

ANALYSIS OF TRANSLINGUAL PRACTICES: A CASE STUDY OF INDONESIAN TEENAGERS' INSTAGRAM USERS

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Abstract: This research focuses on the analysis of translingual practices among Indonesian teenage Instagram users, drawing upon Muysken's theoretical framework. The study employs a descriptive-qualitative methodology, with the primary data consisting of caption posts generated by Indonesian teenagers on the Instagram platform. The sample is drawn from the user base of Indonesian teenagers on Instagram, and the data collection involves scrutiny of posts on social media platforms, specifically Instagram. Additionally, interviews were conducted to elucidate the motivations behind the students' engagement in translingual practices. The research findings reveal three distinct types of transliteration produced by teenagers: Insertion (involving nouns, verbs, prepositions, and idioms), Alternation (in phrases and clauses), and congruent lexicalization based on Muysken's theoretical framework. The study identifies several reasons for code mixing among students, as proposed by Bhatia and Ritchie's theory. These reasons encompass participant roles and relationships, situational factors, message-intrinsic factors, language attitudes, dominance, and security. Furthermore, students engage in code mixing to practice their English, express group identity, simplify communication, align with trends, and showcase personal habits.

Keywords: *Translingual; Instagram; Social Media*

INTRODUCTION

English is the international language, but in Indonesia, the use of English is still low because the influence of the vernacular language is also very strong (Zein et al., 2020). With the development of technology, the use of English among teenagers has been increasing (Novianto et al., 2020). This appears that many teenagers use it in social media. As a result, speakers use grammar, and they are aware that the knowledge of speakers who speak the same language is the basis of the system. In this modern era, teenage society in Indonesia is dominated by Western cultures, one of which is the teenagers' language (Lauder, 2008). The use of teen

Language sometimes cannot be understood by adults or others (Turner et al., 2014). Then it is always shown by teenagers on social media sites such as Facebook, Twitter, Instagram, and more. This language is classified as a language variation.

In studying language, the phenomenon of translingualism is often encountered around us. Translingualism is a situation where a teenager masters two languages or more (Baranova et al., 2021). Translingualism and multilingualism are normal in many parts of the world, and people in those parts would view any other situation as strange and limiting (Duff, 2015). The phenomenon is found in the environment, for example, in

social media. Translingual is the situation when a teenager mixes one language with another in communication on social media, such as Instagram captions (Dovchin, 2015). The term translingual refers to the mixing of various linguistic units (morphemes, words, phrases, clauses, and sentences) primarily from two participating grammatical systems within a sentence. When conversants use both languages in collaboration to indicate that they transfer from one to the other without a single phrase, this is referred to as being translingual. One of the causes of translingual communication is the habit of using a variety of speakers in a different language. It is undeniable that this time, translingualism has become one of the phenomena that we often encounter in the social media environment (Blyth & Dalola, 2023). This occurs when a speaker uses a dominant language that supports a talk by incorporating elements of other languages related to the characteristics of the speaker, such as their social background and level of education. The phenomenon of translingualism exists because, in their environment, especially on social media, people always use translingual in their communication (Chang, 2019). For example, on Instagram, there is the phenomenon of translingual practices among teenagers. They use transliteration when talking in their captions on Instagram (Pascarina, 2022). They mix the Indonesian language with the English language.

Nowadays, translingualism is not only used in direct communication but also in conversation on social media sites like Instagram (Dovchin, 2020). We can see on social media sites like Instagram that many people use transliteration when writing captions for their posts. This phenomenon has become a common thing for people to use, even though most of them are not aware of it. We found the phenomenon of translingual practices in Instagram captions among Indonesian teenagers. In some situations, teenagers use transliteration in their communication. So, they have their own language. It can impact their communication. In their communication on Instagram captions, sometimes they use transliteration

between their local language, the Indonesian language, and the English language.

This research analyzed translingual practices in captions related to Indonesian teenagers' Instagram users. Consequently, the following represents the way the research question is formulated:

What type of translingual practices in Instagram captions are produced by Indonesian teenagers?

