

Chapter I

INTRODUCTION

A. The Background of the Study

Interaction today is not restricted to be performed only with those who share similar linguistic grounds since a great majority of people has been exposed to various languages as it can be seen in many countries such as America, Canada, Singapore, and India. As it is known speakers who use two or more languages alternately and are able to produce meaningful utterances in other languages usually called as bi-/multilingual (Weinreich, 1970 in Umar, 2011: 23).

It can be noticed most bi-/multilingual change their speaking strategy when they are with monolinguals or bilinguals by de-/activating languages. This happens because speakers have been required to be able to adjust themselves in any medium of talk, be it monolingual, which requires the talk only conducted in one language, or bilingual, which demands talk to be carried out in two languages (Gafaranga, 2012:506). Although speakers might not have equal competence in two languages, they still incline to use elements from other languages in their utterances. And the inclination to use two languages in daily interaction is better known as language alternation (Backus, 2005).

Language alternation exists in every country, in all classes of society and at all age levels (Grosjean, 1982 in Iqbal, 2011:188). Various kinds of language alternation such as code switching or mixing, interference, and borrowing are obviously recognized in any discourse. It is normal for bi-/multilingual to change

their languages for different interlocutors and domains, since different aspects of life require different languages (Grosjean, 2015:574).

It is indisputable every country has been experiencing language alternation, including Indonesia, which is known as a multi-ethnic country consisting of a set of huge various cultures and vernaculars. This can be recognized by acknowledging the presence of foreigners from various countries residing in Indonesia for various reasons such as conducting educational program, migration, and international partnership. Rapid globalization and abrupt presence of foreigners have encouraged people to learn other languages through education for better communication. Education is an influential factor in intensifying language alternation, especially code switching. It is the best way to acquire second language since it is perceived that schooling had a strong impact on individuals' language skills and perceptions of the languages spoken in the environment (Ghimenton, 2015:124).

Many educational institutions gradually arrange bilingual-oriented classes which induce language alternation in the process of learning second language. As proved by some studies on bilingual classroom done by scholars (Pollard, 2002; Bista, 2010; Gulzar, 2010; Lee, 2010), code switching was a very crucial strategy in second language learning process since it served many significant functions.

In Indonesia, the desire to acquire more languages through education is not realized by Indonesian only, but also by foreigners. The foreigners in Indonesia notice that relying on English only is not very effective since there are still a lot of Indonesians do not completely or frequently use it. They acknowledge that being able to use Indonesian in daily interaction can give them a lot of communication

benefits. That is why, today, there are a few international schools in Indonesia assigned for foreigners. And surprisingly, this fact encourages a private television (TV) in Indonesia to use it as the concept of a new situational comedy (sitcom) program.

As one of the most influential media in dispersing information and issues audio-visually, TV becomes the most effective media to compound language alternation. It can be clearly discerned, the use of language alternation particularly code switching on TV is irresistible. There are plenty of TV programs depicting code switching, such as talk shows, news, movies, and music shows. Still, there are not so many sitcoms specifically depicting code switching used by foreigners in Indonesia.

Inspired by the recognition of intense code switching occurrence on TV and the recent production of a school-setting sitcom in an Indonesian television named NET TV, this study is purposed to analyze language alternation in a sitcom called *Kelas Internasional*. *Kelas Internasional* starts broadcasting since June 2015 and has been gaining viewers' attention up to now in Indonesia. It describes the ways of foreign students from different countries such as Australia, Korea, Japan, China, Colombia, and America, interact with the others inside and outside the classroom by alternating languages in Indonesia. Obviously, they do not merely switch languages for communicating, but also for conveying other purposes that encouraged by many factors as described in short conversation below.

