

CODE MIXING USED IN WHATSAPP ACADEMIC GROUPS CHATS IN ENGLISH LITERATURE IN 2018 AT UNIVERSITAS NEGERI MAKASSAR

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Abstract

Code Mixing in WhatsApp academic groups Chats in English Literature in 2018 at state University of Makassar was the subject of this investigation. To characterize a phenomenon, the study used a descriptive qualitative method. To figure out why they used code mixing, the researcher merged Muysken's theory, which categorized three types of code mixing, with Hoffman's theory. Based on the utterances, the purpose of this study is to determine what type of code mixing is used and why. According to the research, the three most popular methods of code mixing used in WhatsApp Academic groups talks are word insertion, phrase insertion, and alternation. They used code mixing for four reasons: talking about specific issues, repetition for clarification, the goal of clarifying speech content for interlocutors, and they couldn't locate the suitable phrase in any language other than their own.

Keywords: language, code mixing, whatsapp.

INTRODUCTION

The importance of language in our lives cannot be overstated. Wardhaugh (1992) defines language as the communication of a member of a society. Brown (2007) defines language as a system of arbitrary conventional speaking, writing, and gesture symbols that enables members of a community to communicate in a way that they comprehend. When two or more individuals communicate using language, the system they utilize is referred to as a code (Wardhaugh, 2006). Language and society are inextricably linked. People in this world require tools to communicate with one another. It is necessary to have a language in order for people to communicate in society and to achieve the purposes of communication, which include gathering information, gaining knowledge, expressing feelings/ideas, and sharing experiences.

Everyone in today's world needs to be able to communicate in various languages. The native/regional language is the first language we learn in Indonesia. Bahasa is the second language. The national language is Bahasa. It acts as a conversational bridge amongst Indonesians. English is the third language. English is a widely spoken worldwide language in many places throughout the world.

In our daily lives, communication is crucial. Of course, communication is something we deal with on a daily basis, both within and outside of the company. Ojomo (2004) defines communication as "the activity of communicating ideas, feelings, thoughts, and messages with others." Communication, according to Rothwell (2004), is a transactional process in which meaning is shared with others. When we learn English, we come closer to what is known as the 'human essence,' which is a distinctive feature of the human spirit.

Nowadays, it is simple to discover someone who can converse in multiple languages. Bilingualism or multilingualism refers to the phenomena of persons who have numerous cords (languages) (Wardhaugh, 1998). Spolsky (1998, p. 45) defined bilingualism as "a person with some functional proficiency in a second language" to highlight the distinction between the word's bilingualism and multilingualism. This can range from having limited abilities in one or more domains to being able to execute incredibly powerful language commands. Bilingualism, according to Rihadi (2001), is a condition in which a person can communicate in two languages. Bilingualism is induced by four elements, these are a. migration, b.

imperialism, c. federation, and d. border area, according to Fasold (1984). People speak in ways that reflect their origins and current location. People speak in their native tongue everywhere they go.

People use various languages on a regular basis. Bilingualism or multilingualism refers to the phenomena of people speaking multiple languages. Bilingualism is described as a speaker's capacity to communicate in two languages. According to Titone (2000), bilingualism is a person's ability to speak a second language while not imitating his or her original tongue but instead adhering to the language's concept and structure. Bilingualism is widely used in everyday communication in colleges, schools, and even residential schools.

English is an international language that has proven to be extremely useful in recent work, as increasing the use of English cannot avoid bilingualism. In reality, many people converse in a combination of Indonesian and English, and vice versa. They blend in with another language for a variety of reasons. Grosjean (2006) proposes a few for code mixing. Some bilinguals, for example, mix two languages when they can't find suitable phrases or expressions in one language and there isn't a translation for the other. Interlocutors, situations, messages, attitudes, and emotions all contribute to code mixing.

