The Influence of Social Media on Language Trends South Jakarta Children as the Use of Language Day to Day

Ida Nurhaidal¹, Anna Gustina Zainal², Puspandari Setyowati³ Feri Firdaus⁴
¹,²,³,⁴ Department of Communication, University of Lampung

ABSTRACT
Social media is one of the important means, not only to communicate, but also to provide information to broaden horizons. Social media users can easily access and communicate not only with relatives or friends around but all foreign countries, which can provide knowledge about languages and cultures from various countries. The use of language is also evolving along with the development of technology and communication media. The phenomenon of the South Jakarta children's language is a form of phenomenon created because of the strong and broad influence of social media. This trend refers to the habit of South Jakarta children who communicate using Indonesian and English in their daily lives. The inherent use of this language seems to provide an affirmation of the phenomenon of the South Jakarta children's language is called code-mixing because of the creation of interactions that were relaxed, modern, and showed their status as students.

Keywords: social media, South Jakarta children's language, code-mixing

INTRODUCTION
As a virtual space, social media has a very large contribution to society in communication. Considering that social media users come from different nationalities and languages that are not bound by social boundaries, it influences the language habits of its users. Social media platforms such as Twitter, Facebook, Youtube, Instagram, and others are media that are enjoyed by many people. Social media is one of the things that makes the South Jakarta Children's Language style become widely known, increasing the number of narratives. This trend shows the habit of South Jakarta children who communicate by mixing Indonesian and English. The mixing of these two languages is considered to be representing a process of modernization through social media. The South Jakarta Children's Language arises because speakers who inhabit the Southern part of Jakarta mix or add some English words into the form of the Jaksel children's language pattern, for example, normally, prefer, you know, even, and so on. According to Poedjosoeardarmo (2006), there are two kinds of language change processes, namely internal changes that occur due to its grammatical system and external changes caused by the arrival of the influence of other languages. Therefore, the phenomenon of the South Jakarta children's language occurs because of the inclusion of the influence of English in their lives, and this phenomenon is called code-mixing.

Henderi (2007) suggests that the notion of social media is a web-based social networking site that allows each individual to build a public or semi-public profile in a restricted system, list other users with whom they are connected, and see and explore their list of connections made by others with a system. In its current role, social media has a positive function such as; a supporter of the democratization of knowledge and information, a tool for expanding human social interaction, and a tool for transforming the practice of unidirectional communication of broadcast media from one media institution to many audiences into the practice of dialogue communication between many audiences. The sophistication of social media can also be seen in its various types such as Bookmarking, Wiki, social networking, and so

*Cite this Article: Ida Nurhaidal, Anna Gustina Zainal, Puspandari Setyowati, Feri Firdaus (2022). The Influence of Social Media on Language Trends South Jakarta Children as the Use of Language Day to Day. International Journal of Social Science and Education Research Studies, 2(11), 617-621

Available at: www.ijssers.org
on. As it develops, social media influences the development of the language used also in social media. As Nasrullah (2016) reveals, texts (languages) in the media will always evolve along with interactions between people whether mediated by technology or not.

The rapid development of information on social media is also what makes the spread of South Jakarta Children's Language quickly expand so that this language is easily known by Indonesians outside South Jakarta such as Lampung. This is the focus of researchers to find out whether social media also influences code-mixing for students of the Department of Communication, Faculty of Social and Political Sciences, the University of Lampung in communicating, and what type of code-mixing is used? This research was carried out by conducting a survey on students of Communication Science, Fisip Universitas Lampung regarding the influence of social media on the language trends of South Jakarta children as the use of daily language using the questionnaire technique (kuesioner) with the results in the form of descriptions.

**DISCUSSION**

The phenomenon of mixing Indonesian and English (code-mixing) carried out by South Jakarta children, has spread widely to areas including Lampung Province, one of which is among students of the Communication Department of the Faculty of Social and Political Sciences (FISIP) Universitas Lampung (Unila).