Abas: *Selamat jalan, sahabat*

Goodbye, friend

Lingling: *Lee, Lingling pasti lindu.*

Lee, I will miss you

Lee: *Bye bye...(picking up a phone call)
Yobeoseo, ye abeoji? Jinjjayo? Jinja hanguk
angadudwaeyo? Aresseo arasseo, gomawoyo
abeoji!*

*Bye bye..Hello, yes dad? Really? It is okay
if I don't go back to Korea? Okay, okay,
thank you dad!*

Lee: *Abeojiga geureunde na hanguk ga
angadonende eoh. Na irheul ga junbi geuttae
Indonesia gyeseok isseojunende.
Seonsaengnim.. nideul wae anjoaeyo jigeum?
Hanguk angasseo joahaji hanguk ga
anganeunde!*

*my dad permits me. I shouldn't be back to
Korea. 'Till I'm ready to work, I can stay in
Indonesia. Teacher...now why do you all
seem not happy? I can stay here, you all
must be happy! I I can stay here!*

Mr.Budi: *Lee, kamu ngomong apa?*

Lee, what are you saying?

Lee: *Oh maafheu...saya tidak jadi pulang ke
Korea!*

*Oh, I'm sorry... I said I wouldn't be back to
Korea!*

(Episode 83 of *Kelas Internasional- Kelas Wanted*)

This conversation took place in corridor. A Korean student named Lee was asked by his father to return to South Korea. Grudgingly, Lee obeyed his father's order. When he was going to say goodbye to his teacher and friends, his father called him and said that he could stay in Indonesia. Lee excitedly told his friends about the good news. But because of his excitement, he forgot to speak in Indonesia and kept talking in Korean. It was obvious that switches done by Lee were encouraged by the existence of other participants and emotional feeling. It could be noticed Lee switched into Korean when he talked with his father over the phone to describe their solidarity and to express his contentment for not returning back to Korea. And then, Lee switched his Korean into Indonesian again when he noticed that everyone could not understand what he said. In this conversation, it could be identified that there were some functions carried by Lee's switches such as accommodation, solidarity marker, and affective function.

Code switching in sitcom was elicited to be studied considering the fact there was not a lot of code switching studies using school-setting sitcom as a

source of research data. Most previous studies sought the sources of the data from novels, talk shows, lyrics, or ads. Moreover, this sitcom depicted various languages use. When other sources of data only provided two languages switch, let say Indonesian-English, this sitcom served more variety of language switches such as English-Indonesia, Korean-Indonesian, Japanese-Indonesian, Mandarin-Indonesian, Spanish-Indonesian. That was why, a study on code switching using school-setting sitcom was relatively fresh since there were not many similar programs in Indonesia.

To sum up, this study was aimed to find out the code switching employed by the participants in NET TV's *Kelas Internasional* and to reveal the ground of code switching occurrence in participants' utterances in conversations in order to comprehend code switching, especially in humorous academic setting which was apparently depicted in *Kelas Internasional*.

B. The Problems of the Study

The problems of the study were described as follows:

- 1) What types of code switching based on conversational analysis (CA) were frequently used by participants in NET TV's *Kelas Internasional*?
- 2) What functions of code switching did encourage the participants in NET TV's *Kelas Internasional* to employ code switching in their conversations?

C. The Objectives of the Study

The objectives of this study were described as follows:

- 1) To identify the types of code switching based on conversational analysis that used frequently by participants in NET TV's *Kelas Internasional*.

- 2) To explain the functions encouraged code switching occurrence in the utterances of participants' of NET TV's *Kelas Internasional*.

D. The Scope of the Study

This study was limited on finding the language alternation, specifically code switching, in NET TV's *Kelas Internasional*. In this study, the analysis of language alternation was focused only on switched utterances done by some prominent participants of NET TV's *Kelas Internasional*.

E. The Significances of the Study

This study was expected to be useful theoretically and practically.

1. Theoretically, this study was purposed to provide knowledge and understanding of sociolinguistics, especially code switching, for readers and English Department students. It was expected to give explanation on how to analyse code-switching, in speakers' utterances.
2. Practically, this study was expected to be useful as additional reference for other researchers who would like to conduct similar research. It was also aimed at evoking readers/ students' interest in understanding language alternation, especially code switching, which was vividly portrayed in many TV programs in Indonesia nowadays.