THE USE OF CODE-SWITCHING IN SOCIAL MEDIA (LINE) BY ALUMNI OF SMAN SUMATERA SELATAN

A Thesis

by

Merta Septiani

Student Number: 06011281419085

English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2018

THE USE OF CODE-SWITCHING IN SOCIAL MEDIA (LINE) BY ALUMNI OF SMAN SUMATERA SELATAN

A Thesis by

Merta Septiani

Student Number: 06011281419085

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

2018

Approved by,

Advisor 1,	Advisor 2,
Dr. Ismail Petrus, M.A.	Drs. M. Yunus, M.Ed.
NIP. 196211151989031002	NIP. 195401271986031001

Certified by,

Head of Language and Arts Department, On Behalf of Dean of Faculty of Teacher Training and Education Sriwijaya University	Head of English Education Study Program,
Dr. Didi Suhendi., S.Pd., M.Hum.	Hariswan Putra Jaya, S.Pd.,M.Pd.
NIP196910221994031001	NIP 197408022002121003

THE USE OF CODE SWITCHING IN SOCIAL MEDIA (LINE) BY ALUMNI OF SMAN SUMATERA SELATAN

MERTA SEPTIANI

Student Number: 06011281419085

This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Thursday

Date : May 3rd, 2018

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson: Dr. Ismail Petrus, M.A.
2. Secretary : Drs. M. Yunus, M.Ed.
3. Member : Dr. Margaretha Dinar Sitinjak, M.A.
4. Member : Dr. Rita Inderawati, M.Pd.
5. Member : Soni Mirizon, M.A., Ed.D.

Indralaya, May 2018
Certified by,
The Head of English Education Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

name : Merta Septiani

student number : 06011281419085

study program : English Education,

certify that this thesis entitled "The Use of Code Switching in Social Media (LINE) by Alumni of SMAN Sumatera Selatan" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

Inderalaya, April 2018

The Undersigned,

MERTA SEPTIANI

06011281419085

DEDICATIONS

This thesis is dedicated to:

- My father, Maulah, and my mother, Herlina
- My siblings, Merlia Elisa, S.Sos and Achmad Rizki

ACKNOWLEDGEMENTS

This thesis was written to fulfill one of the requirements to accomplish S1 degree at the English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, University of Sriwijaya. This thesis was written based on the research conducted from February to March 2018 through a chatroom in social media (LINE).

The writer would like to express her great gratitude to her advisors, Dr. Ismail Petrus, M.A. and Drs. M. Yunus, M.Ed. for their encouragement, advice, and guidance during the process of writing this thesis.

The writer is also grateful to the Dean of Teacher Training and Education Faculty, Prof. Sofendi, M.A., Ph.D., and his staff members, the Head of Language and Arts Education Department, Dr. Didi Suhendi, S.Pd., M.Hum., the Head of English Education Study Program, Hariswan Putera Jaya, S.Pd., M.Pd., and all of the lecturers for every single thing they have given her during her study.

Finally, the writer would like to say her respect and deepest love to her parents, siblings, and friends for their prayers and support.

Indralaya, April 2018

The writer,

Merta Septiani

06011281419085

Table of Contents

Title Page .....

Approval Page .....

Examination Committee Approval Page .....

Declaration .....

