Conference Paper

Caption in Mandarin: Necessity or Existence?

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Abstract

The purpose of this research is to find out the reasons of the student of Mandarin department using Mandarin Language in social media, forms, and responses from Mandarin native to see this phenomenon. This research use qualitative descriptive approach. The data source of this research is observation sheet, questionnaire sheet and interview result. The data that obtained from the field were analyzed using Miles and Huberman analysis by researcher as a main instrument. Results of this study indicate that student of Mandarin department using Mandarin Language in social media (caption and status in social Media) is code mixing. Thos is show by the reason students use Mandarin Language on social media only as an existence without any particular reason in one situation. Beside that, response of Mandarin Native are divided into two views, namely as an educator and as a common Chinese people. As an educator, Mandarin native finds it helpful to know the students' Mandarin abilities, especially Mandarin language skill. As a common Chinese people, Mandarin native feels proud because foreigners can use Mandarin Language.

Keywords: Social Media, Mandarin Language, Mixing code

1. Introduction

Nowadays, technological advances have grown rapidly on many fronts, one of which occurs on social media. The use of social media in various circles of society today has become a common thing. In fact, many communities have more than one social media. It also affects sociolinguistic development. It is in accordance with the opinion of Suhardi (1993: 12) that sociolinguistic development depends on the development of society, for example the role of mass media on sociolinguistics. The use of social media is also found in Chinese students of State University of Malang.

The development of social media at this time, many people who upload writing, caption or status using a foreign language. Foreign language that is often used in writing the status or caption in social media is English. However, in addition to English there is a foreign language used in writing the status or caption in social media, such as

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Korean and Mandarin. Mandarin is one of the foreign language courses offered at the State University of Malang. At the time of writing the status and caption on social media, Mandarin students often use Mandarin language.

In this study, the above phenomenon is studied through a sociolinguistic point of view. Research on sociolinguistics at this time has been done in education and non-education (Margana, 2013, Rohmani, 2013, Oktaria, 2013, Sari, 2014, Rulyandi, 2014, Mustikawati, 2015; Susmita, 2015; Kalangit, 2016;, 2017; Costa, 2017, etc.). Nevertheless, sociolinguistic research on the writing of status and caption on social media using foreign languages is still hard to find. Research conducted by Kalangit (2016) examines the transfer of code on the instrument with ten different reasons.

Alwasilah (1993: 5) mentions one sociolinguistic indicator that is social aspects of bilingualism and multilingualism with a specific purpose.Mackey (in Achmad, 2013: 160) states that bilingualism is the practice of using language interchangeably by a speaker related to the situation and conditions encountered by the speakers concerned at the time of communication. Achmad (2013: 160) adds that the bilingualism discussed by Mackey certainly can not be separated from code switching and code mixing.

1.1. Code switching

Wardhaugh (1987: 161) states that code switching occurs when speakers use two or more languages together to clarify. This is in line with Muysken's opinion (2000: 1) that the codes witching will be reserved for the rapid succession of several languages in a single speech event, for which will be made clear. The function of the code switching according to Alwasilah (1993: 5) is the way foreign speakers alternate languages; using a specific language for a particular activity. Alwasilah's opinion seems to be supported by the statement of Chaer and Agustina (2004) that the function of code transfer is to gain profit or benefit, establish a sense of familiarity, and a sense of commonality to compensate for the ability of the other person, and to facilitate an affair or problem.

1.2. Code mixing

Muysken (2000: 1) argues that code-mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Muysken (2000: 3) adds there are three patterns in the formation of mixed code as follows:

1. Insertion of material (lexical items or entire constituents) from one language into a structure from the other language.

2. alternation between structures from languages

3. congruent lexicalization of material from different lexical inventories into a shared grammatical structure.

Meanwhile, judging by its function, the mixed code serves to show that they can switch from one language to another while in one utterance (Abdullah, 2012: 163). Abdullah (2012: 163) states that mixed codes often occur in communication events in speakers who are learning to speak.

2. Method

This research explores the information that occurs naturally in depth to the phenomenon of the use of Mandarin on the social media caption owned by Mandarin students. it is in accordance with Patton's (1980: 41) opinion that the qualitative method is to understand the phenomenon that is occurring naturally in the naturally occurring circumstances. Ahmadi (2014: 14) argues that the natural data in qualitative research is primarily derived from the direct expression of the subject.The presence of researchers is absolute as the main instrument. This study describes the reasons for using Chinese on social media, forms, and responses from Mandarin natively to see the phenomenon. To get the research data, the researcher uses three supporting instruments to help the researcher get the research field data, that is the observation table, the questionnaire and the interview guide.

Sources of data on this research are social media of Mandarin students, Mandarin students and native speakers of Mandarin language (Mandarin Native). Data analysis in this research use Miles & Hubermen data analysis. Data that have been obtained in the field and then analyzed through three stages of data reduction, display data and take conclusions.

