

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 Sociolinguistics

Linguistics is the science study of language (Claros and Isharyanti, 2009:5) while, sociolinguistics is a branch of linguistics that study about language and society (Maria 2007:4). Therefore Halliday (Georgeiva 2016:46) called sociolinguistics as institutional linguistics, deals with the relation between a language and the people who use it. Society and language has the the relationship and it can not be separated each other. In the society language is crucial as the tool to communicate. According to Sharon and Caroline, the socio in sociolinguistics indicates that we are looking at how language is used in social-context-at how it used when people interact with one another on interpersonal levels and in larger group, cultural, national, and international levels (2011:1).

From the experts' opinion above, it can be conclude that sociolinguistic is the part of linguistic that learn and discuss about the using of language in the society. Language itself always has the changes in every age, and there are many phenomena happen in the using of language in the society. As a social phenomenon, language and language usage is not only determined by the linguistic factors but also by nonlinguistic factors such as, social factor. The social factors that affect language use such as social status, education level, age, economic level, gender and so on . For the additional, Richard (2003:51) states

that sociolinguistics is the study of language in relation to social factor, that is social class, educational level, and type of education, age, sex, ethnic origin, etc.

2.1.2 Code Mixing

There are so many countries with many languages in the world. In this situation, the people are demanded to master more than one language, in order to they can communication with the other people in the other country easily. From this case, the bilingualism always happen in the society, and sometimes the people insert or mix one language to the other language in the conversation.

According to Kachru in Nursjam (2004:8) code mixing as the term refers to the use of one or more languages. That opinion is supported by Mujiono et al (2017:5) who said that code-mixing happens in which a bilingual group applies communicative method where they utilize the use of two languages during the conversation. From those experts' opinion above it can be concluded that code-mixing is a mixon of two languages in a conversation by distributing linguistic elements from the native language to the other language without change the topic of the conversation.

Code-mixing usually occurs in an informal situation that use both languages which contain grammatical and lexical as an act of language change (Sutrisno & Ariesta, 2019: 144). The using of code-mixing can reflect the someone's knowlagde in language, the level of someone's education background, and so on. According to Kim (2006:43) there are some factors that cause the code mixing appear in the conversation, they are :

- a. *Bilingualism*. It refers to the ability of someone who can use two languages in the daily life. It is be the basic reason why the people use code mixing in the conversation.
- b. *Speaker and partner speaking*. In the communication, it need at least 2 participants in it, they are speaker and the partner speaker. The conversation will be running well if they have the same interest on the particular thing. If some of them always use the code mixing in the conversation and the his/her patner has the same interst on it, so both of them must be use the code mixing in the daily conversation.
- c. *Social community*. It has the relationship with the second point above which there are some people who have the similarity in using two or more languages and apply it in their community and sometimes mix it in the daily conversation
- d. *Situation*. Code mixing usually use in the informal communication.
- e. *Vocabulary*. Sometimes someone want to say something but he/she feel confuse in choosing the appropriate vocabulary in a language, so he/she decided to use the another word in the another language.
- f. *Prestige*. Globalization era has lead people must able to speak more than one language, especially English. For many young people code mixing becomes awn style which is hoped to be modern and educational one. They mix language because of prestige.

In addition, Lestari (2012: 80-81) also explained that the code mixing is closely related to the characteristic of speaker, such as: religion, education and

also social which causes the use of other languages/supporters interspersed with another languages. Code mixing can be used by mixing the words, phrases, clauses, idioms, hybrids, and reduplication. Types of code mixing, according to Muysken (2000:1) divided into three main types:

a) *Insertion (word phrase)*

Approaching that inserting material such lexical items or entire constituents from one language into a structure of the other language.. Here the process of code mixing is conceived as something borrowing. Muysken also stated that the structural characteristics of insertions, they are usually single and content word (such as noun and adjective) which is morphologically integrated. For example : *Jangan lupa copy berkas yang diatas meja*

b) *Alternation*

Alternation is a strategy of mixing where two languages remain separate in the bilingual utterance. This approach departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. he elements proceeding and following the "switched string" are not "structurally" related. Poplack assumed that Alternation code mixing is a constituent from language A followed by a constituent from language B. language A is dominan and language B is unspecified. Example such English-Indonesian : in my opinion, *itu lumayan bagus sih.*

c) Congruent lexicalization (dialect)

The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language. Congruent lexicalization refers to the situation where two languages share grammatical structure, which the structure can be filled lexically with elements from their language. Congruent lexicalization is most often present mixing between dialects and between languages, which are close to each other in structure. For example : *Software* lu buat *convert file* mp4 jadi mp3 udah *expired*.

