

# **CODE SWITCHING USED IN FACEBOOK BY ENGLISH DEPARTMENT STUDENTS**



## **A THESIS**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial  
Fulfillment of the Requirements to Obtain Bachelor Degree in English  
Department*

**BY:**

**FADILLA TENRI ULENG SYAM**

**F211 16 516**

**ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
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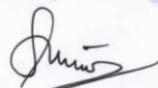
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With reference to the letter of the Dean of Cultural Sciences Number 417/UN4.9.1/KEP/2020 regarding supervision, we hereby confirm to approve the thesis draft by Fadilla Tenri (F21116516) to be examined at the English Department, Faculty of Cultural Sciences.

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Approved by

First Supervisor,



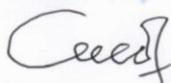
Drs. Simon Sitoto, M.A.  
NIP. 196110221989031003

Second Supervisor,

  
Drs. Husain Hasyim, M.Hum.  
NIP. 196110281987031003

Approved for the Execution of Thesis Examination  
by The Thesis Organizing Committees

On Behalf of Dean  
Head of English Department



Dr. Abidin Pammu, M.A., Dipl. TESOL.  
NIP 196012311986011071

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Today, Saturday 23 November 2020, the Board of Thesis Examination has kindly approved a thesis by **FADILLA TENRI ULENG SYAM** (No. F21116516) entitled, **CODE SWITCHING USED IN FACEBOOK BY ENGLISH DEPARTMENT STUDENTS**, submitted in fulfilment of one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

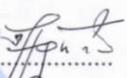
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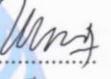
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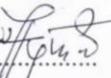
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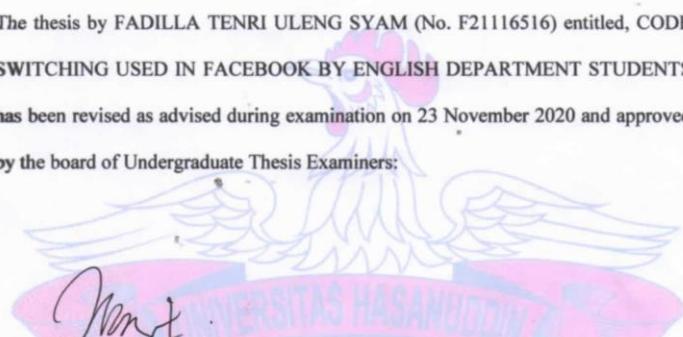
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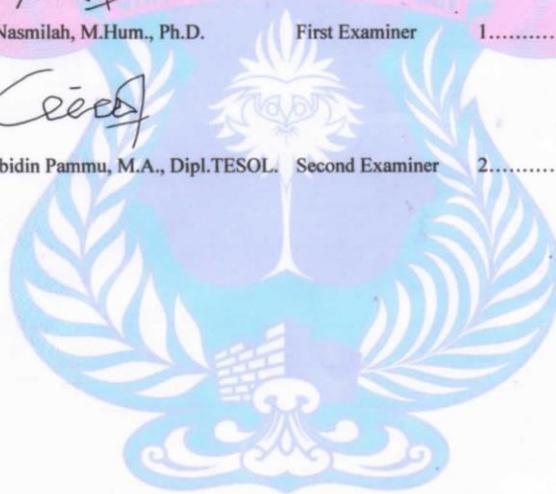
## DECLARATION

### DECLARATION

The thesis by FADILLA TENRI ULENG SYAM (No. F21116516) entitled, CODE SWITCHING USED IN FACEBOOK BY ENGLISH DEPARTMENT STUDENTS has been revised as advised during examination on 23 November 2020 and approved by the board of Undergraduate Thesis Examiners:



1. Dra. Nasmilah, M.Hum., Ph.D. First Examiner 1.....



2. Dr. Abidin Pammu, M.A., Dipl.TESOL. Second Examiner 2.....

## **SURAT PERNYATAAN**

Yang bertanda tangan di bawah ini:

