



The Impact of Code Switching in Conversation of “Nebeng Boy” Youtube Vlogs Towards Communication in English Among The Participants

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Abstract

The present study is aimed at investigating the impact of code switching realized in the conversation of “Nebeng Boy” youtube vlog. This qualitative research is conducted by observing and analysing the conversations from four downloaded video as the data which then transcribed them in a written form. The data analysis also included the types and the functions of code switching which occurred in those four transcribed conversations in order to ease the researcher in determining the impact. The finding shows that intra-sentential code switching is the most frequent type and repetition is the most frequent function of code switching which occurred, and the impact is that the participants experienced language loss and language gain as the result of bilingualism through code switching. The English ability that is improving, results in the loss of Indonesian language ability. Bilingualism and oppression of using English language are external factors that also result code switching, which is then give impact to the loss of language that participants have learned before.

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INTRODUCTION

This study was conducted to investigate the impact of code switching in conversation of “Nebeng Boy” youtube vlogs towards communication in English among the participants based on the following reasons. First, code switching can help people to learn different language through the videos made by the vlogger. Using vlog as the object is interesting because vloggers is the biggest content on youtube. It can be used as a good way in communication in order to create clear meaning from the speaker. A good communication is a skill that should have by the vlogger and the guest stars to deliver their message.

Second, it is related to sociolinguistic because vlog on the youtube channel is one of the media that become social influence. The term of social influence is identical with sociology which is related with sociolinguistic. According to (Hickey, 2012), sociolinguistics studies about a traditional language used in society because culture can be known from the language and it can be applied in all groups from all ages and gender. Holmes (2013) said, sociolinguistic also learn about social function and meaning behind the language because in this world people speak with a different language, background, and culture. Thus, it can be concluded that sociolinguistic is an important part to learn language because sociolinguistic related to daily life.

Third, code-switching is a common phenomena in our life. Many people, especially teachers, students, executives, novices, even vlogger change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Interestingly the habit of code switching does not only occur in the direct communication but also indirect communication such as in the social media whether it is written or spoken like on youtube, facebook, instagram, twitter, etc.

According to Wardhaugh (2006), “Code switching is a phenomenon of switching from one language to another in bilingual or multilingual communities”. Moreover, Hornberger & McKay (2010) defines code-switching occurs when there are two or more languages exist in a community and it makes speakers frequently switch from one language to another language. They also believe that code switching is the alternating use of two or more

languages or varieties of a language in the same speech situation.

Some researchers such as (Kiranmayi, 2010); (Lehti & Eklund, 2012); (Huda, 2016); (Hmeadat, 2016); (Al-Aqad, 2018); (Haryanti, 2018); (Musmuliadi, 2018); and (Saiful, 2019) have been conducted related to the topic of the current study in various context..

Kiranmayi (2010) conducted a descriptive qualitative research aiming at finding out the attitudes, outlook and need for code mixing and code switching in Arabs. Lehti & Eklund (2012) analyzed how code switching as a local practice is used in teaching and learning Swedish as a foreign language. Huda (2016) described the code switching and code mixing utterances made by the nine Pre-service teachers called novices and the setting was English classes at Private Islamic senior high school (Ma Nu Demak) using qualitative approach. Hmeadat (2016) investigated the impact of limited and regulated code switching on the achievement of the Jordanian EFL learners.

Al-Aqad (2018) investigated the reasons behind the usage of code switching during English lesson in different teaching environments in Palestinian schools. Haryanti (2018) concerned on how the use of code switching, students perceived, respond to the teacher’s code-switching practices and the influence of teachers’ code-switching practices on students’ understanding in the teaching learning process. Musmuliadi (2018) conducted his study aiming at describing the way teachers’ code switch in instructional process. Saiful (2019) attempted to reveal the cognition of EFL teachers to use YouTube Vlog in English language teaching.

To discuss, explain and describe the types of code switching that appeared in the conversations, the researcher used the theory of Poplack (1980). They are inter-sentential switching, emblematic/ tag switching, intra-sentential switching. While to discuss, explain, and describe the functions of code switching, the researcher used the theory proposed by Gumperz (1982) and Holmes (2008), they are changing topic, emphasizing the message, repetition, expressing feeling, joking, quoting someone or something, showing solidarity, translation, equivalence, and interjection. To discuss, explain, and describe the impact of code switching towards communication in English among the participants, the researcher used the theory claimed by Wardhaugh (2001). Code switching

may cause impacts to the languages involved in the conversations. Some of the impacts are the occurrence of language loss and language diffusion.

