CHAPTER 2

THEORITICAL FRAMEWORK

In this chapter, researchers discuss the theories used and previous related research. The researcher explain about sociolinguistics, bilingual, code, code switching, Inter-Sentential Switching, Intra-Sentential Switching, tag switching, Vlog (Video Blog), content, podcast and the previous studies of this research. The explanation of each theory is briefly explained as follows.

2.1 Sociolinguistics

Sociolinguistics is concerned with the relationship between language and the context in which it is used. It examines how social factors such as class, gender, ethnicity, and age influence the way people speak, and how language, in turn, reflects and reinforces social structures and identities (Janet Holmes 2013). A leading figure in sociolinguistics, William Labov (1972) developed a theory of language variation that demonstrates linguistic variation is correlated to social class, age, gender and ethnicity, and how social factors contribute to linguistic change. According to Gumperz (1982) code-switching serves as an indicator of social identity, in the sense that speakers choose a language in social interactions as a marker of solidarity, social distance, or role in interaction.

The importance of considering social context in the analysis of language use emphasized by Dell Hymes (1974) who introduce the concept of speech community and ultimately the speaking model, which highlight critical components to consider in sociolinguistic analysis: Setting, Participants, Ends, Act sequences, Key, Instrumentalities, Norms, and Genre. The theory served as lenses for examining language use in different sociocultural contexts which can help explain how language relates to and reflects social identities, social relations and power in society. Sociolinguistic understanding can provide insights into the nature of language use within multilingual and multicultural societies and how communication has been used strategically to accomplish certain communicative and sociolinguistic functions.

2.2 Bilingual

Bilingual comes from the word bilingualism which means two languages. It can be understood from this term what is meant by bilingualism, which is related to the use of two languages or two language codes. According to Mackey and Fishman (Chaer & Agustina, 2010, p. 84), bilingual is defined as the use of two languages by a speaker in their interactions with others alternately. To be able to use two languages, a person must have a good command of both languages. First, the mother tongue or first language and the other language which is the second language (Chaer & Agustina, 2010, p. 84).

Robert Lado (in Chaer and Agustina, 2010, p. 86), says that bilingual is the ability of a person to use a language equally well or almost equally well. Thus, according to Lado, mastery of both languages does not need to be equally good, less is fine as long as the speaker understands the language being spoken. The way to measure a person's good or bad bilingualism is by looking at a person's reaction to two languages.

It can be concluded that bilingual is the cause of code switching and code mixing. People who are able or accustomed to using two languages in everyday life will mix their vocabulary or sentences with different languages. The speakers will use the two languages alternately and based on the situation and conditions.

2.3 Codes

A code is a symbol of nationalism that is used by people to speak or communicate in a particular language a dialect, a register, an accent or a style on different occasions and for different purposes. In sociolinguistics, a code is a neutral term used to describe a language or a variation of a language. Wardhaugh (1986, p. 83) states that code is a certain kind of system or language used by two or more people for communication when people communicate with each other, we can call the system they use code.

Marjohan (1988, p. 48) also supports that that Code is a term that refers to a variation. A code is divided into code mixing and code switching (Stockwell, 2002) code switching and code mixing occur when people mix two

languages between the native language and English or other foreign languages. Code switching and code mixing are often used by people who speak two or more languages or so-called bilinguals. From the following statement, it can be concluded that code is the way people communicate in society. The use of code is conducted when someone is in a certain situation or intention. The code mentioned here is a dialect, a register, an accent or a style.

2.4 Code Switching

Code-switching is a tradition of switching languages in the middle of a conversation or a sentence. Gumperz (1982) describes code-switching not just as a shift in language; rather, it is a socially and contextually influenced communication since it allows for a number of social factors. Gumperz has identified several major functions of code-switching, which include its function as a social and identity marker; the use of language to signify a shifting topic or context; and its use to express particular emotions or feelings. Code-switching can also be used as a way to explain or add emphasis in conversation. Gumperz explains that bilinguals use code-switching deliberately to make a particular rhetorical point, such as making an argument more forceful, grabbing listeners' attention, or conforming to social norms of a group.

2.4.1 Inter-Sentential Switching

Inter-sentential switching occurs when speakers switch languages between sentences. In this case, one sentence can be completely in one language, and the next sentence in a different language. Gumperz (1982) explains that inter-sentential switching is often used to mark a change in context or to express social identity. Speakers may switch languages to show group affiliation or adjust to different audiences. So, Inter-sentential switching occurs when a bilingual switches from one language to another between different sentences. One sentence will be in one language while the other sentence will be in a completely different language.

Example of Inter-Sentential Switching as follows:

Speaker 1   : "Saya sudah selesai dengan tugas kuliah saya. ***Now
             I can finally   relax***."
Speaker 2   :"Oh, itu bagus! ***I wish I could finish mine too***."

The example above shows speaker 1 and speaker 2 using two different languages while communicating. This can be identified as inter-sentential switching.

