

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language and communication influence human culture, social interaction, and thought. (Fromkin, 2011) states that language describes a systematized and structured way of communicating spoken by a group of people. It is composed mainly of a complex sound, word, and grammatical arrangement. Language allows us to convey abstract concepts, express complex ideas, and share personal experiences and emotions.

People use more than one language in various ways, including translation, bilingualism, multilingualism, creole languages, and sign languages. This refers to the study of sociolinguistics as argued by Wardhaugh & M. Fuller (2015) this study pertains to examining the conceptual frameworks that explore the interconnections between societal norms and language usage. For instance, how individuals identify as male or female within a given community can influence the linguistic expressions employed while addressing one another. Based on their argument, sociolinguistics provides invaluable insights into how language variation and change occur within different social groups, including the societal implications of bilingualism.

According to the Cambridge Dictionary (2023), bilingualism is defined as the ability to speak two languages equally well or being able to do this. Bilingualism is often seen as a cognitive and linguistic advantage, allowing individuals to communicate with a broader range of people and cultures. Bilingualism and being

bilingual result from interactions between people from different countries. This has positive and negative effects on individuals and communities worldwide.

Due to the fact, the field of human resources in Indonesia has experienced notable transformations in linguistic aspects. Margana (2015) emphasized this statement that the inclusion of English as one of the targeted languages can be rationalized by the significant role that English plays as the primary language for documenting and disseminating advancements in information and technology, industry, tourism, and educational prospects. This requires people globally to strive for proficiency in English in order to take an active role in the competitive world of today. Dewi (2021) argues in their study that bilingualism has many benefits, including enhanced cognitive development, better job prospects, and better cultural understanding. However, some researchers study the phenomenon of individuals seamlessly transitioning between languages or engaging in language mixing within diverse social environments, including its role in the reality of the world of education in Indonesia.

Indonesia, as a developing nation, increases the quality of education through the implementation of a bilingual curriculum in order to compete in a global market where English is regarded as one of the factors that matter most. Recent research points to Indonesian learners in Indonesia. "Students in senior high schools are required to study English for four hours per week. A large number of senior high school principals provide English enrichment courses to help their students." Thus, English represents modern place of employment, higher education, commerce, economics, and science and technology (R. Sucharita, 2022). The bilingual class and its learners receive distinct treatment in relation to school facilities, educational

matters, and program support, such as collaborations with sister schools, when contrasted to kids in regular classes or those attending national standardized schools (Jayanti & Sujarwo, 2019). On the other hand, social media has become an increasingly popular tool for education in recent years, and its potential benefits for bilingualism are particularly promising.

Social media and online platform can be a powerful tool for English learning, especially in daily speaking or in academic context. As stated by Chou (2014) in Zam Zam Al Arif (2019) Social media features interactivity, platform quality, and knowledge exchange. Platforms like Facebook, Twitter, and YouTube can provide students with access to a wealth of resources, including authentic texts, grammar tutorials, and speaking tips and other feature prominently in this regard. Students often rely on YouTube to access subject-related information, as well as employ eLearn's Blog, Forum, or Wiki capabilities in order to meet the requirements of their subjects. Additionally, they may choose to access Facebook or other social media platforms as part of their own learning practices (Li, 2017). Hence, there is a potential to encourage students to engage in the sharing of resources among themselves using their preferred social media platforms as a means of fulfilling their academic assignments or homework. These platforms give people who are learning a language a unique place to interact with real and varied language material, which helps them become more familiar with different English language nuances and usage patterns. As a result, our lives as well as in social and academic aspects, people often interact with English and Indonesian over time.

Based on conducted research by Ni Nyoman Wartinah under the titled "Code Switching And Code Mixing In English Language Studies' Speech Community: A

Sociolinguistics Approach” stated maximizing the use of code-switching and code-mixing approaches is recognized as a strategic and discerning approach. The effective use of language modification serves as an interesting solution that validates the ingenuity of students in the context of generating meaning. Besides, to the nine reasons proposed by Kow also identified sentence fillers, discusses a specific topic, generates humor, uses habitual expressions, and quotes someone else as their factors in their speech community, they were able to construct an innovative and creative process to interact with others by using multiple languages collectively.