**4.1 Factors Affecting Communication Using Indonesian and English (code-mixing)**

Communicating by mixing Indonesian and English was carried out by South Jakarta children who turned out to be followed by students of the Communication Department of FISIP Unila, which is certainly influenced by certain factors. South Jakarta children generally communicate using code-mixing, wrongly caused by the influence of comrades who graduated from abroad. But what about the students of the Communication Department of FISIP Unila.

An overview of the results of the examination of factors that affect the mixing of students of the Communication Department of FISIP Unila is presented in Table 4.1:

| Factors Affecting code-mixing                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------------------------|-----------|---------|---------------|--------------------|
| Valid                                         |           |         |               |                    |
| Have the ability to speak English             | 30        | 58,8    | 58,8          | 58,8               |
| The influence of foreign graduates           | 6         | 11,8    | 11,8          | 70,6               |
| Social Media                                 | 12        | 23,5    | 23,5          | 94,1               |
| Jump on the bandwagon                        | 3         | 5,9     | 5,9           | 100,0              |
| Total                                        | 51        | 100,0   | 100,0         |                    |

Based on Table 4.1, it can be seen that there are three factors that most dominantly influence the mixing of Indonesian and English code-mixing for students of the Communication Department of FISIP Unila in communicating, namely the ability of English, social media, and the influence of overseas graduate friends. The actors who most influence code-mixing are the factors of communication students having English proficiency, namely 30 students (58.8%), then social media as many as 12 students (23.5%). Furthermore, the influence of foreign friends was 6 students (11.8%) and only 3 students participated (5.9%). The results of this analysis show that social media can be said to be one of the factors that influence students to communicate using Indonesian and English with code-mixing.

**4.2 Social Media That Most Influences Code mixing**

Social willingness is one of the factors that influence students to mix Indonesian and English code-mixing in daily communication. This can be seen in Table 4.2, the type of social media that most influences students of the Department of Communication, Faculty of Social and Political Sciences (FISIP) Universitas Lampung in conducting code-mixing.

| Social Media             | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|-----------|---------|---------------|--------------------|
| Valid                    |           |         |               |                    |
| Youtube                  | 1         | 2.0     | 2.0           | 2.0                |
| Instagram                | 8         | 15,7    | 15,7          | 17,6               |
The combination of Instagram and Twitter is the social media that most influences code-mixing. This was shown by as many as 31 students (60.8%) stating that the combination of Instagram and Twitter affected code mixing the most. Singularly Twitter and Instagram are social media that paling affect code-mixing. A total of 10 students (19.6%) stated that social media Twitter affects code mixing the most and 8 students (15.7%) think Instagram is a social media that affects code-mixing.

|       | Frequency | %  | Valid Percent | Cumulative Percent |
|-------|-----------|----|---------------|--------------------|
| Twitter | 10        | 19.6 | 19.6          | 37.3               |
| TikTok | 1         | 2.0  | 2.0           | 39.2               |
| Instagram and Twitter | 31    | 60.8 | 60.8          | 100.0              |
| Total   | 51        | 100.0 | 100.0       |                    |

### 4.3 Reasons to Use code-mixing Indonesian and English in Communicating

The use of certain methods of communication is generally based on certain reasons. Similarly, the use of code-mixing Indonesian and English among students has a variety of reasons. This is also proven in this study, it turns out that students have various reasons for using code-mixing in communicating. The results of research on the reasons why students of the Communication Department of FISIP Unila use code-mixing in communicating are presented in Table 4.3