METHOD

This research was a case study and it was a qualitative research. It focused on the realization of the way in which the vlogger and guest stars code switched and to get some information about the functions and impact of using code switching during the conversation. The subject of this study were the vlogger and four guest stars who were interviewed in the *Nebeng Boy* youtube vlogs. Meanwhile, the object of this study was the realization of code switching used in the conversation which were broken down to several parts as follows: the vlogger’s and guest stars’ way to switch their language, the functions of code switching used by them, and the impact that arose in the using of code switching in their conversation. Types of data in this study were spoken form as the main data source. The data were transcribed into written form in order that to make the researcher analyzed the code switching occurrence easily.

It was conducted in a natural conversation setting and the analysis was interpretive. Meanwhile, the procedures of data analysis of this study employed several steps, those were: transcribing, identifying, classifying, reducing, interpreting, and inferring. The unit of analysis of this study focused on the realization of vlogger’s and guest stars’ code switching in the conversation that was broken down to several parts of the analysis, they were: the vlogger’s and guest stars’ way to switch their language, the functions of code switching which occurred in the conversation, and the impact of using code switching arose in the conversation.

RESULTS AND DISCUSSIONS

The casual conversations performed by the vlogger and the guest stars were the data used in this study. Four conversations were taken which then named C1, C2, C3, and C4. According to Poplack theory, I divided code switching into three types; inter-sentential switching, emblematic/ tag switching, intra-sentential switching. The comparison of the occurrence of those kinds of code switching in transcription one

until transcription four was described in table 4.1 below.

Table 1. Frequency and Percentage of Code Switching Types Occurred in C1-C4

N o.	Types of CS	Frequency & Percentage of Occurrence							
		C1		C2		C3		C4	
		O cc	%	O cc	%	O cc	%	O cc	%
1.	Inter-sentential Switching	79	38.3	26	16.9	55	48.7	20	19.6
2.	Intra-sentential Switching	75	36.4	10	1.1	65	25.6	22	40.2
3.	Tag Switching/ Emblematic	52	25.3	27	17.5	33	29.2	42	41.2
Total		206	100	154	100	113	100	102	100

From table 4.2, there were 575 types of code switching that occurred in four conversations in which intra-sentential code switching dominated the conversations. Tag switching occurred the fewest among of all code switching types. The amount of inter-sentential code switching occurred in those four conversations was 180 times. While intra-sentential code switching took the most frequent type occurred in those four conversations as it occurred 241 times. And the tag switching occurred 154 times only so that it became the fewest code switching occurred in those four conversations.

The example of inter-sentential code switching occurred in the four conversations can be seen as follows:

C1-2

B : Man..., you know, it's challenging getting you in the car. **Karena banyak orang yang bilang, "Lu bakal ditolak lah", "Dia mah nggak bakal mau masuk mobil lu"**.

The data in bold can be categorized as inter-sentential switching because they are in the form of full sentence and clauses. The speaker (B) first talked in English, then he switched to Indonesian.

The example of intra-sentential code switching occurred in the four conversations can be seen as follows:

C1-22

N : Oh, oo, mudah-mudahan nggak ada yang **cast**.

B : (Laughing)

N : Tapi iya **sometimes** maksudnya kayak misalnya pemilu nih ya, I've been doing liputan pemilu itu dari tahun 2004. Jadi udah tiga kali pilpres langsung. Maksudnya **interview** orang-orang yang sama terus gitu. Walaupun kondisinya berbeda, tapi it's the same people. Mungkin sirkulasi **elite** juga kan cuma itu-itu aja gitu ya.

Those words in bold; cast, sometimes, interview, and elite (English) are inserted between Indonesian utterances, therefore those can be categorized as intra-sentential switching.

The example of emblematic/ tag code switching occurred in the four conversations can be seen as follows:

(1) C1-58

B : Gila. Opening-nya pak Jokowi keluar naik motor. Oh my God!

N : Tapi terus yang dibahas soal stunt man. (Laughing)

The word (in bold) can be categorized as tag switching because the formulaic expression of "Oh my God!" becomes the indicator of switching from Indonesian to English.

Based on the theory proposed by Gumperz (1982) and Holmes (2008), they are ten functions of code switching, they are changing topic, emphasizing the message, repetition, expressing feeling, joking,

quoting someone or something, showing solidarity, translation, equivalence, and interjection.