Code mixing happens when people mix two (or more) languages in a speech act or conversation without being obliged to do so, according to Nababan (2001). Intra-sentential code switching is referred to as code mixing, which is often used interchangeably with code switching. Maschler (1998) defines code mixing, or mixed code, as the employment of two languages to generate additional code in which the components of the two languages are implemented into structurally predefined patterns. To put it another way, the code mix hypothesis asserts that when two codes trade languages, a third code emerges with the new code's distinctive structural properties.

Sociolinguistics

Sociolinguistics is the study of how language and society interact. It is made up of the words "society" (society) and "linguist" (linguist) (language). Wardhaugh (2006, p. 13) defines sociolinguistics as "the study of the relationship between language and society with the goal of improving understanding of the structure of language and how languages function in communication"; the goal of sociology of language is "to discover how social structure can be better understood through the study of language." Sociolinguistics, according to Hudson, is the study of language in relation to society, whereas sociology of language is the study of language in relation to society.

Because language, as tools of human language communication, has natural laws for its usage, sociolinguistics is particularly beneficial in real life. The study of how to utilize a language in a given situation or in social terms is known as sociolinguistics. When communicating with the show's language, linguistic diversity, or linguistic styles, we are guided by sociolinguistics. When speaking to a specific person, these languages should be used. As a result, sociolinguistics is a linguistics and sociology multidisciplinary area that explores the relationship between language and social aspects in society.

Language Variation

Speakers belong to the same language community, but not to the same quality group of people, and the specific form of language known as parole is neither uniform nor diverse. Language change and diversity occur not just because speakers are heterogeneous, but also because the activities and social relationships in which they engage are various. Language variations, according to this definition, are usage dependent language usages that vary depending on the subject being discussed.

There are two perspectives on language variations. The first is about the variations seen as a result of language speakers, and the second is about the functional diversity of the language itself. Second, language variants have already been implemented as an interaction tool in a

variety of community activities (Aslinda & Syafyahya). There are four types of language variations: speaker, usage, format, and means.

Bilingualism

Bilingualism is currently a common occurrence in many parts of the globe. Many people are bilingual or multilingual. They have the ability to communicate in both informal and formal situations. When people, visitors, or parents go from different places with children from diverse cultures, this is common. Most person speakers occupy multiple codes and must use the chosen code each time they speak to another person. The phenomena of persons having more than one code (language) is known as bilingualism or multilingualism (Wardhaugh, 2006, p. 9).

The terms bilingualism and multilingualism are used interchangeably in the literature to refer to a person's or a community's understanding or use of multiple languages. It should be noted that multilingualism is more than just an expanded version of bilingualism, but this practice persists here (Hornberger, 2009, p. 47). Multilingualism is a social phenomenon that can and has been investigated. The acquisition of two or more languages since childhood, how to speak, write, and understand how these languages are expressed in the mind, is seen as an individual phenomenon. The main concern is whether you will be able to access it.

Code Mixing

Rapid switching is another term for code mixing. While linguists who study the structure or form of code mixing may have little interest in distinguishing between the two, sociolinguists have gone to great lengths to do so. These scholars link code flipping to pragmatic consequences, discourse functions, and group identification links. In this tradition, the terms code mixing and language alternation are used without any practical implications (Muysken, 2000, p. 2).

One of the most essential sorts of language choice, according to Fasold, is code mixing, which is subtler than code switching. In coded sentences, fragments of one language are utilized while the speaker is speaking in another (Liu, 2006). Code mixing, according to Hammer and Blanc, is a communication approach in which a speaker in one language transfers elements and regulations from another language to their own. The most common figurative elements are functions, words, articles, prepositions, conjunctions, and adverbs (Hoffman C., 2014).