2.1.3 Code Switching

Code switching is not totally different from code mixing. If code mixing used by mixing some words in a language to the other words in another language in a conversation, while code switching used by switching the the sentence in one language to the other language in the conversation. The code switching happens when the language used changes based on the situation of the speaker and the pattern of speaker when they finish the conversation. Myers-Scotton (2006 : 239) stated that code switching is the using of two language varieties in the same conversation.

In addition, Adi (2018:40) said that code switching occurs when a bilingual applies two or more languages during his/her interaction with another bilingual. From the opinions above, it can be conclude that in the code switching phenomenon, the speaker switches the sentence in one language to the other language where the

participants of the conversation for the instance A speaks English and then he/she change it to Indonesia language.

Hoffman (1991:116) stated that there are seven reasons why the code switching occurs in the society, they are :

- a. *Talking about particular topic*, in this reason sometimes the people switch one language to the other language because of the feel comfortable the switch it. For the example someone speaks chinese to discuss the certain topic, in order to no one can understand except them and then they switch the language into Indonesia language as usual.
- b. *Quoting somebody else*, the code switching also used when a speaker take a famous proverb from some well-known figure and the he/she switch it into the other language to explain what is the proverb talking about.
- c. *Express solidarity: being emphatic about something*. When someone who is not the native speaker suddenly wants to be emphatic about something, but he/she can't express it in the native language and decided to switch the language used from his second language to his first language in order to make it more comfortable.
- d. *Interjection*. Interjection is the addiional connector word or expression, that have surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Darn!, hey!, Well!, Look!, etc. They haven't grammatical value, but speaker ofen use it in the oral conversation.
- e. *Repetition used for clarification*. Someone who has use the bilingual or multilingual language in his/her life usually use both of the languages that

he/she mastered to deliver the same message in order to strengthen opinion or to clarification.

- f. *Intention of clarifying the speech content for interlocutor*, a person who used bilingual or multilingual language in his/her daily life, and he/she are used to behave to mix or switch language to the other language and sometimes to make the content of his/her speech run smoothly and understood by the listener. A message in one code is repeated in the other code in somewhat modified form
- g. *Expressing group identity*, Code switching and code mixing, also can be used to express group identity. The way of communication of academic people in the particular disciplinary groupings is totally different from the other groups.

The code switching divided into 2 types, they are :

a) *Situational Code Switching*

According to Wardhaugh (2006:103) situational code switching occurs when the language use changes according to the situation which conversation finds themselves: they speak one language in one situation and in a different one.

There is no topic change. Here is the example:

Billy : I need short dress can you help me?

Seller : okay wait a while.

Billy : okay, thank you

Seller : *siska tolong ambil dress yang dipajang itu dikasih liat bapak ini.*

Siska : *iya mas.*

The situational code switching happen because of the participants, firstly, Holmes (2001: 35) state that situational code switching may happen because the presence of a new person as a signal of group membership and shared ethnicity.

b) *Metaphorical Code Switching*

When the speakers shift from one language to another without signaling any change in the language use, we have metaphorical code switching. According to Wardhaugh (1986: 103) metaphorical code-switching happens when there is a change of the topic influencing in the using of different codes. The codes are always changing because of the topic. It depends on the perception's change; formal to informal, official to personal, serious to humorous, and politeness to solidarity. The following is the example of short dialogue which describes metaphorical code-switching occurrence from English to Bahasa Indonesia to affect a serious dialog to be a bit humorous.