2.4.2 Intra-Sentential Switching

Intra-sentential switching occurs when speakers switch languages within a single sentence. It involves replacing words, phrases, or grammatical structures from one language to another without changing the meaning of the entire sentence. According to Poplack (1980), intra-centential switching indicates high bilingual mastery, where speakers can integrate elements from both languages fluently. Poplack explains that this type of switching often occurs among speakers who have a high level of fluency in both languages.

To be concluded, intra-sentential code switching is found when there is the use of words, phrases, or clauses in another language in a sentence or utterance.

Example of Intra-Sentential Switching as follows:

1. "Minggu depan **I will go to Bali for vacation**."
2. "Kita harus **finish this project by Friday"**
3. "Hari sabtu **I plan to visit my grandparents"**

The utterances above are intra-sentential switching because they contain two different languages in one utterance which is English and Indonesian language. It uses Indonesian at the beginning of the sentence as the basic language. Then, use English in the following utterance.

2.4.3 Tag switching

Tag switching involves the insertion of tag phrases from one language into another. These tags are often short phrases that serve as discourse

markers or conversation fillers. According to Gumperz (1982), tag switching can have various functions, such as signaling a change of topic, emphasizing a point, or attracting the listener's attention. It allows speakers to maintain their identity while connecting with their listeners. Examples of common English tags are "You know", "I mean", "so", "right", and etc. Code switching tags are usually located at the beginning or end of a sentence

Example of tag switching as follows:

1. "Kita akan pergi ke konser besok, **right?"**
2. "**I mean,** saya sudah menyelesaikan tugas itu"
3. "Dia sangat berbakat dalam menggambar, **you know?"**

The utterances above, contain tag "right", "you know", and "I mean" at the end and the beginning of the sentence. Therefore, the utterances above are tag code switching.

2.5 Vlog (Video Blog)

A video blog (or vlog for short) is a common type of digital media in which an individual records and shares experiences, stories, or information in a video format. Common places to publish video blogs include YouTube, Instagram, and the social media platform. These days, we all know what a blog is. Video blogging is when a person captures stories, experiences, advice, or anything else and shares them online. To vlog is to put a video spin on it. So rather than a weblog, video weblog or video blog.

The type of video blog or vlog is where one usually speaks directly to the camera or documents life events and key moments. According to Liu (2021, p. 206), vlog is characterized by a real perspective and slow-paced style, which brings about an aura of simplicity faithful to the reality of life. It is unlike other videos and is closer to a short documentary.

Vlog has successfully created a new trend for people's lifestyle. The amount of time spent watching digital video has increased by 120 percent, from 26 minutes each day to over an hour (MediaKix, 2020). Certain types of video

content have shown to be in high demand and popular among consumers as viewing habits change increasingly toward online video.

According to the following statements, vlog allows individuals to create content for social media, and the existence of social media itself provides people with a new type of interaction. The varied content of vlogs has established a new source of knowledge for people. The distribution of information through videos that expose their real lives and experiences offers something new and accessible to individuals of all ages. The increasing number of vlogs and vloggers has had a significant impact on how people's culture of creating and receiving information has altered. Vlog also can be utilized to facilitate collaborative work and the creation of learning communities.

2.5.1 Content

According to the KBBI (Indonesian Dictionary), "konten" (content) refers to information that is available through media or electronic products. Meanwhile, according to Simarmata (2011), "konten" (content) is the substance, type, or unit of digital information. Content can be in the form of text, images, graphics, videos, audio, documents, reports, and so on. In other words, content encompasses everything that can be managed in electronic format.

Content in a vlog refers to the specific information, material, or theme that is presented and shared through video. It encompasses what the vlogger chooses to showcase, discuss, or demonstrate in their videos. The content in a vlog can vary depending on the vlogger's niche, interests, and target audience.

According to Sudjiman (1988) theme is an idea or concept chosen by the author as the basis for constructing a story. This viewpoint is further supported by Atar Semi, who states that a theme is a central idea that serves as the foundation. Within the theme, there are issues and the author's message or purpose to the readers.

Furthermore, in determining a theme, vloggers are free to choose the theme that will serve as the foundation of their video's story. According to Budi Darma, the themes that authors choose for their stories can be drawn from the realm of everyday life and encompass genuine human issues such as love, fear, happiness, suffering, and limitations.

Based on the explanation above, in the context of vlogging, the author refers to the content creator, and the reader refers to the audience. Therefore, a theme helps provide focus to the vlog's content, builds personal identity and brand, and aids in content planning. By having a consistent theme, vloggers can maintain consistency and build a strong narrative. Additionally, a theme also helps attract target audiences who are interested in the same topic, build a focused community, and create more relevant content. By paying attention to the theme, vloggers can create directed, consistent, and engaging vlog content for their audience.

2.6 Podcast

Podcasts are currently becoming a trend in Indonesia. A lot of content creators and influencers create a broadcast-based radio content or commonly known as podcasts. The viewers feel interested in this kind of content because there is an interesting discussion process that is presented in a relaxed manner. The term podcast was first proposed by a journalist from The Guardian, Ben Hammersley, in 2004. The word podcast itself stands for play on demand and broadcast.