Types of Code Mixing

Code mixing is divided into three categories by Muysken (2000;3): insertion, alternation, and congruent lexicalization. He claims that in particular multilingual situations, these three categories are restricted in distinct ways. This accounts for a large portion of the diversity in the mixed patterns found (Muysken,2000; 3).

a. Insertion

Muysken (2000; 3) proposes insertion as the first sort of code mixing. He stated that it was to insert content from one language (a vocabulary word or a whole section) into a structure from another language.

b. Alternation

This requires changing the structure of other languages. The alternation (Muysken, rekatod to Poplack in 2000; 4) considers shuffling constraints in terms of language compatibility or equivalence at the switching point.

c. Congruent lexicalization

It refers to a situation in which two languages share a grammatical structure that can be lexically filled with information from both, according to Muysken (2000; 6).

Depending on the language element employed, code mixing is classified into six types (Suwito, 1982).

- 1) Word insertion is a sort of code mixing in which a morpheme or collection of morphemes is placed into an utterance.

- 2) Repetition insertion is a type of code mixing in which a previously spoken word is replaced with a previously said word.
- 3) Phrase insertion is a type of code mixing that involves inserting a phrase into a spoken performance. A phrase is a group of words that act as a component of speech but do not have a subject or a predicate in this context.
- 4) Idiom insertion is a sort of code mixing that occurs when a group of meaningful items is injected into an utterance.
- 5) When a baster is inserted into a speaking act, it is known as baster insertion.. Baster is the consequence of merging two elements from different languages to produce meaning in this situation.
- 6) Insertion of a clause. Clauses are collections of words with a subject and a predicate. Because clauses are self-contained, they can be expressed as sentences or displayed as grammatically full statements within sentences. Other sentences cannot tolerate themselves because they are dependent (subordinate), and hence have meaning from the memory of the sentence in which they appear.

According to Hoffman C. (1991, p. 116), for a variety of reasons, multilingual persons swap or mix their languages. They are as follows:

- 1) Discussing a specific issue
People may feel more at ease and free when expressing their emotions in a language other than their native tongue.
- 2) Using someone else's words
A speaker will employ code to paraphrase a famous statement, aphorism, or saying made by a well-known figure.
- 3) Being sympathetic to a situation (express solidarity)
When someone speaking in a language other than his native language wants to be sympathetic about anything, he will move from his second language to his native language, either consciously or unintentionally.
- 4) Introductory phrase (inserting sentence fillers or sentence connectors)
Words or statements that are interposed into a sentence to express surprise, intense emotion, or to bring attention to oneself are known as interjections. A short exclamation such as Darn!, Hey!, Well!, See!, and so on is an interjection. Despite the fact that they have no grammatical significance, they are often used by speakers, mainly in speech rather than writing.
- 5) Repetition is used to clarify things.
When a bilingual or multilingual individual wishes to clarify his speech so that the audience understands it better, he can use both languages (codes) to transmit the same message on occasion. In many cases, a message in one code is literally repeated in the other code. A repetition is used to emphasize or highlight a message as well as to explain what is being said.
- 6) The goal is to make the content of the speech more understandable for the interlocutor.
When one bilingual person converses with another bilingual person, there will be a lot of code mixing. It entails having the material of the speech flow smoothly and be easily understood by the audience. In one code, a message is slightly altered and repeated in the other code.
- 7) Creating a sense of collective identity
Mixing codes can also be used to express a sense of belonging to a group. Academics' disciplinary communication techniques are noticeably distinct from those of other groups.

WhatsApp

According to Effendi (2008), communication media is a component of interpersonal communication that serves as a conduit or technique of connecting persons that are connected indirectly. With advancements in technology, the internet has grown to break down time and

location constraints, allowing users to speak with others all over the world at any time. The internet-based communication is referred to as social media. WhatsApp is technically a social network that provides users with instant access to a wealth of information. The program can reach people of various ages and backgrounds thanks to its easy operational system. You can communicate with anyone who has a Smartphone, an active internet connection, and the WhatsApp application installed.