Nama : Fadilla Tenri Uleng Syam  
NIM : F21116516  
Judul Skripsi : Code-Switching used in Facebook by English Department Students.  
Fakultas/Jurusan : Fakultas Ilmu Budaya/Sastra Inggris

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Yang menyatakan,

  
Fadilla Tenri Uleng Syam

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## ABSTRACT

**FADILLA TENRI.** *Code-Switching used in Facebook by English department students* (supervised by **Simon Sitoto** and **Husain Hasyim**)

The aims of this research are to (1) describe what types of code-switching and the types of conversational functions which are most frequently used by the users of Facebook while they are making comments or conversation, and (2) reveal the reason why the users are using code-switching.

In this research, the writer used a qualitative method to analyse the data. The data were taken from 30 Facebook comments of English Department student of Hasanuddin University batch 2016 then categorized based on the code-switching types. After that, writer distribute questionnaire to determine the respondent's reason of code-switching usage.

The writer finds that the user uses three types of Code-switching, namely: Tag-switching, Inter-sentential switching, and Intra-sentential switching. The writer also finds the reasons why the users are using code-switching, they are: (1) as a habit, with twelve respondents. (2) happening by accident, with four respondents. (3) as a learning, with four respondents. (4) the mood of the speaker, with nine respondents (5) emphasizes a point, with seven respondents and (6) it is simplicity, with six respondents.

**Keywords:** Code-switching, types of Code-switching, Facebook.

## ABSTRACT

**FADILLA TENRI.** *Code-Switching used in Facebook by English department students* (dibimbing oleh **Simon Sitoto** dan **Husain Hasyim**)

Tujuan dari penelitian ini adalah untuk (1) mendeskripsikan jenis alih kode dan fungsi percakapan yang paling sering digunakan oleh pengguna Facebook saat mereka membuat komentar atau percakapan, dan (2) mengetahui alasan mengapa pengguna menggunakan pengalihan kode.

Dalam penelitian ini, penulis menggunakan metode penelitian kualitatif untuk menganalisis data. Data dikumpulkan melalui komentar Facebook yang dilontarkan oleh mahasiswa Sastra Inggris Universitas Hasanuddin angkatan 2016 yang kemudian dikategorikan berdasarkan jenis code-switching yang ada. Setelah itu, penulis mendistribusikan questionnaire kepada responden untuk mengetahui alasan mereka menggunakan code-switching.

Penulis menemukan bahwa pengguna menggunakan tiga jenis alih kode, yaitu : *Tag switching*, *Inter-sentential switching*, dan *intra-sentential switching*. Penulis juga menemukan alasan mengapa pengguna menggunakan alih kode, yakni: (1) sebagai kebiasaan, dengan dua belas responden. (2) terjadi secara tidak sengaja, dengan empat responden. (3) sebagai pembelajaran, dengan empat responden, (4) suasana hati pembicara, dengan sembilan responden. (5) untuk menekankan suatu hal, dengan tujuh responden. (6) kesederhanaan, dengan enam responden.

Kata kunci: alih kode, jenis alih kode, Facebook.

# **CHAPTER I**

## **INTRODUCTION**

This chapter gives an introduction for this research by presenting the background of the study, identification of the problems, scope of the problems, research questions, objective of the study, and significance of the study.

### **A. Background of the study**

In this age of globalization, using two or more languages is not an unexpected phenomenon but a norm. These days, in a bilingual community, people switch codes in daily conversation to achieve interactional goals with other speakers. Developing communicative competence in two or more languages would give individuals opportunities to express their feelings, thoughts, and shape their identity. On Facebook, one of the most popular asynchronous computer-mediated communication on the internet is a place where occurrences of code-switching are high. Facebook users tend to switch from one code to another while communicating. Users usually do not stick to a particular language or code, but often mix or switch their languages. This linguistic behavior depends largely on one common ground, that is: who speaks to whom and when. In Indonesia, Facebook has gained enormous popularity. A large number of people use Facebook to communicate with friends, families, or colleagues. People are using English not only in the educational field but also in professional life. A huge portion of their entertainment (namely movies, dramas, television

