CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the contemporary era, language plays a vital role in our everyday existence. It serves as a communication tool utilized within specific regions or communities for the purpose of writing, conveying ideas, emotions, and information among individuals. Nevertheless, language is a multifaceted aspect of human existence, for example English is integrated into Indonesia's formal education system. Based on details provided on the BBC website, there are roughly 7,000 unique spoken languages worldwide, each employed by various social and cultural groups. Global linguistic diversity is evident in three main language categories: first language, second language, and foreign language, illustrating how individuals interact with languages in diverse social and cultural settings.

The term "first language" is commonly referred to as the mother tongue or native language of an individual, as it is the language they acquire from birth and frequently use in their everyday life. On the other hand, a "second language" is a language acquired by a person after their native language or at a later stage in life. Lastly, a "foreign language" is a language that is not an official language of the individual, nor is it commonly spoken by native speakers in their country. Learning English can occur in various ways, such as through school or watching English movies to enhance speaking skills. Discovering slang words from movies

and engaging in daily conversations can further aid language acquisition. Exploring the impact of English music on language skills, it is worth noting that immersing oneself in English songs allows for encountering diverse regional pronunciations and colloquialisms, highlighting the rich tapestry of dialects within the language.

In the realm of communication, individuals who are proficient in multiple languages have the ability to engage in code switching or code mixing, wherein they switch from one language to another during conversation. Palmer in Adi (2018) stated that code-switching involves the practice of individuals switching between various languages within the same communication context. This occurs when a specific language is used in a different sentence as part of a conversational activity. Connecting the practical application of using different languages within conversational activities, it is intriguing to see how sociolinguistics, the field that delves into the social aspects of language use, can shed light on the dynamics at play when multilingualism is woven into everyday interactions.

This study, delves into the realm of sociolinguistics. Sociolinguistics is a field focused on studying the connection between language and society, particularly how the way people use language is shaped by the social structure of the language users. According to Ansar (2017) in his journal discussing sociolinguistic phenomena associated with language use in society, there are situations in which individuals possess the ability to comprehend and use two or more languages, a condition referred to as bilingualism and multilingualism. Multilingualism is the

ability of an individual to use several languages, especially with equal fluency. Bilingual individuals, who can proficiently use two languages, often display a unique level of language mastery. In the case of bilinguals, the writer tend to intermix the use of one language with another, a phenomenon commonly referred to as code-switching

The discussion from the explanation of code-switching's role in bilingual community settings and its potential applications in education, consider to Myers-Scotton (2006) definition of bilingualism, emphasizing the practicality of using multiple languages for everyday conversations, a skill with relevance for educational contexts. Being bilingual refers to a person's ability to use a language effectively in brief conversations. Based on Poplack (1989: 122-3) shows three different types of code switching, including tag switching, intra-sentential switching, inter-sentential switching, and code switching requiring a change in pronunciation, are shown. Code-switching and mixing has become a popular phenomenon in this globalization era. Before the person uses switching or mixing, he or she will make an agreement with other people so that they can make a good understanding. Connecting the importance of mutual understanding before engaging in code-switching or mixing within a conversation, it aligns with the research focus of the study, where the researcher delves into the various types of code-switching and their specific functions in communication, shedding light on the dynamics of effective multilingual interactions.

As the previously noted in the background, the researcher opted to conduct a study titled "An Analysis of Code Switching found in Boy William's YouTube Interview with Maudy Ayunda" the video uploaded by Boy William on March 9th 2020 entitled "Maudy Ayunda Sempat Merasa Insecure Berada di Stanford".

1.2 Problems of the Study

According to the background of the study that was previously addressed, the research challenge can be stated as follows:

1. What types of code-switching are found in Boy William's YouTube interview with Maudy Ayunda?

2. What are the reason of using code-switching in Boy William's YouTube interview with Maudy Ayunda?

1.3 Objectives of the Study

The objectives of the study aim to address the previously problems that have been stated above.

1. To identify types of code-switching in Boy William's YouTube interview with Maudy Ayunda.

2. To specify the reasons of code-switching in Boy William's YouTube interview with Maudy Ayunda.

1.4 Limitation of the Study

The primary focus of this study is to discover and analyze in terms of types and reasons of Boy William's YouTube interview with Maudy Ayunda when the doing the YouTube video about Maudy's daily activities in Stanford University. This study was analyzed using theories by Poplack (1980) as concerning code switching types. Meanwhile, the second theories applied by Grosjean (1982) pertaining to the reasons behind code-switching in the book *The Psycholinguistic of Bilingualism*. The data was obtained from the video uploaded by Boy William on March 9th 2020 entitled "Maudy Ayunda Sempat Merasa Insecure Berada di Stanford".