Dedications i

Acknowledgements ii

Table of Contents iii

List of Tables v

List of Diagrams vi

List of Figures vii

List of Appendices viii

Abstract ix

CHAPTER I (Introduction) 1

1.1 Background of the Study 1

1.2 Problems of the Study 4

1.3 Objectives of the Study 5

1.4 Significance of the Study 5

CHAPTER II (Literature review) 6

2.1 Communication Competence and Strategies 6

2.2 Code-Switching 7

2.2.1 Advantages of Code-Switching 10

2.3 Code-Mixing 10

2.4 Online Social Media 11

2.5 LINE 13

2.6 Previous Related Studies 18

CHAPTER IIi (METHODOLOGY) 20

3.1 Method of the Study 20

3.2 Operational Definitions 20
3.3 Population and Sample 21
3.3.1 Population 21
3.3.2 Sample 22
3.4 Techniques for Collecting the Data 25
3.4.1 Review of Documents 25
3.4.2 Questionnaire 26
3.4.3 Interview 26
3.5 Techniques for Analyzing the Data 27
3.5.1 Review of Documents 27
3.5.2 Questionnaire 27
3.5.3 Interview 27
CHAPTER IV (results and discussion) 29
4.1 Findings of the Study 29
4.1.1 Types of Code-Switching that were Mostly Used in the Study 29
4.1.2 Topics that Encourage Code-Switching in the Study 32
4.1.3 Factors that Influence Code-Switching in the Study 35
4.2 Interpretation of the Study 39
CHAPTER V (conclusions and suggestions) 42
5.1 Conclusions 42
5.2 Suggestions 43
REFERENCES 44
APPENDICES .....

LIST OF TABLES

Table 1: The Population of the Study

Table 1: The Sample of the Study

Table 3: Topics that Encourage Code-Switching

Table 4: Types * Topics Crosstabulation

Table 5: Chi-Square Tests of Types * Topics

Table 6: Factors * Topics Crosstabulation

Table 7: Chi-Square Tests of Factors * Topics

LIST OF DIAGRAMS

Diagram 1: The Spread of Alumni of SMAN Sumatera Selatan
Diagram 2: Gender Mapping of the Respondent of the Study
Diagram 3: Age-Groups Mapping of the Respondent of the Study
Diagram 4: Educational Background Mapping of the Respondent of the Study
Diagram 5: English Proficiency Mapping of the Respondent of the Study
Diagram 6: Types of Code-Switching Mapping
Diagram 7: Topics that Encourage Code-Switching Mapping
Diagram 8: Factors that Influence Code-Switching Mapping
Diagram 9: Three Aspects of Findings Connection

LIST OF FIGURES

Figure 1	: Dennis The Menace; An ilustration of bilingualism
Figure 2-6	: The User Interface of LINE Application
Figure 7-10	: The User Interface of LINE Application - Lite Version
Figure 11 and 12	: The Data Usage of LINE Application and Lite Version
Figure 13-16	: The User Interface of LINE Application on Personal Computer

LIST OF APPENDICES

APPENDIX 1. E-MAIL QUESTIONNAIRE

APPENDIX 2. TELEPHONE INTERVIEW

APPENDIX 3. SPEECH RECORD SHEET

APPENDIX 4. RESULTS OF E-MAIL QUESTIONNAIRE

APPENDIX 5. TRANSCRIPTION OF TELEPHONE INTERVIEW

APPENDIX 6. RESULTS OF SPEECH RECORD SHEET

APPENDIX 7. SCREENSHOTS OF CONVERSATIONS IN LINE

APPENDIX 8. CHI-SQUARE TESTS

APPENDIX 9. USUL JUDUL SKRIPSI

APPENDIX 10. SURAT PERSETUJUAN SEMINAR PROPOSAL

APPENDIX 11. SURAT PERSETUJUAN SEMINAR HASIL

APPENDIX 12. SURAT PERSETUJUAN UJIAN SKRIPSI

APPENDIX 13. SURAT KEPUTUSAN PEMBIMBING SKRIPSI

APPENDIX 14. SURAT IZIN PENELITIAN

APPENDIX 15. THESIS CONSULTATION CARD (ADVISOR 1)

APPENDIX 16. THESIS CONSULTATION CARD (ADVISOR 2)

THE USE OF CODE-SWITCHING IN SOCIAL MEDIA (LINE) BY ALUMNI SMAN SUMATERA SELATAN

ABSTRACT

The phenomenon of code switching is an important issue in bilingualism. Moreover, many researchers have investigated its value in formal classroom teaching and learning activity. Code-switching in this study refers to the alternation of two languages, English and Indonesian, which happens during a conversation in social media. This study identified types and topics as well as to investigated the factors that affect code switching in the online chatroom among 96 bilingual young adults. Cross-sectional survey design was used in this study. The data were collected through review of chats, questionnaire, and interview. Later, the data were analyzed by using the statistics. The findings from the study revealed that alumni of SMAN Sumatera Selatan mostly used intra-sentential code-switching (67%), were interested in the topics of social, health, economics, politics, education, and technology, and their primary factor or reason of using code-switching was avoiding misunderstanding (75%). Other noted factors were: being easier to speak in own language (52.5%), not knowing the English words (28.7%), not similar words in L1/L2 (27.5%), filling the stopgap (25%), adding emphasis (25%), conveying intimacy (18.8%), and privacy (18.8%). In addition, the data revealed that the aspects of factors and topics had significant connection. Finally, code switching can be a useful strategy in online interaction if the aim is to maintain solidarity in an efficient way.

