considered a code-mixing because the English word 'healing' is in the middle of the Indonesian sentence (Insertation (Muysken, 2000)).



Ya Selamat hari kartini, teman - teman!

Misi ibu kartini patut kita ingat selalu: memperjuangkan potensi dan kemanusiaan perempuan. And this simply goes beyond women's education - but about empowering women as individuals so they can choose, act, and thrive without gender barriers.

She was also such a trailblazer during her time. We forget; she criticized and fought against many things that were considered truths and conventional wisdom at the time. May her journey remind us to always harbor curiosity, seek truth, and challenge injustices that may be hidden in the supposed "shoulds" and "musts" we hear today. :)

### Figure 1.5 The Example Of Code-Switching

Figure 1.5 shows the example of code-switching which appears in sentence:

“*Misi ibu kartini patut kita ingat selalu: memperjuangkan potensi dan kemanusiaan perempuan. And this goes beyond women's education— but about empowering women as individuals so they can choose, act, and thrive without gender barriers.*”

The caption is considered code-switching because English and Indonesian are separated into two sentences.

Since code-switching and code-mixing were not appropriate in academic writing, EFL students used to apply these codes in casual conversations, such as social media captioning. The goal of picture

captioning is to create a description that captures the essential elements of a given image (Lee, et al., 2021). Students usually use captioning to express their feeling or to communicate with others. Using code-switching and code-mixing in captioning can develop students' confidence in writing. Because as EFL students, they will have an inner force to show their knowledge in writing yet still want to express their feeling casually. Also, code-switching and code-mixing allow them to mix their L1 and L2. When students use code-switching and code-mixing, they will use it subconsciously and might not know that code-switching and code-mixing exist. Moreover, code-switching and code-mixing are pretty strange for many students. Once they mention this technique exists, they will not fear other people's opinions on switching and mixing language in their writing, which can improve their confidence in academic writing.

## **B. Research Question**

The research questions proposed are aligned with the primary objective of the difficulty in the writing course. The research questions are as follows:

1. What factors influence EFL students to use code-switching and code-mixing in social media caption writing?
2. What are the impacts of code-switching and code-mixing in social media captioning on students' academic writing skills?

### **C. Research Aim**

1. This research identifies the factors influencing EFL students to utilize code-switching and code-mixing in social media caption writing.
2. This research aims to know the impact of code-switching and code-mixing in social media caption writing related to student writing skill.