1.5 Significance of the Study

This study focused on analyzing information about the various types and several reasons of code-switching in Boy William's YouTube video entitled "Maudy Ayunda Sempat Merasa Insecure Berada di Stanford". In analyzing the video, the data were collected from the dialogue that contained code-switching. Theoretical and practical significance are provided in this study. Theoretical significance is rooted in the potential to contribute to the existing body of knowledge regarding code-switching, offering insights into how this linguistic phenomenon manifests in contemporary media discourse. The significance of these aspects can be elaborated bellow:

1.5.1 Theoretical Significance

Theoretically, the significance of this study can be used as the references to provide more information and knowledge about code-switching, particularly the various types of code-switching that can be found in everyday conversations. It serves as a foundation for understanding the cognitive, sociolinguistic, and psycholinguistic aspects of code-switching, shedding light on the mechanisms and motivations behind language alternation in everyday conversations. By delving into the various types of code-switching.

1.5.2 Practical Significance

In addition to its theoretical significance, the researcher aims for this study to hold practical value for students who may use it as a reference when investigating code-switching types and reasons within their own research projects. Especially, students majoring in English Literature can utilize this research as a guide to gain a more comprehensive understanding of the topic.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter would focus on three important points. Three pertinent literary works will be discussed first. The topics that will be used in this study will next be explained. Finally, the theories to be applied to support the data analysis procedure will also be described. These theories will be in line with the previously developed research questions.

2.1 Review of Related Literature

To carry out this research, an examination of two thesis and three articles was conducted as part of the preparatory process. Moreover, this study took five previous studies that are related to this research.

The first study was a thesis from Inten (2019) entitled "Code Switching Found in Padang Bulan Novel by Andrea Hirata." The primary objectives of this previous study are twofold: first, is to identify the various types of code-switching and second is to analyze the reasons behind the code-switching found in "Padang Bulan Novel" by Andrea Hirata. To achieve these goals, a descriptive qualitative methodology was employed. To describe the types of code-switching, this previous study applied theory according to Appel and Muysken (1987), and to solve the reasons of code-switching that study applied theory from Poplack (1980). As a result of this previous study, various types of code-switching and three reasons for code-switching were identified. Three categories of code-

switching was identified, including tag switching, intra-sentential switching, and inter-sentential switching, with inter-sentential switching being the most prevalent. Additionally, three reasons for code-switching were uncovered: addressing a specific issue, emphasizing a point, quoting someone else, and indicating group identification. The most frequently observed motivation for code-switching was addressing a particular problem.

The similar aspects between Inten (2019) and this study are both studies share a common theme centered around code-switching. Meanwhile, the difference between Inten (2019) and this study are the data source. Inten (2019) took the data from novel and this study took the data from YouTube video.

The second previous study was a thesis by Khairunnisa (2020) entitled "An Analysis of Code-Switching used by English Tutor in Video Teaching Tutorial (TEATU) Kampung Inggris LC." This previous study intends to identify and comprehend the varieties and purposes of code-switching observed in the English Tutor's Instructional videos within the Teaching Tutorial (TEATU) program. This previous study utilizes a descriptive qualitative method and gathers data from the speech of tutors within TEATU videos. Data analysis was carried out through a process involving data reduction, data display, and the drawing or verification of conclusions. The findings of the data revealed the presence of four distinct types of code-switching in the English tutor's videos within the TEATU program. In order to determine the function three primary functions were examined: topic switching, repetitive function, and affective function. The findings indicated that

intra-sentential switching as the type which dominant than the other. Meanwhile, repetitive function was the most commonly used by the tutor.

The similarities between Khairunnisa (2020) and this study was both draw their data from YouTube as the common data source. However, they diverge in their research objectives. This previous study primarily focuses on identifying code-switching types and functions, whereas this study is centered on the analysis of code-switching types and underlying reasons.

The third study was an article from Hasanah (2019) entitled "Sociolinguistic Influence in the Use of English as a Second Language (ESL) Classroom: Seeing from OGO's Perspective." This previous study intends to offer a concise summary and critique of the research carried out by *Ofodu Graceful Onovughe* (OGO) in the paper titled "Sociolinguistic Input and English in Second Language Classrooms", which was published by the *Canadian Center for Science and Education*. This previous study used qualitative descriptive method to explain article entitled "Sociolinguistics Inputs and English as Second Language Classrooms" Published by *Canadian Center of Science and Education* which consists of 7 pages and is reinforced with 26 references in Vol. 5 No. 8; 2012 in Journal of English Language Teaching. Among the five hypotheses that were examined, the results indicated that parental engagement in their children's education, particularly in supplying educational materials, allocating time, and providing various resources to support and improve their children's English language learning abilities, hold significant importance.

When comparing this study and Hasanah (2019), several similarities and differences emerge. Both studies share a common goal of finding the types and reasons for code switching. The differences are that this previous study took the data sources from a journal book that was taken from schools in Nigeria, while this study took the data sources from YouTube.