programs, etc) is also in English. This kind of large scale input has affected the language choice of our people. Consequently, people use another language along with their mother tongue out of habit, sometimes consciously, and sometimes when the situation calls for it. While communicating on Facebook, people often switch codes just like they do in regular life. But forms of code-switching vary greatly regarding whom they are talking to. This reflects on how people are communicating every day. For the matter, it is interesting to find out the reason why students using code-switching in Facebook comments through this study which titled **CODE SWITCHING USED IN FACEBOOK BY ENGLISH DEPARTMENT STUDENTS**

## **B. Identification of problems**

This study is about sociolinguistics issue focused on Code-Switching among the users of social networks. Concerning this topic, the writer finds some problems, they are :

1. Most people use code-switching in Facebook comments that make them confused.
2. It is difficult to know the circumstances people use the code-switching strategy.
3. Most people have different perceptions of code-switching that are used in Facebook comments.
4. People utilize some types of code-switching which are difficult to be identified.

## **C. Scope of problems**

The writer only focuses to describe types of Code-switching used by English Department users and the reason for the use of Code-switching.

#### **D. Research questions**

Based on the identification of problems above, the writer states some problems, as follows :

1. What types of code-switching are used by Facebook users in English Department Batch 2016 Hasanuddin University students?
2. What are the reasons for the use of Code-switching by the English Department Batch 2016 Hasanuddin University students?

#### **E. Objectives of the research**

1. To describe what types of code-switching and the types of conversational functions which are most frequently used by the users of Facebook while they are making comments or conversation.
2. To reveal the reason why the users are using code-switching.

#### **F. Significance of the research**

As for theoretical benefit, the research's result is highly expected to provide contributions in proving that code-switching can be found everywhere and could risen stakeholders' awareness regarding the code-switching importance in learning English. On top of that, the writer hopes

that the data from this study could become resourceful information and become a reference for further research in the same field.

As for practical benefit, the result is expected to give students, teachers, or readers of this thesis a deeper insight into code-switching, the use of it, and the benefit of code-switching. The writer also hopes that this study can enrich English language learners' vocabulary, especially in English department students.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter presents previous studies related to the research, types of signs, theoretical discussion, definition, and types of Code-Switching, and definition of Facebook.

#### **A. Previous studies**

Many previous studies describe the same topic about code-switching, they are first, “*code-switching used in Net TV breakout selected episodes a Sociolinguistic Analysis*” written by Abdurrahman as a student of the English Department, Faculty of cultural sciences, Hasanuddin University (2017). He uses the methodology of descriptive qualitative, then he collected and analyze the data. The object of the research is the program TV channel “Breakout” on Net TV. Furthermore, his research revealed two results. First, there are four types of code-switching made by the host. They are; Intra sentential switching, Intra Lexical switching, Inter sentential switching, and Tag switching. As a result, four reasons are founded. They are; habit, topic, express idea freely, and lack of vocabulary. The same objective this study has explained the use of code-switching in ascertaining the meaning of the sentence spoken, while the difference in his study examines the reason for code-switching in television then this study examined on YouTube.

Meanwhile, Sumarsih discusses the use of both Code-switching and Code-mixing in sort of a particular conversation in everyday life. Sumarsih's study, which took place in North Sumatra, tends to focus on both the use and the reason for Code-switching and Code-mixing. She finds out that use and the reason for Code-switching and Code-mixing are not only involving English and Indonesian languages but also involving North Sumatran's local languages, Batak Mandailing and Batak Toba. Although the reason for Code-switching and Code-mixing in her study is similar to this present study, Sumarsih discusses Code-switching and Code-mixing in everyday conversation, which involves the whole society in three places in North Sumatra, while this present study limits itself by only discussing lecturers types and reasons of Code-switching in the classroom instructions.