What reasons do Indonesian teenagers have to post about translingual practices on Instagram?

This study is expected to provide benefits in developing theoretical studies on bilingualism or sociolinguistics, especially language translingual theory that occurs in adolescent communication, especially teenagers' communication. That's also to be expected to be a reference for future researchers.

Practically, the results of this research are expected to be useful for all teenagers using social media and the surrounding environment in understanding language variations, such as translingual practice. So, they are more communicative and able to adapt to the language of speakers. So that what they convey can be understood by other parties. This research is also expected to help English students' majors at the University of Bandar Lampung improve their English. They can use translingual practice to practice their English when they talk to their friends or when they write status updates on social media.

We focused on analyzing the types of translingual practices based on Muysken's theory, such as Insertion, Alternation, and Congruent Lexicalization. The data in this research are captions posted on Instagram by Indonesian teenagers. The researcher also analyses the reasons why Indonesian teenagers use translingual practices in their captions on Instagram based on Bhatia and Ritchie's theory, such as participant roles and relationships, situational factors, message-intrinsic factors, Language attitude, dominance, and security.

Based on the research problem, the objective of the research was formulated as follows: To find out the types of translingual practices in Instagram captions produced by Indonesian teenagers. To find out the reasons why Indonesian teenagers have to produce translingual practices on Instagram. Translingual practices occur when teenagers mix their captions posted on Instagram. They mix the Indonesian language with the English language when they post the caption on Instagram. Social media site Instagram to search for the phenomenon of translingual practices in Indonesian teenagers' caption posts on Instagram.

Translingual communication is a process of communication that occurs between people who have different cultures, be they different races, ethnicities, socio-economics, or a combination of all these differences. Communication between languages is developing, especially when humans can freely communicate because of technological developments. Some linguists have defined the notion of communication between languages, including the following:

Communication is a process that occurs when people of different races, ethnic backgrounds, socioeconomic statuses, or a combination of all these inequalities come together. Communication between languages is developing, especially when humans can freely communicate because of technological developments. Some linguists have defined the notion of communication between languages, including the following.

Translingualism is the belief that a writer or speaker can choose their language sources in the communication process and knowledge construction. Canagarajah (2013: 14) says that what makes translingual different from other frameworks is respecting the speakers' personal experience, social background, communicative strategies, and the entire linguistic repertoire in everyday language encounters. To understand the dynamic use of language in a global world. Otsuji and Pennycook (2010) coined the term "translingual" to refer to the way people from various backgrounds interact with various

social activities through language in a contemporary setting.

Li (2011: 16) says that "translingual space" refers to "the space created by and for the practice of translingual and the space where language users break down ideologically laden dichotomies between macro and micro, society and individual, and social and psychological, through interaction", Translingual practice enables "social spaces" where language users make decisions about their choice of language in specific social settings. In everyday interactions, translingual practice contains textual and visual fractures involving multimodal resources.

The notion started as a way to look at texts beyond labelled languages under the construct of code meshing in composition (Canagarajah, 2006). Now, it is gaining application beyond the communicative product in wider pedagogical contexts. It is useful to consider the many meanings of the prefix trans in emerging applications. It had previously been applied to methods of communication outside of individual languages (considering them portable verbal resources), but it is now being extended to methods of communication outside of language itself to accommodate a variety of additional modalities and semiotic resources. In this sense, translingual refers to the way words align with the body, objects, space, and environmental ecology, among other symbol systems, to make meaning. Trans has a third significance, which can be found in the word "transformative." That is, as evidenced by the decolonizing impacts of Milu's technique, the contact and synergy across languages are changing the existing hierarchies as unequal statuses between language groups and institutions. In the contributions made by academics in this collaborative Forum, the novel implications of the term "translingual" are discussed. The multilingual scholar Singh demonstrates how taking into account the liminal zones of language interaction in their body of work enables us to recognize new resonances of meaning, such as in the poetry of Agha Shahid Ali. The poet's investment in Arabic, Persian, and English enables us to appreciate the new