#### Table 4.3 Reasons to Use code-mixing in Communication

| Reason                                                                 | Frequency | %  | Valid Percent | Cumulative Percent |
|------------------------------------------------------------------------|-----------|----|---------------|--------------------|
| Easier to understand the opposite of communication                     | 4         | 7.8 | 7.8           | 7.8                |
| In order to create intimate and relaxed interactions                   | 1         | 2.0 | 2.0           | 9.8                |
| Status as a student                                                     | 7         | 13.7| 13.7          | 23.5               |
| In order to create intimate and relaxed interactions and               |           |    |               |                    |
| To get rid of ambiguous words or statements                             | 11        | 21.6| 21.6          | 45.1               |
| Valid                                                                  | Easier to understand the opposite of communication | | | |
| Shifting the topic of conversation from formal to informal or vice versa. |           |    |               |                    |
| In order to create intimate and relaxed interactions                   | 1         | 2.0 | 2.0           | 47.1               |
| To get rid of ambiguous words or statements                             | 10        | 19.6| 19.6          | 66.7               |
| To make it easier to express opinions                                  |           |    |               |                    |
| In order to create intimate and relaxed interactions                   |           |    |               |                    |
| To look more modern and prestigious                                    |           |    |               |                    |
| To get rid of ambiguous words or statements                             | 10        | 19.6| 19.6          | 66.7               |
| To make it easier to express opinions                                  |           |    |               |                    |
Ida Nurhaidal et al, The Influence of Social Media on Language Trends South Jakarta Children as the Use of Language Day to Day

| Reason                                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------------------------|-----------|---------|---------------|--------------------|
| Show Social Status                           | 10        | 19.6    | 19.6          | 86.3               |
| To look more modern and prestigious          |           |         |               |                    |
| To get rid of ambiguous words or statements  | 6         | 11.8    | 11.8          | 98.0               |
| To make it easier to express opinions        |           |         |               |                    |
| To get rid of ambiguous words or statements  |           |         |               |                    |
| To make it easier to express opinions        |           |         |               |                    |
| To show your attitude to the interlocutor   |           |         |               |                    |
| In order to create intimate and relaxed     | 1         | 2.0     | 2.0           | 100.0              |
| interactions                                  |           |         |               |                    |
| There is no equivalent of the word in       |           |         |               |                    |
| Indonesian                                   |           |         |               |                    |
| To show your solidarity with the interlocutor|           |         |               |                    |
| To make it easier to express opinions        |           |         |               |                    |
| To show your attitude to the interlocutor   |           |         |               |                    |
| Total                                        | 51        | 100.0   | 100.0         |                    |

In Table 4.3, it can be seen that the reasons why students of the Communication Department of FISIP Unila use code-mixing Indonesian and English in communicating are diverse. But the most is that agar is created a familiar and relaxed interaction and eliminates ambiguous words or statements. It was chosen by 11 students (21.6%). In addition to these reasons, the reasons that are also widely chosen by students are more modern and prestigious, easy to express opinions, and show status. These reasons were chosen by 10 students each (19.6%).

4.4 Types of code-mixing that are often used

There are 3 types of code-mixing, insertion, authentication, and lexicalized. The results of the study (Table 4.4) show that the type of code-mixing used by students is varied. The type of insert code-mixing was chosen by 12 students (23.5%).

### Table 4.4. Types of code-mixing that are often used by college students

| Code-Mixing | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Inserts     | 12        | 23.5    | 23.5          | 23.5               |
| Alterations | 20        | 39.2    | 39.2          | 62.7               |
| Lexicalization | 10    | 19.6    | 19.6          | 82.4               |
| Mixture     | 9         | 17.6    | 17.6          | 100.0              |
| Total       | 51        | 100.0   | 100.0         |                    |

The type of code-mixing alternation was chosen by 20 students (39.2%), lexicalization by 10 students (19.6%), and a mixture of 9 students (15.9%).