Made: We want to take it, to where...*Ya itu tempat kita biasa mancing*
(fishing), and we are drinking, singing, having fun, ok

Ali: And, there we are surfing, swimming...*terus, kita jadi pusing-pusing*
(feeling dizzy) *dah...ha,ha,ha...*

Made: Are you joining, Jim?

Jim: okay, then. (Sumarsih, 2014: 77)

From the dialogue above, the switching happens because of the changing topic. The first topic is talking about activities which can do there. Then, he

switches his language to *Bahasa Indonesia* by saying *terus, kita jadi pusing-pusing* (feeling dizzy) *dah...ha,ha,ha...* to make a joke. In conclusion, metaphorical code-switching occurs when the speaker switches from one language to another without signaling any changes in situation and the change of topic requires a change language use. Metaphorical code-switching involves only a change in topical emphasis.

2.1.4 Webtoon

LINE Webtoon or more often known as Webtoon is a comic platform digital that can be accessed free (Webtoon.com, 2019). Different from conventional comics, LINE Webtoon presents digital content that is present continuously every week. These digital comics can be accessed via either the web or mobile has an iOS or Android system. LINE Webtoon was founded by Kim Junkoo in 2004 in South Korea (Acuna, 2016). The idea of webtoon itself depart in the late 1990's to early 2000's, which comic publishing in South Korea began to die out because of it economic downturn and the government saw comics as having a dangerous influence at the time. To change that thought, Junkoo started LINE Webtoon as new solution for the comic readers, it can make them easily to read the comic with the free access.

According to Cho (2016:1) Webtoon is a form of “website” and “cartoon”. It firstly appeared in Korea before becoming so popular among the world. At first, many difference terms to call these digital comics which was published only on websites. One example is webmic (a compound of “web” and “comics”), which

soon lost out to webtoon (a compound of “web” and “cartoon”). In 2000, one of Korean web portal had created a new site for internet comics named “Webtoon”.

Then webtoon became the standard term for comics that are created and consumed only through the internet in South Korea. At the beginning of its release, LINE Webtoon's name was the NAVER Webtoon matched with the name of the company where this application was originally published, namely Naver Corporation (Webtoon.com, 2019). Naver Corporation is the largest technology, information and communication company in South Korea, by presenting products such as search engines, messaging application, video, and digital comics (www.navercorp.com, 2019).

In 2014, NAVER Webtoon collaborated with LINE Corporation (Bhaskara, 2019). LINE Corporation is a company based technology in Japan and developing a business in South Korea under the name LINE Plus Corporation (Linecorp.com, 2019). Through this collaboration, LINE Webtoon was successfully launched on various countries, one of them is Indonesia. LINE Webtoon shares the types of comics by genre and age (www.webtoons.com, 2019). In the genre there are thirteen types of comic groups, they are drama, fantasy, comedy, action, slice of life, romance, superhero, heartwarming, historical, thriller, sports, sci-fi, horror, and informative.

LINE Webtoon entered Indonesia in April 2015 (Agnes, 2017). From 35 million users active worldwide, Indonesia is the highest market for LINE Webtoon with its presence 6 million active users on data for August 2016 (Agnes, 2016). High readership LINE Webtoon is also accompanied by the high number

of local Webtoon creators or Webtoonists, which until 2017 there were already 65 local Webtoonists. Three of 65 Webtoonists Indonesia, his work has entered the Thai and Taiwanese market.

LINE Webtoon representatives stated that each day more than 6 million readers, this digital comic platform can still maintain the balance of the readers between men and women with a ratio of 50:50 (Macdonald, 2016). According to JunKoo (Macdonald, 2016) the balance of both male and female readers is caused because the Webtoonist is able to create strong characters and the presence of that genre diverse, while the results of a survey conducted in Indonesia show that readers LINE Webtoon is more for female than male with the percentage of 46.30% and 30.92% (Rina, 2016). More than 70% of respondents stated their reasons chose LINE Webtoon because it is able to present interesting stories.