connotations with which he uses English in his poetry. Thus, Singh's educational philosophy influences how "English" is perceived and experienced. Milu adopts a similarly practice-oriented view of translanguaging when she shows how a reading of Thus, Singh's approach to learning influences how "English" is perceived and experienced. Translingual writers like Anzalda and Smitherman enable one of her students to rediscover his translingual repertoire. Subsequently, he obtains a greater understanding of his background and its connections to indigenous Angolan languages by looking beyond his engagement in the colonial language of Portuguese. In this case, texts become performative in changing his attitudes towards and competence in diverse languages. As he considers the disparity between languages and their effects on people, he changes his interactions with both languages and other people. Wang takes Singh's interpretation of texts in the direction of.

Multimodality as she encourages her students to draw visuals to represent their relationship to languages. Then it displays how the conflict between culturally derived pictures and languages can result in new interpretations and meanings. With this understanding, she considers how the act of shuttling among languages and images develops metalinguistic awareness. Finally, Fraiberg demonstrates how words and meanings cross genres and technological platforms. That shows how numbers used meaningfully in texting, facilitated by the exigencies of the keyboard, cross over from oral communication, as *liu liu liu* becomes 666. He then shows how Chinese crosses into English classrooms to index praise or sarcasm. By doing this analysis, Fraiberg demonstrates how translingualism entails looking beyond words to take into account the materiality of language and the ways that new indexicalities are influenced by artefacts and technologies. In all the contributions, we see how a consideration of such translingual practices is educationally resourceful. Students decipher the pun on their own name by Agha Shahid Ali and the ghazal's

associations with Arabic that come from many languages. Milu's student develops an appreciation of language repertoires. Wang's student explores cultural differences during translation. Students at Fraiberg investigate the relationship between pinyin and conventional Chinese characters. The classroom is transformed into a setting for exploring the connections between languages, broadening participant repertoires, and fostering metalinguistic awareness, among other beneficial educational effects.

Languages used for online interactions are a vital part of people's everyday linguistic practices (Tylen, et al., 2010). Virtual environments with multimodal functions open space for different forms of language practices such as writing, reading, speaking, and listening. Barton & Lee (2013: 21) In a digitalized world, the modes of communication are not only limited to text but also include different symbols, icons, images, and sounds. The multimodalities of internet technology embody the translingual features of online interactions. Canagarajah (2013: 17) Previous empirical studies have discussed the digitally mediated language use of multilingual speakers in virtual spaces. When participating in multilingual exchanges on Facebook, Androutsopoulos (2015: 11) discovered that secondary school pupils from Greek backgrounds in Germany employed many languages, including iconic signs, interchangeably. The author consequently suggests that "social networking sites must be seen as important sites of contemporary multilingual practice in a globalised and mediatized world." Androutsopoulos (2015: 21) A similar study undertaken in Australia by Oliver and Nguyen (2017: 14) reports on Aboriginal teenagers' translingual practices on Instagram and uncovers the use of different dialects, languages, and multimodal resources. Oliver and Nguyen found that social networking sites such as Facebook could support creative language learning and multilingual identity development among Aboriginal students. The data and conclusions from this research point to a deeper connection between the virtual and physical worlds as well as an online and offline Nexus. People's

online practices represent their cultural expression, identity, and perspective in real life, especially among the young generation. Simply defining online and offline activities as distinct might be problematic. Translingual practices in online environments have generally been investigated with a specific focus on a singular social media platform (e.g., Instagram). Thus, we started with the exploration of international Instagram users as teenagers in online translingual practices, and then investigated how these practices can be 'stretched' to the offline context.

Instagram is a fun and quirky way to share our lives with friends through a series of pictures. Snap a photo with your mobile phone, then choose a filter to An Analysis of Students' Ability in Writing Caption through Instagram by Cut Rosi Maulina, Asnawi Muslem, and Yuliana 10 turn the picture into a memory that will last a lifetime. Instagram is also equipped with a special space below the photo to write captions. So, users can share their photos as well as information on the corresponding photo.