Another related research is conducted by Uya (2010). The research concentrated on the nature and the function of code-switching that is used by the teacher. In his research, he used the qualitative method by doing observation and audio recordings of communicative interactions during formal class time. As the result, he explained that some functions of code-switching did not occur at all, particularly the functions of supporting exploratory talk, increasing social distance, demonstrating possession of knowledge, and marking identity. Teachers most frequently used code-switching to explain and clarify the subject matter.

The writer however tries to raise the same subject but from different aspects, in this case, the writer tries to get the data from the internet. People nowadays seem interested in the internet which provides a lot of information, while also become a place for communication with their friends. Not only about code-switching, but the

writer also tries to analyze the English word or sentence, particularly whether the word or the sentences is appropriate or not.

## B. Theoretical discussion

### 1. Sociolinguistics

“Sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication”. (Wardhaugh, 2006:13).

While in another perspective to Fishman (1972) sociolinguistic is the study of the characteristics of language variations, a function of language variety, and language users because these three elements always interact, change, and changed each other in one speech society. The same prospective with Bram and Dickey in Ohoiwutun (1977) that sociolinguistic specializes in the study of how language functions in society.

As C. Criper and H.G. Widdowson as quoted by chaer (2010) claim that sociolinguistics is the study of language in its use, to investigate how the language convention relates to other aspects of social behavior. As well Syukur (1995: 43) mentioning that “*sociolinguistic characteristic is an emphasis on the study of language use by social groups*”.

Sociolinguistics is a branch of linguistics that is interdisciplinary with sociology in the object of researching the relationship between language and social factors in a speech society. The benefit of

sociolinguistics for life is so many, because language as a means of human verbal communication, of course, has certain rules. In its use sociolinguistic provides knowledge of how to use a language. Sociolinguistics explains how to use language in certain aspects or social aspects.

### **C. Bilingualism**

“Bilingualism is a famous thing nowadays, especially in the millennials generation. The phenomenon of people using more than one language for communication can be called bilingualism” (Wardaugh, 1986:101). In Indonesia, many teenagers speak two languages, they are English and Indonesian language. As mentioned by Wolf (1974:5) that “one of the characteristics of bilingualism is the use of two or more languages by a person or group of people with no particular role in both languages”. It means that both languages can be used for anyone, anytime, and in any situation (Chaer and Agustina: 2004).

According to the various data above, it indicates that bilingualism means the ability to communicate two languages. In other words, bilinguals masters two languages.

### **D. Multilingualism**

There are a lot of languages in a society, it is called a multilingual society. Gumperz (1968 in Nurfaidah 2004:26) stated that multilingualism in relation to multilingual societies: “In many multilingual communities the choice of one language over another has the same signification among lexical alternates in linguistically homogenous societies”. The quotation indicates that someone can use more than one language because society introduces many kinds of language. As we know language is for everyone and they are allowed to master some languages as they want. People must choose one or two languages that can be used in conversation.

The multilingual concept gives many different languages. It is impossible to know all the languages and it is hard to make the listeners understand our language. Choosing one or two languages can make us more focused to master the language. We always have the responsibility to deliver our intention in good language based on the rules. We also have to consider our ability, the writer suggested that before we decided to choose a language we should conform to what language we want to learn.

In a multilingual society, it is possible to find code-switching among the people who have high intellectuality in a language supported by the development of society. There is a situation where some dialects, standard language used in it. Multilingual appear because there is a multicultural society, each society determined their own culture.

## **E. Code-Switching**

Code-switching as a part of sociolinguistics concerns the switching of code from one to another occasion. Poplack (1980) states that “Code-switching is the alternation of two languages within a single discourse, sentence, or constituent”. Moreover, a general definition of code-switching is coming from Wardhaugh (1986:104) who states that “code whenever they choose to speak and they may also decide to switch from one code to another or mix code”.

Furthermore, code-switching is a particular study that refers to the use of language in the same sentence or discourse. For some reason, the influence of Code-switching such as some considerations to do including solidarity with the interlocutors, the choice of topic, and social and cultural distance. (Wardhaugh, 1986).