2.2 Previous Studies

Based on the title of this research, the researcher found the relevant studies concerned with the title. They are :

- a. Winda Elva Yuanita et al (2019) conducted “An Analysis of English Teachers’ Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP” in Journal of English Language Teaching, the research aims at determining codes mostly used by the English teachers and the functions of classroom code-switching and code-mixing. To meet the need of this research, the subject of this research was 3 English teachers at SMA Pembangunan Laboratorium UNP. The data of this research

was the English teachers' utterances which contain code-switching (CS) and/or code-mixing (CM).

The instrument used was an audio-video recorder which recorded the classroom conversation. To know the codes mostly used by the English teachers, the data were analyzed to see the what codes occur in teachers' utterances. Moreover, the data were analyzed using 3 categories of functions of classroom CS and CM proposed by Ferguson (2003) to determine the functions of classroom CS and CM. The results showed that the code mostly used by the English teachers in delivering lesson was Bahasa Indonesia. Then, the other dominant codes were English, switching and/or mixing English – Bahasa Indonesia, and switching and/or mixing Bahasa Indonesia – English.

In addition, the functions of classroom CS and CM were for curriculum access, classroom management, and interpersonal relation, in which classroom CS and CM for curriculum access was dominantly found in the teachers's CS and CM. The finding of this research was the English teachers did more code-switching and code-mixing than target language in delivering the lessons, since the classroom activities' purpose was to transmit subject content not to develop linguistic skills.

Conclusion : this previous study used an audio-video recorder to know the code mostly which happened in the classroom conversation where the subjects of this research was three English teacher at SMA Pembangunan.

- b. Abbas, A, et al. (2020) conducted the research as “How talk show presenter using code mixing and code switching on TV program in Indonesia” in Journal of education, language teaching and science , This research aims to investigate the types and dominant types of code mixing and code switching used by talk show presenters when they are on air on TV programs. This research used mix method with QUAL-Quan Model, Qualitative method is dominant used than quantitative method.

The subject in this research was 8 talk show presenters which is familiar and famous around the viewers. The instrument of this research was documentation as the instrument. After conducting the research, finally the researcher find that (1) Related to code mixing types from presenters, there are 148 code mixings from five types. Those are 66 code mixings in the form of word insertion, 45 code mixings in the form of phrase insertion, 1 code mixing in the form of idiom insertion, 29 code mixings in the form of hybrid insertion, and 7 code mixings in the form of reduplication insertion. Meanwhile, there are also 59 code switchings in three types.

Those are 9 tag switchings, 24 inter sentential switchings, and 26 intra sentential switchings. (2) Then, the dominant type of code mixing is code mixing in the form of word insertion (44.59%) and the dominant type of code switching is intra sentential switching (44.06%). The other finding of this research is male presenters more often used code mixing than

female. Otherwise female presenters more often used code switching than male presenters.

Conclusion : the media type of this previous study was very unique because they analyzed the CM and CS in one of television program.

- c. Adinata, I. B. P. A. (2020) conducted research “The uses of code mixing on facebook by the students of English language education department, faculty of language and art, Ganesha University” this study intends to analyze types of code mixing and determine the motive of code-mixing used by the seventh-semester students of English Language Education, Undiksha on facebook.

Descriptive qualitative was used as the design of this study since it focused on a single case of code-mixing. Therefore, this study only focused on Indonesia-English code-mixing used by the student. Moreover, the data were gained from observing students' facebook posts, comments, and facebook stories. The data were also gained from interviewing the selected subject by using an interview guide. Furthermore, the collected data were analyzed by using Ho's (2007) theory, Myusken's (2002) theory, Hoffman's (1990) theory, Hockett's (1958) theory, and Saville-Troike's (1986) theory. Based on data analysis, the result of the study indicated that Lexical Word was the most frequently used by the student, with a total number of 41 (33%) in 142 occurrences. Meanwhile, talking about a particular topic was the most reason underlying student in using code-mixing on facebook by 12 (27%) of the subject picked.

Conclusion : this previous study different analyzed, because they used many people as the object to analyzed the use of CM and CS by the comment.