Instagram is one kind of mobile application and social media that offers some features that allow users to share photos and videos and build interactions with other users. Mobile technology has supported the learning activity because students require any tools that allow them to continue the learning process, which is very limited in the classroom. The support of mobile technology makes students more flexible in their learning and becomes more helpful in the process of learning. Mobile learning is one type of learning that gives students more flexibility. A mobile device is a tool that can help students obtain more input for learning. It also gives students the option to decide the appropriate time and space to learn. Hulme and Traxler (2005: 13) view the mobile device as a tool that can be used for skill acquisition. Nowadays, people can access the internet 24 hours a day. Learning by using the Instagram application will lengthen the learning period.

A caption, also known as a cut line, is the text that appears below the image. Most

captions emphasize a less evident aspect of the image, like how it relates to the text.

In journalism, the caption is also called a *Lead* because it has the same criteria. When defining the subject, be as specific as you can. Conciseness or succinctness means using no superfluous or needless words. It is not the same as brevity, which means using a relatively small number of words. Succinct captions have more power than verbose ones. A caption with more than three lines of text can be too busy. Establishes the picture's relevance to the article. Provides context for the picture. Draws the reader into the article.

In accordance with the research background, this research exists regarding the potential problems that come from the previous studies. There are several studies that are similar to this one, both in the context of the research and the topics. However, there are differences of significance that make this study different from others.

The first study is by Jiraporn Yiamkhamnuan in his journal entitled "The translingual mixing of Thai and English: Communicative Strategies in Internet Chat Rooms." He analyses the characteristics of mixing Thai and English in the English dominant utterances at intra-sentential and inter-sentential levels in synchronous chat rooms and investigates the possible functions of mixing, the factors involved, and the new textual identities built by language mixing. He applies the descriptive qualitative method. He discovered that switching to Thai was accomplished by (1) inserting Thai words, (2) translating words, (3) using word quotes, (4) using word repetition, and (5) switching internet cultures. The lack of English language competency of the Thai chatters, their frequent use of Thai cultural words, and the causal, synchronous nature of their non-English language use were the key causes of shifting. visual interactions, while the individual linguistic styles as well as emotional drivers were to help build a shared understanding between Thais and at the same time express their cultural identities.

The similarity between the study above

and this research is that it analyses translingual. Both researchers also apply the descriptive-qualitative method. The difference between the research above and this research is that the researcher uses different samples to collect the data. The second study is by Sutrismi that analyzes translingual on Facebook and the reasons for using translingual in social media networking, especially on Facebook, by Indonesian youngsters. This research applies the descriptive-qualitative method. As a result of her research, she found that the correspondences used translingual when they were posting a status or when they were chatting with their friend on their Facebook account. There were some reasons why they used translingual, like to make it simple and familiar, to show personal habits, to stress the message, to practice English, to show the trend, and other reasons. The similarity between the study above and this research is that it analyses translingualism in social media and the reasons for using translingual. Both also apply the descriptive qualitative method. The difference between the research above and this research is the sample used to collect the data. This research is more specific, taking data from English-speaking Indonesian teenagers.

Therefore, by looking for differences and similarities from the previous studies, this study analyzed translingual texts by focusing on the types of translingual practices on Instagram captions produced by Indonesian teenagers based on Muysken's theory, and the reasons why Indonesian teenagers produced translingual practices on Instagram captions based on Bhatia and Ritchie's theory.

