

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In social life, language is the way to communicate between people. Language is the best communication tool (Chaer and Agustina, 2004:11). Language provides many benefits for humans, namely as a communication tool, as a unifying means for the nation, and also as the identity of a nation. By using it, people can express ideas, experiences, desires, hopes, and feelings. The study of language is called linguistics. The scope of linguistics that studies the relation of language and society in sociolinguistics.

Sociolinguistics is a science that studies language in social life. Holmes (1992:2) states that sociolinguistics is the study of the connection between language and society and is also concerned with language and the context in which it is used. There are many fields are studied in sociolinguistics. One of them is code-switching.

The study of code-switching was also discussed by Hymes (1974). Hymes states that code-switching is a common term for alternative use of two or further languages, kinds of a language, or indeed speech styles. It occurs when people in bilingual and multilingual communities switch languages from one language to another language. According to Spolsky (1998:45), Bilinguals are people who have several second language proficiency functions. This phenomenon is not just found

in verbal communication but sometimes we always find code-switching in non-verbal communication in media social.

Nowadays, most people use social media to get information, entertainment, and also to communicate through their smartphones, like, Instagram, Facebook, and YouTube. By using social media, they can express their idea, and share information. YouTube is one of the social media to share information and entertain people in front of audio-visual. They can upload the video on their YouTube channel. It contains a variety of content such as horror, travel, music, film, comedy, daily life, and education like English learning content. Therefore, YouTube can be an alternative media for learning, especially English. Living in this digital era, English is an international language that has an important role in all aspects of life, (Nurhayati, 2018). The learners can study English through some YouTube channels. It makes the learners enjoy learning English.

There are many content creators using more than one language in the YouTube channel, one of them is Naila Farhana. Naila is an Indonesian YouTuber who is very fluent in English. She lives and studies in the Netherlands who talks about tips on learning languages, especially English on her channel. Her job apart from being YouTuber is as a translator in both local and overseas countries. In her YouTube video she talks about tips on learning English. For researchers, this content is very useful for improving English language skills. Moreover, she is a person who has a good personality and gives a good impact to many people in the audience are interested to watch her video. In each video, she often changes the language from Indonesian-English and English-Indonesian, and she tries to make

the audiences who watched her YouTube channel can understand what she talks about.

For example: “Hi guys, *balik lagi di video aku*”

The example above is code-switching found in Naila Farhana’s utterances on her YouTube channel, entitled Tips Public Speaking. It can be identified as tag switching because the speaker put an English tag “hi guys” into the Indonesian language. It makes the speaker switch the language from English to Indonesian. Exactly, in the illustration above the speaker combined the language among Indonesian and English and the sentence begins with the English language and then followed by Indonesian. Word “hi guys” in the example above has a meaning to refer to the people who watch her YouTube channel through “hi guys” meant “*halo teman-teman*” in the Indonesian language.

The data source of this study is taken from Naila Farhana YouTube channel because in each video, Naila Farhana makes a language switch from English to Indonesian or from Indonesian to English. Besides that, she uses code-switching to give the audience a better understanding. The benefits of code-switching can be used to express oneself and is a way of changing the language for a specific purpose. Therefore, the researcher is interested in analyzing the code-switching found in Naila Farhana’s utterances on her YouTube channel.

## 1.2 Problems of the Study

Based on the background of the researchers above, there are two formulations of the problem put forward as follows.

1. What types of code-switching are found in Naila Farhana's utterances on her YouTube channel?
2. What are the functions of code-switching found in Naila Farhana's utterances on her YouTube channel?

### **1.3 Objectives of the Study**

The objective of the study are to answer the problems that have been formulated above, the objectives are as follows.

1. To identify the types of code-switching found in Naila Farhana's utterances on her YouTube channel.
2. To analyze the functions of code-switching found in Naila Farhana's utterances on her YouTube channel.

### **1.4 Limitation of the Study**

This study is limited in analyzing code-switching in terms of types and functions of code-switching found in Naila Farhana's utterances on her YouTube channel. The types of code-switching were analyzed using the theory from Poplack (1980) as cited in Romaine (1989) and the functions of code-switching were explained using the theory of Gumperz (1982).