***Keywords**: Code Switching, Bilingual, Social Media*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University, 2018

Name : MertaSeptiani
Student's Number : 06011281419085

Approved by,

Advisor 1,

Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Advisor 2,

Drs. M. Yunus, M.Ed.
NIP. 195401271986031001

Certified by,
Head of English Education Study Program

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Language is defined as a means which certain community uses to communicate and interact. Language is the system of communication in speech and writing that is used by people of a particular country or area (Hornby, 2010). It is known that the world has 5 continents, 193 countries, and many ethnics (unric.org, 2011). Each ethnic, country, and continent is having a variety of population as the impact of globalization which has brought multiculturalism. This means diversity may happen among the people as well as the languages used. It indicates that diversity might be the factors of multilingualism to happen. For instance, regardless to the official language, in Indonesia there are hundreds of languages and perhaps more which have not been exposed yet. Reportedly, in South Sumatera there are 13 regencies, 4 cities, 12 tribes, and 12 languages (Badan Pusat Statistik, 2013). The twelve spoken languages in South Sumatera are: 1) Komering with Bahasa Komering, 2) Palembang with Baso Palembang Alus and Baso Palembang Sari-Sari, 3) Gumai with Bahasa Gumai , 4) Semendo with Bahasa Semendo, 5) Lintang with Bahasa Lintang , 6) Kayu Agung with Kayu Agung dialect and Ogan dialect, 7) Lematang with Bahasa Lematang, 8) Ogan with Bahasa Ogan, 9) Basemah with Bahasa Basemah, 10) Sekayu with Bahasa Melayu Sekayu, 11) Rawas with Bahasa Rawas, and the last, 12) Banyuasin with Bahasa Banyuasin (seputarsumsel.com, 2016). These many languages are used by some ethnics or tribes' members to socialize.

Language diversity is divided into three subdimensions in terms of its usage. They are 1) field, which refers to topic when the language is used, 2) mode, which refers to medium when the language is used, whether it is written or oral, 3)

tenor, which refers to participants when the language is used (Gunarwan, 2002). Thus, no doubt that language alternating may occur during the communication.

The alternation of two languages, English and Indonesian for Indonesians is considered common due to globalization. English, a well-known lingua franca, is a world-wide used language. However, Indonesian, the official language of Indonesians is now also used as a second language for some foreigners, such as Australians. The ratio of native speakers to non-native speakers is between 1:2 and 1:3 (Harmer, 2011). It means more bilinguals exist and it means the more bilinguals, the more common the use of code-switching.

Hymes (1986) argues that code switching has become a common term for alternate use of two or more languages, or varieties of language, or even speech styles. Nordquist (2016) defines code-switching as a practice of moving back and forth between two languages, or between two dialects or registers of the same language. This is also known as code-mixing or style shifting. Furthermore, Suganda (2012) finds that code switching contributes to the smooth flow of interaction and communication. In addition, according to Holmes (2013), covertly code switching can be a strategy for conveying meaning. The bi/multilingual speaker usually tend to switch languages within the same utterance when s/he needs to narrow the number of listeners s/he might have during the conversation or specify the listeners s/he wants to have. In order to do so, the speakers need to use a specific code depends on the situation. Code-switching is the so-called term for the phenomenon, a common practice as a result of bi/multilingualism that individual uses in the daily life.

McArthur (1998) cited in Guth (2010) states there are four major types of code-switching; 1) Tag switching-tags and certain set phrases in one language are inserted into an utterance otherwise in another. 2) Intra-sentential switching-occurs within a clause or sentence boundary. 3) Inter-sentential switching-occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. 4) Intra-word switching-occurs within a word boundary. It is then understood that code-switching is also usually used to alternate language not only between sentences, but also clauses, phrases, or even words.