RESEARCH METHODOLOGY

Because this study focused on a complete description of the types and motivations of code mixing occurrences in WhatsApp Academic Group Chats, descriptive qualitative research was performed. Qualitative research, on the other hand, is more in-depth and often contains a rich collection of data from numerous reassessments in order to acquire a better grasp of character participants' views, opinions, and attitudes. Most assessment approaches are qualitative, and qualitative research gets statistics in a qualitative manner (Gall M.D & Borg, 2007).

Because this was a qualitative study, all of the data were in the form of phrases. According to Bogdan and Taylor (in Moleong, 2006), qualitative approaches are utilized as research tactics that result in descriptive statistics incorporating spoken and written phrases, as well as observed behavior (Bogdan & Taylor, 1975). To put it another way, qualitative research is a study that can't be counted.

The researcher chose three academic group chats: Research Method by MM, Critical Discourse Analysis by MM and mam AB, and Intro to Research by SW. The researcher chose three of various academic groups because they have a lot of contact and use code mixing in their group conversations.

The three Academic group conversations mentioned above featured students from English Literature A, 2018, and English Literature B 2018, as well as the lecturer who taught the session. There are approximately 45 persons in these groups, including the lecturer, but the researcher will only select those that use code mixing in their talk.

Both primary and secondary data were used in this investigation. A group WhatsApp academic group chat in English Literature in 2018 at Makassar State University served as the major source of data for this study. This study's secondary data sources are code mixing-related books and academic papers. Data is collected via documentation. The data was analyzed by coding it according to types and the reason for code mixing.

FINDINGS AND DISCUSSION

The researcher will offer two issues in this section. The first issue is that the researcher discovered the different forms and variables of code mixing employed in WhatsApp Academic Groups Chats in English Literature 2018 at the State University of Makassar.

1. In 2018, at the State University of Makassar, many types of code mixing were employed in WhatsApp Academic Groups Chats in English Literarute.

Three methods of code mixing are utilized to analyse the data: insertion, alternation, and congruent lexicalization. In the data, the researchers observed three different types of code mixing insertion: word insertion, phrase insertion, and clause insertion. In three Academic Groups Chats, the researchers detected insertion (145), comprising word insertion (59), phrase insertion (32), repetition insertion (1), and clause inclusion (1). (18). Alteration and congruent lexicalization (5) (30).

a. Word Insertion

When a morpheme or a combination of morphemes is inserted the act of inserting words into a sentence is known as word insertion (Suwito, 1982).

Extract 1

MM: “ Draft 1 hari ini jam 8-10 malam”.

In (1) the word **Draft** “konsep” is inserted into the Indonesian language, *draft 1 hari ini jam 8-10 malam*. The speaker tells the students in the academic group chat to do the task of completing draft 1 because the deadline of the task is only until 8-10 p.m.

Extract 2

SW: “**thanks sudah diundang**”

The word **Thanks** “Terima kasih” is added in Indonesian construction, *thanks sudah diundang*. The speaker says thanks to the student who invites him to the academic group chat where he would teach the students in the group.

Extract 3

MM: “tanggal merah hari ini tapi saya mau organize materi untuk kelas CDA”

In data (3), we can observe that the participant attempted to inform the students that today is the red date, but she really merely wanted to organize the CDA materials. In bahasa Indonesia, she put the word arrange in the midst of her sentence. So that's Word Insertion, because she uses the English word "organize" in her bahasa Indonesia text/speech on WhatsApp Academic group chats.

b. Phrase Insertion

When a phrase is injected into a speech act, it results in phrase insertion, which is a sort of code mixing. A phrase, in this case, is a group of words that function as a component of speech but do not have a subject or a predicate (Suwito, 1982).

Extract 1

MM: “Remember to follow cara pengetikan”

In data (1) the phrase **remember to follow** “jangan lupa ikuti” is put in Indonesian construction. *Remember to follow cara pengetikan*. The speaker suggested to her students to follow the flick method to keep the writing neat.