## **1.5 Significance of the Study**

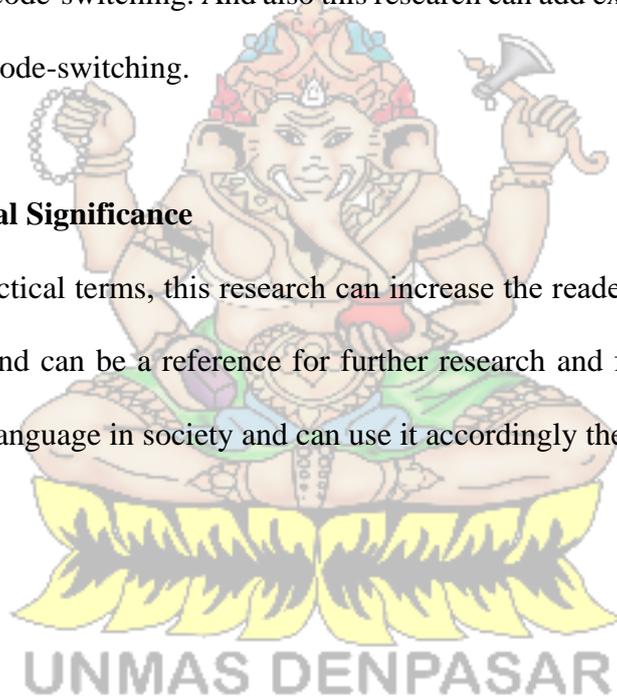
The researcher's significance can be divided into the theoretical significance and practical significance. It is described as follow:

### **1.5.1. Theoretical Significance**

This research improves the understanding of sociolinguistic studies, especially in code-switching. And also this research can add examples the types and functions of code-switching.

### **1.5.2 Practical Significance**

In practical terms, this research can increase the reader's knowledge about linguistics. And can be a reference for further research and for more explore the existence of language in society and can use it accordingly the needs of the reader.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES**

#### **2.1 Review of Related Literature**

There are several previous studies related to this study that also talk about code-switching. These previous studies provide views on the problems discussed in the researcher and also the theories they use. There are three former studies related to this topic, they are.

The first thesis was written by Kusuma (2020), entitled “An Analysis of Code-Switching used by Sherly Sheinafia in “Breakout” Music Program NET TV”. She discusses the types of code-switching and the reasons Sherly Sheinafia changes her language on the “Breakout” Program NET TV. The researcher applied the theory from Romaine (2008) to discuss the types of code-switching, and the theory by Hoffmann (1992) to analyze the reasons for code-switching. The result of this study, from the analysis, there are three types of code-switching contained in the music program “Breakout” NET TV, namely: Inter-sentential switching, Intra-sentential switching, and Tag switching. The reasons for using code-switching as found in the music program “Breakout” NET TV, among others: talking about a particular topic, quoting somebody else, showing about something, the intention of clarifying the speech, expressing group identity, interjection, and repetition.

There are similarities and differences between Kusuma’s thesis and this study. There is a similarity in terms of the discussion that is applied in analyzing

the types of code-switching. And the differences are that Kusuma's thesis used the theory by Romaine (2008) to classify the types of code-switching and analyze the reasons for using code-switching with the theory of Hoffman (1992) and also the data source taken by Sherly Sheinafia in "Breakout" music program NET TV. Meanwhile, this study uses the theory of Poplack (1980) in Romaine (1989) to analyze the types of code-switching and Gumper's theory to identify the functions of code-switching and from Naila Farhana's YouTube channel as the data source.

The second thesis was written by Rahmaniah (2016). In her thesis entitled, "Code-Switching used by Kimmi Jayanti in "iLook" Program on NET TV". This discusses the types and the reason used code-switching by Kimmi Jayanti in the iLook program on NET TV. She used the theory suggested by Romaine in Susanto (2008) and Hoffman (1992). Based on her analysis, the first is, there are 3 types of code-switching used by Kimmi Jayanti in NET TV's "iLook" program, they are: first, intra-sentential switching, second, inter-sentential switching, and the last is Tag switching. Based on the result of the second analysis, there are seven reasons for Kimmi Jayanti to switch her language, namely: talking about a particular topic there are 41 data, quoting somebody else there is one data, two data of interjection, repetition use for clarification there are two data, expressing group identity there are three data, and intention of clarifying speech content for the interlocutor there are three data.