Based on Wardhaugh (1986) There are some types of code-switching which are divided by some experts :

### **1. Tag-switching**

is the inclusion of a tag in one language in an utterance which is completely in the other language, e.g. *you know, I mean, right?* Due to the syntactic character of tags, they can be inserted in various places in an utterance without disturbing the syntactic order.

### **2. Intra-sentential switching**

is a type of code-switching that occurs within a clause or sentence boundary. It occurs in the middle of a sentence. For example: “*saya sangat capek, I had to take a rest*”. The complexity of this type of

switching is explained by the high probability of violation of syntactic rules, as well as the requirements of great knowledge of both grammar and how they map onto each other.

### **3. Inter-sentential switching**

Inter sentential switching occurs between clauses or sentences. The speaker uses one language and switching to other languages to continue a clause or sentence.

Indirectly, the conversation will be carried by this switching process. Moreover, one word or more is not limited in insertion place. Otherwise, at least including two clauses in one form and it might be considered two sentences.

For sentence: Aku melihatmu kemarin tertidur pulas *because you look so tired.*

The sentence above has two languages and clauses combined. The Indonesian clause is “*aku melihatmu kemarin tertidur pulas*” and the second is the English clause “*because you look so tired*”. So it could be categorized between clauses in one sentence form.

## **F. Function of code-switching**

Code-switching functions to get profit or benefit, and sameness feeling to counterbalance the second speaker and to make a discussion easier. There are three aspects of functional analysis of code-switching, they are:

## 1. Metaphorical functions

The difference in situational code-switching that is mostly inspired by changing subjects, participants, and circumstance, while metaphorical cares a lot about the communicative effect that the speaker intends to convey.

According to (Romaine, 1991 cited in Yassi 2016:77)“from metaphorical code-switching is mainly viewed from a pragmatic perspective”. Has identified six specific functions of code-switching, as follow :

### a) Quotation

in many instances, the code switched passages are identifiable either as direct quotations as reported speech. People do code-switching to quote themselves and others directly or indirectly, or simply to states a slogan or a maxim.

### b) Address specification

The function is to direct the message to one of several possible addressees.

### c) Interjection

According to this function, the code switch serves to mark an interjection or sentence filler.

### d) Reiteration

Frequently a message in one code is replicated in the other code, either literally or in somewhat modified form. In some cases, such repetitions may serve to clarify what is said, but often they simply amplify or emphasize a message.

e) Message qualification

Another large group of switches consists of qualifying constructions such as sentence and verb complements or predicates following a copula.

f) Personalization and objectivization

A relatively large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to things such as; the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects a personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

## 2. Social functions of Code-switching

The idea of the social functions of code-switching was first introduced by Myers-Scotton and Ury (1997). Social functions of code-switching are more likely to concern with an explanation of “why” people code-switch. The following are an explanation of the three social arenas based on Myers-Scotton and ury (1997).

a) Identity Arena

in this arena, code-switching is most likely to occur because of the influence of such aspects as participant's ages, occupations, group membership. Furthermore, the interaction mostly takes place with in the family members of the same ethnic group. Consequently, the distance among the participants is least great, and the relationship is equal.

b) Power area

In this area, the relationship between the participants is most likely unequal. This implies that there a non-reciprocal relation among the participants which eventually determines the forms of utterances used.

c) transactional Area

In this area, all code-switching phenomenon which cannot be classified under the two arenas above, they neither personal affinity as is taking place in the identity area nor personal power as it occurs in the power arena are more likely to be explained and classified under this category.

### 3 Situational Functions

The situational function was first introduced by Blom and Gumperz (1972). Identified three important factors like language use. First, topic. The speakers may change the topic of conversation because of the physiological factor. For

instance, they may feel more confident or comfortable to convey a particular topic in a particular code or language. Second, the setting is concerned with time, place, and situation. It is concluded what, where, and when the situation a conversation takes place. It is related to the formality and intimacy among the interlocutors involved. Third, participants involve the relationship between interlocutors in terms of formality, informality, social status, age, sex: female or male.