Next previous study was an article written by Wati (2020) entitled "An Analysis of Code Switching and Code Mixing in Fashion Program "I Look" on Net TV". This previous study aims to recognize the various varieties and purposes of code-switching and code-mixing within the Net TV fashion program "I Look". The data of this previous study were taken from the TV show program called "I Look" on Net TV by the host Kimmy Jayanthi. This previous study discovered 127 data of code mixing, whereas Kimmy Jayanti employed a total of 250 data of code switching and code mixing during the "I Look" fashion show on Net TV. This previous study utilized the theory from Jendra (2012: 75-77) for the form of code-switching and utilized the descriptive qualitative as the method.

The similarities between this previous study and this study are both determining the types of code switching in the broadcasting media. The two also used qualitative methods in analyzing the data. For the differences can be seen from the aim, this previous study analyzed two kinds of code they are code-switching and code-mixing. Meanwhile, this study was solely focused on analyzing code-switching. Although the data was taken from the same broadcasting media, this previous study took it from television meanwhile this study took the data from YouTube.

The last article to review was from Risweni (2021) entitled "Code Switching and Code Mixing in Negeri para Bedebah Novel". Understanding the code-switching and code-mixing in the novel is the goal of this previous study within the novel "Negeri Para Bedebah" by Tere Liye, utilizing the descriptive qualitative research approach. This previous study applied theories from Hoffmann (1991) and Muysken (2000) to analyze and observe the utterances reduced by the characters in the novel. The findings indicate that the primary purpose of code switching is to make the speech content clearer for the listener, with a dominant utilization rate of 46.03% and 48.80% for congruent lexicalization. On the other hand, the least frequently observed practices are code switching to quote someone's words and alternating between code mixing types, accounting for only 0.80% and 1.60% respectively.

The similarity between this previous study and this study was both the studies employ a descriptive qualitative method to presenting the data. In the other hand, there is the comparison between this previous study and this study they are the data sources. This previous study took the data directly from novel meanwhile this study took the data from broadcasting media on YouTube.

2.2 Concepts

The concept is a general idea or can be based on a real phenomenon. It serves as a representation of the research study's title. In this research, there are several concepts to be explored. Those are:

2.2.1 Code Switching

According to Poplack (1980), Code-switching is a common phenomenon in multilingual or multicultural communities and is used for various reasons, such as accommodating speakers who are more comfortable in one language, emphasizing a point, or conveying a specific cultural or social meaning. According to Hoffmann (1991), code-switching refers to the practice of using two languages or linguistic variations interchangeably within a single utterance or conversation.

2.2.2 Boy William

Based on Wikipedia, William Hartanto, also known as Boy William, is an entertainer who began his career by winning the Starteen model election in 2009. Afterward, he transitioned to become a VJ on MTV Indonesia and co-hosted "Breakout" on the NET television channel with Sheila Dara. Additionally, he is an actor who has appeared in numerous Indonesian movies. Boy William is currently hosting a podcast on his YouTube channel, collaborating with various artists. Based on Dream.co.id article, throughout his career Boy William has received recognition and awards for his contributions to the entertainment industry in Indonesia.

2.2.3 YouTube

Based on Wikipedia, YouTube is a widely used internet-based video-sharing platform located in San Bruno, California, USA. Where individuals can upload, watch, and distribute videos. It was established on February 14th 2005, by

Steve Chen, Chad Hurley, and Jawed Karim. On 2006, Google acquired YouTube. Since then, it has become one of the largest and most influential websites on the internet. To acquire the ability to upload videos of up to 12 hours in duration and conduct live streams, users typically need to verify their account, usually through their mobile phone. Over the years, YouTube has evolved into a significant platform for entertainment, information, education, and social interaction. It has had a profound impact on online culture, media consumption, and the way individuals and organizations share their messages with the world.

2.2.4 Maudy Ayunda

Based on Wikipedia, Maudy Ayunda is an Indonesian actress, singer, and songwriter. She was born on December 19, 1994, in Jakarta, Indonesia. Maudy known for her versatile talent in both the entertainment and music industries. She made her acting debut in 2011 with the Indonesian film called *Untuk Rena.* She is known for her musical talents as well. She has released several singles and albums in Indonesia. Maudy Ayunda is not only a successful actress and singer, but has also pursued her education alongside her career. While information about her education may not be widely publicized, she has managed to balance her academic pursuits with her artistic endeavors.

2.3 Theories

In developing this study, two main theories were used to analyze the data. It is divided into two parts: the types of code-switching and the reasons for code-

switching. The first theory applied is from Poplack (1980) to analyze the first problem concerning the types of code switching. Meanwhile the second theory to analyze the second problem is theory from Grosjean (1982).