There are Types of translingual, Muysken (2000) described that translingual is typically divided into three main types: insertion (word), alternation (clause), and congruent lexicalization (dialect), and the most common occurrence of codemixing variants in society is insertional translingual. The insertion of content (lexical pieces or complete components) from one language into the structure of the other language is what the author means when she uses the term

"insertion." Alternation refers to the switching between language structures. The last is the congruent lexicalization of material from different lexical inventories into a shared grammatical structure. 1) Insertion, in this situation, a single constituent B (with words b from the same language) is inserted into a structure defined by language A, with words a from that language. For example, "Jangan suka nge-judge gitu dong." (Note that judge is the English word inserted in the Indonesian utterance.); 2) Alternation In this situation, a constituent from language A (with words from the same language) is followed by a constituent from language B (with words from that language). The language of the constituents dominating A and B is unspecified. For example, "I can't sleep karena banyak nyamuk." (III) Congruent Lexicalization Finally, in (III) the grammatical structures are shared by languages A and B, and words from both languages A and B are inserted somewhat arbitrarily. For example, "Weet jij waar Jenny is." (The sequence where Jenny is easily in English structure as Dutch.) Furthermore, where is close to Dutch waar, particularly when pronounced by bilinguals.

According to Bhatta and Ritchie (2004), there are some reasons and motivations for using translingual:

Participants' roles and relationships Participant roles and relationships play a very critical role in bilinguals' unconscious agreement and disagreement on language choice. That is, depending on who they speak to, bilinguals may or may not use code-switching.

Situational factors Some languages are viewed as more suited to particular participants, social groups, settings, or topics than others. They also postulate that social variables such as class, religion, gender, and age can influence the pattern of translingual language both qualitatively and quantitatively.

Message-intrinsic factors There are some factors that generate translingual such as questions, reiteration, topic-comment or relative clauses, hedging, interjections and

idioms, and deep-rooted cultural wisdom. Language attitude, dominance, and security determine the qualitative and quantitative properties of language mixing. As for attitudes, the frequency of translingual among bilinguals depends on whether society considers translingual positively or negatively. Those are: talking about a particular topic, quoting somebody else, being empathic about something (expressing solidarity), interjection, repetition used for clarification, intention of clarifying the speech content for the interlocutor, and expressing group identity.

Translingualism is the belief that a writer or speaker can choose their language sources in the communication process and knowledge construction (Yin et al., 2023). Instagram is one kind of mobile application and social media that offers some features that allow users to share photos and videos and build interactions with other users. Mobile technology has supported the learning activity because students need tools to continue their education (Pocan et al., 2023).

METHOD

This research applied the descriptive-qualitative method. Where described the type of translingual practices on Instagram captions by Indonesian teenagers based on Muysken's theory and the reasons why they produced translingual practices based on Bhatia and Ritchie's theory. This method aimed to describe the events or phenomena that occur in the process of research and the results obtained after making observations on the subject of research.

Qualitative descriptive studies are the most theoretical of all the qualitative approaches to research, and the goal of qualitative descriptive studies is the comprehensive summarization of specific events experienced by individuals or groups of individuals. His research applied the descriptive-qualitative method. Where we described the type of translingual practices on Instagram captions by Indonesian teenagers based on Muysken's theory and the reasons

why they produced translingual practices based on Bhatia and Ritchie's theory. This method aimed to describe the events or phenomena that occur in the process of research and the results obtained after making observations on the subject of research. Qualitative descriptive studies are the most theoretical of all the qualitative approaches to research, and the goal of qualitative descriptive studies is the comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

The data used in this research were the teenagers' caption posts on Instagram. There were 30 Indonesian teenagers in the sample. The samples were taken from the Instagram application. Data collection is a systematic and standardized procedure to obtain the data that is required. In collecting the data, we employed document analysis to search on Instagram about Indonesian teenagers' translingual practices when they wrote their captions. Besides that, we used documentation. The documentation of this research was a screenshot from the teenagers' Instagram captions. Interviews served as the other research tool. We asked some questions to find out the reasons why Indonesian teenagers used translingual practices in their status updates or chats on social media. The questions for the interview consisted of some items that related to the purpose of the research.