Similarly, Fishman (1971) When two languages connect the language change in use will vary depending on the preferences, i.e. who speaks which language, to whom, where, when and what topic of conversation. Moreover, Bloom and Gumperz, (1972) stated that the notion of situational change assumes a direct relationship between language and social situation, in which the rights and obligations of the participants are defined. In one situation the participants speak one language and another in another situation.

Based on the definitions above, situational functions occur based on the change of topics, participants, other settings of code-switching.

## **G. Facebook**

Facebook is a social network website intended to connect friends, family, and business associates. It is the largest networking site, with the runner up being MySpace. It began as a college networking website and has expanded to include anyone and everyone.

Facebook was founded by a Harvard student, Mark Zuckerberg, in 2004 and originally called Facebook. It was quickly successful on campus and expanded beyond Harvard into other ivy league schools. With the phenomenon growing in popularity, Zuckerberg enlisted two other students, Duston Moskovitz and Chris Hughes, to assist. Within months, Facebook becomes a nationwide college networking website.

In the writer's opinion, Facebook is one of the great internet application that can connect to all people in the world. Just imagine it. Many years ago before some internet applications appear, people only can make a conversation via mobile phones or letters. But now, if someone who lives in Europe wants to make conversations with his or her relation in Asia, she or he does not need to pay more for a phone bill or pay the tax to send a letter.

Within each member's profile, there are several key networking components. The most popular is arguably the Wall, which is essentially a virtual bulletin board. Messages left on a member's Wall can be text, video, or photos. Another popular component is the virtual Photo Album. Photos can be uploaded from the desktop or directly from a smartphone camera. There is no limitation on quantity, but Facebook staff will remove inappropriate or copyrighted images. An interactive album feature allows the member's contacts (who are called generically called "friends") to comment on each other's photos and identify (tag) people in the photos. Another popular profile component is status updates, a microblogging feature that allows members to broadcast short Twitter-like

announcements to their friends. All interactions are published in a news feed, which is distributed in real-time to the member's friends.

Facebook offers a range of privacy options to its members. A member can make all his communications visible to everyone, he can block specific connections or he can keep all his communications private. Members can choose whether or not to be searchable, decide which parts of their profile are public, decide what not to put in their news feed, and determine exactly who can see their posts. For those members who wish to use Facebook to communicate privately, there is a message feature, which closely resembles email. In May 2007, Facebook opened up its developers' platform to allow third-party developers to build applications and widgets that, once approved, could be distributed through the Facebook community. In May 2008, Facebook engineers announced Facebook Connect, a cross-site initiative that allows users to publish interactions on third-party partner sites in their Facebook news feed.

## **H. Relationship between Code-Switching and Facebook.**

The arrival of the internet and related technologies such as the existence of smartphones today had significantly changed the language. Facebook as one of the means social media significantly affected the late adolescents who preferred to use Code-Switching in writing their status. For instance, they tended to switch Indonesian to English. These were such phrases, *download* stood for *unduh*. *Upload* stood for *unggah*. *OOTD* meant outfit of the day (pakaian yang sesuai dipake hari ini), *LOL* was the abbreviation of laugh out loud instead of saying

(tertawa terbahak-bahak). Such phrases were often seen on the internet especially on network sites.

Erikson (1993) described adolescence as a very crucial stage in identity formation. He emphasized the formation of strong peer relationships as a key developmental task of adolescents since it enabled them to get positive feedback and confirmation for their thoughts and actions. Thus, social networking sites in general and Facebook, in particular, served as a new context to satisfy their need for positive feedback and confirmation from their peers. Therefore, the use of Facebook could affect adolescent personal characteristics like self-esteem and there is a possibility for personality characteristics to be predictors of adolescent Facebook use.

That was why in this study, Code-Switching was used to show up the adolescent self-esteem to support their perception. They also had to create the condition of “*social life*” or “*social identity*” toward social media to be accepted in that community.