The table below is the total occurrence of code switching functions in C1-C4.

Table 2. Functions of Code Switching occurred in C1-C4

N o.	Function of CS	Frequency & Occurrence				Percentage of			
		C1		C2		C3		C4	
		O cc	%	O cc	%	O cc	%	O cc	%
1.	Changing topic	1	2.6	1	5.2	2	5.7	1	4.3
2.	Emphasizing the message	5	12.8	1	5.2	3	8.6	6	24.3
3.	Repetition	13	33.3	4	20.8	4	11.4	1	4.3
4.	Expressing feeling	3	7.7	7	35.7	7	20.8	3	12.9
5.	Joking	3	7.7	1	5.2	2	5.7	1	4.3
6.	Quoting someone or something	6	15.4	1	5.2	6	17.1	4	16.4
7.	Showing solidarity	1	2.6	2	10.4	1	2.6	3	12.9
8.	Translation	1	2.6	2	10.4	3	8.6	1	4.3

9. Equivalence	0	0	0	0	0	0	0	0
10. Interjection	6	15	1	5	7	20	5	20
		.4						
Total	39	10	20	10	35	10	25	10
		0	0	0	0	0	0	0

Based on table 4.3, repetition got the highest percentage (18.5%) among the other functions of code switching, while the researcher did not find the code switching function of equivalence (0%). The participants tend to use code switching function of repetition in the conversations. Instead of emphasizing the message, the participants mostly switched from Indonesian to English by repeating the words.

The speakers may use code switching to change the topic that they are talking about. Here is an example of code switching functioning as changing topic.

C2-18

B : Lu tu, **by the way** ya, sekarang konten-konten lu tu banyak banget paranormal-paranormal.

R : Paranormal experience. Dan banyak banget yang bilang ke gua kalo itu settingan.

In the data above (in bold), the speaker B used the phrase 'by the way' to change the topic.

The example of code switching functioning as emphasizing the message is as follows.

C2-4

B : (Laughing) Gila. Tapi are you happy, bro? Lu happy?

R : Ya gue happy.

B : Happy **banget**?

R : Ya, gua gua.

The data (in bold) above can be categorized as emphasizing the message. The speaker B gave the stressing statement by using the Indonesian word 'banget' to ensure the speaker R's answer.

One of the code switching function is to repeat the words or phrases in order to clarify the message. There were totally 18.5% occurrences of code switching functioning as repetition. Below is the example of code switching functioning as repetition.

C1-11

B : Right, right, right. **Ya, ya, ya.**

The speaker B repeat what he had said before in English and then switched it in Indonesian. This kind of code switching function can be categorized as repetition.

The speakers may switch their languages unconsciously to express his or her various kinds of feelings that may come because of several reasons due to the topic in the conversations, such as sadness, angry, confuse, happy, and other feelings. Based on the data that have been collected, the speakers performed 20 (16.8%) code switching to express their feeling. One of them is as follows.

C4-24

B : Gue tau. Ntar kita nyanyiin, bro. **I love it, bro.**

The speaker B expressed his feeling about his friend's song by switching his language from Indonesian to English.

The speakers may use code switching to create a humorous talk. Here is one example of code switching functioning as joking.

C1-33

N : Cuma kalau dating di rumah aja ya. **So I can see you.**

B&N : (Laughing)

B : Good luck, bro!

N : Enggak lah. Enggak, enggak, enggak.

The speaker N switched from Indonesian to English for the purpose of joking.

There were totally 17 occurrence or 14.3% of percentage of code switching to quote either from someone or something. One example of code switching functioning as quoting is given below.

C1-29

B : How is he see you? Kalau orang-orang kan, **"Wow! Najwa Shihab! Najwa Shihab!"** What about your kid? Is he like, "Oh, man. Stop it, man. Mom, stop it".

The data (in bold) above shows the quotation from other people. The speaker B described the situation when people meet speaker N.

There are totally 9 occurrence or 5.9% of code switching in C1-C4 transcription which show solidarity. It mostly happened when the speakers greeted each other when they met. Or when the speakers tried to understand others' feeling. One example is given below.

C2-2

B : Gue padahal hari itu kosong. Gue datang atau nggak ya? Gue datang atau nggak? Kan kalo gue

datang setidaknya **congratulate** dia, tapi gue nggak diundang, ntar SKSD ah ogah ah gue males banget gila.