Extract 2

MM: “yes looks good, silahkan dikembangkan”

Then (2) the phrase **yes looks good** “ya terlihat bagus” is inserted to Indonesian construction. *Yes looks good, silahkan dikembangkan*. the lecture told one of her students in the group chat that her answer was good and told her to be developed again.

Extract 3

MM: “Further info, pak Abdullah itu pengujinya jadi akan bergabung di Zoom”

And then in data (3) the phrase **further info** “info lebih lanjut” is added to Indonesian construction. *Further info, pak Abdullah itu pengujinya jadi akan bergabung di zoom*. The lecture told the students that Mr. Abdullah is one of the examiners so he will join in zoom later.

c. Repetition Insertion

When a repeated term is injected into a spoken language, repetition insertion is a sort of code mixing.

Extract 1

MM: “soal yang loading2 diurus diluar chat ini”

Data (1) above shows that the lecture told the students that non learning issues should never include in the learning class chat. The participant put the word **loading** but he repeated. It shows that the sentence included repetition insertion of code mixing.

d. Clause Insertion

Clauses are collections of words with a subject and a predicate. Because clauses are self-contained, they can be expressed as sentences or displayed as grammatically full statements within sentences. Because dependent (subordinate) sentences can't stand on their own, they rely on the memory of the sentence in which they appear for meaning (Suwito, 1982).

Extract 1

MM: “silahkan buat draftnya, we will continue the discussion tonight”

Data (1) put clause **we will continue the discussion tonight** “kita akan lanjut diskusinya nanti malam” to Indonesian construction. *Silahkan buat draftnya, we will continue the discussion tonight*. The lecture told the student to make the draft of the task and then the discussion will continue tonight so the student would ready for it.

Extract 2

DS: “siap prof, I try to be a good presentation with my group”

In data (16) we can see that the sentence is mix between Indonesian and English that is Clause insertion. The participant tried to said to the lecture that he will do the best presentation with his group.

Extract 3

MM: “make your presentation good, Sasing akan akreditasi international”

Extract (3) shows that clause insertion happen in sentence above because the lecture insert clause “**make your presentation good**” and then mix with Indonesian language in her sentence. The lecture suggested the students to make their presentation good because English Literature will international accreditation.

e. *Alternation*

Alternation is the process of changing the structure of another language. The alternation takes into account shuffling constraints in terms of language compatibility or equivalence at the changeover point (Muysken, 2000:4).

Extract 1

MM: “kalau tidak bisa di Zoom, submit saja di Syam Ok. Tunggu saya buka slot assignmentnya”

Data (1) the speaker put alternation in the sentence “kalau tidak bisa di Zoom, **submit** saja di Syam Ok. Tunggu saya buka **slot assignmentnya**” the speaker switched two languages that is bahasa Indonesia to English and vice versa. She inform the students that task is submitted in Syam Ok if cannot in zoom. And then the lecture said that she will open the assignment slot.

Extract 2

MM: “kalian export chat ke file”

In (2) in the sentences “ kalian **export chat** ke **file**” The participant blended English phrases into her statement and then added the word "ke," which is an Indonesian preposition that did not detract from the grammatical structure.

Extract 3

SW: “ kumpul sama ketua kelas adik, dibuat dalam bentuk one file nanti ketua kelas kumpul kesaya. Summary dalam bahasa Indonesia”

Then (3) in the sentence “kumpul sama ketua kelas adik, dibuat dalam bentuk **one file** nanti ketua kulas kumpul kesaya.**Summary** dalam bahasa Indonesia.” Here, the lecture switched between the two grammatical patterns, or the lecture employed Indonesian in the first phrase and English in the second, or vice versa.

f. *Congruent Lexicalization*

When two languages share a grammatical structure that can be lexically filled with components from both languages, this is known as congruent lexicalization (Muysken, 2000:6)

Extract 1

MM: “disitu semua artikel yang bisa didownload, tentu yang sesuai topiknya”

The data (1) in the sentence “ disitu semua artikel yang bisa **didownload**, tentu yang sesuai topiknya” The process of code mixing is described in this sentence, the speaker blended the word **download** as a noun in English and used **di** as preposition in Indonesia.