4.5 The Use of Grammar in Code-Mixing

In English Language Education grammar is a very important part, grammar is a structure of sentence preparation using the correct structure. In this study (Table 4.5) an illustration was obtained that in communicating using code mixing Indonesian and English, 39 students (78.5%) of students of the Communication Department of FISIP Unila sometimes used grammar in using English when communicating with code-mixing.
Ida Nurhaidal et al, The Influence of Social Media on Language Trends South Jakarta Children as the Use of Language Day to Day

Table 4.5. Use of Grammer in

|                | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Valid Kanda-Sometimes Using Grammer | 39        | 76,5    | 76,5          | 76,5               |
| Not Using Grammer              | 12        | 23,5    |               | 100,0              |
| Total                         | 51        | 100,0   |               | 100,0              |

Furthermore, there were 12 students (23.5%) who did not use grammar in communicating using code-mixing. Based on this data, it shows that students generally use grams in code-mixing, although they have not been used (sometimes). This is an illustration that students of the Communication Department of FISP Unila in general have quite good English skills.

The knowledge of students of the Communication Department of FISP Unila towards mixing Indonesian and English (code-mixing) in the style of communication by South Jakarta Children turned out to have an impact on their use of communication in their daily lives. A total of 49 students (96.1%) stated that they used code-mixing in their daily lives, and only 2 students (3.9%) did not use code-mixing. This shows that code-mixing Indonesian and Language Inggris South Jakarta children influence the communication of students of the Communication Department of FISP Unila and use it in daily communication with the intensity of using code-mixing is still at a moderate level, with the result that 40 students (78.4%) still sometimes use Code mixing. But what is interesting is that there are 11 students (21.6%) who always use code-mixing. This shows that code-mixing Indonesian and English has become a trend of communication style among students of the Communication Department of FISP Unila on social media.

CONCLUSION

Social media is one of the factors that influence students of the Department of Communication, Faculty of Social and Political Sciences (FISP) Universitas Lampung to use English and Indonesian code-mixing in communicating. The types of social media that most influence students in communicating are Instagram and Twitter. In general, the reason students use mixed communication Indonesian and English code-mixing is that agar creates familiar and relaxed interactions and eliminates ambiguous, more modern, and prestigious words or statements easily express opinions and indicate student status. Students of the Communication Department of FISP Unila use grams in communicating using English in code-mixing with the type of code-mixing used, namely inserts, and lexicalization, and the most used is the type of alteration. The main source of Knowledge of English that students have is from courses.

Based on the results of the research found, it was concluded that there was quite a big positive impact given by social media on students of the Communication Department of FISP, University of Lampung. It is proven that students can gain knowledge, especially English, and can apply it in everyday life through social media. This is certainly beneficial not only for the future of students or speakers but also provides a great opportunity for Indonesia to compete in the world. The importance of educators from an early age through courses also affects students in the process of learning and absorbing information on social media in the form of foreign languages, especially English.

REFERENCES

1. Chaer, Abdul (2010). Language Politeness, Jakarta: PT. Rineka Cipta.
2. Ministry of Education and Culture, Big Dictionary of Indonesian, (Jakarta: Balai Pustaka, 1988)
3. Harimurti Kridalaksana, Dictionary of Linguistics, (Jakarta: Gramedia, 1982),
4. Henderi. (2007). Analysis and Designed System with Unified Modeling Language. Tangerang: STMIK Raharja.
5. Kotler, Keller, 2012. Marketing Management, 14th, Person Education.
6. Nasrullah, Rulli. 2016. Social Media: Communication, Cultural, and Perspectives Sociotechnology. Bandung:Simbioba Rekatama Media.
7. Poedjossoedarmo, S. (2006). Grammatical Changes: causes, processes, Consequently. Yogyakarta : Sanata Dharma University.
8. Puntoadi, Danis (2011) Increasing sales through social media. Jakarta: PT. Gramedia Main Library.
9. Puntoadi, Danis, 2011. Creating Sales Through Social Media, PT Elex Komputindo, Jakarta
10. Sugiyono, 2014. Qualitative Quantitative Research Methods and R&D. Bandung.

Available at: www.ijssers.org