Speaker B switched from Indonesian to English and inserted the word 'congratulate' to show his respect to speaker R who had just married.

Based on the data collection in this study, there were totally 7 occurrence of code switching which have function to translate utterances. The speakers used this in order to make the conversations run smoothly.

C3-20

B : What makes you so happy right now? **Apa yang bikin lu bahagia?** What's the one thing that makes you really happy right now?

In the data above (in bold), the speaker B translated from English sentence into Indonesian, so it can be categorized as code switching functioning as translation.

The speakers may switch by using the native of equivalent of a certain lexical item in target language without altering the meaning. This kind of code switching function could not be found in C1-C4.

The last function of code switching is interjection. Interjection is words or expression which are inserted into sentence to convey surprise, emotional feeling, or to attract attention from other interlocutors. Based on the data collection, the speakers performed 19 times or 15.9% percentage among all code switching occurred during the conversations.

C1-26

B : Apa mau ditambahi apa?

N : Iya soalnya kan dia bilang yang punya modal nggak masuk bui. Tapi sekarang masuk bui, punya modal, buinya disulap jadi kamar super mewah.

B : **Oh my God!** (Laughing)

The data above (in bold), the phrase 'Oh, my God!' is included as interjection.

The participants experienced language loss and language gain as the result of bilingualism through code switching based on the findings of this study. The English ability that is improving, results in the loss of Indonesian language ability. Also, the habit of using English more than Indonesian language when they communicate in daily life supports the English skill. It is found that they used English form in the Indonesian sentences. For instance, the inter-sentential code switching that was performed from Indonesia to English, 'Kamu emang dari kecil *you wanna be a famous*

artist gitu?'. The clause '*you wanna be a famous artist*' indicates he follows the English form of sentence; '*You wanna be a famous artist since childhood?*' In standart Indonesian, he might have used 'Kamu emang dari kecil pengen jadi artis terkenal gitu?', but he prefers to use English form of clause.

It is also found that they used Indonesian form of sentence in English word. A speaker said, 'Gue nggak tau gimana tapi yang gue lakuin adalah *everyday* gue bangun gue mikir akan bekarya apa, gue akan dagang apa, dan gue akan bikin video apa.' He did not realize that he used English word 'everyday'. The use of English word in the Indonesian form of sentence here indicates that his Indonesian ability is somehow loss. Moreover, the participants become accustomed to use English words, phrases, clauses, or even sentences, such as 'yes', 'right', 'actually', 'oh, my God!', 'by the way' and many more. It means that they unconsciously gain the English language abilities. From a number of code switching performed in the conversations indicate that the participants experience loss of Indonesian ability. It could make their Indonesian language ability is gone down.

CONCLUSION

There are three conclusions which answer the statements of the problem in chapter one. The first is to find out the types of code switching which is performed by the vlogger and the guest stars in the conversations of Nebeng Boy youtube vlogs. Based on the theory which has been mentioned in chapter two by Pplack, there are three types of code switching; inter-sentential code switching, intra-sentential code switching, and emblematic/tag switching. From the finding of this study, there are in total of 575 occurrences of code switching. Inter-sentential code switching occurred 180 times. Intra-sentential code switching took the most frequent type of code switching as it occurred 241 times. While emblematic/tag switching occurred the least as it occurred 154 times.

To answer the functions of code switching which are performed by the vlogger and the guest stars in the conversations of Nebeng Boy youtube vlogs is become the second objective of this study. The most frequent function is to repeat which totally holds the highest percentage; 18.5%. it occurred 22 times. The second position is the function of code-switching

to express the feeling, which holds 16.8% and occurred 20 times. The highest position of code switching function that is repetition is mostly realized through intra-sentential code switching which are used by the research subjects of this study to clarify something of to give more attention to the words they had said before in different languages so that they switched it. Meanwhile the second position of code switching function in this study is to express the feeling which is realized through both inter-sentential and intra-sentential code switching. They used it to express their emotion or feeling conveniently. There is one function of code switching which did not occur in this study, that is equivalence.

The impact of code switching towards communication in English among the participants in terms of capabilities of the involved language is the last concern of this study. It is found that the participants experienced Indonesian language loss and language gain of English. The most significant factors that cause language loss and language gain were the bilingual settings they experienced and the oppression to use English language in their daily life to communicate with others.

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