- d. Town, J. (2020) conducted “Code Switching and Code mixing in Multilingual Societies : A Case of Pakistan” in Journal of , this study is to find out the frequency of the use of English language words in Pakistani advertisements. Other than the daily conversations and discourse, this method is also used in media including advertisements. Code-mixing is very common in societies where there is a system of bilingualism and multilingualism. The data have been taken from different Pakistani channels including HUM TV, ARY Digital, GEO TV, and GEO Entertainment. The data have been recorded in 3 days.

The data have been analyzed to view the frequent use of English words instead of Urdu words and how these English words have become a common part of our conversations through their alternative words are present in the Urdu language. After the analysis of 10 commercials, it is concluded that this code-switching has become the art of our communication and media is promoting it through advertisements. This type of code-switching is common in multilingual societies. Due to the frequent use, code-switching has turned into code-mixing where people are using the borrowed words unintentionally in multilingual societies including Pakistan.

Conclusion : this previous study analyzed that the usage English in Pakistani advertisement, the data collected from television, ARY digital and so on.

- e. Asrifan, A. (2021) conducted “Code Mixing and Code Switching in the EFL Classroom Interaction”, this research aims at finding out code mixing and code switching in the classroom interaction in terms of the teacher talk and the student talk at SMP Negeri 2 Parepare. In detail, this research aims to identify (1) the teacher talk particularly the type token ratio, the mean length of utterance as formal features, question, feedback and correction as interactional features, (2) the students talk particularly response to question and ask question as well as the students’ preference towards the use of code mixing and code switching the students in learning achievement. The research employed mix method research design. The subjects consisted of the teacher and the students.

There is 1 teacher and 81 students which are divided into three classes. Each class consists of 27 students. The research data were collected by non-participant observation which was analyzed by using formal features, interactional features, descriptive and inferential statistics through SPSS 21.0. The research result indicated that (1) the type token ratio in code mixing and code switching Indonesian/English in classroom interaction varied. It reveals that the vocabulary used by the teacher varied, (2) the speech of the teacher when addressing the students in the classroom by mixing and switching the language contained longer utterance, (3) the teacher used convergent and divergent questions in mix and switch the language when addressing students in the classroom interaction, (4) the teacher provided interactional corrective feedback and correction in mixing and switching the language when

addressing students in the classroom interaction, (5) there are three reasons why the teacher mix and switch the code in the classroom interaction namely to give clear explanation to the students, to make the students easy to understand, and make the teacher and the students close to each other, (6) There are two types of students in response to the question namely the role of students to the teacher (S-T) and the role of students to students (S-S) in code mixing and code switching in the classroom interaction, (7) there are two types of the students question in code mixing and switching of Indonesian/English when asking the teacher namely procedural questions and convergent questions, (8) the students' preference towards the use of code mixing and code switching in the students learning achievement consist of two main points in this research namely, first the use of code mixing and switching convince positive attitude and second positive role to the students preference towards the use of code mixing and switching the students in learning achievement.

- f. Conclusion : this previous study used teacher and students as the object because in daily life maybe as always the student misunderstanding to their teacher, it's normally happened, so with used CM and CS make the students more understanding.

2.3 Conceptual Framework

This research is focused in analysing about the usage of code mixing and code switching. In this research, students' achievement in analysing code mixing and code switching on one of application namely comic digital. Comic digital is one of the effect of the technology advance today. The famous comic digital are used by the people today is webtoon.

The object of this study is to analyze the usage of code mixing and code switching, to identify the types and reason in code mixing and code switching usage on the webtoon "her weird hobby". The researcher conveyed the research as qualitative research in which this research is to search for the answer systematically, the research employed descriptive qualitative data because this research to observe the data collection, make an analysis and a conclusion. In collecting data, the researcher uses kinds of instruments namely documentation. Firstly the researcher downloads the webtoon application. Secondly the researcher read the webtoon "her weird hobby". Thirdly the researcher writes every sentences from the webtoon "her weird hobby". Then that the researcher identifies the code mixing and code switching are used on the webtoon. Finally the researcher makes group of the data that had been identified.