There are similarities and differences between Rahmaniah's thesis and this study. The similarity between Rahmaniah's thesis and this research is that they both analyze the types of code-switching. While, the differences are, Rahmaniah's thesis

uses the theory of Romaine in Susanto (2008) to analyze the types of code-switching and uses Hoffman's theory to explain the reasons for using code-switching, and Kimmi Jayanti's utterances in the program "iLook" on NET TV as data sources. At the same time, in this study, the researcher uses the theory by Poplack (1980) in Romaine (1989), to analyze the types of code-switching and theory by Gumperz (1982) to analyze the function of the use of code-switching, and also as a data source from Naila Farhana's YouTube channel.

The third is an article written by Perdana (2014), entitled "The Analysis of Code-Switching on Facebook Comments". He discussed the types and reasons of code-switching. He used the theory proposed by Poplack (1995), which divides the types of code-switching, and proposed by Grosjean (1982), which explains the reasons used for code-switching. Based on his analysis, there are three types of code-switching used in Facebook comments, including intra-sentential switching, inter-sentential switching, and tag switching. Intra-sentential switching was most dominantly found in Facebook comments and tag switching was used the least. For reasons in the Facebook, group comments found 5 of 10 types of reasons, namely: Filling a linguistics need for a lexical item, set phrase, discourse marker, or sentence filler; Continuing the last language used (triggering), specifying speaker involvement, marking and emphasizing group identity (solidarity), and qualifying a message: amplifying or emphasize.

There are similarities and differences between Perdana's journal and this study. The similarity in terms of the discussion that is applied in analyzing the types of code-switching used. And the differences are that Perdana's journal used the

theory proposed by Poplack (1995) to identify the types of code -and theory by Grosjean (1982), to analyze the reasons used of code-switching and as a data source from comments in the Facebook group in Universitas Airlangga. Meanwhile, this study uses the theory by Poplack (1980) in Romaine (1989) to analyze the types of code-switching and the theory by Gumperz (1982) to identify the functions of code-switching from Naila Farhana`s YouTube.

## **2.2 Concepts**

The concepts of the study that are used to support the understanding of the topic such as code-switching, YouTube, and Naila Farhana. The explanation of the concept of the study in literary works are presented as follows.

### **2.2.1 Code-Switching**

Code-switching is a strategy of using two or more languages in the same utterance (Wardhaugh, 1998:100). It means people may have a certain purpose when they switch languages. He also added that the ability to switch from one language to another is considered quite formal. According to Hoffmann, (1991:110), stated that the most common description of code-switching involves the use of two languages or varieties of languages interchangeably in the same utterance or during the same conversation. People change languages because every word spoken has a specific meaning.

### 2.2.2 YouTube Channel

YouTube has the meaning as a digital media site (video) that can be downloaded, uploaded, and shared throughout the country, (Baskoro, 2009). YouTube is a site of social media that is often used and phenomenal among the public. People who use YouTube are good at viewing the latest news, looking for information, even for entertainment such as watching movies, listening to songs, or watching tutorials.

### 2.2.3 Naila Farhana

According to Wikipedia, Naila Farhana is an Indonesian YouTuber who is quite popular. She has excellent language skills, especially in English and she makes YouTube content about English education. She lives and works in the Netherland.

## 2.3 Theories

There are several theories adopted by this researcher. This researcher used the theory by Poplack (1980) as cited in Romaine (1989) to analyze the types of code-switching and the theory by Gumperz (1982) to analyze the functions of code-switching.

### 2.3.1 Types of code-switching

According to Poplack (1980) as quoted in Romaine (1989:112), stated that there are three types of code-switching. The three types are as described below.