2.3.1 Code Switching

Code-switching takes place when speakers purposefully shift from one linguistic code to another while engaged in a conversation or communication. Peter Trudgill (2010) tells that code-switching is a linguistic phenomenon in which a speaker switches back and forth between two or more languages or dialects, frequently within a single conversation or even a single sentence. Trudgill's describes code-switching as a common practice among bilingual or multilingual speakers and outlines some of its key features.

2.3.2 Types of Code Switching

Poplack (1980) stated that there are numerous types of code-switching based on the conversations between individuals who are well-acquainted and have similar educational, cultural, and socioeconomic backgrounds. To identify the types of code-switching, this study applied the theoretical framework from Poplack (1980). Poplack stated that there were three types of code-switching, which would be discussed as follows:

2.3.2.1 Tag Switching

According to Barbara & Almeida (2008), tag switching may also occur among bilinguals with limited abilities in one language, as it is defined by the insertion of a formulaic expression from language B into an utterance in language A, primarily for pragmatic effect. Tag switching is simply an insertion or parenthesis in another language. For examples *you know, I mean right, isn't, aren't you, etc.* They can be inserted in many different places in utterances. For example:

"*Mutta en ma viittinyt,* no way"

(But I'm not bothered, no way)

(Poplack, 1987: 394)

2.3.2.2 Intra-sentential Switching

These types of code-switching commonly happen in every sentence, which occurs inside the same clause or sentence and then contains elements of both languages. It may also occur between speaker turns. Consider to Poplack (1980), the shift was done in the middle of a sentence, with no interruptions, hesitations, or pauses indicating a shift. It often happened within one sentence or even a one phrase. The Inter-sentential code switching is switching at the sentence level. Example:

"So you *todavia* haven't decides *lo que vas a hacer* next week."

(So you still haven't decided what you're going to do next week.)

(Poplack, 1987: 390)

2.3.2.3 Inter-sentential Switching

According to Poplack (1980), inter-sentential switching refers to code-switching that occurs between sentences or utterances in different languages or dialects. It involves switching from one language or dialect to another when transitioning from one sentence to the next. Word order immediately before and after a switch point must be grammatically possible in both languages, and free morpheme constraint, no switches are allowed between stem and affix, and few within idiomatic expressions and set phrases. For example:

"*Si tu eres puertorriqueno,* your father's a Puerto Rican, you should at least de vrz en cuando*, you know, hablar espanol.*"

(If you're Puerto Rican, your father's a Puerto Rican, you should at least sometimes, you know, speak Spanish.)

(Poplack, 1987: 390)

2.3.3 The Reasons of Code Switching

Grosjean (1982) stated, now evident that code-switching is not a random behavior resulting from some degree of incomplete language proficiency. Instead, it is a deliberate and controlled process employed as a communication strategy to convey both linguistic and social information. The reasons for code-switching are as follows:

2.3.3.1 Using a Right Word or Expression

Using the right word or expression in a specific linguistic context can be influenced by various factors, including one's language proficiency, cultural background, and the social setting. In such instances, they may struggle to locate the correct words or phrases, exhibit hesitation, and, if circumstances permit, switch to the other language for assistance. For example:

"*Eu quero depositar isto no meu* checking account*"*

(I want to deposit this in my checking account)

(Grosjean, 1984: 381)

2.3.3.2 Filling a Linguistic Need

Bilinguals frequently engage in language switching when discussing particular subjects because, as Grosjean (1982: 149) explains, they might not possess the necessary proficiency in one language. This transition takes place when they encounter difficulties in locating the appropriate word or phrase in one language, prompting them to shift to another language. For example:

"*Va chercher Marc, bribe him avec un chocolat chaud* with cream on top"

(Go get Marc, and bribe him with a hot chocolate with cream on top"

(Grosjean, 1982: 308)

2.3.3.3 Marking Group Identity

Using another language alongside one's native tongue to mark and underscore group identity (solidarity) is at times done to create a stronger emphasis in the second language, as it might be more convenient than achieving the same level of emphasis in the first language. For example:

"*Des* wild guys *a cheval* "

(Some wild guys on horseback)

(Grosjean, 1982: 308)

2.3.3.4 Excluding or Including Someone

The process of excluding or including someone in a conversation or social interaction is often influenced by the language they speak.

"*Depois do* lunch *os miudos pediram uma fatia de* cake *para* dessert"

(After lunch, the children asked for a piece of cake for the dessert)

(Grosjean, 1984: 382)

2.3.3.5 Raising your Status

Raising one's status through code-switching often involves switching from a less prestigious or lower-status language or dialect to a more prestigious or higher-status one. This can be done for several reasons, including asserting authority, demonstrating competence, or gaining social approval.

"*On peut* switcher *les places?"*

(Can we switch place?)

(Grosjean, 1988: 161)