Lin & Li (2012) argues that most academics prefer to use the word codeswitching (CS) specifically to refer to signs of language switching that occur between clauses, known as "inter-sentential CS". On the other hand, they use the term code-mixing (CM) to describe language switches that take happen within a single clause, referred to as "intra-sentential CS". Although code-mixing is distinct from code-switching, the two terms are connected. Moreover, Sert (2019) states that code-switching is practiced for self-expression and represents a modification of speech for self-gain, and code-switching has positive effects. Code-mixing and code-switching are also common in large, global gatherings when delivering speeches. At a certain moment, someone uses these codes to clarify the meaning and purpose to the listener using international language.

The term 'code-mixing' in his extensive analysis of "bilingual speech" to emphasize that the focus of the book is essentially on the application of multiple languages inside a single sentence or utterance, rather than across different sentences (Muysken, 2000). It means, code-mixing is a natural element of

multilingual societies, where speakers shift back and forward within a language or dialect to deliver meaning. We hear this all the time in our daily lives, such as social media, podcasts, radio, and even speeches in large gatherings.

In Indonesia, the preferences of code-switching and code-mixing differ across contexts. Examples of these linguistic phenomena appear in various spheres, including marketing campaigns, electronic magazines, YouTube videos, television broadcasts, and among public figures. This phenomenon can also often be found in English and Indonesian. The code-mixing and code-switching phenomenon can be observed among the Indonesian Generation Z, namely among the subculture known as "Anak Jaksel" (Young People in South Jakarta), exemplifies a distinctive linguistic identity characterized by the utilization of a combination of Indonesian and English languages to articulate present-day concepts and values. As an example "Basically, gue emang suka gini" or "No offense, tapi gue gak setuju". Not only in day-to-day expressions, but also in advertisements that are broadcast on television and posts on social media platforms.

While code-switching and code-mixing possess distinct definitions, they maintain a connection to one another. In this study, the researcher concentrates on the code-switching employed by Amanda Margareth in the TEDx Talks YouTube channel. Amanda, a mental health advocate, is currently studying Naval Architecture Engineering at Diponegoro University in Semarang.

The researcher chooses her because she has impactful works to inspire numerous young personality and mentality. She has achieved recognition for publishing two nationally renowned poems and poetry books. Moreover, Amanda has established an online mental health consultation platform called "Talk Now,"

which is presently undergoing system maintenance. She has been invited to speak at various events focusing on mental health, art, literature, and languages. The talk discussed in this context took place at a locally organized TEDx event, adhering to the format of the TED conference. The video under investigation showcases Amanda effectively utilizing both Bahasa and English languages. As a researcher, this video is authentic and suitable for code-switching and code-mixing analysis.

Based on the explanation above, the writer decides to use this topic due to the fact that code-switching and code-mixing are fascinating and ordinary in college, both for university students and lecturers. Given Indonesia's high incidence of code switching, the researcher has opted to investigate Amanda Margaret's use of code switching and code mixing since she is an influential individual from Z generation from Indonesia. Additionally, upon discovering videos featuring Amanda speaking in multiple languages on the TEDx Talks YouTube channel, the researcher decided to evaluate these recordings in order to broaden knowledge on the practice of code-switching and code-mixing increase comprehension of how different cultures communicate through language exchange. Therefore, the study focused on Amanda Margareth's presentation named "The Art of Mindfulness," recorded during a TEDxUndip event. Then the author discovers a current phenomenon that is influential in the social media and online platform. By providing a detailed analysis of code-switching and code-mixing in linguistic context, this study is useful for teachers and students interested in deep communication understanding and have an earlier reference to learn.

1.2 Research Question

Based on what the researcher found above, the research questions can be formulated as follows:

1. What are the types of code-switching and code-mixing used by Amanda Margareth in TEDx Talks?
2. What are the supporting reasons for using code-switching and code-mixing in Amanda Margareth talks?