Extract 2

MM: “Assalamualaikum wr.wb, ini saya kasi video untuk meempelajari CDA”

In (2) the sentence “Assalamualaikum wr.wb.ini saya kasi **video** untuk mempelajari CDA” the participant applied “video” on her chat in WhatsApp academic group chat. It is self-evident that the word video has a similar meaning in Indonesian. The Indonesians say "grup" with a "dropped O," but the pronunciation is similar.

Extract 24

MM: “adaji online pronunciation”

The last data (24) in the sentence “adaji **online pronunciation**” The participants were asked to translate lexical words from one language into another language with linguistically similar patterns. The word online is one of the common word in this era because we can access anything with online.

2. Factors to Consider When Using Code Mixing in WhatsApp Academic Group Chats in English Literature in 2018 at Makassar State University

The lecturer and students employed code mixing in WhatsApp academic group chats in English Literature 2018 at St ate University of Makassar due to a variety of factors. The researcher collated all of the replies with Hoffman's theory on the reason for code mixing based on the analytical results.

- a. Discussing a specific topic
People may feel more at ease and free when expressing their emotions in a language other than their native tongue.
- b. Use of repetition for clarifying
When a bilingual or multilingual individual wants to make his speech more clear so that the audience can comprehend it better, he can use both languages (code) to transmit the same message. A repetition is used to emphasize or highlight a message as well as to explain what is being said.
- c. Intention to clarify the topic of the discourse for interlocutors
When one bilingual person converses with another bilingual person, there will be a lot of code mixing. It entails having the material of the speech flow smoothly and be easily understood by the audience. A message in one code is duplicated in a slightly changed version of another code.
- d. They cannot find the right word to Other than the language itself, there is no representation in another language.
According to Hoffman's theory, a lack of analogous lexicon in the language causes utterances to miss a phrase that has no representation in another language other than the language itself. When an English-Indonesian multilingual needs to say a word that is not available in English, he will prefer to pronounce it in Indonesian. When an utterance lacks a word in Indonesian, the speech will utilize the English term.

The three WhatsApp academic groups chats generally employed code mixing in the form of word insertion, phrase insertion, clause insertion, alternation, and congruent lexicalization after analyzing the three categories and six forms of code mixing. Meanwhile, the most common reasons for using code mixing in Whatsapp academic group chats in English Literature 2018 at State University of Makassar are: talking about a specific topic, repetition for clarification, the intention to clarify the speech content for interlocutors, and they cannot find the right word that does not have representation in another language other than the language itself.

CONCLUSION

A. Conclusion

Based on the findings and discussion,, the following conclusions were reached:

Code mixing techniques used in WhatsApp academic group conversations in English Literature in 2018 at State University of Makassar included word insertion, phrase insertion, clause insertion, alternation, and congruent lexicalization. Word insertion, phrase insertion, and alternation were in WhatsApp academic group discussions in English Literature in 2018 at State University of Makassar, the most common types of code mixing

The following are the reasons why the instructor and students in English Literature at State University of Makassar used code mixing in WhatsApp academic group chats in 2018: Speaking about a certain topic, using repetition to clarify, the goal of which is to clarify the speech content for interlocutors, and lastly, they are unable to locate the correct word that does not have a representation in any other language other than the language itself.

B. Suggestion

The researcher expects that the instructor in the faculty of Language and Literature, particularly in English Literature, will be able to broaden their knowledge of sociolinguistics, particularly code mixing.

Students in English Literature A-B class 2018, in particular, should practice bahasa Indonesia and local language more than other languages. For the future researcher interested in sociolinguistics, particularly code mixing in various object situations such as daily conversation, discussion forum, or cinema.

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