## 1. Tag Switching

Tag switching is simply the insertion of a tag in one language in an utterance that is entirely in the other language, for example you know, I mean, right? Due to the syntactic nature of tags, they can be inserted in many different places in an utterance without disturbing the syntactic order. This type of code-switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules.

Example:

*Mutta en ma vitting*, no way!  
(But I'm not bothered, no way)!

(Romaine, 1998:112)

## 2. Inter-sentential Switching

It involves a switch at a clause or sentence boundary, clause or sentence in one language or another. Inter-sentential switching can be thought of as requiring greater fluency in both languages than tag switching since a major portion of the utterance must conform to the rule of both languages.

Example:

Sometimes I'll start a sentence in English y *termino en espanol*.  
(Sometimes I'll start a sentence in English and finish it in Spanish).

(Romaine, 1989:112)

### 3. Intra-sentential Switching

Intra-sentential Switching refers to the switching that occurs inside the same clause or sentence which then contains elements of both languages. This type of switching appears to involve special principles governing how the syntax and morphology of both languages may interact and consequently adopted only bilinguals with high levels of fluency.

Example:

What`s so funny? Come be good. Otherwise, *yu bai go long kot*.  
(What`s so funny? Come be good. Otherwise, you will go to court).

(Romaine, 1989:113)

#### 2.3.2 Function of Code-Switching

There are the functions of code-switching according to Gumperz (1982:75), suggested a number of the unction as follows:

##### 1. Quotation

This function switch occurs when the speaker quotes other people`s speech. In many instances, the code-switched passages are clearly identifiable as direct quotations and as reported speech.

For example:

*Spanish-English:* From a conversation among two Chicano professionals. The speaker is talking about her babysitter. She doesn`t speak English, so dice que, la reganan: “Si se les ya olyidar el idioma a las criaturas” (She says that they would scold her: “the children are surely going to forget their language”).

(Gumperz, 1982:76)

## 2. Addressee Specification

The switch can be used to direct the message to one or several possible addressees. The function of this switch is to draw attention to the fact that the addressee is being invited to participate in the exchange.

Example: *Hindi-English*

A: Sometimes you get excited and then you speak in Hindi, then again you go on to English.

B: No, nonsense, it depends on your command of English.

B: [shortly thereafter turning to a third participant, who has just returned from answering the doorbell] *Kon hai bai (who is it)?* [Note the discrepancy here between actual usage and *talk about* usage]

(Gumperz, 1982:77)

## 3. Interjection

The switch serves to mark an interjection or sentence filler. The function of this switching is to gain some attention from the addressee, to show emotion, or to express surprise. The commonly used in speaking discourse more than written.

Example: *Spanish- English.*

Chicano professionals saying goodbye, and after having been introduced by a third participant, talking briefly:

A: Well, I'm glad I met you.

B: *Andale pues* (O.K.swell). And do come again. Mm?

(Gumperz, 1982:77)

#### 4. Reiteration

Reiteration is a synonym of repetition. The function of this switching is to repeat the message from one language to another language, either literally or in somewhat modified form. Repetition can also act as a clarification in order to make sure that the listener understands the topic being discussed.

Example: Spanish- English. Chicano professionals:

A: The three old ones spoke nothing but Spanish. Nothing but Spanish. *No hablaban ingles* (they did not speak English).

(Gumperz, 1982: 78)

#### 5. Message Qualification

This kind of code-switching function means that the switching in one code is used as a qualifying message to the main message conveyed in another code.

Example: English- Spanish

The oldest one, *la grande la de once anos* (the big one who is eleven years old)

(Gumperz, 1982: 79)

#### 6. Personalization versus objectification

These functions are categorized based on the distinction between the talk about the action and the talk as the action, the degree of the speaker

involvement in, or distance, from a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

Example: Hindi-English

A: Vaišna ai (did Vaishna come)?

B: She was supposed to see me at nine-thirty at Karol Bag.

B: *or māĩ nō baje gharse nikla* (and I left the house at nine).

B's English response to A's question treats the appointment as an objective fact. B shifts back to Hindi in explaining his own actions.



(Gumperz, 1982:80)