Communication is becoming easier. With the help from technology development, there is no need for people to wait for reply like ages ago by sending letter. Only one 'click and go' everybody can be informed about every news and updates faster. It is the internet, particularly social media. These media are so beneficial for spreading any details to anyone. For example, LINE, the online messaging application which comes with many features. It is very nice to have this application on smartphone or personal computer for keeping in touch with either close or distant colleagues. LINE, however, has 30 million registered users in Indonesia (Noviandari, 2014) and it keeps growing. Besides, the user interface and stickers -the modern emoticon on phones we can say- are eye-catching and have successfully grabbed attention for young adult to install this application on their smartphones or personal computers to stay updated or even reach broader network in society.

The more, the merrier. The more links we have, the broader the information we will get. As the key of communication is to maintain collegiality, it is better to embrace one society of ours. Making an association of alumni for example. These people with similar background have strong bonding and surely have willingness to share one to another. SMAN Sumatera Selatan and its boarding system has shaped 574 young minds for about three years into independent students pursuing their education to the next level, which is university and state vocational schools. These alumni are making use of one social media for discussion, both strong and easy topics.

Reputedly, SMAN Sumatera Selatan alumni were taught with two curricula, KTSP and Cambridge (IGCSE) during their first year. The minimal criteria score ranges from 75 to 79, for English it is 78. This is aligned with the use of English. English speaking areas are in every corner of the school, text books, language of instruction, exchange students, foreign teachers, even direction in dormitories are all in English. Thus, they are familiar with bilingualism. However, not only between languages, but also between registers. Palembangnese, Javanese, Kalimantanese, Balinese were gathered in this school, so that the English might sound various too. No matter what, English is a must for them to survive in this

school. The students use English start from the very essential needs like eating. Eventually, they will get used to this language and put it in the first place as language in communication, not only as language of instruction during the lesson in the classroom.

As today's communication is becoming easier through online application, such as LINE, the alumni of SMAN Sumatera Selatan are also becoming the netizen through LINE. They have one group consisting of alumni from the first to sixth intake. Beside having one big group consisting of 574 people, each intake has special chatroom in case there is a voting per intake or to monitor each of them to be active user in order to optimize the potential of human resource.

The phenomenon of code-switching obviously exists here in the chatroom, particularly in "3rd Intake SMANSS" chatroom. Even if they are now alumni and are spread all over Indonesia and abroad, the communication is always well-maintained. This is because the members are active users of LINE. Through this chatroom or group chat, they share thoughts, news, and updates daily. Certainly, the repeated exposure of English during the school has internalized in them and made them bi/multilinguals who are used to the phenomenon of code-switching sub/conciously.

The use of code-switching brings good side for the institution, SMAN Sumatera Selatan. Since code-switching makes ease of communication, students are well-informed. The more information they gain, the wider their horizons are. Thus, it is expected that by applying the English speaking area, SMAN Sumatera Selatan will inspire other schools in south Sumatera or even other schools from other provinces in Indonesia to do the same. Beside of getting good reputation that is achieved and maintained by students and alumni, this school will not lose the sense of being international-standard boarding school.

1.2 Problems of the Study

The problems of the study are as follows;

1. What types of code-switching are mostly used by alumni of SMAN Sumatera Selatan as they communicate in LINE?
2. What kinds of topics encourage the alumni of SMAN Sumatera Selatan to code-switch as they communicate in LINE?
3. What are the factors that motivate the alumni of SMAN Sumatera Selatan to code-switch as they communicate in LINE?

1.3 Objectives of the Study

The objectives of the study are to find out: 1) types of code-switching that are mostly used by alumni of SMAN Sumatera Selatan as they communicate in LINE, 2) topics which encourage alumni of SMAN Sumatera Selatan to code-switch as they communicate in LINE, and 3) factors that motivate alumni of SMAN Sumatera Selatan to code-switch as they communicate in LINE.

1.4 Significance of the Study

The writer hopes the results of this study will be beneficial for students, the researcher herself, and other researchers. First for students, it may broaden their understanding of language use in terms of style-shifting. Second for the researcher, it may help her in understanding more about academic writing. The last is for other researchers, it may be one of the references in conducting further studies related to this topic.

REFERENCES

Bista, K. (2010). Factors of code switching among bilingual english students in the university classroom: A survey. *English for Specific Purposes World, 9*(29), 1-19.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal, 9*(2), 27-40. doi: 10.3316/QRJ0902027

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1).