3. Findings and Discussion

Researchers made observations on the use of Chinese students' social media from March to May 2018. Data were collected from first-degree Mandarin to end-level students. The results of the observations found eighty-six caption and status writing. The following reasons students use Mandarin on the writing of captions and status found in the field of research obtained through the instrument supporting the questionnaire.

Table 1: The reason for using Chinese in the writing of caption and status in social media.

No	Kode data	Data
1.	1.a	Ikut-ikutan teman
2.	1.b	Agar berbeda dengan yang lain
3.	1.c	Menunjukkan bahwa dirinya merupakan mahasiswa prodi bahasa Mandarin.
4.	1.d	Menunjukkan tingkat kemampuan bahasa Mandarin.
5.	1.e	Agar dianggap keren
6.	1.f	Agar teman kepo arti *caption* atau status yang diunggah
7.	1.g	Agar teman bertanya tentang arti *caption* atau status yang diunggah
8.	1.h	Untuk bergaya
9.	1.i	Untuk seru-seruan saja
10.	1.j	Agar banyak yang komen pada *caption* atau status yang diunggah
11.	1.k	Agar banya yang nge-*like* pada *caption* atau status yang diunggah
12.	1.l	Agar terlihat pandai
13.	1.m	Agar menambah percaya diri
14.	1.n	Untuk melatih kemampuan bahasa Mandarin
15.	1.o	Untuk menyembunyikan arti dari *caption* atau status yang diunggah
16.	1.p	Untuk mencari teman orang Tiongkok
17.	1.q	Agar lebih menarik
18.	1.r	Karena belum banyak yang bisa berbahasa Mandarin

Based on the above findings, then these reasons are in accordance with the function of the code mix that has been described by Abdullah (2012: 163) that is to show that they can switch from one language to another in one speech. Abdullah's opinion (2012: 163) that mixed codes often occur in communication events in speakers who are learning to speak also in accordance with the conditions of students who are learning Mandarin. while the code transfer function which has been proposed by Alwasilah (1993: 5) and Chaer, Agustina (2004) for a certain activity and clarify the purpose is not in accordance with the reason of the research findings.

Muysken (2000: 1) has explained that there are three mixed code patterns namely insertion, alternation, and congruent lexicalization. Based on the findings in the field of research writing the caption or status written by the Chinese students is the pattern of alternation and insertion, while the pattern congruent lexicalizationl not found. The alternation pattern is more widely used than the insertion pattern. Here are some examples of alternation and insertion pattern data.

Interview data were obtained from seven resource persons. The interview was conducted on the same day on April 23, 2018 at the Mandarin Language Center of Malang State University. The following is the opinion of native speakers of Mandarin speakers on the phenomenon of caption writing or student status using Mandarin on social media.

TABLE 2: Code mixed pattern found in writing caption or social media status of Chinese students.

Insertion	Alternation
Hore tgl 14 回家	想回家，engen buka bareng mama
Akhir bulan..救命	不。他不喜欢我。aaaa wkwkwkwk tawain aja
D-2 放假	Kalem ajalah..很难选择，对不对？
	Inspired by zuo taotao, my Chinese best friend. 我跟你一起吃拉面。
	绝不能放弃。ever give up.

"学生可以得到影响，那个学生可能觉得，"啊我的老师知道我使用中"
然后我们可以知道他们的中文那么好。学生也可以联系还有自己学习。"
(1/L/31/W)

"我们所有印尼同学他们加了微信，然后他们发我们点点看。 看什么？
第一看他们内容，第二看他的中文表达，我就是汉语老师，
我最高兴惯性就是我的外国学生，他们能不能用汉语，有什么问题。"
(2/L/31/L)

"这个挺好的，如果他们用汉语的话。我们可以看他的水平已经有怎么高，
他们的水平大搞有多少。"3/L/31/Y)

"当母语我觉得他很厉害，很棒。"4/L/31/F)

4. Conclusions

Based on the exposure of the discussion data can be concluded that found eighteen reasons for the use of Mandarin on the writing of caption or status in the social media of Mandarin Chinese students. the phenomenon is a phenomenon that can be studied through a sociolinguistic point of view. All the reasons put forward by Chinese students indicate the above phenomenon is a form of mixed code. While the opinion of Mandarin Native to respond to the phenomenon is divided into two perspectives perspective. First Mandarin Native as educators feel through the phenomenon that educators can know the level of ability of Mandarin-speaking students. Both Mandarin Native as foreigners feel proud because it shows that foreigners are able to speak Mandarin.

Students' interest in social media and Mandarin can be used for educators to further improve student learning outcomes. If all this time educators only monitor the ability of students passively through social media, then this needs to be changed. Educators should actively provide tasks or exercises through social media so that it can provide learning process to students with new approaches. For Chinese students, they should

be able to take advantage of social media better, thus benefiting more from the use of social media.

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