1.3 Objectives of the Research

According to the research question stated above, the objectives of this study are to find out:

1. To disclose the code-switching and code-mixing types used by Amanda Margareth's talks in TEDx Talks Youtube Channel.
2. To analyze the supporting reasons for using code-switching and code-mixing in Amanda Margareth's talks in TEDx Talks Youtube Channel.

1.4 Scope and Limits of the Research

The scope of this research encompasses the examination of code-switching and code-mixing utilized by Amanda Margareth in her TEDx Talks presentations. The study aims to identify the instances of code-switching and code-mixing, as well as to understand the underlying reasons for their usage in her speeches. However, the research is subject to certain limitations. The findings are constrained by the time allocated for analysis, the researcher's knowledge of code-switching and code-mixing, and the availability of Amanda Margareth's TEDx Talks videos.

Additionally, the research may not be generalizable to other speakers or contexts, as it specifically focuses on Amanda Margareth's language use in the TEDx Talks program.

1.5 Significance of the Research

The researcher expects that this study can provide both theoretical and practical benefits.

1.5.1 Theoretical Significance

Theoretically, the results of this study provide insights into the effective use of code-switching and code-mixing in public speaking and the role sociolinguistics plays in facilitating intercultural communication. For this purpose, the research may shed light on the sociolinguistic factors that influence the choice of code-switching and code-mixing, such as identity, audience, and communicative goals.

1.5.2 Practical Significance

Practically, this research is advantageous for educational references for students to understand sociolinguistics, especially code-switching and code-mixing. It also has practical applications, particularly in the field of language teaching and language policy. For education contribution, other researchers in the field of sociolinguistics benefit from this study by expanding their knowledge and using it as a reference point for further research projects. In the same way, this research, the researcher hopes to help significantly for teachers to deal with the problem of code-mixing and code-switching used by students in informal activities by paying attention to English-Indonesian code-mixing and code-switching. For students, this research can be utilized as a learning resource because there are

detailed sentences to recognize and practice code-switching and code-mixing through the videos and speech scripts provided. To sum up, it can be applied in daily life and for further researchers to enhance knowledge about code-switching and code-mixing.

1.6 Definition of Key Terms

1.6.1 Code

Within the framework of language and communication, the concept of a code pertains to an established arrangement of symbols or indicators utilized to represent significance. Verbal codes consist of language and speech patterns, whereas nonverbal codes comprise gestures, facial expressions, or attire. In research on communication, the term code is frequently employed to denote the precise verbal or nonverbal cues individuals or groups utilize to communicate meaning within a particular context.

1.6.2 Code-Switching

Code-switching is a shifting event from one code to another. If a person who speaks originally uses code A (e.g., Indonesian) first and then switches to code B (e.g., English), the event is called code-switching. Code-switching refers to the act of changing from one language, dialect, or speech style to another within a single conversation or speech event. It involves using two or more linguistic codes within the same communicative context, often for specific social or pragmatic purposes.

1.6.3 Code-Mixing

Code-mixing is the act of merging linguistic components from two or more languages or language variations in one communication or discourse. Code-mixing

refers to the "Utilizing of two languages so that a new third code is produced, and elements from both languages are integrated into a pattern that can be structurally defined." It signifies the code-mixing theory, which holds that the current code has distinct structural qualities just before two codes-swapped languages establish a tertiary code.

1.6.4 TEDx Talks

The TEDx Talks program is a local community-driven initiative that operates under the umbrella of the global TED organization. The program allows independent organizers to create and host TED-like events in their own communities, featuring live speakers and video recordings of TED Talks. The main goal of the TEDx Talks Program is to share ideas and spark conversations on a wide range of topics, including technology, entertainment, design, science and culture. By providing a platform for local voices and encouraging intellectual exchange, the TEDx Talks Program contributes to the spread of knowledge and the promotion of innovative thinking in communities around the world. Like the video uploaded by TEDx Talk by presenting the program in the TEDx Undip community which gave Amanda Margareth the opportunity to share her experiences related to issues and discussions about the mentality of the younger generation.