Analysis data is the activity after collecting all of the data from the respondent. Where the data is analyzed using the following steps: First, we read all of the data that was previously collected from Instagram. In total, there were 30 pieces of data from 12 participants, all Indonesian teenagers who are Instagram users and have captions that describe translingually practices on Instagram. In the next step, the researcher classified and described the types of translingual practices used by the students based on Muysken's theory, such as insertion, alternation, and congruent lexicalization. After that, the researcher explored the reasons why Indonesian teenagers produced code-mixing in their posts or chats on social media based on

Bhatia and Ritchie's theory, such as participant roles and relationships, situational factors, message-intrinsic factors, Language attitude, dominance, and security. In the last, the researcher made a conclusion based on the result of the data analysis.

RESULTS AND DISCUSSION

The problem statement is about three types of translingual practices based on Muysken's theory, such as Insertion, Alternation, and Congruent lexicalization, and the reasons why

they produced translingual practices based on Bhatia and Ritchie's theory.

1. The Types of Translingual

The findings of this research showed that the students produced the types of translingual based on Muysken's theory, such as Insertion, Alternation, and congruent lexicalization.

The table below categorises the different types of transliteration that teenagers use:

Table 4.1 The Types of Translingual

No	Type of Translingual		Data findings
1.	Insertion	N	<i>Double</i> kenyamanan <i>double</i> juga resikonya Ngikutin <i>style</i> jaman sekarang pasti ga ada habisnya
		V	<i>Travelling</i> sambil belajar itu asik <i>Finally</i> bisa kumpul lagi setelah sekian purnama
		PreP	<i>With</i> orang manis hari ini <i>If you don't know</i> apa yang terjadi, diam saja
		Idiom	Menurutku, <i>open minded</i> itu sangat penting dilakukan <i>Just knock it off!!</i> Pasti bisa
2.	Alternation	Phrase	<i>Thank you for everything</i> teman-teman semua izin pamit Semangat untuk para pejuang skripsi <i>thank you a bunch for beloved alayers</i>
		Clause	Gak nyangka banget <i>ini for highly supporting me</i> , semoga bisa saling sapa kembali Terlihat biasa aja <i>but shocking best moment</i> nya boleh banget
3.	Congruent Laexicalization	Gramm	Apa <i>benefitnya</i> apabila kita menerapkan sebuah penghargaan untuk diri sendiri

2. The reason why Indonesian teenagers use translingual on Instagram captions

The table below shows some reasons why the students use translingual based on Bhatta and Ritchie's theory. They mention

that there are four reasons for using translingual, such as participant roles and relationships, situational factors, message-intrinsic factors, and language attitude, dominance, and security.

Table 4.2 The reasons Indonesian teenagers use translingual Instagram captions

No	The reasons use code mixing		Captions
1.	Participant roles and relationship	N	Pemandangan <i>favorite</i> ku sekali ini <i>Thank you for everything</i> teman-teman semua izin pamit
	Situational factors	V	Ngikutin <i>style</i> jaman sekarang pasti ga ada habisnya <i>Ready</i> dirumah, langsung aja lihat Entah apa yang dirasa hari ini karena sedikit ter <i>update</i> prihal diri sendiri Entah apa yang dirasa hari ini karena sedikit ter <i>update</i> prihal diri sendiri
	Message-intrinsic factors	PreP	Menurutku, <i>open minded</i> itu sangat penting dilakukan Serius belum bisa <i>move on</i> sih ini Kalo ada masalah itu ji bicara toh baik-baik, jangan langsung <i>straight to the point</i> begitu Terlihat biasa aja <i>but shocking best moment</i> nya boleh banget Jadi ini itu idola saya dari kelas 5 SD, <i>and the full name is</i> Neymar Da Silva Santos Junior.
		Idiom	<i>Travelling</i> sambil belajar itu asik Semangat untuk para pejuang skripsi <i>thank you a bunch for beloved alayers</i> Gak nyangka banget ini <i>for highly supporting me</i> , semoga bisa saling sapa kembali

This research analyzed the types of transliteration used by the Indonesian teenagers' Instagram captions based on Muysken's theory, such as Insertion, Alternation, and Congruent Lexicalization. But we found that the teenagers used three types of transliteration, such as insertion, alternation, and congruent lexicalization. The result of the data was shown by extracts 1–30; extracts 1–20 were insertions, and extracts 21–29 were Alternation extracts.