Robinson (2009) states that podcasts are audio or video files on the web that can be downloaded freely to a computer and listened to on any computer or portable playback device that supports MP3 files. Podcasts enable learning anywhere, anytime. Podcasts allow students to access educational content at home, while commuting to university or work, or doing any other activity.

Podcasting as a new technology has huge potential in enhancing second language learners' listening and speaking skills (Stanley, 2005). Furthermore, According to Nunan (1997), the production of podcasts provides

students with plenty of meaningful language use, which is highly desirable for second language acquisition. Therefore, podcasts can be a platform for listeners to learn new languages, such as English. After learning another language, listeners begin to use it in daily conversation. It is resulting in the use of code switching and code mixing by the speakers.

2.7 Previous of Related Studies

In supporting this research, there are several previous studies that have similarities and differences with this research. Hereby proves the existence of research that uses same theory and approach with different objects of literature.

Cahyani et al., 13 led the first study (2021), who investigated occurrences of code-switching in Indonesian media. This research, entitled The Indonesian-English Code-Switching Used by Najwa Shihab and Agnes Mo on the Catatan Najwa YouTube Channel, applied Gumperz's framework to classify six functions of code-switching. This made code-switching for diverse audiences an important characteristic for ensuring audience engagement and road cultural expressions. The researchers identified three types of code-switching: intra-sentential, inter-sentential, and emblematic switching, as well as purposes, like attributing quotes, illustrating key points and providing clarity.

The next research conducted by Danendra et al. Abstract Rahmi Endang Maulida, Harsya Fajrianto, & Wa Ode Ratna Elviana, Code Switching in the YouTube Content About Life in Japan, PRESENTED AT The Annual International Conference on Islamic and Social Studies 2022 (AICIS 2022) Based on Poplack's framework, the study identifies three types of code-switching: tag switching, intra-sentential, and inter-sentential. The results show that the highest number belongs to inter-sentential code-switching as it serves an important role for speakers of different linguistic backgrounds to engage with one another providing an opportunity for dialogue to exist. It goes on to describe some of the drivers behind code-switching, such as the speaker's own background, the language proficiency of their interlocutor, and shifts in the

subject of conversation, helping to shed light on how bilingual people manage their linguistic toolkit in a multilingual context. This is in accordance with earlier works such as by Fujimura and Wilson (2013), whose study on code-switching among Japanese speakers in the UK highlighted how code-switching is driven by the audience and a broad context.

The third study conducted by Mangila (2018) entitled "Pedagogic Code-Switching: A Case Study of the Language Practices of Filipino Teachers in English Language Classrooms" examines the language practices of Filipino bilingual teachers in English language classrooms regarding their use of code-switching. Using Hymes' ethnography of communication guidance, different kinds of code-switching are demarcated in the research, being intra-sentential, inter-sentential and intra-word, though extra-sentential code-switching is absent in the classroom discourse analysed. The results show that teachers use the code-switching primarily for instruction, especially content acquisition, reformulation, and facilitation, which all help students to achieve better understanding of the lesson. This is in line with the previous research as Borlongan (2009) and Martin (2014) which examine the functional perspective of code-switching in the classroom, suggesting a scaffolding role that supports bilingual learners as they engage in complex linguistic tasks.

The fourth study conducted by Adi Andani et al. Judul JURNAL DIPA Oktober 2022: "Tipe dan Fungsi Code Switching yang Ditemukan dalam Pembicaraan Daniel Mananta dan Raline Shah di Chanel YouTube 'Daniel Tetangga Kamu'" Based on Poplack's aspects of defining code-switching, the study identified the following three types of code-switching across data: tag switching, intra-sentential switching and inter-sentential switching, with intra-sentential switching identified as the most prevalent. Our analysis demonstrates that in the conversations, code-switching serves mainly a metalinguistic function that allows speakers both to display their linguistic capabilities and to involve the audience. Importantly, this in its own way adds to the growing body of research in the code-switching domain and is somewhat reflective of findings from studies like Rahmaniah (2016) & Tasar (2009) that also provided evidence for similar manifestations and functions of code

switching with regard to media alongside its significance in not only fostering but also supporting bilingual speakers in their ability to communicate and express culture.

Fourth research by Murtadho et al. (2023): Analysis of Code Switching and Code Mixing in Cinta Laura Kiehl's Vlog: 'Cinta Laura Membantu Anak-Anak Melihat Dunia Lebih Jelas!," explores linguistic phenomena of code-switching and code-mixing found in Indonesian-German actress Cinta Laura Kiehl's vlogs. Drawing from sociolinguistics theories and qualitative approaches, it classifies the types of code-switching as tag switching, intra-sentential and inter-sentential, where the highest frequency rate is for intra-sentential switching. Furthermore, the results reveal that Cinta Laura's background as a bilingual individual in Indonesia and English shapes the way she utilizes language, employing code-switching and code-mixing as tools to appeal to her audience and convey her messages effectively. The current research is in line with Sumarsono (2002) and Holmes (n.d.) research who investigated similar linguistic actions on bilingual use revealing code-switching and code-mixing as a medium for expressing culture and social life in modern media.