Centre, U. N. R. I. (2011, 14 July 2011). UN welcomes 193rd member state. from www.unric.org

Chaer, A., & Agustina, L. (2014). *Sosiolinguistik: Perkenalan awal*. Jakarta: Rineka Cipta.

Creswell, J. W. (2012). *Educational research; Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education Inc.

Dewing, M. (2010). Social Media: An Introduction. http://bdp.parl.ca

Falk, I. (2013). *Code-switching online: A case study of Swedish-English code-switching in the blog Charlotta Flinkenberg*. (Bachelor), University of Gothenburg, Gothenburg, Sweden.

Fauzi, M. P. (2015). *An analysis on code switching in "sharing HH android" group in whatsapp application* (Undergraduate), Syekh Nurjati State Institute for Islamic Studies, Cirebon, Indonesia. Retrieved from http://repository.syekhnurjati.ac.id/

Geeslin, K. L., & Long, A. Y. (2014). *Sociolinguistics and second language acquisition: Learning to use language in context*. New York, USA: Routledge.

Gulzar, M. A. (2010). Code-switching: Awareness about its utility in bilingual classrooms. *Bulletin of education and research, 32*(2), 23-44.

Gunarwan, A. (2002). *Pedoman penelitian pemakaian bahasa*. Jakarta, Indonesia: Pusat bahasa.

Guth, S., & Helm, F. (2010). *Telecollaboration 2.0: Language, literacies, and intercultural learning in the 21st century*. Bern, Switzerland: Peter Lang.

Halim, N. S., & Maros, M. (2014). *The functions of code-switching on facebook interactions.* Paper presented at the International Conference on Knowledge-Innovation-Excellence: Synergy in Language Research and Practice.

Harmer, J. (2011). *The practice of english language teaching* (4th ed.). Edinburgh, UK: Pearson Longman.

Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). New York, USA: Routledge.

Hornby, A. (Ed.) (2010) Oxford advanced learner's dictionary (8th ed.). Oxford, UK: Oxford.

Hymes, D. (1986). *Directions in sociolinguistics: The ethnography of communication*. Oxford, UK: Basil Blackwell.

Nordquist, R. (2016). Code switching definition. from http://grammar.about.com/od/c/g/codeswitchingterm.htm

Noviandari, L. (2014). Line has 30 million users in Indonesia, now 2nd biggest market. from http://techinasia.com/line-registered-users-indonesia-30-million/

Pollard, S. (2002). The Benefit of Code Switching within a Bilingual Education Program. http://digitalcommons.iwu.edu/hispstu_honproj/2

seputarsumsel.com. (2016). Menelusuri suku-suku yang ada di Sumatera Selatan. from https://seputarsumsel.com/menelusuri-suku-suku-yang-ada-di-sumatera-selatan/

Sert, O. (2005). The functions of code switching in ELT classrooms. *Internet TESL Journal, 11*(8).

Spromberg, S. (2011). *Communication strategies used by high school english language learners in multilingual classrooms.* (Master), City University of New York New York, USA. Retrieved from http://files.eric.ed.gov/

Statistik, B. P. (2013). *Penduduk Indonesia hasil sensus penduduk 2010*. Retrieved from

http://www.bps.go.id/index.php/publikasi/index?Publikasi%5BtahunJudul%5D=2010&Publikasi%5BkataKunci%5D=suku&yt0=Tampilkan

Suganda, L. A. (2012). Code switching and code mixing done by teachers of kusuma bangsa palembang. *Journal holistics, 4*(7), 1-12.

Tajudin. (2013). The occurence of code-switching on personal message of blackberry messenger. *Journal of english and education, 1*(2), 103-114.

Thelander, M. (2009). Code-Switching or Code-Mixing? *Linguistics, 14*(183), 103-124. doi: https://doi.org/10.1515/ling.1976.14.183.103.

Wardhaugh, R. (2006). *An introduction to linguistics* (5th ed.). Oxford, UK: Blackwell Publishing Ltd.

Wickner, D. L. (2016). What are the benefits of code-switching? , from http://www.quora.com/What-are-the-benefits-of-code-switching