1. Types of translingual

a. Insertion

The noun was inserted in extracts 1 through 7. For example, in extract 1, when the Indonesian teenagers wrote a status, "Semoga kamu selalu menjadi *officer* terbaik yang selalu di segani," The utterance is in Indonesian, then she mixes in the English word *officer*. So, it could be said to be an insertion of translingual because mixing happened in his status with the use of the noun. Another example is in extract 2, when the student wrote a status, "Untuk bisa menjadi cewe serba *mood* baik itu berat." The utterance is in Indonesian, then she mixes in English the word 'mood'. So, it could be said that insertion is translingual because mixing happened in her status with the use of nouns.

The verb was inserted in extracts 8 through 13. For example, in extract 8, when the Indonesian teenagers wrote a status "travelling sambil belajar itu asik," The utterance is in Indonesian, then she mixes in the English word travelling." So, it could be said that insertion is translingual because mixing happened in her status with the use of verbs. Another example in extract 9 is when the student wrote a status: "Entah apa yang dirasa hari ini karena sedikit ter *update* prihal diri sendiri." The utterance in Indonesian then mixes in the English word 'update'. So, it could be said that insertion is translingual because mixing happened in her status with the use of verbs.

Extract 14 until 15 was the insertion of the preposition. For example, in extract 14, when the Indonesian teenager wrote a status, "with orang manis hari ini," The utterance is

in Indonesian, and then she mixes in the English word 'with'. So, it could be said that insertion is translingual because mixing happened in her status with the use of a preposition. Another example in extract 15 is when the Indonesian teenagers wrote, "If you don't know apa yang terjadi, diam saja." The utterance is in Indonesian, then she mixes in the English word 'if'. So, it could be said that insertion is translingual because mixing happened in her status with the use of prepositions.

Extracts 16–20 was the insertion of an idiom. For example, in extract 16, when the Indonesian teenagers wrote, "Menurutku, *open-minded* itu sangat penting dilakukan," The utterance is in Indonesian, then she mixes in English words 'Open minded'. So, it could be said insertion is translingual because mixing happened in her status with the use of idioms.

b. Alternation

Extracts 21 to 24 were insertions of phrases. For example, in extract 21, when the student wrote a status, "Kalo ada masalah itu ji bicara toh baik-baik, jangan langsung *straight to the point* begitu, the utterance is in Indonesian, then he mixes in English words 'straight to the point'. So, it could be said that there was a translingual alternation because mixing occurred in his status with the use of phrases.

Clauses were switched in extracts 25–29. For example, in extract 26, when the Indonesian teenagers wrote a status, "Gak nyangka banget ini *for highly supporting me*, semoga bisa saling sapa kembali," The utterance in Indonesian then mixes in English words like for highly supporting me. So, it could be said that alternation is translingual because mixing happened in her status with the use clause. Another example is in extract 27, when the student wrote, "Terlihat biasa aja *but shocking best moment* nya boleh banget." The utterance in Indonesian then mixes in English words 'but shocking best moment.'. So it could be said that alternation is translingual because mixing happened in her status with the use clause.

c. Congruent Lexicalization

Extract 7: When the student wrote a status, "Apa *benefitnya* apabila kita menerapkan sebuah penghargaan untuk diri sendiri," The utterance in Indonesian is then mixed in with English words, '*but the shocking best moment.*' So, it could be said that alternation is translingual because mixing happened in her status with the use clause.

2. The reasons why the students use code mixing in social media

There were some reasons why Indonesian teenagers are translingual on Instagram based on Bhatia and Ritchie's theory. Based on the results of interviews with some teenagers, the researcher found some reasons related to Ritchie and Bhatia's theory.

The first factor is the relationship and roles of the participants. For example, when the teenager wrote a status, "*Thank you for everything*, teman-teman semua izin pamit," She wrote the status because she wanted to say *Thank you for everything* to her friends. She used the words '*thank you for everything*'.

The second reason is situational factors. For example, when the teenagers wrote a status, "*Ngikutin style* jaman sekarang pasti ga ada habisnya," She wrote the status to follow the trend. She used the word '*style*' because the word is usually used in business.

The third reason is the message-intrinsic factor. For example, when the teenagers wrote a status, "*Menurutku, open-minded* itu sangat penting dilakukan." She wrote the status to give the message to the people not to judge someone before we know the truth.

Language attitude, dominance, and security make up the final factors. For example, when the student wrote a status, "*Semangat untuk para pejuang skripsi thank you a bunch for beloved alayers*," She wrote the status to say thanks to her friends for their support and to give them support.

In addition to the reasons based on Bhatia and Ritchie's theory, the researcher also found several other reasons why teenagers use translingual: to practice their

English, to show the identity of the group, to make it simple and familiar, to show the trend, and to show a personal habit. The data's findings diverge from earlier studies. The journal entry by Jiraporn Yiamkhamnuan was headed "The Mixing of Thai and English: Communicative Strategies in Internet Chat Rooms." He looks at how Thai and English are mixed in English-dominant utterances at both the intra-sentential and inter-sentential levels in synchronous chat rooms. He also looks at the possible functions of mixing, the factors involved, and the new textual identities that are built by mixing languages. But in this research, we found that the Insertion of translingual is the dominant type of translingual used by teenagers: Insertion of nouns, insertion of verbs, insertion of idioms, and insertion of prepositions. The next research from Sutrismi is in her article entitled "The Use of Indonesian English Translingual in Social Media Networking (Facebook) by Indonesian Youngsters." She analyzes translingual on Facebook and the reasons for using translingual in social media. She analyzes translingualism based on the theory of Suwito. Based on the data analysis, she found seven forms of translingual; word, blending, hybrid, word reduplication, phrase, and clause. But this research analyzes types of translingual based on Muysken's theory. Based on data analysis, we found three types of translingual use by teenagers on Instagram: insertion (word, verb, preposition, and idiom), alternation (phrase and clause), and congruent Lexicalization (dialect). The other research from Andleeb Ehsan and Syed Abdul Aziz in their journal is entitled "Translingual in Urdu News of a Private Pakistani Channel: A Case Study." Their research aimed to explore the extent to which translingual is done in Urdu on a private news channel. They concluded that news writers and casters on the particular channel under discussion mix English and Urdu news very frequently and subconsciously, with the primary aim of conveying their message to the audience in the best possible way. Secondarily, they have a few other reasons behind this translingual. As a result, they use any word at hand, be it a word from the English language, to fulfil their

communicative purpose. But in this research, we found that there are some reasons why teenagers use translingual, such as participant roles and relationships, situational factors, message-intrinsic factor, Language attitudes, dominance, and security. The other reasons are to practice their English, to show the identity of the group, to make it simple and familiar, to show the trend, and to show their personal habit.

CONCLUSION

The Indonesian teenagers who are Instagram users produce translingual content on Instagram. According to Muysken's theory, there are three different types of transliteration that Indonesian teenagers produce on Instagram: insertion (noun, verb, preposition, and idiom), alternation (phrase and clause), and congruent lexicalization (dialect). The teenagers mix Indonesian and English in their caption on Instagram posts. We find it in extracts 1-20, which produced Insertion. Extract 21 until 29, which produced Alternation. Extract 30 produced congruent lexicalization. There are some reasons why teenagers produce translingual captions on Instagram based on Bhatia and Ritchie's theory: participant roles and relationships, situational factors, message-intrinsic factors, Language attitude, dominance, and security. The other reasons are to practice their English, to show the identity of the group, to make it simple and familiar, to show the trend, and to show their personal habits. The result of this research corroborates the previous theory about the reasons for using transliteration expressed in Bhatia and Ritchie's theory. Teenagers from Indonesia can benefit from being multilingual in their learning process. That can help Indonesian teenagers, who still lack English, understand communication on social media.

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